

The Steel Band

Teaching Notes Author: Thelma Page

<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>Decodable words</p> <p>and, as, band, bang, came, can, clap, drum, feet, grand, hand(s), help, hit, in, is, it, man, my, name, play, sang, sing, song, Stan, tap, up, us, Wilf, with</p>
	<p>Tricky words</p> <p>a, all, children, don't, everyone, he, I, now, put, said, to, their, want(s), wanted, what, who, you, your</p>
	<p>C = Language comprehension</p> <p>W = Word recognition</p>

Group or guided reading

Introducing the book

- C** (**Clarifying**) Read the title and look at the instruments in the picture.
Ask: *What do these instruments sound like? Have you heard a steel band play?* Talk about the sound that a steel band makes. Read the blurb on the back cover.
- W** Check that the children can read the words listed on the back cover.
- C** (**Prediction**) Ask the children to say what might happen in the story. *Do you think the children might get a chance to play in the steel band?*

Strategy check

Remind the children to use letter sounds to work out new words.

Independent reading

- Ask the children to read the story aloud. Praise and encourage them while they read, and prompt as necessary.
- C** (**Summarising**) Ask the children to explain what happened at the end of the story.

Assessment Check that children:

- recognise automatically familiar high frequency words
- apply phonic knowledge and skills as the prime approach to reading
- identify main events and characters in stories
- use syntax and context when reading for meaning.

Returning to the text

- C** (**Questioning**) Ask the children: *What was the name of the leader of the band? Where did you find the answer?*
- C** (**Questioning, Clarifying**) Ask: *Where were the children when they listened and joined in with the band? How can you tell?*
- C** (**Questioning, Prediction**) Ask: *Why do you think Mrs May had invited the band to play at the school?*

Group and independent reading activities

Objective Segment sounds into their constituent phonemes in order to spell them correctly.

W List words from the story with consonant blends, e.g. 'play', 'clap', 'hands', 'song', 'sing', 'band', 'drum', 'grand'. Read the words in the list, then cover the list. Select a word, e.g. 'grand', then ask a volunteer to separate all the phonemes in that word: 'g-r-a-n-d'. Count the phonemes as they are said. Repeat the phonemes and write them on the board. Choose another word and repeat this, but this time ask one of the children to write the word as others say the phonemes. Spell all the words in this way.

Assessment Were the children able to segment the words to help them to spell them?

Objective Distinguish fiction and non-fiction texts and the different purposes for reading them.

C (*Summarising, Clarifying*) **You will need** a collection of fiction and non-fiction books.

Ask the children what they have found out about steel bands from this story. *How would you describe the instruments? How are they played? Is this a book that will tell you all about steel bands, or a story that has a steel band in it?* Mention the terms 'fiction' and 'non-fiction'. Say: *Fiction books are stories, but what is non-fiction?* Ask the children to explain how non-fiction differs from fiction. Have several books available and ask them to say which ones they think are fiction and which are non-fiction. In the non-fiction books, point out, in particular, the contents, index page, diagrams and headings.

Assessment Could the children distinguish between fiction and non-fiction books?

Objective Identify characters in stories and find specific information in simple texts.

C (*Questioning, Clarifying*) Ask questions about the characters in the illustrations: *What is the name of the children's teacher? Which pages show her? How many children can you name on pages 8 and 9? Where is Kipper?* Ask the children to find the pages that show the caretaker. *What is he doing?* Ask the children to find the pages that show Stan. *How many times can you find him?*

Assessment Did the children identify characters correctly and find the right page in the book?

Speaking, listening and drama activities

Objective Explain their views to others in a small group.

C (*Questioning, Clarifying, Imagining*) Ask the children to explain what Wilf did when he had a turn playing the steel drum. *What did Stan say to Wilf on page 15?* Can the children tell you the names of other instruments that make a sound when you tap them? Ask each person to think about and explain which instrument they would like to play in a band or orchestra and why.

Writing activities

Objective Create short simple texts on paper and on screen that combine words with images.

C (*Questioning, Imagining*) Look at the picture on page 16 together.

Ask: *What are the dinner ladies doing?* Think of things from the kitchen that would make a sound when tapped. Ask the children to draw a picture of the dinner ladies making their own band by tapping on saucepans, baking tins, cups, etc. Ask them to write a sentence to match their picture. Some children could do this on the computer.

Assessment Could the children invent a 'dinner ladies band' and draw the scene?
Could they write a sentence about it?

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