

## Homework!

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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>autumn, badger, called, diary, half, homework, laboratory, little, nature, paste, were, what, when</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**) Look at the cover and read the title. Read the blurb on the back cover to find out more about the story.
- C** (**Prediction**) Ask the children: *Do you like doing homework? Do you think Biff and Chip like doing homework?*
- W** Look at the word 'homework' and ask the children to find the two shorter words. Find the two shorter words in 'everywhere' on page 7. Remind them that longer words can often be split into two shorter words.

#### Strategy check

Remind the children to use the sounds of letters to work out new words, and reread sentences to check for sense.

#### Independent reading

- C** (**Clarifying**) Ask the children to find out whether the homework was boring or fun as they read the story.
  - Ask the children to use both the text and the pictures to support their ideas.
- W** Remind the children to use syllables to read longer words, e.g. 'lab-or-at-or-y'.
- C** (**Questioning, Clarifying**) Check their understanding and clarify any misunderstanding by asking a variety of questions that require recall, inference and deduction. For example, ask: *Do you think the children enjoyed making bark rubbings? Why?*
  - Praise the children for confident reading.

**Assessment** Check that children:

- can use knowledge of word structure to support reading, including polysyllabic words
- draw together ideas and information from across a whole text.

#### Returning to the text

- C** (**Questioning, Clarifying**) Ask: *What did Biff, Chip and Nadim think about homework at the end of the story?*
- C** (**Clarifying**) Look at pages 8–9. Ask: *Why do you think the children gasped? What other things in the story did the children find amazing?*
- C** (**Summarising**) Turn to pages 14–15. Ask: *Do you remember how Gran made food for the birds? Find the sentence on page 14 that explains what she did.*
- C** (**Summarising**) Ask: *What different types of nature did they explore?*

## Group and independent reading activities

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

- W** Remind the children that a syllable is like a beat in music. Clap the syllables for 'home-work', 'break-fast' and 'mush-rooms'.
- Ask them to find more words from the story that have two syllables, e.g. 'au-tumn', 'gar-den', 'com-ing', etc.
- Check that each word that the children suggest has two claps.
- Notice that syllables can help us read new words, such as 'plas-ter'.
- Find 'diary' on page 1. Ask the children to say how many syllables it has. Check by clapping as you say the word, 'di-a-ry'.
- Ask them to look for some more words with three syllables in the story, e.g. 'coll-ect-ed', 'diff-er-ent' (page 10).
- Check each word by clapping the syllables.

**Assessment** Are the children able to recognise the number of syllables in words?

**Objective** Engage with books through exploring and enacting interpretations.

- C** (**Prediction**) Ask the children to say which of the activities in the nature project they thought was the most fun. Ask: *Have you ever done any of the activities? How would you present the work? What would you do to make sure it looked interesting and neat?* Talk with the children about how best to present a project, e.g. neat handwriting, headings, illustrations with labels and captions, etc.
- Ask the children to imagine what the characters' finished projects will look like. Ask: *What do you think Mrs May will think of Biff, Chip and Nadim's project books? What might Mrs May write as a comment?*
- Ask: *What else might Mrs May do with the projects?* (e.g. make a display, have an assembly, make a class book).

**Assessment** Do the children interpret from the text that the project books are going to be successful?

**Objective** Draw together ideas and information from across a whole text.

- C** (**Clarifying, Summarising**) Look at the contents page of some non-fiction books to remind the children of the layout.
- Look through the story asking the children to tell you what 'Autumn' activities the characters did.
- Make a list on the board of the children's suggestions.
- Ask the children to write the Contents page for Biff, Chip and Nadim's project books.
- Help them begin by suggesting that the first page could be listed as 'Trees and Leaves'.

**Assessment** Do the children retrieve relevant information from the story?

## Speaking, listening and drama activities

**Objective** To adopt appropriate roles in small or large groups and consider alternative courses of action.

- Ask for a volunteer to be in the 'hot seat' as Chip, Biff or Nadim.
- The rest of the group ask the character questions about the week at Gran's. Ask them to find out whether it had been as much fun as usual staying with Gran. Find out what the character enjoyed most during the week.
- Praise the character for answering in role.
- Give other children the opportunity to be in the 'hot seat'.

**Assessment** Can the children adopt roles from the story? Can they suggest what else they might have done while staying with Gran?

# Writing activities

**Objective** To make adventurous word and language choices appropriate to style and purpose of text.

- Look through the story and find the pages that have colourful pictures of autumn, e.g. pages 10–11 and page 18.
- As you look at the pictures, ask the children to say any words that describe the colours, shapes and countryside.
- Show them how to use a thesaurus to find more words with similar meanings.
- Think of words that describe walking through woods in autumn, e.g. ‘shuffling’, ‘scrunching’, ‘snapping’, etc.
- Praise children for thinking of unusual and varied words that describe the scenes.
- Ask them to write ‘list poems’ about the leaves or the fungi, e.g.

Golden,  
Yellow,  
Red and crimson,  
Brown and dying,  
Falling gently,  
Autumn leaves.

**Assessment** Can the children select effective vocabulary?

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