

## The Blue Eye

Teaching Notes Author: Pam Mayo

<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, Imagining</i></li> </ul>	<p><b>Tricky words</b></p> <p>aeroplane, alleys, arranged, brought, can't, collection, covered, dangerous, engine, glowed, many, one, package, people, some, stalls, there, thought, were, what, where, who</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** (*Prediction, Clarifying*) Together, look at the cover. Talk about who is in the aeroplane and on the ground. Ask the children: *Is this a 'real life' story or a magic key adventure? What do they think the story will be about?*
- C** (*Questioning*) Read out the title and ask the children to guess what the blue eye might be. Look through the book to see if they are right.
- C** (*Questioning*) Look at the background of the pictures on pages 9 and 11. Ask: *What clues are there that the children are in a strange land?*
- Ask the children to read the story. Praise and encourage as they read.

#### Strategy check

Remind the children to check what the Blue Eye really is.

#### Independent reading

- Ask children to read the story. Praise and encourage them as they read. If they get stuck, suggest they try different strategies to work out what a word means, but prompt if they take too long so as not to lose the thread of the story.

**Assessment** Check that children read the words that are easy to decode and then use picture clues to help them if they get stuck with an unfamiliar word.

#### Returning to the text

- C** (*Clarifying*) Ask children to find the page that shows Princess Aisha losing her package (page 8).
- C** (*Imagining*) Look at page 18. Ask: *Do you think Princess Aisha and the children are really trapped? Can you think of ways they could escape?*
- C** (*Questioning, Clarifying*) Ask: *How did Biff, Wilf and Princess Aisha get through the gates of the town?*
- C** (*Imagining*) On page 22, ask, *How do you think the children are feeling?*
- C** (*Summarising*) Ask the children to tell you what had happened to the stone and why Princess Aisha needed it.
- C** (*Questioning*) Ask: *Can you remember how many bad men were after the Blue Eye?*

## Group and independent reading activities

**Objective** Read independently and with increasing fluency. Use syntax and context to build their store of vocabulary when reading for meaning.

**C (Clarifying) You will need** a piece of A4 paper for each pair of children, and to write these reading clues on the board:

Sound out

Look at letters and punctuation

Is it a thing, description or action?

Read on to find out what it might mean

- In pairs, children cover the illustration on pages 16–17 with the A4 paper. Ask one child to read the text on page 16, the other to read page 17. If they get stuck they should help each other by using one or more of the clues on the board.
- Ask the children to remove the paper to see if that helps. The children then read out the passage together.

**Assessment** Check that the children use their phonic knowledge to decode words such as ‘sprinted’ and ‘suddenly’.

**Objective** Use commas to separate items in a list.

**C (Clarifying) You will need** sheets of A3 paper for each pair of children to make posters.

- Ask the children to look at pages 12–13. Ask: *Can you tell me some of the things in the market?*
- Model writing a poster linking similar items together, e.g. ‘We sell bananas, melons, tomatoes and nuts.’ ‘We sell frying pans, bottles and plates.’
- Tell the children they are going to run a market stall for the school fete. Working in pairs, they should make a poster to advertise their goods, using a heading and list of items for sale on their stall. They should use proper sentences, linking similar items together, but separating with commas. They can decorate and colour the poster.

**Assessment** Do the children list their items together logically?

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

**W You will need** these word cards: different, busy, strange, narrow, safe, close.

- Write the words ‘brave’ and ‘beautiful’ on the board. Discuss how the use of the word can be changed by adding ‘-ly’, so that it describes how something is done. Give examples.
- Give out the word cards. Each child should write two sentences: first using their word as it is, then another adding ‘-ly’.
- The children then take turns to read out their two sentences to the other children who judge whether they are correct.

**Assessment** Do the children notice that the word ‘busy’ changes its spelling when ‘ly’ is added?

## Speaking, listening and drama activities

**Objective** Explain ideas and processes using imaginative and adventurous vocabulary and non-verbal gestures to support communication. Ensure that everyone contributes and reaches agreement. Listen to each other’s views and preferences.

**You will need** a large blue marble or bead.

Ask the children to think about what they would like to do to improve the world for everybody. They then take turns to hold the ‘Blue Eye’, each saying what they would do. The children then vote for who should get the ‘Blue Eye’ award for the best idea.

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

Ask the children to look at page 18. In groups of three, they should role-play Princess Aisha, Biff and Wilf, and talk about how they can escape. They will need to make their plans quickly as the men are getting nearer.

## Writing activities

**Objective** Sustain form in narrative, including use of person and time.

- Each child writes at the top of a piece of paper the story title, 'The Scarlet Scarf'.
- Ask them to think of a 'good' character and write the name down with a short descriptive term, e.g. 'brave', 'kind', 'caring', 'helpful'.
- Everyone folds over the top of their paper and passes it to the person to their left.
- The children write a name and a description of a 'bad' character on the paper they have, then fold it over and pass it on.
- Next, they write the setting for the story, fold the paper and pass it on.
- Ask the children to think about what the story may be about, write it down, fold the paper and pass it on.
- Lastly, each child unfolds his/her paper and writes a short story around the information.

**Assessment** Do the children write their stories using the information logically?

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