

Cows in the Kitchen

This week the children will:

- Following the text using a left to right movement.
- Recalling details of the text.
- Appreciating rhythm and learning to use it.
- Alliteration.
- Knowing days of the week and thinking about alliterative weather.
- Thinking about what we do in each room of the house.
- Choosing rhyming words and making simple sentences.
- Matching animals to the places where they should be and learning a bit about farming.
- Thinking about safety in the home.
- An introduction to similes.



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Day 1

Shared reading

Show the class the book's front cover and read them the blurb on the back. What is going to happen? Are all the animals going to be in the wrong place? Where should they be? Is this a true story or a bit of fun and nonsense?

Remind the children of the tune to *Skip to my Lou* (it's on the back cover) and ask them to join in with you as you sing through the book.

On each page the animals are doing appropriate things for the room they are in, but sometimes in inappropriate ways. Ask the children to tell you what is happening on each page.

Every page has at least one cut out which shows objects in the next room. Ask the children to predict the next room before you turn the page. When you have read the book, ask the children whether they noticed anything special about the animals and the places they were in.

Apart from the pigs in the garden, they all start with the same sound: cows in the kitchen, ducks in the dishes, sheep in the shower. This is known as alliteration and is often used in writing for fun or effect.

Each time you read or sing the book:

- Chant or sing the verse, encouraging the children to join in.
- Model the reading experience by singing or saying the words clearly and rhythmically.

- Point to particular words, phrases or initial sounds from time to time to reinforce knowledge and to show left-right directionality.

Whole class activity

Look at the cows in the kitchen. How many things are they doing that aren't sensible in a kitchen? What should they be doing instead? It can't be very easy having hooves instead of fingers, can it?

Independent activity

I suggest a carousel of five different activities which each group of children can do during the week. This makes resourcing much easier, but if you would prefer to do one activity on each day with the whole class, that is obviously an option.

- Give each child a sheet of A4 filled with the outline of a house with four rooms and a roof on it. Ask them to draw an animal in each room and the attic. Label each room and suggest they find an animal which begins with the same sound. Dinosaurs and dragons in the dining room are quite acceptable!
- Ask each child in this group to think of a day of the week, fit an alliterative description to it and draw or paint a picture of that day. For instance, a Sunny Sunday, a Misty Monday, a Thundering Thursday or a Soaking Saturday.
- Divide a piece of A4 into four in the landscape orientation and write on the bottom of each quarter; 'We ... in the living room,' 'We in the bedroom,' 'We ... in the kitchen' and 'We ... in the bathroom.' Ask the children to fill in the appropriate word and make a picture in the rest of the quarter. You could put 'eat, sleep, cook, wash' at the bottom of the page as a prompt if you think it necessary.
- Ask this group to think of rhyming words

for each animal in the story – cow, duck, cat, sheep, pig, goat. Remind them that a word has to sound the same at the end to rhyme. Ask them to make a sentence using the animal and one of their rhyming words. 'How now brown cow' is a bit excessive, but simple sentences like 'My sheep was asleep' could be fun. Add pictures if there's time.

- Tom Farmer has now put all his animals back where they should be. Divide a piece of A4 into six and label the sections 'field', 'pond', 'kennel', 'hill', 'pigsty' and 'paddock'. Reduce the pictures of the animals on the back page (except the cat) and put them on one page. The children can then colour them, cut them out and stick them on the right section on the first piece of paper.

Plenary

Ask the children in the first group to show their houses and tell the class what they have put in each room. How did they choose their animals? (Hopefully to go with the first letter of each room!)

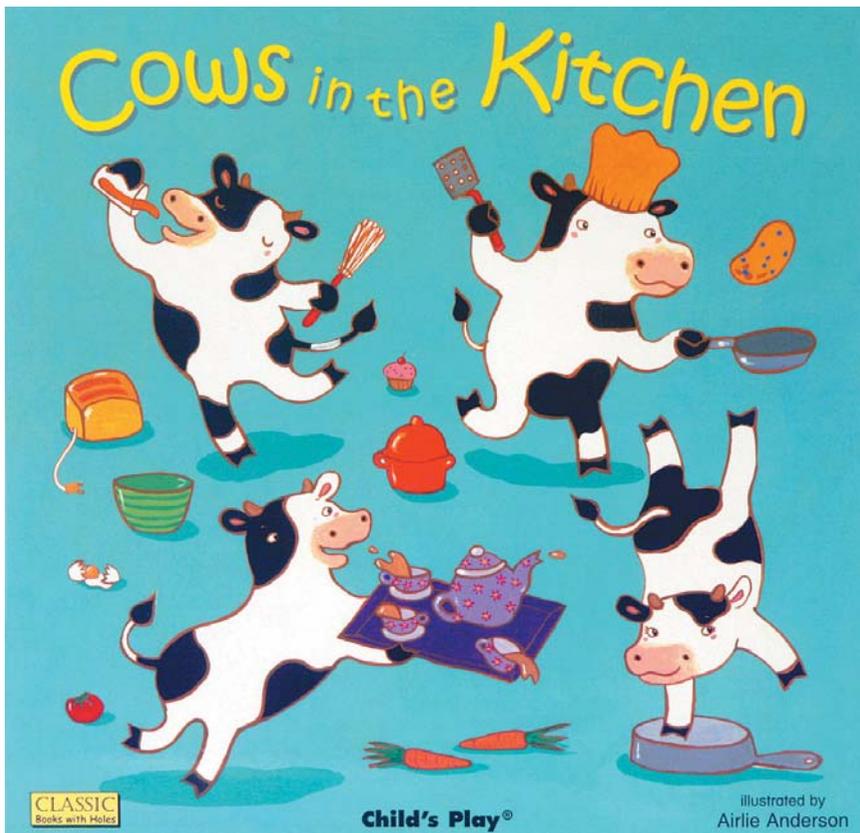
Day 2

Shared reading

Sing through the book again, encouraging the children to join in. To make their singing more expressive, suggest that they sing the first line quietly, the second and third increasingly loudly. Before turning each page, ask them what comes next.

Whole class activity

Using the sheets of animal pictures you have prepared for the fifth activity, give each child the picture of one animal. They mustn't show their picture to anyone else, but should try to find the rest of their family by making the appropriate sound. Tell them how many there should be in their family. When they



have found the whole family they should sit down and stop making their noise. This is noisy, but fun.

Independent activity

Rotate the groups so that each one is doing different work.

Plenary

Ask the children who have working on the days of the week to show their work. Remind the class that days of the week always begin with capital letters because they are names.

Day 3

Shared reading

Sing through the book again, this time dividing the children into three groups. The first group will sing the first line quietly, the second group will sing the second verse more loudly, and the third group will be even louder (but not shouting!).

Whole class work

The animals in this book are very stylised, a bit like cartoons. But what work would real cats and dogs do on a farm? Cats help by catching the rats which live in the barns and dogs can help the farmer by herding the other animals. Maybe Tom Farmer could do with a sheepdog?

Independent activity

Rotate the groups again.

Plenary

Look at the work done by the third group. Talk about what we use different rooms for. Some people eat in the living room or kitchen. Sometimes they watch TV in the living room and sometimes in the bedroom. What do the children in your class do?

Day 4

Shared reading

Read the book through once again. This time the children should mime what the animals are doing on each page.

This week's essentials

- A big book copy of *Cows in the Kitchen* by Airlie Anderson, published by Child's Play International.
- A4 sheet with house outline on it.
- Colours or paints for days of the week task.
- A4 divided into four with 'We ... in the dining room' etc on each quarter
- Wipe board to write down rhyming words for each animal. Paper to write sentences and illustrate.
- A4 sheet divided into six with each section labelled appropriately (see below). Reduced copies of six animals. Crayons, scissors, glue.
- Extra sheets of the animal pictures (above) cut up so there are enough animals for each child to have one.

Whole class activity

Look at the 'sheep in the shower' pages. The sheep are having fun in the shower, but we all know that you have to take care in bathrooms because they can be slippery places. Ask the children for suggestions about how they can be safe in the bath and shower.

Independent work

Back to the carousel.

Plenary

Look at the fourth group's work. Finding rhymes is a form of playing with words and can be fun. It can also help with spelling, because similar word endings can be spelt the same.

Day 5

Shared reading

Give the book a final reading. This time ask them how they would like to perform it.

Whole class activity

The goats in the greenhouse seem to be very clumsy. Have the children ever heard the expression 'like a bull in a china shop' to describe someone being clumsy and charging about? Do they know any other similes such as 'like a dog with two tails' or 'like a cat that's had the cream' for someone who is very pleased?

Independent work

Rotate the groups for the last time.

Plenary

Look at the last group's coloured and pasted pictures. Are all the animals in the right places (there is some room for adjustment as fields, hills and paddocks are fairly interchangeable)? Hopefully Tom Farmer will be happier now that everyone is back in the right place. In fact, like a dog with two tails.

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