

# ▼ GUIDED READING

## Introducing the book

Explore the front cover of the book and read the title together. Discuss how it helps readers predict the main character and what might be special about him/her.

Draw attention to the names Julia Donaldson and Axel Scheffler. Establish who is the author and who is the illustrator. Recall stories by Julia Donaldson and discuss what they have in common, for example, they are often funny with lively animal characters, and they are usually in rhyme. Explore the illustrations of small creatures with round eyes and wide mouths on the front and back covers. Ask if they remind children of the work of Axel Scheffler and then pause to discuss question 10 on the bookmark (page 10).

Focus on the image of Superworm emerging from the soil surrounded by his friends. Ask: *What do you think Superworm might be saying? What can you tell about the possible story setting?* Encourage children to find visual clues, for example, the grass, flowers, trees, soil, insects and small creatures indicate that it is outdoors, possibly a garden.

Explore the back cover illustration. Ask: *Do you think Superworm is happy? How can you tell? Do you think the creatures are frightened or happy when they are near Superworm?* Read the text, then consolidate information by further questioning, for example: *Do you think Superworm is a boy or girl? Can you find evidence that the story might be in rhyme? What do you think the story might be about after reading this blurb?* Focus on the quotes and discuss how the choice of words, for example, 'riotous rhyme', 'larger-than-life', 'squirming with pleasure', gives us a flavour of delights in store on reading the book.

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## Initial reading

Ensure that your initial reading of *Superworm* is a lively, stimulating experience for everyone. Read clearly and expressively, encouraging

participation in predictable patterned language, for example, joining in with the rhyming words of the creatures' chant. Vary vocal tone and volume as indicated by punctuation, for example, use greater volume for 'SUPERWORM' and increased emphasis on words preceding exclamation marks. Pause to consider questions 11 and 12 on the bookmark. Use gestures to indicate actions, such as flinging a lasso, or yawning to indicate bored bees. Manipulate your fingers to demonstrate the movement of Superworm slinking away from Wizard Lizard and twisting and winding as he tunnels. Create an evil-eyed expression and slippery tone to represent the lizard. Pause to shriek as the crow snatches Superworm, and create a 'dreadful croak' representing the crow's chant.

Pause at significant points to ask what might happen next, for example: *What do you think will happen to Beetle? Where do you think the creatures will take Wizard Lizard?* Encourage prediction of rhyming words by pausing, for example: 'BANG! CRASH! THUMP! The wizard's in the rubbish...!'

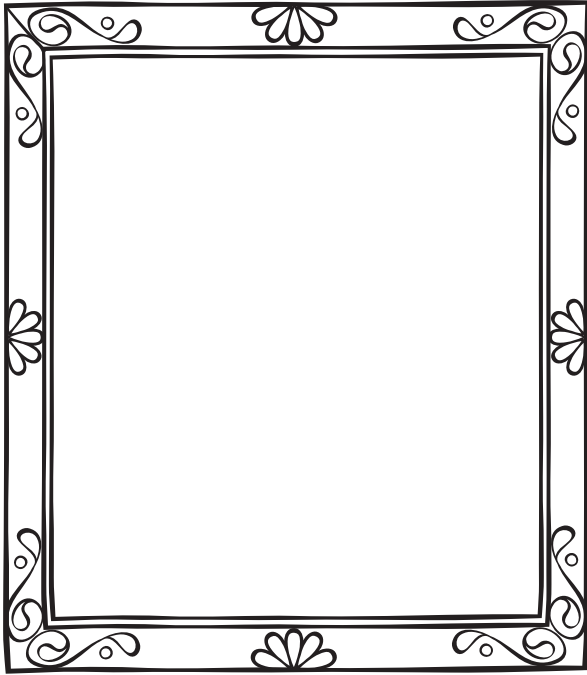
As you read, ensure that children understand the meaning of new vocabulary, for example, by asking question 3 on the bookmark and similar questions involving *major* (road), *writhe*, *cunning*.

Encourage consideration of characters' mood throughout the story, asking how children might react in similar situations. *Have you seen someone in danger and felt worried about what might happen?* Ask question 2 on the bookmark and extend this with questions such as: *Have you ever felt frightened? Did you tell anyone? Were they able to help you?* Allow time to follow children's comments, interests and ideas, and encourage them to voice story-related fears and concerns. Encourage respect for differing opinions. Take time to comment on the rich illustrations, and to discuss how they enhance the story.

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# LOST

Picture:



Appearance:

Last seen:

Who to contact:

Reward:

### 3. Super-scenes from Superworm

#### Objective

To be increasingly familiar with and retelling a wider range of stories.

#### What you need

Copies of *Superworm*, printable page 'Finger puppet instructions', media resource 'Finger puppet', felt, sewing materials, model lizard, soft toy black bird, pink wool or ribbon, collage materials, string.

#### What to do

- Read *Superworm* together. Suggest dramatising the story using finger puppets and props.
- Consider having six groups, each dramatising a separate story event, for example: Saving Baby toad. Cheering up bored bees. Rescuing Beetle. Capturing Superworm and sending him to find treasure. Trapping and dumping Lizard. Superworm returning at last!
- Display printable page 'Finger puppet instructions' and read them together. Explore the finger puppet images to help visualise finished creations.
- Show how to use thick pink wool or ribbon to represent Superworm, demonstrating his powers with amusing hand and arm movements.
- Make additional props, for example, a stick and string fishing line to lower Superworm into a bucket to act as a well.
- Allocate a scene each to six groups of children. Provide them with resources to make puppets and props. Allow time to create puppets/props and practise events before gathering as a class to dramatise the entire story.

#### Differentiation

**Support:** Cut the fingers out of old gloves to make finger puppets rather than using sewing techniques.

**Extension:** Encourage confident children to plan and perform their dramatisation in front of another class.

### 4. Enter the lair, if you dare!

#### Objective

To be encouraged to link what they read or hear to their own experiences.

#### What you need

Copies of *Superworm*, interactive activity 'Pleasant or unpleasant feelings?', grey and brown fabric, pop-up tent, wizard's hat, plastic flower, pink paint, PVA glue, hosepipe.

#### What to do

- Ask children to think of words to describe times when they have been really frightened, for example, terrified, nervous, shivering, shaking, sick, small.
- Read *Superworm* and focus on the action in the wizard's lair. Consider how frightened Superworm feels when he is carried off by the crow and when the wizard's magic stops him escaping. Discuss the feelings of creatures looking on, referring to the illustrations of their open mouths and fearful eyes.
- Suggest recreating the wizard's lair. Use dark fabric draped over a pop-up tent with scrunched-up brown fabric to represent the earth floor.
- Add props to use in re-enactments, such as a plastic flower and wizard's hat. Make Superworm from a length of hosepipe covered with pink paint mixed with PVA glue.
- Encourage children to take on the contrasting character roles and act out story events. Join them occasionally to discuss how much the lesson discussions and role-play experience has helped them to understand the feelings of the characters, and their own reactions to frightening situations.

#### Differentiation

**Extension:** Display and work through the interactive activity 'Pleasant or unpleasant feelings?' together, focusing on contrasting the feelings of fear and pleasure suggested by the word choices. Plan time for individuals to complete the activity.