

## The Big Breakfast

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<p><b>Comprehension strategies</b></p> <ul style="list-style-type: none"> <li>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: <i>Prediction, Questioning, Clarifying, Summarising</i></li> </ul>	<p><b>Tricky words</b></p> <p>ale, blueberry, breakfast, candle, churned, energy, fireplaces, housekeeper, ice-cream, icehouse, juice, kitchen, laughed, little, oyster,-bread, pigeon, polish, powder, relief, sausages, storeroom, supermarket</p> <p><b>C</b> = Language comprehension</p> <p><b>W</b> = Word recognition</p>
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### Group or guided reading

#### Introducing the book

- C** (*Clarifying*) Read the title, ask children what they would like for a big breakfast.
- W** Look at the word 'breakfast' and the two shorter words within it.
- W** Find another compound word on page 2 ('week-end').
- C** (*Prediction*) Look at the cover and scan through some of the pictures. Ask: *Do you think this story takes place in the present time, or in the past? How can we tell?*
- C** (*Prediction*) Read the blurb on the back cover. Ask the children to say what else might happen in the story.

#### Strategy check

Remind the children to use their knowledge of sounds and familiar letter strings to work out new words.

#### Independent reading

- C** (*Questioning, Clarifying*) Check the children's understanding and clarify any misunderstanding by asking a variety of questions that require recall, inference and deduction. For example, ask: *What is the same, and what is different from our breakfasts?*
- W** When the children meet more compound words, ask them to show you the two shorter words within the word, e.g. on page 7, 'blue-berry' and 'pan-cakes'.
  - Praise children who read with expression.
- C** (*Summarising*) Ask children to say what the story is about in no more than six sentences.

**Assessment** Check that children:

- can use knowledge of word structure to support reading
- can give some reasons why things can happen.

#### Returning to the text

- C** (*Questioning, Clarifying*) Ask: *Why did the children have breakfast in a café?*
- C** (*Clarifying*) Ask: *How did the children feel about doing jobs in their own house at the start of the story? How do they feel about it after the adventure?*
- C** (*Imagining*) Ask: *How would you like to be a servant in a big house?*

## Group and independent reading activities

**Objective** Spell with increasing accuracy and confidence, drawing on word recognition and knowledge of word structure and spelling patterns.

- W** Ask children to work in pairs to list words ending with ‘-ing’ in the story, e.g. ‘ding’, ‘ring’, ‘ringing’, ‘shopping’, ‘holding’, ‘burning’, ‘walking’, ‘dining’, ‘nothing’.
- Discuss possible rules for double consonants before ‘-ing’, e.g. *Why is there only one ‘n’ in dining, but ‘pp’ in shopping?* (Doubling the consonant makes the vowel sound short.)
- Think of more words that have a double consonant before ‘-ing’, e.g. ‘hopping’, ‘running’, or a single consonant, e.g. ‘writing’, ‘making’.

**Assessment** Were the children able to think of rules for double and single consonants before ‘-ing’?

**Objective** Explain their reactions to texts, commenting on important aspects.

- C (Clarifying)** Turn to page 27 and read what the housekeeper said, ‘He won’t want to see you in here’.
- Discuss with the children why they think Lord Plum wouldn’t want to see the children (e.g. because they are dirty, because they are the servants, because they are children, etc.).
- Turn to page 28 and talk about and explain what the housekeeper says, ‘You forgot to iron his newspaper!’.
- Discuss how Lord Plum probably has no idea how much work is involved in making his breakfast if all he can worry about is how neat his paper is. Ask: *How do you think the children and servants of the house must feel if they never get any thanks for all their work? Do you think Rose enjoys her job?*

**Assessment** Do the children notice that the author has written the story to show how hard life was for servants many years ago?

**Objective** Draw together ideas and information from across a whole text.

- C (Clarifying)** Ask the children to work in pairs to make a list of all the jobs they can find in the story, including those in the illustrations.
- Begin with the jobs listed on pages 20–25, then look through the book to see what Rose, Blunt and Mrs Fry have to do.
- W** Talk about the life of servants in this story. Think of a list of words that would describe their lives, e.g. ‘busy’, ‘tiring’, ‘no spare time’, etc.

**Assessment** Can the children locate information about the work of servants in the text and in the pictures?

## Speaking, listening and drama activities

**Objective** Adopt appropriate roles in small or large groups and consider alternative courses of action.

- In small groups ask the children to focus on the jobs done by one of the children in the story.
- Using words and phrases such as, ‘First of all...’, ‘Then...’, ‘Next...’, ‘After that...’, etc. Ask the groups to retell the sequence of jobs by acting them out, one child acting out one job.
- Remind the children that they need to show to the audience how hard the jobs are so they must use gestures and words to express this.

## Writing activities

**Objective** Select from different presentational features to suit particular writing purposes.

- Ask the children to imagine they are Rose writing a letter home to her parents.
- Talk about the presentational style of letter writing.
- Discuss with the children what Rose might write in her letter, e.g. how tired she is, the jobs she does, about the other people she works with, Lord Plum, the house and how big and smart it is, whether she misses her own family and home, etc.
- Encourage the children to write the letter starting, 'Dear All'.

**Assessment** Do the children structure the information in their letter effectively?

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