

Guided Reading Program - King of Shadows

This should be used as a complementary scheme of work that can be fitted into our King of Shadows medium-term plan. Our key aim is to ensure that the students are familiar with the terms from the 'Reading Strategies' sheet (see page 5 of 'Should we use Guided Reading?' report) and should be referred to throughout the year, as a starting point for specific reading activities to be used with Year 9 in preparation for the SATs.

Each activity should be slotted into at least one lesson per week. You will need to group your class appropriately according to the activity, sometimes mixed-ability groups will work better, other times you may feel that same-ability groups will be more effective.

You will obviously want to do some whole-class activities based on these terms before asking the groups to take part in the tasks below, but many of these skills will be covered in the main King of Shadows medium-term plan and the following activities can then be naturally incorporated into your teaching of the novel. You may not want to spend more than about ten to fifteen minutes on the suggested tasks below, but obviously you can develop them at your own discretion as appropriate.

<u>Key Focus</u>	<u>Activity</u>
<u>Session 1:</u> What are ' <u>reading strategies</u> '?	Find a definition for each reading strategy on the 'reading strategies' worksheet (1); each group to share 1 definition found.
<u>Session 2:</u> What is <u>inference</u> ?	What are our first impressions of Nat and Arby? Read p. 13-15 (2); list words on whiteboards that describe Nat and Arby's characters, then underline the phrases from the passage that demonstrate how we know this about them; annotate inferences made on the passage; one spokesperson should share 1 characteristic per character, describing how they used inference to make their deductions.
<u>Session 3:</u> How do we use clues in the text to <u>predict</u> what will happen next?	Do choral reading of passages from chapters 2 and 3 (3); firstly identify the key differences in the way that the two passages are written; then try to predict what is going to happen a) in chapter 4 and b) at the end of the novel; list ideas on A3 paper describing what predictions have been made and which clues have been used to make these predictions; keep hold of the sheets and refer back to them at the end of the story.

<p>Session 4: What is empathy?</p>	<p>Read extract from chapter 6 (each student to read 1 sentence in turn within their group); brainstorm how you think Nat would feel seeing the Globe theatre for the first time; write the first paragraph of his diary describing this experience; ensure one student in each group can then explain how they know how Nat would feel in this situation and that they can clarify the skills they have used.</p>
<p>Session 5: How can we visualise what is being described in a text</p>	<p>Having read brief extract from chapter 11 describing what Nat will look like in his 'Puck' costume, students should draw a detailed picture of how they visualise Nat would look, using passage and prior knowledge of Puck learnt from the novel; this could then be extended to designing the stage during Nat's first scene; students can then annotate their designs with similes; one student from each group should then join another group and read their similes aloud; rest of group should draw what they visualise from the description they are given by the envoy; they can then compare their images.</p>
<p>Session 6: How can we use close-reading skills to devise challenging questions based on a piece of text?</p>	<p>Each group should choose one page from chapter 14 (after reading the chapter as a whole class) and write a minimum of 5 questions that refer to specific details from their chosen passage; one student should then act as an envoy and work with another group; the group must read the passage once and then attempt to answer the questions asked by the envoy; if they cannot answer any question, the group should then use their close-reading skills to find the right answer.</p>
<p>Session 7: What do we mean by the terms 'skimming' and 'scanning'</p>	<p>After reading chapter 18 as a whole class, guided-reading groups should then use their skimming and scanning skills to answer a series of quick-fire questions devised by the teacher; the first group to answer each question wins a token and the group with the most tokens at the end of the quiz wins a prize/each member gets a merit.</p>
<p>Session 8: What have we learnt in our guided-reading sessions?</p>	<p>Allocate each group 1 or 2 reading strategies; groups must then design a brief presentation explaining what they have learnt about their chosen strategies and how they have helped them improve their reading skills.</p>