

What Is It?

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, Imagining</i> 	<p>Decodable words</p> <p>a, and, at, Biff, children, Chip, Floppy, frog, is, it, lizard, lost, Mum, safe, salamander, Wilf, Wilma</p>
	<p>Tricky words</p> <p>barked, he, look(ed), said, she, was, what</p>
	<p>C = Language comprehension</p> <p>W = Word recognition</p>

Group or guided reading

Introducing the book

- C** (*Prediction*) Look at the cover and read the title. Ask the children: *What do you think it is?*
- C** (*Clarifying*) Look through the book at the illustrations, page by page, and talk about what is happening.
- W** Point out and read the words 'lizard' on page 11 and 'salamander' on page 14.
- C** (*Clarifying*) Ask: *What do you think the creature on the front cover is now?*

Strategy check

Remind the children to read from left to right.

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** Do children remember the words 'lizard' and 'salamander'? If not, remind them to sound out each letter to help read the word.

Assessment Check that children:

- can read the high frequency words with confidence
- track the text from left to right, top to bottom.

Returning to the text

- C** (*Summarising*) Ask the children to retell the story in one or two sentences.
- C** (*Imagining*) Say: *Tell me how you think the salamander ended up in the park.*
- C** (*Prediction, Questioning*) On page 16, ask: *What do you think will happen to the salamander now? Do you think the family did the right thing to take it to the animal rescue centre?*
 - On page 3, ask: *Who is saying 'What is it?' Tell me how she might have said this.* Talk about the 'question mark' sign and encourage children to say the words with the correct expression.
- W** Ask the children to tell you what noise Floppy made at the start of the story. Ask: *Can you think of any other words that rhyme with 'bark'?* Encourage children to think of words, e.g. 'park', 'dark', 'ark'.
- C** (*Clarifying*) Ask: *Why did Mum take a while to get to the children?*

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. Retell narratives in the correct sequence.

C (Summarising) Ask: *What happened in the story first? Then what happened? What happened next? What happened at the end?*

- Write down the children's suggestions on the board. Then all check in the book to see that the order of events is correct, e.g. Floppy barks; children find the creature; Mum says it is a salamander; they take it to the animal rescue centre.
- Divide the class/group up into three. Say that one group is to be Floppy, the other the children and the final one, Mum (more able children).
- Ask each group to discuss what they say in the story, e.g. Floppy barks, children say 'What is it?', Mum says 'It's a salamander. It's lost.' Encourage the final group to add something about taking the salamander to the animal rescue centre, e.g. 'Let's take it to the animal rescue centre.'
- Ask each group to say their words in the correct sequence for a whole class/group performance.

Assessment Are children able to retrieve information from the text? Do they speak clearly?

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

C (Clarifying) Write the following sentences on card:

Mum looked at it.

"It's lost," she said.

Floppy barked and barked.

- Cut the cards in half so there are a couple of words on each side.
- Ask the children to find the two halves that make a sensible sentence.
- Children write down the whole sentence.

Assessment Do children reread the sentences to check for sense?

Objective Recognise letter shapes and say a sound for each.

W Give the children letter cards.

- Ask them to find the letters to spell 'frog' on page 9 of the book.
- When they find each letter ask them to tell you its letter sounds.
- Repeat for 'lizard' on page 11 and 'salamander' on page 14.
- Ask them to write out the words and, using reference, draw a picture to illustrate each word.

Assessment Were children able to recognise and say the letters?

Speaking, listening and drama activities

Objective Enjoy listening to and using spoken and written language and readily turn to it in play and learning.

- Play the memory game, 'I walked in the park and I found a...'
- Explain that each child must listen to the child before, then add a new word, e.g. 'I walked in the park and I found a leaf', 'I walked in the wood and I found a leaf and a frog'.
- When someone forgets one of the contributions, the game starts from the beginning again.

Writing activities

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

- Discuss where the family took the salamander.
- Ask the children to suggest what sorts of animals might need rescuing and why. Write a list of ideas on the board.
- Talk about how important it is to look after animals, e.g. give them food, water and shelter.
- Ask the children to choose an animal that might need rescuing, draw and name it and then write a list of the things it needs.
- Make a display of the children's work headed 'Animal Rescue'.

Assessment Were children able to order their thoughts in a list?

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