



Fiction

Oxford Level 10 Pack A

Jellyfish Shoes

Author: Susan Gates

Range: Family/Seaside story

Theme: First impressions are not always right

Teaching Notes authors: Gill Howell and Vicki Yates

Synopsis

Laura is very proud of her new pink jelly shoes, until her brother tells her the shoes are made from jellyfish. However, when she looks more closely at other jellyfish, she changes her mind.

Group or guided reading

Introducing the book

- Look together at the cover. Ask the children to suggest where the story is set.
- Read the title and ask the children to find the shoes in the illustration. Ask the children what they think might happen in the story.
- Read the blurb on the back cover. Ask the children if their ideas about the story are correct.

Strategy check

- Ask the children to tell you which strategies they can use to work out new words.
- Ask the children to find the word 'raspberry' on page 3 line 3. Ask a volunteer to read the word. Explain that the letter 'p' is silent in this word. Ask another child to read the word by breaking it into syllables.
- Ask the children to find the word 'jellyfish' on page 4 line 7. Ask them to find the two words that make this a compound word.

Independent reading

Focus: Explain to the children that you want them to think about the following question while they are reading independently: *Why did Laura change her mind about the jellyfish?*

- Observe the strategies the children use when they meet new vocabulary, and prompt them as needed.
- At the end of a chapter encourage the children to recount the main points in the correct sequence.
- Praise the children for reading with expression.

Returning and responding to the text

- When the children have read the whole story, ask them to describe how Laura felt about her new shoes at the start of the story.
- Ask why Laura began to dislike her jelly shoes. Ask: *What did Laura dislike about jellyfish?*
- Ask the children to turn to pages 18 and 20 and find the words Laura spoke that show she is beginning to change her views on jellyfish. Ask volunteers to read the words in an expressive tone.
- Ask them to turn to page 28. *Where were Laura's shoes? Is there anything that puzzles you about this?*
- Still looking at page 28 ask: *Why do you think Laura let her shoes float out to sea at the end of the story?*
- Ask the children to say what they liked about the story.

Speaking and listening activities

- Ask the children whether Laura and Scott were good to rescue the jellyfish. Were they brave in any way?
- Ask each of the children to give their opinion about Laura and Scott's actions.
- Encourage the children to talk about people's responsibility to other living things.

Further reading activities

- Ask the children to read the book in pairs, each taking turns to read the dialogue using an appropriately expressive tone.
- Ask the children to look through the story and collect all the words and phrases used to describe the jellyfish. Ask them to group them according to favourable and unfavourable descriptions.
- Provide a selection of books about animals that live in rock pools or on the shoreline for the reading corner.

Suggestions for using ICT

- Choose a paragraph from the story and prepare it as a text file. Scramble the sentences, and ask the children to rearrange the sentences to make sense of the paragraph.
- Ask the children to write an email to a friend describing the jellyfish.
- Ask the children to use a word processor to write the character notes from their writing activity into a paragraph.

Writing activities

- Discuss the characters of Laura and Scott. Ask the children to think about how their actions and speech tell us about their personalities. *Does your opinion of them change during the story?*
- Ask the children to suggest adjectives and phrases to describe them, and draw up a list on the board.
- Ask the children to make notes for a character sketch of either Scott or Laura.
- Ask them to make an outline drawing of their chosen character and to label them with descriptive words and phrases.

