



***Zoo Rendezvous* Lesson Plan**

Grade: K-1

Subject: Shared Reading

Target: Setting

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.
- Describe the setting of the book.
- Draw a night time setting.
- Chant word spellings as a class.
- Write each vocabulary word.

Key Vocabulary:

-crave, soar, gobble, gulp

Materials:

- Zoo Rendezvous*
- white paper
- markers or crayons
- 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 (crave, soar, gobble, gulp).

Suggested Activity:

Demonstrate motion for each new word while students mimic them. For example, for the word, "crave", rub your belly to show that you are very hungry. Stretch out arms like a flying bird for "soar". Pretend to eat quickly which illustrates "gobble" and swallow to show "gulp". After practicing the words and motions, call out words while students demonstrate the motion.

Day 3: Describing the setting

- Read book, and encourage students to join in.
- Discuss the setting of the book (where and when it takes place).
- Ask students, "What time of the day does the story take place? Where does the story take place? Would the story be the same if it took place during the day?"

Suggested Activity

Draw a night time scene so students can visualize what the world looks like when the sun sets. Students create their own drawing using a night time setting.

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 setting of the story on the board. (For example, The sun sets, and the guests leave. The sky is dark. The stars shine brightly.)
- Lower level students can copy, while higher level students can create their own sentences.