

## Pond Dipping

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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:<br/><i>Prediction, Questioning, Clarifying, Summarising, Imagining</i></li> </ul> | <p><b>Decodable words</b></p> <p>an, and, at, big, Dad, dipping, fish, frog, got, help(ed), it, jump(ed), junk, let's, Mum, net, of, on, plop, pond, pram, splash, stick, stuck, up, Wilf, Wilma</p> <p><b>Tricky words</b></p> <p>a, couldn't, full, made, me, old, out, pull(ed), said, she, some, the, they, was, were</p> <p><b>C</b> = Language comprehension<br/><b>W</b> = Word recognition</p> |
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### Group or guided reading

#### Introducing the book

- C** (*Clarifying, Prediction*) Read the title and look at the picture. Ask: *Do you know what 'Pond Dipping' means? What do you think Wilf might catch in his net? What do you think the story will be about?* Read the blurb on the back cover. Ask: *What do you think the surprise might be?*
- W** Check that the children can read the words listed on the back cover.
- C** (*Clarifying*) Turn to pages 12 and 13. Ask: *What did Wilf and Wilma pull out of the pond?*

#### Strategy check

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

#### Independent reading

- Ask the children to read the story aloud. Praise and encourage them while they read, and prompt as necessary.
- C** (*Clarifying*) Ask the children to explain why 'Pram dipping' on page 16 is a joke.

**Assessment** Check that children:

- recognise automatically familiar high frequency words
- apply phonic knowledge and skills as the prime approach to reading
- identify main events and characters in stories
- use syntax and context when reading for meaning.

#### Returning to the text

- C** (*Questioning*) Ask the children: *What were Wilf and Wilma doing? Why do you think Mum and Dad went too?*
- C** (*Imagining*) Ask: *How do you think the pram might have got in the pond?*
- W** Ask the children to find 'hopped' on page 12. Ask them to say all the phonemes in order, then blend them to say the word.
- C** (*Imagining*) Ask the children to say what they noticed in the background of the pictures. On page 7 ask: *Who might all the dogs belong to?*

## Group and independent reading activities

**Objective** Identify the main events in stories.

- C** (*Questioning, Summarising*) ask: *What did Wilf and Wilma take to the pond? What did they do? What did they find?* Encourage them to talk about the events in the order they happened and praise them for answering clearly and concisely.

**Assessment** Could the children answer the questions clearly and accurately?

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

- C** (*Questioning, Clarifying, Prediction*) Look at page 3. Ask: *Why did Wilf ask Wilma to help? Turn to page 6 and ask: Why did Wilma get a big stick? How do you think that would help? Page 9: Why do you think they were having trouble? Why did Mum and Dad come over? Page 11: What do you think the old pram smelled like?*

**Assessment** Could the children use their understanding of the story to make predictions and draw conclusions?

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

- W** Write the word 'out' on a board and ask the children to find the word in the book. Count how many times 'out' occurs in the story (four). Ask them to find another word with 'ou' in it, ('couldn't' on page 9). Ask the children to say the words and notice that they do not make the same sound. Together, think of words that rhyme with 'out', e.g. 'shout', 'stout', 'trout'. Think of words that rhyme with 'couldn't', e.g. 'wouldn't', 'shouldn't'. Think of other words where 'ou' sounds like 'ow', e.g. 'pound', 'sound', 'found'. Ask the children to help you spell the words each time.

**Assessment** Could the children find words that rhyme with 'couldn't' and 'out'? Did they realise that the same letter patterns do not always make the same sounds in words?

## Speaking, listening and drama activities

**Objective** Retell stories, ordering events using story language.

- C** (*Questioning, Summarising*) Ask questions to encourage the children to explain what happened, e.g. *What did Wilf and Wilma want to do at the pond? What happened instead? Did they find any pond animals? Which picture was funniest?*

- Then ask them to retell the story to a partner.
- Gather together as a class. Ask: *Who would like to tell us the whole story?*
- Praise children for retelling the main points of the story in the right order, using some story language.

## Writing activities

**Objective** Write chronological texts using simple structures. Use capital letters and full stops when punctuating simple sentences.

**You will need** a piece of paper for each child, divided into three, with these headings written in the sections: 'beginning', 'middle', 'end'.

- C** (*Questioning*) Ask the children to tell you what happened at the beginning of the story. Then ask them what happened next. Finally ask them to tell you how the story ended. Give them paper divided into three areas, with headings: 'beginning', 'middle', 'end'. Ask the children to draw a picture to show what happened at each stage of the story. Ask them to write a sentence to match each picture.

**Assessment** Could the children use the 'beginning, middle, end' structure to write and illustrate the story?

Did they use capital letters and full stops correctly?

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