Gran

Teaching Notes Author: Mary Mackill

Group or guided reading

Introducing the book

(Prediction) Look at the cover illustration and read the title together. Ask the children: What sort of person do you think Gran is?

Look through the book to confirm the children’s predictions.

Strategy check

Remind the children to sound out the first letter in a word to help them work out new words, e.g. ‘bounced’.

Independent reading

Ask children to read the story aloud. Praise and encourage them while they read, and prompt as necessary.

(Clarifying) Ask children to explain why Gran was sad at the end.

Assessment

Check that children:

- look at word endings to help them to read ‘helped’, ‘jumping’, ‘working’
- use comprehension skills to work out what is happening in the story.

Returning to the text

(Questioning, Clarifying) Ask the children: What did Gran do with the children? Where did she take them?

(Summarising) Ask the children to list the incidents when Gran gets into trouble.

(Questioning) Ask: Why was the man cross with Gran? Do you think it was fair that the man shouted at Gran? What could he have done instead?

(Clarifying) Ask: Do you think a new story is starting at the end of this one?

Group and independent reading activities

Objective

Segment sounds into their constituent phonemes (consonant blends).

W Ask children to find the word ‘Gran’ in the story and to break down the word into two syllables. Emphasise the ‘Gr’ consonant blend at the beginning of the word.

In pairs, children can then find other words starting with consonant blends from the story, e.g. page 6: ‘played’; page 18: ‘cross’; page 21: ‘glowing’.
Have the children identified the consonant blend in each word?

Objective Recognise high frequency words.

Assessment Challenge children in teams to find each of these words as quickly as they can. Use a stopwatch to time them: ‘old’, ‘out’ (page 8); ‘children’, ‘come’ (page 11); ‘called’, ‘good’ (page 15); ‘down’, ‘made’ (page 16); ‘about’, ‘was’ (page 20).

Can the children read these high frequency words confidently?

Objective Apply phonic knowledge as the prime approach to reading and spelling unfamiliar words.

Assessment Are children automatically using their phonic knowledge to decipher these words?

Objective Identify the main events in stories, and find specific information in simple texts. Explore the effects of patterns of language and repeated words and phrases.

Assessment Can the children remember the sequence of events in the story?

Objective Identify the main characters in stories, and find specific information in simple texts. Visualise characters, making imaginative links to their own experiences.

Assessment Can children describe Gran accurately, based on the story text?

Speaking, listening and drama activities

Objective Explore familiar characters through role-play.

Assessment Can children infer what Gran might say from her behaviour in the story?

Writing activities

Objective Use a keyboard to type simple texts.

Assessment Have they attempted to spell words correctly?