

Zebras in a zoo

Things to collect and words to display

zap	zebra	zero	zest
zig	zag	zip	zoo
zoom	zucchini	zzz	

Rhymes and jingles, songs and books

Rod Campbell, *Dear Zoo*, Simon and Schuster, 1982, USA

Brian Paterson and Alan MacDonald, *Zigby Hunts for Treasure*, Harper Collins, 2002

Dr Seuss, *Dr Seuss's ABC*, Random House, 1963
Daddy's Taking Us to the Zoo Tomorrow

Reading the big book

In the alphabet

Students should recognise that **z** is the last letter of the alphabet. Have students say the alphabet aloud to confirm this. Talk to students about **z** being the 26th letter of the alphabet. Explain that the American way of saying **z** is 'zee' whereas the Australian and British way is 'zed'. Show students where **z** is in the dictionary or encyclopaedia. Have students cut out the letters on **Worksheet 1**. Students can jumble these up and then order them from **a** to **z**. Have students paste the letters onto long strips of card. Alternatively, keep the letters for future games.

Looks like

The diagonal line of the **z** can be difficult for some students to master. Provide lots of time for students to practise forming the letter **z**. Take students outside with small containers of water and paint brushes. Allow students to use the water to 'paint' **zs** in as many places as they can find. Students could have a competition to see who can paint the largest **z** before it dries. Students might be encouraged to use square or rectangular shapes such as bricks or pavers to guide them as they write the **z** shape.

Wonderful words

Talk to students about adding **s** to make a word plural. Show students the example from the text. Read the first and second lines. Have them point to the **s** that has been added in the second line. Say to students, "If we have more than one zebra we say zebras. What if we had more than one zoo, how would the word 'zoo' change? That's right it would become 'zoos'. We would add an **s**." Briefly mention to students that not all plurals involve adding **s**. Show students **Worksheet 2**. Explain to them that they need to add **s** to make the words plural. Students should also draw pictures to match the words.

Letting them loose with the little books

Blending

Give students practice at blending sounds to make words by asking them to work out which word you are saying. Use, for example, zzzzzz....ip, zzzzzz....ebra, zzzzzz....oo, zzzzzz....ig zzzzzz....ag

Chop and change

Have some make-believe fun with the line 'Zig zag zebra'. Ask students to substitute another letter for the beginnings of each of these words. Students could come up with: dig dag debra, pig pag pebra, or rig rag rebra.

Making noises

Have students work with a partner. One partner can be the zebra, the other can be the 'zipperupperer'. As the zipperupperer pretends to zip up their zebra by moving their hand from the base of the spine to the neck, they can make a zzzzz noise that gradually gets higher. As they unzip their zebra they can make a zzzzz noise that gradually gets lower.

Craft ideas

Provide students with strips of black paper and strips of white paper. Help them make zig zags by concertina folding each strip. Ambitious teachers could draw the outline of a zebra on paper and have students attach their zig zags to the zebra.