



Fiction

Oxford Level 12 Pack B

Dads Win Prizes

Author: Debbie White

Range: Story in a familiar setting

Theme: Cookery

Teaching Notes authors: Thelma Page and Gill Howell

Synopsis

Jackie Green's dad is an excellent father in every way, but he cannot bake cakes. Jackie wants him to keep trying when she hears that a bike is the prize in a best cake competition. Jackie's dad even goes on television to try to learn to bake cakes.

Group or guided reading

Introducing the book

- Read the title and the blurb on the back cover. Look at the picture on the front. Ask: *Do you think Jackie's dad can win the competition?*
- Look through the pictures briefly to get an impression of what happens. *What kinds of things can go wrong when you are cooking?*

Strategy check

- On page 5, ask the children to find 'disguising'. *What does 'disguise' mean?*
- Find three adverbs on page 12 ('smugly', 'carefully', 'loudly'). Ask the children to notice how they affect the way the text is read aloud.
- On page 6, find 'dentures'. Ask someone to explain what dentures are.
- Find 'audience' on page 40. *Do you know any other words that begin with 'aud'?* Use a dictionary to find the words 'audible', 'audition' and 'auditorium'. Explain that 'audi' comes from a Latin word 'audire' meaning 'to hear'. *What have all these three words to do with hearing?*

Independent reading

Focus: Explain that you want the children to think about this question while reading: *How does punctuation help us to read with expression?*

- Ask the children to read the story independently. Listen to individuals read aloud to you.
- Ask the children to say what they have found out about Jackie's dad in the part they have read so far. *What did her dad do well?*
- Notice whether children are aware of punctuation and use it to read with expression.

Returning and responding to the text

- Ask the children to say which punctuation marks they think are most important when they are reading. *Which ones help us to read aloud with the right expression?*
- Ask them to find page 9. Ask a volunteer to read the last sentence on this page. *Which punctuation marks did you notice? (commas)*

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- Find the last sentence on page 13. *What punctuation marks do you notice? How will they change the way you read?* Ask a volunteer to read, showing that they have noticed the comma and the exclamation mark.
- Turn to page 32. Find the colon on line 3. *What does this mean? How does it affect the way we read?* Ask a volunteer to read this sentence aloud.
- *Why did the author use two exclamation marks after 'fail'? How would you read that sentence?*
- Ask the children to say which part of the story they liked best.

Speaking and listening activities

- Read Chapter 7 to the group or class.
- Make a list of the main events in this chapter.
- Ask the children to work in pairs to plan how to retell this chapter. Decide who will tell which parts. Make notes of what they will say, and who will say it.
- Allow children time to practise their presentations, then ask them to perform them to the class.

Further reading activities

- Provide another story by Debbie White, *Pass the Ball!* (TreeTops Level 12 Pack A). Ask the children to say how the books are similar. *How did Grandad embarrass Tommy? How did Dad embarrass Jackie?*
- Ask the children to explore some more 'word families'. Use a dictionary to find words related to 'competition' by making a list of all the words beginning with 'compet...'. Find words that have letters added to 'announce' and single words that begin 'right...'

Suggestions for using ICT

- To find a recipe for their favourite food, e.g. treacle tart, encourage the children to use an online search engine typing the name of the food into the search box. They will then get a link to that recipe and can print it out and take it home. Ensure that they only have access to child-friendly sites.

Writing activities

- Explain that you want the children to plan and write a story with chapters. They will need to a) decide upon a central character; b) think of something the character isn't good at; c) think of a reason why they want to improve; d) decide who will help them to improve; e) decide if the help will be a success or a failure; f) think of an ending for the story. They will need to work out how to fit this into chapters, e.g.:
 - Chapter 1: Introduction: the character and the problem
 - Chapter 2: Build up: attempts to improve
 - Chapter 3: Climax: when the new learning will be tested
 - Chapter 4: The resolution: what happened as a result.
- If children have their own favourite ways of planning longer stories, encourage them to use their own methods.
- Allow time for the children to write the stories.
- Ask the authors to read their stories aloud to the class or group.

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