

## The Stolen Crown Part 2

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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>arrow, glass, guards, have, jewel, magnifying, prison, two, want, were, what, 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** (**Questioning, Summarising**) Talk about what happened in The Stolen Crown Part 1. Ask: *How did it end? Why were the children in trouble?*
- Read the blurb on the back cover to find out more about the story.
- C** (**Prediction**) Look through some of the pictures, and ask the children to predict how the story might end.
- W** Use the children's knowledge of phonics to work out new words by sounding out the phonemes, e.g. 'p-r-i-s-o-n'.

#### Strategy check

Remind the children to use the sounds of letters to work out new words, and reread sentences to check for sense. Encourage them to respond to punctuation to help them read with expressive voices.

#### Independent reading

- C** (**Clarifying, Prediction**) Talk about the pictures and story as the children read. Encourage them to make predictions and express their ideas about the story.
- Notice punctuation and talk about how it affects expression.
- Notice words within words, e.g. 'arrow' in 'narrow'; 'ear' and 'arch' in 'search'.
- Praise children for getting involved with the story and for making sensible comments.

**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** (**Clarifying**) Ask: *Why do you think Lord Kent insisted that the children stole the crown? Do you think the children stole it?*
- C** (**Clarifying**) Ask: *How important was the magnifying glass to the plot of the story? Tell me when it was used.*
- C** (**Summarising**) At the end of the book ask the children to describe the main events in no more than six sentences.

## Group and independent reading activities

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

**W** On pages 16 and 18, find the words 'biggest' and 'bigger'.

- Show the children how the word 'big' has been changed, with a double consonant and then either '-er' or '-est'.
- Together suggest other words that have double consonants when '-er' and '-est' are added, e.g. 'flat', 'hot', 'thin', 'wet'. Ask the children to add '-er' and '-est' to these words.
- Together think of words that do not have double consonants when '-er' and '-est' are added, e.g. 'cold', 'high', 'fast', 'kind' and 'thick'.
- Make lists of the words under the headings 'double consonant', 'single consonant'.
- Ask volunteers to close their eyes and practise spelling one of the words.

**Assessment** Are the children able to read and spell six words with '-er' and '-est' correctly?

**Objective** To explain their reactions to texts, commenting on important aspects.

**C** (*Questioning, Clarifying*) Ask the children: *Did you like reading a story in two parts? What did you like or not like about it?*

- Read the last page of Part 1 together. Ask: *What was it about the page that made you want to read Part Two?*
- Read the first page of Part 2. Ask: *Did this page make sense to you, or did you have to look back at Part One to remind you of what had happened before?*
- Ask: *Would you choose to read a book with a second part again?*
- Compare the two books, Part 1 and Part 2. Ask: *Which book was more exciting?* Ask the children to find the part of the book they liked most and tell you about that incident.

**Assessment** Can children support their answers with evidence from the story?

**Objective** Give some reasons why things happen and characters change.

**C** (*Clarifying, Imagining*) Ask the children to describe the character of Lord Kent in the first part of the story. Ask: *Was he a good character? Was he supportive of the prince?*

- Ask: *What was he like in the second part of the story? Why did he change? What did he want to be?*
- Ask: *What would have happened if Lord Kent's plan had worked. What would have happened to Prince Henry? Do you think Lord Kent would have been a good king?*
- Talk about Chip's comment on page 23, 'You can't trust anyone'. Discuss what it must be like being a king. Ask: *Who would you trust?*

**Assessment** Do the children refer to the text to back up their opinions?

## Speaking, listening and drama activities

**Objective** To adopt appropriate roles in small or large groups.

- Make a list of the main characters in the magic key part of the story.
- Ask volunteers to be Lord Kent, Prince Henry, Biff, Chip and two guards.
- Reread the story from the beginning to page 12.
- Notice what each person says.
- Ask the children to act out the story using their own words.
- Praise children for acting in role and using appropriate dialogue.

# Writing activities

**Objective** Use question marks.

- Working as a group, suppose that the stolen crown was being investigated by the police. Think of the questions that they would ask each character in the story.
- Plan the questions for the form (What is your name? How old are you? Where do you live? Why were you in the palace?).
- Talk about all the questions together, and then ask children to write about six questions independently. Remind them to use question marks.
- Let each child read their questions out loud.
- Praise children for thinking of new questions.
- Check that each question has a question mark.

**Assessment** Do the children use question marks?

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