

# Flamingos at the Zoo

Level G / 122 words / informational

High frequency words:

*be, eat, from, has, its, or, their, they, under*

## Before reading

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

## 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: *covered, curved, honk, and stilts*. Discuss meaning, word structure, and sounds you expect to hear in those words. Have children clap and count the syllables.

## 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.

## 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 flamingos pink? Why does a flamingo have a curved beak?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Why do you think flamingos stand on one leg? Why do you think flamingos have long necks and legs? Why do you think flamingos like to be with other flamingos?"

## Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the plural nouns: *wings, stilts, legs, flamingos, feathers, and birds*. Change the following words into plural nouns: *beak, body, and noise*.
- Find and discuss the rhyming pairs: *not-lot* and *that-at*.
- Find and discuss the words with the /nk/ blend: *pink, honk, and drinking*.
- Find and discuss the words with the /oo/ phoneme: *zoo, scooping, and food*.

## 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.

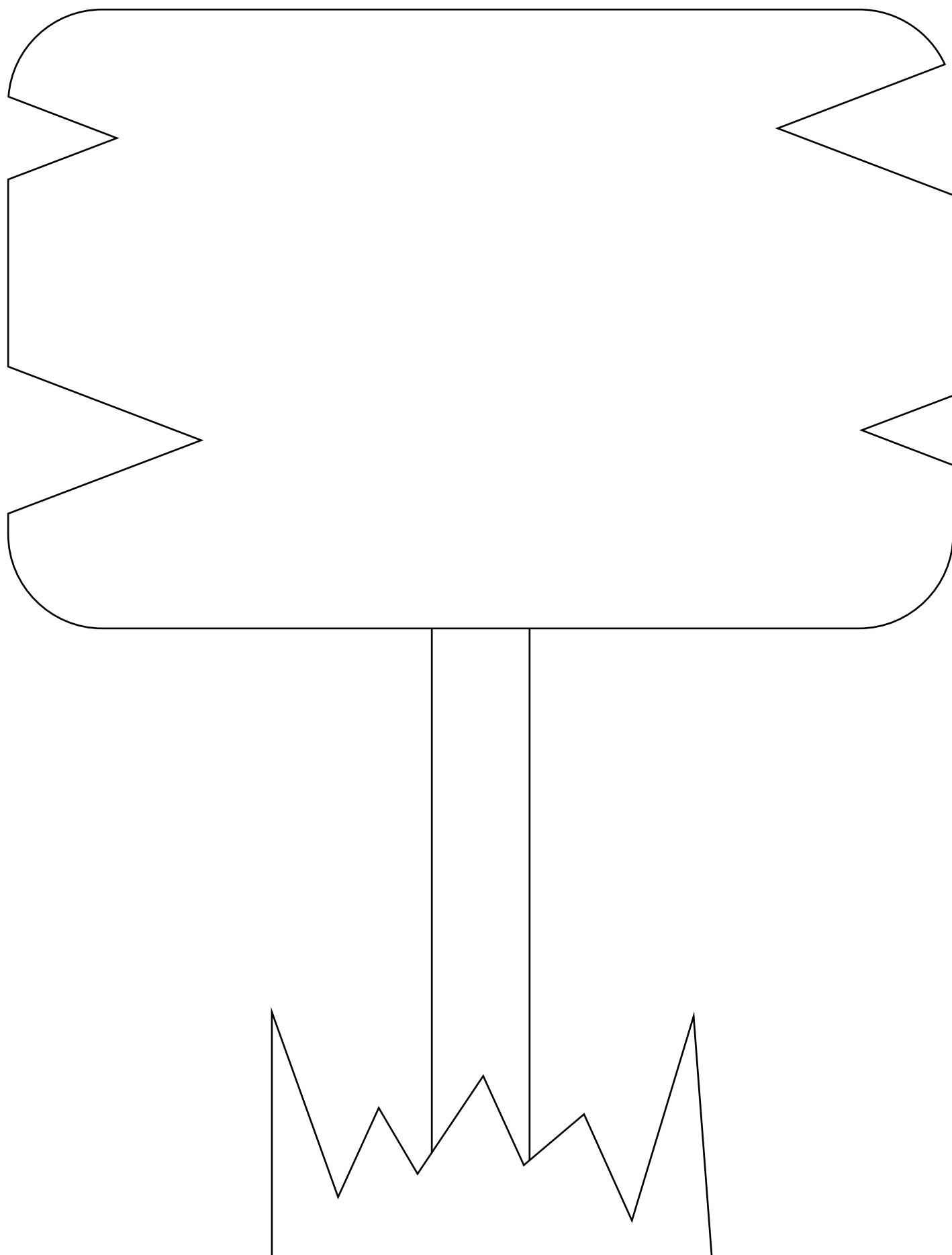
## Writing activity

- At the zoo, there are signs describing each animal on display. Have each student design a zoo sign for the flamingo exhibit, including facts and pictures.

### FUN FACT

The word *flamingo* comes from the Spanish word *flamenco*, which came from the earlier Latin word *flamma*, meaning flame or fire.


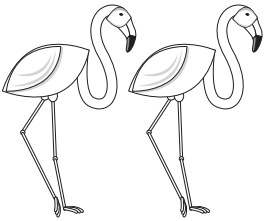
**Teaching Points:** Introducing new words; Finding and clapping multisyllabic words; Practicing the /nk/ blend; Practicing the /oo/ phoneme; Noticing rhyming words; Practicing plural nouns; Rereading.



**Design** a zoo sign for the flamingo exhibit. **Include** facts and pictures on the sign.

A **singular noun** names one person, place, thing, or idea.

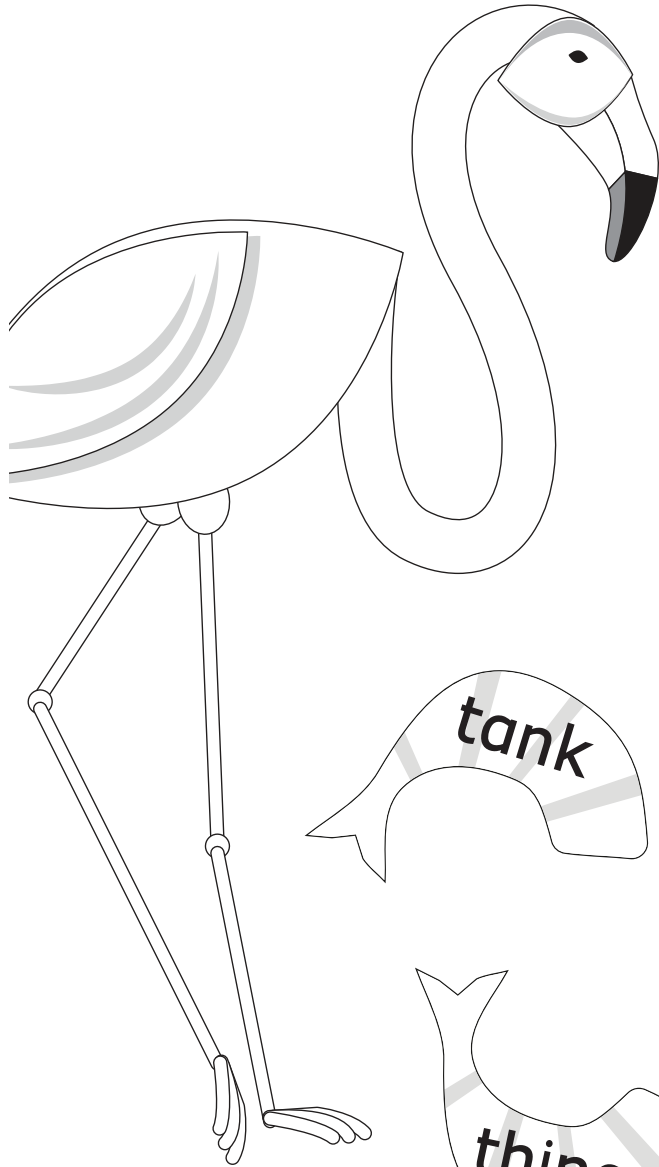
A **plural noun** names more than one person, place, thing, or idea.

<b>singular nouns</b> one flamingo 	<b>plural nouns</b> two flamingos 

**Cut** apart the nouns below. Decide whether each word is a **singular noun** or a **plural noun**, then **glue** or **tape** each word into the correct column above.

wings	beak
egg	noises
chick	nest
necks	feathers
birds	legs
flamingo	body

Flamingos are birds that are covered with **pink**, orange or red feathers. They get their color from the foods they eat. One of their favorite foods to eat is shrimp.



This flamingo is hungry. It can only eat the shrimp that have a word with the **-nk** digraph in it. Find the shrimp with the **-nk** words and color them **pink**. Then, color the flamingo to match the color of the food it has eaten.



Read **Flamingos at the Zoo**.

## Making a Pink Flamingo Bird Book

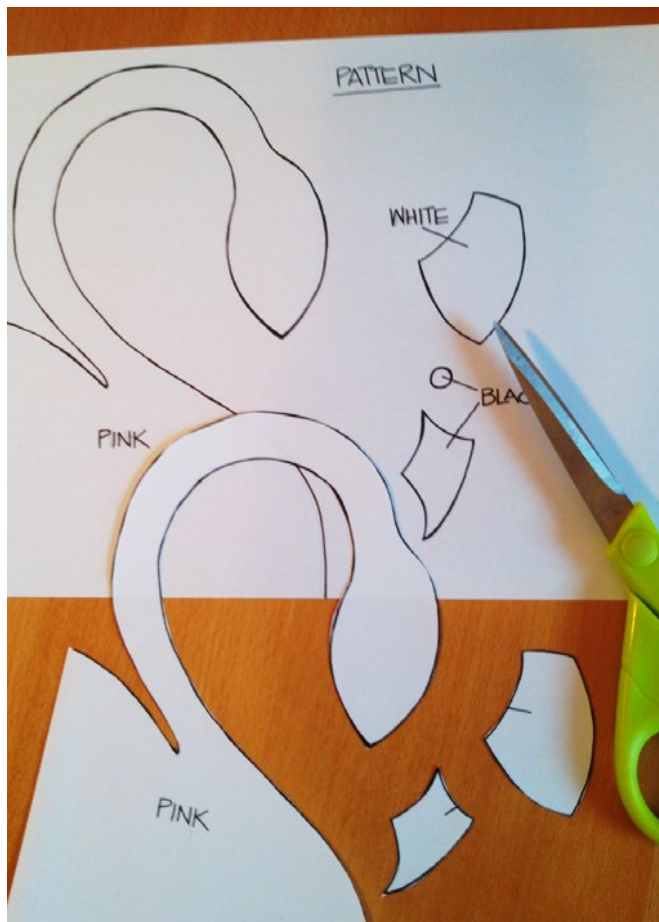
Give students a place to record what they learn about flamingos and other birds with a colorful, hand-made bird book.

### Materials Needed:

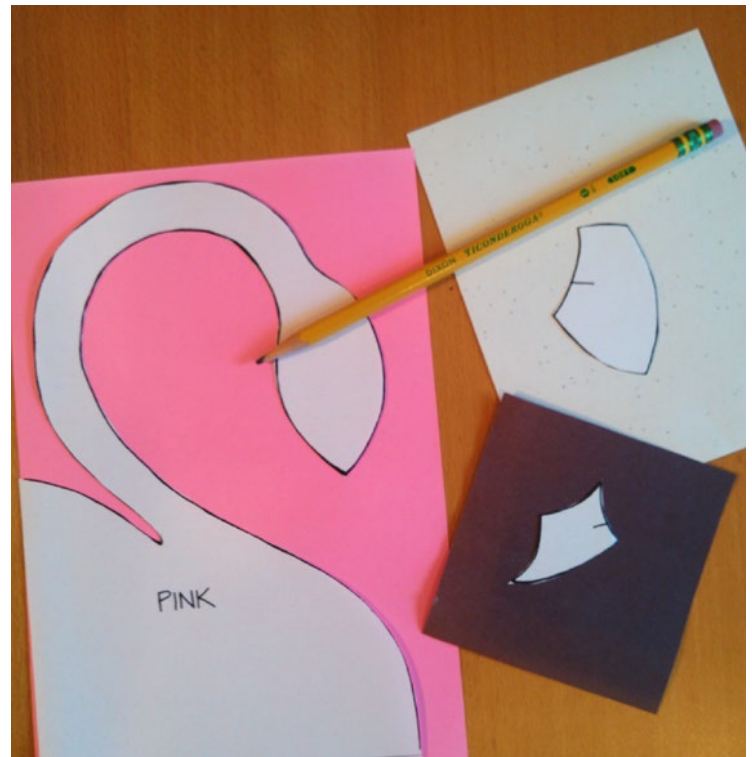
- \* Construction paper in light blue, pink, white, and, black
- \* Scissors
- \* Glue Stick
- \* Sheets of 8.5 x 11" white paper (2-3 per book)

### Procedure:

**Step 1:** Print, trace and cut out the flamingo pattern from page 3.



**Step 2:** Trace the cut pattern pieces onto the appropriate sheets of construction paper.



Step 3: Fold light blue paper in half and glue on the pink body, white face, black eye, and black beak.



Step 4: Fold white paper in half and place inside book.



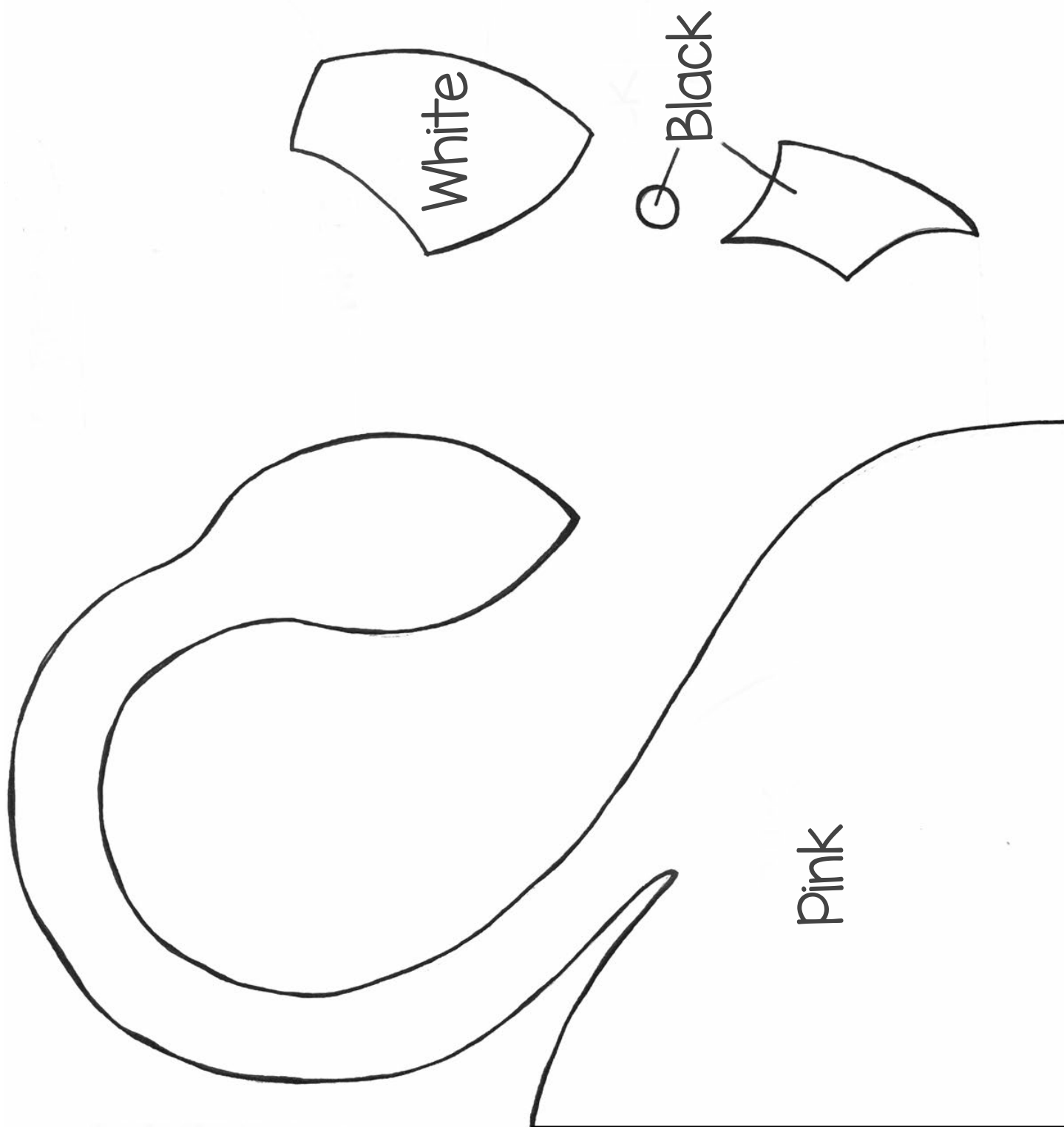
Step 5: Staple the left edge of the closed book to secure the pages.



Step 6: Fill the book with all your wonderful bird knowledge!



Pattern for Flamingo Cover



# Flamingos at the Zoo *Mixed-Up Sentence*

Level G / 122 words / nonfiction

**Cut** along the dotted lines. **Place** each word in a paper or plastic bag. **Shake** the bag to mix up the words. **Take** the words out of the bag. **Put** the sentence in the correct order. **Read** the sentence.

The flamingos


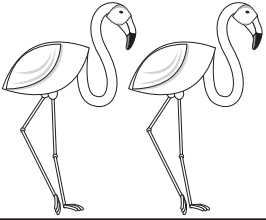
are making

a lot of

noise at the

zoo.

**Answer Key:**

<b>singular nouns</b> one flamingo 	<b>plural nouns</b> two flamingos 
<b>beak</b>	<b>wings</b>
<b>egg</b>	<b>noises</b>
<b>chick</b>	<b>necks</b>
<b>nest</b>	<b>feathers</b>
<b>body</b>	<b>legs</b>
<b>flamingo</b>	<b>birds</b>

**-nk** digraph words: **skunk, drink, tank, bank, honk, think**