

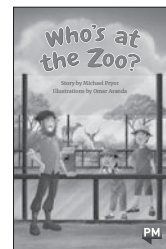
Who's at the Zoo?

PM Level 25

Emerald

Text Type Narrative

Running Words 2019



Preparing for Guided Reading

Prior Knowledge

- Discuss what a competition is and talk about any competitions the school has run or that students have been involved with. Encourage them to think about words they know that are associated with competitions.

Orientation to the Text

- Oliver is frustrated when his attempt to win a Lifetime Gold Pass to the zoo is thwarted by his parents' artistic aspirations, his sister's obsession with counting and even an unusual escape that causes panic among zoo patrons. Will he manage to get his entry in on time?

Building the Balanced Reader

Grammatical Conventions

- Discuss different sentence types used in the text and the effect that they have. Look for examples of simple sentences to control the pace and add emphasis (*I groaned.*) and complex sentences to give detail (*When we got to the big cats, Mum and Dad grinned and started talking about the way the lions were stretched out.*).

Vocabulary

Key Vocabulary

armadillo, artist, competition, conditions, difference, enclosure, entrance, *Homo sapiens*, leopard, lifetime, megaphone, orangutan, ordinary, publicity, question, sketchbooks, tourists, zookeeper

Spelling

- Highlight the word *megaphone* and discuss what it means. Explain that it comes from the Greek words *megas* meaning great and *phone* meaning voice. Construct a list together of words with the same prefix: *megaphone*, *megabyte*, *megastar*.

Visual Literacy

- Look at the signs included in the illustrations throughout the story. Ask, *How do these help us to understand what is happening? How are they connected to the text?*

Focusing on the Book – Guided Reading

- Look at the front cover and read the title together. Ask, *What kind of sentence is used in the title? What does it make you think the story is going to be about?*

- Point out the word *really* on page 2. Ask, *Why is this word in italics?* Explain that *really* is an adverb of degree as it gives more information about how much the counting gets on Oliver's nerves.
- Continue to page 5. Ask, *What has happened in the story so far? What clues has the author given about what might happen next?*
- Read to page 11. Invite students to look for an adverb on the page that gives information about how an action was done. Ask, *Why did the author include an adverb to tell you how Maddy thought?*
- Continue to page 14. Invite students to suggest whose voice the children heard. Ask, *What information in the text did you use to make your prediction?*
- Continue to page 17. Ask, *What does the author tell you about how Maddy scratched her nose? What sort of word is this?*
- Read to page 21 and review students' predictions. Ask, *Who did the voice really belong to? How does this affect what you think might happen next?*
- Look at pages 22–24 with students. Ask, *Which words on these pages are adverbs? Do they tell where, when or how something happened?*
- Read to the end of the text together. Ask, *What surprised you in the story? How did the author prepare you for what was going to happen?*

Comprehension

- How did Oliver find out the competition had ended? (*Literal*)
- Why do you think the zoo ran a competition to win a Lifetime Gold Pass? (*Inferential*)
- Why might the author have written this story? What makes you say that? (*Applied Knowledge*)

Follow-up Activities

- Model making a word web using the words relating to competitions that students generated before reading the text. In small groups, ask students to make a zoo word web, encouraging them to group and connect words.
- Discuss with students why we have zoos. View some online zoos together and allow students to describe whether or not they think it is a good idea to have animals in zoos and why.

Who's at the Zoo?

Date _____

PM Level 25

Emerald

Learning Intentions

- We are learning to think as we are reading.
- We are learning to understand how authors add detail to what they write.

• _____

Success Criteria

- I can make and justify predictions about what will happen in the story.
- I can adjust my predictions based on what I have read.
- I can find and classify adverbs in the book.

• _____

Guided Reading Notes

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