

Green Planet Kids

Author: Roderick Hunt

Illustrator: Alex Brychta

Teaching Notes author: Kate Ruttle

Information about assessment and curriculum links can be found at the end of these Teaching Notes.

C = Language comprehension

W = Word recognition

Group or guided reading

Introducing the book

- W** Can children read the title? Help them to blend the adjacent consonants and read the title together: *G-r-ee-n P-l-a-n-e-t K-i-d-s*
- W** Turn to page 1. Which pairs of adjacent consonants can the children identify? Remind them that *ng* is not a pair of adjacent consonants. Can they explain why?
- C** (*Predicting*) Encourage children to use prediction: *What kinds of things might the Green Planet Kids do?*
 - Look through the book, talking about what happens on each page. Use some of the high frequency words as you discuss the story (see chart below).

Strategy check

Remind the children to sound the words out carefully, remembering that sometimes two letters can represent one sound. If they can't sound out a word, do they already know it from memory?

Independent reading

- Ask children to read the story aloud. Praise and encourage them while they read, and prompt as necessary.
- C** (*Clarifying*) Ask the children to tell you what the Green Planet kids do.

Assessment Check that children:

- use phonic knowledge to sound out and blend the phonemes in words (see chart below).
- distinguish adjacent consonants (e.g. *lf*, *-pt*) from consonant digraphs (*sh*, *ch*, *th*, *ng*).
- use comprehension skills to work out what is happening.
- make a note of any difficulties the children encounter and of strategies they use to solve problems.

Returning to the text

- W** How many different adjacent consonants at the ends of words can children find?

Assessment Discuss any words the children found tricky and talk about strategies used.

Group and independent reading activities

Objective Identify the constituent parts of two syllable and three syllable words.

- W** Ask children how they would recognize a word that has more than one syllable.
 - How many words in the book can they find with two or three syllables.

- Help the children to group the words they find:
 - Compound words: *Toadstool, into*
 - Words with *ing* and *er* endings: *helping, deeper*
 - Words with more than one syllable: *planet, plastic, packet, metal, Wilma, animals, children, under*

Assessment Can children correctly identify words with more than one syllable?

Objective Spell new words using phonics as the prime approach.

- W** Say some of the words from the book and ask children to write them down in a list e.g. *bench, drink, crisp, black, junk, drum, mend, paint, rust, plan*.
- In pairs ask children to think of another word to write beside each of the words you suggested. The new word should either begin or end with the same consonant or adjacent consonants as the first word e.g. *bench – ball* or *bench – lunch; drink – drain* or *drink – pink; crisp – crab* or *crisp – wisp* etc.

Assessment Can children sound out and spell the new word each time?

Objective Read and spell phonically decodable two and three syllable words.

- W** Model spelling the word *Toadstool*. Be explicit about the strategy of first breaking the word into syllables, then sounding out and spelling the first syllable before sounding out and spelling the second syllable.
- Ask the children to consider the word *children*. Scaffold the experience while they try to spell it using the strategies you have just demonstrated.
- Repeat for *animals, plastic, packet, metal, under*.
- Each time, once the children have written the word, show them how to look at it again, being aware of the tricky bits and considering how to represent them (e.g. *metel, or metal?*).

Assessment Can the children correctly spell the words?

Objective Identify the main characters in stories.

- C** (*Questioning*) Give the children question starters *how* and *why*. Can they all think of a question for one of the characters in the book which begins with one of those words?
- Distinguish between ‘it’s there’ questions – where the answer is in the text or the pictures – and ‘what do you think’ questions which involve more thought. Encourage children to ask at least one ‘what do you think’ question.

Assessment Can the children frame ‘what do you think’ questions?

Speaking, listening and drama activities

Objective Explore familiar characters through improvisation and role play.

- C** (*Imagining*) Re-read the book together, to reinforce the events and actions in the story. Let each child focus on a character they are particularly interested in.
- Let children take turns to be one of the characters in the story. In role, they should answer the questions of the others.

Assessment Can the children improvise good answers to the questions and demonstrate good understanding of the events in the book?

Writing activities

Objective Write chronological texts using simple structures.

- C** (*Summarizing*) Ask the children to write a newspaper account of what the Green Planet Kids achieved in the wood.

Assessment Can the children organize the ideas successfully in a text?

Oxford
OWL

For teachers
Helping you with free eBooks, inspirational resources, advice and support

For parents
Helping your child's learning with free eBooks, essential tips and fun activities



www.oxfordowl.co.uk

Green Planet Kids (Oxford Level 4) curriculum coverage chart

Links to Oxford Ros Wilson Reading Criterion Scales:

- Recognises familiar words (e.g. YR HFW) in simple texts. (RCS Grade 1,14)
- Can use knowledge of letters, sounds and words to establish meaning when reading aloud. (RCS Grade 1,19)
- Can read YR and some Y1/2 high frequency words. (RCS Grade 1,18)
- Can retell known stories, including significant events/main ideas in sequence. (RCS Grade 1,20)

Comprehension strategies

- 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:

Predicting, Clarifying, Questioning, Summarizing, Imagining

ENGLAND The National Curriculum in England: Year 1

Letters and Sounds	For children working within Phase 4/5	Adjacent consonants: thr, gr, dr, fr, pr, cr, tr, br, pl, sl, bl, cl, wh st; -lbs, -nk, -nd, -nt, -sp, -st, -ft, -lf, -xt, -et Phonemes revisited: ai, ee, oa, oo (short), ar, sh, ss, ear, ll, -er	High frequency words: were, there, some, said, one, what, they, went, help(ing)
Spoken language	Pupils should be taught to ask relevant questions to extend their understanding and knowledge (SpokLang.2) Pupils should be taught to use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas (SpokLang.7) Pupils should be taught to participate in discussions, presentations, performances and debates (SpokLang.9)		
Reading: Word reading	Pupils should be taught to apply phonic knowledge and skills as the route to decode words (ReadWord.1) Pupils should be taught to read accurately by blending sounds in unfamiliar words containing GPCs that have been taught (ReadWord.3) Pupils should be taught to read other words of more than one syllable that contain taught GPCs (ReadWord.6)		
Reading: Comprehension	Pupils should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by becoming very familiar with key stories ... retelling them and considering their particular characteristics (ReadComp.1iii) Pupils should be taught to participate in discussion about what is read to them, taking turns and listening to what others say (ReadComp.3)		
Writing: Composition	Pupils should be taught to write sentences by sequencing sentences to form short narratives (WriteComp.1iii)		

SCOTLAND Curriculum for Excellence: Literacy and English experiences and outcomes – First Level

Listening and talking	When I engage with others, I know when and how to listen, when to talk, how much to say, when to ask questions and how to respond with respect (LIT 1-02a) I can show my understanding of what I listen to or watch by responding to and asking different kinds of questions (LIT 1-07a) When listening and talking with others for different purposes, I can exchange information, experiences, explanations, ideas and opinions, and clarify points by asking questions or by asking others to say more (LIT 1-09a)
Reading	I regularly select and read, listen to or watch texts which I enjoy and find interesting, and I can explain why I prefer certain texts and authors (LIT 1-11a / LIT 2-11a) I can use my knowledge of sight vocabulary, phonics, context clues, punctuation and grammar to read with understanding and expression (ENG 1-12a) I am learning to select and use strategies and resources before I read, and as I read, to help make the meaning of texts clear (LIT 1-13a) To show my understanding, I can respond to different kinds of questions and other close reading tasks and I am learning to create some questions of my own (ENG 1-17a)

Writing	<p>I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense (LIT 1-22a)</p> <p>By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose (LIT 2-26a)</p>
----------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

WALES Literacy and Numeracy Framework: Year 1

Oracy	<p>Learners are able to contribute to conversations and respond to others, taking turns when prompted (Y1_OracColl.1)</p> <p>Learners are able to take part in activities with others and talk about what they are doing (Y1_OracColl.2)</p> <p>Learners are able to adopt a role using appropriate language (Y1_OracSpea.5)</p> <p>Learners show understanding of what they have heard by asking questions to find out more information (Y1_OracList.4)</p>
Reading	<p>Learners are able to apply the following reading strategies with increasing independence</p> <ul style="list-style-type: none"> - phonic strategies to decode words (Y1_ReadStrat.2i) - recognition of high-frequency words (Y1_ReadStrat.2ii) <p>Learners are able to express a view about the information in a text (Y1_ReadResp.1)</p> <p>Learners are able to explore language, information and events in texts (Y1_ReadResp.2)</p>
Writing	<p>Learners are able to sequence content correctly, e.g. instructions, recipes (Y1_WritStru.1)</p> <p>Learners are able to understand different types of writing, e.g. records of events, descriptions, narrative (Y1_WritStru.3)</p>

NORTHERN IRELAND Levels of Progression in Communication across the curriculum: Primary Level 1/2

Talking and listening	<p>Pupils can ask and answer questions for specific information (L1_com_talk.2)</p> <p>Pupils can use vocabulary from within their experience to describe thoughts and feelings (L1_com_talk.3)</p> <p>Pupils can follow discussions, make contributions and observe conventions of conversation (L2_com_talk.2i)</p> <p>Pupils can ask and answer questions to develop understanding (L2_com_talk.2ii)</p> <p>Pupils can use a general vocabulary to express thoughts, imaginings and opinions (L2_com_talk.3)</p>
Reading	<p>Pupils can understand that words are made up of sounds and syllables and that sounds are represented by letters (L1_com_read.2i)</p> <p>Pupils can talk about what they read and answer questions (L1_com_read.5)</p> <p>Pupils can use a range of reading strategies (L2_com_read.2)</p> <p>Pupils can express opinions and make predictions (L2_com_read.5ii)</p>
Writing	<p>Pupils can express thoughts, feelings and ideas, from within their experience, using symbols, pictures, words, phrases and simple sentences (L1_com_writ.2)</p> <p>Pupils can show a sense of structure and organisation (L2_com_writ.2ii)</p> <p>Pupils can write using a given form (L2_com_writ.3)</p>