

## The Whatsit

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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: <i>Prediction, Questioning, Clarifying, Summarising, Imagining</i></li> </ul>	<p><b>Decodable words</b></p> <p>but, came, don't, door, found, good, got, had, house, lady, look, man, need, new, off, old, put, sheet, they, took, wall(s), what</p> <p><b>Tricky words</b></p> <p>asked, brilliant, ceiling, cellar, ghost, jumped, looked, museum, painted, snooker, spooky, stopped, surprise, wanted</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** (**Prediction**) Discuss the cover illustration. Encourage the children to use prediction. Ask the children: *What do you think this is? Do you think the children know what it is? What do you think will happen in the story?*
- C** (**Questioning, Clarifying**) Read the title. Ask: *Do you know what 'whatsit' means?* Ask them to read the back cover blurb. Was their understanding of the word correct?

#### Strategy check

Remind the children to use their knowledge of phonics to work out new words.

#### Independent reading

- Ask children to read the story aloud. Praise and encourage them while they read, and prompt as necessary.
- W** On page 18, check the children try different ways of pronouncing the 'u' in 'museum'.
- C** (**Summarising**) Ask children to retell the story in just two or three sentences.

**Assessment** Check that children use phonic knowledge to sound out and blend the phonemes in words, particularly the decodable words (see above).

#### Returning to the text

- C** (**Questioning, Clarifying**) Ask children to describe what the 'whatsit' turned out to be. Ask: *Why did the lady want it for a museum?*
- W** Ask children to demonstrate how to read 'Whoooooooooooooaa...!' on page 9.
- C** (**Summarising**) Ask the children to tell you what happened after the lady told the men to stop taking the whatsit.

### Group and independent reading activities

**Objective** Recognise and use alternative ways of pronouncing the graphemes already taught.

- W** Write the word 'spooky' on the board. Ask the children: *Who said the cellar was spooky?* Discuss the sound that 'oo' can have in words. Ask them to look through the book and collect all the words that have 'oo' spellings ('looks', 'looked', 'floor', 'spooky', 'took' and 'snooker'). Encourage them to read their words out to each other in groups and to listen to the 'oo' sounds. Ask: *Are any of the 'oo' spellings pronounced differently?*

**Assessment** Do the children recognise and find all the words with 'oo' spellings?

**Objective** Identify the constituent parts of two-syllable and three-syllable words to support the application of phonic knowledge and skills.

**W** Write the words 'carpet' and 'cellar' on the board. Ask the children to sound out the words, identifying the two syllables in each word. Ask the children to find more words in the book that can be split into two parts when sounding them out (e.g. 'whatsit', 'painted', 'ceiling').

**Assessment** Do the children recognise the parts that make up two-syllable words?

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

**C** (*Questioning, Summarising*) Ask the children to choose the four parts of the story they think are important and to write them in the order they come in the story, using their own words. Ask: *Are the events on the first three pages important? Who are the main characters in each part?*

**Assessment** Do the children identify the main characters and events in the story?

**Objective** Visualise and comment on events, characters and ideas, making imaginative links with their own experiences.

**C** (*Imagining*) Ask the children to look at the picture of the 'whatsit' on the cover. Ask: *Did you guess what it was?* Encourage the children in groups to write a list of what they thought it might be, and why.

**Assessment** Can children retell the story in their own words?

**Objective** Know that print carries meaning.

- Look at the illustration on page 20. Ask each group to study the illustration and find out what the 'whatsit' is really called and what it is used for.

**Assessment** Do the children have imaginative ideas? Do they think of some new and interesting names to call the 'whatsit'?

## Speaking, listening and drama activities

**Objective** Explain their views to others in a small group, decide how to report the group's views to the class.

**You will need** a collection of old objects that children may not have seen, e.g. miner's lamp, flat iron, warming pan, bread baking tin, button hook.

- Give an object to each group of children. Ask them to explain what they think it is and why. Explain that each group must present their ideas about their object to the rest of the class. Encourage them to plan what they are going to say in advance.

## Writing activities

**Objective** Compose and write simple sentences independently to communicate meaning.

Use capital letters and full stops when punctuating simple sentences.

**You will need** the following sentence cards, or the sentences on a word-processing program:

"Look at this," said Kipper.

"What is it?" asked Chip.

Wilf and Wilma came to play.

"Stop!" she said.

- Look at the first sentence together. Ask the children if they can rearrange the words to make a new sentence, but still keep the same meaning, e.g. 'Kipper said, "Look at this."'
- Give children the other sentence cards and ask them to re-write new sentences by rearranging the words.

**Assessment** Can the children rewrite the sentences but keep the same meaning?  
Do they use the correct punctuation and not miss any capital letters?

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