

Plot, character and setting

SECTION

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Mixed-up skeleton zoo

Objective: To explore and experiment with sounds, words and text.

What you need: Copies of photocopiable page 15, pens and a set of alphabet cards 's', 'n', 'o', 'r' and 't'.

Cross-curricular link: Science.

What to do

- Tell the children that the skeleton keeper at the zoo made a shocking discovery – some of the skeleton animals' bones were muddled up in the night, like the skeleton dog. Explain that, although he has managed to put them back together, in the confusion the animals have got their noises all back to front!
- Ask the children to look at the first example on the photocopiable sheet and sound out the new noise. Does it still sound like an animal noise? Bring out the onomatopoeic nature of the real words.
- Allow volunteers to assemble the alphabet

cards on the board to read *trons*. Read the word together, thinking about each sound that makes it up.

- Now ask for volunteers to use the cards to reverse the word. Read the word again. What do the children notice about the word now? Point out the digraph 'or' that has been created.
- Ask the children to complete the remaining sound-words on their sheets, working individually or in pairs.

Differentiation

For older/more confident learners: Challenge the children to make many muddled-up combinations of each word. Which word produces the greatest number of combinations?

For younger/less confident learners: Provide a set of alphabet cards for each child or group to help them to rearrange the words.

Beware the skeleton!

Objective: To link sounds to letters, naming and sounding the letters of the alphabet.

What you need: Flipchart or board, note paper, pens and copies of *Funnybones*.

Cross-curricular link: Science.

What to do

- Write the alphabet across the top of the board.
- Play a version of 'Hangman'. Explain to the children that they have to try to prevent a picture of a scary skeleton being completed by guessing the missing letters to a mystery word.
- Let the children search through the book for examples of any action words (verbs). Share these and secretly write one down. Give the folded paper to a trusted child.
- Record in dashes the number of letters of the word and ask the children to count them.

● Ask the children to offer a letter sound that they think may be in the missing word. If the letter is not in the word, dramatically draw part of the skeleton on the board. If the letter is correct, write it in the correct place in the word.

- Encourage the children to look back at their verbs if they get stuck.
- Continue the activity until the children either guess or complete the word (revealed on the paper) or the skeleton is complete and you have shouted 'BOO!'

Differentiation

For older/more confident learners: Include words with digraphs and record the digraphs alongside the letters of the alphabet.

For younger/less confident learners: Use actions to hint at the missing words.

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