

# Trip Trouble

**Word Count:** 269    **Text Type:** Literary Recount

**High-Frequency Word Focus:** bad, under, write

**Content Words:** bicycles, boat, bus, cousins, diary, tractor, trailer, train, trip, trouble, walking

**Language Features:** (punctuation, vocabulary, sound and letter knowledge)  
commas separating repeated words; pronouns; *r*-controlled vowel *or*

## LITERACY

**Interacting with others:** engage in conversations and discussions; use interaction skills

**Interpreting, analysing, evaluating:** identify some differences between informative and imaginative 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 characters, events and features of plot; share personal response

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

## LANGUAGE

**Text structure and organisation:** understand concepts about print and screen – digital text; recognise the purpose and effect of punctuation

**Expressing and developing ideas:** explore words that represent people and things – 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 travelled far from home to see family or go on holiday. Ask them which form of transport they used. Brainstorm a list of modes of transport.

**Encouraging prediction:** Using the interactive digital book, or the printed version, read the title to students and discuss the illustration on the cover. Turn to and read the title page. Ask students to look at the illustrations throughout the book and use them to predict what the story 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 the trip the characters take, they will be talking about commas, words that represent people and things, and the sound produced by *or* in some words.

## 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 tractor on page 9.

**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. Have them reread page 2 and tell what the boy plans to do on his trip. Ask if he achieves this, and why or why not. Read page 12. Ask what has happened to the road and how the characters might continue their trip. On page 16, ask why the boy still cannot write in his diary. Remind students of the difference between imaginary and informative texts, and ask which they think this book is and why.

## ■ Literature

**Responding and examining:** Ask students how they felt as the boy and his father encountered each problem. Have them take turns to summarize the plot by completing the sentence *The boy and his dad* \_\_\_\_\_.

## ■ Language

**Text structure and organisation:** If you are using the digital book, invite students to take turns operating it for the following activities. On page 8, explain and discuss the purpose of the commas separating the repeated words.

**Expressing and developing ideas:** Use page 6 to explain words that represent people and things (*pronouns*). Have students read the text, then ask who the words *we* and *our* are referring to. Repeat on page 10 with *we* and *his*. Have students locate and explain other pronouns in the text.

**Sound and letter knowledge:** Draw students’ attention to the word *for* on page 6. Have them sound out the *r*-controlled vowel *o*. Discuss how the *r* changes the sound of the *o*. Turn to page 12. Ask students to find a word on this page that also has this sound. Together, brainstorm a list of words with the *r*-controlled *o* (for example, *born*, *short*). Ask students to use some of these words in a sentence.

## 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 *Trip Trouble* 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 write and illustrate a short story about one form of transport that they used during a trip.
- Have students divide a page into two columns. In the first column, ask them to list as many modes of transport as they can. In the second column, have them write where each of the vehicles travels (for example, *car: road; ship: sea*).
- Tell students to read the last page of the story, then write and illustrate what the boy might have written in his diary the next day.

**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 \_\_\_\_\_

# 12b – Trip Trouble



Draw three ways the boy and his dad travelled.

Blank writing area with horizontal lines for the first response.

Blank writing area with horizontal lines for the second response.

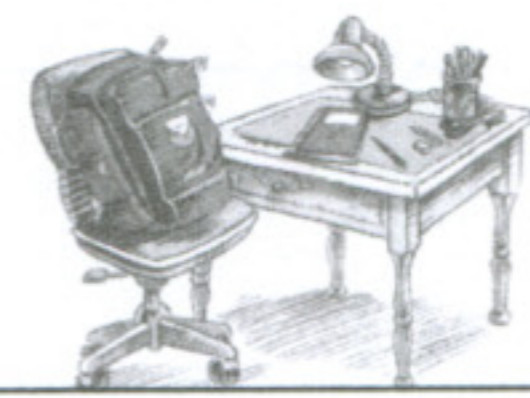
Blank writing area with horizontal lines for the third response.



Name \_\_\_\_\_

# 12b – Trip Trouble

Write diary entries describing what you did on two days this week.  
Remember to write the date in each box.



My Diary

Date: \_\_\_\_\_

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Date: \_\_\_\_\_

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