

The Treasure Chest

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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>air, blew, called, close, colours, dangerous, good, jellyfish, lengths, little, lovely, many, more, necklace, new, next, octopus, our, out, passed, pull(ed), push(ed), some, surprise, there, thought, treasure, were, what, who</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 front cover together. Ask the children what they think the story is about. Ask them to read the title and the blurb on the back cover. Ask the children: *What do you think will happen in the story? Do you think the children will meet an octopus?*

Strategy check

Remind the children to take note of punctuation and to read with expression.

Independent reading

- Ask children to read the story. Praise and encourage them while they read, and prompt as necessary.
- C** (**Clarifying**) On page 17, ask the children what is happening in the illustration. Ask them to read the word 'different' and say how this adventure is different.
- C** (**Clarifying**) On page 19, ask why the text says 'thought' instead of 'said'.

Assessment Check that children:

- read high frequency words with fluency
- use a variety of cues to decipher new words
- read with expression appropriate to the grammar and punctuation.

Returning to the text

- C** (**Questioning**) On page 32, ask: *Why were the children surprised to see the treasure chest in the tank? Do you think it was magic? Do you think Mum and Dad will think it was magic?*
- C** (**Summarising**) Ask: *What was the most exciting part of the story? On which page is it? What was exciting about it?*
- W** Explain that there are some words that sound the same but are spelt differently and have different meanings. Suggest they look at page 1 and find the word 'some'. Ask: *Who knows another word that sounds like 'some'? (sum). Write the word down. What does it mean?*
- W** In the same way, find the word 'there' on page 15 and ask for another word that sounds like 'there' (their). Do the same for 'new' on page 17 (knew). Discuss the meanings of all the words.

Group and independent reading activities

Objective Give some reasons why things happen.

- C** (**Questioning, Summarising**) Ask the children to think about three key things that happen in the story, and list them on the board, e.g. the children pass a swimming test; the children and Dad go shopping for more things for their fish tank; the children have an underwater adventure.
- Ask each child to choose one event and write a sentence explaining the reason why it happened using the word 'because'.
- Ask children to think up any questions they might like to ask the characters in the story. Discuss possible answers.

Assessment Do the children understand that using 'because' shows cause and effect?

Objective Draw together ideas and information from across a whole text.

- C** (**Clarifying**) **You will need** photocopies of the following list of sentences (with at least three line spaces between each sentence):

The magic began to work.

They saw an octopus sitting on a chest.

They swam up to the ship.

The children could swim underwater.

They saw a ship under the water.

The octopus swam away.

It was full of gold.

The children opened the chest.

- Give out the sheets to the children and ask them to cut them up and reorder them so they are in the correct sequence.
- Suggest that they stick the sentences down on another piece of paper.
- Ask the children to write a sentence that follows on from the last sentence in the sequence.

Assessment Can children order the sentences without referring to the story?

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

- W** Ask the children to look at the illustration on pages 18–19 and to say what colours they can see. Encourage them to write down the list of colours.

- Compile a list on the board asking for spelling suggestions.
- Ask: *Which words are trickier to spell, what will help us?* Encourage children to suggest different strategies.

Assessment Are children able to spell the common colour names?

Speaking, listening and drama activities

Objective Respond to presentations, commenting constructively. Present part of stories for members of their own class.

- Discuss how Chip and Wilma had to use sign language to warn Biff and Nadim about the shark.
- Ask the children to prepare and mime a short scenario in small groups, e.g. there has been an accident and they must call an ambulance; a person is struggling in a pool and the life guard rescues them. Remind them that they cannot speak.
- The children mime their prepared plays to an audience.
- Invite the audience to make constructive criticism on how well the children mimed their scene.

Writing activities

Objective Select from different presentational features to suit particular writing purposes on paper.

- Discuss the swimming test that the children took on pages 4–6 of the story.
- Ask the children to write some instructions explaining what the children had to do to pass the test.
- Note down some of their suggestions on the board using a numbered list, e.g.

The Swimming Test

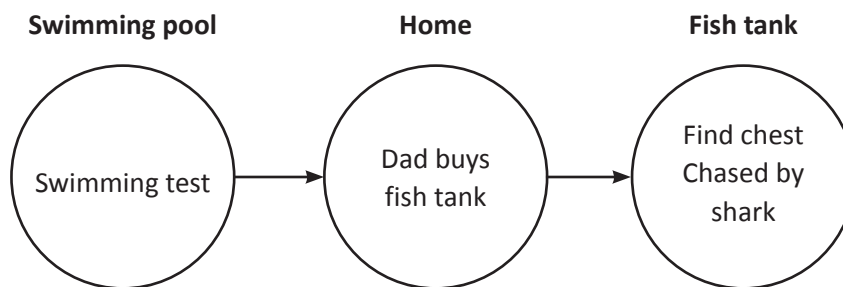
1. Jump into the pool.
2. Swim ten lengths.

- What other swimming activities could they add to the list? Ask the children to add these in the same instruction format.

Assessment Have the children produced a list of instructions?

Objective Use planning to establish clear sections for writing.

- Talk about the settings for the story: the swimming pool; the home; underwater in the tank.
- Explain that the children are going to make a plan that would help them to write a brief summary of the story.
- Show how to organise the information using circles and arrows and discuss in which setting the main events of the story occurred, e.g.



Assessment Are children able to use their plans to answer questions about the sequence of events in the story?

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