

# Everyone Got Wet.



Series created by Roderick Hunt and Alex Brychta

## Everyone Got Wet

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<p><b>Comprehension strategies</b></p> <p>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></p>	<p><b>Decodable words</b></p> <p>again, bricks, butt, came, children, down, fell, filled, got, grass, help, mended, off, old, out, over, patch, pool, put, tap, top, tricky, very, want(ed), wet</p> <p><b>Tricky words</b></p> <p>burst, hose, joined, leaking, new, paddling, poured, roses, turned, water, what</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** (**Questioning, Clarifying**) Read the title with the children and discuss the cover illustration. Explain what a water butt is to the children and point out the hose.
- C** (**Prediction**) Ask the children: *How do you think everyone gets wet in this story?*
  - Look briefly through the story to confirm the children's ideas.
  - Use some of the high frequency words as you discuss the story.

#### Strategy check

Remind the children to sound the letters to help them 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 1, ask the children to sound out the phonemes in 'leaking' to help work it out ('l-ea-k-i-ng'). Repeat for 'burst' on page 6 ('b-u-r-s-t').
- C** (**Prediction**) On pages 12 and 13 ask: *What do you think will happen to the water butt?*
- C** (**Question, Clarifying**) On some of the pages, ask them to say what is happening and why in their own words.

**Assessment** Check that children:

- track text matching letters to sounds
- use phonic knowledge to sound out and blend the phonemes in words, particularly the decodable words.

## Returning to the text

- C (Questioning, Clarifying)** Check their understanding and clarify any misunderstanding by asking a variety of questions that require recall, inference and deduction such as: *What did Dad say when he had mended the water butt?* (page 4) *Why did Dad put the new water butt on the bricks?* (page 12) *How do you think Mum felt when she got wet again?* (page 19) *How do you think the children felt at the end of the story?*
- C (Summarising)** Ask them to summarise the story in two or three sentences.

## Group and independent reading activities

**Objective** Recognise automatically an increasing number of high frequency words.

**You will need** sentence strips from the story, with the following missing prepositions on word cards: 'on', 'out', 'off', 'up', 'over', 'down'.

He put a patch...it.

All the water came... .

The top of the tap came... .

He filled...the water butt.

The water butt fell... .

He looked...the hose.

- W** Ask the children to read the sentences and choose the correct word cards for the gaps.

**Assessment** Do the children reread the sentences to check for sense?

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

- W** Ask the children to find 'leaking' on page 1. Ask them to cover the 'ing' ending and read the root word. Ask them to count the syllables in 'leaking'.
- Ask them to look through the text and find another word with the 'ing' ending ('paddling' on page 20). Ask them cover the 'ing' ending. Discuss how the 'e' in paddle is dropped when 'ing' is added.
- Write 'paddle' and 'paddling' on the board and demonstrate how to segment them into syllables.

**Assessment** Do the children count the same number of syllables in 'paddle' and 'paddling'?

**Objective** Make predictions showing and understanding of ideas, events and characters.

- C (Imagining)** Talk about what the children will have to do now after they are wet.
- Ask: *Do you think they will think it funny or will they be cross? What will Mum and Dad say?*
- Encourage the children in pairs to plan a brief explanation of what the family do and say. Encourage them to think about what clearing up needs to be done; what new equipment might be needed; what other ways might the family continue to get wet; whether they can and further humour.
- When they are ready, ask pairs to tell the rest of the group how they might continue the story.

**Assessment** Do the children consider what they know about the characters when relating to their accounts?



# Speaking, listening and drama activities

**Objective** Explore familiar themes and characters through improvisation and role-play.

- Ask the children to choose one of the characters in the story and look through the book at the text and illustrations.
- Ask them to take turns to sit in the hot seat and describe the events of the story from their character's point of view.

**Assessment** Do the children understand that different characters have different points of view?

## Writing activities

**Objective** Create short simple texts on paper that combine words with images.

**You will need** a large outline drawing of a water butt and an outline of a hose pipe.

- Discuss what happened to the water butt with the children. Ask: *Who got wet and how?*
- Discuss what happened to the hose. Ask: *Who got wet and how?*
- Ask the children to write what happened to the water butt inside the outline.
- Ask the children to write what happened to the hose along the hose drawing.

**Assessment** Do the children write the events in the order they happened for each object?

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