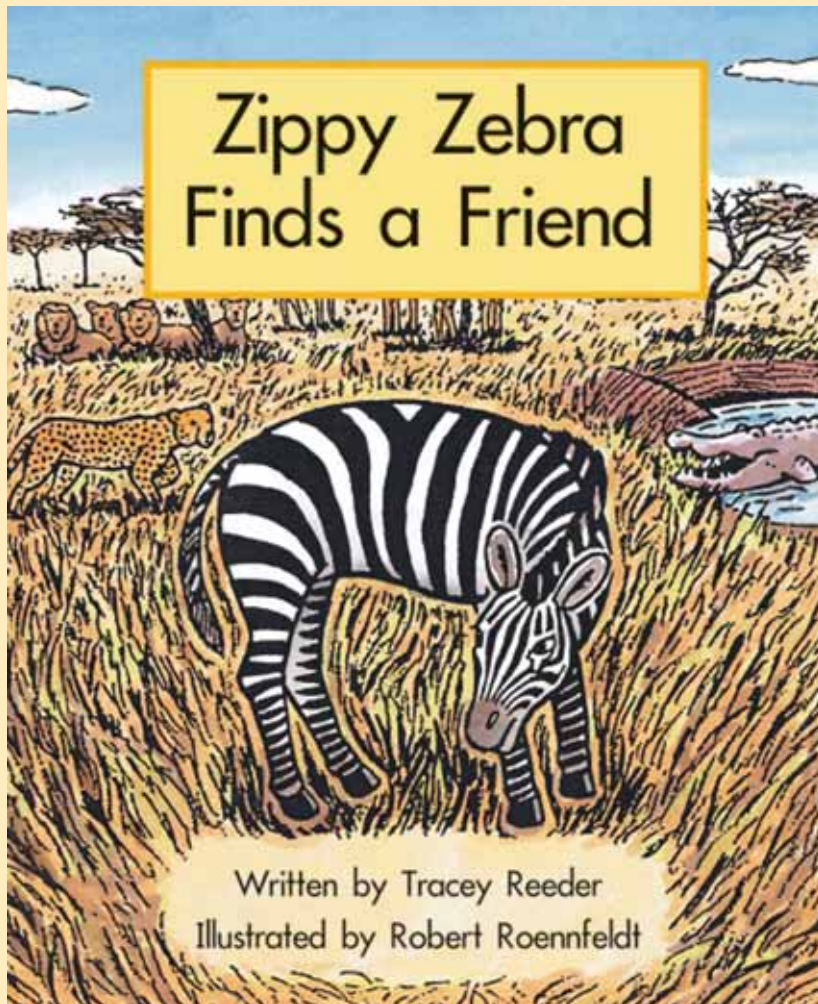




# Level 8

## Book g



Level	8
Word Count	142
Text Type	Narrative
High Frequency Word/s Introduced	



Thumper's Sore Paw

Life in the Trees

Walter the Water  
Taxi

A New Place to Live

Dad's Phone

A Visit to the  
Library

Zippy Zebra Finds a  
Friend

Trains

We have designed these lesson plans so that, if you wish, you can have the plan in front of you as you teach, rather than a copy of the book. Each page of the book is illustrated in the plans together with some suggestions for teaching. These have been divided into questions and discussion that you may have before the children read the book and after the children have completed the reading. This is not an arbitrary division. Some of you may prefer to explore the meaning and the language in more detail before the children read. Your decisions will depend on the gap between the children's current knowledge and the content, vocabulary, and language of the book they are about to read. Remember that the more information the children have up front, the easier it will be for them to read the text. However, this does not mean that you should read the text to them first.

We have addressed four areas that we think are important in developing good readers. As well as comprehension and decoding, we have addressed the issue of children being able to analyse and use the texts they read. The symbols below guide you to the type of question or discussion.



*This symbol relates to comprehension (meaning maker)*



*This symbol relates to decoding (code breaker)*



*This symbol relates to critical analysis (text critic or analyser)*



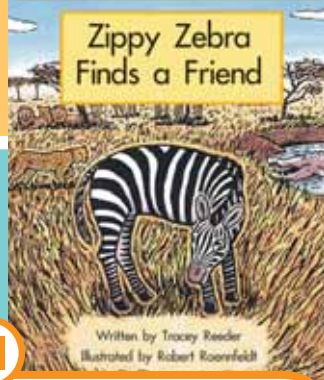
*This symbol relates to use (text user)*

## BEFORE READING

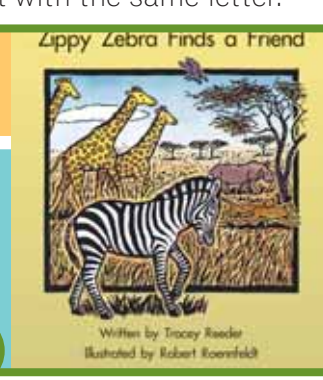
# Cover & Title Page



Invite the children to read the title and look at the cover and title page illustration. What do they think the story will be about? Discuss with the children their predictions.



Have the children look closely at the title of the story. What can they tell you about it? Explain that alliteration is the use of the same letter or sound at the beginning of words closely connected. Have them read the two words that start with the same letter.



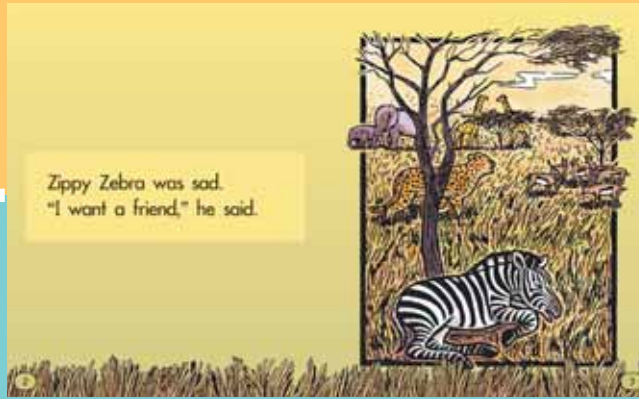
Ask the children to respond to the text. Did they like the story? Which part did they like the best? What did they learn from the story?



Talk with the children about the strategies they used as they read. Invite volunteers to talk about the alliterative words and what they did to work out those they didn't know.

Ask the children to look at the picture. What kind of animals are in the picture? Can they name all the animals? Do they know which country the story may be set in?

Review the use of speech marks. Remind the children that when they come to read the story independently, they should use expression as they read the direct speech.



Have the children talk about which of the animals in this picture the author could have used as friends for Zippy. Do they know why Zippy could have been friends with elephants, giraffes and antelope?

Have the children look at the illustration on page 5. What is happening? Who are the animals in this picture? What might Zippy be saying to his mother?

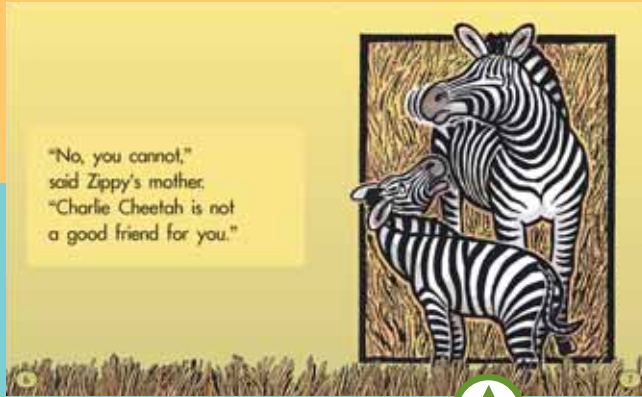
Have the children scan the text for another example of alliteration. Explain that using the alliteration will help them as they read.



Ask the children what they know about cheetahs. Where do they live? What do they do? How do they hunt their food? Why can't cheetahs and zebras be friends?

Have the children look at the picture in more detail. How can they use the picture to tell them about the relationship between cheetahs and antelope?

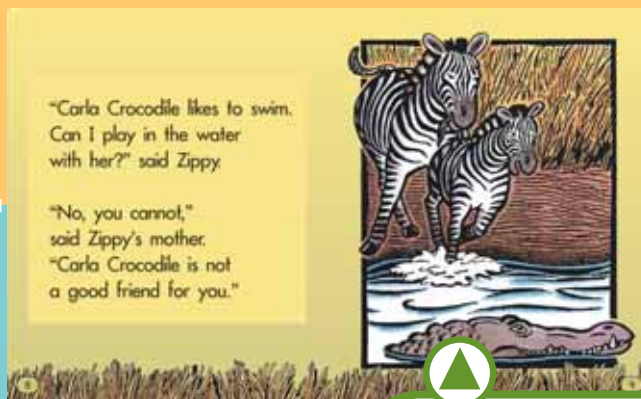
Ask the children to look at the illustration on page 7. What is Zippy's mother doing? What might she be saying? The children may have to think about the previous illustration to answer this.



Ask the children to scan the pictures in the entire book. How often is Zippy close to his mother? What information does this give them about the relationship of young animals to their mothers?

Write *Charlie* and *cheetah* on the board. Talk about the initial consonant digraph. Invite the children to supply other words starting with *ch*.

Have the children look at the illustration on page 9. What is Zippy doing? What animal is in the water? What might Zippy's mother be saying now?

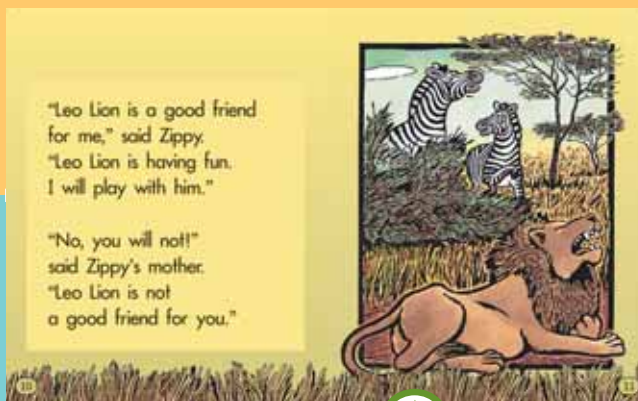


Discuss Carla Crocodile with the children. What do they know about crocodiles? Could a crocodile and a zebra be friends? Have them justify their answers.

Have the children identify the alliteration on this page. Ask them to suggest other names for the crocodile that begin with *c* and would keep the same alliterative pattern.

BEFORE READING 10/11

Discuss with the children what is happening in the illustration on page 11. Who does Zippy want to make friends with now?



Ask the children why Zippy's mother said he could not have Leo as a friend. Invite the children to share what they know about lions. Why can't zebras be friends with lions?

Ask the children to identify the exclamation mark on this page. Have them reread that sentence with the appropriate expression.

AFTER READING

Thumper's Sore Paw

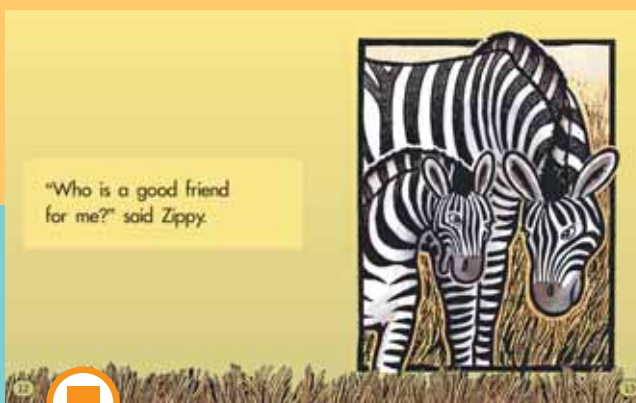
Life in the Trees

Walter the Water Taxi

A New Place to Live

BEFORE READING 12/13

Discuss with the children which animal would be a good friend for Zippy. Why would Charlie, Leo and Carla not be good friends for Zippy?



Discuss with the children how Zippy is feeling. Why is Zippy's mother being careful in choosing Zippy's friends? Do the children think that mother zebras would look after their babies this way in real life? Why or why not?

AFTER READING

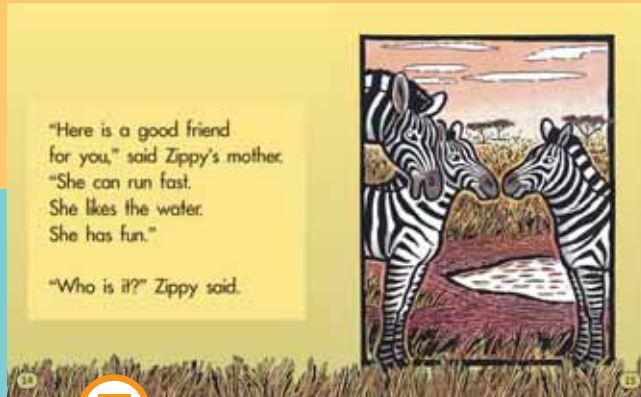
Dad's Phone

A Visit to the Library

Zippy Zebra Finds a Friend

Trains

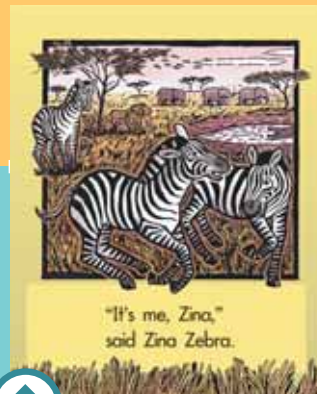
Discuss with the children what is happening. Who is the new character in the picture? Will she be a good friend for Zippy? Why or why not?



Discuss with the children why this animal will make a good friend for Zippy. How are they the same/different? Do the children know that no two zebras have the same markings?

Ask the children who Zippy's new friend is. How do they think Zippy's mother feels about Zippy's new friend?

Ask the children to return to the beginning of the book and to read it independently. Remind them to use the alliteration to help with some of the words.



Have the children use the text to compare all the animals in the story. Make a chart of their similarities and differences.

## 8 g Zippy Zebra Finds a Friend

Name \_\_\_\_\_

Fill in the blanks using words from the word bank.

Zippy Zebra was \_\_\_\_\_.

“I want a \_\_\_\_\_,” he said

“Charlie Cheetah is very \_\_\_\_\_. Can I \_\_\_\_\_  
with him?”

“No, you cannot,” said Zippy’s mother.

### Word Bank

Crocodile swim fast

play friend sad

cannot Cheetah water

## 8 g Zippy Zebra Finds a Friend

Name \_\_\_\_\_

1. Place speech marks to show direct speech.

Underline who is talking.

“We are going to the shops,” said Mum.

Here are your glasses, said Tom.

I am going to play soccer today, said Mary.

I have got a pet rat, said Mark.

2. Write one sentence using direct speech.

Remember to use speech marks.

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