

# Zoo Overnight

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illustrated by **Marjorie Scott**



## Book Summary

Jenny and Ben win a “zoo overnight” contest in the library’s holiday programme. Jenny is worried about spending the night away from her mum, but Ben has a solution. Instructions for making a diorama are included in the book.

## Features of the Book

- Activity with instructions
- Direct speech
- The characters Jenny and Ben from *Ready, Set, Go!*
- Third-person narrative
- Specialised vocabulary – *contest, cubs, diorama, enclosure, grassland, habitat, savanna, scene*

## Word Study Opportunities

- Compound words – *grassland, maybe, overnight*
- Contractions – *couldn’t, I’ll, that’d, who’d, you’ll*
- Initial blend “br” – *bring, breath*
- Digraphs “ch” and “sh” – *chair, chattered, choose; shook*

## Purpose

*Zoo Overnight* can be used to introduce and reinforce the following skills:

- S** asking and answering questions about a text;
- S** inferring meaning;
- PhS** using onsets and rimes to learn new words;
- S** following written instructions;
- S** writing simple instructions.

## The Guided Reading Lesson

**S** Asking and answering questions about a text

**S** Inferring meaning

## Materials needed

- A copy of the text for each child and one for the teacher
- A whiteboard or chart paper and felt-tip pens
- Pictures of zoo animals
- Optional: the blackline master, felt-tip pens, and a pencil for each child
- Optional: cardboard, a brush, a box, clay, glue, paint, paper, and scissors to make a diorama

## Introducing the text

Show the children pictures of zoo animals. Ask them to share their experiences of going to the zoo.

– Which animals live at the zoo?

– Why do we have zoos?

Together, read the title of the book and the names of the author and illustrator, then discuss the cover illustration.

– What are the children making?

Read the blurb on the back cover together.

– What is a contest?

– Why might Jenny be worried about spending the night away from her mum?

## Reading and discussing the text

This can be taken over two days. If your group can read the book with less support, adjust the lesson plan accordingly.

## Day One

Read the contents page together and discuss the meaning of any unfamiliar words. Ask the children to read chapter 1 silently.

- *What did you learn about Jenny and Ben?*
- *Why do you think Jenny has never been to the local zoo?*
- *Where does it tell you that in the text?*

Explain to the children that sometimes we learn more about a story than it actually tells us. This is called making inferences.

Ask the children to read pages 6 to 9 to find out about the contest.

- *What does the contest involve?*
- *Is it a good idea to hold the contest during the holidays? Why?*

Ask the children to read pages 10 to 13.

- *How does Jenny feel about visiting the zoo at night?*

Ask the children to read chapter 3 independently.

- *Did Jenny and Ben enjoy making their diorama?*
- *How do you know?*

## Day Two

Use the chapter headings on the contents page to review the story so far and to predict what might happen next.

- *What questions do you have about what might happen in the story?*

Write the children's questions on the board.

- *Why do you think Jenny and Ben are such good friends?*
- *How does the book show that they both love animals?*

Ask the children to read chapter 4 silently.

- *Why was Jenny worried about telling Ben about her problem?*
- *How do you think Ben will react to Jenny's feelings?*

Ask the children to read the rest of the story independently.

- *Why was Jenny happy to go with Ben's grandad?*
- *What is the first thing you think she will tell her mum when she gets home?*

Refer back to the children's questions about the text. Discuss the answers to their questions and write them on the board.

## Revisiting the Text

The activities below can be used immediately after the guided reading lesson or during later reading sessions as mini-lessons or individual activities.

**Ph S** Using onsets and rimes to learn new words

Write the words "day" and "clay" on chart paper. Read the words together.

- *How does knowing how to read the word "day" help you to read the word "clay?"*

Write the words "play" and "display" on the chart and repeat the exercise. Encourage the children to use their knowledge of rimes to read other unknown words.

**S** Following written instructions

Read the instructions for making an African savannah diorama on page 32 together. Talk about other habitats that could be used in a diorama. In pairs, have the children make a diorama, following the instructions on page 32. (The instructions will need to be modified for different habitats.)

 **S** Writing simple instructions

Using the instructions on page 32 as a model, discuss the features of written instructions that include diagrams or illustrations. Brainstorm other habitats that Jenny and Ben could have chosen. Together, choose one of these habitats and write instructions for making a diorama of it.

**B** The children can complete the blackline master on page 97.