

The Evil Genie

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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>another, asked, beard, because, explorer, first, flew, gasped, genie, ocean, rescue, tiny, treasure, wrecked, people, should, shouted</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. Ask: *What sort of story will this be and where might it be set?*
- W** Find the word 'genie' in the title and in the text, and make sure the children know what a genie is.
 - Ask: *Can you think of another famous story about a genie?*
- C** (**Prediction**) Ask: *What do you think will happen in this adventure?*

Strategy check

Remind children to break longer words into syllables to work them out.

Independent reading

- Ask children to read the story aloud. Praise fluent and expressive reading, and prompt as necessary.
- Encourage them to tackle unfamiliar words independently by using a variety of reading strategies.
- C** (**Summarising**) Ask the children to describe to a partner what happened in the story in no more than six sentences.

Assessment Check that children:

- use comprehension skills to work out what is happening
- are able to segment 'experiment' on page 1 into syllables.

Returning to the text

- C** (**Clarifying**) Ask: *Why was Nadim amazed about the apple in the bottle?* (page 2).
- W** Ask the children to find the word 'island' on page 4. Ask: *What letter is silent in this word?*
- C** (**Prediction**) On page 13, ask: *Who do you think put the genie in the bottle?*
- C** (**Clarifying, Imagining**) On page 24, ask: *How can the genie hurt people?*
Ask the children to describe another bad thing the genie could do.
- C** (**Questioning, Clarifying**) At the end of the book, ask: *Is this the end of the story? How do you think you can find out what happens next?*

Group and independent reading activities

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

You will need the following headings written in a chart on a board:

'Characters'; 'Setting'; 'Problem'; 'Solution' and 'Ending'.

C (Summarising) Ask the children to help you to complete the chart by asking, *Who are the characters in the story? Where is the story set? What is the problem? How is it solved? What problems are not solved?*

- Discuss the ending and explain that this type of ending is called a cliffhanger.
- Ask: *What new problems do the characters have? What things are left hanging in the story? What questions are left unanswered?*
- Write the unanswered questions on the flipchart.

C (Prediction) Explain that the story will be continued in a 'sequel'.

- Ask the children to speculate what might happen in the sequel.
- Write their suggestions on the flipchart.

Assessment Do the children understand which issues have been resolved and which are left unresolved in the story?

Objective Read high and medium frequency words independently and automatically. Engage with books through exploring and enacting interpretations.

You will need the words 'What'; 'Where'; 'When' and 'Who' written on the board and A4 sheets of paper with the following statements about Hassan and the evil genie written on them:

Hassan

My name is Hassan.

I live in a hut.

I put an evil genie into a bottle.

I left the bottle on a tiny island.

I last saw my son four years ago.

The evil genie

I smell like rotten eggs.

I was trapped in a bottle.

I hate the man who put me in the bottle.

I got out when Kamar pulled the cork out of the bottle.

W Give the children the statements and ask them to turn them into questions using the question words on the board.

C (Questioning) Ask the children to work with a partner.

- Tell one to imagine they are either Hassan or the evil genie but not to tell their partner which one.
- The children ask each other questions which can only be answered 'yes' or 'no' to find out which character their partner is.

Assessment Do the children use question words appropriately? Do the children realise that the question words on the board cannot be answered by 'yes' or 'no'.

Objective Read high and medium frequency words independently and automatically. Spell with increasing accuracy and confidence, drawing on knowledge of word structure and spelling patterns.

You will need the text from page 15 of the story written on the board with the following words underlined: 'snapped', 'big', 'tossed', 'yelled', 'blown', 'good'; word cards with the following words on: 'broke', 'cracked', 'huge', 'colossal', 'threw', 'rolled', 'shouted', 'enjoyable'; a flipchart.

W Give two cards to each pair of children.

- Read the passage with the children, asking them to suggest alternative words for those underlined. Write the words on the board.
- Discuss the meanings of the alternative words and how they alter the feeling and sense of the passage.

Assessment Can the children suggest synonyms of their own?

Speaking, listening and drama activities

Objective Present part of a story for members of their own class. Consider how mood and atmosphere are created in live performance.

- Discuss the scenes on pages 18–24 of the story.
- Ask: *How do Hassan and Kamar feel when they first see each other? What words could they each say and what actions would they use to let the audience know how they feel?*
When the evil genie suddenly appears, how does everyone feel? How does the evil genie move? What does he sound like?
Why is Biff worried when Floppy barks at the genie?
How does everyone feel when the genie flies away?
How does Hassan feel on page 23?
- Ask the children to work in groups, allot roles and act out the scene thinking about the points discussed.

Writing activities

Objective Draw on experience and knowledge of texts in deciding and planning what and how to write. Write simple and compound sentences and begin to use subordination in relation to time and reason.

You will need review sheets with the following sentence starters:

I think you should read this book because...

The part I liked best was...

Three things I would like to happen in the sequel are...

- Ask the children to write a paragraph beginning with each sentence starter to create a review of *The Evil Genie*.

Assessment Do the children use different sentence structures?

Do they use logical information for each paragraph?

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