



CAVEGIRL

ABIE LONGSTAFF

ILLUSTRATED BY SHANE CRAMPTON



BOOK BAND: TURQUOISE

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 Aggie, ready to complete using the **Role on the Wall** technique.

You could create a glossary of new **vocabulary** as you read the book – you may want to prepare a format for doing this. As you go through the book, ask the group to pick out words they are unfamiliar with or do not fully understand, especially in the historical context of this text. Prepare photographs and video sources to bring these words to life and help the pupils use them in context.

SESSION 1: CHAPTER ONE



Focus: Predicting, Questioning and Thinking Aloud

Begin by sharing the front cover and title of the book and ask the children to predict what the story could be about. Ask them to justify their responses, drawing out any connections they make to other stories. Record the children's responses in the **journal**. You can return to these as you read the book, comparing the children's initial thoughts to how the story actually unfolds.

- What do you think 'Cavegirl' means?
 - What do you notice about the way the character is dressed?
 - What do you think she might have in her hand?
 - What type of story do you think this might be?
-

Read the book until page 4, 'Mum deserved something special.' Ask the children to reflect on the story so far.

- Does it contradict or confirm your initial ideas based on the front cover and book title?
 - What gift ideas does Aggie have?
 - Are they similar or different to the gifts you would give and receive?
 - Would you like to receive a shiny stone or the tooth of a woolly mammoth for your birthday? Why / why not?
-

Support the children in making personal connections to the text by asking them to discuss and share their own experiences of birthdays and giving and receiving presents.

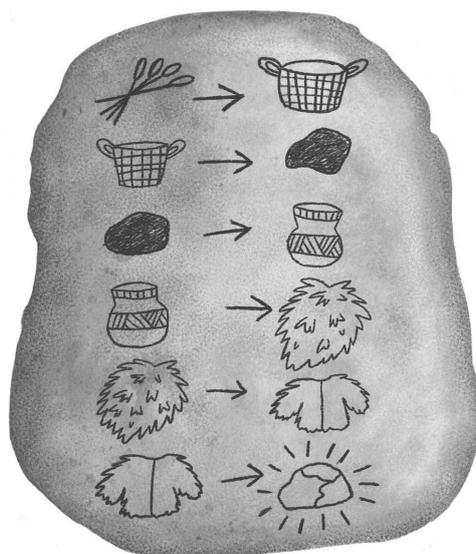
- What is the best present you have ever received?
- What does it feel like to receive presents?
- Have you ever made a card or present for someone? What did you make?
- How did they react when you gave it to them?
- How did that make you feel?
- What do you think Aggie should get for her mum?

Read until the end of Chapter One. (If the children don't know what amber is, investigate this as part of the session.)

- Do you know what amber is?
- Why is amber so special to Aggie and her mum?
- How could Aggie get amber for her mum?
- Do you know what trade means?

This may be a good point for adding new **vocabulary** to a glossary.

Ask the children to examine the drawing on page 7, which depicts Aggie's plan for trading different items in order to secure the amber as a gift for her mother. Allow the children to make suggestions and predictions about the image and what might happen next in the story.



SESSION 2: CHAPTERS TWO AND THREE



Focus: Questioning, Clarifying and Summarising

Re-read the book from the beginning and on until the end of Chapter Two. The group 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 'patterns'. Record the children's responses in the **journal** and return to any queries as the sessions continue.

Refer back to the drawing on page 7 to support the children's understanding and help them make connections and predictions.

- What do you think Aggie will do with the clay?
- Why is she making a pot?
- What can she trade next?

Read until the end of page 13, stopping at different points to clarify the children's understanding and allow for discussion around the **four basic questions**. Add any new **vocabulary** to the glossary.

- What is a pelt?
- What do you think Aggie will do with the furs?
- How does Aggie know what everyone wants?
- How do you know Aggie cares about her mum?

Read on until the end of Chapter Three and consider how hard Aggie has worked to produce such beautiful objects that people have been willing to trade for.

- What do you think of the coat Aggie has made?
- What gave her the initial idea to make a coat?
- What do you think Gron will say when he sees this?
- Do you think it will be as beautiful as his amber? Why / why not?
- Would you trade something special for this coat?



SESSION 3: CHAPTER FOUR



Focus: Clarifying, Thinking Aloud and Empathising

Read until the end of page 20, stopping at different points to clarify the children's understanding and allow for discussion around the **four basic questions**.

Introduce the outline of Aggie to be added to using the **Role on the Wall** technique. Ask the children to come up with words or phrases to describe Aggie's feelings and personality or her outward appearance and behaviour. For example, they might note:

- how skilled Aggie is – she has been able to make three different objects from three different types of materials
- she is observant – she was able to predict what each person would want to trade with her
- she is determined – she worked so hard to get the amber for her mum's birthday present.

SESSION 4: CHAPTERS FOUR AND FIVE



Focus: Questioning, Predicting and Empathising

Look at page 21 and ask the children to examine the facial expressions and body language of the animals on the page, as well as the words.

- What could be making this sound?
 - What do you think the animals can see that Aggie can't?
 - What do you think could happen next?
-

Read on until the end of page 26, stopping at different points to clarify the children's understanding and allow for discussion.

- What happened to the amber?
 - How do you think Aggie feels?
 - What will she do now?
 - What about all her hard work?
 - What will she give her mum now?
-

Considering Aggie's feelings at this point in the story, return to the **Role on the Wall** and ask the children to describe how she appears now. Collect their examples, clarifying meaning and valuing their suggestions.

Vocabulary

You could introduce the children to synonyms for anger, such as *furious*, *mad*, *livid* and *enraged*. Showing the children images of people in different states of anger may help the children to understand the degrees of anger people can feel and the associated **vocabulary**.

Explain that you would like to write a **note of advice** to Aggie to help her feel better and less angry about what has happened. Discuss with the children what helps them to calm down or to feel better when they are angry, noting their suggestions. Use the children's suggestions to compose a **note of advice** using **shared writing**. Spend some time discussing with the children how to effectively start and end the message.

- What is most appropriate?
- What might make Aggie feel better?
- What could you suggest she does?

Keep returning to the focus and purpose of the writing. When it is finished, re-read the letter with the children and discuss how effective it is in making Aggie feel better about her situation.

- Does it offer Aggie hope, or give suggestions for what she could do next?

You could ask the children to pretend to be Aggie, reading the letter and showing you how they feel after reading it.

Read until the end of the chapter, then discuss the events.

- What do you think Aggie is going to make now?
- Will she trade what she has made for something else?
- How do you think the book will end?



SESSION 5: CHAPTER SIX



Focus: Re-reading, Empathising and Summarising

Read on until the end of the story and talk about the book as a whole.
Engage the children in **book talk** using the **four basic questions**.

- What did you think of the ending?
- How do you think Aggie's mum felt when she received her present?
- Why did Aggie say that it didn't take long?
- What do you notice about the final picture?
- Do you think that Aggie and her mum will find the amber?
- Did this remind you of any other books you have read before?

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 in pairs ask them to discuss their favourite part of the narrative. Encourage children to give reasons for their choices and invite some children to share these.

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 books with similar themes and allow the children to explore the historical setting the book is placed in, such as:

- *The Stone Age: Hunters, Gatherers and Woolly Mammoths* by Marcia Williams – Walker
- *How to Wash a Woolly Mammoth* by Michelle Robinson, illustrated by Kate Hindley – Simon and Schuster
- *Cave Baby* by Julia Donaldson, illustrated by Emily Gravett – Macmillan
- *Look Inside the Stone Age* by Abigail Wheatley, illustrated by Stefano Tognetti – Usborne
- *Dave's Cave* by Frann Preston-Gannon – Nosy Crow

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 post-it 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.
- There are opportunities to explore different ways of representing the /i / (long vowel 'ee') phoneme, such as *Aggie, shiny, needle, woolly, piece, excitedly, me*.

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 adjectives, including superlative adjectives. For example, *beautiful, strongest, perfect, soft, strong, warmest, fanciest, magnificent, warm, golden, large*.



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 main character 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

- Encourage the children to share their own personal experiences of giving and receiving presents. You could suggest that the children make a birthday card or present for someone special to them.

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.

