

What a Din!

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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, Imagining</i> 	<p>Decodable words</p> <p>and, Biff, big, bin, can, din, got, has, pan, pot, red, tin</p>
	<p>Tricky words</p> <p>a, bang, Chip, crash, Kipper, what</p>
	<p>C = Language comprehension</p> <p>W = Word recognition</p>

Group or guided reading

Introducing the book

- C** (*Clarifying, Prediction*) Look at the cover and read the title. If necessary, explain what the word 'din' means. Name the character and ask the children: *Who else is in the family? What do you think the story will be about?*
- Look at the pictures. Talk about and name what the children use to make a din.
- C** (*Imagining*) Ask: *What things from the kitchen would you use to make a band?*
- W** Talk about words for noises, like 'bang' and 'crash', and find them in the story.
- Read the story like a poem so that the child can hear the rhythm and rhyme.
- Use some of the words in the chart above as you discuss the story.

Strategy check

Remind the children to read from left to right and to break down new words into sounds.

Independent reading

- Ask the children to read the story aloud. Praise accurate reading and the use of phonics to read new words. Prompt them, if necessary.

Assessment Check that children:

- always start reading from left to right
- can read the CVC words 'pan', 'pot', 'tin', 'can'.

Returning to the text

- C** (*Questioning, Clarifying*) Ask the children: *What did Biff use to make the din? Can you find the words in the text?* Continue asking what the rest of the family used and finding the words in the text. Look at Mum's expression on page 4 to help the children understand why she has put on the headphones on page 6. Finally, on page 8, ask: *What did Mum do?*
- W** Find 'Bang, crash, bang!' on page 6. Segment each word with the children: b-a-ng, c-r-a-sh.
- C** (*Summarising*) Ask the children to retell the story in two or three sentences.

Group and independent reading activities

Objective Link sounds to letters, naming and sounding the letters of the alphabet. Retell narratives in the correct sequence.

C (*Clarifying*) Close the book and ask the children to tell you the names of all the kitchen utensils used by the children. Try to recall the things in order.

W Make a list of characters. Beside each name write what they played. Ask: *Who can spell the word? What does it begin with? What does it end with?* Sound out each word as you write. Reread each item in the book to check it.

Assessment Can the children spell CVC words using either sounds or letter names?

Objective Read simple words by sounding out and blending from left to right.

W Ask the children to recall any rhyming words from the story. Find another word in the text that rhymes with 'bin', e.g. 'tin'. Make a list of other '-in' words. Choose other CVC words, such as 'big', 'red', 'pan', 'pot', and make a list of rhyming words for each. As you add a word to the list, ask a child to spell it for you. Reread together all the words in the lists.

Assessment Can the children hear and say the phonemes in the order in which they occur?

Objective Recognise common digraphs.

W Write the word 'crash' on a board and ask the children to segment it into its phonemes: c-r-a-sh. Talk about the digraph 'sh'. Ask the children to suggest other words they know that have a 'sh' sound in them. Add some to the board, e.g. 'wish', 'ship', 'shoe'. Ask the children to underline the letters that make the 'sh' sound.

Assessment Can the children recognise the 'sh' sound in other words?

Speaking, listening and drama activities

Objective Use language to imagine and recreate roles and experiences.

You will need items from the classroom which can be used as instruments.

- Choose children to be Biff, Chip, Kipper, and Dad. Allow each child to choose an 'instrument'.
- Ask them to come to the front and face the class or group.
- Stand behind 'Biff' and read page 1 with 'her'. Stand behind 'Chip' and read page 2. Ask everyone to read page 3. Stand behind 'Kipper' and read page 4 and behind 'Dad' to read page 5.
- The actors then play their utensils while the class read the last three pages together.

Writing activities

Objective Write labels and captions.

Use phonic knowledge to write simple regular words.

- Draw a large pot on a board, colouring it red, if possible. Show the children how to write 'A big, red pot' underneath it.
- Ask the children to draw a picture of a big, red pot and write a label for it.
- Then ask them to draw pictures of a tin and a bin and attempt to label each picture without help.
- Allow them to share their pictures and labels with a partner, and ask them to check in their books to see if their words matched the ones in the story.

Assessment Have they spelled their labels correctly?

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