These notes have been written to help teachers use Accelerated Literacy teaching strategies in Kindergarten and Year 1. However, they could also be used in Year 2 where students have difficulty with reading.

Outcomes of the teaching sequence

At the end of this teaching sequence, students should be able to:

• read the story studied fluently and interpret the illustrations at a high level
• discuss the story: give opinions about the author’s language choices; identify the story’s structure, theme and ideology
• spell chosen words and understand related spelling strategies
• use the story as a model for writing.

Notes

• The following notes have been written for teachers who have attended professional development workshops in teaching Accelerated Literacy. The notes presume some understanding about how to teach the program.
• For a detailed explanation of how to implement the teaching sequence, please refer to the teachers’ handouts from the first professional development workshop. Additionally, you could refer to http://www.nalp.edu.au.
• It is also assumed that teachers have read the text on which these notes are based and have a detailed understanding of the text before beginning a teaching sequence.
• Teachers are responsible for ensuring the suitability of the text on which these notes are based for their particular teaching context.

The National Accelerated Literacy Program is jointly funded by the Australian Government through the Department of Education, Employment and Workplace Relations, and the Northern Territory Government through the Department of Employment, Education and Training, and supported by Charles Darwin University.
Mr Gumpys Outing

Early Childhood
Mr Gumpy’s Outing: Teaching Notes
SCIS order number: 1337208
Full bibliographic details are available from Curriculum Corporation.

Published by Curriculum Corporation
PO Box 177
Carlton South Vic 3053
Australia
Tel: (03) 9207 9600
Fax: (03) 9639 1616
Website: http://www.curriculum.edu.au

The National Accelerated Literacy Program is jointly funded by the Australian Government through the Department of Education, Employment and Workplace Relations (DEEWR) and the Northern Territory Government through the Department of Employment, Education and Training (DEET) and supported by Charles Darwin University.

Materials are produced under agreements between DEEWR and other education providers in relation to the National Accelerated Literacy Program. These education providers are:

- Department of Employment, Education and Training, Northern Territory
- Western Australia Aboriginal Independent Community Schools
- Department of Education and Children’s Services, South Australia
- Shalom Christian College, Queensland
- Catholic Education Office of Western Australia.

The Commonwealth retains the intellectual property rights in the Materials.

The Commonwealth also owns the intellectual property in any Materials created by adapting or modifying the Materials.

© Commonwealth of Australia 2007. This work is copyright. Apart from any use permitted under the Copyright Act 1968, no part may be reproduced by any process without the written permission of the Commonwealth of Australia acting through the Department of Education, Employment and Workplace Relations.

The views expressed herein do not necessarily represent the views of the Commonwealth Department of Education, Employment and Workplace Relations.

Extracts from Mr Gumpy’s Outing (published by Red Fox) are reproduced by permission of The Random House Group Limited.

Text and illustrations © John Burningham, 1970

These notes were written by Carmel Lawrence and have been produced as part of the National Accelerated Literacy Program.

Printed in Australia by uniprint NT
# Contents

Using this resource .......................................................................................................................... 1

Mr Gumpy’s Outing ........................................................................................................................... 3
  Synopsis of the story ......................................................................................................................... 4
  Themes ........................................................................................................................................ 4
  Why use this story? ......................................................................................................................... 4
  Structure of the text ....................................................................................................................... 4
  Language features of the text .......................................................................................................... 6
  Books with similar themes .............................................................................................................. 6

Accelerated Literacy teaching .......................................................................................................... 7
  Teaching the sequence .................................................................................................................... 8

In the classroom ............................................................................................................................... 9
  Literate orientation ......................................................................................................................... 10
  Transformations ............................................................................................................................ 21
  Spelling ....................................................................................................................................... 24
  Writing .......................................................................................................................................... 26

Appendices ..................................................................................................................................... 29
  Sample weekly plan ..................................................................................................................... 30

Photocopiable masters ................................................................................................................... 33
  Complete text .............................................................................................................................. 34
Using this resource
Using this resource

Year level

These notes have been written to help teachers use Accelerated Literacy teaching strategies in Kindergarten and Year 1. However, they could also be used in Year 2 where students have difficulty with reading.

Outcomes of the teaching sequence

At the end of this teaching sequence, students should be able to:

- read the story studied fluently and interpret the illustrations at a high level
- discuss the story: give opinions about the author’s language choices; identify the story’s structure, theme and ideology
- spell chosen words and understand related spelling strategies
- use the story as a model for writing.

Notes

- The following notes have been written for teachers who have attended professional development workshops in teaching Accelerated Literacy. The notes presume some understanding about how to teach the program.
- For a detailed explanation of how to implement the teaching sequence, please refer to the teachers’ handouts from the first professional development workshop. Additionally, you could refer to http://www.nalp.edu.au.
- It is also assumed that teachers have read the text on which these notes are based and have a detailed understanding of the text before beginning a teaching sequence.
- Teachers are responsible for ensuring the suitability of the text on which these notes are based for their particular teaching context.

The text

Mr Gumpy’s Outing is by John Burningham. Published 2001 by Red Fox. Used by permission of the Random House Group Limited. Page numbers provided here refer to this edition.
Mr Gumpy’s Outing
Mr Gumpy’s Outing

Synopsis of the story

Mr Gumpy sets out for a pleasant trip down the river in his boat. Friends both animal and human invite themselves along and eventually manage to tip the boat with their unruly behaviour. Nobody seems very bothered, however. The story ends with everybody relocating to Mr Gumpy’s house for a pleasant tea.

Themes

- The advisability of listening to adults may be one theme running through Mr Gumpy’s Outing. The theme is treated gently. It is by ignoring Mr Gumpy’s instructions about how to behave in a boat that the children and animals manage to tip it over but they all enjoy the consequences of their actions.
- Another theme may be that courtesy helps you get what you want. Each passenger gets onto the boat by making a very polite request.

Why use this story?

Mr Gumpy’s Outing is an enjoyable story for young readers. The skilful use of repetition makes it highly accessible for children aged 5-8 years.

The detailed illustrations bring the characters to life, and help us to share in their day.

The literate nature of the text provides many teaching opportunities.

Structure of the text

While Burningham creates a magical world in which animals and humans can talk with one another, Mr Gumpy’s Outing has a very typical narrative structure with an orientation, complication and resolution. The order of events described in the complication is the reverse of the order of introduction of the characters.
This is Mr Gumpy.  
Mr Gumpy owned a boat and his house was by a river.  
One day Mr Gumpy went out in his boat.  
“May we come with you?” said the children.  
“Yes,” said Mr Gumpy, “if you don’t squabble.”  
“Can I come along, Mr Gumpy?” said the rabbit.  
“Yes, but don’t hop about.”  
“I’d like a ride,” said the cat.  
“Very well,” said Mr Gumpy. “But you’re not to chase the rabbit.”  
“Will you take me with you?” said the dog.  
“Yes,” said Mr Gumpy. “But don’t tease the cat.”  
“May I come please, Mr Gumpy?” said the pig.  
“Very well, but don’t muck about.”  
“Have you a place for me?” said the sheep.  
“Yes, but don’t keep bleating.”  
“Can we come too?” said the chickens.  
“Yes, but don’t flap,” said Mr Gumpy.  
“Can you make room for me?” said the calf.  
“Yes, if you don’t trample about.”  
“May I join you, Mr Gumpy?” said the goat.  
“Very well, but don’t kick.”

<table>
<thead>
<tr>
<th>Text</th>
<th>Structure and comments</th>
</tr>
</thead>
</table>
| **Orientation (introduction)**<br>Main character and the setting are introduced.  
Other characters are introduced one by one and are given a condition with which they are supposed to comply. The quantity and variety of animals, along with the stipulations put in place by Mr Gumpy, foreshadow the inevitable complication.<br>Trepidation builds, as a variety of animals continue to get in. This foreshadows the problem and sets the scene for the complication to occur. |  |
| **Complication**<br>Each of the animals do what they’ve been asked not to, but what comes naturally to them. |  |

For a little while they all went along happily but then…

<table>
<thead>
<tr>
<th>The goat kicked</th>
<th>The calf trampled</th>
<th>The children squabbled</th>
<th>The boat tipped…</th>
</tr>
</thead>
<tbody>
<tr>
<td>The chickens flapped</td>
<td>The sheep bleated</td>
<td>The pig mucked about</td>
<td>The dog teased the cat</td>
</tr>
</tbody>
</table>
and into the water they fell.

Then Mr Gumpy and the goat and the calf and the chickens and the sheep and the pig and the dog and the cat and the rabbit and the children all swam to the bank and climbed out to dry in the hot sun.

“We’ll walk home across the fields,” said Mr Gumpy. “It’s time for tea.”

“Goodbye,” said Mr Gumpy. “Come for a ride another day.”

Result of the complication

Resolution

This is a pleasant, leisurely solution to an inevitable problem – the boat tipping over and the passengers falling into the water.

The characters deal comfortably with the situation. It is a lovely warm day and they simply swim to the bank and dry out in the hot sun.

Mr Gumpy, being the good natured fellow he is, adds to the pleasure of the day by suggesting that they walk home across the fields to his house for afternoon tea. And then he invites them all for a ride another day.

Language features of the text

- The story largely progresses through dialogue, rather than narration.
- Burningham explores the concept of asking a question and receiving a qualified response (‘yes, but only on the condition that you …’). This is a fun concept for young children to learn about and opens up the text to dramatising the sequence of events.
- Although the story does not have textual references to time, the author uses the progress of the boat journey to move the story forward through time.
- Inferential understandings can be developed through:
  - Interpreting the text and illustrations for the students.
  - Sharing literate understandings with the students.
  - Getting students to identify with the characters, what they are doing, thinking and feeling.
  - Allowing students the opportunity to use the dialogue – of and about the text.

Books with similar themes

Read *Mr Gumpy’s Motor Car*. This book has the same characters and a similar structure to *Mr Gumpy’s Outing*. 
We would take some chickens, a couple of
hens and some tea and sugar.
Teaching the sequence

The National Accelerated Literacy Program consists of a cycle of interrelated activities based on a sequence beginning with literate orientation and focused on one selected text. The text may vary from a short, illustrated story written for early childhood students to several carefully selected passages from a longer book intended for older students.

Teachers spend, on average, an hour and a half a day teaching Accelerated Literacy. The total number of weeks spent on a text across a sequence of consecutive lessons will vary according to the age of the students and the complexity of the text.

Low and high order literate orientation are carried out before reading. The other strategies use the students’ fluent reading of and common knowledge about a text as teaching resources for extending their literacy competence.

Further information on the teaching sequence can be found at [http://www.nalp.edu.au](http://www.nalp.edu.au).
In the classroom
The teaching sequence on *Mr Gumpy’s Outing* aims to teach:

- how to read the study passages at 90 per cent accuracy or above
- how to discuss the story, including the meaning and inferences contained in the author’s language choices
- how to spell fluently and write clearly the words taught as part of the teaching sequence
- how to write, with appropriate teacher support, and using the introduction to *Mr Gumpy’s Outing* as a model, about a central character, the setting, and introducing other characters in a unique way.

**Literate orientation**

Literate orientation is a pre-reading strategy that prepares students to read the study text fluently, accurately and independently. The teacher models a literate orientation to the text and discusses why the author made certain language choices. Literate orientation consists of two components: low order literate orientation and high order literate orientation. Both are equally important.

In low order literate orientation the teacher starts the process of ‘pointing the students’ brains’ at the text by modelling a literate interpretation of the text, including its illustrations when necessary.

In high order literate orientation the teacher shifts the students’ focus from the general considerations in the low order literate orientation to a close examination of the author’s wording in the text. The teacher systematically models how to attend closely to the language features of the text and how they construct meaning.

When carrying out literate orientation, children need to be able to clearly see the illustrations and the written text. Teachers will need to use a big book or overhead transparencies to ensure that all students can see the features of the illustrations and that the printed text is large enough for children to read.

**Low order literate orientation – Whole book**

**Teaching focus**

- Title and author
- General introduction to characters
- Focus on main character
- Outline or overview of story.
What you could say
This story is called *Mr Gumpy’s Outing*. The man who wrote it is called John Burningham, and he drew the pictures too.

It is a story about a man called Mr Gumpy, who you can see here in his boat. He is using the pole to move his boat along the river.

Look at all the animals and kids in the boat. They are all smiling and look like they are enjoying themselves, don’t they? The little girl has her hand in the water. It must feel lovely and cool! The boy looks like he is waving to someone. It looks a bit overcrowded, doesn’t it? Having that many passengers in a small boat might be a bit dangerous.

Now in this story, Mr Gumpy goes out in his boat down the river one day and passes some children and animals as he travels down the river. All the children and animals want to come on board, and Mr Gumpy lets them, but only on the condition that each of them behaves properly. He asks each passenger to not do what they like to do most: the rabbit can’t hop about, the chickens aren’t allowed to flap, and so on. So that is going to be hard for those animals – and for the children!

Teaching focus
- Details of context: fields and animals, farm
- Location of Mr Gumpy’s house.

What you could say
This page shows some paddocks or fields filled with sheep, horses and cows. An adult and a child are walking along a path and we can see a house in the background. This is the back of Mr Gumpy’s house. Between the house and the fields there is a river. This is the river in which Mr Gumpy has his boat. At the end of the first field, there is a bridge. That is how we know there is a river there. The road goes over this bridge and the river goes under it.

Teaching focus
- Appearance of character – happy and friendly
- Inferences about Mr Gumpy and his daily activities.

What you could say
On the first page of the story we see a picture of a man. This is Mr Gumpy. He is standing at the front of his house wearing rubber boots. These are probably gardening boots, as he is wearing a hat and has a watering can in his hand. He has a very tidy garden. He even has a special old-fashioned roller, which he would roll along the lawn to keep it very flat and smooth. There’s a garden chair over here and the pathway up to the front door of Mr Gumpy’s house is covered in little pebbles.

Mr Gumpy seems like a very happy man, doesn’t he? Look at how he is smiling.
Teaching focus
- We learn that Mr Gumpy owns a boat and does indeed live by the river.
- He is not dressed to go out in the boat but he looks like he’s thinking about it.

What you could say
Now Mr Gumpy is looking at his boat. It is in the river. He must be thinking about going out in it, even though he’s still dressed in his gardening clothes. Look at how he is still holding his watering can. He must really love his garden, as it seems he waters the plants a lot.

The boat is tied up amongst the reeds. Look, there’s some ducks on Mr Gumpy’s boat and one in the water. Ducks are usually only found in shallow water. There are lots of reeds. Reeds are like thick grass that grows in muddy water.

Teaching focus
- The illustration shows the details of the back of Mr Gumpy’s house, where he keeps his boat.
- Gardening equipment is a feature of the back of the house.
- Mr Gumpy is in the boat, dressed appropriately to go out.

What you could say
Look, we can see that Mr Gumpy’s house is right next to the river where he keeps his boat. We were right about him wanting to go for a trip down the river. Look, he has taken off his jacket and boots and hopped in the boat. He has a big pole to push his boat along. As we noticed before, the river must be quite shallow, as this pole must touch the bottom in order for Mr Gumpy to be able to push the boat along.

Teaching focus
- While cruising along the river, Mr Gumpy meets some children.
- The children politely ask if they can come along.
- They are so polite Mr Gumpy agrees but places a condition on this agreement.

What you could say
We can see Mr Gumpy here in the boat amongst the reeds, pushing the boat along with the pole. Some children come down to the river and ask very politely if they can come with him. Mr Gumpy can’t say no to such polite children, but he is also quite firm. They can only come along if they promise they won’t squabble. He doesn’t want any arguments or fighting, as this could cause the boat to rock or even tip over.

The children look happy and a little excited. I wonder if they will manage to not squabble. This might be hard if they are brother and sister.
Teaching focus

- The children and Mr Gumpy are travelling down the river. They seem to be enjoying themselves very much.
- They come across a wistful-looking rabbit. It wants to come on the boat as well.
- Mr Gumpy lets the rabbit come on board, but places a condition on its behaviour, just as he did with the children.

What you could say

Here we can see Mr Gumpy and the children in his boat. They look like they are having fun. The little girl is stretching over and putting her hands in the water. The boy has his hand up as though he is waving to someone – maybe it is the rabbit. The rabbit is looking as though it could do with some cheering up. Its eyes make it look a bit sad and wistful. It is sitting there alone, amongst the little daisies and flowers and long grass. It asks Mr Gumpy whether it can come with him. He says it can – maybe he feels sorry for it – but that it must not hop about.

Now that will be hard for a rabbit because that is how they move around. They don’t walk or run, do they? They hop about.

Teaching focus

- The journey along the river continues (as we can see from the changing background). The boat is now approaching the bridge.
- All the passengers look relaxed.
- A cat asks if it can come along. Mr Gumpy agrees but again only conditionally: the cat is not allowed to chase the rabbit.

What you could say

We can see they have moved a bit further down the river. They are closer to the bridge now. Remember how we saw the bridge on the first page? The rabbit is next to the little girl. Maybe she is holding it to keep it safe and to make sure it doesn’t hop about. Now they come to a cat, who asks if it can come for a ride as well. Mr Gumpy can’t really say ‘No’, can he? He has already let the children and the rabbit come along, it would be a bit rude to say no to the cat. So he agrees, but says it is not to chase the rabbit. Remember they are in a boat, so they have to be still or the boat might tip.
Literate orientation – Low order

Teaching focus

- The crew pass a barn. All still look relaxed.
- A sad-looking dog asks if it can hop on board and once again Mr Gumpy agrees. Like the other passengers, however, the new passenger must behave in a way that may not come naturally.
- Mr Gumpy might have got himself into a bit of a trap here. As more and more passengers come on board, it gets harder and harder for him to say ‘no’. Why should the animal asking be the only one left out?

What you could say

The day is getting hotter now. See how John Burningham has drawn the sun’s rays? They are even further along the river now. They must have passed the bridge. Everyone in the boat is being very good. The boy is minding the rabbit now and has his arm across in front of it so it won’t fall. The girl is looking after the cat. She has her arm on its back to keep it steady. The children are not squabbling. Look, there’s a horse. I hope it doesn’t want to hop on board. It would be much too big! Now a dog asks if it can come along. Again Mr Gumpy agrees but only if it doesn’t tease the cat. Not teasing the cat is going to be very hard for a dog, don’t you think? I wonder if Mr Gumpy is thinking that there might be too many passengers on his boat.

Teaching focus

- The children are looking after the animals as they lounge around in the boat.
- The day is getting hotter.
- Another animal, a pig, asks if it can come along. Mr Gumpy again gives a conditional ‘yes’.
- Mr Gumpy seems like a very kind and generous man.

What you could say

Oh dear, look: the cat and rabbit are sitting close together on the boat! Remember how Mr Gumpy told the cat not to chase the rabbit? Still, it looks like it is doing what he asked. They look very relaxed and content, and are just gazing at the scenery. The dog is next to the girl with its front feet up on the edge of the boat. Dogs love to travel like this, don’t they? Now a pig is asking them if it can come along. Mr Gumpy agrees again but tells it not to muck about. This will not be easy, as pigs muck about all the time! Mr Gumpy must be a very generous man. It must be getting very hard to push this flat-bottomed boat along with all that weight aboard. He can’t refuse anyone who asks for a lift. But he does need them all to behave. I wonder how long all these children and animals can keep behaving.
Teaching focus
- The children and the animals are becoming a little restless.
- A request to come on board is made by a sheep.
- The boat is so crazily crowded by now that Mr Gumpy might be wishing he hadn’t said yes to everyone.

What you could say
They are all around the edge of the boat now. It looks quite full. A sheep is the next animal to want to join the fun. It asks if there is room for it and Mr Gumpy says, ‘Yes, but don’t keep bleating’. Bleating is the noise that sheep make. Is it a bit unreasonable to expect a sheep to not bleat? The children and animals appear to be getting a bit restless now. The dog, pig and cat have their paws up on the edge of the boat, and the boy is standing up waving. I wonder if Mr Gumpy is wishing he had not agreed to all these requests. The boat would be very heavy. It must be very hard work to keep it moving along.

Teaching focus
- The day keeps getting warmer.
- Two chickens ask if they can come along.
- Mr Gumpy keeps letting more animals on board because it wouldn’t be fair to let some on the boat and not others.

What you could say
The sun is getting hotter now. We can see that John Burningham has drawn the rays again. All of the animals and children are spread out around the boat.

They come to some chickens now that want to come along too. There are two of them and Mr Gumpy says they can come if they don’t flap. That will be difficult for chickens, won’t it? Mr Gumpy can’t say ‘no’ to the chickens because he has said ‘yes’ to all the others, but gosh, what a crowd!

Teaching focus
- The boat is passing the bridge again – the inference is that they may be on the way back.
- The boat is looking crowded.
- The girl is standing up
- Now a calf wants to join them.

What you could say
They’ve come to the bridge again. I wonder if they are on their way back? A calf (a baby cow) asks if they can make room for it, and Mr Gumpy says ‘yes’, provided it doesn’t trample about. A calf is a big animal, and Mr Gumpy doesn’t want it moving itself around, lifting its hoofs up and down, and standing on everyone’s feet and toes. The boat is quite full and that could cause problems.
Literate orientation – Low order

Just as well Mr Gumpy’s boat has a flat bottom, not a curved bottom like lots of dinghies have! That sort of boat wouldn’t fit nearly as many passengers!

Teaching focus

- A goat asks to come along. There is very little room in the boat but Mr Gumpy lets it come on the condition that it doesn’t kick.
- Mr Gumpy is probably getting very tired from pushing this heavy boat, but he lets another passenger on anyway. He is a very nice man.

What you could say

Mr Gumpy is sitting on the edge of the boat now. He must need a rest after all the pushing he’s been doing with that pole. All of those animals would be quite heavy. There’s really no room for anyone else, but here’s a goat and it asks Mr Gumpy if it can join them too. Mr Gumpy agrees but tells it not to kick. Now that’s going to be hard for a goat, isn’t it? There’s not much room in there, and that’s just what goats do when they are restless – kick!

Teaching focus

- Everyone becomes restless.
- The afternoon has become very warm.
- Each passenger does exactly what Mr Gumpy asked them not to do.

What you could say

Although everyone here is looking quite happy, they do look a bit squashed. The sun looks quite hot too, so they’ll be feeling a little restless and maybe a bit tired and wriggly. And then what Mr Gumpy was afraid of happened... the goat kicked, the calf trampled, the chickens flapped, the sheep bleated, the pig mucked about, the dog teased the cat, the cat chased the rabbit, the rabbit hopped, the children squabbled. Oh dear: every single passenger has done exactly what Mr Gumpy asked them not to do. What do you think will happen next?

Teaching focus

- As a result of each passenger not behaving as they promised, the boat tips over and everyone tumbles into the water.
- They all look a little surprised.
- It’s a warm afternoon – the sun is shining brightly, so the water wouldn’t be too cold.
- Maybe Mr Gumpy is relieved not to be pushing that boat.
What you could say

Yes: *into the water they fell*. Every single passenger has fallen into the river! They all look a little bit surprised, but I don’t think a swim would be so bad on such a lovely warm day. Mr Gumpy might even be glad of the rest after all that hard work.

Teaching focus

- Everyone swims to the bank and Mr Gumpy pulls the boat up so it won’t float away.
- Then they all troop over to his place for tea and get dry along the way.

What you could say

So they all had to swim to the bank of the river. They climbed out of the water *to dry in the hot sun*. Here’s Mr Gumpy pulling the boat up onto the bank, so it won’t float away.

They walk home *across the fields* to have tea at Mr Gumpy’s house. Mr Gumpy mustn’t be cross, if he’s invited everyone to tea. He’s a very nice man, isn’t he? They look like they are playing ‘Follow the leader’ as they walk back to Mr Gumpy’s house.

Teaching focus

- Generous Mr Gumpy has provided a feast. Everybody tucks into a magnificent tea.
- They all behave themselves at Mr Gumpy’s table.

What you could say

And what a lovely afternoon tea they are having here! They’ve got cake and cherries and fruit and sandwiches and there’s a big pot of tea. Mr Gumpy has his jacket on again now. They look like they are having a lovely feast.

Teaching focus

- It’s dark and the friends all wish each other goodnight, and go home looking forward to another ride another day.
- Mr Gumpy has promised to take them all again one day. Maybe not straight away, though. He might need a rest!

What you could say

Now it’s getting dark (look: the moon is up) and Mr Gumpy is saying goodbye from the back door of his house. The children and all the animals are going back across the fields to their homes. Mr Gumpy must have had a lovely time because he asks them all to *come for a ride another day*. He probably needs a rest first, though!
High order literate orientation

Text (pages 1-4)

*This is Mr Gumpy.*

Mr Gumpy owned a boat and his house was by a river.

On day Mr Gumpy went out in his boat. “May we come with you?” said the children.

“Yes,” said Mr Gumpy, “if you don’t squabble.”

What you could say

Page 1

Read the sentence on page 1.

**Preformulation**

The story starts by telling us the name of this man in the picture. He is the main character in the story. John Burningham doesn’t tell us his first name. He just tells us his second name, and to be polite he calls him *Mr.*

**Question:** Can anyone find the words that tell us what his name is?

**Reconceptualisation**

Yes. And look, *Mr* starts with *M* and *Gumpy* starts with the letter *G*. We don’t know what his first name is but we know his last name, and John Burningham (the man who wrote the story) tells us he is Mr Gumpy.

Pages 2–3

**Preformulation**

On this page of the story, we find out two things about Mr Gumpy. We find out about something that he owns and we find out about where his house is.

**Question:** Who can read the words that tell us what Mr Gumpy owned?

**Reconceptualisation**

Yes. He must really enjoy owning a boat. On this page, we can see Mr Gumpy standing looking at his boat, and over here he is actually in the boat, holding a pole to push it along. Who would like to underline the words that tell us what Mr Gumpy owned?
Preformulation
Next John Burningham tells us about where Mr Gumpy lives. He tells us that his house is by a river.

Question: Who can read the words that tells us what is by the river?

Reconceptualisation
Yes. Mr Gumpy’s house is right here beside the river. Mr Gumpy is lucky to have his house so close to the river. He can use his boat all the time. He probably has lots of adventures.

Question: Who can underline the words which tell us where Mr Gumpy’s house is?

Reconceptualisation
John Burningham tells us Mr Gumpy’s house is by the river because this is the river they go along in the boat and later in the story they walk back here, to Mr Gumpy’s house, for afternoon tea.

Page 4
Read the sentences on page 4. Tell the students you are going to look closely at the first sentence, then read it again.

Preformulation
This sentence tells us when Mr Gumpy went out in his boat. The first two words tell us exactly when he went. It wasn’t long ago or last week.

Question: Can anyone read the words that tell us when he went?

Reconceptualisation
That’s right. He went out one day, and this day was a day to remember. They certainly had fun!

Question: Who can underline these words, one day?

Preformulation
Now we find out who it was that went out in Mr Gumpy’s boat.

Question: Who would like to underline the words that tell us this?

Reconceptualisation
That’s right. It was Mr Gumpy, the main character.

Preformulation
Mr Gumpy is in his boat in this picture (show page 3) but he hasn’t gone anywhere yet. Now he is setting out.

Question: Who can read and underline that word that tells us where he’s headed?

Reconceptualisation
That’s right, he went out along the river. Here, it just says that Mr Gumpy went out in his boat but we know John Burningham also means ‘out along the river’.

Preformulation
Question: Who can underline the words that tell us what he went in?
Reconceptualisation
Yes, he went in his boat. We can see his boat has a flat bottom, so it would be able to fit lots of passengers, wouldn’t it?

Tell the students that they are going to look closely at how the children asked Mr Gumpy whether they could go with him. Read the second sentence on page 4.

Preformulation
The third sentence in this story shows us that the children are very polite. Instead of saying ‘Can we come with you’ to Mr Gumpy when they want to join him on his boat, they have used an old-fashioned, polite way of talking.

Question: Who can read what they say?

Reconceptualisation
That’s right. You can say that if you are asking permission to do something. Can you underline may? Look, it starts with an m, like Mr.

Preformulation
Now there’s a word here John Burningham uses instead of saying Mr Gumpy’s name. The children don’t say ‘can we come with Mr Gumpy’.

Question: What do they say – ‘can we come with …’?

Reconceptualisation
Yes. You is a little word which refers to the person you’re speaking to. Here, we know it refers to Mr Gumpy, because that’s who the children are speaking to. Can you underline this word?

Preformulation
I wonder who it was that was asking Mr Gumpy if they could come with him. It wasn’t any of the animals: we haven’t seen them yet. Who can read the words that tell us who it was that said, ‘May we come with you’?

Reconceptualisation
That’s right it was the children. They were Mr Gumpy’s first passengers. Who can underline the children?

Read the third sentence on page 4

Preformulation
So the children have asked a question and Mr Gumpy has answered them. He’s going to let them come along in his boat.

Question: Who can read the little word that tells us that he’s going to let them come?

Reconceptualisation
Yes! That’s the word! He agrees the children can come for a ride in his boat. Who would like to underline that word?
Preformulation
Now Mr Gumpy adds a condition. He says the children can only come along if they don’t argue with one another.

Question: Who can read the word that tells us what he doesn’t want them to do?

Reconceptualisation
That’s right and if children squabbled and argued in a boat, that would cause it to wobble and maybe even tip over. Who can underline that word?

Other pages may be chosen for study. Continue as above.

Transformations
Transformations is an activity designed to change students’ orientation to the text under consideration from that of a reader looking for meaning to that of a writer learning how the author used various literary techniques to achieve a particular effect or purpose.

In addition, transformations provides a key opportunity for ‘handover’ of understanding about the language choices in the text. The questioning techniques in this part of the teaching sequence reflect the growing common knowledge shared between class members, and between class members and the teacher. A successful handover might mean, for example, that there is less need for preformulation.

It is not necessary to carry out transformations on every sentence in Mr Gumpy’s Outing. Choose passages that achieve a teaching purpose.

Goals of the transformations

Comprehension
The author has written this story using simple language in short sentences so that it is accessible for early readers. Many details are included in the illustrations rather than the text. This short passage is the orientation to the story. Readers meet the main character and also find out where he lived, the fact that he owned a boat and what he did on this particular day.

Word recognition leading to spelling and writing
Transformations provide an excellent opportunity for word recognition practice. Early decoding skills can be developed through selecting words that have been worked on in transformations and the process of teaching sound symbol correlation can continue.

Transformations also allow teachers a further opportunity to teach and then monitor students’ one-to-one correspondence.
Text

_This is Mr Gumpy._

_Mr Gumpy owned a boat and his house was by a river._

_One day Mr Gumpy went out in his boat._

Example of text segmentation

Initially, the sentence could be segmented in the following way. Other segmentations may also be used.

_This is / Mr Gumpy / . /
Mr Gumpy / owned / a boat / and / his house / was / by a river / . /
One day / Mr Gumpy / went / out / in / his boat / . /

Teaching focus

- Introduction to author’s technique in writing an orientation to a story.
- What type of information is in the orientation?
- What information does the author include in the setting?
- There is a time marker – the beginning of the boat trip.

_The main character:_

_Today, we are going to look at how John Burningham wrote the introduction to the story._

When authors are writing the introduction of a story, they tell us who the main characters are and where the story is about to happen, and any other important thing we might need to know.

First of all, he introduces the main character, Mr Gumpy. We know right away that Mr Gumpy must be a very important character, because John Burningham has put him right at the beginning.

_Question:_ Who can cut off the special introductory words that John Burningham uses to introduce Mr Gumpy?

Yes. By saying _This is_, it seems as if the author expects us to look at the picture of Mr Gumpy while we are reading _This is Mr Gumpy._ [Point to the picture as you say this.] This way we know what he looks like, from the picture.

Now John Burningham tells us the name of the man he is introducing.
**Question:** Who can cut off the words that tell us the name of this man?

Very good! Now we know that the story is going to be about Mr Gumpy but we don’t know anything else about him yet. [Discuss with students what letter Mr starts with, then what letter Gumpy starts with, and so on.]

**More about the main character**

In this sentence, John Burningham tells us two important things about Mr Gumpy. Remember that this story is about a boat trip along a river. First, he tells us that Mr Gumpy owns something very important.

**Question:** Who can cut off the word that tells us what it is that Mr Gumpy owns?

Yes, Mr Gumpy can go down the river any time he wants in his boat.

**Setting**

The next important thing the author tells us is about where he lives – in a house. Let’s cut off those words.

Excellent! Mr Gumpy’s house is somewhere that makes it easy for him to have a boat and go on an outing. His house is by some water.

**Question:** Who can cut off the words that tell us where his house is?

**What Mr Gumpy did: When**

So, with those first two sentences John Burningham has given us the information we need to understand his story. Now he’s going to get on with actually telling it.

**Question:** Who would like to cut off the words that tell us when the story starts?

**What Mr Gumpy did: Where**

That’s right. Then John Burningham tells us where Mr Gumpy went this particular day.

**Question:** Who can cut off where he went that day?

**What Mr Gumpy did: How**

**Question:** Now who can cut off the word that tells us what he went in?

Fantastic! See why we needed to know that he owned a boat and had a house by a river? The story is all about Mr Gumpy’s outing on the river.
Spelling

The spelling segment of the Accelerated Literacy teaching sequence follows transformations once the teacher is reasonably sure that students are able to recognise many of the words from the text out of context. Teachers are then able to use the students’ ability to hold a stable image of a word in their memory to show how that word can be broken into letter pattern chunks. Spelling activities include joint reconstructed writing.

How to choose spelling words

Keep the following points in mind when choosing words to work on in spelling:

- Are there any words that have patterns (or letters) that students have worked on before?
- Are there any new patterns that occur more than once or are commonly occurring?
- Are there any words that have interesting origins or roots that will help students develop an understanding of English?
- Which words will help students with joint reconstructed writing?
- Which words that students have already been taught need revision?
- Consider students’ age and stage of spelling development.

Letter formation is vital at this early stage of literacy and teaching the students how to form the initial letter of a selected word using white boards and markers is a practical way to begin this process.

For students in their first or second year of school, teachers will focus on initial sounds, high frequency words and simple letter patterns. Teaching students correct letter formation at this stage of the teaching sequence is of primary importance. If the teacher is reasonably sure that students are able to recognise some words from the text out of context, commonly occurring letter patterns should be taught. The teacher will then be able to use the student’s ability to hold a stable image of the word in their memory to show how the word can be broken into letter pattern chunks.

This text has been benchmarked at the first or second year of school and so it would be reasonable to assume that students studying this text would be negotiating the pre-communicative stage of spelling and moving into the phonetic stage of spelling. Some students, however, could still be at the semi-phonetic stage, particularly those students with little experience of reading. These students would be learning to recognise and write initial letters before working on words.
Suggestions for spelling

For students who are early readers, these initial sounds would be introduced:

<table>
<thead>
<tr>
<th>–b–</th>
<th>–h–</th>
<th>–c–</th>
<th>–d–</th>
<th>–p–</th>
</tr>
</thead>
<tbody>
<tr>
<td>boat</td>
<td>house</td>
<td>can</td>
<td>day</td>
<td>pig</td>
</tr>
<tr>
<td>hop</td>
<td>his</td>
<td>cat</td>
<td>dog</td>
<td></td>
</tr>
</tbody>
</table>

For older students:

<table>
<thead>
<tr>
<th>is</th>
<th>ump</th>
<th>ouse</th>
<th>oat</th>
</tr>
</thead>
<tbody>
<tr>
<td>Th/is</td>
<td>G/ump/y</td>
<td>h/ou/se</td>
<td>b/oa/t</td>
</tr>
<tr>
<td>h/is</td>
<td>h/ouse</td>
<td>b/oa/t</td>
<td></td>
</tr>
</tbody>
</table>

Etymology

Etymological information on selected words is always interesting for students. Many websites, as well as dictionaries and other books, provide etymological information. Two informative websites are http://www.etymonline.com and http://www.thefreedictionary.com

Example

boat: from Old English *bat* (possibly from *bheid*), ‘to split’, with the sense of making a boat by hollowing out a tree trunk; or it may be an extension of the name for a part of a ship.

Joint reconstructed writing

Joint reconstructed writing provides a transition from spelling activities to writing activities and works best when taken from transformations. Joint reconstructed writing involves the teacher and students working together to reconstruct the text using the same words as the author. It successfully reduces the stress associated with working out what to write about, what to write and how to write it. Stress associated with spelling is greatly reduced, giving students the mental space to think about subject matter and language choices.

The teacher ‘thinks aloud’ to reconstruct a passage with the students, using the writer’s language choices. This is a culmination of all the shared knowledge built up so far about language choices used in the construction and positioning of particular phrases and includes the dimensions of letter formation, the role of initial consonants and blends, and visual patterns.
Examples

Depending on their spelling stage, students may be able to write the initial letters for a class joint reconstructed writing text or they may be able to write entire words or sentences on their own.

Teachers may allow some time for students who know how to write This, for example, to write This themselves before the teacher writes it. Students can then choose to use what they know or wait for the teacher (who makes sure they don’t copy letter by letter but write words in their chunks).

Writing

Writing activities should not be based only on patterning, but also on a principled understanding of why writers use specific techniques. For example, it is not much use substituting words to write a ‘new’ sentence or paragraph if students do not know what the skill they are learning is about or when to use it.

Writing goals consist of goals for the whole teaching sequence (overall goals), as well as goals for individual lessons (short-term goals).

Goals for Mr Gumpy’s Outing would include:

- overall goals such as writing a jointly constructed class book using Mr Gumpy’s Outing as a model
- short-term goals such as introducing a main character, indicating when and where the story happens, and adding further characters in the manner used by John Burningham.
Workshop

Joint construction of a class book

Joint construction allows the teacher to assist students by ‘thinking aloud’ about the way an author plans and writes short narratives.

Joint construction of class books is a particularly appropriate writing activity for students in Year 1, as the physical and cognitive demands of writing are great. Students of this age not only have to think of what to write, they also have to remember how to form letters correctly and how to spell words correctly. For students in the transitional stage of spelling, negotiating the possible spelling of words takes confidence and a range of spelling resources.

Possible steps in jointly constructing a class book:

- Read *Mr Gumpy’s Motor Car* to the class. Discuss the orientation, complication and resolution structure and compare the story to *Mr Gumpy’s Outing*. Discuss the similarities (the same characters go on an outing, and deal with a problem in a funny way).
- Discuss how John Burningham must have planned his stories.
- Explain that you are going to write a story and that you are going to plan it the way all authors do before you write.
- Discuss a central character, a setting and the other characters.
- Discuss the event sequence.
- Have students work in groups to illustrate the sequence (carry out illustration tasks in art lessons). Sequence the illustrations and discuss the sequence.
- Discuss possible text for each illustration but don’t start writing yet. Here, the class should reach agreement on the story sequence.
- When everyone has agreed on the story sequence and how it will work, start to write.
- Carry out the writing jointly and remind students about the strategies they can use. For example, introducing the other characters in the story in an unusual way. Use butcher’s paper and work together, allowing students to write words they know.
Writing the jointly constructed story could take up to one or more complete sessions of Accelerated Literacy.

For a joint construction of this nature, the teacher needs to have some possible examples prepared ahead of the lesson to help get the activity started. (See below.)

The outcome of the joint construction will be a class book that everyone can read. While more than one joint construction can be undertaken before students are asked to write independently, students in Year 1 or younger do not have to be able to write independently.

Example of joint construction planning

**Introduction of central character**
This is Geoff.  
This is Mr Gumpy.

**What character owns and where story is set**
Geoff owned a motor bike and he lived by the seaside.  
Mr Gumpy owned a boat and his house was by a river.

**When and how story begins**
Early one morning Geoff went riding on his motorbike.  
One day Mr Gumpy went out in his boat.

**Introduction of other characters**
“Please get me the newspaper!” shouted his father.  
“May we come with you?” said the children.
Appendices
Sample weekly plan

The following weekly plan is included as a *guide only* to the way teachers could move through the teaching sequence over a period of time. The plan’s content has been condensed. In reality, working through this text will take some weeks, and the following one-week plan could actually take two or even three weeks to complete. Parts of a session that are not finished in one lesson can be picked up in the next. Teachers will need to introduce the subsequent lesson/s carefully so students know what to expect, what the purpose of the lesson is, and where they are in the teaching sequence.
### Class: Kindergarten  
**Week: 1**  
**Term: 1**  

**Text:** *Mr Gumpy’s Outing* by John Burningham  

**Teaching focus:** Introduction and development of literate language of the story *Mr Gumpy’s Outing*

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lesson Focus</strong></td>
<td>Introduce text: characters, disposition of characters, the weather</td>
<td>Encourage discussion. Reconceptualise students' language around the text. Focus on page 1. Phonics focus: <em>m</em></td>
<td>Monitor students’ comprehension and oral language to date. Introduce pages 4 and 5</td>
<td>Mr. Gumpy’s response. Revision of language. Highlight inferences</td>
<td>Revisit sequence of events. Discuss importance of behaviour in boats in relation to Mr. Gumpy’s response. Monitor literate language of students and their understandings of the inferences. Further discuss the children in the illustration, their feelings and their intentions to behave.</td>
</tr>
<tr>
<td><strong>Low order literate orientation</strong></td>
<td>Introduce book: title, author, illustrations on front cover. Show students the illustrations on the inside cover page. Explain where Mr. Gumpy’s house is in relation to the river and the fields. Point out the animals and the bridge. Work through the text telling the students the story based on each illustration. Focus on characters, disposition of characters, the weather.</td>
<td>Discuss the story, observe students’ oral language. Tell students they will be looking at the introduction to the story where they meet the main character. Discuss Mr. Gumpy, his appearance, his house and garden, what sort of person he appears to be.</td>
<td>Revise story, monitoring handover. Introduce pages 2 and 3. Discuss what Mr. Gumpy is doing, where he lives. Talk about his boat and how important this is to him. Discuss what he is thinking, about his passengers, the ducks on the boat etc. Look at and discuss the next page – remind students that the river is at the back of his house.</td>
<td>Revise previous pages. Discuss illustrations on pages 4 and 5. Talk about the well mannered children, how happy they look, Mr. Gumpy’s response, where, they are (bank of the river), the ducks, the reeds etc, the weather, Mr. Gumpy, the boat/pole etc.</td>
<td></td>
</tr>
<tr>
<td><strong>High order literate orientation</strong></td>
<td>Tell students they are going to look closely at the words John Burningham uses to introduce Mr. Gumpy, ie tell us who the main character is. Read sentence. This is Mr Gumpy. Explain meaning of Mr and discuss the <em>m</em> - show what it looks like and what it sounds like.</td>
<td>Tell students they are going to look at the words the author has used to tell us about where Mr. Gumpy lives and what he owns/belongs to him. Discuss boat, house, river. Highlight the letter/sound <em>m</em> in <em>Mr</em> and <em>b</em> in <em>boat</em>. Mr. Gumpy owned a boat and his house was by a river</td>
<td>Tell students they are going to look at the words that tell us what Mr Gumpy does one day. Discuss when where who and what. One day Mr. Gumpy went out in his boat. Emphasise/review initial sounds <em>m</em> ‘b*.</td>
<td>Tell students they are going to look closely at the words that the author has used to tell us what the children and Mr. Gumpy say to one another ‘May we come with you?” said the children. <em>(m</em> ‘may*) Explain to students that the children would like to come along on Mr. Gumpy’s outing, therefore ask him very politely. Discuss the punctuation. Tell the students that the children are asking a question etc. Discuss question mark etc.</td>
<td></td>
</tr>
</tbody>
</table>

**Read story or specified part of story to / with class**
### Sample weekly plan

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Transformations</strong></td>
<td>Tell students they are going to look at how John Burningham has written the introduction to the story and why he has put the words in the special order that he has. Cut off 'Mr Gumpy'. Encourage handover. Revise phonics focus 'm'. Discuss why we use a capital letter.</td>
<td>Tell students they are going to cut off some words so they can learn about these words and see why the author has written the sentence this way. (As the student cuts off the word ask him/her to hold up the word and ask class to read it.) Emphasise 'm' 'b'. Students to cut off 'Mr Gumpy', 'boat', 'house', 'river'.</td>
<td>Look at handover. Get students to tell what the words 'one day' 'tell us. One day / Mr Gumpy / went / out / in his / boat. Remind students about beginning sounds.</td>
<td>Further discuss punctuation and the purpose of it. “ / May / we / come with / you / ? / ” / said / the children. Emphasise initial sounds ‘m’ may, Mr Gumpy</td>
<td></td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
<td>For students who are ready teach ‘b/boat’. For younger students teach ‘b’. Discuss the letter name and the sound it makes. Teach ‘m’ if students are ready for two letters.</td>
<td></td>
<td>For students who are ready teach ‘one day’. For E.C students revise ‘b’ ‘m’.</td>
<td>Revise ‘one day’ and introduce ‘Mr Gumpy’ and ‘went’. Revise initial sounds from previous lessons.</td>
<td></td>
</tr>
</tbody>
</table>

**Class:** Kindergarten  
**Week:** 1  
**Term:** 1  

**Text:** *Mr Gumpy’s Outing* by John Burningham  

**Teaching focus:** Introduction and development of literate language of the story *Mr Gumpy’s Outing*
Photocopiable masters
Mr Gumpy’s Outing – Complete text (283 words)

This is Mr Gumpy.

Mr Gumpy owned a boat and his house was by a river.

One day Mr Gumpy went out in his boat.

“May we come with you?” said the children.

“Yes,” said Mr Gumpy, “if you don’t squabble.”

“Can I come along, Mr Gumpy?” said the rabbit.

“Yes, but don’t hop about.”

“I’d like a ride,” said the cat.

“Very well,” said Mr Gumpy. “But you’re not to chase the rabbit.”
“Will you take me with you?” said the dog.

“Yes,” said Mr Gumpy. “But don’t tease the cat.”

“May I come please, Mr Gumpy?” said the pig.

“Very well, but don’t muck about.”

“Have you a place for me?” said the sheep.

“Yes, but don’t keep bleating.”

“Can we come too?” said the chickens.

“Yes, but don’t flap,” said Mr Gumpy.

“Can you make room for me?” said the calf.

“Yes, if you don’t trample about.”
“May I join you, Mr Gumpy?” said the goat.

“Very well, but don't kick.”

For a little while they all went along happily but then…

The goat kicked

The calf trampled

The chickens flapped

The sheep bleated

The pig mucked about

The dog teased the cat
The cat chased the rabbit

The rabbit hopped

The children squabbled

The boat tipped…

and into the water they fell.

Then Mr Gumpy and the goat and the calf and the chickens and the sheep and the pig and the dog and the cat and the rabbit and the children all swam to the bank and climbed out to dry in the hot sun.

“We’ll walk home across the fields,” said Mr Gumpy.
“It’s time for tea.”

“Goodbye,” said Mr Gumpy. “Come for a ride another day.”
Early Childhood

These notes have been written to help teachers use Accelerated Literacy teaching strategies in Kindergarten and Year 1. However, they could also be used in Year 2 where students have difficulty with reading.

Outcomes of the teaching sequence

At the end of this teaching sequence, students should be able to:

- read the story studied fluently and interpret the illustrations at a high level
- discuss the story: give opinions about the author’s language choices; identify the story’s structure, theme and ideology
- spell chosen words and understand related spelling strategies
- use the story as a model for writing.

Notes

- The following notes have been written for teachers who have attended professional development workshops in teaching Accelerated Literacy. The notes presume some understanding about how to teach the program.
- For a detailed explanation of how to implement the teaching sequence, please refer to the teachers’ handouts from the first professional development workshop. Additionally, you could refer to http://www.nalp.edu.au.
- It is also assumed that teachers have read the text on which these notes are based and have a detailed understanding of the text before beginning a teaching sequence.
- Teachers are responsible for ensuring the suitability of the text on which these notes are based for their particular teaching context.

The National Accelerated Literacy Program is jointly funded by the Australian Government through the Department of Education, Employment and Workplace Relations, and the Northern Territory Government through the Department of Employment, Education and Training, and supported by Charles Darwin University.