

Badger
Comprehension
Interactive
Teacher Book

3A

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Badger
Publishing



Preface

Teacher Book 3A provides page-by-page support for *Badger Comprehension Interactive Pupil Book 3A* and *CD Rom 3A*.

The **purpose** of this series is to supply sample selected texts and questions, for each year group and across the required range of text types, to help teachers develop children's reading comprehension skills.

The spread of **text types** follows the Range specifications for Fiction and Non-fiction in the National Literacy Strategy. The relevant **NLS objectives** are then selected and quoted for easy reference.

The **sources** are entirely authentically reproduced from the original, in both the Pupil Books and on the CD Rom, so that pupils meet the variety of typefaces and illustrations they will encounter in real life. Single pages have been carefully selected which have coherence in their own right, in order to serve as tasters to the whole text, and as in-depth studies of the features that identify the particular text type. The bibliographical details are supplied in full, to encourage teachers to move on to the complete text.

Method of use: It is recommended that the teacher starts by displaying the text for modelling on the interactive whiteboard. Questions and answers are provided in the Teacher Book, to help the teacher model the questioning process and scaffold the children's learning. The benefits of displaying and modelling the text in this way include the interactive involvement of the children, in e.g. highlighting features of the text. The lesson can then progress to the parallel text in the Pupil Book, for children to work through either independently or in a shared or guided session.

The **questions** have been devised to address the NLS Text level and Sentence/Word level objectives, and are referenced to the full range of assessment focuses. The questions progress in difficulty, to help with differentiation across the class.

Full **answers** are provided in the Teacher Book for teacher support.

This is a reminder of the **Assessment focuses** in full:

- 1 use a range of strategies, including accurate decoding of text, to read for meaning;
- 2 understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text;
- 3 deduce, infer or interpret information, events or ideas from texts;
- 4 identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level;
- 5 explain and comment on the writers' use of language, including grammatical and literary features at word and sentence level;
- 6 identify and comment on writers' purposes and viewpoints and the overall effect of the text on the reader;
- 7 relate texts to their social, cultural and historical contexts and literary traditions.

Each component of the series has the potential to aid **further development** of children's comprehension through a variety of teaching strategies. These may include collaborative talk, speaking, listening and drama activities, any of which may lead to a writing outcome. Detailed information of strategies which develop reading comprehension can be found in the Primary National Strategy fliers:

Understanding Reading Comprehension 1 DfES 1310 – 2005

Understanding Reading Comprehension 2 DfES 1311 – 2005

Understanding Reading Comprehension 3 DfES 1312 – 2005

Speaking, Listening, Learning: working with children in Key Stages 1 and 2 DfES 0623 – 20039

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Y3T1 ● Fiction ● Modelled text

Text type Dialogue

Source *Jolly Roger and the Pirates of Abdul the Skinhead* by Colin McNaughton, p 23

- NLS objectives**
- T2** how dialogue is presented in stories, e.g. through statements, questions, exclamations; how paragraphing is used to organise dialogue;
- T3** to be aware of the different voices in stories using dramatised readings, showing differences between the narrator and different characters used, e.g. puppets to present stories;
- S7, S8 and W19** can be taught alongside this unit:
- S7** the basic conventions of speech punctuation through:
- identifying speech marks in reading;
 - beginning to use in own writing;
 - using capital letters to mark the start of direct speech;
- S8** to use the term ‘speech marks’;
- W19** common vocabulary for introducing and concluding dialogue, e.g. said, replied, asked. Collect examples from reading.

Questions, Assessment Focus and Answers

	Question	Assessment Focus	Answer
A1	How many pirates are speaking? Why do you think they have these names?	AF 2	Five Discuss their names/nicknames
A2	How do you know what each one is saying? Discuss speech bubbles and lack of speech marks in text, also what sort of voices they might use.	AF 4	The words are in speech bubbles
A3	Who might say the rest of the text?	AF 3	Discuss the role of the narrator
A4	How do you know that the chicken is thinking and not speaking?	AF 4	<i>Reference to:</i> think bubbles
A5	Does the chicken really think that Riff-Raff Rafferty is a craftsman?	AF 3	<i>Reference to:</i> words in speech bubble suggest that he is beating someone up, also the BANG, SMASH
B1	‘Henry Hawkins’ says “I wish this was ‘er ‘ead!” What letters are missing?	AF 2/5	‘h’ Discuss missing letters and pirates’ style of speaking.
B2	What do you think ‘CENSORED’ in the last picture means.	AF 5	<i>Reference to:</i> you’re not allowed to see it, bad language
B3	Discuss what each pirate says and what word you could use to describe how they say it. Exclamation marks are a clue.	AF 5	<i>Suggestions:</i> muttered, shouted, yelled whimpered, snarled, panted
B4	Are the speech bubbles necessary to the story?	AF 6	<i>Reference to:</i> not really but they make it more interesting

Y3T1 ● Fiction ● Pupils' text

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Assessment Focus and Answers

Question	Assessment Focus	Answer
A1	AF 2	Five. The words are in speech bubbles.
A2	AF 3	Storyteller, narrator
A3	AF 2	It's a think bubble and not a speech bubble.
A4	AF 2/3	Abdul <i>Reference to:</i> his wooden leg sinking into the ground making movement difficult
A5	AF 5	'Ugh! This be disgustin!' complained 'Portobello' Billy. 'This 'ere 'handle don't work!' moaned 'Yardarm' Pitts.
B1	AF 2	'h'
B2	AF 5	shouted, cried, yelled, shrieked, spluttered
B3	AF 5	<i>Reference to:</i> exclamations, exclamation marks, to tell you how it's said
B4	AF 5	<i>Reference to:</i> speech marks, ordinary text, no speech bubbles
B5	AF 6	<i>Reference to:</i> pictures make it more interesting, you can easily see what the pirates are doing, there's not too much writing, speech bubbles give you an idea of how they might talk