

How to use the guided reading notes	4
Jasper's Beanstalk	6
Owl Babies	14
We're Going on a Bear Hunt	22
Zog	30
Handa's Surprise	38
Superworm	46
Guided Reading Record Template	54
Guided Reading Bookmark Template	55

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 punctuation, phonics 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 four 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: JASPER'S BEAN

SESSION AIMS

Discuss the significance of the title and events; predict what might happen.

READ

- Ask the children to read the first three spreads independently. Invite them to consider some of these questions.
 - Who do you think this story is about? Why?
 - Where is Jasper?
 - Name the days mentioned. What can you say about the order in which they occur?
 - What does Jasper do on each day?
 - What do you think he will do next? On what day will this happen?

During reading

- Move around the group and 'tune in' to hear children reading. Praise individuals for clarity.

REVISIT AND RESPOND

Bring the group back together and discuss some of the points below, which explore the cover, inner pages and first three spreads.

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.

- Draw attention to the names of the author and illustrator on the cover. Recall titles the children may be familiar with written by Nick Butterworth, particularly the *Percy the Park Keeper* books, and those written and illustrated by Mick Inkpen, such as *Kipper* and *Wibbly Pig*. Ask: *What did you like about these books? Who are the main characters? Do you think the characters and illustrations in this book will be similar? Do you think 'Inkpen' is a good name for an author or illustrator?*
- Read the title and explore the cover illustrations together. Depending on the edition, ask: *Who is this book about? What do you think Jasper likes doing? What do you think he is planning to do with*

all the tools? What sort of tools are they? Read the short blurb on the back cover together, supporting children with unfamiliar words. Discuss the meaning of 'In spite of all the attention he lavishes on it'.

Ask: *What sort of attention would you give to a bean you were trying to grow?*

- Depending on the edition, turn to the inner page and read the words 'This book belongs to:' together. Talk about the purpose of this page and the need for the dotted line. (It is for the owner to write their name on.) Explore the image of Jasper below and the book he is reading. Ask: *What is the title of Jasper's book? What is it about? What do you think Jasper might like about this book? What do you think the robin is pointing at?*
- Talk about what Jasper is doing on each of the first three spreads. Ask: *Can you find the verbs (doing words) that tell us this? What do you notice about the verbs 'planted' and 'watered'? (They both end in 'ed'.) Recall that most verbs have this ending when we talk about actions that happen in the past. Which is the other verb in this section? ('found'.)*
- Discuss the sequence of events that Jasper follows in his garden. Ask: *How often does Jasper do something in his garden? What happens on Monday? When does he plant the bean? When does he water it? If he follows his routine, which day do you think he will do something else in the garden? Why do you think it is good to have a sequence to follow?*
- Explore the illustrations on spreads 1 to 3 and discuss the additional information they provide. Ask: *Can you describe the bean? Can you explain how Jasper planted it? What did he do first? What tools did he use? What do you think he needs a stick for? Where did Jasper get the water from to water his bean? Have you ever used a garden tap? What does Jasper use to pour water onto his bean? What does the expression on Jasper's face tell us about how he feels about planting and caring for his bean?*

- Recall the rules for using capital letters at the start of sentences, for names and for the days of the week. Ask pairs to find examples of capitals used for these reasons in this section.
- Discuss the text and layout. Ask: *Why do you think the print is so large? Is there a pattern to the way the text and illustrations are arranged on the pages?* (The illustrations are on the page opposite the text.)

Ask the children to revisit the text and illustrations to support their answers. Encourage them to read aloud back to the group when quoting from the text.

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 type of animal is the main character?
- Which garden creature comes to watch Jasper?

Inferences

- What do you think Jasper was hoping for when he planted the bean? What makes you think this?
- What book title does this one remind you of? What events in the story do you think might be similar?

Predicting

- What do you think Jasper still needs to do to make sure his beanstalk grows?
- Do you think any other characters will come into the story as you read on?

Main ideas

- What is the first thing Jasper needed to do with his bean?
- What would happen if Jasper did not water his bean?
- Do you think this book is written for early or experienced readers? Why do you think this?

Language, structure and presentation

- Which words start with a capital letter in this section, and why?
- What do the sentences on each page have in common? Which word appears in all of them?

Themes and conventions

- Is this a fiction or non-fiction book? How do you know?
- What do you think the type of story is from the title and illustration on the cover? (Fantasy/fairy tale/funny tale.)