

## The Outing

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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, Summarising</i></li> </ul>	<p><b>Tricky words</b></p> <p>apatosaurus, called, crocodiles, dinosaurs, elephants, home, hope, lady, museum, photograph, pictures, rain, room, school, shoe, some, zoo</p> <p><b>C</b> = Language comprehension</p> <p><b>W</b> = Word recognition</p>
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### Group or guided reading

#### Introducing the book

- C** (**Prediction**) Look at the front cover together and discuss what is happening. Ask the children to read the back cover blurb and say what they think will happen in the story.
- C** (**Clarifying**) Ask the children to look briefly through the story to find out where the characters go.

#### Strategy check

Remind the children how to tackle unfamiliar words that are not completely decodable.

#### Independent reading

- Ask children to read the story. Praise and encourage them while they read, and prompt as necessary.
- W** If children struggle with the word 'apatosaurus' on page 15, suggest they break it down into syllables.
- C** (**Summarising**) Ask children to retell the story in as few sentences as possible.

**Assessment** Check that children:

- use a range of strategies to work out new words
- understand why the characters went to the museum
- read with expression appropriate to the grammar and punctuation.

#### Returning to the text

- C** (**Questioning**) Ask: *What did Wilf lose? What did Nadim bring back?*
- C** (**Clarifying**) On page 24, ask: *How does Chip know they are going to the land of the dinosaurs?*
- C** (**Prediction**) Ask: *What do you think might happen in the land of the dinosaurs?*
- W** Ask children to find words in the book with the phoneme 'f' spelt 'ph' ('elephants' page 9, 'photograph' page 15). Can the children think of any other words? Provide a dictionary for more able children to look up 'ph' words.
- W** Turn to page 2. Ask the children to look at what Mrs May says. Discuss why there is an apostrophe in 'we're' and 'don't'. Talk about how in informal written speech some words are joined together, in the way that we say them.
- C** (**Questioning**) Ask the children to count the number of times Mrs May says 'don't'. Ask: *Why does Mrs May keep saying this? Is she worried? What is she worried about? Do you think the children are taking much notice of Mrs May?*

- W** Find 'stopped' on page 4. Ask: *What is the root word?* (stop). *What has been added to make it a word to show it happened in the past?* ('p' and 'ed'). Ask the children to see if they can find other words that change when in the past tense ('told', 'ran'). Ask them to make a list of words that stay the same but just have 'ed' added.

## Group and independent reading activities

**Objective** Speak with clarity. Respond to presentations by commenting constructively. Engage with books through exploring and enacting interpretations.

- C** (*Summarising*) Ask the children to work with a partner and to take turns to retell the story to each other.

- The children then look through the story and compare with their versions.
- Ask some children to read out their versions of the story to the group.
- Discuss the differences between the retellings.

**Assessment** Are the children able to retell the story in sequence?

**Objective** Speak with clarity and use appropriate intonation when reading and reciting texts. Work effectively in groups by ensuring that each group member takes a turn challenging, supporting and moving on.

- W** Ask the children to work with a partner and to take turns to read only the spoken words in the story.

- Encourage them to use expression appropriate to the punctuation used in the text.
- As a group, discuss what helps the children to read with expression, e.g. exclamation marks.

**Assessment** Do children pause at commas and change their tone according to the punctuation?

**Objective** Spell with increasing accuracy and confidence. Read high and medium frequency words independently and automatically. Use syntax and context to build their store of vocabulary when reading for meaning.

- W** Write the following sentences on the board:

We're going...the zoo.

Don't go...near the water.

We all wear...shoes.

- Discuss the three words 'to', 'too' and 'two'.
- Ask the children to read the sentences on the board, then write them, filling in each gap with the correct word.
- Ask them to skim through the book and find examples of 'to' and 'too' and read the sentences they appear in.
- Ask them to write their own sentences using 'to', 'too' and 'two' correctly.

**Assessment** Can the children write three new sentences using the different words correctly?

## Speaking, listening and drama activities

**Objective** Work effectively in groups by ensuring that each group member takes a turn.

- Sit with the children in a circle and discuss what Wilf did near the water on page 6 of the story.
- Ask the children to think about the dangers of water and, in turn, ask each child to contribute to a list of what not to do near water.
- Ask children for ideas on how playing near water could be made safe and list them.

# Writing activities

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

- Ask the children to tell you what happened in the story, and write a simplified version on the board in notes.
- Discuss which parts of the story would stay the same if it were being written about different children who went on a different outing, e.g. to a farm park or the seaside.
- Using the parts identified by the children, write them as a framework to help the children structure their own writing about a different outing.

**Assessment** Can children produce texts which are appropriate to task?

**Objective** Select from different presentational features to suit particular writing purposes on paper and on screen.

- Using a computer program, e.g. Word, or paper, ask the children to write a letter from one of the characters in the story to Mrs May, thanking her for his or her day out.
- Talk about the kind of things that might be included in the letter, e.g. what part of the day the character liked best, anything funny that happened, anything new they learned.
- Design a letter template in Word or discuss how to lay out a simple letter with the date, etc.

**Assessment** Can children produce texts which are appropriate to the task?

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