

Nobody Got Wet

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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>boat, but, down, floated, good, got, had, help, home, out, picnic, pull(ed), push(ed), rain, river, stuck, time, wet</p>
	<p>Tricky words</p> <p>don't, everyone, nobody, what</p>
	<p>C = Language comprehension</p> <p>W = Word recognition</p>

Group or guided reading

Introducing the book

- C** (**Prediction**) Cover the title and discuss the illustration. Ask the children what they think will happen.
 - Read the title together. Ask the children: *Do you think they will get wet?*
 - Look through the book, talking about what happens on each page. Use some of the high frequency words as you discuss the story.

Strategy check

Remind the children to use the sounds of letters to help them read new words.

Independent reading

- Ask the children to read the story. Praise and encourage them while they read, and prompt as necessary.
- W** If children have any difficulty reading 'floated' on page 10, say that the 'oa' phoneme makes the same sound as in 'boat'.

Assessment Check that children:

- track text matching letters to sounds
- use phonic knowledge to sound out and blend the phonemes in words, particularly the decodable words
- use comprehension skills to work out what is happening in the story.

Returning to the text

- C** (**Questioning, Clarifying**) Check children's understanding and clarify any misunderstanding by asking a variety of questions that require recall, inference and deduction such as: *Who helped Dad stay dry?* (pages 4–5) *Find the pages where Mum nearly gets wet. Why did they all hold onto her?* (pages 12–13)
- C** (**Summarising**) Ask children to retell the story in two or three sentences.

Group and independent reading activities

Objective Recognise and use alternative ways of spelling the phonemes already taught.

- W** Find 'boat' on page 1.
 - Ask the children to sound out the phonemes ('b–oa–t').
 - Explain that the 'oa' phoneme makes the long vowel phoneme sound 'o'.

- Find 'no' on page 4. Ask them to sound out the phonemes ('n-o').
- Ask them to point to the phoneme that is the same as in 'boat' ('o').
- Ask them to find 'floated' on page 11. *How do you know which word it was?*
- Ask them to turn to page 15 and find other words with the long vowel phoneme 'o' ('go', 'home').

Assessment Do the children recognise the different spellings of the same sound?

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

C (*Questioning, Clarifying*) Discuss the following questions with the children: *Who got wet in the boat? Why not? Who got wet on the picnic? Why not? Who got wet going home? Why?*

- Ask the children to find the answers in the story.

Assessment Do the children explain their answers using words like 'because' and 'when'?

Objective Visualise and comment on events, characters and ideas, making imaginative links to their own experience.

C (*Summarising, Imagining*) Ask the children to choose their favourite character from the story, such as Kipper, and follow the part the character plays in the events of the story.

- Ask them to describe what they think the character is thinking and feeling.
- Encourage them to think of what the character would say in each picture.

Assessment Are the children able to visualise the events from one character's point of view? Can they relate a character's point of view to their own experiences?

Objective Use syntax and context when reading for meaning.

You will need to write these sentences and lists of words on the board:

Dad...the boat out.	pushed push pushing
Mum...Dad.	pulling pull pulled
The boat...away.	float floated floating
"Oh no!"...Mum.	gasp gasped gasping

C (*Clarifying*) Ask the children to choose the correct form of the word for each sentence.

Assessment Do the children understand that the endings of verbs can change to make sense in a sentence?

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

C (*Imagining*) Look at page 16 together and discuss what might have happened next.

- Talk about what the characters might have said and done.
- Ask children to draw heads for each member of the group and show how to draw a speech bubble from each head (or give out speech bubble shaped pieces of paper for the children to fill in).
- Encourage them to add speech to each of the bubbles indicating the groups' feelings about being wet, e.g. 'I'm all wet', 'This is my best shirt', 'Silly lorry', 'I'm cold', etc.

Assessment Do the children use effective vocabulary?

Speaking, listening and drama activities

Objective Ask and answer questions, make relevant contributions, offer suggestions and take turns.

You will need a teddy.

- Look at the illustrations, focusing on Teddy.
- In a circle, pass the teddy around, and ask the children to say what Teddy might have said during the story, starting on page 1.

Writing activities

Objective Create short simple texts that combine words with images.

- Ask the children to look through the pictures at Wilf and think about the pictures he might have taken of his family and friends with his camera.
- Imagine the illustrations on pages 4–5, 6–7, 8–9 and 12–13 are photos in Wilf’s photo album. Ask the children to write a caption for each one.

Assessment Do the children describe the ‘photograph’ in their captions effectively?

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