

## Poor Floppy

Teaching Notes Author: Gill Howell

<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>at, bad, bed, Biff, can, cats, Chip, get, had, him, his, Mum, not, on, pets, sad, six, vet, well</p>
	<p><b>Tricky words</b></p> <p>better, Floppy, give, he, home, I, just, Kipper, lay, looked, looks, pills, poor said, see, she, some, soon, the, to, too, took, wanted, was, went</p>
	<p><b>C</b> = Language comprehension</p> <p><b>W</b> = Word recognition</p>

### Group or guided reading

#### Introducing the book

- C** (*Questioning, Prediction*) Look at the cover picture and read the title. Ask: *What is the matter with Floppy? What do you think the story will be about?*
- C** (*Clarifying*) Look at the pictures to see if the children have guessed correctly. *Who has Floppy gone to see? Do you think animals like going to see the vet? Who do you see when you don't feel well?*
- W** Use some of the words in the chart above as you discuss the story.

#### Strategy check

Remind the children to read the sentences from left to right, and the text from left to right, across the page.

#### Independent reading

- Ask the children to read the story aloud. Praise and encourage them while they read, and prompt them, as necessary.
- C** (*Questioning, Clarifying*) Check the children's understanding by asking a variety of questions such as: Page 3: *What does Kipper mean when he says Floppy looks bad?* Page 10: *What does Floppy usually do when he sees a cat?*

**Assessment** Check that children:

- use phonic knowledge to sound out and blend the phonemes in words, particularly the phonic words (see the chart above)
- use comprehension skills to work out what is happening in the story.

#### Returning to the text

- W** Ask the children to find the word 'sad' in the story (page 5).
- C** (*Clarifying*) *Why is Kipper feeling sad?*
- C** (*Summarising*) Ask the children to retell the story in two or three sentences.

## Group and independent reading activities

**Objective** Explore and experiment with sounds, words and texts. Read some high frequency words.

**W (Clarifying)** Write some pairs of sentences from the story on a board, swapping the last words, e.g.

He lay on his bad.                      He looks bed.  
Mum took Floppy to the pets.      Chip looked at the vet.  
Mum took Floppy pills.              Floppy had some home.

Read the pairs of sentences and ask the children if they make sense. Ask them to describe what they need to do to make the sentences make sense.

**Assessment** Do the children realise the final words have been swapped?

**Objective** Read some high frequency words. Read simple words by sounding out and blending the phonemes.

**W** Using the same pairs of sentences as above, ask the children to sound each phoneme in 'bed' and 'bad' and describe which sounds are the same and which are different. Ask them to repeat the activity with 'vet' and 'pets'.

Remove the final 's' from 'pets' and ask them to say which pair of words rhyme. Can they find a word in the story that rhymes with 'bad'? (sad)

**Assessment** Do the children recognise similarities and differences in similar words?

**Objective** Know that print carries meaning and, in English, is read from left to right and top to bottom.

**C** Turn to page 6 of the story and read the words in the sentence from right to left. *Does this sound right?* Write the same sentence backwards on a board: 'vet the to Floppy took Mum'. Ask the children to say whether it makes sense and ask them to call out the words in the right order so that the sentence has meaning.

**Assessment** Do the children realise that print carries meaning?

## Speaking, listening and drama activities

**Objective** Use language to imagine and recreate roles and experiences.

**C (Imagining)** Talk about going to a vet's surgery. *Who do you see first? What does the vet do?* Look at pages 12 and 13 of the story. *What do you think Mum would say? What would the vet say? What might Chip say?*

- Work out the conversation together, including the vet explaining when Floppy must have the pills.
- Provide the children with a soft toy dog and ask groups to act out the visit to the vet in the following roles: Mum, Chip, a receptionist and the vet.

## Writing activities

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

**You will need** a piece of paper for each child to make into a class book.

- Together, draw up a list of pets the children have, or would like to have.
- Ask the children to write their name at the top of the page, then draw their pet (or imaginary pet) and write a sentence underneath it, e.g. 'My pet dog is called...'  
(Ask the children to attempt to spell the word by using their knowledge of sounds, before giving them the spelling, if needed.)
- At another time, children can show their pictures and read their sentences to the class.

**Assessment** Do the children use their knowledge of letter-sound correspondence to write the words?

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