

## The Water Fight

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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:<br/><i>Prediction, Questioning, Clarifying, Summarising, Imagining</i></li> </ul> | <p><b>Decodable words</b></p> <p>at, Dad, in, it, Mum, of, Biff, bucket, children, Chip, got, had, hot, Kipper, of, paddling, pool, sorry, stop, swimming, wet, with</p> <p><b>Tricky words</b></p> <p>a, chased, everyone, fight, filled, go, grabbed, he, hose, no, oh, pushed, said, the, they, threw, to, wanted, was, water</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

- C** (*Questioning, Clarifying*) Read the title and show the picture on the cover. Ask: *Who is Chip drenching with the hose? Have you ever had a water fight? What was the weather like?*
- W** Ask the children to find the word 'Fight' in the title. Ask them to remember which other story had the same word in it (*The Baby-sitter – 'pillow fight'*).
- C** (*Prediction*) Ask: *What do you think might happen in the story?*
- C** (*Questioning*) Look through the book to see who got wet. Ask: *Who got wet at the end? How do you think Dad felt at the end of the story?*
- Use some of the high frequency words as you discuss the story (see the chart above).

#### Strategy check

Remind the children to sound the phonemes in new words to work them out. Encourage them to use the pictures to read beyond the words.

#### Independent reading

- Ask the children to read the story aloud. Praise and encourage them while they read, and prompt as necessary.
- W** Help the children to segment the phonemes in new, longer words, e.g. 's-w-i-mm-i-ng' (page 2), 'p-a-dd-l-i-ng' (page 4), 'g-r-a-bb-ed' (page 7).

**Assessment** Check that children:

- track text, matching letters to sound
- use phonic knowledge to sound out and blend the phonemes in words, particularly the phonic words (see chart above)
- use comprehension skills to work out what is happening in the story.

#### Returning to the text

- C** (*Questioning, Clarifying*) Check the children's understanding and clarify any misunderstandings by asking a variety of questions that require recall, inference and deduction, such as: *Why did the children want to go swimming? Why did Dad say no? Who started the water fight?*
- C** (*Summarising*) Ask the children to retell the story in two or three sentences.

## Group and independent reading activities

**Objective** Show an understanding of story elements, e.g. main character, sequence of events. Retell narratives in the correct sequence.

- C (Clarifying)** Ask the children to focus on Chip in the story. Ask: *What did Chip do in the story?* Ask them to retell the story with Chip as the main character using the pictures in the story as a prompt. You could start them off with an opening sentence, e.g. 'It was a hot day and Chip was sitting on the grass.'

**Assessment** Are the children able to retell the story, using Chip as the main character?

**Objective** Read a range of familiar and common words and simple sentences independently.

- W** Read a sentence from the story, e.g. 'Mum got wet.' Ask the children to find this sentence (page 10) and read it aloud together. Continue reading out sentences from the story and asking children to find and read them.

**Assessment** Do the children find these words quickly? Are they able to read them, or do they need to rely on the pictures to help them?

**Objective** Recognise common digraphs.

- W** Write this sentence on a board: 'Chip pushed Biff.' Ask two volunteers to draw a circle each around the word that has 'ch' in it ('Chip') and 'sh' in it ('pushed'). Practise saying the sounds together. Ask the children to find other words with 'ch' from the story: 'children' (page 2) and 'chased' (page 13). Can they find words with other digraphs? 'swimming' (page 2); 'grabbed' (page 7); 'Stop' (page 11); 'threw' (page 15)

**Assessment** Do the children use their phonic knowledge to find these digraphs?

## Speaking, listening and drama activities

**Objective** Use talk to organise, sequence and clarify thinking, ideas, feelings and events.

**You will need** copies of 'Floppy's Bath' and 'The Water Fight'.

- C (Questioning, Clarifying)** Ask the children to compare the clothes the children are wearing in 'Floppy's Bath' and 'The Water Fight'. Ask them: *What is the weather like in each story?*
- C (Imagining)** Ask the children to describe clothes they would wear on a hot day, a cold day and a rainy day and say why they need different clothes for different weather.

## Writing activities

**Objective** Begin to form simple sentences.

- Discuss with the children what kind of day it is today.
- Ask them to draw Biff or Chip wearing some clothes that suit the weather and label the clothes. They should also draw the weather on the page.
- Ask the children to write the appropriate sentence under the picture: 'It is a cold/hot/wet day.'
- Allow the children to share their pictures and sentences.

**Assessment** Are they using their knowledge of letter-sound correspondence to write the words?

Have they used the correct punctuation?

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