

# We all went on Safari

## Phase 2 Day 5

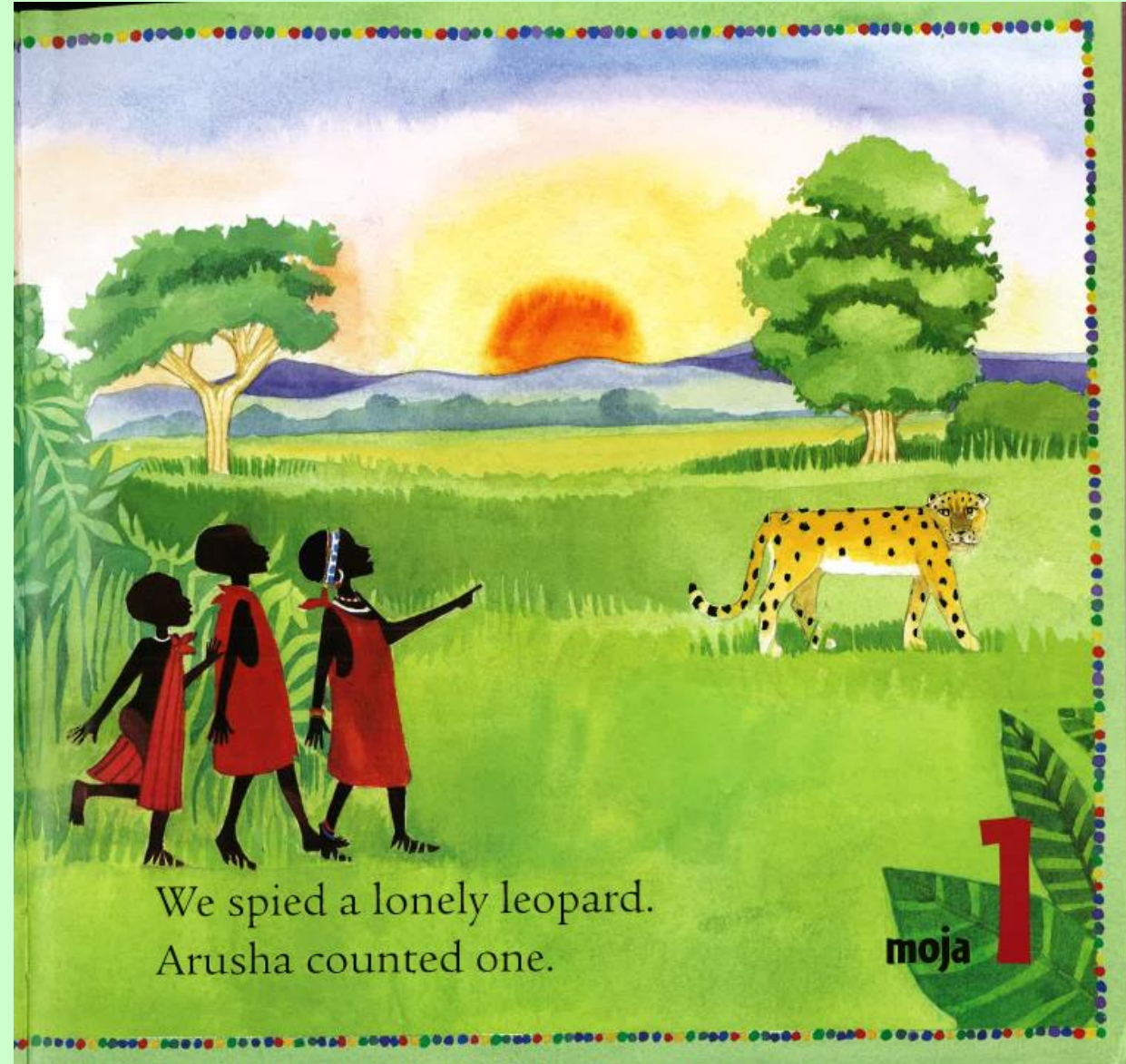
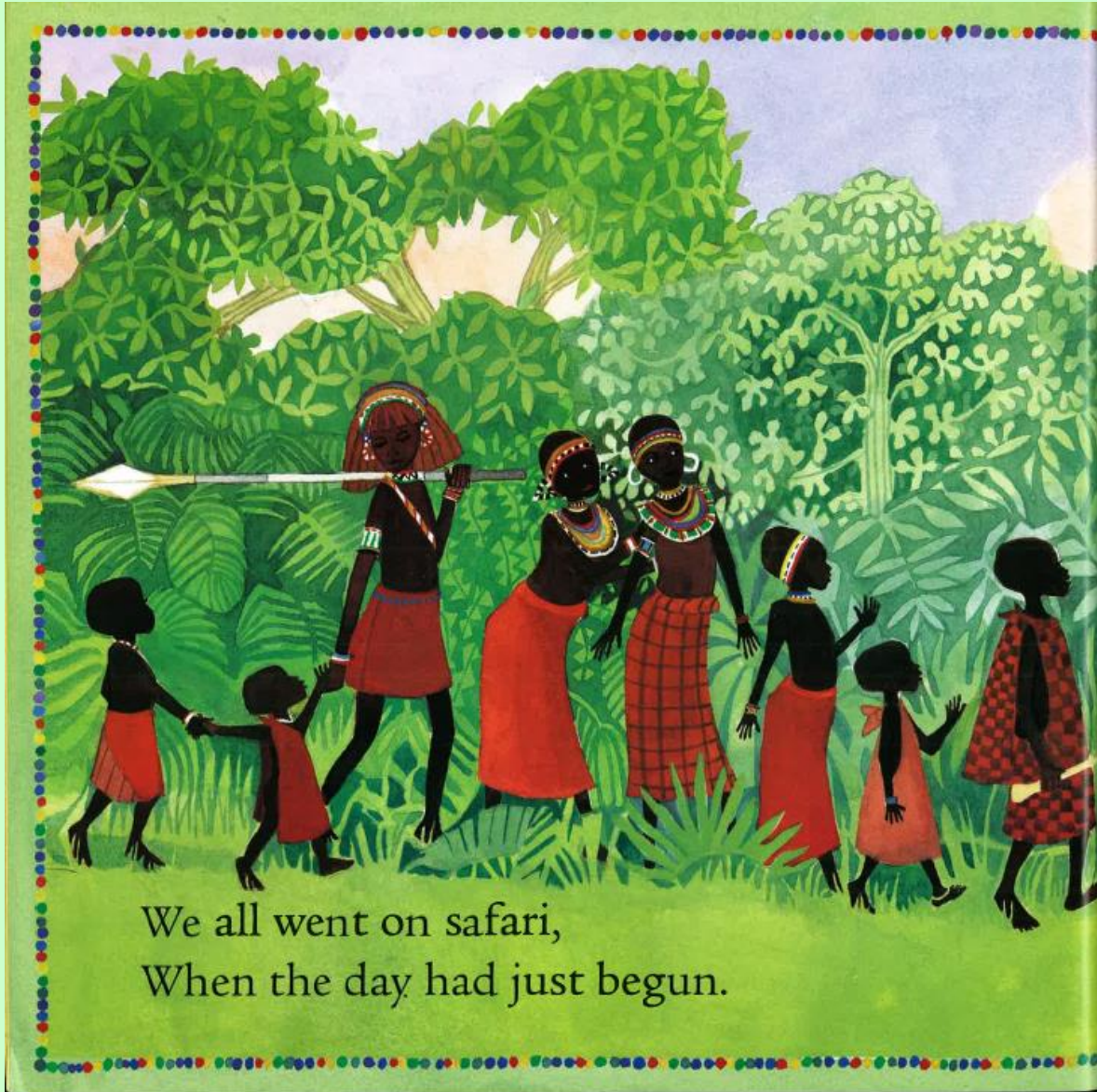
By Laurie Krebs  
and  
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## RECALL:

How many leopards did the children see?

1. one
2. 8
3. 9
4. ten

Find the answer in the text:



# RECALL:

How many ostriches did they come across?



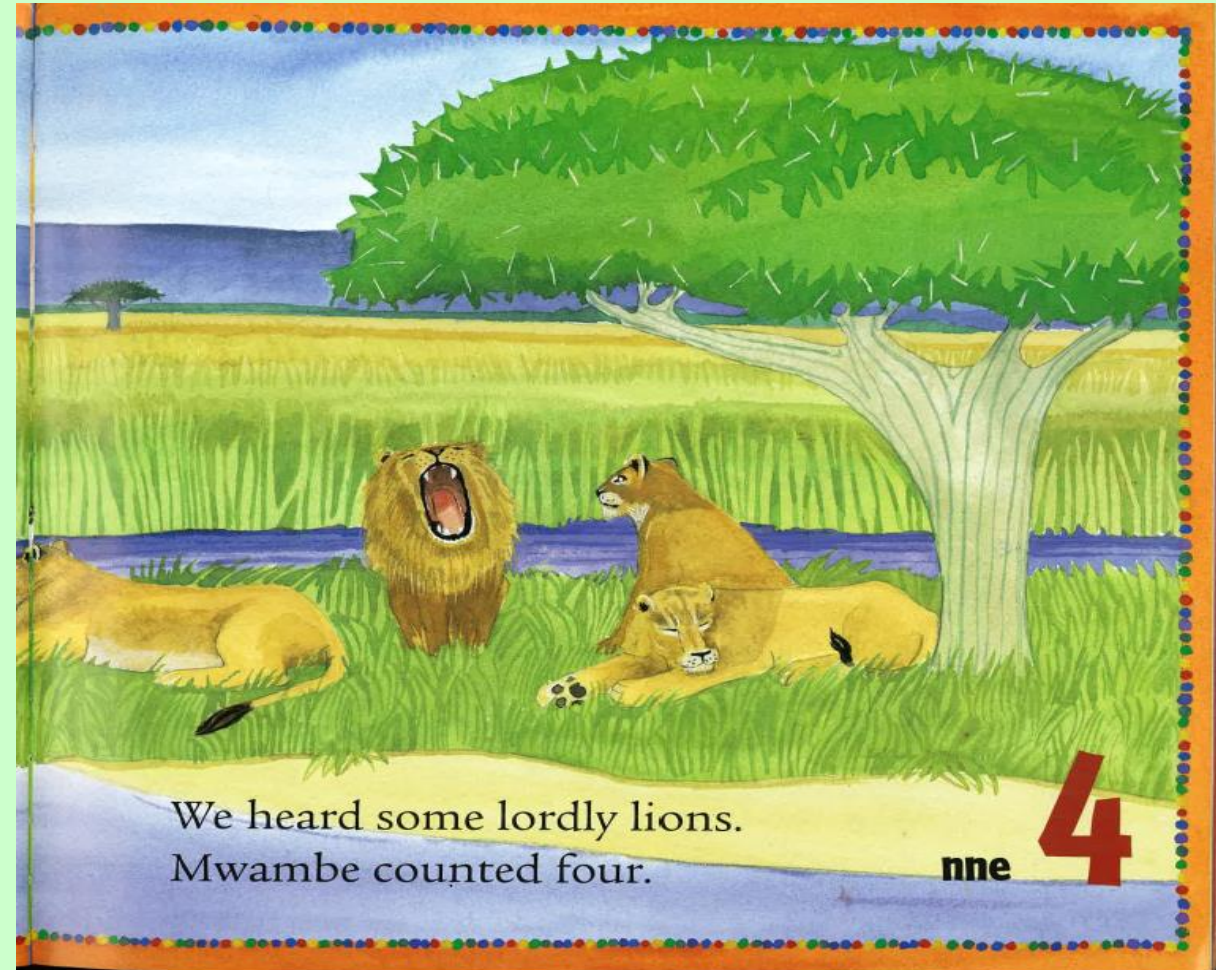
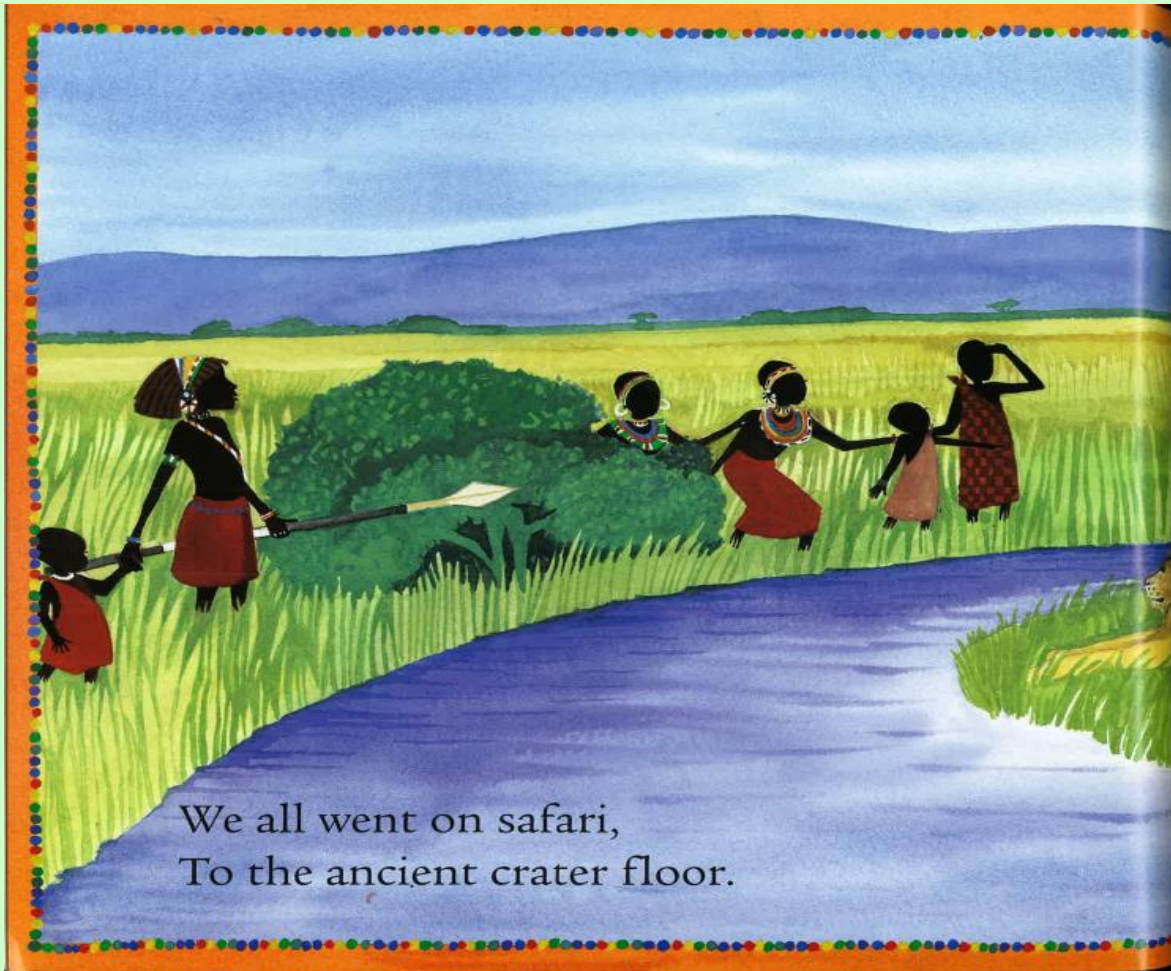
We all went on safari,  
Over grasslands damp with dew.

We came across some ostriches,  
And Mosi counted two.

mbili **2**

# RECALL:

How did the author describe the lions?



# LEARNING LADDER AND KEY FEATURES:

Language Lover

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**Step 3** I can discuss what new words mean, linking their meanings to words I already know

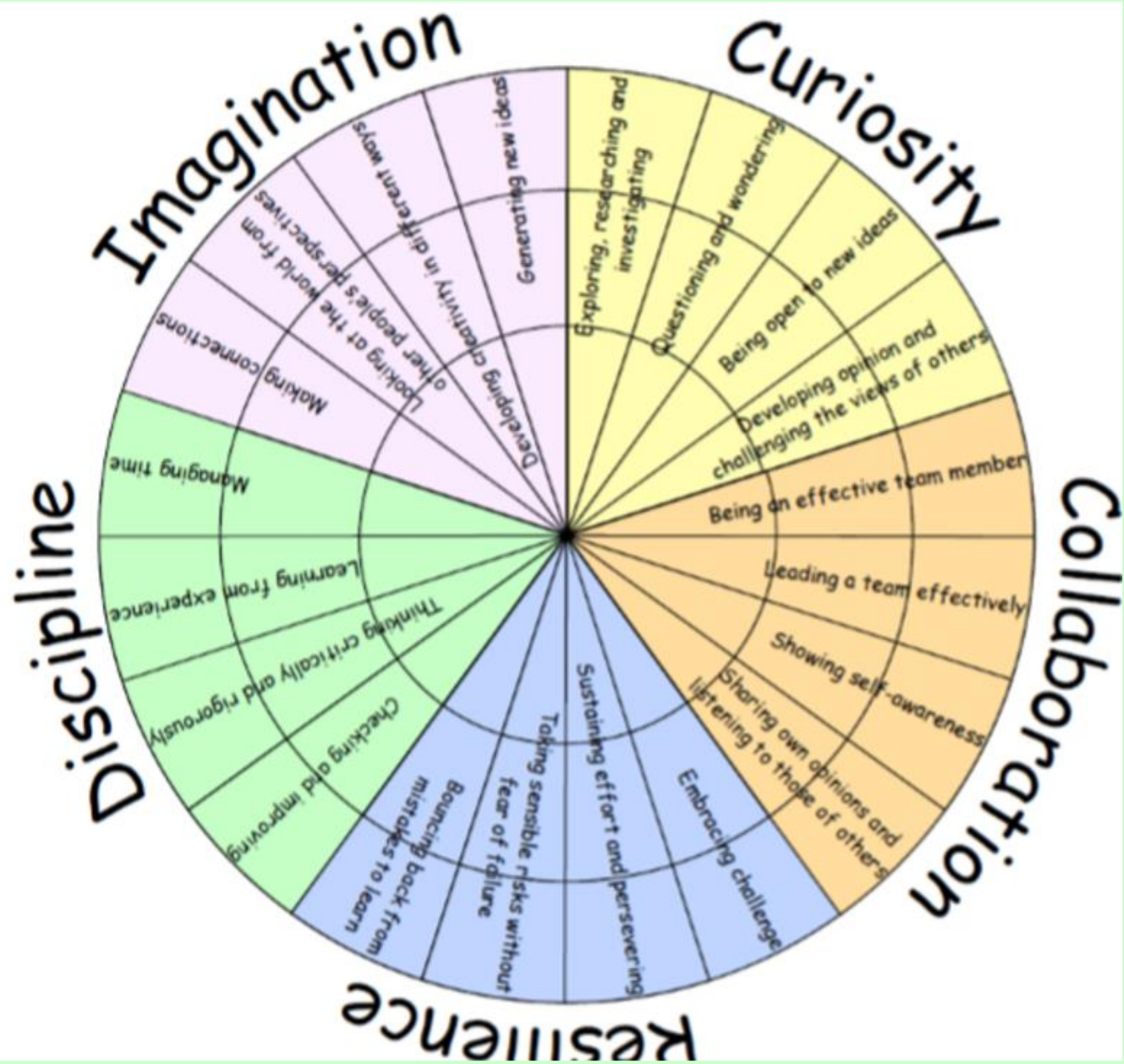
Big Reader

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**Step 2** I can become very familiar with key stories, fairy stories and traditional tales. I can retell them and recognise / discuss their particular characteristics

## SKILLS:

- To talk about a story I have read
- To identify story language
- To identify the key features of a story



## LEARNING HABITS:

Which learning habits do you think we will need to use today?

# IDENTIFY:

Is this book a **story** or a **poem** ?



Can you remember what the difference is between a story and a poem?

Tell your talk partner what you think.



# IDENTIFY:

We all went on safari,  
When the day had just begun.  
We spied a lonely leopard.  
Arusha counted one.

We all went on safari,  
Over the grasslands damp with dew.  
We came across some ostriches,  
And Mosi counted two.

A year earlier, before I even started to grow on my pea plant, the Queen had been nagging her son. "You are nearly thirty-four years old, Prince!" she said. "It really is high time you married. The Public expects it. Your Kingdom demands it. And if you are not married within one year, I shall stop your allowance."

You are right, of course, this is a poem because while a short **story** is usually written in recognizable sentences, a **poem** is composed of lines and rather than being organized into paragraphs like a **story**, a **poem** is made up of verses, or stanzas!

# IDENTIFY:

We have thought about the poem by changing the animals and the place visited and by using new words to describe the animals and create new rhymes.

Today we are going to make a Blueprint for our writing next week.

We are going to choose the animals to write about and we are going to use some of the new words we have learned to describe them.


# BLUEPRINT

Let's do it together

Place visited/ When	Animal spotted	Number of animals	Rhyme
When the sun was gone		1	gone
Over the mountains		2	knew
Past an iceberg		3	sea
To the		4	
Where the		5	


# PRACTISE

Let's make a start:

Place visited/ When	Animal spotted	Number of animals	Rhyme
Among		6	
With the		7	
Near		8	
Where the		9	
Through the		10	

Write the places visited, where these animals were spotted in the space on the Blueprint. Write the rhyming words you would use for the verse.

Here's the last verse of the poem:

Place visited/ When	Animal spotted	Number of animals	Rhyme
To a wintery wonderland	 A photograph of a traditional igloo made of ice blocks, situated in a snowy, mountainous landscape under a clear blue sky.	0	band

Well done. You have made a Blueprint for your writing next week.

You will need to keep your Blueprint so that you can use it for your writing.

We will be writing our own counting poem.