

Rescue!

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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>aeroplane, can't, gorge, have, laugh(ed), managed, many, one, people, pilot, some, their, there, tyres, want, were, what, where, wrecked</p> <p>C = Language comprehension</p> <p>W = Word recognition</p>
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Group or guided reading

Introducing the book

- C** (*Clarifying, Prediction*) Together, look at the cover. Ask the children: *Who is in this story?* Point out that Biff and Wilf were also in *The Blue Eye*. Ask: *What are they doing? What can you tell about the story from looking at the cover?*
- W** Read the title and then look through the book, using or pointing out difficult words, e.g. 'aeroplane', 'gorge', 'kidnapped'.

Strategy check

Remind the children of the characters that were introduced in *The Blue Eye* (Princess Aisha and the four villains).

Independent reading

- Ask the children to read the story. Praise and encourage them while they read. If they get stuck, prompt them to think of ways to work out the meaning of the word. Prompt if necessary. Ask: *Who was Lisa? How did Wilf stop the kidnappers?*
- C** (*Prediction*) On page 5, ask, *What do you think is going to happen to the aeroplane?*
- C** (*Summarising*) Ask the children to retell the story of *The Blue Eye* in a few sentences as a setting for this new story.

Assessment Check that children:

- use their knowledge of phonics to decode words such as 'rescue', 'plane', 'stones' and 'landslide' to make sense of what they are reading.
- understand that *Rescue!* is another story about the same characters as in *The Blue Eye*.

Returning to the text

- C** (*Questioning, Clarifying*) Ask children: *Do you think Lisa is younger or older than Aisha? How do you know?* (On pages 13 and 14, Lisa is much smaller.)
- C** (*Clarifying*) Look at page 14 and ask, *How did Wilf stop the kidnappers from following?*
- C** (*Summarising*) Ask the children to describe three ways in which Biff, Wilf, Lisa and Aisha escaped from the kidnappers?

Group and independent reading activities

Objective Engage with books through exploring.

C (Clarifying) You will need a copy of *The Blue Eye* for each child.

Ask the children to look at the front and back covers of the two books. What do they find in common? Together, list the similarities on the board: same author, illustrator, Biff and Wilf, publisher, publication date.

C (Questioning) Ask: *Is there anything else that is similar?* As well as Biff and Wilf, both stories have the same characters – Aisha and the kidnappers. You might want to point out that on page 30 of *The Blue Eye* you can see the villain peering through the window!

Assessment Do the children find a large number of similarities in the stories?

Objective Spell with increasing accuracy and confidence, drawing on word recognition and knowledge of word structure, and spelling patterns.

W You will need sets of the following word cards: after, another, first, many, one, put, their, there, water, were, would, your.

- The children sit around a table with the cards in a pile face-down. Each child takes two cards. The children take it in turns to read out one word and the other children try to write each word on a piece of paper with their name on it.
- The children then take turns to read the second words, while the other children write the words. The children swap papers and mark the spelling, checking against the cards.

Assessment Are the children using a combination of phonic knowledge and word recognition to read the words?

Objective Spell with increasing accuracy and confidence, drawing on word recognition and knowledge of word structure, and spelling patterns.

W Write the first two sentences from page 19 on the board. Talk about which words are spelled according to how they sound, e.g. 'steep', and which are not, e.g. 'was', 'rough'.

- Dictate the following ten words for the children to write down: bolted, bones, creep, goose, socks, sorry, toad, tough, window, jumped.

W Write the words on the board, placing each under a similar word that is in the sentences, e.g. write 'goose' under 'loose'. Did the children spell all ten words correctly?

Assessment Check that the children have related the words on the board to the words they are asked to spell, e.g. loose/goose, rough/tough.

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

Engage with books through exploring interpretations.

C (Questioning, Summarising) Write the following words on the board: sister, kidnap, rope, chase, safe. Working in small groups, ask the children to take it in turns to tell the story of *Rescue!* to the others in their group. Pick one person from each group to tell the class their version.

Assessment Check that the children use the correct sequence of events to tell their stories.

Objective Engage with books through exploring interpretations.

C (Imagining) Ask the children: *Can you think of something that would have helped Lisa escape from the fort?*

Assessment Do the children think of imaginative solutions, suitable for the story?

Speaking, listening and drama activities

Objective Speak with clarity and use appropriate intonation. Listen to others in class, ask relevant questions. Respond to presentations. Ensure that everyone contributes.

- Choose a child in the group to be Lisa while the other children ask her these questions, e.g. 'How did you feel when you were kidnapped?' 'What did you think of Biff and Wilf?' 'How were you rescued?' 'What happened then?'
- The group should then check to see if 'Lisa' was correct in her account of the rescue.

Writing activities

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

You will need these word cards: are, come, go, fly, has, hear, hold, is, run, take.

Give each pair of children a card. Ask one of the children to write a sentence, using their word correctly, e.g. 'I hear someone playing a drum'. The other child writes the sentence in the past tense, using reported speech, e.g. 'Abdul said that he heard someone playing a drum.' The children then pass their card to the next pair and receive another.

Assessment Do the children understand that reported speech is always in the past tense?

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