

It's Not Fair

Teaching Notes Author: Liz Miles

<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>boys, but, call, can't, girl, got, had, her, here, his, it's, new, not, now, over, put, saw, time, want</p> <p>Tricky words</p> <p>about, adventure, amazed, argued, brilliant, castle, couldn't, idea, lived, project, reading, skateboarding, teacher, wanted</p> <p>C = Language comprehension</p> <p>W = Word recognition</p>
--	---

Group or guided reading

Introducing the book

- C** (**Questioning**) Read the title and look at the cover illustration. Ask: *What sort of hats are falling off Biff? What is she wearing?*
- C** (**Prediction**) Ask the children what they think the story will be about.
 - Read the back cover blurb. Ask the children what they know about King Arthur.

Strategy check

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

Independent reading

- Ask the children to read the story. Praise and encourage them while they read, and prompt as necessary.
- W** Encourage the children to use their phonic knowledge when trying to work out new words.
- W** If the children struggle with new words (e.g. 'knights' on page 4), ask them to try to sound out the first letter to help them and make use of the clues in the illustrations.
- W** If they struggle with the word 'skateboarding' on page 8, ask them to sound out the word, section by section.
- C** (**Clarifying, Imagining**) Ask the children to describe how Biff is feeling during her adventure.

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
- use comprehension skills to work out what is happening in the story.

Returning to the text

- C** (**Questioning, Clarifying**) Ask children: *Why can't Biff be a knight? How does it make her feel?* Turn to page 12 and ask the children to point to the word that describes how Biff feels ('cross').
- C** (**Clarifying**) Ask children to show you the page where Biff has a good idea (page 20). Ask them to explain what her idea is.
- 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 pronouncing the graphemes already taught, e.g. the grapheme 'ow' is pronounced differently in 'how' and 'show'.

W Write the word 'how' and 'show' on the board and ask the children to sound them out. Point out, again, that 'ow' is pronounced differently in different words. Ask the children in groups to look through the book to find four words with 'ow' spelling, and to list them under the word 'how' or 'show' according to the 'ow' pronunciation ('glow', 'blow', 'down', 'now').

- Ask the children to add any more words they can think of, e.g. 'low', 'bow', 'row', 'grow', 'sow', 'cow'.

Assessment Do the children understand that 'ow' is pronounced differently in different words?

Objective Apply phonic knowledge and skills as the prime approach to reading and spelling unfamiliar words that are not completely decodable.

You will need 'Tricky words' from the list on page 4 on separate pieces of paper.

W Hand out a number of words to small groups of children. Ask them to take it in turns to read a word so that the others can write it down. Remind them to listen out for familiar sounds in order to spell the words correctly.

Assessment Do the children apply their knowledge of phonics?

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

C (Clarifying) Write 'First', 'Next', 'Then' on the board. Ask the children to reread the story and to write four or five sentences saying what happened in the story in sequence. Explain that each of the sentences must include one of the words on the board.

Assessment Do the children identify the main events and put them in correct order?

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

C (Imagining) Talk to the children about what happens in the story. Ask them to say how they feel about what happens to Biff, and what she says and does. Ask: *How would you feel if you were Biff?*

- Write on the board: 'I feel cross when... because...'
- Ask the children to think about a time when they have felt cross and to complete the sentence.

Assessment Do the children use ideas from the text?

Speaking, listening and drama activities

Objective Ask and answer questions, make relevant contributions, offer suggestions and take turns.

- Get the children to work in pairs and take it in turns to role-play an interviewer asking somebody if they liked the story, and why.
- Swap roles so that the other child then asks the questions.

Assessment Do the children refer to the text as they give their opinions?

Writing activities

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

- Suggest that the children write a new ending to the story, where King Arthur lets Biff become a knight.
- Write a sentence on the board for the children to continue the story, e.g. 'King Arthur told Biff she could be a knight if she...'
- Discuss possible tasks and write a list for the children to use in their own writing.
- Ask the children to plan, then write their own ending.

Assessment Do the children plan their texts?

Oxford
OWL

For teachers

Helping you with free eBooks, inspirational resources, advice and support

For parents

Helping your child's learning with free eBooks, essential tips and fun activities



www.oxfordowl.co.uk