

# Badger Learning's Enjoy Guided Reading

## Teacher Books – What's Inside?

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

**2 Scratch and Sniff (PCM2)**

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

**WPC Penrose Reports**

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

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

**Report**  
**Theft from Doogood's Furniture Store**  
 Date:  
 Attending Officer: WPC Penelope Penrose  
 Officer's statement:  
 I was on duty when a robbery was reported at Doogood's furniture store. Sergeant Snide instructed me to stay behind and count traffic cones. To my surprise, the cones went missing.  
 Then I noticed .....

Enjoy Guided Reading Year 3 Book D © Badger Learning

**Independent and supported reading questions**  
**Esio Trot**

Answer the questions after reading the sections below.

**Read pp10–19**

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

**Read pp20–29**

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

**Read pp30–40**

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

**Read pp41–49**

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

**Read pp50–56**

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

Enjoy Guided Reading Year 3 Book D © Badger Learning

**4 Assessing Understanding:  
 New Curriculum Reading Objectives**

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

✓ good understanding    ✗ poor understanding    — some understanding

Pages	Objective	Pupil	Pupil	Pupil	Pupil	Pupil	Pupil
Book introduction	5. asking questions to improve their understanding of a text						
Book introduction	7. predicting what might happen from details stated and implied						
Teacher led	1a. read easily, and fluently						
Teacher led	2. using dictionaries to check the meaning of words that they have read						
Horrid Henry Peaks at Peter's diary Teacher led; pp1–7	4. checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context						
Horrid Henry Peaks at Peter's diary Independent pp 8–21	6. drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence						
Horrid Henry and the Football Fiend	8. identifying main ideas 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 conventions						

**General comments:**

56

# Enjoy Guided Reading

## Teacher Book with Copymasters

# Year 6 Book B

Ian MacDonald, Karen Moncrieffe  
Sarah St John, Jane West, Fiona Tomlinson & Roger Hurn

### For the novels:

- *I Was a Rat!* by Philip Pullman (Accessible)
- *The Fastest Boy in the World* by Elizabeth Laird (Accessible)
- *To Be a Cat* by Matt Haig (Expected)
- *Over Sea, Under Stone* by Susan Cooper (Expected)
- *Tom's Midnight Garden* by Philippa Pearce (Confident)
- *The London Eye Mystery* by Siobhan Dowd (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 I Was a Rat!

## by Philip Pullman

Year 6 text level: Accessible

Philip Pullman was born in Norwich, just after the end of WWII, in 1946. Before becoming a writer Philip taught in middle schools in Oxford and he maintains a passionate interest in education today. He has a whole host of prizes and awards for his children's books; the trilogy *His Dark Materials* won several awards including the prestigious Carnegie Medal.

### Book synopsis

This fairy tale is based on the story of Cinderella – but don't tell children this or it will spoil the surprise ending! It's told from the point of view of one of the rats, transformed into a page-boy when Cinderella goes to the Prince's ball, with the secondary title *The Scarlet Slippers*. The book is also an allegory – particularly scathing about the tabloid/gutter press, as well as 'expert witnesses' and the gullibility of the general public. At times, the story is set in Victorian times; at others (the tabloid press), in the modern day.

### Chapter synopsis

#### Prologue (p5)

A humour-filled account of the Prince's engagement to the mysterious Lady Aurelia Ashington by *The Daily Scourge* newspaper – a pastiche of a tabloid paper.

#### Chapter 1: I Was A Rat! (pp7–14)

Bob, a cobbler, and his wife, Joan, a washerwoman, are childless. A knock at the door brings a young boy (perhaps nine or ten), he's thin and dirty and says he doesn't know his name because he used to be a rat. The kind couple take him in.

#### Chapter 2: The Privy (pp15–19)

The boy, named Roger, is introduced to human food and using a privy. Roger has a lot of rat-like traits, particularly chewing things.

#### Chapter 3: The City Hall (pp20–24)

The office for lost children can't help because Roger isn't lost – he has been found!

#### Chapter 4: The Orphanage (p25)

The orphanage is too awful in a Dickensian way for Bob and Joan to contemplate leaving Roger there.

#### Chapter 5: The Police Station (pp26–28)

The police won't take him because he hasn't committed an offence – but recommend the hospital!

**Chapter 6: The Hospital (pp29–32)**

A doctor checks him, says Roger is healthy and should be sent to school. *The Daily Scourge* reports a palace make-over in the style of *Hello!* magazine.

**Chapter 7: School (pp33–40)**

Roger doesn't understand school and is soon in serious trouble with his teachers. He runs away when the head tries to cane him.

**Chapter 8: No Escape (pp41–45)**

Bob finds him after he causes pandemonium at the market's cheese stall. *The Daily Scourge* advocates corporal punishment.

**Chapter 9: A Curious And Interesting Case (pp46–51)**

The Philosopher Royal hears about Roger and asks to see him.

**Chapter 10: A Philosophical Investigation (pp52–57)**

After being poked and measured and questioned, Roger is scared by a cat and escapes through a window.

**Chapter 11: Mr Tapscrew (pp58–61)**

He is found by Mr Tapscrew, proprietor of a Victorian freak show.

**Chapter 12: Where's He Gone? (pp62–66)**

Bob and Joan are worried when Roger doesn't come home. They visit the Philosopher Royal, who is casually and cruelly unconcerned. Joan tells him, "Someone oughter smacked you when you still did believe in things" (p66).

**Chapter 13: You Want 'Em Nauseated (pp67–70)**

Mr Tapscrew's callous wife directs the scenery for Roger's display as Rat-Boy. *The Daily Scourge* describes "The wedding of the year".

**Chapter 14: A Load Of Old Cod (pp71–73)**

Bob and Joan learn that Tapscrew has Roger.

**Chapter 15: The Wonder Of The Age (pp74–80)**

Roger is displayed and thrown revolting, rotten food to eat. The public love being revolted.

**Chapter 16: Goose Weather (pp81–90)**

Roger is freed by an Artful Dodger-type character – someone else who wants to use him.

**Chapter 17: Well, Where's He Gone? (pp91–96)**

Bob and Joan catch up with Tapscrew, but they're too late to find Roger.

**Chapter 18: The Sharp Article (pp97–100)**

Roger meets the other gang members – he's to be trained as a thief.

### **Chapter 19: Removals (pp101–106)**

Roger manages to break in to a big house but eats a lot of dried materials such as rice, followed by chillies and a lot of water. His stomach starts to swell.

### **Chapter 20: Who's That? (pp107–111)**

A policeman catches the other boys but Roger escapes. *The Daily Scourge* says crime is up and blames kids.

### **Chapter 21: A Pair Of Old Trams (pp112–115)**

Mrs Tapscrew performs as a bearded lady to make money, while Bob and Joan share a tender moment and agree to continue looking for Roger.

### **Chapter 22: Hunched And Malevolent, Radiating Pure Evil (pp116–119)**

Roger hides in the drains; *The Daily Scourge* claims a monster is haunting the sewers. Roger is caught.

### **Chapter 23: The Freedom Of The Press (pp120–121)**

More *Scourge* stories of a monster.

### **Chapter 24: Don't Be Deceived (pp122–125)**

Scientists decide Roger is anthropoid but not human – the fools.

### **Chapter 25: Our Children Are In Danger (pp126–129)**

*The Scourge* says the 'monster' should be destroyed.

### **Chapter 26: Tripe (pp130–134)**

Bob and Joan read the paper and realise the monster is Roger.

### **Chapter 27: No Room (pp135–138)**

Bob bluffs his way in as a witness to the court case.

### **Chapter 28: The Tribunal (pp139–152)**

The judge seems fair and questions Tapscrew at length. But Joan is wise when she comments, "The longer it goes on, the more silly they'd look if they did (stop). They just can't afford to now." (p148) The Philosopher Royal writes for *The Scourge*.

### **Chapter 29: Scarlet Slippers, Or The Practical Value Of Craftsmanship (pp153–155)**

Joan says that Mary Jane – the Princess – might be able to help.

### **Chapter 30: Princess Mary Jane (pp156–160)**

Bob and Joan use the scarlet slippers that Bob has been so carefully crafting as their entrance card to the palace. Mary Jane/The Princess is astonished to find they know about Roger. She promises to help.

### **Chapter 31: The Princess And The Prison (pp161–163)**

The Princess visits the prison and insists on seeing Roger alone.

### Chapter 32: Wish As Hard As You Like (pp164–171)

We learn that Mary Jane is the Cinderella figure and Roger her rat page-boy. It's quite a surprise. He forgot to come back to her carriage before midnight when everything was transformed back. Mary Jane is "stuck" as a princess and Roger is stuck as a boy.

*The Scourge* reports the "Miracle of Princess and 'Monster'" (p170).

### Chapter 33: The Power Of The Press (p172)

*The Scourge* reports the "Miracle of Princess and 'Monster'" again.

### Chapter 34: Toasted Cheese (pp173–175)

Roger is home and safe and lives with Bob and Joan happily ever after.

## Teacher-led session

### Introducing the text

**Objective 5:** asking questions to provide clarification and deepen their understanding of a text

Encourage the children to ask questions about the cover. What do they think about the language of the title (if children have looked at newspaper headlines in other lessons you might encourage them to draw comparisons between this and the tabloid press). How is the subtitle different (e.g. it might be about a girl/princess)?

**Objective 3:** identify how language, structure and presentation contribute to meaning

Ask the children to discuss how the various features of the cover make an impact; especially encourage them to talk about the layout, style, use of emotive language etc. What do you recognise about way the boy is dressed in the picture? What might you have added, presented differently?

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

From the details on the cover what do you think the story might be about (if anyone guesses that this is, indeed, a retelling of a well known fairy tale, you might like to hear all suggestions and leave the question 'open' at this stage to avoid spoiling the surprise later).

Ask children to read the newspaper page on p5.

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

- What type of newspaper do you think would print this type of a story? (*Talk about 'sensationalist' stories, the tabloid press etc. is probably best carried out under teacher/adult direction for obvious reasons*). What do you notice about the style of the writing and the language used, for example, why is Prince Richard described as 'hunky'? (*The use of emotive language is designed to draw us into the royal romance, rather than report the facts.*)

- What do you think the writer wants us to *feel* about the two characters in the newspaper report? Find other examples of words or phrases that are especially emotive. What clues are there on this page about what is to come? (*Children may predict that the royal wedding may be a regular feature of the story, or even work out the links to Cinderella at this stage.*)

## 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.

Ask children to read pp7–28. When the group has completed reading, ask them the following questions. Children who finish reading before others could jot down the answers to some of the questions below 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 do we learn about the characters in the first chapter of the story? Contrast this with the attitudes of the other adults who come into contact with Roger. (*Bob and Joan are kind towards Roger, whereas the other adults in the later chapters are unkind, dismissive, unwilling to help etc.*)

While 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.

## Independent and supported reading

### Teacher guidance

A range of questions for the remainder of the story is provided on pp14–16. 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 while 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 some of the questions verbally and keep a record of their responses 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 pp17–20. 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 3)**

Write a traditional fairy tale or nursery rhyme in the style of a front-page story e.g. the 'starving' wolf denied his basic human right for food and shelter by increased housing development in the local area! Or, glamorous girl sheep farmer, 21, blonde, who is utterly distraught about her missing sheep.

### **Extension 2 Literacy (Objective 8)**

The Tapscrews and Billy are like characters straight out of a Dickens' novel. Find out about some other characters from Dickens whose names suit their character (Scrooge, Uriah Heep, Mr Pecksniff etc.). Invent your own character for this story, giving him/her a suitable name. Draw the character and use your drawing to write a description for a new chapter in the story.

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

Research the history of the freak show and find out about PT Barnum's Fiji mermaid:  
[http://www.museumofhoaxes.com/hoax/archive/permalink/the\\_feejee\\_mermaid/](http://www.museumofhoaxes.com/hoax/archive/permalink/the_feejee_mermaid/)

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

Write a newspaper front page based on the examples in the book.

### **PCM 2 Literacy (Objective 15)**

Read the extract and answer the questions.

### **PCM 3 Literacy (Objective 13)**

Read the next three chapters and then compare the attitudes of the characters.

## 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, building on their own and others' ideas and challenging views courteously

The conversation starters on p24 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.

**Objective 12:** identify themes and conventions

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

After the children have completed the review activity, the teacher could lead into a discussion about characters, setting, 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.

- Does the story have a moral?
- Who comes out well in the story? Who comes out badly? Should we expect, for example, that all newspaper editors are bad people, only out to make money?
- The story is a 'kind of fairy' story. Do you think fairy stories have anything to tell us about real life?



## Independent and supported reading questions

### *I Was a Rat!*

Answer the questions after reading the chapters/sections below.

#### **Chapter 1: I Was A Rat!**

1. The boy does not behave as Bob and Joan expect; can you list at least three odd things he does in this chapter? How does this lead us to believe he may be telling the truth?

#### **Chapter 2: The Privy**

2. Who is more likely to believe the boy's story? Explain your answer from the text.

#### **Chapter 3: The City Hall**

3. Why do Joan and Bob take Roger to The City Hall?

#### **Chapter 4: The Orphanage**

4. Why is The Orphanage such a short chapter?

#### **Chapter 5: The Police Station**

5. What does the illustration make us think about the policeman?

#### **Chapter 6: The Hospital**

6. How does the way the text is set out (as a newspaper) help us to understand the text?

Ask the children to read the next six chapters.

#### **Chapter 7: School**

7. Can you explain the writer's views on this type of school? Use both the story AND the newspaper article SIX OF THE BEST to explain your answer.

#### **Chapter 8: No Escape**

8. Why is the sergeant not pleased to meet Roger again?

#### **Chapter 9: A Curious and Interesting Case**

9. Is the Philosopher Royal any more interested in helping Roger than the others? Explain your answer.

#### **Chapter 10: A Philosophical Investigation**

10. Why does Roger run from Bluebottle the cat?

Before setting the children to read the next section there is an opportunity here to discuss the Dickensian setting of the Tapscrew and Billy sections. Find out about characters in Dickens whose names fit their characters so well, e.g. the name Scrooge sounds like a mean old man.

Ask children to look out for evidence of antiquated language, scene settings and illustrations. Explain that the context will offer the meaning of a phrase like “downy card” (p85) even if the words are unfamiliar.

You may wish to allude to similarities with the Artful Dodger here (Chapters 8, 16, 25, 39 and 43 of *Oliver Twist*): [www.online-literature.com/dickens/olivertwist](http://www.online-literature.com/dickens/olivertwist).

### **Independent reading**

Ask the children to read Chapters 11–20.

#### **Chapter 11: Mr Tapscrew**

11. Why does the author name this character Mr Tapscrew do you think?

#### **Chapter 12: Where’s he Gone?**

12. What is the effect of the complicated language the Royal Philosopher chooses to use?

#### **Chapter 13: You Want ‘Em Nauseated**

13. Consider what effect the opening lines of this chapter are meant to have on the reader. How does this reflect Mrs Tapscrew’s phrase “you want ‘em nauseated”?

#### **Chapter 14: A Load Of Old Cod**

14. Explain the joke in the title *A Load of Old Cod* see pp72–3.

#### **Chapter 15: The Wonder of The Age**

15. Contrast Mrs Tapscrew’s description of Rat Boy in the poster p76 with the Roger that Bob and Joan know.

#### **Chapter 16: Goose Weather**

16. Compare the character of Billy with The Artful Dodger in *Oliver Twist*. In what ways are they similar/different (see Chapters 8, 16, 25, 39 and 43 of *Oliver Twist*): [www.online-literature.com/dickens/olivertwist](http://www.online-literature.com/dickens/olivertwist).

#### **Chapter 17: Well, Where’s He Gone?**

17. Find one example of a simile used in this chapter. Explain why you think this is/is not effective in the context of the story.

#### **Chapter 18: The Sharp Article**

18. How is ‘wiggler’ a good name for the ‘job’ Roger is undertaking soon?

#### **Chapter 19: Removals**

19. How does the use of onomatopoeia on pp104–105 add to the humour of this episode?

### **Independent reading**

Ask the children to finish reading to the end of the book.

### **Chapter 21: A Pair Of Old Trams**

20. Discuss the simile in the title. Why has the author chosen 'trams' here, rather than cars or buses, do you think?

### **Chapter 23: The Freedom of The Press**

21. Find examples of *different* ways the writer of the newspaper uses to play on the emotions of his readers. For example, quotes p119, questions p121 etc. How is this use of language effective, or not, in your view?

### **Chapter 24: Don't Be Deceived**

22. How do you think the Chief Scientist will treat Roger in the days to come? (p124)

### **Chapter 25: Our Children Are In Danger**

23. What do you think the government is going to do next?

### **Chapter 26: Tripe**

24. Why could this chapter be called the 'turning point' in the story?

### **Chapter 27: No Room**

25. Why does Bob decide to pretend to be someone else in the story? Do you think he is right to do so, even though he is telling a lie?

### **Chapter 29: Scarlet Slippers, Or The Practical Value Of Craftsmanship**

26. Why are the slippers so important at this point in the story?

### **Chapter 30: Princess Mary Jane**

27. Can you explain why Mary Jane was not like a 'real princess'? (p158)

### **Chapter 31: The Princess and The Prison**

28. The phrase 'appearances can be deceptive' is a recurring theme in the story. Explain why it is significant here? (p162)

### **Chapter 32: Wish As Hard As You Like**

29. Explain the connection to Cinderella here. Why does Mary Jane mean when she says, "I'm stuck as a princess"? (p167)

### **Chapter 33: The Power of the Press**

30. How does the author feel about such newspapers? Give examples from the whole book to explain your answer.

### **Chapter 34: Toasted Cheese**

31. Has the author given his story a 'fairy-tale' ending? Explain your answer.

## Answers with objectives

### *I Was a Rat!*

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 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: I Was A Rat!**

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

1. He does not understand the couple's questions; he eats like an animal; he curls up as if 'wrapping his tail around him'. He shows behaviour more akin to a rat than a boy.

#### **Chapter 2: The Privy**

2. Bob. He says: "Did you do that because you was a rat?"

#### **Chapter 3: The City Hall**

3. They think it's the right thing to do or that someone there might know where he belongs.

#### **Chapter 4: The Orphanage**

**Objective 3:** Identifying how language, structure, and presentation contribute to meaning

4. It only needs to be short, the couple soon realise the boy would not be looked after. The fact that it is not very long shows it was a waste of time going there.

#### **Chapter 5: The Police Station**

5. We see the policeman from Roger's point of view – it makes him seem more frightening. The policeman is looking down on the boy, showing that he thinks Roger is unimportant.

#### **Chapter 6: The Hospital**

**Objective 4:** Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

6. The text is divided into columns and short paragraphs making it easy to read. The headlines and sub-headings tell us what the story is about.

## **Chapter 7: School**

7. The author is not at all impressed with this type of school, the teacher is uncaring and the Head uses the cane. It might be a school from Victorian times. The article says using the cane never did anyone any harm, but the author may include this because he disagrees.

## **Chapter 8: No Escape**

8. He has made his mind up that Roger was going to be trouble from the start.

## **Chapter 9: A Curious and Interesting Case**

9. No, he is already thinking of the book he might publish and become even more famous.

## **Chapter 10: A Philosophical Investigation**

10. Because he probably remembers being chased by a cat in his former life.

## **Chapter 11: Mr Tapscrew**

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

11. We talk of 'tapping someone up' for money or 'turning the screw', making things worse for others. Or pupils may think of the onomatopoeia of the name.

## **Chapter 12: Where's he Gone?**

12. He wants to show he is much cleverer than Bob. He is showing his own importance.

## **Chapter 13: You Want 'Em Nauseated**

13. Mr Tapscrew crams together hyperbole, emotive language and repulsive imagery to 'nauseate' his 'punters'... all designed to attract custom!

## **Chapter 14: A Load Of Old Cod**

14. Answers may include: it's a joke, or it's a bit fishy etc.

## **Chapter 15: The Wonder of The Age**

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

15. The gross monster described in the poster bears no resemblance to the helpless, lost and gentle little boy who Bob and Joan befriend.

## **Chapter 16: Goose Weather**

16. Another Dickensian reference in the book has Billy befriending and 'helping' Roger, but only to steer him towards a life of crime.

## Chapter 17: Well, Where's He Gone?

**Objective 15:** Understand the technical and other terms needed for discussing what they hear and read, such as metaphor, simile, analogy, personification, imagery, style and effect

17. Bob's finger and voice are both described as being like a battering ram. (p96) His voice was loud and made Mr Tapscrew retreat, just as a battering ram on a castle gate might do. There is a more unusual simile on p62, where a voice is likened to lemon marmalade which, perhaps, promises sweetness, but once tried is bitter to the taste.

## Chapter 18: The Sharp Article

18. Because he will have to wriggle in and out of tight spaces.

## Chapter 19: Removals

19. It is as if you are there and can hear the noise he makes. It sounds funny.

## Chapter 21: A Pair Of Old Trams

20. Various responses are possible. They are like trams because they have stayed on the same track for years etc. 'Trams' suggests old, something from an age that is past etc.

## Chapter 23: The Freedom of The Press

21. Examples may include emotive language e.g. subhuman; pseudo science (hideous mutation); (For) The way the writer uses such language makes us feel terrified of the monster and that the scientists are experts and make us believe they know what they are talking about. (Against) This type of language is not effective because we can see they are just making things up, for example the quotes from the so-called experts like the scientist; the questions, like 'is it a visitor from another planet', are not believable.

## Chapter 24: Don't Be Deceived

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

22. He is only going to experiment on him further. He does not see him as a person, so he is not going to help Roger in any way. He just means to make the Chief Scientist more famous.

## Chapter 25: Our Children Are In Danger

23. Probably nothing. They are just going to talk about it.

## Chapter 26: Tripe

**Objective 2:** Checking that the text makes sense to them, demonstrating understanding through discussion and exploring the meaning of words in context

24. Because the couple realise what has happened to Roger. They are the only ones who can help him.

## Chapter 27: No Room

25. It is the only way to get into the court and help Roger. Some discussion about the moral questions i.e. when, if ever, lies and deceit are acceptable, may prove an interesting talking point.

## Chapter 29: Scarlet Slippers, Or The Practical Value Of Craftsmanship

26. Because they are like the glass slippers in Cinderella. They are a way to gain access to the princess. It is important to the story that Bob was making the shoes already (for this moment!).

## Chapter 30: Princess Mary Jane

27. She does not dress or behave as a princess is 'expected' to, wearing casual clothes, kicking off her shoes etc. (Some comparisons with recent royals around the world may make an interesting addition to the discussion.)

## Chapter 31: The Princess and The Prison

28. The detective is referring to the boy, but the phrase applies equally to the princess.

## Chapter 32: Wish As Hard As You Like

29. Pupils should be able to make comparisons with the two stories, such as the glass slippers and the red shoes etc. Mary Jane thought she wanted to be a princess, but is now not so sure... but it's too late!

## Chapter 33: The Power of the Press

**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

30. He does not have a very high opinion of the 'tabloid' press who only publish sensationalist stories with little regard to the truth or the feelings of those involved, e.g. in the newspaper article P121. They only want to sell newspapers and will just as easily 'switch sides' to fit with what they think the public want to hear, as shown by The Power of the Press p172.

## Chapter 34: Toasted Cheese

**Objective 12:** Identify and discuss themes and conventions

31. In some ways this might be a 'happy-ever-after' ending, as Roger ends up where we know he belongs, with Bob and Joan — they have a happy ending too! On the other hand, both Roger and Mary Jane would rather return to their previous lives, and cannot.

# 1 I Was a Rat! (PCM1)

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

## Front Page Story

Read again the sensational newspaper stories in the book. Write a traditional fairy tale or nursery rhyme in the same style for *The Daily Scourge*.

The Daily Scourge



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