

The Street Fair

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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, Imagining</i> | <p>Decodable words</p> <p>Tricky words fair, street, the</p> <p>C = Language comprehension W = Word recognition</p> |
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Group or guided reading

Introducing the book

- W** Read the title to the children. Ask them to point to and sound out the letters at the beginning of 'street'. Read the word with the children, blending the letters.
- C** (**Questioning**) Talk about the picture on the cover. Ask the children: *Have you ever been to a street fair? What sorts of things happen at them? Who is going to the street fair in this story?*
- C** (**Clarifying**) Look through the book and identify the different activities at the street fair.
- C** (**Prediction**) Look at pages 6 and 7. Ask: *What do you think Dad, Chip and Biff did at the street fair? How do you know that Mum, Kipper and Floppy are surprised?*
- C** (**Questioning**) Look at page 8. Ask: *Who else gets his face painted?*

Strategy check

Check that the children recognise and name the characters.

Independent reading

- Ask the children to look through the book and tell the story in their own words.
- C** (**Imagining**) Ask them what they think Dad, Chip and Biff say on pages 6 and 7. Ask: *What do you think Mum and Kipper say?*
- C** (**Clarifying**) Talk about words that express surprise.
- C** (**Clarifying**) On page 8, ask the children to describe some of the features painted on the characters' faces. Ask: *What is Floppy wearing? Why isn't his face painted?*

Assessment Check that children:

- notice enough information in the pictures to tell and understand the story
- recount the story, with the main points in sequence.

Returning to the text

- W** On page 1, ask the children to sound out any of the letters they recognise. Point to the word 'dip' and help them to read it out by sounding out the letters in order, then blending them.
- W** On page 2, point to the word 'Fun' and encourage the children to sound out and blend the letter sounds.

Group and independent reading activities

Objective Hear and say sounds in words in the order in which they occur. Read some high frequency words.

You will need the sentences below written on the board:

Chip was a tiger.

Biff was a clown.

C (*Imagining*) Ask the children what they would like their faces painted as and add their names and characters to the list.

W Ask the children to say the words with you as you write them on the board, sounding and blending the phonemes.

Assessment Are the children able to read the high frequency words quickly? Do they understand that each sentence ends with a full stop?

Objective Explore and experiment with sounds and words. Link sounds to letters.

W Ask the children what sound a tiger makes ('Grrr'). Ask them: *What is the first sound in 'Grrr'?* Then write it on the board.

- Do the same thing for other animal noises, e.g. 'Sssss' for snake, 'Meow' for cat.

Assessment Are the children able to associate each sound with its letter?

Objective Know that print carries meaning and, in English, is read from left to right and top to bottom.

C (*Clarifying, Imagining*) Ask the children to imagine that the school is holding a fair. Ask: *What sort of signs or posters would you need? What would they say?*

C (*Clarifying*) Turn to pages 4 and 5 and ask the children: *Can you show me the writing on this page? Can you show me the drawing? How many signs and posters can you find in the story?*

W Ask the children to look through the book and find the words 'Street Fair' written in two different ways.

Assessment Are the children able to locate the writing automatically?

Speaking, listening and drama activities

Objective Sustain attentive listening, responding to what they have heard.

- Ask the children to describe how they would like their faces to be painted.
- Then ask one child to say three things to describe the face painting, but without saying what or who they are.
- Ask the other children in the group to guess what the face painting is. You may have to model this to the whole class first so that they understand what has to be done.

Writing activities

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

You will need a variety of drawing material: paper, crayons, or coloured pencils.

- Ask the children to draw a picture of themselves with their face painted.
- Ask them to write underneath the picture 'I am a...'

Assessment Do they start their sentences with a capital letter and end with a full stop?

Do they use correct spelling?

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