

## Chinese Adventure

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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:<br/><i>Prediction, Questioning, Clarifying, Summarising, Imagining</i></li> </ul> | <p><b>Tricky words</b></p> <p>because, cellar, City, fierce, home, how, laugh(ed), little, love, new, notice, one, other, palace, people, saw, soldiers, some, there, these, too, took, two, vase, want, way, were, what, worried, would, writing</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**) Hide the title, talk about the cover picture and ask the children if they can guess the setting for this story. Ask: *What clues do we have?*
- Read the blurb on the back. Briefly look through the pictures to see what happens.
- C** (**Clarifying**) Ask: *What do you know about China? Do you think this story is set in the present time or in the past? What makes you think that?*

#### Strategy check

Remind the children to use the punctuation to help them to read with understanding.

#### 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 explain how the children found another new vase for Gran.

**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**) Look at page 4. Ask: *What was Gran's surprise for everyone?*
- C** (**Questioning**) Page 7: *What is it that Floppy doesn't like about fireworks?*
- C** (**Questioning**) Page 9: *How did the vase get broken?*
- W** On page 14, count the syllables in 'Forbidden'. Together, practise spelling the syllables: For–bid–den, then write the complete word.

**C** (*Summarising*) Page 24: *What were the men doing in the cellars?*

**C** (*Imagining*) *What do you think the children will do with the two vases? Will they give both to Gran or just one? What would you do?*

## Group and independent reading activities

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

**C** (*Questioning*) Ask questions to find out what impression the children have gained of the Emperor from the whole story: *What did you find out about the Emperor? Was he a frightening man? Was he kind? Was he fair?* Find the pages that give you information about the Emperor. Match words from the story to ideas about his character, e.g. on page 19, he was kind to his children because he let the children play with the twins. Scan the story to find more examples.

**Assessment** Could the children use information in the story to collect impressions of the Emperor's character?

**Objective** Give some reasons why things happen.

**C** (*Questioning*) Use these questions to discuss reasons for events in the story. Page 12: *Why did the magic key take the children to China?* Page 17: *Why did the Emperor say that the children must go to prison?* Page 22: *Why did the children go into the cellar?* Page 27: *Why was the Emperor pleased with the children?*

**Assessment** Can children describe the events in the story?

Can they explain the reasons for these events?

**Objective** Read high and medium frequency words independently and automatically.

**W** Ask the children to read aloud to you or to the group. Notice whether children read most words on sight automatically. If some words slow them down, are they new words or high frequency words? You could use the word lists in the chart above of these notes to find out whether children can read high frequency words on sight.

**Assessment** Could the children read most of the text on sight with confidence?

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

**W** Find compound words in the story and make a list: 'fireworks' (page 4); 'birthday' (page 8); 'downstairs' (page 11); 'football' (page 20); 'cobwebs' (page 23). Divide each word into two shorter words. Ask the children to work in pairs to spell one of the words, by learning one half of the word each and spelling it, e.g. one child spells 'fire', the other spells 'works'. Each child then learns the other half of the word. Let every pair spell their word to the class or group.

**Assessment** Could the children spell the words accurately?

## Speaking, listening and drama activities

**Objective** Present part of stories to members of their own class.

**C** (*Imagining*) Ask the children to work in pairs to pretend to be the twins in the Forbidden City. Firstly, ask them to think about how the twins might have reacted to the events in the story. *What do you think the twins might have said about the children and the way they were dressed? What might they have said about Floppy? Which of the children do you think the twins might have liked best? What do you think they might say when the key glowed and the children disappeared?* Explore possible answers to these questions.

- Ask the pairs of children to make up a conversation between the twins.
- Ask volunteers to perform their conversations to the class.

## Writing activities

**Objective** Maintain consistency in non-narrative, including purpose and tense.

**C** (**Summarising**) Talk about the Emperor. *What did he look like? What did he wear? How did he behave towards his children? Was he kind to Biff, Chip, Nadim and Anneena? Were people afraid of him? Why was that?*

- Ask the children to suggest sentences for the answers and write them on the board as examples. Talk about consistency in tense, e.g. 'wears' or 'wore'? 'likes' or 'liked'?
- Write two descriptive sentences about the Emperor.
- Ask the children to draw the Emperor, then write their own sentences about him. Remind them to use capital letters and full stops.

**Assessment** Were the children's descriptions of the Emperor accurate?

Did they use tenses consistently?

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