



Oxford Level 9

Wake Up!

Written by Paul Shipton and illustrated by Nick Schon, based on the original characters created by Roderick Hunt and Alex Brychta.
Teaching notes written by Gill Howell.

Text type: fiction

Topic: sleep in humans and animals

Synopsis

Biff and Chip have an early night so that they're not tired for their visit to Gran's the following day. But Chip sets the alarm on his watch incorrectly and they wake up too early. When they wake, the magic key whisks them off on an adventure. The key takes them back in time where they help Alf, a knocker-upper, to wake up a sleepy town. They even manage to catch a burglar in the process! But Biff and Chip are so tired from their early morning adventure that they fall fast asleep on the journey to Gran's.

There is a topic-linked non-fiction book to partner this title, which is called *Sleep*.

Group/Guided reading

Introducing the story

- ➡ *(Predicting)* Look at the cover and read the title together. Ask: *Why do you think Chip is waking Biff up?*
- ➡ Ask: *What time do you usually wake up? What time do you usually go to bed?*
- ➡ *(Predicting)* Read the blurb together and say: *Biff and Chip won't have much of an adventure if everyone is asleep. I wonder why the key has taken them there.* Encourage the children to make predictions.
- ➡ Look at the picture on p3 together and ask the children to talk about their bedtime routine.

Vocabulary check

- ➡ As they read, encourage the children to sound out and blend new words, for example *ear-l-i-er, s-t-r-a-n-ge*.
- ➡ This book includes some more challenging words that do not conform to phonics teaching, as well as subject-specific vocabulary that may be unfamiliar to children. Explain to the children that these words may be challenging but they are important for the story. Read these words for the children if necessary, to help build familiarity before they read the story.

pyjamas burglaries eventually minutes neighbour

Reading the story

- ➡ Ask the children to read the story 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 p5, point to the word 'empty'. Ask the children to suggest other words the author could have used that have a similar meaning to 'empty', e.g. deserted, quiet, bare, abandoned.
- ➡ *(Predicting)* After reading p7, say: *I wonder why the man didn't close the door.* Ask the children to make predictions about what the man was doing in the house.
- ➡ After reading p11, say: *That seems like a strange job. Why didn't anyone have an alarm clock?* Encourage the children to share ideas. Explain that before alarm clocks were invented, people would pay someone (called a knocker-upper) to wake them up in time for work every morning.
- ➡ *(Predicting)* On p16, ask: *How do you think the man uses the pole to wake people up?*
- ➡ *(Predicting)* On p21, point to the exclamation marks and ask the children to read the speech with appropriate expression and intonation. Ask: *Who do you think the man with the gruff voice is?*
- ➡ *(Predicting)* On p25, ask: *What do you think could be making the ticking noise?*

Returning to the story

- ➡ *(Clarifying)* Ask: *How do you think Biff and Chip felt when they arrived in the sleepy town?*
- ➡ *(Summarizing)* Ask: *How did Biff and Chip help the people in the town?*
- ➡ *(Clarifying)* Ask: *When do you think the story is set? What clues are there in the text and illustrations that support this?* Explain that the story is set over one hundred years ago, during the Victorian era.
- ➡ *(Questioning)* Ask the children to think of some questions they would like to ask Alf about his job. Prompt them by saying: *I wonder if Alf enjoys his job. Do you think some people are grumpy when he wakes them up?*
- ➡ *(Summarizing)* Ask the children to use the story map on p30 to help them to retell the story to a partner. Prompt them to include the main events in the correct order.

Independent reading

- ➡ Introduce the story as in the Introducing the story section above.
- ➡ Encourage the children to read the story 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 *w-a-tch-ed*, *y-aw-n-ed*.
- ➡ This book also contains a number of more challenging words, which children may need more support with at this stage, but which enrich the story. You can look together at the inside front cover for a list of challenging words. Read them together and talk about what each word means.
- ➡ 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 story to check comprehension, please refer to the Look Back, Explorers page in the book.

Speaking, listening and drama activities

- ➡ Organize the children into small groups. Ask one child in each group to take on the role of Alf.
- ➡ Hot-seat Alf and ask the other children in the group to ask him questions to find out more about his job and the events in the story.
- ➡ Encourage them to use open questions to find out more about Alf's thoughts and feelings. Prompt them by saying: *I wonder how Alf felt when he met Biff and Chip.*
- ➡ Repeat the activity a number of times so that more children get the opportunity to take on the role of Alf.

Writing activities

- ➡ Ask the children to look at the story map on p30 and talk about the characters in each picture.
- ➡ Explain that you would like the children to work with a partner to write a speech bubble or thought bubble for one of the characters in each picture.
- ➡ Provide them with paper thought/speech bubbles, or sticky notes. Ask them to write speech bubbles or thought bubbles for each picture. Encourage the children to read them aloud to their partner, using expressive voices.

Cross-curricular activity

Art and design

- ➡ Ask the children to design their own alarm clock. Encourage them to consider interesting ways it could wake people up. Ask them to draw and label their designs.

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Curriculum links and assessment

Links to Oxford Reading Criterion Scale

- Can read aloud with intonation, taking into account a wider range of punctuation (. ? ! ,). (READ) (ORCS Standard 3, 15)
- Can summarize a story, giving the main points clearly in sequence. (R) (ORCS Standard 3, 18)
- Having read a text, can find the answers to questions, both written and oral. (R) (ORCS Standard 3, 20)
- Can discuss reasons for events in stories by beginning to use clues in the story. (D) (ORCS Standard 3, 22)

ENGLAND The National Curriculum in England: English Programme of Study, Year 2

	National Curriculum objectives	Book-related assessment pointers
Spoken language	ask relevant questions to extend their understanding and knowledge (SpokLang.2)	Check the children can ask open questions in the hot seat activity to find out more about how Alf feels at various points in the story.
Reading: Word reading	continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent (Y2 ReadWord.1)	Check the children use phonics first when encountering new vocabulary. Check the children can read common words with an increasing level of automaticity.
Reading: Comprehension	predicting what might happen on the basis of what has been read so far (Y2 ReadComp.2v)	Check the children make predictions about why the man didn't close the door, and how Alf uses the stick to wake people up.
Writing: Composition	read aloud what they have written with appropriate intonation to make the meaning clear (Y2 WritComp.4)	Check the children can read their speech bubbles and thought bubbles aloud using expressive voices.

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

	Experiences and outcomes	Book-related assessment pointers
Listening and talking	I can show my understanding of what I listen to or watch by responding to and asking different kinds of questions. (LIT 1-07a)	Check the children can ask open questions in the hot seat activity to find out more about how Alf feels at various points in the story.
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 use phonics first when encountering new vocabulary. Check the children can read common words with an increasing level of automaticity.
	To show my understanding, I can respond to different kinds of questions and other close reading tasks and I am learning to create some questions of my own. (ENG 1-17a)	Check the children make predictions about why the man didn't close the door, and how Alf uses the stick to wake people up.
Writing	Throughout the writing process, I can check that my writing makes sense. (LIT 1-23a)	Check the children can read their speech bubbles and thought bubbles aloud using expressive voices.

WALES Curriculum for Wales: Foundation Phase Framework, Year 2

	Framework objectives	Book-related assessment pointers
Oracy	prepare and ask a variety of questions, e.g. 'Who?', 'What?', 'Why?', 'When?' and 'How?', for a variety of purposes and to clarify understanding (Y2_OracSpea.9)	Check the children can ask open questions in the hot seat activity to find out more about how Alf feels at various points in the story.
Reading	apply the following reading strategies with increasing frequency to a range of familiar and unfamiliar texts: - phonic strategies (Y2_ReadStrat.4i)	Check the children use phonics first when encountering new vocabulary. Check the children can read common words with an increasing level of automaticity.
	refine and revise predictions in fiction and non-fiction texts (Y2_ReadComp.5)	Check the children make predictions about why the man didn't close the door, and how Alf uses the stick to wake people up.
Writing	re-read and improve their writing to ensure that it makes sense (Y2_WritMean.5)	Check the children can read their speech bubbles and thought bubbles aloud using expressive voices, making improvements where they feel it necessary.

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

	Levels of progression	Book-related assessment pointers
Talking and listening	ask and answer questions to develop understanding (L2_com_talk.2ii)	Check the children can ask open questions in the hot seat activity to find out more about how Alf feels at various points in the story.
Reading	use a range of reading strategies (L2_com_read.2)	Check the children use phonics first when encountering new vocabulary. Check the children can read common words with an increasing level of automaticity.
	express opinions and make predictions (L2_com_read.5ii)	Check the children make predictions about why the man didn't close the door, and how Alf uses the stick to wake people up.
Writing	talk about what they are going to write (L1_com_write.1)	Check the children talk with a partner about what is happening in the pictures before writing their speech/thought bubbles.
	make changes in relation to agreed criteria (L2_com_write.1ii)	Check the children can read their speech bubbles and thought bubbles aloud using expressive voices, making improvements where they feel it necessary.

CAMBRIDGE INTERNATIONAL Primary English Curriculum Framework: Level 2

	Learning objectives	Book-related assessment pointers
Speaking and listening	Listen carefully and respond appropriately, asking questions of others. (2SL7)	Check the children can ask open questions in the hot seat activity to find out more about how Alf feels at various points in the story.
Reading	Use phonics as the main method of tackling unfamiliar words. (2R02)	Check the children use phonics first when encountering new vocabulary. Check the children can read common words with an increasing level of automaticity.
	Make simple inferences from the words on the page, e.g. about feelings. (2Ri3)	Check the children make predictions about why the man didn't close the door, and how Alf uses the stick to wake people up.
Writing	Plan writing through discussion or by speaking aloud. (2W06)	Check the children talk with a partner about what is happening in the pictures before writing their speech/thought bubbles.