

Oxford Level 18

Emma

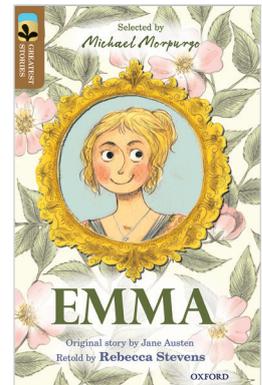
Original author: Jane Austen

Author: Rebecca Stevens

Illustrator: Briony May Smith

Teaching notes author: Becca Heddle

Book type: novel



Synopsis

Emma is wealthy, attractive, clever and kind – and thinks she knows what is best for everyone around her. The new vicar needs a wife, and Emma thinks he is a much better match for her new friend Harriet than the man that Harriet has fallen for. But for all her cleverness, Emma can't quite see what is under her nose, and her comical attempts at matchmaking show in the end that she does not always quite understand other people or her own heart.

Group or guided reading

Introducing the book

- After looking at the cover and the blurb, read *Jane Austen's world* (page 3) together. Encourage the children to discuss how important it would be for a young woman from a poor background to get married.
- (*Prediction*) Turn to pages 4–5 and look at the chart of Emma's family and friends. Ask if anyone has seen a family tree. If they have, encourage them to explain how the diagram works. To make sure everyone understands that the people on the shaded area are not related to Emma or the Westons, ask questions such as: How does Emma know Mrs Weston? Is Harriet Smith related to Emma?
- (*Prediction*) Ask the children who they think will be the most important characters apart from Emma herself. Point out that if anyone gets confused about who is who, they can refer back to these pages whenever they need to.

Strategy check

- Remind the children to use the context to work out the meaning of words and phrases, then check them in a dictionary, e.g. made the *match* (page 7), *gentility* (page 12), *entreat* (page 14).
- Help the children to test out different pronunciations for the same letter, e.g. 'g' in *marriage* (page 16), *something* (page 17) and *indignation* (page 20).
- Ask the children to identify prefixes/suffixes in the text and break words down into their root words, e.g. the -ly suffix in *admirably* (page 16), *speedily* (page 17), *perfectly* (page 17) and *surely* (page 17).
- If children encounter words they find challenging, encourage them to use their phonic skills to decode them. If necessary, read the word for the child.

During reading

- Ask the children to read chapters 1–3 aloud and help them where necessary. Praise and encourage them as they read.
- If the children meet words where the meaning is unclear, remind them to read the whole sentence to try to work out the meaning from the context.
- Emma is a comic novel. Ask the children to make a note of anything funny they find as they read.
- *(Questioning)* Ask the children whether Emma really has Harriet's best interests at heart. What tells them this?
- *(Prediction)* Ask the children why Mr Elton is so keen on the portrait. Do they think he will propose to Harriet?

Independent reading

- *(Questioning)* Ask the children to continue to read the book independently. Tell them to think about the following question while they are reading: How clever is Emma?
- *(Summarization)* At the end of a section or chapter, encourage the children to summarize that section.
- *(Clarification)* Encourage them to reread any sentences that they find difficult to understand.
- *(Clarification)* As the children read the text, check that they are dealing with difficult vocabulary.

Returning and responding to the book

- *(Questioning)* Invite the children to think about reasons why Emma does not like Jane Fairfax. If they are unsure, suggest they reread page 34.
- *(Questioning)* Can the children think of anything that shows Emma does really care about Harriet's feelings, even if she is wrong about who Harriet should marry?
- *(Summarization/Prediction/Questioning)* Ask the children to find clues that show, before Emma realizes it, that Mr Elton is thinking of proposing to her.
- *(Summarization/Questioning)* What do the children think about Frank Churchill's behaviour?

Speaking and listening activities

- Ask the children in what ways Emma and Harriet change during the story.
- Divide the children into small groups. Ask them to choose a scene and perform it as a freeze frame. Allow time to plan. Ask the other groups to guess which scene it is and what happens next.
- Ask the children in small groups to interview Harriet or Mr Knightley about their views of Emma.
- In small groups, get the children to discuss why Mr Elton tried to court Emma, and their views of his behaviour.

Writing activities

- Tell the children that they will be writing a diary entry, pretending that they are Jane Fairfax.
- Ask them to review the chapters where people are asking Jane questions or with Frank pretending not to be interested in her – if they have difficulty scanning the book for these, direct them to Part 2, Chapters 2 and 7, and Part 3, Chapters 1, 3 and 4.
- Based on their reading, they should brainstorm Jane's feelings in these situations, and decide on one event about which to write their diary entry.
- Once they have written their diary entry, they should proofread it to see what they can improve.



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Curriculum links and assessment

Links to Oxford Reading Criterion Scale:

- Can work out the meaning of unknown words and phrases by relating to known vocabulary as well as from the way they are used in context. (RCS Standard 7, 1)
- Can summarize information from different points in the same text or across a range of texts. (RCS Standard 7, 8)
- Can confidently infer and deduce meaning based on evidence drawn from different points in the text and wider experiences. (RCS Standard 7, 12)
- Can investigate texts to confirm and justify reasoned predictions and opinions. (RCS Standard 7, 18)
- Can evaluate relationships between characters (e.g. how characters behave in different ways as they interact with different people and/or different settings and consider the relative importance of these instances when evaluating a character's actions) referring back to the text to support thoughts and judgements. (RCS Standard 7, 20)

ENGLAND The National Curriculum in England: English Programme of Study, Years 5–6

	National Curriculum objectives	Book-related assessment pointers
Speaking and listening	maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments (SpokLang.6)	Can the children contribute appropriately to group discussions?
Reading: Comprehension	checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context (Year 5/6 ReadComp.2i)	Can the children use context and memory to understand the story?
	drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence (Year 5/6 ReadComp.2viii)	Can the children read between the lines and identify how the author shows the reader things without telling them explicitly?
Writing: Composition	noting and developing initial ideas, drawing on reading and research where necessary (Y5/6WriteComp.1ii)	Can the children plan their writing with reference to the story?
	proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning (Y5/6WriteComp.3ii)	Can the children improve their writing after reading it through?

SCOTLAND Curriculum for Excellence: Literacy and English experiences and outcomes, Second Level

	Experiences and outcomes	Book-related assessment pointers
Listening and talking	When listening and talking with others for different purposes, I can: <ul style="list-style-type: none"> • share information, experiences and opinions • clarify points by asking questions or by asking others to say more (LIT 2-09a) 	Can the children contribute appropriately to group discussions?
Reading	Through developing my knowledge of context clues, punctuation, grammar and layout, I can read unfamiliar texts with increasing fluency, understanding and expression (ENG 2-12a/ENG 3-12a/ENG 4-12a)	Can the children use context and memory to understand the story?
	To show my understanding, I can respond to literal, inferential and evaluative questions and other close reading tasks and can create different kinds of questions of my own (ENG 2-17a)	Can the children read between the lines and identify how the author shows the reader things without telling them explicitly?

Writing	I can use my notes and other types of writing to help me understand information and ideas, explore problems, make decisions, generate and develop ideas or create new text. I recognise the need to acknowledge my sources and can do this appropriately (LIT 2-25a)	Can the children plan their writing with reference to the story?
	Throughout the writing process, I can check that my writing makes sense and meets its purpose (LIT 2-23a)	Can the children improve their writing after reading it through?

WALES Programme of Study for English in Wales: Year 6

	Objectives	Book-related assessment pointers
Oracy	explain information and ideas using relevant vocabulary (Y3_OracSpea.1)	Can the children discuss their reactions to the story openly and clearly.
Reading	use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, syntax, text organization and prior knowledge of context (Y3_ReadStrat.1)	Can the children use context and memory to understand the story?
	infer ideas which are not explicitly stated, e.g. writers' viewpoints or attitudes (Y6_ReadComp.2)	Can the children read between the lines and identify how the author shows the reader things without telling them explicitly?
Writing	use a range of strategies to plan writing, e.g. notes, diagrams, flowcharts (Y6_WritMean.4)	Can the children plan their writing with reference to the story?
	reflect on, edit and redraft to improve their writing (Y6_WritMean.7)	Can the children improve their writing after reading it through?

NORTHERN IRELAND Levels of Progression in Communication across the curriculum: Primary Level 4/5

	Levels of progression	Book-related assessment pointers
Talking and listening	discuss their own and others' ideas (L5_com_talk.2i)	Can the children contribute appropriately to group discussions?
Reading	show understanding by identifying and summarising information, ideas and details (L5_com_read.1)	Can the children use context and memory to understand the story?
	understand some implicit meanings and attitudes (L5_com_read.3ii)	Can the children read between the lines and identify how the author shows the reader things without telling them explicitly?
Writing	use precise vocabulary to convey thoughts, ideas, relevant information and to justify opinions (L5_com_writ.2i)	Can the children plan their writing with reference to the story?
	redraft to improve accuracy and meaning (L5_com_writ.1)	Can the children improve their writing after reading it through?