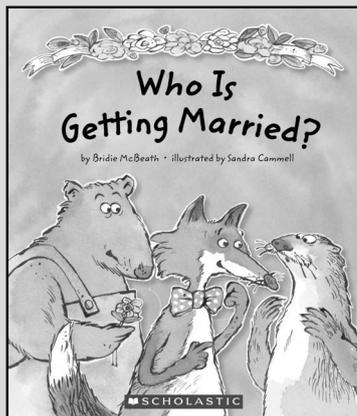


Who is Getting Married?



Who is Getting Married? Teachers' Notes

Learning objective: Year 1, 7e: Explore the effect of patterns of language and repeated words and phrases

Key words: could, who, said

Cross-curricular/theme links: Celebrations

Genre: Fiction

NC level: Approximately Level 1C

Assessment: AF5, Level 1: Comments on obvious features of language, e.g. significant words and phrases

Word count: 98

Getting started

Read the title and back cover blurb together with the children. What type of story do they think this is going to be? Flip through the book to establish that the main characters in the story are all animals.

Guided reading

Pages 2-3: If children struggle to read 'married', remind them of the book title and ask them to find the word on the cover. Check that they understand that 'Not I' means the same as 'Not me'. Ask the children to look out for other examples of story-like language as they read the book.

Pages 4-5: Can the children identify the repeating refrains in the story?

Pages 6-7: Can the children guess who might be getting married?

Pages 7-8: Were the children right? What do they think might happen next, after the end of the story?

Speaking and listening

- After reading the story, invite the children to make up a new episode for the story orally, by thinking of a different animal who might hear the wedding bells.
- Encourage the children to read the story again out loud in a group, with different children taking the roles of different animals.

After reading

Use these questions to help children talk about the story.

- What did everyone want to find out, in this story?
- How did the animals know that someone was getting married?
- Who turned out to be getting married, in the end?

Reading into writing

The children could write a party invitation inviting all the animals to come to the mice's wedding party.

Book quiz for children

- 1 Who heard the wedding bells first?
- 2 Who was the last one to hear the wedding bells?
- 3 What does Mr Mouse say, at the end of the story?

Support for less confident readers

The repetitive structure of this story will be supportive for less confident readers. You may need to support their reading closely for the first few pages, until they pick up the structure.

Extension for more confident readers

Challenge children to make up another story that works like this one – for example where a group of animals smell a delicious smell and ask 'Who is cooking dinner?'