

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 word *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, Tickling* 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 someone 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?

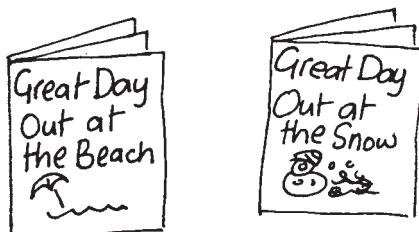
Literacy learning centres

⌘ 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.



Keeping track

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

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.