

Survival 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>Tricky words</p> <p>blueberries, cruel, friendly, frightened, honey, journey, mirror, quiet, survival, wander, wonder, worried</p> <p>C = Language comprehension</p> <p>W = Word recognition</p>
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Group or guided reading

Introducing the book

- C** (*Clarifying*) Together, look at the cover. Ask the children: *What are the children doing? Who is with them? Do you think this is a modern day story?*
- C** (*Prediction, Clarifying*) Read the title. Discuss what survival means. Ask the children to guess what the story is about. Look through the book at the pictures to see if they are right.
- Talk briefly about people travelling across America to find new homes just over 100 years ago.

Strategy check

Remind children to read with intonation and expression appropriate to the grammar and punctuation.

Independent reading

- Ask the children to read the story. Praise and encourage them while they read.
- C** (*Questioning, Clarifying, Prediction*) Check their understanding and clarify any misunderstanding by asking a variety of questions that require recall, inference and deduction. For example, ask: *Do you think Biff's umbrella is going to be useful? Do you think Amy was right to go off on her own? Why was everyone pleased that Biff had brought her umbrella?*
- C** (*Clarifying*) Ask the children if Biff was really frightened at the end of the story. Why not?

Assessment Check that children:

- have secured reading and spelling of high frequency words
- use various strategies to work out unfamiliar words
- use comprehension skills to work out what is happening in the story.

Returning to the text

- C** (*Clarifying*) Explain that the story is fiction, but that the setting is based on fact. Ask the children to look in the text and at the illustrations to find something that is based on a fact, e.g. the wagons were pulled by oxen; trappers set traps to catch animals, etc.
- C** (*Clarifying, Imagining*) On page 2 ask: *Why would each item in the boys' survival box be useful? Tell me what they used the items for in the story. What would you take?*

- W** Ask the children to find all the words in the book that are made up of two words, e.g. 'notebook'.
- C (Clarifying)** On page 8: ask, *What was it, do you think, that the bear didn't like about the umbrella?*
- C (Clarifying)** Talk about the setting for the story. Ask the group to find clues in the text to show that the story is set in another country.
- W** Ask the children to find the word 'her' on page 7. Ask one child to explain why 'his', 'my' or 'their' would not do instead.

Group and independent reading activities

Objective Explore how particular words are used, including words and expressions with similar meanings.

- W** Ask the children to look through the book and find all the instances where the author has used 'suddenly' (pages 5, 9, 17, 19, 20 and 24).
 - Discuss what 'suddenly' means and how it indicates to the reader that something happened very quickly and without any warning.
 - Talk about what other words could be used instead of 'suddenly' in each of the places found, e.g. 'without warning', 'all at once', 'before she knew it', 'quickly', 'as quick as a flash', 'the clouds opened', etc.
 - In groups, ask the children to choose one of the instances of 'suddenly' in the story and rewrite the sentence using an alternative word or expression.

Assessment Can children find any other words in the text that the author likes to use?

Objective Engage with books through exploring and enacting interpretations.

- C (Imagining)** Turn to page 24 and talk about Biff's reaction to the arrival of Little Fox's father.
 - Ask: *What would you have done? Would you have been frightened?*
 - In turn, ask the children to imagine they are Biff or one of the other children. Encourage them to tell you what they would have done and how they would have felt being startled by visitors in the dark.
 - Ask: *What other dangers might the children have come across camping out in the wild?*

Assessment Can the children empathise with the characters in the story?

Objective Spell with increasing accuracy and confidence. Read high and medium frequency words independently and automatically.

You will need to write the following words from the story on the board: 'again', 'could', 'down', 'house', 'laugh', 'little', 'people', 'some', 'where', 'who'.

- W** Go through the words with the children.
 - Cover the words on the board.
 - Give each pair of children a piece of paper and a pencil.
 - In turn, one child from each pair comes up and hears you say each word in his/her ear, then returns to their partner who writes down the word.
 - Continue until all 10 words have been written down.
 - Reveal the words and ask the children to check their spellings.

Assessment Do all the children attempt to spell all the words?

Speaking, listening and drama activities

Objective Explain ideas. Listen to others in class, ask relevant questions. Work effectively in groups by ensuring each group member takes a turn.

- Look at page 9 with the children and find what Amy says when she is caught in the trap. Say the words using plenty of expression.

- Discuss with the children what else Amy could have said, e.g. ‘Can anyone help me, please?’ ‘Is there anybody there to help me?’ ‘Please can somebody come and help?’
- In a circle, children take turns to be Amy. Each child has to try to think of a new way to ask for help using plenty of expression.
- Repeat for when Little Fox asks the other children to be quiet on page 20.

Writing activities

Objective Draw on knowledge and experience of texts in deciding and planning what and how to write. Use planning to establish clear sections for writing.

- Ask the children: *Have you ever been lost or lost something that is precious to you? Talk about what and where it happened and how it felt.*
- On the board write a scaffold for a story called ‘Lost!’ starting ‘Once upon a time...’ at the top; ‘Then...’ in the middle; and ‘At last...’ towards the bottom.
- Each child should use the model to write their own story based on a real experience or a made up one.

Assessment Do children identify the different stages in their story?

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