

## Learning possibilities

**Text:** Machin, S 1989, *I went walking*, Omnibus Books, Norwood, South Australia.

### Engage

- Step 1. If you have this book at home, encourage your child/children to predict what the story is about from the cover. If not use the suggested video link in the Resources box and watch the story together.
- Step 2. Read/watch the story and encourage your child/children to join in.
- Step 3. Invite your child/children to recall the characters in the story.
- Step 4. Here are some questions to ask your child/children about the story.
1. What animals did the little girl see?
  2. Which animal did she see first?
  3. Where was the black cat hiding?
  4. How do you think the little girl felt with all the animals following her? (return to the book and draw children's attention to the expression on the character's face)

### Resources

#### Poem

'Animals' houses' by James Reeves

[http://talesinenglish.weebly.com/uploads/1/3/2/0/13203229/animals%E2%80%99\\_houses\\_by\\_james\\_reeves.pdf](http://talesinenglish.weebly.com/uploads/1/3/2/0/13203229/animals%E2%80%99_houses_by_james_reeves.pdf)

#### Video

*Mrs Reader | I Went Walking* (YouTube, Mrs Reader Story Time) <https://www.youtube.com/watch?v=Tb93Dcjvhk8>

### Respond

Act out the story with your child/children encouraging them to try out the different movements of each of the animals, for example: the cat peers out of the basket with tail upright, the duck with its tail feathers wagging, the pig grunting and rolling in the mud, the dog shaking its tail.

### Extend

- Set up a tray or table with animals from the story (they could be small plastic animal or soft toys) and encourage your child/children to find suitable collage materials for the food/water containers for each of the animals. Talk about where they might live and what foods they eat, for example: kennel, paddock, pigsty and pond.
- Your child/children could draw the animals from the story and places they live.
- Take a walk around the neighbourhood and help your child/children to take photographs of all the things they see. Using the printed photos create a variation of the story, for example: 'We went walking and what did we see? A sandpit for digging, 1, 2, 3.'; 'We went walking and what did we see? A mini tramp for bouncing 1, 2, 3.'