

A Sinking Feeling

Teaching Notes Author: Pam Mayo

<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>Questioning, Clarifying, Summarising</i> 	<p>Decodable words</p> <p>Biff, Chip, duck, get, in, on</p>
	<p>Tricky words</p> <p>children, climbed, couldn't, everyone, Kipper, no, oh, pool, said, the, were, Wilf, Wilma</p>
	<p>C = Language comprehension</p> <p>W = Word recognition</p>

Group or guided reading

Introducing the book

- C** (**Clarifying**) Read the title and show the cover to the children. Ask them what they think the story is about and why it is called 'A Sinking Feeling.'
- Look briefly at the illustrations to confirm the children's predictions.
- Ask: *Have you been to a swimming pool? Did you enjoy it? If not, why not?*

Strategy check

Remind the children to sound out the first letter of each word to help them to read the word.

Independent reading

- Ask children to read the story aloud. Praise and encourage them while they read, and prompt as necessary.
- C** (**Clarifying**) As you listen to individual children, ask them to use letter sounds and the pictures to help them read any difficult words, such as 'climbed' and 'couldn't'. If a child struggles with the word 'couldn't', ask: *Could Kipper get on the duck?*

Assessment Check that the children understand that the pictures can help them to decode the text.

Returning to the text

- C** (**Questioning, Clarifying**) Look at page 1. Ask: *What does Kipper have on his arms? What are they for?*
- C** Look at page 2. Ask: *What is Wilma doing?*
- W** Can the children find a word that has more than two syllables? ('everyone' on pages 12 and 14)
- C** (**Summarising**) Ask the children to try to remember how many children climbed on the duck. Ask: *Who was first, second, and so on?*

Group and independent reading activities

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

- C** (**Summarising**) Sit in a circle with the children. Pass the book to the first child and ask him/her to say who was the first child in the story to climb on the duck in the pool, e.g. 'Wilma climbed on the duck.'
- The child then passes the book to the next child who repeats the first name and adds the name of the next character who went on the duck.

- Continue until all the characters have been named, then ask the last child to say what happens at the end.
- Some children may need prompts to help them; others may need to refer to the story.

Assessment Check that the children answer in complete sentences.

Objective Read texts compatible with their phonic knowledge and skills. Use phonic knowledge to write simple regular words. Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.

You will need these words cards: Get, on, said, Biff, Chip, Wilf, Wilma, Kipper.

C (Clarifying) Mix up the cards and ask the children, in pairs, to arrange them so that they make sensible sentences. The children write the sentences that make sense. Remind them to look for a capital letter to start the sentence, but do not expect them to use the correct punctuation for reported speech.

Assessment Check that the children:

- can recognise the characters' names out of context
- use the words to write appropriate sentences
- realise that they can also make sentences not in the book, e.g. as well as "'Get on," said Wilf', they could make 'Wilf said, "Get on."'

Objective Extend their vocabulary, exploring the meanings and sounds of new words.

W Ask the children to think of some words in the story that relate to the story setting, e.g. 'pool', 'duck'. Can they think of other words? Together, draw up a list of words.

Assessment Do the children think of words from their own experiences to add to the list?

Speaking, listening and drama activities

Objective Use language to imagine and recreate roles and experiences. Sustain attentive listening, responding to what they have heard by relevant comments, questions or actions. Use talk to organise, sequence and clarify thinking, ideas, feelings and events.

- Ask the children to take turns to be Kipper. The other children ask 'Kipper' questions about what happened at the pool.
- Ask the children to talk about their own visits to a pool. Talk about how it is necessary to behave safely at a pool so everyone can swim happily.

Assessment Are the children able to relate their own experiences to the story in the book?

Writing activities

Objective Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed. Write captions.

- Give the children a sheet of paper divided into four quarters.
- Ask them to draw a picture of each character who climbed on the duck in each space, and then write the sentence '...climbed on the duck', putting in the name of the character at the beginning of each sentence.

Assessment Check that the children are using capital letters for the names of the characters: 'Wilma', 'Wilf', 'Chip' and 'Biff'.

Oxford
OWL

For teachers

Helping you with free eBooks, inspirational resources, advice and support

For parents

Helping your child's learning with free eBooks, essential tips and fun activities



www.oxfordowl.co.uk