



# **Collins Big Cat**

# **Assessment and**

# **Support Guide D**

Series editor: Cliff Moon



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# A Letter from Cliff Moon

Series editor, *Collins Big Cat*

## Dear Colleague

I'd like to start with a parable, paraphrased from Robert O'Brien's 1971 children's novel, *Mrs Frisby and the Rats of NIMH* (Puffin Modern Classics):

*Once upon a time a group of laboratory rats learnt to read. First they were taught letters and their associated sounds but that didn't mean a great deal because, as the rats said, "we didn't know what reading was" and "as to what all this was for, none of us had any inkling".*

*But then one day the penny dropped. The rats saw a sign which said 'R-A-T-S', remembered the picture which went with the word, and realised what reading was: ... "using symbols to suggest a picture or an idea." Eventually they were able to read the instructions for opening their cages and that led to their escape ...*

***"By teaching us to read, [the scientists] had taught us how to get away."***

Now there's a purpose for teaching reading. Everything we do about reading should help children to *get away*; away into a world of fantasy, away into information gathering, and away into seeing the world through others' eyes. If we only have a single aim in teaching reading then it should be to get children to want to read under the bedclothes with a torch (figuratively speaking). That implies their having access to reading material which is worth the effort and books they can't put down.

## How do we learn?

There is little evidence to suggest that we learn different things in different ways. Take riding a bike, for instance. When you learn to ride a bike you don't do discrete exercises in ankle movements, leg pushing, handlebar gripping, balancing; subsequently joining two, three, four exercises. That would be the easiest way to fall off! No, when a child has a bike for the first time, what do we see? Adults running alongside, holding the saddle, supporting the child no matter how much wobbling occurs in the process. The child is using ankles, legs, arms and hands to ride the bike shakily until







balance, control and confidence are achieved. That's how we all learn new skills: by getting every strategy working in unison from the beginning and refining the details later.

Consider how children learn to talk. On average their increase in two-word utterances ranges from one or two at 18 months to 2,500 at 24 months. Two-word utterances like *mummy car* and *daddy work* say everything they need to express.

Think about the feedback that children receive from their carers who pick up on what children *mean* and not the form in which it's said.

## Learning to read

This brings us to reading. Is learning to read somehow different from learning other skills? It is just as holistic an activity as anything else. In order to read fluently you have to co-ordinate a whole range of strategies at the same time. Just like the child careering on the bike or using two-word utterances, you have to get every strategy working in unison from the start. That means having lots of material to practise on at a very basic level.

Children should be seen as readers from the moment they open their first book, or notice an item of junk mail, or see their first advert on television. There is a huge body of evidence which supports the very early development of emergent literacy. Children hypothesise about print as soon as their eyes can focus. So learning to read is a holistic skill too and children entering school, whatever their background experience, have already learnt a great deal about reading and print.

## Learning to love reading

Some years ago, a researcher, interviewing children about their reading, asked a seven-year-old boy why he was learning to read at school. "So I can stop," he replied. What this illustrates is that unless we promote positive attitudes to reading at every stage of the learning-to-read process, then we are wasting our time. No one has summed this up better than Margaret Meek (alias Spencer), an eminent commentator on children's books and reading, when she said:

*The way children are taught to read tells them what adults think literacy is.*

So spend a little time examining what you think literacy is and translate that into your teaching. Does it help you *get away*, enrich your experience, give you pleasure, make you laugh, cry, hope?





## Literature in literacy

Two other statements by Margaret Meek are compelling and pertinent:

*Our most pressing unsolved problem is to define and exemplify the place of children's literature in literacy.*

and

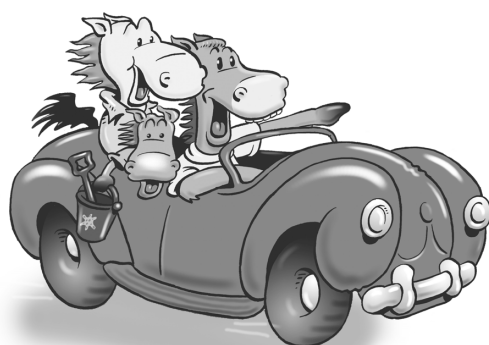
*What the beginner reader reads makes all the difference to his/her view of reading.*

Today we see more children's books being used alongside reading materials produced especially for the classroom. Such materials have improved enormously, especially in recent years. *Collins Big Cat* is a case in point. It offers books that have the qualities of authorship and illustration of the best children's books on the market, and the kind of readability grading which helps teachers to match books to children's developing competencies, as well as built-in support for key reading strategies.

## Readability grading

Over the years there have been various attempts to band, stage or level a wide range of children's books. The first edition of my own *Individualised Reading* appeared in 1973 and was revised annually until 2006. *Book Bands for Guided Reading* (Reading Recovery UK) is the latest established guide to readability grading. The grading used within *Collins Big Cat* refers to *Book Bands*.

What lies behind all these supports for a mix-and-match approach to reading resource provision in schools? It is because this approach leads to greater variety in the books we now find in classrooms – at best a variety which reflects the choice offered in bookshops and libraries. It supports an important principle: that children have ready access to the books they *want* to read, not those they are told they *should* read. This element of choice is vitally important in building children's independent reading habits which, if what's on offer is of sufficient quality, can create lifelong readers.



*Horses' Holiday*



## Book-matching

Book-matching is, simply put, giving the right book to the right child. It establishes three levels of reading competence to determine which books should be used for which purposes.

**Independent level** = 1% miscue\* or 99% accuracy

This level is useful for home reading as children can read such books on their own.

**Instructional level** = 5-10% miscue or 90-95% accuracy

This level is useful for guided (or supported) reading.

**Frustration level** = over 10% miscue or less than 90% accuracy

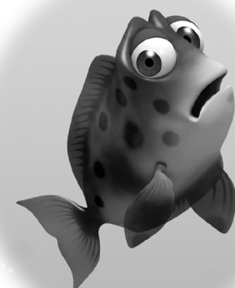
This level should always be avoided (comprehension is below 50% at this level).

Don't forget that when children are particularly interested in a story or topic, or have seen it on television, their match point can be anything up to four levels higher than usual. Similarly, for reluctant readers, allow for a corresponding drop in level.

Research in the early 1990's revealed that one of the characteristics of successful reading was the classroom provision of slightly challenging reading material. Switching to the instructional level during guided reading normally meets the slightly challenging criterion.

Book-matching solves a number of issues, firstly in relation to children who are expected to read books which they can't manage just on the basis of their age. Remember that every child has the right to be a reader from the very start and reading as late as age nine is still in the so-called "normal" range. It's my belief that no child under this age should ever be labelled "late", "delayed" or such like.

At the other extreme are children who can read before they start school. I love the story of the boy who read poetry at eighteen months. On being professionally assessed, he was said to be "unfit to commence reading instruction". The main reason such children tend to go unrecognised is that teachers don't expect their proficiency. Expect it. Imagine the effect on the self-confidence of children who can read but who are nonetheless given books that are far below their competence. What these children need is plenty of good books at the right level to interest and challenge them. Book-matching used correctly should mean that this happens.



*Funny Fish*

\*For this purpose, miscues are generally defined as refusals or substitutions which fail to retain the meaning of the original word.



## Collins Big Cat

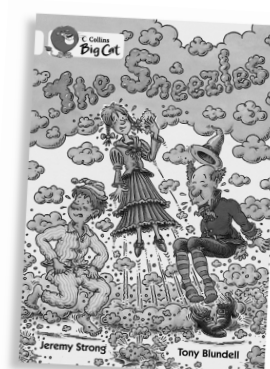
*Collins Big Cat* is a reading series with a difference. That difference lies chiefly in the quality and variety of stories and non-fiction books, written and illustrated by carefully selected authors and artists who know what children love. These books are indistinguishable from the books children choose to read in bookshops and libraries, with themes of universal interest for ages four to seven. Moreover, they are levelled into a readability sequence to support teachers working on the book-match principle, whether for guided or independent reading.

## Language

We have gone to great lengths, through extensive trialling with children and teachers, to ensure that the language used in every book is as close to a child's natural language as possible, to support their developing confidence in reading and "having a go". Design and illustration have also been trialled, ensuring the books build in factors that make the act of reading more accessible and that act as a safeguard against "getting it wrong" (see *Readability* below). Richly patterned and highly predictable language abounds, especially in the early levels, as do rhyme and rhythm. At later levels many kinds of word play are used to stimulate children's enthusiasm and enjoyment. Even the book titles themselves offer a wealth of alliteration with titles like *Bert's Band*, *Fly Facts*, *Funny Fish*, *Horses' Holiday*, *Pirate Party* and *Woody's Week*.

## Story genres

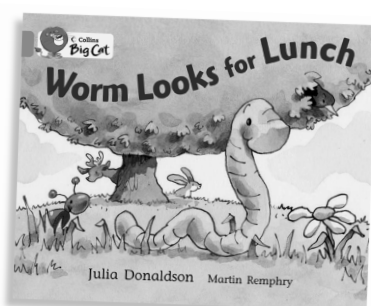
*Collins Big Cat* provides a full range of reading through different genres, from traditional tales, fantasy tales and humorous stories to rhyming stories and plays, and from non-fiction explanations and instructions to recounts and persuasive texts. This gives children a broad and exciting reading experience right from the very start.



*Fantasy story*



*Humorous story*



*Playscript*



*Non-chronological report*



*Recount of an event*



## Visual Literacy – ‘filling the gaps’

We have also ensured that, in many cases, both the text *and* the pictures must be read in order to gain full meaning from the book. In this way, children are being encouraged to *fill the gaps*, a mark of literary quality. At the earliest levels, this means that the reader is actively involved in a rich and fulfilling plot, no matter how simple the text – look at *Fly Away Home*, for example.



*Fly Away Home*

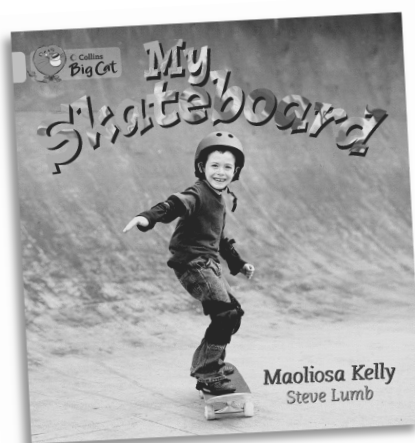
The same attention to detail is given at later levels, too. Follow the sub-plot antics of the mouse in *Kind Emma*, and see how the stone cutter's face transfigures in *The Stone Cutter*.

Environmental print has been included in illustrations wherever appropriate. Look, for example, at the horse mums reading a magazine called 'Neighbours' in *Horses' Holiday*.

Non-fiction titles like *My Skateboard* prove that even at the earliest level, an imaginative and poetical text can be crafted, whilst *Let's Go to Mars* demonstrates how information can be presented in a compelling form – the book is written as a holiday brochure.



*The Stone Cutter*



*My Skateboard*



*Let's Go to Mars*

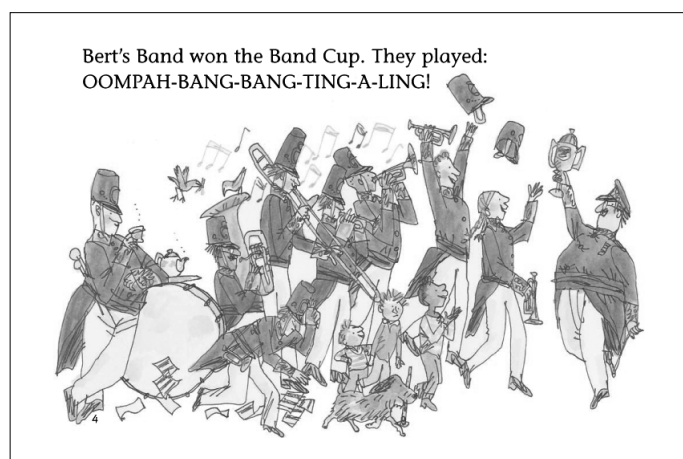


## Reading more, mini-series and paired books

Ways to encourage children to explore different genres and read more have been built into *Collins Big Cat*. The *Reading More* section of *Notes for Guided Reading* at the back of every book, highlights links by theme, topic, author, etc, to books in the same reading band or one higher.

Mini-series of characters occur throughout the scheme, from Tec the Detective at Red A and B bands, to Percy the Park Keeper at Yellow and Blue bands, and at the higher bands, Buzz and Bingo, and the Pet Detectives.

There are fiction and non-fiction linked themes in every band and these are indicated on the structure chart. At Blue, for example, Martin Waddell's *Bert's Band* tells a humorous tale of a marching band's misplaced consideration for others whilst *Sounds* by Julie Sykes explores everyday sounds and musical instruments.



*Bert's Band*



*Sounds*

## Reading Response activity

Every *Collins Big Cat* book, fiction and non-fiction, includes a unique Reading Response activity at the end, for example a story map, a flow chart, a storyboard, a game or a poster. This has been designed to elicit and encourage the child's response to, and recall understanding of, what he or she has read. These pages offer an ideal opportunity to monitor children's understanding of the book just read.

### Visit Antarctica

The magical land at the far south of the world

See:

- seven kinds of penguin, including Gentoo, Adelle, Emperor and Macaroni penguins
- an amazing variety of whales and seals

Enjoy:

- the sun shining at midnight
- spectacular icebergs and glaciers, including the Shirase glacier

How to get there:

- Fly to Santiago in Chile
- Catch a boat to Antarctica for the trip of a lifetime!

Visit [www.bestantarcticstours.co.nz](http://www.bestantarcticstours.co.nz) for more details.

*Antarctica: Land of the Penguins*



## Readability

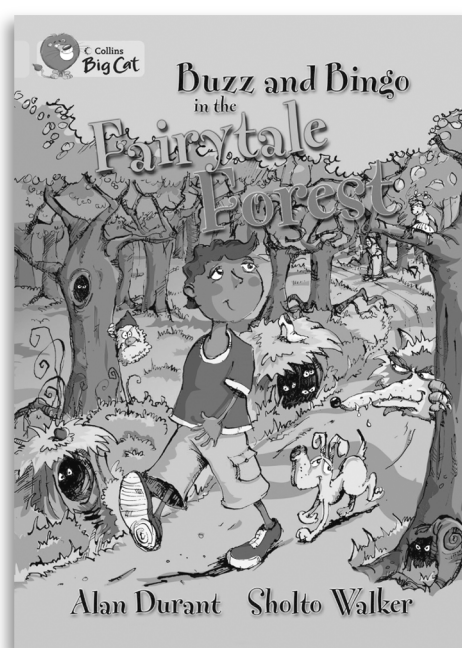
Within *Collins Big Cat*, care has been taken wherever possible to incorporate factors within the design which support the text's readability for young children. For example:

- conjunctions like *and* and *but* placed at the ends of lines to signal that there is more of the sentence to follow
- articles and their nouns not split by line-breaks
- first words of sentences appearing only at the beginning of lines
- text chunked into meaning units in the early levels
- a variety of suitable fonts at all levels so that children encounter print in different forms
- extensive use of ellipses ... to encourage anticipation and prediction (children love them!).

## And finally ...

Take a look at Alan Durant's *Buzz and Bingo in the Fairytale Forest*. Buzz and his dog meet Snow White's step-mother, then Cinderella's prince, the wolf from Red Riding Hood, a boy with magical beans, a puss in boots, a brother and sister lost in the woods and still others. None of these is explicitly identified but readers know who they are. In case the reader isn't sure, the prince introduces himself as *Charming* and the wolf thinks the girl they are seeking is *delicious*. This pact between author and reader is a kind of secret they share and is a literary quality that satisfies and delights children and adults alike.

My hope is that the books in *Collins Big Cat* will be read with understanding and bring delight and excitement to young readers. Personally I'm over the Moon about them!



*Buzz and Bingo in the Fairytale Forest*

Cliff Moon





# How to use this guide

*Collins Big Cat Assessment and Support Guides* provide teachers with practical planning and teaching support, helping them to assess and identify the needs of each child or group, and to teach essential literacy skills in the context of guided reading.

This guide has five main sections:

## **A Letter from Cliff Moon - pages 4 to 11**

*Collins Big Cat* series editor Cliff Moon introduces *Collins Big Cat* and explains why it is such a boon to children's reading.



## **Structure and features - pages 14 to 21**

This section outlines the content and structure of *Collins Big Cat*, including an overview of where to find what, a structure chart and further resources.

## **Planning and teaching - pages 20 to 35**

These pages are a practical planning tool designed to help you identify quickly the right book for your guided reading groups. They provide an at-a-glance synopsis of the features of each book, including high frequency words, key learning objectives, supporting materials and curriculum links. In addition, easy-to-use two-page teaching notes giving a sample guided reading lesson are provided in the back of each *Collins Big Cat* reading book. There are also detailed links to the Scottish Curriculum for Excellence.

## **Photocopiable activity sheets - pages 36 to 51**

There is a photocopiable activity sheet to accompany each of the guided reading books. These can be used to practise and extend the literacy objectives introduced in the guided reading lesson.

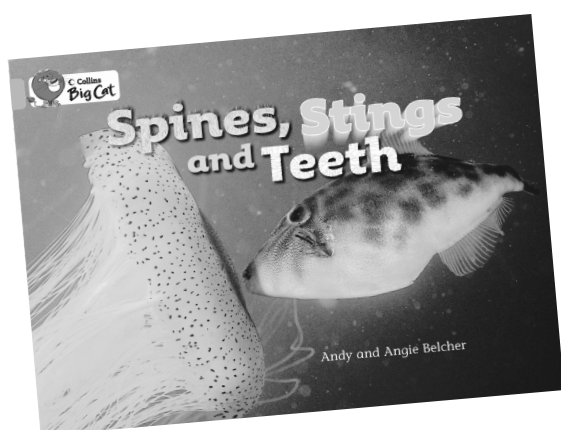
## ***Collins Big Cat* and guided reading - pages 52 to 72**

This section provides further information on the key features of guided reading and its use within a balanced literacy programme. It also offers support in using effective assessment techniques and ideas to encourage the development of independent reading habits, for example, reading journals. There is also a full colour guide to guided reading book bands on the inside back cover.





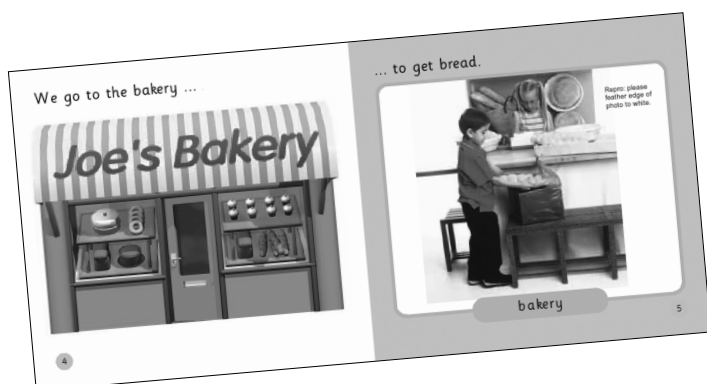
If you feel confident about using guided readers with your children, you could go straight to the teaching summaries on page 20.



To learn more about *Collins Big Cat* and why it encourages the development of successful young readers, go to page 4.



For an in-depth discussion of guided reading from ages 4 to 7, turn to page 52.



To look at a range of assessment techniques to help you identify the needs of individuals or groups, turn to page 58.



Collins

# Big Cat Structure Chart

Bookband	Fiction			Paired fiction and non-fiction	
<b>Lilac Band 0</b>	<b>Cat and Dog*</b> Shoo Rayner 0-00-718528-6	<b>Goldilocks</b> Barbara Mitchelhill 0-00-718531-6	<b>Get the Fruit!</b> Paul Shipton 0-00-718529-4	<b>Oh Dear Me, I'm Late for Tea</b> Alison Hawes 0-00-718530-8	<b>Party!</b> Maoliosa Kelly 0-00-718533-2
<b>Pink A Band 1A</b>	<b>Dinosaur Rock</b> Damian Harvey 0-00-718540-5	<b>In the Garden*</b> Mitch Cronick 0-00-718538-3	<b>The Very Wet Dog</b> Damian Harvey 0-00-718543-X	<b>The Picnic</b> Monica Hughes 0-00-718539-1	<b>Minibeasts</b> Siobhan Hardy 0-00-718537-5
<b>Pink B Band 1B</b>	<b>See-saw</b> Paul Shipton 0-00-718553-7	<b>The Big Splash</b> Maureen Haselhurst 0-00-718557-X	<b>The Robot*</b> Paul Shipton 0-00-718546-4	<b>Fly Away Home</b> Shoo Rayner 0-00-718544-8	<b>The Pond</b> Claire Llewellyn 0-00-718549-9
<b>Red A Band 2A</b>	<b>A Day Out</b> Claire Llewellyn 0-00-718555-3	<b>Tec and the Hole*</b> Tony Mitton 0-00-718554-5	<b>Tec and the Cake</b> Tony Mitton 0-00-718545-6	<b>The Beach</b> Alison Hawes 0-00-718547-2	<b>Shapes on the Seashore</b> Frances Ridley 0-00-718556-1
<b>Red B Band 2B</b>	<b>Woody's Week</b> Michaela Morgan 0-00-718560-X	<b>Pirates*</b> Paul Shipton 0-00-718561-8	<b>Where is the Wind?</b> Celia Warren 0-00-718566-9	<b>Tec and the Litter</b> Tony Mitton 0-00-718565-0	<b>At the Dump</b> Claire Llewellyn 0-00-718563-4
<b>Yellow Band 3</b>	<b>Rebecca at the Funfair</b> Frances Ridley 0-00-718575-8	<b>Rat-a-tat-tat</b> Michaela Morgan 0-00-718573-1		<b>The New Kite*</b> Julie Sykes 0-00-718568-5	<b>The Wind</b> Monica Hughes 0-00-718577-4
	<b>Percy and the Badger</b> Nick Butterworth 0-00-718585-5	<b>Sam the Big, Bad Cat</b> Sheila Bird 0-00-718572-3			
<b>Blue Band 4</b>	<b>Talk Talk Talk</b> Martin Waddell 0-00-718578-2	<b>Funny Fish*</b> Michaela Morgan 0-00-718580-4		<b>Bert's Band</b> Martin Waddell 0-00-718581-2	<b>Sounds*</b> Julie Sykes 0-00-718584-7
	<b>Percy and the Rabbit</b> Nick Butterworth 0-00-718570-7	<b>Mojo and Weeza and the Funny Thing</b> Sean Taylor 0-00-718579-0			
<b>Green Band 5</b>	<b>The Magic Pen</b> Hiawyn Oram 0-00-718588-X	<b>I Want a Pet!*</b> Kaye Umansky 0-00-718591-X	<b>Jodie the Juggler</b> Vivian French 0-00-718598-7	<b>Worm Looks for Lunch</b> Julia Donaldson 0-00-718592-8	<b>Spines, Stings and Teeth*</b> A & A Belcher 0-00-718589-8
<b>Orange Band 6</b>	<b>Kind Emma</b> Martin Waddell 0-00-718590-1	<b>Morris Plays Hide and Seek</b> Vivien French 0-00-718599-5	<b>The Brave Baby*</b> Malachy Doyle 0-00-718596-0	<b>Arthur's Fantastic Party</b> Joseph Theobald 0-00-718597-9	<b>How to Make Pop-up Cards*</b> Monica Hughes 0-00-718601-0
<b>Turquoise Band 7</b>	<b>Horses' Holiday</b> Kaye Umansky 0-00-718604-5	<b>The Stone Cutter</b> Sean Taylor 0-00-718606-1	<b>Good Fun Farm*</b> Iain Whybrow 0-00-718605-3	<b>Harry the Clever Spider</b> Julia Jarman 0-00-718607-X	<b>Fly Facts*</b> Janice Marriott 0-00-718608-8
<b>Purple Band 8</b>	<b>Tortoise Trouble</b> Jana Hunter 0-00-718622-3	<b>Buzz and Bingo in the Monster Maze</b> Alan Durant 0-00-718617-7	<b>Hector and the Cello</b> Ros Asquith 0-00-718618-5	<b>Star Boy's Surprise*</b> Jana Hunter 0-00-718613-4	<b>Let's Go to Mars*</b> Janice Marriott 0-00-718615-0
<b>Gold Band 9</b>	<b>The Ball Burglar</b> Jana Hunter 0-00-718626-6	<b>The Woman who Fooled the Fairies</b> Rose Impey 0-00-718612-6	<b>Buzz and Bingo in the Fairytale Forest*</b> Alan Durant 0-00-718624-X	<b>Pirate Party</b> Scoular Anderson 0-00-718620-7	<b>How to be a Pirate</b> Scoular Anderson 0-00-718621-5
<b>White Band 10</b>	<b>The Sneezles</b> Jeremy Strong 0-00-718628-2	<b>Class Six and the Very Big Rabbit</b> Martin Waddell 0-00-718629-0	<b>Tiger's Tale</b> Michaela Morgan 0-00-718631-2	<b>Buzz and Bingo in the Starry Sky</b> Alan Durant 0-00-718630-4	<b>Is There Anyone Out There?</b> Nic Bishop 0-00-718635-5
<b>Lime Band 11</b>	<b>Tig in the Dumps</b> Michaela Morgan 0-00-718636-3	<b>The Amazing Adventures of Batbird</b> Jane Clarke 0-00-718637-1	<b>Think Again!</b> Geraldine McCaughrean 0-00-718643-6	<b>Hercules – Superhero</b> Diane Redmond 0-00-718638-X	<b>Fabulous Creatures – Are They Real?</b> Scoular Anderson 0-00-718639-8



**Non-fiction**

<b>Stripes</b> Monica Hughes 0-00-718534-0	<b>Carry Me</b> Monica Hughes 0-00-718535-9	<b>Look Out Butterfly!*</b> Nic Bishop 0-00-718532-4
<b>Cars</b> Monica Hughes 0-00-718558-8	<b>Push and Pull</b> Monica Hughes 0-00-718541-3	<b>My Skateboard*</b> Maoliosa Kelly 0-00-718536-7
<b>Wheels</b> Frances Ridley 0-00-718550-2	<b>Come to the Circus</b> Damian Harvey 0-00-718551-0	<b>Cats*</b> Claire Llewellyn 0-00-718548-0
<b>Up, Up and Away</b> Sue Graves 0-00-718559-6	<b>What's Inside?</b> Monica Hughes 0-00-718542-1	<b>In the Dark*</b> Claire Llewellyn 0-00-718552-9
<b>What Do You Like?</b> Claire Llewellyn 0-00-718564-2	<b>Let's Go Shopping</b> Betty Moon 0-00-718567-7	<b>The Oak Tree*</b> Claire Llewellyn 0-00-718562-6

**ICT resources**



**CD-ROM A**  
0-00-719865-5



**CD-ROM B**  
0-00-719866-3



**CD-ROM C**  
0-00-719867-1



**Resource and Records Manager CD-ROM**  
0-00-720080-3

**Other teaching resources**



**Big Book of Rhymes A**  
0-00-718932-X



**Big Book of Non-fiction A**  
0-00-718933-8



**Assessment and Support Guide A**  
0-00-718928-1



**Big Book of Rhymes B**  
0-00-718934-6



**Big Book of Non-fiction B**  
0-00-718935-4



**Assessment and Support Guide B**  
0-00-718929-X



**Assessment and Support Guide C**  
0-00-718930-3



**Assessment and Support Guide D**  
0-00-718931-1

**How to have a Party!**  
Susan Gates  
0-00-718574-X

**Dance to the Beat**  
Uz Afsal  
0-00-718576-6

**Hands**  
Thelma Page  
0-00-718587-1

**Where is my School?\***  
Alison Sage  
0-00-718569-3

**What's Underground?**  
Gill Munton  
0-00-718586-3

**Real Robots**  
Jonathan Emmett  
0-00-718582-0

**The Fantastic Flying Squirrel**  
Nic Bishop  
0-00-718583-9

**Top Dinosaurs**  
Maoliosa Kelly  
0-00-718571-5

**A Day at the Eden Project**  
Kate Petty  
0-00-718593-6

**Big Cat Babies**  
Jon and Angela Scott  
0-00-718594-4

**Nick Butterworth: Making Books**  
Nick Butterworth  
0-00-718595-2

**Bounce, Kick, Catch, Throw**  
Janice Marriott  
0-00-718602-9

**Fire! Fire!**  
Maureen Haselhurst  
0-00-718603-7

**Letter to New Zealand**  
Alison Hawes  
0-00-718611-8

**How to Make Storybooks**  
Ros Asquith  
0-00-718609-6

**A Visit to the Farm**  
Michael Morpurgo  
0-00-718610-X

**Castles**  
Maggie Freeman  
0-00-718600-2

**Pacific Island Scrapbook**  
A & A Belcher  
0-00-718619-3

**Unusual Traditions**  
John McIlwain  
0-00-718614-2

**Were They Real?**  
Scoular Anderson  
0-00-718616-9

**Ice Cream**  
Sue Graves  
0-00-718625-8

**Swimming with Dolphins\***  
A & A Belcher  
0-00-718623-1

**How Does it Work?**  
Matthews & Karavis  
0-00-718627-4

**The Camel Fair**  
Wendy Cooling  
0-00-718634-7

**Antarctica: Land of the Penguins**  
J & A Scott  
0-00-718640-1

**Rally Challenge**  
A & A Belcher  
0-00-718632-0

**Cloud Forest**  
Nic Bishop  
0-00-718641-X

**Building High**  
Maggie Freeman  
0-00-718642-8

**Where on Earth?**  
Scoular Anderson  
0-00-718633-9



# Features of *Collins Big Cat* Guided Reading Books

*Collins Big Cat* offers exciting reads designed to capture children's imagination, entertain them and encourage them to love reading. As children read *Collins Big Cat* books, they will benefit from the following features:

## Wide range of genres

*Collins Big Cat* offers an equal split between fiction and non-fiction books and a wide variety of genres and text types – e.g. humorous stories, traditional stories, rhyming stories, non-chronological reports and recounts. At each level is a pair of fiction and non-fiction books on related themes, enabling teachers to link easily across genres.

## Top authors

The books – fiction and non-fiction – are written by a range of outstanding children's authors. These include Michael Morpurgo, Jeremy Strong, Geraldine McCaughrean, Julia Donaldson, Nick Butterworth, Ian Whybrow, Alan Durant, Rose Impey, Martin Waddell, Tony Mitton and Julia Jarman. Top quality texts make reading enjoyable for a child, which is a huge stimulus to learning.

*Horses' Holiday*





## Rich illustrations

Collins Big Cat books are illustrated by leading children’s illustrators, including Nick Butterworth, Shoo Rayner, Tony Ross and outstanding photographers such as Nic Bishop and Jonathan and Angie Scott. Each book is highly visual with a strong narrative in the pictures which can be used to develop visual literacy and oral retelling.

## Speaking and listening

*Collins Big Cat* has been specifically developed to encourage children’s speaking and listening skills as well as their reading skills, by including strong visual plots in the stories and presenting information in a variety of forms in the non-fiction.



*The Fantastic Flying Squirrel*

*Text and pictures are laid out in a variety of ways. Pictures support the meaning of the text.*

Antarctica is made up of the Antarctic mainland and the islands around it.

The mainland is a huge rocky land covered with snow and ice. It was the last place on Earth to be explored and no humans make it their home.

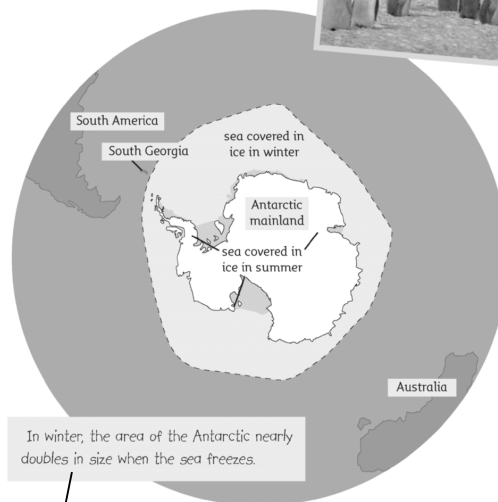
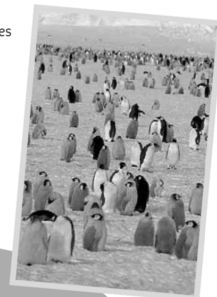
The Arctic	The Antarctic
includes the North Pole	includes the South Pole
no land, only ice floating on water	A land covered in ice.
Polar bears and seals live there, but no penguins.	Penguins and seals live there, but no polar bears.

*Non-fiction includes diagrams, fact boxes and tables to assist explanation.*

## Antarctica: Land of the Penguins

The Antarctic mainland is enormous. It is 58 times larger than the United Kingdom. In winter it doubles in size, as the sea around it freezes.

Most creatures can’t survive inland during the winter. Some live on the coasts which are warmer but most move further north to escape the extreme cold. The Emperor penguin is one of the few creatures which can cope during these dark and freezing months.



*Longer, more complex sentences including some specialist vocabulary.*

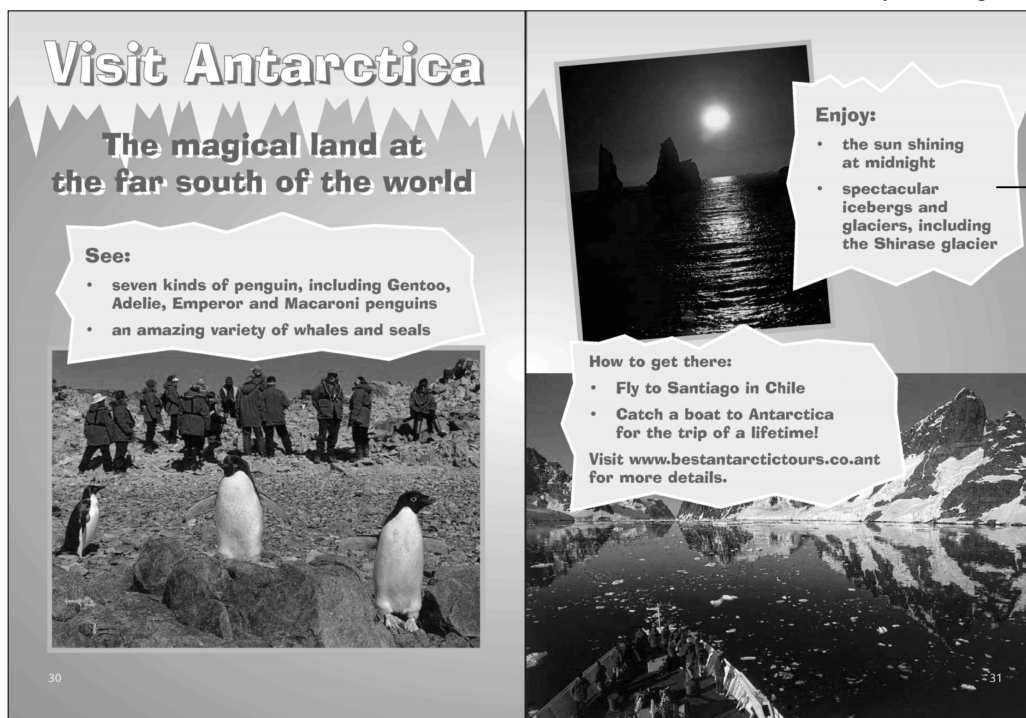


## Reading response activity

Each book has a unique reading response activity at the end of it. This enables the teacher to check each child's comprehension through speaking and listening in response to the spread. The wide

range of activities, from storyboards to flow charts to maps to glossaries, are ideal supports for recapping, retelling and revisiting the main events in the book, as well as linking to activity work outside the guided session.

### Antarctica: Land of the Penguins



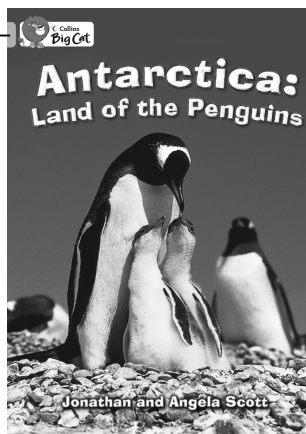
The travel brochure reading response prompts children to recall, infer and express opinions about the subject of the book.

## Collins Big Cat book bands

Collins Big Cat is clearly structured into 12 bands based on the Institute of Education's Guided Reading Book Bands, and is both easy to use as

a core programme, or alongside existing resources for guided reading. For more information on the bands, turn to the full colour chart on the inside back cover.

Colour coded levels help you match Big Cat to Book Bands for Guided Reading and help you match the children's ability level to Collins Big Cat levels





## Ideas for guided reading at your fingertips

At the back of every *Collins Big Cat* guided reading book is a double-page spread of *Ideas for guided reading*. These are provided in every *Collins Big Cat*

book so they are right at your fingertips during guided reading lessons. *Ideas for guided reading* give you a range of useful information as well as outlining the most effective way to use the book in a guided reading session.

### Learning objectives

*Helps you plan learning objectives, based on NLS Framework objectives and QCA Speaking, Listening, Learning.*

### Curriculum links

*Enables you to link the reading to other areas of the school curriculum.*

### Interest words

*Gives you at a glance the interest words children will tackle when reading this book.*

### Reading and responding

*Ideas to support the groups independent reading of the book, prompting the children to problem solve as they read and to predict what might happen next.*

*Antarctica: Land of the Penguins*

Ideas for guided reading

**Learning objectives:** Use contents to find way about text; read information passages and identify main points of text; make simple notes from non-fiction texts, e.g. key words and phrases, page references; write simple non-chronological reports based on structure of known texts; explain a process or present information, sequencing items and including relevant details.

**Curriculum links:** Geography – where in the world is Barnaby Bear? Passport to the world

**Interest words:** Adelie penguin, Antarctica, Arctic, blubber, brood pouch, Chinstrap penguin, Crabeater seal, Elephant seal, Emperor penguin, Gentoo penguin, glacier, iceberg, King penguin, krill, Leopard seal, lichens, Macaroni penguin, mammal, moss, Orca, penguin, Rockhopper penguin, seal, skua, petrel, Weddell seal.

**Word count:** 1309

**Resources:** Globe, whiteboard

**Reading and responding**

- Discuss the reason for reading this book – to find out about Antarctica and penguins. Ask the children during their reading to look out for important new facts they have learnt from the words and pictures which they can present to the rest of the group later. Encourage them to make brief notes of these facts as they find them.
- Ask the children to read silently and independently up to page 9. Discuss what the children have found out about Antarctica. Ask them to name five facts they have found out about Antarctica and add these to the KWL grid.
- Ask them to read on until page 27, choosing individual children to read short sections aloud to you. Observe, prompt and praise correct strategies for tackling difficult words. Discuss what facts they found out about penguins.

**Returning to the book**

- When they have finished, ask the children to skim through at their own pace, and note down any more facts that interest them, checking to see which of these facts are already on the KWL grid, and which facts are new information.
- Ask the children to look at the table on pp 28–29. Ask each to choose a penguin and to make notes about it, using the table and then referring to the rest of the book, in order to prepare a short talk to give to the rest of the class. Ask them to think about what information to include, and in what order.
- Ask them to turn to pp 30–31. What sort of text is this? (It's a travel advert for Antarctica.) Discuss, using the facts they have found out about Antarctica, whether or not they would like to visit Antarctica.

**Checking and moving on**

- Ask the children to make their own advertisement for visiting Antarctica, using their notes and what they have found out about Antarctica.
- Choose persuasion partners: match a child who wants to go to Antarctica and one who doesn't. Ask the former to persuade the latter that they would really enjoy the trip to Antarctica.
- Ask the children to write a report about one type of Antarctic penguin, using the facts they have noted from the book, and the KWL grid on the board. They could use the Internet to find out more for the report.

**Reading more**

*Cloud Forest* (Lime/Band 11) is another non-chronological report about the natural world.

**Getting started**

*This text can be read over two guided reading sessions.*

- Show the children a globe and ask them to locate the Arctic and Antarctic. Ask what facts they already know about both places and draw a KWL grid on the whiteboard (*what they Know, what they Want to know and what they Learned*).
- Show the children the book and ask them to say what it is about from the cover and blurb. Is it a fiction or non-fiction book? How can they tell?
- Ask each child to say what they want to find out from the book and add to the KWL grid. They could then look at the contents page and choose a section accordingly. Ask each to skim-read the section they turn to, and discuss what they find there. Encourage them to point out any new and interesting words they find, e.g. *glacier, iceberg, blubber*. Add any new points of interest to the grid.

What I know (K)	What I want to know (W)	What I learned (L)
Antarctica and the Arctic are very cold and snowy.	Are penguins found in both places?	Penguins live in Antarctica but not the Arctic.

### Getting started

*Ideas and activities to introduce the book and learning objectives.*

### Returning to the book

*Recapping and reviewing the text and learning objectives, with support of the Reading Response activity at the end of the book.*

### Checking and moving on

*Ideas and activities for group, paired or independent work arising from the guided reading.*

### Reading more

*This suggests another book the children can read at the same or next reading level, related by subject, author or genre.*

*At-a-glance information to help teachers plan their guided reading lesson.*



# Collins Big Cat White and Lime books

This Guide contains book-by-book details and planning notes for all *Collins Big Cat* guided reading books from book bands White and Lime.

This page directs you to the right page for information and PCMs for all the White and Lime guided reading books. To find a short text summary, learning objectives, high frequency words and related resources for a particular guided reading book, look at the page number next to 'Info'. To find the PCM for the particular book, look at the number next to 'PCM'. The PCMs are numbered 1 to 16 and they start on page 36.

## White / Band 10

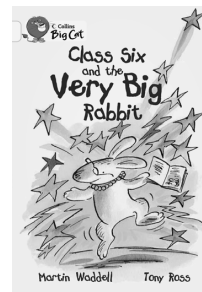
### Fiction

#### The Sneezles

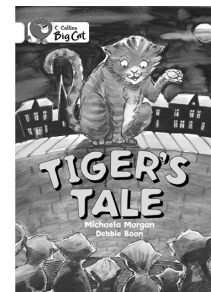


Fiction  
Info **22**  
PCM **1**  
Humorous fantasy story

#### Class Six and the Very Big Rabbit



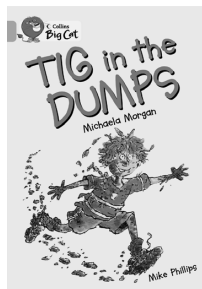
Fiction  
Info **22**  
PCM **2**  
A story with a familiar setting



Fiction  
Info **22**  
PCM **3**  
A fantasy story

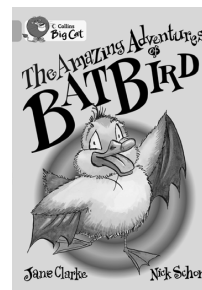
## Lime / Band 11

#### Tig in the Dumps



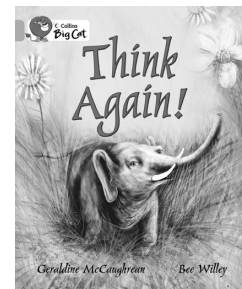
Fiction  
Info **26**  
PCM **9**  
A story with a familiar setting

#### The Amazing Adventures of Batbird



Fiction  
Info **28**  
PCM **10**  
A humorous fantasy story

#### Think Again!



Fiction  
Info **28**  
PCM **11**  
A story by a significant author

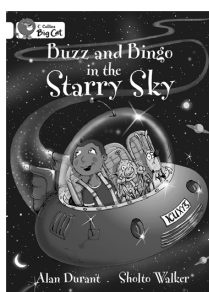




**Fiction/non-fiction topic-linked**

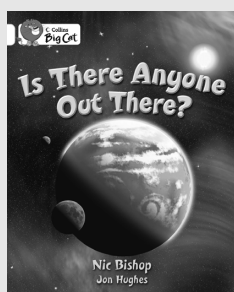
**Non-fiction**

**Buzz and Bingo in the Starry Sky**



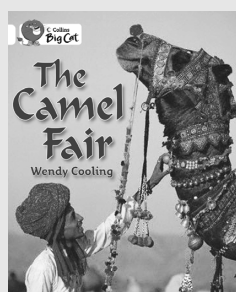
Fiction  
Info **24**  
PCM **4**  
A humorous fantasy story

**Is There Anyone Out There?**



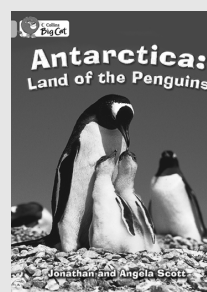
Non-fiction  
Info **24**  
PCM **5**  
A non-chronological report

**The Camel Fair**



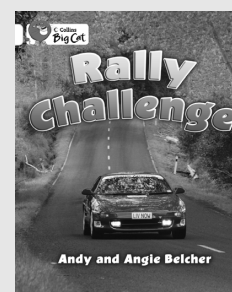
Non-fiction  
Info **24**  
PCM **6**  
A recount of a visit

**Antarctica: Land of the Penguins**



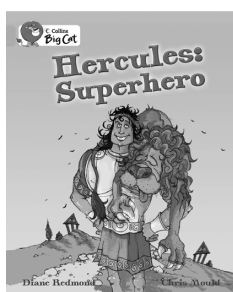
Non-fiction  
Info **26**  
PCM **7**  
A non-chronological report

**Rally Challenge**



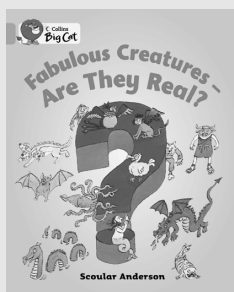
Non-fiction  
Info **26**  
PCM **8**  
A recount of an event

**Hercules: Superhero**



Fiction  
Info **28**  
PCM **12**  
A playscript of a traditional tale

**Fabulous Creatures - Are They Real?**



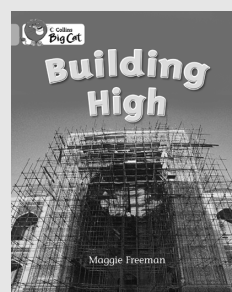
Non-fiction  
Info **30**  
PCM **13**  
An information book

**Cloud Forest**



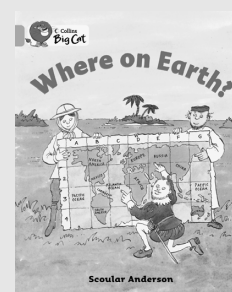
Non-fiction  
Info **30**  
PCM **14**  
A non-chronological report

**Building High**



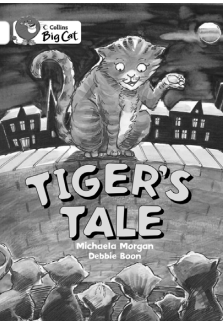


Non-fiction  
Info **30**  
PCM **15**  
A non-chronological report

**Where on Earth?**



Non-fiction  
Info **32**  
PCM **16**  
An information book

Book band	About the book	Text type	Curriculum links
White / Band 10	<p><b>The Sneezles</b></p> <p><i>Jeremy Strong and Tony Blundell</i></p>  <p>A humorous fantasy in three chapters. One day, strange clouds land in the city and explode into a fine, green dust that sets everyone to uncontrollable sneezing. Things get so bad that the king declares a state of emergency. Then young Hal identifies the clouds as Sneezles and his sister Bella thinks of a way to destroy them. The two children become national heroes and a statue is erected to honour them. Pages 30 and 31 contain six playing cards of the main characters with their pictures and characteristics.</p>	A humorous fantasy story	Citizenship: Choices; Taking Part
	White / Band 10	<p><b>Class Six and the Very Big Rabbit</b></p> <p><i>Martin Waddell and Tony Ross</i></p>  <p>A humorous story in four chapters about a teacher who is far from ordinary. Miss Bennett can do magic by just wiggling her ears and making a wish. One day, Miss Bennett unwittingly turns herself into a rabbit and Class Six have no idea how to turn her back into herself. The children take the very big rabbit to see the Head Teacher, who tries to help. But it is Rachel and Ranjit of Class Six who find the way to bring Miss Bennett back. A school website report recounts the story of <i>Class Six and the Very Big Rabbit</i> on pages 30 and 31.</p>	A story with a familiar setting
White / Band 10		<p><b>Tiger's Tale</b></p> <p><i>Michaela Morgan and Debbie Boon</i></p>  <p>A humorous tale in six short chapters about a cat who loves to listen to stories. When he isn't listening to the Old, Old, Cat's reminiscences, or the Ship's Cat telling swashbuckling tales of Far Away, Tiger makes himself at home in the local library. Then, one day, Tiger is locked in the library while the librarian is away on holiday. Longing for stories, he looks at so many books that he learns to read! Before long, Tiger is the one entertaining the neighbourhood strays with all his favourite stories. A poster on page 30 advertises one of Tiger's storytelling sessions. <i>Tig in The Dumps</i> (Lime Band 11) is another story by the same author.</p>	A fantasy story

## Learning objectives

## Interest words

## Related resources

### *NLS Framework Objectives Y2/3*

Y2 T3 T6: Read, respond imaginatively, recommend and collect examples of humorous stories;

Y3 T1 S7: Understand the basic conventions of speech punctuation through identifying speech marks in reading;

Y3 T1 T8: Express views about a story, identifying specific words and phrases to support their viewpoint.

### *Speaking, Listening, Learning objective Y3*

T1 Drama 28: Present events and characters through dialogue to engage the interest of an audience.

Scottish Curriculum for Excellence: Listening and Talking, Reading, Writing, First Stage

Astronomer,  
General, enemies,  
performed,  
cartwheel, pyjama,  
invisible, pogo  
sticks, chaos,  
weighting,  
wardrobes, lashed,  
lodged, National  
Emergency,  
ministers, gigantic,  
iron, declared,  
hiccups, prisoners,  
capture, ridiculous,  
murmured,  
rescuing, steeples,  
heroes

**PCM 1:** A template for creating a character web.

### *NLS Framework Objectives Y3*

T1 T2: Understand how dialogue is presented in stories and how paragraphing is used to organise dialogue;

T1 T3: Be aware of the different voices in stories using dramatised readings, showing difference between narrator and different characters;

T1 W14: Infer the meaning of unknown words from context.

### *Speaking, Listening, Learning objective Y3*

T1 Discussion 27: Use talk to organise roles and action.

Scottish Curriculum for Excellence: Listening and Talking, Reading, Writing, First Stage

disappear,  
ear-wiggle,  
fizzzzzzz,  
flashhh,  
whispered,  
politely,  
disguised

**PCM 2:** A writing frame to help children write about what happens when Miss Bennett reads a book on crocodiles.

### *NLS Framework Objectives Y2/3*

Y2 T3 T2: Use phonological, contextual and grammatical knowledge to predict the meaning of unfamiliar words;

Y2 T3 T3: Notice the difference between spoken and written forms through re-telling known stories;

Y3 T1 T8: Express views about a story, identifying specific words and phrases to support viewpoint.

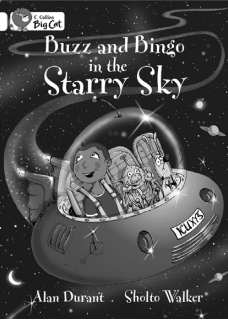
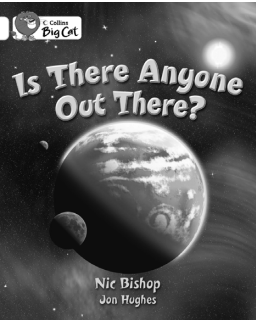
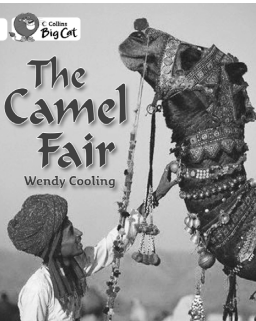
### *Speaking, Listening, Learning objective Y2*

T3 Drama 24: Present and retell well-known stories.

Scottish Curriculum for Excellence: Listening and Talking, Reading, Writing, First Stage

adventures,  
chapter, flavour,  
frightened,  
hearties,  
librarian,  
particular,  
pounce,  
prowled,  
remembered,  
special,  
squiggles,  
swashbuckling,  
talented,  
travelled

**PCM 3:** Children are asked to describe the type of story that might be told by each of the cats in *Tiger's Tale*, then draw a book cover and make up a title for Tiger's. One of their descriptions could later be developed during an extended writing session as an extension activity.

Book band	About the book	Text type	Curriculum links
White / Band 10	<p><b>Buzz and Bingo in the Starry Sky</b></p> <p><i>Alan Durant and Sholto Walker</i></p>  <p>Buzz and Bingo fly into space to help a lost alien boy, XY5, find his way home. On the way, they meet an array of glittering constellations in the starry sky, and a whole family of aliens. But after assisting XY5, they find themselves with the problem of getting back to planet Earth. Thankfully, XY5's dad is happy to help and he gives them a lift in the family spaceship. Pages 30 and 31 show an illustration of the night sky and the star formations observed by Buzz and Bingo on their space journey. This story is paired with an information book on the same theme: <i>Is There Anyone Out There?</i> by Nic Bishop.</p>	A humorous fantasy story	Citizenship: Living in a Diverse World; Taking Part.
White / Band 10	<p><b>Is There Anyone Out There?</b></p> <p><i>Nic Bishop and Jon Hughes</i></p>  <p><i>Is There Anyone Out There?</i> investigates whether there is life beyond planet Earth. The non-chronological report examines what we already know about the Solar System and the possibility of life on other planets. It also offers ideas of what aliens in certain sorts of environments might look like. There is a glossary on page 29. Pages 30 and 31 contain a table of conditions needed to sustain life. This information book is paired with a story on the same theme: <i>Buzz and Bingo in the Starry Sky</i> by Alan Durant.</p>	A non-chronological report	Art and design: Mother Nature, designer; Science: forces and movement, plants and animals, variation.
White / Band 10	<p><b>The Camel Fair</b></p> <p><i>Wendy Cooling</i></p>  <p><i>The Camel Fair</i> is a non-fiction recount of a holiday in India, accompanied by spectacular, atmospheric photographs. The highlight of the visit, and the central focus of the book, is the Pushkar Camel Fair. The event is recounted in a letter format through the eyes of a child, Sarina, who is visiting relatives in India. A flow diagram on pages 20 and 21 explains how to get on to a camel. A glossary and index are included on pages 30 and 31.</p>	A recount of a visit	Geography: Where in the World is Barnaby Bear?; Passport to the World; Citizenship: Living in a Diverse World.

## Learning objectives

## Interest words

## Related resources

### *NLS Framework Objectives Y2*

T3 T4 Compare books by the same author: settings, characters and themes;

T3 T8: Discuss meanings of words that create humour;

T3 W9 Extend language with new words from reading linked to particular topics.

### *Speaking, Listening, Learning objective Y2*

T3 Group discussion and interaction 23: Work effectively in groups ensuring each group member takes a turn, challenging, supporting and moving on.

Scottish Curriculum for Excellence: Listening and Talking, Reading, Writing, First Stage

alien, Castor, Great Bear, Little Bear, Jupiter, meteor, Orion, Pegasus, people carrier, Pollux, Saturn, shooting star, Sirius, spacesick

**PCM 4:** A writing frame for an informal thank you letter from XY5 to Buzz and Bingo. Discuss how XY5 might end the letter, for example, 'Farewell, Earthlings!' Children could compare the style of their completed letters with the more formal style of the letter from Hercules on PCM 12.

### *NLS Framework Objectives Y2/3*

Y2 T2 T17: Use glossaries to find definitions and explanations of new words;

Y2 T3 T14: Pose questions prior to reading non-fiction;

Y3 T1 T19: Locate information using contents and glossaries;

Y3 T1 T21: Read information passage and identify the main points or gist of a text.

### *Speaking, Listening, Learning objective Y2*

T3 Group discussion and interaction 23: Work effectively in groups ensuring each group member takes a turn, challenging, supporting and moving on.

Scottish Curriculum for Excellence: Listening and Talking, Reading, Writing, First Stage

alien, Europa, gravity, intelligent, Mars planet, Puerto Rico, scientists, survive, Venus, universe

**PCM 5:** This resource sheet can be used to research other planets in our solar system using the class library and the Internet, as suggested in 'Checking and moving on'. The table includes an opportunity to invent a planet and its life forms.

### *NLS Framework Objectives Y3*

T3 T16 Read examples of letters written to recount;

T1 T20 Compare the way information is presented, e.g. by comparing a variety of information texts;

Y2 T3 T2 Use phonological, contextual and grammatical knowledge to predict the meaning of unfamiliar words.

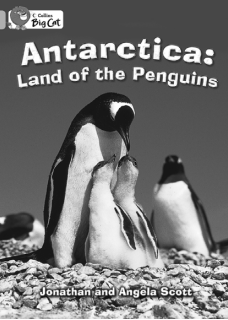
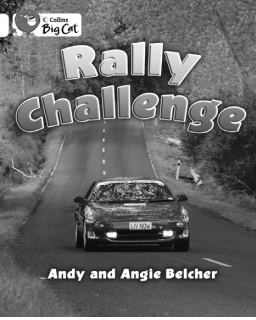
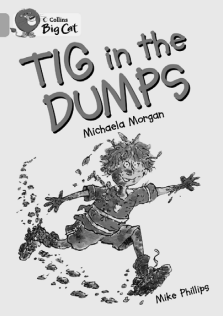
### *Speaking, Listening, Learning objective Y3*

T3 Group discussion and interaction 23: Work effectively in groups ensuring each group member takes a turn, challenging, supporting and moving on.

Scottish Curriculum for Excellence: Listening and Talking, Reading, Writing, First Stage

chapattis, Delhi, chai, dromedary, forbidden, Hindus, Lord Brahma, lollopy, lotus flower, nomads, patient, pilgrims, Pushkar, Rajasthan, samosas, tinsel, tourists, weightlifter, dosas, sabzi

**PCM 6:** A template for children to present information about the Pushkar Camel Fair in a different way, using Sarina's recount of *The Camel Fair*.

Book band	About the book	Text type	Curriculum links
White / Band 10	<p><b>Antarctica: Land of the Penguins</b></p> <p><i>Jonathan and Angela Scott</i></p>  <p>The photographs and text in this non-fiction book combine to reveal the secrets of the coldest environment on Earth. The book focuses in particular on the large numbers of penguins that survive in the Antarctic. A glossary is included on page 27, and there is a factfile on pages 28 and 29. A poster on pages 30 and 31 advertises the highlights and attractions of the 'magical land' of Antarctica. <i>Cloud Forest</i> (Lime Band 11) is another non-chronological report about the natural world.</p>	A non-chronological report	Geography: Where in the world is Barnaby Bear?; Passport to the world.
	White / Band 10	<p><b>Rally Challenge</b></p> <p><i>Andy and Angie Belcher</i></p>  <p>After months of preparation, Andy and his team are going to race in the Dunlop Targa Rally of New Zealand. Included within this non-fiction recount of the event is a labelled diagram of a rally car, safety information with a labelled diagram showing protective clothing, and a Race diary. A glossary of specialist terms is included on page 29 and there is a photographic rally map on pages 30 and 31.</p>	A non-fiction recount of an event
Lime / Band 11		<p><b>Tig in the Dumps</b></p> <p><i>Michaela Morgan and Mike Phillips</i></p>  <p>A humorous story in four chapters. Tomorrow is Book Day at Tig's school and all the boys plan to wear football kit as their costume. Tig wants to, too. But his mother has other ideas: a Little Boy Blue costume with velvet trousers, frilly shirt and silly straw hat. He plans to change into football kit on the way to school but is frightened by a dog. Making a mad dash away, he sheds bits of clothing as he runs and arrives at school looking like a wild man. Everyone thinks this is his costume – and he wins the prize!</p>	A story with a familiar setting

## Learning objectives

## Interest words

## Related resources

### *NLS Framework Objectives Y2/3*

Y2 T3 T15: Use a contents page to find way about text;  
 Y2 T3 T19: Make simple notes from non-fiction texts, e.g. key words and phrases, page references;  
 Y2 T3 T21: Write non-chronological reports based on structure of known texts;  
 Y3 T1 T21: Read information passages and identify main points of text.

### *Speaking, Listening, Learning objective Y3*

T1 Speaking 25: Explain a process or present information, ensuring items are sequenced and relevant details are included.

Scottish Curriculum for Excellence: Listening and Talking, Reading, Writing, First Stage

Adelie penguin, Antarctica, Arctic, blubber, brood, Chinstrap penguin, colonies, crabeater seal, elephant seal, Emperor penguin, Gentoo penguin, glacier, iceberg, leopard seal, lichens, petrel, pouch seal, skua, Rockhopper penguin, King penguin, Macaroni penguin

**PCM 7:** Children are asked to compare positive and negative aspects of Antarctica. This follows on from the speaking and listening activity in 'Checking and moving on'.

### *NLS Framework Objectives Y2/3*

Y2 T3 T15: Use a contents page to find way about text;  
 Y3 T1 T21: Read and identify main points by noting key words and phrases;  
 Y2 T3 W9: Collect new words from reading linked to topics and build up collections.

### *Speaking, Listening, Learning objective Y3*

T1 Speaking 25: Explain a process or present information, ensuring items are sequenced and relevant details included.

Scottish Curriculum for Excellence: Listening and Talking, Reading, Writing, First Stage

accelerate, exhaust, injector, marshals, misfire, navigate, penalty, rally, roll cage, speedometer, stopwatch, turbo

**PCM 8:** A sheet for children to collate information about rallying, and record questions they would like to research, as suggested in 'Checking and moving on'.

### *NLS Framework Objectives Y2/3*

Y2 T1 T4: Understand time and sequential relationships in stories, i.e. what happened when;  
 Y2 T2 T6: Identify and describe characters, expressing own views and using words and phrases from texts;  
 Y3 T1 S2: Take account of the grammar and punctuation, e.g. exclamation marks and commas, when reading aloud.

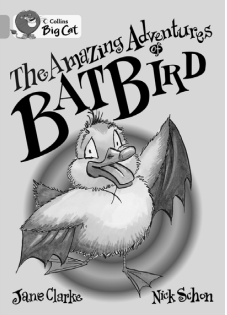
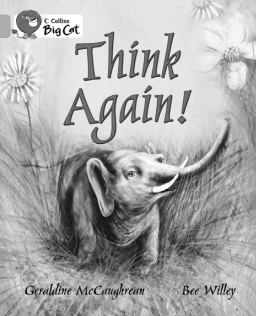

### *Speaking, Listening, Learning objective Y2*

T1 Speaking 13: Speak with clarity and use intonation when reading and reciting texts.

Scottish Curriculum for Excellence: Listening and Talking, Reading, Writing, First Stage

protested, determined, velvet, tweaked, imagine, nightmares, crouched, slobbering, compost heap, impressed, enormous

**PCM 9:** This resource sheet can be used to create a character web for Tig, as suggested in 'Checking and moving on'. The PCM includes space for words and phrases that Tig's mum and teacher might use to describe him.

Book band	About the book	Text type	Curriculum links
Lime / Band 11	<p><b>The Amazing Adventures of Batbird</b></p> <p><i>Jane Clarke and Nick Schon</i></p>  <p>A humorous story presented in five short chapters. Dunkan Dabble won't answer to his name as he believes he's Batbird. This is the superhero that he and his friends have been watching on World Wide Waterscreen TV. Dunkan's family and friends find him very difficult to live with as Batbird: he plays too roughly, he doesn't want to stop for tea and he insists on sleeping upside down from the willow tree. But Dunkan becomes an overnight hero when he unwittingly saves his family from a prowling fox. A timeline on pages 30 and 31 summarises the story in nine sequential steps.</p>	A humorous fantasy story	Citizenship: Choices and Taking Part
	Lime / Band 11	<p><b>Think Again!</b></p> <p><i>Geraldine McCaughrean and Bee Willey</i></p>  <p>A traditional creation story retold in four chapters. When Maker first created the animals, he made a few mistakes. First Squirrel was far too big. She stripped the fields bare, leaving little food for the other animals. First Beaver was also huge. She chewed up a whole forest of trees and built a dam so big that it flooded the land. As the story develops, Maker is forced to think again about the original plans for the animals, adjusting their size to the way they are today. An illustrated diagram on pages 30 and 31 reminds the reader of how the animals looked before and after the Maker finished creating them.</p>	A story by a significant author
Lime / Band 11		<p><b>Hercules: Superhero</b></p> <p><i>Diane Redmond and Chris Mould</i></p>  <p>The traditional Greek story of Hercules is retold as a play with a humorous, modern slant. Labelled illustrations of the characters are shown on page 2. Pages 30 and 31 feature a 'Wanted' poster, appealing for a strong man answering to the description of Hercules. <i>Fabulous Creatures – Are They Real?</i> is a non-fiction guide to some fantastic creatures, including some from Greek mythology.</p>	A playscript of a traditional tale



## Learning objectives

## Interest words

## Related resources

### *NLS Framework Objectives Y3*

Y3 T1 W10–12 Recognise prefixes, generate new words from root words, and use the term 'prefix';  
Y3 T1 T3 Show awareness of the different voices of characters and narrator in stories;

### *Speaking, Listening, Learning objective Y3*

T1 Group discussion and interaction 27: Use talk to organise roles and action.

Scottish Curriculum for Excellence: Listening and Talking, Reading, Writing, First Stage

kerswish,  
kerquack,  
kerzoom,  
kergollop,  
kerquaaaaaak,  
kerthunk,  
kerpow,  
universe,  
swirled,  
Weborah,  
moulting,  
dowdy, whirled

**PCM 10:** A resource sheet for producing a story time line, similar to the one shown on pages 30 and 31 of *The Amazing Adventures of Batbird*. Children could plan an outline for a story about a new superhero of their own, as suggested in 'Checking and moving on'. The ideas could be developed later in an extended writing session.

### *NLS Framework Objectives Y2*

T3 T2: Use knowledge to work out and check meanings of unfamiliar words;  
T3 T3: Retell known stories, comparing oral versions with written text;  
T3 S1: Read aloud with intonation and expression appropriate to grammar and punctuation.

### *Speaking, Listening, Learning objective Y2*

T3 Drama 24: Present parts of traditional stories for members of their class.

Scottish Curriculum for Excellence: Listening and Talking, Reading, Writing, First Stage

breadfruit, dam,  
Maker, moose,  
beaver,  
elephant,  
squirrel

**PCM 11:** A response sheet for children to recall the story from the viewpoint of different animals featured within it. Later they could choose one of the animals and develop their writing into a story narrated by that animal, as suggested in 'Checking and moving on'.

### *NLS Framework Objectives Y3*

T1 T3: Be aware of the different voices in dramatised readings, showing the differences between the narrator and characters;  
T1 T4: Read, prepare and present playscripts;  
T1 W14: Infer the meaning of unknown words from context.


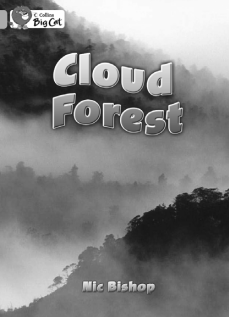
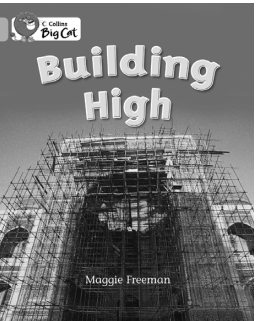
### *Speaking, Listening, Learning objective Y2*

T3 Drama 24: Present parts of traditional stories for members of their class.

Scottish Curriculum for Excellence: Listening and Talking, Reading, Writing, First Stage

Atlas, Augeus,  
Cerberus,  
chariot, creature,  
glinting,  
Hercules,  
Hesperides,  
hideous, Hydra,  
labour, majesty,  
narrator,  
swaggered,  
strangled,  
terrified,  
underworld,  
Zeus

**PCM 12:** A writing frame for answering the King's advertisement on pages 30 and 31 of *Hercules: Superhero*. Children could compare the style of their completed letters with the more informal style of the letter from XY5 on PCM 4. Remind them to adapt the suggested sentence openers to suit their own purposes.

Book band	About the book	Text type	Curriculum links
Lime / Band 11	<p><b>Fabulous Creatures – Are They Real?</b></p> <p><i>Scoular Anderson</i></p>  <p>An information book that describes some fantastic creatures, both real and imaginary, and answers the question: Are they real? Some of the creatures are from myths and legends, while others are genuine. Included are the Loch Ness Monster, about which there is disagreement, the vampire bat and the yeti. The book includes a contents page and an index to enable children to locate specific information. A table on pages 30 and 31 summarises information about each of the creatures in the book.</p>	An information book	Geography: Where in the World is Barnaby Bear? History: Ancient Egypt
	Lime / Band 11	<p><b>Cloud Forest</b></p> <p><i>Nic Bishop</i></p>  <p>The photographs and text in this information text explain what a cloud forest is and reveal the many unusual and rare creatures and plants that inhabit a cloud forest. The report also considers the threats to cloud forest environments and the reasons why we should protect them. The book of five chapters includes a contents page and a glossary. Pages 30 and 31 feature a persuasive text, in a poster format, compelling us to act now to save the cloud forest.</p>	A non-chronological report
Lime / Band 11		<p><b>Building High</b></p> <p><i>Maggie Freeman</i></p>  <p>A non-chronological report that describes scaffolding: what it is made from, how it has developed around the world over time, what it is used for, and what the job of a scaffolder entails. The book includes a comprehensive glossary on pages 30 and 31.</p>	A non-chronological report

## Learning objectives

## Interest words

## Related resources

### *NLS Framework Objectives Y3*

T1 T19: Locate information using contents and index;  
T1 T21: Read information passages and identify main points or gist of the text, noting key words and phrases.

### *Speaking, Listening, Learning objective Y3*

T1 Listening 26: Follow up others' points and show whether they agree or disagree in a whole-class discussion.

Scottish Curriculum for Excellence: Listening and Talking, Reading, Writing, First Stage

fabulous, creatures, Cerberus, guardian, underworld, Coelacanth, scientists, extinct, Portuguese, leathery, fossilised, Quetzalcoatl, squid, tentacles, Loch Ness, Mesopotamia, Dugong, minotaur, Daedalus, labyrinth, Theseus, phoenix, sphinx, Oedipus, triangular, werewolf, Himalayas, abominable

**PCM 13:** A table of real and imaginary creatures not described in the book. Using the table on pages 30 and 31 as a model, children can research each creature and complete their own fact file. There is room for children to include two more creatures of their choice.

### *NLS Framework Objectives Y3*

T1 T19: Locate information using contents, index, headings;  
T1 T21: Read information passages and identify key points or gist;  
T1 W13: Collect new words from reading;  
T1 W14: Infer meaning of unknown words from context.

### *Speaking, Listening, Learning objective Y3*

T1 Speaking 25: Explain and present information, ensuring items are sequenced and relevant details are included.

Scottish Curriculum for Excellence: Listening and Talking, Reading, Writing, First Stage

cloud forest, pie chart, tropical rain forest, elfin forest, Borneo, Kinabalu, New Guinea, gecko, Madagascar tree frogs, quetzal, Vietnam

**PCM 14:** This resource sheet can be used to summarise information from each of the five chapters in *Cloud Forest*. The summaries could be completed by children in pairs.

### *NLS Framework Objectives Y2/Y3*

T1 T19: Locate information using contents and glossary;  
T1 T21: Read information and identify main points by noting key words and listing the main points covered;  
T1 T22: Make a simple record of information;  
Y2 T3 T16 Scan a text to find information;  
Y2 T3 T17 Skim-read title, contents page, illustrations, chapter headings to speculate what a book might be about.

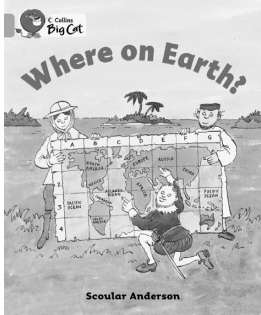
### *Speaking, Listening, Learning objective Y3*

T1 Speaking 25: Present information, ensuring items are correctly sequenced and relevant details are included.

Scottish Curriculum for Excellence: Listening and Talking, Reading, Writing, First Stage

scaffolding, contents, index, sculptor, colossus, structures, mortar, putlogs, diagonal, cathedrals, couplers, bamboo, engineer, walkways, gin wheel, fan, materials, Gherkin, birdcage scaffolding, mesh, digital, stonework, vertical, horizontal

**PCM 15:** This activity sheet reproduces text and illustrations from *Building High*. Children match the correct instruction to each illustration in sequence to explain how to build metal scaffolding. They may then check their work against the original text to see if they have completed the activity correctly.

Book band	About the book	Text type	Curriculum links
Lime / Band 11	<p><b>Where on Earth?</b></p> <p><i>Scoular Anderson</i></p>  <p><i>Where on Earth?</i> describes the journeys of significant explorers, revealing the lands they discovered and what they found there. Grid maps and grid references throughout the book offer children an opportunity to find out for themselves where each explorer sailed. The book includes a glossary on page 29 and a colourful world map on pages 30 and 31 showing the routes the explorers took. <i>Fabulous Creatures – Are They Real?</i> (Lime Band 11) is another non-fiction book by Scoular Anderson.</p>	An information book	Geography: Where in the World is Barnaby Bear?; Passport to the World.

**Learning objectives***NLS Framework Objectives Y3*

T1 T19: Locate information using contents, index, headings, sub headings, etc.;

T1 T21: Read information passages and identify key points or gist of the text;

T1 W14: Infer the meaning of unknown words from context.

*Speaking, Listening, Learning objective Y3*

T1 Drama 28: Present events and characters through dialogue to engage the interest of an audience.

Scottish Curriculum for Excellence: Listening and Talking, Reading, Writing, First Stage

**Interest words**

Marco Polo, Muhammad Ibn Batuta, Christopher Columbus, Vasco da Gama, Ferdinand Magellan, Gudridur Thorbjarnardottir, Leif Eriksson, Hernán Cortés, Roald Amundson, Vikings, Scandinavia, Kublai Khan, ambassador, Sahara desert, Atlantic, Caribbean Ocean, conquistadors

**Related resources**

**PCM 16:** Children can use this resource sheet to collate information for a presentation about a chosen explorer.



## **Collins Big Cat and the Scottish Curriculum for Excellence**

The White and Lime book bands of *Collins Big Cat* provide a range of opportunities for teachers to extend pupils' language skills, encourage confidence and make reading and learning a pleasurable experience.

Towards the end of Primary 3 and through into Primary 4 pupils will have acquired a variety of basic language skills and should be more independent readers ready to share their ideas, pose questions and discuss texts in more detail.

*Collins Big Cat's* guided reading approach places the teacher at the heart of the learning process, with a high priority to giving pupils a command of English and the ability to use it appropriately and concisely to convey meanings. This includes having a knowledge about language; listening attentively; talking to the point; reading with understanding; and writing fluently and legibly with accurate spelling and punctuation.

Within *Curriculum for Excellence* literacy is defined as: *the set of skills which allows an individual to engage fully in society and in learning, through the different forms of language, and the range of texts, which society values and finds useful.*

Schools are therefore recommended to use the literacy experiences and outcomes to promote the development of skills in using language, particularly those that are used regularly by everyone in their everyday lives. These include:

- the ability to apply knowledge about language
- the need for young people to communicate effectively – orally and in writing
- the importance of listening and talking
- the importance of effective collaborative working
- the important skills of critical literacy
- the need to read for information and being able to work out what trust should be placed on the information and identify when and how people are aiming to persuade or influence.

Providing such skills will involve the following:

**Enjoyment and choice:** highlighting the importance of providing opportunities for pupils to make increasingly sophisticated choices;

**The tools section** includes important skills and knowledge, i.e. reading strategies and spelling;

**Finding and using information** includes critical literacy skills;

**Understanding, analysing and evaluating:** encouraging progression in understanding of texts, developing not only literal understanding but also the higher order skills;

**Creating texts:** describing the kind of opportunities which will help pupils to develop the ability to communicate effectively, for example, by writing clear, well-structured explanations.

The resources at this level help to provide a language environment which stimulates pupils' imaginations and their interest and enjoyment of language in all its aspects. The Ideas for guided reading notes support teachers to capitalize on this by providing detailed planning and delivery ideas including speaking and listening, comprehension and writing activities. The suggested teaching approaches and organisation allows for individual, group and class learning supported throughout by the teacher. This is the key to the whole programme. *Curriculum for Excellence* clearly supports this approach and emphasises that learning is an active process. Teachers and other educators are encouraged to consider the ways in which they use listening, talking, reading and writing for learning in their day to day teaching programmes.

**Listening and talking for learning:**

- Engage with others in group and class discussions of appropriate complexity
- Learn collaboratively
- Explain their thinking to others
- Explore factors which influence them and persuade them in order to help them think about the reliability of information.

**Reading for learning:**

- Find, select, sort, summarise and link information from a variety of sources
- Consider the purpose and main concerns in texts, and understand the differences between fact and opinion
- Discuss similarities and differences between texts.

**Writing for learning:**

- Make notes, develop ideas and acknowledge sources in written work
- Develop and use effective vocabulary
- Create texts – for example, presentations – which will allow learners to persuade/argue/ explore ideas.

The non-fiction books provide excellent accessible information for young language learners and give the teacher the opportunity to link to other areas of the curriculum. This in turn will encourage pupils to read more widely and so their writing will develop and become more varied. They will demonstrate that they can write about matters which go beyond their real-life experiences, for a larger number of

audiences and purposes and from points of view other than their own, extending their ability to write non-narrative texts such as reports, letters and news items.

The fiction books are of longer length and contain chapters. They are stories that will appeal to pupils at this stage and contain a wide variety of characters, settings and plots which will capture their interest and encourage them to talk about their own experiences, feelings and opinions.

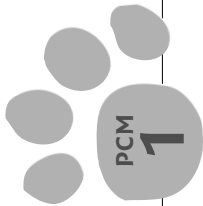
The plays introduce children to the key features of playscripts through original stories, traditional tales and updated fairytales. They provide a wealth of speaking and listening opportunities, both in the guided reading session and in drama activities.

As in the earlier stages, assessment is built in to the programme using the Reading Response pages and the photocopiable Ongoing Record and Reading Skill sheets providing the teacher with an opportunity to note pupils' individual needs.

**Collins Big Cat and the Scottish Curriculum for Excellence**

Curriculum for Excellence Codes	White	Lime
<b>First Stage</b>	<b>F/NF</b>	<b>F/NF</b>
<b>Listening and Talking</b>		
<i>Enjoyment and choice LIT 1-01a</i>	•	•
<i>Tools for listening and talking LIT 1-02a</i>	•	•
<i>Finding and using information LIT 1-04a/LIT 1-05a/LIT 1-06a</i>	•	•
<i>Understanding, analysing and evaluating LIT 1-07a/LIT 1-08a</i>	•	•
<i>Creating texts LIT 1-09a/LIT 1-10a</i>	•	•
<b>Reading</b>		
<i>Enjoyment and choice LIT 1-11a</i>	•	•
<i>Tools for reading LIT 1-13a</i>	•	•
<i>Finding and using information LIT 1-14a/LIT 1-15a</i>	•	•
<i>Understanding, analysing and evaluating LIT 1-16a/LIT 1-18a</i>	•	•
<b>Writing</b>		
<i>Enjoyment and choice LIT 1-20a</i>	•	•
<i>Tools for writing LIT 1-21a/LIT 1-22a/LIT 1-23a/LIT 1-24a</i>	•	•
<i>Organising and using information LIT 1-25a/LIT 1-26a</i>	•	•
<i>Creating texts LIT 1-28a/LIT 1-29a</i>	•	•





Name \_\_\_\_\_



Choose a character from the story and make a character web.

Draw your character in the centre of the web.

Write words and phrases to describe your character.



Name of character: \_\_\_\_\_



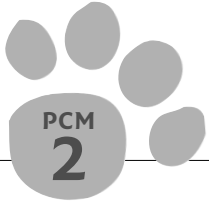
**The Sneezles**

Learning objective: Identify and describe characters, expressing own views.

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Name \_\_\_\_\_





Write about what happens when Miss Bennett reads a book about crocodiles.

Something very exciting happened in  this week. One of

the pupils  found a  about a . He made

the mistake of handing the  to his teacher, Miss Bennett.

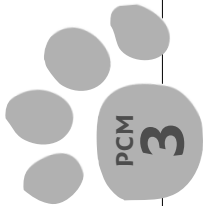
 wiggled her  and said, " \_\_\_\_\_  
\_\_\_\_\_ " "

Then, with a fizz, a flash and a bang, \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Class Six and the Very Big Rabbit**

Learning objective: Using reading as a model, write own story including dialogue.

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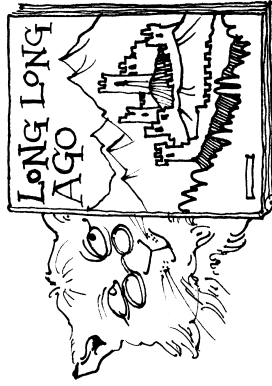


Name \_\_\_\_\_



# Join the Alley Cats tonight for a trio of stories.

Time: \_\_\_\_\_

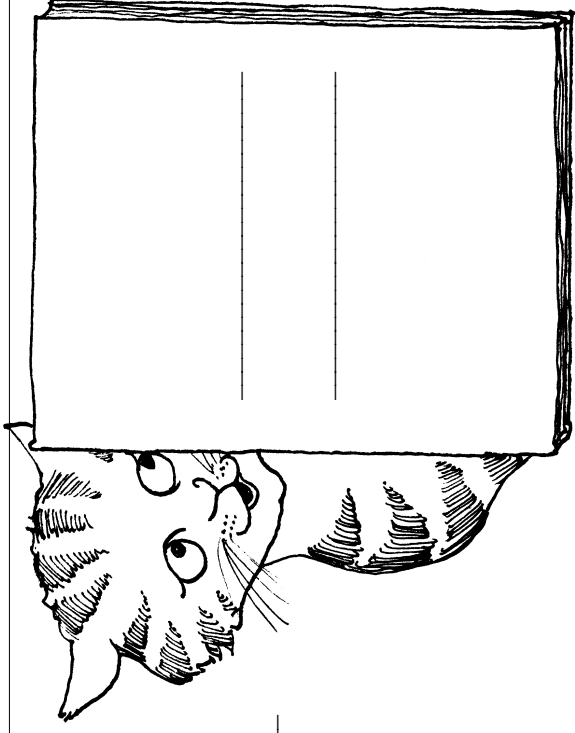


Starring the Old, Old Cat, with a fascinating tale about \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Place: \_\_\_\_\_



Also starring the Ship's Cat, with a swashbuckling adventure about \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Introducing Tiger with a special story about \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

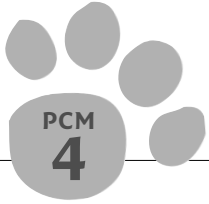
### Tiger's Tale

Learning objective: Presenting original and well-known stories.

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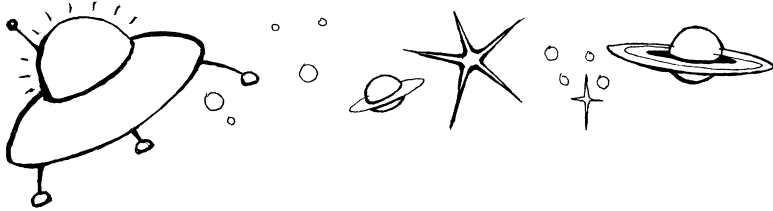




Name \_\_\_\_\_



Finish the letter from XY5 and sign it.



Planet ICU  
Next to the planet ICU2  
The Milky Way

Greetings Buzz and Bingo,

Thank you for helping me to find my way home. I was lucky to find such

kind earthlings. When I landed in your garden, I felt \_\_\_\_\_,

\_\_\_\_\_ and \_\_\_\_\_.

I was worried that \_\_\_\_\_.

\_\_\_\_\_.

Thank you for the \_\_\_\_\_ and \_\_\_\_\_.

They were delicious.

I enjoyed our adventure very much, especially the part when \_\_\_\_\_

\_\_\_\_\_.

\_\_\_\_\_.

My family were all pleased to meet you. They thought you were \_\_\_\_\_.

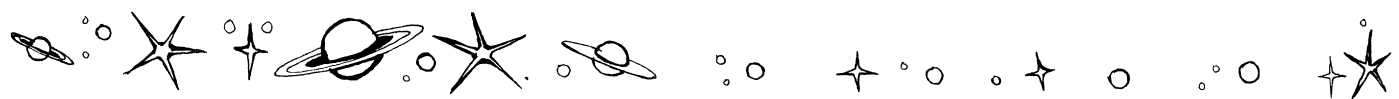
\_\_\_\_\_.

Mum and Dad say you can visit us any time you like.

Thanks again for all your help. \_\_\_\_\_.

\_\_\_\_\_.

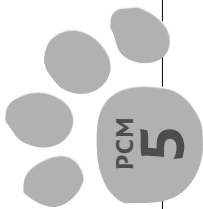
\_\_\_\_\_.



**Buzz and Bingo in the Starry Sky**

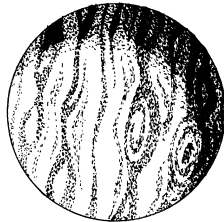
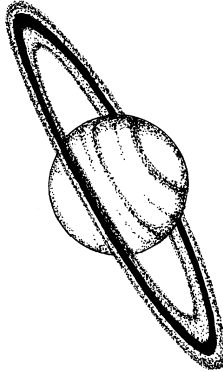
Learning objective: Responding imaginatively to humorous story.

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Name \_\_\_\_\_

Write facts about Jupiter and Saturn to complete the table.  
Add an imaginary planet of your own.

Planet	What it looks like	Fact file
Jupiter		<ul style="list-style-type: none"> <li>• _____</li> <li>• _____</li> <li>• _____</li> </ul>
Saturn		<ul style="list-style-type: none"> <li>• _____</li> <li>• _____</li> <li>• _____</li> </ul>
<b>Imaginary planet</b> Name: _____		<ul style="list-style-type: none"> <li>• _____</li> <li>• _____</li> <li>• _____</li> </ul>

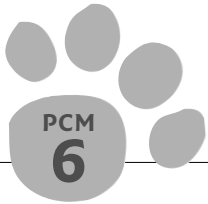
**Is There Anyone Out There?**

Learning objective: Make a record of information from texts read.

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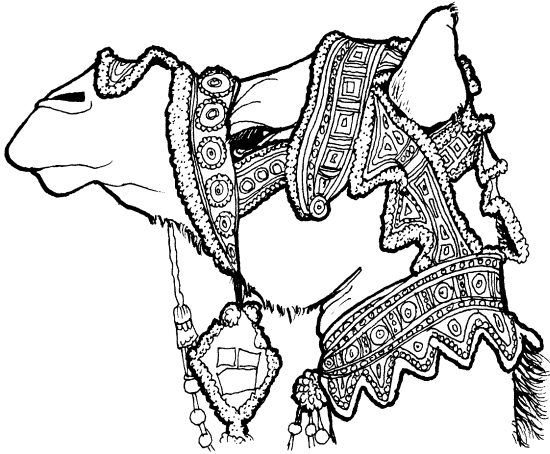


Name \_\_\_\_\_



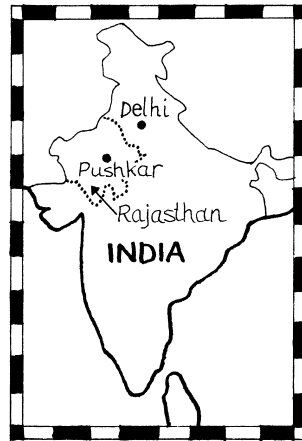
Write captions for the pictures.

### Camel Fair



\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Pushkar: the Holy Place



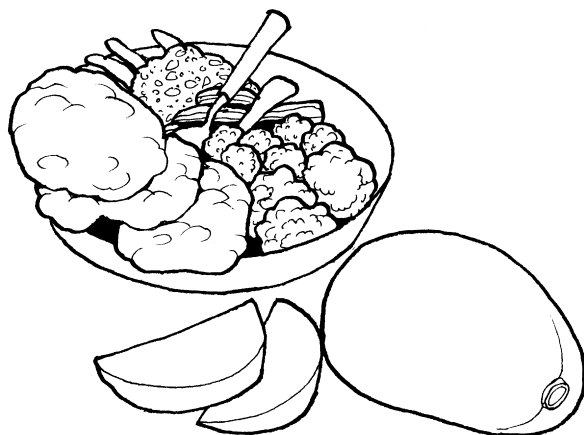
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Camel Racing



\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Food and Drink

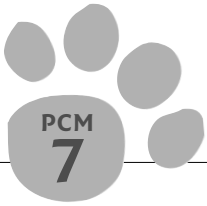


\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

#### The Camel Fair

Learning objective: Make a record of information from texts read.

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Name \_\_\_\_\_



I'd really like to go to Antarctica because...

Large outline of a penguin with six horizontal lines for writing inside its body.



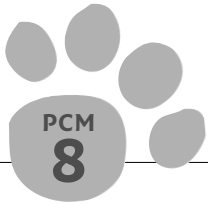
I don't want to go to Antarctica because...

Large outline of a penguin with six horizontal lines for writing inside its body.

**Antarctica: Land of the Penguins**

Learning objective: Express a view using information from texts read.

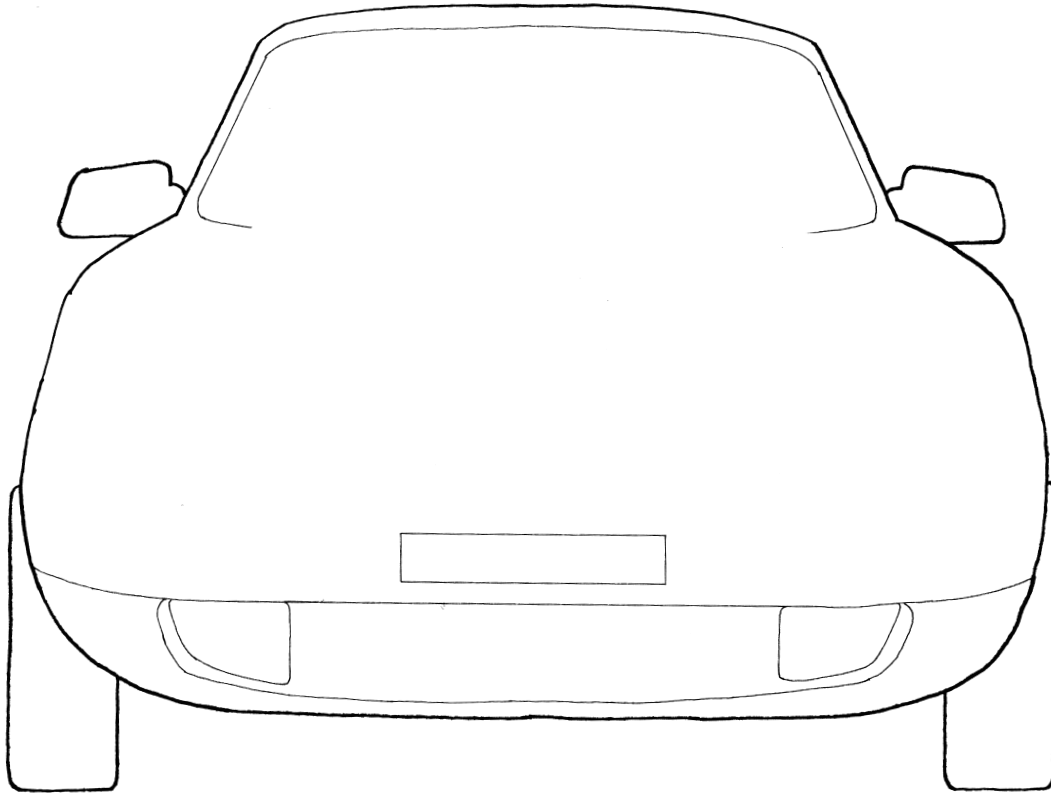
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Name \_\_\_\_\_



Write on the inside of the car the facts you already know about rally driving.



In the space around the car, write what you would like to find out.

Turn this into questions.

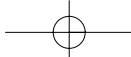
1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

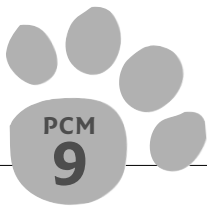
Use books and the Internet to find out more.

**Rally Challenge**

Learning objective: Pose questions and record in writing before reading non-fiction.

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Name \_\_\_\_\_



### Character web

Think of words and phrases to describe Tig.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What words and phrases might Tig's mum and teacher use to describe him?

**Tig's mum**



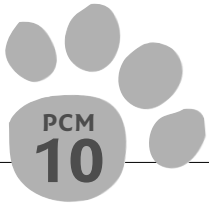
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Miss Simmons**



- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_





Name \_\_\_\_\_



Plan a time line for a story about a superhero of your own.

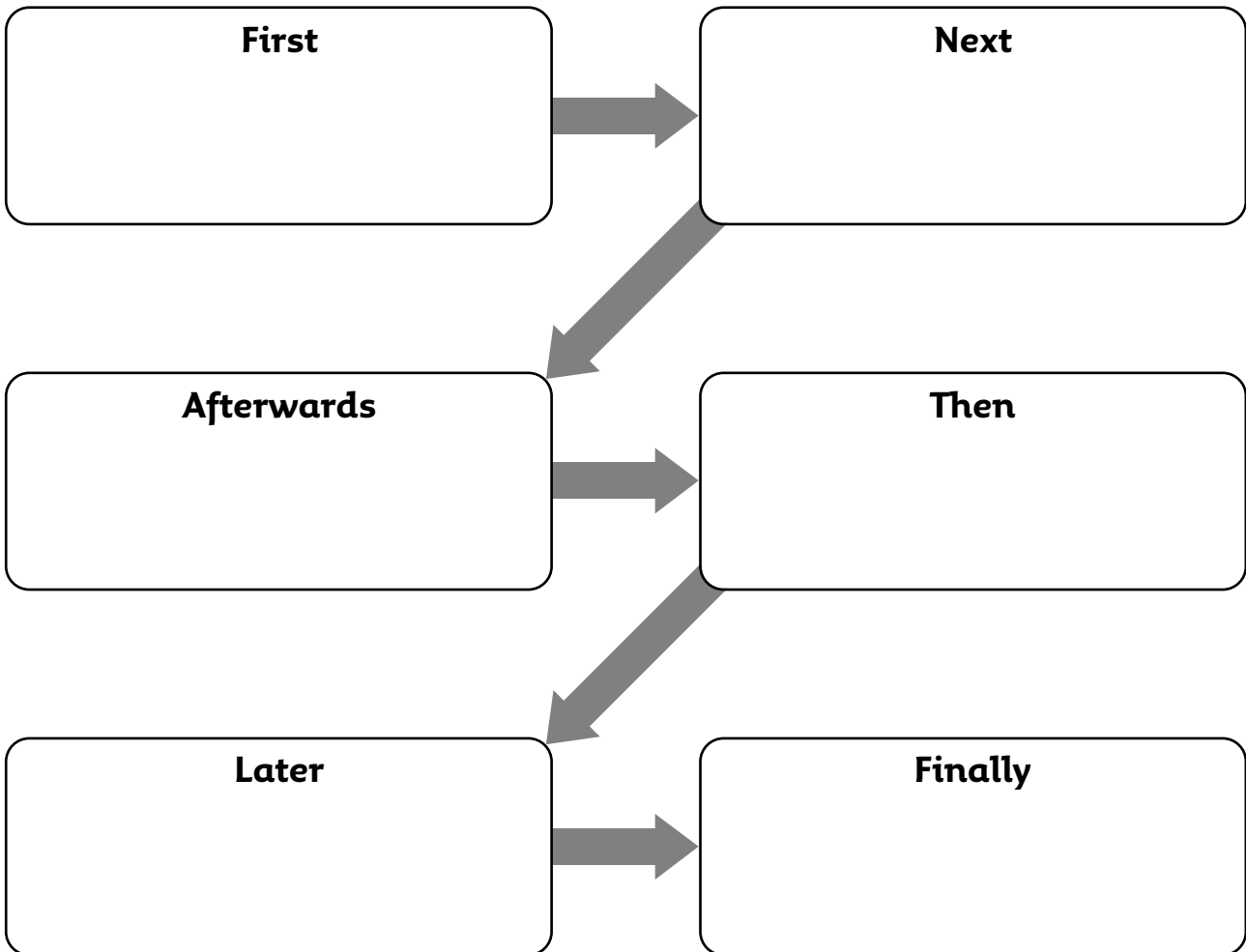
Draw your superhero here:

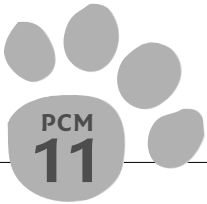
Name of superhero:

\_\_\_\_\_



My superhero's story time line:





Name \_\_\_\_\_



### The Squirrel's story

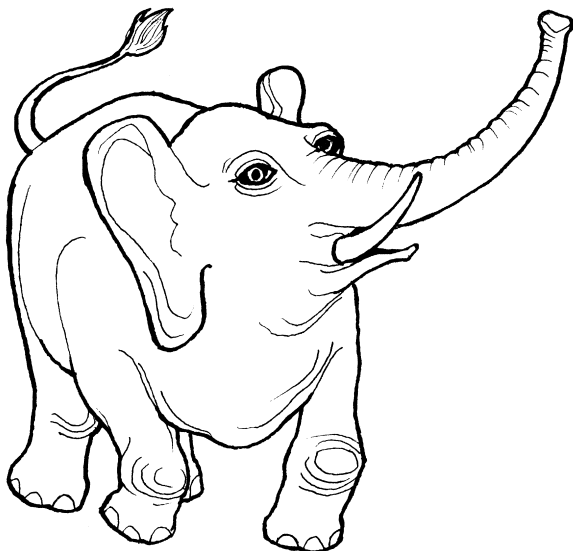
I was once as big as a bull. This was not a problem for me but the Maker was worried because

---

---

---

---



### The Elephant's story

I was once tiny and could only make high, soft piping music. The Maker was worried that someone might tread on me. So he

---

---

---

---

### The Birds' story

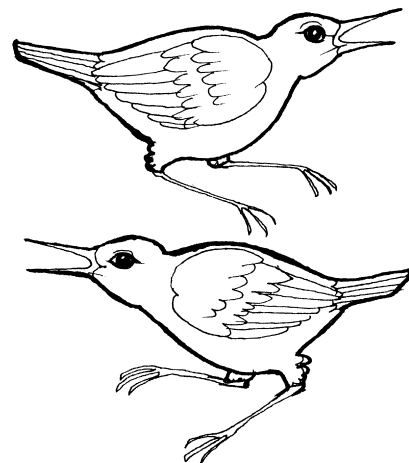
We were once as big as hippopotamuses. At that time, we didn't have the beautiful singing voices that we have today. Then the Maker decided to make us smaller. We didn't want to be smaller because

---

---

---

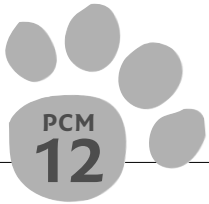
---



#### Think Again!

Learning objective: Retelling a known story.

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Name \_\_\_\_\_



Apply for the job advertised.



\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

The King

The Royal Palace

Date: \_\_\_\_\_

Your Majesty,

I wish to apply for the position of \_\_\_\_\_,  
as advertised in your poster.

I believe I am the perfect person for the job because \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I have many talents in addition to my strength which make me suitable for the  
position. These include \_\_\_\_\_  
\_\_\_\_\_

Finally \_\_\_\_\_  
\_\_\_\_\_

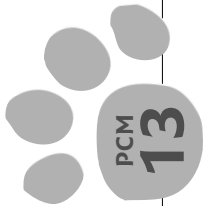
I very much hope to be called to the Palace to discuss the matter further.

Yours sincerely,  
\_\_\_\_\_

**Hercules: Superhero**

Learning objective: Identify and describe characters, expressing own views.






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Name \_\_\_\_\_



Are they real?  
Add two creatures of your own.

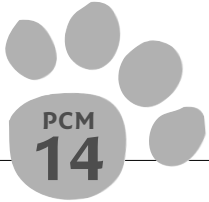
Creature	What it looks like	Real or not?	Reason
Unicorn 			
Salamander 			
Seahorse 			
Troll 			
Phoenix 			
Chameleon 			

**Fabulous Creatures – Are They Real?**

Learning objective: Make a record of information from texts read.

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Name \_\_\_\_\_



Summarise the information you have read in *Cloud Forest*.

Write three main points under each chapter heading.

The first one has been done for you.

### 1. What is a cloud forest?

- Grows high in the mountains, in tropical parts of the world
- Very rare
- Rich in plants and animals

### 2. A climb to a cloud forest

- 
- 
- 

### 3. Cloud forest life

- 
- 
- 

### 4. Cloud forests in danger

- 
- 
- 

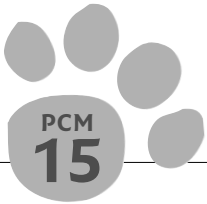
### 5. People need cloud forests

- 
- 
- 

#### Cloud Forest

Learning objective: Write non-fiction texts, using texts read as model.

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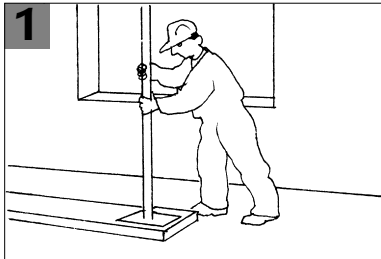


Name \_\_\_\_\_

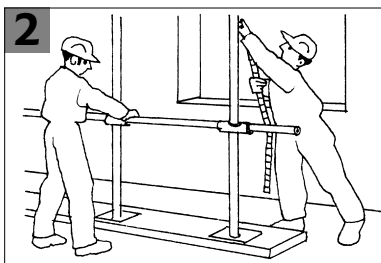


### Making the frame for metal scaffolding

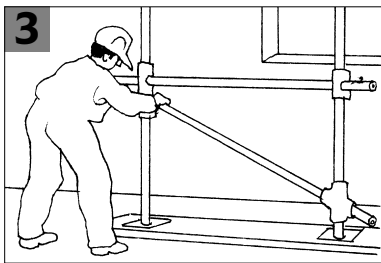
Join each picture to the correct instruction.



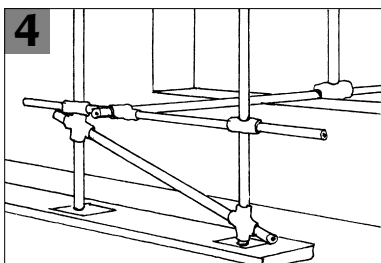
Add diagonal tubes to keep the scaffolding the right shape.



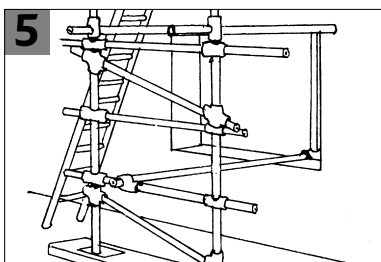
Put up the vertical tubes.



Add a ladder and more tubes.



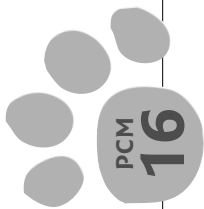
Clip on the horizontal tubes.



Fix the scaffolding to the building so that the scaffolding can't fall over.

What else does the scaffolding need? \_\_\_\_\_

\_\_\_\_\_



Name \_\_\_\_\_



Choose an explorer and complete the fact file and map, then write more about the explorer.

**Fact file**

Explorer's name: \_\_\_\_\_

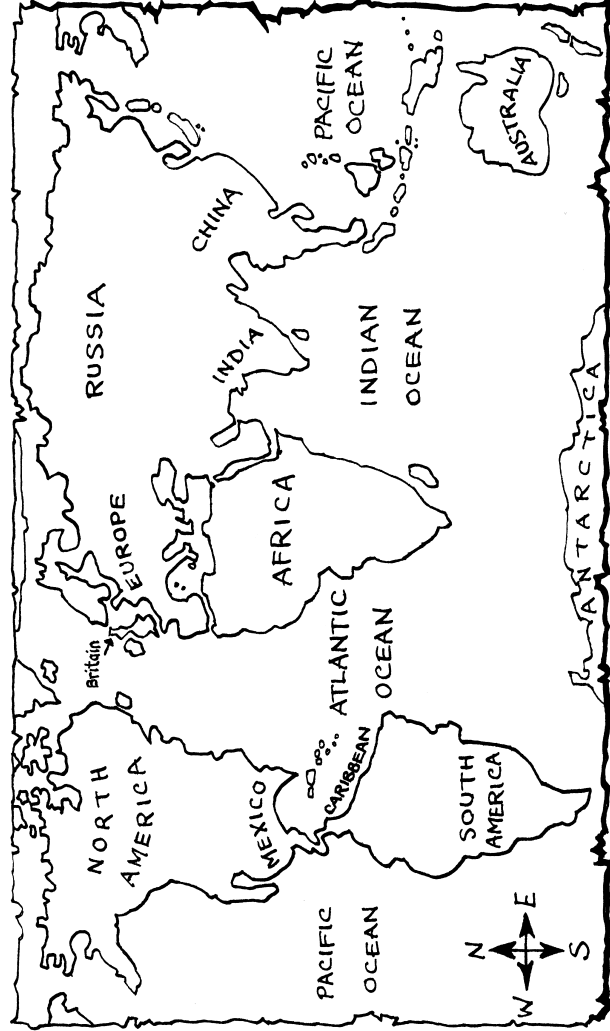
Date of exploration: \_\_\_\_\_

Name of the land that was discovered: \_\_\_\_\_

Mode of transport: \_\_\_\_\_

What was discovered: \_\_\_\_\_

This is the route they took. (Draw arrows to show the route.)



This is what happened:

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

**Where on Earth?**

Learning objective: Write non-fiction texts, using texts read as models.

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# Collins Big Cat and guided reading



## What is guided reading?

A guided reading lesson usually takes place with a teacher and a small group of children at roughly the same attainment level. It is a vital part of the teaching of reading, being the step between shared reading with explicit reading instruction and independent reading.

The lesson revolves around one book, with each child in the group having their own copy. After a book introduction by the teacher the children are expected to read independently. Alternatively the children could start by browsing through the book, discussing their ideas of what it is about. In this way, speaking and listening, supports the children's ability to understand the text, a vital part of the reading process. The expectation is that the children will *apply* their knowledge and experience of texts and reading strategies gained in the shared reading sessions.

Selecting the right book for the group's reading level and interest level is vital. In the context of guided reading, the children should be able to read about 90% of the text easily. The remaining 10% of the book presents a challenge to the children and offers a focused teaching and learning opportunity which forms the basis of the guided reading lesson. The book can also reflect the children's learning needs assessed prior to choosing the book. In this way the children read comfortably with comprehension, while developing specific reading strategies. Thus, children have the





opportunity to develop their reading stamina, and read a range of books. *Collins Big Cat* supports selection of the correct book by banding each book to show the reading level it requires.

A guided reading session generally comprises four parts:

- 1. Getting started:** The *introduction to the new book*, led by the teacher, which paves the way for the children's independent reading of the book. This is a good time to remind children of strategies that they can use.
- 2. Reading and responding:** The *independent reading of all or part of the book* by each child. This is monitored by the teacher, who prompts the children to problem-solve with increasing independence, e.g. using inference and deduction and selecting appropriately from a range of strategies.



- 3. Returning to the text:** A *re-reading of the book*, led by the teacher, prompting discussion of the group's response and a recap of specific learning objectives. Children demonstrate their understanding of the text using a variety of strategies, e.g. group discussion, dramatic techniques, or re-reading to check for accuracy.
- 4. Checking and moving on:** A *follow-up activity* that consolidates the learning objectives of the guided reading session. It can be a group activity or an activity to do in pairs or individually.



Of course, every book is different, but here are some guidelines to approaching a guided reading session. These guidelines have been adopted by *Collins Big Cat*, and every title has a suggested guided reading plan at the back (*Ideas for guided reading*).

### 1. Getting started

The book introduction is a key part of the guided reading session. It works best if you know the book reasonably well, and are aware where challenges may arise, as well as the learning objectives to focus on.

You may choose to introduce concepts in the book by looking at a prop or very short activity together with the group. For example, show the children a star chart or a collection of astronomy books as an introduction to *Is Anyone Out There?* (White/Band 10). This prompts the children to think about the stars, planets and outer space, and so supports their understanding of the book.

Orientate the children to the text in a variety of ways, for example, making connections with previous knowledge, books read, cross-curricular links. Encourage the children to read the title and blurb for themselves in order to predict what the book may be about. The title and cover gives lots of information about what the book might be about and develops the children's skills of prediction and activates their prior knowledge of the context/content, thus enhancing



comprehension. The purpose of this part is to familiarise the children with the text and its structure, thus reducing uncertainty.

Walk the children through the initial pages, discussing the content. As you talk about the content of the book, use the style and language of the book – this helps to prepare the children, familiarising them with the book before they read it independently. You could introduce tricky words and specialist or interest vocabulary, pointing out where they occur in the text.

## 2. Reading and responding

Returning to the beginning of the book, this time the children read the text by themselves while you observe and monitor them. One or two key questions can be posed for the children to find out as they read. Tell them what you are expecting them to do and what you expect to see. The children read quietly, at their own pace. During the children's independent reading, intervene when appropriate to prompt/teach reading skills explicitly. For example, you might ask children about the strategies they are using, or prompt children to use strategies to problem-solve any challenges they encounter. Encourage children to solve challenges for themselves without you giving the answer. You could prompt them to use reading strategies they have learned from the shared reading sessions, and praise reading strategies when they are used, in order to make children aware of their thinking. Children should be encouraged to read silently most of the time, and may be asked to prepare the reading aloud of a short piece of the text.

## 3. Returning to the book

When the children have finished reading independently, talk about the book together. Use opportunities to consolidate learning objectives, and if non-fiction, follow up with discussion about the book and its content. Then check the children's knowledge by asking them to look through the book and find special non-fiction

features, e.g. labelled diagrams, index and contents page. If fiction, discuss the stories and characters, recap on events and check comprehension of plot and sequence, perhaps by hotseating as a character or retelling the story in their own words. Then return to the questions posed and to specific parts of the text to check comprehension and children's ability to recall information. The reading response pages are designed specifically to help in this process.



## 4. Checking and moving on

At the end of the guided reading session, the main focus should be on reinforcing the main learning objectives. It is also an opportunity to meaningfully link the guided reading session to work done across the curriculum. The conclusion of the guided session could set children an activity that both draws on the work done in the session and links to the work across the curriculum. The activity can be done as a group activity, in pairs or independently, and may link naturally to other areas of the curriculum – for example, Music, Art or Science. *Ideas for guided reading* at the back of every *Collins Big Cat* book provide a range of ideas for follow-up activities. By this stage, the independent phase of guided reading may extend over more than one session. This Assessment and Support Guide also provides photocopy masters for further activities (see pp36–51).



## Collins Big Cat book bands and progression

The key to successful guided reading sessions is skilful selection of the appropriate text for a particular child or group of children. Each book should provide neither too little nor too much challenge for the reader.

The goal of guided reading is for children to read accurately, with enjoyment, putting into practice appropriate reading strategies while thinking about the meaning of the book. Within the context of guided reading, if the book presents too much of a challenge (e.g. where the child makes more than one error in every ten words) then the child's reading may lose fluency, phrasing and motivation. If the book presents too little challenge then the child is not reading at an appropriate level for making progress.

*Collins Big Cat* supports teachers by grading each book clearly. *Collins Big Cat* books are graded into 14 bands of progressive difficulty, from the simplest wordless books at Lilac/0 level to books for fluent readers at Lime/11. These bands are similar to the level by level rationale of *Book Bands*

for *Guided Reading* (Bickler, Baker and Hobsbaum, UK Reading Recovery National Network). *Collins Big Cat* banding helps the teacher to match suitable reading books to a child's reading ability level, invaluable in planning guided reading sessions. There is a bookbanding summary from Lilac/0 to Lime/11 on the inside back cover of this guide.

### Managing progression in guided reading

Guided reading works most effectively when the children in a group are working at a similar level on an appropriate book which offers the right amount of challenge. Careful assessment enables the teacher to put the children into ability groups and to identify the appropriate level of *Collins Big Cat* for each group.

### Collins Big Cat book bands at Year 2/3/Scottish P3/4 stage

Working within National Curriculum Level 2 (White)

Working within National Curriculum Level 3 (Lime)

Scottish Curriculum for Excellence First Stage (listening, talking, reading, writing)

Book band	Learning opportunities	Text features	Approximate word count
<b>White Band 10</b>	<ul style="list-style-type: none"> <li>Can predict content and story development of a variety of texts with growing independence</li> <li>Reads silently most of the time</li> <li>Notice spelling of unfamiliar words and relate to known words</li> <li>Express opinions about reading and compare texts</li> <li>Search for and find information in texts more flexibly</li> <li>Offer and discuss interpretations of text and the use of simple poetical and metaphorical language</li> </ul>	<ul style="list-style-type: none"> <li>Longer more complex sentence structures</li> <li>More involved plot, sometimes reflecting writer's feelings</li> <li>Wider variety of genres, books with chapters</li> <li>More distinctive and rounded characters</li> <li>Non-fiction covers wide range of subjects and text types, and includes alphabetic text</li> </ul>	900-1300
<b>Lime Band 11</b>	<ul style="list-style-type: none"> <li>Use experience of reading to recognise text type and predict layout and general content</li> <li>Read silently, adjusting speed to suit material and monitoring the precise meaning</li> <li>Sustain interest in longer text, returning to them easily after a break</li> <li>Make use of blurbs, chapter headings, glossaries, indexes to locate information</li> <li>Express reasoned opinions about what is read, and compare texts</li> <li>Identify the styles and voice of a range of different text types</li> </ul>	<ul style="list-style-type: none"> <li>More complex layouts, more text and a wider variety of text features than earlier levels</li> </ul>	1300-2000



An effective way of assessing which band is appropriate for a child is by filling in a **Reading Skills sheet** (see pp62 to 65) as the child reads a book at a level which you consider most suits their reading experience. These sheets outline the reading skills a child should be able to demonstrate at each book band. High scores in most of these categories suggest the child be placed at a higher band, average or low scores that the child should continue in this band or even move to an easier band.

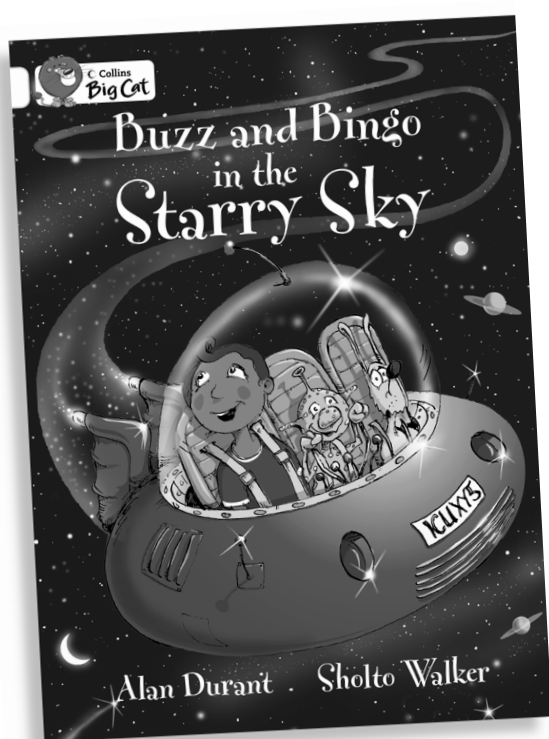
### Checking progression

Children make progress at different rates and often in spurts. Useful indicators of how suited children are to a reading level are:

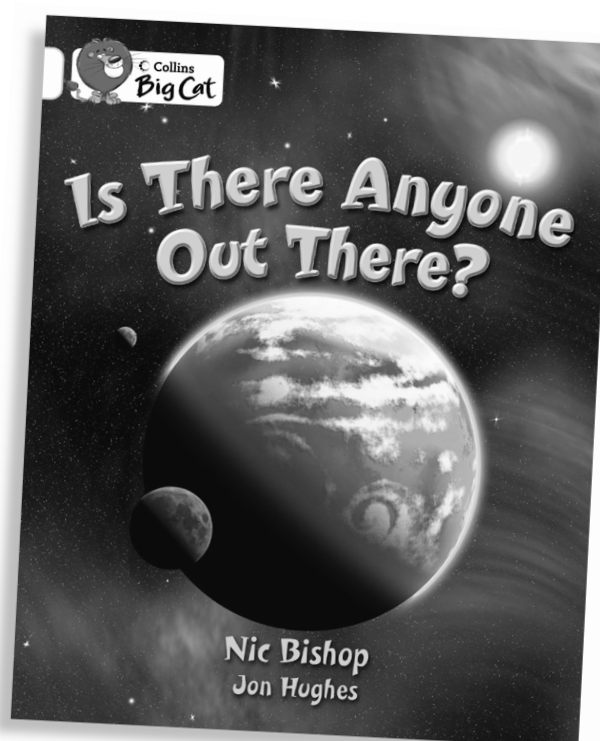
- fluency in reading
- comprehension of the book they are reading
- number of miscues when reading unfamiliar words.

A child's progress in these skills can be checked in the **Reading Skills sheets** (see pp62 to 65) at regular intervals. These sheets provide a basis for you to observe and assess which skills the child has mastered and which still need to be developed or consolidated, and decide whether the child should move bands. They also give you the opportunity to identify and intervene where a particular weakness is holding back a child's progress.

It is a good idea to periodically recheck each child's reading skills using these or your own school's sheets every six weeks or so, and regroup or reband children if necessary. A child who reads fluently and with comprehension at their current level, making few if any miscues, might be moved up a level. A child who is struggling with the book and losing the sense of what they read might be moved down a level. Children will vary in the amount of time that they spend with a particular level.



White/Band 10



White/Band 10



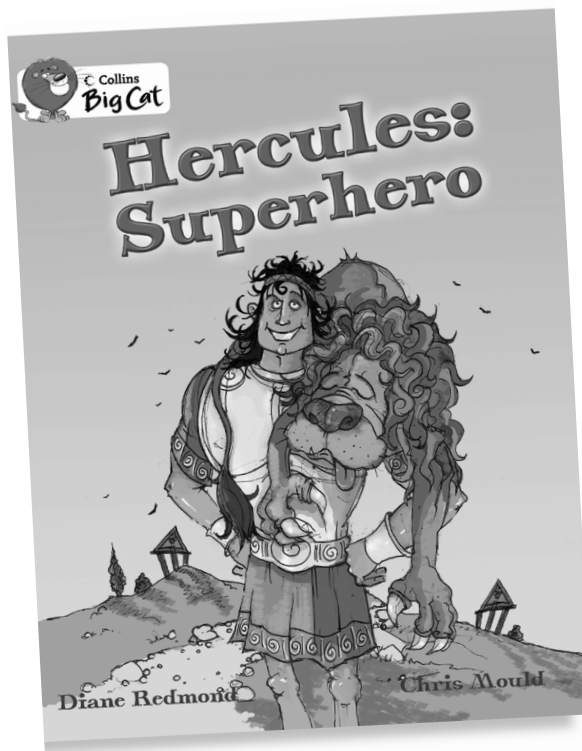
Additionally, if you are keeping continuous assessment records during each guided reading session. This can be done by using the **Individual Ongoing Records** on pp60–61 or the **Ongoing Group Record Sheet** provided on page 66.

### **Collins Big Cat bands**

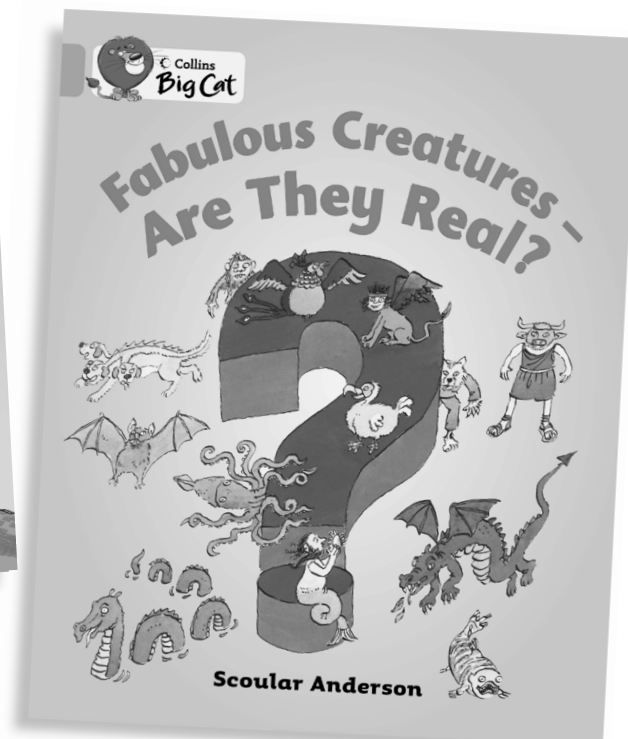
At *Collins Big Cat White/Band 10* the stories continue to provide more complicated plots (including subplots), more chapters than earlier bands, and use plenty of descriptive language and literary language. The layout and punctuation lend themselves to reading with expression. The stories

further develop the child's skills of inference and comprehension. The non-fiction uses more formal sentences, specialist vocabulary and includes more complex glossaries, maps and diagrams.

*Collins Big Cat Lime/Band 11* books provide longer, more challenging texts compared to the earlier bands. Children at this band should be fluent or approaching it in their reading, and will encounter complex sentences, literary language and more involved story plots in the fiction. The non-fiction includes a wide range of text types and more complex non-fiction features to assist information-finding through skimming and scanning.



*Lime/Band 11*



*Lime/Band 11*



# Ideas for assessment

The key to good assessment is to identify each child's strengths and weaknesses followed by immediate intervention and/or further teaching. The photocopiable assessment and planning sheets provided in the *Collins Big Cat Assessment and Support Guide* are designed to help with this.

## What is reading assessment?

At this level, assessment of reading begins with observations of children's understanding and response to books, their knowledge of phonics and punctuation, and their enthusiasm and interest in reading. During early reading development, assessment of reading progress needs to include judgements about word recognition and language comprehension. Reading assessment can take many forms and relies upon evidence from a range of sources gathered within and beyond the guided reading session. Your observations during the guided reading session can be recorded using the skills sheets on pp62–65. These skills sheets can be used as a record of achievement and may also provide evidence for structured periodic assessment systems such as APP (Assessing Pupil Progress), where pupils' ongoing work and progress towards National Curriculum levels for reading can be reviewed. All of this information can be used to inform future teaching and planning.

## Preparing for the reading session

Before working with a book in a guided reading session, it is important to identify which learning opportunities are offered by it, and what you will be looking for in children's reading and response to the book. *Collins Big Cat* books have learning objectives and ideas for guided reading provided at the back of every book in the *Ideas for guided reading* section. When using the books with a guided reading group, you can refer to this to help you assess, for example, children's use of phonic and picture clues, and their understanding of the author's meaning.

## During the reading session

Although assessment should be continuous, only significant strengths and weaknesses need to be noted for each child, related to what is being taught. Many weaknesses can be corrected immediately by good intervention from teachers. For example, open questions and involving dialogue help children to think about their learning and their next steps for improvement. Remember that most small children need time to respond to open questions beginning *What if... ? How would you... ? Why do you think... ?* When necessary, reassure them by saying *Think about it: I'll come back to you in a moment.*

## After the reading session

Used systematically and analytically, *Collins Big Cat* assessment stimulates reading progress by focusing planning on the significant weaknesses of individual children and/or groups. Identified weaknesses can be rectified **between** guided reading sessions by one-to-one intervention from teachers, teaching assistants, or by homework and parental help. Intervention is essential to the assessment process. It increases children's reading confidence, and accelerates learning in the time available for guided reading.

Remember that children may progress at different rates. Continuous assessment helps you to identify when attainment groups need to be re-formed, as will happen from time to time. For example, some children will read silently with sustained concentration and return to it easily after a break, while other children need support to do this.



## Progression

As children progress between reading levels, observe how children cope with the increasing level of complexity in terms of both text and learning objectives. Additionally, you may need to evaluate and note the characteristics of individual children. Perhaps some children ask sensible questions about the text, while others rely too heavily on one reading strategy. Children are making good progress when reading aloud and sustaining interests in texts when reading silently. Above all, they must show good understanding of the books they are reading, whether fiction or non-fiction, demonstrating this, for example, through their discussion and response. The Reading Response pages at the end of each *Collins Big Cat* book give you an immediate 'way in' to checking overall understanding, and to discussion.

## **Collins Big Cat assessment support**

The Reading Response pages in every *Collins Big Cat* guided reading book offer an immediate assessment opportunity for teachers. Each one is designed to stimulate children's discussion and recapping of a text and this allows the teacher to check and assess children's comprehension of what they have just read.

During each guided reading session, a teacher using the photocopiable **Individual ongoing records** (pp60–61) can note each child's particular weaknesses and strengths, and then identify the necessary action needed to rectify weaknesses to build on strengths. For example, an improving and confident reader might be offered a supported extension activity, such as internet research. A hesitant reader might require direct teaching of a reading skill, perhaps additional strategies for solving unfamiliar words. Children in either

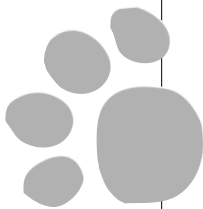
category might benefit from a move to a reading band more closely matched to their attainment level.

The **Individual ongoing records** are linked to each *Collins Big Cat* book band, and provide generic band objectives. Teachers and assistants can check that children reading at any level are meeting band objectives while fulfilling the learning objectives specific to each book.

The **Reading Skills Sheets** (pp62–65) provide a method of matching a child's attainment to a suitable book band, and can also be used to check that children are reading at the correct level. The sheets should not be used for ongoing assessment, but as a periodic check that a child has progressed in various key reading skills. The sheets can be used similarly to reading records, noting intervention or teaching action related to a child's difficulties in acquiring a specific reading skill. Each reading skill has been cross referenced with National Curriculum Assessment Focuses (AFs) for reading to support structured periodic assessment.

*Collins Big Cat's Resources and Records Manager CD-ROM* provides a convenient, efficient and paper-free way to keep records for each child or group's progress and reading history. These can be used to inform the choice of intervention and help with selecting appropriate books to support individual children or groups.

In addition, the **Ongoing Group Record Sheet** (page 66) or **Half-Term Assessment Sheet** (page 68) allow the teacher to summarise a child's progress over a longer period as well as monitor the progress of each group as a whole. (Written samples showing how these sheets can be used are also provided on pages 67 and 69 respectively.) These can be used in conjunction with **Half-Term Planning Notes** (page 70).



# Individual ongoing record (White/Band 10)

Name \_\_\_\_\_ Group \_\_\_\_\_

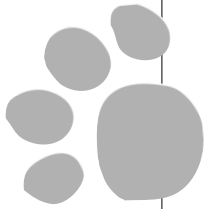
At White look to see if the reader:

- Searches for and finds information in texts readily
- Expresses reasoned opinions about what is read
- Offers and discusses interpretation of the text

Date/book	Session objectives	Specific strengths and weaknesses	Next steps







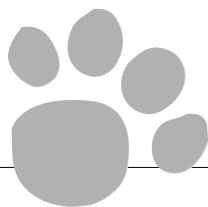
# Individual ongoing record (Lime/Band 11)

Name \_\_\_\_\_ Group \_\_\_\_\_

At Lime look to see if the reader:

- Reads silently, adjusting speed to suit the material
- Sustains interest in longer text, returning easily to it after a break
- Uses experience to recognise text type and predict layout and content

Date/book	Session objectives	Specific strengths and weaknesses	Next steps

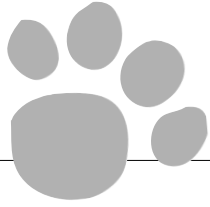


## Individual Fiction Reading Skills Sheet (White/Band 10)



Name \_\_\_\_\_ Group \_\_\_\_\_

Skill (Assessment Focus)	Score*	Action
Independently looks through a variety of texts and predicts the content <b>AF3</b>		
Reads silently most of time <b>AF1</b>		
Uses text for reference and as a model for own writing <b>AF4,5</b>		
Notices spelling of unfamiliar words and relates to known words <b>AF1</b>		
Sustains interest in longer text, returning to it easily after break <b>AF1</b>		
Expresses reasoned opinions about what is read, and compares texts <b>AF6</b>		
Shows increased awareness of vocabulary and precise meaning <b>AF1,2,3</b>		
Identifies typical story themes and recurring characters <b>AF2</b>		
Compares with other books by the same author <b>AF6,7</b>		
Understands and can present, using dramatised reading, the different voices in stories, e.g. narrator, different characters <b>AF2</b>		

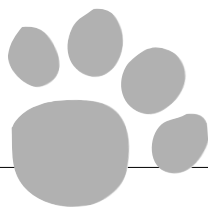


## Individual Non-fiction Reading Skills Sheet (White/Band 10)



Name \_\_\_\_\_ Group \_\_\_\_\_

Skill (Assessment Focus)	Score*	Action
Independently looks through a variety of texts and predicts the content <b>AF3</b>		
Reads silently most of time <b>AF1</b>		
Uses text for reference and as a model for own writing <b>AF4,5</b>		
Searches for and find information in texts more easily, i.e. locates information using contents, index etc, and scans text for specific sections and key words <b>AF2</b>		
Expresses reasoned opinions about reading, for example deciding if 'facts' are correct <b>AF6</b>		
Shows increased awareness of vocabulary and precise meaning <b>AF1,2,3</b>		
Evaluates the usefulness of information <b>AF6</b>		
Identifies the main point and summarise orally the content of a passage <b>AF2,3</b>		
Uses language and gesture when explaining a process/diagram		

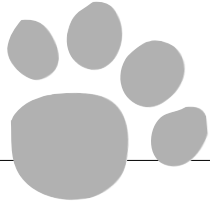


## Individual Fiction Reading Skills Sheet (Lime/Band 11)



Name \_\_\_\_\_ Group \_\_\_\_\_

Skill (Assessment Focus)	Score*	Action
Relates the content of the text to own experience <b>AF7</b>		
Reads silently for extended periods of time <b>AF1</b>		
Understands how chapters are used to order and build up the story <b>AF4</b>		
Uses punctuation accurately when reading aloud <b>AF1</b>		
Confidently tackles new and tricky words using a range of strategies to infer and make meaning <b>AF1,3</b>		
Identifies typical story themes and recurring characters <b>AF2</b>		
Discusses characters' feelings, making reference to text and own experience <b>AF2,3</b>		
Retells story in sequence, referring to significant elements <b>AF2</b>		
Identifies some recurring features of different genres, e.g. adventure and mystery, myths and legends <b>AF5,6</b>		
Compares story setting with other books <b>AF7</b>		

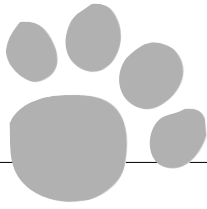


## Individual Non-fiction Reading Skills Sheet (Lime/Band 11)



Name \_\_\_\_\_ Group \_\_\_\_\_

Skill (Assessment Focus)	Score*	Action
Reads silently most of the time, adjusting speed to suit material <b>AF1</b>		
Uses experience of reading variety of material to identify different text types, e.g. instructions, explanations, non-chronological reports <b>AF7,4</b>		
Confidently tackles new and tricky words, using a range of strategies to infer and make meaning <b>AF1,3</b>		
Sustains interest in longer texts, returning easily to them after a break <b>AF1</b>		
Selects from a range of strategies to locate information efficiently from text, e.g. scanning, skimming, close reading <b>AF1,2</b>		
Evaluates usefulness of texts in relation to their purpose, e.g. is an explanatory text successful at explaining <b>AF6</b>		
Refers to the text and summarises the main points read orally <b>AF2</b>		
Notices a range of devices used to present information, e.g. bullet points, fonts, diagrams, instructional text <b>AF5</b>		
Uses blurbs, chapter headings, glossaries and indexes to locate information quickly and independently <b>AF2</b>		
Can present or explain information from book, clearly sequencing items, including relevant details and an effective ending <b>AF2</b>		



# Ongoing Group Record Sheet



**Group** \_\_\_\_\_ **Term** \_\_\_\_\_

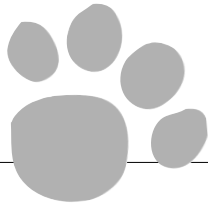
**Names:**

**Skills already attained by children:**

**Learning targets:**

Week	Book (band)	Focus	Progress towards learning target
1			
2			
3			
4			
5			
6			

**\*Score key**  
 1 = struggling  
 2 = progressing  
 3 = skill secured



# Ongoing Group Record Sheet (Sample)



Group Red

Term Winter 2005

## Names:

Jake, Maisie, Tariq, Neha

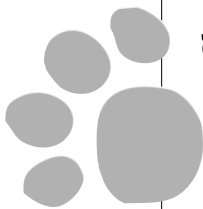
## Skills already attained by children:

- ① Uses a number of reading strategies
- ② Self-corrects when reading on-the-run
- ③ Re-reads to clarify meaning and enhance phrasing.

## Learning targets:

- ① Uses meaning to predict unknown words
- ② Takes punctuation into account when reading aloud, using pace and emphasis
- ③ Awareness and discussion of character
- ④ Identify features of non-fiction

Week	Book (band)	Focus	Progress towards learning target
1	Bert's Band (Blue)	Use of reading strategies; reading aloud with pace and emphasis	Neha and Jake read aloud well ②, Tariq and Maisie need more practice. All used variety of cues, but Maisie needs a lot of prompting. ①
2	Mojo and Weeza and the Funny Thing (Blue)	Use of reading strategies; reading aloud with pace and emphasis; character awareness	Jake, Neha and Tariq read well with a variety of cues, including predicting from meaning. ② Maisie improving but still needs prompting. All contributed well to role-play. ②
3	Robots (Blue)	Identify features of non-fiction; predicting text from non-fiction	Jake and Tariq identified contents and labels. ③ Neha and Maisie less confident. ① All needed explanation of fiction/non-fiction differences. Maisie more confident in tackling difficult words. ②
4	Top Dinosaurs (Blue)	Identify features of non-fiction; predicting text from meaning	All identified contents and labels and contributed to discussion of fiction and non-fiction ②, Jake and Neha very strong ③. Maisie and Tariq both more confident with strategies for reading difficult words. ②
5	Big Cat Babies (Green)	Identify features of non-fiction; predicting text from meaning.	All read fluently, showing good strategies for unfamiliar words, Jake and Neha particularly good. ② Jake and Neha found information from chart unprompted. ③ Tariq and Maisie struggled. ①
6	Worm Looks for Lunch (Green)	Read aloud, taking punctuation into account; awareness of character	Very much enjoyed playing roles - all quickly adapted to playscript format and contributed to character discussion. ③ Jake and Neha read aloud well ③, Maisie and Tariq OK. ②



# Half-termly Group Assessment Sheet

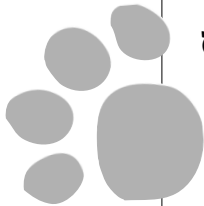
Class \_\_\_\_\_ Group objectives \_\_\_\_\_  
 Term \_\_\_\_\_  
 Group \_\_\_\_\_  
 Book band \_\_\_\_\_

Child's name	Books used and date	Reading	Responding to text	Evaluation and next steps

Review date \_\_\_\_\_ Next objectives \_\_\_\_\_







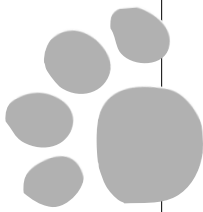
# Half-termly Group Assessment Sheet (Sample)

Class 2B  
 Term Summer 2005  
 Group Tigers  
 Book band Gold

Group objectives Read quietly at a rapid pace, solving unfamiliar words on the run; Understands punctuation and uses it to keep track of long sentences; Looks through a variety of texts, accurately predicting content

Child's name	Books used and date	Reading	Responding to text	Evaluation and next steps
Jamal	The Ball Burglar 12/4, 19/4	found amount of text difficult, struggled with longer sentences	Enjoyed discussing character and made meaningful comments. Good at discussing book content	Needs more reading practice at this level; identify Gold books that he'd most enjoy.
Lisa	Buzz + Bingo in the Fairy Tale forest 26/4, 3/5	Very fluent reader, correcting well on-the-run.	Good comprehension skills and very forthcoming when recapping and discussing books.	Attained all objectives - ready for White level.
Kira	Pirate Party 10/5, 17/5	Fairly fluent, although still needs prompting with difficult words.	Loved discussing pirate books, less forthcoming on other two. Comments showed reasonable understanding.	Needs more practice at this reading level; identify Gold books that she'd most enjoy.
Shauna	How to be a Pirate 24/5, 27/5	Very fluent reader, correcting well on-the-run.	Quite shy in group discussion, but shows good understanding when prompted.	Offer more opportunities to lead discussions/answer questions, to build her confidence.

Review date 30/5/05 Next objectives Sustains interest after break; Searches for and finds information easily; Reads silently, adjusting speed according to the material

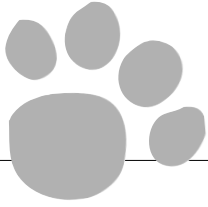


# Half-termly Planning Notes

Class \_\_\_\_\_ Term \_\_\_\_\_ Group \_\_\_\_\_

Session sequence	Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
Book title						
Getting started						
Reading and responding						
Returning to the book						
Checking and moving on						





# Fiction Book Review Sheet



Book title \_\_\_\_\_

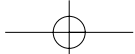
Author \_\_\_\_\_

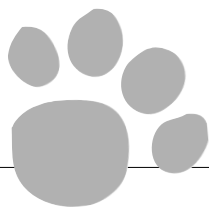
What I thought about this book

Setting

Characters

What happens





# Non-fiction Book Review Sheet



Book title \_\_\_\_\_

Author \_\_\_\_\_

What this book is about

What I knew (K)

What I learned (L)

What I want to find out now (F)

This book includes:

contents

diagrams

photographs

captions

tables

fact boxes

glossary

index

