



# Zip and Zap and the Thing

**Book Band** Yellow A

**RR Level** 6

**Genre** Fantasy fiction

**Length** 16pp (127 words)

**Letters and Sounds** Phase 4

**Year 1, term 1**

**Phonics Bug** Up to Unit 12

**High-frequency words** help,  
like, said, there

## Plot Summary

Zip and Zap travel to Earth. They see a sheep, which they call a 'Thing'. They try to sleep on it, throw it in the air, wear it as a hat, and use it as an umbrella. The sheep gets angry and chases them back into their spaceship – but is pleased when they leave it a present!

Curriculum Reference	Objectives	Progression Map Objective
Y1, RC, p.11 LIT 1–16a (CfE) RS7 (W) R7 (NI)	<b>Reading</b> Understand [...] books [...] by: making inferences based on [...] what is being said and done	<b>Y1 t1, Making Inferences</b> Interpret [...] motivations [...] based on what characters have said or done.
Y1, RC, p.11 LIT 1–06a (CfE) OS10 (W) T&L 1.5 (NI)	<b>Spoken Language</b> Understand [...] books [...] by: [...] what they already know or background information and vocabulary [...]	<b>Y1 t1, Sequencing</b> Re-tell, with prompting, some key points of a simple story in the correct sequence.
Y1, WC, p.14 ENG 1–13a (CfE) WS9 (W) W3 (NI)	<b>Writing</b> Write sentences by: saying out loud what they are going to write [...]	<b>Y1, Grammar and Punctuation for Accuracy</b> Writing can be read by themselves and others.

Key

CfE = The Curriculum for Excellence (2009)

NI = Northern Ireland Primary Curriculum Foundation Stage (2007)

RC = Reading – comprehension, National Curriculum in England (2013)

WC = Writing - composition, National Curriculum in England (2013)

W = Foundation Phase Framework for children's learning for 3 to 7-year-olds in Wales (2008)



PCM

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[www.activelearnprimary.co.uk](http://www.activelearnprimary.co.uk)



# Session 1: Reading

## Before Reading

### Phonics for Reading

Say the words 'air' and 'ear', and ask the children if they can hear the difference. Ask them to think of a word that rhymes with each (e.g. 'hair' and 'dear'). Write 'hair' on the board. Can the children find the letters that make the 'air' sound? Do the same with 'dear' and the 'ear' sound.

### Walkthrough



Explore the front and back covers of the book. Encourage the children to make predictions:

- What sort of creatures are Zip and Zap?
- Where do you think Zip and Zap live?
- Ask the children what the items they are carrying around their necks might be used for.
- Ask the children to predict what the 'Thing' might be.

### During Reading

While the children read, ask them to think about the main question.

Main question: **Do you think this is the first time Zip and Zap have seen a sheep? How do you know? (Y1 t1, Making Inferences)**

*Additional prompts to help you sample the children's reading:*

Pages 2–3: Check that the children can recognise and read the high-frequency words *that* and *said*.

Page 4: Why do you think Zip calls the sheep a 'Thing'?

- Page 13: Why has the author written the word NOT in capitals?
- Page 14: What do you think is going to happen next?
- Page 16: Do you think Zip and Zap are sorry they upset the 'Thing'? How do you know?

## After Reading

Discuss the main question with the group. Do the children think this is the first time Zip and Zap have seen a sheep? Encourage them to give reasons for their answer using evidence from the text/illustrations. For example, "They call it a 'Thing'." "Zap puts the sheep on his head because he thinks it might be a hat."

Talk about Zip and Zap. What kind of characters are they? Why do the children think Zip and Zap tried to do all those different things with the sheep? Did they think about how the sheep might feel?

Why do the children think the sheep got cross in the end?

### Quick Finishers

What if the first thing Zip and Zap saw on Earth was a car? What might Zip and Zap think it was? What would they try to do with it?

How do you think the 'Thing' felt about Zip and Zap at the end of the story? Why?



## Session 2: Spoken Language & Writing

### Phonics for Writing

Give the children two cards each, one with 'ear' and one with 'air' on it. Say the following words and ask the children to hold up the card with the right spelling pattern: hair, fear, airport, tear (as in crying), near, lair, pair, spear, fairly.

In pairs, the children can take turns to say an 'air' or 'ear' word for their partner to spell.

### Spoken Language

Ask the children to pretend they are Zip or Zap. When they return home they recount their adventure to their friends.

Encourage them to recall the different things that Zip and Zap did with the sheep in the correct sequence. Ask them to name the everyday items that Zip and Zap mistook the sheep for (a cloud, a bed, a hat). **(Y1 t1, Sequencing)**

### Writing

Using the PCM, ask the children to pretend they are Zip or Zap and write a recount of their trip to Earth in their spaceship log book. Encourage them to include information about what they saw and did and how they felt. **(Y1, Grammar and Punctuation for Accuracy)**

### Making Links

Let the children make spaceships out of a construction kit or junk materials.