

About the Book

Text Type: Nonfiction/Narrative Page Count: 16 Word Count: 328

Book Summary

Come along with Danni and Fran as they go on *A Visit to the Zoo*. Going to the zoo isn't what it used to be. There are many innovative things to see and do at the zoo. There is even a school at this zoo! Can you guess which animals each girl chooses as her favorite? Read the book and find out.

About the Lesson

Targeted Reading Strategy

- Connect to prior knowledge

Objectives

- Make connections using prior knowledge
- Sequence events from story
- Identify and manipulate initial consonants
- Sort words with the vowel digraph ea
- Use quotation marks correctly to indicate dialogue
- Identify and make sense of difficult words in text

Materials

Green text indicates resources available on the website

- Book—*A Visit to the Zoo* (copy for each student)
- Chalkboard or dry erase board
- *Sequence events, quotation marks worksheets*
- *Discussion cards*



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting book on interactive whiteboard or completed with paper and pencil if books are reused.)

Vocabulary

- High-frequency words: *the, their, they, this, with*
- Content words: *African, ferrets, flamingo, Indian, lioness, mandrill baboon, volunteers*

Before Reading

Build Background

- Talk with students about their experiences at zoos. Ask: *Why do people go to a zoo? What are your favorite animals at the zoo? Why? Have you ever seen other things besides animals at a zoo? What did you see?* Make a list of the animals and other things students have seen at a zoo.

Preview the Book

Introduce the Book

- Give students a copy of the book and have them preview the front and back covers and read the title. Have students discuss what they see on the covers and offer ideas as to what kind of book this is and what it might be about.

Lesson Plan *(continued)*

A Visit to the Zoo

- Talk about the animals on the front and back covers and title page. Ask students if they have seen these animals in a zoo before.

Introduce the Reading Strategy: **Connect to prior knowledge**

- Explain to students that one way to understand what they are reading is to think about what they already know about a subject. By thinking about what they already know about a subject, they can make connections to new information they encounter in the text. This will help them understand the book better.
- Model how to make connections to prior knowledge.
Think-aloud: As I read this book, I am going to look at the pictures and think about what I have read. Then I will think about what I already know about zoos and the animals that live there. This is called background knowledge. After thinking about what I know, I will read the story and use my background knowledge about zoo animals to help me figure out new information in the story. I will continue reading and thinking about things I already know as I read the rest of the book.
- Show students the title page. Talk about the information that is written on the page (title of book, author's name).
- Have students preview the rest of the book, looking at the photos.
- As students read, they should use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Vocabulary

- As you preview the book, ask students to talk about what they see in the photos. Use the vocabulary they will encounter in the text. Model how to use what they know about zoos and the animals that live there as they preview the photos.
- Reinforce new vocabulary by incorporating it into the discussion of the photos. Use as much of the language from the text as possible. For example, on page 11, you might say: *After leaving the school, the girls see an animal called a mandrill baboon.* Continue by having students repeat the language you used. Say: *Have you ever heard of a mandrill baboon? Say it with me.* Repeating the book language will support students when they come to difficult parts of the text.
- Remind students that they should check whether a word makes sense by rereading the sentence.

Set the Purpose

- Have students read the book to find out what kinds of animals and other things they might see at a zoo. Remind them to use what they already know, or background knowledge, to help them understand the story.

During Reading

Student Reading

- **Guide the reading:** Have students read to the end of page 7. As they read, have them think about what they already know about zoos and zoo animals. Ask students to go back and reread the pages if they finish before everyone else.
- When they have finished reading, ask: *Were you familiar with any of the animals mentioned in the book? How did you use this knowledge to help you understand the story better?*
- **Think-aloud:** *As I was reading and came to page 6, I thought about a story I read last week. It talked about elephants keeping bugs off of themselves by blowing dust on their bodies. This helped me understand the text better because I already knew something about elephants taking dust showers. I used background knowledge to help me read and make meaning from the text. Now read the rest of the book and use things you know about zoos and the animals that live there to help you understand the story.*
- Have students read the remainder of the book.



Tell students to make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in the discussion that follows.

After Reading


- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Reflect on the Reading Strategy

- Have students share the background knowledge they used while reading. Reinforce how using what they already know as they read helps them make meaning from text. (It keeps them actively involved in the reading process and helps them understand and remember what they have read.)

Teach the Comprehension Skill: Sequence events

- **Discussion:** Go back and review the list on the board. Working with students, underline all the animals and things at the zoo that were mentioned in the book. Add any new animals and things that were in the book, but not on the list, in a different color. Discuss why the original list might not have included all of the animals and things that were actually in the book.
- **Introduce and model:** Review or explain that one way an author helps a reader understand a book is to put things in a certain order in the book. Explain that it is important to remember the order in which things happen in a book because it helps us make sense of and remember what we're reading.
- Direct students to page 6 and have them find the first sentence. Read the sentence and explain that the author uses words like *next* to help the reader remember the order of the story. Have students look through the text with a partner and find other places the author uses words to help the reader remember the order of the story (page 4, *first*; page 11, *after*). Have students share the words they found that show order.
- **Check for understanding:** Have students close their books and see if they can use some order words to help them retell the animals' names in the order they appear in the book. For example: First the girls saw a lion. Next they saw two elephants.
- **Independent practice:** Explain to students how to complete the [sequencing worksheet](#). Discuss their responses.

 Instruct students to use the inside back cover of their book to write one or two new things they learned about zoos and the animals that live there.

Build Skills

Phonological Awareness: Initial consonants

- Explain that a tongue twister is a sentence in which all or most of the words begin with the same letter. Give students some examples. Say: *Seven silly sailors sent soldiers some salami. Many moms mopped muffin messes.* Have students identify the initial consonants they hear. Work with students to come up with and say some tongue twisters using the animals from the story. Say: *Large lions licked little lollipops.* Have students identify the initial consonant used in the tongue twister.

Phonics: Vowel digraph ea

- Review or explain that vowel digraphs are two or more vowels that come together in a word but only make one sound. Explain that the same vowel combination may not make the same sound in all words.
- Tell students to look at the first sentence on page 5. Point out the words *near* and *each*. Say: *Both of these words have an ea vowel combination, but they don't sound the same, do they? Say the words near and each with me.* Write the words *near* and *each* on the board to make two column headings. Have students look through the rest of the book to find other words that have the *ea* vowel combination. As students find the words, say them out loud together and write them under the word *near* or *each* according to the sound they make. If a word does not sound like *near* or *each*, make a separate column for that word (*near, hears, teachers, each, treats, please, learning, wearing*).
- Discuss with students the similarities and differences between the words in each column.

Grammar and Mechanics: Quotation marks

- Explain to students that Fran and Danni have conversations throughout this book. Ask: *How do we know they are talking?* Explain that there are clues in the text that tell us when someone is speaking (word clues: said or asked; quotation marks). Have students share the clues they find and read some of the quotes aloud to the group. Give students the [quotation marks worksheet](#) and tell them to use the same clues to help them place quotation marks in the proper places in sentences. Discuss students' responses when they are done.

Word Work: Content vocabulary

- Have students skim the book to locate words that were new to them when they read the book. Have them share these words and record them on the board. Discuss the meaning of the new words. Have each student take one or two words and use the word(s) in a sentence and illustrate the meaning of the word(s). When they are finished, share the sentences and illustrations with the group.

Build Fluency
Independent Reading

- Allow students to read their book independently. Additionally, partners can take turns reading parts of the book to each other.

Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends.

Extend the Reading
Writing Connection

Have students write about their favorite zoo animal. Be sure they tell why it is their favorite animal, as the girls in the story did. When they are done, help students put the stories together to create a class book about zoo animals.

Visit [Writing A–Z](#) for a lesson and leveled materials on narrative report writing.

Science Connection

Have groups of students research other animals and where they live. Some examples might be animals that live in the ocean, animals that live in the jungle, animals that live on a farm, or animals that live in the desert.

Skill Review

[Discussion cards](#) covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

Assessment

Monitor students to determine if they can:

- use the strategy of making connections to prior knowledge
- use the skill of sequencing events from the story
- identify and manipulate initial consonant sounds
- recognize and sort words with the ea vowel digraph
- use quotation marks correctly in dialogue
- identify difficult words in text; use them in a sentence and illustrate their meaning

Comprehension Checks

- [Book Quiz](#)
- [Retelling Rubric](#)