



# Fizzy and Bandit



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## BOOK BAND: WHITE

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### 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 Fizzy Pop, ready to complete using the **Role on the Wall** technique.

# SESSION 1: CHAPTER ONE



## Focus: Thinking Aloud, Predicting and Close Reading

Without sharing the front cover or title of the book, cover the text and display the illustration from pages 4-5 to discuss the children's early impressions of the character.

- Who could this be?
- What clues do you have to make you think that?
- What do you notice about her?
- What do you notice in the room?
- What might be inferred from her appearance, including body language and facial expressions?
- What do you think her interests or her hobbies are?
- What could she be doing/thinking / feeling?
- What do you like about this illustration?
- What does it remind you of?

Note down these initial impressions in the **journal**. Return to these as you read the book, comparing the children's initial thoughts to how the story and character develop.

Now share the front cover with the group. Ask the children to predict what the story could be about. Encourage them to justify their responses, drawing out any connections they may have made to other stories or to real-life events.

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Read Chapter One and then ask the children to share their responses, particularly what they have found out about Fizzy Pop so far.

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

- What words would you use to describe Fizzy's feelings or personality?
- What have you learnt about Fizzy's behaviour or appearance?
- Discuss Fizzy's relationship with her mum. Do you think it's kind of Fizzy not to disturb her mum first thing in the morning?
- Reflect on Fizzy's opinion that she is 'bored all the time'. Do you think that is true based on what you've seen and read? Why / why not?
- Discuss Fizzy's character. What can you infer from the fact that her mum has said no 'countless times' to a pet, but that 'didn't stop Fizzy from hoping'?

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

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Encourage the children to make personal connections to the text.

- Have you ever owned a pet or wanted to own a pet?
  - Have you ever wanted something their parents said you couldn't or shouldn't have?
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What do they think Fizzy could say to convince her mum to get a pet? Jot down their ideas to refer to in later sessions.



## SESSION 2: CHAPTER TWO



### Focus: Questioning, Clarifying and Thinking Aloud

Read Chapter Two, pausing at different points to clarify the children's understanding and allow for discussion.

In particular, pause at the bottom of page 11 to predict what 'astonishing' thing might happen. As children suggest their predictions, challenge them to explain their thought process.

- How likely or unlikely is your prediction?
- What have you heard in the text to lead you to that prediction?
- What have you read in other texts or experienced in real life to lead you to that idea?

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Once the children have heard the chapter, they can begin to explore their responses to it 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 'connections'. Return to any queries as the sessions continue.

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Look at some of the choices made by the author, including:

- how she uses humour
  - how she helps to create clarity in her narrative by always letting the reader know when and where action is taking place.
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Ask the children to identify the two words which have been used to create the surname Crumbleboom.

- Based on what you know about Mrs Crumbleboom, why might this be an appropriate name for her?
- Do you think Fizzy Pop is an appropriate name for the main character? Why / why not?

Ask the children what name they think they would have if they were a book character, based on their personality or interests.

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Look at how conjunctions and prepositional phrases are used to improve clarity.

- In the second sentence of the chapter, what three pieces of information are given to the reader?
  - Which of those do you think is most important?
  - Can you find any other sentences in the chapter that do the same thing?
  - Are there some sentences that give the reader more than three pieces of information?
  - How do they keep track of those?
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You could model reading the final sentence of the chapter, one phrase at a time. Talk about how you build a picture in your mind, modifying it as you get more information and making connections – for example talking about how you know that when it says 'her face', it means Fizzy and not Mrs Crumbleboom.

## SESSION 3: CHAPTERS THREE AND FOUR



### Focus: Clarifying, Re-reading and Developing Fluency

Before reading further, ask the children to summarise what they know so far about the story and the characters that they've met.

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Read the first page of Chapter Three.

- How do you think Bandit might be feeling? What have you read that makes you think that?

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### Vocabulary

- What does the adjective *furious* mean? Is that how Bandit is feeling?
- What does the adverb *furiously* mean in this context? Could you replace the adverb with another and keep the same meaning?

Explain that there are some words that are spelled the same, but they might have different meanings depending on the sentence (or the situation) that they're presented in. Talk to the children about what they do if they come across a word like that, or what they do if they're reading and something seems to happen which doesn't match their expectations.

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Continue to read the rest of Chapter Three, pausing where necessary to clarify the children's understanding and allow for discussion around the **four questions**.

Ask children to jot down what they have learnt about Fizzy and how they might describe Bandit and Mrs Crumbleboom. Add any new insights to the **Role on the Wall** poster.

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Discuss Mrs Crumbleboom's statement: "He's lovely. It's just a lot of work." Support them in connecting the events in the text with their existing knowledge of the world.

- Do you agree or disagree with Mrs Crumbleboom's statement?
- Do any of you own a dog or other pets, or know anyone who does?
- How might dogs behave around the house or in a garden?
- What do pets, like Bandit, need to keep them healthy and safe? Does this make them hard work?

Give children large sheets of paper to jot down their knowledge about caring for large pets like dogs.

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Return to the last page of Chapter Three: 'Fizzy had an idea and smiled.'

- What do you think her idea might be?

Support them in connecting their prediction to what they know about the character so far.

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Go on to read Chapter Four, continuing to allow time for discussion.

## **Vocabulary**

Some of the words that children may wish to discuss from this chapter include: *devote, squatted, fibber, exception, snuffling, admiringly.*

If a word in the book includes suffixes or prefixes which affect the meaning, support the children in exploring the word in different contexts and seeing how the use of it is affected. For example, '*admiringly*' may lead the children to also consider *admiring, admire, admired, admires* and *admiration*.

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Discuss the use of **persuasive language** in the book.

- How did Fizzy persuade Mrs Crumbleboom?
- What do you think her most persuasive ideas were?
- How are Fizzy's methods of persuading Mrs Crumbleboom similar to and different from the ideas that they thought she could use to persuade Mum? (Look back at the notes that were made after Session 1.) Why would the same ideas not work?
- What does she need to convince Mrs Crumbleboom to think about what keeping a dog is like?
- What does she need Mum to think about it?

Talk about how, as well as the choice of words and language structures, tone of voice is important in persuading someone.

- How might Fizzy use her voice when speaking to Mrs Crumbleboom in this chapter?
- How might Mrs Crumbleboom's tone vary depending on how convinced she is?

Look back through the chapter, identifying all of the spoken dialogue. In pairs, give children time to practise speaking the words aloud in a manner that they think is similar to how the character would be speaking. Consider how the adverbial phrases and punctuation guide how they speak the dialogue, as well as the context of the character and story, and their own knowledge and experiences. After the children have had time to rehearse their dialogue, give time for them to perform and then reflect on the choices they made.





## SESSION 4: CHAPTER FIVE



### Focus: Empathising and Clarifying

Read the first sentence of Chapter Five aloud without showing the illustrations:

'The first problem was how Fizzy was going to get Bandit into the house without Mum noticing.'

Discuss the children's response to Fizzy's problem.

- Why do you think Fizzy doesn't want Mum to notice?
  - Do you think she's doing the right thing by sneaking Bandit into the house? Why / why not?
  - What do you think Fizzy should do?
  - What do you think she will do based on what we have seen her do so far in the story?
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Read Chapter Five, pausing where necessary for discussion. The children may need to discuss this **vocabulary**:

- stood firmly
- swift movement
- grimaced
- squirming
- clomped.

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Give small groups of children a copy of the illustration from pages 28-29. Encourage the children to draw on what clues there might be in the illustration to support them in inferring how Mum and Fizzy are feeling and what they might be thinking, such as their body positions or facial expressions. In pairs, ask the children to take on the role of each character and to freeze in position to create a **freeze frame** replicating the body language and expressions.

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After discussion, add any new insights to the **Role on the Wall** for Fizzy.



## SESSION 5: CHAPTERS SIX AND SEVEN



### **Focus: Summarising, Predicting and Empathising**

Before reading further, ask the children to summarise the story so far and how Chapter Five ended with Fizzy needing to find a 'better hiding place'. Briefly allow children to suggest what a 'better hiding place' could be and what they predict might happen next.

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Read Chapter 6 up to 'Fizzy needed a better idea' (page 33).

- Why do you think Fizzy's ideas aren't working?
  - What are the problems with hiding Bandit in a bag or in a wardrobe?
  - How do you think Bandit feels? How do you know?
  - Do you think hiding Bandit is a good solution to her problem?
  - What does she need to do?
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Invite the children to write a brief letter of advice to Fizzy. Help the children with how to adopt a personal but polite tone and how to use a persuasive voice where appropriate. Note the children's suggestions and model how to use reassuring and tentative language for this purpose. Keep returning to the focus and purpose of the writing.

When it is finished, encourage the children to re-read their letters and discuss how effective each is in convincing Fizzy to do what they think is right. Read the children's writing back to them, checking for sense, meaning and flow. You may ask children to pretend to be Fizzy, opening and reading the letter and showing you how they feel after reading it.

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Read the rest of Chapter Six and then ask the children to summarise all of the strategies that Fizzy has tried so far.

- Why doesn't she try to hide him in the toilet? What did you think when she considered it?
- Where does Fizzy leave Bandit in the end? Do you think that was a good idea? Why / why not?
- How do you think Mum is feeling by the end of the chapter? How do you know?
- Why do you think Fizzy 'tiptoed' out of her mum's bedroom?
- What do you think could happen next? How do you think the story might end?

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Read on until the end of the story and then 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, referring to different parts of the text or particular illustrations.

- What do you think Fizzy was thinking and feeling when she heard the toilet flushing?
- What clues does Sarah Crossan give us on pages 45-47 to help us understand Fizzy's thoughts and feelings? Highlight the verb and adverb choices as well as the dialogue, for example, she 'took the stairs two at a time...', 'hurtled into the bathroom...' and 'ran to him and hugged him tightly'.

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

Discuss how the children felt about the book compared to their original expectations.

- When you first saw this book, even before you read it, what kind of book did you think it was going to be?
- What made you think this?
- Now you've read it, is it as you expected?
- Have you read other books like it?
- How is this one the same? How is it different?
- Would you recommend this book to a friend?

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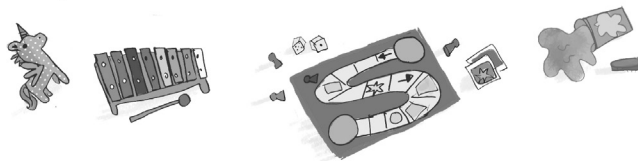
Children might follow up their reading by considering what might happen in a follow-up adventure for Fizzy and Bandit, assuming that Mum lets Bandit stay.

- What might happen next?
- Where could they go?
- What might Bandit do to cause more problems for Fizzy to overcome?

Alternatively, they could produce a guide for looking after a dog, supporting Fizzy in caring properly for her new pet.



# 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 with **intertextual links** to *Fizzy and Bandit*, e.g.:

- *Our Very Own Dog* by Amanda McCardie and Salvatore Rubbino – Walker Books
- *Oh No, George!* by Chris Haughton – Walker Books
- *Lulu Gets a Cat* by Anna McQuinn and Rosalind Beardshaw – Alanna Books
- *Pet Quest* by Jenny McLachlan, illustrated by Sarah Hoyle – Bloomsbury

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## Exploring words

- Make **word collections** based on the text. Children can make collections of words that describe a particular character, their feelings, a place, and event or a situation.
- There are opportunities to explore different ways of representing the /i / (long vowel 'ee') phoneme which can be explored in *early, very, Fizzy, asleep, be, she'd, reached, funny, jelly, baby, puppies, feed, clear, curly, hungry, free, leave, needed, idea*, etc.
- The text could also be used to investigate the structure, impact and placement of a wide number of prefixes and suffixes. For example, children could look at regular and irregular past tense verbs, such as *reached, opened, grabbed, started, crawled, crouched, skipped, wondered, waved, shouted, found, brought, told, ran, made*.

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## Experiences linked to the text

- Children could draw on their own experiences looking after family or school pets, or could enact this using soft toy animals in the **role-play** areas.
- They might use appropriate websites, leaflets and books to research how to care for dogs and use these sources to create their own guide for caring for a dog (or their own personal choice of pet).

- Web resources could include:
  - [www.bbc.co.uk/cbbc/thingstodo/pet-school-facts-dog](http://www.bbc.co.uk/cbbc/thingstodo/pet-school-facts-dog)
  - <https://spca.bc.ca/wp-content/uploads/dog-care-guide.pdf>
  - [www.learnwithdogstrust.org.uk/resources/](http://www.learnwithdogstrust.org.uk/resources/)
- Collect songs and rhymes about dogs (e.g. *B-I-N-G-O, How Much Is That Doggy in the Window?*) to make into song cards that the children can learn and sing by heart with the song card displayed as a prompt and for children to continue to link the spoken and written word.

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

[www.bloomsburyguidedreading.com](http://www.bloomsburyguidedreading.com)

[www.clpe.org.uk](http://www.clpe.org.uk).