

## Key Trouble

Teaching Notes Author: Pam Mayo

<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, Imagining</i></li> </ul>	<p><b>Tricky words</b></p> <p>can't, coloured, crashed, frowned, gasped, grey, have, laugh, love, minutes, mirror, naughty, once, photograph, ready, so, some, there, tongue, two, want, were, what, young</p> <p><b>C</b> = Language comprehension</p> <p><b>W</b> = Word recognition</p>
--	--

### Group or guided reading

#### Introducing the book

**You will need** some old black and white photographs.

- C** (*Clarifying, Questioning*) Show the children some old photographs, explaining that photographs and films used to be black and white. Together, look at the book cover. Ask the children: *Who is going on this magic key adventure? Does he look pleased? Why do you think the background (the vortex) is black and white?*
- C** (*Prediction*) Look at page 7. Ask: *What do you think the adventure will be about?*
- C** (*Clarifying*) Read the title and look through the book at the pictures. Ask: *Have you ever seen a black and white film on television?*

#### Strategy check

Show the children a black and white photograph and a colour one and check that they understand that the black and white one is probably the oldest.

#### Independent reading

- Ask the children to read the story. Praise and encourage them while they read, helping them to use reading strategies.
- C** (*Questioning*) Ask: *Do you think Mum and Dad were pleased with Gran? Was the magic key right to punish Kipper?*

**Assessment** Check that children:

- can read high frequency words
- are using different ways to work out unfamiliar words.

#### Returning to the text

- C** (*Questioning, Clarifying*) Look at pages 4–5. Point to Gran and ask why the children think she looks different in each picture.
- C** (*Summarising*) Ask: *What three things did Gran do to Kipper to stop Mum and Dad from seeing him?*
- W** Say, *Look at the word 'photograph' in your book (pages 3–5). Ask: What sound does the 'ph' make? Can you think of any other words that have the same spelling and sound?* (phone, phoneme, photocopier, phrase)

## Group and independent reading activities

**Objective** Know how to tackle unfamiliar words that are not completely decodable.

**W** Turn to page 6 and ask the children to look at the fourth word ('television'). If any of them can't read it, ask how they might go about it using knowledge they have.

**Assessment** Do the children break the word down into syllables; look at the picture clues; use phonic knowledge and syntactic knowledge?

**Objective** Read independently and with increasing fluency less familiar texts. Explain their reactions to texts, commenting on important aspects.

**C** (*Clarifying*) **You will need** a copy of each Stage 9 More Stories A book, placed in a box with a lid.

- Ask a volunteer to talk about *Key Trouble*. Give the child a copy of the book and ask him/her to tell you who it's by, who the main character is, where it's set and what it's about.

**C** (*Summarising*) Another child takes a book from the box without looking. He/she should compare the book with *Key Trouble*, talking about the author, characters, setting, and say how the story is similar or different.

- Do this with two more books, then ask some children to tell you which book they preferred and why.

**Assessment** Check that the children use the books they have picked out to find the information asked for.

**Objective** Compose sentences using tense consistently (present and past). Write legibly, using upper and lower case letters appropriately within words, and observing correct spacing within and between words.

**C** (*Questioning, Imagining*) Look at pages 4–5. Ask: *Can you tell which is Gran in the pictures? What is she wearing in each picture? How is her hair different?*

- Ask the children to write three sentences about Gran as a little girl; as a young mother when Mum was little; and what she is like now.

**Assessment** Have the children used capital letters for 'Mum' and 'Gran', as well as the start of the sentences?

**Objective** Explore how particular words are used, including words and expressions with similar meanings. Make adventurous word and language choices appropriate to the style and purpose of the text.

**W** Talk about how the characters in the stories often say 'Brilliant'. Can they think of other words to say the same thing? (Accept slang expressions such as 'cool' and 'wicked', as well as, e.g. 'great', 'super', 'okay'.)

**W** Ask each child to make up four sentences using the following four words: 'old', 'laughed', 'tiny' and 'funny'.

- Ask them to show their sentences to a partner. Can the partner think of another word that means the same thing? Alternatives for each word include: old (aged, ancient, elderly); laughed (giggled, sniggered, joked); tiny (little, small, petite, minute); and funny (odd, strange, silly, laughable). Talk about the best choice for the sentence.

**Assessment** Did any of the children think of using a dictionary or thesaurus to help them find some new words?

## Speaking, listening and drama activities

**Objective** Explain ideas using imaginative and adventurous vocabulary and non-verbal gestures to support communication.

The children should close their eyes and think of the world around them and all the colours in it. Ask them to open their eyes and take turns to describe the three things they would miss most if the world was in black and white.

**Objective** Respond to presentations, commenting constructively. Ensure that everyone contributes.

The children vote on which were the best three things described in the activity above. Does everyone agree? If not, why not?

## Writing activities

**Objective** Spell with increasing accuracy and confidence, drawing on word recognition and knowledge of word structure, and spelling patterns. Use planning to establish clear sections for writing.

**You will need** photocopies of a review sheet, one for each child, e.g.

Name:

The title is...

The story is by...

The main characters are...

I liked the part when...

I think you will like this book because...

Ask the children to write a review of *Key Trouble* using the key headings and phrases.

**Assessment** Did the children organise the information under each heading appropriately and effectively?

**Oxford**  
**OWL**

**For teachers**

Helping you with free eBooks, inspirational resources, advice and support

**For parents**

Helping your child's learning with free eBooks, essential tips and fun activities



**[www.oxfordowl.co.uk](http://www.oxfordowl.co.uk)**