



Oxford Level 10

# Stanley Stone Rocks!

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**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

Frank moves to a new home and school, and feels very lonely and unhappy. He thinks a pet would help, but Dad says he can't have one. So when Frank finds an unusual stone, he decides to make that his pet instead. Stanley Stone helps Frank to make lots of friends at his new school. However, when Frank enters Stanley Stone into a pet show, the judge refuses to allow it. Poor Frank is plunged into sadness again, until he realizes all his friends have entered their own stone pets too.

## Group/Guided reading

### Introducing the story

- *(Clarifying)* Read the title and look at the cover image. Ask: *What is the boy holding? Who or what do you think Stanley Stone is?*
- *(Clarifying / Predicting)* Turn to the back cover and read the blurb. Ask: *What does it mean to be shy? Do you think a special stone could help Frank overcome his shyness? Why or why not?*
- *(Clarifying / Predicting)* Look at the illustration on page 4. Ask: *Why do you think there are lots of boxes in Frank's room?*
- *(Clarifying)* Turn to the illustration on pages 14–15. Ask: *How do you think Frank is feeling here? Why?*
- *(Clarifying / Predicting)* Turn to the illustration on pages 22–23. Ask: *Why do you think the boy is laughing? How might that make Frank feel?*
- 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:
  - familiar – well known
  - skittered – moved quickly and jerkily
  - fierce – frightening and forceful

## Reading the story

- Ask the children to read the story aloud and help where necessary. Praise and encourage them as they read.
- *(Clarifying)* On page 5, point out the word 'still' in italics. Ask: *How do the italics help you read with expression? Say: Look out for other opportunities to use expressive voices as you read.*
- *(Summarizing / Predicting)* At the end of Chapter 1 (page 13), ask: *What have you found out about Frank so far? How do you think Frank will get on at his new school? Why?*
- *(Clarifying)* On page 20, help the children sound out 'scowled' and check they understand the meaning.
- *(Summarizing / Predicting)* At the end of Chapter 3 (page 25), ask: *What has happened to make Frank feel happy? Do you think other children might laugh at Stanley Stone too? Why or why not?*
- *(Clarifying)* At the end of page 32, ask: *What sort of animals might make 'mewing, barking, squeaking and snuffling' noises? How is Frank's pet different?*
- *(Questioning)* After reading page 37, ask: *What would you like to ask Frank after the judge said Stanley Stone was not an actual animal?*
- *(Predicting)* Pause before reading page 45 and read the chapter heading. Ask: *What do you think the reward might be? Why?*

## Returning to the story

- *(Clarifying)* Ask: *How do you think you might feel if you were starting at a new school?*
- *(Clarifying)* Ask the children to find examples in the story that helped them read with an expressive tone, e.g. speech verbs, italic text, uppercase text. Ask: *How do they help you read expressively?*
- *(Clarifying)* Turn to page 5 and point out the adjective 'icky'. Ask: *What other interesting adjectives and phrases did you enjoy in the story?*
- *(Summarizing)* Ask: *Why did Frank feel unhappy at the start of the story?*
- *(Summarizing / Clarifying)* Ask: *How does Nancy behave towards Frank at the start of the story? Why?*
- *(Questioning)* Ask: *If Stanley Stone could talk, what questions would you like to ask him about being Frank's pet?*
- *(Clarifying / Summarizing)* Ask: *What happened to change the way Nancy and Frank felt about each other?*
- *(Summarizing)* Ask: *Which words would you use to describe Elsie?*

## 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

- Hot-seating characters from the story.
  - Ask the children to each select a different character from the story. Perhaps one character could even be Stanley Stone!
  - Ask each child to take turns to sit in the hot seat in role.
  - Encourage the other children to ask questions about the events in the story.
  - Ask the child in the hot seat to answer from their character's point of view.

## Writing activities

- Writing a description.
  - Ask the children to talk with a partner about what sort of pet they would most like to have.
  - Encourage them to make notes about what their imaginary pet looks like and how it acts.
  - Ask them to write a short description of their imaginary pet, including appearance, behaviour and why it is their favourite.

## Cross-curricular suggestion

### PSHE

- Ask the children to discuss what it feels like to start a new school and not know anyone. Ask the children to make posters with some ideas of how they could make new pupils feel welcome.



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## Curriculum links and assessment

### Links to Oxford Reading Criterion Scale

- Can read aloud and is beginning to use expression to show awareness of punctuation. (RCS Standard 2, 1)
- Can make plausible predictions about the plot of an unknown story, using the text and other book features. (RCS Standard 2, 9)
- With support, can answer simple questions/find information in response to a direct question. (RCS Standard 2, 12)
- Can comment on obvious characteristics and actions of characters in stories. (RCS Standard 2, 23)

### ENGLAND The National Curriculum in England: English Programme of Study, Year 1

	National Curriculum objectives	Book-related assessment pointers
<b>Spoken language</b>	ask relevant questions to extend their understanding and knowledge (SpokLang.2)	Check that the children ask open questions to elicit characters' points of view during the hot seat activity.
<b>Reading: Word reading</b>	apply phonic knowledge and skills as the route to decode words (Y1 ReadWord.1)	Do the children use their phonic knowledge to work out new words?
<b>Reading: Comprehension</b>	discussing word meanings, linking new meanings to those already known (Y1 ReadComp.1vi)	Can the children find interesting adjectives and phrases, say what they mean and why they like them?
	making inferences on the basis of what is being said and done (Y1 ReadComp.2iv)	Check that the children can explain why and how Nancy and Frank's attitudes change towards each other.
	predicting what might happen on the basis of what has been read so far (Y1 ReadComp.2v)	Can the children make plausible predictions based on what has already happened?
<b>Writing: Composition</b>	saying out loud what they are going to write about (Y1 WritComp.1i)	Check that the children discuss their ideas with a partner before 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>	I can show my understanding of what I listen to or watch by responding to and asking different kinds of questions. (LIT 1-07a)	Check that the children ask open questions to elicit characters' points of view during the hot seat activity.
<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)	Do the children use their phonic knowledge 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)	Check that the children can explain why and how Nancy and Frank's attitudes change towards each other. Can the children make plausible predictions based on what has already happened? Can the children find interesting adjectives and phrases and say why they like them?
<b>Writing</b>	I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense. (LIT 1-22a)	Check that the children organize their descriptions logically, using the appearance, behaviour and reasons for their choice prompts.

## WALES Curriculum for Wales: Foundation Phase Framework, Year 1

	Framework objectives	Book-related assessment pointers
<b>Oracy</b>	use a variety of questions, e.g. 'Who?', 'What?', 'Why?', 'When?' and 'How?', for a variety of purposes and to clarify understanding (Y1_OracSpea.9)	Check that the children ask open questions to elicit characters' points of view during the hot seat activity.
<b>Reading</b>	apply the following reading strategies with increasing independence – phonic strategies to decode words (Y1_ReadStrat.5i)	Do the children use their phonic knowledge to work out new words?
	explore language, information and events in texts (Y1_ReadResp.2)	Can the children find interesting adjectives and phrases and say why they like them?
	look for clues in the text to understand information (Y1_ReadStrat.12)	Check that the children can explain why and how Nancy and Frank's attitudes change towards each other.
	use prediction in stories, adding more detail (Y1_ReadComp.5)	Can the children make plausible predictions based on what has already happened?
<b>Writing</b>	use a simple plan to support and organize writing, e.g. story boards, thinking maps (Y1_WritStru.4)	Check that the children plan their descriptions logically, using the appearance, behaviour and reasons for their choice prompts.

## 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>	ask and answer questions to develop understanding (L2_com_talk.2ii)	Check that the children ask open questions to elicit characters' points of view during the hot seat activity.
<b>Reading</b>	use a range of reading strategies (L2_com_read.2)	Do the children use their phonic knowledge to work out new words?
	understand, recount and sequence events and information (L2_com_read.1)	Can the children summarize events and characterization when prompted?
	talk about what they read and answer questions (L1_com_read.5)	Check that the children can explain why and how Nancy and Frank's attitudes change towards each other.
	express opinions and make predictions (L2_com_read.5ii)	Can the children make plausible predictions based on what has already happened?
<b>Writing</b>	show a sense of structure and organization (L2_com_writ.2ii)	Check that the children organize their descriptions logically, using the appearance, behaviour and reasons for their choice prompts.