

The Pet Shop

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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>a, Biff, Chip, Kipper, pet, rat</p>
	<p>Tricky words</p> <p>everyone, goldfish, no, oh, said, shop, snake, spider the, wanted</p>
	<p>C = Language comprehension</p> <p>W = Word recognition</p>

Group or guided reading

Introducing the book

- C** (*Clarifying, Prediction*) Show the cover to the children, and ask them to predict what the book will be about.
- W** Look through the book at the illustrations and talk about what is happening. Use some of the tricky words as you discuss the story (see chart above).
- C** (*Imagining*) Ask the children: *Who would like snakes/spiders/rats as pets? Why? Why not?*

Strategy check

Remind the children to read from left to right and use their knowledge of sounds to work out new words.

Independent reading

- Ask children to read the story aloud. Praise and encourage them while they read, and prompt as necessary.

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 (see chart above)
- use comprehension skills to work out what is happening in the story.

Returning to the text

- C** (*Questioning, Clarifying*) Check the children's understanding and clarify any misunderstanding by asking a variety of questions that require recall, inference and deduction, such as: *What pet did Chip/Biff/Kipper want? Why do you think everyone said 'no'? Why did everyone want a goldfish?*
- W** Ask the children to tell you the animals the family saw in the pet shop. Record the animals on the board, looking at the spellings of the words. Invite children to sound out the phonemes in the words ('r-a-t', 's-p-i-d-e-r', 's-n-a-ke', 'g-o-l-d-f-i-sh'). Ask: *Which word is made up of two words?*
- C** (*Summarising*) Ask children to retell the story in two or three sentences.

Group and independent reading activities

Objective Show an understanding of the elements of stories, such as characters, sequence of events and openings. Retell narratives in the correct sequence.

C (*Clarifying, Imagining*) Discuss the pets in the story and reasons why everyone said ‘Oh no!’.

- Ask the children to suggest other pets that might generate the same ‘oh no’ response and draw up a list of their suggestions.
- Invite the children to retell the story to a partner using some of the new pets from the list.
- Tell them to take turns to add a different type of pet, and to choose a final pet that everyone wants.
- Encourage pairs to tell their new version of the story to the class.

Assessment Do the children need to refer to the book to use the correct sequence of characters?

Objective Read a range of familiar and common words and simple sentences independently. Know that print carries meaning and is read from left to right.

You will need cards for the words: ‘Chip’, ‘Biff’, ‘Kipper’, ‘Everyone’, ‘wanted’, ‘a’, ‘rat’, ‘spider’, ‘snake’, ‘goldfish’.

W As a group, ask the children to pick out words one at a time, and place them in the right order to make a sentence.

- Children, in pairs, then choose words to make a sentence and muddle them up for their partner to reorganise to make sense.

Assessment Do the children organise their sentence from left to right?

Objective Recognise common digraphs.

W Ask the children to find the word ‘shop’ in the title. Write it on the board and together, segment the phonemes (‘sh–o–p’).

- Ask the children to work with a partner and suggest other words that begin with the ‘sh’ phoneme.
- Ask the pairs of children to share their list of words with the class and draw up a list on the board.

Assessment Can the children hear the ‘sh’ phoneme in other words?

Speaking, listening and drama activities

Objective Use talk to organise, sequence and clarify thinking, ideas, feelings and events.

- Discuss the pets that Biff, Chip and Kipper wanted to get.
- Ask: *Why did they say ‘Oh no!’? Why was everyone happy to have a goldfish in the end?*
- Talk about which pets are easy to look after, and which need special care.
- Talk about the pets the children have got. If any of them have pet rats, snakes or spiders, encourage them to tell the class about how they are looked after, and what is good or bad about having this pet.
- Discuss reasons why we keep pets, and the importance of looking after them properly.

Writing activities

Objective Write their own names and other things such as labels and captions, simple sentences.

- Discuss with the children the pets they would like most if they could have any animal in the world.
- Draw up a list of the children’s suggestions.
- Write the sentence ‘Chip wanted a rat’ on the board.

- Model how to change the sentence so that it uses their own names, e.g. 'Sally wanted a rat.'
- Ask the children to show you which word to replace with their own imaginary pet.
- Using their own names, children write the sentence saying which animal they would like as a pet.

Assessment Do the children attempt to spell the pet names correctly without using the class list?

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