

The New Baby

Teaching Notes Author: Liz Miles

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| <p>Comprehension strategies</p> <ul style="list-style-type: none"> Comprehension strategies are taught throughout the Teaching Notes to enable pupils to understand what they are reading in books that they can read independently. In these Teaching Notes the following strategies are taught: <i>Prediction, Questioning, Clarifying, Summarising, Imagining</i> | <p>Decodable words</p> <p>about, and, boy, brilliant, buggy, can, chart, had, help, her, how, made, mattress, new, off, old, that, time, told, too, will, with</p> |
| | <p>Tricky words</p> <p>brought, called, hospital, looked, pleased, puzzled, rattle, school, some, want, what, wheel, when</p> |
| | <p>C = Language comprehension</p> <p>W = Word recognition</p> |

Group or guided reading

Introducing the book

- Show the cover to the children and discuss the images with them.
- C** (**Prediction**) Read the title with the children, and ask them: *Who do you think is having a new baby?*
- C** (**Questioning, Clarifying**) Discuss what the children already know about new babies. Ask: *What do new babies need? What do you have to do to look after them?*

Strategy check

Remind the children to use their knowledge of phonics to work out new words.

Independent reading

- Ask the children to read the story. Praise and encourage them while they read, and prompt as necessary.
- C** (**Questioning**) As you listen to individual children, ask them questions about what is happening in the story.
- W** On page 1, check the children read 'expecting' phonically, splitting the word into three syllables first.
- C** (**Clarifying**) Encourage them to read what the characters say with expression, e.g. on page 19, 'Jo's baby is coming.' Ask: *How would Wilma say that? How is she feeling?*
- C** (**Summarising**) Ask children to retell the story in just two or three sentences.

Assessment Check that children:

- use phonic knowledge to sound out and blend the phonemes in words, particularly the decodable words (see above).

Returning to the text

- C** (**Clarifying**) Reread page 9 and ask the children what Kipper means when he says, 'Can we do it up?' Ask what else the family are going to 'do up' for the new baby.
- C** (**Clarifying**) Look again at the illustration on page 23, then reread pages 23–24. Ask: *Why doesn't Kipper want to help with the new baby?*
- W** Point to some decodable words, e.g. 'baby', 'cot'. Do the children recognise and read them immediately?
- C** (**Clarifying**) Ask: *Who guessed the right name?* Look back at page 17 to check.

Group and independent reading activities

Objective Identify the constituent parts of two-syllable and three-syllable words to support the action of phonic knowledge and skills.

- W** Discuss how 'baby' can be split into two syllables, with the long 'ee' sound as the end sound.
- Ask the children to find other words in the story with the same end sound and spelling, e.g. 'buggy', 'scruffy', 'funny', 'Vicky'.
- Encourage them to add words from their own experience, or from a word bank, to the list.

Assessment Do the children recognise that some words ending with 'y', such as 'boy' and 'toy', have a different end sound?

Objective Apply phonic knowledge and skills as the prime approach to reading and spelling unfamiliar words that are not completely decodable.

- W** Look at the picture on page 10.
- Working in groups, ask the children to work out how to read one of the lists of baby names.
- Remind them to read the words by breaking down the sounds.
- If they get stuck, suggest they guess the name. Ask: *Is it a girl's or boy's name? What are the first letter sounds?*

Assessment Do the children use their phonic knowledge to help work out the words?

Objective Identify the main events and characters in stories, and find specific information in simple texts.

- C** (*Clarifying, Summarising*) Ask: *How many characters are there in the story?*
- Together, draw up a list of the characters on the board.
- Give each child or pair of children a character to find in the story.
- Ask: *On what page do they appear? What do they do or what happens to them?*
- Afterwards, in groups, decide which are the two most important characters in the story, and why.

Assessment Do the children identify the main characters and events in the story?

Objective Make predictions showing an understanding of ideas, events and characters.

- C** (*Imagining*) Ask the children to look at the picture of Kipper on page 24.
- Discuss what Kipper is thinking.
- Ask: *When the baby is older, do you think Kipper will play with her?*
- Ask the children to work in groups and decide on an answer and their reason why.

Assessment Do the children refer to information in the story? Do they consider how the baby might behave when she is older?

Speaking, listening and drama activities

Objective Retell stories, ordering events using story language.

- Ask the children to take turns to retell the story in their own words.
- If an event is told in the wrong order, encourage the children to discuss what should come next.
- If they get stuck, ask them to refer to the book to find out what happens next.

Writing activities

Objective Convey information and ideas in simple non-narrative forms.

Use capital letters and full stops when punctuating simple sentences.

- Discuss the book that the characters in the story made (see page 15).

- Write the following headings on the board:

What babies look like.

What babies do.

What babies like.

What babies don't like.

- Ask the children to work in groups and draw a picture and write three sentences for each heading.
- Collect the work together and order it to make a class book about babies.

Assessment Do the children use a different sentence for each point? Do they use the correct punctuation and not miss any capital letters?

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