

The Carnival

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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>Decodable words</p> <p>car, children, dads, down, good, had, job, lady, mums, old, put, too, took</p>
	<p>Tricky words</p> <p>broke, busy, carnival, come, dressed, everyone, giant, lived, looked, made, many, pushed, said, she, shoe, there, they, trailer, was, were</p>
	<p>C = Language comprehension</p> <p>W = Word recognition</p>

Group or guided reading

Introducing the book

- C** (**Prediction**) Read the title to the children and ask them to say what everyone is doing on the cover. Ask: *Why do you think they are dressed in strange clothes?*
- C** (**Clarifying**) Look through the book and talk about what is happening in the illustrations, pointing out any new context words.
 - Recite the rhyme 'There was an old woman who lived in a shoe.'

Strategy check

Encourage the children to use a range of strategies to work out the tricky context words.

Independent reading

- Ask the children to read the story. Praise them for reading sight vocabulary with fluency and confidence.
- W** On pages 2–3, point out the letters that make the same sound in 'made' and 'trailer'. Point out how one sound is made by the two letters 'ai' in 'trailer'.
- C** (**Questioning**) As you listen to individual children, prompt them to predict the words on the page by asking them a question about what is happening, e.g. *Why is dad putting on a dress and a wig?*
- C** (**Clarifying, Questioning**) On page 16, discuss the meaning of the phrase 'good job'. Ask: *What was a good job?*

Assessment Check that children:

- read the familiar high frequency words on sight
- use a range of strategies to help them decipher new vocabulary.

Returning to the text

- W** On pages 10–11 and 14–15, can the children read the words on the side of the trailer?
- W** Read the word 'shoe' with the children on page 14. Ask them to turn to page 16 and point to the word that rhymes with 'shoe' (too).
- C** (**Imagining**) Look at the picture on pages 8–9. Ask: *How is dad feeling? What is the crowd thinking?*
- C** (**Summarising**) Ask children to retell the story in three or four sentences.

Group and independent reading activities

Objective Apply phonic knowledge and skills as the prime approach to reading and spelling unfamiliar words that are not completely decodable.

You will need copies of the following nursery rhyme cut into four strips:

‘There was an old lady
who lived in a shoe.
She had so many children
she didn’t know what to do.’

W Recite the rhyme together. Ask: *Where in the story is the text different? Why has the author changed the last line?*

- Ask the children to put the jumbled sentence strips into the right order. Ask them to read the rhyme to check it makes sense and to use their phonic knowledge to work out the difficult words.

Assessment Do the children understand how the author changed the ending of the rhyme to suit the story?

Objective Recognise automatically an increasing number of familiar high frequency words. Apply phonic knowledge and skills as the prime approach to reading and spelling unfamiliar words that are not completely decodable.

You will need a copy of a picture of a giant shoe for each child, with some words from the story written round the outside of the shoe. Add other words that are obviously not in the story, e.g. stream, snow, wall, bus.

W Give the children copies of the sheet and ask them to write the words from the story inside the ‘shoe’.

Assessment Do the children need to refer to the text to help them find the right words?

Objective Recognise and use alternative ways of spelling the phonemes already taught, e.g. the ‘ae’ sound can be spelt with ‘ai’, ‘ay’ or ‘a-e’.

You will need the following word cards from the story: made, trailer, lady, dads, an, had; plus some blank word cards to write on.

W Ask the children to sort the cards into two sets: words containing the ‘ae’ sound and words containing the ‘a’ sound.

Ask: *Can you think of some more words to add to each set?* (e.g. day, gate, train; cat, bat)

Assessment Do the children understand that different letters can make up the same ‘ae’ sound?

Objective Use syntax and context when reading for meaning.

You will need word cards of words from three sentences in the story with two alternative cards for the first word of each sentence: one with a capital letter, the other without, and cards with full stops.

C (Clarifying) Give children the cards and ask them to arrange the words and full stops to make sentences.

- Ask them to read out their sentences to check they make sense, then to find the sentences in the story to check they are correct.

Assessment Do the children make the correct choice of word to begin each sentence? Do they remember to add the full stop card?

Speaking, listening and drama activities

Objective Take turns to speak, listen to others’ suggestions and talk about what they are going to do. Explore familiar themes and characters through improvisation and role-play.

- Discuss what is happening in the story. Ask: *How did the children manage to move the ‘shoe’?*
- Discuss other nursery rhymes that the children are familiar with, and ask individual children to recite one to the others.

- If you have a dressing-up box available, ask the children, in pairs, to dress up and act out one of the nursery rhymes for the rest of the class, adding dialogue if appropriate. Get each pair to discuss and practise their nursery rhyme before performing it.

Writing activities

Objective Find and use new and interesting words and phrases, including story language.

- Talk about how the rhyme in the story had a new ending.
- Choose another nursery rhyme and write it on the board, omitting the last line, e.g. ‘Sing a song of sixpence, A pocket full of rye, Four and twenty blackbirds...’
- Discuss new endings for the rhyme, e.g. ‘looking at the sky’, ‘starting to cry’, ‘learning how to fly’, ‘pecking on a pie’. Ask the children to write their own ending for the rhyme.

Assessment Do the children use appropriate vocabulary and end with a word that rhymes?

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