

# Gorilla on the Run!

**C** = Language comprehension

**W** = Word recognition

## Group/Guided reading

### Introducing the story

- C** Read the title to the children, pointing to the words as you read them. Draw attention to the exclamation mark and tell the children that the title should be read with expression.
- C** (*Questioning, Clarifying*) Ask the children if they have ever seen a gorilla. Ask: *What are gorillas like? Where do they usually live?*
- C** (*Prediction*) Read the title again and ask: *Where do you think the gorilla is?*
- W** Pay attention to the tricky words used in the book. Read these words for the children if necessary, to help build familiarity before they read the story independently.  
*the to no he they went said do oh*

### Strategy check

Remind the children to use their knowledge of phonics to sound out and blend new words.

### Reading the story

- Ask the children to read the story aloud and help where necessary. Praise and encourage them as they read.
- C** (*Clarifying*) Look at page 91-① and ask: *Where do you think Lee, Lin and Kipper are? Do you think gorillas go shopping?*

- (Prediction) At the end of page 91-②, point out that *gorilla* is printed differently – in italics. Ask: *Why do you think it is written in this way?* Check the children understand that it shows that Lee says gorilla in a surprised way. Ask: *Do you think Lee believes Lin has seen a gorilla or does he think she has made a mistake?*
- After reading page 93-⑦, ask: *Has Grandpa seen the gorilla? Why does he think it is a man in a big hat?* If necessary, ask the children to look back and check the pictures to see if Grandpa has seen the gorilla.
- W After reading page 94-⑨, point to the word *back*. Ask the children: *Which grapheme is code for the /k/ sound in the word back?* ("ck") You may want to talk about the /k/ sound and the different graphemes that are code for this sound, "c" as in cat, "k" as in key and "ck" as in duck.
- W Pause on page 94-⑪ and ask the children to sound out and blend the word *shock*, *sh-o-ck*. Talk about the grapheme "sh" and ask the children if they can think of any other words that contain the grapheme "sh".

**Observing** Can the children get the main idea of the story? Can they use their phonic knowledge to decipher new words?

### **Returning to the story**

- (Clarifying, Connecting) Return to page 93-⑥ and look at the picture. Talk about the scene in the thought bubble that shows what Lee is imagining. Ask: *How do you think the people in the thought bubble are feeling when they see the gorilla? How would you react if you saw a gorilla at the shops?*
- (Clarifying) Re-read pages 93-⑥ and ⑦. Ask: *Why doesn't Grandpa believe the children have seen a gorilla?* Ask the children to name the things that Grandpa thought the children had mistaken for a gorilla (a big dog and a man in a big hat).
- (Predicting) Look at Grandpa's expression on page 94-⑩. Ask:

*What do you think Grandpa is thinking? How do you think he is feeling?*

- (Analysing) Look at pages 94-<sup>11</sup> and 95-<sup>12</sup>. Ask the children: *Do you think Lee, Lin and Kipper thought it was a real gorilla? Do you think Grandpa thought the gorilla was real? How do you think all the characters felt at the end of the story? Are the children frightened of the gorilla? What do you think they are saying?*

## **Independent reading**

**Objective** Explore and experiment with sounds, words and texts. Read as independently as possible.

- W As they read, encourage the children to sound out and blend new words, for example *sh-o-p, b-a-ck, w-i-th, sh-o-ck*.
- W Support children with reading challenge words:  
*gorilla hello Grandpa felt Lee Kipper*  
If a word is too difficult, simply read the word for them.
- Remind the children that the text in speech marks shows that characters are speaking. Model for the children how to read all the speech with lots of expression and encourage them to do the same.

**Observing** Did the children read independently with emotion and confidence?

## **Speaking, listening and drama activities**

**Objectives** Organise what they say; use language to explore new storyline or new ending.

- Ask the children to work in pairs to make their own version of the story. Encourage the children to change some elements of the story, for example, the children could see an elephant in a

supermarket or a horse on a bus. How would the story change if the gorilla had been real rather than a man in a gorilla suit? What if Grandpa had seen the gorilla and not the children? What might happen next? Do the children, Grandpa and gorilla go shopping together?

- Ask each pair to talk about their new version of the story together. If appropriate, you could ask some pairs to tell their new story to the rest of the class.
- Alternatively, you could ask the children to contribute to a class version of the story. Ask the children to suggest ideas for the new story and, as a class, decide which new storyline you like best and work together, with you acting as scribe, to tell the next stage of the story. Encourage the children to think about what would happen at the beginning, middle and end of the story and what new characters might appear.

## **Writing activities**

**Objectives** To write captions for pictures and drawings; to apply knowledge of letter/sound correspondence in writings.

- Following on from the Speaking, listening and drama activity above, discuss alternative endings to the story.
- Provide paper and a selection of pens, crayons and coloured pencils. Ask the children to draw a picture for the alternative story ending. Explain that this picture shows the final event in the story.
- Invite them to write a sentence about their picture or to add speech bubbles for the characters if they prefer. Encourage them to use their phonics skills to sound out and spell the words where appropriate.

## **Cross-curricular suggestion**

Science – find out about gorillas, what habitat they live in and

what they eat.