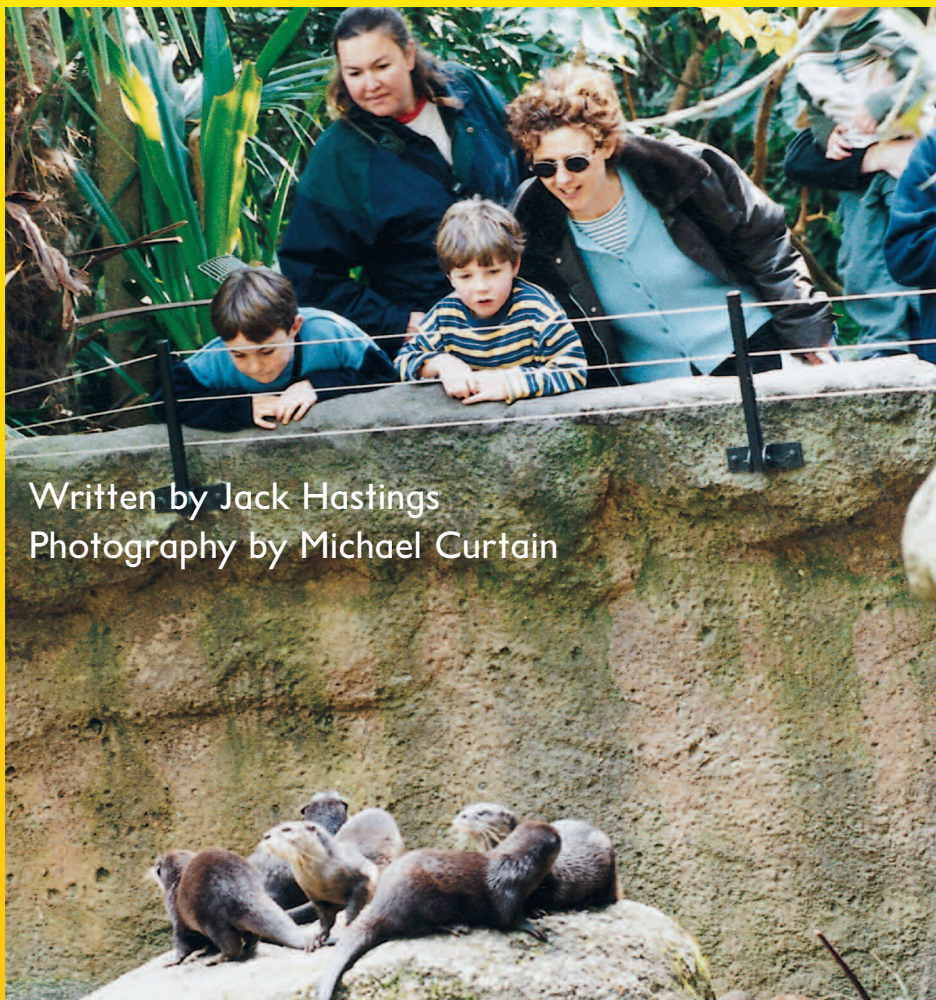


At the Zoo



alphakids



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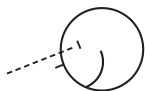
How to use this book

Before reading: Talkthrough



Talk through the book with the children. Encourage them to predict the text from the cover and the pictures, and to think about the information they provide. Direct the children's attention to aspects of the text that may challenge them. Support the children to deal with these challenges by asking the Talkthrough questions on each page.

During reading: Observe and support



Observe the children as they read. Encourage them to monitor their own reading as they comprehend the text. As needed, support the children by helping them to discover and use reading strategies and cues to solve problems and respond to reading challenges that arise in the text. Interruptions to the children's reading should be minimal and focused on specified learning needs.

After reading: Comprehension, returning to the text, responding and writing links



To further develop children's understanding of the text, select from activities found on page 8 and the inside back cover. These whole text, sentence and word level activities reinforce the teaching focus of this book. Assessment ideas are provided to assist with planning for further teaching.

Text highlights

- The text is repetitive, consistently placed on the page, and supported by coloured photographs.
- The sentence form: 'I like this ...'

Vocabulary

elephant, giraffe, lion, monkey, snake, zebra, zoo

Setting the context

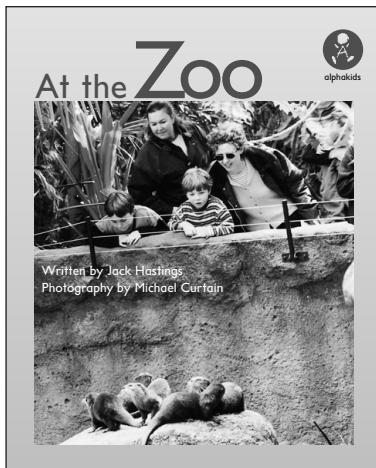
Ask the children if they have ever been to a zoo.

What animals did you see? What were your favourite animals? Why did you like them?

Introducing the book

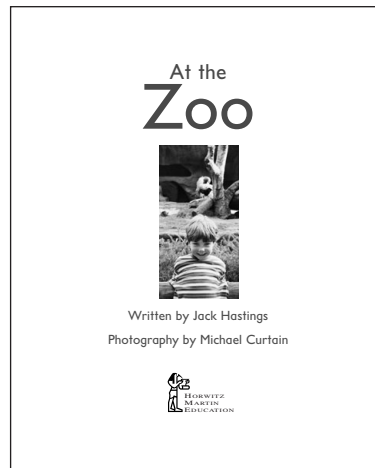
This book is about the animals a boy liked best when he went to the zoo.

Turn through the book, ensuring that the children can name each animal.



Front cover

Look at the front cover. What animals are the boy and his family looking at? Tell me about otters. What do they look like?



Title page

Point out the title. Read it together. How do you think this boy feels about going to the zoo? What tells you this?



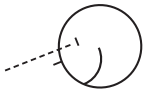
Talkthrough

Point to the monkey on page 2.

What animal can we see here? Why would a monkey need long arms?

Point to the elephant on page 3.

What animal is this? What is special about an elephant?



Observe and support

Do the children recognise the high-frequency words:

I, like, this?

Can you point to the word 'like'? How do you know it is 'like'?



I like this monkey.

2



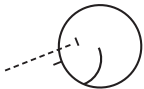
I like this elephant.

3



Talkthrough

Here are another two animals. What are they? What is special about these animals? Why do you think the boy might like these animals?



Observe and support

Can the children identify capital letters and full stops?

Can they say what they are used for?

Show me a capital letter. Where do we use capital letters?

Show me a full stop. Where do we use full stops?



I like this snake.

4



I like this lion.

5



Talkthrough

This zebra has lots of stripes and the giraffe has lots of spots. What is the same about these two animals and what is different?

Point to the word 'zebra'.

What sound can you hear at the start of this word?



Observe and support

Do the children understand what they are reading?

Can they work out words from the pictures?

What animals are these?



I like this zebra.

6



I like this giraffe.

7



Talkthrough

Here is the boy in front of the giraffe's enclosure.

Why do you think he likes this zoo?

Do you like this zoo?

What is your favourite animal in the book? Why?



I like this zoo.

8



After reading

Being a meaning maker

Encourage the children to support their answers with evidence from the book as they discuss these comprehension questions:

Which animals does the boy like?

Does he like lions?

Does he like tigers?

Does the boy like any birds?

Does the boy like any animals that you like? Which ones?

Being a code breaker

Explore the following language features:

- High-frequency words: I, like, this.
- Words that rhyme with 'like': bike, hike, spike, strike.

Being a text user

Refer to the text when discussing these questions:

What does this book teach you about zoos?

Being a text critic

What did the author need to know to write this book?

Do you think all children like animals?

Responding to text



Provide the children with paper and coloured markers. Discuss all of the animals the boy sees at the zoo. Talk about their enclosures as well. Ask the children to design their own zoo. Suggest that they include their favourite animals in the zoo.



Talk with the children about their favourite animals from the book.

List them on the board. Provide the children with the sentence starter: 'I like this ...' Ask them to pick one animal and complete the sentence. Their work could be collated to make a class book.



Focus on the /l/ sound: elephant, like, lion. Write these words on a chart and ask the children to work in pairs to think of other words that have this sound. Add their words to the chart.

Writing

Using large posters of animals as a stimulus, ask the children to imagine they are walking around the zoo. What animals can they see? As a group, write about their imagined visit to the zoo. Focus on the use of capital letters at the beginning of sentences and full stops at the end.

Assessment

Can the children:

- tell which is the text and which is the picture?
- use the pictures to understand words in the book?



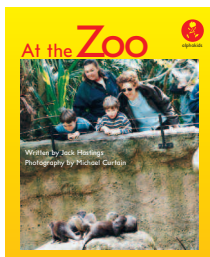
whole text activity



sentence activity



word activity



Teacher Edition

Topic: Animals

Curriculum link: Science

Text type: Caption

Reading level: 1

Word count: 28

High-frequency words: I, like, this

Vocabulary: elephant, giraffe, lion, monkey, snake, zebra, zoo

Possible literacy focus

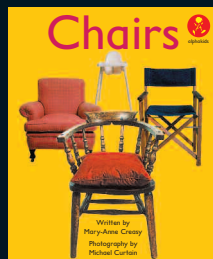
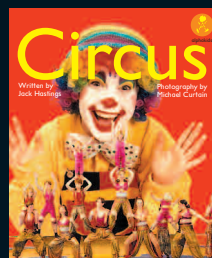
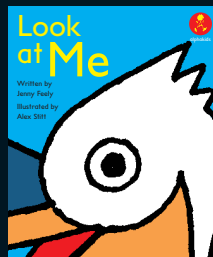
Understanding that the text contains the message of the book.

Using pictures to help understand the words in the book.

Summary

This book is a story about the animals a boy likes best at the zoo. It includes a range of animals that have been clearly photographed.

Other books at this level



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