

Pocket Money

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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>dinghy, expensive, groaned, laugh, more, once, people, along, idea, lead, model, reward, spiral</p> <p>C = Language comprehension</p> <p>W = Word recognition</p>
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Group or guided reading

Introducing the book

- Read the title and have a quick look through the pictures.
- C** (**Questioning, Prediction**) Ask the children: *Do you ever get pocket money? What do you spend it on? What do you think Biff is going to spend her pocket money on?*
- W** Familiarise the children with any tricky vocabulary, e.g. 'spiral' (page 7) and 'dinghy' (page 17).

Strategy check

Remind children to break longer words into syllables to work them out.

Independent reading

- Ask children to read the story aloud. Praise and encourage fluent and expressive reading, and prompt as necessary.
- C** (**Clarifying**) Check their understanding and clarify any misunderstanding by asking a variety of questions that require recall, inference and deduction, such as *Why didn't Kipper like the idea of the pocket money chart?* (page 5).

Assessment Check that children:

- use a range of strategies to read for meaning
- use comprehension skills to work out what is happening in the story.

Returning to the text

- C** (**Clarifying**) Ask children: *Why did Biff do Chip and Kipper's jobs?* (page 14) *Why was Biff upset?* (page 16).
- C** (**Clarifying**) Ask children why they think Chip and Kipper gave Biff all their extra pocket money at the end of the story.
- C** (**Summarising**) Ask the children to retell the story in no more than eight sentences.

Group and independent reading activities

Objective Draw together ideas and information from across a whole text.

You will need a white board, a marker, an outline of Biff drawn on the board, photocopied sheets of an outline drawing of Biff.

C (Summarising) Ask: *What things did Biff do in the story that tell us about her character? How would you describe her?*

W Ask: *What adjectives would you use?*

C (Summarising) Ask: *What do the other stories about Biff tell you about her character?*

- Write the children's suggestions on the board and make notes of the evidence they present to support their suggestions.
- Ask them to write a description of Biff and colour in their picture of her.

Assessment Can the children infer the character's feelings from her actions?

Objective Read high and medium frequency words independently and automatically.

W **You will need** photocopied sheets of the following passage. Biff, Chip and Dad went to the beach. Biff, Chip and Dad went to look for shells. Chip found a big white shell and Chip put it in Chip's pocket. Biff picked up a strange-looking rock. Biff showed it to Chip. 'Look what Biff has found,' said Biff. 'It's a fossil,' said Chip. Biff and Chip showed the fossil to Dad.

- Ask the children to improve the passage by using pronouns.

Assessment Do the children substitute the nouns for pronouns correctly and do they reread what they have done to see if it sounds right?

Objective Read high and medium frequency words independently and automatically. Spell with increasing accuracy and confidence, drawing on knowledge of word structure and spelling patterns.

W Ask the children to turn to page 28 of the storybook and find an example of a word with one syllable. Repeat for two-, three- and four-syllable words.

- Ask them to clap out the syllables of each word and write the word on a sheet of paper with the number of syllables beside it, e.g. camera = 3; Kipper = 2; expensive = 3; photographer = 4.

Assessment As the children clap, do they break the word into syllables at the correct point? Do the children recognise the number of syllables in 'pleased' and 'asked'?

Speaking, listening and drama activities

Objective Explain ideas. Work effectively in groups. Listen to each other's views and preferences.

- Ask the children to look at pages 14–15 of the story.
- Ask: *Why did Dad stop Biff from doing all the jobs? Do you think he was right to do so? Why or why not?*
- Ask the children to look at pages 29–31 of the story. Ask: *Why did Biff not take the money from the photographer? Do you think she was right? Why or why not?*
- Divide the class into two halves. Ask half the class to work in small groups to think of jobs they could do to earn pocket money. Ask the other half, in small groups, to think of good deeds they could do for which they shouldn't expect money.
- Ask a child from each group to present their ideas to the rest of the class and write them on the board.
- Have a class discussion about when it is right to take money and when it is not.

Writing activities

Objective Draw on experience and knowledge of texts in deciding and planning what and how to write. Write simple and compound sentences and begin to use subordination in relation to time and reason.

- Look together at the pictures of the beach (pages 6–9 and 16–29).
- Discuss what the children found on the beach. Ask: *Why was Biff excited to find a fossil?*
- Ask the children to suggest other things that might be found on a beach and draw up a list on the board.
- Encourage the children to talk with a partner about what would be an exciting find.
- Model how to write about one of their ideas on the board, e.g. 'When I was walking on the beach last summer, I found a ... It was ... I was very excited because...'
- Ask them to write a description of what they would like to find on a beach and why.

Assessment Do the children use their imaginations? Are the children able to give a convincing reason for being excited by their find?

Do the children use commas to separate clauses?

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