

## Superdog

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<p><b>Comprehension strategies</b></p> <ul style="list-style-type: none"> <li>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</i></li> </ul>	<p><b>Tricky words</b></p> <p>believe, buildings, cheering, city, course, fence, giant, girder, hero, minute, newspaper, offering, peace, pictures, quiet, rescue, rolled, service, television, yawned</p> <p><b>C</b> = Language comprehension</p> <p><b>W</b> = Word recognition</p>
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### Group or guided reading

#### Introducing the book

- Together, look at the cover. Ask the children: *Who is on the cover? What is hanging off his collar?*
- C** (**Prediction**) Read the title and ask the children to guess why it is called 'Superdog'. Look through the book to see if they are right.
- W** Point out unfamiliar words such as 'course' (page 6), 'hero' (page 14) and 'girder' (page 26) so that they will be familiar when the children come to read them.

#### Strategy check

Remind the children to read to the end of a sentence and then reread it if they are uncertain about it.

#### Independent reading

- Ask children to read the story. Praise and encourage them while they read. Prompt where necessary and encourage them to use different strategies for working out new words.
- C** Check their understanding and clarify any misunderstanding by asking a variety of questions that require recall, inference and deduction. For example, ask: *Why did the children make a course for Floppy? Why was there a story about Floppy in the newspaper?*

**Assessment** Check that children:

- use a range of strategies to work out unfamiliar words
- use comprehension skills to work out what is happening in the story.

#### Returning to the text

- C** (**Questioning, Clarifying**) Ask: *Did the story remind you of another hero? Was Floppy as brave as Superman? What could Superman do that Floppy couldn't? Do you like stories about other superheroes?*
- C** (**Questioning**) Explain to the children that this story is set in San Francisco, a city in the USA. Ask: *Why do you think the author decided to set this story in America? (where most of the superhero films are set).*
- C** (**Questioning**) Ask: *Which do you think was the bravest thing Floppy did?*
- W** Ask the children to look through the book and find as many different types of transport as they can and to write down the words. Are there any types of transport that are new to them? (tram, bus, pram, ship, car, helicopter).

# Group and independent reading activities

**Objective** Spell with increasing accuracy and confidence, drawing on word recognition and knowledge of word structure, and spelling patterns.

**W** Turn to page 16. Ask the children to find a word with two syllables. Say the syllables.

- Make a list of the words suggested.
- Ask the children for help in spelling each syllable.
- Show the children where the syllable break comes by marking the break in the word.
- Ask: *Can you find any three-syllable words?* Record them.

**Assessment** Do the children notice that some of the two-syllable words are made up of two separate words (handbag, Superdog)?

**Objective** Explain their reactions to texts, commenting on important aspects.

**You will need** copies of *Green Island*.

- Look at the characters and setting of each story.
- Discuss what makes the stories different from one another, e.g. different main characters, and what makes them the same, e.g. adventure stories where someone or something is saved.

**C (Summarising)** Thinking about the theme, characters and settings, ask each child to write three reasons why he/she likes or dislikes the story *Superdog*.

**Assessment** Do the children refer to the text to support their opinions?

**Objective** Read high and medium frequency words independently and automatically.

**You will need** 'What', 'Where', 'When' and 'Who' word cards

**W** Ask the children some 'What', 'Where', 'When', 'Who' questions based on the story.

- Hold up the 'What' card.
- In pairs, the children take turns to ask each other questions about the text on pages 4 and 5 of the story using 'What'.
- Ask some children to tell the class their question.
- Repeat for the other words.

**Assessment** Do the children know the words by sight?

**Objective** Read and spell less common graphemes including trigraphs.

Write simple and compound sentences.

**W** Ask the children to scan the story to find as many 'ou' words as they can. In five columns (one for each phoneme sound), list some of their contributions on the board, making sure all the different sounds are included:

found, outside, round, shouted, trousers

couldn't, wouldn't

enough

thought, course

though

- Ask the children if they can think of any other similar-sounding words spelled with 'ou' and add them to the list (e.g. cloud, should, tough, bought, dough).
- Rehearse the words from the five lists together.
- Ask them to write a sentence containing three 'ou' words that all sound different, then invite some children to read out their sentences.

**Assessment** Do the children read 'though' and 'thought' correctly?

# Speaking, listening and drama activities

**Objective** Tell real or imagined stories using the conventions of familiar story language.

- In pairs, children take turns to be the boy who is saved by Floppy.
- Ask each child to explain to his/her partner what happened and how frightened they were.
- Encourage the pairs to ask questions of each other when in the role of the boy.
- When each child has had a turn, the pairs should check the accuracy of their accounts against the book.

# Writing activities

**Objective** Sustain form in narrative.

- Ask: *What is a superhero?* Talk about superheroes from books or comics.
- Ask the children to imagine they are superheroes. What super powers might they have: x-ray vision, superhuman strength, ability to change shape, mind-read?
- Write the headings 'character', 'setting', and 'story' on the board.
- Ask the children to choose a superhero name and a special power for themselves and to draft, then write and illustrate, a story about how they used this power to save an animal or a person from disaster. They should be guided by the headings.
- Discuss whether they should use the first or third person for their superhero.
- Collect the stories and make them into a 'Superhero Anthology' book for the book corner.

**Assessment** Do the children use first or third person consistently.

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