

Pip at the Zoo

Before reading

- Read the title. Ask the children: *What is a zoo? What animals might you see in a zoo?*
- Look through the book and discuss what the animals do to Pip (p42-④ "pushed", p43 "took", p44 "pecked"). Ask: *What does Pip think the crocodiles will do to her?* (eat her)

During reading

- Ask the children to read the story.
- Periodically ask the children to say the initial or final phonemes they can hear in a word they have just read. Ensure the children are hearing it and not reading it off the text. (Cover the text while they think of the phoneme.)
- Praise the children who use a variety of strategies to work out unfamiliar words.

Observing

Check that the children:

- use phonological, contextual, grammatical and graphic knowledge to work out, predict and check the meanings of unfamiliar words and to make sense of what they read
- practise and secure the ability to hear initial and final phonemes in CVC words, e.g. fit, mat, pan.

Group and independent reading activities

Text level work

Objective To re-enact stories in a variety of ways, e.g. through role-play, using dolls or puppets.

- Encourage the children to re-enact the story using puppets (or if puppets are not available, through role-play).
- Prompt the children to remember the sequence of events when retelling the story.

Observing Can the children re-enact the story?

Sentence level work

Objective To recognise full stops and capital letters when reading, and name them correctly.

- Ask the children to look carefully at the title. Ask: *How many capital letters can you see?* Discuss why "Pip" and "Zoo" have capital letters.
- Ask: *Is there a full stop in the title?* Encourage the children to give reasons for their answers.
- Look through the story, at both the text and illustrations, and encourage the children to find the capital letters and full stops.

Observing Can the children identify full stops and capital letters?

Word level work

Objective To discriminate and segment all three phonemes in CVC words.

- Ask the children to sound out the three phonemes in the word "hat". Encourage them to list as many words as they can that also only have three phonemes. Point out the words that rhyme.
- Ask the children to think of different words that have the same beginning as "ca" but have a different last letter to "t". (cap, can, car, cab)

Observing Can the children differentiate between sounds and what rhymes and does not rhyme?

Comprehension

Ask the children:

- *On page 42-④, what is Dad holding and why?* (A first aid kit which Dad used to bandage the deer's leg.)
- *How did the monkey steal Pip's hat?* (p43 illustration: By swinging down from a tree on a rope.)
- *Why did Pip give the elephants some water?* (All animals need to drink to stay alive.)

- *What is Dad doing on page 44-⑦? (mending a perch)*
- *Why did Pip not want to help feed the crocodiles? (She was frightened of being eaten by them.)*

Speaking and listening activities

Objectives Focus on the main point(s); make relevant comments; give reasons for opinions and actions.

- Recap on all the different things that happened to Pip while she was helping her dad.
- Ask the children to give reasons why the animals did all those things to her.
- Discuss what might have happened if Pip had helped her dad feed the crocodiles.

◀▶ **Cross-curricular links**

D & T: Eat More Fruit and Vegetables

ICT: information around us

PE: dance

Writing

Objective To make simple picture storybooks with sentences, modelling them on basic text conventions, e.g. cover, author's name, title, layout.

- Ask the children to make a book about animals at a zoo. Encourage them to think of all the different things the animals might do. (e.g. "The elephants play in the water." "The monkeys swing on the branches.")
- Encourage them to write a sentence for each animal on each page.