



Rhinoceroses at the Zoo

Level G / 124 words / informational

High frequency words:

have, its, of, their, they, with

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Where have you seen a rhinoceros? What do you know about rhinoceroses?"

Look through all the pictures

- Using the language in the story, discuss each photograph in the book. Notice details in the pictures and use that information to better understand the text.
- Help the children find any tricky words in the text: *eyesight, carrying, and weight*. Discuss meaning, word structure, and sounds you expect to hear in those words. Have children clap and count the syllables. Notice that *eyesight* is a compound word.

Reading the text

- Have the children read the text independently. While they're reading, listen to and prompt each student to use meaning, structure, and visual information to figure out words, self-correct, or improve expression.
- Children should be able to track print with their eyes, move quickly through the text, and read fluently while paying attention to punctuation, except at point of difficulty.

FUN FACT

A male rhinoceros is called a **bull**, a female is a **cow**, and a young rhino is a **calf**.
A group of rhinoceroses is called a **crash**.

After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.
- **Literal comprehension:** The answers are in the text. Ask, "Why are rhinos good at picking up things with their mouths? Where does a rhino have hair?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "Why is it important for a rhino to have good hearing and well-developed sense of smell? Why do you think rhinos have horns?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Help the students locate the words with the *-ing* suffix: *carrying, sleeping, and wrapping*.
- Find and discuss the plural nouns: *ears, legs, rhinos, toes, and horns*.
- Find and discuss the words with the */ea/* vowel pattern: *each* and *ears*.

Rereading for fluency

- Have the child(ren) read the story again aloud, listening for phrased, fluent oral reading that includes appropriate pausing, intonation and word stress.

Writing activity

- Have each student write and complete the following sentence: "Rhinos have _____ horns on their head." Then have the students draw a picture that corresponds to what they have written.

Teaching Points: Introducing new words; Finding and clapping multisyllabic words; Noticing compound words; Practicing the */ea/* sound; Practicing words with the *-ing* suffix; Practicing plural nouns; Rereading.