

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 Peeks 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 Peeks 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 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 Aids Enemy	9. identifying how language, structure, and presentation contribute to meaning						
Reviewing 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						
Reviewing 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						
Reviewing the novel	12. identifying themes and connections						

General comments:

56

Enjoy Guided Reading

Teacher Book with Copymasters

Year 4 Book A

Fiona Tomlinson, Karen Moncrieffe
Sarah St John, Jane A C West & Roger Hum

For the novels:

- *Bill's New Frock* by Anne Fine (Accessible)
- *Hairy Horror* by Sandra Glover (Accessible)
- *The Hundred-Mile-An-Hour Dog* by Jeremy Strong (Expected)
- *The Clumsies Make a Mess* by Sorrel Anderson (Expected)
- *My Dad's a Birdman* by David Almond (Confident)
- *Spotty Powder and Other Splendiferous Secrets* 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 **Bill's New Frock**

by Anne Fine, Illustrated by Steve Cox

Year 4 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

Bill wakes up a girl, but no one notices. Through the day at school he realises how different girls and boys are and faces some unfair situations. When he gets home, he takes the dress off and goes back to being his old self.

Chapter synopsis

Chapter 1: A Really Awful Start

Bill Simpson wakes up and finds he's a girl, but worse still, his mum and dad don't think this is unusual and his mum gives him a pink frock to wear. Bill is shocked but gets dressed and goes to school anyway. When he gets to school, the reaction is similar in that no one seems to notice or comment on the fact that he is wearing a dress.

Chapter 2: The Wumpy Choo

It's playtime and when Bill realises he can't play football, he notices for the first time the different ways in which boys and girls play. He takes on a bet to score a goal through the cloakroom window. The prize is a wumpy choo, but he has no idea what a wumpy choo is. He takes the football from the boys who get angry with him and demand it back. Bill says they can have it if they give him a wumpy choo. The boys are delighted and give him a '1p chew'. Bill looks down and sees the ball has dirtied his dress.

Chapter 3: Pink, Pink, Nothing But Pink

It's art and the only resource available is pink paint. As they search around the class for something pink to paint, the only thing they find is Bill in his dress. Bill is mortified and, despite his objections, he is seated in the centre of the room and the class paint him.

Chapter 4: No Pockets

Bill is sent on an errand to the school office. On the way he decides to go to the toilet, but can't work out whether to go to the boys' or girls'. He finally decides on the girls' where he can struggle with the frock in privacy. As he continues on his way, he is stopped by various members of staff who give him more and more things to carry. He is overloaded but soon realises that dresses don't have pockets and this amazes him. He starts to get upset as he doesn't understand why no one realises he isn't a girl, and wonders if it's all a bad dream. As he approaches the office he drops everything and his dress gets even dirtier.

Chapter 5: The Big Fight

During wet playtime Bill is mortified that he is given a girls' comic to read. Some of the other girls get more exciting comics and Bill soon realises it's because of the pink dress. He finally gets a good comic but ends up having a fight with one of the boys who wants it. Bill starts the fight but Rohan gets the blame because he is a boy.

Chapter 6: Letting Paul Win

After lunch the sun comes out and Mrs Collins decides they should go out and have races. The heats are won by the girls and a special-needs child called Paul. The girls hatch a plan to let Paul win and, while they all keep to the bargain, Bill finds that he can't let him win and goes on to win the race himself. Bill feels awful afterwards but Paul is delighted at coming second. The girls don't get cross with Bill and assume he forgot.

Chapter 7: Happy Ending

As he leaves school, Mrs Collins stops Bill and says that there's something different about him, but she can't work out what it is. Bill is desperate to get home, but on the way Mean Malcolm whistles at him again and Bill pushes him over. Bill's mum is cross about the state of his dress and tells him to take it off. He puts his jeans on, looks in the mirror and finds he's a boy again. Bill can't explain what's happened but is relieved the experience is over.

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. For example:

- Is it a strange title? Why do you think that? (front cover)
- Who do you think Bill is? (front cover)
- What is a frock? (front cover)
- Considering the title, what sort of book do you think it will be? (front cover)

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

Why is it worse that Bill's mum makes him wear a pink frock? (blurb)

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

Ask the children to read chapter one. When the group has finished reading, ask them the questions below. Children who finish reading before others could jot down the answers to some of the questions in preparation for the teacher-led discussion. Examples of some possible answers for the more open questions are given; however, variations on given answers may also be correct.

- How does Bill feel about finding he has woken up a girl? (*He is baffled; and he seems shocked and angry when he says he never wears dresses.*)
- What is Bill's attitude to the frock? (*He is shocked that his mum would make him wear it.*)
- Do Bill's Mum and Dad notice he has changed into a girl? (*No, they seem to think it is normal.*)
- How would you feel if you were Bill? (*Children's own answers.*)

Independent and supported reading

Teacher guidance

A range of questions for the remainder of the story is provided on pp12–13. 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 pp14–15. 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 (Objective 6)

Imagine that you wake up and find that you have changed. Write a diary entry to describe how you feel.

Extension 2 Literacy (Objective 9)

Draw a picture of Bill before and after his transformation. Write about what clothes Bill is wearing in both pictures you have drawn.

Extension 3 Cross-curricular

Find out about the history of jeans. Now write a short magazine article on the history of jeans. This website will help you:

<http://en.wikipedia.org/wiki/jeans>

PCM 1 Literacy (Objective 8)

Compile a list of the differences between how girls and boys are treated in Chapter 1.

PCM 2 Literacy (Objective 11)

Answer questions about how Bill is coping with being a girl, using words and examples from the text.

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, 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 did you think about the different ways that boys and girls were treated at the school? (*Look at the expectations that the teachers had about girls and their work, and the expectations that teachers had about boys and their behaviour.*)

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Independent and supported reading questions

Bill's New Frock

Answer the questions after reading the chapters/sections below.

Chapter 1

1. What words and phrases help to describe how Bill is feeling about getting to school, being in assembly and in the classroom?
2. Does he like being treated as a girl?

Chapter 2

3. Why does Bill say, 'I know what I'm doing' when he talks about kicking the ball through the cloakroom window?
4. From his new perspective, does Bill think the way the boys play football is fair? How do you know?
5. Why doesn't Martin take the ball off Bill?

Chapter 3

6. What does Bill think about being painted? How do you know?
7. What is the 'pink curse'?

Chapter 4

8. Which toilet does Bill use?
9. Why does Bill use the girls' toilet?
10. What words are used to explain his feelings?

Chapter 5

11. What happened when the old comic box came out of the storeroom?
12. How does Bill react?
13. What does Bill try to do when he gets a girls' comic?
14. What happens when he can't swap?
15. What happens when he doesn't want to swap with Rohan?
16. How do Mrs Collins and the rest of the class react to the fight?

Chapter 6

17. What is going to happen when Bill walks home?
18. Are people going to notice that he is a boy in a dress?

Chapter 7

19. Describe something that happens in this chapter.

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Answers with objectives

Bill's New Frock

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.

Chapter 1

Objective 3: discussing words and phrases that capture the reader's interest and imagination

1. 'odd'; 'as in a dream'; 'nightmare'; 'blushed'; 'foolish'; 'glowered'; 'awful'; 'What on earth had happened'; 'nobody seemed to notice'; 'Are you sure you're feeling quite yourself'.

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

2. No, he doesn't like being whistled at; he doesn't like the old lady 'hauling' him across the road; he doesn't understand why the headteacher speaks to him kindly when he is late; he doesn't think it's fair that boys are chosen to help move the table; he doesn't like that he is the only 'girl' wearing a dress; he thinks it's unfair that his writing is criticised but not Philip's; he doesn't want to read the part of Rapunzel.

Chapter 2

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

3. Because he knows how to kick a football and doesn't like being told to be careful.
4. He doesn't like the way that they don't ask him to join in, that they play 'through' him, and that the boys look menacing when he stops their game; it says 'if this was the sort of reception the girls had come to expect, no wonder they didn't stray from the railings'.
5. Because he didn't want to get into a fight with a girl in a pink dress.

Chapter 3

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

6. He doesn't want to be painted; he says no; he goes pink; he tries to pull away from the teacher.
7. The new frock; the pink dress; the dress has made the awful day happen.

Chapter 4

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

8. The girls' toilet.
9. He uses it because it is more 'private' so that he can 'struggle with the frock in peace'.
10. 'peering'; 'spy'; 'scuttled hastily'; 'sighing with relief' that he wasn't seen.

Chapter 5

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

11. The children were fighting over them.
12. He doesn't join in and sits alone waiting to be handed the comics.
13. He tries to swap his comic.
14. He actually enjoys reading the Bunty and is reluctant to swap with Flora.
15. Bill and Rohan get into a fight.
16. Mrs Collins is more cross with Rohan but she still punishes them both; the classmates say, 'You look so angry' to Rohan and, 'You look upset' to Bill.

Chapter 6

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

17. (Children's own answers.)
18. (Children's own answers.)

Chapter 7

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

19. (Children's own answers.)

1

Bill's New Frock (PCM1)

Name Date

Girls v Boys

Make a list of the different ways in which boys and girls are treated in Chapter 1.

1.

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