

## The Litter Queen

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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:<br/><i>Prediction, Questioning, Clarifying, Summarising</i></li> </ul> | <p><b>Tricky words</b></p> <p>because, centre, climbed, competition, countryside, dangerous, fields, frightened, love, meadows, microlight, nightmare, sandwiches, special, spreading, temperature, throughout, tight, wrappers</p> <p><b>C</b> = Language comprehension</p> <p><b>W</b> = Word recognition</p> |
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### Group or guided reading

#### Introducing the book

- C** (**Prediction**) Together, look at the cover. Ask the children: *Do you think the lady is good or bad? Why do you think Chip is looking sad?*
- Read the title and ask the children to try to guess what the story is about. Look through the book to see if they are right.
- Point out the word 'microlight' on page 7 and explain what it is.

#### Strategy check

Remind children of the strategies they can use if they meet a new word, e.g. split up into syllables, sound out the phonemes.

#### Independent reading

- Ask children to read the story. Praise and encourage them, prompting where necessary to work out new and unfamiliar words independently.
- C** (**Clarifying**) Check their understanding of the text and clarify any misunderstanding by asking a variety of questions that require recall, inference and deduction. For example, *Why was it a perfect day for a picnic? Why did Chip think he was not going to enjoy the adventure? What did Chip think when he had spread litter over the park? Why didn't Chip want to drop litter from the microlight?*

**Assessment** Check that children:

- use a range of strategies to read for meaning
- use comprehension skills to work out what is happening in the story.

#### Returning to the text

- W** Turn to page 2. Ask children to look for words with 'oo' in the middle. Ask: *Do these words rhyme? Can you think of words to rhyme with 'good' and 'food'?*
- W** Turn to page 11 and find 'home'. Ask: *Can you find another word with 'ome' in it? (something). Does it sound like 'home'? Can you think of a word that rhymes with 'home' and a word that rhymes with 'some'? (dome, come).*
- C** (**Clarifying**) Ask: *What did the Litter Queen like to do? Was she a kind, pleasant character? Show us the part of the story that tells us.*

- C** (*Questioning, Clarifying*) On page 22 ask: *Was Chip right to say that he didn't want to spread litter over the countryside? Why did Chip do as she told him in the end? What else could he have done? What would you have done?*
- C** (*Clarifying*) On page 29, ask: *What was it that Chip said that made Dad think he was ill?*

## Group and independent reading activities

**Objective** Draw together ideas from across a whole text.

- **You will need** a piece of crumpled up paper or crisp packet (litter) for each pair of children and a whistle.
- C** (*Summarising*) In pairs, ask the children, in turn, to describe to each other what happened to Chip in the magic key adventure.
- Each time the whistle is blown the children pass the piece of litter to their partner who continues the story.
- The children then check their retelling against the text.

**Assessment** Do the children tell the story in the correct sequence, use their own words and recall relevant details?

**Objective** Spell with increasing accuracy and confidence drawing on word recognition and knowledge of word structure. Use commas to separate items in a list.

- **You will need** 10 of the following objects on a tray with a cloth to cover them: a banana skin, an apple core, a newspaper, a boot, a key, a tin can, a pair of glasses, a bottle, a milk carton, a light bulb, a piece of bread, a potato, a sheet of paper, a crisp packet, an empty toilet roll.
- W** Model writing the list of objects on the board, sounding out the phonemes on new and unfamiliar words and splitting the words into syllables. Wipe the words off the board.
- Let the children look at the 10 items laid out on the tray for two minutes, then cover them up.
- Ask them to write down all the things they remember seeing, starting the sentence 'I saw on the tray...', and using commas to separate the items.
- If they need help remembering the items, they could look at pages 26 and 27 of the book.

**Assessment** Are the children able to spell the items correctly? Do the children understand why they need to use commas in lists?

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

- W** Ask the children to look at page 19 and tell you the word that describes how Chip says 'Oh, I don't like this'. Repeat on page 21 for how the Litter Queen says 'Come on! Come on!'.
- Encourage the children to think of other words to describe how Chip is talking (sadly, miserably) and how the Litter Queen is talking (angrily, grumpily).
- Write the following adjectives on the board: 'happy', 'sad', 'careful', 'cross', 'slow', 'quick'. Talk about how you can change these by adding the suffix '-ly', and that this describes how something is done. Ask the children to tell you the adverb in each case: happily, sadly, carefully, crossly, slowly, quickly.
- Ask children to think of some adverbs to describe how the family ate their picnic on pages 2 and 3 (happily, greedily, cheerfully, merrily, joyfully). It may help them if they think of some adjectives first.

**Assessment** Do the children realise that some words change their spelling, e.g. 'happily', 'funnily', when you add '-ly'?

## Speaking, listening and drama activities

**Objective** Speak with clarity. Listen to others in class.

**You will need** a blindfold and some pieces of 'clean litter' (the items should be distinctive and easy to describe).

- One child in the group is blindfolded.
- Hold up a piece of 'litter' and invite a child to say one thing to describe it without saying what it is.

- The blindfolded child has to guess what it is and may ask questions that can only be answered 'yes' or 'no' by the other children.
- Give other children a chance to be blindfolded.

## Writing activities

**Objective** Draw on knowledge and experience of texts in deciding and planning what and how to write. Maintain consistency in non-narrative, including purpose and tense.

- Ask the children, in pairs, to design and make a poster listing rules for keeping school tidy. They should use a heading, e.g. 'Keep our school spotless', and sub-headings, e.g. 'Classrooms', 'Hall', 'Playground'.
- Once the children have checked their writing for correct spelling and sense, the posters could be displayed around the school.

**Assessment** Do the children use the style and conventions of instructional writing? Do they choose appropriate vocabulary?

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