



# MANJU'S MAGIC WISHES

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**BOOK BAND: PURPLE**

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

# SESSION 1: CHAPTER ONE



## Focus: Predicting, Questioning and Thinking Aloud

Before revealing the title or front cover, read page 3 and share the illustration of Manju looking through her toy box. 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.

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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 Manju should get for her mum?
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Read the whole of the chapter from the beginning. Ask the children to reflect on what they have read and to predict what they think could happen next.

- Why do you think Cumin the cat has jumped onto the wardrobe?
- What could be in the box?
- How do you think Grandma would feel if she knew Manju and Cumin had been in her bedroom?

What do you think will happen next?



## SESSION 2: CHAPTER TWO



### **Focus: Questioning, Clarifying and Summarising**

Read Chapter Two and ask the children to reflect on what they have read.

- What is a magic lamp?
- How do you think Cumin knew the lamp was in the box?
- Have you seen a lamp like this before in another story or film?
- What do you think a genie is? (Sometimes they are referred to as jinns.)
- What do you think will happen now that Manju has used Grandma's instructions?
- If you were Manju would you have used the lamp or put it back in the box?  
Why / why not?

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Share the front cover and the title of the book at this point and allow the children to respond to the illustration on the front cover. Some children may link this to films, TV programmes or books. Clarify what a genie is if you have not already done so.

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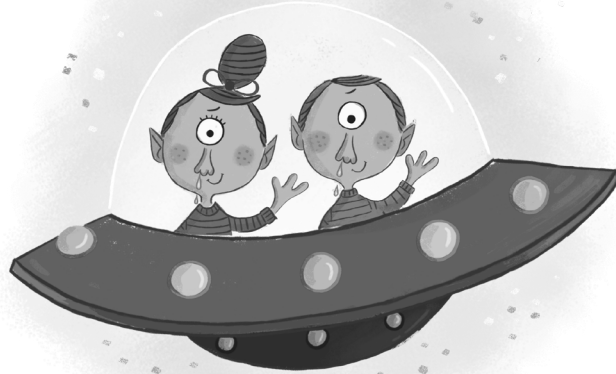
Discuss the children's responses to the start of the book with the help of the **four basic questions**. These questions can be used as a basis for discussion throughout the sessions.

- 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.



## SESSION 3: CHAPTERS THREE AND FOUR



### **Focus: Clarifying, Thinking Aloud and Empathising**

Read page 9. Ask the children to write down what they would wish for if they had seven wishes. They can then discuss the different things they would wish for and order them in terms of importance. Now ask the children to think about Manju.

- What would you suggest Manju wishes for?
  - What do you think she will actually wish for?
  - Do you think it will be straightforward?
  - What could be difficult about making wishes?
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Read on until the end of page 11. Ask the children to predict how the genie might grant Manju's wish for 'the best song ever'.

- Do you think this was a sensible wish?
  - Why do you think Manju wished for this?
  - What do you think has happened?
  - Why has a 'big noise erupted' in the living room?
  - Do you think Manju will be pleased with her wish? Why / why not?
  - What else could she wish for?
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Read until the end of page 15. Ask the children to think about what has happened when Manju has wished for something.

- What happens every time Manju makes a wish?
- Why has the book appeared with real characters?
- What are the 'best books' in your opinion? Why?
- What do you think Manju could do to fix this?
- What would you suggest she does next?
- How many wishes remain?

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Read to the end of Chapter Four, stopping at different points to clarify the children's understanding and allow for discussion around the **four basic questions**. Ask the children to think about why things keep going wrong and how difficult it has been for Manju to get her wishes right.

- How do you think Manju feels now?
- Do you think she regrets using the lamp?
- How many wishes does she have left?
- What would you do if you were her?

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Revisit the text and illustration on pages 18-19, in which the chaos that the genie has created with Manju's wishes is shown. Then divide the children into groups and ask them to create a **freeze frame** to represent this part of the story.

**Thought-track** the children in role, keeping a record of how Manju, the genie and even Cumin the cat feel at this point in the story. Consider photographing the **freeze frame** and allowing children to access the photos on a computer. The children could then add speech and thought bubbles to these to document the **freeze-framing/ thought-tracking** activity.



## SESSION 4: CHAPTERS FIVE AND SIX



### **Focus: Questioning, Clarifying and Empathising**

Read Chapters Five and Six, stopping at different points to clarify the children's understanding and allow for discussion around the **four basic questions**.

- How has Manju managed to sort things out?
- What should she do with the ingredients?

Introduce the outline of Manju to be added to using the **Role on the Wall** technique. Ask the children to come up with words or phrases to describe Manju's feelings and personality or her outward appearance and behaviour. For example, they might comment on what Manju's eagerness to get her mum a good birthday present or the way she reacts to the chaos in her house tells us about her character.



## SESSION 5: CHAPTER SEVEN



### Focus: Re-reading, Empathising and Summarising

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.

- What did you think of the ending?
- How do you think her mum felt?
- Do you think Manju wished for the right things in the end?
- What did you notice about the way in which the story is structured?
- Did this remind you of any other books you have read before?

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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.

# 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 wishes, such as traditional tales.
- *Cavegirl* by Abie Longstaff, illustrated by Shane Crampton – Bloomsbury, offers a similar story of a girl on the hunt for a birthday present for her mother, but the girl goes about finding one in a different way. Reading it and then discussing the two books together would allow lots of opportunity for children to compare and contrast the stories and make **intertextual connections**.

## 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 /i / (long vowel 'ee') phoneme, such as in *genie, three, me, hurry, speakers, eaten, ghee*.

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## 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 superlatives such as those on page 25: *sweetest, tastiest, softest, fluffiest, whitest, creamiest and darkest*.



## 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.

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## Experiences linked to the text

- The children could make a birthday card or present for someone special to them.
- In pairs, one child could make a wish and the other describes or draws their interpretation of this wish. Does it go well or does it lead to chaos like Manju experiences? Encourage the children to be imaginative with their wishes and in interpreting them.

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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)

