



# Calves at the Zoo

Level B / 33 words / informational text

High frequency words:

*and, see, the, to*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What animals can you think of whose offspring are called calves? Can you describe a time when you have seen or heard about a calf?"

## Look through all the pictures

- Using the language in the story, discuss the animals introduced in each picture.
- Have students locate the animal words that may be new to them: *calves, camel, elephant, giraffe, and rhinoceros*. Have them clap and count the syllables.

## 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

Although most mammals give birth to their young, there are two mammals that do not. The *duck-billed platypus* and *echidna* both lay eggs.

## 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. Say, "Name some animals from this story that have calves." Have the children read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "Can you think of some other animals whose offspring are called calves? Why do babies stay close to their parents?"

## Word work

- Have students locate the high-frequency words in the text and practice writing them.
- Find the plural noun *calves* in the text. Explain that *calves* is the plural form of the word *calf*, which is a noun that refers to the young of some mammals.

## Rereading for fluency

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

## Writing activity

- Have the students write and complete the following sentences: "*I am a baby* \_\_\_\_\_. *I am a calf.*" Then have the students draw a picture that corresponds to what they have written.

**Teaching Points:** Using meaning to connect pictures to text; Finding and clapping multisyllabic words; Introducing new animal words; Noticing plural nouns.