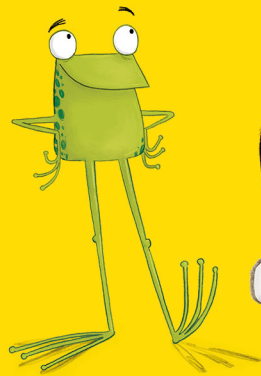


Oi!



# Reception and Key Stage 1 Resources

## Animal Fun

- Make animal sounds and ask children to match the sounds to animals found in the books:

**Frog** (Ribbet Ribbet)

**Cat** (Meow Meow)

**Lion/Leopard** (Roar Roar)

**Parrot** (Squawk Squawk)

**Mule** (Eee-aw Eee-aw)

**Goat** (Maa Maa)

**Lamb** (Baa Baa)

**Cow** (Moo Moo)

**Dove** (Coo Coo)

**Owl** (Twitterwoo)

**Seal** (Arr Arr)

**Snake** (Hiss Hiss)

**Rat/Mouse** (Squeak Squeak)

**Bee** (Buzz Buzz)

**Gibbon/Gorilla/Ape** (Ooo Ooo)

**Pig/Hog** (Oink Oink)

**Dog/Poodle** (Woof Woof)

**etc**

- Have fun talking about some of the more unfamiliar or unusual animal sounds. What sounds might these animals make?

**Hare, gopher, fox, heron, weasel, mole, puffin,  
elephant, alpaca, armadillo**

- Find, watch and listen to video or audio clips of animals found in the books. Copy the animal's movements and sounds.

## Nursery Rhyme Time

- Singing nursery rhymes regularly is critical for learning to read in the early years. Sing favourite animal-themed nursery rhymes and songs. E.g.

**Five Little Speckled Frogs**

**Baa Baa Black Sheep**

**Old MacDonald Had a Farm**

**Pussy Cat, Pussy Cat**

**Hey Diddle Diddle**

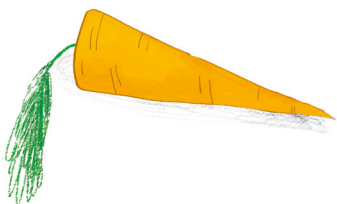
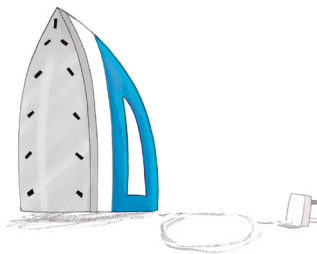
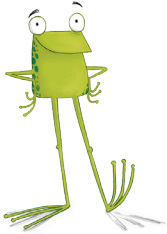
**The Animal Fair**

## Rhyming Pairs

- Use Activity Sheet 1 to cut out some of the animals and objects found in the books. Ask children to match the rhyming pairs. Children can do this activity independently, in pairs or in groups.

# Rhyming Pairs

Cut out and match the animals and objects that rhyme.





## Segmenting and Blending

- Write the following words on the board or on individual cards:

**sit, log, cat, mat, and, on, rat, hat**

Can the children find any of these words in the book?

## Rhyming Snap

- In the Oi! books, the animals sit on lots of different things that rhyme: goats sit on coats, mice sit on ice and lemurs sit on streamers. Can you think of rhyming words for other animals to sit on? E.g.

**Baboons (spoons)**

**Fishes (dishes)**

**Ants (pants)**

**Stoats (boats)**

**Yaks (sacks)**

**Toads (roads)**

**Pikes (bikes)**

**Deers (ears)**

**Bugs (jugs)**

**Snails (pails)**

**Otters (jotters)**

**Clams (prams)**

## Sound Talk

- Talk about some of the actions the animals might make in the book. Use sound talk to sound out the phonemes in each of the following words:

**hop, nod, sit, nip, tap, jog, wag, jig, yell, sing, hush, buzz, chat, look, quack, nap**

Ask children to listen carefully and respond with the correct action when you sound out each word.

## Syllable Snap

- Do these words from the Oi! books have one or two syllables?

**cat, dog, rat, hat, fox, box, parrot, carrot, bottom, muffin, puffin, kitten, kebab?**

Clap out the syllables as you say the words.

## Read and Match

- Using Activity Sheet 2, ask the children to cut out the word and picture boxes. Read the words and match them to the correct pictures from the story.
- Which of the words on Activity Sheet 2 rhyme?

# Read and Match

Cut out and match the words with the pictures.

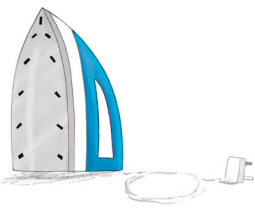


Cat

Iron

Gorilla

Pillar



Lion

Carrot



Parrot

Log

Puffin

Mat



Frog

Muffin

## Comprehension

- The books contain a menagerie of wild and curious animals! But where do all these animals live? Have fun talking about and sorting the animals into their usual habitats. E.g.

**farm, countryside, woodland, rainforest, coastline, ocean, domestic**

- Look at Frog's expressions at different points across all the Oi! books. How would you describe his expressions? E.g.

**sore, hopeful, relaxed, happy, worried, grumpy, concerned, quizzical, stuck, cocky, happy, amused, cross, elated, thoughtful, hungry, smug**

- At the end of *Oi Frog!*, the Frog is trapped underneath the dog. What do you think will happen next? Will someone help him or not? How might Frog escape?
- In *Oi Dog!* what do you think the three animals (dog, cat and Frog) are thinking at the end of the book?

## Vocabulary

- In *Oi Frog!* the author describes the log that the frog sits on as nobbly and uncomfortable. What other words could you use to describe the log? E.g.  
**brown, hard, splintery, rough, bumpy, lumpy, scratchy**
- In *Oi Dog!* the dog describes the feeling of sitting on a frog as squishy and squasy. What other words could you use to describe the sensation of sitting on a frog? E.g.  
**slimy, cold, wet, damp, squelchy, wriggly, peculiar**
- In *Oi Cat!* the dog says that a kitty could sit on something pretty. What other words mean pretty? E.g.  
**lovely, attractive, beautiful, sweet, nice-looking, good-looking, stunning, fetching, appealing**



## Expressive Arts and Design: Exploring and using media and materials

- Talk about the Oi! series' illustrator, the wonderfully creative Jim Field.
- In *Oi Frog!* look at the page with the weasel sitting on an easel painting a picture. Talk about the art items the weasel is using:  
**canvas, paintbrush, paints, linseed oil**
- Paint or draw your favourite animal from one of the books

## Physical Development: Moving and handling

- Enjoy moving around like the animals from the the Oi! series:  
**frog jumping** (and stretching as in the Oi! series!)  
**parrot flapping/flying,**  
**gorilla thumping chest,**  
**snake slithering along the floor,**  
**mule trotting,**  
**hare hopping,**  
**dog responding to instructions** (walk, stop, sit, fetch, lie-down)

## Reading words blending adjacent consonants

- Make cards with the words:

**frog, slug, plug, crab, help, trunks, skunk, dragon, cricket, stool, stork**

- With each card:

- Sound out the word e.g. **s-l-u-g**
- Ask the children to repeat the sounds and blend them into the word:  
**s-l-u-g slug**
- Show the children the card. Get the children to help you put a dot under each phoneme/sound
- Ask the children to read the word
- With the words with long vowel sounds: ask the children to find the long vowel sound. Underline it. Dot each phoneme/sound

## Alternate spellings of long vowel sounds

- Make cards with the words:  
**hare, stair, fleas, peas, mole, pole, flies, pies, bear, peach, bowl, pillow, cream**
  
- With each card:
  - Sound out the word e.g. **h-are**
  
  - Ask the children to repeat the sounds and blend them into the word:  
**h-are hare**
  
  - Show the children the card. Ask the children to find the long vowel sound. Underline it. Ensure the children link this new grapheme with the sound
  
  - Dot each phoneme/sound
  
  - Ask the children to read the word

## Spelling and Rhyming

- Ensure the children can hear the rhyme in words.
- Read out pairs of words and ask the children to call out snap if they rhyme.
- You can use these words from the books:

**frog/log, cat/mat, hare/chair, shark/lark, shrimp/chimp,  
stool/mule, bear/stair**

Mix them up to create a mixture of rhyming and non-rhyming pairs.

### Challenge:

- Ask the children to find rhyming words in the books
- Ask the children to make more rhymes to go with the ones in the book

## Spelling and Rhyming

- Words can rhyme but have different spellings

- Write these rhyming words:

**mule/stool, frog/dog, bears/stairs, shrimp/chimp,  
whales/nails, lark/shark,**

Ask the children to read them and help you identify the rhyme

- Tick the words if they have the same spelling
- If the words have different spellings, sound out the word, pointing to each grapheme e.g.

**s - t - oo - l   m - u - l - e**

- Circle the spellings that are different (in red above)

### Challenge:

- Ask the children to think of other words with similar spellings.  
Can they find other examples in the books?



## Comprehension

### ● Making rules

- In *Oi Frog!*, Cat is in charge of explaining who sits on whom. But in the other books Frog has the power to make the rules.
- Ask the children: Which rule do you think is the silliest? How would you change the rules?
- Ask the children: If you had the power what other rules would you make for the animals?

### ● Would you rather?

- Choose a scenario from the books and ask the children: Would you rather be a parrot on a carrot or a lion on an iron? Why?
- Encourage the children to give sensible reasons, e.g. an iron is hard and uncomfortable, as well as more fanciful ones using clues from the illustrations: the lion is roaring unhappily and I don't want to be unhappy!

### ● Frog or Cat?

- Frog and Cat have lots of different feelings throughout the books.
- Show the children Frog and Cat's expressions on the activity sheet and ask the children to help you work out how each animal is feeling in each picture.
- Use the images of Frog and Cat's expressions on the activity sheet to help children talk about how each character feels at different parts of the story. The children can point to the face that best shows the emotion they think the character is feeling.

## Comprehension

### ● Vocabulary

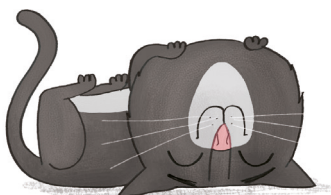
- Expand children's vocabulary by exploring synonyms for common feelings. E.g. Frog was more than upset about Dog sitting on him, he was ...

**bothered, alarmed, flustered, in a huff etc.**

- Repeat for the word 'delighted'. E.g.

**over the moon, thrilled, full of joy, gleeful,  
triumphant**

What emotions can you see?





The laughter never ends with **OI FROG AND FRIENDS**

