

Guided Reading with

## AT THE ZOO

Guided Reading: C

DRA: 3

Intervention: 3

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**Overview:** Have you ever been to a zoo? Read here about the animals that live there.

8 pages, 52 words

### Genre:

Realistic Fiction

### Focus: Concepts of Print and Reading Strategies:

- read with one-to-one correspondence
- use a variety of high frequency words as markers
- use a text pattern to support reading
- notice when a text pattern changes and adjust reading
- use illustrations, initial sounds, or beginning parts of words to read unknown words
- use background and vocabulary knowledge to read unknown words

### Supportive Text Features:

- clear relationship between text and illustrations
- illustrations support most text details
- book depicts a simple story through text and illustrations
- line breaks match text phrasing
- text is similar to oral language

### High-frequency Words:

at, the, I, saw, a, was

### Phonics

- consonant sounds: soft g

### National Standards:

- RF.K.1 (a-d), RF.K.3 (a, c), RF.K.4
- RL.K.1, RL.K.2, RL.K.7

### ELL/ESL

En el zoológico

[See back page](#)

## Getting Ready to Read

### 1. Introduce the concept and vocabulary by asking open-ended questions:

- What is a zoo? Have you ever been to a zoo? What makes a zoo different than nature?
- What animals might you see at a zoo? How does a [animal] look?

### 2. Connect children's past experiences with the book vocabulary:

- Hold the book. Call children's attention to the title. Read: *At the Zoo*
- Ask children to predict what might happen in the story.
- Show the back cover and read the copy. Ask children to predict what kinds of animals will live at the zoo.
- Have children predict some words they might read in the story.
- Give children the book and have them look at the pictures.
- Ask them to notice what animal is in each picture.

### 3. Remind children of the strategies they know and can use with unfamiliar words:

- Ask them, "What will you do if you come to a word you don't know?"
- Encourage children to look at the pictures and the beginning sound of the word.



- Remind children to point to the words as they read.

#### 4. Be aware of the following text features:

- The book contains familiar words: *at, the, I, saw, a, was*. It also has the word "Wow!"
- The book contains one sentence per page that follows the pattern, "At the zoo I saw a \_\_\_\_\_," inserting an adjective and an animal. The last page is different.
- The last page includes two exclamation marks and requires students to infer story events from the illustration.

### Reading the Book

**1. Set a purpose by telling children to read the book to find out about what animals live at the zoo.**

**2. Have children read quietly, but out loud. Each child should be reading at his or her own pace. Children should not read in chorus. Listen to children as they read by leaning close or bending down beside each child.**

**3. Look for these reading behaviors during the first reading:**

- Do the words children say match the words printed in the book? (voice to print match)
- Do children look at the pictures before they read the text or after they read?
- What do they do if they encounter an unfamiliar word? (appeal to you, try a strategy)
- Do their eyes go over to the picture before reading the new word in the pattern?
- Are they saying the initial sounds of words before saying the whole word?
- Are they saying individual letter sounds or

blending the sounds?

- Do they reread if they come to an unfamiliar or unknown word?
- Have they self-corrected any mistakes?
- Is there any inflection or speech-like sound to their reading?
- Have they responded with a laugh or other sounds as they read the text?
- Do they make comments as they read?

**4. As children read, suggest a reading strategy if they are struggling:** "Try rereading the sentence. Try looking at the picture to make sense of the print." Encourage children to take a guess based on the subject of the book or to use the beginning sounds or known parts of the word.

**5. Possible teaching points to address based on your observations:**

- Review using the picture to help with each new word.
- Review using initial consonants blends and long/short vowel sounds to read new words.
- Model how to reread the sentence if it does not sound right or make sense.
- Model how to make a return sweep to the second line of text.
- Call attention to all the high-frequency words children have learned and used.
- Note that it is important to look carefully at each picture for clues to finding out what the animal is and how it looks.

### After the First Reading

**1. Have children confirm their predictions about the story.**

**2. Ask questions like:**

- Which animals lived at the zoo?



- How did the girl describe each animal?
- What happened at the end? Why was the girl asleep?
- What do you think the girl might dream about after her big day?
- Which animal do you think is the girl's favorite? What makes you think so?
- Which animal do you like best? Why?
- Why do you think these animals live at a zoo and not in someone's home?
- What do all these animals have in common? (For example: they are all mammals.)
- What other animals could someone see at a zoo?
- Why do we have zoos? What is the purpose? Do you think they are good for animals? Why or why not?

## Second Reading

**1. Have children reread the book in a whisper voice or to a partner.**

**2. This is a time for assessment.** While they are reading, watch what children do and what they use from the teaching time. Alternatively, you might take a running record on one student as an assessment of the student's reading behavior.

## Cross-Curricular Activities

**Language:** List the types of animals and adjectives from the book and brainstorm additional ideas using the sentence frame, "At the zoo I saw a \_\_\_\_\_ \_\_\_\_\_." Use the list for shared reading practice or ask students to use their letter and sound knowledge to locate specific words.

Ask students to share places they go for fun. What do they see there? Have students each choose a place and create books about what they saw there. Provide blank pages with the sentence frame, "At the \_\_\_\_\_ I saw a \_\_\_\_\_."

Sort words that have the letter g by whether the g makes a hard sound (e.g., gum, egg) or a soft sound (e.g., large, giraffe.)

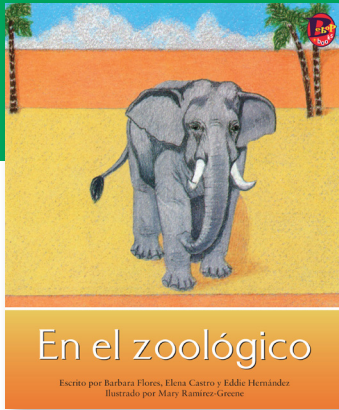
**Mathematics:** Describe, compare, and contrast pictures of different animals, starting with language from the book and focusing on attributes such as size, color, and texture/appearance.

Write zoo-related story problems using language from the book, such as "At the zoo I saw 2 seals and 3 giraffes. How many animals did I see?"

**Science:** Learn more about what it's like for animals to live in zoos by reading behind-the-scenes nonfiction books or viewing websites or videos online. Re-read the book and discuss how your additional knowledge relates to the content.

Have children work in small teams to investigate each animal. Have one team research one animal and then have each team present to the class what they learned. Children should research: Who does this animal eat? Where does it live? What does this animal look like?

**Art:** Have students create a zoo mural using cut paper collage. Title the mural "At the zoo..." and have them label each item with the sentence "I saw a \_\_\_\_\_ \_\_\_\_\_."



Guided Reading with

## EN EL ZOOLOGICO

The book introduction and guided reading lesson follow the outline for the English edition. Children need exactly the same support and strategy instruction as their English-speaking classmates.

Be aware that many children speak dialects or may mix Spanish and English. During the introduction, help children understand that “book language” does not always match the words we use every day.

*Guided Reading: C*  
*EDL/DRA: 3*  
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**Noun Support:** The following animals are listed: un elefante, un león, una jirafa, una foca, un oso, un mono

The following adjectives to describe those animals are listed: grande, feroz, alta, chistosa, peludo, travieso

Print out the animals’ names on cards. Then, print out the different adjectives on cards. Have students match the animals with the corresponding adjective from the story.

Using the same cards with the animals’ printed names, have students match the proper animal underneath their corresponding article:

Un: elefante, león, oso, mono

Una: jirafa, foca

Ask students: how would it change if there was more than “un elefante?” What would you say if there were “dos jirafas?” Have students work on changing “un” and “una” to “unos” and “unas” to work on plural nouns.

Continue to add to the article wall once students have sorted the animal cards underneath the respective article.

For students engaging with both English and Spanish texts, have students note that there are two exclamatory statements on the last page. In Spanish, the exclamation points come before the sentence in an upside-down orientation and after the sentence in the opposite orientation.

If children have difficulty with concepts or words in the story, see the article “Guided Reading with Emergent Readers” for suggestions.

**Guided Reading** Guided reading levels were assigned by literacy experts and certified Reading Recovery® teachers using the guidelines identified in Guided Reading and Matching Books to Readers by Irene C. Fountas and Gay Su Pinnell.

**INT. (Intervention)** Intervention levels were assigned by literacy experts and certified Reading Recovery® teachers and are intended for use in early intervention and one-on-one tutorial programs, including Reading Recovery®. These levels are not officially authorized by Reading Recovery®. Reading Recovery® is a registered servicemark of The Ohio State University.

**DRA (Developmental Reading Assessment)** and **EDL (Evaluación del desarrollo de la lectura)** DRA and EDL levels were determined using information in the Developmental Reading Assessment Resource Guide and EDL Resource Guide by Joetta Beaver.

All level placements may vary and are subject to revision. Teachers may adjust the assigned levels in accordance with their own evaluations.

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