

Six in a Bed

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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>a, and, Biff, Dad, in, Mum</p>
	<p>Tricky words</p> <p>Chip, Floppy</p>
	<p>C = Language comprehension</p> <p>W = Word recognition</p>

Group or guided reading

Introducing the book

- C** (*Clarifying*) Look at the picture. Ask: *Do you know who is in the bed? What time of day is it? How do you know?*
- C** (*Prediction*) Read the title. Ask: *Are there six in the bed now? What do you think will happen?* Read the blurb on the back cover.
- W** Check that the children can read the words listed on the back cover.

Strategy check

Remind the children to use letter sounds to help them recognise names in the story.

Independent reading

- Ask children to read the story aloud. Praise and encourage them while they read, and prompt as necessary.
- C** (*Summarising*) Ask the children to explain why the story is called *Six in a Bed* when there are only five people in the family.

Assessment Check that children:

- link sounds to letters
- read some high frequency words
- know that print carries meaning and, in English, is read from left to right and top to bottom.

Returning to the text

- C** (*Questioning*) Ask: *Who wanted to get into bed first? What did he bring with him? Can you see Kipper's name?*
- C** (*Questioning*) Ask: *Who was next? What did he bring?*
- C** (*Summarising, Imagining*) Ask: *What happened at the end of the story? What do you think might have happened next?*

Group and independent reading activities

Objective Read texts compatible with their phonic knowledge and skills.

- W** Ask the children to segment and then blend the words in the title to practise their phonic skills. On page 1, ask the children to read the words, then ask: *How can you be sure that it doesn't say*

'Dad and Mum'? On page 2, get the children to notice that the order of names in the text matches the order of the people in the bed. Ask them: *How do you recognise Kipper's name?* Say all the phonemes together. Repeat with 'Chip' and 'Biff' on pages 4 and 6. Help the children say all the phonemes in 'Floppy' on page 8. Ask the children to reread the story independently.

Assessment Could the children use phonics to read the names of the characters?

Objective Show an understanding of the elements of stories such as the main characters, sequence of events.

C (*Questioning, Summarising*) After you have read the story, ask the children if they can remember the order that the children got into the bed.

Ask: *Who was first? Who was second? Third? Who was last?* Look back at the book to check. Ask a volunteer to retell the story. Praise the children for remembering the correct order.

Assessment Could the children recall the events in the right order? Did they identify the characters correctly?

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

C (*Imagining, Clarifying*) Look at Kipper on page 1. Ask the children: *Was he rushing into Mum and Dad's room?* Suggest some words to describe Kipper. Ask: *Is he excited? Unsure? Impatient? Hopeful? What do you think he was thinking? What do you think he said to Mum and Dad?* Look at the children on pages 6 and 7 and ask: *What do you think Biff and Chip are talking about? What do you think Floppy might be thinking?* Turn to page 8: *What is everyone saying now? What noise did the bed make?* Think of some words to describe the crash, e.g. 'creak', 'thump', 'bang', 'bump'. Decide which words sound best.

Assessment Could the children apply their understanding of the story to explain what happened using a wider vocabulary?

Objective Hear and say sounds in the order in which they occur.

W Ask the children to find the word 'Six' in the story title. Ask them to point to each letter and say the letter sounds in order. Write 'six'. Ask the children to say all the sounds in order, then erase 'x' and replace it with 't'. Ask the children to say all the sounds and read the new word.

Assessment Could the children say the sounds in order?

Speaking, listening and drama activities

Objective Speak clearly and audibly with confidence and control and show awareness of the listener.

C (*Clarifying*) Ask the children to tell you the names of all the members of the family in the story.

- Then ask the children, in turn, to tell the class the names of everyone in their own family. Ask them to say who is older and who is younger than them.
- Encourage other members of the group to ask the speaker questions about their family.

Writing activities

Objective Write names as labels.

C (*Questioning*) Ask the children to draw all the members of the family in the story.

- Ask them to write the person's name under the right picture.
- The children could then draw and name everyone in their own family.
- Encourage them to show their pictures when describing their family in the speaking, listening and drama activity.

Assessment Could the children draw and name each member of the family?

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