

Dutch 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>Tricky words</p> <p>bicycle, can't, dyke, fence, flood, half, have, laugh(ed), Mayor, one, people, so, some, specials, squashed, their, there, thief, two, want, were, what, where, worried</p> <p>C = Language comprehension</p> <p>W = Word recognition</p>
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Group or guided reading

Introducing the book

- C** (*Clarifying, Questioning*) Together, look at the cover. Ask the children: *Where do you think Biff and Wilf might be?* Ask the children to give reasons.
 - Read the title and praise the children who guessed correctly.
- C** (*Questioning*) Ask: *What is on the back of the cart?*
- C** (*Prediction*) Can you guess what the story might be about?
- W** Go through the book using unfamiliar words, e.g. 'dyke', 'bicycle' and 'diamonds'.

Strategy check

Remind the children that this is a magic adventure so anything can happen.

Independent reading

- Ask the children to read the story. Praise and encourage them while they read. Prompt where necessary but encourage them to use the pictures to help them.
- W** Check that the children use their decoding skills to work out difficult words.
- W** On page 22, remind the children that the word 'windmill' is made up of two words, 'wind' and 'mill'. Can they work out from this what a windmill is for? (The wind turns the blades to make the machinery work to grind the corn.)
- C** (*Summarising*) Ask the children to explain in a few sentences how the people in the story managed to stop the dyke from bursting.

Assessment Check that children are aware that 'they' and 'key' have the same spelling pattern but sound different.

Returning to the text

- C** (*Summarising*) Ask: *Why did the man on the bicycle want his own cheese back?*
- C** (*Questioning, Clarifying*) Ask: *Did Hans get some money after all?*
- C** (*Questioning*) Ask: *Do you think that stuffing cheeses into a hole would really stop the water? Why?*
- W** Ask the children to choose some words that they feel best describe the story. They do not have to like the story, but they need to justify their feelings. If they struggle, help them by writing some words with their opposites on the board: exciting/boring; realistic/unrealistic; funny/serious; colourful/dull; interesting/uninteresting; childish/grown-up.

Group and independent reading activities

Objective Adopt appropriate roles in small or large groups.

C (Clarifying) **You will need** a miniature Edam cheese and a whistle or drum. In a circle, ask the children to pass round the cheese. When you blow the whistle or bang the drum, call out one of the characters from the story, including the thief. The child who is holding the cheese tells the story from the character's point of view. Tell the children they can describe feelings and emotions but they must stick to the events in the story.

- When everyone has had a turn, the children check their books to see whether their oral versions were correct.

Assessment Do the children quote text, such as speech, from the story?

C (Imagining) Look again at page 30. Encourage the children to pretend that they are Hans receiving his reward and thinking about what he might like to do with the money. Ask them to look back through the book to remind them of what Hans does.

- Ask the children to work in groups, taking turns to describe what they would do with the money.

Assessment Do the children use their own words to get into character?

Objective Explore how particular words are used, including words and expressions with similar meanings.

W **You will need** these word cards: Dad, Biff, Chip, Trudy, Hans, the thief. Tell the children to look through the story, noting where people ask or offer help.

- Give each child a character card. Encourage the children to ask for help, trying to use different words from those in the book, and from each other, e.g. 'Please can...'; 'Will you...'; 'Could you...'; 'Can you...'; 'Could you possibly...'; 'I wonder whether you could...'; 'May we...'

Assessment Are the children asking the questions with the correct intonation?

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

W **You will need** cards with simple words on them to make into compound words, e.g. air, bag, ball, bed, craft, hand, man, post, room, tea.

- Ask the children if they can find some compound words in the story (where a new word is made up of two or more other words). Can they find base/ball, wind/mill, bed/room?
- Give out the word cards to the group and see how many compound words they can list. Ask the children to read out their new words.

Assessment Are the children splitting the words into the correct number of syllables when they read them out?

Speaking, listening and drama activities

Objective Explain ideas and processes using imaginative and adventurous vocabulary.

Ask the children, in pairs, to look through the book, noting how olden-day Holland differs from where they live today. Choose some of the pairs to tell the others what they noticed, e.g. 'the land is very flat'; 'there are dykes and there are lots of windmills'; 'the women wear curly hats and embroidered dresses with aprons'.

Writing activities

Objective Use planning to establish clear sections for writing.

- **You will need** the questions below written on the board, and perhaps reference books on cheese.
- Discuss the following questions about cheese.
 1. What is cheese made from?
 2. What does it look like?

3. What does it taste like?
 4. What different kinds of cheese are there?
 5. What can you make with cheese?
 6. Which places sell cheese?
- Tell the children they are going to make a book about cheese for the Reception or Year 1 class. Give each child a sentence number. On a separate piece of paper under their sentence heading, the child writes about his or her question, then draws and labels an illustration. Encourage the children to use reference books.
 - Staple the pages to make a booklet for the Reception or Year 1 class to read.

Assessment Check that the children know how to access information in reference books.

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