

A Monster Mistake

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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>Decodable words</p> <p>back, but, came, don't, from, had, here, just, made, make, man, next, now, put, saw, time, were, what, with</p> <p>Tricky words</p> <p>amazed, believe, brilliant, cottage, groaned, holiday, painted, photographs, postcard, posted, Scotland, television, there, wanted</p> <p>C = Language comprehension</p> <p>W = Word recognition</p>
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Group or guided reading

Introducing the book

- C** (**Questioning**) Look at the cover with the children. Ask: *Where are Biff and Chip? What are they looking at?*
- C** (**Prediction**) Read the title with the children, and ask them to say what they think the story is about.
- C** (**Clarifying**) Ask the children to read the back cover blurb and confirm the children's ideas. If they mentioned the Loch Ness Monster, ask them to tell you what they know.

Strategy check

Remind the children to look for familiar words within unfamiliar words.

Independent reading

- Ask children to read the story aloud. Praise and encourage them while they read, and prompt as necessary.
- W** If they struggle with long words, e.g. 'Scotland', ask them to look for familiar words within the words.
- W** If they struggle with the word 'cottage' on page 2, ask them to find a familiar spelling pattern as this may help them work it out.
- C** (**Imagining**) Ask the children to describe how they would feel if they saw a real monster in a lake. Ask them to describe how the people on page 18 are feeling.

Assessment Check that the children:

- read increasing numbers of high frequency words on sight
- use an awareness of common spelling patterns to work out new words.

Returning to the text

- C** (**Questioning, Clarifying**) Ask children: *What is Gran doing on pages 12–13? What is Gran's joke?*
- C** (**Clarifying**) Ask children to show you the page where everyone discovers that the monster is a joke (page 22). Ask: *Are the people cross?* Ask the children to explain their answer.
- C** (**Summarising**) Ask children to retell the story in three or four sentences.

Group and independent reading activities

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

You will need to write these words: 'went', 'to', 'took', 'They', 'had'; and these unfinished sentences on the board:

Mum and Gran...on holiday.

They went...Scotland.

They...the children.

...stayed in a cottage.

It...a boat.

W Ask the children to write the sentences and fill in the gaps with the words that make sense. Tell them to check their choices of words with the text in the book.

Assessment Do the children automatically recognise the high frequency words?

Objective Recognise and use alternative ways of spelling the phonemes already taught, for example the 'ae' sound can be spelt 'ai', 'ay' or 'a-e'.

W Write the words 'stayed', 'lake', and 'sailing' on the board. Talk about the 'ai' vowel sound and its different spelling patterns.

- Ask the children to look through the book to find other words with the same sound and write them under each spelling pattern. Some children can add words from their own experience.

Assessment Do the children eliminate similar words that have the wrong vowel sound, e.g. 'said'?

Objective Make predictions showing an understanding of ideas, events and character.

C (*Prediction, Imagining*) Ask the children to reread the end of the story from page 20. Ask: *If Gran and the children saw the real monster on page 24 what might they do? What would happen if they told people about it?*

Assessment Do the children refer back to the story and show an understanding of the characters?

Objective Identify the main events and characters in stories, and find specific information in simple texts.

C (*Summarising*) Write the headings 'Beginning', 'Middle' and 'Ending' on the board. Discuss what happened in the story with the children.

- Ask the children to copy the words and to write a sentence under each heading to say what happened at each stage of the story.

Assessment Do the children need to refer to the book to find the significant events of the story?

Speaking, listening and drama activities

Objective Act out their own and well-known stories, using voices for characters.

- In small groups prepare a scene in which Biff and Chip see the real monster and then tell Gran, Mum or the man from the television company.
- Ask groups to perform their scene to the rest of the class. Afterwards discuss and compare what happened in the groups' scenes.

Assessment Do the children refer to events in the text when preparing their scene?

Writing activities

Objective Compose and write simple sentences independently to communicate meaning.

Write with spaces between words accurately.

- Discuss what Kipper might have written on his postcard.
- Ask the children to imagine Kipper sends another postcard to Dad after Gran plays her trick.
- Tell them to write about what happened on the postcard, making sure they space out their words neatly.

Assessment Do the children use punctuation accurately, and space their words neatly? Do they write in the role of Kipper?

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