

Drawing Adventure

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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>began, blobs, cross, draw(ings), flicked, get, glad, help(ed), landed, like, must, ran, red, river, run, sorry, spit, splat, they, top, yelled</p> <p>Tricky words</p> <p>come, everywhere, gasped, good, magic, moved, oh, one(s), only, over, paint(ing), phew, quick, rope, suddenly, their, were, whoops</p> <p>C = Language comprehension</p> <p>W = Word recognition</p>
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Group or guided reading

Introducing the book

- C** (**Prediction**) Read the title and look at the picture on the cover. Ask the children: *What do you think will happen in this story? Do you think this is a magic adventure? How can you tell?*
- Look briefly through the pictures together to see if their ideas are right.

Strategy check

Remind the children to use the picture cues to help them understand the story.

Independent reading

- Ask children to read the story. Listen to individuals and praise them for knowing how to tackle new vocabulary.
- W** If a child misreads a word, ask them to reread the sentence to check that it makes sense.

Assessment Check that children:

- use a range of strategies to tackle new words such as ‘volcano’ or ‘picture’
- are aware if a sentence does not seem to make sense.

Returning to the text

- C** (**Summarising**) Ask the children to tell you the story in a few sentences.
- C** (**Clarifying**) Ask: *What would you have done if someone had spilled water on your painting?*
- W** Ask the children to turn to page 1 and find the word ‘pictures’. Ask them to tell you how they worked out the word and check they sound out and blend the phonemes all through the word. Repeat for ‘volcano’ on page 3, ‘Whoops’ on page 4 and ‘flicked’ on page 6.
- W** Ask the children to find as many words as they can in the story that are alternatives to the word ‘said’. Compile a list and talk about how alternative words make the text more interesting and descriptive. Explain that they also tell the reader how to read the spoken text.
- C** (**Questioning**) Ask: *Which of the girls’ clothes do you like best? Why is Wilma looking thoughtful on page 24?*
- C** (**Imagining**) Ask the children to imagine they are Chip, Wilma and Biff. Ask: *How would you have escaped the danger?*

Group and independent reading activities

Objective Tell stories and describe incidents from their own experience in an audible voice.

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

C (Summarising) Ask: *Why should Chip have said sorry after flicking paint on Wilma's picture? Why couldn't he say sorry?*

- Encourage the children to tell you about times when they have felt so angry they couldn't say sorry.
- Ask: *What usually happens when you have done something wrong? What was Chip's punishment? Who saved Chip? What does this tell us about Wilma?* (That she forgives Chip.)
- Talk briefly about the story having a 'moral': that it is important to forgive and say sorry.

Assessment Are the children able to understand that the story has a message?

Objective (Prediction) Make predictions showing an understanding of ideas and events.

- Ask: *Why did Wilma draw jeans and tops for the girls? Which clothes did the girls prefer?*
- Invite the children to describe the clothes they find most comfortable and why.
- Ask them to design some comfortable clothes, adding labels to show what makes them comfortable and practical, e.g. for track suit bottoms – 'easy to run in', 'warm', etc.

Assessment Do the children understand why Wilma drew the clothes?

Objective Children move from spelling simple CVC words to longer words that include common digraphs and adjacent consonants such as 'brush', 'crunch'.

W On page 1, find the word 'drawings'. Ask the children: *Which two letters begin this word?* Ask them to look for more 'dr' words in the story ('dress' page 13, 'draw' page 16, 'drew' page 21). Can they think of any other 'dr' words? Encourage them to make a list.

- Ask the children to look through the book and find other words beginning with two consonants, e.g. 'cross' page 5, 'flicked' page 6, 'glow' page 7.

Ask them to add these words to the list under headings and to think of other words beginning with the same consonants, using a dictionary if necessary.

- Check the children read the words they find by sounding out and blending the phonemes.

Assessment Can the children suggest, read and spell appropriate words?

Speaking, listening and drama activities

Objective Act out their own and well-known stories, using voices for characters.

- In small groups, ask the children to choose one event in the story to act out. It could be the section on pages 2–7, or the section on pages 8–18, or the final section, pages 19–24.
- Encourage the children to read out the spoken words with expression and with a voice appropriate to the characters.

Writing activities

Objective Convey information and ideas in simple non-narrative form.

Use capital letters and full stops when punctuating simple sentences.

- Discuss how Wilma likes drawing models with fashionable clothes on.
- Ask: *Is there something you really like doing that you are proud of?*
- Encourage the children to describe to you in a few written sentences the thing they enjoy doing, not forgetting to use capital letters and full stops.

Assessment Are the children able to construct sentences?

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