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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, 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: MEETING WINNIE AND WILBUR

## SESSION AIMS

Discussing the significance of the title and opening pages.

## READ

- Ask the children to look at the front and back covers of the book and think about the following:
  - What does the front cover show?
  - What might this tell us about what will happen in the book?
  - What does the blurb on the back cover tell us?
  - From this, what might the story be about?
- If children find it difficult to read the text on the back cover, read it aloud to them. After they have done this, ask them to read the first two spreads in the book independently, bearing in mind their thoughts on the covers.

## REVISIT AND RESPOND

Bring the group back together and discuss some of the points below, which relate to the covers and the first two 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.

Ask questions about the covers: *What is happening to Winnie on the stairs on the front cover? Why is she falling over? What expressions do she and Wilbur have on their faces? What might the covers (front and back) tell you about what the story might be about?* (Winnie falling over Wilbur and the trouble this causes.)

- Look at the first spread together and ask the children which adjective is repeated. How many times is the adjective written down? (The adjective is 'black' and it is repeated nine times.) Ask the children why the author chose to do this, rather than just list the items and say they were all black. (The repetition emphasises just how black everything is.) Ask them: *Would you like to live in a house where everything was black?*

- Consider Winnie and how she is dressed. Ask the children how she stands out from the rest of the house, and to describe her clothing. (She dresses very colourfully, with a blue dress, a purple jacket or cardigan, stripy yellow and orange tights, and so on.) Is this how witches usually dress? How are witches often portrayed in other stories they have read? (Often, witches are shown wearing black, not colour.) Why do the children think Winnie wears colours but has such a dark house and belongings?
- Consider the title of the story. Why is it called *Winnie the Witch*? Why isn't Wilbur mentioned in the title, and do the children think that this has a bearing on what will happen in the story? From her appearance, what do they think Winnie is like as a person? How does she compare to witches they have read or heard about in other stories, such as fairy tales?
- Read out the blurb on the back cover and ask the children what they think Winnie will use her magic to do, if she needs to make sure she can always see Wilbur...? Ask: *Why is there an ellipsis after those words?* (It hints that this will be what the story is about and possibly that the magic might not be very helpful at all!)
- Ask the children to look at the house again on both spreads and discuss and describe what it looks like, without using the word 'black'. They should focus on developing their descriptive language, commenting on the shape of things, how tidy or messy the house is. What unusual items can they spot in the pictures that they wouldn't find in their own houses (for example, a pot of worms, snakes, lizards, skulls, and so on)?
- Ask the children, whenever appropriate, to revisit the text to support their answers. Encourage them to read aloud to the group when referring back to the text – praise clear, confident and expressive reading.

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

Encourage the children to read aloud back to the group when referring 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

- Name the items hanging on the washing line on the first spread.
- What colour are Wilbur's eyes?
- What is Winnie looking through on the first spread?
- Which colours are her tights?
- Where is Winnie's house located?
- What two items can you see on her hat?
- What is Winnie doing on the second spread?
- Name a few of the things you can see in her kitchen.

### Inferences

- How does Winnie feel as she falls over? What about Wilbur?
- Why does Wilbur sit on her feet and legs on the second spread?
- Why does Winnie choose to live in a house where everything is black?
- What sort of book is Winnie reading?

### Predicting

- What does it mean when it says, 'And that is how the trouble began?' What trouble might this refer to?
- What might Winnie do to stop the trouble?

### Language, structure and presentation

- On the first spread, why does the author repeat the word 'black' nine times? What effect is she trying to achieve?
- How does the front cover suggest what might happen later in the story?

### Themes and conventions

- What do the children think about always having everything in the same colour? Why might this be a bad thing? What is their favourite colour, and would they choose to have everything in their room in that colour if they could?