

The Bully

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<p>Comprehension strategies</p> <ul style="list-style-type: none"> 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> 	<p>Tricky words</p> <p>always, bully, called, friendly, frightened, holding, know, laugh, picture, right, saw, school, secret, strange, trouble, two, want, were, what, your</p> <p>C = Language comprehension</p> <p>W = Word recognition</p>
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Group or guided reading

Introducing the book

- C** (*Clarifying*) Read the title and talk about the cover picture. Ask: *What do you think is happening to Biff?*
- C** (*Imagining*) *What would you do if this happened to you?*
- C** (*Prediction*) Read the blurb on the back cover. Ask the children to say how they think Rosie might learn her lesson.
- C** (*Clarifying*) Look through the pictures in the book: *Is this a magic adventure? How can you tell?*

Strategy check

Remind the children to notice speech marks and question marks to help them to read with expression.

Independent reading

- Ask the children to read the story. Remind them to use phonics and the sense of the sentence to work out new words. Praise children for reading silently with concentration, and for reading aloud with expression.
- C** (*Summarising*) Ask the children to tell you how Rosie learned her lesson.

Assessment Check that children:

- read independently and with increasing fluency longer and less familiar texts
- know how to tackle words that are not completely decodable
- read high and medium frequency words independently and automatically
- use syntax and context to build their store of vocabulary when reading for meaning.

Returning to the text

- C** (*Questioning*) On page 15, ask: *Why do you think the magic key turned red?*
- C** (*Clarifying*) *What does the magic key usually do?*
- C** (*Questioning*) On page 4, ask: *Who did Rosie call 'a motor mouth'? What did she mean by that?*
- C** (*Questioning*) Page 7: *Who did she call 'a dinosaur brain'? What did that mean?*
- W** Turn to page 21. Find 'grab' and read the whole sentence. Ask the children to think of another word for 'grab'.

- C (Clarifying)** On page 25, ask: *Why do you think Biff said it was a strange adventure?*
- C (Questioning)** *What did Mrs May say the children should do about bullies? Why did she say that nobody wanted bullies in school?*

Group and independent reading activities

Objective Give some reasons why characters change.

- C (Questioning)** Ask: *What did the magic key do to Rosie? Why did it do that? What made Rosie change? What do you think Rosie felt like when she was bullied? Do you think Rosie changed because the magic key showed her what it was like, or because the bullies showed her what it was like? Do you think that what Mrs May said made her change her behaviour?*

Assessment Could the children explain why Rosie changed her behaviour? Could they give their opinion as to what was the most important reason for this?

Objective Give some reasons why things happen.

- C (Questioning)** Ask these questions to check that children link cause and effect in this story. Page 3: *Why did Chip get into trouble?* Page 10: *Why did Chip take Rosie home with him?* Page 23: *Why did Rosie start to cry?*
- C (Clarifying)** *Why do you think Biff felt sorry for Rosie? Do you feel sorry for Rosie?* Ask the children to explain their reasons.

Assessment Can children explain why things happened in the story?

Objective Spell with increasing accuracy drawing on knowledge of word structure and spelling patterns.

- W** Notice the spelling of 'bully' with the 'ee' sound spelled as a 'y'. Ask children to find or think of other words that end in 'y' and to write a list: 'friendly' (page 1), 'nasty' (page 4), 'goody-goody' (page 6), 'silly' (page 15), 'angry' (page 22), 'sorry' (page 25), 'very' (page 32). Look for other ways to spell the 'ee' sound at the end of words, e.g. 'Rosie', 'toffee', 'key'. Notice how the spelling of 'bully' changes when 's' is added on page 24.

Assessment Can the children recognise the 'ee' sound at the end of words and find or suggest examples?

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

- C (Clarifying)** Discuss ideas about bullies and bullying that are raised in this story. Ask: *What is a bully? What does a bully do? Are you a bully if you knock someone over by accident? Are you a bully if you knock someone over on purpose?* Talk about examples from the story that show that Rosie was a bully. *Are other children in the story bullies? What did they do?* Work to write a definition of a bully. Check by looking in a dictionary.

Assessment Can the children use information from the story to say what a bully is and does? Can they form a definition?

Speaking, listening and drama activities

Objective Ensure that everyone contributes.

- C (Imagining)** Use a circle time format to talk about times when children have been unhappy at playtime.
 - Ask the children to complete the sentence 'I didn't like playtime when...', taking turns to speak, by passing a toy around the circle. The person with the toy is the only one who may speak. Praise children for listening to each other attentively. Discuss which incidents are bullying and which are not.
 - Discuss what the children should do if they are unhappy, or if there is a bully in the playground.

Writing activities

Objective Draw on knowledge and experience of texts in deciding and planning how and what to write.

C (*Imagining*) Talk about the setting for this story.

- Ask the children to imagine a different setting, such as a swimming pool, a playground or Gran's house.
- Ask them, in small groups, to think of a story in which Rosie comes to this place and bullies the children. Help them by listing the main points they need to think about: the setting; characters involved; what Rosie does; how the key will react; what happens at the end.
- List the responses from the groups' discussions, and then encourage children to use the ideas to plan a story about Rosie in the new setting.

Assessment Could the children change the setting and think of a new story about Rosie?

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