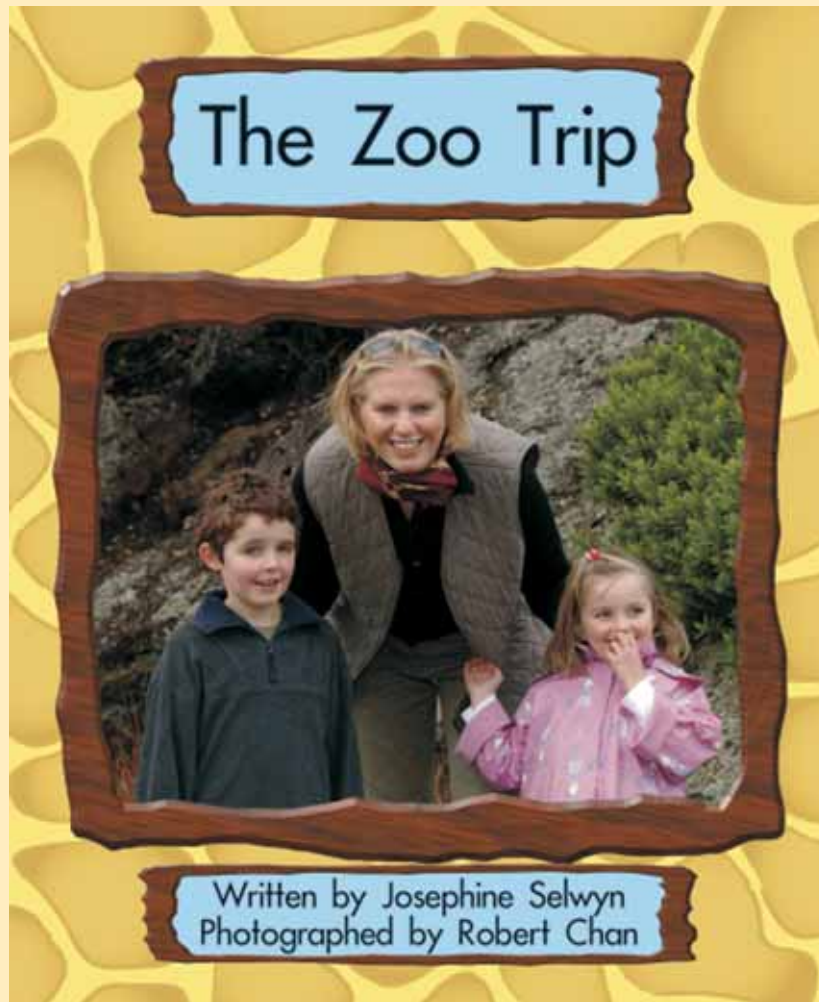




Level 7 Book f



Level	7
Word Count	115
Text Type	Factual recount
High Frequency	
Word/s Introduced	came, saw



The Kite Day

The Bike Ride

June's New Car

Kangaroos

Beaver's Photo

The Zoo Trip

Pete and Katy
Go Skiing

Hot-Air Balloon Day

We have designed these lesson plans so that, if you wish, you can have the plan in front of you as you teach, rather than a copy of the book. Each page of the book is illustrated in the plans together with some suggestions for teaching. These have been divided into questions and discussion that you may have before the children read the book and after the children have completed the reading. This is not an arbitrary division. Some of you may prefer to explore the meaning and the language in more detail before the children read. Your decisions will depend on the gap between the children's current knowledge and the content, vocabulary, and language of the book they are about to read. Remember that the more information the children have up front, the easier it will be for them to read the text. However, this does not mean that you should read the text to them first.

We have addressed four areas that we think are important in developing good readers. As well as comprehension and decoding, we have addressed the issue of children being able to analyse and use the texts they read. The symbols below guide you to the type of question or discussion.



This symbol relates to comprehension (meaning maker)



This symbol relates to decoding (code breaker)



This symbol relates to critical analysis (text critic or analyser)



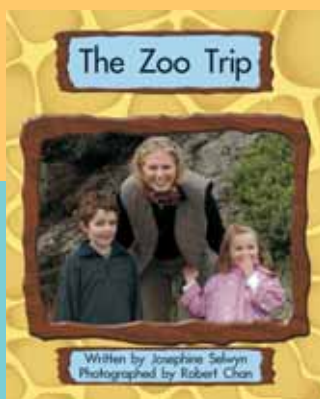
This symbol relates to use (text user)

BEFORE READING

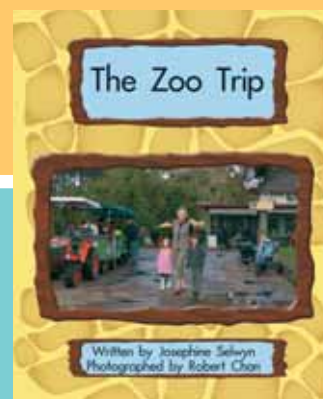
Cover & Title Page



Ask the children to look at the cover of this book. Read the title and ask them to suggest things they might see on a zoo trip. Make a list of their suggestions. Invite volunteers to recount their personal experiences.



Refer back to the list made before reading. Ask the children to suggest any new information gained by reading the text. Add this to the list. Read the list together.



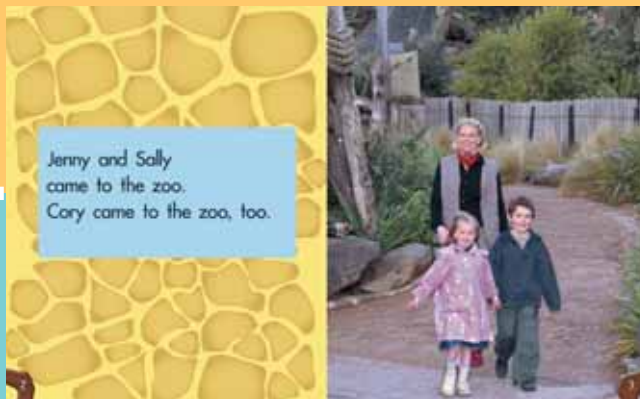
Ask the children to share the strategies they used to help decipher unknown words. Invite volunteers to share any specific difficulties and what they did to solve their problems.

AFTER READING

BEFORE READING

2/3

Ask the children to look at the photo and describe what they see. Introduce the names of the people in the photo.



Jenny and Sally
came to the zoo.
Cory came to the zoo, too.

AFTER READING

Discuss this photo in more detail. Ask the children how they think the people might be related. What time of year do they think it is? What in the photo gives them a clue?

BEFORE READING

4/5

Ask the children to look carefully at the photos. What animals are Jenny, Sally, and Cory looking at? Would they think that these animals are scary? Why or why not?

Ask the children to locate scary on this page after they have identified the initial consonant blend.



They saw the lions.
"The lions look scary,"
said Sally.

AFTER READING

Ask the children to look closely at the lions. What do they look like? What would they do at the zoo during the day? At night? What would they eat?

Write *Jenny*, *Sally*, *Cory*, and *scary* on the board. Ask the children to read all the words. Invite a volunteer to say what is the same about all the words.

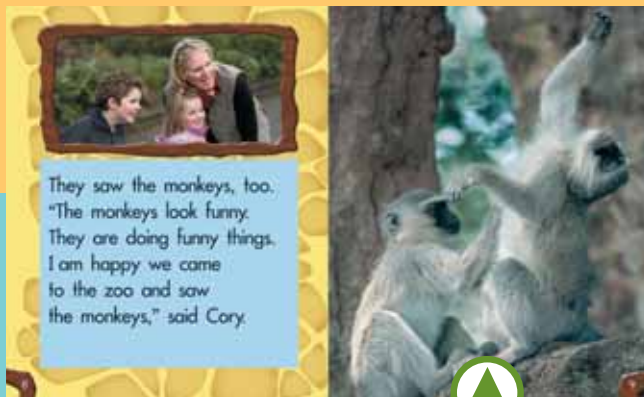
Ask the children to look carefully at these photos. What animal can they see? Do they think that Cory and Sally will find these animals scary, too?



Ask the children to compare this photo with the photo of the lions. What parts of each photo would make the author use the word *scary*?

Ask the children to identify and discuss the animals in the photo on page 9. How would Sally and Cory describe them? How would they feel watching them?

Ask the children to locate *funny* and *happy* after they have named the letter each word starts with.

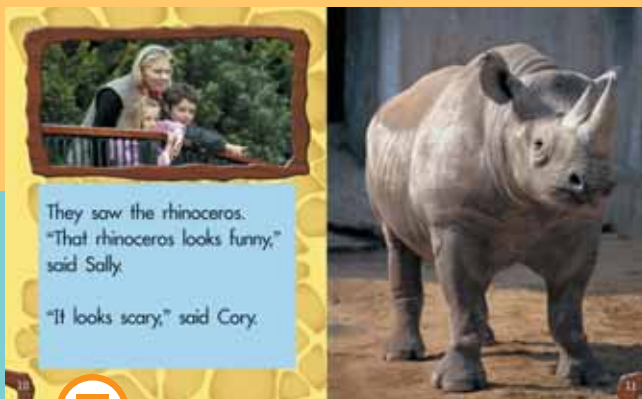


Ask the children to think about the monkeys in more detail. What sorts of things would they need in their enclosure? How would theirs be different from the lions' and tigers'? Have them refer back to the previous photos if necessary.

Write *funny* on the board and ask the children to compare it to *Jenny*, *Sally*, *Cory*, and *scary*. Do they know any other words that end in the same way?

BEFORE READING 10/11

Ask the children to look closely at the photos. What is this animal? Do they think that Cory and Sally will find this animal scary or funny?



Ask the children to think about the rhinoceros in more depth. Where might it live in the wild? What would it do at the zoo? What might it eat? Why did the author have the children saying it was both funny and scary?

AFTER READING

BEFORE READING 12/13

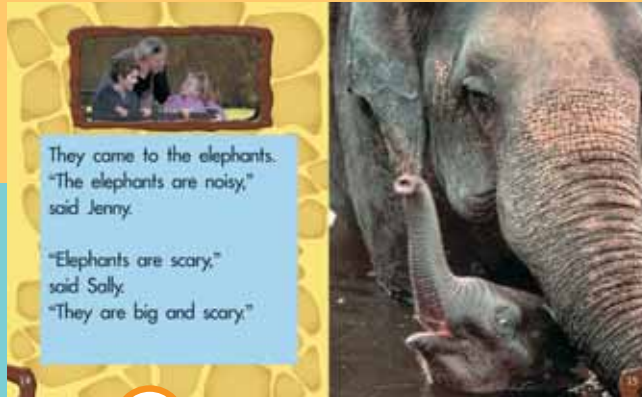
Have the children look closely at this photo and describe what they see. What are the people looking at? What might they be thinking about these animals?



Ask the children to think about the fish. Why would a zoo keep fish? Where did they come from? What would they eat? Who would look after them?

AFTER READING

Ask the children to look carefully at these photos. What is this animal? What does it look like? Is it funny? Is it scary?



Ask the children to think about elephants. What special things would they need in their enclosure? How could the zoo people provide these?

Discuss this page with the children. What is it? What is it used for? How does it help them locate information?

Ask the children to return to the beginning of the book and read it independently. Have them suggest what they will do when they come to an unknown word. Make some suggestions if necessary.

Index	
lions	4, 6
monkeys	8
rhinoceros	10
tiger	6

Ask the children why they think the author used these animals in the book. What other animals could she have used in this book?

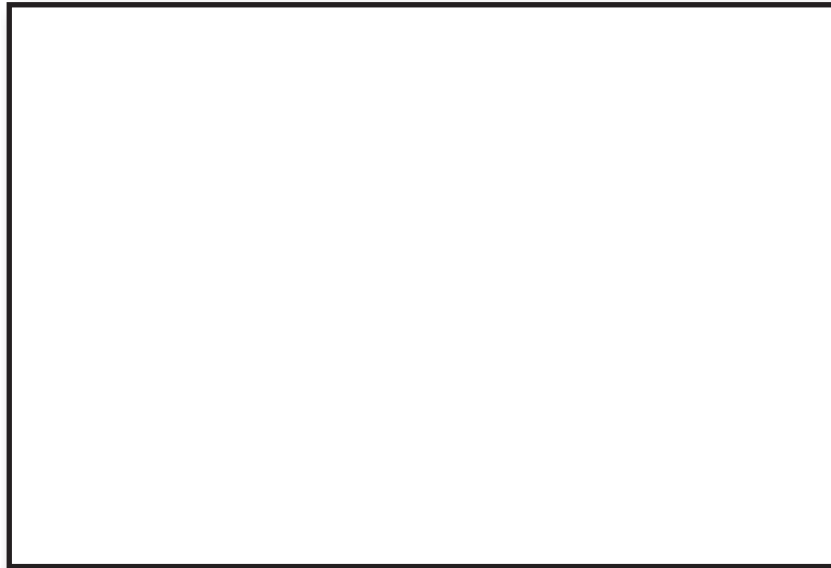
Refer back to the list on the board. Ask the children how they could use that information. What other information would they like to know about animals in zoos? Where could they find it?

7 f The Zoo Trip

Name _____

Draw two pictures of animals at the zoo.

Write their names.



7 f The Zoo Trip

Name _____

1. Make some new words that end in **ame**.

c f g t n s

2. Read and draw.

They saw the lions.

