

Submarine Adventure

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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</i> 	<p>Tricky words</p> <p>aeroplane, amazing, engines, excited, huge, looked, muddled, oh, phew, properly, right, wrong, young</p> <p>C = Language comprehension</p> <p>W = Word recognition</p>
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Group or guided reading

Introducing the book

- C** (**Prediction**) Look at the cover and ask the children: *Where are the characters? Look at the children's faces. Are they enjoying this adventure? How do you know?*
- Ask the children to read the back cover blurb.

Strategy check

Remind the children to sound out words to work them out, and to reread sentences to check the context.

Independent reading

- Ask the children to read the story. Praise and encourage them while they read, and prompt as necessary.
- W** Encourage the children to use their knowledge of sounds and syllables to work out new words, e.g. 'explores'.
- W** Check that the children split the compound words, e.g. 'birthday', 'headlights', into their component parts.
- C** (**Clarifying**) Check that the children realise the words Professor Tangle mishears rhyme with the last words in the sentences spoken by the children.
- C** (**Summarising**) Ask the children to retell the story in four or five sentences, encouraging them to use high and medium frequency words.

Assessment Check that children:

- read the high and medium frequency words on sight
- understand what a fuse is on page 23
- use comprehension skills to work out what is happening in the story.

Returning to the text

- C** (**Questioning, Clarifying**) Ask children: *Why does the Professor ask the children to go onboard? Why does the Professor think that the children came in a plane? Ask the children to explain why the Professor gets muddled. Ask: Do you think the children knew they were going to get out of the cave just in time?*

- C** (*Imagining*) Ask the children to describe how it might feel to go down into the sea in a submarine. Ask: *Would it be dark or light in the deep sea? Would it be cold or warm?*
- C** (*Summarising*) Ask the children to retell the end of the story in one sentence.

Group and independent reading activities

Objective Spell with increasing accuracy and confidence, drawing on, for example, knowledge of word structure and spelling patterns, including common inflections.

- W** Write the word 'submarine' on the board. Discuss with the children that someone who works in a submarine is called a 'submariner'.
 - Ask the children to name some professions or job titles they know that have the same ending. Write the word 'sailor' on the board. Talk to the children about the use of the vowels 'o' and 'e' as a suffix for job titles.
 - Ask the children to think of different professions or jobs and use a word bank or dictionary to find job titles with '-er' and '-or' endings.

Assessment Do the children recognise the same sound has different spellings?

Objective Spell with increasing accuracy and confidence, drawing on, for example, knowledge of word structure and spelling patterns, including common inflections. Read high and medium frequency words independently and automatically.

- W** Ask the children to work in pairs and reread each page where the Professor mishears one of the children.
 - Ask them to write down what the child said and what the Professor thought he or she said.
 - For each, ask: *Can you think of another phrase with a rhyming word that the Professor could have thought he heard?* For example, on page 12 'You ate some stew...' instead of 'You flew...'
 - Explain that they can make up nonsense words that rhyme if they cannot think of another alternative.
 - Ask them to write down their ideas, then read them out to another pair of children.

Assessment Can the children read the high and medium frequency words without prompting? Can they think of words with the same sounds?

Objective Explain their reactions to texts, commenting on important aspects.

- C** (*Summarising*) Discuss the main setting of this story (the sea) with the children, and ask them to say which other stories they have read that have the same or similar settings.
 - Ask the children to look through *Mirror Island* and to list the similarities and differences between the story settings in that book and *Submarine Adventure*.
 - Ask: *Are the characters similar?* (children meet elderly man). *Is the storyline similar?* (find treasure but don't take it).
 - Ask: *Which setting did you prefer and why? Which is the most exciting setting and why?*

Assessment Do the children know other sea/treasure themed stories?

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

- C** (*Clarifying*) Ask the children in pairs to look through the book and find words that are to do with submarines and piloting them, e.g. 'diving machine', 'crew', 'hatch', 'engines', 'dive', 'button', 'lever', 'handle', 'switch', 'fuse', 'tool box'.
 - Record the children's suggestions on the board.
 - Invite children to read out a word and then tell you its definition.
 - Ask the children to draw an outline of a submarine and write the context words inside. Can they think of other words to do with submarines?

Assessment Do the children look at the story to give them ideas for new words?

Speaking, listening and drama activities

Objective Ensure that everyone contributes, allocate tasks, and consider alternatives and reach agreement. Adopt appropriate roles in small or large groups and consider alternative courses of action.

- Ask the children to sit close together in groups of three and imagine they are sitting inside a submarine.
- Ask the children to contribute a thought each about what they can see and hear, and how they feel.
- Next, ask them to imagine that something exciting happens, e.g. they see a shark, or go into a cave. Ask them to say how they feel now.

Writing activities

Objective Sustain form in narrative, including use of person and time.

- Ask the children to look through the illustrations in the story and focus on those from inside the submarine: pages 12, 13, 16 and 17, 24 and 25, 26, 27, 30, 31.
- Discuss how the children must have felt when they discovered the lights of the submarine didn't work (pages 22–27) and then when Professor Tangle fixed them by putting in a new fuse (page 28).
- Tell the children to close their eyes and imagine they are sitting in the submarine.
- Ask them to write a description of what they see in front of them.
- Children share their writing with the rest of the group.

Assessment Do the children write imaginatively? Do the children use punctuation correctly in their sentences?

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