BEFORE YOU START

Prepare a group journal to help you record group discussions and responses to the text as you work through the book.

Prepare outlines of the character Fizzy, ready to complete using the Role on the Wall technique.

Find photos of a dog, a party dress, cola bottles, a tutu, a mask and swords for use in Session 1.

Gather paper and drawing materials for use in Session 3.

*Fizzy and the Party* is Sarah Crossan’s second story about Fizzy. In the first, *Fizzy and Bandit*, also illustrated by Nicola Colton, Bandit comes into Fizzy’s care. Children don’t need to have read *Fizzy and Bandit* to enjoy *Fizzy and the Party*, but they might enjoy reading it afterwards if they haven’t. There are also teaching notes available for *Fizzy and Bandit*. 
SESSION 1: COVER AND CHAPTER ONE

Focus: Predicting, Scanning the Text and Questioning

Reveal the photos you have prepared one by one. Tell the children these items belong to the main character in the story.

- After seeing all the items, what do you think the character might be like?
- What do you think they are interested in?
- What do you think they look like?
- Do you think they are an adult or a child, a boy or a girl? What makes you think that? [This may lead to a discussion around gender and gender norms.]

Now reveal the images of Fizzy from the cover and the title page. Try not to reveal Fizzy’s name in the title, or show her mum and Bandit.

- What can you say about this character?
- Was this the kind of person you had in mind?

Share the rest of the illustrations from the front cover and title page.

- Who do you think these two characters are?
- What do you think you can guess about them?
- How do you think they are connected?
Consider the two characters’ facial expressions and body language.

- How do you think each character is feeling? How do you know?
- Why do you think the dog is dressed up in the second illustration?
- What do you think this story is about?

Unpick the children’s responses to the title.

- Do you enjoy parties?
- What kind of things do you associate with parties?
- Who do you think Fizzy might be? Is she the character we have seen?
- Do you think her unusual name might be a clue to her personality?
- What does the word fizzy suggest to you?
- Based on the title, what might happen in this story?

As a group, come up with three key questions that you would like answered over the course of the story and note them down in the journal, such as:

- Who is Fizzy?
- Whose party is it? What is being celebrated?
- Why is she dressed up like this?
- Why is the dog also dressed up?

Read Chapter One to page 5, ‘stared up at her, unimpressed’, sharing the illustrations.

Draw attention to the word unimpressed and discuss the root word impressed.

- What does adding ‘un’ do to the word?
- Why do you think Bandit is unimpressed?

Ask the children to imagine what your facial expression would look like if you were unimpressed.

- Can you demonstrate it to each other?
Read to the end of the chapter and share the illustrations. Reflect on what we have learnt about Fizzy’s character so far and ask the children to complete a **Role on the Wall** for Fizzy. Ask the children to come up with words or phrases to describe Fizzy’s feelings or personality and her outward appearance or behaviour.

To promote a higher level of thinking, ask the children to consider what they know from her speech and what they have to infer from her body language and gestures. For example, we know Fizzy lives with her mum and Bandit, but seems to have a mind of her own and to have her own ideas about her mum’s parenting, e.g. bedtimes.

- What does something Fizzy does tell you about her personality?
- And how does her personality make that action seem most likely (‘in character’)?
- What do we know about Fizzy at this point in the story?
- What do the illustrations add to what we know?
- What does she like doing, or not like doing?
Focus: Questioning, Responding and Empathising

Begin by exploring the children’s responses to the book so far with the help of the four basic questions. These questions can be used as a basis for discussion throughout the sessions.

- Tell me… was there anything you liked about this text?
- Was there anything that you particularly disliked… ?
- Was there anything that puzzled you?
- Were there any patterns… any connections that you noticed… ?

As children respond it can be useful to write down what they say under the headings ‘likes’, ‘dislikes’, ‘puzzles’ and ‘patterns’. Record the children’s responses in the journal and return to any queries as the sessions continue.

Read to page 10, “Be as quick as you can!” . Invite the children to think about how we gain an added insight into the story through Fizzy’s sidekick, the dog Bandit. Draw an outline of a dog in the journal and ask the children to consider what they know about dogs, especially if they have a dog themselves or know someone who does.

- What kind of things do dogs like doing?
- What are their main personality traits?

Make a note of everything the children discuss around the outside of the Bandit outline. Then ask the children to re-read the story so far, skimming and scanning for evidence of Bandit’s feelings about the events of the story, including scrutinising the illustrations for any additional evidence. Record any vocabulary that the children mention.

Then ask each child to write Bandit a note of advice suggesting what he could do, then pass their note to another child to read and reply writing in role as Bandit.
Read to page 16, ‘Mrs Crumbleboom looked disappointed’. Allow time and space for the children to reflect and discuss what they have read.

- What do you think Mum is thinking and feeling? Which words in the text tell you this?
- If you were Mum, would you let Fizzy go to the party? Why / why not?
- Does Mum remind you of your own parents or carers?
- Do you think they would let you go to a party on a school night?
- Are you like Fizzy, who seems determined to have her own way?

Add quick pen portraits of Mum and Mrs Crumbleboom to the journal to summarise and reinforce what you have read.

End the session by reading to the end of the chapter.

- Is this what you predicted would happen?
- What do you think will happen in the next chapter?
SESSION 3: CHAPTER THREE

Focus: Scanning the Text, Predicting and Visualising

Ask the children to summarise the events so far, perhaps by drawing a story map.

- Do the events so far remind you of any other stories you have read?
- Do the events so far remind you of any events in your own lives?

Invite the children to reflect on times where they have been slow to do what adults asked them to do, or where they were excited, maybe even over-excited, about a party.

Read page 19, to ‘with cakes and biscuits’. Draw attention to the word laden. Agree on a definition of the word and see if children can use it in another context.

Read page 20, to ‘chocolate button eyes’. Then write the sentence “I was stirring and sieving and kneading and rolling all afternoon” in the journal.

- Why does Sarah Crossan repeat the word and to list everything Mrs Crumbleboom was doing when she was baking for the party?
- How would it be different without and, so if it was “I was stirring, sieving, kneading and rolling all afternoon”?
- What impression of Mrs Crumbleboom does it give you?
Tell the children they need to listen carefully as you read the next part, because they are going to sketch what they imagine as you read. Read to the end of the chapter without revealing any of the illustrations. Ask children for their immediate responses to the text, and to share language that is memorable to them.

- Which words or phrases especially struck you as you listened?
- What kinds of pictures did they help you to imagine?

Hand out paper and drawing materials, then invite the children to sketch the image from the description as you re-read it several times. Then ask them to share with a partner what they have drawn and why. Encourage the children to look at the similarities and differences in each of their drawings and consider why these might have arisen. Ask the children to re-read the passage for themselves, text-marking the memorable words and phrases and checking for further detail they could include in their drawing.
SESSION 4: CHAPTERS FOUR AND FIVE

Focus: Thinking Aloud, Questioning and Predicting

Begin the session by recapping what has happened so far in the story.

• Can you order the story verbally with a partner? Use the story map and journal to assist if needed.

Read the opening of Chapter Four until page 29, ‘for a snack break’. Ask the children to clarify what it means to say ‘the party was alive’.

• How do you think it feels to be at a party that is alive?
• What do you think you see, hear or feel – or even smell or taste?
• Which words tell you the party is alive?

Read page 30, to ‘the back door’, and explore the more advanced vocabulary protest and hurtled. Invite children to show they have understood the words by using them in their own sentences.
Read to the end of the chapter. Encourage the children to update Fizzy’s **Role on the Wall** in the light of her continued behaviour at the party, both in the garden and house. Then invite the children to compare Fizzy and her mum.

- How are Fizzy and Mum different? How are they the same?
- Do you find one character more likeable than the other?
- If so, which one, and why?
- Do you think the characters are alike in any way?

Help the children to create a **Venn diagram** to record their discussions and to re-read the text to find evidence to support their opinions.

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Read to page 41, “or take a trip”. Discuss the body language of each character in the sentence: ‘Bandit, who was gnawing a teddy’s arm at the end of Fizzy’s bed, raised his head guiltily.’

- What do these descriptions tell us about these characters and how they are feeling?

On page 41, draw the children’s attention to the word *listening*.

- Why do you think Sarah Crossan has put the word *listening* in italics?
- How do the italics make you read the word?
- How do you think this affects the meaning of the sentence?

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Finish the session by reading to the end of Chapter Five. Discuss with the children what they think Mum is going to do.
SESSION 5: CHAPTER SIX

Focus: Clarifying, Summarising and Responding

Read up to page 46, ‘And then a whizz’.

- What do you think is happening in these pages?
- Which words capture Fizzy’s and Mum’s feelings?

Read to the end of the book. Ask the children to summarise how the story ends, then add the final details from the story to the story map. Revisit the Role on the Wall and ask the children to reflect on how Fizzy has changed over the course of the story. Invite them to retell the story, giving each child a chance to share one sentence in sequence and then move on.

Engage the children in book talk, discussing how the book made them feel and allowing them time and space to tell you their likes and dislikes, with reference to different parts of the text or particular illustrations. Explore their responses to the story with the help of the four basic questions.

- Tell me… was there anything you liked about this text?
- Was there anything that you particularly disliked…?
- Was there anything that puzzled you?
- Were there any patterns… any connections that you noticed…?
Review the story in chronological order and consider the different emotions Fizzy has felt throughout the story. Work collaboratively to choose words to describe these emotions. Write them on sticky notes and then organise them to create a graph of emotion. You could repeat this exercise for Mum or Bandit.

Through modelling, ask the children to describe their favourite part of the story. Provide the children with an oral scaffold, such as: the most memorable part of the story was... because...; my top moment in the story was... because... and ask them to discuss their favourite part of the story in pairs. Encourage children to give reasons for their choices and invite some children to share these.

As an extension activity, the children could write and illustrate in role a diary entry written by Fizzy, or perhaps Bandit could offer his version of events.
IDEAS TO SUPPORT THE SESSIONS

These are areas you could further develop depending on your professional judgement of the children's learning needs and their interests.

Developing wider reading experiences

Read and explore stories with similar themes involving self-regulation and family relationships, such as:

- *Looking After William* by Eve Coy
- *The Star in the Forest* by Helen Kellock
- *Look Up!* by Nathan Bryon, illustrated by Dapo Adeola
- *Come Away from the Water Shirley* by John Burningham
- *George Speaks* by Dick King-Smith, illustrated by Judy Brown
- *Pippi Longstocking* by Astrid Lindgren, illustrated by Lauren Child, translated by Tiina Nunnally
- *I will not ever NEVER eat a tomato* by Lauren Child
Supporting reading fluency

• While reading with the group, model skills and strategies such as predicting, sampling, confirming, self-monitoring, self-correcting, ‘thinking aloud’, interpreting things which are only implied, and the full range of cueing systems (semantic, syntactic and graphophonic).

• Occasionally, you could hide some words with a sticky note, asking the children to refer to the illustration for ideas. You could give another clue by revealing the first syllable or letter.

• You could make a pairs game to develop visual memory and book language, creating cards using laminated images from the book. Make pairs of cards, one card for an illustrated location or character and one for matching words from the story. Spread these out face down. Children take turns to turn over two cards. If they match, they can keep them. If not, they have to turn them back over again. The game proceeds until all the pairs have been found.

• You could create a simple jigsaw by writing questions with corresponding answers directly underneath on one side of a piece of paper, then printing an illustration on the reverse and cutting the sheet of paper up to separate the questions and answers. The children lay out the questions and answers in order. They can check their layout by turning them over to see if they have created the illustration correctly.

Vocabulary building

• Children could make word collections which describe a particular character and their feelings or a place, event or situation.

• The text could also be used to investigate words which may be unfamiliar to some or all of the children, such as: ignore, tutu, stray, glittery, unimpressed, real-life, pyjamas, gorgeous and squinted.

• The text could also be used to investigate the structure and impact of prefixes and suffixes. For example, children could investigate any patterns in adding –ing (getting, grinning and dressing) to the verb or they could look at regular and irregular past tense verbs (gave, said, ignored, opened, were, popped, chewed and held).

Opportunities to revisit the text independently

• With the children, make a set of magnetic or stick story props to use in a retelling of the story and to support children in their own independent retellings. If possible, provide extra copies of the book to support this.

• If the children have a good memory of the text through repeated readings, they can be given copies of the story to read to partners. This helps children to see themselves as readers.
• Allow the children to re-enact the story through play. Revisiting stories through a range of play-based experiences helps children to step into the world of the book and to explore it more completely.

• Use **hot-seating** to explore the characters further. One member of the group **role-plays** a character and is interviewed by the other children. This activity involves children closely examining a character’s motivation and responses.

• Make a **story map** as a way of retelling the story. This breaks the story down into episodes and sequences its events. This kind of graphic representation helps children to hold on to the shape of the story more confidently.

• Encourage the children to take the book home to read alongside a parent or carer and suggest that they use the ‘Tips for grown-ups’ pages to support their discussions.

**Experiences linked to the text**

• Children could create their best outfits for dressing up for a party, and think of how they might ensure a dazzling entrance.

These resources were created by Bloomsbury and The Centre for Literacy in Primary Education (CLPE). For more teaching resources, visit:

www.bloomsburyguidedreading.com

www.clpe.org.uk