

# Great Day Out

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## Getting ready for reading

Ask questions such as: *Have you ever been out for the day and expected to have a great day out and then everything went wrong? Where did you go? What went wrong? How did you feel about it?* Discuss children's experiences.

## Talking through the book

You might say: *This is a book about a family that planned to have a great day out at the zoo.* Turn through the book discussing the things that go wrong on each page. You might say: *Yes. Jo has dropped her money down the drain. What does Uncle Vin say?*

## Reading the book

Children read the book independently while the teacher observes the children's reading behaviours.

## Teaching opportunities

Select the most appropriate teaching focus for the learning needs of the group.

### ***Being a meaning maker***

Discuss these questions. Encourage children to support their responses with evidence from the book.

*Where did the family go for their great day out?*

*How did Sam get honey on his shoe?*

*Why did everyone keep saying 'Great'?*

*Was it really a great day out?*

### ***Being a code breaker***

#### **Vocabulary**

- High-frequency words: *out, day, a, said, we, are, going, to, the, went, on, but, down, had, in, for, her, she, see, his, our, was, look*
- Word families: *rain – brain, drain, gain, main, pain, stain, train, strain, chain*  
*day – bay, clay, Fay, gay, hay, lay, may, pay, ray, say, tray, stay, stray, way*

#### **Sounds and letters**

- Hearing sounds: Children listen for words that start with /w/ – *we, went, wait, when, way*

## TEXT FEATURES

- **This book tells the tale of a family's disastrous trip to the zoo where anything that can go wrong does go wrong.**
- **Plays on the use of the work *great* using it to indicate both expectation of a terrific trip and sarcasm as things go wrong.**
- **Features the family from *Looking for Fang, Making Lunch, Socks Off, Ticking and The Mailbox.***
- **Up to seven lines of text on a page.**
- **Speech balloons are used throughout.**
- **Illustrations support the text and carry some of the story.**
- **Line breaks support phrasing.**

## Writing conventions

- Punctuation: capital letters, full stops, quotation marks, commas, ellipses, exclamation marks
- Use of speech balloons

## Being a text user

Discuss:

*Did you like reading this book?*

*Would you recommend it to some one else to read?*

## Being a text critic

Discuss:

*Could this story really happen?*

*Are all trips out like this?*

*What would your family do if their day out turned out like this one?*

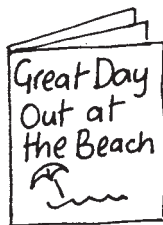
## Literacy learning centres

### **Interactive literacy centre 1**

Children can share the roles of Dad, Mum, Sam, Jo, Anna and Uncle Vin. They will also need to choose a narrator who reads the text aloud as the other children act out their roles

### **Writing centre**

Children innovate on the text, writing about their own family, or an imaginary family.



### **ABC** *Alphabet centre*

Children select ten words from the story and write them on small cards. They can then work with various partners to put the two sets of cards into alphabetical order.

### **Interactive literacy centre 2**

Ask children to imagine that they are at the zoo and an animal has escaped. They need to brainstorm ideas to build up the scenario. *What animal has escaped? How did it escape? What did it do? How was it recaptured?* They could present their finished scenarios as a storyboard to share with the class.

## Keeping track

Student portfolios can be considered over time with the child, to act as a focus of self-reflection and goal-setting.