

Miss Twinkle, You Are a Star

GOALS

Comprehension

Re-tell the text using the pictures on each page as a guide. Discuss how the teacher is different on each page.

Vocabulary

Focus High-frequency Words: around, came, off, our, she, walk, well, went

Focus Content Words: cartwheels, circus, different, flips, spell, splits, star, stilts, teacher, toes

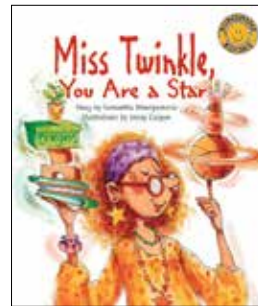
Phonics

Letters and Sounds: Recognise and produce words that end with -ell

Words to Blend and Segment: bell, fell, spell, tell, well

Fluency

Model fluent reading of a section of the text, emphasising the alliteration and descriptive words, for students to repeat. (e.g. stilts with stars)



Miss Twinkle is not at all like a normal teacher. Find out why.

Before Reading

- Listen to the title and the names of the author and illustrator. Ask: Have they read any other stories by Samantha Montgomerie? Did you like reading them?
- Together look at the cover picture. Students discuss what they see? Ask: What is Miss Twinkle doing in the picture? Why are her eyes closed? How would you describe Miss Twinkle? (stylish, colourful, interesting, clever) Is this a fiction or non-fiction book? How do you know?
- Help students to use the title and cover illustration to make predictions about the story.
- Look at the title page illustration. Ask: What is the same or different in this picture compared to the cover? What is Miss Twinkle doing now? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss what Miss Twinkle or the children are doing on each page. Ask: Is Miss Twinkle a good name for her? Why? Bring words like *cartwheels*, *circus*, *different*, *flips*, *spell*, *splits*, *star*, *stilts*, *teacher*, *toes* into the conversation.
- On page 15, have students predict the ending.

Reading the Text

- Read the title together and the names of the author and illustrator.
- On pages 2–3, look at the picture. Ask: What is Miss Twinkle doing? (spinning) What are the children thinking? (Their teacher is different.) Find the word *different*. How does it start? Will it be a long or short word? Read the sentences together.
- On pages 4–5, ask: What is the child doing now? (spelling) Look for the word *spell* in the text to confirm this. Read the first sentence to check that *spell* makes sense. Ask: How is Miss Twinkle feeling? (happy) Find words in the text to confirm this. What words are in the speech bubble? How would she say them? Read the words together. Repeat the last sentence. Is this what other teachers usually say if you spell words correctly?
- Follow this pattern for each page. Discuss how the alliteration and descriptive parts help with reading the story. How do you use your voice for these parts? Have students discuss the illustration on page 16.

After Reading

Check the accuracy of students' predictions. Invite them to discuss the story. Prompt if needed.

- Read the text together. Ask: What type of genre is this story? Did you like the ending? Why? How would you read the sentence on page 16? What does the exclamation mark mean? Would you like Miss Twinkle to be your teacher? How would you describe her?
- Students re-tell the text using the pictures on each page as a guide. Discuss how the teacher is different on each page. How did they feel at the end of the story? Did they like the ending?
- Discuss the back cover. Students practise re-telling the story to someone using these pictures.
- Reread the story together. Use interesting voices as you read the descriptive words.
- Talk about the meaning of “*Ta-da!*” Find interesting words in the story that are associated with a circus and with Miss Twinkle, e.g. *flips, stilts, splits, spins, glittery, tip-toe*. Have students listen to the sounds of the language as you say these words.
- Discuss the meaning of pronouns and model using them. Relate the pronouns to the illustrations in the book. e.g. on page 2 *our* is used instead of “the children’s”; *she* is used instead of “Miss Twinkle”; *other* is used instead of saying the teachers’ names; *you* is used instead of the child’s name. Students find other pronouns and explain their meaning.
- Reread page 4, focusing on the punctuation. Teach students the purpose of the capital letters, full stops, commas, exclamation marks and speech marks.

Phonics

- Discuss the sounds of the -ell word ending. Write the words *bell, fell, spell, tell, well* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. /b /ell/. Illustrate using alphabet letters for each word and touching them as the sounds are made for the word. Brainstorm other words ending with -ell to write up on the board. Read them together. (sell, dell, yell)
- Students test each other with “what am I” questions, e.g. I like to ring out. What am I? (bell)

Word Study

- Talk about the words *around, came, off, our, she, walk, well, went*. Read them together. Photocopy multiple sets of the flash cards and use them to play a spelling game in pairs. e.g. What word is the opposite of *he* or *on*? Discuss the meaning or use of each word.
- Find the present tense to match the base verb. e.g. leap/leaps; spin/spins; walk/walks; cry/cries; smile/smiles; shout/shouts; point/points. Make these into a two-column chart to read.
- On a piece of paper, have students draw a picture from the story. They find the words in the story and write them and then read their sentence to a partner.
- Have students make a st- web with words from the story, e.g. star, stilts, stand, starts.

Fluency

- Model fluent reading of a section of the text, emphasising the alliteration and descriptive words, for students to repeat.

Writing

- Have students develop a character web for Miss Twinkle. They can use descriptive words to describe how she looks, acts and teaches. They draw her, too.
- Students make a two-column comparison chart of their teacher and Miss Twinkle.