


**Guided Reading Sid and Zak**

Name of book: Sid and Zak by Nicola Sandford (Red – Phase 3 Active Learn Primary)

	Monday	Tuesday	Wednesday	Thursday	Friday
Learning points prior to reading the book	<p>Focus on the front page, read the title and ask; <i>"What do you think this book will be about?"</i>, <i>"The book is called 'Sid and Zak', what does the word hunt mean?"</i></p> <p><i>Back to the book cover – ask "What do you think the child is holding?"</i></p> <p><i>"What might this tell us about this character?"</i></p>	<p>From reading the book yesterday and now looking at the front page ask:</p> <p><i>"What did we find out about 'Sid and Zak'?"</i></p> <p><i>"Are the boys friends?"</i></p> <p><i>"Are the boys similar or different?"</i></p> <p><i>"How many characters are in the story?"</i></p> <p><i>"Can we work out who is who in the book?"</i> Label the characters on the character sheet.</p>	<p>Ask children to turn to page 9. Ask children to recap what happens in the story up to this point.</p> <p>Ask <i>"How do you think Sid is feeling on page 9?"</i></p> <p><i>"Can you remember how Quest is fixed?"</i></p>	<p>Share the title with the children again, 'Sid and Zak'.</p>	<p>Today is the last time we read this book, discuss whether the book is a story (fiction) or a factual book (non fiction).</p> <p>Ask the children <i>"What is your favourite part of the book?"</i></p> <p><i>"Do you have a favourite picture?"</i></p> <p>Ask the children to explain what their favourite parts are.</p>
Learning points when reading the book	<p>Read 'Sid and Zak' in turns</p> <p>Stop at Page 3 and ask <i>"What do you think it means by 'My man is Ozz'?"</i></p> <p>Stop at page 8 <i>"What do you think it means by the words 'Biff! Boff! Bonk!'"</i></p> <p>Page 16 <i>"What do you think the phrase 'Stop the din!' means? Din means a strange loud noise."</i></p> <p>Encourage children to segment sounds in each word if needed. Once they have read the sentence, encourage children to</p>	<p>Read the book again. Remember to reread sentences to develop fluency. If children are struggling to follow, encourage them to follow with their finger or provide a lollipop</p>	<p>If possible, partner children up although they must remain at tables. Take turns to read pages. Encourage intonation when reading especially exclamation marks.</p>	<p>Read the text to the children and ask them to follow. Model how to read speech in different character voices. Ask children why they think you are using different voices.</p> <p>If appropriate, pick a child to be Sid and another to be Zak.</p> <p>Can a child be Gran too? Read the story from the beginning as a group. If there is time reread this in pairs. One child doing character voices. .</p>	<p>If possible, partner children up (they must remain at their tables) and they each take it in turn to read a page. Encourage expression and intonation when reading, particularly when asking questions!</p>

	read without sounding it out to develop fluency.				
Post reading activity	<p>Look at page 16. It says 'No, I am the boss and stop the din!' Ask "Who do you think is saying this?"</p> <p>Ask children to explain their ideas as to who might be saying this.</p> <p>Draw a picture of what you think will happen next. Label the characters in your picture and write a sentence saying what is happening.</p>	 <p>Look back through the book. How many words can you find that include the qu grapheme? What sound does that make again? Ask children to write down the words that they can find in their books.</p> <p>If children finish this, ask children to search for words which include the zz grapheme.</p>	<p>Ask children, "Have you ever been playing with a friend and broken a toy?"</p> <p>"How did it make you feel?"</p> <p>"Do you think Sid or Zak have felt that way at any point in the story?"</p> <p>Draw a picture of Zak or Sid fixing their toys.</p>	<p>Ask to count how many speech bubbles there are in the book. Ask "Who is speaking when the speech bubbles are used?"</p> <p>Allow children to retell the story using different character voices.</p>	<p>Ask children to draw their own rocket and give it a name. Can they think of a name including a 'z'?</p> <p>Ask children to draw their rocket and write a sentence or label it. What does it look like? How fast does it travel? Where is it going?</p>
Additional Resources	English book Pencils	English book Pencils Character sheet	English book Pencils	English book Pencils	May need English books and pencil Coloured pencils

