

Monkeys on the Car

C = Language comprehension

W = Word recognition

Group/Guided reading

Introducing the story

- C** (*Questioning, Clarifying*) Ask the children to look quickly through the book and see what animals they can find. Can they name them?
- C** (*Connecting*) Point to the word *monkeys* and help the children to read this word. Sound out the individual sounds for the children and encourage them to blend the sounds together. Ask the children to look through the book and find other places where this word is used. Ask: *Have you been to see the monkeys at a wildlife park before?*
- 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 you they no children said saw 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, Connecting*) On page 126-①, point to the word

safari and help the children to read this word. Sound out the individual sounds for the children and encourage them to blend the sounds together. Talk about the grapheme "ar" and ask them if they can see any other words on the page that contain this grapheme (*park*). Ask: *Do you know what a safari park is? Have you ever been to a safari park?*

- (Clarifying) Pause at the end of page 126-② and ask: *Why do you think the man tells them they have to stop in the car?*
- (Analysing) On page 127-③, ask the children to sound out and blend the word *zebra*, z-e-b-r-a. Ask: *Why does Biff say "A zebra crossing"?*
- Pause at the end of page 128-⑥ and ask: *Why do you think the monkeys jumped on the car?*

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

- (Summarising) Ask the children to re-tell the story in their own words.
- (Analysing) Look again at page 127-③ and ask: *How do you think the children feel about being so close to the animals?*
- (Analysing) Look again at page 128-⑥ and ask: *Why do you think the monkeys are pulling things off the car?*
- (Analysing) Look again at page 130-⑪ and encourage the children to look at Mum's expression. Ask: *How do you think Mum feels at the end of the story? Why does Dad say that there are monkeys in the car?*

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 *l-oo-k, b-a-d, c-ar, t-oo-k*.

- W Support children with reading challenge words:
safari stop lion crossing elephants baby monkeys
jumped pulled wipers

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; listen to others; take turns to speak.

- Sit in a circle and encourage children to talk about a visit they might have been on to a zoo or a safari park.
- Ask them to talk about what happened there, who they went with, what animals they saw and whether they enjoyed themselves. If children have never been to the zoo or a safari park then ask them to talk about an experience they have of a pet or a friend's pet, or perhaps about a TV show or film they have seen about animals.
- Ask them to say what their favourite animal was that they saw there. Write the children's suggestions on the board and start a tally to find out which is the most popular animal in the class.

Writing activities

Objectives To write captions and simple sentences for pictures and drawings; to apply knowledge of letter/sound correspondence in helping the teacher to scribe.

- Talk about the animals that the children in the story saw at the safari park.
- Divide the children into groups of four and give each group a picture of either a monkey, a lion, a zebra or an elephant.
- Ask the children to think of words to describe their animal. Ask children to write their ideas in a list and to be as adventurous as possible with their use of descriptive words. Encourage them to use their phonics skills to sound out and spell the words where appropriate.
- Share the children's ideas as a class and then ask the children to help you to write one sentence on the board to describe each animal, including the descriptive words that they listed.

Observing Did the children use the correct spelling?

Cross-curricular suggestion

Science – Help children to research more about the animal that was the most popular in the Speaking and Listening activity. Encourage the children to give you information about what they already know about the animal and use books and the internet to find out more information.