

## The Stolen Crown Part 1

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<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>Tricky words</b></p> <p>become, castle, climb, guards, have, once, present, search, some, there, these, valuable, want, were, what, when, where, who</p> <p><b>C</b> = Language comprehension</p> <p><b>W</b> = Word recognition</p>
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### Group or guided reading

#### Introducing the book

- C** (**Prediction**) Look at the cover and read the title. Ask the children to say what they think the story might be about.
  - Read the blurb on the back page and look at some of the pictures.
- C** (**Questioning, Clarification**) Find the page where the magic key begins to glow (pages 8–9). Ask: *Where has the magic key taken the children? Why do you think it has brought them here?*
  - Find a picture of Prince Henry on page 13.
  - Find Lord Kent on pages 9 and 11.
- W** Turn to page 6 and use children’s phonic knowledge to work out ‘magnifying’.

#### Strategy check

Remind the children to use the sounds of letters to work out new words, and reread sentences to check for sense.

#### Independent reading

- C** (**Clarifying, Summarising**) Talk about the events on each page as the child reads.
- C** (**Clarifying**) Encourage the children to take time to look at the setting of the adventure and the characters’ clothes. Ask: *When do you think this part of the story happened?*
- W** Encourage children to use the sense of a sentence to work out unfamiliar words, e.g. ‘guards’ and ‘search’ on page 17.
  - Praise children for rereading sentences to check for sense.

**Assessment** Check that children:

- can use knowledge of word structure to support reading
- use comprehension skills to understand what is happening in the story.

#### Returning to the text

- C** (**Questioning, Clarifying**) Ask: *Why did Chip think the prince must be important?* (page 12).
- C** (**Clarifying**) Ask: *Why did Biff and Chip gasp when they saw the crown?* (page 18).
- C** (**Prediction**) Ask: *What do you think will happen in Part Two of the story?*
- W** Ask the children to find the word ‘sitting’ on page 13. Discuss how an extra ‘t’ is added to the root word ‘sit’ when it becomes ‘sitting’.

## Group and independent reading activities

**Objective** Spell with increasing accuracy and confidence, drawing on word recognition and knowledge of word structure and spelling patterns.

**W** Scan the text together for words ending in ‘-ed’, e.g. ‘wanted’ (page 2), ‘picked’ (page 5), ‘looked’ (page 6), ‘jumped’ (page 14), ‘shouted’ (page 21), ‘asked’ (page 23).

- Together make a list of the words found.
- Ask a volunteer to change the ending of the first word from ‘-ed’ to ‘-ing’, e.g. ‘wanting’. Ask the child to spell the ‘-ing’ word.
- Invite other children to change the word ending and spell the new word.
- Ask them to change ‘-ing’ to ‘-ed’ for the words: ‘waiting’, ‘wondering’, ‘searching’. Ask them to spell the new word.
- Praise the children for spelling correctly.

**Assessment** Are the children able to change the word ending and spell new words correctly?

**Objective** Engage with books through exploring and enacting interpretations. Explain ideas and processes using imaginative and adventurous vocabulary.

**C** (*Clarifying*) Ask the children to say why Chip gave away his magnifying glass. Ask them to find the page where it happened (page 11).

- Ask: *Why were people giving the prince presents?*

**C** (*Imagining*) Ask the children to discuss, in pairs, what present they would give a prince who is soon going to be king.

- Invite pairs to explain to the rest of the group their choice and why.

**Assessment** Do children make sensible choices thinking about who the prince is and his future role?

**Objective** Give some reasons for why things happen.

**C** (*Questioning, Clarifying*) Ask the children to work in pairs.

- Ask them to find the answers to these questions:
  - When had the castle fallen down? (page 1)
  - Why did Floppy dig in the ground? (page 4)
  - Why did Chip look at the bead through his magnifying glass? (page 6)
- Ask each pair to tell the group the answers to the questions.
- Ask them to find the exact words in the story.

**Assessment** Can the children find the reasons for events in the story?

## Speaking, listening and drama activities

**Objective** Ensure everyone contributes.

- With the children find the word ‘valuable’ on pages 6 and 18. Ask: *What did Chip think was valuable? What was not valuable?*
- Use a circle time format to enable children to talk in turn about something that is valuable to them.
- Make it clear that it does not need to be worth a lot of money to be valuable. It could be something that is very special to them.
- Encourage children to say what they value most at home.
- Remind children of the rule that only one person speaks at a time. You could pass round a toy so that everyone knows whose turn it is.
- Praise children for listening to each other attentively.

# Writing activities

**Objective** Write simple and compound sentences.

- Ask: *How does this part of the story end?* Read page 24 together.
- Ask the children to say why Biff said 'Now we are in trouble'.
- Talk through the main events of the story so far.
- Ask the children to write four or five sentences that tell the story in order.
- Invite each child to read their sentences aloud. Check that all the tenses are consistent and that the sentences make sense.

**Assessment** Do the children write accurate sentences using appropriate punctuation?

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