

ATOS Level: 0.9



# My First Adventures MY FIRST TRIP TO THE ZOO

## HIGH-FREQUENCY WORDS

are	see
big	stay
first	them
get	this
going	today
keeps	too
live	where
lots	

## CONTENT WORDS

bears	glass
elephants	map
giraffe	zookeepers

## PHONICS REVIEW: ou/oo

about	too
houses	zoo
out	zookeepers
outside	

## BEFORE READING:

**Establish a purpose for reading:** Tell students they are going to read a book called *My First Trip to the Zoo* to find out about zoos.

**Preview the book:** Display the cover of the book. Read the title. Ask students what they know about zoos. Use the page-turning feature to preview each spread. Ask students what is shown in each picture. What words might they find on the pages? Do they recognize any of the words they see?

## READING THE BOOK:

Display the book and play with audio feature at normal pace (hare icon) without highlighting for general effect.

Ask students to tell what they heard about zoos.

**Ask:**

- What are zoos?
- Why do people like going to the zoo?
- What are some things you could see at the zoo?

Tell students they will reread the book to find the answers to these questions.

Return to the beginning of the book. Play at slower (tortoise) pace with word highlighting, one spread at a time. Circle content words. Pronounce the words and ask students to repeat them.

Check for understanding by asking the following questions:

**Pages 4–5**

What can you see at the zoo?

**Pages 6–7**

Why should we get a map at the zoo?

## READING THE BOOK (continued):

### Pages 8–9

What do the words on page 8 tell us about where animals live in a zoo?

### Pages 10–11

Who feeds and takes care of the animals at the zoo?

### Pages 14–15

What do the words on page 14 tell us about snakes?

### Pages 16–17

What does the author tell us on page 16 about brown bears and polar bears?

### Pages 20–21

Why would you go to a petting zoo?

### Pages 22–23

What do the words on page 22 tell us about the zoo?

### Page 24 Words to Know

Hold the cursor over each word for pronunciation. Ask students to repeat the term. Have them explain the term in their own words.

**Ask:** What more did we learn about zoos this time? Why do you think we learned more by reading the book a second time?

Tell students they will read the book again, this time independently for enjoyment.

## AFTER READING:

**Retelling the book:** Ask students to use the pictures as prompts to retell the information from the story.

**Writing about the book:** Assign one of the two practice pages (blackline masters) according to each student's zone of proximal development [see page 10 for explanation].

**Assessing comprehension:** Direct students to complete the Accelerated Reader Quiz to assess comprehension.

## REREADING INDEPENDENTLY:

Use the quality of student responses to the above questions to determine the rereading assignment (i.e., print book or interactive eBook, fast or slow pace, word highlighting, audio).

Name: \_\_\_\_\_

## My First Trip to the Zoo

**Directions:** Write a vocabulary word from the box to finish each sentence.

zookeeper	glass	giraffe
map	elephants	

1. \_\_\_\_\_ use dirt to stay cool in the sun.

2. A \_\_\_\_\_ shows us where the animals are in the zoo.

3. A \_\_\_\_\_ is tall.

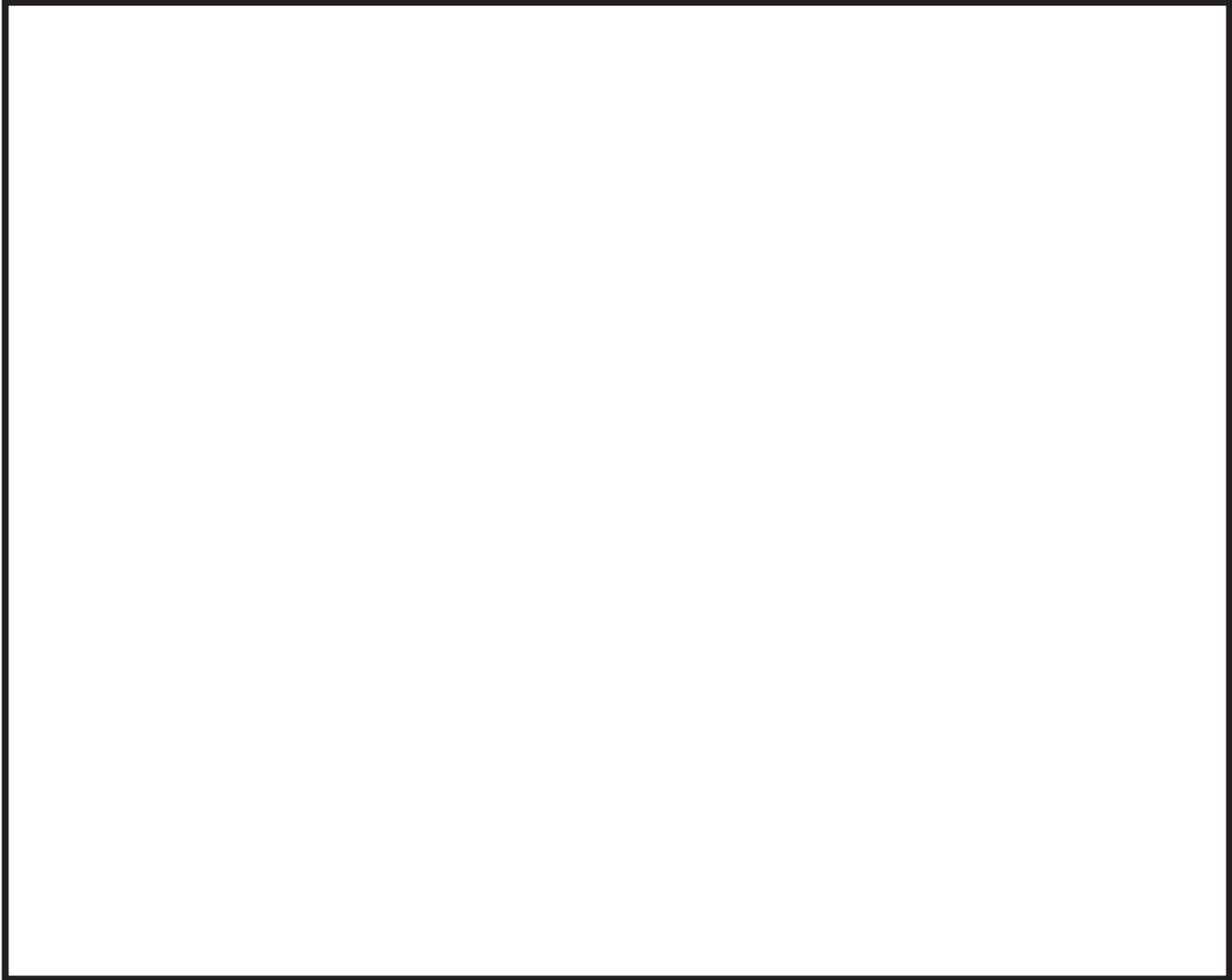
4. \_\_\_\_\_ keeps the snakes from getting out.

5. A \_\_\_\_\_ feeds and cares for the animals at the zoo.

Name: \_\_\_\_\_

## My First Trip to the Zoo

**Directions:** Draw an animal at the zoo. Write two things you learned about zoos.



1. I learned that zoos \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. I learned that zoos \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_