

## Kipper and the Trolls

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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>Decodable words</b></p> <p>cut, didn't, food, hands, mint, mud, room, troll, what, will, yuk</p>
	<p><b>Tricky words</b></p> <p>after, apron, be, began, come, dirty, fair, first, flowers, going, have, hooray, into, last, likes, look(ed), oh, out, pie, slime, took, were, yummy</p>
	<p><b>C</b> = Language comprehension</p> <p><b>W</b> = Word recognition</p>

### Group or guided reading

#### Introducing the book

- C** (**Prediction**) Read the title and talk about the picture on the cover. Ask: *Do you know another story about trolls?* Talk about the story 'The Three Billy Goats Gruff'. Ask: *Do you think this story is going to have a similar story line?*
- C** (**Clarifying**) Turn to pages 8–9 and look at the picture. Ask: *What can you see under the bridge?*
- C** (**Clarifying**) Explain that trolls are creatures found in Scandinavian folklore and are usually mischievous. Look again at pages 8–9 and explain that Kipper and Biff have arrived in Norway, a Scandinavian country. Point out the Norwegian-style wooden church and houses.

#### Strategy check

Remind the children to use picture cues to help them read unknown words.

#### Independent reading

- C** (**Clarifying**) Ask children to read the story. As the children read aloud, praise them for varying their expression when a character speaks.
- W** Encourage children to sound out each of the phonemes and then blend in new words like 'stream' and 'bridge'.

**Assessment** Check that children:

- can segment sounds into their constituent phonemes when reading words such as 'bridge', 'troll', 'flowers', etc.
- notice when someone is speaking in a text and vary their expression.

#### Returning to the text

- C** (**Questioning**) Ask the children: *Would you have gone with the trolls under the bridge? Would you have believed what the trolls said?*
- W** Ask the children to find words with the phoneme sound 'ai' (e.g. 'make', 'cake' page 1; 'nails' page 3; 'hooray' page 12). Ask: *Can you think of any other words with the 'ai' sound. How are they spelt?*

- C** (*Summarising*) Ask: *Why did Kipper make a fuss at the beginning of the book?*
- C** (*Summarising*) Ask: *What did Kipper do when he got home after the adventure?*

## Group and independent reading activities

**Objective** Make predictions showing an understanding of ideas, events and characters. Comment on events, characters and ideas, making imaginative links to their own experiences.

- C** (*Questioning, Clarifying*) Talk about the trolls and what they looked like. Ask the children: *Were the trolls frightening? What is it that makes them frightening? Did they say anything that was frightening? By the time the key glows, are the trolls still frightening? What has changed? What might have happened if the key hadn't glowed?*
- Ask the children: *Which characters in fairy stories are usually frightening? (giants, wicked witches, dragons, etc.) Ask: Have you heard of a story in which a dragon or giant turned out to be nice after all?*
- Talk about times when the children have been frightened by something but it has turned out okay in the end, e.g. a playground ride, going on an aeroplane, going down into a cave.

**Assessment** Are the children able to deduce that everything is not always as it may seem?

**Objective** Find specific information in simple texts. Compose and write simple sentences independently to communicate meaning. Use capital letters and full stops when punctuating simple sentences.

- C** (*Clarifying*) Turn to pages 19–21. Ask the children to tell you the names of the foods at the trolls' party. Write them on the board: slug bun, slime jelly, mud mints and bug pie.
- Ask the children to write a sentence describing each of the foods.
- Can the children think of other foods the trolls might have had at their party? Ask them to give each a name and describe them in a sentence.

**Assessment** Do the children name the trolls' foods accurately?

Do the children write sentences that start with a capital letter and end with a full stop?

**Objective** Recognise automatically an increasing number of familiar high frequency words.

- W** Select high frequency sight words from the decodable word list on page 4 according to the needs of the group. You might want to add additional high frequency words such as 'then', 'them' and 'there'. Make several word cards for each word.
- Play a flash card game, showing a child a card and expecting a quick response. Children can take turns to be in charge of the pack, showing the cards to the rest of the group.

**Assessment** Do children respond quickly with the correct word?

## Speaking, listening and drama activities

**Objective** Interpret a text by reading aloud with some variety in pace and emphasis.

- Look at page 5. Ask the children: *What did Mum say to Kipper?* Ask the children to read the words with expression.
- Ask: *What did Kipper say to Mum?* Praise them for reading 'No! No! No!' with the appropriate emphasis.
- On page 6, ask: *What did Biff say to Kipper?* Ask a child to read the words. Praise them for sounding disgusted.
- Ask children to work in pairs, reading alternate pages and concentrating on reading the spoken parts with expression.

# Writing activities

**Objective** Convey information and ideas in simple non-narrative forms.

Create short simple texts on paper and on screen that combine words with images (and sounds).

- Look at the pictures of the trolls in the story. Talk about what they look like.
- Under headings list the features of the trolls and a description in a table, e.g.

Feature	Description
hair	long, spiky, black
ears	pointed, large
nails	long, dirty
clothes	ragged, old

- Ask the children to draw a troll then write some descriptive sentences below or as labels.
- They could also carry out this task using Word or another computer program, adding appropriate background music.

**Assessment** Are the children able to describe their troll effectively?

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