OXFORD LITERACY INDEPENDENT
GUIDED READING TEACHING NOTES

Book: Burps, Scabs and Smells
Genre: Non-fiction
Text type: Explanation
Word count: 1414
Reading skills: Evaluative comprehension
Stage of reader: Fluent
Text level: 27

PREDICTING

SAY Look at the front and back covers. Can you predict what the text might be about?

pages 2–3

ASK What do you notice about all the chapter titles except the glossary and index? (Literal)

ASK Why do you think the author chose to start each chapter with a question? What effect does it have on you as a reader? (Evaluative)

pages 4–5

ASK How has the author made sure you understand the meaning of some of the harder words in the text? (Evaluative)

ASK How do scabs help cuts to heal? (Literal)

pages 6–7

SAY Discuss some of the things the author and the illustrator have done on these pages to try and make you interested in what you are reading. (Evaluative) RV

ASK What do you think is the most important piece of information on these pages? (Inferential)

pages 8–9

ASK How do the illustrations help you better understand the information? (Inferential) RV

ASK What text type is used on these pages? Why do you think the author chose it? (Evaluative)
Burps, Scabs and Smells

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pages 10–11

**ASK** Why do you think the author chose to include this topic in the text? *(Evaluative)*

**ASK** What is the ‘Sick note’ on page 11 about? Why is it there? *(Literal/Inferential)*

pages 12–13

**ASK** Do you think the dialogue between Sophia and Dr Sicknote is an effective way to present the information about ear wax? Why or why not? *(Evaluative)*

**SAY** Give me two reasons why you should never poke anything into your ear. *(Literal)*

pages 14–15

**ASK** Why has the author used several different words for ‘vomit’ in the text? What are they? *(Evaluative/Literal)*

**ASK** Why do the numbers in the diagram on page 15 start at the bottom of the page? Do you think it’s a good way to present the information? *(Inferential/Evaluative)*

pages 16–17

**ASK** Do you think ‘Why Am I Covered in Spots’ is a good title for this chapter? What would you have called it? *(Evaluative)*

**ASK** What does Dr Sicknote tell Lien about chickenpox? Does he give her good advice? *(Literal/Evaluative)*

pages 18–19

**ASK** Did the explanation and diagram about the hiccups help you understand what they are? What other questions do you have? *(Evaluative)*

**ASK** How do you think Charles Osborne might have finally stopped his hiccups? *(Inferential)*

pages 20–21

**SAY** Look back through the book at Dr Sicknote. How has the illustrator changed him to suit each topic? *(Evaluative)*

**ASK** Is the information on these pages relevant to you? Why or why not? *(Evaluative)*

pages 22–23

**ASK** What have the author and illustrator done to show you that Jerome is cold? *(Evaluative)*

**ASK** Why don’t goosebumps work very well to keep you warm? *(Literal)*
SAY Explain in your own words what ‘contagious’ means. **(Literal)**

ASK Why has the author included an index? When might you use it? **(Evaluative)**