

How to use the guided reading notes	4
George’s Marvellous Medicine	6
Why the Whales Came	18
Stig of the Dump	30
Hetty Feather	42
Millions	54
How to Train Your Dragon	66
Guided Reading Record Template	78
Guided Reading Bookmark Template	79

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: DECISIONS

SESSION AIMS

Consider character attitudes, feelings and thoughts and reader response.

BEFORE THE SESSION

The children should have read Chapter 1 'Grandma'.

READ

- Ask the children to explore the front and back covers independently and to scan Chapter 1 'Grandma' either independently or with a partner to remind themselves of the events. Then involve them in a brief group discussion using the following questions:
 - Who are the two important characters in Chapter 1 'Grandma'?
 - What have you learned about the setting?
 - Why is George left alone with Grandma? What is his job?
- Ask the children: *How does George react to being left alone with Grandma for a morning?* Then ask them to read Chapter 2 'The Marvellous Plan' and Chapter 3 'George Begins to Make the Medicine' independently, in silence, keeping this question in mind.

During reading

- Ask the children to think about the information and the questions that arise for them as they read.
- If your school uses reading journals then the children should be encouraged to make notes as they read and consider the question.

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 listed below.

- Compare and contrast the atmosphere and mood of Chapter 1 'Grandma' with that of the next two chapters. Ask the children: *What effect does the first chapter have on your feelings about Grandma and George? Do you feel differently when you read Chapter 2 'The Marvellous Plan' and Chapter 3 'George Begins to Make the Medicine'? Does George change?*
- Examine the effect that George's plan has on his behaviour in Chapter 2 'The Marvellous Plan'. Ask the children to re-read the final part of this chapter from 'Here we go, then!' Discuss the language. Does it reflect George's excitement? Do the planned ingredients sound extraordinary? What examples can the children pick out to support their views? (You could use the notes on Extract 2 on page 13 of *Read & Respond George's Marvellous Medicine*.)
- How does George set about collecting ingredients? Analyse his strategy and ask the children to plot his route through the house. Do they think he manages well with the distraction of Grandma's repeated calls? What does this reveal about George's character?
- George collects a panful of ingredients during the course of Chapter 3 'George Begins to Make the Medicine'. Ask the children to make a group list of what he has so far.
- Focus on descriptions of the two characters in Chapters 2 and 3. Create a group list of important descriptive words and phrases used to describe George and Grandma. (You could link this character study to Activity 1 on page 25 of *Read & Respond George's Marvellous Medicine*.)

- Examine George's feelings about hurting Grandma. Does he worry about the safety of the ingredients? Ask the group to discuss whether his excitement has taken over. Do the children think that George just wants to teach Grandma a lesson?
- Encourage the children to think about how they would feel if they were George or Grandma. Ask: *Does George suffer from Grandma's nastiness and threats? Is Grandma unhappy because she cannot walk and is worried about getting her medicine on time?* Ask the children to give a reason why each character could deserve some sympathy. Which character do they have most sympathy for? Why?

Ask the children, whenever appropriate, to revisit the text to support the answers. Encourage the children to read aloud to the group when referring back to the text – praise clear, confident and expressive reading.

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 is George's plan?
- What does he want the medicine to do?
- What does he use to hold all the ingredients?
- Where is Grandma while George is collecting ingredients?
- Which place in the bathroom does George not touch?
- What does George put in that is labelled 'Dark Tan'?

Inferences

- How is Chapter 2's title appropriate?
- Does George intend to search for the unusual ingredients he talks about?
- How does George choose his ingredients from the house?

- Why does George go through the house so quickly?
- Why does George not get worried when Grandma calls to him?

Language, structure and presentation

- Why did the author choose to divide the story into chapters?
- Do the chapters finish at special points in the story?
- Is George happier with Grandma in a different room from him? What words and actions suggest this?
- What is a 'ju-jube tree'?
- What form of writing does the author use for the last 22 lines of Chapter 2? Which phrases do you find effective? Why?

Predicting

- What might happen in Chapter 4 'Animal Pills'?

Main ideas

- How does the author want you to feel about George and his situation after you have read the first chapter?
- Why and how does the author give a feeling of speed to Chapter 3? What is the reader being reminded about?