



***Zoo Rendezvous* Lesson Plan**

Grade: 4-5

Subject: Shared Reading

Target: Predicting

Objectives:

Students will:

- Make predictions about the contents of a wrapped present.
- Listen to a fluent reading of the story.
- Choral read as a class.
- Define unfamiliar vocabulary.
- Find synonyms of vocabulary words.
- Match words with their antonyms.
- Create a sequel to *Zoo Rendezvous*.
- Share writing with class.

Key Vocabulary:

-rendezvous, uproarious, unwind, patrons

Materials:

- Zoo Rendezvous*
- three boxes
- wrapping paper
- tape
- three items of teacher's choice
- synonym cards (attached)
- antonym cards (attached)
- writing paper
- pencils

Day 1: Motivation and Modeled Fluency

-Say, "Good readers try to guess what will happen next in a story. This is called making a prediction. Today, we are going to do an activity that will help us develop our predicting skills."

Suggested Activity:

- Show the students three wrapped packages.
- Ask them to predict what is in the boxes.
- Brainstorm ideas as a class.
- Pass the boxes around so students can examine them.
- Pick three students to each open a box and see if any of the predictions were correct.
- Ask students, "What helped you to predict what was in the boxes?" (shaking, weight, smell, sound, size)
- Say, "We also make predictions about what will happen next when we are reading."
- Ask, "Why do you think it is important to predict what will happen when we read?"

Day 2: Modeled Fluency

- Ask students, "Who can remind the class what predicting is?"
- Allow a student to answer.
- Ask students, "What do you think will happen in *Zoo Rendezvous*?"
- Allow a student to answer.
- Explain that he/she just made a prediction.
- Read entire book to class (Do not encourage participation yet).
- Ask several questions such as: "How many of your predictions were correct? Did you predict anything that did not happen?"
- Ask, "What are some different things we predict?"
- Brainstorm ideas as a class.

Day 3: 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 4: Antonyms

-Say, "If a synonym is a word that means the same as another word, what do you think an antonym is?"

-Allow students to answer.

-Say, "Antonyms are words that have opposite meanings. We are going to play a game that will help us match a word from the story with its antonym."

-Teacher must print and cut the attached antonym cards to make enough memory sets for the entire class. (leave/stay, juicy/dry, gobble/nibble, soar/plummet, beneath/above, night/day, guest/host, glee/sadness, believe/doubt, quickly/slowly)

Suggested Activity:

-Divide students into pairs to play antonym memory.

-Students take turns trying to match the vocabulary word with its opposite meaning.

Day 5: Writing Extension

-Ask students, "If there was a sequel to *Zoo Rendezvous*, what do you think it would be about? What would the title be?"

-Brainstorm ideas as a class.

-Students create or summarize a sequel individually.