

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'?

Enjoy Guided Reading Year 3 Book D © Badger Learning

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:

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Enjoy Guided Reading

Teacher Book with Copymasters

Year 3 Book A

Karen Moncrieffe

Sarah St John, Roger Hurn and Jane A C West

For the novels:

- *The Diary of a Killer Cat* by Anne Fine (Accessible)
- *My Brother Bernadette* by Jacqueline Wilson (Accessible)
- *Dirty Bertie: Worms!* by Alan MacDonald (Expected)
- *Horrid Henry and the Mega-Mean Time Machine*
by Francesca Simon (Expected)
- *Tom's Sausage Lion* by Michael Morpurgo (Confident)
- *The Twits* by Roald Dahl (Confident)

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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 quality novels and stories in the **Enjoy Guided Reading** pack will help educators meet this curriculum expectation.

This teacher’s book provides guidance for using the **Enjoy Guided Reading** books 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 easily adapt the structure to fit their needs.

Criteria for selecting titles

The books are all fiction titles and include a range of popular titles and modern classics. They contain a level of differentiation so that for each year group sample there are books that cover a range of abilities. Each pack contains six books which are broken down into three subgroups to enable you to assign the appropriate titles to your guided reading groups.

Two **Accessible** titles – for readers below the average for their year group

Two **Expected** titles – for readers at the average for their year group

Two **Confident** titles – for readers above the average for their year group

Book titles

There are six titles in each **Enjoy Guided Reading** pack. Each title has the following accompanying guidance:

- Brief information on the author and a book summary
- A chapter synopsis
- Teacher-led session: introducing the novel and questions linked to the opening
- Questions for independent/supported work
- Answers and objectives for independent/supported work

- Follow-up activities: suggestions for reading, writing and cross-curricular tasks linked to the novel
- Reviewing the novel: questions to help teachers run a discussion session after reading the novel.

Organising guided reading

Chapter synopsis

This section breaks the book down into chapters, thus familiarising teachers with unknown texts.

Teacher-led session

‘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. Through close discussion with the teacher, children can learn how to express their views about what they have read and provide quality answers to comprehension questions. Teachers should guide the children’s understanding through correction, explanation and the modelling of suitable answers.

Introducing the text

The front cover and the blurb are designed to interest the reader and provide a few tantalising details that leave the reader wanting to know more. After a brief discussion of the front cover picture and reading the blurb, the teacher asks the children to consider what questions they have linked to the details revealed on the front cover and blurb. Examples of questions the children might come up with are given. Following this, the children are asked to use the details they have to predict what might happen in the story. Teachers can use the assessment tick sheet to indicate if they feel children have demonstrated understanding of the objectives.

Beginning the story

Stories begin in different ways, for example, chapters or prologues. For each text, children are expected to read a specified amount of text and then discuss their thoughts with the teacher. The teacher may wish to listen to the children read short amounts of text in order to check for fluency and expression at this point. The teacher will then continue questioning the children. Questions will be based on a specific focus. Teachers can use the assessment tick sheet to indicate if they feel children have demonstrated understanding of the objective.

Independent and supported reading

The expectation of the curriculum for English is that children from Year 3 upwards should gradually progress towards being able to 'read silently, with good understanding, inferring the meanings of unfamiliar words, and then discuss what they have read'. Therefore, children need to be given the opportunity to read independently away from the teacher-led session and demonstrate understanding of the text.

This resource provides teachers with questions for each chapter, or specified sections, of the book. Written answers mean teachers can build up a portfolio that demonstrates the children's understanding and provides useful evidence for assessment. Questions are usually arranged in blocks with several questions linked to one specific objective. This enables teachers to consider a variety of responses before making a judgement. The answers and objectives for independent work are provided on a separate sheet. Teachers can use the assessment tick sheet specific to the book to record their observations.

After the first teacher-led session, dependent on the support that is available or the lesson structure, children could read the rest of the book independently and answer the set questions. However, if possible, (especially for longer novels) teachers or teaching assistants should work with the children at various points before they complete the book, monitoring the quality of their independent work, modelling high-quality answers or asking the children the set questions verbally and discussing their responses.

Follow-up activities

For each story a selection of follow-up activities is provided. There are activities linked to reading objectives so that further evidence of the children's understanding may be provided. Suggestions are also given for writing activities linked to the text or extension work in other curriculum areas. Some follow-up activities are photocopyables with writing frames to help the children to organise their work if needed.

Children read at different paces, so the follow-up activities may be useful to give to those children who complete the text before other members of their reading group.

Reviewing the novel: group discussion with teacher support

In the National Curriculum for English the importance of children being able to discuss their thoughts is clear. It states that children should use 'discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas'.

The aim of this session is that children should learn to discuss their thoughts about a novel eloquently, expressing their viewpoint. Question prompts to help direct the conversation are provided. These should be shared out amongst the group. Following this, each child should take it in turns to ask questions and the other group members should respond.

The teacher should advise the children on how they should take it in turns to answer. It might be that the children within the group who wish to answer questions put their hands up and the questioner chooses who is to answer. The teacher may need to help the children develop rules of discussion such as listening to what others have to say.

Although the children should not shout over each other, and must listen to what others have to say, it is good if these discussion sessions are a little lively. When children are enthusiastic about wanting to share their thoughts and have lots to say about a novel this shows they have truly engaged with the story. This is to be encouraged, but the discussion must be managed. After the children become experienced at discussion, the role of the teacher will lessen as they will be more able to discuss their novel independently. Dependent on the group dynamic and children's abilities, this may happen quickly or after several sessions. At this stage the teacher will take a less pivotal role, occasionally joining in the discussion, encouraging children to elaborate on answers, but mostly observing the children.

Teachers can use the tick sheet provided to record if children actively participate in the discussion. However, the discussion will reveal a lot more than just the children's ability to voice their views sensibly. Teachers will be able to see whether or not the children have good general comprehension of the story, and if they can justify their views using evidence from the story. Teachers may wish to make more extended notes beyond the tick sheet at this stage. Once the children become competent at conducting the discussion independently, this will give the teacher more opportunity to record their responses.

Children may become so skilled at discussion that, on occasion, the teacher may feel confident enough to let the children operate the session independently. However, it is important that the usual practice is that the teacher or teaching assistant is around to observe and make notes as book discussions reveal so much about the children's understanding of what they have read.

During this session, teachers can help pupils explore themes and discuss the conventions associated with the particular style and genre of the story. Teachers might also like to draw the children's attention to any unusual features: many great children's books step outside of convention and break the rules. Indeed, in many cases, it is differing from the norm that serves to make such books special and appealing to children.

Assessment

Questions and activities for the reading sessions are linked to objectives from the national curriculum. A tick sheet is provided so that teachers can monitor the children's understanding. A coverage sheet can be found in the appendix, which provides an indication of where the objectives are addressed in each book.

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

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1 The Diary of a Killer Cat

by Anne Fine, Illustrated by Steve Cox

Year 3 text level: Accessible

Anne Fine (b. 1947) was the second Children's Laureate (2001–2003). She has written dozens of books for children of all ages and several novels for adults. She says she is fascinated by, 'the way people try to pick their way through tricky family situations,' and that she 'adores' funny books. She writes for the 'reader inside'.

Book synopsis

In this humorous tale, Ellie is upset when her cheeky cat, Tuffy, keeps bringing dead animals home. First it's a bird and then a mouse – but Ellie and her mum and dad are really shocked when Tuffy drags home a dead rabbit!! The rabbit belongs to the neighbour so Ellie's dad decides to return it to its hutch in the dead of night. He hopes the neighbours will believe the rabbit died naturally in its cage rather than being killed by Tuffy. However, it turns out that this is the truth! Ellie's dad is embarrassed when he finds out the rabbit he sneakily returned had already been buried by his neighbours. It seems the rabbit was probably dug up by a dog and Tuffy found him afterwards. However, despite the facts, Ellie's dad remains unconvinced that Tuffy is completely innocent!

Chapter synopsis

Chapter 1: Monday (pp1–3)

Tuffy the cat admits that he has killed a bird, but justifies it by saying that he is a cat and it's in his nature. Ellie, his owner, gets very upset when she sees the dead bird, but the main problem is that her parents are angry that it has left stains on the carpet.

Chapter 2: Tuesday (pp4–6)

The family have a funeral for the bird. Again, Ellie gets very upset, while Ellie's dad gets angry with Tuffy for lying in his flower beds and ruining the plants.

Chapter 3: Wednesday (pp7–9)

Tuffy commits crime number two by bringing a dead mouse into the house. Again, he isn't sorry for bringing it in, but this time he makes the point that the bird was dead when he found it. Ellie is distraught and pleads with Tuffy to behave himself.

Chapter 4: Thursday (pp10–18)

Crime number three – and the most serious by far – occurs when Tuffy drags next door's dead rabbit, Thumper, through his cat flap. While Tuffy is very proud about the fact that he was able to get Thumper through the cat flap the family is mortified because they are convinced that Tuffy killed it. Thumper looks very dishevelled because Tuffy, by his own admission, has dragged it through the grass. The family hatch a plan and clean Thumper up and return him to his hutch.

Chapter 5: Friday (pp19–27)

Ellie's dad dresses up in black, smuggles Thumper through the hole in the garden hedge and replaces him in his hutch. Tuffy is grounded at the time, but later meets up with his cat friends who tell him all about it.

Chapter 6: Still Friday (pp28–31)

Ellie's dad decides to nail up the cat flap so it becomes a one-way flap that allows Fluffy to leave, but not to bring anything into the house.

Chapter 7: Saturday (pp32–56)

Tuffy has a worrying moment when Ellie's dad mentions taking him to the vet's, while in reality he is only going for a flu jab. Once at the vet's Tuffy misbehaves and is banned from going there again.

Ellie and her parents bump into Thumper's owner. She tells them the strange story of how Thumper died, was buried and then mysteriously appeared back in his hutch. The family pretend they don't know anything about it, but once back home Ellie's mum and dad tell Tuffy off for deceiving them. Only Ellie is on Tuffy's side and says she doesn't think Tuffy would have dug Thumper up, only found him and brought him back.

Teacher-led session

Introducing the text

Objective 5: asking questions to improve their understanding of a text

Look at the front cover and the blurb. Encourage the children to ask questions about anything they find puzzling or would want to find out more about.

- Who does the cat kill? (front cover)
- Will Ellie be able to stop the cat killing more things? (blurb)

Objective 7: predicting what might happen from details stated and implied

Ask the children to discuss the following:

- How might Ellie begin to feel towards her cat if it keeps killing things?
- What trouble might Tuffy (the cat) get into if it carries on?

Beginning the story

Objective 1a: read easily, and fluently

During the teacher-led session, the teacher may wish to listen to children read individually. This is usually best organised by all the children reading silently and the teacher moving round the table selecting specific children to read aloud. It is not advised that the usual practice is that the children take it in turns to read a page at a time. This often leads to the children switching off when they have had their turn and therefore not engaging with the text.

Objective 2: using dictionaries to check the meaning of words that they have read

Whilst reading, children will encounter unfamiliar words: developing understanding of these words will help them to widen their vocabulary. The teacher-led session provides the ideal opportunity to show the children how to work out the meanings of words they don't know using contextual cues, and to teach them how to use a dictionary. They can then continue to develop these skills during independent reading.

Objective 9: identifying how language, structure, and presentation contribute to meaning

Look at the contents page. How is this set out differently to other contents pages? (*It is set out in days of the week.*) Discuss the title and explain, if needed, that this is a story in the style of a diary. Encourage the children to consider how the layout of the contents page is linked to the diary style. (*Each chapter is going to be in the style of a diary entry written on different days of the week.*)

Read the first page to the children placing stress on the words with italics and modelling reading with expression. Ask the children what is the purpose of the italics. (*Italics encourage the reader to place stress on the word and read with expression.*) Ask the children to continue to read the rest of 'Monday'. The teacher may wish the children to do this silently trying to use expression in their head or listen to the children read individually to check for fluency, expressiveness and attention to the italics.

After the children have completed reading, ask the group the following questions. Examples of some possible answers for the more open questions are given; however, variations on given answers may also be correct.

- How do the illustrations help us to understand the story more? (*The illustrations make things clearer and help us have an image of what is going on in the story. We can get a bit more information from the illustration, for example, of how Tuffy is feeling.*)
- What can we tell from the illustrations about how Ellie's dad feels? (*He looks really annoyed!*)
- How does the illustration of Ellie show that she is upset? (*She is crying, and her mouth is downturned.*)
- Look at the illustration that shows Tuffy. What can we tell about how Tuffy feels by looking at the expression on his face? (*Tuffy looks like he doesn't care/is not bothered/thinks they are making a fuss over nothing.*)

Independent and supported reading

Teacher guidance

A range of questions for the remainder of the story is provided on p12. Children may work through these independently or with support. How this is organized will be dependent on the support available in the classroom and the ability of the group.

Teachers may photocopy the questions and give them to the children to work on whilst they are reading the book. It is advised that teachers monitor the children's progress at regular intervals during this time. If possible, at different points, adults should work with children discussing the quality of their answers, and modelling suitable responses. They might also ask them some of the questions verbally and keep a record of their response using the assessment tick sheet.

Questions are linked to the same objective, for one, or more often, several chapters. This approach means teachers can easily monitor the children's strengths and weaknesses. Children can practise the skills needed for answering questions linked to particular objectives and teachers can check their understanding. The objectives and the answers to the questions are provided on pp13–14. Teachers can keep a record of the children's understanding using the assessment tick sheet. Encourage children to number their answers to make it easier for the teacher to track their work.

Follow-up activities

The extension activities provide the opportunity to develop further reading skills and use the text as a stimulus for literacy and cross-curricular work. The use of writing frames in the Photocopy Masters (PCMs) helps to support the children in their work. As children read at different paces, the teacher may find the follow-up activities particularly useful to extend the learning of children who complete the novel before other members of their group.

Extension 1 (Literacy/Reading: Objective 6)

Write a character description for Tuffy. Include details of what he is, who he lives with, how he looks, how he behaves, what his personality is like and who his cat friends are (see p22).

Extension 2 (Cross-curricular/Literacy)

See what you can find out about cats. Jot down six cat facts.

www.rspca.org.uk/adviceandwelfare/pets/cats

www.sciencekids.co.nz/sciencefacts/animals/cat.html

PCM 1 Literacy (Objective 6)

Write a diary entry from the viewpoint of Ellie describing what happened on Monday.

PCM 2 Literacy (Objective 6)

Answer questions from the viewpoint of Tuffy.

PCM 3 Literacy (Objective 6)

Imagine you are Ellie's dad. Write a diary entry describing putting Thumper back in the hutch.

Reviewing the novel: group discussion with teacher support

This session will cover the following objectives and also demonstrate if children have good overall comprehension of the text.

Objective 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

The conversation starters on p18 could be photocopied, cut out and handed around amongst the children. Then they could take it in turns to ask and answer questions within the group. The teacher's role here is to monitor, assess understanding and help children to elaborate on their answers where necessary.

Objective 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

The aim is that children should be able to express their opinions clearly and be able to support their viewpoint with relevant evidence.

Objective 12: identify themes and conventions

After the children have completed the review activity above, the teacher could lead into a discussion on themes and conventions. This is an area of understanding that often requires teacher support to develop. Some appropriate questions and suitable answers are given below. However, teachers should be aware that the children may have their own ideas which can also have validity.

- What could readers learn from the story about life? (*Don't always assume things. You might be wrong./Pets may be cleverer than you might think!*)
- This is a story that is based in familiar settings rather than fantasy settings like magical lands. Which familiar settings are mentioned? (*e.g. houses, gardens, the vets, the supermarket*)
- Like many children's stories, this book features animals that seem almost human. How does Ann Fine make Tuffy seem like a human? (*Tuffy seems to have thoughts and feelings like a human might./Tuffy's thoughts are arranged into a diary./Tuffy chats with his cat friends.*)

Independent and supported reading questions

The Diary of a Killer Cat

Answer the questions after reading the chapters/sections below.

Chapter 2: Tuesday

1. Explain what the first illustration in this chapter shows.
2. Explain what the second illustration in this chapter shows.

Chapter 3: Wednesday

3. Write down the most important thing that happened on Wednesday.

Chapter 4: Thursday

4. Write down the most important thing that happened on Thursday.

Chapter 5: Friday

5. Where did Ellie's father take Thumper?
6. What colour did Ellie's father wear?
7. How did he get into next door's garden?

Chapter 6: Still Friday

8. What did Ellie's father do to the cat flap?
9. Where did he say Tuffy would have to wait before being let in?

Chapter 7: Saturday

10. How do you think next door felt when they saw Thumper 'fluffed up nicely and back in his cage'? Why would they feel like this?
11. Why were mum and dad so angry?
12. Why does Ellie say that Tuffy is a 'hero'?

Answers with objectives

The Diary of a Killer Cat

The answers below provide the teacher with general guidance as to how the majority of children with good understanding will respond to the text. Questions answered correctly are likely to be variations of the answers given below answered in different degrees of detail. However, teachers should be aware that there may be other possible answers than the ones given below for some of the more open-ended questions.

The quality of the children's answers will demonstrate comprehension at different levels. Of course, answers for the literal questions may be quickly judged as correct or incorrect. For questions that require longer answers, some children may answer fully and demonstrate good understanding. Other children will answer in a minimal manner, but get the answer basically correct. This clearly shows some understanding; however they may need encouragement to answer questions in more depth, referring to the text in order to explain their ideas fully. Teachers can note their judgement on whether or not children have met the specified objective using the assessment tick sheet.

Objective 9: identifying how language, structure, and presentation contribute to meaning

Tuesday

1. The first illustration shows Tuffy smirking/not looking at all sorry after he has dug up the flowers in the garden.
2. The second illustration shows a cross to mark where the bird is buried/where the bird had its funeral.

Objective 8: identifying main ideas drawn from more than one paragraph and summarising these

Wednesday

3. Tuffy upset Ellie by bringing a dead bird into the house.

Thursday

4. Tuffy brought in next door's dead rabbit.

Objective 1b: read with good understanding (demonstrated through answering literal questions, e.g. who, what, when, where, which, how many)

Friday

5. Ellie's father went to next door's garden and put Thumper back into his cage.
6. He wore black.
7. He got in through a hole in the fence.

Still Friday

8. He nailed it shut./He put a nail on the inside./He made sure it would only open one way – Tuffy could get out but could not get back in.
9. On the doormat.

Objective 6: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

Saturday

10. Surprised, because he died earlier in the week, and they had already buried him!
11. They thought the cat had tricked them on purpose./They thought the cat had pretended that it had killed Thumper to fool them.
12. Ellie thought that Tuffy had tried to help by bringing Thumper in to make sure he was buried properly.

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Name Date

Imagine you are Ellie. Write your own diary entry for what happened on Monday.

MONDAY