

Up and Down

Teaching Notes Author: Lucy Tritton

<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</i> 	<p>Decodable words a, and, book, came, Dad, down, Mum, see, shopping, stop, up, went</p> <p>Tricky words couldn't, he, paintbrush, said, she, wanted</p> <p>C = Language comprehension W = Word recognition</p>
---	---

Group or guided reading

Introducing the book

- C** (*Clarifying*) Look at the cover and read the title. Discuss what the 'shop guide' says. Ask: *What is 'hardware'?*
- C** (*Clarifying*) Ask: *Do you know what the special staircase is called in the picture?*
- C** (*Prediction*) Ask the children to say what they think the story is about.
- C** (*Clarifying*) Look through the book together to confirm their predictions.

Strategy check

Remind the children to use their phonic knowledge to work out new words.

Independent reading

- Ask children to read the story. Praise and encourage them while they read, and prompt as necessary.
- W** Praise the children for reading the high frequency words and CVC words on sight.
- W** Point out the word 'paintbrush' and ask the children which two words make up the whole word.

Assessment Check that children:

- notice and attempt to read the signs and notices in the illustration to help them understand where the characters are
- read high frequency words confidently.

Returning to the text

- C** (*Summarising*) Ask the children to retell the story in one or two sentences.
- C** (*Questioning*) Ask: *Do you think Mum is going to want to go shopping with Dad again?*
- C** (*Clarifying*) Ask: *Has anyone been on an escalator? Tell me some good things about escalators and some not so good things (good – you don't need to walk upstairs, etc.; bad – you can't change your mind and walk down an escalator that is going up, etc.).*
- W** Turn to pages 2–3 and look at some of the shop signs. Write the words on the board. Ask: *What two words make up 'outfits'? Tell the children the words 'fashions' and 'hosiery'. Ask: What do you think 'hosiery' means?*

Group and independent reading activities

Objective Use talk to organise, sequence and clarify thinking. Show an understanding of the elements of stories, such as main character, sequence of events.

C (Summarising) Ask the children the following questions to establish the correct sequence of events:

Where did Mum and Dad go?

Why did Mum go down a level?

What happened next?

Turn to pages 8 and 9. Why didn't Mum stop on the second level?

Why did Dad go up?

How did Mum and Dad finally get to meet on the same floor?

- Ask: *How many times did Dad go to the third level? How many times did Mum? Did Dad ever go to the first level?*

Assessment Do children remember the sequence of events?

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

C (Clarifying) Write each word from the following sentences on individual word cards:

Mum and Dad went shopping.

Dad wanted a book.

Mum wanted a paintbrush.

Dad went up.

Mum couldn't see Dad.

- Give each pair of children jumbled word cards for one sentence. Ask them to rearrange the cards to make the sentence.
- Children continue to make all the sentences by swapping their cards with another pair of children.
- Finally, jumble all the cards and ask the children to make as many sentences as they can.

Assessment Do children reread the sentences to check for sense?

Objective Read some high frequency words.

W Prepare word cards with the words 'up' and 'down'.

- Say an action and hold up either the 'up' or 'down' card for the children to follow, e.g. say 'jump' and hold up the 'up' card and children read the word and jump up.
- Repeat with other actions, e.g. look, bend, arms up, etc.
- prepare more 'up' and 'down' word cards and give to a group.
- Ask the other children to stand up or crouch down, for example, and the group with the word cards holds up the correct word.

Assessment Were children able to read and understand the word?

Speaking, listening and drama activities

Objective Use language to imagine and recreate roles.

- In pairs, ask the children to take the roles of Mum and Dad.
- Ask them to act out the play by imagining what Mum and Dad say to each other on each page, e.g.
page 1 Mum: I am going to buy a brush.
Dad: I am going to buy a book.
Page 2 Mum: Bye, see you in a minute.

Writing activities

Objective Attempt writing for various purposes, using features of different forms such as lists.

- Create a shop corner in the classroom, if there isn't already one.
- Ask the children to suggest what items could be bought in the shop, perhaps using some of the items mentioned in the book. Write the words on the board.
- Ask the children to draw pictures of the items mentioned and then place them in the shop corner.
- Ask the children to write a shopping list of four items they would like to buy from the shop using the words on the board.
- Taking it in turns, ask small groups of children to go to the shop corner and purchase the items on their list.

Assessment Were children able to match the word with the picture?

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