

Camping Adventure

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<p>Comprehension strategies</p> <ul style="list-style-type: none"> 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, Imagining</i> 	<p>Decodable words</p> <p>back, bed, boy, could, cows, down, farm, has, had, help, here, house, last, may, milk, new, ran, storm, tent, them, they, tree, very, will, wind</p> <p>Tricky words</p> <p>adventure, car, couldn't, doctor, field, hospital, laughed, pointed, there, what, worse</p> <p>C = Language comprehension W = Word recognition</p>
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Group or guided reading

Introducing the book

- C** (**Predicting**) Look at the cover. Ask: *What are the family doing? Where might they be?*
- C** (**Clarifying**) Read the title together and look through the book up to page 7 to confirm the children's predictions.

Strategy check

Remind the children to segment new words into sounds to work them out.

Independent reading

- Ask the children to read the story. Praise and encourage them while they read, and prompt as necessary.
- W** If children struggle with the word 'worse' on page 14, help them sound out the phonemes and then blend them to work out the word.
- W** Point out and check the children's understanding of the apostrophes in the contractions: 'couldn't' (page 15), 'helicopter's' (page 16), 'She's' (page 23) and 'He's' (page 24).
- C** (**Summarising**) Ask children to retell the story in just two or three sentences.

Assessment Check that children:

- use phonic knowledge to sound out and blend the phonemes in words.

Returning to the text

- C** (**Questioning, Clarifying**) Ask the children why the family had to leave the tent and go to the farmhouse.
- C** (**Imagining**) Look together at pages 10 and 11. Ask: *Have you been out in a strong wind? How did it feel? What happened to your hair, clothes or umbrella?*
- C** (**Clarifying**) Look at pages 15 and 16. Ask: *How do you think Mr Jones is feeling, and why?*
- C** (**Questioning, Clarifying**) Ask the children: *Why did a helicopter come to the farm? Why was a helicopter sent rather than a normal ambulance?*

Group and independent reading activities

Objective Use knowledge of common inflections in spelling, such as plurals, -ly and -er.

- W** Ask the children to read through the book finding words that end with 's'.
 - They should find: 'cows' page 4, 'eggs' page 6, 'bags' and 'stones' page 18.
 - Talk about the words being plural words and explain they have an 's' because there is, e.g, more than one egg.
 - Explain why 'Mrs', 'Jones' and 'cross' are not plural words but are singular words that end with 's'.
 - Talk about the words that have an 's' on the end because they are contractions, e.g. 'helicopter's' means 'helicopter is'.

Assessment Do the children find the plural words?

Objective Recognise automatically an increasing number of familiar words.

- W** Ask the children to find the following words, 'farm' on page 1; 'milk' on page 4; 'blew' on page 10, and to read them out.
 - Ask the children to continue in pairs, taking it in turns to locate a word of their choice, and then read it to their partner who then has to find it in the story.

Assessment Do the children find and read the words quickly and accurately?

Objective Identify the constituent parts of two-syllable and three-syllable words to support the action of phonic knowledge and skills.

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

You will need two- and three-syllable words from the story printed on cards and cut up into syllables, e.g. 'camp-ing'; 'farm-house'; 'ex-pect-ing'; 'to-day'; 'hos-pit-al', 'point-ed', 'com-ing'.

- W** Write a list of the words on the board.
 - Ask the children to make up the words by finding the constituent parts.
 - Can they make more words, e.g. 'pointing'?
 - Can they find more words in the text to make their own 'syllable' cards?

Assessment Do the children create words which make sense?

Objective Visualise and comment on events, characters and ideas, making imaginative links to own experiences.

- C** (*Clarifying, Imagining*) Ask the children to look at the illustrations and text on pages 10 and 11.
 - Ask them to discuss with a partner what is happening in the story at this point and how they would feel if they were one of the characters.

Assessment Do the children refer to the story, pictures and their own experiences?

Objective Identify the main events and characters in stories, and find specific information in simple texts.

- C** (*Summarising*) Discuss what happened in the story and the reasons for the events.
 - Write 'First...', 'Then...', 'Next...', 'At last...' on the board.
 - Encourage the children to tell you what happened after each sentence starter, using the story for reference.

Assessment Do the children pick out the main events?

Speaking, listening and drama activities

Objective Tell stories and describe incidents from their own experience in an audible voice.

- Write the words 'First', 'Then', 'Next', 'At last' on the board.
- Ask the children to think of times when they have been out in the rain and wind.
- Encourage them to relate what happened to the rest of the class or group using the words on the board as prompts.

Writing activities

Objective Convey information and ideas in simple non-narrative forms.

- Discuss with the children the kinds of things it would be useful to take on a camping holiday.
- Ask the children to write a holiday tick list of all the items.
- Encourage them to look at the illustrations in the story to give them ideas.

Assessment Do the children select appropriate words?

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