

# Whole Class Reading

- January 2018

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## Featured Books for 5+ readers



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“ I love LoveReading4kids because I get an opportunity to put my opinion forward and to try new books ”

Elosie Clarkson - age 11

### Books of the Month



#### Looking for Yesterday

Alison Jay

September 2017 Book of the Month Beautiful illustrations full of interest and wonder accompany Alison Jay's delightful story about a boy whose grandad helps him to embrace happy memories of the past but also look forward to new adventures. Boy...

Featured for 7+ readers | 5+ readers

Learning to read provides the best opportunity for children to take off privately into worlds of their own.

Picture books and easy readers allow children to go solo while being read to gives a background of richer stories to further stimulate the imagination.

[Click here](#) to read some helpful tips from top childrens' publisher Egmont.

♥ [Berlie Doherty](#)

♥ [Francesca Simon](#)



Collectable  
limited  
editions...

# KS1 Reading Paper 1 2017 - Text Type

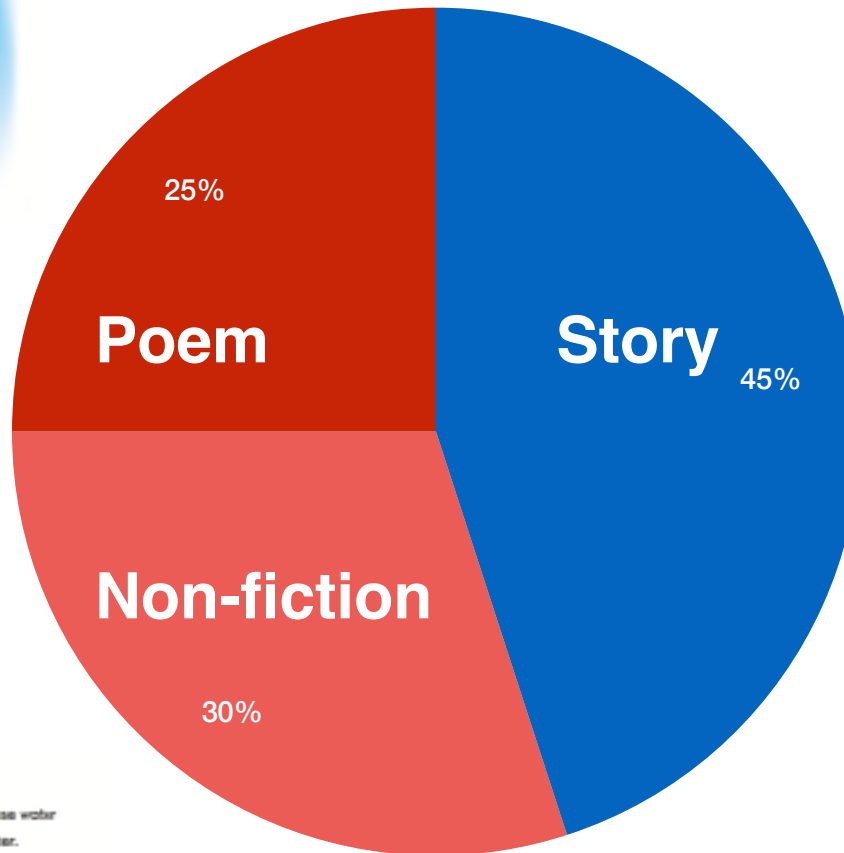
## I'm Riding on a Giant

I'm riding on a giant.  
I'm way up in the sky.  
Looking down at everyone  
from higher up than high.



Pie Chart

- Story
- Non Fiction
- Poem



## World of Water

Water is important to life. Plants and animals need it to grow. We use water to drink, cook and clean. A large part of the Earth is covered in water.



A lake

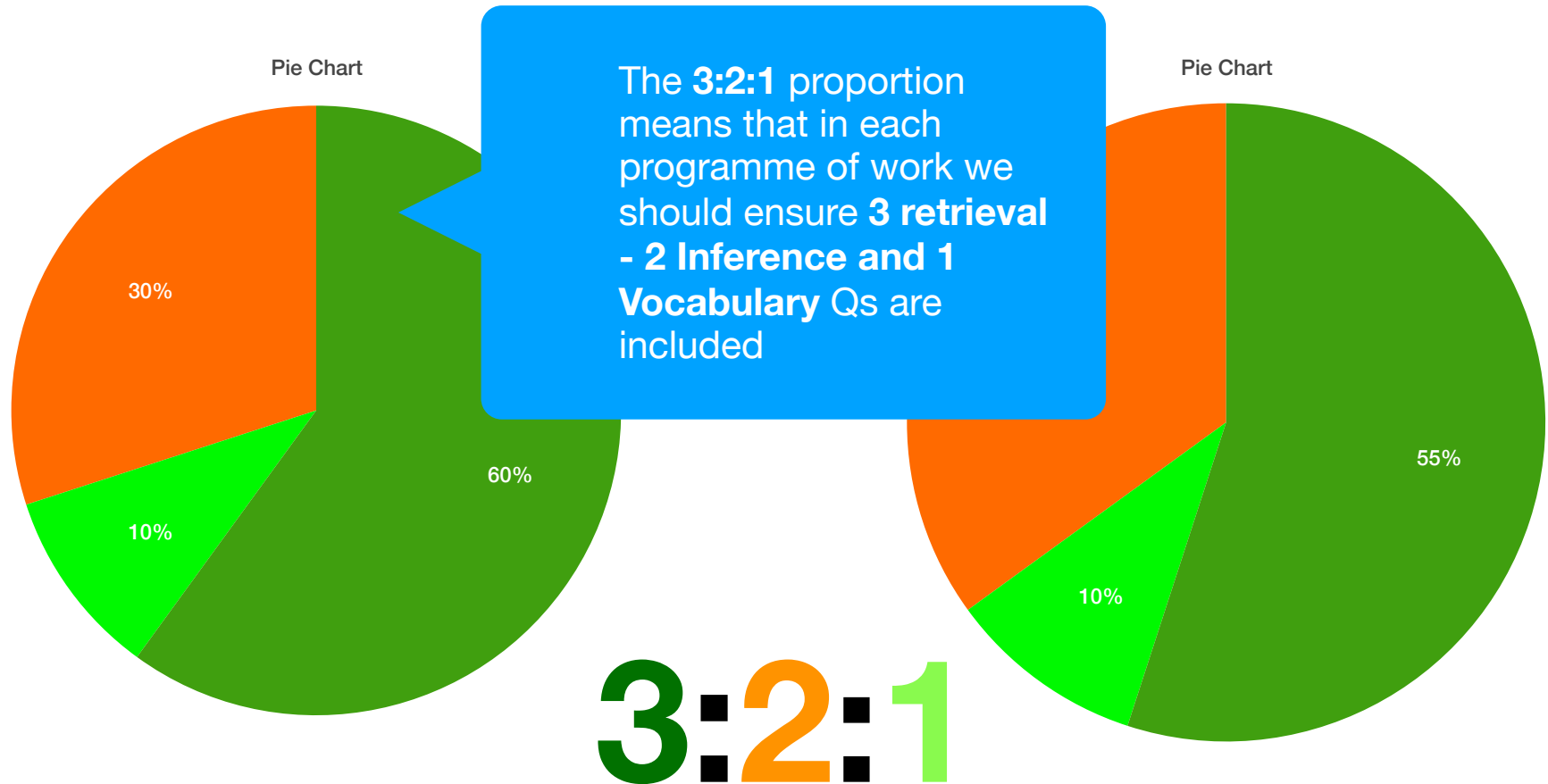
A river

An ocean

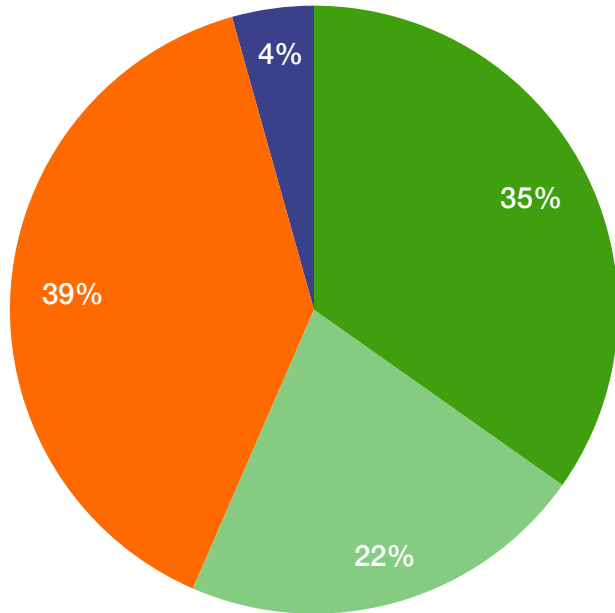
# Key Stage 1

KS1 Reading Paper 1 2016

KS1 Reading Paper 1 2017



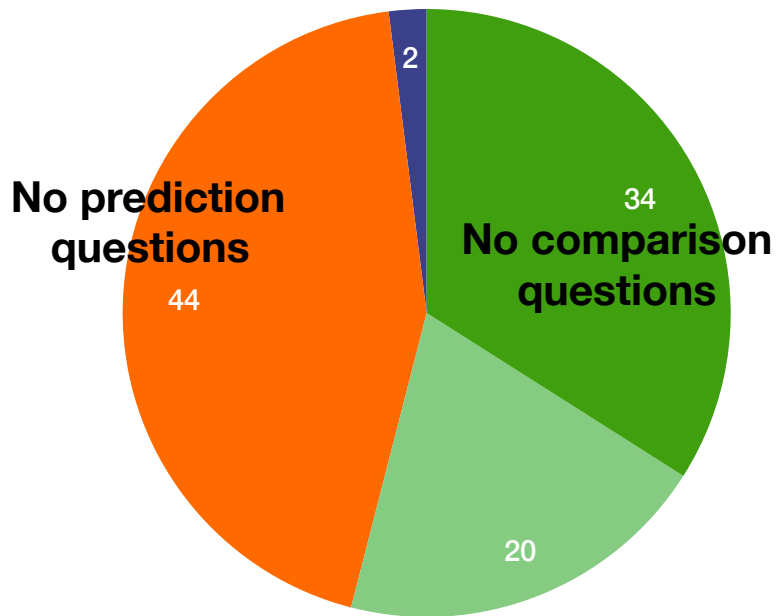
# KS2 Overall 2016



The **2:2:1** proportion means that in each programme of work we should ensure **2 retrieval - 2 Inference and 1 Vocabulary** Qs are included

**2:2:1**

# KS2 Overall 2017



In **non-fiction** The proportion is **4 retrieval - 2 Inference and 1 Vocabulary**

**4:2:1**

"Let me get this straight. We're behind the rest of our class and we're going to catch up to them by going slower than they are?"



# Meeting the needs of lower achievers in whole class reading

<http://thatboycanteach.blogspot.co.uk/2017/09/meeting-needs-of-lower-attainers-in.html?m=1>



**Scaffolded response**

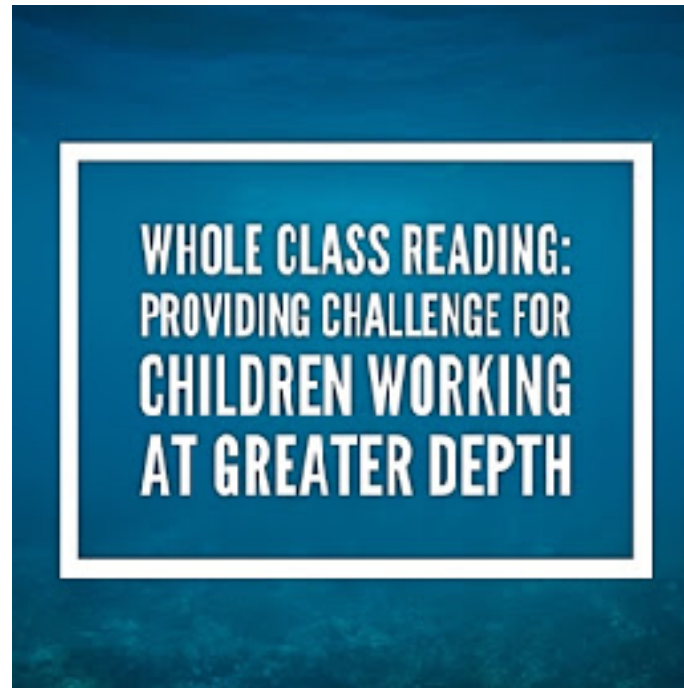
I know that the character is \_\_\_\_\_ because in the text it says \_\_\_\_\_.

**Modified text**

**Set independent task for others on Friday**

# Meeting the needs of greater depth children in whole class reading

<http://thatboycanteach.blogspot.co.uk/2017/11/challenging-children-working-at-greater.html?m=1>





## Chapter One

A Just across the road from the house where we used to live before Dad died (the first time) is an alleyway that leads to the next street with a patch of grass with some bushes and straggly trees growing on it. I called it 'the jungle' when I was little, because in my mind that was what it was like, but looking at it now I can see that it's just a plot of land for a house that hasn't been built yet.

---

B And that's where I am, still in my full-face motorbike helmet, sitting hidden in a bush in the dead of night, waiting to break into my old house.

---

A There's an old fried-chicken box that someone's thrown there and I can smell something foul and sour, which I think might be fox's poo. The house is dark; there are no lights on. I'm looking up at my old bedroom window, the small one over the front door.

---

B By day, Chesterton Road is pretty quiet – a long curve of small, semi-detached houses made of reddish bricks. When they were first built, they must all have looked exactly the same, but now people have added fancy gates, garage extensions, even a massive monkey-puzzle tree

Prediction				<b>Monday?</b>
Teacher Read Aloud				
Vocabulary Check - 7 Steps				
Paired read aloud				
Vocabulary check - children's selection				<b>Tuesday?</b>
Timed retrieval				
Graphic question				
Written question - inference				<b>Wednesday?</b>
Summary and other activities?				<b>Thursday/Friday?</b>

Prediction	
Teacher Read Aloud	
Vocabulary Check - 7 Steps	
Paired read aloud	
Vocabulary check - children's selection	
Timed retrieval	
Graphic question	
Written question - inference	
Summary	

Introduction  
to the text

Strategy check

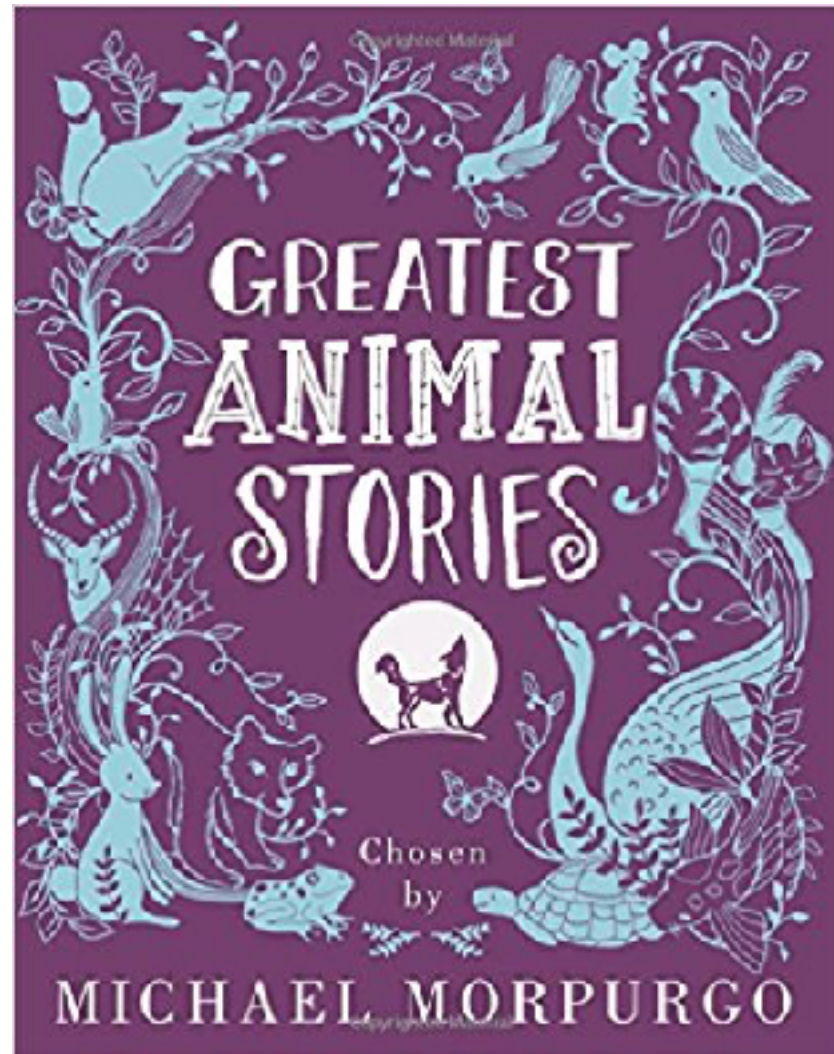
Independent Reading

Return to the text

# Fiction Sessions

- Y2 - The Greedy Dog
- Y3 - Charlotte's Web
- Y4 - The 100 Mile an Hour Dog
- Y5 - Time Travelling with a Hamster
- Y6 - Rooftoppers - Cogheart - Hugo

# Greatest Animal Stories - Y2



# Basic Plan

<b>Prediction</b>	Show three pictures of characters - one by one: <b>Who are the main characters?</b> <b>What are they doing?</b> <b>What might the story be?</b>
<b>Teacher Read Aloud</b>	Read aloud p10 and 11
<b>Vocabulary Check - 7 Steps</b>	Vanished
<b>Paired read aloud</b>	p12 and 13
<b>Vocabulary check - children's selection</b>	
<b>Timed retrieval</b>	<b>p12 and 13</b> <b>What did cat and goat do when dog stole their food?</b> <b>What did dog spot in the tailor's back yard?</b>
<b>Graphic question</b>	Tick one word that means the same as jogged.
<b>Written question - inference</b>	<b>Did the dog really see another dog in the small river?</b>
<b>Summary</b>	<b>What is the message in this story?</b>

# Prediction



# Retrieval Questions

**p12 and 13**

**1) What did cat and goat do when dog stole their food?**

**2) What did dog spot in the tailor's back yard?**



# Inference Questions

**Did the dog really see another dog in the small river?**

**What is the story trying to tell us?**

# Graphic Question

## The Dog and His Reflection

Tick **one** word that means the same as jogged.

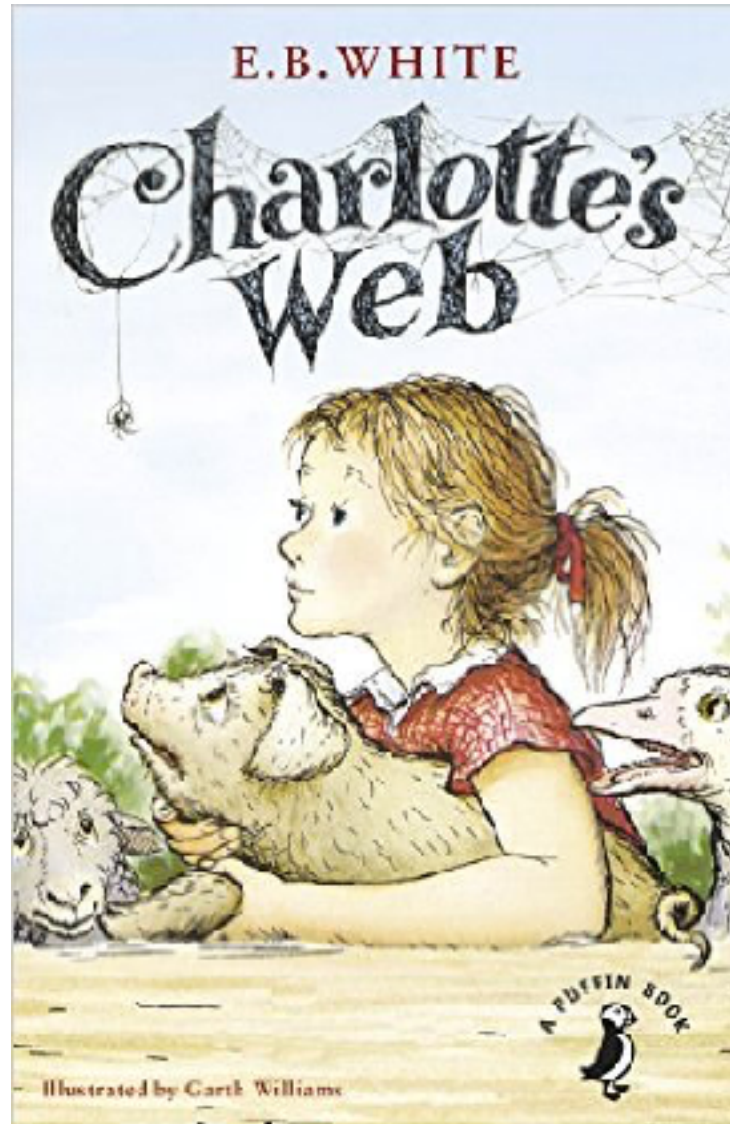
**trotted**

**firmly**

**snapped**

**mending**

# Charlotte's Web





Picture for prediction

# Basic Plan

<b>Prediction</b>	Look at the picture - What are your predictions - <b>People - Places - Story?</b> Partner discussion and feedback
<b>Teacher Read Aloud</b>	Read p1 - make link with prediction picture.
<b>Vocabulary Check - 7 Steps</b>	From p1 - runt From p2 - <b>shrieked</b> - pitcher - weakling
<b>Paired read aloud</b>	p1 and p2
<b>Vocabulary check - children's selection</b>	Collect from whiteboards or on Post Its
<b>Timed retrieval</b>	<b>Where was Papa going?</b> <b>What did Mrs Arable put on the table?</b> <b>Who said '...you will have to learn to control yourself.'</b>
<b>Graphic question</b>	Tick the word that means the same as <i>sopping</i>
<b>Written question - inference</b>	<b>Why do you think that Fern was so upset about what her dad was going to do?</b>
<b>Summary</b>	Give three character names from the story.

# Retrieval

**Where was Papa going?**

**What did Mrs Arable put on the table?**

**Who said '*...you will have to learn to control yourself.*'?**

# Graphic Question

Tick the word that means the same as *sopping*.

Tick **one**.

soaked

dry

ripped

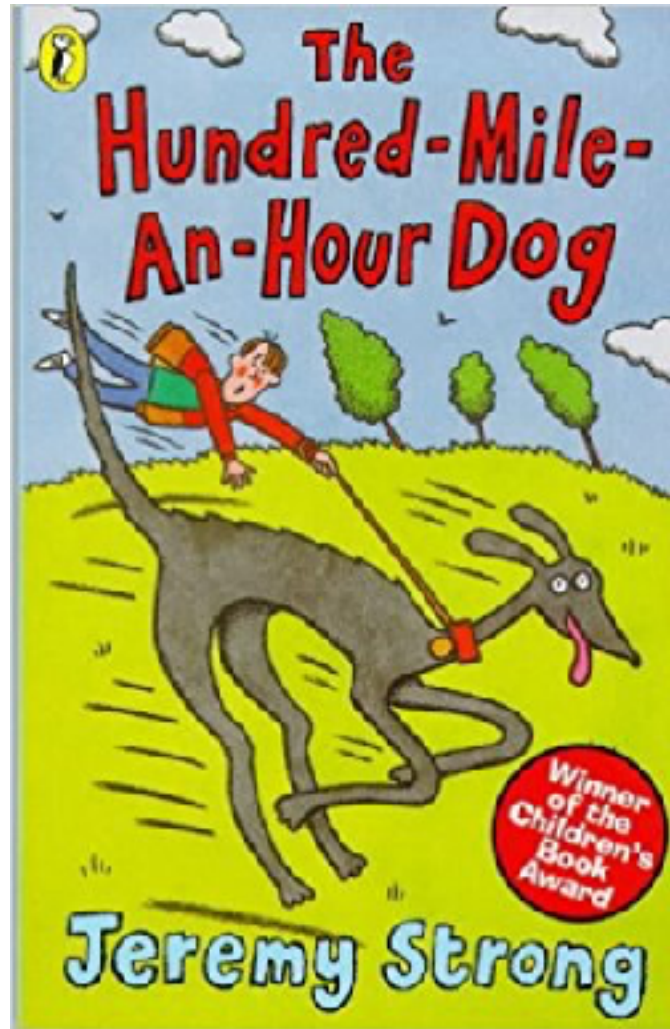
damp

# Inference Question

**Why do you think that Fern was so upset about what her dad was going to do?**



# The Hundred Mile an Hour Dog - Y4



# Basic Plan

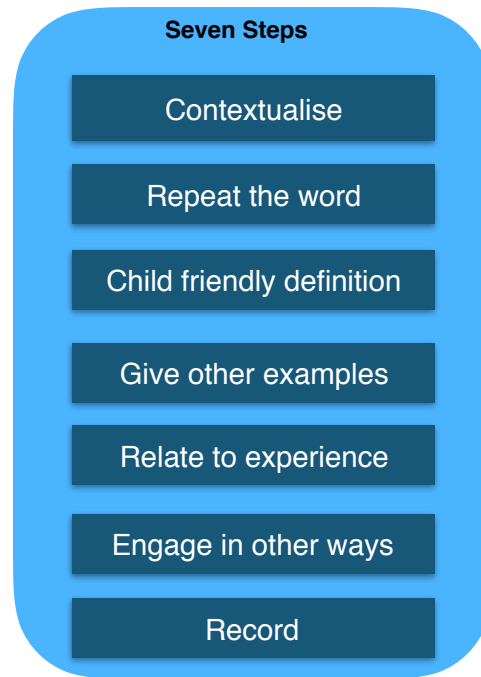
<b>Prediction</b>	The Story is called the 'Hundred Mile an Hour Dog.' What might the story be about ?
<b>Teacher Read Aloud</b>	p7
<b>Vocabulary Check - 7 Steps</b>	p7 - horizon p8 - innocent p9 - bribery
<b>Paired read aloud</b>	p8
<b>Vocabulary check - children's selection</b>	
<b>Timed retrieval</b>	<b>What is Dad's usual excuse for not walking Streaker? How often did Mum ask Trevor to walk the dog? Why did Mum suggest it would be a good idea for Trevor to walk Streaker?</b>
<b>Graphic question</b>	True or false
<b>Written question - inference</b>	<b>On p10, it says, <i>This was going to be a big decision for me.</i> Why was it such a big decision for Trevor?</b>
<b>Summary</b>	Perfect Predictions.

# The Hundred Mile an Hour Dog

- What might the story be about?

# Vocabulary and Comprehension

horizon  
innocent  
bribery



# Retrieval Questions

**What is Dad's usual excuse for not walking Streaker?**

**How often did Mum ask Trevor to walk the dog?**

**Why did Mum suggest it would be a good idea for Trevor to walk Streaker?**

# Graphic Question

Statement	TRUE	FALSE
Trevor once tried to get out of walking Streaker because he had backache.		
Trevor was surprised that his mother had offered him so much money.		
This all happened in the summer holidays.		

# Inference Question

On p10, it says, *This was going to be a big decision for me.*

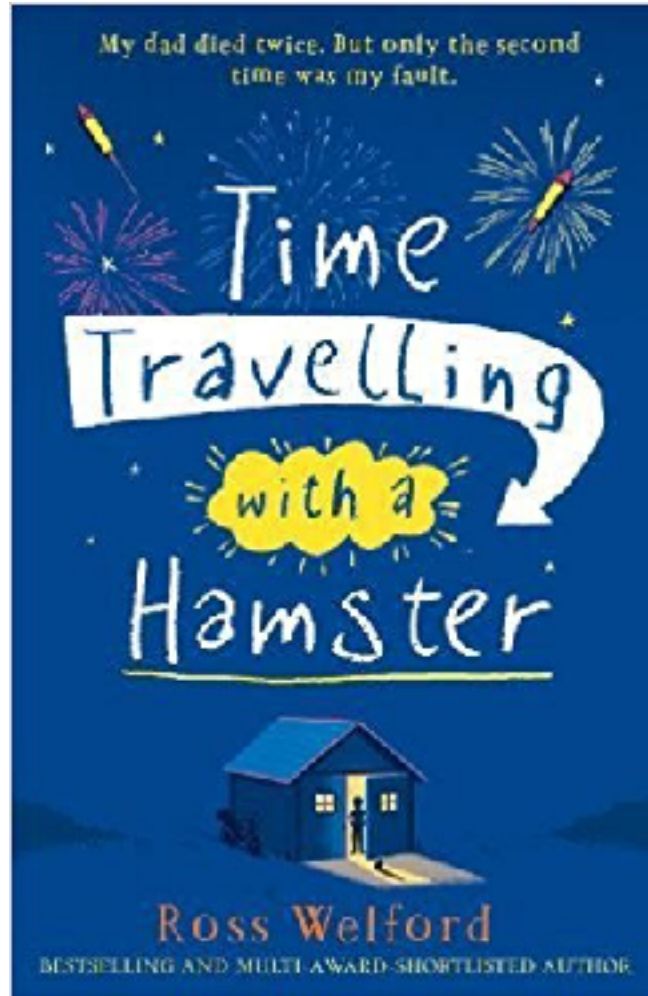
**Why was it such a big decision for Trevor?**

# Whole text

What has happened	What I think will happen	What did happen



# Time Travelling With a Hamster - Y5



# Basic Plan

<b>Prediction</b>	What could this mean? My dad died twice. Once when he was thirty-nine, and again four years later when he was twelve. (He's going to die a third time as well, which seems a bit rough on him, but I can't help that.)
<b>Teacher Read Aloud</b>	My dad died twice ...
<b>Vocabulary Check - 7 Steps</b>	p9 - straggly - alleyway p10 'calculated risk'
<b>Paired read aloud</b>	p9
<b>Vocabulary check - children's selection</b>	
<b>Timed retrieval</b>	<b>p9 - p11</b> <b>Where is the narrator hiding?</b> <b>What had the local council done to save money?</b> <b>What does the garage smell of?</b>
<b>Graphic question</b>	True or False
<b>Written question - inference</b>	<b>p11</b> <b><i>I try to give a little whistle of amazement, a "whew!", but my lips are so dry with nerves and dust that I can't.</i></b>  <b><i>Why do you think the character is so nervous?</i></b>
<b>Summary</b>	

# Prediction

**What could this be about?**

**Time travelling with a Hamster**

**People**

**Places**

**Story**

**Time**

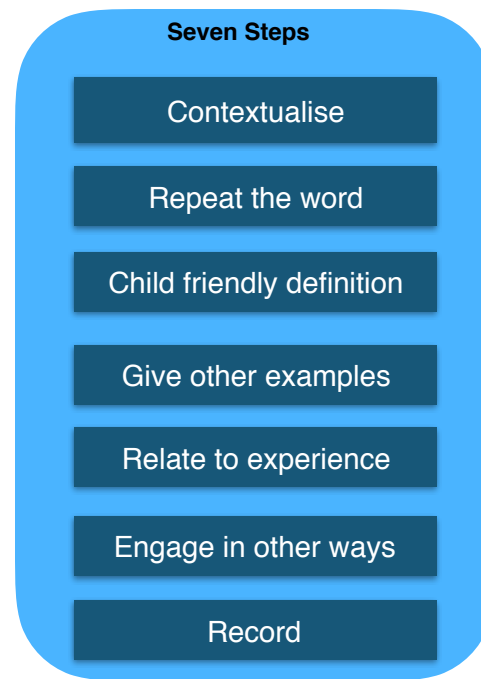
# Prediction

**What could this mean?**

*My dad died twice. Once when he was thirty-nine, and again four years later when he was twelve. (He's going to die a third time as well, which seems a bit rough on him, but I can't help that.)*

# Vocabulary and Comprehension

straggly



# Retrieval

**p9 - p11**

**Where is the narrator hiding?**

**What does the garage smell of?**

**What had the local council done to save money?**

# Graphic Question

Statement	TRUE	FALSE
Chesterton road is long and straight.		
The narrator recommends switching your torch off if you are planning a break in.		
Most of this happened at night.		

# Inference

***p11***

***I try to give a little whistle of amazement, a “whew!”, but my lips are so dry with nerves and dust that I can’t.***

***Why do you think the character is so nervous?***



# Rooftoppers - Y6

Make a prediction using Tell Me grid based upon the summary.

Everyone thinks that Sophie is an orphan. True, there were no other recorded female survivors from the shipwreck that left baby Sophie floating in the English Channel in a cello case, but Sophie remembers seeing her mother wave for help. Her guardian tells her it is almost impossible that her mother is still alive - but "almost impossible" means "still possible." And you should never ignore a possible.

# Roftoppers



# Retrieval

How far had the baby drifted from the ship?

Who lifted the baby to safety?

How did they know the baby was one year old?

# Inference Question

Read p2

Is Charles a kind man? Give evidence from the text.

# Graphic Question

Circle the word which is closest in meaning to floated?

rescued

drifted

noticed

hooked

# 3:2:1

Three things I  
am sure about

--

--

--

Two things I  
am not so  
sure about

--

--

--

One question I  
would like to  
ask

--

--

--

# Cogheart - Y6



# Basic Plan

<b>Prediction</b>	1) 2) 3)	SoVo Trailer Cover
<b>Teacher Read Aloud</b>		p7
<b>Vocabulary Check - 7 Steps</b>		firepower contrast bristle militarised
<b>Paired read aloud</b>		p8
<b>Vocabulary check p8</b>		
<b>Timed retrieval p7/8</b>	1) 2) 3)	What is the airship called? What thudded into the hull? Who said "No room for both of us,"
<b>Find and copy p9</b>	1) 2) 3) 4)	A word that means similar to <b>bending</b> A word that means similar to <b>smelling</b> A word that means the opposite of <b>shiny</b>

<b>Long sentence p10</b>	1) <b>Do John and Malkin get on well? How do you know?</b> 2)
<b>Summary</b>	<b>3:2:1</b>
	<b>3</b> things you are sure of <b>2</b> things you are not so sure about <b>1</b> question you would like to ask





**People**

**Places**



**Story**

**Time**

**People**

**Places**

**Story**

**Time**



world

clockmaker

plunged heartbeat

missing Victorian

gripping men adventure change

life shadows

Lily

fox secrets

peril heart

break Malkin

stalk

menacing

father

Robert

friends

murder

mystery mortal

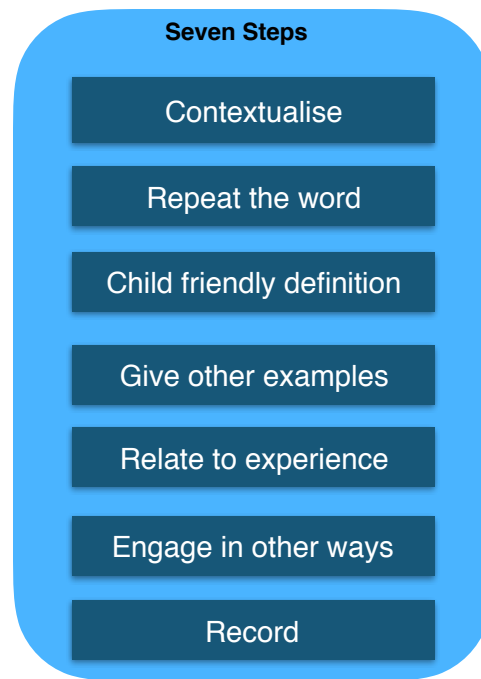
mayhem murky

Mechanical

silver-eyed

# Vocabulary and Comprehension

firepower



# Retrieval Questions

- 1) What is the airship called?
- 2) What thudded into the hull?
- 3) Who said “No room for both of us,”?

# Vocabulary Questions

Page 9

1)A word that means similar to  
**bending**

2)A word that means similar to  
**smelling**

3)A word that means the opposite of  
**shiny**

Do John and Malkin get on well? How do you know?



# 3:2:1

Three things I  
am sure about

--

--

--

Two things I  
am not so  
sure about

--

--

--

One question I  
would like to  
ask

--

--

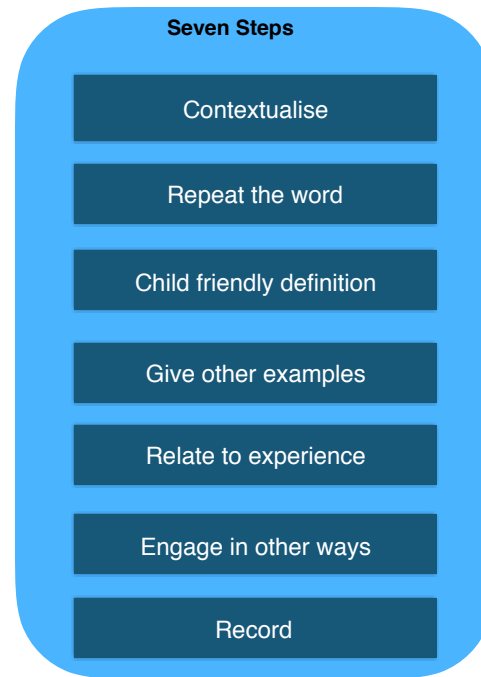
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# Hugo

<b>Prediction</b>	Sound on Vision Off
<b>Teacher Read Aloud</b>	P46/47
<b>Vocabulary Check - 7 Steps</b>	agitated
<b>Paired read aloud</b>	In threes on this occasion - p46/47/48 to ' <i>Thief!, Thief!</i> '
<b>Vocabulary check - children's selection</b>	Write unknown vocabulary on post its
<b>Timed retrieval</b>	Where was Hugo at the start of the text? Who was the old man arguing with?
<b>Graphic / Vocabulary question</b>	On p50 (para 2) find and copy the word that shows that Hugo was worried about what might happen.
<b>Written question - inference</b>	Why did Hugo think that the old man looked agitated? Why was Hugo pleased that the old man seemed to have fallen asleep?
<b>Summary / Extended activity</b>	Readers Theatre - Hugo - The Old Man - Narrator

# Vocabulary and Comprehension

agitated



# Timed retrieval

**Where was Hugo at the start of the text?**

**Who was the old man arguing with?**

## Graphic / Vocabulary

**On p50 (para 2) find and copy the word that shows that Hugo was worried about what might happen.**

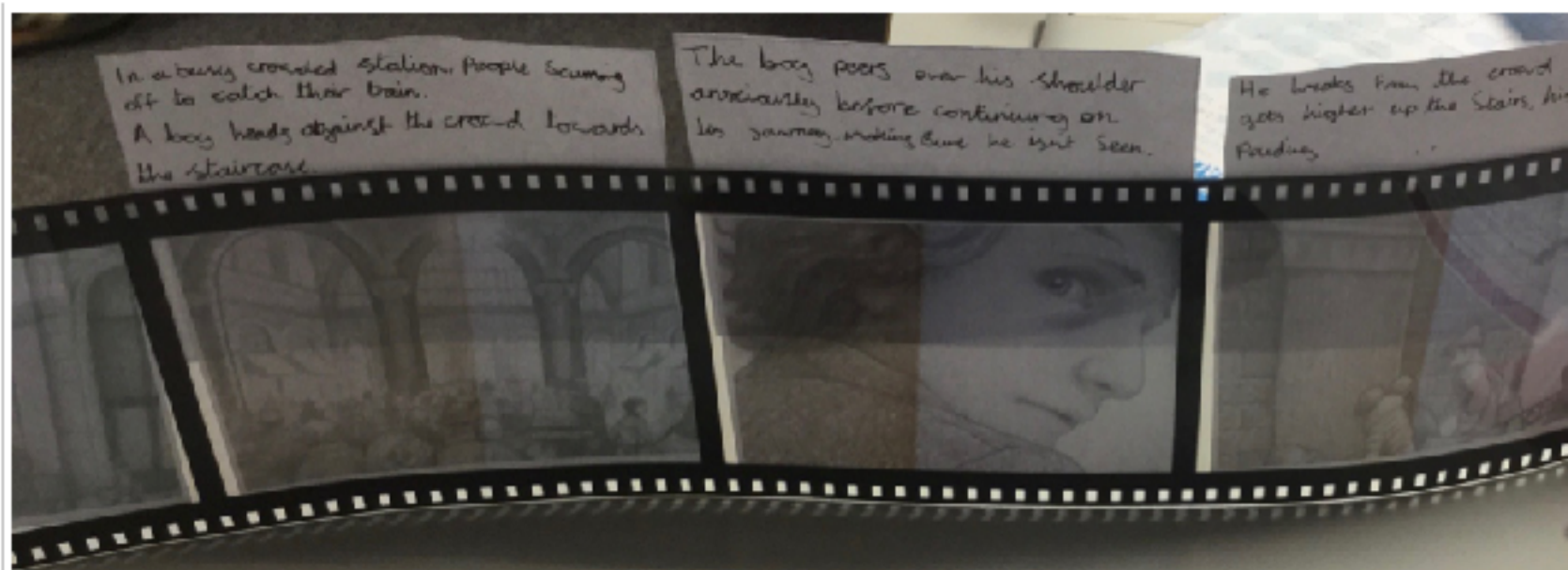
# Inference

**Why did Hugo think that the old man looked agitated?**

**Why was Hugo pleased that the old man seemed to have fallen asleep?**

Extended activity

Readers' Theatre



## Phase

# 1

## prediction

## Activity

1. Sound on - Vision off
2. Palette Picker
3. Props Bag
4. Shots in Sequence

## Recorded Outcomes

- Begin prediction half of **Tell Me** grid after **Think, Pair, Share**
- **Sentence predictions** using grammar from Y5 especially modal verbs
- '**Long sentence**' comprehension answers in response to shots in sequence

# Non-Fiction Sessions

- Y2 - Above and Below
- Y2 - A Journey Through Space
- Y6 - The Girl Who Fell From the Sky (from Survivors)

# Above and Below





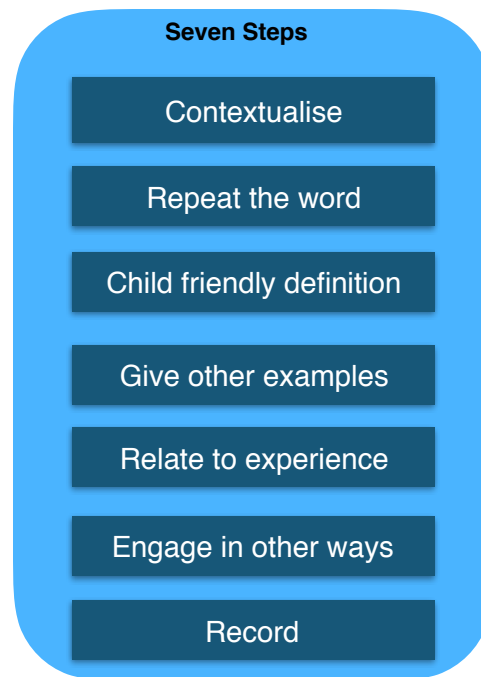
## Text: The Ocean from Above and Below by Patricia Hegarty

<b>Prediction</b>	Reveal three pictures one by one of items from the text. What do you think the book is about?
<b>Teacher Read Aloud</b>	The top panel from The Ocean.
<b>Vocabulary Check - 7 Steps</b>	eg unexplored
<b>Paired read aloud</b>	The bottom panel from the Oceans page
<b>Vocabulary check - children's selection</b>	
<b>Timed retrieval</b>	Where do female turtles lay their eggs? Which creature doesn't have a brain? How many species of crab are there?
<b>Graphic question</b>	Table
<b>Written question - inference</b>	Why do you think the albatross can fly for so long without flapping its wings?
<b>Summary</b>	text



# Vocabulary and Comprehension

unexplored



# Teacher Read-Aloud

## The Ocean

Oceans cover 71% of the Earth's surface and they play a major part in our climate and weather systems. But did you know that more than 95% of the underwater world remains unexplored? That leaves plenty for us to discover!



### palm tree

As well as coconuts, different species of palm tree produce a wide variety of fruits.



### coral

Coral reefs take millions of years to form. Coral organisms are actually translucent, they get their bright hues from the billions of colourful algae they host.



# Paired Read



## loggerhead turtle

Females dig a hole in the sand, lay their eggs, then return to the sea. On hatching, the babies must fend for themselves.



## starfish

Starfish don't have brains or blood! If necessary, they can re-grow their limbs.



## flying fish

This species of fish has evolved to be able to 'fly' as a way of escaping from predators below the water.



## dolphin

Dolphins are very sociable creatures and use squeaks and whistles to communicate with each other.



## albatross

The albatross has the largest wingspan of any bird – up to 3.4m – and it can glide for hours without resting.



## crab

There are over 4,500 species of crab, living in both oceans and fresh water.



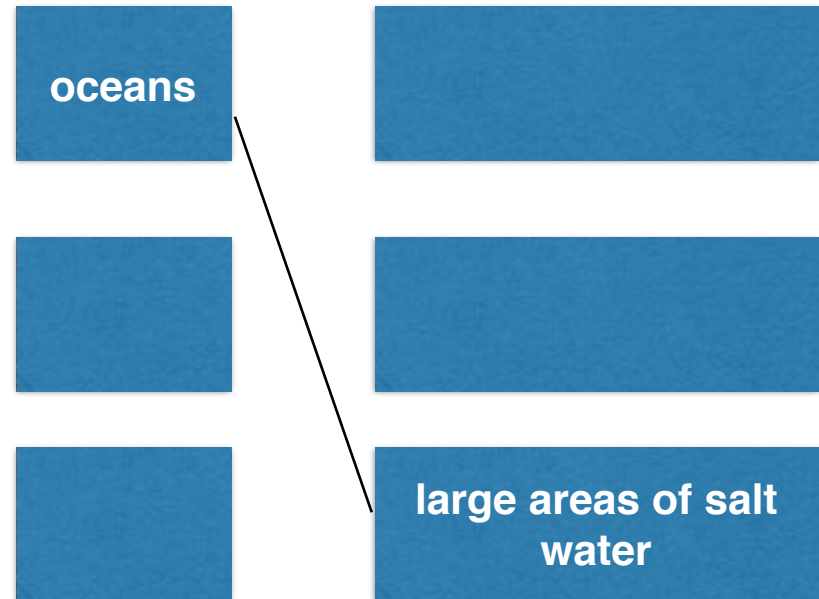
Tick to show the special thing about each creature

	<b>Albertross</b>	<b>Flying Fish</b>	<b>Starfish</b>
Has the largest wingspan			
Can fly to escape from predators below the water	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
They can re-grow their limbs			

# World of Water

- Why is ...
- Give 2 ...
- What is ... tick **one**
- What is...
- The text tells us....
  - Name **two**...

Draw **three** lines...



# Where is the journey to?

Let's begin  
our journey...



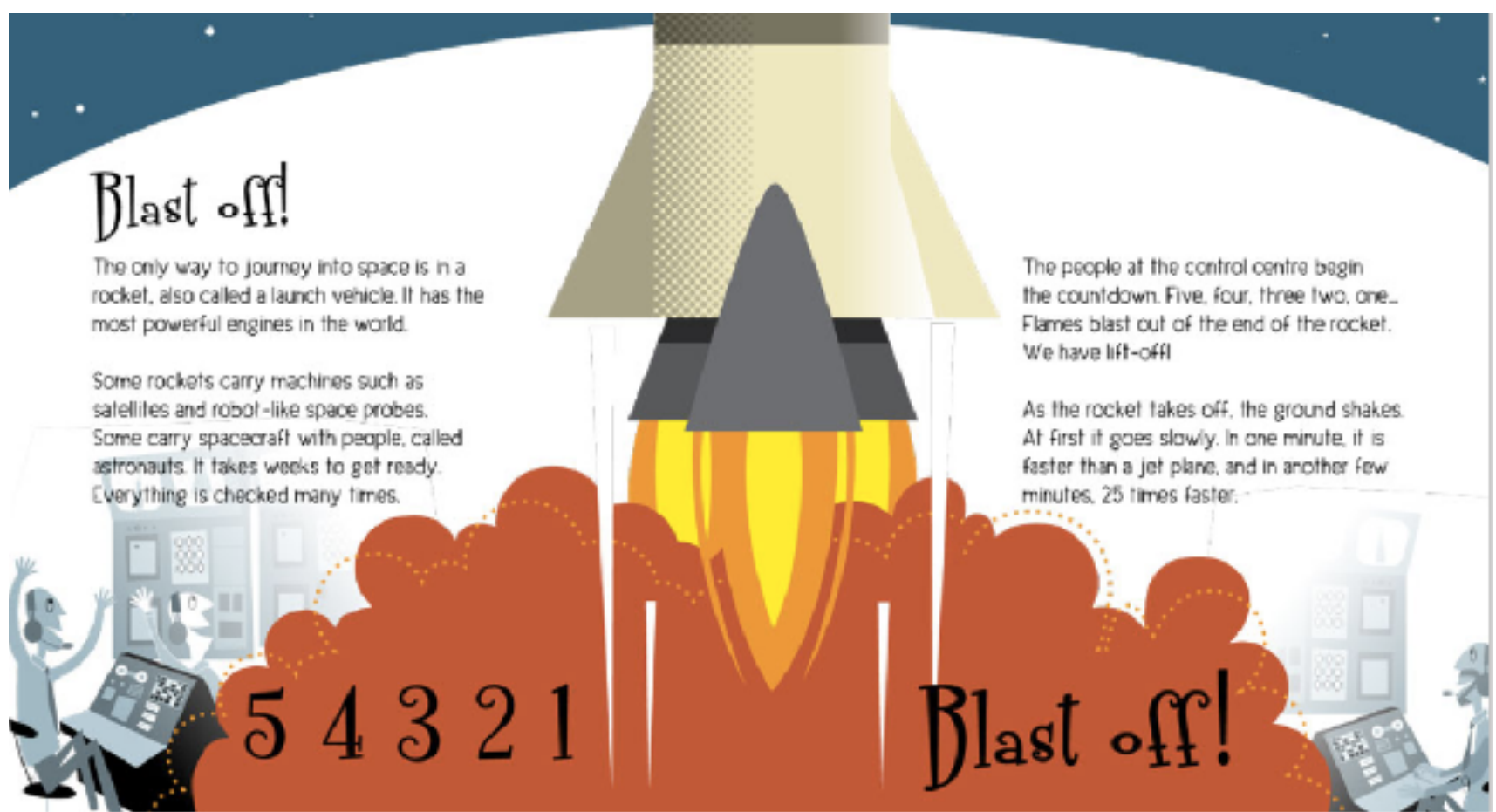


# A Journey Through Space - Steve Parker

Let's begin  
our journey...

Have you ever looked up at the night sky  
and wondered what it would be like to  
zoom through space? It's so far away, but  
there are so many amazing sights to see..



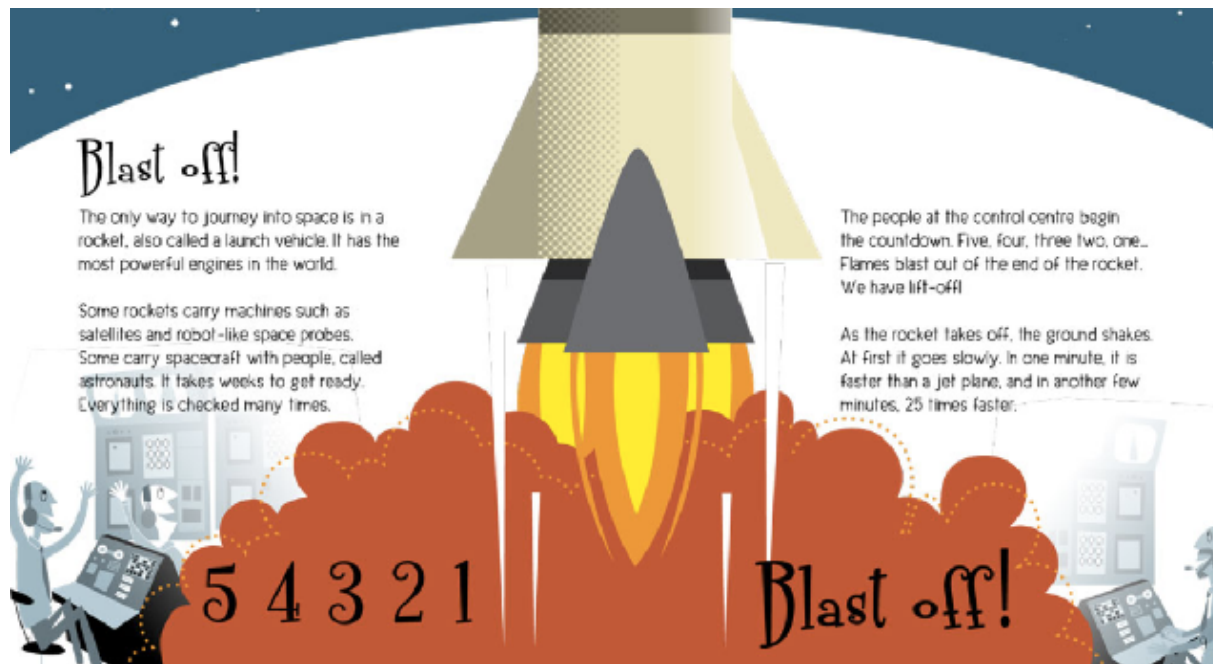


What is the only way to journey into space?

Give **two** things that spacecraft can carry.

1. \_\_\_\_\_

2. \_\_\_\_\_



What blasts out at the end of the rocket?

Tick **one**.

gas

air

flames

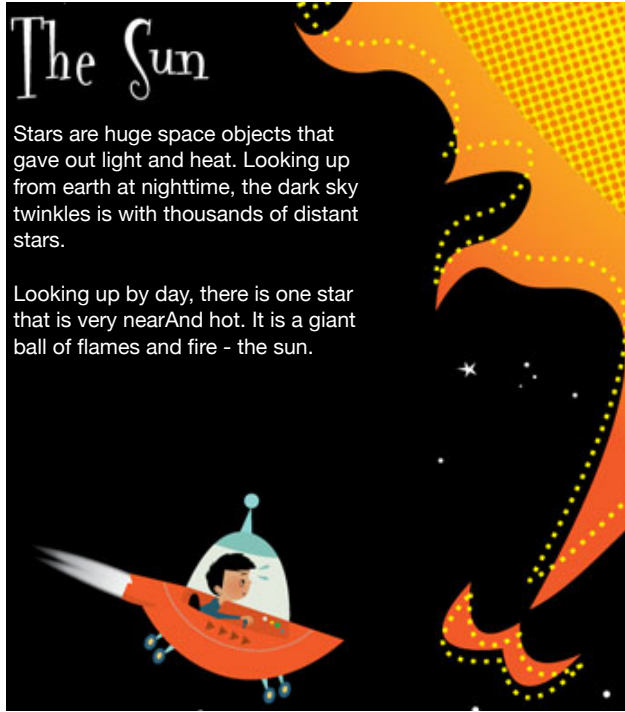
fuel

What does the rocket travel 25 times faster than?

# The Sun

Stars are huge space objects that gave out light and heat. Looking up from earth at nighttime, the dark sky twinkles is with thousands of distant stars.

Looking up by day, there is one star that is very nearAnd hot. It is a giant ball of flames and fire - the sun.



## *Across the universe*

The universe is all of space and everything in it – planets, stars, galaxies, black holes and the rest.

No one really knows the shape or size of the universe. It could be round like a ball, curved like a dome, or ring-shaped. Some space experts think it is flat – like a sandwich!

The universe started 13,800 million years ago. At first it was a tiny spot with everything squeezed into it.

Then Boom! –the Big Bang. The Universe started to get bigger. Stars and all the space objects formed. The Universe is still getting bigger today. It will probably keep growing for millions of years, maybe even forever.

Stars give out two things.  
Name **both** of them.

1. \_\_\_\_\_

2. \_\_\_\_\_

## Across the universe

The universe is all of space and everything in it – planets, stars, galaxies, black holes and the rest.

No one really knows the shape or size of the universe. It could be round like a ball, curved like a dome, or ring-shaped. Some space experts think it is flat – like a sandwich!

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Draw **two** lines to finish the sentences

The Universe

The Big Bang

was when the universe started to get bigger.

is all of space and everything in it.

# Paper 2 Practice Version

<b>Prediction</b>	First page - with text blacked out - Where is the journey to?
<b>Teacher Read Aloud</b>	Two paras under the heading 'Blast Off'
<b>Vocabulary Check - 7 Steps</b>	launch - vehicle - powerful
<b>Paired read aloud</b>	The two paras on the right of the page.
<b>Vocabulary check - children's selection</b>	Possibly - countdown - control centre
<b>Retrieval - part 1</b>	What is the only way to journey into space? Give <b>two</b> things that spacecraft can carry. 1. 2.
<b>Graphic question 1</b>	What blasts out at the end of the rocket? Tick <b>one</b> . (see slides)
<b>Retrieval - part 2</b>	<b>Use the text 'The Sun' and 'Across the Universe'</b> Stars give out two things. Name <b>both</b> of them.
<b>Graphic question 2 - Summary</b>	Draw <b>two</b> lines to finish the sentences. (see slides)

# Picture Prediction



# Text: The Girl Who Fell From The Sky

<b>Prediction</b>	1) Reveal two pictures one by one from the text. 2) Pull Quote Prediction
<b>Teacher Read Aloud</b>	First three paragraphs
<b>Vocabulary Check - 7 Steps</b>	eg - buffeted - violent pitching - plunged - plummeting
<b>Paired read aloud</b>	Para 4 to end
<b>Vocabulary check - children's selection</b>	
<b>Timed retrieval</b>	How long did the violent pitching last for? Give two reasons Juliane's mum began to feel anxious about the flight. <i>Soon Christmas presents and parcels began bouncing around the cabin as the aircraft was pitched up and down by the turbulence?</i> Find and copy two different words from the sentence that show that the aeroplane was being moved about by the turbulence.
<b>Graphic question</b>	True or false
<b>Written question - inference</b>	Why could several passengers be heard crying? Why did Koepcke's mother say these words quietly "That is the end. It's all Over."
<b>Summary</b>	Which of the following would be the most suitable summary of the whole text? <ul style="list-style-type: none"><li>• Escape from the jungle</li><li>• Surviving the air disaster</li><li>• Flying home for Christmas</li><li>• Flying over the jungle</li></ul>



# Pull Quotes Prediction

...she began to feel anxious as the Electra dipped suddenly and entered a massive, rain-dark cloud

With a shock the teenager realised she was somehow outside of the aeroplane

Looking up at the trees she knew she had survived an air disaster,

Climbing the path took all her strength as she was so tired and hungry, but at the top she found a small shack.

# Look out for names

On Christmas Eve, seventeen-year-old **Juliane Koepcke** was flying high above the South American rainforest when the airliner carrying her and her mother was hit by a violent storm. The previous evening had been prom night at **Koepcke's** school, but now term was over and they were heading home for the holidays. Home meant the remote Amazonian town of Pucallpa in Peru, where Koepcke's father, Hans-Wilhelm, worked as a biologist. Her mother, Maria, was an ornithologist who studied birds and their behaviour. Sharing her parents' passion for science and nature, Koepcke planned to follow their example by studying biology at university.

# Vocabulary check

## paras 1 - 3

**violent pitching - plunged - plummeting**



### Seven Steps

Contextualise

Repeat the word

Child friendly definition

Give other examples

Relate to experience

Engage in other ways

Record

# Timed Retrieval

**How long did the violent pitching last for?**

**Give two reasons Juliane's mum began to feel anxious about the flight.**

*Soon Christmas presents and parcels began bouncing around the cabin as the aircraft was pitched up and down by the turbulence?*

**Find and copy two different words from the sentence that show that the aeroplane was being moved about by the turbulence.**

# True or False

**TRUE**

**FALSE**

Juliane's mother was an ornithologist.

The aeroplane had four engines.

Forty minutes after take off the aircraft had been hit by lightning.

Juliane fell more than three miles into the jungle.

# Inference

Why could several passengers be heard crying?

Why did Koepcke's mother say these words quietly "That is the end. It's all Over."

# Summary

Which of the following would be the most suitable summary of the whole text?

Tick **one**

Escape from the jungle

Surviving the air disaster

Flying home for Christmas

Flying over the jungle

# Poetry Sessions

- Y2 - Midnight Visitors



<b>Prediction</b>	<b>Hide the Title</b>
<b>The Poem</b>	<p style="text-align: center;"><b>Midnight Visitors</b></p> <p>Hedgehog comes snuffling in his prickly coat, scuffling the leaves for slugs</p> <p>Cat comes soft as a moth, a shadow painted on the lawn by moonlight</p> <p>Owl comes floating, sits still as a cat on the wall watching, listening</p> <p>Mouse freezes under the leaves on tiptoe paws, quick eyes pin bright, hungry.</p> <p>Irene Rawnsley</p>
<b>Teacher Read Aloud</b>	Model the reading of the whole poem.

<b>Vocabulary Check - 7 Steps</b>	snuffling - scuffling - floating -
<b>Paired read aloud</b>	In pairs - practise and perform the whole poem
<b>Vocabulary check - children's selection</b>	
<b>Retrieval</b>	Who freezes on tiptoe paws?
<b>Graphic questions</b>	Which word means the same as tiptoe stamp - quietly - dance - climb
<b>Written question - inference / Summary</b>	<b>Which of these do you think would make the best title for the poem?</b> <b>Midnight Visitors - At the Zoo - My Favourite Animals -</b>



Hedgehog comes snuffling  
in his prickly coat,  
scuffling the leaves for slugs

Cat comes soft as a moth,  
a shadow painted on the lawn  
by moonlight



Owl comes floating,  
sits still as a cat on the wall  
watching, listening



Mouse freezes under the leaves  
on tiptoe paws,  
quick eyes pin bright,  
hungry.



Who freezes on tiptoe paws?

Which word means the same as tiptoe?

Tick **one**.

stamp

quietly

dance

climb

**Which of these do you think would make the best title for the poem? Tick one.**

Midnight Visitors

My Favourite Animals

At the Zoo

Pets