

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.

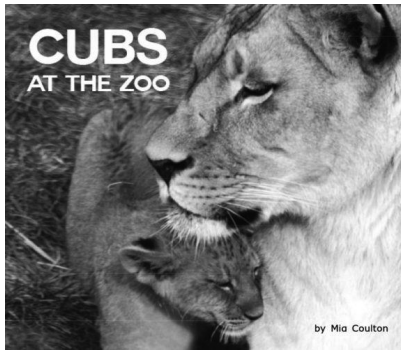
Rereading for fluency

- 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.



Cubs at the Zoo

Level B / 30 words / informational text

High frequency words:

a, am, I, red, the, we

Before reading

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

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: *panda, polar, and tiger*. Have them clap the two 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

Tiger cubs, bear cubs, and lion cubs are born blind. Newborn cubs are entirely dependent on their mothers for food and protection.

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 cubs." 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 cubs? What are some other baby animal names (*foal, kit, calf*)?"

Word work

- Have students locate the high-frequency words in the text and practice writing them.
- Find the animal words in the text: *lion, polar bear, red panda, and tiger*.
- Ask students to think of other words that sound like *am* (*ham, clam, ram, jam*).

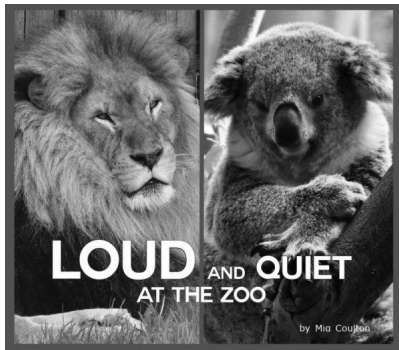
Rereading for fluency

- 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 cub.*" 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 two-syllable words; Introducing new animal words; Practicing rhyming words that end with the *am* sound.



Loud and Quiet at the Zoo

Level B / 33 words / informational text

High frequency words:

is, the, too

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Can you describe a time where you heard an animal being loud? What about a time when an animal was being quiet?"

Look through all the pictures

- Using the language in the story, discuss the animals introduced in each picture.
- Have students locate the words that may be new to them: *aardvark, koala, and okapi*. Have the children 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

The blue whale is the loudest mammal on earth. The call of the blue whale can reach 188 decibels. In comparison, a lion's roar can reach 114 decibels, while a human's shout can only reach 70 decibels.

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 loud animals from this story. Name some quiet animals from this story." Have the children read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "Why do you think some animals are loud? Why do you think some animals are quiet? If you were an animal, would you be loud or quiet? Why?"

Word work

- Have students locate the high-frequency words in the text and practice writing them.
- Find the animal words in the text: *aardvark, ape, elephant, koala, lion, okapi, seal, and zebra*.
- Ask the children to find the pair of opposite words *loud-quiet* in the text. Opposites are also called *antonyms*.

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 students write a sentence about a loud or quiet animal at the zoo. 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; Introducing antonyms.



Stripes at the Zoo

Level C / 46 words / informational text

High frequency words:

my, on, said, we

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Have you ever seen a striped animal? Where?"

Look through all the pictures

- Using the language in the story, discuss the animals introduced in each picture.
- Have students find the *said*. Point out and discuss the quotation marks throughout the story.

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.

After reading

- Discuss the meaning, structure, and letter cues that you noticed students using correctly at difficulty.

FUN FACT

A zebra's stripes are more than just *camouflage* from predators and biting insects. The stripes may also help to control the zebra's body temperature by generating small-scale breezes over the zebra's body when light and dark stripes heat up at different rates.

- **Literal comprehension:** The answers are in the text. Say, "Name some striped animals from this story." Have the children read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Why do you think that some animals have stripes? Why do you think that some animals have stripes all over their entire bodies while others only have stripes on their tails? What other animals can you think of that have stripes?"

Word work

- Have students locate the high-frequency words in the text and practice writing them.
- Find the animal words in the text: *cheetah, okapi, panda, tiger, and zebras*. Clap and count the syllables.
- Notice and discuss the plural nouns *stripes* and *zebras*.
- Have the students find the rhyming words *red* and *said*.

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

- Review the different animals with stripes at the zoo. Have students write a sentence about a striped animal. Then have the students draw a picture that corresponds to what they have written.

Teaching Points: Using meaning to connect pictures to text; Introducing new animals words; Noticing punctuation (quotation marks); Finding and clapping multisyllabic words; Introducing plural nouns; Noticing rhyming words.