

See Me Skip

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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>at, can, Dad, is, on, yes</p>
	<p>Tricky words</p> <p>come, day, do, every, go, I, like, look, me, no, oh, out, see, skip, the, this, to, too, way, you</p>
	<p>C = Language comprehension</p> <p>W = Word recognition</p>

Group or guided reading

Introducing the book

- C** (*Questioning, Clarifying*) Talk about skipping. Ask: *Can anyone skip with a rope? Can anyone's brother or sister skip too?*
- Remind the children that there is also another kind of skipping without a rope – skipping along. Ask one of the children to show you how.
- W** Find 'skip' in the title and segment the phonemes: s–k–i–p.
- C** (*Prediction*) Look through the pictures. Ask the children to name the characters. Ask: *What do you think might happen in this story?*
- Read the story like a poem so that the child can hear the rhythm and rhyme.
- Use some of the words in the chart above as you discuss the story.

Strategy check

Remind the children to read from left to right and to break down new words into sounds.

Independent reading

- Ask the children to read the story aloud. Praise accurate reading and the use of phonics to read new words. Prompt them, if necessary.

Assessment Check that children:

- always start reading from left to right
- can read these decodable words: 'see', 'is', 'on', 'dad', 'can', 'too', 'at'.

Returning to the text

- C** (*Questioning, Clarifying*) Check the children's understanding by asking a variety of questions such as: *What was Dad doing when Biff was skipping? Look at Floppy on page 5. What is he thinking? Look at page 7. What is Mum doing? Why?*
- W** Find 'every' on page 3. Ask a volunteer to segment the word into its phonemes: e–v–e–r–y.
- 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 the children which words in the story rhyme. Write 'way' and 'day' on a board. Segment each word into its phonemes and ask them which letters are the same in both words. Encourage them to use the letter names in their answers.

Experiment with placing consonants in front of 'ay'. How many of the words make sense?

W Find 'go' and 'no' on pages 6 and 8. Ask the children what words rhyme with these words. Make a list, then look at the different spellings, e.g. 'bow', 'so', 'sew', 'toe'. Sort out the spelling patterns and remind the children that words that rhyme do not always look alike.

Assessment Can the children link the sounds of some of the letters to the letter names?

Objective Retell narratives in the correct sequence, drawing on the language patterns of stories.

C (*Imagining*) Ask the children to work with a partner. Tell them to take turns to use the pictures and make up their own story without reading the text. Explain that their story doesn't need to rhyme and encourage them to use story language, e.g. 'One day Biff went to skip in the garden.' Ask some of the children to tell their version of the story to the rest of the children.

Assessment Can the children retell the events using their own words?

Can they use comprehension skills to work out what is happening in the story?

Speaking, listening and drama activities

Objective Make up their own stories, songs, rhymes and poems.

- Talk together about the action verb 'skip'. Ask the children to suggest other actions they could use in the story to replace 'skip'. Draw up a list on a board.
- Read the first three pages together until the children know it by heart: 'See me skip. This is the way. I like to do this every day.'
- Ask the children to stand in a circle, and take turns to say the rhyme with a new action each time, e.g. 'See me hop/jump/bounce/bend/stretch', and so on. If a child cannot think of a new action, tell them to use one from the list on the board.
- Extend the activity and make it into a playground game by adding the lines from page 4. Ask a child to choose the name of someone from the group and invite them to do the action, e.g. 'Come on, Yasmin. Can you ... too?'. The child who has been chosen then joins in and restarts the rhyme from the beginning with a different action.

Writing activities

Objective Attempt writing for various purposes.

- Write 'I can skip.' on a board. Remind the children of the actions they used in the speaking and listening activity and reread the words from the list of actions together.
- Ask the children to choose their favourite action, draw a picture and write the sentence 'I can ...' underneath it.
- Allow the children, in small groups, to share their sentences.

Assessment Can the children write the sentence with the correct verb for their chosen action?

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