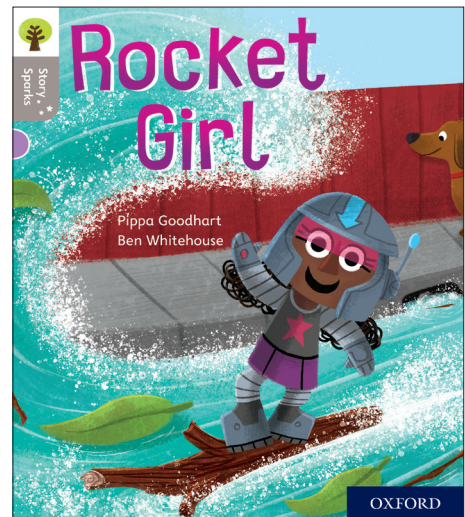


# Rocket Girl

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## Synopsis

Ben chooses a toy Rocket Girl as a birthday present for his friend Lil. He wraps the present and sets off for the party with his mum, but then it starts to rain. As Ben's mum puts on his coat, Ben drops the toy and accidentally leaves it on the pavement. Rocket Girl bursts out of the wrapping paper and surfs on a stick along the gutter to catch up with Ben. A dog catapults Rocket Girl off the stick and then she manages to bounce through the open window of Lil's house. Rocket Girl wraps herself up again, just as Ben realizes he's lost his present. When Lil unwraps Rocket Girl, Ben is very surprised! Lil is delighted and goes to sleep dreaming of the adventures they will have together.

## Group/Guided reading

### Introducing the story

- As the books in this series were created to develop comprehension skills, children may initially require additional support with some elements of the skills that lead to comprehension.
- Wordless books allow children to learn how books work and how to handle them correctly, looking at the pictures from left to right. Children will enjoy talking about the book and discussing what is happening in the pictures, and this will help prepare them for their first steps as readers. The pictures provide lots of opportunities for discussion. Respond to the children's ideas by building on and adding to them, using new words to increase their vocabularies.
- *(Predicting)* Look at the cover and read the title to the children. Ask: *What do you think Rocket Girl is? Say: I wonder if she is a real girl or a toy.* Encourage the children to make predictions.
- Look at p2 and say: *I wonder why the girl is giving the boy a card.* Support the children to understand that the girl has given the boy an invitation to her birthday party.
- Ask the children to talk about a time they have either received a present or given a present to someone else. Encourage them to talk about how they felt when they received or gave the gift.
- *(Questioning)* Encourage the children to ask some questions they have about the story. You could model this for them by thinking aloud, e.g. say: *I wonder where Rocket Girl is going.*
- *(Predicting)* Read the back cover blurb to the children. Ask the children to make predictions about what might happen to Rocket Girl in the story. Encourage them to explain what they think is happening in the cover picture.

### Reading the story

- Ask the children to turn the pages of the book and describe what they see in the pictures.
- On p4, ask: *What is the boy doing here? Is he finding it easy or difficult?*
- *(Predicting)* Look at the pictures on p5 together. Ask: *What has the boy done with the present? What do you think will happen next?*

- *(Predicting)* On p6, encourage the children to notice the differences between the two pictures. Say: *I wonder why Rocket Girl's foot is poking out from the wrapping paper in the second picture.* Encourage the children to make predictions about what's happening. Point out the gift tag on the present.
- *(Predicting)* On p7, ask: *Where do you think Rocket Girl is going?* Ask the children to point out the gift tag in both pictures.
- *(Summarizing)* On p9, ask the children to explain what has happened in the story so far. Ask: *How did Rocket Girl get to the party?*
- On p10, ask: *What is Rocket Girl doing in the second picture?* Support the children to understand that Rocket Girl is wrapping herself up again.
- On p11, say: *I wonder how the girl feels when she opens the present and finds Rocket Girl inside.* Ask: *How would you feel if someone gave you a toy Rocket Girl as a gift?*

## Returning to the story

- *(Summarizing)* Ask: *Which part of the story did you enjoy best? Why?*
- *(Questioning/Clarifying)* Ask: *Are there any parts of the story you have questions about?* Discuss the children's questions as a group and clarify where possible.
- *(Clarifying)* Look back at the first picture on p10 and ask: *Why does the boy look confused?* Support the children to understand that the boy has just realized he's lost the present. Say: *I wonder how he felt when he realized he'd lost Rocket Girl.* Encourage the children to make suggestions.
- *(Clarifying)* Look again at p11 and say: *I wonder how the boy felt when the girl opened a present and found Rocket Girl inside.* Encourage the children to share their ideas. Ask: *How did the boy know it was the same Rocket Girl that he bought?* If necessary, point out the gift tag on Rocket Girl's arm.
- Look again at the thought bubbles on p12. Ask: *What adventures do you think the girl and Rocket Girl will have next?*

## Independent reading

- Introduce the book as in the Group/Guided reading section above.
- Encourage the children to look through the book as independently as possible, looking carefully at the pictures. Remember to give them lots of encouragement and praise.

## Speaking and listening

- Ask the children to work with a partner to retell the story. Ask one partner to tell the story from the boy's point of view and the other to tell it from Rocket Girl's point of view.
- Remind the children that the boy doesn't know how Rocket Girl got to the party, so this section wouldn't feature in the retelling from the boy's point of view.
- When the children have had an opportunity to retell the story, encourage them to notice any similarities and differences between the two versions.

## Drawing activity

- Ask the children to design a companion for Rocket Girl. It could be a Rocket Boy, a Rocket Dog, or something else, such as a robot.
- Ask the children to draw a picture of the new toy. Encourage them to think about what their toy might be able to do. Ask: *Does it have any special powers? Can it talk?*
- Ask the children to think of a name for their new toy and help them to write it down.

## Cross-curricular suggestion

### Expressive arts and design

- Look back at p2 of Rocket Girl and point out the invitation that Lil is giving Ben.
- Ask the children to make a card to give to a friend or family member. Ask them to think about what they want the card to say (they do not need to use writing).
- Encourage the children to think about what the recipient likes and to draw this on the front of their card.
- Provide the children with a variety of different materials to make their card.

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## Curriculum links and assessment

### Links to Oxford Reading Criterion Scale

- Can hold books the right way up and turn the pages. (READ) (Pre-reading Standard, 1)
- Shows curiosity about content of texts, e.g. may begin to discuss content and answer basic questions about a story (How? Why?). (D) (Pre-reading Standard, 9)
- Can retell an event in a story or information from a non-fiction text (may only be brief). (R) (Pre-reading Standard, 14)
- When prompted, can use illustrations to support talk about what is happening in a text and to predict what might happen next. (D) (Standard 1, 3)

### Letters and Sounds: Phase 1

- *Story Sparks* Level 1 books are wordless, which allows children to learn how books work, including the order and direction in which they are read. They each tell a story through detailed and engaging pictures, providing lots of opportunities for talk.

### ENGLAND The Early Years Foundation Stage Framework: Nursery

	Early Learning Goals	Book-related assessment pointers
<b>ELG 03 Speaking</b>	Children express themselves effectively, showing awareness of listeners' needs. (ELG03.1)	Check the children are able to retell the story from the point of view of either the boy or Rocket Girl, speaking clearly and including key events from the story.
<b>ELG 01 Listening and attention</b>	Children listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. (ELG01.2)	Check the children can talk about how the boy feels when the girl opens the present, drawing on their knowledge of the story. Check they are able to talk about how the girl feels when she opens the present.
<b>ELG 02 Understanding</b>	Children answer 'how' and 'why' questions about their experiences and in response to stories or events. (ELG02.2)	Check the children are able to say that the boy has dropped the present on p5 and make predictions about what might happen next.
<b>ELG 09 Reading</b>	Children demonstrate understanding when talking with others about what they have read. (ELG09.3)	Check the children are able to share their favourite part of the story and explain why they like it.
<b>ELG 10 Writing</b>	Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. (ELG10.1)	Check the children can write the name of their new toy with support.

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

	Experiences and outcomes	Book-related assessment pointers
<b>Oracy</b>	I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways. (LIT 0-01c)	Check the children are able to retell the story from the point of view of either the boy or Rocket Girl, speaking clearly and including key events from the story.  Check the children can talk about how the boy feels when the girl opens the present, drawing on their knowledge of the story. Check they are able to talk about how the girl feels when she opens the present.
	I listen or watch for useful or interesting information and I use this to make choices or learn new things. (LIT 0-04a)	Check the children are able to say that the boy has dropped the present on p5 and make predictions about what might happen next.
<b>Reading</b>	I enjoy exploring and choosing stories and other texts to watch, read or listen to, and can share my likes and dislikes. (LIT 0-01b / LIT 0-11b)	Check the children are able to share their favourite part of the story and explain why they like it.
<b>Writing</b>	I explore sounds, letters and words, discovering how they work together, and I can use what I learn to help me as I read or write. (ENG 0-12a / LIT 0-13a / LIT 0-21a)	Check the children can write the name of their new toy with support.

## WALES Curriculum for Wales: Foundation Phase Framework, Nursery

	Framework objectives	Book-related assessment pointers
<b>Listening and talking</b>	in simple terms, retell a story or information that they have heard (YN_OracList.6)	Check the children are able to retell the story from the point of view of either the boy or Rocket Girl, speaking clearly and including key events from the story.
	listen and respond with growing attention and concentration (YN_OracList.1)	Check the children can talk about how the boy feels when the girl opens the present, drawing on their knowledge of the story. Check they are able to talk about how the girl feels when she opens the present.
	answer simple 'Who?', 'What?' and open-ended questions relating to own experiences, stories or events (YN_OracList.8)	Check the children are able to say that the boy has dropped the present on p5 and make predictions about what might happen next.
<b>Reading</b>	make meaning from pictures in books, adding detail to their explanations (YN_ReadStrat.8)	Check the children are able to share their favourite part of the story and explain why they like it.
	recognise differences and similarities in pictures, shapes, patterns and textures (YN_ReadStrat.3)	Check the children are able to notice the difference between the two pictures on p6 to understand that Rocket Girl is tearing her way out of the wrapping.
<b>Writing</b>	experiment with a range of mark-making instruments and materials across a range of contexts (YN_WritMean.1)	Check the children can write the name of their new toy with support.

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

	Levels of progression	Book-related assessment pointers
<b>Talking and listening</b>	speak audibly to be heard and understood (LI_com_talk.5)	Check the children are able to retell the story from the point of view of either the boy or Rocket Girl, speaking clearly and including key events from the story.
	use vocabulary from within their experience to describe thoughts and feelings (LI_com_talk.3)	Check the children can talk about how the boy feels when the girl opens the present, drawing on their knowledge of the story. Check they are able to talk about how the girl feels when she opens the present.
	ask and answer questions for specific information (LI_com_talk.2)	Check the children are able to say that the boy has dropped the present on p5 and make predictions about what might happen next.  Check the children can ask questions about the story, both before and after reading.
<b>Reading</b>	talk about what they read and answer questions (LI_com_read.5)	Check the children are able to share their favourite part of the story and explain why they like it.
<b>Writing</b>	write words using sound-symbol correspondence (LI_com_writ.4i)	Check the children can write the name of their new toy with support.