



Let's go camping

Heather Haylock

Focus phonics

ear as in gear, near, years, hear, year

oa as in float, soaks, soaked

igh as in high, right, tight, night, tonight, might, higher

Tricky words

all, are, as, be, by, come, do, full, go, has, have, he, here, his, I, into, is, like, little, me, my, no, of, old, one, our, out, pull, push, put, says, so, the, there, they, to, today, tonight, was, we, what, when, you

Book summary

This part fiction, part non-fiction text gives useful tips on camping, such as how to find a good spot for the tent, along with ideas for activities whatever the weather.

Learning intention

Phonics: Focus on words with the trigraphs /ear/ and /igh/, plus the long vowel digraph /oa/. Add an extra focus on apostrophes for contractions and possessives.

Comprehension:

- Make predictions that fit with information given in the text
- Make connections (text to self, text to text, text to world)
- Visualise

Fluency:

- Pay attention to punctuation when reading, pausing and changing tone as appropriate

Before reading

Story discussion: Look at and discuss the cover and read the title together. Ask: What do you notice about the word *Let's*? (it has an apostrophe) It's called a contraction which means it is two words that have been shortened into one word. Ask: Which two words make up the contraction *Let's*? (Let us) Does *Let's go camping* sound better than *Let us go camping*? (*Let's* sounds more like the way we speak)

Share prior knowledge: Ask: What is camping? Who are the people on the cover? (this is a story about Oliver and his grandad going camping) Would it be fun to be in a tent on a starry night? Ask: Have you been camping? What does camping mean to you? Share experiences.

Turn to the title page. What is happening in the illustration? (Oliver is sitting outside their tent and looks happy) Make predictions: Ask: What do you expect to see in or learn from the text? Keep a note of predictions and return to them later. Who is the author? Have you read any of Heather's books before? Which ones? Read and discuss the blurb on the back cover together. Flip through the book to get a sense of the contents.

Quick phonics warm-up: Read together the words on the inside front cover with the focus phonemes of /ear/, /igh/ and /oa/. Flip through the text to find and read words with the focus phonemes. Build the focus word *float* with letter cards. Think of words that rhyme with *float*. List these and read them together.

Vocabulary check:

sheet p 8 a waterproof piece of material like plastic or rubber. Oliver's tent has a top sheet to keep out the rain and an inner sheet on the ground to keep out the damp.

porch p 19 a cover that extends over the entrance to the tent.

Morphology: *unzip* p 17 has the prefix un. un means not. *unzip* is the opposite of *zip* and means to undo a zip.

Etymology: *stoops* p 14 means bends down. First recorded before 900; Middle English verb *stoupen*, *stupen*, Old English *stupian*; 'to bend, bow'.

Tricky word practice: Display *pull* and *full*. Ask students to identify the tricky parts. (u which says /oo/ as in *book*) Practise writing and reading *pull* and *full*.

During reading

Read the story: This book may not fit into a single reading session. The end of p 13 is a good point to break the reading. Students can complete the book in a second group session or for homework. Reading could follow one or more of the following approaches:

- Start by reading the text to students, then invite them to take over the reading. Ask: What do you think Oliver is thinking about on p 2? How do you know? On p 3, is there anything else you would pack to take camping? On p 6, why would they want a place with no bumps for the tent?
- Students read silently at their own pace; listen to each in turn as they read a brief passage.
- Divide the book up between students; they read a section each and then report back on it.

Phonics support: Remind students to sound out and blend the letters as necessary to read any unfamiliar words, but encourage them to read words with familiar letters and sounds fluently on sight if they can, without sounding out. If students get stuck on a word, model how to sound out and blend the sounds in the word. Encourage students to help each other with sounding out and blending and praise good use of this strategy especially with words containing the trigraphs /ear/ and /igh/ plus the long vowel digraph /oa/.

Locate and read words with an apostrophe (contractions) and say what they are short for (e.g. *I'm* p 2, *that's* p 6, *It's* p 13). Discuss what letters are replaced by the apostrophe, e.g. *I'm* = I am. (the 'a' is replaced)

Compare these words with the word *tent's* on p 19. This has a possessive apostrophe - it shows that something belongs to the tent (in this case it is the porch that belongs – the tent's porch). Students practise using this with a partner's name, e.g. *John's pen*, *Mary's chair*. They write the words to show where the apostrophe goes. (The pen belongs to John, so the apostrophe goes after John.)

Review words with -er that makes the schwa /u/ sound – *dinner*, *hammer*, *better*, *higher*.

Comprehension support: Pause occasionally to talk about the text and encourage students to look for connections. Ask: On p 10 why does Grandad wink when he says "No dinner for us tonight, Oliver!"? (he is tricking) How might Oliver feel if Grandad was serious about "No fish, no dinner"? Imagine if you were Oliver, how would you feel? What did they have with them to eat instead of fish?

After reading

Apply learning: Discuss the text. Ask: What new information have you learned about camping? Have your feelings about camping changed in any way? Which page is your favourite? What do you say that? How do you connect with it? What did the author need to know before writing this text? How does it compare to any of her other books? Is it similar or different?

Comprehension: Review the predictions made earlier. Ask: Were they correct? Were there any surprises? On p 8, why do tent pegs need to be hammered in hard? On p 11, why can ants be annoying?

Retelling the text. Ask students to retell different parts of the text, e.g. what happened when Oliver and Grandad went looking for eels? What happened when they went trekking? Look for opposites in the text: zip/unzip, morning/night, can/cannot, up/down, far/near. Find compound words with hyphens and discuss their meaning, e.g. choc-chip, cook-up.

Fluency: Choose a passage from the book and model how to read it fluently paying attention to punctuation when reading, pausing and changing tone as appropriate for different characters. Notice and reflect the speech marks and quotation marks in your reading. Students read the same passage, copying your reading. (echo-reading) Choral-read part of the text together to build fluency and self-confidence. Students then choose another brief passage and read it fluently with expression to their partner, then swap. They practise speed-reading the list of focus words to encourage automaticity.

Spelling and writing through dictation: Read out the following passage for students to write. It uses words and sentences from the text as these are decodable. The focus is on encoding (spelling) rather than creating content.

(page 14)

Looking for eels

"Let's go and look for eels," says Grandad. "Eels hunt at night, too."

So we go back down the hill. Soon I can hear the creek, but it is too dark to see much. I turn my torch on and look under weeds and rocks.

Grandad stoops to look. Then I spot one. "Look! A long, dark eel!"

"I see it," says Grandad. "It is hunting for little fish and snails."

Follow-up activities

Students complete the follow-up activities:

Worksheet 1: Phonics

The /ear/ trigraph and meaning of words.

Worksheet 2: Comprehension

Answer questions about the text.

Write solutions to problems.

Worksheet 3: Science

Explain about essential equipment.

Extract information about eels.

Worksheet 4: Geography

Look at maps.