

## Who Is It?

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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>a, and, Biff, Dad, is, it, Mum</p>
	<p><b>Tricky words</b></p> <p>Chip, Floppy, Kipper, no, spaceman, who</p>
	<p><b>C</b> = Language comprehension</p> <p><b>W</b> = Word recognition</p>

### Group or guided reading

#### Introducing the book

- C** (*Clarifying*) Look at the cover. Ask: *What is the grey shape in the picture?*
- C** (*Clarifying*) Read the blurb on the back cover and talk about shadows.
- W** Check that the children can read the words listed on the back cover.
- C** (*Prediction*) Look at some of the pictures. Ask: *What do you think the children are doing in the tent?*

#### Strategy check

Ask the children to show you where to begin reading on each page.

#### Independent reading

- Ask the children to read the story aloud. Praise and encourage them while they read, and prompt them, as necessary.
- C** (*Summarising*) Ask the children to explain what the children were doing in the tent.

**Assessment** Check that children:

- link sounds to letters
- read some high frequency words
- know that print carries meaning and, in English, is read from left to right and top to bottom.

#### Returning to the text

- C** (*Questioning*) Ask: *Who was the spaceman? What did Dad do to look like one?* Ask the children to point to the word 'Dad'.
- C** (*Summarising, Clarifying*) Ask: *How did they make shadows in the tent?*
- C** (*Questioning*) Ask: *How can you tell which is Biff and which is Chip on pages 2 and 3? What sound does 'Biff' start with? What about 'Chip'?*

### Group and independent reading activities

**Objective** Know that print carries meaning.

- C** (*Questioning*) Look at pages 2 and 3. Read the words on these pages. Ask: *Where are Biff and Chip?* Notice that the text tells us the names of the people in the tent. Turn over and ask the children: *Who is inside the tent? Whose names are on this page?* Look at pages 6 and 7. Ask: *Who is in the tent? What is different this time?*

**Assessment** Notice whether children can make the connection between the names in the text and the illustrations.

**Objective** Link sounds to letters.

**W** Ask the children to find a word that begins with the phoneme you say, e.g. 'm' (say 'mmm'). When everyone has found the word in the text, look at each letter and segment the word: 'M-u-m'. Repeat with other short names: 'Dad', 'Biff', 'Chip'. Then segment and blend the longer names: 'Floppy', 'Kipper'.

**Assessment** Could the children recognise and use the phonemes to segment and blend the names?

**Objective** Read simple words by sounding out and blending the phonemes all through the word from left to right.

**W** Ask the children to find 'and' on page 3. Say the letter sounds of the word in order together, then blend them together to read the word. Turn to page 5 and find 'and' again. Ask a volunteer to say the letter sounds, then blend them to read the word. Repeat on page 7. Ask the children to tell you the letters in order so that you can write the word on the board. Now write a consonant (e.g. 'b', 'h', 'l', or 's') in front of 'and'. Ask the children to sound out and read the new word.

**Assessment** Could the children say the letter sounds in order, then blend them to read the word?

**Objective** Show an understanding of the elements of stories, such as main characters, sequence of events.

**C** (*Summarising*) Ask the children to tell you the names of the children in the family. Ask: *Who else is in the story?*

**C** (*Imagining, Prediction*) Ask: *Why do you think Wilf and Wilma were there?* Discuss possible reasons. Ask: *What might happen next?*

**Assessment** Did the children link Biff, Chip and Kipper as belonging in the same family?  
Could they suggest what might happen next?

## Speaking, listening and drama activities

**Objective** Use talk to organise, sequence and clarify thinking.

**C** (*Summarising*) Talk about the shadows and how they were made. Ask: *Would this work on a sunny day?*

- On pages 5 and 7 get the children to notice that it is getting dark. Ask them to work with a partner and to explain to each other how to make shadows in a tent.
- Then, in turn, each pair explains this to the group.

## Writing activities

**Objective** Write their own names and other things such as labels and captions.

**C** (*Questioning*) Ask the children to look at the pictures and choose the shadow of one character from the story.

- Ask them to copy the shadow and write 'Who is it?' underneath, then write the name of the character on the back of their picture.
- Allow the children to take turns to show their pictures to the group, ask the question and see if the others get it right.

**Assessment** Could the children write the question and the answer?  
Did they pay close attention to the spelling?

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