

The Riddle Stone Part 1

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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>answer, called, Chinese, colour, dangerous, floorboards, half, laugh, question, rocky, shadow, signpost, valley</p> <p>C = Language comprehension</p> <p>W = Word recognition</p>
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Group or guided reading

Introducing the book

- C** (**Clarifying**) Look at the cover and read the title. Ask: *What is a riddle?* Ask the children to explain before you find and read the answer together on page 7.
- Find and read the riddle on page 8. Try and work out the answer before reading it on page 9.
- Try to work out the answer to the riddle on page 9. Focus on the two similar meanings of the word 'dries' (i.e. becomes dry; makes something dry).
- C** (**Prediction**) Ask the children to predict what might happen when the key begins to glow.
- W** Find the word 'signpost' on page 10. Remind the children that long words can sometimes be split into two shorter ones (compound words). Find and read the two shorter words within 'signpost'.

Strategy check

Remind the children to use their knowledge of sounds and familiar letter strings to work out new words.

Independent reading

- C** (**Questioning, Clarifying**) When the children read a riddle, encourage them to pause and try and work out the answer before reading on. Talk about possible answers together.
- W** When children meet new words, encourage them to use phonics, context and known words to work them out, e.g. 'danger-ous'.
- Praise the children for fluent, confident reading.
- C** (**Summarising**) Ask children to say what the story is about in no more than four sentences.

Assessment Check that children:

- can use knowledge of word structure to support reading.
- can give some reasons why things can happen.

Returning to the text

- C** (**Questioning, Clarifying**) Talk about the links between the real world (telling riddles) and the adventure (finding Riddle Mountain).
- C** (**Clarifying**) Ask: *Why did Chip show the stone to Hong?*

C (*Clarifying*) Ask: *Why didn't Ty know the direction to Riddle Mountain?*

C (*Summarising, Imagining*) Ask: *What was the scariest danger they meet? Would you have enjoyed floating in an enormous bubble?*

C (*Prediction*) Ask: *What do you think will happen in part two?*

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 7, ask the children to find two words that have a double consonant before '-le' ('riddle', 'puzzle').

- Together think of and list words that rhyme with 'riddle', e.g. 'middle', 'fiddle', 'twiddle', and words that rhyme with 'puzzle', e.g. 'muzzle', 'guzzle'.
- List some more words with a double letter before '-le', e.g. 'kettle', 'muddle', 'cattle'. Find rhyming words if there are any.
- Work in pairs to practise spelling words with the double consonant '-le' pattern.

Assessment Were the children able to remember that there was a double consonant in each spelling pattern?

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

C (*Clarifying*) Use the riddles in the story to show how the words and sentences can mean more than one thing.

- Begin with 'The more it dries, the more it gets wet' on page 9. Remind the children that the answer is a towel. Invite a child to explain why it gets wet the more it dries.
- On page 17, ask a child to explain the two interpretations of the phrase 'Write down how much I weigh.'
- Talk about the riddle on page 22 and page 31 in the same way.

Assessment Do the children recognise that some words and phrases can have more than one meaning?

Objective Engage with books through exploring and enacting interpretations.

- In groups ask the children to think up some riddles of their own.
- Encourage them to think of words that have two meanings and to work out a riddle based on the words, e.g. 'mine', 'bank', 'bar', 'bark', etc. They could look at word banks or dictionaries to help.
- When groups have thought of a riddle, invite them to challenge the rest of the class to work it out.

Assessment Do the children compose a riddle that is plausible?

Speaking, listening and drama activities

Objective Ensure that everyone contributes.

- Use a circle time format to enable children to know when it is their turn to speak. You can use a toy or other symbol to pass around the circle. The person holding the toy is the only one allowed to speak.
- Talk about the story as a computer game with problems to solve.
- Ask the children to talk about their favourite games or computer games.
- Encourage them to describe the point of the game and say what they like about it. Ask: *How do you win? What do you do if you get stuck?*

Assessment Did each child contribute?

Writing activities

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

Write simple and compound sentences.

- Practise describing a location in the school or the playground without mentioning its name, e.g. you can see over everyone's head from the top (climbing frame).
- Ask the children to work in pairs to write three clues to locations around the school. Read the clues aloud to see if other children can solve them.
- Remind the children to write the clues as sentences.
- Decide how you could lay a trail of clues to create a treasure hunt for another class.

Assessment Do the children punctuate their clues using question marks where appropriate?

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