A Hundred and One Daffodils

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BOOK BAND: LIME

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 Dusty, ready to complete using the Role on the Wall technique.

Find photos of real foxes and examples of fictional foxes for use in Session 1.

Gather paper and drawing materials and make copies of pages 26–27 for use in Session 3.
SESSION 1: COVER AND CHAPTER ONE

Focus: Predicting, Scanning the Text and Questioning

Before sharing the book, show them a selection of photos of real foxes and examples of fictional foxes. Ask the children to share any knowledge or feelings they have about foxes, including how fictional foxes behave in stories.

- What associations do you have with foxes?
- Can you think of words to describe foxes? [They might say cunning, wily, sly, fantastic or skilful.]
- Does what you know about foxes help you predict what kind of story this might be?
- What might happen in the story involving a fox?

Note these ideas down in the journal.
Share the front cover and title with the children and ask them to speculate what the story might be about. Use prompts such as:

- What type of fox do you think this is? Is it friendly or frightening? How do you know?
- What role do you think this fox might play in the story?
- What time of year do you think the story is set? Why?
- How do you think the fox and the mole are feeling in this picture?
- Do you think there will be any other characters in this story? Who might they be?

Read to page 7, ‘the first day of springtime’.

- Do you know what ‘springtime’ means?
- What happens in springtime?
- Can you use your senses to describe what springtime means?

Encourage the children to use the illustrations to support their attempts to describe spring.

Read to page 10, ‘a great big party!’.

- How do you think Dusty feels about having a springtime party?
- How would you feel?
- How do we know that Dusty is excited?

Encourage the children to re-read the text aloud, using punctuation to help them read with expression and to support their ideas about Dusty’s excitement. They could look at how her dad builds her excitement in the way he presents information and shares childhood stories. You could explore the impact of him describing the first daffodil he ever saw, the fact he says springtime is the best time of the year and the excitement of the great big party he describes.
Read to the end of the chapter and share the illustrations. Reflect on what we have learnt about Dusty’s character so far and ask the children to complete a **Role on the Wall** for Dusty. Ask the children to come up with words or phrases to describe Dusty’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 Dusty is young and inexperienced, but also that she loves parties and is determined to find the daffodils.

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

Revisit the **Role on the Wall** at key points in the story as we find out more about Dusty.

Ask the children to predict how they think Dusty will get on in her quest to find one hundred and one daffodils, noting down their ideas in the **journal**. Encourage the children to draw on their personal experiences to support their predictions.

- How do you feel when you are going to a party?
- How do you feel and act the night before?
- Do you think the party Dusty is going to will be the same as the parties you go to? Why, or why not?
SESSION 2: CHAPTER TWO

Focus: Responding and Empathising

Explore their responses to the start of the book 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 the opening of Chapter Two, up to ‘from under the grass’. Invite the children to help Dusty describe a daffodil to Mabel. You could support this by referring back to Denise Hughes’s illustrations on pages 7–8, to photos or to real daffodils, depending on season and availability. Record their ideas in the journal.
Read Dusty’s description on page 12, “It’s the prettiest big yellow flower”.

- Do you think this description tells Mabel enough information for her to be able to spot a daffodil?
- How does this description compare to your own descriptions of daffodils?

Invite the children to recast the sentence to include any other details they think are important.

Ask the children to read independently to page 14, ‘all the counting’.

- Do you think that Dusty and Mabel will make a good team and find the daffodils? Why, or why not?

Read to the end of the chapter. Allow the children time and space to reflect on what they have heard.

- Do you think Dusty was right to be cross at Mabel?
- Do you think it was wrong of Mabel not to count more carefully?
- What do you think they might say to each other to resolve the situation?

Each child could then write a note of advice to Dusty or Mabel suggesting what they could do, then pass their note to another child to read and reply writing in role as Dusty or Mabel.

Revisit the Role on the Wall, supporting the children in adding anything new they have learned about Dusty. Ask them to predict what they think might happen next.
SESSION 3: CHAPTER THREE

Focus: Scanning the Text and Predicting

Ask the children to summarise the events so far, perhaps by drawing a story map or retelling the story to a partner. Encourage them to challenge each other if they miss part of the sequence.

• 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?

Reflect as a group on changes in the seasons as well as times when they have set themselves a challenge, collaborated on a project or fallen out with someone when working together.

Read to page 25, ‘swept through the forest’. Ask the children to predict what they think might happen next.

• What do you think Dusty will see when she emerges in the morning?
• How do you think she will feel about this?
Hand out paper and drawing materials, then invite the children to sketch what they imagine the scene after the storm will look like. 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.

Read to the end of Chapter Three.

- Does the end of the chapter match your predictions?
- How is your drawing similar to Denise Hughes’s on pages 26–27? How is it different?

Give the children the copies of pages 26–27 and ask them to find and text-mark words and phrases that correspond to what they have just drawn. Support the children in considering how the mood of the story has changed from the beginning. Take the opportunity to enrich children’s descriptive language, discussing the words and phrases that describe the effects of the storm, such as:

- broken branches
- uprooted bushes
- grass pulled out at the roots
- bent and broken.
SESSION 4: CHAPTERS FOUR AND FIVE

Focus: Thinking Aloud and Questioning

Read to page 29, “after that terrible storm”. Ask the children to imagine how Mabel and Dusty will speak and act when they meet for the first time since they fell out. Discuss their body language, drawing also on Denise Hughes’s illustrations. Then invite the children to pair up and act out the scene, re-reading Mabel’s words and Dusty’s response.

Read page 30, to ‘set off on their search’. Invite the children to reflect on the illustration and what it adds to the author’s words.

- Do you think Dusty and Mabel will succeed in finding the one hundred and one daffodils now they are friends again?
- Why do you think that they will / they won’t?

Read to the end of the chapter. Invite the children to speculate on whether the next day will bring a successful end to Dusty and Mabel’s search.
Now read Chapter Five until page 36, ‘in the long grass’.

- What is the mood of the opening of this chapter?
- How do you think Dusty is feeling at the start of the new day?
- How do you think Dusty and Mabel are feeling as their search continues?
- What words give us a clue as to how they feel?

Discuss the word *cried* as an alternative for ‘said’ on page 36, “‘Ten to go!’ cried Dusty.”

- What does *cried* mean in this context?
- How else could this have been described?

Support the children in creating a list of synonyms for Dusty and Mabel’s reactions.

Revisit the **Role on the Wall** to add any further details from what they have read or seen in the illustrations.
Focus: Empathising, Questioning and Summarising

Read to the end of Chapter Five. Allow the children time and space to reflect and discuss what they have heard and seen.

- Now that Dusty and Mabel have found one hundred and one daffodils, what do you expect will happen in the final chapter?
- What will springtime look like?

Discuss clues and ideas from the text that help create the image for the children. Jot down a word bank to help collect these ideas. You could invite children to draw their image of springtime and annotate it with the words you have discussed.

Ask the children to summarise the events of the story so far, adding to their story map.

- How do you think Dusty feels at this point in the story?
- What do you think might happen next?
- What might Dusty, Mabel and Ricky do together now?
Read the final chapter, sharing the illustrations.

• Which image from this chapter sticks in your mind the most? Why do you think this is?

Read until the end of the story and talk about the book as a whole. 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.

Review the story in chronological order and consider the different emotions Dusty 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 also use hot-seating to explore her feelings further.

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.
Explore the children’s responses to the story as a whole 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…?

Discuss how Dusty might retell the story of her daffodil quest to another fox, perhaps to her own children, similar to how her dad tells her about his childhood in Chapter One.

- Which parts of the book would Dusty include in her own story?
- How would she describe them?

Ask the children to write **in role** as Dusty a short postcard, noting down the most important parts of the daffodil search. The children can then decorate the other side with one of the key events of the hunt for daffodils.
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 spring and family and friendship, such as:

- Winter Sleep: A Hibernation Story by Sean Taylor and Alex Morss, illustrated by Cinyee Chiu
- Rabbit & Bear: Rabbit’s Bad Habits by Julian Gough, illustrated by Jim Field
- Finn Family Moomintroll by Tove Jansson
- The Fox and the Star by Coralie Bickford-Smith
- The Story of the Little Mole who knew it was none of his business by Werner Holzwarth, illustrated by Wolf Erlbruch


**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: *prod, paw, daffodil, bright, sniff, twitch, snuggle, peep* and *squillion*.

- 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 (*prodding, opening* and *saying*) to the verb or they could look at regular and irregular past tense verbs (*woke, saw, yawned* and *sniffed*).

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 investigate other flowers that herald the arrival of spring, using books such as:
  - *A Little Guide to Wild Flowers* by Charlotte Voake
  - *My Big Book of Outdoors* by Tim Hopgood
  - *Out and About: A First Book of Poems* by Shirley Hughes
  - *A First Book of Nature* by Nicola Davies, illustrated by Mark Hearld.

- Children could discuss with their parents what they remember about their childhoods, similar to how Dusty’s dad reminisces about Ma Fox taking him to smell his first daffodil on page 6, “Ma Fox took me up and out of the foxhole, and showed me my very first daffodil…”.

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

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