

Teaching notes



- Prior to the lesson print and cut out the sentence starter cards. You will also need photocopies of the pupil sheets (one per child) for the follow up activity.
- After reading the story with the children, ask them *why* the children went to the swimming pool. Do they answer the question using the word **because**? Model how to respond using the sentence structure: “The children went to the swimming pool **because** ...” Ask for further responses, valuing each that is contextually correct.
- Show the children the first sentence starter and explain that this is just the beginning of the sentence and that they are going to complete the sentence using the word ‘because’. The children can take it in turns to select a sentence starter and complete it using their knowledge of the story.
- As a follow up to this activity, the children can make up a ‘**because**’ sentence of their own using their knowledge of the story. They write the beginning of their sentence on the first blank sentence strip and the end of their sentence on the second strip. They then cut out the sentence strips and join them together. Show the beginning of your sentence to a friend and ask them to work out the ending. Are they right?

The children were at the swimming pool *because*

Everyone was pleased with Chip *because*

Wilma didn't want to swim too close to the old ship *because*

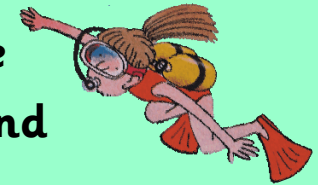
Chip ran in with the magic key *because*

The children went shopping with Dad *because*

Dad told Kipper not to tap the glass *because*

Wilma felt like a fish *because*

You are going to write a 'because' sentence about something you remember from the story. Write the beginning of your sentence on the first strip and the end of your sentence on the second strip. Ask a friend to work out the ending to your sentence. Are they right?



..... because

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