



Lunch for Baby Elephant

Level A / 12 words / fiction

High frequency words:

down, in, up

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Have you ever seen an elephant? Where do elephants live? What do elephants eat?"
- Explain that Baby Elephant eats by reaching up, bringing leaves down, and putting them in his mouth.

Look through all the pictures

- Discuss what's happening in each picture. Help the children find the high-frequency words: *down, in, and up*.

Reading the text

- Have the children read the text independently. Encourage them to read it again if they finish before the others in the group.
- While they're reading, listen to each student individually and prompt them to use meaning, structure, and letter cues at difficulty. Praise the successful use of reading cues.
- Make sure the children can match (with their finger) or track (with their eyes) each word of the text.

FUN FACT

Elephants are born with fewer survival instincts than some other animals. They need to learn how to use their trunks by watching other elephants.

After reading

- Discuss the meaning, structure, and letter cues that you noticed students using correctly at difficulty.
- **Literal comprehension:** The answers are in the text. Ask, "What does Baby Elephant eat in the story? How does he use his trunk when he eats? Who helps Baby Elephant learn how to get his lunch?" Have them read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "What else can Baby Elephant do with his trunk?"

Word work

- Have students locate the high-frequency words in the text and practice writing them.

Rereading for fluency

- Have the children read the story again, either independently or with a partner.
- Use this opportunity to listen to each child and again prompt for strategy use at difficulty.

Writing activity

- Write this sentence on the board: "Down, down, down." Explain the capital letter and the punctuation marks.
- Have the students write these sentences: "Up, up, up. In, in, in. Up and down." Encourage the use of proper punctuation and independent attempts to spell words correctly.

Teaching Points: Using meaning to connect pictures to text; Matching words to print, one to one; Supporting proper directionality (left to right); Sequencing; Oral language development; Noticing punctuation (comma, period, exclamation mark); Introducing positional and directional words.