

The Riddle Stone Part 2

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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, Chinese, dangerous, desert, first, forest, half, riddle, scary, statue, strange, white, whizzed</p> <p>C = Language comprehension</p> <p>W = Word recognition</p>
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Group or guided reading

Introducing the book

- C** (**Summarising**) Talk about what happened in *The Riddle Stone, Part 1*. Ask: *How did it end?*
 - Read the blurb on the back cover to find out more about the story.
- C** (**Prediction**) Look through some of the pictures, and ask the children to predict what might happen.
- W** Remind the children that adding 's' is the usual way to make words into plurals. Find two words ending in 's' on page 7. Ask the children to say what the word would be without an 's' at the end. Find more on page 10.

Strategy check

Remind the children to use the punctuation to read with expression, noticing speech marks that denote dialogue.

Independent reading

- C** (**Questioning, Clarifying**) Talk about the riddles as the child reads them. Ask the child to explain the answers to the riddles.
 - Encourage them to take time to explore and talk about the pictures.
- 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: *How would you feel if you were with the children when they met the stone statue?*
- W** Notice plurals with 's' as you read. Each time, ask the child to say what the word is without 's'.
 - Praise the children for confident reading.
- C** (**Summarising**) Ask children to say what parts 1 and 2 of the story are about in no more than six sentences.

Assessment Check that children:

- can recognise words with 's' for plurals
- can explore how particular words are used.

Returning to the text

- C** (*Clarifying*) Ask children to describe the characters the children meet on their journey.
- C** (*Clarifying*) Ask: *Why did Ty know the answer to the Wolf Woman's riddle?*
- C** (*Prediction*) Ask: *What do you think will happen to Ty after the story?*

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** Ask the children to scan the story for words ending with '-ed', e.g. 'looked', 'glinted', 'snapped', 'asked'.
 - Ask the children to record the words they find in a list.
 - Read the list together.
 - Ask each child to choose six words to learn to spell.

Assessment Were the children able to spell six words with '-ed' endings and recognise all the phonemes in each word?

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

- C** (*Questioning, Clarifying*) Ask the children to say what they thought about this story. Ask: *Did you like having part two of a story or did you forget what had happened in part one? Would you choose to read a book with a second part again?*
- C** (*Summarising*) Compare the two books, part 1 and part 2. Ask: *Which book was more exciting? Which book did you like more?* Ask the children to find the part of the book they liked most and tell you about that incident.
 - Read the last page of part 1. Ask: *Did this page make you want to read part two?*
 - Read the first page of part 2. Ask: *Did this page make sense to you, or did you have to look back at part one to remind you of what had happened before?*

Assessment Are the children able to give their own opinions about the whole story and support them?

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

- C** (*Clarifying*) Read the riddle on page 13 with the children. Invite children to explain the answer on page 14.
 - Working in pairs, ask the children to look for a riddle in the story, discuss it and then explain the riddle to another group.
 - Praise the children for explaining the riddles clearly.

Assessment Could the children explain what the riddles mean?

Speaking, listening and drama activities

Objective Adopt appropriate roles.

- Discuss what the story tells you about the character of Ty.
- Ask the children to talk with a partner and imagine more details about Ty, e.g. his home, his family, why he wants to be the Riddle Maker, what he thinks about Biff, Chip, Hong and the magic key.
- Ask volunteers to take on the role of Ty and sit in the 'hot seat'.
- Invite children to ask Ty questions to try to learn more about him.

Assessment Do the children build an interesting character for Ty?

Writing activities

Objective Use question marks.

- Talk about the main events in this story.
- Ask the children to help you to make a list of the most common question words, e.g. 'who', 'why', 'what', 'when', 'how', 'where'.
- Ask them to work independently or in pairs to write one question about the story beginning with each of the words in the list. Remind them that each question must end with a question mark.
- Take turns to read the questions aloud and ask the other children to answer them.
- Ask the children to use the computer to type their questions. Use the spell check and grammar check to make sure that questions are accurately written.
- Print and create a quiz book about this story.

Assessment Do the children ask questions that can be answered by the story? Do they use question marks?

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