

Roman Adventure

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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>because, bread, buy, could, cooked, four, heavy, know, laugh(ed), little, model, nothing, one, oven, people, pizza, Romans, soldiers, some, there, these, took, want, watch, were, what, where, who, work, would, wrong</p> <p>C = Language comprehension</p> <p>W = Word recognition</p>
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Group or guided reading

Introducing the book

- C** (**Prediction**) Read the title, talk about the cover picture and read the blurb on the back. Look at the picture, and ask: *Who do you think the man is? What is he eating?*
- C** (**Prediction**) Briefly look through the pictures and ask the children to say what they think will happen.
- C** (**Clarifying**) Ask the children to say whether they think the story is set in the present or the past and give their reasons.
- C** (**Clarifying**) *What do you know about the Romans? Where is Rome?*

Strategy check

Remind the children to reread a sentence if it does not seem to make sense.

Independent reading

- Ask the children to read the story. Remind them to use phonics and the sense of the sentence to work out new words. Praise children for reading silently with concentration, and for reading aloud with expression.
- C** (**Summarising**) Ask the children to explain why the Roman Emperor was eating pizza.

Assessment Check that children:

- read independently and with increasing fluency longer and less familiar texts
- know how to tackle words that are not completely decodable
- 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**) Turn to page 5, and ask: *Why do you think Biff laughed and said that the Romans didn't have pizza?*
- C** (**Questioning**) Page 13: *Why did a chariot driver have to be strong to race chariots?*
- C** (**Imagining**) *Why do you think chariot racing was dangerous?*
- C** (**Summarising**) Page 26: *Why did Mark have a banner on his chariot?*

- W** Go back to page 12. Find 'pretended'. Say it in syllables: pre–ten–ded. Together, practise spelling the word.
- C** (*Predicting, Imagining*) What do you think Mrs May will say when she sees the banner on the chariot?

Group and independent reading activities

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

- C** (*Questioning*) Read pages 2 and 3 again. Ask the children to explain what a chariot was. Ask them to tell you three facts about chariots from these pages. Read pages 30 and 31 to find out about the Emperor. What do you understand about an Emperor from these pages? Use a dictionary to find the definition of 'Emperor'.

Assessment Could the children use the context to form an impression of the meaning of the words 'chariot' and 'Emperor'?

Objective Draw together ideas and information from across a text.

- C** (*Questioning*) Ask the children to scan the pictures to find evidence that this story is set in the past. *What can you see on pages 8 and 9 that suggest this story is set in the past? What can you find on page 14?* Ask the children to tell you their ideas. Make a list of clues that show this story is set in the past.

Assessment Could the children find evidence that the story is set in the past?

Objective Spell with increasing accuracy, drawing on knowledge of spelling patterns.

- W** Ask the children to scan the text, looking for words ending in '-er': 'supper' (page 4), 'brother' (page 10), 'driver' (page 12), 'baker' (page 14), 'father' (page 16), 'mother' (page 18) 'banner' (page 26). Make a list. Practise spelling words in the list by saying all the letters, then covering the word and spelling it or writing it. Then uncover the word to check that they were right. Ask the children to work in pairs. Ask them to take turns to ask their partner to write one of the words, then change roles. They should check each word after writing it.

Assessment Did the children learn to spell the words correctly?

Objective Engage with books through exploring and enacting interpretations.

- C** (*Imagining, Clarifying*) Ask the children to think about selling pizzas to people who have not seen them before. Ask the children what they like about pizza and to imagine standing in the street or at a market stall calling to passers-by. Ask them to suggest what you might say, e.g. 'Try a pizza! Fresh bread with tasty toppings! Choose cheese, ham or salami! Try a slice!'. Make a list of sentences to call out. Ask volunteers to 'sell' the pizzas and others to walk past them. What might the customers say? Act out the scene. Let other children have a turn.

Assessment Could the children think of appropriate things to say? Did they become involved and act out the scene?

Speaking, listening and drama activities

Objective Work effectively in groups by ensuring that each member takes a turn.

- C** (*Clarifying*) Ask the children to look at pages 18 and 19. Ask each member of the group to name the ingredients shown in the picture.
 - Ask one person to say how to begin making the pizza. Ask the next person to say what they would add next. Continue around the group until all the toppings have been mentioned and everyone has contributed.
 - Decide what happens next. Encourage the children to decide how they will package their pizza to keep it clean and unbroken.

Writing activities

Objective Use planning to establish clear sections for writing.

- **C** (*Clarifying, Imagining*) Use the ideas from the speaking and listening activity above. Ask the children to say what you need to make a pizza. Then think about what happens first. What happens last?
- Ask the children to work in pairs to write a recipe for making a pizza. Ask them to think about what to put in the 'You will need' list and the order that things are done. Ask them to make rough notes first and make corrections before writing the final version. Ask them to think about the pictures they might want to include and where these will be placed.

Assessment Could the children plan and write the recipe for making a pizza?

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