

Badger Learning's Enjoy Guided Reading

Teacher Books – What's Inside?

- Chapter-by-chapter synopses helps teachers to prepare for the guided reading session and follow lengthy storylines
- Guidance for teacher-led sessions
- Questions and answers for independent and supported work
- Follow-up writing activities provided
- 'Reviewing the book' questions provided for teachers to lead a discussion
- Answers to questions provided and linked to NC Objectives
- Coverage Sheet
- Assessment Sheets

2 Scratch and Sniff (PCM2)

Name Date

WPC Penrose Reports

Now Penny has to write up her report. She has to include:

- exactly what she saw
- exactly what she did
- exactly what she found.

Report

Theft from Doogood's Furniture Store

Date:

Attending Officer: WPC Penelope Penrose

Officer's statement:

I was on duty when a robbery was reported at Doogood's furniture store. Sergeant Snide instructed me to stay behind and count traffic cones. To my surprise, the cones went missing.

Then I noticed

Enjoy Guided Reading Year 3 Book D © Badger Learning

Independent and supported reading questions

Esio Trot

Answer the questions after reading the sections below.

Read pp10-19

1. Look at page 10. What does Mrs Silver give Alfie for breakfast?
2. Look at page 13. What does Mrs Silver wish her tortoise would do?
3. Look at page 18. Mr Trot says Esio Trot is Tortoise spelled backwards – is he right?

Read pp20-29

4. Look at page 21. What did Mr Hoppy use to protect his carpet?
5. Look at page 24. How many tortoises did Mr Hoppy buy?
6. Look at page 29. What did Mr Hoppy use to lift Alfie up onto his balcony?

Read pp30-40

7. Look at pages 38-40. Why does Mr Hoppy keep replacing each tortoise with a slightly bigger tortoise?
8. Why do you think Mrs Silver didn't notice that the tortoise she believed was her pet was getting bigger?

Read pp41-49

9. Look at page 42. Why does Mrs Silver suddenly believe that her pet has grown enormously?
10. Look at page 48. Why does Mr Hoppy replace the bigger tortoise with one that is smaller?

Read pp50-56

11. Look at page 52. Why does Mr Hoppy ask Mrs Silver to marry him?
12. Look at page 52. What does Mrs Silver mean when she says, 'It's all due to Alfie'?

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4 Assessing Understanding: New Curriculum Reading Objectives

Horrid Henry and the Football Fiend (Years 3 and 4)

✓ good understanding ✗ poor understanding — some understanding

Pages	Objective	Pupil	Pupil	Pupil	Pupil	Pupil	Pupil
Book introduction	5. asking questions to improve their understanding of a text						
Book introduction	7. predicting what might happen from details stated and implied						
Teacher led	1a. read easily and fluently						
Teacher led	2. using dictionaries to check the meaning of words that they have read						
Horrid Henry Peaks at Peter's Diary Teacher led: pp1-7	4. checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context						
Horrid Henry Peaks at Peter's Diary Independent pp 8-21	6. drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence						
Horrid Henry and the Football Fiend	8. identifying main ideas drawn from more than one paragraph and summarising these						
Horrid Henry Goes Shopping	3. discussing words and phrases that capture the reader's interest and imagination						
Horrid Henry's Dirty Enemy	9. identifying how language, structure, and presentation contribute to meaning						
Revisiting the novel	10. participating in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say						
Revisiting the novel	11. be learning to justify their views about what they have read with support at the start of Year 3 and increasingly independently by the end of Year 4						
Revisiting the novel	12. identifying themes and conventions						

General comments:

56

Enjoy Guided Reading

Teacher Book with Copymasters

Key Stage 1

Book Bands: Orange and Turquoise

Karen Moncrieffe

Julie Galliard and Jane A C West

For the books:

- *The Seeds of Friendship* by Michael Foreman (Orange)
- *Willy and Hugh* by Judy Blume (Orange)
- *Mister Magnolia* by Quentin Blake (Orange)
- *Mr Brown Can Moo! Can You?* by Dr Seuss (Orange)
- *My Humongous Hamster Goes to School* by Lorna Freytag (Orange)
- *The Pig in the Pond* by Martin Waddell (Turquoise)
- *A Squash and a Squeeze* by Julia Donaldson (Turquoise)
- *My Cat Likes to Hide in Boxes* by Eve Sutton (Turquoise)
- *Mog and the Baby* by Judith Kerr (Turquoise)
- *The Selfish Crocodile* by Faustin Charles (Turquoise)

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Introduction to Enjoy Guided Reading

‘Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development.’

(National curriculum for English)

The importance of developing a love of reading is constantly referred to throughout the national curriculum for English. One of its paramount aims is that children should become ‘independent, fluent and enthusiastic readers who read widely and frequently’. Teachers are expected to help children ‘to develop their love of literature through widespread reading for enjoyment’. The high-quality stories and picture books within the **Enjoy Guided Reading** series of packs for Key Stage 1 will help educators meet this curriculum expectation.

The teacher’s books provide guidance for using the books in the **Enjoy Guided Reading** packs during guided reading sessions. However, issues such as class size, the number of supporting adults, and policies mean that guided reading sessions operate in a variety of ways in different schools. With this in mind, this teaching resource allows for a wide degree of flexibility, allowing teachers to adapt the structure easily to fit their needs.

Criteria for selecting titles

All the books included in the **Enjoy Guided Reading** packs are fiction and include a range of popular titles, many of which were selected and banded according to the Institute of Education’s Guided Reading Handbook. They contain a level of differentiation so that, for each year group sample, there are books that cover a range of abilities.

Titles

There are ten titles for each year group. The titles are accompanied by the following guidance and set activities:

- Brief information on the author and illustrator.
- A synopsis of the story.
- Teacher-led session 1: introducing the text; and questions linked to the first section of the story.
- Activities with photocopymasters (PCMs) for pupils to work on independently between guided reading sessions.
- Teacher-led session 2: for picture books, this session involves completing the book followed by questions linked to the remainder of the story. For longer books, this session provides questions linked to the next section of the story.
- For longer books, questions are provided for pupils to work on independently or with support for the remainder of the story.
- Enhancing understanding: questions and role-play activities designed to help children connect with the text and deepen their understanding of the whole text.

- Follow-up activities with PCMs – activities relating to the whole text, or to provide extension, are in this section.
- Assessment tick sheet – to monitor the children’s understanding during guided reading sessions.

About the guided reading sessions

Story synopsis

A summary of the story is provided to familiarise teachers with unknown texts.

Discussing the text

‘Comprehension skills develop through pupils’ experience of high-quality discussion with the teacher.’

(National curriculum for English)

Teacher-led guided reading sessions are crucial in developing children’s reading skills. In this resource, guidance for two teacher-led sessions is provided. Each session is focused around encouraging discussion about the text. Through close discussion with the teacher, children can learn how to express their views about what they have read and give quality answers to comprehension questions. Teachers should guide the children’s understanding through correction, explanation and the modelling of suitable answers.

Organising discussion for KS 1 pupils

Less confident pupils should be encouraged to talk, and the teacher should ensure that louder, more confident pupils listen to others as well as talk. Different approaches can be used to facilitate this so discussion takes place in an organised manner. Here are some examples:

- The teacher could go round the group asking the children questions individually, ensuring each child takes part.
- The teacher could prepare lollipop sticks with the children’s names on. When the lollipop stick is picked, the child named on the stick is encouraged to answer.
- The children could discuss answers in pairs before sharing their thoughts.
- The children could be given an object (e.g. a soft toy) to pass on each time a question is answered. Only the child holding the object is allowed to talk; the others must listen.

Teacher-led session 1

Introducing the text

This involves looking at the front cover and questioning the children about the title and illustration so they begin to consider what the story might be about. At this stage, the teacher can introduce the children to vocabulary which may be new to them that they will encounter while reading. The national curriculum requires that: 'The meaning of some new words should be introduced to pupils before they start to read on their own, so that these unknown words do not hold up their comprehension.' If appropriate, the teacher may discuss the blurb at this stage, and any other relevant background information.

Beginning the story

“Thinking aloud” when reading to pupils may help them to understand what skilled readers do.’

(National curriculum for Key Stage 1)

The teacher begins each text by reading the first few pages to the children. This is followed by questions. Even if the pupils are fluent readers, the national curriculum for KS1 emphasises the importance of children hearing text read aloud. Modelling expression; sounding out new words using phonics; attention to punctuation; demonstrating how to determine the meaning of new words using picture cues and context; and modelling how to answer questions will help children understand how to improve their comprehension.

Continuing reading

When continuing to read the text, there are various options the teacher might consider, depending on the level of the reading text and the ability of the children.

Option A Modelled reading

The teacher may purposely have selected a text which is above the reading level of the children, in which case it is appropriate for the teacher to continue reading aloud. A key objective of the national curriculum for Key Stage 1 is that children should be ‘listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.’

Option B Shared reading

Reading the text collaboratively. This is a useful way of building reading confidence. It’s also appropriate if the teacher feels the children may be able to read some, but not all, parts of the text independently. The text may contain predictable phrases that the teacher can encourage the children to recognise and join in with. Alternatively, the teacher may wish to have the children each read a small segment of the text, or read in unison.

Option C Independent reading

If the text has been specifically matched to the reading level of the group, the children should be able to read independently, quietly or silently. The teacher can monitor their reading by moving around the group and listening to them read individually.

Reading focus

To ensure the pupils are actively trying to understand the text during reading, a reading focus question or activity is provided.

Reading follow-up

After discussing the reading focus, the teacher questions the children about what they have read (or have heard read to them). Each child is encouraged to participate in discussion.

Independent work

Following the first teacher-led session, the reading group is given worksheets with tasks that link to the section of text they have just read. These are designed to develop and extend the children's understanding of the text. The majority of the tasks should be possible to tackle independently. Some may require adult support, depending on the activity and the ability of the children.

Teacher-led session 2

This session follows much the same pattern as the first teacher-led session, with a few differences.

Reviewing independent work

The children share and discuss the independent work they have done following the first session, and the teacher gives feedback.

Continuing reading

The children either complete the story (for shorter books) or read the next section (for longer books). The teacher chooses either Option A, B or C, as detailed above, to continue reading.

Reading focus

A reading focus is provided to enable the children to engage with the text in a concentrated, focused way.

Reading follow-up

The children respond to questions about the section of text they have just read and, if they have completed the book, about the story overall.

Enhancing understanding

The questions in this section will help the pupils to connect more deeply with the text. The role-play and drama activity is optional. However, national curriculum non-statutory guidelines for Key Stage 1 state:

‘Role-play and other drama techniques can help pupils to identify with and explore characters. In these ways, they extend their understanding of what they read and have opportunities to try out the language they have listened to.’

Role-play and drama can be hugely beneficial to pupils. Depending on the time needed for reading and pupil response in the earlier part of session 2, teachers may wish to schedule in another teacher-led session to complete this section.

Sequencing the text

A sequencing activity is included in the relevant **Enjoy Guided Reading** teacher's books for longer books only. This relates to Objective 11 for White and Lime, and Lime and Brown packs: 'Discuss the sequence of events in books and how items of information are related.'

Follow-up activities

The book contains photocopymasters (PCMs) including ideas for extension activities using the text as a stimulus.

Assessment

The objectives for the reading sessions are from the National Curriculum Programmes of Study for Reading in Key Stage 1. In this key stage, objectives are set out on a year-by-year basis.

Objectives for the Orange and Turquoise pack and the Purple and Gold pack link to national curriculum objectives for Year 1. Objectives for the White and Lime pack and the Lime and Brown pack are linked to national curriculum objectives for Year 2.

The national curriculum document states that schools 'have the flexibility to introduce content earlier or later than set out in the programme of study'. Therefore, if appropriate, you may have children in Year 2 working on a pack with reading objectives related to Year 1 or vice versa. The **Enjoy Guided Reading** resources are designed to be used flexibly to meet the needs of your pupils.

An assessment tick sheet for each title allows teachers to monitor the children's understanding during the teacher-led sessions. There is an objective coverage sheet on page 128 which provides a complete list of curriculum objectives covered in each **Enjoy Guided Reading** Pack.

A final word

Reading 'feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds'.

(National curriculum for English)

The exciting range of stories and associated activities in our **Enjoy Guided Reading** packs will help your pupils achieve the foremost goals of the reading curriculum: to ensure that children learn to read with confidence and understanding, and, fundamentally, 'to establish an appreciation and love of reading'.

1 The Seeds of Friendship

Author and illustrator: Michael Foreman

Key stage 1: Orange

Michael Foreman is a British author and illustrator. He has created numerous books and has worked with Michael Morpurgo, and many other well-known authors, providing illustrations for their stories. He won the Kate Greenaway Medal in 1982 and 1989 and has been nominated for many awards. He studied at the Royal College of Art and often illustrates texts using distinctive watercolours. Through his artwork he aims to create believable worlds. He says: 'I keep trying to make things more real, not in a literal, photographic sense, but in an emotional sense...'

Story synopsis

Adam has arrived from another country and lives in a high-rise flat. He is isolated – unsure about his new life. In contrast to the place he came from, the landscape looks cold and grey, although he does find it exciting living so high up and looking down from his bedroom window at the world below! From this window, he sees other children playing. He is too shy to join them. One day it snows. He goes outside and makes a snow elephant. He makes friends with the other children who are making a snowman. Together they make more animals and build a snow-zoo! When he starts school, he sees his new friends and the emptiness of his new life begins to dissipate. Adam's teacher gives him some seeds from the school garden. He takes them home and plants them in his window box. He brings more seeds home and he and his friends take them up to the roof. They make a beautiful garden. Then they make more gardens covering the waste ground in the area. By the end of the book, the cold, grey landscape has changed and he is happy – the world he lives in is now beautiful and colourful. He is surrounded by gardens and friends.

Discussing the text

Objective 7: participating in discussion about what is read to them, taking turns and listening to what others say

This objective runs throughout the teacher-led sessions and links to the following expectation:

'Rules for effective discussions should be agreed with and demonstrated for pupils. They should help to develop and evaluate them, with the expectation that everyone takes part. Pupils should be helped to consider the opinions of others.'

(National curriculum for Key Stage 1)

See the various ideas for encouraging KS1 pupils to join in the discussion in the Introduction to this book.

Teacher-led session 1

Introducing the text

Objective 1: discussing the significance of the title and events

Objective 2: drawing on what they already know or on background information and vocabulary provided by the teacher

Front cover:

- Do you think the story is set in the city or the countryside? Explain.
- What is the boy holding?
- What are the children in the background holding?
- What might the title *The Seeds of Friendship* mean? (Although there is no definitive answer for this, pupils could discuss ideas.)

Blurb:

- Why might Adam feel alone?
- What might Adam do with the seeds?

Beginning the story

The activities and questions below relate to the following national curriculum expectations and objectives.

Objective 3: discussing word meanings, linking new meanings to those already known

Objective 6: predicting what might happen on the basis of what has been read so far

Objective 8: explaining clearly their understanding of what is read to them

Begin the story by reading up to the third double-page spread (cold, grey world) to the children. Model how to use expression while reading, and how the reader should pay careful attention to different types of punctuation.

Spread 1: new home

- Why does Adam like his new home? (*He thinks it is exciting. He is living in the sky.*)
- What type of building does Adam live in? (*A flat. If pupils say 'a tall tower' explain that this is more descriptive language than factual; however, flats are sometimes referred to as 'tower blocks'.*)

Spread 2: pictures

- Name the animals that Adam drew pictures of.
- Look at the pictures Adam has drawn. Use the pictures to try to guess the 'faraway place' where he used to live.

Spread 3: cold, grey world

- What do you think Adam is thinking as he looks down from his bedroom window?
- What do you think the children would say if he went down and said 'hello' to them?
- Should he go down and speak to them? Why, or why not?

Continuing reading

Continue with reading up to the eighth spread (the biggest elephant), selecting Option A, B or C depending on the ability of the children and the level of the text.

Option A Modelled reading:

The teacher reads aloud to the pupils. This approach links to the following expectations from the national curriculum:

'Pupils should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.'

Non-statutory guidance:

- By listening frequently to stories, poems and non-fiction that they cannot yet read for themselves, pupils begin to understand how written language can be structured in order, for example, to build surprise in narratives
- Through listening, pupils also start to learn how language sounds and increase their vocabulary and awareness of grammatical structures.
- Pupils should have extensive experience of listening to, sharing and discussing a wide range of high-quality books with the teacher

Pupils should be discussing texts beyond the level at which they can phonically decode. This is a key aspect of the national curriculum for reading. Therefore, the teacher may purposely select a text the children cannot yet read entirely by themselves for use in guided reading. The focus is on comprehension rather than word level. Teachers should model how to use expression and pay attention to punctuation. Children should be encouraged to follow along with the text.

Option B Shared reading

The children read short sections of the text each or, if appropriate, they may read in unison or join in with predictable phrases.

This approach links to the following national curriculum objective:

Objective 4: checking that the text makes sense to them, reading fluently and correcting inaccurate reading

If suitable, the children could take it in turns to read short segments of the text aloud. Encourage them to self-correct as they are reading. Teach pupils how to use phonics, picture cues and logic to work out the meanings and pronunciation of new words. Help pupils to read with expression and attention to punctuation.

Option C Independent reading

The children are fluent readers and the text is matched to their reading level.

Objective 4: checking that the text makes sense to them, reading fluently and correcting inaccurate reading

One of the key aims of the national curriculum is that children should learn to ‘read easily, fluently and with good understanding’.

If the text has been matched to the reading level of pupils, the children can read independently, quietly or silently, while the teacher moves around the table listening to them. Encourage the children to self-correct as they are reading. Use phonics, picture cues and logic to work out the meanings and pronunciation of new words. Encourage pupils to read with expression and attention to punctuation.

Reading focus

Objective 5: making inferences on the basis of what is being said and done

While the children are reading, ask them to look at the illustrations and think about how Adam is feeling on each spread. Pupils could use post-it notes to jot down their observations and place them next to the appropriate illustration.

Reading follow-up

The activities and questions below relate to the following national curriculum objectives.

Objective 3: discussing word meanings, linking new meanings to those already known

Objective 5: making inferences on the basis of what is being said and done

Objective 8: explaining clearly their understanding of what is read to them (or what they have read)

Allow children to feed back and share their thoughts regarding the reading focus activity. Check whether pupils encountered any words or phrases they did not understand and discuss meanings.

Ask children to use the illustrations and information in the text to check the answers to these questions:

Spread 4: window-forest

- What stops Adam seeing out of his window?
- Do you think Adam has seen frost before? (*Probably not as it is likely that he is from a place where there is a hot climate because of the animals he has drawn.*)
- Do you think the glass looks like a ‘frozen forest’? Explain.

Spread 5: snow

- Which words tell us that Adam has never seen snow before? (*‘for the first time’.*)

Spread 6: white wonderland

- What turned the ‘dark, grey world’ into ‘a white wonderland’?
- ‘Adam rushed downstairs...’ Why do you think he rushed?

Spread 7: a snow elephant

- What is Adam making?
- What are the other children making?
- How can you tell that Adam is not upset when the children throw a snowball at him?

Spread 8: the biggest elephant

- Look at the illustration – what are the children trying to do? (*Build the biggest elephant they can.*)

Independent work

This work is related to what the children have read so far. The aim of the work is to develop, enhance and extend their understanding of the text. They may work on this independently, or with support, until the next guided reading session.

PCM 1: Where do you live?

Pupils draw and describe where they live. They write about what they can see when they look out their bedroom window.

PCM 2: Adam’s pictures

Look at the second spread, which shows the pictures Adam drew. Ask pupils to write about Adam’s pictures and choose the picture they like best and draw it.

Teacher-led session 2

Reviewing independent work

Review the work the children did after the first teacher-led session.

Continuing reading

Continue reading from the ninth spread (snow-zoo!) up to the end of the story, selecting Option A, B or C as in Teacher-led session 1, depending on the ability of the children and the level of the reading book.

Reading focus

Objective 5: making inferences on the basis of what is being said and done

As pupils are reading ask them to take notice of how the area where Adam lives is changing. They could make a note of their observations using post-it notes.

Reading follow-up

The questions below relate to the following national curriculum objectives:

Objective 3: discussing word meanings, linking new meanings to those already known

Objective 5: making inferences on the basis of what is being said and done

Objective 8: explaining clearly their understanding of what is read to them (or what they have read)

Allow children to feed back and share their thoughts regarding the reading focus activity. Check whether pupils encountered any words or phrases they did not understand and discuss meanings.

Spread 9: snow-zoo!

- Look at the illustration – which animals did the children make for their snow-zoo?

Spread 10: new school

- What was Adam's favourite place at school?

Spread 11: seeds

- Who gave Adam the seeds?
- Where did Mum plant the seeds?

Spread 12: more plants and seeds

- Look at the illustration of the flat Adam lives in. It looks very different from the other flats. How does it look different? Why does it look different?

Spread 13: more gardens

- When Adam arrived he looked down from his window and saw 'a cold, grey world'. Describe how things have changed since then.

Spread 14: a city of gardens

- The grey world has gone! What colours can you see in the illustration?

Spread 15: wonders and colours

- Do you think Adam feels happier now than when he arrived? Explain why.

Enhancing understanding

The following national curriculum objectives, questions and activities enable the children to connect more deeply with the text and enhance their understanding.

Objective 9: link what they read or hear to their own experiences

Ask pupils to look at spread 14: a city of gardens. It shows that the waste ground, which was cold and grey, has now been transformed into a park. Ask them if they ever go to the park. Does it look like this? What do they do at the park? Do they enjoy going? What do they like about parks? Would they be sad if there were no parks? Why?