

The Jigsaw Puzzle

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<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>Tricky words</p> <p>anything, asking, caught, could, knocked, know, library, little, money, old, one, pieces, puzzle, question, secret, soldiers, somewhere, sword, their, took, want, were, what, woman, your</p> <p>C = Language comprehension</p> <p>W = Word recognition</p>
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Group or guided reading

Introducing the book

- C** (**Prediction**) Discuss the cover picture and ask the children to say what is happening. Ask: *What is Chip carrying?* Ask them to say what kind of an adventure this might be.
- Read the title and read the blurb on the back. Briefly look through the pictures to see what happens.
- C** (**Clarifying**) *Do you think this story is set in the present or in the past? How do you know?*

Strategy check

Remind the children to look back at previous pages if the story does not seem to make sense.

Independent reading

- Ask the children to read the story. Remind them to use phonics and the sense of the sentence to work out new words. Praise children for reading silently with concentration, and for reading aloud with expression.
- C** (**Summarising**) Ask the children to briefly tell you what the story was about. To connect the jigsaw puzzle to the story, ask them to find the part of the story that looked like the jigsaw puzzle.

Assessment Check that children:

- read independently and with increasing fluency longer and less familiar texts
- know how to tackle words that are not completely decodable
- read high and medium frequency words independently and automatically
- use syntax and context to build their store of vocabulary when reading for meaning.

Returning to the text

- C** (**Questioning**) Look at page 9, and ask: *What were the names of the children in the adventure?*
- C** (**Questioning**) Page 12: *Why did they say that their father must hide? Why do you think there was a secret room behind the bookcase?*
- C** (**Questioning**) Page 17: *How did the soldiers know they had found the father's sword?*
- C** (**Questioning**) Page 19: *What did the man ask Kipper?*
- C** (**Summarising**) *How did Edmund's father escape?* Using the pictures from pages 26–27, invite the children to describe how the father escaped.
- W** Go back to page 20. Find 'important'. Ask the children to show you how to break this down into syllables: im–por–tant.

Group and independent reading activities

Objective Give reasons why things happen.

- C (Questioning)** Use these questions to find out if children have understood why things happened. Page 11: *Why do you think they were afraid of the soldiers?* Page 15: *What did Jane say would happen if the soldiers found her father?* Page 21: *Why did the soldiers pull up floorboards and tap the walls?* Pages 26 and 27: *Who were the two old ladies in the story? How did Edmund's father escape?*

Assessment Could the children explain how and why things happened in the story?

Objective Read independently and with increasing fluency longer and less familiar texts.

- W** Ask the children to read quietly an exciting part of the story, e.g. pages 12–17. Ask them to take turns to read these pages aloud. If time, ask them to read the pages again, using lots of expression for the dialogue.

Assessment Were the children able to read the text fluently and expressively?

Objective Engage with books through exploring and enacting interpretations.

- C (Questioning, Clarifying, Imagining)** Ask the children to explain the plan that had the two men dress up as ladies. *Why did the plan work?* Ask two volunteers to be the ladies. Talk about what the other characters were doing on pages 26 and 27. Ask for volunteers to be the children and some soldiers. Talk about ways to act out the scene on page 26. *What did the soldiers say to the old lady who asked for money? What will the soldiers say when they see the other lady running away?* Ask the children to use their knowledge of the story to act out this event.

Assessment Could the children use their imagination and knowledge of the story to act out this scene?

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

- C (Clarifying)** Ask the children to explain what a frisbee is. *What do you do with it?* Look at pages 10, 23, 24 and 25. *What can you find out about a frisbee from the pictures? What can you find out from reading about the frisbee?* Ask them to use information from the book to add to their description of a frisbee.
- On page 17, ask them to find the word 'sword'. Ask them to explain how they could use the picture to work out what this word is. *How does the sword resemble the one in the portrait?* Ask the children to describe the sword.

Assessment Can the children use the words and the pictures to create a description or definition?

Objective Know how to tackle unfamiliar words.

- W** Ask the children to look for the longest words they can find in the story. Make a list: 'important' (page 9), 'bookcase' (page 15), 'frightened' (page 16), 'everywhere' (page 17). Discuss different strategies for working out new words, e.g. for 'important' use syllables: im–por–tant; for 'bookcase' and 'everywhere' find two words in each word: book–case, every–where. For 'frightened', suggest that the children find words from the same word family: 'fright', 'frighten'.

Assessment Did the children understand how to use different strategies to tackle the words?

Speaking, listening and drama activities

Objective Ensure that everyone contributes.

- C (Imagining)** Ask the children to sit in a circle and think about what might happen to the family in the magic adventure, e.g. *Will the children's father stay away from home? Where might he go? Will the children have to leave the house? Where could they live? Will the soldiers stop looking for their father? How important might he be? Might any of the servants tell the soldiers where the father is?*
- Invite them to make suggestions in turn, and ask other children to say whether they agree or disagree with each suggestion. Praise the children for thinking about the situation and for making sensible suggestions as to what might happen next.

Writing activities

Objective Draw on knowledge and experience of texts in deciding and planning how and what to write.

You will need paper and drawing materials.

- Ask the children to draw the house and grounds in the story.
- Then ask them to write a detailed description of everything they have noticed, e.g. *What is the house made from? What are the windows like? What are on the walls? Are there carpets? What are the floors like? Does the garden have a fence around it? Does it have flowers? What does it have?*
- Help the children to develop their use of adjectives in describing the house and grounds.

Assessment Could the children use the information in the story to write a detailed description?

Have they tried to use the best adjectives in their description?

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