

At the Pool

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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</i> | <p>Decodable words</p> <p>and, back, dear, find, for, him, his, man, mum, pool, put, shop, swim, them, they, too, took, trunks, went</p> |
| | <p>Tricky words</p> <p>bought, couldn't, everyone, home, looked, new, said, she, sorry, swimming, wanted, was, water</p> |
| | <p>C = Language comprehension</p> <p>W = Word recognition</p> |

Group or guided reading

Introducing the book

- C** (*Questioning*) Look at the cover illustration and discuss the setting of the story.
- C** (*Clarifying*) Read the title and look through the book to confirm the children's ideas about the setting.
- C** (*Clarifying*) Talk about your experiences at swimming pools.

Strategy check

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

Independent reading

- W** Ask the children to read the story. Praise them for recognising high frequency words on sight, and encourage them to predict any difficult words by using the pictures and initial sounds of words.
- C** (*Prediction*) On page 7, ask: *What do you think Kipper will do?*
- C** (*Questioning, Clarifying*) On page 9, ask: *Why can't Kipper go in the pool?* Read the poster together.

Assessment Check that children:

- point to the words as they read them, including the notices in the swimming pool
- use their phonic knowledge to work out tricky words before trying other strategies.

Returning to the text

- W** Turn to page 5. Discuss how 'everyone' can be split into separate sounds (ev-er-y-one). Ask the children to show how they would split the word 'wanted'.
- W** On page 7, discuss the apostrophe in 'couldn't'. Ask: *Which two words could you use instead?*
- C** (*Clarifying*) Turn to page 15. Ask: *What are the children thinking? What do you think they will say to Kipper?*
- C** (*Summarising*) Ask children to explain how Kipper ended up with two pairs of swimming trunks.

Group and independent reading activities

Objective Read more challenging texts which can be decoded using their acquired phonic knowledge and skills, along with automatic recognition of high frequency words.

You will need sets of four sentence cards, each cut in half:

Kipper went to/the swimming pool.

Kipper could not/find his trunks.

Wilma's mum took/Kipper to a shop.

Kipper put his trunks/on at home.

W Ask the children to match the two halves of the sentences so that they make sense, then read their sentences to a partner.

Assessment Do the children decode the text correctly in order to choose an ending that makes sense?

Objective Recognise automatically an increasing number of familiar high frequency words.

W In small groups, ask the children, in turn, to choose a page, and play 'I Spy', using the initial sound of an object in the picture.

When another child guesses the word, the children in the group write it down. The game ends when everyone has had a turn and has read their list of words aloud.

Assessment Do the children match the initial sounds to objects in the setting of the story? Do the children find the words in the text, by matching the initial sound to the letter?

Objective Identify the main events and characters in stories, and find specific information in simple texts. Visualise and comment on events, characters and ideas, making imaginative links to their own experiences.

C (*Questioning, Clarifying*) Discuss what happened in the story. Ask some children to be Kipper. Tell the other children to ask 'Kipper' questions about going to the pool.

Assessment Can the children summarise the events of the story? Can the children relate to Kipper's actions and feelings?

Speaking, listening and drama activities

Objective Tell stories and describe incidents from their own experience in an audible voice.

- Discuss how Kipper feels when he realises he is wearing his trunks. Talk about how Wilf and Chip responded.
- Ask the children to sit in a circle and, in turn, tell everyone about something they have forgotten in the past, e.g. something they forgot to bring to school, somebody's name, something they lost.

Assessment Do the children refer to their emotions and to the emotions of characters in the text?

Writing activities

Objective Create short simple texts on paper and on screen that combine words and images. Use capital letters and full stops when punctuating simple sentences.

- Look at page 16 of the story together. Discuss the shape and colours of the swimming trunks the characters are wearing.
- Ask the children to say what colour their own swimsuits are.
- Model how to write a sentence on the board, e.g. 'My swimsuit is blue'. or 'My trunks are green and white'. Ask the children to draw a picture of themselves in their swimsuit and to write a sentence on paper or the computer to say what colour it is.
- Collect the pages together to make a class book of colours.

Assessment Do the children remember to use capital letters and full stops?

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