

# 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

X 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

# Year 3 Book B

Karen Moncrieffe

Sarah St John and Jane A C West

### For the novels:

- **Conker** by Michael Morpurgo (Accessible)
- **The Julian Stories** by Ann Cameron (Accessible)
- **The Hodgeheg** by Dick King-Smith (Expected)
- **The Owl Who was Afraid of the Dark** by Jill Tomlinson (Expected)
- **George's Marvellous Medicine** by Roald Dahl (Confident)
- **Man of the Match** by Sophie Smiley (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 **Conker**

## by Michael Morpurgo, Illustrated by Petra Brown

*Year 3 text level: Accessible*

Michael Morpurgo used to be a teacher but is now a famous writer. He has been the Children's Laureate. Animals play a significant role in his stories. Michael Morpurgo and his wife set up the charity Farms for City Children. The charity enables children from urban backgrounds to spend a week working on a farm in the countryside taking part in lots of activities.

### **Book synopsis**

Nick is upset when his beloved dog Old Station dies. The local bully, Stevie Rooster, cruelly teases him about it and they end up fighting – Nick loses the fight. Nick's grandmother helps him find a better solution to winning against Stevie – beating him in a Conker competition. While collecting conkers for the competition from a scrapyard, Nick spots a dog that is being treated badly. After beating Stevie at conkers, Nick hopes to rescue the dog. He is upset when the man who owns the scrapyard tells him the dog is no longer there. When he gets home, Nick's grandmother surprises him with a new dog – it is the same dog that Nick saw in the scrapyard! The reason the dog wasn't there was that his grandmother had rescued it for him. Nick decides to call his new dog Conker.

### **Chapter synopsis**

#### **Chapter 1 (pp 5–14)**

Nick is nine and lives with his grandma and his dog Old Station, who is very old and spends most of his time asleep. One day, when Nick gets home from school he finds that Old Station has been put to sleep and that Grandma has buried him in the garden.

#### **Chapter 2 (pp 15–22)**

It's the conker season and Nick goes to meet his friends in Jubilee Park. Once he's there he bumps into Stevie Rooster, who is both Conker King of Jubilee Park and the local bully. Stevie starts to be unkind about Old Station, which makes Nick so upset and angry that he starts a fight. Grandma tells Nick fighting is not a good idea and that he has to use his head when dealing with Stevie. She tells Nick she was once conker champion and that she will teach him all she knows about conkers so he can knock Stevie off his throne.

#### **Chapter 3 (pp 23–38)**

Grandma sends Nick to Cotter's Yard, which is the best place to get championship conkers. He has to climb the fence to get his conkers and while he's in the scrap yard he hears a dog howling. He finds the dog and notices that, although he's been mistreated, he looks exactly like Old Station. Nick promises to come back for him. Back at home Grandma works her conker magic and just as Nick is about to go and challenge Stevie he asks Grandma what she would do if she saw a miserable dog. Before Grandma gets too suspicious, Nick goes to Jubilee Park where he beats Stevie Rooster at Conkers and becomes the new Conker King of Jubilee Park.



## Chapter 4 (pp 39–48)

Nick races up to Cotter's Yard and decides to swap his bike for the dog. But when he gets there he finds out that the dog has been taken away by the vet. Nick goes home upset, but when he gets there he finds that Grandma went with the vet to Cotter's Yard and rescued the dog. Nick is overjoyed when he sees him and they decide to call him Conker.

## 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.

- Is Conker the name of the dog? (front cover)
- Is the story about conkers? (front cover)
- Why does Nick want to be conker champion? (blurb)
- How do you win a conker contest? (blurb)
- Whose is the half- starved dog? (blurb)

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

Ask children to predict: Will Nick be able to rescue the dog?

### 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 4:** checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context

Ask children to read Chapter 1. The first chapter of Conker is quite an emotional start to a story and, in parts, very sad. Ask children to make notes as they are reading about any parts they find puzzling, confusing or would like to discuss.

After children have completed reading, ask them to summarise what has happened so far. Check that everything in the story that has happened so far makes sense to the pupils. Encourage them to ask questions about any parts of the story they did not understand. Children might ask questions about the dog's death or even speak about people they have lost, or different family situations. If this happens, the discussion may be challenging but the book does provide a valuable opportunity for children to address difficult issues.

If appropriate, the children can help each other. It may be that one child understands something the others in the group don't so they might be able to offer explanations.

- Find out if the children have any questions about Nick. For example, they might wonder where his parents are and why he lives with his grandmother. (*This is never explained in the story – it is up to the reader to guess.*)
- Check that children understand how Old Station ended up having three names (*Pooh/ Pooch/Old Station*). Ask: What is an Alsatian? Discuss the play on words between Alsatian and Old Station. (p7)
- Ask: What does Granny mean when she is talking about Old Station being put down and she says, 'It's what was best for him, Nick.' (p13)

## 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 pp 13. 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)

In Chapter 3, Granny makes the conker so tough that it is capable of breaking 85 other conkers! How did Granny do it? Check back to see what Granny did and then write instructions on how to make the perfect conker.

### Extension 2 (Cross-curricular)

Find out about Conker trees. What do they look like at different times of the year? What is their proper name? What threats do they face? How is the game of conkers played? Find out about the World Conker Championships.

Use these websites to help you:

[www.worldconkerchampionships.com](http://www.worldconkerchampionships.com)

[www.bbc.co.uk/norfolk/kids/conkers\\_3.shtml](http://www.bbc.co.uk/norfolk/kids/conkers_3.shtml)

### PCM 1 Literacy/Reading (Objective 6)

Sketch illustrations and write a paragraph describing the relationship between Nick and Old Station.

### PCM 2 Reading (Objective 3)

List words and phrases that show how Nick feels and what he does in significant parts of the story.

### PCM 3 Reading (Objective 8)

Map the story sketching illustrations and labelling key parts.

# 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 p17 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.

- In many stories, 'good triumphs over evil'. This means that things do not turn out well for horrible characters. Can you think of examples of this in this story? (*Stevie loses the conker competition./Old Cotter doesn't get to keep his dog.*)
- Many stories have happy endings. Does this story have a happy ending? (*Yes, Stevie gets a new dog./ The dog is rescued from Old Cotter.*)
- Does the story have a message for the reader? Is the author trying to get the reader to think about anything? (*When really sad things happen it's possible to have a new start/find happiness in the future.*)



## Independent and supported reading questions

### **Conker**

Answer the questions after reading the chapters/sections below.

#### **Chapter 2**

1. Why did Nick feel like crying when he looked out into the back garden? (p15)
2. Why did Nick fight with Stevie Rooster?
3. Did Nick win the fight?

#### **Chapter 3**

4. On page 38 it says 'Stevie Rooster's face was red with fury' and that Nick looked Stevie 'in the face and saw tears of humiliation start in his eyes'. Why was Stevie so angry and upset?
5. At the end of this chapter it says Nick 'cycled off, leaving a stunned crowd behind him'. [What's the question here?]

#### **Chapter 4**

6. Why was Nick so upset when he first got home?
7. Why did they decide to call the new dog Conker?

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## Answers with objectives

### Conker

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

#### Chapter 2

1. Nick felt sad about Old Station./Old Station was buried in the garden.
2. Stevie was teasing him/being horrible about his dog./Stevie hit him first and he retaliated.
3. No, Nick did not win the fight. He was left with a split lip, black eye and a torn shirt./No, Stevie was bigger./No, grandma says to Nick, 'Look what he's done to your face...'

#### Chapter 3

4. Nick beat him breaking all of his conkers with his own. Lots of people were watching so it must have been embarrassing.
5. The crowd were other children in the park./They were stunned because Nick beat Stevie and made him cry./They could hardly believe Nick had beat Stevie with his small conker.

#### Chapter 4

6. When he went to buy the dog, the man at the yard said he had got rid of him./He really wanted the dog but it was gone./He thought the dog was probably dead and felt like it was his fault.
7. The dog ate the Conker!

# 1

## Conker (PCM1)

Name ..... Date .....

### Nick and Old Station

Draw pictures of Nick and Old Station and describe their relationship.

 <p><b>Nick</b></p>		 <p><b>Old Station</b></p>
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Describe their relationship.

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