

Swap!

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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>Decodable words</p> <p>bat, bike, black, found, good, had, help(ed), his, liked, mended, not, now, painted, put, silver, skateboard</p>
	<p>Tricky words</p> <p>broken, new, robot, swapped, wheels</p>
	<p>C = Language comprehension</p> <p>W = Word recognition</p>

Group or guided reading

Introducing the book

- C** (*Questioning, Clarifying*) Read the title and look at the cover with the children. Ask the children: *What happens when you swap something? What is Biff holding? What is Nadim holding?*
- C** (*Prediction*) Ask them to say what they think the story will be about.
 - Look briefly through the book to confirm the children's predictions.
 - Use some of the high frequency words as you discuss the story.

Strategy check

Remind the children to sound the letters to help them work out new words.

Independent reading

- Ask children to read the story aloud. Praise and encourage them while they read, and prompt as necessary.
- W** As you listen to individual children, encourage them to use the letter sounds to work out context words.
- C** (*Questioning, Clarifying*) On some of the pages, ask them to say what is happening and why in their own words.

Assessment Check that children:

- track text matching letters to sounds
- use phonic knowledge to sound out and blend the phonemes in words, particularly the decodable words
- use comprehension skills to work out what is happening in the story.

Returning to the text

- C** (*Questioning, Clarifying*) Check their understanding and clarify any misunderstanding by asking a variety of questions that require recall, inference and deduction such as: *What did Nadim do to the cricket bat? Why do you think he swapped the bat for a broken robot? What did he swap it for? Why do you think Biff swapped her skateboard?*
- W** Ask the children to find 'skateboard' in the text (page 8). Ask them to find the two words that make up the word: 'skate' and 'board'.
- C** (*Prediction*) Ask: *Do you think Nadim will swap the bike for something else?* (page 16)
- C** (*Summarising*) Ask children to retell the story in two or three sentences.

Group and independent reading activities

Objective Identify the constituent parts of two-syllable and three-syllable words to support the application of phonic knowledge and skills.

W Write the word 'painted' on the board.

- Count the syllables and show the children how the word 'paint' can be made by removing the word ending.
- Ask the children to see how many new words they can find that are part of two-syllable words in the story, e.g. 'broken', 'broke'; 'mend', 'mended'.

Assessment Do the children notice that words like 'looked', 'helped' and 'swapped' have one syllable?

Objective Identify the main events and characters in stories, and find specific information in simple texts.

You will need photocopied sheets of the following pictures drawn (or sourced electronically) randomly on the page: a bat, a robot, a skateboard and a bike.

C (*Questioning, Clarifying*) Ask the children: *How did Nadim get his bike?*

- Give children the sheets, and ask them to draw arrows to and from each item in the order they come in the story.
- Encourage them to write a sentence or caption about each one, e.g. 'Chip had a robot' or 'Wilma had a bike.'

Assessment Do the children recall the trail of events that led to Nadim getting the bike?

Objective Visualise and comment on events, characters and ideas, making imaginative links to their own experience.

C (*Questioning, Clarifying, Imagining*) Ask the children to look at page 1.

- Ask: *What do you think Nadim is saying to the man?* Establish that he is probably saying 'Could I have that bat, please?'
- Ask the children what it is best to do when they find something that is not theirs. Discuss the options depending on the scenarios.
- Ask: *Have you ever swapped a toy?* Talk about whether it is best to let an adult know first.

Assessment Can the children relate to what happens to Nadim in the story?

Speaking, listening and drama activities

Objective Explore familiar themes and characters through improvisation and role-play.

- In groups of five, give children the following character roles to play: Nadim, Nadim's dad, Chip, Biff and Wilma.
- Ask them to act out the story by saying what they think the characters say to each other and how they feel about their new toys.

Writing activities

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

- Ask the children to think about what Nadim does in the story. Ask the children: *What is Nadim like? Do you think Nadim is clever? Why? What does he look like?*
- Ask the children to draw a picture of Nadim and to write as many things as they can to describe his appearance and character around or under the picture.

Assessment Do the children choose an imaginative range of adjectives?

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