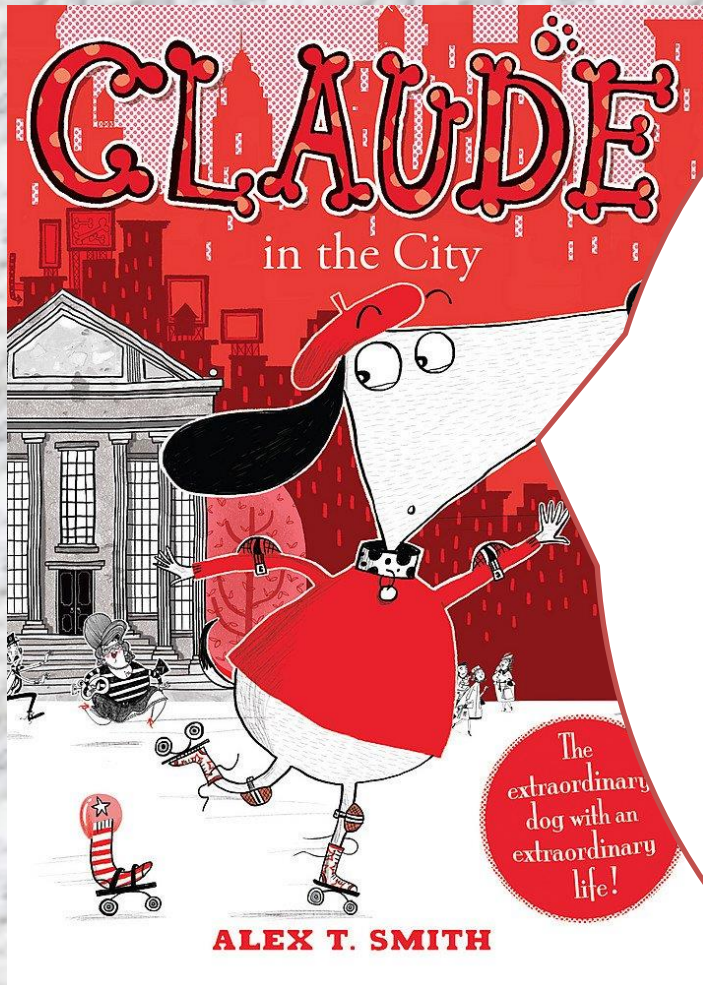


Reading – Tuesday 31st March 2020



Hello Everybody!

Before we finished at school, the three Year 2 classes were at slightly different points of the story.

For most children, the reading and activities *from today onwards* will be *new learning*. For others, the new learning will start over the next couple of sessions.



WALT *read* and
then *remember*
what we have
read

Today, we are learning to:

Summarise

*We can summarise main ideas
in our own words by:*

- recalling the main events
or facts in our own words
- deciding what details are
important and which are
irrelevant

SUMmarise It

Shorter than the text

Use your own words

Main ideas only 

Can you *summarise*
the *main events* so
far?

At school, one of
these would be
worth a HOM.

As we can't give
HOMs at home, it
will be worth a
virtual High 5!

Summarise

We can summarise main ideas
in our own words by:

- recalling the main events or facts in our own words
- deciding what details are important and which are irrelevant

Summarise It
Shorter than the text
Use your own words
Main ideas only

Claude wears a beret.

He is friends with a bobbly, grubby sock called Sir Bobblysock.

Mr and Mrs Shinyshoes left Claude to go to work.

Claude and Sir Bobblysock went to the city!

Everyone was getting very angry with them.

Claude and Sir Bobblysock visited a café.

Claude visited a beret shop and bought lots of different kinds!

They visited an art gallery.



Did you
get it?



Can you *match* the
word with its *definition*?

discovered

curious

contraption

hurry

-to move with speed

-to find something

-eager to learn or know

-a mechanical device

Today, we are learning to:

Find

We can retrieve and record information and we can identify key details from fiction and non-fiction by:

- skimming and scanning
- using layout features
- remembering what we read



Words you may not know



baguette

Parents and Carers, in class, the teacher would read some of the book to the children while they follow with their 'reading finger'. This is so we model good reading fluency (see below).

You could share the reading of today's pages with your child, for example taking a page at a time each.

For less confident readers you could read most of the text and ask your child to read an occasional sentence or word. Make sure though that your child is following the words as you read. This will develop their vocabulary even further.

Reading Fluency.

This includes

- **Using expression:** *capture the mood, show your understanding of what the character is like and how they might be feeling*
- **Pace:** *not too fast or too slow to help the listener understand the text*
- **Phrasing:** *grouping words for meaning*
- **Stress:** *putting emphasis on words to convey meaning*
- **Intonation:** *rise & fall, quiet & loud to reflect meaning*
- **Volume:** *change in volume to create emphasis*
- **Taking account of punctuation:** *pausing for meaning*
- **Accuracy:** *not missing words, dropping endings, mispronouncing vowels, noticing and self-correcting errors*

We are now going to read pages 34 – 46.

p34 – 35

The first room Claude and Sir Bobblysock went into was full of sculptures.

Claude discovered sculptures were bits of art that weren't in frames and you could walk around, but absolutely not touch at all.

Claude was very interested.
Some sculptures were
*enormous



*titchy



*very rude indeed.



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Today, we are learning to:

Find

We can retrieve and record information and we can identify key details from fiction and non-fiction by:

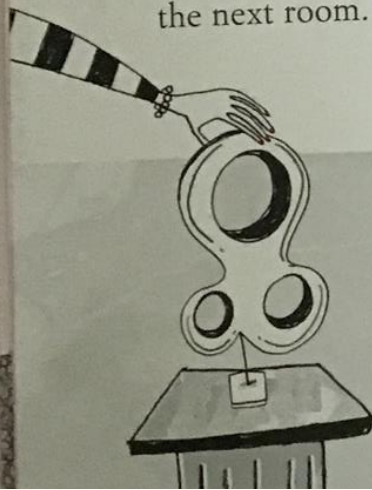
- skimming and scanning
- using layout features
- remembering what we read



Find and retrieve
What could Claude *absolutely not* do?

Claude looked at
his guidebook.

It said: Go into
the next room.

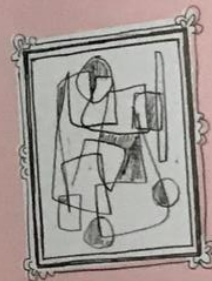


So he did.



On the walls were lots of
pictures in swirly frames.

Claude and Sir Bobblysock
sat down on a handy bench
and looked at them.



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Find and retrieve
What did the *guidebook* say?



Some of the paintings showed people standing around and pointing at things that weren't there. Claude thought this was a little bit silly.

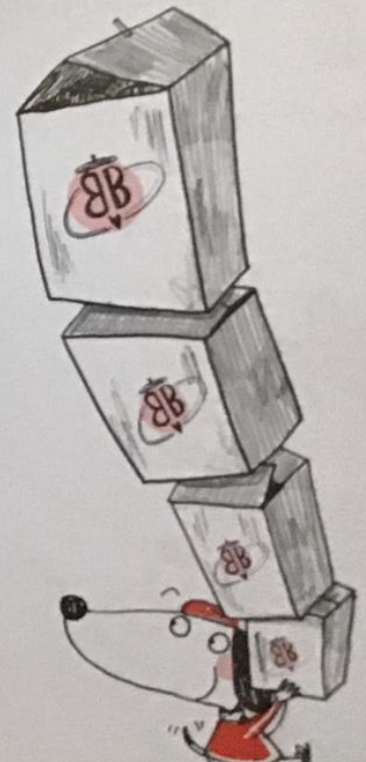
Some of the paintings had dogs in them, which made Claude happy. But none of them were wearing a beret...



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'Let's go and have some lunch,' said Claude to Sir Bobblysock. 'I could just eat a juicy bone baguette!'

Claude collected his boxes of berets and they set off to find a café.



39

Today, we are learning to:

Find

We can retrieve and record information and we can identify key details from fiction and non-fiction by:



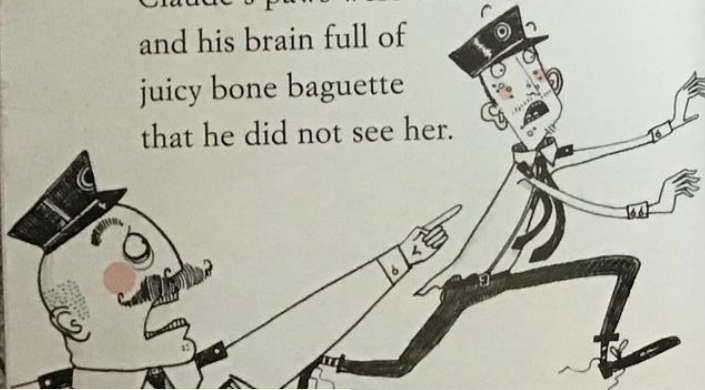
- skimming and scanning
- using layout features
- remembering what we read

Find and retrieve
What were *none of the dogs* wearing?

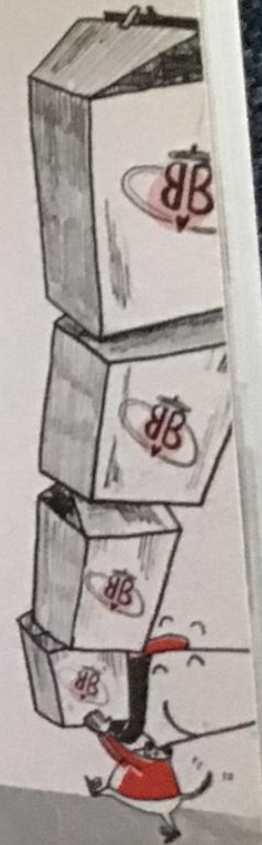
Suddenly a naughty robber in a striped jumper and a mask came running past them, carrying one of the sculptures.

Two guards were running after her.

Claude's paws were so full of boxes and his brain full of juicy bone baguette that he did not see her.



The robber did not see Claude and all his boxes...



Today, we are learning to:

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- remembering what we read

40

Find and retrieve
What was the *naughty* robber carrying?

BUMP!
CRASH!
WALLOP!

Berets exploded everywhere.
The robber fell to the ground.

The sculpture went flying through the air.

Everybody gasped.

Sir Bobblysock felt sick with worry.
But...

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Today, we are learning to:

Find

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Find and retrieve
What happened to the robber?

...Claude saved the day!



Soon the Mayor arrived.
'Claude you are a hero!' he cried.
He gave Claude a medal and
whisked him and Sir Bobblysock
off for a slap-up dinner.



Today, we are learning to:

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Find and retrieve

What word did the Mayor use to describe
Claude?

Back in the kitchen of Mr and Mrs Shinyshoes' house, Claude and Sir Bobblysock snuggled down in their beds. Claude closed his beady eyes.

A little later on, Mr and Mrs Shinyshoes came home from work.

'Where on earth has this medal come from?' asked Mrs Shinyshoes. 'Do you know anything about this, Claude?'

'Look, he's fast asleep!' laughed Mr Shinyshoes. 'We'll have to find out in the morning.'



Today, we are learning to:

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- remembering what we read

Find and retrieve

Which *room* of the house is *Claude's bed* in?

Today, we are going to check that we have *absorbed what we have read* and answer some 'find it' questions.

Usually, if we have read carefully, we should be able to *remember* most of the answers to 'find it' questions, but if we can't we can *scan back through* using the page hints to find the answer.

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Find

We can retrieve and record information and we can identify key details from fiction and non-fiction by:

- skimming and scanning
- using layout features
- remembering what we read



Multiple Choice:

1. Some of the sculptures were:

a) red

b) enormous

b) ancient

Hint: page 34

2. Which of the following frames are similar to what Claude saw

a)



b)



b)



Hint: page 37

Find and copy a word which helped you answer the question.

Challenge: Why was Claude's 'brain full of juicy bone baguette'?

Hint: page 39 -40

You can answer these in your *home learning book*.
Remember to write the *date and the WALT*.

Tuesday 31st March 2020

WALT: read and remember what we have read



Multiple Choice:

answers

1. Some of the sculptures were:

a) red

b) enormous

b) ancient

2. Which of the following frames are similar to what Claude saw:

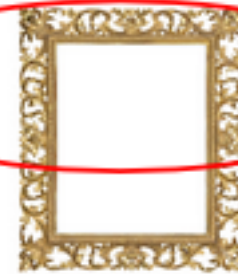
a)



b)



b)



Find and copy a word which helped you answer the question. **swirly**

Challenge: Claude had a 'brain full of juicy bone baguette' because it says they were on their way to a cafe, so we can infer that he was hungry and thinking about what he was going to eat.

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