



Lost in the woods

Susan Frame

Focus phonics

y-oo written as ew as in new, few, phew

y-oo written as ue as in rescue

oo (look) written as u as in puts, bushy, helpful, wonderful, mindful

Tricky words

again, any, because, eyes, hour, laughs, move, their, there, through, tomorrow, where

Book summary

Mick and Rohan expect to enjoy a challenging hike through the woods, but at the last minute are joined by Mick's younger sister, Sandy. Mick and Rohan don't want Sandy to hold them back, but when they get lost in the woods it is Sandy who keeps calm and finds the way home.

Learning intention

Phonics: To decode words with the phonemes /y-oo/ spelt ew, ue; and /oo/ (as in look) spelt u, that feature in the book and extend to other known words with the same phonemes, e.g. dew, knew; argue, due; pull, push.

Comprehension:

- Retrieve and record information/key details from the text
- Explain the meaning of words in context
- Summarise main ideas
- Make inferences from the text
- Make predictions that fit with information given in the text
- Make connections (text to self, text to text, text to world)
- Ask questions
- Visualise

Fluency:

- Read at a natural speaking pace with minimal sounding out
- Pay attention to punctuation when reading, pausing and changing tone as appropriate

Before reading

Story discussion: Look at and discuss the front cover and read the title together. Ask: What are "woods"? (forest area) What do you see in the picture? (three people looking lost) Compare the cover to the title page illustration. What do you see? (food and a backpack) Invite students to share any prior knowledge of being lost and what it felt like, and make predictions about what might happen in the story. Who is the author? (Susan Frame) Share knowledge and views of any

other books read by Susan. (in the Reading Road series, Susan has written Dot and Dash, Look at the tails!, On your feet, Landmarks, Spies, Human body fact file) Keep a note of predictions and return to them later. Read and discuss the blurb on the back cover. Flick through the book to get an idea of the story. Do you think this is a fiction or non-fiction text and say why.

Quick phonics warm-up: Read the words on the inside front cover together, with the focus phonemes of /y-oo/ written as ew, ue, and /oo/ (as in look) written as u. Flip through the text to locate and read words with these same focus phonemes. Discuss the meaning of these words. There are a number of ways of writing /y-oo/ including: ew, ue. Sort words into the way /y-oo/ is written, e.g. dew, continue, renewed, statue, few, value, stew. Read the words.

Vocabulary check:

bulging p 6 protruding or sticking out

smirks p 8 smiles in an irritating way

Morphology: wonderful p 11 – suffix -ful means full of – wonderful means full of wonder, marvellous, lovely.

Etymology: summit p 14 c1400, somet, "highest point, peak, apex" of a physical thing, from Old French somete "summit, top", diminutive of som, "highest part, top of a hill", from Latin summum, noun use of neuter of summus "highest".

Tricky word practice: Display the tricky words *move* and *tomorrow*. Ask: What are the tricky parts of these words?

move – the tricky part is o which says /oo/ as in moon.

tomorrow – the tricky part is o which says /oo/ as in moon.

Practise reading and spelling these tricky words.

During reading

Read the story: This book may not fit into a single reading session. The end of Chapter 3, p 13 is a good point to break the reading. Students can finish 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 with students, then invite them to take over the reading. Ask students to find the question marks on p 3. Ask: How do you read a sentence with a question mark? (your voice rises at the end) Model this. Why does Rohan sound so loud? (he's eating into the phone) What simile does Mick use to describe the loud eating? (like a concrete mixer) Why is this a good comparison? (Chewing processes food and a concrete mixer processes cement and gravel. The concrete mixer is noisy.) Do you think Rohan really would sound like a concrete mixer? On p 5, ask: Why is Mick slapping his forehead? (he forgot he had to look after Sandy) On p 6, ask: Do you think Mick is happy to take Sandy with him? (no) What word tells you that he's not happy? (grunts) Why are some words in bold print? (they are the text Mick sent to Rohan) Students continue reading.
- Students read silently at their own pace; listen to each student in turn as they read a brief passage.
- Divide the book up between groups of students; they read a chapter each and then summarise the main ideas to report back, e.g. if there was a problem, how was it solved and so on.

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 words with the focus phonemes of /y-oo/ written as ew, ue, and /oo/ (look) written as u.

Comprehension support: Pause occasionally to talk about the story and encourage students to find and retrieve key details from the text, e.g. at the end of p 7, ask: Why does Rohan say Mick has some explaining to do? (Mick hadn't warned him about Sandy coming with them and Rohan thought she was too young for the trek) What does *shrugs* mean? (raises shoulders to show he has no other answer) Why does Rohan shake his head? (he realises Sandy has to come with them) On p 9, what does *strides* mean? (walks quickly with big steps) Why does he stride off? (they need to get going in order to be back before dark)

After reading

Apply learning: Discuss the text. Ask: What have you learned about getting lost? What have you learned about younger children? On p 11, ask: Why is Mick yelling at Sandy? (he wants her to keep up with them) On p 12, where would Summit Hut be? (at the top of the hill) On p 13, what does "get a move on" mean? (go faster) On p 14, what does "track forks" mean? (the track splits into two) On p 18, how did the boys feel when they realised they were lost? (they started to panic) How can you tell? ('gulps', 'cheeks go white', 'splutters', and the illustration showing them sweating and looking worried) What did Susan (the author) need to know before writing this text?

Comprehension: Review the predictions made earlier. Were they correct? Were there any surprises? Ask: How did Sandy help the boys when they were started to panic? (showed them how to do a box breath to help them to relax) What does relax mean? (make less anxious) Try doing a box breath yourself. How does it make you feel? What do the opposites *inhale* and *exhale* mean? (breathe in, breathe out) Explain what "be mindful" means. (think calmly rather than panicking) How else did Sandy help the boys? (she knew which direction to go in at the fork) How did the boys feel about Sandy being with them once they were on the right track? (grateful that she was there to help) How do you know? (doing a high-five in the illustration and saying she rocks, that she knows stuff and she can go with them on another hike) On p 28, how would you say the word "do"? (it's in bold, so should be read with emphasis) Say the sentence two ways – once with emphasis on *do* and once without to show the difference in meaning. What can you learn from this story? (Don't underestimate young people; take notice of things on the way when trekking – it can make the trek more enjoyable and also help you remember the way home.) Read and discuss the questions on the inside back cover. Ask students to choose a chapter or a page and retell part of it. Together they retell the story in order, chapter by chapter.

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. Students read the same passage, copying your reading. (echo-reading) Students choose another brief passage and read it fluently/with expression to their partner then swap over. Read parts of the text together (choral-read) to build fluency and self-confidence. Students practise speed-reading the focus words from the inside front cover to encourage automatic recall (words that can be recalled automatically have been orthographically mapped to students' long-term memory).

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)

As Sandy runs up the hill, the track forks. "We'd better not take the wrong track on the way down," she thinks. Soon, Sandy is up at Summit Hut. "I'm so hungry. Can I have a bit of sandwich and some fruit?" she asks Mick. "And a drink of water, too?"

Mick shrugs. "Sorry, you took too long. We've finished all the food and drunk all the water."

"What? But that's not fair!" says Sandy.

(page 16)

Rohan brushes past Sandy and heads away from the hut. "Time to go back, now," he says.

"But ...," says Sandy.

"You can get food at home," Mick says. "Now, keep up with us. We don't want to be out here when it gets dark."

Sandy follows the boys down the hill. Mick, Rohan and Sandy reach the fork in the track. The boys keep walking.

(page 17)

"We have to go to the right," Sandy says. "You are going the wrong way."

"Are not," says Mick.

"Are too," says Sandy.

"Are not," says Rohan.

"Are too," says Sandy.

"We are older than you, sis," Mick says. "We know where we are going. Trust us."

Follow-up activities

Students complete the follow-up activities:

Worksheet 1: Phonics

/y-oo/ spelt ew, ue. /oo/ (as in look) spelt u.

Read and write words and sentences.

Place a dice game.

Worksheet 2: Comprehension

Answer questions about the text.

Write a book analysis.

Worksheet 3: Health and Wellbeing

Learn how to do a box breath.

Answer questions about doing a box breath.

Worksheet 4: Writing - Working with Nouns

Sort nouns.

Write adjectives for nouns.