

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: Lime and Brown

Karen Moncrieffe

For the books:

- *Huey's Tiger* by Ann Cameron (Lime)
- *The Dragonsitter's Party* by Josh Lacey (Lime)
- *Silly Name for a Monster* by Timothy Knapman (Lime)
- *The Tortoise and the Dare* by Terry Deary (Lime)
- *Arthur and the Mystery of the Egg* by Johanne Mercier (Lime)
- *The Children of Noisy Village* by Astrid Lindgren (Brown)
- *Julian, Secret Agent* by Ann Cameron (Brown)
- *Roodica the Rude: Party Pooper!* by Margaret Ryan (Brown)
- *The No. 1 Car Spotter and the Car Thieves* by Atinuke (Brown)
- *Jack Beechwhistle: Attack of the Giant Slugs* by Kes Gray (Brown)

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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 140 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 Huey's Tiger

Author: Ann Cameron, Illustrator: Jamie Smith

Key stage 1: Lime

Ann Cameron lives in Portland, USA. She has worked in publishing and as a university teacher. She is now an established author who has written many stories, several of which feature brothers Julian and Huey.

The Julian and Huey stories are illustrated by **Jamie Smith**. He says, 'I feel very lucky to be illustrating Ann Cameron's series; the stories are jam-packed with special moments and the characters are so vividly drawn.'

Story synopsis

Tracks

Huey's brother, Julian, gets a book with information about animal tracks from the library. Julian won't let Huey look at it. Huey is annoyed with his brother so he hatches a plan to fool him. In the night, while everyone is sleeping, he creeps out to the garden and makes fake animal tracks with a stick. On the first night he makes raccoon tracks; the second night he makes zebra tracks; and on the following night he goes even further and makes zebra and elephant tracks. Julian and his friend Gloria are completely fooled by the fake tracks and believe that a range of animals is visiting the garden at night!

My Trip to Africa

Huey wants to talk with his mum and dad but they are busy. Julian and Gloria are also too busy to talk to Huey; they are preoccupied with constructing a plan to trap the zebra they believe visits the garden at night! Feeling a bit alone and upset, he goes into the living room. The room is decorated with various African items. He decides that if he goes to live in Africa he will be happy. He takes a hat, cloak and walking stick from the living room wall, dresses up in them and leaves the house. He walks around town, asking various acquaintances the way to Africa. Eventually, he ends up in the park where he meets a stray dog. He returns home with the dog following him. His parents are upset that he went out without telling them; however, they decide to let him keep the dog. Huey names the dog Tiger. The dog becomes a confidant that Huey talks to whenever he feels sad.

P.S:

Huey and Julian's dad makes them a tree house. The children go up into the tree house with Tiger the dog. While they are up there, Julian considers aloud whether the wild animals that used to visit no longer come because they are scared of the dog. Huey confesses to Julian, explaining how he tricked him by making fake animal tracks. Julian is angry but Gloria thinks it was a great trick and says that Julian deserved it because of the way he was treating Huey. Julian and Huey develop a more friendly relationship and begin to spend more time together.

Discussing the text

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

Objective 8: explaining and discussing their understanding of books, poems and other material, both those that they listen to and those that they read for themselves

Discussing the text is the central focus of all guided reading sessions. These objectives run throughout the Teacher-led sessions and link to the following expectation:

‘Discussion should be demonstrated to pupils. They should be guided to participate in it and they should be helped to consider the opinions of others. They should receive feedback on their discussions.’

(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.

Questions

The questions provided in the Teacher-led sessions can be used to explore and develop the children’s understanding. Examples of some possible answers for the more open questions are given; however, teachers should be aware that variations on these answers may also be correct.

Teacher-led session 1

Introducing the text

Objective 1: discussing the significance of the title and events

Front cover:

Look at the cover together. Check whether any of the children have read the Julian stories by Ann Cameron, for example, *Julian, Secret Agent*. If so, explain that in this story Julian’s younger brother, Huey, is given a central role. Ask:

- What might be happening in the front cover picture?
- Which animals are shown?
- What is Huey wearing? Why might he be wearing this?

There are no set answers for some of these questions; the idea is for the children to begin to speculate about what might happen in the story.

Back cover/blurb:

- What might Huey’s plan be?
- What tools might he use?

Again there are no set answers; the purpose of the questions is for the children to begin to speculate about the text.

Explain that in the story Huey's brother, Julian, reads a book which contains information for someone who wants to be an animal tracker. Discuss what a tracker is. (Someone who analyses animal tracks.)

Beginning the story

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

Objective 2: discussing and clarifying the meanings of words, linking new meanings to known vocabulary

Objective 4: making inferences on the basis of what is being said and done

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

Begin the story by reading pages one to five to the children. Model how to use expression while reading, and how the reader should pay careful attention to different types of punctuation. Ask the questions below during or after reading.

Page 1

- What makes Huey feel like he wants to fight with Julian? (*He is rude to him; he says he can't be a tracker because he is too little and talks too much.*)

Page 2

- Why do you think Huey opened the door very quietly? (*He didn't want anyone to hear him; he didn't want to wake anyone up.*)

Page 3

- What did Huey use the stick for?

Page 4

- Is Julian right – did a racoon visit? (*No, it was Huey!*)

Page 5

- Do you think Dad believes a racoon visited? (*Yes, he thinks it looks like a raccoon came and was probably looking for food in the rubbish bin.*)
- Is Dad right? (*No!*)

Continuing reading

Continue with reading to the end of Chapter 1: Tracks, 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.’

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

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

This approach links to the following national curriculum objectives:

Objective 3: 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. This approach links to the following national curriculum objective:

Objective 3: 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 11: discuss the sequence of events in books and how items of information are related

Huey makes more animal tracks to fool his brother! What other tracks does he make? Think about this as you read. When you have finished, list the animal tracks Huey makes in the order in which he made them.

Reading follow-up

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

Objective 2: discussing and clarifying the meanings of words, linking new meanings to known vocabulary

Objective 4: making inferences on the basis of what is being said and done

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

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.

Check whether they have any questions about the text so far. Is there anything they found puzzling? Is there anything they would like to find out more about?

Page 7

- Why does Julian believe a zebra was in the garden?

Page 8

- Describe how Julian and Gloria plan to catch the zebra.

Page 12

- Why does Huey eat half the carrot? (*He likes carrots; he wants it to look as though the zebra ate it.*)

Page 15

- Look at the illustration on page 15 and ask pupils to consider what each of the characters is thinking about the zebra and elephant tracks. (*Julian and Gloria look excited but Mum and Dad are looking at Huey, which may show they know he is responsible!*)

Independent work

This work is related to what the children have read so far up to the end of Chapter 1: Tracks. They may work on this independently, or with support, until the next guided reading session. Discuss the tasks with the pupils before they start to ensure that it is clear to them what they have to do.

PCM 1: Animal tracks

Use information from the text and illustrations in this chapter to sketch and label pictures of different animal tracks.

PCM 2: How I tricked my brother

Imagine you are Huey. Describe how you tricked Julian.

Teacher-led session 2

Reviewing independent work

Allow the children to share and discuss independent work. Give feedback regarding their ideas.

Continuing reading

Continue with reading from pp17–21, 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 6: predicting what might happen on the basis of what has been read so far

The focus for reading this section of the book is to think why this chapter is called ‘My Trip to Africa’. Fast finishers could jot down their ideas and then predict what will happen next.

Reading follow-up

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

Objective 2: discussing and clarifying the meanings of words, linking new meanings to known vocabulary

Objective 4: making inferences on the basis of what is being said and done

Objective 5: answering and asking questions

Check whether children have any questions about the text so far. Is there anything they found puzzling? Is there anything they would like to find out more about?

Check whether they encountered any words or phrases they did not understand and discuss meanings.

Page 17

- “‘Why –?’ I began.’ What was Huey going to ask his dad? Why didn’t he finish asking his question?
- “‘Mum, why is the sky –?’ I began.’ Why doesn’t Huey finish asking his mum the question?

Page 18

- “‘Julian,’ I said. “‘Why –?’” Why doesn’t Huey finish asking Julian his question?