

Teachers' Guide for 'The Hitch Hiker' by Roald Dahl

Story Title: The Hitchhiker by Roald Dahl

Duration: 10-15 minutes at each station

Class: 5th/6th Class

Grouping: Same ability groups

Overview of activities: A total of five station teaching activities and ideas are presented here with a focus on group work, individual learning and ICT integration. Each station is designed to be a self-contained student-led activity and is categorised according to the strands and strand units of the English Curriculum. The curricular objective for each activity is also stated.

This document is a guide to each station for the teacher. A booklet for students containing instructions and activities to be completed at each station accompanies this guide.

This unit of work may be spread out over two - three weeks depending on how you structure your English lessons and how much of the suggested material you wish to cover. Alternatively some of the material may be adapted to be used within whole class lessons or as part of a thematic unit of work on 'Transport'.

Station Teaching Tips:

- ✓ If this is your first time implementing literacy stations within your class having a 'practice run' explaining what will happen at each station may be a worthwhile activity.
- ✓ Use of a signal or sound such as a tambourine when time is up may be useful when alerting the children that they must move to the next station.

Station 1 - Online Games

Strand: Reading

Strand Unit: Receptiveness to Language

Resources Required: Computers, Tablets, Internet Connection, Microsoft Word

Main Learning Intention: Increase familiarity with the vocabulary within the text

Task: Complete the online activities individually or in pairs (depending on the number of computers/tablets available)

(For ease of access to the following games it may be useful to have the links stored in the favourite's library or as shortcut links on the desktop)

Activity 1 - Word Jumble

URL: http://scoilnet.magicstudio.ie/interactive/view/111356?from=dashboard&return_to=%2Fdashboard

Task: Sort words from the story into the correct categories; nouns, adjectives, verbs and conjunctions.

Strand: Oral Language

Strand Unit: Competence & Confidence in Using Language

Curriculum Objective: The child will be enabled to understand the functions and know the names of the parts of speech.

Extension Activity: Set the children a 3 minute challenge in pairs to find as many nouns, adjectives, verbs, adverbs, conjunctions, pronouns and prepositions as possible in the text.

Activity 2 - Punctured Punctuation

Web URL:

http://scoilnet.magicstudio.ie/interactive/view/111291?from=dashboard&return_to=%2Fdashboard

Task: Punctuate the extract so that it makes sense.

Strand: Writing

Strand Unit: Developing competence, confidence and the ability to write independently

Curriculum Objective: observe the conventions of grammar, punctuation and spelling in his/her writing

Activity 3 - Crazy Car Facts

Web URL:

http://scoilnet.magicstudio.ie/interactive/view/111229?from=dashboard&return_to=%2Fdashboard

Task: Read a number of facts about cars and write down three of the most

interesting facts discovered.

Strand: Writing



Strand Unit: Clarifying Thought through writing
Curriculum Objective: express and communicate new learning

Activity 4 - The Hitchhiker Quiz

Web URL: <http://quiz.scoilnet.ie/QuizPrimary.aspx?QID=1951>

Task: In pairs, discuss and answer eight multiple choice questions based on the story.

Strand: Reading

Strand Unit: Respond to Text

Curriculum Objective: Continue to share response to an ever-increasing variety of texts with the wider community of readers

Extension Activity: Write four questions for your partner on the story and test them.

Station 2 - Building Vocabulary

Resources: Computer, Internet, Printer, Activity Booklet, Flashcards

Main Learning Intention: This station may be used to teach and investigate new vocabulary within the story.

Vocabulary Games:

Flashcards of new vocabulary in the text are attached in a separate document. These may be used in a number of ways:

- ✓ When discussing completion of the tasks below.
- ✓ As part of a word wall.
- ✓ **Vocabulary Games:** Cut out flashcards. Choose 8 of the words. Write these words on the board. Invite 8 children to the top of the class. Stick the 8 corresponding flashcards to their backs. They must not see the words. Other children in the class must give clues as to what the words on their backs mean (without saying the word itself). When a child thinks that they know the word on their back they mark the corresponding word off the board. They then can check the word on their back to see if they were correct. Repeat for each of the flashcards.

Booklet Activities

Task 1: Super Scanner

Strand: Reading

Strand Unit: Developing Cognitive Abilities Through Language

Curriculum Objective: Develop study skills such as skimming, scanning, note-taking and



summarising



Task: Children scan the text for difficult or interesting words. These are then written into the box provided. This can be revisited and discussed with the teacher at the reading station.

Task 2: Dictionary Definitions

Strand: Writing

Strand Unit: Receptiveness to Language/Competence and Confidence in using language

Curriculum Objective: Improve his/her ability to recognise and understand words by using root words, prefixes, suffixes, syllabication/ Use dictionaries and thesauruses to extend and develop vocabulary

Task: Children examine a number of words taken from the text. Examine the words in context and for phonic and graphophonic clues. Children must give a guess as to the meaning of the words. Dictionary definitions are also found, written and compared.

Task 3: Colloquial

Strand: Oral Language

Strand Unit: Competence and Confidence in using language

Curriculum Objective:

- ✓ Discuss the meaning, effect and diversity of local words and expressions
- ✓ Hear accents and dialects other than his/her own on tape and video and discuss them.

Task: Discuss what colloquial is. Discuss examples in everyday life. Children must record examples from their locality and other places.

Station 3 - Reading Station

Strand: Reading

Strand Unit: Competence and Confidence in Using Language

Curriculum Objectives: The child should be enabled to:

- ✓ Read widely as an independent reader from a more challenging range of reading material, including stories, poems, myths, legends, novels and non-fiction texts appropriate to his/her age and reading ability

Resources: Internet, Computer, Data Projector, IWB.

For Reading: Tablets/Computers to view the text or hard copies of the story 'The Hitchhiker' by Roald Dahl.

Activity: You may choose to use all options on different days/week or choose as appropriate to the ability of individual reading groups.

Option 1 - Reading Groups (Same Ability):

Download a copy of the text from the following link and copy as necessary:

<http://www.netprof.pt/Ingles/PDF/TheHitchhikerb.pdf>

Before reading (First Time Seeing Text):

- ✓ **Make Predictions:** Examine the author, title, length of the story. Make predictions based on these. Discuss other works by Roald Dahl. What do you expect from a piece of work by Roald Dahl based on previous experience?
- ✓ **Make Connections:** Discuss what a 'hitchhiker' is. Have you ever hitchhiked?
- ✓ **Super Scanner:** Discuss words written by student during Station 2.
- ✓ **(Reading mid text) Discuss Text To Date:** What has happened in the text so far? What do you think will happen next? Opinions on text so far.

During Reading (Choose as appropriate):

- ✓ **Model Reading:** Read the first section of text using appropriate expression, change of tone etc.
- ✓ **Paired Reading:** Read a paragraph of text each. Discuss any questions which may have arisen for the children after reading. E.g. "I wonder why he is going to the Derby?"
- ✓ **Individual & Silent Reading:** Listen to children read sections of the text independently. (Alternatively use option 3 below). Other children in the group may continue reading silently.

After Reading:

- ✓ Play the online games or take the quiz (See Station 1).

Option 2 - Silent Reading with Audio

Listen along to the story of the hitchhiker with the following link. Follow text while listening.

<http://vaninja.tripod.com/TheHitchhiker.mp3>

Option 3 - Independent Reading and Self-Assessment using Audacity

Children in the class are given time at the computer using the microphone and recording software such as '**Audacity**'. (Audacity is an online recording application which can be downloaded for free). Encourage children to listen back to their reading and assess it. This also provides the teacher an opportunity to listen back to each child's reading efficiently and at a time that is convenient.

*Tip! It's a good idea to create a specific folder into which the children can save their reading files. This saves searching for files later on.

Click here to download Audacity for free:

<http://audacity.sourceforge.net/download/>

Station 4 - Responding to text/Writing Station

Activity 1 - Wanted Poster & Report for the Hitchhiker

Task: Imagine you are the policeman. Write a report on the incident involving the hitchhiker and driver of the vehicle. Create a 'Wanted Poster' for the hitchhiker based on your brief meeting with him in the car. Before beginning the task the children must discuss and note what key information will be necessary on the Poster and report.

Strand: Writing

Strand Unit: Developing Cognitive Abilities through Language

Curriculum Objective: Write in a variety of genres

Extension Activities: Display posters & reports around the classroom. In groups compare posters and reports. Were there any differences or similarities?

Activity 2 - Character Profiles

Task: Create a profile for the driver and hitchhiker.

Strand: Writing

Strand Unit: Receptiveness to Language

Curriculum Objective: Experience interesting and relevant writing challenges

Extension Activity: Write a diary entry for the day in the life of the hitchhiker.

Activity 3 - Comic Strip

Task: Create a comic strip for the story using cartoons, speech bubbles and captions.

Strand: Writing

Strand Unit: Developing Cognitive Abilities through Language

Curriculum Objective: Write in a variety of genres.

Extension Activity: What happened next? In pairs the children engage in an improvised conversation as they continue their journey.

Activity 4 - Video Comparison

Task: Watch an online episode of the Hitchhiker. (Video is 26 minutes long) Compare and contrast the story with the online episode. Answer the questions while watching the video.

URL: <http://www.youtube.com/watch?v=oCQI4vUHQB8>

Strand: Oral Language

Strand Unit: Receptiveness to Language

Curriculum Objective: interpret mood, attitude, emotion and atmosphere in video extracts, advertisements, paintings and photographs

Extension Activity: In groups direct a scene from the story or create/write an alternative ending.

Station 5 - Cross Curricular Links

The following page offers a selection of ideas for cross-curricular/thematic planning. There are also links to worksheets, interactive activities and lesson ideas.

These ideas may be used as part of literacy stations or adapted as part of a fortnightly scheme of work based on the theme of **'Transport'**. If children are working independently at this station use of the suggested worksheets may be preferable.

English - Debating

Strand: Oral Language

Strand Unit: Developing Cognitive Abilities Through Language

Curriculum Objective: Respond to arguments presented by the teacher.

Respond to the topic:

"Hitchhiking is a form of transport that should be used more often". Children are split into pro and against groups and make arguments. Teacher records these on the board.

Science - Make a set of traffic lights

Strand: Energy & Forces

Strand Unit: Magnetism & Electricity

Curriculum Objective: investigate current electricity by constructing simple circuits

Task: Create a set of traffic lights using the instructions below.

http://www.primaryscience.ie/media/pdfs/col/dpsm_traffic_lights_activity

History - Transport through the ages

Strand: Continuity and change over time

Strand Unit: Transport

Curriculum Objective: refer to or use appropriate timelines.

Task: A fun, informative flash game based on the history of transport (motor, air, boat and train).

<http://www.bbc.co.uk/education/dynamo/history/show.shtml>

Go to Britannica Primary via the scoilnet website.

Children read the information text on Henry Ford and complete the Question sheet

Geography - Co-ordinate Crossword

Geographical Skill: develop familiarity with, and engage in practical use of, maps and photographs of a variety of scales and purposes

Task: Worksheet explaining co-ordinates. Crossword based on coordinates on the interactive map of Ireland.

<http://www.osi.ie/OSI/media/OSI/Education%20PDFs/Crossword.pdf>

Click here for interactive map of Ireland.

http://maps.osi.ie/publicviewer/#V1.5_91271.743300.0.10

SPHE - Safe on the Streets

Strand: Myself

Strand Unit: Safety & Protection

Curriculum Objective: know how to keep safe when travelling and to understand how individuals can keep others safe

Task: A number of games on car safety, animations on what happens in a car crash, word games, crosswords etc.

<http://www.bmweducation.co.uk/sots06/pupils/incarsafety.asp>

Science - Friction

Strand: Energy & Forces

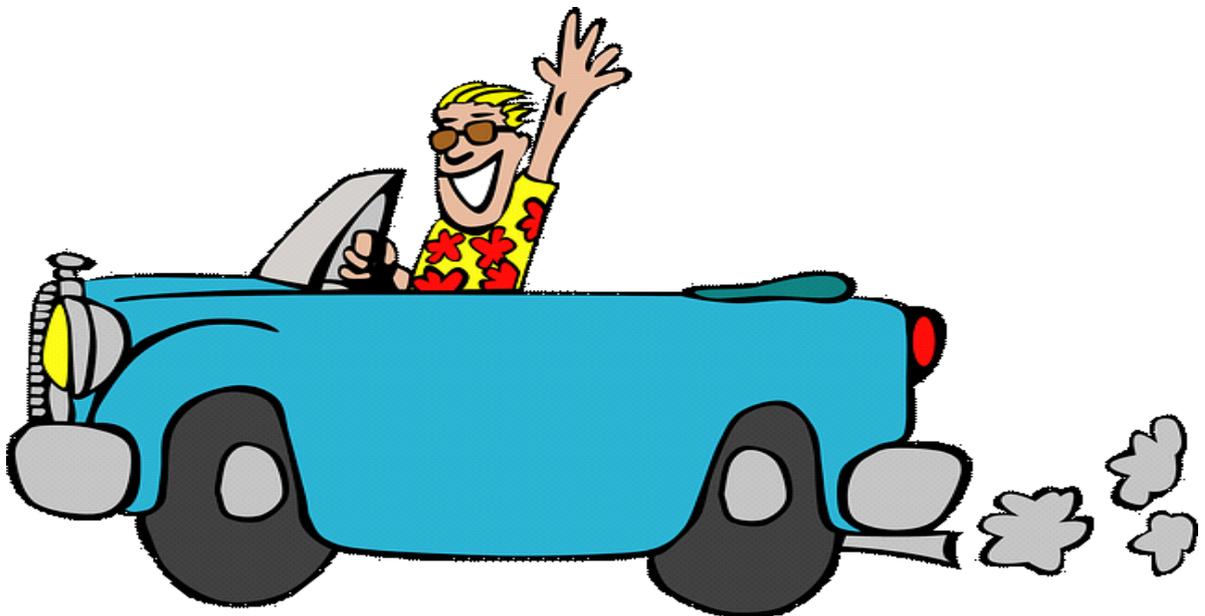
Strand Unit: Forces

Curriculum Objective: explore the effect of friction on movement and how it may be used to slow or stop moving objects

Task: Use your knowledge of friction to move the car.

http://www.bbc.co.uk/bitesize/ks2/science/physical_processes/friction/play/

The Hitchhiker By Roald Dahl



Activities Booklet

Name: _____

Station 1 – ONLINE GAMER

1. Word Jumble

Some adjectives, conjunctions, nouns and verbs from the story have been jumbled up. Can you sort them out?

http://scoilnet.magicstudio.ie/interactive/view/111356?from=dashboard&return_to=%2Fdashboard

2. Punctured Punctuation

Can you punctuate the extract correctly so that it makes sense?

http://scoilnet.magicstudio.ie/interactive/view/111229?from=dashboard&return_to=%2Fdashboard

3. Crazy Car Facts

Go to the following link:

Write down three of the most fascinating facts you learned about cars.

1. _____
2. _____
3. _____

Now write down an 'I wonder' question about cars.

I wonder _____

4. So you think you know the story?

Take the quiz!

<http://quiz.scoilnet.ie/QuizPrimary.aspx?QID=1951>

Now create four questions for your partner:

1. _____
2. _____
3. _____
4. _____

Station 2- VOCABULARY BUILDING

SUPER SCANNER

Quickly scan the text for any new or interesting words in the text. Make a list of them here.

2. DICTIONARY DEFINITIONS

Below are a number of key words from the story.

- Find the word in the text. Read the word in context.
- Examine the prefixes/suffixes/phonic clues. Give a guess as to what the words mean.
- Then look them up in your dictionary and write the correct definition.

acceleration	GUESS
	DEFINITION



executioner

GUESS

DEFINITION

smouldering

GUESS

DEFINITION

flabbergasted

GUESS

DEFINITION

breeches

GUESS

DEFINITION



WORD STUDY

COLLOQUIAL: A colloquialism is a word or phrase that is used in everyday conversation but not in formal speech or writing.

E.g. "Ave I done somethin' wrong officer?"

In the story we see lots of examples of colloquial.. What effect does the use of colloquial in the story have?

Can you think of any examples of colloquial that are used in your county, another part of Ireland or abroad?

Colloquial in my county	Colloquial in another place

Station 3 – READ IT!

- Read along with your reading group at the reading station.
- Listen to the story online:
- Record your reading using audacity. Label the file with your name and put it into the correct folder.

Listen back to your recording. Make notes on what you do well or what you think needs to improve. Record your progress here.

Date	Use of Expression	Changing Tone of Voice	Things I do well when reading	and... not so well



Station 4- RESPOND & WRITE

Task 1: Create a police report and 'Wanted' Poster

You are the police officer. Based on your brief meeting with the hitchhiker create a police report based on the speeding offence involving the driver and hitchhiker. Create a wanted poster to be placed around London seeking the hitch hikers arrest.

But first! With your partner! Consider what important details will need to be included on the poster. Make a list here:

Task 2: Profiles

Create a My Profile for the driver of the car and the hitchhiker. Complete the character comparison grid below to help you.

The Driver	The Hitchhiker
Appearance:	Appearance:
Personality/Attitude	Personality/Attitude
Actions	Actions
Speech	Speech

Task 3: Comic Strip:

Create a comic strip depicting key moments from the story.

List your five moments below.

1. _____

2. _____

3. _____

4. _____

5. _____



Make sure you give each picture a brief caption to tell the reader what is happening.



WANTED

My Profile



About me

Name:

Lives:



Email Address:

Work:

Education:

Friends

Photos

News Feed

Post

Likes



--	--	--

THE HITCHHIKER

BY: _____



VIDEO COMPARISON

Watch an online episode of the Hitchhiker at the following address.

<http://www.youtube.com/watch?v=oCQl4vUHQB8>

As you watch it make notes on the following questions:

1. Were the main characters as how you imagined them while reading the story? How were they different/similar?

2. Did the video stay true to the story? How was it similar or different?

3. Were there parts of the story you would have directed differently? How?

4. Create an alternative ending to the story

STATION 5

- Take one of the worksheets from the pile on the table.
- Write your name on the worksheet
- Read the instructions carefully.
- Complete the worksheet.
- When you're finished check your work
- Leave it on the teacher's desk to be corrected.

OR

- Go to the websites as suggested by your teacher and play the games as instructed.