

Hugless Douglas/Rita's Farm Visit

David Melling/Kate Ruttle

Key text features

Both of these texts are based on familiar ideas for children. The texts both have a clear sequence of events.

- The Teaching text is from *Hugless Douglas* by David Melling.
- The Practice text is *Rita's Farm Visit* by Kate Ruttle.

For both texts, the children are asked to listen to the relevant part of the text, then sequence pictures from it to answer questions about the story.

Reading the Teaching text: *Hugless Douglas*



- Access a full-colour version of the Teaching text image and questions on the Interactive Modelling Software. You can also download the Teaching text image for the children to work from, if you wish.
- Talk about the book title *Hugless Douglas*. What can the children tell you about the two words? (They rhyme.)
 - Ask them which of the words is a name.
 - Ask if they know what the word “*Hugless*” means. You may need to explain that it is a word that refers to someone who needs a hug but cannot find anyone to give them one.
- Ask the children who they like giving hugs to, and getting hugs from.
- Explain that Douglas is a bear. Can they suggest why Douglas might be hugless?
- Read the script to the children or listen to the audio.
- Together, work through the modelling software, modelling how to answer each question. The children can use their own photocopiable version at the same time, should they wish to. You could deliver this session as a whole-class activity or as a focused activity with small groups.

Teacher's Script

We're going to begin a story about Hugless Douglas.

One spring morning a big yaaawwn came from the back of a deep, dark cave.

It was a young brown bear and his name was Douglas.

“I need a hug,” said Douglas.

So he wriggled out of his pyjamas, brushed his hair, put on a scarf and went to look for one.

“My best hugs are BIG,” thought Douglas so he went up to the biggest thing he could find, wrapped his arms all the way around and gave it a squeeze.

It didn't feel quite right.

“Oooh!” grunted Douglas.

“It's a bit too ... heavy.”

What do you think Douglas might have hugged?

“My best hugs are TALL,” thought Douglas.

So he went up to the tallest thing he could find.

He hugged the bottom ... he hugged around the middle ... and he hugged as high as he could reach. But it was all wrong. And it had splinters.

What do you think Douglas might have hugged?

Reading the Practice text: *Rita’s Farm Visit*

- Look at the Practice text on page 24. Talk about the story title: *Rita’s Farm Visit*. Ask the children who they think the story will be about. What might Rita see or do at a farm? Read the script to the children or listen to the audio.
- Work through the listening comprehension questions on page 26.
- Work through the Practice text questions on page 25.

Teacher’s Script

We’re going to read a story about a girl called Rita. Listen carefully.

Rita was playing with her toy farm.

“When I went to see Nana,” she said, “I saw a real farm with real animals.”

“You are a lucky girl,” said Dad.

Dad made himself a cup of tea. He put in some powdered milk from a tin. Rita sighed.

“When Nana took me to the farm,” she said, “I saw the farmer milking the cows. They gave me a drink of delicious, creamy milk.”

“You are a very lucky girl,” said Dad.

Dad made Rita some scrambled eggs. “When I was at the farm,” she said, “I saw some hens. The farmer collected some eggs from the hens. They were still warm. She gave me an egg for my tea.”

“You are a very, very lucky girl,” said Dad.

Moving into writing

- Read the extract from *Hugless Douglas* again, emphasising the idea that Douglas remembered some good things about his best hugs. What did he remember?
- Ask the children to think about other things Douglas might have remembered about a good hug. What might he try to hug instead?
 - Model adding an additional bit to the story in which Douglas remembers that his best hugs are soft and tries to hug a pile of grass clippings. What could happen?
 - What other ideas do the children have about best hugs?
 - Encourage the children to turn to a response partner and tell either the same bit of the story that you told or their own idea.
- Encourage the children to write and draw about something Douglas could have hugged. More confident writers could try to write part of the story about the idea they chose.

Teaching text – Listening Comprehension: Questions and Answers



Use the Teaching text image (either on the modelling software or downloaded) to answer the following listening comprehension questions together.

Q1: Where was Douglas at the beginning of the story?

A1: At “*the back of a deep dark cave*”

Strategy: Encourage the children to use words and phrases from the text.

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Q2: What does Douglas know about his “*best hugs*”?

A2: They are big./They are tall.

Strategy: Encourage the children to use words and phrases from the text.

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Q3: Which other words could he have used to describe a good hug?

A3: Accept a range of appropriate answers (e.g. warm, soft, loving, friendly, comfortable, cosy, long).

Strategy: This question develops vocabulary of adjectives as feelings or sensations. If the children struggle with the ideas, ask them to cuddle some different things, such as a chair and a soft toy.

Extending reading

Goodnight, Mr Panda – Steve Antony

Little Whale – Jo Weaver

Oliver’s Vegetables – Vivian French

The Tiny Seed – Eric Carle

Handa’s Surprise – Eileen Brown

Cracking the questions

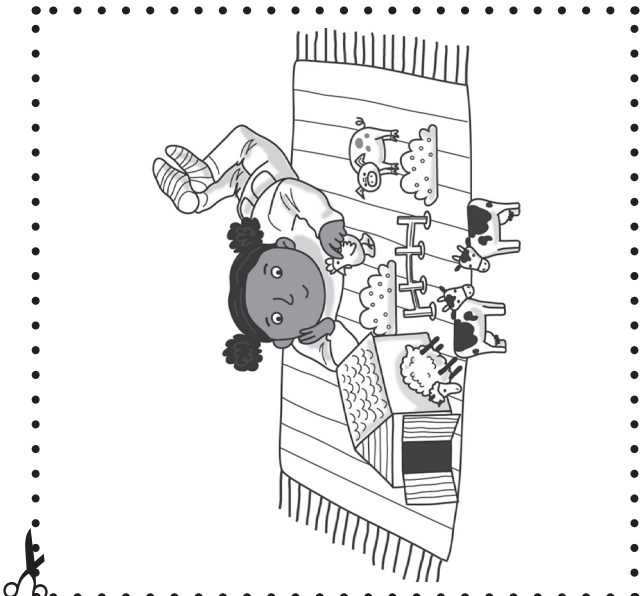


Teaching text: Hugless Douglas

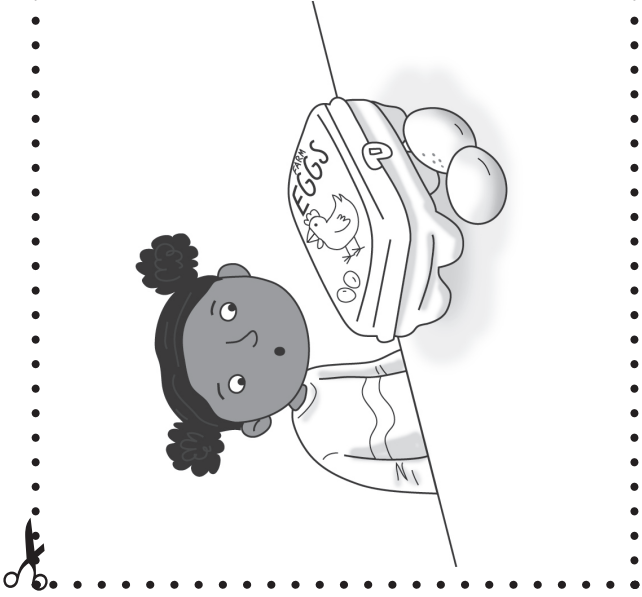
Resources needed for each child: a copy of the photocopiable version (available to download from the modelling software); scissors; glue sticks.

Question	Answer	Focus (ELG)	Strategy
1. Look at the pictures. What do they show? Listen to the story again. Can you put the pictures in the right order?	Douglas sitting up in bed, hugging a rock and hugging a tree	range of books	<p><i>Focus: range of books.</i></p> <p>Strategy:</p> <ul style="list-style-type: none"> Listen to the story while you look at the pictures. When you hear part of the story that matches one of the pictures, put the picture in the right order.
2. Let's read the words in the thought bubbles. Which thought bubble matches each of the pictures?	sitting up in bed – "I need a hug." hugging a rock – "My best hugs are BIG." hugging a tree – "My best hugs are tall!"	simple words and sentences	<p><i>Focus: simple words and sentences.</i></p> <p>Strategy:</p> <ul style="list-style-type: none"> Together, read the thought bubbles. Look at the pictures you put in order. Listen to the story again, listening out for what Douglas thinks. Match the thought bubbles to the pictures.
3. Look at the picture of Douglas hugging the rock. Write the sound at the beginning of nose beside his nose. Write the sound at the beginning of scarf beside his scarf.	letter n beside Douglas's nose letter s beside Douglas's scarf	link sounds to letters	<p><i>Focus: link sounds to letters.</i></p> <p>Strategy:</p> <ul style="list-style-type: none"> Point to Douglas's nose. Say nose and think about the sound at the beginning. Write the sound. Point to Douglas's scarf. Say scarf and think about the sound at the beginning. Write the sound.
4. Which kind of animal is Douglas?	a (young brown) bear	range of books	<p><i>Focus: range of books.</i></p> <p>Strategy:</p> <ul style="list-style-type: none"> Think: "Where will I find the answer?" Look at the pictures. Listen to the beginning of the story again. Give as much information about Douglas as you can.
5. What was Douglas doing at the very beginning of the story, before he said, "I need a hug"?	Accept: • sleeping • hibernating.	range of books	<p><i>Focus: range of books.</i></p> <p>Strategy:</p> <ul style="list-style-type: none"> Think: "Where will I find the answer?" Look at the pictures. Listen to the very beginning of the story again. Think about what he was doing before any of these things happened.
6. Can you find something Douglas did before he left the cave?	Accept any of: • yawned • "wriggled out of his pyjamas" • "brushed his hair" • "put on a scarf".	vocab and speech	<p><i>Focus: vocabulary and speech</i></p> <p>Strategy:</p> <ul style="list-style-type: none"> Think: "Where will I find the answer?" Look at the pictures. Listen to the beginning of the story again. Can you remember the words used in the story to talk about what Douglas did?

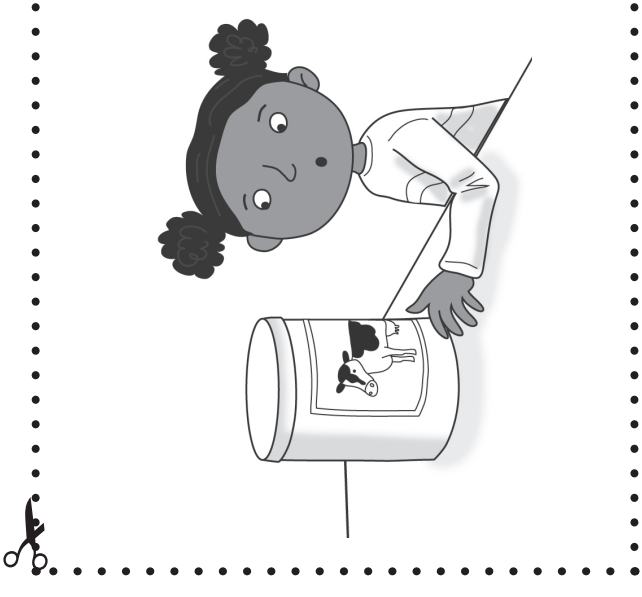
Rita's Farm Visit



I saw the farmer
milking the
cows.



I saw a real
farm.



I saw some
hens.

Name:

Date:

Rita's Farm Visit

- 1 Listen to the story. Cut out the pictures and put them in the correct order.
- 2 Read the speech bubbles. Cut them out and match them to the correct picture.
- 3 What did Dad make for Rita to eat? Listen carefully and say the words.
- 4 Which words does Rita use to describe the milk? Say the words.
- 5 Look at the picture of Rita and her farm.

Write 'c' beside a cow.

Write 'h' beside a hen.



- 6 At the start of the story, who had Rita been to visit?
Write the word.

Practice text – Listening Comprehension: Questions and Answers

Use the Practice text script on page 21 to answer the following listening comprehension questions together.

Q1: Where did Nana take Rita?

A1: To “*a real farm*”

Strategy: Encourage the children to use words and phrases from the text.

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Q2: How was Dad’s milk different from the milk Rita saw at the farm?

A2: It was dry and powdery. It came in a tin. It was not delicious and creamy.

Strategy: Encourage the children to use ideas and information from the text.

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Q3: Why did Rita tell Dad about the hens?

A3: Dad was cooking with eggs and that reminded Rita about the egg she was given.

Strategy: The question invites the children to make links between ideas within the text and also with their own experiences and knowledge.

Practice text: Rita’s Farm Visit

Cracking the question

Resources needed for each child: a copy of the photocopiable version (available to download from the modelling software or photocopy from pages 24–25); scissors; glue sticks.

Question	Answer	Focus (ELG)	Strategy
1. Look at the pictures. What do they show? Listen to the story again. Can you put the pictures in the right order?	Rita playing with a toy farm. Rita looking at the milk tin. Rita looking at the egg box.	range of books	<i>Focus: range of books.</i> <i>Strategy:</i> <ul style="list-style-type: none"> • Listen to the story while you look at the pictures. • When you hear part of the story that matches one of the pictures, put the picture in the right order.
2. Let’s read the words in the speech bubbles. Which speech bubble matches each of the pictures?	playing with a toy farm – “I saw a real farm.” looking at the milk tin – “I saw the farmer milking the cows.” looking at the egg box – “I saw some hens.”	simple words and sentences	<i>Focus: simple words and sentences.</i> <i>Strategy:</i> <ul style="list-style-type: none"> • Together, read the speech bubbles. • Look at the pictures you put in order. • Listen to the story again, listening out for what Rita said. • Match the speech bubbles to the pictures.
3. What did Dad make for Rita to eat? Listen carefully and say the words.	scrambled eggs	range of books	<i>Focus: range of books.</i> <i>Strategy:</i> <ul style="list-style-type: none"> • Think: “Where will I find the answer?” • Look at the pictures. • Listen to the story again. • What can you find out?
4. Which words does Rita use to describe the milk? Say the words.	Accept one or both of: • “delicious” • “creamy”.	vocab and speech	<i>Focus: vocabulary and speech.</i> <i>Strategy:</i> <ul style="list-style-type: none"> • Think: “Where will I find the answer?” • Listen to the story again. Can you remember the words Rita used to talk about the milk?
5. Look at the picture of Rita and her farm. Write ‘c’ beside a cow. Write ‘h’ beside a hen.	‘c’ beside a cow ‘h’ beside hen	link sounds to letters	<i>Focus: link sounds to letters.</i> <i>Strategy:</i> <ul style="list-style-type: none"> • Point to a cow. Say <i>cow</i> and think about the sound at the beginning. Write the sound. • Point to a hen. Say <i>hen</i> and think about the sound at the beginning. Write the sound.
6. At the start of the story, who had Rita been to visit?	Nana	range of books	<i>Focus: range of books.</i> <i>Strategy:</i> <ul style="list-style-type: none"> • Think: “Where will I find the answer?” • Look at the pictures. • Listen to the very beginning of the story again. • Think about who Rita was with.