



***Zoo Rendezvous* Lesson Plan**

Grade: 4-5

Subject: Shared Reading

Target: Alliteration

Objectives:

Students will:

- Listen to a fluent reading of the story.
- Choral read as a class.
- Define unfamiliar vocabulary.
- Find synonyms of vocabulary words.
- Identify examples of alliteration.
- Create alliteration tongue twisters.

Key Vocabulary:

-rendezvous, uproarious, unwind, patrons

Materials:

- Zoo Rendezvous*
- synonym cards (attached)
- writing paper
- pencils
- tape or magnets

Day 1: Motivation and Modeled Fluency

- Ask students, "How many of you have been to a zoo? What did you see there?"
- Allow several students to respond.
- Read entire book to class (Do not encourage participation yet).
- Ask several questions such as: What was your favorite animal? Were the animals in the book like the ones you saw at the zoo? What were the animals doing that you don't usually see at the zoo?

Day 2: Define unfamiliar vocabulary/Synonyms

- Read story, and encourage students to join in.
- Discuss each of the four vocabulary words (rendezvous, uproarious, unwind, patrons)
- Ask, "What do we call words that have the same or similar meanings?"
- Allow a student to answer.

Suggested Activity:

- Write the four vocabulary words on the board, and pass out magnetic synonym cards to students. (Teacher may choose to use tape instead.)
- Students place cards under its synonymous vocabulary word one at a time.

Day 3: Alliteration Activity

- Read story, and encourage students to join in.
- Explain that alliteration is the repetition of initial sounds in neighboring words.
- Give several examples: bigger and better, jump for joy, whistle in the wind.
- Ask students, "Can anyone think of an example of alliteration?"
- Allow several students to answer.

Suggested Activity:

- Give students three minutes to find as many examples of alliteration as they can in *Zoo Rendezvous*. (Gators gaze, towering trapeze, setting sun, grin and giggle with glee, biking bears)
- Ask a volunteer to share examples.

Day 4: Writing Extension

- Read story, and encourage students to join in.
- Write several examples of alliteration tongue twisters on the board. (Crazy Cristina crammed cookies and cream in her coffee cup. Magical Martha made magnificent marshmallow mousse on a manic Monday in May.)
- Assign each student a different letter of the alphabet.
- Students must write one or more tongue twisters for the letter assigned to them.

Day 5: Solo Reading and Sharing

- Read story, and encourage students to join in.
- Allow volunteers to read the story to the class while pointing out examples of alliteration.
- Ask students to share their tongue twisters from the previous day.

