

What a Mess!

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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, Deducing</i> 	<p>Decodable words</p> <p>a, Biff, Dad, jam, mess, Mum</p>
	<p>Tricky words</p> <p>birthday, card, Chip, dress, everyone, Kipper, lorry, made, scarf, some</p>
	<p>C = Language comprehension</p> <p>W = Word recognition</p>

Group or guided reading

Introducing the book

- C** (*Questioning, Prediction*) Read the title and look at the cover picture. Ask the children: *Where is everyone going? The story is called 'What a Mess!' Can you see any mess on the cover?*
- C** (*Clarifying*) Look at the illustrations. Talk about what each person is doing. Ask: *What is Mum making? What is Dad making?* and so on.
- C** (*Clarifying*) Look at the last page. Ask: *Who made the mess?*
- W** On pages 7 and 8, use phonics to work out 'reeds' and 'weeds'.

Strategy check

Remind the children to look at each picture so that they can find the answer to 'Who made a mess?'

Independent reading

- Ask children to read the story aloud. Praise and encourage them while they read, and prompt as necessary.
- C** (*Summarising*) Ask children to retell the story in just two or three sentences.

Assessment Check that the children:

- track text matching letters to sounds
- use comprehension skills to work out what is happening in the story.

Returning to the text

- W** As you listen to children reading, ask: *Can you show me the word 'dress'? What sound does 'dress' (jam, scarf, etc.) begin with?* Check that the children recognise the initial sounds.
- W** Ask the children: *Can you find another word that sounds like 'dress'?* Remind them what the title of the book is. Ask them: *Can you find some letters that are in both words?*
- C** (*Questioning, clarifying*) Ask the children to look at page 5 and then page 7. Ask: *What has Biff done to make her lorry on page 7?*

Assessment Check that the children:

- start to read on the left side of the page
- understand and use terms about books and print
- understand that words that rhyme may have some letters in common.

Group and independent reading activities

Objective Recognise letter shapes. Read a range of familiar and common words.

W **You will need** these word cards: 'dress', 'jam', 'scarf', 'lorry', 'birthday card'.

In turn, ask each child to pick out a word card, then mime how to make the subject of the card, e.g. 'knitting a scarf'. The other children guess which character from the story it represents.

Assessment Do the children:

- use a range of strategies to read the word cards?
- find the relevant page in the story quickly and easily?

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

W **You will need** some sentences from the story written on word cards, including a card with a full stop.

Ask the children to arrange the words so they match the sentences in the story, beginning with words that have capital letters, and ending with a full stop.

Assessment Do the children begin their sentence on the left side, and remember to end with a full stop?

Objective Link sounds to letters, naming and sounding the letters of the alphabet. Recognise letter shapes and say a sound for each.

W **You will need** an alphabet frieze and these word cards: 'dress', 'jam', 'scarf', 'lorry', 'card'.

Give the children a set of word cards. Ask them to say the initial sounds and put the words into alphabetical order. Ask: *Can you name the letters that the sounds make?*

Assessment Are the children able to match the initial letters of the context words with the letters of the alphabet, and place them in the correct order?

Speaking, listening and drama activities

Objective Speak clearly and audibly with confidence and control and show awareness of the listener. Use talk to organise, sequence and clarify thinking, ideas, feelings and events.

- Discuss why everyone in the story is making something. Look at the front cover, and point out the sign that says 'To the Show'. Talk about what everyone made for the show.
- Look again at the last picture. Ask: *Who do you think made the most mess of all? What would you like to make for a show?*

Writing activities

Objective Write their own names. Use a pencil and hold it effectively to form recognisable letters, most of which are formed correctly.

- Have a small area of the classroom set aside as the 'class show'. Explain that the children are going to make a classroom show and together you are going to write a sign to tell people about it.
- Discuss the words that are needed for the sign, e.g. 'Our Class Show'. Ask the children how you should write it, what letters they begin with, where they should go on the page and so on. Write the final sign from their suggestions.
- Provide folded name cards for the children to write their own names on for the exhibits.
- During the week children can choose something they have done to go in the show.

Assessment Check that the children are holding their pencils correctly as they write their name.

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