



# Big Day Out



**Word Count:** 259    **Text Type:** Narrative

**High-Frequency Word Focus:** many, run, three

**Content Words:** birthday, flowers, Gran, laughing, perfume, roads, shops, town

**Language Features:** (punctuation, vocabulary, sound and letter knowledge) pronouns; *r*-controlled vowel *ir*

## LITERACY

### **Interacting with others:**

engage in conversations and discussions; use interaction skills

**Interpreting, analysing, evaluating:** identify some differences between imaginative and informative texts; read texts using a variety of developing skills; use comprehension strategies to build meaning

**Creating texts:** create short text that shows emerging use of structure, grammar, punctuation, and word choice; write using unjoined lower case and upper case letters

## LITERATURE

### **Responding and examining:**

discuss settings, characters and events; make connections with own experiences

**Creating literature:** recreate text using writing and drawing

## LANGUAGE

### **Language for interaction:**

explore different ways of expressing emotions

**Text structure and organisation:** understand concepts about print and screen – digital text

**Expressing and developing ideas:** explore words that represent people – pronouns; write high-frequency words

**Sound and letter knowledge:** manipulate sounds in spoken words; recognise sound/letter matches

The reading period is a time for enjoyment, sharing, learning, development, reinforcement, and extension. To meet the needs of each group of students, use the direct focuses described above, and any additional focuses listed in the Scope and Sequence Chart on page 16 and found in most texts at this level, to support and encourage continued development of all language skills.

## GETTING STARTED LISTENING, SPEAKING, VIEWING

**Activating prior knowledge:** Ask students if they have ever been on a special day trip to a new or big city. Have them share their experiences with the class.

**Encouraging prediction:** Using the interactive digital book, or the printed version, read the title to students and discuss the cover illustration. Turn to and read the title page. Ask students to look at the illustrations as you move through the book, using them to predict what the book might be about.

**Outlining focuses:** Remind students that every book has features the author includes to make it interesting and purposeful. Explain that as well as reading about what happens on the big day out, they will be talking about words that represent people and words containing *ir*.

## DURING THE READING SESSION LISTENING, READING, SPEAKING, VIEWING

### ■ Literacy

**Modelling:** Return students' attention to the start of the book, then read the text to students. Use appropriate expression, pause to clarify unfamiliar words where necessary, and point out details in the illustrations, such as the three flowers on page 7.



**Guiding:** Using a positive and encouraging tone, invite students to read from their books. Remind them to keep in mind what was modelled. Use the abilities and needs of the group as an indication of when to assist by pausing and giving prompts or clues. Suggest strategies, such as using picture cues, knowledge of letter/sound patterns, and rereading. Allow appropriate “wait time” and provide positive feedback to students when they use learned reading strategies to make meaning from words, sentences, and the whole text (the main aim of guided reading).

**Interacting, interpreting, analysing, and evaluating:** At appropriate intervals and/or the conclusion of reading, ensure students are making meaning from the text. Discuss with students how Gran got lost, the places the father and daughter looked for Gran, and where they finally found her. Discuss how the pair were tricked by what they saw, heard, and smelled. Then, have students read page 16 and say what they think a *big day in* might mean.

## ■ Literature

**Responding and examining:** Ask students if they ever helped look for someone who was lost. Discuss how the settings in the story change to show the father and daughter looking for Gran in different places.

## ■ Language

**Language for interaction:** Revisit the illustrations and discuss how the father and daughter’s body language helps show emotions. Retell the story, with students using body language to show these characters’ emotions.

**Text structure and organisation:** If you are using the digital book, invite students to take turns to operate it for the following activities.

**Expressing and developing ideas:** Ask students to reread page 2. Have them point to the word *her*. Ask who this word is referring to. Turn to page 14, and repeat with the words *she* and *her*. Explain that these words are called pronouns, and that they represent or stand for people. Ask what pronouns could be used to represent Dad (*him, his, he*).

**Sound and letter knowledge:** Have students sound out the words *birthday* on page 2 and *girls* on page 8. Point out the sound of the *ir* and how the *r* affects the way we pronounce the *i*. Brainstorm a list of other words containing *ir* that make this sound. Write them on the board. Have students take turns to come up to the board, sound out a word, and circle the *ir*.

## PUTTING THE LEARNING INTO PRACTICE

### READING, SPEAKING, LISTENING, WRITING, CREATING, VIEWING

**Small group/independent activities:** Have students reread the text independently, then proceed to the following activities. Where facilities allow, students could complete some activities using computers. Prior to any writing/drawing activities, encourage students to sit comfortably and hold their pencils correctly. Remind them of the importance of rereading and editing their work.

- Ask students to complete the *Big Day Out* worksheets. Encourage them to work independently, but assist as required.
- Have students complete the self-recording in the interactive digital book. They can practise reading the book through, then record and save their reading.
- A group of students could use the Listening Post CD to hear an audio version of the guided reading text and then answer the accompanying aural comprehension worksheet.
- Have students draw a storyboard, or sequence of illustrations, of Gran’s big day out.
- Have students write about and illustrate a gift Dad and the girl might give Gran for her next birthday.

**Assessment:** When a student or group of students is ready for assessment, have them complete the appropriate assessment activities on pages 244–276 of the Teacher Guide.



Name \_\_\_\_\_

# 12a – Big Day Out

1. Add *ir* to these words.

b\_\_\_\_th

b\_\_\_\_d

sw\_\_\_\_l

c\_\_\_\_cle

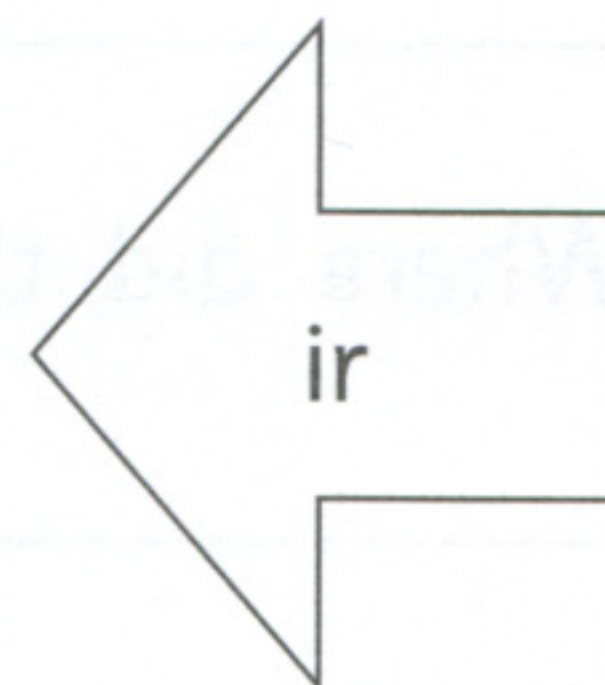
st\_\_\_\_

g\_\_\_\_l

f\_\_\_\_

d\_\_\_\_t

sh\_\_\_\_t



2. Circle (ir) in the words below.

The girls sat in a circle and stirred the pot.

The bird sat on the fern leaf above the dirt.





Name \_\_\_\_\_



## 12a – Big Day Out

1. Write answers to these questions.

How many people went on the Big Day Out?

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Where did they go for the Big Day Out?

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What made a sound like Gran's walking stick?

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How many flowers did Dad buy?

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2. Imagine Gran's Big Day In next year and draw a picture of it.



Name \_\_\_\_\_

## 12a – Big Day Out

Next year, Gran will be having a Big Day In for her birthday.

Write a plan of what Dad and the girl could do to make the Big Day In a special day for Gran.

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