

Title: Get Out Of My Tent
Author: Jo Gliddon-Baker
Illustrator: Aleksandra Szmidt
Publisher: Larrikin House
Target Age Group: 3-8 years
Key Curriculum Areas: English, The Arts, Social & Emotional Learning (SEL) & HASS.

SYNOPSIS

Archie loves camping he loves the fresh air,
The sounds in the night the wind in his hair,
The warmth of the fire the lovely smoke scent,
But more than all that Archie just loves his tent.

When everyone else thinks that Archie's little tent looks more inviting than their own and they begin to pile in Archie has to come up with a quick plan to get them all out. Can you guess how?

THEMES

Travel, Adventure, Solitude, Family, Peace and Quiet.

ABOUT THE AUTHOR

Jo Gliddon-Baker was born to tell stories!
Her favourite things are: muffins, swimming in the ocean, being surrounded by nature, anything sparkly, singing, drawing and roller skating. Jo lives in Dawesville, Western Australia with her husband, three boys, a dog called Rusty and a cat called Winston.



ABOUT THE ILLUSTRATOR



Aleksandra grew up in a town in the south of Poland and currently resides in New Zealand. In Poland Aleksandra worked as a Graphic Designer but her move to New Zealand prompted her to pursue her dream of becoming a freelance illustrator. From her home studio Aleksandra creates one-of-a-kind artwork. She has a love for drawing animals and plants but prefers to draw magical things that detach from reality. She loves using both traditional and digital painting in her illustrations and often mixes them to create her art.



ACTIVITIES

BEFORE READING

Questions to ask:

1. What do you think this story might be about?
2. Can you point out the following features of the book?
(Spine, title, illustration, front page, back page, blurb, end papers).



DURING READING

Recognising rhyming words - Ask students to put up their hand when they notice the rhyming words on a selected page. (ACELA1439) (ACELT1585)

Recognising alliteration - Ask students to put up their hand when they notice any alliteration used in the story. (ACELA1439) (ACELT1585)

Clap the rhythm - On a selected page, students clap their hands along to the beat of the words. (ACELT1585)

Questions to ask:

1. What do you think will happen next?
2. How do you think Archie will solve his problem?
3. Have you ever been camping?
4. What do you know about tents?
5. Can you make any connections to the story so far?
(ACELT1575) (ACELY1646) (ACELT1582) (ACPPS020) (ACPPS004)

AFTER READING

Questions to ask:

1. What did you enjoy most about the story?
2. Would you ever be like Archie? Why or why not?
3. What is another solution that you could think of that would solve Archie's problem?
4. Can you think of an alternative ending?
(ACELY1646) (ACELT1581)



SUGGESTED ACTIVITIES:

- 1. Cloze passages:** Choose a section of text and omit words. Students to fill in the blanks.
Curriculum Links: (ACELA1435) (ACELA1434) (ACELA1786) (ACELY1650) (ACELA1447) (ACELA1448)
- 2. Character Profile:** Students draw the characters in the story and write their name underneath each picture.
Curriculum Links: (ACELT1783) (ACAMAM054) (ACAMAM056) (ACAVAM108) (ACTDEP007) (ACELA1586)
- 3. Word Search:** Create a word search using words from the text.
Curriculum links: (ACAMAM054) (ACAMAM056) (ACELY1663) (ACELA1586) (ACTDEP007) (ACELY1653)
- 4. Retell Activities:**
 - a. Create a table with the following headings: Setting (Where?) - Characters (Who?) - Problem (What?) - 1. In the beginning - 2. Next - 3. Then - 4. Finally - 5. Solution - 6. Lastly. Ask students to write or draw the order of events in the story.
 - b. Write short sentences which retell the story and jumble them up. Ask students to put them in the correct order.
Curriculum Links: (ACELT1578) (ACAMAM054) (ACAMAM056) (ACELY1663) (ACELA1586) (ACTDEP007)
- 5. Acrostic Poem:** Students choose a character from the story and write an acrostic poem.
Curriculum Links: (ACELY1651) (ACAMAM056)
- 6. Write a Blurb:** Explore the existing blurb on the back cover. Explain the purpose of the blurb to the students and ask them to create their own blurb.
Curriculum Links: (ACELY1651) (ACELA1586)
- 7. Unwanted Visitors:** Make a list (or draw) each of the unwanted visitors to Archie's tent.
Curriculum Links: (ACELT1783) (ACAMAM054) (ACAMAM056) (ACAVAM108) (ACTDEP007) (ACELA1586)
- 8. Wooden Spoon Story time:** Retell the story sequence with the use of wooden spoon characters.
Curriculum Links: (ACELT1578) (ACAMAM054) (ACAMAM056) (ACELY1663) (ACELA1586) (ACTDEP007)
- 9. Alone Time:** Students can investigate some of the activities they like to do for alone time as part of their social and emotional learning.
Curriculum Links: (ACELT1578) (ACELT1580) (ACELT1831) (ACELY1651) (ACAMAM054) (ACAMAM056)
- 10. Camping Activities:** Students create their own camping area in the classroom for imaginative play time and story telling.
Curriculum Links: (ACELT1578) (ACELT1580) (ACELT1831) (ACELY1651) (ACAMAM054) (ACAMAM056) (ACTDEP007) (ACTDEK004)



FURTHER INFORMATION & RESOURCES:

Jo Gliddon-Baker Links: [facebook.com/Jo-Gliddon-Baker-Authorspeakerstoryteller](https://www.facebook.com/Jo-Gliddon-Baker-Authorspeakerstoryteller)
[instagram.com/jo_gliddon_baker](https://www.instagram.com/jo_gliddon_baker)

Aleksandra Szmidt Links: aleksandraszmidt.com



To order copies of this title visit: www.larrikinhouse.com

Wooden Spoon Story Time

A retelling activity great for learning story sequencing



Equipment:


1. Wooden spoons
2. White paint
3. HB pencil
4. Paintbrush
5. Permanent markers
6. Clear nail polish

Instructions:

1. Paint the wooden spoons with white paint and allow to dry
2. Draw each character in pencil onto the wooden spoons and colour
3. Outline the pictures in permanent marker
4. Allow to dry and paint with clear nail polish

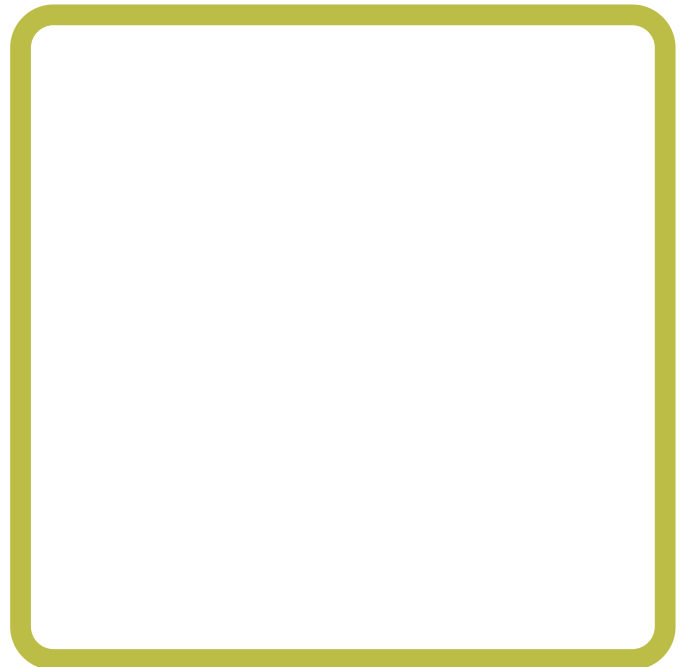
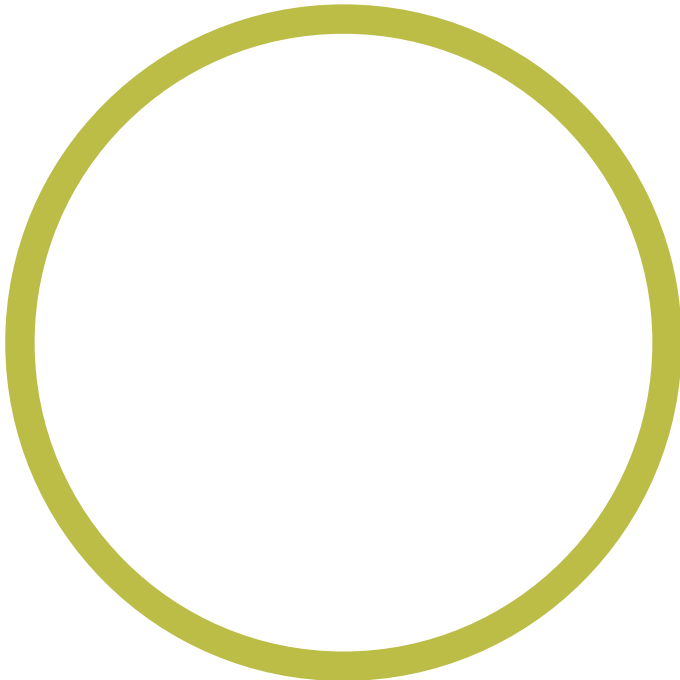
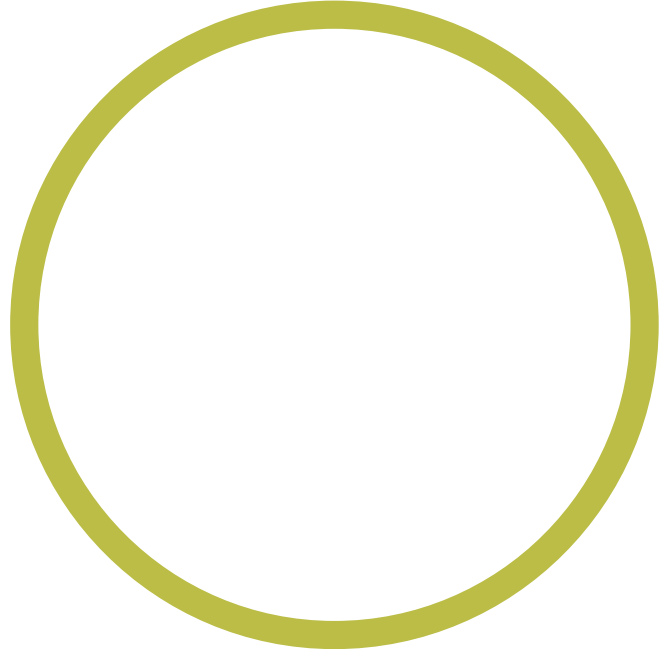


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Alone Time

Draw or write about your alone time activities below.



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