

## Paris 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</i></li> </ul>	<p><b>Tricky words</b></p> <p>could, Eiffel, France, invented, Monsieur, night, Paris, people, project, torch, Tower, were, where</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** (**Clarifying**) Read the title. Ask the children: *Does anyone know where Paris is?* Ask whether any of the children have been to France.
- W** Ask: *Do you know any French words?* Look briefly through the pictures and see if the children can find any words in French.
  - Look at the picture of the Eiffel Tower on page 2. Ask the children if they have seen pictures of it before.
- C** (**Prediction**) Read the blurb on the back cover and talk about what the story might be about.

#### Strategy check

Remind the children to use the sounds of letters to work out new words.

#### Independent reading

- W** When you come to a word such as 'project' on page 1, 'excited' on page 8, or 'invented' on page 12, ask the child to say the phonemes separately, then blend them together ('p-r-o-j-e-c-t', 'ex-c-i-t-e-d', 'i-n-v-e-n-t-e-d').
- C** (**Questioning, Clarifying**) Check their understanding and clarify any misunderstanding by asking a variety of questions that require recall, inference and deduction. For example, ask: *Why did the children keep asking where the Eiffel Tower was?*
- C** (**Summarising**) Ask pairs of children to retell the adventure in Paris to each other in six sentences.

**Assessment** Check that children:

- can routinely apply phonic knowledge for reading unknown or difficult words
- can give some reasons why things can happen
- use comprehension skills to work out what is happening in the story.

#### Returning to the text

- C** (**Questioning, Clarifying**) Ask: *What were the children doing at the start of the adventure? Why did the magic key take the children to France?*
- C** (**Questioning, Clarifying**) Ask: *Why would a torch have been a good idea? Why do you think it blew up?*
- C** (**Summarising**) Ask: *How did the children help Monsieur Eiffel?*

## 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** On page 1, find the word 'Paris'. Ask the children to say each phoneme with you slowly ('P-a-r-i-s').
  - Find the word 'France' on page 3. Say the phonemes together ('F-r-a-n-ce').
  - Ask a volunteer to spell 'France'.
  - Encourage children to think of words that rhyme with 'France' (e.g. 'dance', 'chance', 'prance').
  - Ask the children to spell the words.
  - Praise the children for spelling words correctly.

**Assessment** Are the children able to recognise spelling patterns and phonemes in words?

**Objective** Explore how particular words are used, including words with similar meanings.

- C** Ask the children to look at page 10.
  - Ask them to find two words that sound the same but are spelled differently and have different meanings ('know' and 'no').
  - In pairs ask the children to look through the book and find examples of words that they know have two meanings, the other meaning having a different spelling, e.g. 'some', 'meet', 'see', 'there', 'been', 'night'.
  - Encourage them to write down both versions.

**Assessment** Do the children find at least four words in the story?

**Objective** Engage with books through exploring and enacting interpretations.

- C** (**Prediction**) Ask: *If the magic key had not glowed, what do you think would have happened next?*
  - Discuss whether the children think Monsieur Eiffel won the competition. If he did, what happened next?
  - Talk about whether Biff should have received recognition for her idea. If she did, what happened?
  - Record the children's ideas and suggestions and together plan an alternative end to the story.
  - Find out the true story of the Eiffel Tower.

**Assessment** Can children use the evidence they already have to construct a plausible end to the story?

**Objective** Draw together ideas and information from across a whole text, using simple signposts in the text.

- C** (**Summarising**) In groups, ask the children to note down any information they can glean about France from the story, e.g. 'the city is called Paris'; 'the flag is red, white and blue'; 'there are horses and carts in the street', etc.
  - Ask them to think about what aspects might be different now to what they were like when the story is set, e.g. 'there are now cars', and aspects that might be the same, e.g. 'the flag is still red, white and blue'.
  - Ask groups to prepare a brief talk about Paris using the information they have found out.

**Assessment** Do children successfully retrieve information from the text to prepare their talk?

## Speaking, listening and drama activities

**Objective** Listen to each other's views and preferences.

- Use a circle time format to allow everyone to speak in turn.
- Ask the children to tell you about visits to other countries. If they have not been abroad themselves, encourage children to talk about people they know who live in other countries or have been abroad.
- If children have been to France, ask them where they went and what they did there.
- Ask the children to say what they liked and disliked about being in another country.
- When everyone has had a turn, decide whether there were things that most of the children agreed upon.

**Assessment** Are the children able to listen to each other's ideas?

## Writing activities

**Objective** Write simple and compound sentences and begin to use subordination in relation to time and reason.

**You will need** to write the following sentence openers on the board:

'Mrs May showed the children some pictures of Paris because. . .'

'It was time for an adventure because. . .'

'Chip knew they had gone back in time because. . .'

'Biff knew they were in Paris because. . .'

- Ask the children to write out the sentences and then finish them in their own words.
- Ask them to read pages 12 and 13 again and encourage them to use these pages to write one sentence using 'because'.

**Assessment** Are the children's sentences technically accurate?

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