

The Camcorder

Teaching Notes Author: Gill Howell

<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>Decodable words</p> <p>call, camcorder, came, children, day, got, had, her, house, made, make, men, race, running, saw, shouted, smile, sports, them, took, tree, want(ed), wedding, were</p>
	<p>Tricky words</p> <p>anniversary, burglars, easy, everyone, laugh(ed), phone, police, showed, two, video</p>
	<p>C = Language comprehension W = Word recognition</p>

Group or guided reading

Introducing the book

- C** (*Questioning, Clarifying*) Look at the cover and ask the children if they know what Wilma is holding.
- C** (*Clarifying*) Read the title, and discuss what a camcorder does.
- C** (*Prediction*) Look through the book at the pictures, up to page 13, and discuss what the story is about. Ask: *What do you think will happen?*
- Talk about what happens on each page. Use some of the high frequency words as you discuss the story.

Strategy check

Remind the children to use the letter sounds to help them read new words.

Independent reading

- Ask the children to read the story. Praise and encourage them while they read, and prompt as necessary.
- W** If the children have difficulty reading 'anniversary' on page 8, or 'burglars' on page 17, encourage them to break the words down into syllables to work them out.
- Encourage the children to use their knowledge of letter sounds to help them work out new words.
- C** (*Summarising*) Ask children to retell the story from page 14 to the end in just two or three sentences.

Assessment Check that children:

- track text matching letters to sounds
- use phonic knowledge to sound out and blend the phonemes in words, particularly the decodable words
- recognise the difference between 'watched', 'saw' and 'looked' on pages 12–13
- use comprehension skills to work out what is happening in the story.

Returning to the text

- C** (*Prediction, Questioning, Clarifying*) Check their understanding and clarify any misunderstanding by asking a variety of questions that require recall, inference and deduction such as: *What is a camcorder?* (page 1) *Why do they laugh at Wilma's video?* (page 13) *What did Wilma do when she saw the burglars?* (page 16) *How did Wilma's video help the police catch the burglars?*
- C** (*Prediction, Imagining*) Ask: *What do you think the police said to Wilma at the end of the story?*

Group and independent reading activities

Objective Read more challenging texts which can be decoded using their acquired phonic knowledge and skills.

You will need the following word cards: 'camcorder', 'video', 'anniversary', 'burglars' and 'police'.

- W** Ask the children to tell you which words have three syllables ('cam-cord-er' and 'vid-e-o').
- Repeat for five syllables and two syllables.
 - To help show the syllables, the words could be cut up in the relevant places and then reassembled by the children.
 - Invite children to sound out and blend the phonemes all through the words, e.g. 'v-i-d-e-o'.

Assessment Do the children recognise the syllables in the words?

Objective Visualise and comment on events, characters and ideas, making imaginative links to their own experiences.

- C** (*Imagining*) Discuss how Wilma's video helped the police to catch the burglars.
- Discuss times when the children have been thanked for doing something helpful at school or at home. Ask: *What sort of things did people say to you?*
 - Ask the children to look at the picture on page 24 and suggest what the policewoman said to Wilma.
 - Write some of their suggestions on the board.
 - Ask the children to write a sentence saying what they think the policewoman is saying to Wilma.
 - If necessary, provide the children with a sentence stem and ask them to finish the sentence, e.g. 'Well done Wilma. That was...'
 - Support those who need it by giving them some vocabulary to help them, such as 'a good idea', 'very clever', 'brave', etc.
 - Invite children to read out their sentences with the appropriate expression.

Assessment Do the children interpret the information they have effectively?

Objective Use syntax and context when reading for meaning.

You will need to write these unfinished sentences on the board:

The children...the race.

They...the sports day.

They...at Jo's wedding.

Then the missing words:

'watched' 'saw' 'looked'

- C** (*Clarifying*) Ask the children to fill in the gaps with words that make sense, without using their books, writing out the whole sentence.
- Ask them to write a new sentence using one of the verbs.

Assessment Do the children recognise that the word 'at' affects their choice of verb?

Speaking, listening and drama activities

Objective Take turns to speak and listen to others' suggestions.

- Look together at the illustration on pages 18–19.
- Sit the children in a circle. Ask them to think about how the police would go about finding the burglars if they didn't have Wilma's video.
- Ask them, in turn, to add one thing each to a description of the two burglars to give to the police.
- Ask the children to imagine what the burglars are saying to each other.

Writing activities

Objective Create short simple texts on paper that combine words with images.

- Ask the children to draw a 'wanted poster' of the burglars and label it with key words about their appearance.

Assessment Are the children able to use imaginative, descriptive vocabulary?

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