

The Laughing Princess

Teaching Notes Author: Liz Miles

<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>asked, caught, cushion, groaned, idea, looked, notice, oh</p> <p>C = Language comprehension</p> <p>W = Word recognition</p>
--	---

Group or guided reading

Introducing the book

- C** (**Prediction**) Discuss the cover illustration, and ask the children to predict the setting of the story.
- C** (**Prediction**) Ask the children to read the title and the back cover blurb. Discuss what Kipper is holding. Ask: *How do you think Kipper makes the princess laugh?*

Strategy check

Remind the children to pause at commas when reading 'Biff made a funny face, but...' and other sentences with commas.

Independent reading

- Ask children to read the story aloud. Praise and encourage them while they read, and prompt as necessary.
- W** Encourage the children to look carefully at the initial sounds and the picture clues to confirm any new words they see, e.g. on page 6 they should read the word as 'notice', not 'poster'.
- W** If children have difficulty reading contractions, e.g. 'couldn't', tell them to look for a familiar word within it and predict the rest of the word.
- C** (**Summarising**) Ask the children to retell the story in four or five sentences.

Assessment Check that children:

- read the high and medium frequency words with confidence
- tackle unfamiliar words by segmenting and blending.

Returning to the text

- C** (**Questioning, Clarifying**) Ask: *Who and what made Chip laugh? What made the princess laugh?*
- C** (**Clarifying**) Ask the children to relate what happened to the joke teeth during the children's adventure. Encourage them to refer to the illustrations and text to remind them.
- C** (**Imagining**) Ask children to describe the place the magic key took the children. Ask: *Does the magic key take them back in time to get there?*

Group and independent reading activities

Objective Read high and medium frequency words independently and automatically.

W Write the words 'joke' and 'groaned' on the board, and ask the children to read the words and listen to the vowel sound. Ask the children to read through the book and collect the words that have the same vowel sound: 'no', 'glow', 'notice', 'over', 'bone', 'won't', 'window', 'so', 'home', 'nobody', 'go', 'know'. Ask them to group the words according to their spelling patterns.

Assessment Do the children recognise that 'now' has a different sound from 'glow'?

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

W On pages 6 and 7, ask the children to help you read the texts on the notices in the illustrations. If necessary, model segmenting into phonemes (sounding out in order) and blending. Ask the children to suggest strategies for working out the word 'Auditions', e.g. context.

Assessment Can the children suggest a range of strategies for working out unfamiliar words?

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

W Look again at the notice in the illustration on page 6. Ask the children to explain why Monday and Tuesday begin with capitals. Ask them to write the days of the week for a poster to display in the classroom.

Assessment Do the children use their knowledge of spelling patterns to spell the days accurately?

Objective Read and spell less common alternative graphemes including trigraphs.

W On page 20, ask children to help you read the word 'laugh'.

- Page 21, ask the children to demonstrate reading the word 'laughed'.
- Page 23, ask a child to point to and read 'laughing'. Discuss how the endings change the meaning of the word.

Assessment Do the children use their knowledge of graphemes to work out the words? Can they explain how the meaning changes according to the word ending?

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

W Remind the children of the previous activity and how '-ed' changed the meaning of 'laugh'. On page 17, ask the children to point to the '-ed' endings in 'stopped', 'dragged' and 'dropped'. Ask them to write down the sentence but change it to the present tense. Ask them to read out their new sentence.

Assessment Do the children understand that words ending in '-ed' are past tense?

Objective Draw together ideas and information from across a whole text, using simple signposts in the text.

C (*Summarising*) **You will need** these sentences from the story written as sentence strips or on word processing software:

First, a girl told the king a joke.

Next, a man dressed as a chicken.

Then, the joke teeth went click, click, click.

Suddenly, Kipper dropped the teeth.

A dog ran off with them.

The king fell over.

The teeth were broken.

At last, the princess laughed and laughed.

- Mix up the sentences, and ask the children to sequence them in an order that makes sense, by arranging the strips, or dragging and dropping them into order on the computer. Ensure they skim through the book to check the order.

Assessment Do the children take account of the language of time to help them order the sentences?

Objective Give some reasons why things happen or characters change.

- C** (*Imagining, Questioning, Clarifying*) Ask the children to imagine why the princess couldn't laugh. Look at each character in the illustration on page 8 and ask the children, *Do you think this person would make the princess laugh?* Ask them to explain their answer. Turn to pages 20–21 and ask, *Why did the princess laugh at the king?*

Assessment Do the children refer to the illustrations and text when answering the questions?

Speaking, listening and drama activities

Objective Ensure that everyone contributes, allocate tasks, and consider alternatives and reach agreements. Adopt appropriate roles in small or large groups and consider alternative courses of action.

- In groups of four, ask each child to take it in turns to describe what they would do to make the princess laugh. Ask each group to choose the best idea to act out in front of the rest of the class. Can they make the class laugh?

Assessment Do the children get ideas from the text?

Writing activities

Objective Sustain form in narrative, including use of person and time.

Compose sentences using tense consistently (present and past).

- Discuss with the children the things that have made them laugh. Scribe some of their ideas on the board, using this sentence as a model: 'When I...it made me laugh and laugh because...'
- Ask the children to write a description of something that has made them laugh recently, and use the structure of the sentence to help them.
- Discuss how using temporal words and phrases, such as 'meanwhile', 'suddenly', 'at first', 'next', improves their accounts.

Assessment Do the children organise their texts effectively, using sequencing to hold it together? Do they use the past tense consistently?

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