



Oxford Level 4

Mosaic Art

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Text type: non-chronological report; instruction

Topic: mosaics

Synopsis

This book looks at different mosaics and where you might find them. It includes instructions for making your own mosaic.

There is a topic-linked fiction book to partner this title, which is called *The Mosaic Trail*.

Group/Guided reading

Introducing the book

- ➔ *(Predicting)* Look together at the cover and read the title. Say: *I wonder what that colourful thing on the cover is.* Encourage the children to make suggestions.
- ➔ *(Questioning)* Ask the children to share what they already know about mosaics. Then read the blurb and ask: *Can you think of a question about mosaics that this book might answer?*
- ➔ Read the Contents list with the children. Ask them to identify the chapter that most interests them.
- ➔ *(Questioning)* Ask: *Do you have any questions about the information in your chosen chapter? Where else could you look in the book to find the answers? If necessary, draw children's attention to the Glossary and Index on p22.*

Vocabulary check

- ➔ As they read, encourage the children to sound out and blend new words, for example *p-a-tt-er-n-s*, *ar-t-i-s-t*.
- ➔ This book includes many decodable words, providing lots of opportunities for children to practise the skill of sounding out and blending new words. There are also some high frequency tricky words used in the book. These words are common but may not conform to the phonic teaching that children will have learned at this point. Support the children with reading these words, explaining that they are tricky but common and useful. If necessary, simply read the word for them:

little what

- ➔ There are a number of topic words used in this book. These include words that may be familiar but do not conform to the phonic teaching that children will have learned at this point, and subject-specific vocabulary that may be unfamiliar to children. You can look together at the inside front cover for a list and their definitions. Explain to the children that these words may be challenging but they are important for the topic. Read these words for the children if necessary, to help build familiarity before they read the book.

mosaic make/made picture pieces Roman

Reading the book

- ➔ Ask the children to read the book aloud and help where necessary. Praise and encourage them as they read. Where necessary, encourage the children to re-read sentences to focus on meaning.
- ➔ On p4, point out the word 'mosaics' in bold. Remind the children that the words in bold are explained in the Glossary. Encourage the children to turn to p22 and to find 'mosaic' in the Glossary.
- ➔ On p4–5, ask the children to point out the different things they can see in the mosaics.
- ➔ On p8–9 ask: *How do the numbers help you read the information in the right order? How is the information on these pages different from what you have read so far?*
- ➔ On p10–11, ask the children to find the labels and to explain what they are for.
- ➔ *(Summarizing)* After reading p19, ask the children to explain, in their own words, how to make a mosaic. Encourage them to use the pictures and numbers on p18–19 to help them.

Returning to the book

- ➔ Ask: *Have you ever seen a real mosaic? Where?* Ask the children to describe mosaics that they may have seen before.
- ➔ *(Summarizing)* Ask: *Which mosaic in the book did you like the best? Why?*
- ➔ *(Clarifying)* Remind the children of their suggestions about the cover image. Ask: *Can you look back and find the cover image inside the book? Were your suggestions right?*
- ➔ *(Clarifying)* Draw the children's attention to the Index on p22. Tell children that an index is an alphabetical list of some of the key words that can be found in the book, with references to the pages they appear on. Choose an example from the book's Index and tell the children that you want to find out more about it. Ask the children to use the Index to help you turn to a page that will tell you more about it.

Independent reading

- ➔ Introduce the book as in the Introducing the book section above.
- ➔ Encourage the children to read the book as independently as possible. Remember to give them lots of encouragement and praise.
- ➔ As they read, encourage the children to sound out and blend new words, for example *f-l-ow-er-s, d-i-ff-er-e-n-t*.
- ➔ Support the children with reading high frequency tricky words.
- ➔ This book also contains a number of topic words, which children may need more support with at this stage, but which enrich the book. You can look together at the inside front cover for a list and their definitions. If a word is too difficult, simply read the word for them.
- ➔ Remind the children to use the pictures to support them when reading the text.
- ➔ For suggestions of questions to ask the children after they have read the book to check comprehension, please refer to the Look Back, Explorers page in the book.

Speaking, listening and drama activities

- ➔ Ask the children to work with a partner.
- ➔ Provide each pair with a pen, two sheets of card, some craft glue and a collection of bits and pieces to make a mosaic with, e.g. seeds, dried beans, beads, and squares of paper.
- ➔ Ask one child to orally give instructions for making a mosaic to their partner, while the partner follows their instructions. The child giving the instructions can refer to the book to remind them of the steps if needed.
- ➔ Remind the other child in each pair to listen carefully to the instructions.
- ➔ Allow the partners to take turns to give instructions and make a mosaic.

Writing activities

- ➔ Ask the children to look through the book and choose their favourite mosaic.
- ➔ Ask them to write a description of their chosen mosaic. Prompt them to describe the colour, materials, design and size.
- ➔ Encourage the children to rehearse what they want to write aloud before writing anything down.

Cross-curricular activity

History/Art and design

- ➔ Encourage the children to use books or child-friendly sites on the Internet to find out how and where the Romans used mosaic art in their homes and other buildings. Encourage the children to make a poster or a leaflet showing what they have found out.

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Mosaic Art

Curriculum links and assessment

Links to Oxford Reading Criterion Scale

- Reads familiar words with growing automaticity. This includes the YR and some of the Y1/2 high frequency words which are easily decodable and some common exception words. (READ) (ORCS Standard 2, 2)
- Can talk about texts, expressing opinions about things they like and dislike in stories, poems and non-fiction texts. (E) (ORCS Standard 2, 3)
- Can use growing knowledge of vocabulary to establish meaning when reading aloud. (D) (ORCS Standard 2, 7)

Letters and Sounds: Phase 4

Explore with Biff, Chip and Kipper titles are designed to support children with the transition from phonic readers to richer reading with highly decodable fiction and non-fiction. These titles tell a complete story or cover a non-fiction topic using natural language, with a high proportion of phonically decodable words and a selection of high frequency tricky words. Each book also has a limited number of non-decodable but achievable words to enrich the language and expand children's vocabularies and knowledge.

ENGLAND The National Curriculum in England: English Programme of Study, Year 1

	National Curriculum objectives	Book-related assessment pointers
Spoken language	listen and respond appropriately to adults and their peers (SpokLang.1)	Check the children listen to and follow each other's instructions for making a mosaic.
Reading: Word reading	apply phonic knowledge and skills as the route to decode words (Y1 ReadWord.1)	Check the children sound out and blend new or unfamiliar words e.g. ar-t-i-s-t.
Reading: Comprehension	drawing on what they already know or on background information and vocabulary provided by the teacher (Y1ReadComp.2i)	Check the children link what they already know about mosaics with the information in the text.
	explain clearly their understanding of what is read to them (Y1 ReadComp.4)	Check the children are able to explain how to make a mosaic in their own words.
Writing: Composition	composing a sentence orally before writing it (Y1 WritComp.1ii)	Check the children rehearse their descriptions aloud before writing anything down.

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

	Experiences and outcomes	Book-related assessment pointers
Listening and talking	When I engage with others, I can respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking. (LIT 2-02a)	Check the children listen to and follow each other's instructions for making a mosaic.
Reading	I can use my knowledge of sight vocabulary, phonics, context clues, punctuation and grammar to read with understanding and expression. (ENG 1-12a)	Check the children sound out and blend new or unfamiliar words e.g. ar-t-i-s-t.
	Using what I know about the features of different types of texts, I can find, select, sort and use information for a specific purpose. (LIT 1-14a)	Check the children are able to identify the Index as a way of finding specific information in the book.
	I can share my thoughts about structure, characters and/or setting, recognise the writer's message and relate it to my own experiences, and comment on the effective choice of words and other features. (ENG 1-19a)	Check the children are able to explain that numbered instructions help you follow the steps in the correct sequence.
Writing	I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience. (LIT 1-20a / LIT 2-20a)	Check the children rehearse their descriptions aloud before writing anything down.

WALES Curriculum for Wales: Foundation Phase Framework, Year 1

	Framework objectives	Book-related assessment pointers
Oracy	listen to others, with growing attention, usually responding appropriately, e.g. carrying out instructions (Y1_OracList.1)	Check the children listen to and follow each other's instructions for making a mosaic.
Reading	apply the following reading strategies with increasing independence – phonic strategies to decode words (Y1_ReadStrat.5i)	Check the children sound out and blend new or unfamiliar words e.g. ar-t-i-s-t.
	use personal experience to support understanding of texts (Y1_ReadComp.4)	Check the children link what they already know about mosaics with the information in the text.
	talk about features of books such as contents page and titles (Y1_ReadStrat.2)	Check the children are able to identify the Index as a way of finding specific information in the book.
Writing	talk about what they are going to write (Y1_WritMean.4)	Check the children rehearse their descriptions aloud before writing anything down.

NORTHERN IRELAND Levels of Progression in Communication across the curriculum: Primary Level 1/2

	Levels of progression	Book-related assessment pointers
Talking and listening	listen for information (L1_com_talk.1)	Check the children listen to and follow each other's instructions for making a mosaic.
Reading	understand that words are made up of sounds and syllables and that sounds are represented by letters (L1_com_read.2i)	Check the children sound out and blend new or unfamiliar words e.g. ar-t-i-s-t.
	use basic alphabetical knowledge and visual clues to locate information (L2_com_read.3ii)	Check the children are able to identify the Index as a way of finding specific information in the book.
	understand, recount and sequence events and information (L2_com_read.1)	Check the children are able to explain how to make a mosaic in their own words.
Writing	talk about what they are going to write (L1_com_writ.1)	Check the children rehearse their descriptions orally before writing anything down.

CAMBRIDGE INTERNATIONAL Primary English Curriculum Framework: Level 1

	Learning objectives	Book-related assessment pointers
Speaking and listening	Listen to others and respond appropriately. (1SL7)	Check the children listen to and follow each other's instructions for making a mosaic.
Reading	Use phonic knowledge to read decodable words and to attempt to sound out some elements of unfamiliar words. (1R06)	Check the children sound out and blend new or unfamiliar words e.g. ar-t-i-s-t.
	Make links to own experiences. (1R12)	Check the children link what they already know about mosaics with the information in the text.
Writing	Compose and write a simple sentence with a capital letter and a full stop. (1Wp2)	Check the children use capital letters and full stops correctly in their descriptions.