

Mum's New Hat

C = Language comprehension
W = Word recognition

Group or guided reading

Introducing the story

- C** (*Prediction*) Read the title and look at the first picture. Ask:
What's the weather like? What do you think will happen to Mum's new hat?
- C** (*Questioning*) Ask the children: *What has happened to you on windy days?*
- W** Look at the word 'hat' in the title. Ask: *What other words do you know that rhyme with 'hat'?(rat, bat, cat, etc.)*

Strategy check

Remind the children to sound out the letters, from left to right, as they work out new words.

Independent reading

Ask the children to read the story aloud. Praise and encourage them while they read, and prompt as necessary. Encourage children to reread a sentence if they hesitate over a word.

- Ask a question to encourage the children to draw more information from the picture, e.g. on page 176- , ask:
What happened to Mum's hat?

Assessment Check that the children:

- I recognise and read high frequency words on sight
- I observe the pictures to understand what is happening in the story in detail.

Returning to the text

- *(Clarifying) How did Mum lose her hat?* Ask the children to find out how many times they can find the sentence 'The wind blew.'
- W Ask the children to find two *ew* words, 'blew' and 'new'.
Read the words aloud and be aware that *ew* here make

different sounds in British English.

- *(Imagining, Clarifying)* Turn to page 179- and ask: *Where did Mum's hat stop? Who ran?* Talk about page 180- and discuss the characters' feelings. Ask: *Why do they feel that way?*
- *(Summarising)* Ask children to retell the story in three or four sentences.

Group and independent reading activities

Objective Read a range of familiar and common words and simple sentences independently. Show an understanding of the elements of stories, such as main characters, sequence of events, openings and endings.

- *(Questioning, Clarifying)* Reread the story together.
 - I Ask: *Why did Mum lose her new hat?* Praise children for the answer: 'The wind blew.'
 - I Ask: *Who ran first?* Praise children for remembering that it was Dad.

- I Ask: *Who ran next?* Praise children for remembering that it was Kipper.
- I Ask: *Who ran at last?* Praise children for remembering that it was Biff.
- I Ask: *What stopped the hat?* Praise children for finding the answer on page 179- —the wet paint.
- I Ask: *How was Mum's new hat now?* Praise children for giving any answer, e.g. 'It was not new.'

Assessment Do the children give correct or sensible answers?

Objective Read some high frequency words.

- W Ask the children to find all the direct speeches—'Get that hat'. (Find out the two rhyming words in the speech 'that' and 'hat'.)
- I Write the words 'get', 'that', 'hat' on the board then add 'got', 'ran' and 'run'. Ask children to group the words, i.e. 'that' and 'hat', 'get' and 'got', 'run' and 'ran'.
- I If the children have difficulty, give them clues to help.

Assessment Can the children give their reasons to group the words the

way they have done?

Speaking, listening and drama activities

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

- I Talk about the funny things that happened to Mum's hat.
- I Ask: *What else do you imagine could happen to the hat?*
- I Ask children in turn to voice their opinions.
- I Praise children for speaking clearly and for keeping to the point. Praise listeners for their concentration.

Writing activities

Objective Retell narratives in the correct sequence, drawing on the language patterns of stories. Attempt writing for various purposes, using features of different forms such as stories.

- W Read the story together. Close the book and retell it together in your own words, using the children's ideas.
- I Ask: *How did the story begin? What shall we write first?*
Decide upon a first sentence and write it on the board as

the children watch. Ask the children to help by supplying high frequency words.

- I Tell the story in three or four sentences, scribing what the children suggest.
- I Reread your story together.

Assessment Do the children use correct spelling?