

## Green Island

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<p><b>Comprehension strategies</b></p> <ul style="list-style-type: none"> <li>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</i></li> </ul>	<p><b>Tricky words</b></p> <p>adventure, because, caught, climbed, could, dangerous, excited, famous, feathers, guitar, hungry, island, knew, large, money, newspaper, night, oars, oil, party, police, school, secret, squares, stories, tired, treasure, walk, wildlife, worked</p> <p><b>C</b> = Language comprehension</p> <p><b>W</b> = Word recognition</p>
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### Group or guided reading

#### Introducing the book

- C** (**Clarifying**) Together, look at the cover. Talk about who is in the illustration. Ask the children: *Do you think this is a family outing or a school outing?*
- C** (**Prediction, Clarifying**) Read the title and discuss what the story might be about. Look through the book to see if the children are right.

#### Strategy check

Remind children to use different strategies to work out new words.

#### Independent reading

- Ask children to read the story aloud. Praise and encourage them while they read, and prompt as necessary.
- If the children have difficulty with a word, encourage them to think of ways to work out what the word means, such as split it up into syllables.
- C** (**Summarising**) Ask children to retell the story in no more than 10 sentences.

**Assessment** Check that children:

- use a range of strategies to read for meaning
- use comprehension skills to work out what is happening in the story.

#### Returning to the text

- C** (**Questioning, Clarifying**) Ask: *How did the children feel about the school outing at the start of the story? How do you know? How did Mrs Honey help wildlife? Show me the part of the story that tells us.*
- W** Find 'feathers' on page 10. Ask a volunteer to suggest a strategy for working it out and to read the word.
- W** Find the word 'treasure' on page 18 and ask another child to read it. Ask: *How is it similar to and different from the word 'feathers'?* Ask: *What other words end with 'sure'?* (e.g. measure, leisure).
- W** Turn to page 20 and find the word 'toxic'. Ask the children to define the word, and encourage them to look for clues to its meaning in the text.
- C** (**Clarifying**) Turn to page 30. Ask: *What is the story that Mrs Honey says is the best?*

## Group and independent reading activities

**Objective** Know how to tackle unfamiliar words that are not completely decodable. Read and spell less common alternative graphemes including trigraphs.

**W** On page 3, ask the children to find the word 'coin'. Ask them to sound out the phonemes all through the word (c–oi–n).

- Ask them to find other 'oi' words in the book ('pointed' page 5, 'noises/noise' page 7, 'oil' page 10) and to record them in a list.
- Ask: *Can you think of any other words with 'oi' in them?*

**Assessment** Can the children find other words with the 'oi' sound?

**Objective** Read high and medium frequency words.

**You will need** high frequency 'ow' words written on card and placed in a bag ('how', 'low', 'now', 'grow', 'slow', etc.); blu-tack; table with two columns one for each 'ow' sound, drawn on the board.

**W** Ask children to find 'showed' on page 3 and then 'down' on page 4. Prompt children to tell you the different sounds the letter pattern makes.

- Draw out 'ow' cards from the bag and with the children's help position in the correct column on the board.
- Try 'tomorrow' and 'towards'.

**Assessment** Do children know that the word 'tomorrow' has the same 'o' sound as 'show'?

**Objective** Explore how particular words are used, including words and expressions with similar meanings.

**You will need** one large word card for each of these words: 'little', 'big', 'many', 'some'.

**W** Ask children to think of any other words that are similar in meaning to 'little' (e.g. small, tiny, minute, a bit). Write their contributions on the board, mentioning and discussing the term 'synonym'.

- Ask for synonyms for 'big' (e.g. large, enormous, giant, huge); 'many' (e.g. lots, a number, plenty, all kinds) and 'some' (e.g. a number, a few, not many, a selection).
- Ask volunteers to make a sentence from one of the word cards.
- Choose a different child to use the same sentence replacing the word with a synonym from the board.
- Write a sentence about Green Island on the board using one of the four words from the word cards.
- Invite children to rewrite the sentence using a synonym of their choice.

**Assessment** Can the children read the sentences they have written?

**Objective** Give some reasons why things happen.

**C** (*Summarising*) Ask: *Why did the children go and see Mrs Honey?* (because of the oil on the seagull).

- Continue to ask questions, emphasising how one event leads on to another, e.g. *Why did the children go to Green Island?* (they took the otter back). *Why was it fortunate they went when they did?* (they saw the men).
- Talk about how the quick progression of events makes for an exciting and interesting story.

**Assessment** Can children recall the sequence of events?

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

**C** (*Clarifying*) Look at the signs and labels on pages 2, 6 and 21 with the children.

- On page 2, ask: *What words might be on the side of these boxes?*
- Repeat for the other pages, e.g. *What might there be on a lost property board? What might be on drums of toxic waste?*
- Establish what the signs and labels say.

**Assessment** Do children attempt to read the signs and labels?

# Speaking, listening and drama activities

**Objective** Adopt appropriate roles in small or large groups.

**You will need** a soft animal toy.

- Give the toy animal to a volunteer child and ask them to take on the role of Mrs Honey.
- Invite the other children to ask 'Mrs Honey' questions using the openers 'what', 'why' and 'how'.
- They must attempt to draw out how and what Mrs Honey does and why she thinks it is important.

## Writing activities

**Objective** Draw on knowledge and experience 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.

- Ask the children to write down one reason why they think this is an important book to read. They should use a dictionary to help them spell unfamiliar words.
- Encourage children to use whole sentences such as 'I think... because...'
- Let them take turns to read their answers to the group.

**Assessment** Did the children write a complete sentence?

Did they all give a valid reason, such as care for the environment?

Did they use correct spelling and punctuation?

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