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INTRODUCTION

Read & Respond provides teaching ideas related to a specific children's book. The series focuses on best-loved books and brings you ways to use them to engage your class and enthuse them about reading. This book provides detailed guided reading sessions for six children's books.

GUIDED READING

Guided reading is usually conducted in small groups with children of a similar reading ability, under teacher guidance. The groups are often around six to eight children, although may be fewer depending on the children in your class. The sessions are likely to be short, around 20 minutes, and focused on reading and comprehension skills.

There should be one focus text and each child should have a copy of it. The text should be slightly more challenging than the children's independent reading level, where they can read and understand the vast majority of the text independently. The teacher facilitation of guided reading allows for the children to access more challenging materials in a supported environment – they should still be able to understand and access 90 per cent of the content though.

Guided reading is much more than just reading in turns. Time should be given for reading independently; the teacher may wish to listen to individual children, but this should be followed up by checking the children's understanding and comprehension of the text through discussion and questioning.

How this book relates to the *Read & Respond* teacher's book

This book can be used for stand-alone sessions or in conjunction with the corresponding *Read & Respond* teacher's books. Each *Read & Respond* teacher's book is designed for whole-class teaching and contains a variety of activities that look at grammar, punctuation and spelling; plot, character and setting; speaking and listening; and writing.

While there are guided reading notes in the teacher's book, the ones provided in this book are much more detailed and therefore the two books can work together. If you are using a carousel system for guided reading, then the teacher's book may provide supporting activities to use when the children are not in the guided reading group. Within this book, there may be some optional links referenced to the *Read & Respond* teacher's book, where work could be expanded.

ABOUT THE BOOK

Each children’s book has been divided into six guided reading sessions. The sessions work through each book progressively, so you read it over a number of weeks. It has been assumed that the sessions will be conducted in guided reading groups of around six to eight children; if you plan to use them differently, then they can be adapted accordingly. Each session follows a similar structure:

Session aims: The purpose of the session and what children will be focused on in their reading.

Before the session: If there is anything the children need to do prior to the session, such as reading some of the book, this will be identified here.

Read: This section will focus on the children reading the text either independently or as a group. It may be reading new chapters or sections of the book or re-reading parts of the book that they have read previously. They should consider questions about the text while reading and then discuss these as a group to check their understanding.

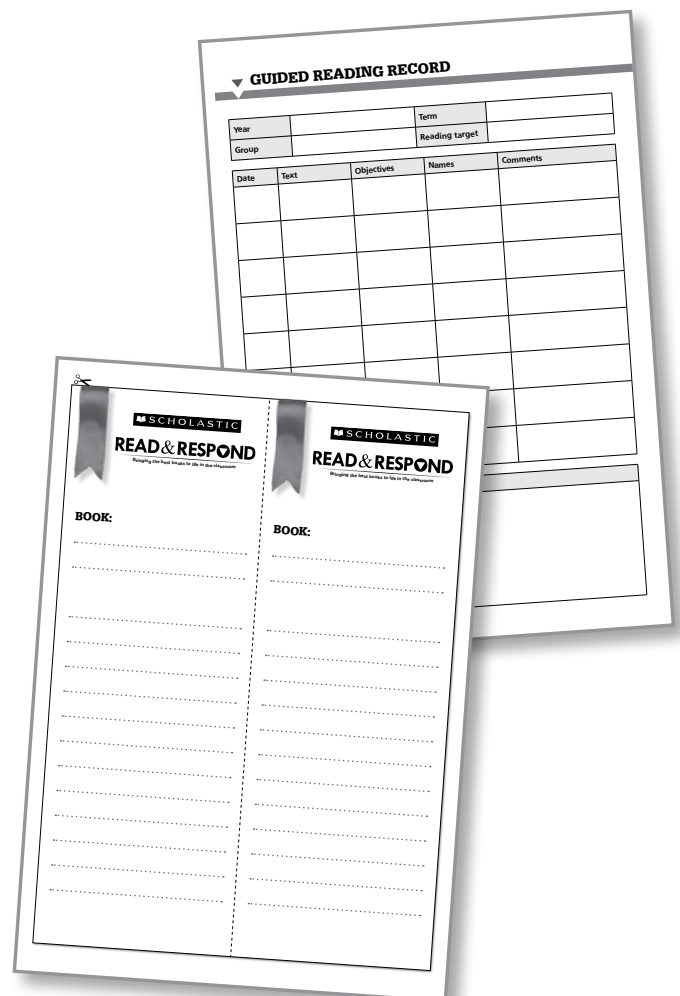
Revisit and respond: A range of different activities will have been provided under this heading to provide flexibility to select appropriate tasks for the group. As each session is only intended to be around 20 minutes long, it is advised that one or two of these activity ideas are used to meet the needs of your children.

Assessment opportunities: A bank of questions has been provided which could be used at any point in the session as relevant. They are sub-divided into headings to identify the purpose of the type of question.

At the end of the book, you will find two templates that you can use to support your guided reading sessions:

Guided Reading Bookmark Template: This template provides a bookmark that you can complete and give to the children as reference. It could include the questions you want them to consider when reading or you could use the assessment opportunities questions for the children to discuss.

Guided Reading Record Template: A template to record any notes from a guided reading session so you have a record that you can refer to.



SESSION 1: A REALLY AWFUL START

SESSION AIMS

Learn about Bill's dilemma and identify stereotypical behaviour towards boys and girls.

READ

- Look together at the cover of the book. Ask: *What is unexpected about the title? What might the story be about?* Note that the book won the Smarties Prize, suggesting it is well thought of. Do the children know any other books by Anne Fine? (Some are listed on the inside pages of the book.)
- Ask the children to read the first page silently to themselves. Ask for their reactions. Invite them to look at the illustration of Bill looking in the mirror – can they see any evidence in the picture that Bill is a boy?
- Ask the children to read up to the end of the handwriting lesson, ending with 'stop himself from thumping Philip'.

During reading

- Ask them to make a note of any language that is particularly 'girlish' in nature, and to look for examples of how Bill is treated now that he seems to be a girl.
- When they have finished reading, invite the children to share their observations – for example, they may have found words such as 'dear', 'poppet', 'sweet', 'pretty', and have noted how characters such as Mean Malcolm, the old lady and the teachers behave towards Bill.
- If your school uses reading journals then the children should be encouraged to make notes as they read and consider each question.
- Move around the group and 'tune in' to hear individuals read aloud. Encourage and praise good expression.

REVISIT AND RESPOND

Use the following discussion points to help the children think about what they have read in more depth.

Note: Since there are only 20 minutes for each session, you are advised to focus on only one or two of the elements that are listed below.

- The pace is really fast at the start of the chapter: Mum and Dad are in a hurry and things are happening to Bill in a rush. Ask the children to find examples of words in the text that help to emphasise the speedy pace ('swept', 'rushing', 'ran', 'quickly').
- The author is really trying to make us think about *why* girls and boys are treated differently and how children and adults are both guilty of this behaviour. Ask the children to skim and scan to collect examples that show the ways in which girls are treated that boys would never be (wanting them to be sweet and pretty, whistling at them in the street, suggesting that only boys can carry tables). Encourage the children to discuss this and think of other examples.
- Consider Bill's feelings about the way he is suddenly treated (look for evidence in the text). Does he feel foolish, angry, embarrassed, frustrated?
- We are told Mean Malcolm wears a 'purple studded jacket'. How does this suggest his character? Can the children see a link between this and Bill wearing a dress?
- What do the children think about Astrid's complaint that boys are always chosen instead of girls to move the tables?
- In the handwriting lesson, Bill finds himself writing more neatly than usual, and yet his teacher expects him to be even neater, unlike her expectations of Philip. Ask: *What does this show about some adults' expectations of girls and boys? Is it fair?*
- What is the children's opinion of Philip's remark that 'girls are neater'?

Ask the children, whenever appropriate, to revisit the text to exemplify/support their answers.

Encourage the children to read aloud to the group when referring back to the text – praise clear, confident and expressive reading.

Before the next session

Ask the children to finish reading Chapter 1, thinking about whether Anne Fine is making a serious point about stereotyping boys and girls, or if she is just being light-hearted and funny.

ASSESSMENT OPPORTUNITIES

The following bank of question prompts provides a quick and easy means of monitoring the children's comprehension skills and understanding of the text. The children's answers to a question must be supported by evidence from the text.

Understanding

- What does Bill find when he wakes up on Monday morning?
- What might Bill be thinking when he wakes up to discover he is a girl?
- Describe Bill's new frock.
- Who noticed that he had changed into a girl?
- What happens when Bill meets Mean Malcolm?
- How did the headteacher speak to Bill at the school gates that was different to the way in which he spoke to the other boys arriving?
- Why were all the children keen to be chosen to carry tables to the nursery?
- How do we know that there is no school uniform at Bill's school?
- What differences are there between Bill's and Philip's writing? How did their teacher react to this?
- Do you feel sorry for Bill in the story? Explain why.

Inferences

- How do you think Bill is feeling as he prepares for school that morning? Explain your reasons.
- List the ways that you think Bill's parents might be treating him differently from how they usually do.

- Is Bill embarrassed by being whistled at? Why do you say that?
- Explain why you think the old lady wants to help Bill cross the road.
- Does Bill find there are advantages to being a girl? How do you know that?

Predicting

- Do you think anyone will finally notice that the person in the dress is Bill? What might happen if they do?

Main ideas

- List the ways in which Bill is treated differently because of wearing a dress and seeming to be a girl.

Language, structure and presentation

- Explain why Bill is 'baffled' as he looks in the mirror.
- What does the author mean when she says 'it could be a nightmare'?
- Why do you think Malcolm is known as 'Mean Malcolm'?
- The text states that 'Bill glowered all through the rest of assembly.' Suggest another word that means the same as 'glowered' here.
- How do the occasional illustrations add to the story? Would it be as effective without them?

Themes and conventions

- Give some examples from the story that show how boys and girls are treated differently.