

## The Rainbow Machine

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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>Tricky words</b></p> <p>again, any, because, before, changed, double, field, heavy, move, other, people, ready, straight, though, thought, young, want, where, worked, worry</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

- Read the title and look briefly through the pictures to see what happens. Read the blurb on the back cover together.
- C** (**Clarifying**) Ask: *What is a rainbow? Can you name the colours of the rainbow? Do you think a rainbow is made by a machine? How is a rainbow made?*
- C** (**Prediction**) Read the blurb on the back cover. Ask: *Why do you think Nadim tries to make the machine work? What kinds of things could go wrong? Why do you think there are colours on the computer keyboard on the back page?*

#### Strategy check

Check that the children notice punctuation and use it to read with expression when reading aloud.

#### Independent reading

- Ask the children to read the story aloud. Encourage them to tackle unfamiliar words independently by using a variety of reading strategies. Praise and encourage fluent and expressive reading when children read aloud. Praise them for reading silently with concentration.
- C** (**Summarising**) Ask children to retell the story in just two or three sentences.

**Assessment** Check that children:

- independently and with increasing fluency longer and less familiar texts
- know how to tackle words that are not completely decodable (see the chart above)
- read high and medium frequency words independently and automatically
- use syntax and context to build their store of vocabulary when reading for meaning.

#### Returning to the text

- C** (**Questioning, Clarifying**) Ask children to explain why Fred was left alone in charge of the Rainbow machine. Ask: *Why did he move the lorry? How did the lorry get stuck?*
- C** (**Questioning**) Ask: *Was it Fred's fault when things went wrong? Was it Nadim's fault?* Ask the children to give reasons for their opinions.

- C** (*Summarising*) Ask children to discuss the story with a partner and summarise it in no more than four sentences.
- C** (*Clarifying*) Look at page 29, ask: *Do you know what bleach is? What does it do? What do people usually use bleach for?*

## Group and independent reading activities

**Objective** Explain their reactions to texts, commenting on important aspects.

- C** (*Clarifying, Questioning*) Ask children questions about the strange rainbows on pages 20–25: *Which rainbow do you like most? Which rainbow is a clever idea? Can you think of another strange rainbow they could have had in the story?* Ask the children to work in pairs. Ask them to choose the funniest part of the story and explain to their partner why they think it is so funny.

**Assessment** Can the children explain their choices and reasons easily?

**Objective** Explore how particular words are used.

- C** (*Questioning, Clarifying*) Ask children to tell you all the question words they can think of: ‘When’, ‘Where’, ‘Why’, ‘What’, ‘Who’, ‘How’, etc. Reread page 2 and turn the statements into questions, using the question words in the list, e.g. *Where was there a lorry?, Why was it a very big lorry?.*
- Ask the children to write some questions, remembering to use question marks. Read all the questions in turn. Notice that different question words need different kinds of answers. *Which question word asks us to give a reason? Which question word needs a name for an answer? Which question word asks us to explain something? Which question word asks about the time something happened?*

**Assessment** Were the children able to form questions using the most appropriate question word?

**Objective** Use syntax and context to build their store of vocabulary when reading for meaning.

- C** (*Clarifying*) Write ‘What a beautiful rainbow!’ on the board. Ask the children to think of some words they could use instead of ‘beautiful’. Write the new sentences. Ask the children to find ‘Fred turned pale’ on page 27. Ask the children to think of other ways to say this. Write the new sentences. Discuss phrases that use colours to express emotions, e.g. ‘He saw red’, ‘She turned green’.

**Assessment** Could the children suggest sentences with similar meanings?

**Objective** Know how to tackle words that are not completely decodable.

- W** Find ‘straight’ on page 20. Ask the children to explain how they would work out this word if they did not know it. Find the phonemes that are easy to recognise (s–t–r–ai–t). Ask children to check the meaning by reading the whole sentence and looking at the illustration. On page 31, find ‘fault’. Ask the children to suggest ways to read this word. Talk about using the first letter sound and the sense of the sentence to think of possible words. Prompt them to match their suggested words to the text and choose the one that makes sense and has the right letter sounds.

**Assessment** Did the children have useful strategies for working out a new word?

## Speaking, listening and drama activities

**Objective** Adopt appropriate roles in small or large groups.

- Nominate a child who reads expressively to be the narrator. Ask other children to take roles as characters in the story.
- Using pages 12–32, ask the narrator to read the narrative text, or linking sentences, and the characters to read what they say. Encourage the children to use gestures and movement to re-enact the story.

**Assessment** Can children say each character’s dialogue in the appropriate tone of voice?

## Writing activities

**Objective** Draw on knowledge of texts in deciding and planning what and how to write.

- C** **(Imagining)** Discuss how the rainbow machine went wrong and what was funny in the story. Think of ideas for other imaginary weather machines. Make a list, then think about how the machines might work. Ask: *How might a snow machine work? Or a mobile freezing unit for ice skating? Or a sunshine machine for cloudy days?*
- Ask the children to describe the kind of machine it is, how it works, what it does and what goes wrong with it. They will need to decide how it is put right and how the story will end. They could write a sequence of sentences as a plan first. They will also need to decide upon a title.
- Make time for children to write their stories.

**Assessment** Can children write an imaginative story plan, then write the story?

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