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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 as 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 eight 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: STORIES

## SESSION AIMS

Ask questions to improve understanding of the text.

## BEFORE THE SESSION

The children should have read Chapter 2 prior to the session.

## READ

- Ask the children to talk to a partner about what has happened in the story so far and to scan Chapter 2 independently or with a partner to remind themselves of recent events.
- Involve the children in a brief group discussion. Ask them:
  - What is 'the only bright thing' in the grandparents' lives?
  - Who seems to know most about Mr Willy Wonka?
  - Whose story does Grandpa Joe agree to tell Charlie?
- Ask the children: *How does Grandpa Joe know so much about Mr Wonka?* (This question focuses on story information that the reader is left wanting to ask questions about.) Ask the children to read Chapter 3 independently, 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 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.

- Check how many characters have been introduced by the end of Chapter 2. Which character(s) do the children think will be the most important? Why? What do they know about the characters so far? What questions do they have that the author has not yet answered? Encourage the children to share questions and answers. (You could link this to Activity 1 on page 25 of *Read and Respond Charlie and the Chocolate Factory*.)
- Ask the children to find examples of important questions that Charlie asks the grandparents about Mr Wonka and the chocolate factory. Encourage the children to put themselves in Charlie's place. What questions would they ask the grandparents?
- Examine Charlie's relationship with the grandparents. Ask the children: *How do the grandparents feel about Charlie? How does Charlie feel about spending time with them? Do the children spend enjoyable time with older people? Share experiences.*
- Let the children re-read the final paragraphs of Chapter 3. Do they think the grandparents are being serious? Is Grandpa Joe probably telling the truth? Could he be just a skilful storyteller?
- Focus on examples in Chapter 3 of Charlie's concentration and involvement in the Indian Prince story. Create a group list of all the times he shows this interest and belief. What physical details are there? Are there times when Charlie doubts the story's truth? If so, how is this shown?
- Discuss Grandpa Joe's storytelling skills. Comment on the detailed description, the inclusion of dialogue, emphasis, and pausing at exciting points. Encourage the children to support these points with examples.

# CHARLIE AND THE CHOCOLATE FACTORY ▼

- Consider the other grandparents' reactions to listening to Grandpa Joe. Do they enjoy listening while he does most of the talking? Do they think he has more energy than they have? You could use a hot-seat activity (as in Activity 1 on page 32 of *Read and Respond Charlie and the Chocolate Factory*) to question them about their feelings.

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

Encourage the children to read aloud back 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 so unusual about Mr Wonka's chocolate ice cream?
- Who encourages Grandpa Joe to tell Charlie the story of Prince Pondicherry?
- How does Prince Pondicherry make contact with Mr Wonka?
- What request does the Prince make?
- What convinces Charlie that the story about Prince Pondicherry is true?
- What is mysterious about Mr Wonka's factory?

### Inferences

- How does Charlie's presence change the grandparents?
- Which grandparent character is painted most vividly? How?
- Why could the reader find Grandpa Joe a more interesting character than the other three old people?
- Do you think the author uses dialogue effectively in Chapter 3? How does it enhance the story?
- What impression of Mr Willy Wonka does Charlie gain from the grandparents, particularly Grandpa Joe?

### Predicting

- What do you think will happen in Chapter 4?

### Main ideas

- How does the author create an air of mystery around Mr Wonka and his chocolate factory? Are the children surprised by how often Mr Wonka and his chocolate factory are mentioned?
- Why have we still not 'met' Mr Wonka by the end of Chapter 3? What is the effect of just hearing about him through another character?

### Language, structure and presentation

- How did the author decide where to end chapters? Do chapters end at interesting points?
- Why does Charlie ask the other grandparents if Grandpa Joe is 'pulling my leg'? What does the expression mean?
- Find a synonym for 'clevernesses' near the end of Chapter 3.
- What words does the author use in Chapter 2 to emphasise the age of the grandparents?