

## The Scarf

Teaching Notes Author: Gill Howell

<p><b>Comprehension strategies</b></p> <ul style="list-style-type: none"> <li>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></li> </ul>	<p><b>Decodable words</b></p> <p>boy, came, children, coats, good, had, help, her, liked, long, made, make, not, off, out, pond, pull(ed), put, ran, rope, safe, scarf, scarves, shouted, sorry, stop, threw, took</p> <p><b>Tricky words</b></p> <p>Anneena, couldn't, dangerous, everyone, frightened, frozen, ice, idea, knitting, park, some, what</p> <p><b>C</b> = Language comprehension <b>W</b> = Word recognition</p>
--	---

### Group or guided reading

#### Introducing the book

- C** (*Questioning, Clarifying*) Look at the cover and discuss what the children are wearing and why.
- W** Read the title. Encourage the children to segment the word 'scarf' into phonemes ('s-c-a-r-f').
- W** Point out the word 'knitting' on page 1. Talk about the silent letter 'k' and other words with a silent 'k', such as 'knot' and 'knee'.
- C** (*Prediction*) Ask them to say what they think might happen in the story.
  - Look briefly through the story to confirm the children's ideas.
  - Use some of the high frequency words as you discuss the story.

#### Strategy check

Remind the children to sound the letters to help them work out new words.

#### Independent reading

- Ask children to read the story aloud. Praise and encourage them while they read, and prompt as necessary.
- W** As you listen to individual children, encourage them to use the letter sounds to work out context words.
  - If children have difficulty reading 'dangerous' on page 12, help them to notice the word 'danger' within the word.
- C** (*Questioning, Clarifying*) On some of the pages, ask them to say what is happening and why in their own words.

**Assessment** Check that children:

- track text matching letters to sounds
- use phonic knowledge to sound out and blend the phonemes in words, particularly the decodable words.

#### Returning to the text

- C** (*Questioning, Clarifying, Imagining*) Check their understanding and clarify any misunderstanding by asking a variety of questions that require recall, inference and deduction such as: *Why did Anneena wear her scarf to the park? Why couldn't Anneena's mum go onto the ice? Who thought of making a rope? What might you have done in the same situation?*

- W** On page 9, ask the children to find 'frozen' and segment it into phonemes ('f-r-o-z-e-n').
- W** Find the word 'frightened' on page 15 and demonstrate how to segment it into phonemes (f-r-igh-t-e-n-ed) to help them read it.
- C** (*Summarising*) Ask children to retell the story in two or three sentences.

## Group and independent reading activities

**Objective** Recognise automatically an increasing number of high frequency words.

**You will need** to write pairs of sentences from the story on the board. Replace a word in each sentence with one from a different sentence, e.g.

It was a scarf day.  
 Anneena put on her cold.  
 What a pond scarf!  
 They went to the long.  
 The pond was up.  
 Some children ran frozen.

- W** Ask the children to read the sentences and rewrite them with the correct words in place.

**Assessment** Do the children reread the sentences to check they make sense after they have substituted words?

**Objective** Read and spell phonically decodable two-syllable and three-syllable words.

- W** Discuss Anneena's scarf with the children, e.g. 'It is very long and made in sections (stripes).'
- Ask the children to draw scarves made up of two and three sections.
- Ask them to look through the book and find words that 'fit' the scarves by writing a syllable in each section, e.g.

dang	er	ous
------	----	-----

**Assessment** Are the children able to find 9 two-syllable words and 3 three-syllable words?

**Objective** Identify the main events and characters in stories, and find specific information in simple texts.

- C** (*Summarising*) Talk with the children about who the main characters are in the story (the boy and Anneena).
- Discuss the differences between Anneena and the boy.
- Draw up a list of words that could be used to describe them, in two columns.
- Ask the children to write a sentence or sentences to describe Anneena, drawing information from the story, e.g. 'Anneena is kind because she wanted to help the boy.'
- Repeat for the boy, e.g. 'The boy was silly because he went on the ice.'

**Assessment** Do the children use evidence from the text to support their character descriptions?

## Speaking, listening and drama activities

**Objective** Explore familiar themes and characters through improvisation and role-play.

- Invite children, in turn, to take the role of Anneena.
- Encourage the other children to be reporters from a newspaper asking 'Anneena' questions about what happened at the pond, using 'why' and 'how' to start their questions.

## Writing activities

**Objective** Group written sentences together in chunks of meaning or subject.

- Ask the children what the two settings are in the story (Anneena's home, the park).
- Ask the children to draw quick illustrations showing the settings.
- Ask them to write sentences describing what happened in each setting under their sketches.

**Assessment** Do the children separate the events in the two settings?

**Oxford**  
**OWL**

**For teachers**

Helping you with free eBooks, inspirational resources, advice and support

**For parents**

Helping your child's learning with free eBooks, essential tips and fun activities



**[www.oxfordowl.co.uk](http://www.oxfordowl.co.uk)**