

The Missing Crystal

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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

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Introducing the book

- W** Can children read the title? Do they know that *y* can sometimes sound like /i/? Help them to use syllables to read the title together: *Miss-ing Crys-tal*. Can they show you the two different ways of showing /i/?
- W** Turn to page 1. How many words can they find that include the sound /i/? (*Biff, Wilma, film, it, in Egypt, missing, crystal*). Can they identify which letters represent the sound each time?
- C** (*Predicting*) Encourage children to use prediction: *Where might the crystal have come from? Will it be found?*

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 there are different ways of showing sounds and that there are different ways of pronouncing letter patterns. Encourage them to read whole words. If they need to sound out, can they use syllables?

Independent reading

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

- C** (*Clarifying*) Ask children to tell you how Kipper lost his chimp.

Assessment Check that children:

- use phonic knowledge to sound out and blend the phonemes in words (see chart below).
- recognize different ways of representing /i/ and also different ways of pronouncing it.
- 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** Can children tell you words in which /i/ represented an unusual sound? (find) And in which /o/ represented an unusual sound? (gold)

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

Group and independent reading activities

Objective Recognize and use alternative ways of pronouncing the graphemes already taught.

W **You will need:** flashcards showing the words: *hot, cold, pot, post, old, gold, lost; fin, find, win, wind, kind, chill, child, will, wild*.

- Show children the flashcards. Can they sort them so that each vowel sound is in a separate pile?
- Talk about the spelling patterns. Which letters follow the long vowel pronunciations of each grapheme? (*post, child*)

Assessment Can children recognize words where *i* and *o* are pronounced as long vowel phonemes?

Objective Recognize and use alternative ways of spelling the phonemes already taught.

W Read page 14 aloud to the children. Ask them to raise their hands when they hear a word with the phoneme /ur/ (*bird, heard*).

- Ask children to write the words from the book and to draw sound buttons to show the phonemes. (*b-ir-d; h-ear-d*).
- Can children tell you any other ways of representing the sound? (e.g. *ur* in *hurt, er* in *her*). Use phoneme frames to spell the words showing /ur/ in a different colour.

Assessment Can children read and spell the words successfully?

Objective Apply phonic knowledge and skills to reading words that are not completely decodable.

W Look at page 10 together and point out the word *wasn't*. Ask the children how to say the word. Why do they think so?

- Explain that the *n't* is a short way of writing *not* and that the apostrophe shows where a letter has been taken away. Can children tell you what the long form of *wasn't* might be?
- Look at the speech bubble on page 9. Can children read it? What would the long form of *what's* be? Which letter has been taken away?
- Can children find any more examples where letters have been missed in a word and replaced by an apostrophe? (*Let's, didn't*)

Assessment Can children read and understand the words each time?

Objective Identify the main events and characters in stories.

C (*Questioning*) How many main characters are in the story? Is one more important than the others?

- Put the children into pairs (or small groups). Ask each pair to focus on one of the girl characters: Biff, Wilma, Kalila. Each pair needs to think about why their character might be the most important.
- In turn, let the pairs justify why their character is most important by explaining what they did. The other children can then ask questions.
- Can the whole group agree on who is the most important character?

Assessment Can children find reasons to explain why their character is important?

Speaking, listening and drama activities

Objective Explore familiar themes through role play.

C (*Imagining*) Use small world toys or dressing up props.

- Create the setting for a story and start to create characters thinking about why they are in the setting, whether they are goodies or baddies etc.
- Establish the idea that some kind of treasure goes missing.
- What will the children's characters do? How will they respond?

Assessment Can children participate in developing and extending a known theme?

Writing activities

Objective Use key features of narrative in their own writing.

C (*Imagining*) Give children a handout on which you have written the beginning of the story you all agreed, up to the point where the treasure goes missing.

C Ask children to continue the story, showing what happened after that point.

Assessment Can children organize and present whole texts effectively, sequencing and structuring information, ideas and events?

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The Missing Crystal (Oxford Level 5) curriculum coverage chart

Links to Oxford Ros Wilson Reading Criterion Scales:

- Can make plausible predictions about the plot of an unknown story, using the text and other book features. (RCS Grade 1,21)
- Can answer simple questions/find information in response to a direct, literal question. (RCS Grade 1,23)
- Can express opinions about main events and characters in stories, e.g. good and bad characters. (RCS Grade 1,24)
- Is beginning to identify when reading does not make sense and attempts to self-correct. (RCS Grade 1,25)

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, Imagining

ENGLAND The National Curriculum in England: Year 1

Letters and Sounds	For children working within Phase 5	New graphemes for reading: /igh/ igh, -i-e, y, -ie-; /i/ -y; /ur/ -ir, er, ear, ur Alternative pronunciations: 'o' (hot, gold); 'l' (wind, find)	High frequency words: called, asked, very
Spoken language	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 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word (ReadWord.4) Pupils should be taught to read other words of more than one syllable that contain taught GPCs (ReadWord.6) Pupils should be taught to read words with contractions, and understand that the apostrophe represents the omitted letter(s) (ReadWord.7)		
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 (ReadComp.1iii)		
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) 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 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) I can share my thoughts about structure, characters and/or setting, recognise the writer's message and relate it to my own experiences, and comment on the effective choice of words and other features (ENG 1-19a)
Writing	I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense (LIT 1-22a)

WALES Literacy and Numeracy Framework: Year 1

Oracy	Learners are able to contribute to conversations and respond to others, taking turns when prompted (Y1_OracColl.1) Learners are able to take part in activities with others and talk about what they are doing (Y1_OracColl.2)
Reading	Learners are able to apply the following reading strategies with increasing independence - phonic strategies to decode words (Y1_ReadStrat.2i) - recognition of high-frequency words (Y1_ReadStrat.2ii) Learners are able to retell events from a narrative in the right order (Y1_ReadComp.1)
Writing	Learners are able to understand different types of writing, e.g. records of events, descriptions, narrative (Y1_WritStru.3)

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

Talking and listening	Pupils can ask and answer questions for specific information (L1_com_talk.2) Pupils can follow discussions, make contributions and observe conventions of conversation (L2_com_talk.2i)
Reading	Pupils can show understanding of the meaning carried by print, pictures and images (L1_com_read.1) Pupils can understand that words are made up of sounds and syllables and that sounds are represented by letters (L1_com_read.2i) Pupils can understand, recount and sequence events and information (L2_com_read.1) Pupils can use a range of reading strategies (L2_com_read.2)
Writing	Pupils can experience, using symbols, pictures, words, phrases and simple sentences (L1_com_writ.2) Pupils can show a sense of structure and organisation (L2_com_writ.2ii) Pupils can write using a given form (L2_com_writ.3)