

Village in the Snow

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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>about, made, put, saw, time</p>
	<p>Tricky words</p> <p>adventure, Biff's, boy's, fight, Kipper's, lovely, mountains, Mrs, school, village, working</p>
	<p>C = Language comprehension</p> <p>W = Word recognition</p>

Group or guided reading

Introducing the book

- C** (**Prediction**) Discuss the cover illustration. Ask the children: *Where are the children? What are they thinking?*
- C** (**Clarifying**) Read the title together, look at the illustrations inside and identify any unknown words.

Strategy check

Remind the children to break down new words into syllables, e.g. 'toboggan' on page 10.

Independent reading

- Ask children to read the story aloud. Praise and encourage them while they read, and prompt as necessary.
- C** (**Questioning, Clarifying**) Ask questions to ensure that children follow the sense of the story.

Assessment Check that children:

- use their knowledge to attempt to read unknown words
- use comprehension skills to understand the events of the story.

Returning to the text

- C** (**Questioning, Clarifying, Summarising**) Ask the children: *What did Mrs May do after playtime? What happened when the children went into Biff's room? Where did the magic take them?*
- C** (**Clarifying**) Ask: *Which sentences tell us what the children did in the village? What was the little boy pulling?* Ask the children to find and say the word 'toboggan'.
- C** (**Clarifying, Summarising**) Ask: *What did the big boys do to the little boy? What happened to them in the end?*

Group and independent reading activities

Objective Identify the constituent parts of two-syllable and three-syllable words.

- W** Write the numbers '2' and '3' in columns. In teams, ask children to find a two-syllable word from the story, e.g. 'children', and write this under '2'. Do the same for a three-syllable word, e.g. 'toboggan'.
- Return to two-syllable words. Continue until all words have been found.

Assessment Can the children select words with the correct number of syllables?

Objective Use knowledge of common inflections in spelling.

W Display these words: 'pulled', 'pushing', 'looking', 'jumped', 'played'.

Ask the children to find the word 'pulling' on page 10. Can they identify the root word? Can they identify the ending?

- Ask children to write a sentence for each of the words above.

Assessment Do children's sentences use the correct tense of the verb?

Objective Recognise and use alternative ways of spelling the 'oa' sound.

W Write the words 'glow', 'coat' and 'home' on the board. Remind children that the words all have the same vowel sound but different spellings.

- Ask children to use a dictionary or word bank to find and list other words with the same spelling pattern.

Assessment Do the children discard words with the same spelling patterns but different vowel sounds, e.g. 'now'?

Objective Identify the main events and characters in the story.

C (*Questioning*) **You will need** sets of these word cards: Who? What? Where?

- Ask the children to work with a friend. Tell the children to take turns to pick a card and ask a question about an important event in the story. The other child then uses the book to find the answer.

Assessment Are the children able to scan the text to find their answers?

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

C (*Imagining*) Discuss what Biff, Kipper and the others did in the snow.

- Ask the children to close their eyes and visualise a time when they played in the snow. Ask them to describe their activity to a partner.
- Encourage the children to draw a picture and write a sentence explaining what they did in the snow.

Assessment Do the children sequence what they did in the snow effectively?

Do they vividly describe their activities?

Objective Select books for personal reading and give reasons for choices.

C (*Summarising*) Display the six Stage 5 books that the children have read. Ask volunteers to briefly summarise what each story was about.

- Ask the children to form groups according to their favourite story and discuss what it was about the story they liked. Choose a spokesperson to report back the group's reasons to the class.

Assessment Do the children refer to specific details of the plot and settings?

Do they compare and comment on common elements, such as the characters and the Magic Key structure?

Do they consider the overall effect of their favourite story?

Speaking, listening and drama activities

Objective Take turns to speak and listen to others' suggestions.

C (*Summarising*) Sit with the children in a circle and ask them what they think is the most important part of the story. Is it the village, the snow or the little boy? Ask them each to say one thing about the little boy and what happened.

Writing activities

Objective Make predictions showing an understanding of ideas, events and characters. Use key features of narrative in their own writing.

C (*Imagining, Prediction*) Ask the children, in pairs, to brainstorm ideas for a new story within the context of the snowy village.

- Using some of the words in the story, and some of their own, ask the children to write a few sentences of their story. If necessary provide a story starter: 'The children were playing in the snow.'

Assessment Do the children come up with imaginative ideas?

Do their sentences flow so that the story makes sense?

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