

The Weather Vane

Teaching Notes Author: Gill Howell

<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>an, back, be, but, cab, came, crane, had, man, over, roof, site, take, took, van, vane</p>
	<p>Tricky words</p> <p>building, careful, idea, jump(ed), photograph, weather, what</p>
	<p>C = Language comprehension</p> <p>W = Word recognition</p>

Group or guided reading

Introducing the book

- C** (*Clarifying, Prediction*) Read the title and talk with the children about what a weather vane is, and where it is usually found. Ask them to speculate how Wilma could jump over a weather vane.
- W** Look through the story and point out the words 'building site', 'crane', 'photograph' and 'weather vane'.
 - Look through the book, talking about what happens on each page. Use some of the high frequency words as you discuss the story.

Strategy check

Remind the children to use the phoneme sounds to help them read new words.

Independent reading

- Ask the children to read the story. Praise and encourage them while they read, and prompt as necessary.
- W** On pages 4 and 5, point out the words 'van' and 'vane'. Ask the children to explain how the final 'e' in 'vane' affects the vowel sound.
- C** (*Summarising*) Ask children to retell the story in just two or three sentences.

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** (*Prediction, Questioning, Clarifying*) Check their understanding and clarify any misunderstanding by asking a variety of questions that require recall, inference and deduction such as: *Where did Dad take Wilf and Wilma?* (page 1) *What do you think Dad's idea might be?* (page 7) *Why did they take a photograph?*

Group and independent reading activities

Objective Recognise and use alternative ways of spelling the phonemes already taught, e.g. that the 'ae' sound can be spelt 'a-e'.

- W** Talk about the sound 'ai' makes and ask the children to think of a word with that vowel phoneme sound, e.g. 'rain'.

- Ask children to identify and write any words in the text that use the ‘a–e’ spelling for the ‘ai’ phoneme (‘crane’, ‘take’, ‘came’, ‘vane’).
- Make a table with two headings ‘ai’ and ‘a–e’ and compile lists of words following the relevant spelling pattern.

Assessment Do the children note that the spelling pattern ‘–ay’ has the same sound?

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

You will need to write the following questions on the board:

Why did they go to the building site?

What did Dad do?

What did Wilf and Wilma do?

What did the crane do?

C (*Questioning, Summarising, Imagining*) Read through the questions with the children and invite them to give you answers, referring to the story where possible.

- Ask them to write a sentence to answer each question.

Assessment Do the children find the relevant pages quickly and easily?

Do the children use capital letters for the start of their sentences, as well as for names?

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

C (*Questioning, Imagining*) Ask the children to work with a partner. Tell them to look through the book at the illustrations and to imagine what the characters are saying to each other, e.g. ask: *What might Dad be saying on page 1? What might Wilma say to the man in the crane on page 3?*

- Provide the children with paper speech bubbles and ask them to add what the characters say to the story.

Assessment Do the children use the information in the text and illustrations to empathise with the story characters?

Speaking, listening and drama activities

Objective Ask and answer questions, make relevant contributions, offer suggestions and take turns.

- Invite the children to describe to you what Wilma, Wilf and Dad are wearing at the building site and why.
- Discuss reasons for wearing certain things at different places and for performing different activities.
- Ask individual children to imagine and describe what they would wear for a particular activity, e.g. riding a bike, going swimming, going rock climbing, going on a boat, without saying what the activity is.
- The other children guess what the activity is.

Writing activities

Objective Find and use new and interesting words and phrases.

- Discuss the outcome of the story.
- Explain that Wilf decides to send his photograph into the local paper. The paper decides to publish the photograph as a joke for its readers.
- Ask the children to write a heading for the photograph and then write a couple of sentences explaining how Wilma managed to jump over the weather vane.
- Discuss any outlandish ideas and eye-catching headings, perhaps referring to the ‘Cow jumped over the Moon’ nursery rhyme.
- Write a starter sentence, e.g. “Wilf and Wilma played a trick.”
- Ask the children to draw four things that happen in the story and join them with arrows to show the right order.

Assessment Do the children write imaginatively and use effective vocabulary?

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