

The Flying Carpet

Teaching Notes Author: Thelma Page

<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>after, again, already, beautiful, because, before, believe, coming, doesn't, instead, kind, learning, people, school, someone, son, thought, through, want, wonder, worth, where, your</p> <p>C = Language comprehension</p> <p>W = Word recognition</p>
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Group or guided reading

Introducing the book

- Read the title and talk about the picture on the cover. Look briefly through the pictures to see what happens.
- C** (**Clarifying**) Ask: *Where do you think the story takes place? How can you tell? Do you know any other stories about flying carpets? Do you know how a flying carpet works?*
- C** (**Prediction**) Read the blurb on the back cover. Ask: *Do you think the boy in the picture is in this country or another country? What makes you think that? What do you think will happen in this story?*

Strategy check

Check that the children use a variety of strategies to make sense of the text.

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 children to tell you quickly what the story was about and what they liked about it.

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 (see chart above)
- 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** (**Summarising**) Ask the children to explain who was rescued and why. Ask: *Why was the uncle wicked?*
- C** (**Questioning**) Look at pages 16–19. Ask: *Why are these pictures in thought clouds? Who is telling this part of the story? When did these events happen?* Introduce the term 'flashback' to name the technique for recounting past events in a story.
- C** (**Imagining**) Ask: *Where does this story take place? Can you find any words that describe the landscape? ('deserts' and 'mountains' on page 10). Ask the children to close their eyes and imagine this setting. Ask: What can you see? What can you hear?*

Group and independent reading activities

Objective Draw together ideas and information from across a whole text, using simple signposts in the text.

C (Clarifying/Prediction) Ask the children to decide who they think is the 'bad' character in this story. Find descriptions of the boy's uncle on pages 15–18. Make a list of the words that describe his character. Ask: *What happens to this character at the end of the story? How can you tell that the boy was a nicer character?* Find evidence on page 16 and pages 24–26.

Assessment Can the children find evidence in the text to support their ideas of the characters?

Objective Read independently and with increasing fluency longer and less familiar texts.

W Ask the children to read a section of the story to you. Ask questions about this part of the story. Ask them to explain how they worked out any unfamiliar words. Turn to page 27. Ask them to explain the purpose of the ellipsis in the last sentence: 'I wonder if...?'

Assessment Did the children read independently with confidence and fluency? Could they explain the ellipsis?

Objective Use syntax and context to build their store of vocabulary when reading for meaning.

C (Clarifying) Read page 19 again. Ask the children to read the last sentence aloud. Ask: *What is a hostage?* Use the context on this page to work out why it helps the uncle to keep the boy in prison. On page 21, find the word 'zoomed'. Ask: *Is this a better word to use than 'flew' or 'went'?* Can you explain why? On page 26, find the word 'punished'. Ask: *What does this word mean?* Ask the children to think of other words to use instead, e.g. 'imprisoned', 'taught a lesson', 'locked up'.

Assessment Can the children work out the meaning of the word 'hostage'? Could they suggest synonyms and say why one word sounds better than another?

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

W Ask the children to look at page 15 and find a word that ends with '-ly'. Ask: *Can you think of another word that ends with '-ly' that means the same thing?* (e.g. 'unhappily', 'miserably'). Make a list of '-ly' words. Notice whether the base word changes when '-ly' is added: for example, words that do not change include 'sadly', 'quickly', 'kindly', 'suddenly'; words in which 'y' becomes 'i' are 'happily', 'speedily', 'steadily'; words in which the final 'e' is dropped include 'miserably', 'sensibly', 'horribly'.

Assessment Can children identify the '-ly' suffix in words and think of other words with the same suffix?

Speaking, listening and drama activities

Objective Present part of stories for members of their own class.

You will need card, felt pens, sellotape, lollypop sticks and pieces of fabric.

C (Imagining) Discuss putting on a puppet show to tell the boy's story from pages 16–19. Ask the children to think of a title, e.g. 'The Wicked Uncle Kidnaps the King'. Make a list of characters you will need and make stick puppets for them. Ask children to choose characters, paint faces and attach them to sticks, then drape fabric over the sticks for costumes.

- Ask the children to discuss what the characters will say and the types of voices they will use.
- Encourage them to act out the play with enthusiasm.

Assessment Have children interpreted their characters' words using the correct tone of voice?

Writing activities

Objective Explain their reactions to texts, commenting on important aspects.

- Ask the children, in pairs, to say what they liked about this story. Ask them to write a letter to their partner telling them why this is a good story to read. They could cover the main points by completing these sentences:

The story is about...

It is exciting when...

It is funny when...

The character I liked best was...because...

- Discuss ways of mentioning the ending without giving it all away. Write the suggestions on the board, e.g. 'The children finally outwit the wicked uncle.' 'After an exciting adventure the boy becomes king again.'

Assessment Can the children structure a letter, presenting their ideas about the story clearly and logically?

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