



Oxford Level II

# A Job for George and Milo

**Author:** Claire O'Brien

**Illustrator:** Sarah Lawrence

**Teaching notes author:** Gill Howell

**Book type:** novel

## About *All Stars*

*All Stars* is a series of chapter fiction books written specifically for able readers aged 5 to 7 years. The books offer engaging, content-appropriate stories for infants at reading levels that will motivate and challenge your high-ability readers. *All Stars* are primarily for independent reading, but can be used in a variety of ways, including in able-reader guided reading sessions and in speaking, writing and drama activities.

*All Stars* is endorsed by Potential Plus, a leading charity which supports children with high learning potential. You can find out more about Potential Plus online: [www.potentialplusuk.org](http://www.potentialplusuk.org)

## Synopsis

George and Milo are desperate to buy a copy of their favourite comic, *MegaBuzz*, but don't have any money. They try to find a way to earn some money, and decide to make cakes to sell at the school sale. After lots of practice they succeed, but Nathan (the class bully) tries to spoil their efforts and demands they give him their best cake. Nathan grabs a box of what he thinks are decorations and pours them onto the cake – but they are chilli flakes! George and Milo make enough money at the sale to buy the comic. Nathan has learned his lesson and apologizes, and so they become friends.

## Group/Guided reading

### Introducing the story

- (Clarifying / Predicting) Read the title and look at the front cover. Ask: *What do you think the boys are making? Why might they be doing this?*
- (Predicting) Turn to the back cover and read the blurb. Ask: *What do you think their brilliant plan will be?*
- (Clarifying / Predicting) Look at the illustrations on pages 4–5. Ask: *What are the boys looking at? What do you think they are thinking?*
- (Clarifying) Look at the illustrations on pages 8–9. Ask: *What do you think is happening in these pictures? How do you feel about it?*
- (Predicting) Turn to page 19 and look at the chart together. Say: *Look at idea 4.* Ask: *What could they make that people want?*
- Some of the more challenging words and their definitions are listed on the front inside cover of the book. Encourage the children to look at these words and talk about their meaning to help build familiarity before the children read the story.
- Here are some additional tricky words that may be useful:
  - tangled – mixed up untidily
  - disturbed – interrupted, bothered
  - whisked – beaten into a frothy mixture

## Reading the story

- Ask the children to read the story aloud and help where necessary. Praise and encourage them as they read.
- *(Clarifying)* At the end of page 10, ask: *Why do you think Nathan behaved nastily to them? How would you feel if you were George or Milo?*
- *(Summarizing)* At the end of Chapter 2 (page 18), ask: *What jobs did George ask to do for his aunts? Why did they say no?*
- *(Questioning)* At the end of page 21, ask: *What would you like to ask George about his idea?*
- *(Predicting)* After reading page 26, ask: *What do you think George's plan might be?*
- *(Summarizing / Clarifying)* At the end of page 37, ask: *What went wrong with George and Milo's cakes? Why didn't they give up? What do you think you would have done?*
- *(Clarifying)* After reading page 42, ask: *Do you think George's ideas for cake fillings are any good? Why?*
- *(Predicting)* At the end of page 52, ask: *What do you think might happen next?*

## Returning to the story

- *(Questioning)* Ask: *What would you like to ask Nathan about how he behaved in the story?*
- *(Summarizing)* Ask: *Which character did you like best in the story and why?*
- *(Summarizing)* Ask: *Can you think of some adjectives and phrases to describe George and Milo's personalities?*
- *(Summarizing / Clarifying)* Look back at the illustrations on page 10, pages 44–45 and pages 48–49. Ask: *How did George and Milo react when Nathan bullied them, and how did this change throughout the story?*
- *(Summarizing / Clarifying)* Re-read the first paragraph on page 52, and ask: *Do you think George's plan to stop Nathan was a good one? How did Nathan make it worse?*
- *(Clarifying)* Ask: *How was Nathan different in the last chapter? Why do you think he decided to shake hands with George and Milo?*
- *(Predicting)* Ask: *How might the ending of the story be different if George and Milo had not tried to make friends with Nathan?*

## Independent reading

- Introduce the story as in the Group/Guided reading section above.
- Encourage the children to read the story as independently as possible. Remember to give them lots of encouragement and praise.
- Encourage the children to use a dictionary to look up any unfamiliar words.
- Encourage the children to answer the questions on the inside covers of the book.
- Able readers often read quickly but sometimes skim words or do not fully understand what they are reading. Try:
  - stopping the children from time to time and asking them to explain what is happening in the story at that point, or who a character is,
  - asking the children to examine the pictures and speech bubbles (if present). Encourage the children to tell you what information the pictures or speech bubbles give us,
  - reminding the children to look out for any difference between what is being said and what is being thought by the characters. Can they show you an example?
- Prompt more able readers to think about alternative language choices when exploring the text. For example, ask: *Can you think of any other words the author could have used to describe how this character felt here?*
- Even able readers may need to pause to work out a new or tricky word. Encourage them to reread the whole sentence again to make sure they understand the context of the word.

- Find even more books for your able readers at BookMatch, the children's book recommendation tool specially designed for teachers, available free on *Oxford Owl*. Filter by year group and Oxford Level to find age-appropriate books to stretch your most able: [www.oxfordowl.co.uk](http://www.oxfordowl.co.uk)

## Speaking, listening and drama activities

- Acting out episodes from the story.
  - Ask the children to work in small groups.
  - Ask them to choose an episode from the story and work out how to act it out.
  - Ask the other children to guess which episode it is.
  - Once the other children have guessed the episode correctly, ask them to think of some questions to ask the characters. The children performing should stay in role to answer.

## Writing activities

- Writing a letter to George and Milo's school.
  - Ask the children to write a letter to the school from Aunt Bimm, to complain about Nathan's bullying of George and Milo.
  - Encourage them to talk with a partner about what the letter should say, e.g. how formal or informal it should be. They could also discuss persuasive phrases to use.
  - Discuss how to lay out the letter appropriately using paragraphs, with an address, greeting and sign-off.
  - The children can then try writing their letters independently.

## Cross-curricular suggestion

### Science

- Ask the children to look at the list of ingredients used in the cake recipe on page 34. Invite the children to use books or the Internet to find out why these ingredients are necessary – for example, baking powder makes the cake rise.



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## Curriculum links and assessment

### Links to Oxford Reading Criterion Scale

- Can provide simple explanations about events or information, e.g. why a character acted in a particular way. (RCS Standard 3, 9)
- Can summarize a story, giving the main points clearly in sequence. (RCS Standard 3, 18)
- Can discuss reasons for events in stories by beginning to use clues in the story. (RCS Standard 3, 22)
- Is beginning to read between the lines, using clues from text and illustrations, to discuss thoughts, feelings and actions. (RCS Standard 3, 23)

### ENGLAND The National Curriculum in England: English Programme of Study, Year 2

	National Curriculum objectives	Book-related assessment pointers
<b>Spoken language</b>	participate in discussions, presentations, performances, role play, improvisations and debates (SpokLang.9)	Can the children act out an episode from the story that is recognizable?
<b>Reading:</b> Word reading	continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent (Y2 ReadWord.1)	Check that the children use their knowledge of phonics to work out new words.
<b>Reading:</b> Comprehension	making inferences on the basis of what is being said and done (Y2 ReadComp.2iii)	Can the children suggest plausible reasons for the actions of the characters?
	answering and asking questions (Y2 ReadComp.2iv)	Do the children pose questions that could find out how characters feel and think?
	predicting what might happen on the basis of what has been read so far (Y2 ReadComp.2v)	Check that the children can make sensible suggestions about what might happen next based on what has happened before.
<b>Writing:</b> Composition	writing for different purposes (Y2 WritComp.liv)	Check that the children use suitable language and layout for letter writing.

### SCOTLAND Curriculum for Excellence: Literacy and English experiences and outcomes, First Level

	Experiences and outcomes	Book-related assessment pointers
<b>Listening and talking</b>	When I engage with others, I know when and how to listen, when to talk, how much to say, when to ask questions and how to respond with respect. (LIT 1-02a)	Can the children work together to plan how to act out an episode from the story?
<b>Reading</b>	I can use my knowledge of sight vocabulary, phonics, context clues, punctuation and grammar to read with understanding and expression. (ENG 1-12a)	Check that the children use their knowledge of phonics to work out new words.
	I can share my thoughts about structure, characters and/or setting, recognize the writer's message and relate it to my own experiences, and comment on the effective choice of words and other features. (ENG 1-19a)	Can the children suggest plausible reasons for the actions of the characters? Check that the children can make sensible suggestions about what might happen next based on what has happened before.
	To show my understanding, I can respond to different kinds of questions and other close reading tasks and I am learning to create some questions of my own. (ENG 1-17a)	Do the children pose questions that could find out how characters feel and think?
<b>Writing</b>	I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience. (LIT 1-20a / LIT 2-20a)	Check that the children use suitable language and layout for letter writing.

## WALES Curriculum for Wales: Foundation Phase Framework, Year 2

	Framework objectives	Book-related assessment pointers
<b>Oracy</b>	adopt a specific role, using appropriate language in structured situations (Y2_OracSpea.7)	Can the children act out an episode from the story that is recognizable?
<b>Reading</b>	apply the following reading strategies with increasing frequency to a range of familiar and unfamiliar texts: - phonic strategies (Y2_ReadStrat.4i)	Check that the children use their knowledge of phonics to work out new words.
	express views about information and details in a text, considering content, ideas, presentation, organization and the language used (Y2_ReadResp.1)	Can the children suggest plausible reasons for the actions of the characters?
	prepare and ask a variety of questions, e.g. 'Who?', 'What?', 'Why?', 'When?' and 'How?', for a variety of purposes and to clarify understanding (Y2_OracSpea.9)	Do the children pose questions that could find out how characters feel and think?
	refine and revise predictions in fiction and non-fiction texts (Y2_ReadComp.5)	Check that the children can make sensible suggestions about what might happen next based on what has happened before.
<b>Writing</b>	write for different purposes (Y2_WritMean.2)	Check that the children use suitable language and layout for letter writing.

## NORTHERN IRELAND Levels of Progression in Communication across the curriculum: Levels 1 and 2

	Levels of Progression	Book-related assessment pointers
<b>Talking and listening</b>	follow discussions, make contributions and observe conventions of conversation (L2_com_talk.2i)	Can the children work together to plan how to act out an episode from the story?
<b>Reading</b>	use a range of reading strategies (L2_com_read.2)	Check that the children use their knowledge of phonics to work out new words.
	express opinions and make predictions (L2_com_read.5ii)	Can the children suggest plausible reasons for the actions of the characters? Check that the children can make sensible suggestions about what might happen next based on what has happened before.
	ask questions to seek clarification that develops understanding (L2_com_read.5i)	Do the children pose questions that could find out how characters feel and think?
<b>Writing</b>	show a sense of structure and organization (L2_com_write.2ii)	Check that the children use suitable language and layout for letter writing.