

Monkey Tricks

Before reading

- Read the title. Ask the children to say what they think the story will be about.
 - Look through the story to confirm the children's predictions.
- On each spread, ask the children: *What are they looking at?*

During reading

- Ask the children to read the story. Praise them for reading the high frequency words on sight. Encourage the children to use the pictures and initial letters to work out the names of the animals in the text.
- Occasionally, ask the children to tell you what is happening in the pictures to make sure they understand the story.

Observing

Check that the children:

- are able to recognise the high frequency words on sight
- use the picture cues and knowledge of sounds to work out the context words.

Group and independent reading activities

Text level work

Objective To re-read a text to provide context cues to help read unfamiliar words.

You will need to cover these words on pages 36,37 and 38 with Post-it notes, revealing only the first two letters of each word: giraffes, seals, crocodiles, parrots, elephants.

- Ask the children for suggestions as to how to guess the first covered word "giraffe" on page 36 , e.g. looking at the first letters and then cross-checking with the illustration.
- Peel off the Post-it note to reveal the word underneath. Were the children right?

- Ask pairs of children, in turn, to guess each covered word, using the initial sounds/blends and pictures to help them.

Observing

Are the children able to guess the words without looking at the pictures?

Sentence level work

Objective

That words are ordered left to right and need to be read that way to make sense.

You will need to write these jumbled sentences on the board:

elephants They at looked the
looked the at parrots They
The asleep were crocodiles

- Ask the children to read the first set of words and rearrange them to make a sensible sentence.
- Children then rearrange the remaining words and write sentences that make sense.

Observing

Do the children look at words with capital letters to help them sequence the words?

Do the children re-read their sentences to check for sense?

Word level work

Objective

To sound and name each letter of the alphabet in lower and upper case.

You will need an alphabet chart and these word cards: giraffes, seals, crocodiles, parrots, elephants, monkeys.

- Ask the children what animals the characters in the story saw at the zoo.
- Then ask them to arrange the animal word cards into alphabetical order.

Observing

Do the children need to check the alphabet chart to put the words in order?

Speaking and listening activities

Objectives Organise what they say; listen to others' reactions; take turns in speaking.

- In a circle play the memory game "I went to the zoo and I saw a..." Explain that each child must listen to what has been said before and add a new animal to the list. If someone misses out saying an animal, the game begins again.

Writing

Objective To apply knowledge of letter/sound correspondences in helping the teacher to scribe, and re-reading what the class has written.

- Tell the children to imagine some animals they might see at a zoo.
- Write the animal words on the board, asking the children to say aloud the sound of the first letter to help you write each word.
- Model writing a sentence for them, e.g. "I looked at the giraffes".
- Children draw a picture of their favourite animal and write the same sentence, substituting their animal for the last word.
- Collect and make the sheets into a class book.