

## Tug of War

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<b>Comprehension strategies</b> <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, Imagining</i></li> </ul>	<b>Decodable words</b> began, by, children, fell, jump, rope, skip, stream, tied, too, tree, whoops
	<b>Tricky words</b> bridge, easy, found, idea, over, park, pull, threw
	<b>C</b> = Language comprehension <b>W</b> = Word recognition

### Group or guided reading

#### Introducing the book

- C** (*Clarifying*) Read the title and ask the children to tell you what a 'tug of war' is. Ask: *How do you win a tug of war?*
- C** (*Prediction*) Look at the pictures on pages 14 and 15 to find out who is at each end of the rope. Ask the children to make predictions about what might happen next.
- W** Read the sentence about the book on the back cover and check that everyone can read the list of high frequency words.

#### Strategy check

Remind the children to look for clues in the pictures as well as the text.

#### Independent reading

- Ask the children to read the book on their own from the beginning. Listen to each child in turn. Remind them to use a bookmark or card under the line of text to help them keep their place.
- W** Encourage the children to sound out new CVC words. Praise them for reading with confidence.
- C** (*Questioning, Clarifying*) Encourage the children to talk about what is happening in the story.

**Assessment** Check that the children:

- recognise names and other high frequency words on sight
- understand what happened in the story.

#### Returning to the text

- C** (*Imagining*) Ask: *Can you think of any other ways that the children might have fooled Mum and Dad into believing they were very strong?*
- C** (*Clarifying, Imagining*) Ask: *How do you think Mum and Dad feel on page 23?* Ask the children to imagine how they would feel.
- C** (*Summarising*) Ask the children to retell the story in just two or three sentences.

### Group and independent reading activities

**Objective** Make predictions showing an understanding of ideas, events and characters.

- C** (*Questioning, Prediction*) Talk about what happened in the story. Ask:  
*Why did they decide to skip?*  
*Why do you think they stopped skipping?*

Why did Mum and Dad go over the bridge?

Why did all the children let go of the rope, except Kipper?

Why did Mum and Dad fall into the river?

What might Mum and Dad say at the end?

**Assessment** Do the children answer the 'why' questions with appropriate reasons?

**Objective** Apply phonic knowledge and skills as the prime approach to reading and spelling unfamiliar words.

**W** You will need to cover words that appear in the middle of sentences with reusable stickers, e.g. 'saw' (page 3), 'skip' (page 4), 'began' (page 6), 'too' (page 8), 'over' (page 13).

- Read the story together. When you come to a word that has been covered, ask the children to read past it to the end of the sentence. Think of words that would make sense in the gap.
- Read the sentence again, substituting one of the suggestions for the gap. Ask: *Does it make sense?*
- Peel back the sticker far enough to read the first letter. Ask: *Is that the right letter sound?* Choose a word that makes sense and begins with the correct letter sound. Take away the sticker and read the word.
- Repeat this with each of the missing words.

**Assessment** Are they aware if the suggested words make sense or not? Are they able to compare the first letter sounds?

**Objective** Segment sounds into their constituent phonemes in order to spell them correctly. Children move from spelling simple CVC words to longer words.

**W** Make a list of words from the story with initial consonant clusters: 'stream', 'tree', 'skip', 'threw', 'bridge'.

- Choose one of the initial clusters, e.g. 'br'. Ask the children to look through the book to find a word beginning with 'br'. Write it on the board. Ask: *Can you think of any more words that begin with 'br'?*
- Repeat with 'tr', 'sk', 'str' and 'thr'. Find the word in the book each time, then ask the children to think of other examples.

**Assessment** Can the children find words that began with each consonant cluster? Can they think of other examples?

## Speaking, listening and drama activities

**Objective** Explore familiar themes and characters through improvisation and role-play. Act out their own and well-known stories, using voices for characters.

- Ask the children to act out the tug of war from the time when Wilf's dad throws the rope over the stream, to the end when Mum and Dad fall in.
- Remind the 'Mum' and 'Dad' characters to think about how they would feel if they thought Kipper was stronger than they were.
- Praise children for remembering when it is their turn to say something and for using expression.

## Writing activities

**Objective** Compose and write simple sentences independently to communicate meaning. Use capital letters and full stops when punctuating simple sentences. Write most letters, correctly formed and orientated.

- Ask the children to tell you what happened in this story. Ask: *Whose idea was it to tie the rope to the tractor? Was it a good idea? Who did Wilf have to ask before he tied the rope to the tractor?*
- Ask the children to tell you everything they know about Wilf, e.g. Wilma is his big sister, Chip is his best friend, he has good ideas.
- Ask one of the children to draw Wilf on a large sheet of paper.
- Ask all the children to think of one sentence about Wilf to add to the poster. It can include information that the children have gained from other stories.
- Ask each child to write his/her sentence on the 'What We Know About Wilf' poster.

**Assessment** Do they use a capital letter to start their sentence and a full stop to end it?

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