



BLOOMSBURY EDUCATION

GET A MOVE ON!

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BOOK BAND: PURPLE

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 an outline of the character Max, ready to complete using the **Role on the Wall** technique.

SESSION 1: PAGES 3–8



Focus: Predicting, Empathising and Thinking Aloud

Show the children the front cover of the book and ask them to give their initial responses to the image and the title.

- When have you heard this phrase before?
- What do you think the character in the illustration is doing?
- Who do you think is saying the words in the title?
- What is the cat doing in the illustration?
- Do you have any questions about the illustration?

Ask the children to predict what they think the story will be about, based on the front cover.

- What might the character in the illustration might be like?

Reveal the back cover to the children. Read the blurb and make links to the children's predictions about what the story might be about.

- Did you think it might be a parent saying the words of the title?
- What do you think Max might do to slow things down?
- What is it like in your house in the mornings when everyone is trying to get ready?

Read Chapter One until the end of page 8 and then ask the children to share their thoughts about the story.

- What do you notice about the way it is written?
- Can you find words that rhyme?
- Which lines rhyme with each other?
- Why might the author have chosen to use the name Max rather than Maxine?

Introduce the outline of Max to be added to using the **Role on the Wall** technique.

- What words would you use to describe Max's appearance?
- What have you learned about Max's personality?
- What relation is Eve to Max?
- What does Max seem to think about the events that are happening?

Revisit the **Role on the Wall** outline at key points in the story as you find out more about Max.

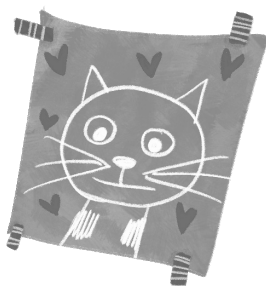
Ask the children to predict what might happen in the rest of the story.

- What other things might go wrong for the family before they are ready to leave for school?

Record the children's responses in the **journal**. Return to these as you read the book, comparing the children's initial thoughts to how the story actually unfolds.

Encourage the children to make personal connections to the text.

- How helpful are you in the mornings before school?
- Do you wake up early or lie in bed until you are woken up?
- What phrases do the people you live with say to you in the mornings when they are trying to hurry you up?



SESSION 2: PAGES 9–15



Focus: Questioning, Clarifying and Re-reading

Re-read pages 3-8 and then read on to page 15.

Return to the **Role on the Wall** notes and continue to explore the character of Max.

- Who is Max doing the puppet show for?
 - What is Max's reason for not brushing her teeth?
 - What is happening to the contents of the cupboard as Max looks for the orange jar?
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Once the children have heard up to page 15, they can begin to explore their responses 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... ?

As children respond it can be useful to write down what they say under headings such as 'likes', 'dislikes', 'puzzles' and 'patterns'. Return to any queries as the sessions continue.

Ask the children to look again at page 13 and read the text.

- Why is Dad looking so cross?
- Where is his sock?
- What does Max seem to think about the situation?
- How is Mum feeling and how do you know?

Discuss whether Max is deliberately winding up her parents and is leading them to become more and more frazzled as the story continues. Encourage personal connections to this: ask children to think of times when they might have done this with parents, teachers or siblings!

Work with the children to prepare a **performance reading** of pages 9-15. Ask them to think carefully about who could say each part. Discuss different strategies that could be used to emphasise and create the humour of different words, phrases and actions. Think about:

- Which words or phrases will you speak together?
- Who can say each part in speech marks?
- How do you need to say each line, e.g. 'Mum shouts'?
- How can the narrated parts reflect the humour of the illustrations?

When the children are ready to perform the pages, you could ask other children to be an audience for them, or record the performance and play it back for them to listen to.



SESSION 3: PAGES 16–25



Focus: Re-reading, Clarifying and Empathising

Read these pages, then ask individual children to read sections aloud to the group. Note their fluency and expression and use of strategies for tricky words. You could also model some reading strategies while reading aloud.

Pause at different points throughout to clarify the children's understanding and facilitate discussion around the **four basic questions**.

Look back through and identify the events that are happening and Max's reaction to them. Invite the children to imagine how they would react in the same situation.

Briefly return to the **Role on the Wall** created earlier for Max, adding information to this. Think about her personality and how she is behaving when everyone else appears to be particularly stressed. Use the following questions to aid the discussion.

- How many slices of toast did Max eat before she decided to get dressed?
- How can you tell how Dad is feeling about the egg yolk on his tie?
- Look at the characters' facial expressions on pages 18-19. How is Max's expression different to everyone else's?
- What is happening to Mum and Dad's clothing during the rushing around?
- Why do you think nobody answers Max's question about Pete?

Open the discussion up to discuss how the children feel towards each character and draw out the empathy they might have. Ask children to reflect on their own morning routines.

- Are there times when you could be more helpful in the morning?

SESSION 4: PAGES 26–32



Focus: Summarising, Empathising and Re-reading

Ask the children to recap the story so far, as well as discussing what each character has been feeling.

- Do you think Eve and Max will get to school on time?
 - Do you think Dad and Mum are in a fit state to go to work?
 - How is Eve feeling about the situation?
 - What could Max do to make the situation better?
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Read pages 26-27. Before turning the page, allow for a discussion around the events in the story and for the children to share any further predictions they have.

- How does Max know Kate?
 - What are Kate and her mum doing?
 - What does the word 'waits' suggest might happen?
 - What do you think is going to happen next in the story?
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Read the rest of the book and discuss the children's responses to the ending

- Were you surprised at how the story ended?
- Were any of your predictions about what was going to happen correct?
- What do you think the black stuff in the hall is?
- Why is the final line so funny?

Discuss how Max is now the only member of the family who is going to get to where they need to be on time.

- Why is this surprising considering Max's behaviour all morning?
- Did it help that Max stayed calm? Or was it due to other factors?
- Do you or members of your family get stressed in the morning?

Discuss how your feelings can have an impact on the day.

Return to the **Role on the Wall** for Max and add any additional information to give a full picture of her character from the story.

- What could Max do to make the mornings less difficult for her family in the future?
- Could she help more?



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 other books which also cover the topic of getting ready for school, such as:

- *Eddie Gets Ready for School* by David Milgrim – Cartwheel Books
- *Great Day for Up* by Dr Seuss, illustrated by Quentin Blake – HarperCollins
- *The Berenstain Bears Get Ready for School* by Mike Berenstain – HarperFestival

Supporting reading fluency

- Choose two pages and cover the writing with sticky notes. Ask the children to focus on the illustration and interpret the events from their knowledge of the story as well as what is happening in the picture. Reveal the words and compare them to the children's ideas. Discuss how illustrators have to work closely with authors to ensure the illustrations tie up with the ideas in the author's head.
- Play a matching game where you have character individual names on small cards. Write events that happen to the characters on separate cards and ask children to match the events cards to the character cards to show what happened to each person.
- Ordering events: make five or six cards with a key event from the story on each and ask the children to arrange these to show the order in which the events happened in the story. When the children have done this, check they are correct by asking them to summarise the story using the cards they have ordered.
- Focus on the rhyming patterns within the story and challenge children to think of other rhymes for some of the pairs of words. For example, *leave* and *Eve* could also rhyme with *sleeve*, *achieve* or *weave*. You could also write the different rhyming words from the story onto individual cards and then play a pairs game with the children in which they have to match the two rhyming words.
- It would be a good opportunity to look at speech punctuation. Ask children to find where the speech is and how they know. Check they are clear about how to punctuate speech, including looking at where each punctuation mark of the sentence goes.

Vocabulary building

- Children could divide a page in half and create two contrasting sets of **vocabulary**. On one side of the page, encourage the children to think about words to describe what happens in the story, such as *chaos*, *shouting*, *anger*, *frustration*, *noise* and *mess*. On the other side of the page, encourage them to write words that would reflect a calm morning getting ready for school, such as *organised*, *peace*, *prepared* or *order*. Ask children to think about which words best describe the morning they had before school on that particular day.
- There are opportunities to explore different ways of representing the /a/ phoneme throughout the book, such as *way*, *Monday*, *stain*, *explain*, *shaky*, *Snakey*, *plate* and *late*. You could present children with cards showing the different spellings of this phoneme and challenge them to find at least two examples of each. Can they think of other examples that are not in the book?

Opportunities to revisit the text independently

- Encourage children to re-enact the story through their own **role play** in a small group. They could use the words spoken by characters in the book to aid their retelling and further embed their learning of speech punctuation.
- Use **hot-seating** to explore the main character (Max) further, drawing on the notes made on the **Role on the Wall** sheet. One member of the group **role plays** Max whilst the others ask questions about how she felt about different events during the story. This could be extended with other children in the **hot-seat** as other characters (e.g. Mum, Dad or Eve).
- Encourage children to create a **story map** to help them in a retelling of the book. The children should be encouraged to use a range of small pictures and words as well as arrows to represent the key events in the story. When they have done this, challenge them to retell the story using the **story map** along with their own words and any key lines they can remember from the text.
- 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

- In the story, Max uses one of Dad's socks to make a puppet. Encourage children to make their own sock puppets (using socks they are allowed to use!). Ask them to think about who the character might be, what they can add for details and how they are going to attach these. When they have their puppets, encourage them to work as a group to produce a short puppet show that features all the characters they have created.
- Children could create a set of rules for themselves (or their whole family) to help make the mornings run smoothly. They could create a poster to put up at home to encourage everyone to follow their rules (including themselves!).

These resources were created by Bloomsbury. For more teaching resources, visit:

www.bloomsburyguidedreading.com

