

## Vanishing Cream

Teaching Notes Author: Liz Miles

<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>Decodable words</b></p> <p>back, but, came, don't, had, help, her, him, his, home, house, made, out, put, ran, some, them, then, time, took, want, were, will</p> <p><b>Tricky words</b></p> <p>attacked, bedroom, bottle, climbed, computer, ironing, school, theatre, vanishing, washing, window, wizard, wrong</p> <p><b>C</b> = Language comprehension</p> <p><b>W</b> = Word recognition</p>
--	---

### Group or guided reading

#### Introducing the book

- Look at the cover illustration with the children. Discuss what is happening to Biff and Chip's hands.
- C** (**Prediction**) Read the title to the children, and ask them what they think will happen in the story.
- Look through the story and the illustrations, and point out any new words that might challenge the children, e.g. 'theatre', 'wrong', 'lazy'.

#### Strategy check

Remind the children to use their knowledge of phonics to work out new words.

#### Independent reading

- Ask the children to read the story. Praise and encourage them while they read, and prompt as necessary.
- W** Check they recognise the different spelling of the 'ae' sound in 'made' and 'May' on pages 4–5.
- C** (**Clarifying**) As you listen to individual children, ask them why some words have capital letters on page 5.
- W** Check the children can read and spell the long vowel sounds 'oo' in 'room' and 'took' on pages 6–7. Point out that though the words both have 'oo', they sound different.
- C** (**Imagining**) Ask the children to imagine how Biff and Chip would feel if the wizard turned them into frogs. Ask: *Would they be frightened? What would happen to them if they were frogs?*

**Assessment** Check that children:

- recognise increasing numbers of high frequency words
- identify the different parts of two-syllable words, e.g. 'washing'
- use comprehension skills to work out what is happening in the story.

#### Returning to the text

- C** (**Questioning, Clarifying**) Turn to page 12. Ask children: *Why are Chip and Biff washing up?*
- C** (**Clarifying**) Ask children to reread page 20. Ask: *What does the man mean when he says, 'I'm being attacked by the washing?'* Ask them to describe what is happening in the picture. Ask: *Where are Biff and Chip?*
- C** (**Summarising**) Ask children to describe what happened after Biff dropped the vanishing cream on page 14. Ask them to look at the pictures so that they get the events in the correct order.

## 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 'vanishing' on the board and discuss how it is made up of three syllables. Discuss a two-syllable word in the same way. Ask the children to find other two- and three-syllable words in the book. Ask them to draw lines dividing the syllables in each word.

**Assessment** Do the children count the correct number of syllables in the words?

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

**C (Questioning, Clarifying)** Ask the children to write four questions about things in the story, using 'What', 'Where' and 'How' to begin them.

Tell the children to swap their questions with a partner and find the answers in the story.

**Assessment** Do the children refer to the text and illustrations when answering the questions?

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

**C (Questioning, Clarifying)** Look at the illustrations of Wizard Blot's house and ask the children: *What can you see outside Wizard Blot's window? How is the setting different from the one in the play?*

- Ask the children to work with a partner and write three sentences to describe the setting of Wizard Blot's house. Encourage them to use a dictionary or word bank to help them find the words they need.
- Then ask them to write a few words saying how they would feel if they had to clean the house. Ask: *Have you had to tidy up after someone else?*

**Assessment** Do the children use information from their own experience?

## Speaking, listening and drama activities

**Objective** Interpret a text by reading aloud with some variety of pace and emphasis.

- Ask children, in turn, to read a page aloud from the story, adding emphasis and different voice tones for the characters. Remind them to vary the pace according to what is happening in the story and to look out for exclamation and question marks.
- Ask the class to suggest which was the most effective reading and why.

**Assessment** Do the children use appropriate intonation and changes of pace?

## Writing activities

**Objective** Write chronological and non-chronological texts using simple structures.

- Discuss how Biff and Chip caught the thief.
- C (Clarifying, Imagining)** Ask the children to imagine they have found a pot of 'vanishing cream'. Ask for ideas of what they would do with it.
- Ask them to choose one suggestion and write an imaginative description of what happened when they used it in this way. Ask them to write down the events in chronological order and to use full sentences.

**Assessment** Do the children write imaginative texts in chronological order?

**Oxford**  
**OWL**

**For teachers**

Helping you with free eBooks, inspirational resources, advice and support

**For parents**

Helping your child's learning with free eBooks, essential tips and fun activities



[www.oxfordowl.co.uk](http://www.oxfordowl.co.uk)