

Safari 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>away, back, beep, began, catch, could(n't), hid, jeep, men, ran, see, sniff, them, they, this, track(ing), tree, went</p> <p>Tricky words</p> <p>Africa, after, around, asked, began, bush, called, chased, didn't, drove, exciting, good, herd, here, home, idea, oh, pressed, saved, shook, suddenly, why, won't</p> <p>C = Language comprehension W = Word recognition</p>
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Group or guided reading

Introducing the book

- Ask the children what they already know about Africa and going on safari. If necessary, explain that a safari is an expedition to watch animals in the wild, usually in Africa.
- C** (**Prediction**) Look at the cover. Ask: *What other animals might the boys see during the adventure?*

Strategy check

Remind the children to break down new words into syllables, e.g. 'suddenly' on page 20.

Independent reading

- C** (**Clarifying**) Ask children to read the story. As each child reads aloud, praise them for varying their expression when a character speaks or for sound effects such as 'beeeeeep'.
- Occasionally ask the children to describe what is happening in an illustration to check their understanding.

Assessment Check that children:

- read aloud with pace and expression
- know when reading makes sense and to check if it doesn't.

Returning to the text

- C** (**Summarising**) Look at the men in the picture on page 10 and on page 21. Ask the children what the trackers are trying to do and what the rangers' job is.
- W** Turn to page 1 and find the word 'tracking'. Ask them to show you how they worked out the word, checking they sound out and blend the phonemes all through the word. Repeat with 'drink' on page 8 and 'creep' on page 11.
- W** Ask the children to find the word 'sniff' on page 5. Ask: *Why is the word repeated three times? Does it help the reader imagine what Floppy is doing?* Turn to page 17, ask: *What word could the author have repeated here to create tension and excitement?* (quick)
- C** (**Clarifying**) Ask: *Why were the men scared when they heard the lorry's horn?*
- C** (**Imagining**) Ask the children to describe how they would feel if they were Chip and Wilf hiding from the trackers on page 19.

Group and independent reading activities

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

C (*Summarising*) Ask: *What were the children doing when the adventure began? Say: Find me the page where Chip gives Wilf some leaves to put in his hat (page 2).*

- Ask the children to tell you the main events in the magic adventure. Start a numbered list, e.g.
 1. Wilf and Chip were tracking Dad
 2. The magic took them to Africa
 3.
- Praise the children for telling you the main events in the correct order from memory but ask them to look in the book to check they are right.

Assessment Are the children able to focus on the main events of the story? Do they retell them in order?

Objective Use syntax and context when reading for meaning.

W Before the children begin to read, cover some words up with reusable stickers, e.g. you could cover 'herd' (page 9), 'catch' (page 12), 'pressed' (page 14), 'scared' (page 16).

- Take turns to read the story aloud. When a child reaches a page with a sticker, ask them to read the page, but leave a gap for the missing word.
- As a group, discuss what the missing word might be.
- When you have chosen the most likely word, ask one child to peel back the sticker.
- Have any children guessed the correct word? Make a list of other good suggestions.

Assessment Can the children use the sense of the sentence to work out likely words?

Objective Use knowledge of common inflections in spelling, such as plurals, '-ly', '-er'. Experiment with and build new stores of words to communicate in different contexts.

W Turn to page 22. Ask the children to find the word 'ranger'. Ask: *What is the root word? (range) What has been added to the word to make 'ranger'?*

- Ask the children to think of some other words that when 'er' is added make the name of an occupation, e.g. 'track', 'tracker'; 'teach', 'teacher'; 'build', 'builder'; 'farm', 'farmer'; 'garden', 'gardener', 'drive', 'driver'.
- Compile a list and note how each word is spelled, sounding out and blending the phonemes.
- Invite children to choose an occupation and then describe to the rest of the class what they know about that job. They must start their description by saying, 'I am a farmer...'

Assessment Do children recognise how root words can be added to make new words?

Speaking, listening and drama activities

Objective Explain their views to others in a small group, decide how to report the group's views to the class.

- Refer back to the book and look at pages 10–23. Ask the children who they think the 'good guys' and the 'bad guys' are.
- Divide the children up into two groups: trackers and rangers.
- Ask the trackers to discuss and put forward an argument on why they should be able to catch the wild animals. (The animals don't belong to anybody, they need the money, people like to look at wild animals in zoos, etc.)
- Ask the rangers to put forward an argument on why it is important to stop the trackers. (There won't be any wild animals left, the animals are happier in the wild, etc.)
- Ask each group to think about how they are going to put forward their arguments to the rest of the class (a speech, a play, artwork, etc.).
- Invite groups to present their views.

Writing activities

Objective Independently choose what to write about, plan and follow it through. Convey information and ideas in simple non-narrative forms.

- Say to the children that the rangers need to design posters to tell people why it is important not to track, catch and kill wild animals.
- Working in pairs, ask the children to design and write posters that clearly state the rangers' views.
- Discuss what makes an effective poster: legibility, eye-catching, concise points.
- Encourage them to plan independently, thinking about what they learned in the speaking and listening activity.

Assessment Are the children able to work independently?

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