

Wet Paint

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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, Summarising</i> 	<p>Decodable words</p> <p>again, an, back, ball, blew, children, door, had, hands, here, his, hit, inside, jump(ed), kicked, old, outside, pillow, push(ed), put, split, there, wanted, were, wind</p>
	<p>Tricky words</p> <p>feathers, fight, open, paint, paws, what</p>
	<p>C = Language comprehension</p> <p>W = Word recognition</p>

Group or guided reading

Introducing the book

- C** (*Clarifying*) Look at the cover and discuss what Dad is doing.
- C** (*Prediction*) Read the title, and ask the children what they think might happen in the story.
 - Look briefly through the book to confirm the children's predictions.
 - Use some of the decodable words as you discuss the story.

Strategy check

Remind the children to sound out the letters to help them work out new words.

Independent reading

- Ask children to read the story aloud. Praise and encourage them while they read, and prompt as necessary.
- C** (*Questioning, Clarifying*) On some of the pages, ask them to say what is happening and why in their own words.

Assessment Check that children:

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

Returning to the text

- C** (*Questioning, Clarifying*) Check their understanding and clarify any misunderstanding by asking a variety of questions that require recall, inference and deduction such as: *What did Floppy do to the wet paint? How did Dad feel when Kipper put his hands on the door? Why did Dad put up an old door?*
- C** (*Clarifying*) Ask children to show you any page where the wet paint was spoilt.
- C** (*Prediction*) Ask: *Is the door really safe?* (page 16)
- C** (*Summarising*) Ask children to retell the story in two or three sentences.

Group and independent reading activities

Objective Recognise automatically an increasing number of high frequency words.

W **You will need** three sentences from the story written on the board, e.g.

Dad painted the door again.

Dad was fed up.

The back door was inside.

- Ask the children to work with a partner.
- Tell each child to copy one of the sentences on to a strip of paper, then cut the sentence into individual words and muddle them up.
- The children swap the words with their partner and put them together to make a sentence that makes sense. Then repeat the activity with another sentence.

Assessment Do the children remember the meanings of the high frequency words?

Objective Children move from spelling simple CVC words to longer words that include common digraphs and adjacent consonants.

W Ask the children: *Why did the feathers fly about when Biff and Chip had a pillow fight?*

- Ask the children to find the words in the text.
- Write the word 'blew' on the board. If necessary, model segmenting it into phonemes ('b-l-ew').
- Ask the children to think of other words that begin with the 'bl' sound, e.g. 'blue', 'black', 'blow', 'blend', 'blind'.
- Ask children to think of words to list under other consonant clusters such as 'fl', 'sl', 'cl'. Can they find any more in the story?

Assessment Can the children think of and read words beginning with 'bl'?

Objective Identify the main events and characters in stories, and find specific information in simple texts.

You will need to write on the board: 'Dad painted the door again.'

C (*Summarising*) Discuss what happens in the story to make Dad repaint the door.

- Ask the children to find the relevant pages and record their findings on the board.
- Ask the children to write four sentences or captions describing each of the reasons why Dad needed to paint the door again, e.g. 'Floppy put his paws on the paint.'

Assessment Do the children select the correct incidents from the story?

Speaking, listening and drama activities

Objective Explore familiar themes and characters through improvisation and role-play.

- Invite children to take turns to be Dad in the 'hot seat'.
- Other children ask 'Dad' about painting the door.
- Encourage the children to begin their questions with 'why', 'how' and 'what happened when'.

Writing activities

Objective Create short simple texts on paper that combine words with images.

You will need photocopies of a picture of a large door.

- Discuss with the children what Dad should do to stop the family going near his painted door.
- Talk about how a sign might be useful. Discuss what might go on the sign, e.g.

Wet Paint

No dogs

No football

No children

No pillow fighting

No cats

- Give out the photocopy doors and ask the children to write their sign using information from the story. Remind them that their writing needs to be large and clear and the information clearly displayed too.
- They could add small drawings to illustrate each point.

Assessment Do the children plan and write clear, legible posters?

Objective Compose and write simple sentences independently to communicate meaning. Use capital letters and full stops when punctuating simple sentences.

- Ask the children to discuss with a partner how they think the story might continue.
- Ask them to write three more sentences to end the story.

Objective Do the children write imaginative texts? Do they write in complete sentences beginning with a capital letter and ending with a full stop?

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