

## The Adventure Park

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<p><b>Comprehension strategies</b></p> <ul style="list-style-type: none"> <li>Comprehension strategies are taught throughout the Teaching Notes to enable pupils to understand what they are reading in books that they can read independently. In these Teaching Notes the following strategies are taught: <i>Prediction, Questioning, Clarifying, Imagining</i></li> </ul>	<p><b>Decodable words</b> across, back, big, down, hungry, this, tree, with</p> <p><b>Tricky words</b> beautiful, busy, cook, escaped, excited, flew, front, harness, here, home, mobile, next, phone, rope, sky, swooped, table, there, want(ed), were</p> <p><b>C</b> = Language comprehension <b>W</b> = Word recognition</p>
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### Group or guided reading

#### Introducing the book

- C** (*Prediction*) Read the title and look at the picture on the front cover. Ask: *Do you think Biff is enjoying herself?*
- C** (*Clarifying*) Turn to page 5 and read what Biff says. Were the children right?
- C** (*Questioning*) Ask whether any children have been to an adventure park. Ask: *What kind of things did you do?*

#### Strategy check

Remind the children to use a finger or piece of card to keep their place when reading.

#### Independent reading

- W** Ask children to read the story. Praise them for using syntax and context when tackling new words.
- W** As you listen to the children, notice which decoding strategies they are using.
- W** On page 3, if children struggle with the new word 'harness', help them to split the word up into syllables then blend the phonemes all through each syllable.

**Assessment** Check that children:

- read high frequency words without hesitation
- understand the story by asking questions.

#### Returning to the text

- C** (*Imagining*) On page 24, ask: *What might the family do next?*
- W** Ask the children to find words beginning with the phoneme sound 'f' ('front' page 3, 'fall' page 4, 'fun' page 10, 'phone' page 19, 'falcon' page 21, etc.). Ask: *Do they all start with the letter 'f'? What other ways of spelling the 'f' sound are there?*
- W** On page 15, ask the children to find all the words with the grapheme 'oo' ('look', 'good', 'cook'). Turn to page 16 and ask them to find another 'oo' word. Ask how the phoneme sound changes. (It changes from a short vowel sound to a long vowel sound.)
- C** (*Questioning, Clarifying*) Turn back to pages 2 and 3. Ask: *Who are the people in red shirts and blue trousers? What do they do? Why are they important?*
- C** (*Clarifying*) Ask: *How did Dad know that the falcon was not a wild bird?*

## Group and independent reading activities

**Objective** Explore the effect of repeated words and phrases.

- C (Clarifying)** Ask the children to read what Kipper says on page 13. Ask: *Who else is hungry in the story?* (the falcon)
  - Can the children remember where Kipper says he is hungry again? (page 24)
  - Discuss why the author has decided to repeat what Kipper says. (Reinforces what we know about Kipper; reminds us what was happening on page 13 when the story changes into another phase; adds humour, etc.)
  - Ask children to look for the word that is repeated on pages 1, 2 and 5 ('excited'/'exciting'). Talk about how repeating the word builds up the tension and atmosphere in the story.

**Assessment** Are children able to recognise how repeated words have a powerful effect on the text?

**Objective** Visualise and comment on events, characters and ideas, making imaginative links to their own experiences. Compose and write simple sentences independently to communicate meaning.

- C (Imagining)** Ask the children to describe how they would feel if they were Biff standing at the start of the log bridge on page 4. Ask for descriptive words to put up on the board, e.g. 'nervous', 'frightened', 'scared', 'butterflies in stomach'. Talk about times when they have done something new and scary.
  - In the same way, ask how Chip feels now he has done the walk on page 5 ('happy', 'proud', 'tired', etc.).
  - Prepare two blank thought bubbles for each child. Explain that in the first thought bubble they write two sentences describing how they would feel before doing the log bridge and in the second one how they would feel after.

**Assessment** Did the children write sentences that started with a capital letter and ended with a full stop?

**Objective** Read and spell phonically decodable two-syllable and three-syllable words.

- W** Find 'harness' on page 3. Ask: *How many syllables does the word have?* Ask them to sound out and blend the phonemes in each syllable.
  - Do the same with 'falcon' on page 21.
  - Can the children find a three-syllable word on page 12? ('barbecue') Ask them to sound out and blend the phonemes in each syllable.

**Assessment** Are children able to divide words up into syllables?

## Speaking, listening and drama activities

**Objective** Take turns to speak, listen to others' suggestions.

- In a circle time, ask: *Why was the falcon taken back to the falcon home?*
- Look at the picture of the birds in cages on pages 22–23. Ask: *Do you think it is okay to keep birds like this?*
- Encourage children to discuss the pros and cons of keeping birds in captivity. Talk about what the birds might miss by being kept in cages. Ask: *In what ways might they be safer here compared to living in the wild?*
- Make sure each child has a turn to speak and that others listen to what they say.

## Writing activities

**Objective** Use key features of narrative in their own writing.

- Look at the pictures of the activities at the adventure park (pages 2–11). Ask: *Which activity would you like best?*

- Choose one activity. Together, make up a story about the characters and the activity. In the story, something goes wrong and then it is put right. Plan the sequence of events together.
- Read the story plan together.
- Ask the children to think of another activity and write their own story plan.

Were the children able to write a story with a beginning, a middle and an end?

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