

## Noah's Ark Adventure

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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: <i>Prediction, Questioning, Clarifying, Summarising, Imagining</i></li> </ul>	<p><b>Decodable words</b></p> <p>about, boys, brilliant, but, call, can't, girl, got, had, here, his, it's, not, now, over, put, saw, time, want</p> <p><b>Tricky words</b></p> <p>adventure, amazed, argued, castle, couldn't, here, idea, lived, project, reading, skateboarding, teacher, wanted</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**) Mask the title, and show the cover illustration to the children. Ask them to say what they think the story will be about.
- C** (**Clarifying**) Show the children the title of the story and read it together. Ask: *Do you know who Noah is?* Ask the children what they know about Noah and his Ark.

#### Strategy check

Remind the children that there are different ways of pronouncing 'ow', e.g. 'glow', 'drown'.

#### Independent reading

- W** Encourage the children to use their phonic knowledge when trying to work out new words.
- W** If they struggle with the word 'adventure' on page 4, ask them to sound out the phonemes.
- W** On page 8, point out how 'oa' sounds different in 'Noah' and 'boat'.
- C** (**Prediction**) Occasionally ask the children: *What do you think will happen next?*

**Assessment** Check that children:

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

#### Returning to the text

- C** (**Clarifying**) Ask: *Why can't the children go out to play?* Turn to page 2 and ask the children to point to the words that explain why ('too wet').
- C** (**Questioning**) On page 17 ask: *Why do you think the camel didn't want to go on the Ark?*
- C** (**Clarifying, Imagining**) Ask: *Why can't Floppy go on the Ark? What do the children and Floppy do instead? What would you have done?*
- C** (**Summarising**) Ask children to retell the story in three or four sentences.

### Group and independent reading activities

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

- W** Discuss the spelling of the word 'rain'.

- Ask the children to suggest other words with the same vowel sound, and write them on the board.
- Discuss the different spelling patterns for the long 'ai' sound: 'ay', 'ai', 'a-e'.
- Ask the children to collect an example of each spelling pattern from the story, e.g. 'play', 'rain', 'save'.
- Encourage them to add other words to their lists from their own knowledge.

**Assessment** Are the children able to recognise words with the same sound but different spellings?

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

**You will need** to write the following sentences on the board, on paper, or onto word-processing software:

It rained all day short.

The children were fed down.

They wanted to play but it was two wet.

Dad looked in of the window.

The children was a boat.

The animals won't on to the Ark.

**W** Ask the children to read the sentences.

- They find the words that don't 'fit' and change them so they make sense, rewriting the sentences out correctly.
- They can refer to the story if necessary.

**Assessment** Do the children reread the sentences after they have changed the wrong words?

**Objective** Explore the effect of patterns of language and repeated words and phrases.

**C** (*Questioning, Clarifying*) Ask the children to find the words repeated on pages 16 and 17 that start with the 'p' sound ('pushed' and 'pulled').

- Read the sentences out loud and discuss the effect of the repetition. Ask: *Does moving the animals sound like hard work?*
- Ask the children to find the repeated word on page 1 ('rained'). Discuss the effect repeating the word has on the reader.
- Ask the children to make up a sentence of their own about an aspect of the weather, using repetition in the same way.

**Assessment** Do the children use repetition of a word effectively?

**Objective** Recognise the main elements that shape different texts.

Visualise and comment on events, characters and ideas, making imaginative links to their own experiences.

**C** (*Summarising*) Read and discuss the Bible story of Noah's Ark with the children.

- Ask the children to say how the events and characters differ in the Bible story and Biff and Chip's version.
- Ask them, in pairs, to describe what they would do in their own Noah's Ark adventure.

**Assessment** Are the children able to use their imagination within a known story?

## Speaking, listening and drama activities

**Objective** Act out their own and well-known stories, using voices for characters. Discuss why they like a performance.

- Prepare the part of the story in which Noah won't let Floppy on the Ark as a radio play.
- Work in groups to decide on extra dialogue. Ask: *What would the children say to try and get Noah to let him on? How did they get Noah's umbrella?*
- Take turns to perform the scene.
- Discuss the performances. Ask: *Why did you like it?*

# Writing activities

**Objective** Independently choose what to write about, plan and follow it through.

- Discuss the events of the story.
- Ask the children to say what they think are the three most important parts.
- Ask them to write the events in the order in which they come, beginning with the word 'First'.

**Assessment** Do the children plan their texts?

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