

# Teacher's Guide for...

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## Animals I See at the Zoo

Teacher's Guide written by Susan Nations, M.Ed.

### How to use this guide:

This Teacher's Guide contains information and notes for the guided reading series titled *Animals I See at the Zoo*, published by Weekly Reader® Early Learning Library. This series contains twelve books designed to help students develop their literacy skills and introduce them to nonfiction text as they learn and discover more about zoo animals. The Teacher's Guide provides skill and strategy lessons for each title in the context of guided reading. An explanation of guided reading in the context of balanced literacy can be found on pages 1-3 of this guide. The last page contains a bibliography of professional resources that may help you as you create a balanced literacy classroom.

## Creating a Balanced Literacy Classroom

### Read Aloud:

Reading aloud provides a model of fluency and builds listening comprehension. You read to the students, acting as both author and reader (Mooney, 1990). Students are released from the responsibility of concentrating on the mechanics of reading. Reading aloud may occur with the entire class, a small group, or an individual child.

### Shared Reading:

Shared reading mirrors the bedtime story, when reader and child interact with the text (Holdaway, 1979). You read with the students as they interact with text they cannot read for themselves (Mooney, 1990). This allows active participation as you explicitly teach and model reading strategies. Students have visual access to the text in the form of big books, charts, overhead transparencies, etc. Shared reading occurs usually with the entire class.

### Guided Reading:

Guided reading provides a small group of students the opportunity to talk, think, and question their way through text (Mooney, 1990). Each student holds a copy of the text. Reading is done by the individual students, while the teacher coaches. The teacher determines supports and challenges to match the reader with the text.

### Independent Reading:

Independent reading occurs at all stages of reading development. Students assume full responsibility and know where to go for help when their comprehension breaks down. The reading is done completely by the students, which offers them an opportunity for fluency building.

### Modeled Writing:

Modeled writing is a time for students to watch and listen as you think, talk, and write about any topic. As you write, think aloud about strategies, conventions, ideas, and language. This places you in the role of an author. You hold the pen as you write about your ideas! Modeled writing usually occurs in front of the whole class.

### Shared Writing:

Shared writing encourages you and the students to collaborate on a piece of writing together. Students share ideas and you record them. Together you negotiate ideas, language, and conventions about writing. You hold the pen and record contributions. Shared writing may occur with the entire class or a small group.

### Guided Writing:

Guided writing follows modeled or shared writing. This is the time for students to try out the skills and strategies you have modeled. As students write, you provide support and guidance through individual or small group conferences.

### Independent Writing:

Independent writing allows students to experiment, gain fluency, and write freely. Sources of support such as word lists, word walls, and/or dictionaries should be present for student use. Students should be explicitly taught when and how to use the resources in the room to assist them during this time.

# Animals I See at the Zoo

## What Is a Literacy Center?

A Literacy Center is a place or activity that:

- Invites students to practice and apply strategies that have been taught and modeled in shared and guided literacy lessons
- Promotes reading, writing, speaking, and viewing
- Allows students to manipulate language in both oral and written form
- Engages the learner through interaction
- Exposes students to a variety of text
- Provides open-ended activities for students
- Enables the teacher to assess and evaluate the students' use of literacy strategies

## Possible Literacy Centers and Their Purpose:

**Classroom Library** - Provides students with a variety of print and genre to practice reading skills and strategies.

**Listening Center** - Increases speaking, reading, and writing vocabulary. Allows students to self-monitor fluency and progress in reading.

**Literature Response Center** - Gives students the opportunity to respond authentically to a text they have read or heard.

**Poetry Center** - Encourages students to read and perform various poems with fluency and expression. Exposes the struggling reader to rhyme, rhythm, and repetition.

**Research Center** - Integrates the study of science and social studies into the literacy hour. Provides students with time to interact with nonfiction text.

**Spelling/Word Work Center** - Allows students to manipulate letters and words that can be integrated into their reading and writing experiences.

**Writing Center** - Provides the opportunity for students to practice the writer's craft and target skills through self-selected topics and methods of presentation.

## Some Questions to Help You Set up a Balanced Literacy Classroom:

- ✓ What resources do I currently have to support my instruction?
- ✓ What resources will I need to acquire to be successful?
- ✓ What professional books and resources will help me implement balanced literacy?
- ✓ Will my room arrangement need to change to be successful?
- ✓ How will I schedule my day?
- ✓ What assessments and observations will I use to group my students?
- ✓ What centers do I currently use in my classroom?
- ✓ What centers do I want to add to my classroom?

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# Animals I See at the Zoo

## Guided Reading Lesson Format

The lessons in this guide are designed to provide support for teachers planning guided reading. Teachers may also select a portion of each lesson, based on student needs and instructional focus. The following is an explanation of each component of the lesson plan.

### **Book Title and Information:**

Here, you will find the book title, a summary, and leveling information. The levels included are: Guided Reading (**GR**), based on the work of Irene C. Fountas and Gay Su Pinnell; Developmental Reading Assessment (**DRA**), based on the assessment developed by Joetta Beaver; and Early Intervention (**EI**), based on the research done by Marie Clay and The Ohio State University. The section titled "Focus on the Text" includes text features such as number of sentences per page, running word count, and high-frequency words. The section titled "Focus on the Reader" lists possible challenges to the reader.

### **Opening Conversation and Book Look:**

Beginning talk in a guided reading group should be conversational as you help students think through the pictures and the text. In guided reading, the reader must work out difficult text by applying skills and strategies that have been previously taught and modeled. You are a coach or mentor in this process as you propel the students forward.

### **Individual Reading with Teacher Coaching:**

When students are comfortable enough to construct meaning in the text, they read independently while you listen to them access skills and strategies and use the cueing systems:

**Semantics** - Accessing meaning using their schema (background knowledge)

**Syntactics** - Understanding the structure of the language and how it is organized

**Graphophonics** - Understanding the relationship between letters and sounds to make meaning of words

During the reading process, the reader uses these cues while continuing to sample new text, to make predictions based on personal experience and background knowledge, and then to check and confirm the text by thinking about whether the reading makes sense.

### **Strategy Mini-lesson:**

This is a brief reminder of skills and strategies that might have been used during reading.

### **Phonics Focus:**

This focus on words can be used for a mini-lesson or another guided reading session.

### **Another Look (Revisiting and Responding to Text):**

Here, you encourage students to revisit the book as they build oral fluency and comprehension. This section helps you facilitate this process using authentic reading and writing experiences.

### **Practice and Apply Strategies (Literacy Center):**

This section helps the reader revisit the text to practice and apply the skill or strategy learned in the context of a Literacy Center.

### **Assessment:**

This section suggests opportunities to conduct both formal and informal assessments.

# Animals I See at the Zoo

## Bears

**Levels:** GR: E; DRA: 6-8; EI: 7-8

**Book Summary:** An exploration of the fascinating world of bears. Children will learn about where bears live, how they move around, and how they hunt in this simple form of informational text.

### Focus on the Text:

- Two to three sentences per page
- Running Word Count: 119 words
- High-frequency words: are, at, can, I, in, to, use

### Focus on the Reader:

- Understanding simple facts about a topic
- Decoding simple words in context
- Sampling and predicting text

### Opening Conversation and Book Look:

**Call attention to the cover page and title page of the book.** Conduct a brief discussion about the title and cover of the book. Explain to your students that this book is an informational text about bears. Ask each student to make a list of all the special words they think they might see in this book on a piece of paper or a white (dry-erase) board.

**Open to page 4.** Say: *Let's read the first page together. Have you ever seen bears at the zoo?* Allow students to make any personal connections and access prior knowledge about bears if possible.

**Page 6.** Ask: *Where do you think this bear might live?* Some students may make predictions based on the picture, while others may sample the text first. Ask students to read the page to check their predictions.

**Page 8.** Ask: *Who knows what kind of bears are in this photo?* Ask students to find a word or words in the text to identify where these bears live or what type of place they live in. Dialogue with students about polar bears.

**Page 10.** Think aloud: *When I see this picture, I notice that the bear is lying flat on the ground. It almost seems to blend in with the snow. Can you think how that might help the polar bear?* Ask students to share their thoughts, then check the text for confirmation.

**Page 12.** Say: *Read this page by yourself to learn some more interesting facts about polar bears.* After students have completed their reading, ask them to share what they learned with the group. Observe students' reading behaviors during this time.

**Page 14.** Ask: *What is this bear doing?* Ask students to read the text with you to decide why the bear might be standing on its hind legs. (Note: You may have to explain the word "hind" to your students. If so, help them make the connection between the words "behind" and "hind.")

**Page 16.** Think aloud: *I notice a special label in this photo. It is pointing to the bear's claws. A label helps the reader understand what is in a picture. I also notice that the author has written the word "claws" in bold text. Bold text is a little darker than the rest of the text. How might bold text help the reader?*

**Pages 18 and 20.** Say: *Now I want each of you to go back to the beginning and read the book on your own. When you are done, we will revisit the lists of words that you made when we started.*

### Individual Reading with Teacher Coaching:

#### Teacher observes for:

- Students using word-solving strategies to identify unknown words
- Students sampling and predicting text

# Animals I See at the Zoo

## Strategy Mini-lesson:

**Strategy:** Predicting vocabulary and content based on prior knowledge

1. Think aloud: *When I get ready to read an informational text, I think about the topic. Sometimes in my head I think about special words that I expect to see in the text.*
2. Say: *Today you made a list of all the words you thought might be in a book about bears. Have students get out their lists, and then invite them to go back and reread the book. As they find a word in the text that is on their list, have them check it off.*
3. Ask: *What did you notice about your list?* Ask students to explain how they were able to predict the words that might be in the book. Also, discuss why they may have words on their list that are not in the book.
4. Explain that when we think of special words that might be in a book, we are using our background knowledge. Say: *You are using all the experiences you have had to decide what you might find when you read. This helps you make sense of what you read. It is a way for you to prepare for special vocabulary words and ideas that may be in the book.*
5. Invite students to predict vocabulary lists for another piece of informational text.

## Phonics Focus:

Focus on the following beginning blends: /bl/, /cl/, and /pl/. Write each beginning blend on an index card. Put the cards out in front of your students. Invite them to search through the book and find words that start with these blends. As they locate the words, they can write them on a sticky note. Students should sort the words they collected on sticky notes according to the beginning blend. Use one set of sticky notes to make a chart of the blends. Ask students to find other words that start with these blends to add to the lists.

Beginning blend words in the book: black, blends, claws, climb, climbing, places

## Another Look (Revisiting and Responding to Text):

### Reading:

- Invite students to reread the book *Bears* on their own or with a partner. If they partner-read, remind students to help each other solve any unknown or difficult words using the strategies that they have learned, such as using picture clues, skipping words and coming back, and chunking words.

### Writing:

- The author of this book uses alliteration on page 12. Read this page to your students. Explain to them that alliteration is a repetitive sound. Ask them to tell what sound repeats on this page (/p/). Tell them that alliteration can make writing more interesting to the reader. Find and note the use of alliteration in other books in your classroom. Encourage students to try it out in their writing.

## Practice and Apply Strategies (Literacy Center):

### Research: Finding Important Information

- When students reread the book, have them use page 6 of this guide to write and draw what they think is the most important information in the book about what bears can do.

## Assessment:

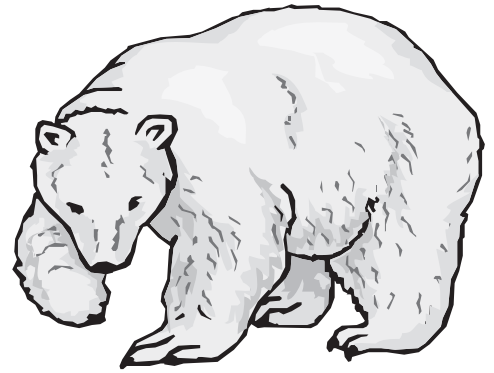
Use page 7 of this guide to take an oral reading assessment on students as they read individually. After completing the oral reading record, ask each student to complete an oral retelling. Ask each student to tell you what the book was about. As the student retells the book, consider the following questions:

- Does the student recall important information from the text?
- Does the student use any specialized vocabulary or concepts in the retelling?
- Did the student require prompting or questioning from you during the retelling?

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Read the book *Bears*. In each box, write one thing that bears can do. Draw a picture to go with each sentence.



Bears can \_\_\_\_\_.

Bears can \_\_\_\_\_.

Bears can \_\_\_\_\_.

Bears can \_\_\_\_\_.

Listen to the child read the book as you record his/her reading behaviors.\*

Page	Text	E	SC	Errors (M, S, V)	Self-corrections (M, S, V)
4	I like to go to the zoo. I see bears at the zoo.				
6	There are many kinds of bears. They live in many places. Black bears live in forests.				
8	Polar bears live where it is cold. Their thick fur helps keep them warm.				
10	Their fur blends in with the snow. The animals they hunt cannot see them.				
12	Polar bears are good swimmers. They use their front paws to paddle.				
14	Bears can stand on their hind legs. They sniff and look around for food.				
16	All bears have sharp <b>claws</b> . They can use them to dig for food.				
18	They can use them to climb trees. All bears are good at climbing.				
20	I like to see bears at the zoo. Do you?				

Ask the student to tell you what the book is about. Record answers in the space below.

Retelling: \_\_\_\_\_

\*For a complete description of oral reading records, see Marie Clay, *An Observation Survey of Early Literacy Achievement* (Heinemann, 1993).

E=Errors

SC=Self-corrections

M=Meaning

S=Syntax

V=Visual

# Animals I See at the Zoo

## Camels

**Levels:** GR: E; DRA: 6-8; EI: 7-8

**Book Summary:** An exploration of the fascinating world of camels. Children will learn about where camels live, what they eat, and how they survive in the desert in this simple form of informational text.

### Focus on the Text:

- Two to three sentences per page
- Running Word Count: 113 words
- High-frequency words: can, eat, have, I, the, they, to

### Focus on the Reader:

- Decoding simple words in context
- Sampling and predicting text
- Understanding simple facts about a topic

### Opening Conversation and Book Look:

**Call attention to the cover page and title page of the book.** Conduct a brief discussion about the title and cover of the book. Ask students to share what they know about camels. During the discussion, you can implant specialized vocabulary words such as “desert” and “hump.”

**Open to page 4.** Say: *Let’s read this page together. Have you ever seen camels at the zoo?* Allow students to make any personal connections and access prior knowledge about camels if possible.

**Page 6.** Think aloud: *When I look at the words on this page, I notice a word that is darker than all the others. This is called a “bold word.” What do you think it might say?* Invite students to help you decode the word using background knowledge about camels and graphonic information (letter/sound knowledge). Explain that bold words are often defined or explained in the text near where they appear or in a glossary at the back of the book. Ask students to read the page to identify the words that further explain the word “desert.”

**Page 8.** Say: *There is another bold word on this page. Read it to yourself and see if you can find the words that explain it.*

**Page 10.** Ask: *What do you notice about the camels in this photo?* Help students see that the camel in the front has two humps while the one in the back has only one. Leave the text for students to read on their own.

**Page 12.** Think aloud: *When I see this picture, it makes me think we will learn more about camel humps on this page. Let’s read it together.*

**Page 14.** Ask: *What is this camel doing?* Ask students to read the text to find out what the author wants us to know about this camel.

**Page 16.** Think aloud: *This camel seems to be eating. See if you can scan the text to find words that tell us what camels eat.* You may have to model for students how to skim and scan text with your finger to find specific information.

**Pages 18 and 20.** Say: *Now I want each of you to go back to the beginning and read the book on your own. Remember to use your strategies to help you read.*

### Individual Reading with Teacher Coaching:

#### Teacher observes for:

- Students using word-solving strategies to identify unknown words
- Students sampling and predicting text
- Oral reading fluency (phrasing)

# Animals I See at the Zoo

## Strategy Mini-lesson:

**Strategy:** Sampling and predicting text

1. Think aloud: *When I read a nonfiction informational book, I sometimes find words or ideas that are tricky. It is important for me to think about what words I might see in a book before I read.*
2. Open the book to pages 6 and 7, look at the picture, and say: *When I open to this page in the book Camels, I notice all of the camels sitting in the sand. Some of the special words I think might be on this page are "sand," "dry," and "hot." When I think about those words, I also have to remember that this is a book about camels. Then I ask myself: Does my guess make sense?*
3. Read the text on page 6 and discuss which words were there and why. Make connections between the words you predicted and the word "desert."
4. Remind students that predicting special words that might be in a book helps us understand the book better.

## Phonics Focus:

Write the words "hump" and "lump" on a white (dry-erase) board or chalkboard. Ask students to note similarities and differences in these two words. Invite students to use the white board or chalkboard to make new words that go in the "-ump" family.

"-ump" words students might make: bump, clump, dump, grump, jump, plump, pump, stump, thump

## Another Look (Revisiting and Responding to Text):

### Reading:

- Give pairs of students five to six pieces of highlighting tape. Students can reread the book and highlight a special word or words on each page that helps the reader understand more about camels. Students can use page 10 of this guide to record some of the important words they highlighted and to write about the words. Ask them to explain how and why they selected the important words.

### Writing:

- Use page 14 of the book *Camels* as a model of how writers can describe the movement of an animal. This writer uses the strong verbs "bobs" and "sways" to help the reader get a picture of a camel's movement. Invite students to pick an animal that they know about and write a description of how it moves. Students can use the form on page 11 of this guide to draw their animals and write their descriptions of the animal movements.

## Practice and Apply Strategies (Literacy Center):

**Art Center:** Desert Animals

- Place several books about the desert in a basket in your Art Center. Put a large piece of brown bulletin-board paper on the wall nearby or in a large floor space. Invite students to read about a plant or animal that lives in the desert from the books in the basket. Then they can paint a large picture of their plant or animal on a piece of paper. When it is dry, have them cut out the picture. Invite students to use an index card to label their picture. They can write an interesting fact about the plant or animal on the card. Attach the pictures and cards to the bulletin-board paper, and display the mural along with the basket of books about the desert near your classroom library. Students can revisit and reread the books about desert plants and animals.

## Assessment:

Observe students reading the text individually. As they read, note the following things in context:

- Did students read all the way through hard words?
- Did they understand specialized vocabulary and/or concepts?
- Did they use picture clues? Sound out? Reread?
- Were they able to identify the important information in this book?

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Read the book *Camels*. Use your highlighting tape to find at least five important words in the book that help you understand more about camels. Write each word on the chart and the page where you found it. Explain what you think the word means and why you chose it.

Important Word	Page	What I think it means:	Why I chose this word:
1.			
2.			
3.			
4.			
5.			

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Directions: Draw a picture of your animal in the first box.  
Write a description of how it moves in the second box.

A picture of my animal:

This is how my animal moves:

# Animals I See at the Zoo

## Elephants

**Levels:** GR: E; DRA: 6-8; EI: 7-8

**Book Summary:** An exploration of the fascinating world of elephants. Children will learn about the things elephants do, what they eat, and how they take care of themselves in this simple form of informational text.

### Focus on the Text:

- Consistent placement of text
- Running Word Count: 117 words
- High-frequency words: I, off, the, their, they, to

### Focus on the Reader:

- Using picture clues to understand text
- Decoding simple words in context
- Identifying and understanding specialized vocabulary
- Understanding informational text

### Opening Conversation and Book Look:

**Call attention to the cover page and title page of the book.** Conduct a brief discussion about the title and cover of the book. Ask students to quickly sketch an elephant on a piece of paper. Compare the sketches. What features of the elephant did most students include? Ask students to note likenesses and differences.

**Open to page 4.** Ask students to read this page on their own. Watch for students to track print either by pointing or word accuracy. (Note: Students who are more fluent do not need to point as they read.)

**Page 6.** Say: *Let's read this page together. After reading, think aloud: The writer does a good job giving the reader a picture of how heavy elephants are. I can picture a school bus in my head and I know that it must be very heavy. This helps me understand just how big an elephant can be.*

**Page 8.** Ask: *What are these elephants doing? Read the text and see if you can find out what the author wants us to learn.* Encourage students to use both the picture and the text as they discuss how and what elephants eat.

**Page 10.** Ask: *Why do you think this elephant is pulling the tree branches?* Students can confirm their predictions by skimming and scanning the text.

**Page 12.** Think aloud: *I notice that this elephant is getting water with its trunk. I think I should be able to find the words "water" and "trunk" somewhere on this page.* Ask students to locate the words in the text.

**Page 14.** Say: *This elephant seems to be using its trunk for something else. I don't think it eats dirt. Can you read to find out what it might be doing?* Ask students to share what they read.

**Page 16.** Ask: *What do you see in this picture? Let's read the page together to see what it says.* Help students use any known strategies to figure out the text on this page.

**Pages 18 and 20.** Say: *Now go back and read the book from the beginning to see what else you can learn about elephants.*

### Individual Reading with Teacher Coaching:

#### Teacher observes for:

- Students using word-solving strategies to identify unknown words
- Students reading through specialized vocabulary
- Oral reading fluency (phrasing)

Coach students who are having difficulty with words and concepts by asking questions like: *What can you try? Try that again. Did it make sense? Does it look right?*

# Animals I See at the Zoo

## Strategy Mini-lesson:

**Strategy:** Thinking about nonfiction text

1. Think aloud: *When I read a book, I need to think about why the author wrote it. The book Elephants is a true book. These books are sometimes called "nonfiction" or "informational" books. They usually have information in them about something.*
2. Say: *An author usually writes an informational book to inform the reader about something.* Help students understand that informational books help us understand or find out information. Show students other informational texts such as a newspaper article, a recipe, a magazine, or the directions from a game. Ask them to tell what a person might learn or understand from each piece of text.
3. Ask students to browse through the book *Elephants* and think about what they learned when they read. Write some of the students' statements on a chart or the board.
4. Invite students to look at other nonfiction books and think and share what they learned from them with a partner.

## Phonics Focus:

Focus on words with short and long vowels /e/ and /e./ in them. Help students locate words in the book that have short and long vowels /e/ and /e./. Record these words on index cards. Ask students to add to the list with other words from around the classroom. Sort these cards on a T-chart labeled "Short e words" on one side and "Long e words" on the other. Place the word cards and the T-chart in your Word Work Center for students to practice sorting words.

short /e/ words in the book: elephant, heavy, protect, themselves, when

long /e./ words in the book: be, ears, eat, leaves, see, trees

when
eat

Short e words	Long e words

## Another Look (Revisiting and Responding to Text):

### Reading:

- Have students read the book independently, thinking about what information the author shares about elephants.

### Writing:

- Ask: *What can an elephant do with its trunk?* Students can use the book *Elephants* and the form on page 14 of this guide to write sentences and illustrate how an elephant uses its trunk.

## Practice and Apply Strategies (Literacy Center):

**Word Work:** Sorting Letters into Words

- Give students the letters from the word "elephants." These letters can be magnetic letters, wooden letters, small squares or pieces with the letters on them, and so on. Students can rearrange the letters to make as many words as they can. Students can use the form on page 15 of this guide to record the words they make.
- Some words that students might make: ant, at, eat, hat, he, heat, heel, let, neat, net, pant, pants, pat, peel, pet, plant, please, sat, sea, seat, see, seep, sent, she, sheep, steal, steel, tea, tease

## Assessment:

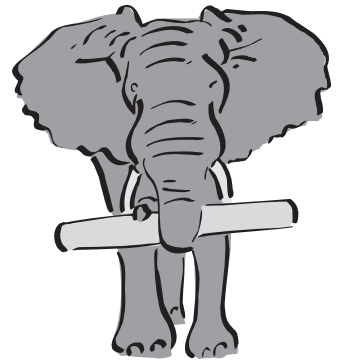
Listen to students reading the text individually. As they read, note the following things in context:

- Did students read all the way through hard words?
- Did students chunk the words in context?
- Did they use picture clues? Sound out? Reread?
- Were they able to identify the important information in this book?

Name: \_\_\_\_\_

Date: \_\_\_\_\_

How does an elephant use its trunk? Use the book *Elephants* to help you write sentences explaining at least four things an elephant can do with its trunk. Illustrate your sentences in the boxes.



An elephant's trunk can \_\_\_\_\_.

An elephant's trunk can \_\_\_\_\_.

An elephant's trunk can \_\_\_\_\_.

An elephant's trunk can \_\_\_\_\_.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Making Words

Directions: Use the letters in the word "elephants" to make as many words as you can. Write the words you make in the boxes below.

2- and 3-letter words

4-letter words

5-letter words

6-or-more-letter words

**\*\*Challenge:** Choose one word from each box, and write a sentence using that word. Write your four sentences on the back of this page.

# Animals I See at the Zoo

## Giraffes

**Levels:** GR: E; DRA: 6-8; EI: 7-8

**Book Summary:** An exploration of the fascinating world of giraffes. Children will learn about what giraffes can do, what they eat, and how they take care of themselves in this simple form of informational text.

### Focus on the Text:

- One to two sentences per page
- Running Word Count: 123 words
- High-frequency words: at, can, have, I, long, see, the, them, they, to

### Focus on the Reader:

- Using text to learn information
- Decoding simple words in context
- Identifying special features of informational text

### Opening Conversation and Book Look:

**Call attention to the cover page and title page of the book.** Invite students to browse through the book prior to beginning your book conversation. Conduct a brief KWL using the form on page 18 of this guide or a KWL chart on a piece of chart paper. (Note: KWL is a graphic organizer that helps define what students Know and Want to Learn prior to reading. After reading or study, students identify what they Learned.) Record what students know and want to find out about giraffes on the chart. Students can record their own KWL chart using page 18.

**Open to page 4.** Ask students to read this page on their own.

**Page 6.** Think aloud: *When I look at this picture, I notice that the giraffe seems to be as tall as the trees. Let's look on this page and see what we will learn when we read.* Model skimming the text, taking special notice of the words "tallest" and "tall" in context. Explain that the picture should tell something about the text.

**Page 8.** Ask: *What is this giraffe doing? Read the text and see if you can find out.* Encourage students to use both the picture and the text as they discuss how giraffes see.

**Page 10.** Ask students to find the word or words here that tell what the author wants us to know about giraffes.

**Page 12.** Think aloud: *When I look at this picture, on page 13, I notice that there is a label pointing to the giraffe's neck. Read the words on page 12 and see if you can tell me why this label might be on the picture.* Help students connect the label in the picture with the information about giraffes' necks in the text.

**Page 14.** Say: *Here is another label. How will this one help us?* Make the connection to the conversation and discussion about labels from page 12.

**Pages 16 and 18.** Say: *Read the next two pages by yourself. When you finish, we will find out what they say.* Ask students to share their reading with you. Note strategies students used for figuring out difficult words.

**Page 20.** Encourage the students in your group to go back and read the book from the beginning. Remind students to use both the pictures and the words to learn all about giraffes.

### Individual Reading with Teacher Coaching:

#### Teacher observes for:

- Students using a variety of reading strategies during reading
- Oral reading fluency (phrasing)

Coach students who are having difficulty with words and concepts by asking questions like: *Read it again and see if it makes sense. What can you try? What did you notice about \_\_\_\_\_?*

# Animals I See at the Zoo

## Strategy Mini-lesson:

**Strategy:** Understanding bold words in informational texts

1. Say: *When I read a nonfiction informational book, I find that there are special features that the author uses to help me understand the information better. On page 18 of the book Giraffes, I notice that the author uses a special type of font or print to help me notice a particular word. See if you can find the special word here. Give students time to find it. Then say: This dark printing or font is called "bold text." It is a way that the author tells us, "This is a special word that you need to understand."*
2. Conduct a brief discussion about how bold text might help us when we read.
3. Explain that usually the special word is defined somewhere in the text, either before or after the special word. Remind students that sometimes the bold word is defined in a glossary at the end of the book. Invite students briefly to explore the glossary at the end of the book *Giraffes*. Then ask students to read the words on page 18 and decide what a "predator" is.
4. Say: *When you read an informational text, the author wants you to understand special words or vocabulary. The bold words help us learn more about a topic.*
5. Invite students to explore the use of bold text in other informational books and articles.

## Phonics Focus:

Use the book *Giraffes* to focus on beginning /a/ and /h/ words. Students can locate such words in the book. List them on index cards and sort them by beginning letter. Students can also sort using vowel sounds, by one-part words/two-part words, by ending sounds, etc.

Beginning /a/ words in the book: a, all, and, animals, are, around, as, at, away

Beginning /h/ words in the book: have, help, hide, house, hunt

## Another Look (Revisiting and Responding to Text):

### Reading:

- Copy the text from the book onto small tagboard strips or index cards. Store the strips or cards in a small zipper storage bag along with a copy of the book. Cover the text in the book with sticky notes or removable labeling tape. Students can reread the book with a partner and match the text with the pictures. They can check their text match by lifting the sticky notes or labeling tape.

### Writing:

- Ask students to complete the third section of the KWL chart from page 18 of this guide. Provide students with the sentence stem "I learned\_\_\_\_\_." Each student should write what he or she learned after reading the book *Giraffes*.

## Practice and Apply Strategies (Literacy Center):

### Research/Word Work: Finding the Labels

- Provide each student with a copy of page 19 of this guide. They should find the word that best fits in each label. (Note: Some of the words will be found in the book and some will not. Students can use this book and other books in your classroom library to help them.)

## Assessment:

Observe students reading the text individually. Note in writing the following:

- Did students chunk unknown words in the context of reading?
- Did they use picture clues? Sound out? Reread?
- How did they self-correct their errors?

Use this information to help you determine future Strategy Mini-lessons.

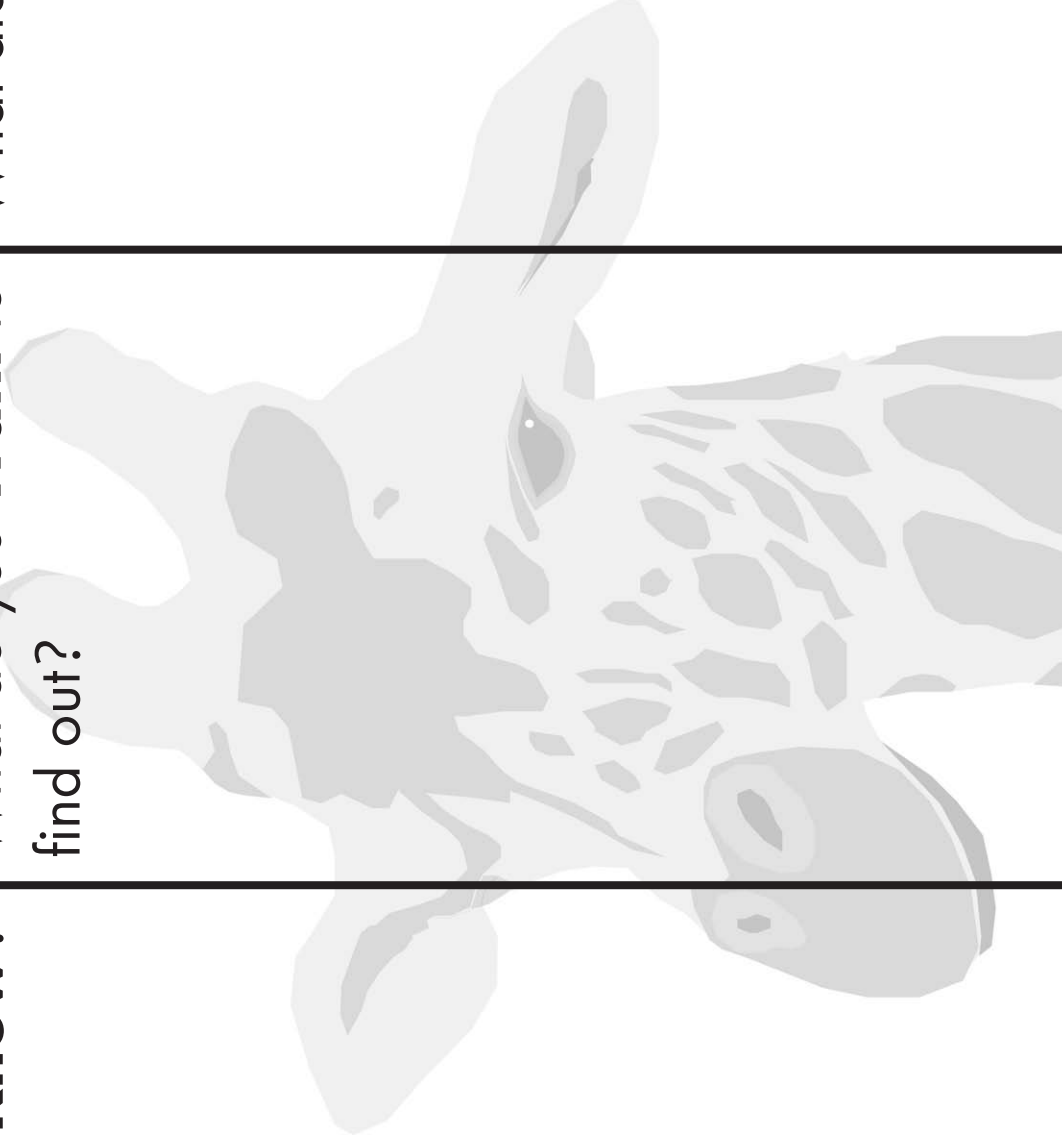
Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Giraffes

What do you **Know**?

What do you **Want** to  
find out?

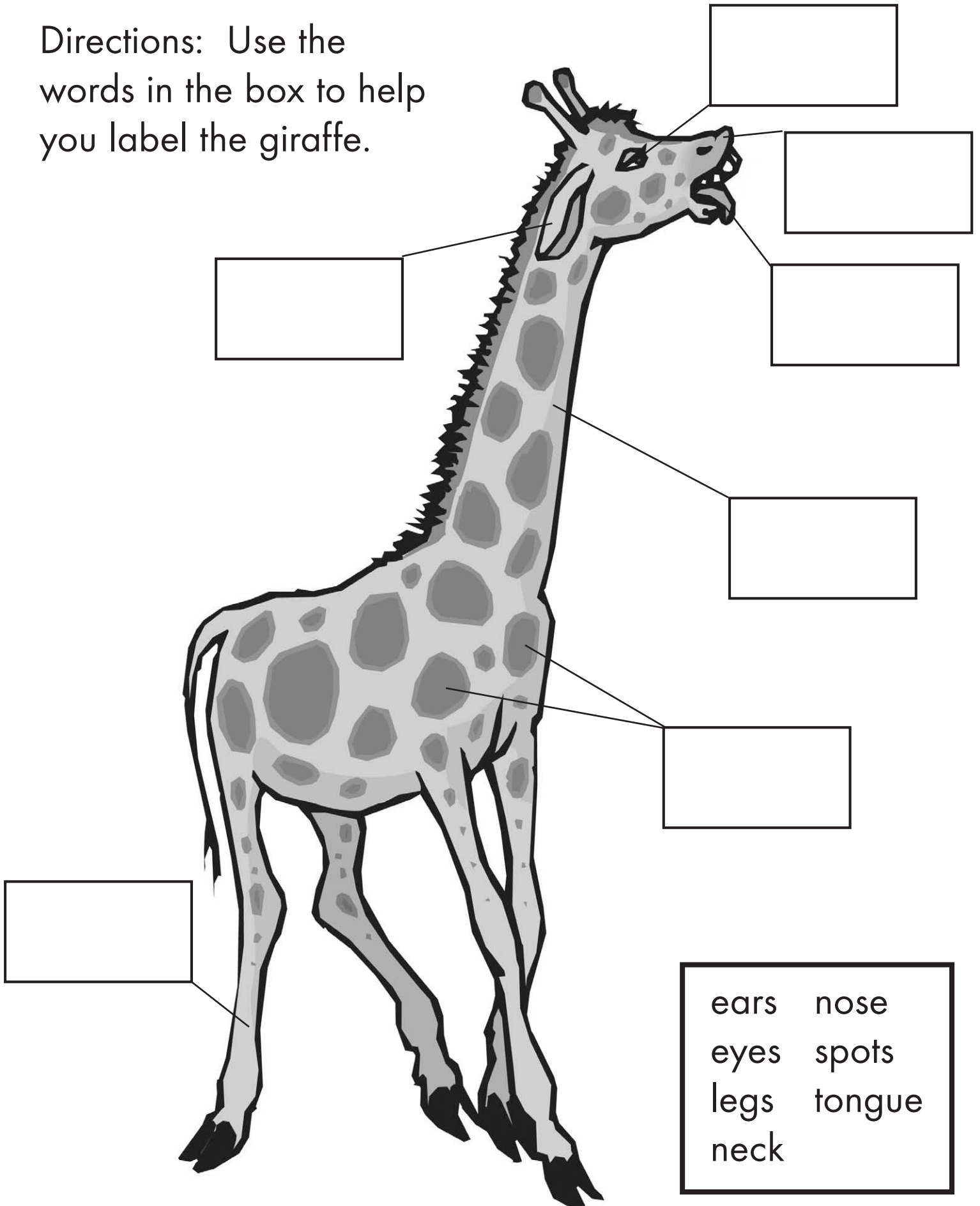
What did you **Learn**?



Name: \_\_\_\_\_

Date: \_\_\_\_\_

Directions: Use the words in the box to help you label the giraffe.



# Animals I See at the Zoo

## Hippos

**Levels:** GR: E; DRA: 6-8; EI: 7-8

**Book Summary:** An exploration of the fascinating world of hippos. Children will learn about where hippos live, what they eat, and how they take care of themselves in this simple form of informational text.

### Focus on the Text:

- One to two sentences per page
- Running Word Count: 108 words
- High-frequency words: and, at, I, in, see, the, they, to

### Focus on the Reader:

- Decoding simple words in context
- Sampling and predicting text
- Understanding simple facts about a topic
- Reading punctuation

### Opening Conversation and Book Look:

**Call attention to the cover page and title page of the book.** Conduct a brief discussion about the title and cover of the book. Ask students to preview the photos and share what they know about hippos.

**Open to page 4.** Say: *Let's read the first page together. How would you describe this hippo?* Pause and let students share their descriptions. Then say: *I wonder how many of the same descriptions we will read in this book.*

**Page 6.** Ask: *What important information does the author share on this page?* Explain to your students how to skim and scan the text for information. Skimming helps you locate where to find information on a page, and scanning helps you "zero in" on the specific information. Model this in another book using your finger. Then have the students scan the text on page 6 for the definition of "hippopotamus." Ask: *Why do you think the hippo is named "river horse"?*

**Page 8.** Say: *Skim and scan the text to find the words that tell the reader what this hippo is doing.* (The words are "swim and float.") Ask students to share the information they gather from this page.

**Page 10.** Ask: *What do you notice about this picture?* If students do not mention the eyes, ears, and nose of the hippo, be sure to implant these words in your talk.

**Page 12.** Think aloud: *I see this hippo's mouth is open wide. I think it is going to eat something. This picture makes me think I will read about what hippos eat on this page.*

**Page 14.** Ask: *What are these hippos doing? I wonder if hippos ever spend time on land.*

**Page 16.** Continue the discussion from page 14. Ask students to skim and scan the text to find out when and why hippos might walk on land.

**Pages 18 and 20.** Say: *Now I want you to go back to the beginning and read the book on your own. Remember to use your strategies to help you read. Before we read, let's name some of the strategies we can use.*

### Individual Reading with Teacher Coaching:

#### Teacher observes for:

- Students using word-solving strategies to identify unknown words
- Students sampling and predicting text
- Oral reading fluency (phrasing)

When students are stuck on a word or concept, ask them questions such as: *What can you do? You said \_\_\_\_\_; does that make sense? Does it look right? Does it sound right?*

# Animals I See at the Zoo

## Strategy Mini-lesson:

**Strategy:** Reading punctuation

1. Open to page 10. Say: *Listen while I read the words on this page. Model reading the words in a monotone, as if there was no punctuation. Then ask: Did my reading make sense to you? What would help you understand it better?*
2. Help students see that writers use punctuation to help the reader know when to pause, stop, or ask a question.
3. Say: *Listen while I read the words again, this time with the punctuation. After reading, ask: Did it make a difference to have the punctuation?*
4. Write the words "comma," "period," and "question mark" on the board or chart paper.
5. Ask students to find examples of commas, periods, and question marks in the book *Hippos*. Let them practice reading the sentences using the punctuation marks to help them. Remind students that there may also be exclamation marks in books, which tell us to read with excitement.
6. Ask students to help you decide how each punctuation mark helps the reader. Record student responses on the board or chart. Find other examples of each type of punctuation in other books.
7. Remind students that reading punctuation marks helps us better understand what we are reading.

## Phonics Focus:

Focus on words with beginning and ending /s/ sounds. Ask students to identify the sound they hear at the beginning of the word "see" and the end of the word "hippos" (/s/). Then give each student several sticky notes. As they locate words that begin or end with /s/ in the book, they can write one on each sticky note. After students have collected several words, let them sort them into lists and tell whether the words begin or end with /s/. Students can use the form on page 22 of this guide to record four of their favorite words from the lists.

Beginning /s/ words in this book: see, sleep, snacks, spend, swim

Ending /s/ words in this book: ears, eyes, grass, hippos, hippopotamus, leaves, meals, means, noses, plants, snacks, this

## Another Look (Revisiting and Responding to Text):

**Reading:**

- Have students reread the book *Hippos* with a partner. Remind students that sometimes pictures in a book are labeled to help the reader understand special vocabulary words (or, in this book, special body parts). Show an example of labeling using another nonfiction book. Then give each pair of students three small sticky notes. Ask them to open to page 11 and decide what labels could go on this photo. (The answers are "eyes," "ears," and "nose.") Have them place the labels using the sticky notes in their books.

**Writing:**

- Use page 10 of the book *Hippos* as an example of a writer asking the reader a question. Ask students to try to add a question to a piece of their own writing.

## Practice and Apply Strategies (Literacy Center):

**Research:** What Do Hippos Do?

- Have students use the book *Hippos* to complete the form on page 23 of this guide. Students should find information about hippos on land and in the water. They can use the form to write and draw what hippos do in each place.

## Assessment:

Listen to one or two students read the book *Hippos* individually. Complete this oral fluency scale on their reading:

- 1 - Reading is word by word. Choppy. No flow.
- 2 - Reading is a little more fluid with phrasing. Long pauses make it difficult to understand the text.
- 3 - Reading is fluid and easy to understand with little or no stopping.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Word Work

Directions: Look in the book *Hippos* for words that begin or end with the letter *s*. Choose two words that start with *s* and two that end with *s*. Write each word in a box below. Write a sentence for each word.

Beginning *s* words:

1)

---

---

---

---

2)

---

---

---

---

Ending *s* words:

1)

---

---

---

---

2)

---

---

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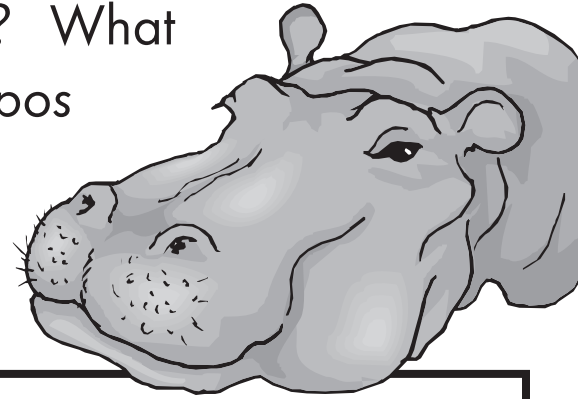
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Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Hippopotamus Research

Directions: What do hippos do on the land? What do they do in the water? Use the book *Hippos* to help you find out. Draw a picture and write a sentence in each box explaining what hippos do on land and in the water.



**Land**



**Land**



**Water**



**Water**

# Animals I See at the Zoo

## Lions

**Levels:** GR: E; DRA: 6-8; EI: 7-8

**Book Summary:** An exploration of the fascinating world of lions. Children will learn about what lions do, how they live, and how they take care of themselves in this simple form of informational text.

### Focus on the Text:

- Consistent placement of text
- Running Word Count: 107 words
- High-frequency words: a, at, I, in, the, they, to

### Focus on the Reader:

- Decoding simple words in context
- Sampling and predicting text
- Understanding simple facts about a topic

## Opening Conversation and Book Look:

**Call attention to the cover page and title page of the book.** Conduct a brief discussion about the title and cover of the book. Ask students to preview the photos and share what they know about lions.

**Open to page 4.** Say: *Let's read the first page together. Have you ever seen lions at the zoo?* Allow students to make any personal connections and access prior knowledge about lions if possible.

**Page 6.** Say: *Let's read the first sentence together. What do you think the word "coats" means?* Ask students to use their understanding of a coat that they wear to connect it to the coat of an animal.

**Page 8.** Ask: *What do you think this group of lions is doing?* Help students understand that lions are comfortable in groups. Let them read the text to see what it says about a group of lions.

**Page 10.** Say: *Let's read this page together. What does the author want us to know about lions?* Ask students to summarize the information on this page. Discuss the fact that lions hunt both during the day and during the night.

**Page 12.** Think aloud: *I see these lions look like they are resting. When I think about the words we just read on page 10 about when lions hunt, it makes me wonder when they rest. Can you find out by reading the words on this page?* Ask students to see if they can locate this information.

**Page 14.** Ask: *What are these lions doing? When you read this page, you will learn more about what lions like to do.*

**Pages 16 to 20.** Say: *Now I want you to go back to the beginning and read the book on your own. Remember to use your strategies to help you read. If necessary, remind students of such strategies as chunking big words, skipping a difficult word and then coming back to it later, using your finger to point, using the picture, and rereading. (Note: See Individual Reading with Teacher Coaching below for additional strategies you can point out to students.)* Invite students to go back and read the book from the beginning while you observe and guide them through the text.

## Individual Reading with Teacher Coaching:

### Teacher observes for:

- Students using word-solving strategies to identify unknown words
- Students sampling and predicting text
- Oral reading fluency (phrasing)

When students are stuck on a word or concept, ask them questions such as: *What can you do? You said \_\_\_\_\_; does that make sense? Does it look right? Does it sound right?*

# Animals I See at the Zoo

## Strategy Mini-lesson:

**Strategy:** Inferring information

1. Think aloud: *Nonfiction informational books have a lot of facts in them. Today we are going to look at how we use the facts the author tells us and add to them.*
2. Open the book to page 6 and read the text aloud. Then say: *When I read this sentence, "Male lions have thick fur around their necks," it makes me think about the female lions. I am guessing that because the author tells us that the male lions have thick fur around their necks, then the female lions must not have thick fur around their necks. This is called "inferring."*
3. Say: *When you infer, it is like collecting evidence. It helps you understand more about the topic in a nonfiction book.*
4. Read the text on page 10. Ask students to tell what evidence they can gather from this page about lions and hunting. What inferences can they make? (Lions do not hunt all day and all night, but they do hunt during both the day and the night. Lions look for opportunities to hunt no matter when it is.)
5. Remind students that making inferences helps us understand the text better.

## Phonics Focus:

Use the book *Lions* to focus on words with the long vowel /i/ sound. Invite students to go back into the text and locate words that have the long vowel /i/ sound. Record the words on a chart or the board. Find other words in the classroom that have the long vowel /i/ sound. Invite students to sort the words by the different spellings for long /i/, such as an *i* alone, an *i* followed by a silent *e*, *ie*, and *igh*.

Long vowel /i/ words in the book: I, like, lions, night, pride

Option: You can repeat this lesson using words with the long vowel /ā/ sound in the text. The long vowel /ā/ words are: day, faces, late, male, mane, play, shade, stay, they

## Another Look (Revisiting and Responding to Text):

### Reading:

- Have students reread the book *Lions* with a partner. Give the students four to five pieces of highlighting tape to mark the words or phrases in the text that they think are the most important. Note whether students identified specific content words and phrases.

### Writing:

- Tell the students to write the words they chose during the reading with their partners on index cards. In your guided reading group, have them explain why they think they are the most important words in the book.

## Practice and Apply Strategies (Literacy Center):

**Poetry and Research Center:** Read a Poem and Complete a Venn Diagram

- Copy the poem about lions from page 26 of this guide on sentence strips or a large piece of chart paper, or make an overhead of page 26. Introduce the poem to your students during shared reading. Remind them that poetry is meant to be read aloud and with feeling. Students can also use the poem and the book *Lions* to complete the Venn diagram on page 27 of this guide. Students should indicate what lions do during the day, what they do during the nite, and what they do during both times.

## Assessment:

Listen to one or two students read the book *Lions* individually. Complete the oral fluency scale below on their reading:

- 1 - Reading is word by word. Choppy. No flow.
- 2 - Reading is a little more fluid with phrasing. Long pauses make it difficult to understand the text.
- 3 - Reading is fluid and easy to understand with little or no stopping.

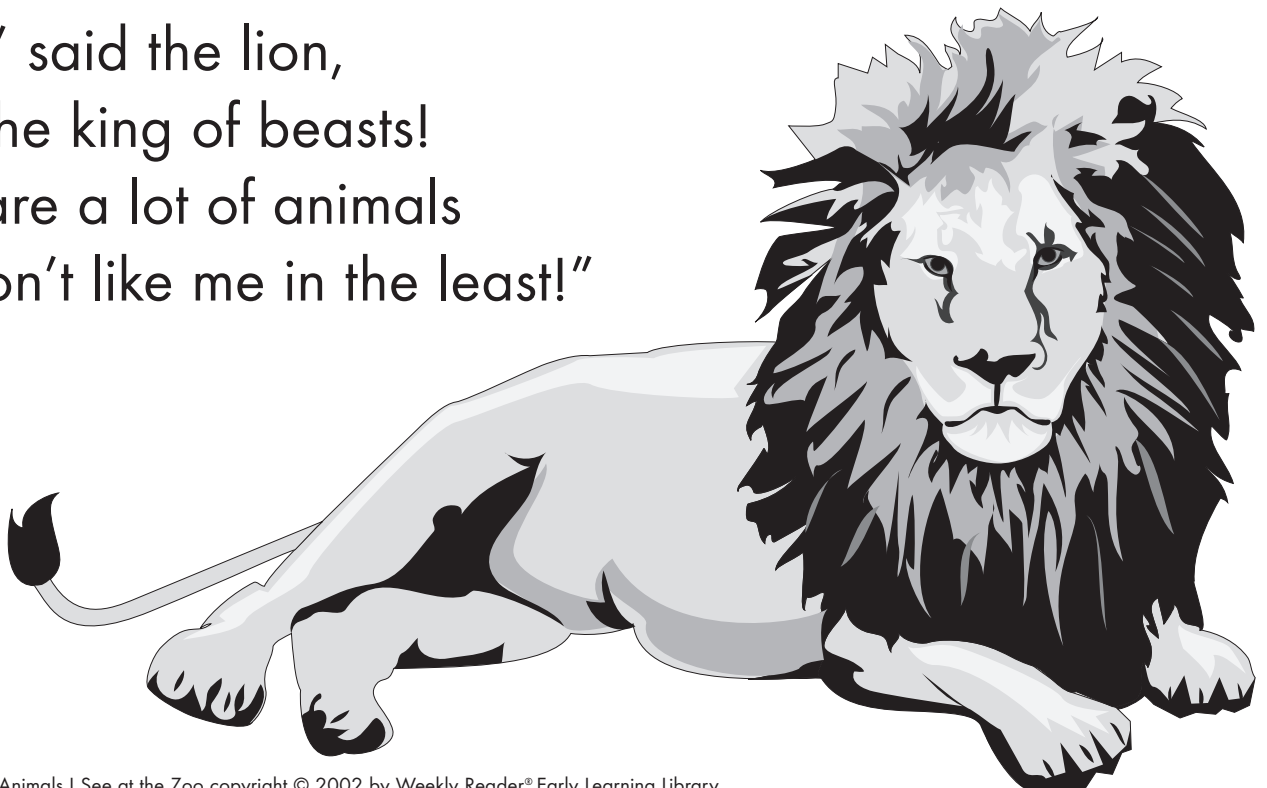
# King of Beasts

"Roar!" said the lion,  
"I am the king of beasts!  
There are a lot of animals  
who don't like me in the least.

"I hunt when I want to,  
At morning, noon, or night.  
And when I'm tired of hunting,  
I rest in the warm sunlight.

"I live with a group of lions.  
We are called a 'pride.'  
The grown-ups and the cubs  
Stay safe from danger outside.

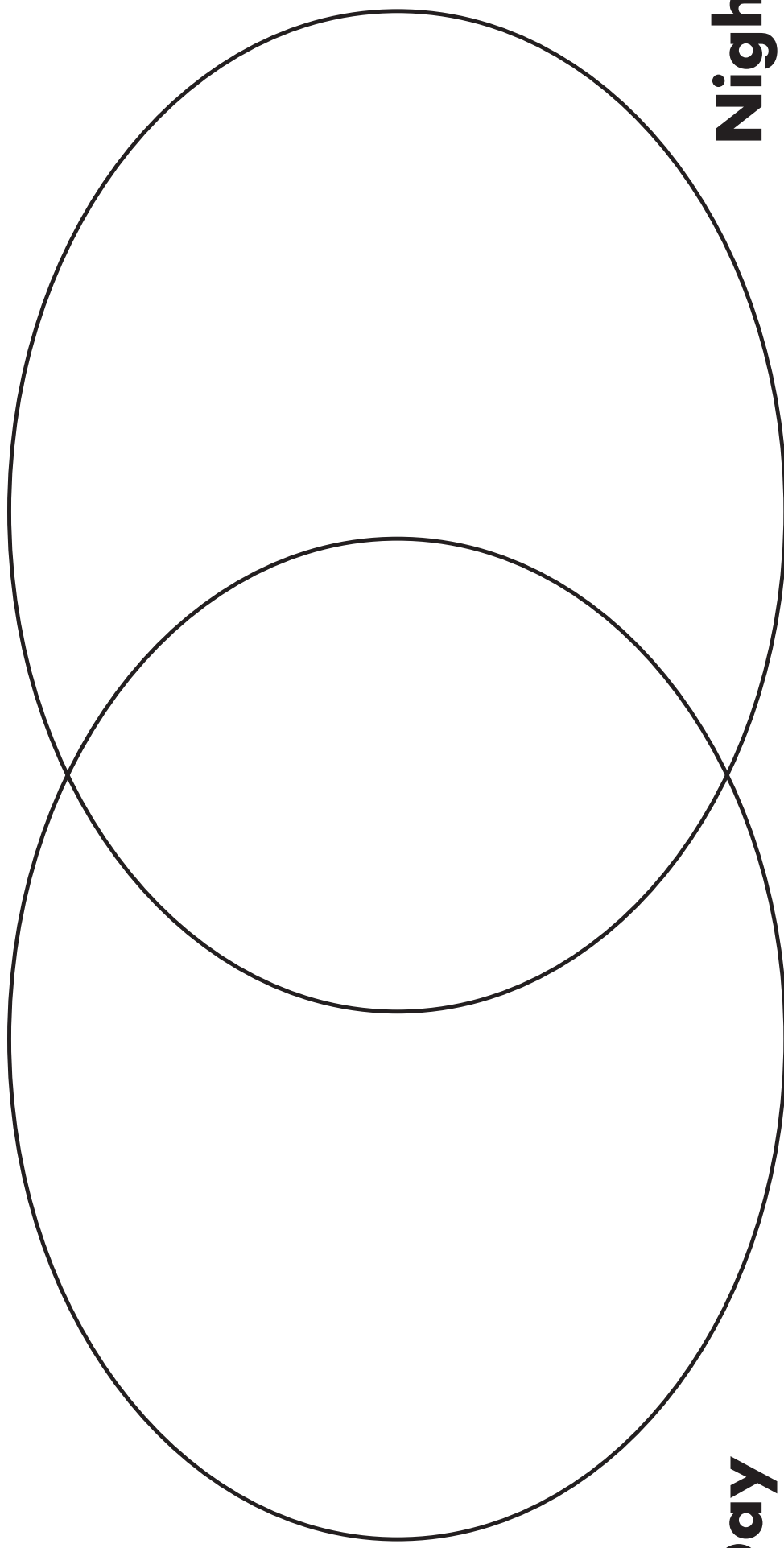
"Roar!" said the lion,  
"I am the king of beasts!  
There are a lot of animals  
who don't like me in the least!"



Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Making a Venn Diagram

Directions: Read the book *Lions* and the poem "King of Beasts." Think about what lions do during the day and what they do at night. Use the Venn diagram to write or draw a picture showing what lions do during the day and what they do during the night. In the middle of the diagram, write or draw what they do BOTH in the day and at night.



**Day**

**Night**

# Animals I See at the Zoo

## Monkeys

**Levels:** GR: E; DRA: 6-8; EI: 7-8

**Book Summary:** A brief look at the fascinating world of monkeys. Children will learn about where monkeys live, what they eat, and how they play in this simple form of informational text.

### Focus on the Text:

- One to two sentences per page
- Running Word Count: 103 words
- High-frequency words: and, I, in, like, on, some, the, they, to

### Focus on the Reader:

- Decoding simple words in context
- Understanding special concepts of informational texts
- Using letter sounds to learn new words

### Opening Conversation and Book Look:

**Call attention to the cover page and title page of the book.** Invite students to browse through the book prior to beginning your book conversation. Ask students to predict what they will learn about monkeys.

**Open to page 4.** Ask students to read this page on their own. Then briefly allow them to share any prior knowledge they have about monkeys.

**Page 6.** Think aloud: *I notice that there are special quotation marks on this page that tell me something or tell me that someone is talking. Can you find them?* Identify the quotation marks. Then say: *How can I figure out what these monkeys are saying?* Invite students to suggest strategies as they decode the text with your support.

**Page 8.** Ask: *What do you notice about this monkey?* Help students see that it is holding on to the tree. Discuss similarities between monkeys and humans. Leave this text for students to solve when they read independently.

**Page 10.** Say: *What is this monkey doing? Read the page silently to help you find out.* Encourage students to share what they learn from the text after they are finished reading.

**Page 12.** Think aloud: *When I look at this picture, I notice that the monkey is eating something. I think this page will be about what the monkey eats.* Remind students that when they read, they should use the picture as well as the words to help them know what the author is saying on this page.

**Page 14.** Say: *When I think of monkeys, I often think about them in the trees. This one seems to be standing on the ground. Read the words together and see if you can find out why it is on the ground.* Listen as students read the text together. Then ask them to explain their answers using the picture and the text.

**Pages 16 to 20.** Say: *Let's look at the next pages together. What do you notice about the monkeys in the pictures?* Discuss the features of the monkey on page 17. Turn the page and compare it to the monkey on page 19. Say: *The monkey on this page is showing us its teeth. It looks fierce.* Leave the text on these pages for students to solve independently. Remind them to use both the pictures and the text to solve the words.

### Individual Reading with Teacher Coaching:

#### Teacher observes for:

- Students solving words in context using both sound/symbol and picture clues
- Oral reading fluency (phrasing)

Coach students who are having difficulty with words and concepts by asking questions like: *What can you try? What might fit here? Did you read to the end of the sentence, then come back to see if you could get it?*

# Animals I See at the Zoo

## Strategy Mini-lesson:

**Strategy:** Using letter sounds to help learn new words

1. Say: *When I read, sometimes I find words that are hard to figure out. When that happens, there are some things I need to do. Sometimes I ask myself, "What would fit here?" I always make sure that I check the beginning sound.*
2. Ask students to open the book to page 6. Say: *When I look at this page, I see two words that I need to figure out. I start by reading, "Ooh, eek, monkeys \_\_\_\_\_ ... " I don't know exactly what that word is, so I need to look at the letters. I see that it starts with /wh/ like the words "why" and "what." The /oo/ reminds me of the words "cool" and "fool." I say the word slowly while I point to the sounds I know.*
3. Model this for your students, stretching out the word "whoop." Then repeat the strategy with the word "shriek." Run your finger under each sound or sound chunk and say it slowly. Show your students how you figure the word out.
4. Say: *After I figure out a word or words, I need to remember to go back and read the whole sentence to see if it makes sense. Invite students to practice using other letter sounds to figure out other new words.*

## Phonics Focus:

Use the book *Monkeys* to focus on words with the /oo/ sound. Remind students of the words you talked about during the Strategy Mini-lesson above. Ask them to identify the two words in the first sentence on page 6 that have the same vowel sound ("ooh," "whoop"). Ask them to find other words in the book that have the /oo/ sound. (The words are "zoo" and "food.") Generate a list of words that are not in the book that have the /oo/ sound.

## Another Look (Revisiting and Responding to Text):

### Reading:

- Each student should have a copy of the book. Students can practice reading the book with a partner. They can help each other solve any unknown or difficult words using the strategy you modeled during the Strategy Mini-lesson.

### Writing:

- Use page 6 to model how authors use a catchy rhyme to get the reader's attention. Say the first sentence on page 6 together: "Ooh, eek," monkeys whoop and shriek. Look for other examples of authors using rhymes to make writing exciting. Invite students to try it out in their own writing.

## Practice and Apply Strategies (Literacy Center):

### Research: Let's Find Out

- Place a copy of the book and page 30 of this guide along with clipboards in your Research Center to encourage students to revisit the text. Students can use the book to locate information about monkeys.

## Assessment:

Use page 31 of this guide to take an oral reading assessment on students as they read individually. As they read, note the following things in context:

- Did the students read all the way through the hard words?
- Did they use picture clues? Sound out? Reread?
- Did they read the text easily, or did they have to problem-solve?

After completing the oral reading record, ask each student to complete an oral retelling. As the student retells the book, consider the following questions:

- Does the student recall important information from the text?
- Does the student use any specialized vocabulary or concepts in the retelling?
- Did the student require prompting or questioning from you during the retelling?



Researcher: \_\_\_\_\_ Date: \_\_\_\_\_

# Let's Find Out

Directions: Use the book *Monkeys* to help you complete the following sentences. Cut and glue the correct word in each sentence.

Monkeys hold things with their \_\_\_\_\_  
and feet.

Monkeys climb up in the \_\_\_\_\_.

Monkeys swing on \_\_\_\_\_.

Some monkeys live on the \_\_\_\_\_.



Listen to the child read the book as you record his/her reading behaviors.\*

Page	Text	E	SC	Errors (M, S, V)	Self-corrections (M, S, V)
4	I like to go to the zoo. I see monkeys at the zoo.				
6	"Ooh, eek," monkeys whoop and shriek. It is fun to watch them play.				
8	Monkeys have hands and feet like ours. They hold on to things with their hands and feet.				
10	Monkeys swing on vines. They climb up in the trees.				
12	Some monkeys look for food in the trees. They may eat leaves, flowers, insects, or fruit.				
14	Some monkeys live in the trees. Some monkeys live on the ground.				
16	Some monkeys are small and furry.				
18	Some monkeys are large and fierce.				
20	I like to see monkeys at the zoo. Do you?				

Ask the student to tell you what the book is about. Record answers in the space below.

Retelling: \_\_\_\_\_

\*For a complete description of oral reading records, see Marie Clay, *An Observation Survey of Early Literacy Achievement* (Heinemann, 1993).

E=Errors

SC=Self-corrections

M=Meaning

S=Syntax

V=Visual

# Animals I See at the Zoo

## Penguins

**Levels:** GR: E; DRA: 6-8; EI: 7-8

**Book Summary:** An exploration of the fascinating world of penguins and their natural habitat. Children will learn about what penguins can do, what they eat, and how they play in this simple form of informational text.

### Focus on the Text:

- Two to three sentences per page
- Running Word Count: 119 words
- High-frequency words: I, in, like, the, their, them, they, to

### Focus on the Reader:

- Using text to learn information
- Understanding specialized vocabulary
- Identifying important information

### Opening Conversation and Book Look:

**Call attention to the cover page and title page of the book.** Invite students to browse through the book prior to beginning your book conversation. Ask students to predict what they will learn about penguins.

**Open to page 4.** Ask students to read this page on their own. Then briefly allow them to share any prior knowledge they have about penguins.

**Page 6.** Ask: *Who can tell me what these penguins are doing?* If students make a prediction about swimming, ask: *What word or words can you find that confirms this for you?*

**Page 8.** Think aloud: *When I look at this picture, I think the author is going to continue talking about how penguins swim. I wonder what else we will learn.* Encourage students to use the picture and text to confirm their answers.

**Page 10.** Ask: *What do you notice in this picture?* Ask students to share why the penguins might dive in the water. Together read the sentences: *"Penguins dive in the water for food. They eat \_\_\_\_\_."* Pause and see if the students can read the rest of the text on their own using beginning sounds and simple decoding.

**Page 12.** Ask: *What is happening in this picture?* Help students see that the penguin here cannot be diving into the water since there is no land or ice in the picture. Remind students that they should use the picture as well as the words to help them know what the author is saying here.

**Page 14.** Say: *Read this page on your own and see if you can find the special word that tells us what this group of penguins might be doing.* Listen as students read the text independently. Help them notice the word "huddle." Define it for them if necessary.

**Page 16.** Think aloud: *This penguin is not huddled in a group. I wonder if the author will tell us other ways the penguin might stay warm.* Leave this page for students to solve during their independent reading.

**Pages 18 and 20.** Encourage the students in your group to go back and read the book from the beginning. Remind students to use both the pictures and the words to learn all about penguins.

### Individual Reading with Teacher Coaching:

#### Teacher observes for:

- Students solving words in context using both sound/symbol and picture clues
- Oral reading fluency (phrasing)

Coach students who are having difficulty with words and concepts by asking questions like: *What can you try? You said \_\_\_\_; does that make sense? Did you read to the end of the sentence, then come back to see if you could get it?*

# Animals I See at the Zoo

## Strategy Mini-lesson:

**Strategy:** Identifying important information

1. Say: *When I read a nonfiction informational book, I need to try to remember what is important. In this book, Penguins, there are some very interesting facts about penguins. Let's think about what interesting things we remember from reading the book Penguins.*
2. Ask students to remember interesting facts from the book without going back and looking. Record their responses on chart paper or the board.
3. Ask students to browse through the book to find other important facts about penguins. You may need to add one or two pieces of important information to the chart yourself. Then give each student a sticky note to place near one important fact in the book. Let each student share the fact he or she identified with the rest of the group.
4. Say: *When you read a nonfiction book, your brain is trying to store the most important information to help you learn about the topic. Sometimes it is helpful to stop during your reading to think about what you have learned. You could even jot notes down like we did with our chart. Other times you may want to keep some sticky notes and use them to remind you where the important information can be found.*
5. Invite students to practice identifying important information in other nonfiction books using either sticky notes or a note-taking page.

## Phonics Focus:

Use the book *Penguins* to focus on words with the beginning and ending /s/ sound. Students can locate such words in the book. List them on index cards and have the students sort them by beginning sounds, ending sounds, vowel sounds, etc.

Beginning /s/ words in the book: see, sleds, slide, smooth, snow, squid, stand, stay, steer, strong, sun, swimmers

Ending /s/ words in the book: bellies, feathers, groups, keeps, penguins, shapes, sleds, swimmers, tails, wings

## Another Look (Revisiting and Responding to Text):

### Reading:

- Give pairs of students five to six small sticky notes. Students can reread the book and identify important information using their sticky notes. Remind them to explain their choices to their partner. Copy the form on page 34 of this guide for each pair of students to use to record the important information they identify.

### Writing:

- Discuss how the author uses action words (verbs) to describe penguins. Use pages 6-14 to show the use of strong verbs in context. (The verbs are: "push," "steer," "glide," "dive," "eat," "leap," "breathe," "stand," and "huddle.") Invite students to practice using strong verbs to tell what is happening in their own writing.

## Practice and Apply Strategies (Literacy Center):

**Observation Station:** Read a Poem

- Copy the poem on page 35 of this guide on sentence strips or a large piece of chart paper, or make an overhead of page 35. Introduce the poem to your students during shared reading. Ask students who have read the book *Penguins* to share how this poem is like the book.
- Remind students that poems should be read aloud and with expression. Place the poem in your Poetry Center along with pointers made from paint sticks or dowel rods. Students can practice reading the poem with a friend.

## Assessment:

Listen to one or two students read the book *Penguins* individually. Complete the oral fluency scale below on their reading:

- 1 – Reading is word by word. Choppy. No flow.
- 2 – Reading is a little more fluid with phrasing. Long pauses make it difficult to understand the text.
- 3 – Reading is fluid and easy to understand with little or no stopping.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

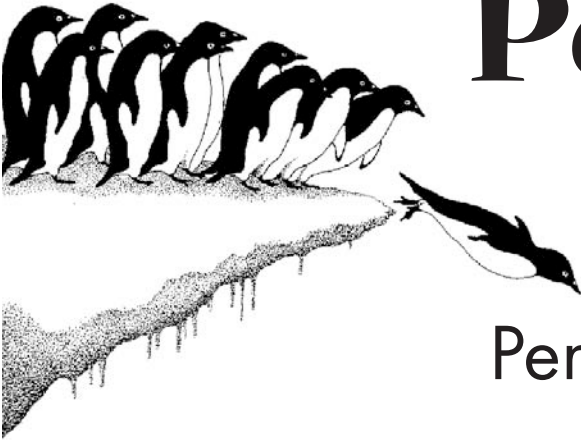
# Important Information about Penguins

Read the book *Penguins*. As you read, think about what is important. Write one important fact in each box below. Use a complete sentence to write each fact. Then draw a picture to go with each sentence.



<hr/> <hr/>	<hr/> <hr/>
<hr/> <hr/>	<hr/> <hr/>
<hr/> <hr/>	<hr/> <hr/>

# Penguins



Penguins slide on the ice

And hop in the snow.

They dive in the water.

Their wings help them go.

When they want to get warm,

They stand in the sun.

Being a penguin

Sure looks like fun!



# Animals I See at the Zoo

## Sea Lions

**Levels:** GR: E; DRA: 6-8; EI: 7-8

**Book Summary:** An exploration of the fascinating world of sea lions. Children will learn about what sea lions can do, how they move about, and how they take care of themselves in this simple form of informational text.

### Focus on the Text:

- Two to three sentences per page
- Running Word Count: 125 words
- High-frequency words: I, like, see, the, their, they, to

### Focus on the Reader:

- Using text to learn information
- Decoding simple words in context
- Identifying special features of informational text (labels)

### Opening Conversation and Book Look:

**Call attention to the cover page and title page of the book.** Invite students to browse through the book prior to beginning your book conversation. Ask them to predict what they will learn about sea lions.

**Open to page 4.** Ask students to read this page on their own. Watch for students to track print either by pointing or word accuracy. (Note: Students who are more fluent do not need to point as they read.)

**Page 6.** Think aloud: *When I look at the picture on page 7, I notice that there is a label pointing to the sea lion. The label helps me know the name of a special part of the sea lion. If I don't know what this word is, I can chunk the word into smaller parts. Model chunking the word "flippers" by covering up the second half of the word and reading slowly. Ask students to connect the label in the photo to the text.*

**Page 8.** Say: *I notice another label on page 9. What can you do to figure out what it says?* Ask students to find the word or words that confirm their answers by skimming and scanning the text or chunking the word.

**Page 10.** Ask: *What do you notice about this sea lion? Read the text and see if you can find out what the author wants us to notice.* Encourage students to use both the picture and the text as they discuss sea lions' skin.

**Page 12.** Think aloud: *When I see the words on this page, I notice the word "flippers." I wonder what new information we will learn about sea lions' flippers.* Leave this page for students to solve independently during their own reading.

**Page 14.** Ask: *What are these sea lions doing?* Conduct a brief discussion about how the sea lions are sleeping. If students do not suggest that sea lions sleep in piles either from the picture or the text, implant the word "piles" in your discussion to help them solve the text when they read independently.

**Page 16.** Say: *This sea lion has its mouth wide open! I think the author is going to talk about sea lion noises on this page. Read the text and then see if you can describe the noises a sea lion makes.* Ask students to share their reading with you.

**Pages 18 and 20.** Encourage the students in your group to go back and read the book from the beginning. Remind students to use both the pictures and the words to learn all about sea lions.

### Individual Reading with Teacher Coaching:

#### Teacher observes for:

- Students using a variety of reading strategies during reading
- Students using the labels in the photos to help them understand concepts
- Oral reading fluency (phrasing)

# Animals I See at the Zoo

## Strategy Mini-lesson:

**Strategy:** Understanding labels in informational text

1. Say: *When I read a nonfiction informational book, there are special features that the author uses to help me understand the information better. In the book Sea Lions, there were several places where the author included labels on the pictures. Look through the book and see if you can find some labels.*
2. Conduct a brief discussion about why a photo or picture might be labeled. (Note: Photos and pictures are usually labeled with special names or features of the subject. Students need to understand that labels call your attention to a specific part of the photo or picture.)
3. Explain that usually the word in the label is also used in the text. Ask students to make the connection between a photo in the book *Sea Lions* and its label and the rest of the text.
4. Invite students to look for labels in other informational books in your classroom library.
5. Students can practice making their own labels. Give each student a sticky note to use for the label and a magazine picture. (Note: Pictures of animals work very well.)
6. Have each student share his or her labeled picture with a partner. Students should ask their partner to explain what information the label in the picture provides.

## Phonics Focus:

Use the book *Sea Lions* to focus on plural words. Display an index card with the word “flippers” written on one side and “flipper” written on the other side. Students should discuss what each word means. Help them see that the “s” on the end signals that there is “more than one.” Ask them to find other words in the text that are plural. Help them see that sometimes an “s” on the end does not mean “more than one.” Students need to think carefully about each word they suggest.

Plural words in the book: flippers, groups, lions, manes, oars, piles, sea lions, whiskers

(Note: You may wish to point out to your students that in the list of plural words, “sea lions” is actually a phrase, but it is a plural construction.)

## Another Look (Revisiting and Responding to Text):

### Reading:

- Have students practice reading the book with a partner. They can help each other solve any unknown or difficult words. When students know several strategies to figure out unknown words, consider giving them a strategy log. They can record the “hard part” of the text and the strategy they used to figure it out. Occasionally ask students to share their strategy logs with the other members of the reading group.

### Writing:

- Use pages 6 and 16 of the book *Sea Lions* to illustrate how writers use the word “like” to make comparisons. Model this for students using an object or photo. Then give students a magazine picture to talk about and use to practice making comparisons using the word “like.” Use the form on page 38 of this guide for students to practice making comparisons during independent work or Literacy Centers.

## Practice and Apply Strategies (Literacy Center):

### Research: Locating Information

- Provide each student with a copy of page 39 of this guide. Ask them to use the book *Sea Lions* to locate information about sea lions. Remind students to write down the page where they found the answer

## Assessment:

Observe students reading the text individually. Note in writing the following:

- Did students chunk unknown words in the context of reading?
- Did they use picture clues? Sound out? Reread?
- How did they self-correct their errors?

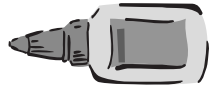
Use this information to help you determine future Strategy Mini-lessons.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Making Comparisons

Writing tip: Writers can make comparisons using the word "like." For example, they can write: *Sea lions use their front flippers **like** oars.*

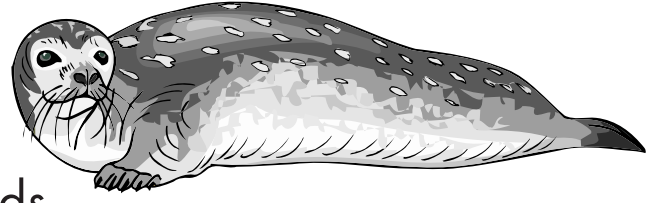
Directions: Cut out a magazine picture and glue it in the box. Tell about your picture by making comparisons using the word "like." Write some of the comparisons next to the picture.




Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Sea Lion Research



Directions: Read the sentences about sea lions. Fill in the missing word or words.

Use the book *Sea Lions* and the word bank below to help you.

Write the page where you find the information next to each sentence.

1. Sea lions have \_\_\_\_\_ skin. Page \_\_\_\_\_

2. Sea lions \_\_\_\_\_ and \_\_\_\_\_ like lions. Page \_\_\_\_\_

3. Sea lions sleep in \_\_\_\_\_. Page \_\_\_\_\_

4. Sea lions use their \_\_\_\_\_ to find food. Page \_\_\_\_\_

5. Sea lions use their back \_\_\_\_\_ to steer. Page \_\_\_\_\_

## Word Bank

whiskers      piles      roar      smooth      flippers      bark

# Animals I See at the Zoo

## Snakes

**Levels:** GR: E; DRA: 6-8; EI: 7-8

**Book Summary:** An exploration of the fascinating world of snakes. Children will learn about where snakes live, how they move, and how they take care of themselves in this simple form of informational text.

### Focus on the Text:

- Consistent placement of text
- Running Word Count: 119 words
- High-frequency words: I, in, see, some, the, they, to

### Focus on the Reader:

- Using picture clues to understand text
- Decoding simple words in context
- Sampling and predicting text
- Visualizing as you read

### Opening Conversation and Book Look:

**Call attention to the cover page and title page of the book.** Conduct a brief discussion about the title and cover of the book. Ask students to share what they know about snakes with the rest of the group.

**Open to page 4.** Say: *Let's read the first page together. Have you ever seen snakes at the zoo?* Allow students to make any connections they have and access prior knowledge about snakes if possible.

**Page 6.** Ask: *What do you notice on this page?* Briefly discuss how this snake is hidden in the photo.

**Page 8.** Ask: *Where is this snake going?* Discuss the information this picture shows us about snakes (i.e., they live underground, they can dig). Invite students to confirm their predictions by reading the text.

**Page 10.** Say: *When I look at this picture, I notice the snake is swimming in the water. This makes me think the author may talk about what snakes do in the water. Can you find some words on this page that tell me more about this snake in the water?* Students should scan the text and find the words "move from side to side." You may need to model skimming and scanning the text for your students.

**Page 12.** Say: *Read this page by yourself to find out where this snake is.* Ask students to share their reading with you by naming the location of this snake.

**Page 14.** Think aloud: *I wonder what information this picture is showing me. When you read it, I think you will find out.*

**Page 16.** Ask: *What do you see in this picture?* Talk about the snake's tongue. Then say: *Let's read the page together to see what it says.*

**Pages 18 and 20.** Say: *Now I want you to go back to the beginning and read the book on your own. Remember to use your strategies to help you read.* Help students recall word-solving strategies they have learned such as chunking, reading on, or using the picture. Invite students to go back and read the book from the beginning while you observe and guide them through the text.

### Individual Reading with Teacher Coaching:

Teacher observes for:

- Students using word-solving strategies to identify unknown words
- Oral reading fluency (phrasing)
- Students understanding information as they read

Coach students who are having difficulty with words and concepts by asking questions like: *What can you try? Try that again. Did it make sense? Does it look right?*

# Animals I See at the Zoo

## Strategy Mini-lesson:

**Strategy:** Visualizing as you read

1. Think aloud: *When I read the book Snakes, it makes me think of the snakes I have seen. I make pictures of them in my head as I read. This helps me think about what I am reading.*
2. Give each student a white (dry-erase) board and dry-erase markers or a large piece of drawing paper and crayons. Say: *We are going to use a strategy called "Sketch to Stretch." As I read through the text, I would like you to sketch what you see in your mind. As I read each new page, keep adding to your picture.* Remind students that a sketch is just a quick picture, not a beautiful drawing.
3. Read the text from pages 8-18 slowly while students sketch what they hear. When you are done, ask them to share their sketches. What was important enough for them to include in their sketches? What did they omit?
4. Remind them that good readers make pictures in their head when they read. Students can use the "Sketch to Stretch" strategy by themselves to help them remember what they read.

## Phonics Focus:

Focus on making new words from a known word. Write the word "snake" on a white (dry-erase) board or a MagnaDoodle. Ask students to read the word slowly. Then isolate the sound "-ake." Ask students to help you make new words on the white board or MagnaDoodle by adding a letter or letters to the beginning of "-ake." Possible "-ake" words students might make: bake, brake, cake, fake, flake, lake, make, quake, rake, shake, stake, take, wake

## Another Look (Revisiting and Responding to Text):

### Reading:

- Invite students to practice visualizing what they read using what they learned in the Strategy Mini-lesson above. They can read the book *Snakes* or another book to a partner while the partner sketches what he/she hears. Then they should switch places. After each person has read and sketched, ask them to compare sketches and note similarities and differences.

### Writing:

- Writers use strong verbs to describe what is happening. Explain to your students that these are action words that make the writing more interesting. They help readers to make pictures in their minds when they read. Say: *Listen to these two sentences: "The man is going to the store. The man drives to the store."* Help students see how the verb "drives" in the second sentence gives the reader a clearer picture of how the man is getting to the store. Say: *The author of the book Snakes uses many strong verbs.* Use the word cards on page 42 of this guide as examples of strong verbs from the text. Invite students to try to use some of these verbs in their own writing.

## Practice and Apply Strategies (Literacy Center):

**Poetry Center:** Read a Poem

- Copy the poem "Snakes" from page 43 of this guide on an overhead transparency, on sheets of paper to be distributed to individual students, or on a large piece of chart paper. Introduce the poem to your students during shared reading. Remind them that poetry should be read aloud and with feeling. Place the chart in your Poetry Center along with paint sticks or dowel rods for pointers. Students can practice reading the poem with a friend during the Literacy Center.

## Assessment:

Use the sketches created during the Strategy Mini-lesson above to determine students' understanding of the text. Hold individual conferences with students as necessary. During each student's conference, note if his/her sketch includes important information from the text. Invite the students to share how they might use sketching to help them when they read. Record students' responses in their assessment portfolios.

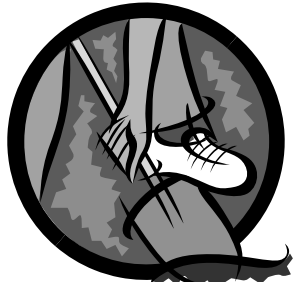
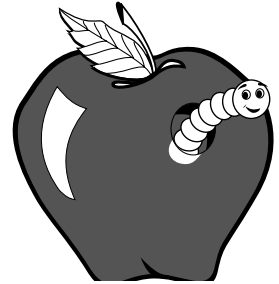
# Strong Verb Cards

Directions: Use the cards below to show students strong verbs from the book. Add your own verb to the blank card. Have students practice writing using these strong verbs.

climb



hide



dig

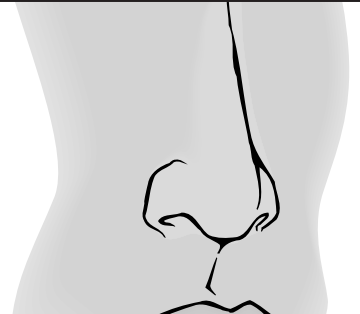


move

feel



smell



find



swim

glide



# Snakes



Some snakes hide in trees.

Some snakes dig in the ground.

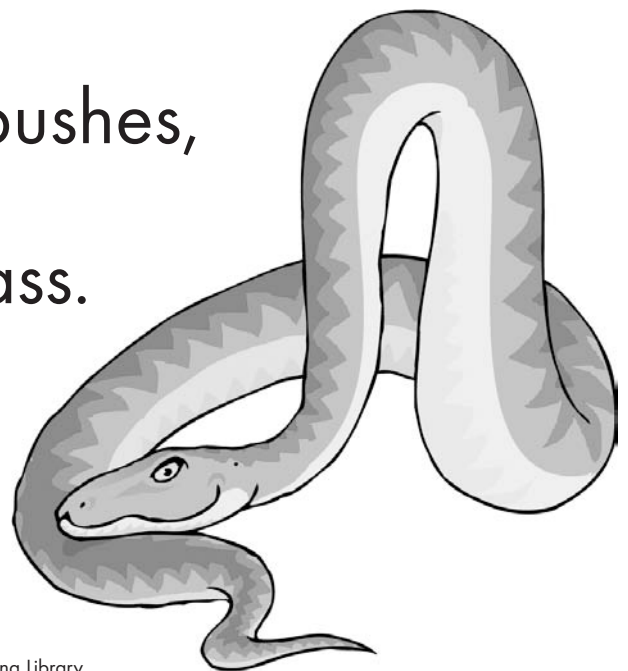
Some snakes swim in the water,  
Hardly making a sound.



Some snakes hide in the leaves.

Some snakes hide in the grass.

Some snakes hide in the bushes,  
And wait for danger to pass.



# Animals I See at the Zoo

## Tigers

**Levels:** GR: E; DRA: 6-8; EI: 7-8

**Book Summary:** An exploration of the fascinating world of tigers. Children will learn about where tigers live, how they hunt, and how they take care of themselves in this simple form of informational text.

### Focus on the Text:

- Consistent placement of text
- Running Word Count: 123 words
- High-frequency words: at, dark, I, in, is, it, same, see, the, their, they, to

### Focus on the Reader:

- Understanding informational text
- Decoding simple words in context
- Sampling and predicting text
- Understanding simple facts about a topic

### Opening Conversation and Book Look:

**Call attention to the cover page and title page of the book.** Conduct a brief discussion about the title and cover of the book. Ask students to share what they know about tigers with the rest of the group.

**Open to page 4.** Say: *Let's read the first page together. Have you ever seen tigers at the zoo?* Allow students to make any personal connections and access prior knowledge about tigers if possible.

**Page 6.** Think aloud: *When I am reading a nonfiction informational book, sometimes I skim and scan a page before I read it to see what information will be there. When I skim and scan the words on this page, I notice the word "stripes" in two places.* Ask students to locate the word and ask what they think they will learn about stripes. Note whether they use other information from the page to make their prediction.

**Page 8.** Ask: *Where do you think this tiger lives?* Discuss how students might know that it lives where it is cold.

**Page 10.** Say: *How is this tiger different from the one in the last picture?* Students should scan the text and look at the picture to know that this tiger lives where it is hot.

**Page 12.** Say: *Read this page by yourself to learn some more interesting facts about tigers.* When they are done, ask students to share their reading with you in a brief discussion.

**Page 14.** Think aloud: *I wonder what information this picture is showing me. I notice the label on the picture with a word in it. Who can tell us what that word is?* Ask students to use either prior knowledge about tigers or house cats or chunking to solve the word "whiskers."

**Page 16.** Ask: *What is this tiger doing?* Talk about the tiger's ears. If possible, connect this behavior of tigers to that of house cats. Then say: *Let's read the page together to see what it says.*

**Pages 18 and 20.** Say: *Now I want you to go back to the beginning and read the book on your own. Remember to use your strategies to help you read.* Prior to reading, help students recall word-solving strategies such as chunking, reading on, or using the picture.

### Individual Reading with Teacher Coaching:

#### Teacher observes for:

- Students using word-solving strategies to identify unknown words
- Students using the simple features of informational text (bold words and labels)
- Students understanding information as they read

# Animals I See at the Zoo

## Strategy Mini-lesson:

**Strategy:** Asking questions during reading

1. Think aloud: *When I read an informational text, I think of so many questions. Sometimes they get answered as I read on, and sometimes they don't. I am going to read the book Tigers to you and we will stop in a couple of places to see if we can think of questions that we have about the book.*
2. Give each student a white board (dry-erase board) or sticky notes to record his or her questions. Read several pages of text, then stop and ask students to generate questions based on what you have read.
3. Let students share their questions with each other. Discuss why some of our questions are the same, while some are different. Tell them that we each have different schema (background knowledge) about tigers, and that we use this knowledge as a basis to ask questions about what we read or what we are going to read.
4. Remind them that sometimes the answers to our questions are found right in the book, and sometimes we have to look somewhere else to find them. Other times, we abandon the questions because we find out that they are not important anymore.
5. Revisit the students' questions and determine which were answered, which need further investigation, and which can be abandoned. Invite students to collect the questions that need further investigation. Put them in your Research Center for students to explore in other books about tigers.

## Phonics Focus:

Focus on words with short and long vowels /i/ and /i:/ in them. Ask students to look for words that have either short vowel /i/ or long vowel /i:/ in the book *Tigers*. Record the words they find on a T-chart on a piece of chart paper. Post the T-chart in your Word Work Center for students to use as reference.

Short vowel /i/ words in the book: in, is, it, live, skin, thick, twitch, whiskers, with

Long vowel /i:/ words in the book: find, I, light, like, night, stripes, tigers, time

## Another Look (Revisiting and Responding to Text):

### Reading:

- Give pairs of students a few sticky notes. Ask them to read the book *Tigers* together. They should write questions about tigers on the sticky notes and place them in the book where they have the question. Explain that good readers use this strategy to help them understand text better.

### Writing:

- Good writers stop sometimes and ask the reader a question. Locate the example of ending the writing with a question on page 20 of the book *Tigers*. Invite students to try out their own question ending during their writing.

## Practice and Apply Strategies (Literacy Center):

### Research: True or False

- Distribute copies of the T-chart found on page 47 of this guide to your students. Have students use the T-chart to sort out the facts found in the sentences on page 46 of this guide. They can use the book to determine if each fact is true or not. After they have finished sorting the sentences into the true/false categories, challenge them further. If the fact is not true, ask them to determine what word or words would make it true. Students can use other nonfiction books to create their own true/false charts.

## Assessment:

Listen to one or two students read the book *Tigers* individually. Note the following in context:

- Did students read all the way through hard words?
- Did students chunk the words in context?
- Did they use picture clues? Sound out? Reread?
- Were they able to identify the important information in this book?

All tigers  
have the  
same stripes.

Some tigers' fur  
blends in with  
the tall grass.

Tigers can see  
only during  
the day.

Tigers hunt  
during the night.

Tigers make a  
lot of noise  
when they walk.

Tigers use their  
whiskers to help  
them feel things.

Tigers hear  
very well.

Tigers like to be  
in large groups.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Sorting T-Chart

Directions: Read the sentences. Find the information in the book. Put each sentence in the correct place on the T-chart.

True	False

# Animals I See at the Zoo

## Zebras

**Levels:** GR: E; DRA: 6-8; EI: 7-8

**Book Summary:** An exploration of the fascinating world of zebras. Children will learn about where zebras live, what they eat, and how they take care of themselves in this simple form of informational text.

### Focus on the Text:

- Consistent placement of text
- Running Word Count: 110 words
- High-frequency words: a, all, at, I, live, some, the, to

### Focus on the Reader:

- Identifying and using simple features of nonfiction text (bold words)
- Sampling and predicting text
- Understanding simple facts about a topic

## Opening Conversation and Book Look:

**Call attention to the cover page and title page of the book.** Conduct a brief discussion about the title and cover. Invite students to scan the book and make predictions about what they will learn about zebras.

**Open to page 4.** Say: *Let's read the first page together. Have you ever seen zebras at the zoo?* Allow students to make any personal connections and access prior knowledge about zebras if possible.

**Page 6.** Ask: *What do you think we will read about on this page?* Invite some student responses. Then say: *How do you know?* Some students may predict based on the picture, while others may sample the text and then make predictions. Ask them to read the page to find out if they were right.

**Page 8.** Think aloud: *When I look at this picture and quickly scan the words on this page, I notice the word "stripes." I think we will read more about stripes on this page. I wonder what else the author might say about the zebra's stripes.* Encourage students to use both the picture and the text to describe the zebra's stripes.

**Page 10.** Say: *What do you notice in this picture?* Note if students notice the label and/or the bold text. Identify the zebra's mane together. Ask students to describe it based on the picture. If no student mentions it, be sure to implant the word "straight." See if students solve this word during the individual reading and coaching time.

**Page 12.** Say: *Read this page by yourself to learn some more interesting facts about zebras.* Ask students to read their favorite fact from the text with a partner. Observe students' reading behaviors during this time.

**Page 14.** Ask: *What is this zebra eating?* Ask students to read the text with you to decide what else zebras eat.

**Page 16.** Think aloud: *I notice a lot of zebras here. Read this page and see if you can find out why there are so many zebras.* After students read, discuss the word "herd." If possible, make connections to other animals that travel in herds (e.g., sheep, goats, cattle). Ask students to explain why a herd is important after they read the page.

**Pages 18 and 20.** Say: *Now I want you to go back to the beginning and read the book on your own. Remember to use your prediction strategies to help you read.* Help students recall prediction strategies such as looking at the pictures and scanning the words prior to reading.

## Individual Reading with Teacher Coaching:

### Teacher observes for:

- Students using word-solving strategies to identify unknown words
- Students sampling and predicting text
- Students using the simple features of informational text (bold words)

# Animals I See at the Zoo

## Strategy Mini-lesson:

**Strategy:** Using context to define vocabulary

1. Think aloud: *When I read informational texts, there are usually special words in each book. If the book is about the ocean, what words might I expect to see?* Allow students to generate a list of words that are specific to the topic of oceans.
2. Open the book *Zebras* to page 10. Say: *When I look at this page, I notice the word "mane." This word is one that I think I know, but I want to be sure. How can I find out what a "mane" is?* Listen to and discuss student suggestions.
3. Remind students that sometimes you have to read on to find out about a word. Sometimes you can learn from the photo. Say: *On this page, I can read and find out that the mane has hair that stands up straight. When I look at the photo, I see hair sticking up. I also see a label on this photo. Since it says "mane," then I guess that the zebra's mane is where the line in the label is pointing.*
4. Remind students that the meaning of special vocabulary words is usually in the text very close to the word, or in the photograph. Special vocabulary words may also be found in a glossary at the end of the book.
5. Invite students to search for special vocabulary words in other informational texts.

## Phonics Focus:

Focus on words with the long vowel /ē/ in them. Ask students to look for words in the book *Zebras* that have the same "e" sound that they hear in the word "zebra." Record their answers on a piece of chart paper. Invite students to look for similarities and differences in the words. Note the different spellings for this vowel sound. Ask students to look in other books to find words that use the same spellings. Post your list in the classroom for students to revisit. Long vowel /ē/ words in the book: be, eat, leaves, near, see, trees, zebras

## Another Look (Revisiting and Responding to Text):

**Reading:**

- Ask students to read the book *Zebras* with a partner. Remind them to help each other with good reading strategies when necessary. When students know several strategies to figure out unknown words, consider giving them a strategy log. They can record the "hard part" of the text and the strategy they used to figure it out. This helps students develop awareness about when to employ the various word-solving strategies.

**Writing:**

- Write the sentence stems "I learned \_\_\_\_" and "I wonder \_\_\_\_" on the board or a piece of chart paper. Ask students to write a response to the book *Zebras* using one of these stems to get started.

## Practice and Apply Strategies (Literacy Center):

**Word Work:** Finding Vowels

- Copy the recording sheet on page 50 of this guide. In your Word Work Center, place several of the recording sheets, along with clipboards and pencils for students to use to search for words. Students should look on your walls, in books, and in other reference materials to locate words with the long vowel /ē/ and the long vowel /ī/ in them. They should record their words on the appropriate list.

## Assessment:

Use page 51 of this guide to take an oral reading assessment on students as they read individually. After completing the oral reading record, ask each student to complete an oral retelling. Ask each student to tell you what the book was about. As the student retells the book, consider the following questions:

- Does the student recall important information from the text?
- Does the student use any specialized vocabulary or concepts in the retelling?
- Did the student require prompting or questioning from you during the retelling?

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Find the Vowels

Can you find words with the long vowel **e** and the long vowel **i** in them? Look around the classroom. Write some of the words in the lists below.

zebras	stripes

Listen to the child read the book as you record his/her reading behaviors.\*

Page	Text	E	SC	Errors (M, S, V)	Self-corrections (M, S, V)
4	I like to go to the zoo. I see zebras at the zoo.				
6	All zebras have light skin. All zebras have dark stripes.				
8	Some stripes are wide. Some stripes are narrow.				
10	A zebra's <b>mane</b> has stripes. The hair in its mane stands up straight.				
12	Zebras live near water. Some live on mountains. Some live on flat land with few trees.				
14	Zebras eat grass, roots, leaves, and twigs.				
16	A group of zebras is called a <b>herd</b> . Zebras stay in a herd to be safe. They all watch for danger.				
18	Look at those stripes! It is hard to pick out one zebra.				
20	I like to see zebras at the zoo. Do you?				

Ask the student to tell you what the book is about. Record answers in the space below.

Retelling: \_\_\_\_\_

\*For a complete description of oral reading records, see Marie Clay, *An Observation Survey of Early Literacy Achievement* (Heinemann, 1993).

E=Errors

SC=Self-corrections

M=Meaning

S=Syntax

V=Visual

# Animals I See at the Zoo

## Professional Resources for the Balanced Literacy Classroom

Here is a list of professional resources that may be helpful as you implement and refine your literacy practice with an emphasis on guided reading.

- Cambourne, Brian. 1988. *The Whole Story: Natural Learning and the Acquisition of Literacy in the Classroom*. New York: Ashton Scholastic.
- Clay, Marie. 1993. *An Observation Survey of Early Literacy Achievement*. Portsmouth, NH: Heinemann.
- Cooper, J. D. 2000. *Literacy: Helping Children Construct Meaning*, 4th ed. Boston: Houghton Mifflin.
- Fisher, Bobbi. 1998. *Joyful Learning in Kindergarten*, rev. ed. Portsmouth, NH: Heinemann.
- \_\_\_\_\_. 1995. *Thinking and Learning Together: Curriculum and Community in a Primary Classroom*. Portsmouth, NH: Heinemann.
- Fletcher, R. 1998. *Craft Lessons: Teaching Writing K-8*. York, ME: Stenhouse.
- Fountas, Irene C., and Gay Su Pinnell. 1996. *Guided Reading: Good First Teaching for All Children*. Portsmouth, NH: Heinemann.
- Freeman, Marcia S. 1998. *Teaching the Youngest Writers: A Practical Guide*. Gainesville, FL: Maupin House.
- \_\_\_\_\_. 1995. *Building a Writing Community: A Practical Guide*. Gainesville, FL: Maupin House.
- Gentry, J. Richard. 2000. *The Literacy Map*. Greenvale, NY: Mondo Publishing.
- Harwayne, Shelley. 2000. *Lifetime Guarantees: Toward Ambitious Literacy Teaching*. Portsmouth, NH: Heinemann.
- Holdaway, Don. 1979. *The Foundations of Literacy*. Sydney, Australia: Ashton Scholastic, distributed by Heinemann, Portsmouth, NH.
- Johnson, Bea. 1999. *Never Too Early to Write: Adventures in the K-1 Writing Workshop*. Gainesville, FL: Maupin House.
- Keene, Ellin L., and Susan Zimmerman. 1997. *Mosaic of Thought: Teaching Comprehension in a Reader's Workshop*. Portsmouth, NH: Heinemann.
- McCarrier, A., Gay Su Pinnell, and Irene C. Fountas. 2000. *Interactive Writing: How Language & Literacy Come Together, K-2*. Portsmouth, NH: Heinemann.
- Mooney, M. 1990. *Reading to, with, and by Children*. Katonah, NY: Richard C. Owen.
- Nations, Susan, and Mellissa Alonso. 2001. *Primary Literacy Centers: Making Reading and Writing STICK!* Gainesville, FL: Maupin House.
- Nations, Susan, and Suzi Boyett. 2002. *So Much Stuff, So Little Space! Creating and Managing the Learner-Centered Classroom*. Gainesville, FL: Maupin House.
- Parkes, B. 2000. *Read It Again! Revisiting Shared Reading*. York, ME: Stenhouse.
- Routman, Regie. 2000. *Conversations, Strategies for Teaching, Learning and Evaluating*. Portsmouth, NH: Heinemann.
- \_\_\_\_\_. 1994. *Invitations: Changing as Teachers and Learners K-12*. Portsmouth, NH: Heinemann.

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Guided Reading leveling consultants: Mellissa Alonso, author and literacy consultant; Suzi Boyett, author and literacy consultant; and Debra Voegel, M.Ed., former elementary administrator.

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