



Before Reading

Text Type

Point out and discuss the: **Date.../.../....**

- title
- illustrations

Ask, "What type of book is this?" (Narrative)

Visual Literacy **Date.../.../....**

- Ask, "Do you think the pictures are real? How do you think they have been made?"
- Talk about the facial expressions of the characters in the pictures, and what these tell about how the characters are feeling.
- Compare the pictures on pp.4-5 and pp.10-11. Discuss how the feelings of Anna and Joe have changed.

Background Knowledge **Date.../.../....**

- Ask questions to make sure students understand what a zoo is. For example: What would you find at a zoo? Name some animals you might see there. Where is the closest zoo? Who looks after the animals at the zoo?

Phonological Awareness **Date.../.../....**

Make sure students know these phonological patterns:

- at (p.6): bat, cat, chat, fat, flat, hat, mat, pat, rat, sat, vat
- ike (p.5): bike, hike, like, pike, spike
- and (p.11): and, band, brand, hand, land, sand, stand
- Say three words in one pattern to the students (e.g. bat, cat, fat). Ask them to identify the part of the words that sounds the same. Repeat for the other patterns. To further develop this understanding, use letter tiles to build words.
- Have the students use letter tiles to make the word 'hat'. Then give them another consonant (e.g. 'm') and ask them to take away the 'h' and put in the 'm' to make a new word (i.e. 'mat'). Repeat for other words.
- Give the students the letter tiles for a phonemic pattern (e.g. -ike) and two initial consonants (e.g. 'b' and 'h'). Ask them to use each consonant and the pattern to make words ('bike' and 'hike'). Repeat for other words. **Date**

High Frequency Words **Date.../.../....**

- Are, come, have, like, look, mum, no, said, the Make a set of cards with one word on each card.
 - (Use the words above and other known words.) Place the cards face up. Ask the students to select the card that says 'come'. Repeat for other words you say.
- Play concentration. Use two sets of the cards described above and spread them out face down. Ask the students to play in pairs. One student should turn over two cards. If the cards are the same, the player keeps them and has another turn. The player with the most pairs wins.

Motivation/Purpose

- The purpose of this *text* is to entertain the reader with a story about two children who go to the zoo with their mother. At first Anna doesn't want to go, but she changes her mind when she gets to take Joe to the snake house. **Date**

During Reading **Date.../.../....**

Vocabulary in Context

Discuss the meaning of each vocabulary word. Help the students to decode unknown words by identifying and using an appropriate strategy. For example:

- today (p.4): Compound word: use the known parts (to, day) as clues
- lunch (p.7): Use phonological knowledge
- behind (p.6): Use syllabification: behind. **Date**

Checking for Meaning

Literal: **Date.../.../....**

- Who decides they are going to the zoo, Mum or the children? (p.4)
- What animals do the children see? (pp.6-7) What are the snakes kept in? (p.13)
- What colours are the snakes? (p.14)

Inferential: **Date.../.../....**

- Why doesn't Anna want to go to the zoo? Why doesn't Joe want to see the snakes?
- Do you think Anna enjoys her visit to the zoo? How do you know?
- Make sure students understand the difference between literal and inferential information.

Response: **Date.../.../....**

- Which animals would you like to see at a zoo? Why? Are there any animals you would be afraid of?
- How could you overcome this fear?

Grammatical Patterns **Date.../.../....**

Make sure the students understand the following components of a narrative:

- Orientation: introduces the main characters and tells where and when the story takes place: "*Today we are going to the zoo,*" said Mum. (p.4)
- Complication: the sequence of events develops a problem for one of the characters: "*No zoo for me!*" she said. (p.4) "*Go away!*" he shouted. (p.11)
- Resolution: the problem is solved and things return to normal: "*Come on, Joe,*" said Anna. (p.12) "*I like snakes now.*" (p.16)
- Use of particular nouns to refer to particular people, animals and things: *Anna, Joe, Mum, monkeys, zoo*
- Use of adjectives to build noun groups: *gloss boxes* (p.13), *green snake, black snake* (p.14)
- Use of time connectives and conjunctions to sequence events: *Today* (p.4), *At the zoo* (p.6), *They stopped to eat lunch.* (p.7)
- Use of adverbs and adverbial phrases to locate particular events: *Today* (p.4), *behind* (p.6), *at the snakes* (p.8), *in the snake house* (p.10)
- Use of past tense action verbs: *jumped* (p.5), *walked* (p.6), *stopped* (p.7), *looked* (p.8) Use of saying verbs: *said* (p.4), *shouted* (p.10) **Date.../.../....**

Fluency / Punctuation Patterns

- Some sentences are simple, i.e. they contain only one idea: *Mum looked at Anno.* (p.4) *Anna jumped up.* (p.5) "*I don't like snakes*" (p.9)
- Some sentences are compound; i.e. they contain more than one idea: *The zoo is fun when you are little like Joe, but I have been six times.* (p.5) Demonstrate how to read this sentence, using / to indicate phrasing; e.g. The zoo is fun when you are little like Joe, / but I have been six times. These punctuation patterns occur in the text:
 - Capital letters to begin sentences and full stops to end sentences: *Joe looked up.* (p.8)

- Capital letters for special names of people: *Joe, Anna, Mum*
- Speech marks enclose spoken words: "*Look at the bears, said Mum.*" (p.6)
- Ellipses to show incomplete times of speech or to indicate a pause in the speech: "*Monkeys ...*" (p.7) "*Look ... here is a very big black snake.*" (p.15) Exclamation marks at the end of sentences to show strong feelings: "*Oh, Anno, please!*" (p.7) "*No! Not the snakes,*" said Joe. (p.9) **Date**

Critical Literacy **Date.../.../....**

- What is this text about? Why do you think the author wrote this text? What have we learnt about Anna from reading this text? Why do you think Joe is afraid of the snakes but Anna isn't? **Date**

Linking Visual and Written

Date.../.../....

- On page 5, which words in the text match the expression on Anna's face?
- How is Anna feeling in the picture on page 9? Why? What does the picture on page 12 tell you about Anna and Joe?

