

Push!

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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>Biff, Chip, Mum, it</p>
	<p>Tricky words</p> <p>car, no, pulled, pushed, oh, stuck, the, tractor, was</p>
	<p>C = Language comprehension</p> <p>W = Word recognition</p>

Group or guided reading

Introducing the book

- C** (*Clarifying*) Show the front cover to the children. Talk about where the family is.
- C** (*Prediction*) Ask the children: *Where are the family going? What do you think will happen?*
- W** Look through the illustrations in the book and talk about what is happening. Use some of the tricky words as you discuss the story (see chart above).
- Return to the front cover and read the title. Talk about why there is an exclamation mark and why the author has decided to call this book 'Push'.

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 has happened to the car? How is Mum helping? What do Biff and Chip do? What is Mum doing now? Who comes to help?*
- W** Ask the children to find you two words in the story that mean the opposite ('pushed' and 'pulled'). Demonstrate by miming pushing and pulling. Ask: *Can you tell me the opposite word to 'hot'?* (repeat for other words)
- C** (*Imagining*) Ask: *How could Floppy have helped the family?*
- 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.

You will need sticky notes to mask the words on each page.

C (Summarising) In pairs, children take turns to describe what happens in the story, using the illustrations as a prompt.

- Reveal the words and ask the children to compare their 'told' version with the book version.

Assessment Do the children organise their words carefully when telling the story? Can the children recognise and explain how the two versions differ?

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: 'The', 'no', 'and', 'it', 'was'; and to write the following sentences on the board:

- 1 The car ... stuck.
- 2 Biff ... Chip pushed it.
- 3 Mum pulled ...
- 4 ... tractor pulled it.
- 5 Oh ...!

W Ask the children to read the cards and write down the right word for each sentence. If necessary, they can look in the book to find the answers.

- Encourage them to write out the whole sentence.

Assessment Can the children suggest what the missing words are without using the word cards?

Objective Link sounds to letters.

You will need alphabet letter cards, or plastic letters, and a box or bag.

W Ask the children to take turns to pick a letter from the bag or box, and see if they can find a word in the story that begins with the same sound.

- Ask them to write a list of the words they find.
- Some could write a sentence using each word.

Assessment Are the children able to identify the sound of the letters easily? Can the children find the words in the story with the same initial sound, without needing to read all the words on a page?

Speaking, listening and drama activities

Objective Use language to imagine and recreate roles and experiences.

- Talk about the characters in the story.
- Ask the children who pushed the car, and who and what pulled it. Ask: *Who didn't push or pull the car? Who didn't get out of the car at all?* (Floppy)
- Invite children to pretend to be one of the characters from the story and sit in the hot seat.
- Ask them to describe what happened and what they thought and felt about the event. Encourage some of them to describe the event from Floppy's point of view.

Writing activities

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

- Talk to the children about the car and the tractor in the story.
- Discuss other forms of transport, and ask the children how many different kinds they can think of.

- Ask: *Can you remember what colour the car/tractor was in the story?*
- Show the children how to write 'a red car' and 'a yellow tractor', and reinforce their awareness of letter formation and the need for spaces between words.
- Together, draw up a list of colours and vehicles.
- Children draw their chosen vehicle, colour it in and write what it is on the page, using the class list as a prompt.
- Some children could write a full sentence, e.g. 'My bike is blue.'

Assessment Do the children attempt the words without needing to use the class list?

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