

The Flying Elephant

Teaching Notes Author: Gill Howell

<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>an, back, be, children, fat, flat, liked, man, now, playground, rained, roof, shopping, sorry, strong, that, there, took, wind</p>
	<p>Tricky words</p> <p>away, blew, don't, elephant, laugh(ed), school, storm, want</p>
	<p>C = Language comprehension</p> <p>W = Word recognition</p>

Group or guided reading

Introducing the book

- C** (*Questioning, Clarifying*) Discuss the cover and read the title to the children. Ask them whether the elephant is real and what is making it fly.
 - Look briefly through the story to confirm the children's ideas.
- W** Help the children to segment the word 'elephant' into phonemes ('e-l-e-ph-a-n-t').
- C** (*Prediction*) Ask them to say what they think might happen in the story.
 - Use some of the high frequency words as you discuss the story.

Strategy check

Remind the children to sound the letters to help them work out new words.

Independent reading

- Ask children to read the story aloud. Praise and encourage them while they read, and prompt as necessary.
- W** As you listen to individual children, encourage them to use the letter sounds and syllables to work out context words.
- C** (*Questioning, Clarifying*) On some of the pages, ask them to say what is happening and why in their own words.

Assessment Check that children:

- track text matching letters to sounds
- use phonic knowledge to sound out and blend the phonemes in words, particularly the decodable words
- understand why the elephant was in their playground.

Returning to the text

- C** (*Questioning, Clarifying*) Check their understanding and clarify any misunderstanding by asking a variety of questions that require recall, inference and deduction such as: *Why did Mum say 'Don't be silly'? Why did the elephant blow away? Why did the elephant become flat?*
- W** Ask the children to find 'blew' in the text and segment it into phonemes ('b-l-ew') (pages 6 and 9).
- C** (*Prediction*) Ask: *Where do you think the men will take the elephant?* (page 16)
- C** (*Summarising*) Ask children to retell the story in two or three sentences.

Group and independent reading activities

Objective Recognise automatically an increasing number of familiar high frequency words.

W Write on the board: 'The elephant was fat.'

- Ask the children to segment the phonemes in the word 'f-a-t'.
- Tell the children to look through the text and find other words that have the same 'a-t' sounds at the end, i.e. words that rhyme ('fat', 'at', 'that', 'flat').
- Ask them to add other words they know that have the same ending sound.

Assessment Can the children identify the 'a-t' phonemes in other words?

Objective Identify the main events and characters in stories, and find specific information in simple texts.

C (*Prediction, Summarising*) Ask the children to work with a partner.

- Ask one of them to read page 1 aloud and ask their partner to say what happens next. They then turn the page to check.
- They should continue through the book, taking turns to read a page then swap.

Assessment Do the children remember the sequence of events?

Objective Use syntax and context when reading for meaning.

You will need to write several sentences from the story on the board, leaving out the last word, e.g.

Mum went...

The elephant looked...

There was a...

It blew the elephant...

W Ask the children to read the sentences and write a word at the end that makes sense of the sentence.

- Children may need to refer to the story. Others may write from memory.

Assessment Do the children find the sentences in the story?

Objective Explore the effect of patterns of language and repeated words and phrases.

C (*Clarifying*) Ask the children to turn to page 7.

- Read the text with the children.
- Ask: *Why has the author repeated the word 'rained'?*
- Establish that the word is repeated to tell the reader that it was raining a lot.
- Ask: *Where else on the page can you find repeated words?*
- Talk about the repeated use of the word 'Sale' in the window of the shop and why it is repeated. (To draw attention to passing trade.)
- Look for examples of repeated phrases, e.g. what Mum and Mrs May both say on pages 5 and 13, and talk about how this creates humour in the story.

Assessment Do the children read the repeated words and phrases with the relevant expression?

Speaking, listening and drama activities

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

- Discuss the elephant in the story and where it went. Ask the children to explain why the elephant 'flew'.
- Can the children remember other incidents in earlier stories when a storm made something happen?
- Ask the children to describe any stormy weather they can recall from their own experience.

Writing activities

Objective Use key features of narrative in their own writing.

- Write a story starter on the board: 'There was a storm.'
- Discuss how the storm is described in the story. Ask the children for other suggestions to describe stormy weather.
- Encourage the children to imagine things that might happen in a storm.
- Ask the children to write their own story about a storm.

Assessment Do the children use imaginative vocabulary?

Oxford
OWL

For teachers

Helping you with free eBooks, inspirational resources, advice and support

For parents

Helping your child's learning with free eBooks, essential tips and fun activities



www.oxfordowl.co.uk