



Oxford Level 3

Grandma's Glasses

Teaching Notes author: Gill Howell

High frequency words

but came good help her his saw that then too your

Context words

Grandma glasses table pen Grandpa help drawer book Harry comic Megan cushion teddy curtains shoe Scrap sofa bone everyone things

Reading the story

Introducing the story

- Look at the front cover and read the title. Ask the children: *Who are the people in the picture? What are they looking for?*
- Look through the pages, talking about the illustrations. Ask the children to say who the characters are, and to find their names. Ask: *What has Grandma/Grandpa/Harry found?*
- Encourage the children to identify difficult words by matching the illustration with the word on the page (p4 "drawer", p8 "cushion", p10 "curtains").

During reading

- Praise the children when they follow the text with their eyes, and for only pointing when they have difficulty.
- Prompt the children to use the pictures to help them read the interest words.
- Ask the children what the speech bubbles show.
- Ask the children to find the end of each sentence on pages 6, 8, and 10.

Observing Check that the children:

- read the speech bubbles in an expressive tone
- pause at full stops where two sentences are written consecutively.

Group and independent reading activities

Genre familiar setting/predictable and patterned language

Objective To notice the difference between spoken and written forms through re-telling known stories; to compare oral versions with the written text.

You will need word cards with characters' names:

Grandma, Grandpa, Harry, Megan, Mum, Scrap

- Ask individuals to take turns to pick a card and to tell the group what the character did in the story.
- Each member of the group can find the character in the book and compare what the child remembered with the text.

Observing Do the children recall the characters and events? Do they note which characters look "in", "on", "under" and "behind"?

Objective To write captions and simple sentences, and to re-read, recognising whether or not they make sense, e.g. wrong word order.

You will need the following word cards:

Grandma lost her glasses

They were on her head

- Ask the children to work with a partner. One child arranges the first group of cards to make a sentence; the other child arranges the second group.
- Ask them to swap and read the sentences carefully.

Observing Do the children check for sense before they swap with their partner? Do they read their partner's sentence carefully?

Objective To recognise the critical features of words, e.g. length.

You will need pens and whiteboards.

- Ask the children to look through the book and write down a list of all the things the family found.
- Ask the children to write them down in order of length, beginning with the shortest word.

Observing Do the children recognise the length of the words at a glance, or do they count the letters?

Speaking and listening activities

Objectives To describe story settings and incidents and relate them to own experience and that of others; To describe incidents or tell stories from their own experience, in an audible voice.

- Ask the children to describe what happened in the story.
- Ask them to take turns to describe how they lost something in their own homes.
- Ask: *Have you found other things while looking for something that was lost?*

Cross-curricular link

Science: ourselves, why people wear glasses, the other senses

Writing

Objectives To write about events in personal experience linked to a variety of familiar incidents from stories; To use patterned stories as models for their own writing.

You will need the following sentences written on the board, or on paper for each child:

Grandma looked...the table and she saw her...

Grandpa looked...the drawer and he found his...

- Demonstrate writing a sentence from the story by filling in the gaps in the sentence.
- Point out that in the story the characters look in, under or behind things.
- Ask the children to fill in the missing words in the two sentences, using the story as a model.
- Ask them to write their own third sentence about themselves, and choose a preposition to use.

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