

A Present for Mum

Teaching Notes Author: Gill Howell

<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>an, and, big, box, Dad, got, had, he, is, it, Mum, this</p>
	<p>Tricky words</p> <p>a, asked, for, gave, he, idea, laugh, little, make, oh, party, present, said, she, smaller, the, to, wanted, was, what, you</p>
	<p>C = Language comprehension</p> <p>W = Word recognition</p>

Group or guided reading

Introducing the book

- C** (*Questioning, Clarifying*) Look at the picture on the cover and talk about the characters. Ask: *Where are they? What are they doing?* Read the title and talk about when we give and get presents.
- W** Segment the sounds in the word 'present': p-r-e-s-e-n-t. Find and read 'present' on pages 2, 8, and 12.
- C** (*Clarifying, Prediction*) Look at the pictures in the story. On pages 4 and 5 find and read the words 'Happy Anniversary' in the illustration. Explain what a wedding anniversary is. *What do you think this story will be about?*
- W** Use some of the words in the chart above as you discuss the story.

Strategy check

Use some of the words in the chart above as you discuss the story.

Independent reading

- Ask the children to read the story aloud. Praise and encourage them while they read, and prompt them, as necessary.
- W** On page 1, help the children to read 'little' by segmenting the phonemes.
- W** If children need help reading 'laugh' (on page 3) ask them to use the initial sound and the illustration of Mum to predict a word that makes sense.

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

- C** (*Questioning, Clarifying*) Check the children's understanding and clarify any misunderstandings by asking a variety of questions that require recall, inference and deduction such as: Page 1: *What do you think is in Dad's little box?* Page 4: *What do you think Dad's idea might be?*
- C** (*Summarising*) Ask the children to retell the story in two or three sentences.

Group and independent reading activities

Objective Link sounds to letters, naming and sounding the letters of the alphabet.

W Ask a child to find a word that begins with a capital letter on page 1. *What is its name? What sound does it make? Can you find it again on this page?* (in 'had'). Go through the book, asking a different child each time to locate, name and tell you the sound of the capital letters on a page, and then to find it again as a lower-case letter. Write other capital letters on a board. Ask a child to name the letter and tell you the sound each time.

Assessment Do the children recognise the same letter names and sounds for both upper and lower case letters?

Objective Read some high frequency words.

W Write 'ed' on a board. Ask the children to look through the book to find words that end with 'ed' ('wanted', 'asked'). Write the words. Cover or remove the 'ed' endings and ask the children to read the remaining words. Add 'ed' to change the words back to 'wanted' and 'asked'. Ask the children to find 'laugh' in the story. *Tell me how to spell 'laugh'. How do we change it to 'laughed'? Can anyone spell 'look'? How do we change it to 'looked'?*

Assessment Are the children able to read the words when 'ed' is added to them?

Objective Extend their vocabulary, exploring the meanings and sounds of new words. Retell narratives in the correct sequence, drawing on the language patterns of stories.

W Look together at pages 12 and 13. Ask the children to say what is happening in their own words. Ask them to find the word 'smaller' each time it occurs.

C (*Questioning, Clarifying*) Ask the children to work with a partner and describe what Dad's idea was and how he did it.

Assessment Are the children able to explain Dad's idea in a logical sequence?

Speaking, listening and drama activities

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

C (*Imagining*) Use Circle Time to talk about birthdays and presents. Ask the children:

- *Do you know when your birthday is? What was your best present? Could you guess what it was before you opened it?*
- *Have you wrapped up a present for someone? What was it? Did they guess what it was?*
- *Do you ever have presents when it isn't your birthday? When do you give and get presents?*

Writing activities

Objective Attempt writing for various purposes.

- Talk about what Dad gave Mum, and ask the children to suggest presents that Biff, Chip and Kipper might give Mum and Dad on their anniversary.
- Ask them to draw a picture of the present they would choose and write a sentence or caption about it.
- Ask the children to share their pictures and sentences, giving a reason why they chose that present.

Assessment Are the children using their knowledge of letter-sound correspondence to write the words?

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