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INTRODUCTION

About this series

Developed from the popular Reading Explorers series, **THE CLASSICS – A Voyage of Discovery** is a guided, skills-based resource created to enhance the teaching and learning of guided reading.

This new series provides teachers with a wide variety of narratives, including poetry, which will aid the development and continuity of guided reading throughout the school. Moreover, the programme actively promotes the teaching and learning of specific reading and research skills that will enable children to become more independent thinkers and learners.

Fulfilling the needs of the developing learner, **THE CLASSICS** will help children to become aware of the specific reading skills each of us require to access, interpret and understand a given text, and develop these through the use of wipe board and kinaesthetic activities.

Learners will be taught how to analyse the question being asked of them before attempting to look for an answer; an approach that affords teachers the opportunity to support children as they become independent learners in a structured and progressive manner.

The five thinking and reasoning skills contained in this programme are:

- **Literal thinking**
- **Deductive reasoning**
- **Inferential skills**
- **Evaluative assessment**
- **Research skills, which promote wider independent study**

THE CLASSICS comprises of four books, each with an accompanying CD, and is available for:

- Year 3 [Ages 7-8]
- Year 4 [Ages 8-9]
- Year 5 [Ages 9-10]
- Year 6 [Ages 10-11]

Each book and CD aims to:

- Provide children with the opportunity to access a range of different narratives and poetry by well-known authors
- Develop children's comprehension skills through purposeful and stimulating activities
- Reduce teachers' preparation time through the provision of differentiated activities and resources

About this book

This book is for teachers of children in Year 4 and includes the following:

- Twelve detailed lesson plans accompanied by an original text from a well-known author
- A biography of each author, together with an accompanying activity
- A Research Skills section that supports and encourages independent research skills
- A Reflect & Review section that provides a variety of methods and approaches for use when considering individual texts and authors
- A CD for easy use on an Interactive Whiteboard.

The CD

The CD contains supporting resource materials which will prove useful when delivering each lesson.

It provides an activity based on the biography of each well-known author used within the book. Each biography is **differentiated to a higher and lower ability level** to cater for the range of abilities found within the classroom.

The CD also contains a number of differentiated activities to help encourage children to reflect and comment upon each classic text they have read.

These differentiated activities will aid children as they research a well-known author of their choice and will allow all, both in the classroom setting and beyond, to practise and develop these thinking and reasoning skills.

The Lesson Plan

A unique feature of this book is how the various reading skills are layered on each page.

Structured in a way that highlights how these skills develop on from one another, each lesson plan gives the teacher the opportunity to assess which of the key reading skills a particular reading group or individual is strong in and which skills may need more attention.

Such an assessment tool is useful in that it helps guide the teacher when planning their next steps forward, and offers the flexibility to adapt each individual lesson to suit the needs of their learners.

The lesson plans are therefore divided purposefully into four distinct question types, together with an additional section that promotes the exploration of new vocabulary.

To show how this works, read the extract in the box below and consider the different question types that follow:

Her navy blue dress clung to her skin,
a gentle breeze whistling through the
empty branches like an angry banshee,
her frosted breath drifting away in the
moonlight. She was alone but knew
what she had to do. Staggering to her
feet, she steadied herself and, looking
straight ahead, walked deeper into the
shadows beyond.

Literal Questions

This initial section examines an individual's literal understanding of a text.

An example of a literal question could be:

What colour was the girl's dress?

The answer to this literal question would be highlighted in the text as being navy blue.

Deductive Questions

The next set of questions explores a child's ability to use clues on the page in order to deduce an answer.

An example of a deductive question could be:

What season do you think this part of the story is set in: spring, summer, autumn or winter?

The answer to this deductive question is winter, evidence highlighted in the text being the 'empty branches' of the trees and the 'frosted breath' of the girl. These clues, either together or in isolation, indicate a cold and wintry scene.

Inferential Questions

The following set of questions looks at whether a child can 'read between the lines' in order to gain a deeper understanding of the text's implicit messages.

An example of an inferential question could be:

Do you think the girl carried on with her journey because a] she was brave and determined or b] scared but had no other choice?

Questions such as these allow different interpretations of the text to be made and personal opinions to be formed and discussed. As such, answers to these question types are often less quantifiable and not always provable by highlighting the text itself. Nevertheless, discussion within the group as to reasons behind an individual's choice of answer is valid and will facilitate a greater awareness of the fact that a text can be, and often is, open to interpretation.

Evaluative Questions

These questions do more than simply help the teacher to round off the lesson. They allow children to speculate on the tone and purpose of the text, as well as to consider the text's audience. They also enable teachers to ask further questions on the social relevance a text may have in today's society.

Examples of evaluative questions could be:

Who do you think would be more likely to read this text: boys or girls? Why do you think this?

Do you believe writers of books and films should be encouraged to include more strong girls as leading characters in their stories? What effect might this have on a] girls and b] boys?

Essential Vocabulary

This section of the lesson plan increases the children’s knowledge and understanding of words and helps promote an understanding of why certain words may have been chosen by an author.

For example, focusing on the word ‘clung’ the following series of questions and activities might be asked in order to explore its possible meaning within this narrative’s context:

Circle the word ‘clung’ in the first sentence. Copy it onto your wipe board.

Do you think this is a strong or weak word? Why?

Show your teacher how you might ‘cling’ to a] a rope b] hope. Why might you do this?

Do you think the girl’s dress is wet or dry? Draw your answer.

What might the use of this word suggest has happened to the girl just prior to this event taking place? Why do you think this?

How to prepare and carry out the lessons

Each child will need:







- A wipe board and dry marker pen
- A copy of the reading text
- A highlighter pen

Introducing the session to learners

It is important for the children to know which skills they will be developing while they are reading with their teacher. Learning objectives should be discussed at the beginning of each term and you can remind them of these at the start of each session. Which skills and objectives you wish to focus on while exploring a particular text will be dependant upon the reading ability and comprehension level of individual groups.

A broader, more inclusive, model is provided below:

‘Who can tell me some of the different question types we have been looking at recently?’

Literal
Skimming & Scanning 
Key Words 
Deductive
Detective    Clues Proof Evidence
Inference


‘Literal, deductive, inferential!’

‘Good. And can anyone tell me what ‘deductive’ means?’
‘Deductive sounds like ‘detective’. It means we have to look for clues/evidence/proof on the page rather than in our heads.’

‘Well done, that’s a great explanation, and we’re going to look at some of these different question types, including deductive questions, when we are working in our guided reading session today.’

It is important to write the children’s answers up so they can be clearly seen throughout your lesson. This will act as a visual reminder to each child of what their learning intention is – not simply for this lesson but for the whole academic year.

Above are examples of the icons you may wish to use to represent each skill. Over time, the children will recognise and associate each icon with its relevant skill, especially if the same icons are used throughout the school. *

* Icons included on the CD

Prior to reading the text

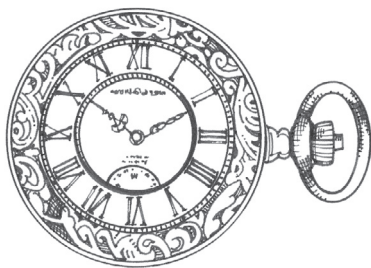
Provide each child with a copy of the text and ask them to scan the page to look for clues which tell them what genre of text it is. How can they tell this? Do they think they know which book this extract is from? Do they know who wrote this book and when?

What do they think the text might contain? Ask them to look at the illustrations, the title, the font used and the layout of the page to give clues. Can they predict what the text will be about? What do they already know about this particular genre?

Ask the children to quietly read through the text to familiarise themselves with it. They can circle any unfamiliar words they encounter. Any words circled can be discussed as a group and, later on, be put into the children's personal dictionaries. These can either be used to provide vocabulary extension work for particular groups or can provide extra words for their weekly spellings.

Timings

The lesson should take between 25–30 minutes to complete.



However, how long you wish to spend on each question type will be wholly dependant upon the ability level of the group sitting in front of you. A group that has difficulty in comprehending a text may need a significant amount of time spent on the initial stage of questioning [the teacher adding their own literal questions as they deem appropriate] before leading into the more difficult deductive section. On the other hand, a higher level group may be able to skip through this stage at quite a pace in order to access and complete the more challenging deductive and inferential questions set before them.

It is also important to remember to give a weighty amount of time to looking at the question itself.

To determine that the group have understood the question and feel confident enough to start looking for the answer, the following approach can be taken:

A 5-staged helping hand approach



1. Ask the children to turn over their text so that they cannot see it.
2. Write down the question you want to ask on your wipe board and show the children. Ask them to read it and write down the most important words or phrases onto their wipe boards. When the group has finished, ask them to show each other their answers.

For example, you might write '*At what time did Alice discover the rabbit hole?*' The children would read this and write down key words such as 'time' and 'discover'.
3. Discuss how relevant the chosen key words are when searching for the answer and where they might find the answer in the text itself. As the children begin to understand that there may be more than one key word in a question, discussion may also take place as to which key word should take precedence over another.
4. Ask the children to turn over their text and begin looking for the answer. Once they have found it, they should highlight it and write down the answer on their wipe board, again turning over their sheet so that it is no longer visible.
5. When everyone has finished, ask individuals to reveal their answers by showing their wipe board to the group. Answers can then be discussed accordingly and additional evidence highlighted on the text itself.

The Little Match Girl

Hans Christian Andersen

1845

Literal Questions

- On what day is the main part of this story set? [New Year's Eve]
- How does Little Match Girl try to get warm? [By striking matches]
- With your teacher, make a list of things the little girl sees before she sees her grandmother. Why do you think she sees these things?

Deductive Questions

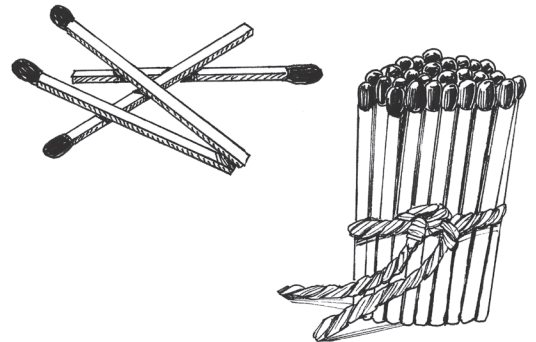
- In which season is this story set? [Winter]
How do you know? [It is New Year's Eve and bitterly cold]
- Do you think the main part of this story is set during the day or at night? [Night] Why do you think this? [She sees a shooting star, the brightness of the matches suggest darkness surrounds her, dawn rises at the end]
- Was the little match girl happy or sad at the end of the story? What tells us this? [Happy – with her grandmother in a place where she will not feel pain or hunger, only love]

Inferential Questions

- Draw a picture of the little match girl. Think about what she would look like: her body shape, her hair, her finger nails, her clothes etc. Show it to your partner. Why have you drawn her like this?
- What do you think her family life was like? Discuss your ideas as a group.
- Where do you think the little match girl went with her grandmother at the end of the story? [Heaven – allow discussion to take place as to what this means to different people and different faiths]

Essential Vocabulary

- Look at the two pictures.
Which one shows us a 'bundle' of matches?
Draw your answer.



- Your teacher will now light a match.
Listen carefully. Highlight two sound words in paragraph 1 that describe what you hear. [Scratch! Sputtered]
- Underline the word 'streak' in paragraph 3.
Draw a falling star with 'a bright streak of fire' behind it.
Does this word suggest the star's tail was long or short? [Long]
- Circle the word 'haste' in paragraph 5.
Do you think this is a fast or slow word? [Fast] Why do you think this?
- Write the following four words on your wipe board: either, or, neither, nor.
Pair them up. [Either/or, neither/nor]
Which two does Hans Christian Andersen use? [Neither/nor]
Why? [To show the absence of hunger and pain, to infer a safe place abound with love]

Evaluative Questions

- Would you describe the ending to this story as happy or sad? Why?
- Why do you think Hans Christian Andersen wrote this story?
- This story was written over 150 years ago. Do you think some children still face the same situation as Little Match Girl today? How does that make you feel?

The Little Match Girl

by Hans Christian Andersen

Her little hands were almost frozen with the cold. Ah! Perhaps a burning match might be some good, if she could draw it from the bundle and strike it against the wall, just to warm her fingers. She drew one out – “scratch!” how it sputtered as it burnt. It gave a warm, bright light, like a little candle, as she held her hand over it. It was really a wonderful light. It seemed as though she was sitting by a large iron stove. How the fire burned! And seemed so beautifully warm that the child stretched out her feet as if to warm them, when, lo! the flame of the match went out!

The stove vanished, and she had only the remains of the half-burnt match in her hand...

Then she saw a star fall, leaving behind it a bright streak of fire. “Some one is dying,” thought the little girl, for her old grandmother, the only one who had ever loved her, and who was now in Heaven had told her that when a star falls, a soul was going up to God.

She again rubbed a match on the wall, and the light shone round her; in the brightness stood her old grandmother, clear and shining, yet mild and loving in her appearance.

“Grandmother,” cried the little one, “O take me with you; I know you will go away when the match burns out; you will vanish like the warm stove, the roast goose, and the large glorious Christmas-tree.” And she made haste to light the whole bundle of matches, for she wished to keep her grandmother there. And the matches glowed with a light that was brighter than the noon-day, and her grandmother had never appeared so large or so beautiful. She took the little girl in her arms, and they both flew upwards in brightness and joy far above the earth, where there was neither cold nor hunger nor pain, for they were with God.

In the dawn of morning there lay the poor little one, with pale cheeks and smiling mouth, leaning against the wall. She had been frozen on the last evening of the year; and the New-year’s sun rose and shone upon a little child. The child still sat, holding the matches in her hand, one bundle of which was burnt.





Learning Objective:

- To be able to use a range of reading strategies in order to answer a set of true or false questions

Warm up Questions:

- Write a definition for the word 'biography'.
- Why do people write biographies?
- What sorts of things are written in a biography?
- Why might a writer want to include these things?

Answers:

- | | | | | | |
|---|-------------------------|----|-------------------------|---|-------------------------|
| 1 | <input type="radio"/> T | 2 | <input type="radio"/> T | 3 | <input type="radio"/> F |
| 4 | <input type="radio"/> T | 5 | <input type="radio"/> T | 6 | <input type="radio"/> F |
| 7 | <input type="radio"/> F | 8 | <input type="radio"/> T | 9 | <input type="radio"/> T |
| | | 10 | <input type="radio"/> F | | |

Main Activity:

Step 1: Preview the text

Read the biographical extract about the life of Hans Christian Andersen. Highlight any names, dates or events you think are important and might be asked about. Why do you think the writer has included this information? What questions do you think you will be asked? Why? Jot down some of your ideas on the back of your worksheet.



Step 2: Do the activity

Read each of the statements regarding the extract you have just read. How do they compare to your own ideas? When you read each statement, underline the key words in the statement itself. Ask yourself: What is the statement really asking me? Where will I find this answer in the text? Are there any clues in the question that can help me find my answer more quickly? Should I skim or scan the text to find my answer? When you have done so, shade the correct True or False box on your worksheet. Use green if it is true and red if it is false.



Step 3: Review the text

When you have finished, compare your answers with a partner. Have they shaded in the same boxes as you? Why? Why not? Together, discuss why you agree or disagree with each other and find evidence in the text that supports your opinion. If you have time, write two more true or false questions of your own and give them to your partner to answer.

Evaluative Questions:

Reflect upon Hans Christian Andersen's life:

- Why do you think Hans Christian Andersen's father read to his son at 2pm every day? Why do you think his son enjoyed this time so much?
- Why do you think many of Andersen's fairy tales include poor people?
- Why do you think parents all over the world still read his fairy tales to their children today?

Website: <http://www.andersenfairytale.com/en/bio>

HANS CHRISTIAN ANDERSEN

[1805 – 1875]



Hans Christian Andersen was born in Denmark, over two hundred years ago, on April 2nd 1805.

His father was a shoemaker, his mother a washerwoman for rich people. You will notice the contrast between the rich and the poor in many of his stories. You will even spot the odd shoemaker!

At 2pm everyday, his father would sit little Hans down and read to him, the printed words floating from the pages and awakening his imagination. But at the age of eleven his father died and the stories that were once read to him were read no more.

Nevertheless, the fire for the love of books and the magical worlds they held within them had been lit, and when he was fourteen years old he ran away to seek his fortune and become a writer.

Hans grew poorer and poorer and poorer, and if it were not for the loving help of the Director of the Royal Theatre, he would have died hungry and homeless.

Instead, this kind gentleman paid for him to return to school and, with a lot of hard work, Hans eventually went to university in Copenhagen to begin his writing.

Andersen was first known as a poet and his first book of fairy tales was not published until 1835. His book was a success and from then on he would write one new book of fairy tales each year until 1872.

Hans was tall and skinny and had a large nose - he always thought he was an ugly duckling. However, his stories show love and compassion for those who are outcast and suffering. They also teach us that how we look on the outside is not the true us - that our real beauty is within each and every one of us.

Andersen wrote more than 150 fairy tales in his lifetime. Today, parents everywhere still sit down with their children and read his stories to them with lots of love – just as Hans's father did with his son and which helped give us the greatest children's writer the world will ever see.

Hans Christian Andersen was Danish.

True

False

He celebrated his birthday on April 2nd.

True

False

Andersen came from a rich family.

True

False

His father had a strong love for books.

True

False

After his first book, Hans wrote one book every year for 37 years.

True

False

Hans Christian Andersen thought himself good looking.

True

False

Hans's father would sit his son down at 2am each day to read to him.

True

False

Andersen believed inner beauty was more important than outer beauty.

True

False