

Save Floppy!

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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, brother, completely, climb, frightened, giant, idea, laugh, pleased, powers, rescued, thought, treasure, once</p> <p>C = Language comprehension</p> <p>W = Word recognition</p>
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Group or guided reading

Introducing the book

- C** (**Summarising, Questioning**) Read the title and have a quick look through the pictures. Explain that this story is a sequel to *The Evil Genie*. Ask: *What happened in The Evil Genie? What happened at the end of the story? Were you sad?*
- C** (**Prediction**) Ask: *What do you think might happen in this story? Do you think this story will end happily?*

Strategy check

Find the word 'fault' on page 1. Ask a volunteer to read the word and suggest a strategy for working out its meaning.

Independent reading

- Ask children to read the story aloud. Praise and encourage fluent and expressive reading, and prompt as necessary.
- Encourage them to tackle unfamiliar words independently by using a variety of reading strategies.
- C** (**Summarising**) Ask the children to describe to a partner what happened in the story in no more than six sentences.

Assessment Check that children:

- use comprehension skills to work out what is happening in the story
- are able to segment 'completely' on page 22 into syllables.

Returning to the text

- C** (**Clarifying**) On page 1, ask, *How does the story pick up the plot of The Evil Genie?*
- C** (**Clarifying**) On page 5, ask, *Why does Biff say 'You wouldn't believe it'?*
- C** (**Clarifying**) On page 11, ask, *Why do Biff and Chip climb on a rock?*
- C** (**Clarifying**) On page 17, ask, *Why do you think Floppy had a contented look on his face?*
- W** On page 24, ask children to find the word 'valuable' and ask them to describe how they worked out the word and its meaning.
- C** (**Summarising, Clarifying**) At the end of the book, ask: *What did they all bring back? Why was Kipper glad the bottle didn't come back?*

Group and independent reading activities

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

You will need a flipchart with the list of unresolved problems from *The Evil Genie* activity, and a marker.

C (*Summarising, Clarifying*) Read the list of unresolved problems from the children's work on *The Evil Genie*.

- Ask: *What were the two major problems the characters had?*
- *Now that you have read Save Floppy! can you say what solutions were found to the problems listed?*
- *How does Save Floppy! end? Does it end with another cliffhanger or are all the issues resolved?*

Assessment Do the children recall the story of *The Evil Genie*?

Objective Use question marks. Explain their reaction to texts, commenting on important aspects.

W **You will need** to write the following question words on the board: 'What', 'Who', 'Why' and 'Whose'.

C (*Summarising, Questioning, Clarifying*) Ask the children to read page 1 of the story and discuss the story opening.

- Ask: *What information does the story opening give you? Why does the author need to summarise the previous story? How does the author create a sense of excitement?*
- Ask the children to read the passage aloud making it sound exciting and dramatic.

W Ask the children to turn each of the statements on page 1 into a question using the question words on the board.

- Ask them to write the statements as questions.

Assessment Are the children able to understand why the author makes references to the previous story? Do they write each question correctly, beginning with a capital letter and ending with a question mark?

Objective Read high and medium frequency words independently and automatically. Spell with increasing accuracy and confidence, drawing on knowledge of word structure and spelling patterns.

W **You will need** photocopied sheets of:

hung on		waited		grasped
roared	shouted		rushed	
frightened		terrified		scared
shouted	yelled		said	
called		visited		shouted

- Ask the children to read page 12 of the story and choose the synonym that best matches the word in bold.
- Remind children to think about context before making their decision.

Assessment Do the children reread each sentence with the alternative synonym to check for meaning?

Speaking, listening and drama activities

Objective Adopt appropriate roles in small groups and consider alternative courses of action. Present part of a story for members of their own class.

You will need the following props (optional): a bottle, a big box, a key, two T-shirts, three turbans, a hat with ears; special effects or appropriate music.

- Discuss with the children the character of the evil genie. Ask: *How would he speak? How would he move?*
- Ask the children to work in groups of six and allot the roles of the evil genie, Chip, Biff, Floppy, Kamar and Hassan.

- Ask the children to act out Chip's trick to get the evil genie back into the bottle (pages 20–29).
- Challenge some groups to consider how the incident might have been different if there had been something in the chest.

Writing activities

Objective Draw on experience and knowledge of texts in deciding and planning what and how to write. Write simple and compound sentences and begin to use subordination in relation to time and reason.

You will need photocopies of A4 sheets laid out as below, leaving spaces for the children to write a paragraph for the answers:

The Evil Genie

Save Floppy!

Who are the characters?

Who are the characters?

What happened?

What happened?

How did the story end?

How did the story end?

- Ask the children to answer the questions under each heading.
- Encourage them to write about which story they liked best and why, e.g. 'I liked... because...'

Assessment Do the children use different sentence structures?
Do they use logical information for each paragraph?

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