

# My Zoo Album

PM Level 8/9

Yellow

**Text Type** Recount/Report

**Running Words** 170



## Preparing for Guided Reading

### Prior Knowledge

- Discuss the meaning of the word 'album'.
- Study the layout of the photos in this text.

### Orientation to the Text

- This is a book about a girl's visit to a zoo, recounting her experiences in the form of a photo album.

### Key Language Structures

- Mix of past- and present-tense sentences.
- Irregular past tenses: *saw*, *went*, *ran*.

## Building the Balanced Reader

### Vocabulary

Key High-frequency Words

*but, has, have, its, lot, our, saw, very*

Content Words

*Zoo, photos, album, elephant, trunk, giraffe, ostrich, lions, manes, kangaroo, snake, butterfly, tortoise, polar, bear, monkey*

### Decoding

- Encourage quick recognition of high-frequency words in the book.
- Teach students to apply their phonemic awareness to decode or predict words.

### Fluency and Phrasing

- Explicitly teach students to attend to meaning. Say, *Does that sound right?* Model using context and knowledge of letter-sound relationships to decode or predict unknown words.

### Focusing on the Book – Guided Reading

- **Cover** Ask, *Why do you think the girl made an album about her visit to the zoo?*
- **pp. 2–3** Discuss why a trip to the zoo would make a good subject for a photo album. Ask, *Which animals can you see in the girl's album so far?*
- **pp. 4–5** Have students talk about the elephants' trunks, and what they are using them for in the photo. Discuss why the giraffes' height would be helpful for them in the wild.

- **pp. 6–7** Ask students if they can see the ostrich's wings in the photo. Ask, *Why do you think the ostrich cannot fly?* Ask students why they think lions sleep a lot during the day. Have them find the lion with the mane in the photo.
- **pp. 8–9** Talk about the baby kangaroo in the photo. Ask, *Do you think the baby kangaroo is big enough to go outside the pouch?* Talk about the snake and how its body is wound around the branch. Discuss why this ability would help the snake catch food to eat.
- **pp. 10–11** Talk about all the colours of butterflies that students have seen outside. Discuss why the tortoise has a shell, and the protection it would offer.
- **pp. 12–13** Ask students why they think polar bears need to be good at swimming. Have students look at the monkey's long arms and legs and discuss how they would help it climb trees.
- **pp. 14–15** Ask, What other animals did the girl see at the zoo?
- Find the words *have* and *has* in the text. Introduce the words *having* and *had* in similar contexts.

### Comprehension

- How does an ostrich escape from its enemies if it can't fly? (*Inferential*)
- Why do you think lions sleep a lot in the day? (*Inferential*)

### Follow-up Activities

- Direct students to complete the BLM activities: completing sentences from the story and drawing illustrations to match; writing correct verb forms to complete sentences; writing nouns in singular or plural form to complete sentences.
- Have students draw their own page of the zoo album, featuring an animal that does not appear in the book.
- Ask students to write a list of all the animals they saw in the book. Have them number the animals in order of their size.

## Learning Intentions

- We are learning that a narrative text has an orientation, complication and a resolution.
- We are learning to use connections between letters, sounds and/or spelling patterns to decode unknown words.
- \_\_\_\_\_

## Success Criteria

- I can identify the orientation, complication and resolution in the text.
- I can use my awareness of spelling patterns to chunk sounds together to help me to decode unknown words while reading.
- \_\_\_\_\_

## Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up