

The Lost Key

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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, Imagining</i> 	<p>Tricky words</p> <p>boy, broken, buy, called, can't, fault, flew, found, mower, next, painted, pictures, rain, remind, round, rubbed, started, threw, tied, trainers, two, would, wouldn't</p> <p>C = Language comprehension</p> <p>W = Word recognition</p>
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Group or guided reading

Introducing the book

- C** (**Prediction**) Hide the title and look at the cover with the children. Ask them to say what they think is happening.
 - Read the title and ask the children to read the blurb on the back cover.
- C** (**Clarifying**) Look briefly through the story at the illustrations. Ask the children to think about the lost key. Can they think of a reason why there are so many characters in the story?

Strategy check

Remind the children to take note of punctuation and to read with appropriate expression.

Independent reading

- Ask children to read the story. Praise and encourage them while they read, and prompt as necessary. Encourage reading with expression, pausing at commas.
- C** (**Questioning, Clarifying**) On page 2, ask: *What did Mum say? Who can read it with expression?*
- C** (**Prediction**) After each stage of the story, ask: *What might happen next?*

Assessment Check that children:

- read high frequency words with confidence
- use a range of strategies to work out new words
- know how to read the direct speech with different intonation from the rest of the sentence.

Returning to the text

- C** (**Clarifying**) Ask: *Did Mum know why the key was important to the children? Which pages tell us what Mum feels about the key?* (pages 5 and 23).
- C** (**Clarifying**) On page 10, ask: *Why has the man got a bump on his head?*
- C** (**Clarifying**) On page 13, ask: *Why has the man got a different mower?*
- W** On page 3, ask the children to find the word 'rocket'. Ask them to find another word on the same page which rhymes with 'rocket'.
- W** On page 8, ask the children to find two words which sound the same but which are spelt differently ('two' and 'to'). Ask the children to give you examples of different sentences in which the two versions are used.

W On page 11, find 'could'. Discuss the phoneme sound and which letter is silent. Can the children think of any other words that have this spelling pattern? ('would'). Ask: *What other words have the same phoneme sound?* ('wood', 'good').

W (**Questioning**) Discuss the actions of the boys after they broke the greenhouse glass on page 11. Ask: *What would you have done? What would have been the right thing to do?*

Group and independent reading activities

Objective Explain ideas using imaginative and adventurous vocabulary. Engage with books through exploring and enacting interpretations.

C (**Imagining**) Ask the children to suggest other places where Kipper might have lost the key, e.g. the swimming pool, at school, in the shops.

- Choose one of the suggestions and make up a few opening lines, e.g. 'Kipper forgot he had the key in the pocket of his swimming trunks when he went swimming. When he got dressed again, he looked in his pocket, but the key was not there...'
- Ask the children, in pairs, to decide what happens next, who finds the key and how Kipper gets it back again.
- Invite some of the children to share their ideas with the rest of the group.

Assessment Do the children use the structure of the story to think of new events and outcomes.

Objective Select from different presentational features to suit particular writing purposes on paper.

C (**Prediction**) **You will need** three pieces of paper cut in the shape of speech bubbles for each child.

- Ask the children to look at the illustrations of Mum on page 25, Wilf on page 26 and Kipper on page 27. Explain that they are going to write speech bubbles to show what each character might be saying.
- Remind them to write the name of the character on the back of the pieces of paper.

Assessment Do the children write speech using the correct syntax and without speech marks?

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

W Write the following words on the board: 'lock', 'agree', 'appear', 'tie', 'obey', and 'happy'.

- Ask the children: *Was Kipper lucky or unlucky to lose the key? Did Mum like or dislike having to pay for the key?*
- Ask the children to write the negative form of the words on the board, by adding either 'un-' or 'dis-' to the beginning of each.
- Ask them to put the words into sentences.

Assessment Do the children reread their words to check that they sound correct?

Speaking, listening and drama activities

Objective Listen to others in class, ask relevant questions. Listen to each other's views and preferences. Adopt appropriate roles in small or large groups and consider alternative courses of action.

- Together look at the picture of Kipper on page 27.
- Invite children to take the role of Kipper and, in turn, sit in the 'hot seat'. Ask children to describe an adventure they think Kipper would like to have.
- Encourage the 'audience' to ask 'Kipper' questions about the adventures.
- Decide as a group which adventure they think sounds the most exciting.

Writing activities

Objective Draw on knowledge and experience of texts in deciding and planning what and how to write. Use appropriate language to make sections hang together.

- Write the following sentences on the board:
What did you lose?
How did you lose it?
What happened to it?
Did you find it?
How did you find it?
Was it damaged?
- Talk about some of the items that you or the children have lost, using the questions on the board as prompts.
- Ask the children to write their own story about losing something, using the prompts to help them structure their writing.
- Remind them of time language: 'first', 'then', 'next', 'after', 'in the end' to make sections of their writing hang together.

Assessment Have children sequenced the events in their story correctly?

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