

Badger Learning's Enjoy Guided Reading

Teacher Books – What's Inside?

- Chapter-by-chapter synopses helps teachers to prepare for the guided reading session and follow lengthy storylines
- Guidance for teacher-led sessions
- Questions and answers for independent and supported work
- Follow-up writing activities provided
- 'Reviewing the book' questions provided for teachers to lead a discussion
- Answers to questions provided and linked to NC Objectives
- Coverage Sheet
- Assessment Sheets

2 Scratch and Sniff (PCM2)

Name Date

WPC Penrose Reports

Now Penny has to write up her report. She has to include:

- exactly what she saw
- exactly what she did
- exactly what she found.

Report

Theft from Doogood's Furniture Store

Date:

Attending Officer: WPC Penelope Penrose

Officer's statement:

I was on duty when a robbery was reported at Doogood's furniture store. Sergeant Snide instructed me to stay behind and count traffic cones. To my surprise, the cones went missing.

Then I noticed

Enjoy Guided Reading Year 3 Book D © Badger Learning

Independent and supported reading questions

Esio Trot

Answer the questions after reading the sections below.

Read pp10-19

1. Look at page 10. What does Mrs Silver give Alfie for breakfast?
2. Look at page 13. What does Mrs Silver wish her tortoise would do?
3. Look at page 18. Mr Trot says Esio Trot is Tortoise spelled backwards – is he right?

Read pp20-29

4. Look at page 21. What did Mr Hoppy use to protect his carpet?
5. Look at page 24. How many tortoises did Mr Hoppy buy?
6. Look at page 29. What did Mr Hoppy use to lift Alfie up onto his balcony?

Read pp30-40

7. Look at pages 38-40. Why does Mr Hoppy keep replacing each tortoise with a slightly bigger tortoise?
8. Why do you think Mrs Silver didn't notice that the tortoise she believed was her pet was getting bigger?

Read pp41-49

9. Look at page 42. Why does Mrs Silver suddenly believe that her pet has grown enormously?
10. Look at page 48. Why does Mr Hoppy replace the bigger tortoise with one that is smaller?

Read pp50-56

11. Look at page 52. Why does Mr Hoppy ask Mrs Silver to marry him?
12. Look at page 52. What does Mrs Silver mean when she says, 'It's all due to Alfie'?

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4 Assessing Understanding: New Curriculum Reading Objectives

Horrid Henry and the Football Fiend (Years 3 and 4)

✓ good understanding ✗ poor understanding — some understanding

Pages	Objective	Pupil	Pupil	Pupil	Pupil	Pupil	Pupil
Book introduction	5. asking questions to improve their understanding of a text						
Book introduction	7. predicting what might happen from details stated and implied						
Teacher led	1a. read easily and fluently						
Teacher led	2. using dictionaries to check the meaning of words that they have read						
Horrid Henry Peaks at Peter's Diary Teacher led: pp1-7	4. checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context						
Horrid Henry Peaks at Peter's Diary Independent pp 8-21	6. drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence						
Horrid Henry and the Football Fiend	8. identifying main ideas drawn from more than one paragraph and summarising these						
Horrid Henry Goes Shopping	3. discussing words and phrases that capture the reader's interest and imagination						
Horrid Henry's Dirty Enemy	9. identifying how language, structure, and presentation contribute to meaning						
Revisiting the novel	10. participating in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say						
Revisiting the novel	11. be learning to justify their views about what they have read with support at the start of Year 3 and increasingly independently by the end of Year 4						
Revisiting the novel	12. identifying themes and conventions						

General comments:

56

Enjoy Guided Reading

Teacher Book with Copymasters

Year 5 Book C

Karen Moncrieffe, J H Rice

Jane A C West, Roger Hurn and Sarah St John

For the novels:

- *How the Whale Became and Other Stories* by Ted Hughes (Accessible)
- *The Butterfly Lion* by Michael Morpurgo (Accessible)
- *Charlotte's Web* by E.B. White (Expected)
- *The Firework-Maker's Daughter* by Philip Pullman (Expected)
- *Dominic's Discovery* by Gervase Phinn (Confident)
- *The Unluckiest Boy in the World* by Andrew Norriss (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 photocopiables 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 How the Whale Became and Other Stories

by Ted Hughes, Illustrated by George Adamson

Year 5 text level: Accessible

Ted Hughes (b. 1930) was an English poet and children's author. He was the Poet Laureate from 1984 until his death in 1998. Having graduated from Cambridge he worked in a variety of occupations, including employment at Regent's Park Zoo. Much of his earlier work draws inspiration from animals and the natural landscape.

(Hughes's personal life was full of tragedy. Both his first wife, the poet Sylvia Plath, and his subsequent partner, Assia Wevill, committed suicide. In doing so, Wevill also killed their four-year-old daughter, Alexandra.)

Book synopsis

How the Whale Became and Other Stories, published in 1963, is Hughes's first collection of short stories for children. Similar in content to the *Just So Stories* by Rudyard Kipling and Aesop's *Fables*, Hughes creates stories that immerse the reader in a fabulous and often disturbing world of imagination. The book should be read as a collection rather than a series as the animal origins appear to change: some animals evolve by practice; some are created, fully formed, by God; and, of course, the whale simply grows. Within these pages are stories of forgiveness, jealousy, disdain, deceit and murder. Despite the book's friendly cover, these are not gentle tales for small children!

Chapter synopsis

Chapter 1: Why the Owl Behaves as it does (pp3–12)

One day, Owl realises that he is the only bird that can see at night. He is fed up with eating mice and rats, and would rather eat birds, so he decides to trick the birds into thinking that there is a better place to live. He tells them if he takes them there they will have to beware of the night, as the dark will kill them. The birds agree and, when they get there, they shut their eyes to the dark as the owl instructs them. What the birds don't realise is that the owl is tricking them and it is actually daytime. While they are asleep, he eats a few of them and because their eyes are shut, the others don't notice. Finally, the birds have enough of scrabbling about in the dark searching for food and decide to die together in an act of bravery by keeping their eyes open when Owl tells them to shut them. They open their eyes, ready to die, but instead of seeing the dark they see the sunrise. They start singing and realise the trick that Owl has been playing on them. Owl hides from the birds by burying himself in a tree trunk and will now only dare come out when the birds are asleep. He is forced to return to a diet of mice and rats.

Chapter 2: How the Whale Became (pp13–19)

God sees a black seed in his garden. It is initially very small but soon starts to grow until it develops an eye and then a mouth. He tells God he's a Whale-Wort and God asks the other animals what he should do because he has grown so big that he has started to knock his house down. Mouse tells him to throw him into the sea but he doesn't want to go.

God tells him he can come back when he is smaller and makes a hole in his head. He explains that, if he blows out through the hole, he will get smaller. The Whale-Wort does as God tells him and he does get smaller, but then becomes so tired that he sinks to the bottom of the sea and falls asleep. When he wakes up, the Whale-Wort finds that he is bigger again and so floats back up to the surface to shrink. He soon realises that he will never make it back to God's garden and remains in the sea where the creatures call him whale.

Chapter 3: How the Fox Came to be where it is (pp20–26)

Dog and Fox are rivals for the job of guarding Man's farm. Man says they can decide between them which one of them will get the job. Fox has a secret plan and suggests that they ask the hens to decide. Dog agrees and Fox then tricks the rabbit by saying he can get her some cabbages. He leads her to the henhouse instead, eats the hens and then tells everyone that the rabbit ate them. Fox gets the job but also gets a taste for the hens. One day, Dog sees Fox with some feathers around its mouth and remarks on it. Fox hatches a plan and starts by telling the farmer that Dog is killing the hens. He tells Dog to meet him in the henhouse, traps him in there and calls the farmer, but while he is waiting for him he can't help gloating. The farmer hears him so he runs away and Dog gets the job.

Chapter 4: How the Polar Bear Became (pp27–32)

The animals regularly hold beauty contests and it is always Polar Bear who wins. The other animals start to admire her and she begins to get vain to the extent that she refuses to go out when it rains in case she gets dirty. She decides that she wants to go somewhere cleaner to live. One day, Peregrine Falcon, who is jealous of Polar Bear always winning the contests, tells her he knows of a place made of white powder and where the rocks are mirrors. He hires a whale to take her and she lives happily with the seals there. Peregrine Falcon thinks he can now win the beauty contests but Mouse beats him to first prize.

Chapter 5: How the Hyena Became (pp33–37)

Hyena wants to be like Leopard, but he spends so much time copying Leopard that he never learns to kill his own food and has to eat Leopard's leftovers. He loves boasting to the other animals how similar he is to Leopard but they tell him he is just a wild dog. One day, he wakes up and finds he has spots. He decides to go and scare the other wild dogs who don't recognise him. When they realise who he is, they get angry with him, stop trusting him and move away when they see him. The truth dawns on him that he will never be a leopard and so he goes back to being a wild dog. He soon realises that he is unable to kill his own food and has to start following Leopard around and eating his leftovers.

Chapter 6: How the Tortoise Became (pp38–48)

When God makes the animals, he crafts them out of clay first and then, after they are baked in the oven, breathes life into them and gives them a skin. One day, God decides to make Tortoise, originally known as Torto. It is a hot day and God makes the mistake of breathing life into him before he is completely cool. Torto runs to the nearest stream to cool down and refuses when God tries to put his skin on. The other animals are horrified by his lack of skin and even more angry when he starts winning all the running competitions. Torto knows this is because he is so light and continues to refuse to have a skin until the other animals start to ignore him. He decides to ask God for a skin he can take on and off.

It looks strange but he still keeps winning the races because he can take his skin off whenever he needs to. One day, after he has left his skin on for a few weeks and tries to take it off for a race, he finds it has got stuck. Much to his embarrassment, he finds he can't move very fast and loses the race. The other animals mock him, calling, "Who is the slowest..." to which the others reply, "Torto is!", which is how he got his name.

Chapter 7: How the Bee Became (pp49–55)

A demon with only one eye lives in the middle of the earth. His eye is made of fire, which he feeds with precious gems and metals that he mines. One day, he goes into the light and sees the animals that God has created and decides he wants to make one too. He steals some of God's clay but realises he needs water. He cries, but the mixture of his tears and the clay makes the clay disappear. He tries again with some of his ground up metals and his tears. This time he is successful and he makes a little creature that he bakes in the fire in his eye. He then tricks God into breathing life into it and they are amazed at its beauty. But his creature is sad because he has the demon's tears in his veins and the demon knows he has to cheer him up, so he gives him flowers to make him happy. The scent is so beautiful that the bee buzzes from flower to flower and, when the sweetness starts to ooze out of him, he makes a hive to store it all.

Chapter 8: How the Cat Became (pp56–61)

Most of the creatures are able to busy themselves during the day and sleep at night, but Cat annoys all the others by tuning his violin at night and then becomes so tired that he spends the day lazing about. The other animals get cross with him and worry that their children will copy his bad habits. They wake him up and tell him to get a job. Cat runs off and goes to Man's farm to see if he can get work there. Man says he would make a good rat and mouse catcher and, in exchange, will give him milk and meat and a place by the fireside. Cat is in his element, working by night and sleeping by day, and he also manages to fit in some violin playing. Mrs Man loves him too and all the other farmers decide to hire cats as well. So to this day, cats spend their evenings catching rats and mice and sleeping by day.

Chapter 9: How the Donkey Became (pp62–69)

Donkey, who is good at copying the other animals and finds it hard to settle to one thing, is unsure as to how he can earn a living. He is so good at imitating the other animals that he doesn't learn to get his own food and has to beg the other animals for food, but they soon get tired of him. One day, he meets a man who is tired of drawing water from his well and Donkey decides to help him. In exchange for work the man gives him a barn to live in and Donkey is happy with the arrangement as it means that he can still practise being like the other animals. One day, Lion asks him to leap and roar but Donkey doesn't do it well. After his disappointment wears off, he decides to stop trying to be like the other animals and to be himself.

Chapter 10: How the Hare Became (pp70–76)

Hare is so vain that one of the other animals, Gazelle, gets tired of him and decides to trick him. He tells him he is handsome and that the moon has been talking about him and wants to marry him. He tells Hare where to meet her. He goes to see her but she is far away and he thinks he has the wrong hill.

He chases after her, never quite catching her, but tries to hear what she is saying about him. He hears nothing and tells the other animals, who all smile, knowing he has fallen for their trick. Hare stares constantly at the moon so that his face takes on a startled look and he becomes a fast runner. His ears also grow through straining to hear what the moon is saying and that is how he has developed into the creature we know today.

Chapter 11: How the Elephant Became (pp77–84)

Bombo the Elephant doesn't know what to become. He thinks he's slow and stupid and knows he has to do something but is not sure what. He tries out some tricks but the others just laugh at him and so he moves to an island, where he lives with some birds and beetles. One day, there is a forest fire and the animals start to panic. Bombo goes to rescue the animals, they climb on his back and he takes them to the safety of his island but, when he gets there, the fire reaches the island. He uses his tusks to dig up the trees and clears the land so the fire doesn't spread and he saves everyone. The animals see Bombo as their hero and want to crown him king, but he is shy and hides away.

Teacher-led session

Introducing the text

Objective 2: clarify – checking that a text makes sense, demonstrating understanding through discussion and exploring the meaning of words in context

Ask the children to look at the front cover. What can they see? What can be inferred from the information?

- The author's name is written in large text. Ted Hughes was the Poet Laureate from 1984–98 and is considered one of the great poets of last century.
- The title indicates that this book is a collection of origin stories.
- The front cover is gently whimsical. From this we might infer that the stories are also gently whimsical. We would be wrong.

Turn to the back cover. How many animals are mentioned or illustrated on the covers? (*There are seven: fox, polar bear, bee, hare, whale, owl and tortoise.*)

Now look at the page of contents. How many other animals are included? (*There are four more animals: hyena, cat, donkey and elephant*)

Ask:

- The blurb states that this book is “a wonderfully original collection of tales”. How is this different to an anthology or a series? Does it matter which story we read first? (*The stories can be read in any order but there is a short introduction to the collection.*)
- Are these stories likely to be scientific, religious or fanciful? Explain your reasons.

Beginning the story

Objective 1a: read easily, and fluently

During the teacher-led session, occasionally, 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.

Work with the children to read the introduction (pp1–2)

Objective 2: clarify – checking that a text makes sense, demonstrating understanding through discussion and exploring the meaning of words in context

- Refer back to the blurb on the rear cover. Can the children identify which sentences have been lifted from the introduction?
- Is there anything in this text that the children found puzzling?

What do the children think about the author's idea of the animals practising being what they wanted to become? (*It's rather a circular argument!*)

Ask the children to read Chapter 6: How the Tortoise Became

Objective 12: identify and discuss themes and conventions

- What genre is this? How can you tell? (*The story is a myth. It deals with the origin of the tortoise. Unlike a fable it does not have a moral message.*)
- How much of this story fitted with what you know about tortoises?
- Why do you think Ted Hughes chose to write this story?
- What did you think about the end of the story? Was it an acceptable conclusion or would you have preferred a different ending? If so, how would you have ended the story?

Independent and supported reading

Teacher guidance

A range of questions for the remainder of the story is provided on pp14–15. 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 on pp24–25.

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 pp16–18. 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)

Ask the children to create a front cover and blurb for any of the individual stories contained in this book.

Extension 2 Literacy (Objective 6)

Ask the children to retell one of the stories in a comic book style format. This website may help you:

<http://www.wikihow.com/Category:Drawing-Cartoons-and-Comics>

PCM 1 Literacy (Objective 13)

The children are asked to compare the characters of Cat and Hare.

PCM 2 Literacy (Objective 14)

Explain to the children that you want them to rewrite the story from Foursquare's perspective. Remind them that Foursquare will not know about Slylooking's reputation and so will not think he has got the job unfairly.

PCM 3 Literacy (Objective 3)

Ask the children to read to the end of How the Whale Became and to think about another sea creature, for example a jellyfish or a shark. Ask them to map out the story of how this sea creature became.

PCM 4 Literacy (Objective 11)

Ask the children to read the rest of the stories and to write about which is their favourite.

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: participate in discussion about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously

The conversation starters on p23 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: provide reasoned justifications for their views

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

- Did you enjoy the stories in this book?
- How old should children be before they read this book?
- Which of these stories was your favourite? Why?
- Did you think any of these stories were worrying or unpleasant?
- Which story do you think is most appropriate for younger children? *(Pupils' responses will vary. How the Elephant Became and How the Cat Became both feature bullying by the other animals but the ending (for the featured animals at least) is happy.)*
- Which stories do you think are only appropriate for older children? *(Pupils' responses will vary. Whilst most of the stories deal with negative emotions, 'Why the Owl behaves as it does' is particularly challenging. The owl tricks the other birds into living in a permanent night so that he can pick them off and devour them as he chooses. Sick of their lives, the birds opt for a mass suicide.)*

Objective 12: identify and discuss 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.

- These stories are myths rather than fables so there is no attempt to give the reader a moral message. Nevertheless, most stories teach us something. Is there anything, good or bad, that these stories teach you?

Independent and supported reading questions

How the Whale Became and Other Stories

Answer the questions after reading the chapters below.

Chapter 8: How the Cat Became

1. Look through the text and answer these questions:
 - Where did Cat live?
 - Which other creatures lived there?
 - Who first suggested that Cat ought to have a job?
 - Why was Man surprised to see Cat?
 - Why did Cat not kill all of the mice and rats?
 - Where did the cats hang their violins?
2. Answer the following questions:
 - Which three birds constantly reminded Cat to get a job?
 - Name three places where the rats and mice lived.
 - Give three reasons why Cat was pleased with his life.

Chapter 11: How the Elephant Became

3. Why do the other creatures make fun of Bombo?
4. What do the other animals think about Bombo at the end of the story?
5. Why do you think Bombo might refuse to wear a crown?

Chapter 2: How the Whale Became

6. How did you feel when Whale was uprooted?
7. Do you agree with Mouse's or Ostrich's suggestions? Do you think Whale should have been made to live in the ocean?
8. How did you feel when God poked Whale-Wort on the top of his head?

Chapter 7: How the Bee Became

9. How is the demon described? What effect does this have on the reader?
10. Which words and phrases tell us that the Bee was a beautiful creation?

Chapter 4: How the Polar Bear Became

11. How does Polar Bear feel when the animals come to see her?
12. How does Peregrine Falcon feel about Polar Bear?

13. How do you think Peregrine Falcon felt when Little Brown Mouse won the beauty contest? How do you know?

Chapter 10: How the Hare Became

14. Is there anything about this story that doesn't make sense?
15. Write a comprehension question about this story? Answer it yourself or give it to a friend to answer.

Chapter 5: How the Hyena Became

16. What is the meaning of the following words:

- disgruntled
- embittered
- critical
- gluttonously
- boorishly
- gorges.

17. What do we learn about Hyena?

Chapter 3: How the Fox Came to be where it is

18. What are the differences between Fox and Dog?
19. How does the author make these differences clear?

Chapter 9: How the Donkey Became

20. Toward the end of this story, Donkey shows how good he is at lioning. How do Donkey and Lion feel about his efforts?

Chapter 1: Why the Owl Behaves as it does

21. Work with a partner to answer these questions:
- Was this story different to the others in this book? If so, how?
 - Did you enjoy this story more, or less, than the other stories in this book?
 - How did you feel when Owl tricked the birds?
 - How did you feel when the birds escaped?
 - Which parts of this story did you like/dislike?

Answers with objectives

How the Whale Became and Other Stories

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 8: How the Cat Became

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

1. Look through the text and answer these questions:

- Cat lived in a hollow tree in a wood.
- Bats also lived in the hollows of the tree branches.
- It was Weasel who first suggested that Cat ought to have a job.
- Man was surprised to see Cat because no creature had ever dared to come on to his fields, let alone knock at his door.
- Cat did not kill all of the mice and rats because he did not want to be out of a job.
- The cats hung their violins in the larch trees.

2. Answer the following questions:

- Jay, Magpie and Parrot constantly reminded Cat to get a job.
- The rats and mice lived in the haystacks, in the corn sacks and in Man's pantry.
- Cat was pleased with his life because: he could work for only ten minutes or so (then play his violin till morning); Mrs Man stroked him for hours on end; he did not have to grub around in the wet woods all day.

Chapter 11: How the Elephant Became

Objective 11: provide reasoned justifications for their views

3. Bombo was standing on his head. (This is a reference to elephants in the circus. At the time the story was written, children would have been familiar with the allusion.)
4. The other animals think Bombo is a hero because he saved them.
5. Bombo would refuse to wear a crown because he is shy – and perhaps modest.

Chapter 2: How the Whale Became

Objective 11: provide reasoned justifications for their views

6. Check pupils' responses.
7. Check pupils' responses.
8. Check pupils' responses.

Chapter 7: How the Bee Became

Objective 8: discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

9. The demon is hunchbacked and knobby armed. His ears drape over his shoulders like a wrinkly cloak. He has only one eye; an eye of fire which must be fed on gold and silver. He drinks tar and oil. He has clawed horny feet. He shows jealousy, patience, dedication, guile, anger and fear. The demon is described in very alien terms. The children's responses will vary – some will find him hideous whereas others may find sympathy for the character. Nearly every view or opinion can be substantiated by reference to the text.
10. The word beautiful is used several times. Also, the bee is described, "as having a dark fire"; "it gleamed and flashed"; "it glittered all its colours."

Chapter 4: How the Polar Bear Became

Objective 4: draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence

11. The Polar Bear is incredibly vain. She is desperate to be admired but furious when her visitors cause dust to fall on her fur.
12. Peregrine Falcon was jealous of Polar Bear; he wanted to win the beauty contest.
13. Check pupils' responses.

Chapter 10: How the Hare Became

Objective 5: ask questions to provide clarification and deepen understanding of a text

14. Check pupils' responses.
15. Check pupils' responses.

Chapter 5: How the Hyena Became

Objective 2: clarify – checking that a text makes sense, demonstrating understanding through discussion and exploring the meaning of words in context

16. What is the meaning of the following words:

- unhappy or irritated
- bitter, resentful, aggrieved
- disapproving, unpleasant (in this context)
- greedily
- vulgarly or rudely
- overeats.

17. Hyena is a shallow creature, so preoccupied with copying leopard that he fails to become what he might. He places himself above the wild dogs and is pleased when he scares them with his spots. He becomes deeply ashamed and resorts to mocking his great hero, Leopard.

Chapter 3: How the Fox Came to be where it is

Objective 13: compare characters, settings, themes and other aspects of texts

18. Fox is crafty and conniving. He is corrupt and malicious. Dog is honourable, generous, trusting and perhaps a little naïve!
19. The obvious difference is in the monikers: Dog is referred to as Foursquare whereas fox is known as Slylooking. Slylooking's betrayal of Rabbit is especially shocking.

Chapter 9: How the Donkey Became

Objective 14: consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters), within a text and across more than one text

20. Donkey is a fantasist. He has spent so long imagining that he is good at being another creature he is convinced of his ability. He brays instead of roaring and kicks out his heels instead of leaping. Lion sees the donkey's actions for what they are and knocks Donkey out in frustration and anger.

Chapter 1: Why the Owl Behaves as it does

Objective 10: participate in discussion about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously

21. Check pupils' responses.

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How the Whale Became (PCM1)

Name Date

Comparing Characters

Do you think Cat and Hare are similar creatures, or quite different? Look through the stories of how they became and write words and phrases around each drawing.

