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 characters Lin and Jun, ready to complete using the Role on the Wall technique.

Make large copies of pages 4-5 for children to make notes on in Session 1.
Focus: Developing Vocabulary, Thinking Aloud and Questioning

Without revealing the book’s title or front cover, share out the copies of the illustration from pages 4-5, in which the family are approaching the entrance to the fair. (If possible, do not reveal the text at this stage.) Working in small groups, ask the children to note down at least 10 things they notice in the picture. After a few minutes, ask each group to feed back what they have seen and write these around the illustration.

Encourage children to share and draw on their own experiences of visiting fairs or fairgrounds, amusement parks or circuses.

- How did you feel when you visited these places?
- Did you like the experience?
- What would you expect to see, hear or do when you go there?
Read Chapter One and discuss the group’s responses to the two children in the story, Lin and Jun.

- How does Lin feel about her day out at the fair?
- How does Jun feel?
- What reasons do you think there might be for them to feel differently?
- What problems might be caused by their different reactions?
- How might Mum respond?
- Have you ever felt like either Lin or Jun?

Look at the illustration on pages 6 and 7.

- What do you think Jun can hear, smell and see in this moment?
- How might this make him feel?
SESSION 2: CHAPTER TWO

Focus: Clarifying, Summarising and Close Reading

Now share the front cover with the children and ask them to summarise what they discovered in Chapter One.

- What do you think the book might be about?

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.

Read Chapter Two. Begin to 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.

Introduce the outlines of Lin and Jun, to be added to using the Role on the Wall technique. Ask the children to come up with words or phrases to describe Lin’s feelings and personality or her outward appearance and behaviour, then repeat this for Jun. Reflect on any similarities or differences between the two characters.

Revisit the Role on the Wall outlines at key points in the story as you find out more about Lin and Jun.
Focus: Clarifying, Close Reading and Empathising

Read Chapter Three until page 18, ‘“But this is just for babies!” wailed Lin.’ Pause to clarify the children’s understanding and allow for discussion around the four basic questions.

Spend some time looking back through the text so far. Compare and summarise what Lin is excited about and likes about the fair to what Jun doesn’t like and why. Encourage the children to draw on their own experiences of similar situations.

- How do you think Jun feels about visiting the fair? How does he feel about what Lin says and does?
- How does Lin feel about visiting the fair?
- How do you think Lin felt before arriving at the fair? How does she feel now she is there? Have her feelings changed and, if so, why?
- What would you say to Lin or Jun if you could speak to them?

Use any ideas or observations from the discussion to add to the Roles on the Wall.
Vocabulary

Ask the children to find the verbs used to mark Lin’s dialogue in this chapter, using speech marks as clues for finding direct speech: *called*, *cried*, *said* and *wailed*. Discuss how *called* is different from *cried* or from *wailed*. Consider how an adverb might affect how we read dialogue aloud, such as ‘impatiently’ in Lin and Jun’s exchange of dialogue on page 17.

In pairs, ask children to take on the roles of Lin and Jun and read aloud the dialogue only. Discuss how they can use their voices to indicate how the two siblings feel about the fair and each other. Encourage them to take into account the verbs and adverbs used in the text as well as their knowledge of the two characters to influence their expression and voices. (Some children may find it useful to have a copy of the text to highlight or *text mark* for their *performance reading*.)

Once children have discussed and rehearsed their dialogue, ask volunteers to share their performance reading. You could ask the rest of the children to read the text which is not dialogue, acting as the narrators of the story while the pair reads the dialogue.
SESSION 4: CHAPTER THREE AND FOUR

Focus: Clarifying, Thinking Aloud and Empathising

Start the session by asking the children to summarise the book so far and re-read Chapter Three.

Look together at the illustration on page 19.

• What do you notice in the illustration?
• How do you think each of the characters is feeling? How do you know?
• What might Lin be thinking at this moment? What do you think her idea is?
• What is Jun thinking?

Use role play to bring the moment on page 19 to life. Ask children to work in groups of three to produce a freeze frame of this moment in the story, depicting Mum, Lin and Jun by drawing on the illustration and what we know of the characters to influence their facial expressions and body language. Then use thought-tracking to explore further what the characters are thinking or feeling. As you tap each child on the shoulder, they vocalise what their character is thinking (e.g. “I don’t want to go up there, it’s too high and too fast, but I don’t want to upset my sister.”).
Draw together the children’s observations, ideas and predictions and work together to write a note of advice to either Lin or Jun. They could choose to write to Lin offering advice for how she might empathise with her little brother and help him enjoy the fairground rides, or they could write to Jun making suggestions for how he might overcome his fear of some of the rides. Read the letter as you write and again as a whole when it is complete so the children hear what a note of advice sounds like.

Read Chapter Four, pausing when necessary to clarify the children’s understanding and allow for discussion around the four basic questions.

- What did Lin do to help her brother?
- What do you think the most important thing was?
- Why do you think Mum and Lin were surprised when Jun chose to return to the ghost train?
- In what ways have Lin and Jun changed during the story so far?
- What do you think made them change?
- Do you think young children should be encouraged to take part in activities that look scary? Why / why not?
- At the end of the chapter, how do you think Lin feels?
- Why do you think Lin ‘gazed sadly’ at the end of the chapter? What might she be thinking?

Revisit and add to the Roles on the Wall for Lin and Jun and discuss any predictions the children might have for the end of the story.
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, 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.

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 identify their favourite part of the narrative. Encourage children to give reasons for their choices and invite some children to share these.

Ask the children to think about any moment in their lives when they might have felt nervous or worried like Jun and how they overcame that fear. Work with the group to create a mind map around the word ‘nervous’. They could suggest places or activities they associate with feeling nervous, or memories of when they have previously felt nervous. Add any words or phrases they associate with being nervous. Provide time and space for children to draw, write and talk in response to the story, the discussion and the mind map. They might retell personal stories or create stories inspired by Jun and Lin.
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, such as:

- *Jabari Jumps* by Gaia Cornwall – Walker Books
- *The Dark* by Lemony Snicket, illustrated by Jon Klassen – Orchard
- *The Chocolate Unicorn* by Jenny McLachlan, illustrated by Sarah Lawrence – Bloomsbury
- *Jack’s Worry* by Sam Zuppardi – Walker Books
- *Charlie Changes into a Chicken* by Sam Copeland, illustrated by Sarah Horne – Puffin

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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.

- You can explore different ways of representing the /iː/ (long vowel ‘ee’) phoneme, such as in really, cheered, been, before, scary, beat, screaming, three, already and cuddly or the /eː/ (long vowel ‘ai’) phoneme which can be explored in strange, taking, made, game, play, same, train, gazed, brave and amazing etc.

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 the structure, impact and placement of prefixes and suffixes. For example, children could investigate any patterns in adding –ing to verbs, such as taking, smiling, turning, banging and crashing. They could look at regular and irregular past tense verbs, such as called, shouted, wailed, helped and loved in comparison to chose, found, bought, felt and ran.
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.

- Create freeze frames of key events or scenes in the book. When presenting the freeze frame, one of the group could act as a commentator to talk through what is happening, or individual characters could speak their thoughts out loud.

- 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

- Explore photos and videos of different fairground rides and games, including those featured in the text (hook-a-duck, waltzer, dodgems, ghost train, roller coaster), annotating the different features and moving parts.

- Children could then design their own dream ride or game for a fairground and even try building a three-dimensional model using cardboard, building blocks, existing toys or junk-modelling.

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