

The Kidnappers

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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>after, another, beautiful, because, busy, could, course, everyone, friends, laughed, lose, many, read, sign, something, through, trouble, wanted, what, working, would</p> <p>C = Language comprehension</p> <p>W = Word recognition</p>
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Group or guided reading

Introducing the book

- C** (**Clarifying**) Read the title and have a quick look through the pictures. Ask: *What do kidnappers do? Who do they kidnap and why?*
- C** (**Questioning**) Ask: *What do you notice about the characters on the cover? Which famous character is being kidnapped? How do you know?*
- C** (**Prediction**) Read the blurb on the back cover. Look through some of the pictures and ask the children to suggest why the magic changes Kipper into a teddy bear.

Strategy check

Remind the children to use syllables when reading longer words (e.g. 'Swit-zer-land' on page 7).

Independent reading

- Ask 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.
- C** (**Prediction**) If appropriate, pause at page 19 or page 23 and ask the child to say what will happen next.

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 (see chart above)
- 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** (**Summarising**) Ask children to explain how Kipper and his friends rescued the famous bears from the kidnappers.
- C** (**Questioning**) Ask them to think of questions they would like to ask Kipper about his adventure.
- C** (**Questioning**) Look at page 19, ask: *How does Bunbury know it is a kidnapping?*
- C** (**Questioning**) Ask: *How and why does Kipper's appearance change for this adventure?*
- C** (**Imagining**) Ask: *What do you think might have happened to the famous bears if Kipper hadn't rescued them?*

Group and independent reading activities

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

W On page 9, ask children to find 'beautiful'. Ask: *If you didn't know this word, how could you work it out?* Talk about the parts that are easy to decode: ('b'...'tiful'), then read the whole sentence and ask the children to suggest words that would fit. Match a suggestion with the decoded parts of the word and read 'beautiful'.

Assessment Can the children show you how to read 'sign' on page 18 in the same way?

Objective Read high and medium frequency words independently and automatically.

W Using some of the words listed for this story in the chart above, play flashcard games where children practise reading the words quickly in any order. Focus on 'because'. Ask the children to find 'because' on page 27. Ask questions that need 'because' in the answer, e.g. *Why did the plane go to Switzerland? Why was Catsimir driving the honey van? Why did the famous bears climb out of a window?* Write the children's answer to each question on the board, then read the sentences together.

Assessment Can children read high frequency words quickly and confidently? Did they read 'because' on sight?

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

- Read the first three sentences on page 19. Ask the children if they can think of other words that could be used instead of 'famous', 'trouble' and 'nasty'. (Ideas could include: 'well known', 'popular', 'celebrity'; 'a problem', 'a fuss', 'a worry'; 'unpleasant', 'mean', 'unkind'.) Use the children's ideas, in turn, in the sentences. Read the whole sentence each time you replace a word to find out if it sounds right. You can also use a dictionary or thesaurus for more ideas. Decide which words best retain the meaning of the story.

Assessment Can the children think of alternative words for 'sped' and 'saw' on page 20? Do the words fit the context and retain the meaning?

Objective Explain their reactions to texts, commenting on important aspects.

C (Clarifying) Read page 32 together. Look at the picture. Ask the children to explain whether Kipper had an adventure or a dream. Ask: *What makes you think that? Why didn't Biff and Chip believe him? Is there any proof?* (Ask the children to look in the picture to see what Kipper brought back from the adventure, i.e. the honey pot!)

Assessment Can children explain their deductions and give evidence for them?

Speaking, listening and drama activities

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

- Read page 32 together. Ask three children to be in the hot seat as Biff, Chip and Kipper. The rest of the group or class ask the characters questions, e.g. *Why do Biff and Chip think Kipper's adventure was a dream? Why was Kipper so sure that it was a magic adventure? Can Kipper prove it was a magic adventure? Would Kipper have remembered such a detailed dream? Why did the key glow when it hadn't glowed for a long time?*
- When lots of questions have been asked and answered, let the group vote on whether Kipper had an adventure or a dream.

Assessment Can children infer what has happened to Kipper from the events and information in the story and pictures?

Writing activities

Objective Make adventurous word and language choices appropriate to the style and purpose of the text.

- Ask the children to read pages 26 and 27 again. Talk about words that would make the escape sound dangerous and exciting. Make a list of useful words and phrases, such as 'silently', 'nervously', 'as fast as they could', 'their hearts in their mouths', 'anxiously', 'hearts thumping', 'afraid of being seen'.
- Ask the children to rewrite these two pages independently, showing how everyone was terrified of the nasty bears.

Assessment Ask the children to read their work aloud. Does the sense of excitement and danger come across? Ask them to tell you the words and phrases that achieve this.

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