

## On the Sand

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<p><b>Comprehension strategies</b></p> <ul style="list-style-type: none"> <li>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></li> </ul>	<p><b>Decodable words</b></p> <p>a, an, and, at, Biff, Chip, cross, dad, get, hat, made, on, put (north), sand, stick, top, went</p> <p><b>Tricky words</b></p> <p>asleep, boat, donkeys, go-karts, hiding, ice cream, looked, no, played, said, sandcastle, sleep, the, they, to, was</p> <p><b>C</b> = Language comprehension</p> <p><b>W</b> = Word recognition</p>
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### Group or guided reading

#### Introducing the book

- C** (*Prediction*) Read the title and ask the children: *What do you think Biff and Chip will do on the sand?* Look at the first page to confirm the children's predictions.
- C** (*Clarifying*) Talk about what Biff and Chip are doing on each page of the book, pointing out any new or difficult words.

#### Strategy check

Remind the children to reread a sentence if they are unsure of a word.

#### Independent reading

- Ask children to read the story. Praise and encourage them while they read, and prompt as necessary.
- W** Encourage the children to predict the context words by sounding out and blending the letter sounds all through the word. Show how some words can be broken down into two words, e.g. 'sand-castle'.
- W** To help children read 'asleep' on page 7, ask them to look at page 2 and find a very similar word, 'sleep'.

**Assessment** Check that children:

- recognise that some words are made by joining two words together
- are able to use a range of strategies to decipher new or difficult words.

#### Returning to the text

- C** (*Clarifying*) On page 15, ask: *Why was Biff cross? Would you have been cross if someone had played the same trick on you? How else would you be feeling?*
- C** (*Questioning*) Ask: *Do you think it was a good trick? Do you think Mum would think it was a good trick?*
- C** (*Imagining*) Turn back and look at pages 4–11. Ask: *Which of the activities would you like to do the most? Tell me why.*
- W** Turn to page 3. Ask the children to find a word beginning with 'p' and ending with 't' (put). Ask the children to close their eyes and spell the word without looking. Repeat for other CVC words in the book.
- C** (*Clarifying*) On page 6, ask: *What does 'Mind that child!' mean on the ice cream van?*

## Group and independent reading activities

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

**W** Ask the children to look at pages 6 and 7. Point out the two words, 'cream' and 'asleep'. Explain that although they have the same phoneme sound the spellings are different.

- Make a table on the board with column headings 'ee' and 'ea'.
- Write out 'ea' or 'ee' words on reusable stickers and invite children to place the words into the correct columns. Possible words could be: keep, feet, meet, meat, leap, neat, beat, sweep, seat, been, etc.
- Repeat with 'ay' 'a-e' and 'ai' words from the book: 'play', 'said', 'made'.

**Assessment** Are children able to recognise different spelling patterns?

**Objective** Take turns to speak, listen to others' suggestions and talk about what they are going to do. Make predictions showing an understanding of ideas, events and characters.

**C** (*Prediction, Imagining*) Divide the children up into small groups.

- Ask them to predict what Biff and Chip might do after Dad's trick. Ask: *Might they play another trick on Dad?*
- Encourage groups to work together to come up with another trick that Biff and Chip could play on Dad or any other ideas to continue the story.
- Invite the groups to explain to the rest of the class what that trick or happening could be.

**Assessment** Were the children able to think of a suitable continuation to the story?

**Objective** Visualise and comment on events, characters and ideas, making imaginative links to their own experiences. Use new and interesting words and phrases.

**C** (*Summarising*) Ask the children to sum up the story by telling it in just three or four sentences.

- Ask the children to tell you all the things that Biff and Chip looked at between pages 4 and 11.
- Make a list on the board.
- Encourage the children to tell you of any other things Biff and Chip could have done or seen. Ask: *If you have been to the seaside what things did you do?* Add suggestions to the list.
- Give one activity to each pair of children. Ask them to write a sign describing and naming that activity using only a few words, e.g. 'Dan's Dancing Donkeys'. They can be as funny as they like.
- They could draw a picture to go with their sign too.

**Assessment** Were the children able to use new and interesting words?

## Speaking, listening and drama activities

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

- Discuss what Biff and Chip did to Dad on the sand. Ask: *Why did Dad play a trick on Biff and Chip?*
- Discuss what happens to the sea at the coast and how tides come in and go out again. Ask: *What did Biff and Chip think had happened to Dad?*
- Invite children to tell you of their experiences at the seaside, at a swimming pool or beside a river.
- Ask the children tell you of the dangers of being near water and to give suggestions on how to stay safe.

# Writing activities

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

- Look back through the book at the pictures. Explain that the 'setting' for the story is the seaside.
- Ask the children to write a few sentences describing the setting. Say that the description is going to go in a tourist brochure to attract holiday-makers to the beach.
- Brainstorm some complimentary descriptions, e.g. 'golden sands', 'exciting pier', 'clean water', 'fun amusements'.
- Clip the descriptions together to make a class tourist brochure.

**Assessment** Were children able to organise their writing effectively?

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