



TITLE: DINNER TIME AT THE ZOO  
LEVEL: A



## INTRODUCE THE BOOK

Before students begin to read, make them familiar with the important ideas, plot, new language structures, and new words in the book. Prepare them for a successful first reading of the story. You might say:

- "This book is about different animals eating at the zoo."
- "Turn to pages 2 and 3. What animal do you see eating? Yes, the zebra is eating. Repeat that with me: *The zebra is eating.*"
- "Now turn to pages 6 and 7 to see what other animals are eating in the zoo. The polar bear is eating. Say *is*. What letter comes at the beginning of *is*? Yes, *i*. Find *is* and put your finger under it. Say *is*."
- "Now turn to page 10. What animal is eating? Yes, the monkey is eating, too."
- "Now turn to page 12. This is a picture glossary. It shows you pictures of all of the animals that are in this book. What animals do you know?"
- "Turn back to the beginning and read about what animals are eating." (If necessary, read the first page together.)

## READ THE STORY

Encourage each student to read the entire book in a soft reading voice. Listen to students' reading and prompt for and/or praise strategic processing. Refer to the Level A Prompting Guide for a list of desired reading behaviors and suggested actions to take.

## DISCUSS THE STORY

Invite students to talk about the story. Encourage students to make connections to their own experiences and/or other stories they have read. Below are some discussion ideas.

- Ask students for examples of other animals they might find at the zoo.
- Invite students to talk about animals they know and what they might eat.


## FOLLOW-UP TEACHING

Based on your observations of the students' reading, select one or two teaching points that will be most helpful to all of the students. You might:

- Have the students locate the word *is*. Have them make the word *is* with magnetic letters and/or write the word on paper, a magnetic dry erase easel, or in a sand tray.
- You may want to call students' attention to the word *eating* and the inflectional ending *ing*. Have them clap the syllables of the word *eating*. Show the students the ending *ing*. (Note: working on more than one unfamiliar word in one lesson can be challenging.)




## You Will Need:

-  **Picture cards** (bat, hippopotamus, milk, mitten, mom, monkey, mouse, polar bear, tiger, zebra)
- **Pocket chart**

## EXTEND KNOWLEDGE OF WORDS AND LETTERS

*In this lesson students will say words slowly to hear the beginning sounds. They will match pictures to the letter m.*

### Steps:

The  icon indicates that some of the resources needed to complete these steps are available for downloading at [pioneervalleybooks.com/pawprints](http://pioneervalleybooks.com/pawprints).

1. Explain to the students that they are going to learn about the beginning sounds in words.
2. Place the milk picture card in a pocket chart or in front of the students on the table.
3. Have the students say the word *milk* slowly and think about the sound at the beginning of the word. Say "Look at my mouth and listen as I say the word." Say the word *milk* slowly. Say "What do you hear at the beginning of *milk*? That's right, it is *m*."
4. Have the students say the word *mouse* slowly. Say "Look at my mouth and listen as I say the word." Say the word *mouse* slowly. Say "What do you hear at the beginning of *mouse*? That's right, it is *m*."
5. Place the picture of the mouse under the picture of milk.
6. Have the students say all of the words slowly and decide if they should go under the pictures of milk and mouse. "First say *milk*, listen for the first sound and then say the name of the picture, like this. If they have the same beginning sound, we will put the picture under the picture of milk. If not, we will put them in the other column."
7. Have the students take turns deciding where the pictures go until all of them have been sorted.

## SUPPORTING ENGLISH LANGUAGE LEARNERS

*Consider what additional challenges the lesson might present for second language learners.*

- Check to see that the students know and understand all of the pictures.
- Ask the students to repeat the language structure in the new book several times.
- Demonstrate by saying words slowly. Remind students that they must say the words slowly and listen for the sounds they hear.

*For the Lesson Extension Activity for this book, go to [pioneervalleybooks.com/pawprints](http://pioneervalleybooks.com/pawprints).*