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GUIDED READING

Introducing the book

Show the children the front cover of the book so that they can focus on the illustration in order to make predictions about the story. Read the title and ask question 1 on the bookmark (page 10).

Draw attention to the names Julia Donaldson and Axel Scheffler and ask if the children have heard of either of them. Establish who is the author and who is the illustrator. Encourage the children to name other titles by Julia Donaldson and discuss what they know about her style (for example, that the stories are often funny and usually in rhyme).

Explore the facial expressions of the characters on the cover, and ask if this distinctive style reminds them of the work of Axel Scheffler in any other books. Closely explore the front cover illustration and ask question 2 on the Guided Reading bookmark.

Look at the background landscape and identify clues that indicate the time of day. Turn to the illustration on the back cover and ask question 9 on the bookmark. Consider what part the dragon might play in the story.

Next, read the text on the back cover (taken from the first page of the story). Ask question 3 on the Guided Reading bookmark and discuss how this helps to build a mind picture of the witch. Ask question 4 and talk about how clues in words help us to decide on the moods of characters. Read the same text again and ask question 5. Talk about what children like about stories and poems that rhyme.

Initial reading

Ensure that your initial reading of *Room on the Broom* is a lively and engaging experience that captures the children's imaginations. Read clearly and expressively, encouraging participation (for example, pausing so that they can join in with predictable rhyming words or asking them to shout the angry words of the dragon and beast together). Vary vocal

tone and body language to build up mood and atmosphere (for instance, saying the word whoosh! while moving an arm up in the air to indicate the speed and direction of the disappearing broom). Use body movements to engage children in the characters' actions, such as holding a hand to shield your eyes to indicate searching or imitating a tight 'clutching' motion by making a fist to show anger. Introduce varied and consistent voices for the minor characters and emphasise words such as wailed and spat. Pause for effect before turning a page when the text indicates this with an ellipsis.

Indicate words by moving along them with a finger or pointer as you read, and remember to pause at significant points to ask children what they think will happen next or to predict a word or phrase, for example, *What do you think will happen to the broom if the frog keeps on jumping on it?*

As you continue to read, ensure that the children understand the text through appropriate comments and queries. For instance, ask question 6 on the Guided Reading bookmark and consider whether previous knowledge of the sound of thunder helps to answer this question. If necessary, explain language such as *ear-splitting, moors, ditch, bog* and *strode*.

Encourage children to consider how characters are feeling as the story progresses by asking question 10 on the Guided Reading Bookmark about how they would feel in similar situations. Always be prepared to follow the children's comments, interests and ideas when you ask these questions, and encourage respect for differing opinions and aspirations.

Draw attention to the rich and detailed illustrations and discuss how they enhance the story, for instance, explore the image of the horrible beast facing the dragon and ask question 7 on the Guided Reading bookmark. Finally, encourage children to voice their initial impressions of the book.

1. What happens next?

Objective

To discuss the sequence of events in books and how items of information are related.

What you need

Copies of *Room on the Broom*, photocopiable page 20 'What happens next? (1)' (one large copy and one copy for every two children), printable page 'What happens next? (2)' (Support only), scissors.

Cross-curricular link

Mathematics

What to do

- Read *Room on the Broom* and discuss how events follow a sequence to create a satisfying story.
- Display the large copy of photocopiable page 20 'What happens next? (1)'. Read the sentences in the order they appear and discuss whether these story events are in the correct sequence.
- Choose which two sentences might be appropriate to begin and end the story and number these 1 and 10. Number the remaining sentences from 2 to 9 in the sequence that events occur.
- Double-check that the sequence is correct by inviting individuals to stand in a line holding numerals from 1 to 10. Ask each child to read out their numbered sentence in order.
- Cover the completed photocopiable sheet. Give each pair of children a copy of the photocopiable sheet and scissors, and ask them to follow the instructions on the page.
- Share sequences. Which is the most accurate? Does it match the sequence they created as a class?

Differentiation

Support: Use printable page 'What happens next? (2)' which is a simplified version of the photocopiable sheet.

Extension: Ask children to make up paper strip sentences for 'Tell the story' puzzles.

2. Magical productions

Objective

To make inferences on the basis of what is being said and done.

What you need

Copies of *Room on the Broom*, photocopiable page 20 'What happens next? (1)', bench or plank resting on wooden boxes, props (such as a witch's cloak, a bow, hat and wand), masks for dog, cat, bird, frog and dragon.

Cross-curricular link

Drama

What to do

- Explain that you would like the children to work in groups of six to dramatise *Room on the Broom* for the rest of the class.
- Help the groups with planning by providing copies of the sequence created from photocopiable page 20 'What happens next? (1)' by rearranging the sentences in the correct order.
- Ask the groups to begin by making lists of characters and props needed. Talk about how to make a broom to sit on, for example, by using a bench or a plank with a wooden box at either end.
- Emphasise the need to spend time discussing and trying out the voices and movements for the characters and any sound effects, such as yowling, growling, shrieking and wailing.
- Encourage the children to explore and modify their dramatisations before performing them.
- After each performance ask the audience to comment on the success of the production.

Differentiation

Support: Provide character puppets, as children often lose inhibitions and invent suitable voices naturally while they operate them.

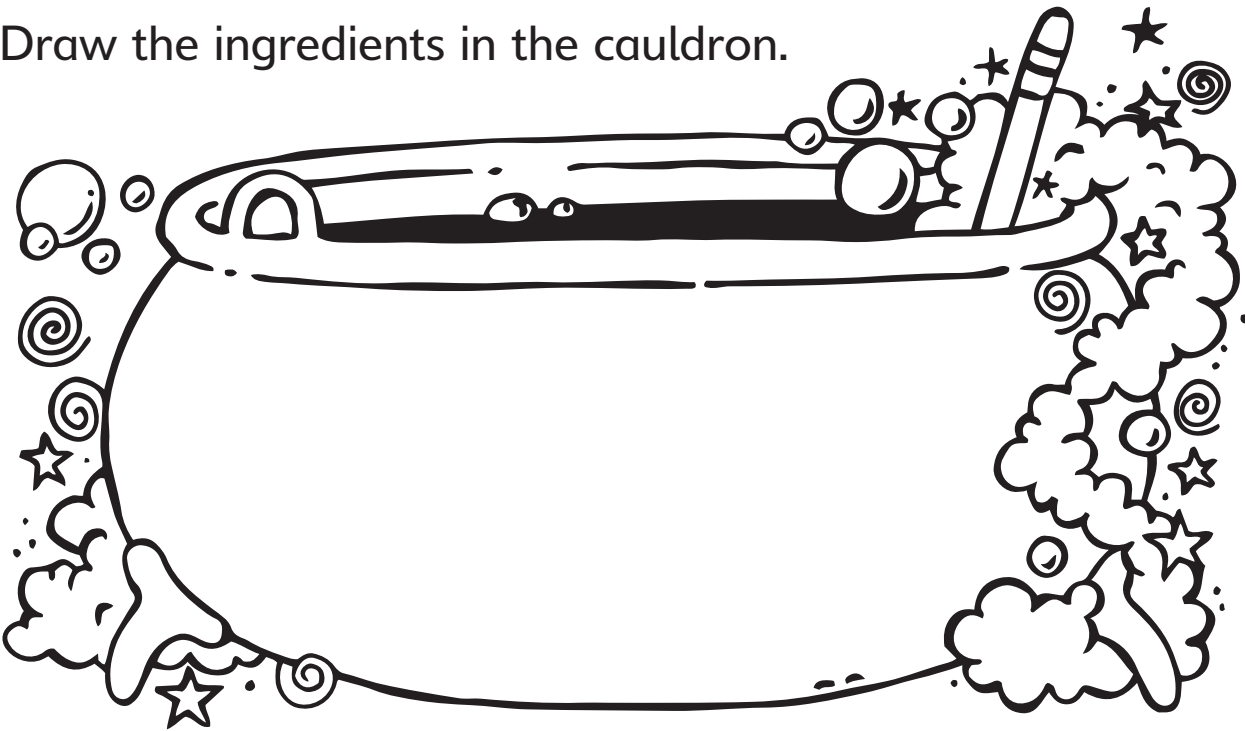
Extension: Suggest that children record their performances so that they can be self-critical as they decide how realistic the characters' voices and movements are.

My special spell

- Create your own witch's spell by completing the sections below.

What is the name of your special spell?

Draw the ingredients in the cauldron.



List the ingredients for your special spell, including amounts.

Write the chant to make your spell work.

What is the purpose of your special spell? What will it create or do?
