

# Enjoy Guided Reading

## Teacher Book with Copymasters

# Year 4 Book B

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### For the novels:

- *The Whistling Monster* by Jamila Gavin (Accessible)
- *The No. 1 Car Spotter Goes to School* by Atinuke (Accessible)
- *Dinosaur Pox* by Jeremy Strong (Expected)
- *Smasher* by Dick King-Smith (Expected)
- *The Great Cat Conspiracy* by Katie Davis (Confident)
- *Stig of the Dump* by Clive King (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 Whistling Monster

by Jamila Gavin, Illustrated by Suzanne Barrett

Year 4 text level: Accessible

Jamila Gavin (b. 1941) was born in India and settled in Britain when she was eleven. She has written several books for children and won the Whitbread Prize for the historical novel *Coram Boy* in 2000.

## Book synopsis

This book contains ten folk tales from around the world, retold by Jamila.  
[www.jamilagavin.co.uk](http://www.jamilagavin.co.uk)

## Story synopsis

### The Whistling Monster *Brazil* (pp9–16)

Kanassa is a boastful boy. When a huge, silver fish is sighted in the great Amazon river he promises to follow it and catch it, despite the concerns of his (female) family. As he is about to catch it he hears an eerie whistling noise. A villager tells him it's the Whistling Monster and no one has ever seen it and lived to tell the tale.

The monster is very ugly and has a hole in its head that makes the whistling noise. He is saved by birds who promise to help him if he promises to stop shooting arrows at them.

He runs home, chastened and fishless, but at least he has seen the Whistling Monster and lived.

### The Corn Maidens *Mexico* (pp17–26)

When the Corn Maidens arrive, their dancing saves the village from a severe drought. As time passes, they are less appreciated. They teach the villagers a lesson by leaving and hiding with the spirit man Pautiwa. Paiyatuma, the magic magician, helps the villagers find them. The Corn Maidens return and the village is freed from drought.

### The Coming of Raven *Canada* (pp27–34)

Raven is Tulugaukuk, the Father of Life. He creates Earth, the Sun and the first Inuit. The people become greedy so Raven steals the Sun and hides it. He uncovers it every few days to allow people to hunt. When his son steals it, the world is plunged into darkness and everything starts to die. Eventually the Sun is returned, but Raven creates day and night and the seasons to remind people of a time when they were too greedy.

### Puss in Boots *France* (pp35–44)

A miller had three sons. When he died, the youngest was left with just a cat. He decides to leave and seek his fortune, but the cat promises to help him if the boy gives him a pair of boots and a drawstring bag.

The cat fools the King into thinking that the miller's son is rich. Then he tricks an ogre into transforming himself into a mouse. He gives the ogre's castle to the youth. The youth marries the King's daughter, Puss gets some new boots and they live happily ever after.

### **The Simple Saame Man** *Finland* (pp45–52)

The man lives simply, but happily, with his daughter Nastai. A beggar woman and her daughter bully the man into letting them live in the house and eventually take everything he owns, including him. The daughter is left alone, but instead of perishing she is helped by the ghost of her mother. Finally the beggar woman and her daughter return with the father and are delighted that they can plunder the cottage again. But the simple man kicks them out and lives happily with his daughter.

### **The Witch of the Sands** *Botswana* (pp53–60)

A herdsman builds a treehouse for his three sons. A witch tricks them into coming down from the tree and she carries them off. A wise man tells the herdsman to use his golden drum so the witch will not hear him coming, and to break her magic stick to break her power.

### **The Paradise City** *Morocco* (pp61–8)

The King lives in the finest city in the Arab world but he's convinced a better city can be built. He bankrupts his people and claims the city to be Paradise. At these words, the city is consumed by an earthquake and disappears.

### **The Birth of Krishna** *India* (pp69–78)

Kansa was a wicked king. He's told he will be killed by his sister's eighth child. He imprisons her and her husband and kills her children at birth. Lord Vishnu decides to be born as her eighth child (Krishna). Their prison door flies open and Krishna is saved by some good villagers.

### **Gulnara the Warrior** *Mongolia* (pp79–86)

A messenger orders all the men to fight in the Khan's army. Gulnara, the youngest daughter, goes instead. Using magic, she defeats the enemy and brings him to the Khan. 'Peace is better than war,' she declares.

### **Rona and the Moon** *New Zealand* (pp87–93)

Rona has a happy life with her husband and two sons. When she oversleeps, she curses the moon. The moon, unhappy with her insults, sweeps her up and she is doomed to drift through the night sky for ever.

## **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:

- What do you think the Whistling Monster could be? (front cover)
- What can you see in the illustrations? (front cover)

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

What sort of stories do you think these will be? (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 9:** identifying how language, structure, and presentation contribute to meaning

Ask the children to read the introduction. 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.

- What might you expect in a folk tale/folklore? (*Legends, oral history, proverbs, amusing stories, popular beliefs, customs and traditions, creation stories, stories to explain rituals, stories to explain nature.*)
- What might you find in stories from other countries? (*Exotic settings, non-English names of people and places, unusual animals.*)

## 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 pp14–16. 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 8)**

List the similarities and differences between the stories.

### **Extension 2 Literacy (Objective 9)**

Write your own fable, making sure you use the features listed below.

- A complete story
- Not too long
- Clever and/or amusing
- A simple plot that has a message
- Mainly about animals
- Animals can behave like people
- Capital letter to start the animal's name
- An underlying moral that tells people how to live better lives.

### **Extension 3 Cross-curricular**

Find out about harvest festivals around the world.

These websites can help you:

[www.everythingsl.net/lessons/harvest\\_festivals\\_around\\_world\\_79423.php](http://www.everythingsl.net/lessons/harvest_festivals_around_world_79423.php)

[www.harvestfestivals.net/harvestfestivals.htm](http://www.harvestfestivals.net/harvestfestivals.htm)

### **PCM 1 Literacy (Objective 3)**

Design and describe your own monster, using powerful adjectives.

### **PCM 2 Literacy (Objective 6)**

Write a character card for Kanassa, using inference and things you learn about him from the story.

## 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 p19 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 three themes are mentioned in the introduction? (*The battle between good and evil; the perils of disobedience and disrespect for nature; the importance of bravery and wisdom.*)
- Can you find examples of these themes in some of the stories you have read? (*Children's own answers.*)



## Independent and supported reading questions

### ***The Whistling Monster***

Answer the questions after reading the chapters/sections below.

#### **The Whistling Monster**

1. Why do you think the birds help Kanassa?
2. What do you think happens to the monster?
3. What has Kanassa learned at the end of his adventure?
4. How would the story differ if it were set in Britain?

#### **The Corn Maidens**

5. What is the purpose of this story?
6. Which are the magical characters in this story?
7. What rituals do we have in Britain about the harvest?

#### **The Coming of the Raven**

8. What is the feature of a fable?
9. What is the moral of this tale?

#### **Puss in Boots**

10. How is this story different from all the other stories?
11. Why is this story included in this collection?

#### **The Simple Saame Man**

12. What words and phrases are used to describe how the beggar woman hated Saame land?

#### **The Witch of the Sands**

13. What does the witch do to trick the boys?
14. What does the father have to do to get across the Singing Sands?

#### **The Paradise City**

15. Why do you think the King wanted something better?
16. Why does he not notice that his wife died and his son leaves?

### **The Birth of Krishna**

17. What does 'peal of laughter' mean?
18. How is looking into Krishna's mouth described?

### **Gulnara the Warrior**

19. Do you think that the Khans will stay friends?
20. What do you think will happen to Gulnara when she gets back home?

### **Rona and the Moon**

21. Why isn't everything perfect?
22. What happened to Rona?

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## Answers with objectives

### ***The Whistling Monster***

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.

#### **The Whistling Monster**

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

1. Because he promises not to shoot his arrows at them.
2. (Children's own answers.)
3. That he needs to respect the animals.
4. (Children's own answers.)

#### **The Corn Maidens**

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

5. It is to explain a ritual: why people dance to please the gods and ask for a good harvest.
6. Pautiwa and Paiyatuma.
7. Harvest festival is after, rather than before, the harvest; 'Crying the Neck' and corn dollies are both rites connected with the last sheaf of corn to be cut.

#### **The Coming of the Raven**

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

8. Fables often contain animal characters who are like humans.
9. To respect all animals.

## **Puss in Boots**

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

10. Possibly 'be nice to cats, they are very clever'; possibly something to do with the nasty ogre, but he's not really a main character.
11. Perhaps because it is one that is well known; because it helps to cover more countries in Europe as the book is about stories from around the world.

## **The Simple Saame Man**

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

12. 'wind wailing in the forest'; 'wolves howling at night'; 'loneliness'.

## **The Witch of the Sands**

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

13. She hides and she hears the father's signal, whistling three times; so she uses the signal to get to them the next day.
14. He has to beat the wise man's golden drum.

## **The Paradise City**

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

15. Because he was greedy; he was proud and arrogant.
16. Because he is so determined to build his paradise; he does not care for anything other than his paradise.

## **The Birth of Krishna**

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

17. That the laughter was loud and long.
18. Looking into eternity; looking at creation, life and death.

## **Gulnara the Warrior**

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

19. (Children's own answers.)
20. (Children's own answers.)

## Rona and the Moon

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

21. Because Rona has a bad temper.
22. She lost her temper at the moon so it took her into the heavens and she is doomed to float through the skies for ever and ever.

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# 1

## The Whistling Monster (PCM1)

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

### Build Your Own Monster

The Whistling Monster is described and shown on page 13. It is hairy, tall, has claws instead of hands, and a vicious tail. So far, so ordinary, because it sounds like a cross between a gorilla, a tiger and a crocodile. But it also has a hole in its head that whistles (although we are never told if the monster was born like this or whether he got his hole in an accident).

Design your own monster that is made from different real animals. Add one unusual element to the design.

Draw your monster and annotate it using two powerful adjectives for each description on the list.

For example:

- Hypnotic, staring eyes
- Revolting, slime-covered fur
- Scaly, stink-filled feet with talons

My monster is a .....

It lives in .....

It is dangerous because .....

.....

It is made up from these animals .....

.....

.....

.....