

A Sea Mystery

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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>Barnacle, Captain, cough, fishing, Flounder, little, lollypop, nervously, oar, one, row, Shrimp, stew, strange, Turbot, were, where, windy</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 mystery?*
- C** (*Prediction*) Look through some of the pictures, and ask the children to predict what might happen. Notice where the magic key adventure begins (page 12), and how the setting changes on pages 12–31.
- C** (*Prediction*) Ask the children to predict where everyone will be at the end of the story. Turn to page 32 to check.
- W** Find the words ‘Ship’s Chandler’ in the illustration on page 2. Explain that a ship’s chandler is where sailors can buy the things they need for their boat.

Strategy check

Remind the children to reread sentences to check for sense.

Independent reading

- C** (*Clarifying*) Talk about the events on each page as the children read. Encourage them to take time to explore and talk about the pictures.
- C** (*Prediction*) Ask the children to say what might happen next.
- W** When you meet new words, use phonics and known words to work them out, e.g. ‘ex–c–u–se’.
 - Praise the children for confident reading.
- C** (*Summarising*) Ask children to say what the story is about in three or 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*) Ask: *What did Kipper want to buy? Why do you think he wanted to buy it?*
- C** (*Clarifying*) Ask: *How did the children feel about the adventure when it first began?*

C (*Clarifying*) Ask: *How do they feel about the adventure when it ended?*

C (*Imagining*) Ask: *How would you feel in this adventure?*

Group and independent reading activities

Objective Know how to tackle unfamiliar words that are not completely decodable.

W Work together to make a list of words with five letters from the story, e.g. 'dusty', 'model', 'boats', 'after', 'knows', 'never'.

- Read the list together, then separate and count the phonemes in each word, e.g. d–u–s–t–y (5 phonemes); b–oa–t–s (4 phonemes); kn–ow–s (3 phonemes).
- Cover or hide the list and ask the children to write given words, or to spell them to you.
- Praise the children for spelling words correctly.

Assessment Were the children able to recognise all the phonemes in each word?

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

C (*Questioning, Clarifying*) Ask: *How does the title let us know where the story is set?*

- Look at the things in the shop on page 3, and ask: *How does this shop fit the seaside setting?*
- On page 7, ask the group to find a phrase that tells us that the children were still by the sea ('sat on the sea wall').
- On page 11, the setting changes. Ask: *Where are the children now?* Find the exact words ('home', 'Biff's room').
- On page 12 ask: *Where did the magic take them?* Find the exact words ('out to sea').
- Ask: *What did Biff say about the setting on page 14? How does the setting change on page 15?*
- Invite children to describe to you the setting of the story when the children are in the water using descriptive words.

Assessment Can the children find information in the text quickly and easily?

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

W Ask the children to work in pairs to scan the text and find words that have something to do with ships and boats.

- Ask them to make a list of the words, e.g. 'cabin', 'crew', 'rope', etc.
- Invite them to tell you what the words mean, encouraging them to use the context of the text to help them.
- Any words they don't know, encourage them to use a dictionary to find out.

Assessment Could the children locate the nautical words?

Speaking, listening and drama activities

Objective Work effectively in groups.

- Ask the children to work in groups to compare the sea at the beginning of the story with the sea on pages 23–24. Ask: *Which setting would you feel safer in? What dangers might there be in each setting? Can you say why?*
- Invite groups to present their arguments to the rest of the class.
- Back in their groups, ask children to think about the best and most exciting setting for a sea mystery. Ask them to discuss together, drawing on their own experiences of calm and rough seas.
- Invite groups to describe their setting to the rest of the class.

Writing activities

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

Make adventurous word and language choices appropriate to the style and purpose of the text.

- Ask the children to imagine being on a boat in a rough sea.
- Ask them to list words about the weather and the sea, e.g. 'wind', 'rain', 'clouds', 'waves', etc.
- Then ask them to add an '-ing' word to each of the nouns, e.g. 'wind howling'; 'rain lashing', 'clouds skimming', 'waves crashing', etc. Discuss all the suggestions.
- After that, ask them to add an adjective to each phrase, e.g. 'icy wind howling', etc.
- Finally, ask them to write three or four sentences describing what it might be like on board a boat in bad weather.

Assessment Do the children make imaginative word choices?

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