



***Zoo Rendezvous* Lesson Plan**

Grade: K-1

Subject: Shared Reading

Target: Characters

Objectives:

Students will:

- Listen to a fluent reading of the story.
- Choral read as a class.
- Answer comprehension questions.
- Define unfamiliar vocabulary.
- Use hand motions to visualize vocabulary words.
- Chant word spellings as a class.
- Write each vocabulary word.
- Mold a character from the book out of clay.
- Copy or create simple sentences.

Key Vocabulary:

-gaze, roast, toss, race

Materials:

- Zoo Rendezvous*
- clay or play dough
- writing paper
- pencils

Day 1: Motivation and Modeled Fluency

- Ask students, "How many of you have been to a zoo? What did you see there? What time of the day did you go to the zoo?"
- 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?"

Day 2: Define unfamiliar vocabulary

- Read story to class without participation.
- Read a second time, and encourage students to join in.
- Discuss each of the four vocabulary words (gaze, roast, toss, race).

Suggested Activity:

Demonstrate motion for each new word while students mimic them. For example, for the word, "gaze", look up at the ceiling with chin resting on hand. Stretch out arm like you're roasting a marshmallow for "roast". Pretend to throw a ball underhand for "toss". Move your hands back and forth like you're running for "race". After practicing the words and motions, call out words while students demonstrate the motion.

Day 3: Describing the characters

- Read book, and encourage students to join in.
- Discuss the different characters in the book.
- Ask students, "Which animal had a body part like a sprinkler? Which animal licked a lollipop? Which animal drank punch? Which animal rode a bicycle?"

Suggested Activity

- Students use clay or play dough to mold their favorite *Zoo Rendezvous* character.
- Allow several students to share with the class.

Day 4: Review and spelling practice

- Read book, and encourage students to join in.
- Review vocabulary and motions.
- Write each vocabulary word on the board while students copy.
- After writing each word, students stand and chant, stomp, or clap as they spell each word in unison. (Teacher may choose to have students spell words using chalk, white boards, shaving cream, macaroni noodles, or beans.)

Day 5: Writing Extension

- Read book, and encourage students to join in.
- Review vocabulary and motions.

-Students observe while teacher describes the characters in the story on the board. (For example, "The monkeys roast hot dogs. The lions tell jokes. The snakes swing from the trees.")

-Lower level students can copy, while higher level students can create their own sentences.