

One Wheel

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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>Questioning, Clarifying, Summarising, Imagining</i> 	<p>Decodable words</p> <p>am, at, Dad, is, Mum, on</p>
	<p>Tricky words</p> <p>Biff, Chip, he, I, look, me, no, oh, one, said, two, three, four, wheel(s)</p>
	<p>C = Language comprehension</p> <p>W = Word recognition</p>

Group or guided reading

Introducing the book

- C** (*Questioning, Imagining*) Read the title together and look at the picture. Ask: *Have you seen anyone ride a unicycle? Do you think it is easy to ride a unicycle?*
- Talk about different vehicles and the number of wheels they have.
- C** (*Clarifying*) Look through the pictures and count the number of wheels on each item.

Strategy check

Remind the children to sound out the letters, from left to right, as they work out new words.

Independent reading

- W** Listen as children read the story. Praise them for using the letter sounds to work out new words.
 - Encourage children to reread a sentence if they hesitate over a word.
- C** (*Questioning*) Before turning the page ask a question to encourage the children to draw more information from the picture, e.g. on page 7, ask: *What is Kipper riding? What else is he doing?*

Assessment Check that children:

- recognise and read high frequency words on sight
- automatically begin at the left and read from left to right.

Returning to the text

- C** (*Clarifying*) Turn to page 11 and ask: *Did you think Dad would fall off the bike? Why?*
- W** Ask the children to find the word 'look' as often as they can and to read the sentence it is in. Remind them to use their knowledge of letter sounds to read the words.
- C** (*Imagining, Clarifying*) Turn to page 12 and ask: *Why do you think Floppy ran away? Did Dad hurt himself?* Talk about Floppy's feelings and Dad's and what the pictures tell us about the characters' feelings.
- C** (*Summarising*) Ask children to retell the story in three or four sentences.

Group and independent reading activities

Objective Read a range of familiar and common words and simple sentences independently. Show an understanding of the elements of stories, such as main character, sequence of events, and openings.

C (*Questioning, Clarifying*) Reread the story together.

- Ask: *What did you notice about the number of wheels?* Talk about the fact that the story begins with one wheel, then has two, three and four, and then goes back to one.
- Ask: *Who was riding on three wheels?* Praise children for remembering that it was Kipper. Ask one child to find and read that sentence.
- Ask: *Who was riding on two wheels?* Then ask a child to find and read that sentence. Repeat with four wheels.
- Ask: *Who was riding on one wheel?* Praise children for remembering that both Chip and Dad were on one wheel. Find and read both sentences.

Assessment Do the children locate and read the right sentences?

Objective Read a range of familiar and common words and simple sentences independently. Begin to form simple sentences.

W Ask each child in the group to tell you one thing about the story, e.g. Mum was on three wheels.

- Write the sentence clearly on a strip of paper or card. Cut the sentence into individual words. Ask a child to remake and read the sentence.
- Repeat using sentences that other children suggest.
- Ask children to muddle up their own sentence then give it to a friend to sort out. Children can check that each other's sentences make sense.

Assessment Do the children make the words make sense? Did they notice if the sentences did not make sense?

Objective Read some high frequency words.

W Read the story together.

- Choose one of the high frequency words used in this story ('am', 'at', 'dad', 'he', 'I', 'is', 'look', 'me', 'mum', 'no', 'on', 'said').
- Ask a child to find out how many times they can find that word, e.g. 'said', in the story. Ask the rest of the group to check that he or she is correct.
- Repeat with other high frequency words so that each member of the group has a turn at being the first one to look for and count the word.

Assessment Do the children locate and read the words with confidence?

Speaking, listening and drama activities

Objective Sustain attentive listening, responding to what they have heard by relevant actions.

- Reread the story and talk about what the characters are doing while balancing on the wheels.
- Choose a character yourself and mime the actions. Ask the children: *Who can guess which character it is?* Praise children for getting it right.
- Ask children to choose a character and mime the actions for the rest of the class to guess.
- Have lots of turns, praising children for using the picture to copy the actions.

Writing activities

Objective Write their own names and other things such as labels and captions and begin to form simple sentences sometimes using punctuation.

- Ask the children to tell you which picture from this story is their favourite. Ask them to draw the picture.
- Without using the book, ask them to write a sentence to go with their picture. Praise children for 'having a go' at spellings using their phonic knowledge and for all the words they can spell correctly.
- Ask the children to take turns to show their pictures and read their sentences to the class.

Assessment Do the children spell decodable and high frequency words correctly?

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