

The Great Race

Teaching Notes Author: Liz Miles

<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>back, came, help, home, man, new, not, now, put, race, that, them, too, took, way, what, will, with</p> <p>Tricky words</p> <p>blew, bridge, called, crashed, dangerous, fence, found, glowed, little, mountains, oil, signpost, wanted, winning, worried, would</p> <p>C = Language comprehension</p> <p>W = Word recognition</p>
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Group or guided reading

Introducing the book

- Look together at the picture on the cover. Ask the children: *Who is in the car? What do you think they are doing?*
- C** (**Prediction**) Ask them to read the title and the back cover blurb. Ask: *What do you think the story will be about?*
- W** Look briefly through the illustrations, and point out any difficult words, e.g. 'bought' on page 3.

Strategy check

Remind the children to look for familiar graphemes when working out new words.

Independent reading

- Ask children to read the story aloud. Praise and encourage them while they read, and prompt as necessary.
- As you listen to individual children, occasionally ask them to tell you what is happening in the illustrations.
- W** For words that are not completely decodable, e.g. 'worried' (page 2), encourage the child to work out as much of the word as possible using their knowledge of phonics.
- W** As they work out unfamiliar two- and three-syllable words, check they identify the components parts (e.g. in 'signpost' on page 11, 'mountains' on page 14).
- C** (**Imagining**) Ask the children to explain why they think a fast car is dangerous. What could happen?

Assessment Check that children:

- recognise increasing numbers of high frequency words
- identify the different parts of two-syllable words, e.g. 'wanted'.

Returning to the text

- C** (**Questioning, Clarifying**) Ask children: *What do Biff and Mum think of Gran's new car?* Ask them to show you the pages where the story shows us.
- C** (**Clarifying**) Look at the pictures on pages 11 to 13 and ask the children to explain what happens on these pages. Ask: *Why is the man cross on page 13?*
- C** (**Summarising**) Ask children to retell the story in three or four sentences.

Group and independent reading activities

Objective Recognise and use alternative ways of spelling the phonemes already taught, e.g. the 'ae' sound can be spelt with 'ai', 'ay' or 'a-e'.

- W** Ask the children to read the word 'race' on the cover. Ask them to point to the letters that make the 'ae' sound.
- Ask them to look through the book from page 7 and list any words they find that have the 'ae' sound. Remind them that the sound is not always made up of the same letters, e.g. 'way'.
 - Ask them to add any other words they know with the 'ae' sound.

Assessment Do the children include 'great' in their list?

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

- C** (*Questioning, Clarifying*) Ask the children to name the main characters in the story. Encourage them to find information in the text and illustrations about each.
- Ask them to write two or three sentences about their favourite character, describing the character and what happened to him/her.

Assessment Do the children refer to the text and illustrations when explaining their choice?

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

- C** (*Clarifying*) Ask the children to reread page 17 with expression. Ask: *Which word is repeated and why?* Ask them to reread the page but replace 'shouted' with 'said' in the second sentence. Ask: *What effect does this have? Is it still exciting?*
- Ask the children to compare the words in the first two sentences on page 10. Ask: *Which words are repeated? What effect does this have?*

Assessment Do the children appreciate the effects of word repetition in the story?

Objective Use syntax and context when reading for meaning.

- C** (*Clarifying*) Ask the children to choose a sentence from the story, write it on a strip of paper and cut it into individual words.
- Tell them to mix up the words and to swap them with a partner. Each child should read and rearrange the words so they make sense, then check by looking for the sentence in the book.

Assessment Can the children identify where in the story the sentence comes from?

Speaking, listening and drama activities

Objective Explore familiar themes and characters through improvisation and role-play.

- Ask the children to work in small groups. One child role-plays the Baron and the other Gran or Chip. Ask them to tell the story of the race from the character's point of view.
- Ask the group to discuss the retellings. Ask: *How did they differ?*

Assessment Do the children express the characters in their retellings?

Writing activities

Objective Use key features of narrative in their own writing.

- Discuss the race in the story.
- Ask the children to draw a story map of the route the race took and to mark significant events along the way.
- Then ask them to write a short narrative of the events.

Assessment Do the children organise their texts effectively?

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