

# What Was It Like?





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<p><b>Comprehension strategies</b></p> <p>Comprehension strategies are taught throughout the Teaching Notes to enable pupils to understand what they are reading in books that they can read independently. In these Teaching Notes the following strategies are taught: <i>Prediction, Questioning, Clarifying, Summarising, Imagining</i></p>	<p><b>Tricky words</b></p> <p>another, brother, because, bomb(ed/ing), dangerous, frightening, laugh, night, once, our, people, pleased, practice, rehearsed, scene, thought, wailing, warning</p> <p><b>C</b> = Language comprehension</p> <p><b>W</b> = Word recognition</p>
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### Group or guided reading

#### Introducing the book

- C** (*Clarifying, Questioning*) Read the title and have a quick look through the pictures. Ask: *Where does the story start? Where does the magic key take the children? When and where is this part of the story set? Do you know anything about World War Two?*
- C** (*Prediction*) Ask: *What do you think might happen in this story?*

#### Strategy check

Remind children to break longer words into syllables to work them out.

#### Independent reading

- Ask children to read the story aloud. Praise and encourage fluent and expressive reading, and prompt as necessary.
- Encourage them to tackle unfamiliar words independently by using a variety of reading strategies.
- W** Find the tricky word 'rehearse' on page 1. Ask a volunteer to read the word and suggest a strategy for working it out. Ask: *Can you think of a synonym?*
- C** (*Summarising*) Ask the children to describe to a partner what happened in the story in no more than six sentences.

**Assessment** Check that children:

- use comprehension skills to work out what is happening in the story
- read high frequency words fluently and automatically.

## Returning to the text

- W** On page 7, ask: *How does the use of italics affect the way you say the last sentence?*
- C (Clarifying)** On page 11, ask: *Why do people begin to run?*
- C (Clarifying)** On page 15, ask: *Why did Wilf say 'This is terrible'? What is he referring to?*
- C (Clarifying, Questioning)** *What did Wilma think when she opened the paper bag? Why did she think this?*
- W** On page 22, ask children to find the word 'breathe'. Check that they understand how the final 'e' affects pronunciation. Ask them to say the word without the final 'e'.
- C (Clarifying, Summarising)** At the end of the book, ask: *How did the adventure change the way the characters felt?*

## Group and independent reading activities

**Objective** Draw together ideas and information from across a whole text.

**You will need** pairs of cards, with 'fact' or 'fiction' written on each one.

- C (Clarifying)** Give a pair of cards to each pair of children.
  - Read the following sentences to the children:  
During World War Two the bombing was called the Blitz.  
The magic took the children back to a street in London.  
The children went to live in the country because it was too dangerous in London.  
Biff hated wearing the gas mask.
  - Ask them to identify if the statement is a true statement (fact) or one that was imagined by the author for the story (fiction).
  - Ask them to hold up the appropriate card.

**Assessment** Can the children easily distinguish between fact and fiction?

**Objective** Explain their reaction to texts, commenting on important aspects. Compose sentences using tense consistently.

- C (Imagining, Clarifying, Summarising)** Ask the children to work with a partner and compare the life of children during World War Two with the life of children today.
  - Ask them to write three sentences considering the following questions to help them:  
What did they eat? What do we eat?  
What did they have to carry with them, and why?  
What did they wear? What do we wear?

**Assessment** Do the children start each sentence with a capital letter and finish it with a full stop?

**Objective** Use syntax and context to build their store of vocabulary when reading for meaning.

- W** Ask the children to look through the book to find words to do with the war, e.g. 'Blitz', 'gas mask', 'air raid', 'shelter'. Ask them to write their own definition of the word and then check it with a dictionary.
- Ask the children to look through the book to find words linked to plays, e.g. 'play', 'rehearsal', 'scene', 'part'. Encourage them to write their own definition of the word and then check it with a dictionary.
- Ask the children to write a sentence to explain the meaning of each word.

**Assessment** Do the children read around the words in the text to work out a definition?

# Speaking, listening and drama activities

**Objective** Listen to talk by an adult.

**You will need** some World War Two artefacts or replica objects, e.g. some ration coupons. If possible you will also need to invite a grandparent or person who lived during the war to come into the class to talk to the children about their experiences. Ask them to bring in any photographs or items from the war that they might have.

- Before the visit, ask the children to prepare questions to ask the visitor.
- Ask the children to read the description of the gas mask on page 21. Ask them to imagine how it must have felt to wear a gas mask. Ask the visitor if they ever had to wear a gas mask and if they can remember what it was like.
- Encourage each child to ask the visitor about his or her experiences of the war.

**Objective** Ensure that everyone contributes, allocate tasks. Consider how mood and atmosphere are created in live or recorded performance.

**You will need** some percussion instruments.

- Discuss the scene on pages 11–13 with the children.
- Talk about how frightening it would be with the bombs landing above.
- In small groups, ask the children to choose instruments that would make the sounds described on pages 11–13.
- Instruct each group to choose who should act out the children in the story and who should make the accompanying sounds.
- Groups perform their scene in turn and explain their choice of instrument and sound.

## Writing activities

**Objective** Explain their reactions to texts, commenting on important aspects. Write simple and compound sentences.

**You will need** to write the following questions on the board:

What did the children learn about the war from the magic key adventure? (read pages 10–28).

What did the children learn about the war from Gran? (read page 30).

Why did the children not laugh when they took part in the play at the end of the story? (read pages 31–32).

- Ask the children to work with a partner and write down their answers as sentences.

**Assessment** Do the children use different sentence structures? Do they understand why the children changed their attitudes?

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