

# The Headache

**C** = Language comprehension

**W** = Word recognition

## Group or guided reading

### Introducing the story

- C** (*Clarifying*) Read the title. Talk about what a headache is and what might give someone a headache. Ask the children: *What is Dad getting out of the case?*
- W** Look through the lesson and identify the musical instruments. Help the children to segment the phonemes in 'trumpet', 'drum' and 'recorder' ('t-r-u-m-p-e-t', 'd-r-u-m' and 'r-e-c-o-r-d-e-r'). Find 'guitar' and tell this tricky word to the children showing how the 'ui' makes a 'ee' sound.
- C** (*Prediction*) Ask: *What might happen in the story to give someone a headache?*
- W** As you look through the story, pick out some of the tricky words as you discuss the story.

### Strategy check

Remind the children to read from left to right and use their knowledge of sounds to work out new words.

### Independent reading

- Ask children to read the story aloud. Praise and encourage them while they read, and prompt as necessary.

**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

- use comprehension skills to work out what is happening in the story.

## Returning to the text

- Q** (*Questioning, Clarifying, Imagining*) Check the children's understanding and clarify any misunderstanding by asking a variety of questions that require recall, inference and deduction, such as: *What instrument was Dad playing on his own? Who joined him first? What do you think Dad does each time someone joins him? Who had a headache at the end?*
- W** For more able children, point out the two smaller words in 'headache' on page 48. Talk about the sound the trigraph 'che' makes and ask children to tell you some words that rhyme with 'ache', e.g. 'bake'.
- C** (*Summarising*) Ask children to retell the story in two or three sentences.

## Group and independent reading activities

**Objective** Extend their vocabulary, exploring the meanings and sounds of new words. Begin to form simple sentences.

**You will need** a picture of a guitar, trumpet, recorder and drum for each child, and word cards for the characters' names: 'Dad', 'Biff', 'Chip' and 'Kipper'.

- Q** (*Questioning, Clarifying*) Talk about the pictures and find the instrument names in the text.
- Ask the children to say who played each instrument and pick out the correct name from the word cards.
- Ask the children to make a sentence to match the pictures and characters' names, using the book to help them.

**Assessment** Can the children refer to the right part of the book, e.g. beginning, middle, end to find the information?

**Objective** Read some high frequency words .

**You will need** the following sentences written on the board with missing words.

Chip . . . a drum.

. . . had a recorder.

Kipper had . . . guitar.

**W** Read the sentences together and ask the children to work out what the missing words are. The children can use the book to help them.

**Assessment** Can children work out the missing words without referring to the book?

**Objective** To use phonic knowledge to write simple regular words. Link sounds to letters .

**You will need** magnetic letters or letter cards: 'd', 'ad', 'h', 'b', 'p', 's', 'm' for each child.

**W** Ask children to make the word 'dad'.

- Model segmenting the phonemes ('d-a-d') and then putting them together to make the word.
- Ask the children to see how many other words they can make by changing the initial letter.
- Encourage them to read their new words and then say the letter names.

**Assessment** Can they read the words they make and name the letters?

## **Speaking, listening and drama activities**

**Objective** Speak clearly and audibly with confidence and show awareness of the listener. Sustain attentive listening .

**You will need** a small selection of musical instruments for the children to see and handle.

- Talk about different musical instruments.
- Ask: *Which instruments do you like to play? Do you like to play on your own, or with friends?*
- Talk about the different sounds that instruments make.
- Discuss the children's preferences and reasons for them.
- Allow the children to play the instruments one at a time and listen to the sounds they make. Ask: *Is this sound higher/lower/louder/softer than that sound?*

## Writing activities

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

**You will need** a selection of musical instruments.

- Talk about the instruments in the book.
- Show the instruments to the children and ask them to say which ones are in the story.
- With the children's help name the instruments that are not in the story.
- Start to write a list of the instruments on the board, beginning with the instruments that appear in the story. Say: *Tell me how to spell 'drum'.* (Encourage children to refer to the story if necessary.)
- Continue with the names of the instruments that do not appear in the story, e.g. 'violin'. Encourage children to tell you the initial sound then work through the spelling by sounding out the phonemes, e.g. ('v-i-o-l-i-n').
- Ask the children to choose an instrument they would like to play, draw a picture of it, and label it correctly.
- Make a display of the children's work.

**Assessment** Do the children attempt to spell the words using phonic knowledge?