

## At School

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<b>Comprehension strategies</b> <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</i></li> </ul>	<b>Decodable words</b> at
	<b>Tricky words</b> school
	<b>G</b> = Language comprehension <b>W</b> = Word recognition

### Group or guided reading

#### Introducing the book

- G** (**Questioning**) Read the title and show the picture on the cover. Ask the children: *Where is Kipper? What is he doing?*
- G** (**Clarifying**) Point to the title. Read it and explain that this is the title of the story.
- G** (**Prediction**) Look at page 1. Ask: *Does Kipper want to go to school? Do you think he will like it when he is inside?*
- Encourage the children to talk about their own experience when they first went to school.

#### Strategy check

Do the children understand how Kipper's feelings change?

#### Independent reading

- Turn to page 1 and point to the notice. Ask: *What do you think this says?* Talk about what it might say on the front of a school, then read and explain the notice.
- G** (**Questioning**) Look through the rest of the book and for each page, ask: *What is happening here? How do you think Kipper feels?*
- G** (**Clarifying**) On page 8, ask: *Does Kipper want to go home now?*

**Assessment** Check that children:

- notice enough information in the pictures to tell and understand the story
- open the book and 'read' it from left to right

#### Returning to the text

- G** Ask the children to look through the book and tell the story in their own words. Prompt them to talk about how Kipper's feelings change.
- W** Ask the children to look through the pictures and find some writing on the toys. Can they sound out the letters on pages 4 and 7?
- G** (**Prediction, Summarising**) Ask the children: *Do you think Kipper will want to go to school again?* Ask them to explain why.

## Group and independent reading activities

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

- C (Questioning, Clarifying)** Ask the following questions: *Can you show me the cover of the book? What is the title? What happened at the beginning of the story? What happened at the end of the story? Show me the page where Kipper plays with the cooker (page 7).*

**Assessment** Do the children recall the beginning and end of the story?

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

- C (Questioning, Clarifying)** Ask each child think of one thing they did during their first day at school. Ask: *Can you remember the first thing you did at school? What was the last thing you did?* Discuss which activity they liked best.

**Objective** Read some high frequency words. Know that print carries meaning and, in English, is read from left to right.

- W** Write this sentence on a board: 'Kipper is at school.' Ask the children to read the sentence aloud as you point to each word from left to right. Ask the children to substitute Kipper's name for the name of some of the children in the class.

**Assessment** Do the children read the correct word as you point to it?

**Objective** Link sounds to letters. Hear and say sounds in words.

- W** Ask the children to look at pages 2 and 3 of the story and find three things that begin with the sound 'k' ('Kipper', 'car', 'coat'). Repeat with another sound on another page, e.g. ask: *Can you find something beginning with 't' on page 5? (table)*

**Assessment** Do the children correctly identify objects that begin with the 'k' sound?

## Speaking, listening and drama activities

**Objective** Use language to imagine and recreate roles and experiences.

**You will need** a teddy.

- Ask one child to pretend to be Kipper in the story. The child playing the part of Kipper holds the teddy.
- The other children in the class think up questions to ask Kipper about how he felt on his first day at nursery school. 'Kipper' should reply according to how he felt in the story.
- Give the teddy to other children to have a turn at playing Kipper.

## Writing activities

**Objective** Write their own names and other things such as labels and captions. Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.

**You will need** crayons or coloured pencils, and photocopies of the caption '\_\_\_\_\_ at school' written at the bottom of the page. The blank space is for children to write their name.

- Talk to the children about their experiences of their first day at nursery school, e.g. what they did and what they played at.
- Ask the children to draw a picture of themselves on their first day at school.
- Ask the children to write their name in the caption to read, e.g. 'Yasmin at school'.
- Ask the children to practise reading the sentence.
- Ask each child to show you which is the picture and which is the writing.

**Assessment** Are the children able to write their own names legibly and spell the words correctly?

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