

Who Did That?

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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, Clarifying, Summarising, Imagining</i> 	<p>Decodable words</p> <p>Biff, Dad, did, it, Mum</p>
	<p>Tricky words</p> <p>Chip, cross, Floppy, Kipper, me, said, she, that, was, wasn't, who</p>
	<p>C = Language comprehension</p> <p>W = Word recognition</p>

Group or guided reading

Introducing the book

- C** (*Clarifying*) Show the cover to the children and talk about what Mum is looking at.
- C** (*Prediction*) Read the title, and ask the children who they think made the dirty mark.
- C** (*Prediction*) Ask the children: *What do you think Mum will do?*
- C** (*Clarifying*) Look through the illustrations. Discuss what is happening on each page.

Strategy check

Remind the children to read from left to right.

Independent reading

- Ask the children to read the story. Praise, encourage, and prompt as necessary.
- W** On page 7, if children find 'wasn't' difficult to read show how the beginning of the word is the same as the word 'was' on previous pages.
- C** (*Summarising*) Can they retell the story in two or three sentences?

Assessment Check that the children:

- read the words: 'it', 'was' and 'said', with confidence
- recognise the change from 'was' to 'wasn't' on page 7
- point to the words as they read them.

Returning to the text

- W** Ask the children to look at page 5. Ask: *Can you find two words that have double letters?* ('Floppy', 'Kipper') *What other character's name in the story has double letters?* ('Biff')
- W** Ask the children: *What do you think the letter on Biff's sweatshirt stands for?*
- C** (*Imagining*) Look at page 5. Ask: *What do you think Floppy might be thinking when he is blamed for the dirty mark?*

Group and independent reading activities

Objective Show an understanding of the elements of stories, such as main character, sequence of events, and openings.

- C** (*Summarising*) In pairs, ask the children to retell the story, one taking the role of Mum, the other asking questions about what happened.

C (Clarifying) Ask the children to reread the text and say what is different about the way they retold the story.

Assessment Are the children:

- able to recall the sequence of events?
- aware that the illustrations in the book contribute to the story?

Objective Know that print carries meaning and, in English, is read from left to right. Attempt writing for various purposes.

W On the board write 'It was' and the names of the characters.

Ask the children to draw a picture of who they think made the dirty mark, and write a sentence saying who it was.

Assessment Are the children able to:

- recall who made the mark without referring back to the book?
- remember to write the sentence beginning on the left side of the page?

Objective Link sounds to letters. Recognise letter shapes and say a sound for each. Use a pencil and hold it effectively to form recognisable letters, most of which are formed correctly.

W **You will need** a selection of word cards, including some with the phoneme, 'th', e.g. 'that'. Include the word 'bath'.

- Ask the children to look at page 2 and find the word that begins with 'th'.
- Children then find other 'th' words in the selection of word cards and read them aloud.
- Children can then write down the words they have found.

Assessment Can the children recognise and read the words that begin with 'th'?

Speaking, listening and drama activities

Objective Use language to imagine and recreate roles and experiences.

- Ask children to role-play Mum, the children, Floppy and Dad.
- Ask them to stand in a row in the order in which they speak in the story.
- Encourage the children to act out their part by saying they didn't do it and blaming the next person and pointing, e.g. Mum points at a dirty mark, Biff points at Chip, Chip points at Kipper and so on.
- Ask the class to refer to the book to help the 'actors' order the events correctly.

Assessment Do the children act out the events in the correct order?

Writing activities

Objective Write own names and other things and begin to form simple sentences sometimes using punctuation.

- Write the title 'Who Did That?' on the board.
- Ask: *Was it Biff? Was it Chip?* and so on, through the family.
- Discuss how the word 'was' changed to 'wasn't' in the story.
- Write the words 'It wasn't' under the title. Ask: *Was it Biff?* Children write 'It wasn't Biff', finishing with a full stop.
- Repeat with the rest of the family.
- Choose several children and ask: *Was it you?* The children write their own names in the sentences on the board.
- Ask: *Should we end it like the story, "It was me", or should we put someone's name in?*

Assessment Check that the children write their names confidently.

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