

Put it Back

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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>and, at, back, Biff, bit, Chip, Dad, had, in, is, it, legs, Mum, net, of, on, this</p>
	<p>Tricky words</p> <p>a, all, best, come, crab, hand, he, her, hermit, it's, Kipper, let's, lives, look, no, oh, put, said, sand, see, she, shell, that, the, what, wood</p>
	<p>C = Language comprehension</p> <p>W = Word recognition</p>

Group or guided reading

Introducing the book

C (*Questioning, Clarifying, Prediction*) Look at the title and read it together. Look at the cover picture. Ask: *Who has been on a beach? What did you find there? Did you find anything that was alive? What was it? What do you think the children in the story will find?*

- Look through the pictures and find out what each character finds on the beach.

W Using the words in the chart above, ask the children to find the words that match the objects found in the story.

Strategy check

Remind the children to read the sentences from left to right.

Independent reading

- Ask the children to read the story aloud. Praise and encourage them while they read.

C (*Questioning, Clarifying*) Check the children's understanding by asking questions such as: Page 4: *Why do you think Biff put the crab back?* Page 13: *What do you think Kipper is thinking?*

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 'crab' on page 2. *How did you work out what it says?* Repeat the strategies with 'sand' on page 5.

C (*Clarifying*) On page 10, ask: *Why does Kipper think his find is the best?*

C (*Summarising*) Ask the children to retell the story in two or three sentences.

Group and independent reading activities

Objective Link sounds to letters. Hear and say sounds in words in the order in which they occur.

W Ask the children to find 'shell' each time it appears in the story (pages 10, 12 and 15). Write the word on a board as the children separate the phonemes: sh-e-ll. Now write 'shed'. *What has changed? What is the word now?*

- Practise blending consonants. Together find 'crab' (page 2) and stretch out the word to separate the phonemes: c–r–a–b. Ask the children to tell you each letter sound as you write it on the board. Can the children suggest other words that begin with 'cr'? Work out how to spell 'crash', 'cross' and 'cry' together.
- Ask the children to separate each phoneme before you write 'sand'. Can they suggest other words that end in 'nd'? ('end', 'pond', and 'hand')

Assessment Are the children able to hear and separate the phonemes in consonant clusters?

Objective Show an understanding of the elements of stories, such as main character, sequence of events. Retell narratives in the correct sequence, drawing on the language patterns of stories.

- **C** (*Questioning, Clarifying, Imagining*) Mask the text on each page of the story. Explain that you want the children to focus on the pictures and retell the story in their own words, as if they were reading it to another child. Demonstrate using the picture on page 1, for example: *Biff, Chip and Kipper were having fun on the beach. They were all trying to see what they could find.* Encourage the children to use story language and to add more detail about what the characters are doing.

Assessment Do the children add details to their retellings using ideas gleaned from the illustrations?

Speaking, listening and drama activities

Objective Use language to imagine and recreate roles and experiences.

- **C** (*Imagining*) Talk about the children's experiences of finding creatures and objects at the seaside. Ask them to think of questions they would like to ask Biff, Chip and Kipper. Encourage them to begin their questions with words such as 'why' and 'how'.
- Ask children to take turns to be Biff, Chip or Kipper and sit in the hot seat. Encourage the others to ask 'Biff', 'Chip' or 'Kipper' about their day at the beach and the things they found.

Writing activities

Objective Attempt writing for various purposes, using features of different forms such as lists.

- Talk about the things the family found on the beach. Model writing the characters name across a board:
Biff Chip Mum Kipper Dad
- Tell the children to turn to page 2. *What did Biff find on the beach?* Write 'crab' under her name.
- Ask the children to copy the characters' names on a piece of paper across the page.
- Then, ask them, with a partner, to read the text and look in the pictures to see what each character found on the beach, and then to list the objects under the characters' names. Remind them to sound out the words before writing them. Praise all good attempts at spelling the words.
- The final lists should look like this:

Biff	Chip	Mum	Kipper	Dad
crab	net	shell	seaweed	
	shell	wood	fish bone	
			hermit crab	

Assessment Do the children realise there aren't any objects listed under Dad's name because he didn't find anything?

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