

## Australian Adventure

Teaching Notes Author: Gill Howell

<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, Summarising</i></li> </ul>	<p><b>Tricky words</b></p> <p>air, Australia, because, crawl, creature, desert, dirty, filthy, fires, forest, hose-pipe, hundred, lamp, laugh, night, paintings, strange, voice, water, whispered</p> <p><b>C</b> = Language comprehension</p> <p><b>W</b> = Word recognition</p>
---	---

### Group or guided reading

#### Introducing the book

- C** (**Clarifying**) Read the title. Ask: *What do you know about Australia?* Talk about any places the children know about, e.g. Sydney, The Great Barrier Reef and any Australian animals they know of.
- Turn to pages 8 and 9 and talk about the landscape. Ask the children to tell you what this is called. Explain that the centre of Australia is largely desert.
- Look at the dingos on page 11. Talk about the colours and identify Amber, Red, Tan and Ginger.

#### Strategy check

Remind the children to use their phonic knowledge and to check for sense.

#### Independent reading

- W** Remind the children how breaking a word up into syllables helps work out the word. Practise by counting the syllables in 'boom-er-angs' on page 1.
- C** (**Prediction**) Talk about the events on each page as children read. Ask them to say what might happen next.
- C** (**Questioning, Clarifying**) Check their understanding and clarify any misunderstanding by asking a variety of questions that require recall, inference and deduction. For example, ask: *Why did the men call Floppy a dirty dingo?*
- C** (**Summarising**) Ask children to retell the story in just three or four sentences.

**Assessment** Check that children:

- can use knowledge of word structure to support reading, including polysyllabic words
- can give some reasons why things can happen.

#### Returning to the text

- C** (**Questioning, Clarifying**) Ask: *Why was Floppy hiding under Biff's bed?* (page 6).
- C** (**Clarifying**) Ask: *Why did the dingos laugh at Floppy?* (page 11).
- C** (**Clarifying**) Ask: *Why did the humans like fleas?* (page 13).
- C** (**Clarifying**) Ask: *Why did Floppy and the dingos have to walk a long way to get to a water hole?* (page 25).
- C** (**Prediction**) On page 32 ask: *What will Mum do now? Do you think Floppy's method of getting rid of fleas is going to work?*

## Group and independent reading activities

**Objective** Know how to tackle unfamiliar words that are not completely decodable.

- W** On page 3, find the word 'laugh'. Ask the children if they can think of other words where 'gh' makes an 'ff' sound, e.g. 'cough', 'rough'.
- On page 17, find 'whispered'. Ask the children to tell you any other words they know that have 'wh'. Make a list.
- On page 20, find another word with 'augh' ('caught'). Notice that it has the same spelling pattern as 'laugh' but sounds different.

**Assessment** Were the children able to recognise spelling patterns and phonemes in words?

**Objective** Read high and medium frequency words independently and automatically.

- W** On page 1, ask a volunteer to find a word with three syllables ('boomerangs').
- On page 18, ask a volunteer to tell you how many phonemes there are in 'kangaroo'. Say them separately: 'k-a-n-g-a-r-oo'. Ask them to count the syllables. Look through the book and find other three-syllable words ('suddenly', 'everyone', 'adventure', 'animals', 'anything').

**Assessment** Do the children recognise three-syllable words?

**Objective** Draw together ideas and information from across a whole text. Give reasons why things happen or characters change.

- C** (*Questioning, Clarifying, Summarising*) Look through the book with the children and find the pages where the boomerang is mentioned.
- Record the pages and talk about the different ways the boomerang is used in each instance, e.g.
  - Page 3 Floppy chased after the boomerang.
  - Page 9 The men threw a boomerang at Floppy.
  - Page 23 Floppy takes the boomerang from the men.
  - Page 27 Amber goes into the water-hole with the boomerang.
  - Page 29 The boomerang gets covered with fleas.
  - Page 32 Floppy goes off to the park with the boomerang to get rid of his fleas.
- Discuss how the boomerang is the catalyst for each event in the story, e.g. if the family hadn't taken the boomerang to the park, Floppy wouldn't have got dirty, which meant he wouldn't have been under the bed when the key glowed. If the men hadn't thrown the boomerang at him, he might not have met the dingos, etc.
- Draw out from the children the importance of the boomerang as a common thread through the story.
- Ask: *Are there other elements of the story that are repeated and that are important?* (e.g. water)

**Assessment** Are children able to retrieve information from the text?

**Objective** Use syntax and context to build their store of vocabulary when reading for meaning.

- W** Ask the children to work in pairs to collect together all the words in the story that they think have something to do with Australia.
- The list should include: 'boomerang', 'dingo', 'kangaroo', 'desert', 'water-hole', 'The Dreamtime'.
- When they have compiled their list, ask them to tell you or write down what each word means.
- Ask: *Do you know the names of any other Australian animals?* Encourage children to look for information on the Internet or in books.
- Put together an 'Australian words' wall chart.

**Assessment** Do children recognise words that are synonymous with Australia?

## Speaking, listening and drama activities

**Objective** Tell real and imagined stories using the conventions of familiar story language.

- Ask the children to tell you about Floppy's dream. Reread pages 19–22 together.
- Work together to note the main points of the story in words and phrases.
- Explain that you are going to use the list of points to help retell the story.
- Ask one child to suggest the first sentence. Ask another child to say what happened next.
- Build up the story in whole sentences with different children suggesting what happened next.

## Writing activities

**Objective** Draw on knowledge and experience of texts in deciding and planning what and how to write.

- Refer to the notes made in the speaking and listening activity.
- Ask the children to use these points to write the story of Floppy from when he first meets the dingos until Amber gets rid of her fleas.
- Discuss possible opening sentences together to help the children begin.
- Ask them to reread their own work frequently to check for consistency, e.g. same tense and person.
- Praise children for consistent narrative writing.

**Assessment** Do the children make use of the planning? Do they write using consistent tense and person?

**Oxford**  
**OWL**

**For teachers**

Helping you with free eBooks, inspirational resources, advice and support

**For parents**

Helping your child's learning with free eBooks, essential tips and fun activities



[www.oxfordowl.co.uk](http://www.oxfordowl.co.uk)