

Mirror Island

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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>adventure, asked, called, downstairs, frightened, gasped, haircut, hole, idea, looked, opened, sailing, terrible</p> <p>C = Language comprehension</p> <p>W = Word recognition</p>
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Group or guided reading

Introducing the book

- Look at the cover with the children and ask them to read the title.
- C** (**Prediction**) Ask them to say what they think the story will be about and then read the back cover blurb.

Strategy check

Remind the children to look for familiar spelling patterns when working out new words.

Independent reading

- Ask the children to read the story aloud. Praise and encourage them while they read, and prompt as necessary.
- W** On page 8, if children have difficulty reading the word 'fierce', ask them to look at the initial letter and think of suitable words that would fit sensibly within the sentence.
- Encourage the children to use an expressive tone when reading the dialogue.

Assessment Check that children:

- read the high and medium frequency words on sight
- read aloud with expression appropriate to the punctuation
- use a variety of strategies to work out new words.

Returning to the text

- C** (**Questioning, Clarifying**) Ask the children: *What is mirror writing? How does it work? Have you ever tried to do mirror writing? Was it easy? What is the word that Chip wrote using mirror writing? What did Captain Crow read using Chip's mirror?*
- C** (**Prediction**) Ask: *Who do you think might have buried the treasure in the first place and why?*
- C** (**Summarising**) Ask the children to describe all the ways in which Chip's mirror was used in the story. Encourage the children to look through the illustrations to remind them.
- W** Ask the children to find all the words in the book that are made up of two words, e.g. 'bedroom', 'downstairs', 'everybody', 'footprints', etc.
- C** (**Summarising**) Ask children to retell the story in three or four sentences.

Group and independent reading activities

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

W Ask the children to find two words in the story that contain the letters 'ow', i.e. 'downstairs', 'Crow'.

- Ask them to write them down and to say the words aloud, in turn. Do they notice the different sound that 'ow' makes in each word?
- Ask the children to look through the story and find other 'ow' words: 'show', 'glow', 'cow', 'town', 'gown', 'frown'.
- Encourage them to listen to the 'ow' sound in these words and write them under the word with the matching sound ('Crow' or 'downstairs').

Assessment Do the children pronounce the words correctly?

Objective Read independently less familiar texts.

You will need small mirrors.

W Ask the children to work in pairs and read the map on page 15 using the mirror to help them.

- While one child spells out each word, the other writes it down. Ask them to read the words, trying out various strategies to work out unfamiliar words.
- Ask each pair to answer the following questions: *What is the island called? What is the name of the waterfall? How many paces must you walk to get to the treasure? What is the bay called?*

Assessment Do the children try various strategies to work out unfamiliar words?

Objective Draw together ideas and information from across a whole text, using simple signposts in the text. Give some reasons why things happen or characters change.

C (Questioning) Ask the children to work with a partner.

- Tell each child to write down five questions about what happened in the story and to begin the questions with 'Why did...?' and 'What happened when...?'
- Tell the children to swap questions and answer their partner's.

Assessment Do the children refer to the story to find causes and effects?

Objective Draw together ideas and information from across a whole text, using simple signposts in the text. Engage with books through exploring and enacting interpretations.

C (Imagining) In groups, ask the children to think of words that best describe the island in the story.

- Encourage them to use descriptive words and to look at the illustrations for ideas.
- Invite groups to tell you their words and collect a list together on the board.
- Ask: *If magic took you to an island, what would you expect to find there? What sort of adventure might you have on the island?*
- Encourage groups to prepare a short play of their adventure.

Assessment Do the children look at the pictures of the island for ideas?

Speaking, listening and drama activities

Objective Speak with clarity and use appropriate intonation when reading and reciting texts. Respond to presentations...commenting constructively. Present part of traditional stories, their own stories or work drawn from different parts of the curriculum for members of their own class.

- In groups of four, ask children to prepare the story from pages 7 to 15 as a play.
- Each child takes a character role (Wilf, Wilma, Biff, Captain Crow, Chip).
- Reading from the book, ask them to practise reading their lines with expression.
- Next the children act their part, using simple props if they wish.
- After the groups have practised, ask volunteers to perform their play in front of the rest of the class.
- Encourage the 'audience' to make constructive comments about the production.

Writing activities

Objective Use appropriate language to make sections hang together.

You will need to write the following linking words and phrases on the board: 'after', 'meanwhile', 'during', 'before', 'then', 'next', 'suddenly', 'after a while', 'at last'.

- W** Look at the words and phrases with the children and briefly discuss how these are useful words to help link events in a story.
- With the children, look through the story and find places where some of these words could be added, e.g. on page 16: 'At last Captain Crow could read the writing.'
 - Discuss whether they improve the story.
 - In groups, ask the children to use the linking words to write a short story describing Captain Crow's return to the island to find his treasure, e.g. 'After a year Captain Crow came back to the island...'

Assessment Do the children organise their texts effectively, using sequencing to hold it together?

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