

# Further teaching opportunities

This chart gives some additional ideas for using the texts in **First Comprehension 2** in your teaching.

Unit title	Literacy ideas	Inspiring children's further work
<b>Spider in the bath</b>	Look at the rhythm and rhyme scheme, and the way the animal names make a refrain through the poem.	As a class, work on a lively performance of the poem using actions.
<b>Stars twinkle</b>	Explore how the main text answers the questions posed in the headings.	Ask the children to use this question-and-answer structure to write another information text.
<b>The Iron Man returns</b>	Look at how the author uses very short sentences to create suspense.	Ask the class to write about what might happen if the Iron Man comes back again.
<b>One-eyed monster</b>	Explore the ways in which the dialogue tells us what is happening (with no need for long descriptions).	As a group, act out the playscript. Ask the children to think how Odysseus and his men might escape, then act it out.
<b>Swede pulls up carrot</b>	Introduce features of newspaper reports.	Ask the class to imagine they are a reporter interviewing Lena. What would they ask?
<b>Mary and the robin</b>	Look at how Mary and the robin communicate, even though they don't speak the same language.	Ask the children to write about what they think will happen next.
<b>Written in March</b>	Explore the interesting rhyme scheme. What do the children notice about it?	As a class, work on a group performance of the poem.
<b>Measuring straight lines</b>	Compare this discursive style with a non-fiction piece that uses headings or bullet points, for example.	Ask the children to think of a good heading for each paragraph.
<b>Bird meets chimpanzee</b>	Look at how the humour comes through in the dialogue and in the bird's choice of vocabulary.	Ask the children to write or act what might happen next.
<b>Get the picture?</b>	Read between the lines to work out what's going on.	Ask the children to write a poem or speech based on their own holiday photos, or photos from a recent school trip.
<b>Figurative expressions</b>	Introduce figurative language.	Ask the children to think of more figurative expressions to add to the list.
<b>Tracy Beaker's nightmare</b>	Use as an example of the way that very natural language can give a sense of a character.	Ask the class to discuss what they think Tracy's nightmare tells us about her.

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<i>from Roadways</i>	Use as examples of alliteration.	Ask the children to describe where their favourite road would take them.
<b>Early bicycles</b>	Use as a good example of a chronological report.	Ask the children to think of a good heading for each paragraph. Then ask them to choose a paragraph and write it as a series of bullet points.
<b>A strange dream</b>	Look at how the dialogue effectively conveys character (especially Mary Poppins).	What do the class think of the text? Was it really a dream? Encourage them to explain their opinion to a partner.
<b>Riddles of the seashore</b>	Use as an example of an interesting structure, with short rhymes and riddle format.	Ask the children to make up some riddles about things found in the playground.
<b>Fossil hunting</b>	Use examples of technical language (for example, 'sedimentary', 'limestone', 'ammonite').	Challenge the children to find out about some of the other fossils found on British beaches.
<b>Camping with Toad</b>	Discuss any old-fashioned language (for example, 'remote', 'habitations', 'Thanks awfully').	Ask the children what clues indicate that this story is set in the past. Challenge them to choose some of the dialogue and rewrite it to sound more modern.