

Book Summary

A boy and his mother visit the zoo with a picnic lunch for both themselves and the animals. However, they are not allowed to feed the animals.

Repeated Phrases

“No feeding the ____,” said the zookeeper.

Text Type – Narrative

Materials

- copies of words and punctuation for this book from page 127
- copies of BLM, markers, pencils
- plastic zoo animals, picnic basket, food, paper

Lunchtime at the Zoo



Set E

by Paula Slack
illustrations by Dean Proudfoot

Skills and Strategies

Reading *Lunchtime at the Zoo* will reinforce the following objectives and give the children the opportunity to:

- W** discuss new words contained within the story
- S** emphasize left-to-right movement to reinforce directionality
- T** locate information
- Q** select information from the story for a specific purpose

Word Study

- High-frequency words: No, at, said, the
- Punctuation: periods, exclamation point, commas, quotation marks, capital letters
- Phonics and phonemic awareness:
 - Z, z – Zoo, zebras, zookeeper
 - L, l – Lunchtime, lions
 - plurals – bears, elephants, giraffes, lions, monkeys, parrots, zebras
 - compound words – zookeeper, lunchtime

Speaking and Listening

Use this text to help the children:

- retell or recall main points from the story;
- respond to simple questions about the content of the story.

The Guided Reading Lesson

Introducing the text

Capture the children’s interest by displaying a variety of plastic animals. Ask the children to name them and talk about the ones they might see at the zoo.

Discuss the sort of environments different animals would live in and the sort of food they would eat.

Reading and discussing the text

Hand one book to each child. Read the title and the names of the author and the illustrator to the children. Now use the outline below to support the children as they read and discuss their way through the book.

Cover – *What sort of food can you see in the picnic basket? Have you ever taken a picnic lunch somewhere?*

Title page – Together, read the names of the author and the illustrator again. *Do you think the animals at the zoo would like any of this food?*

Pages 2 and 3 – *What is happening in this picture? Can you find the word “zookeeper”?*

Page 5 – *What is the mom doing? What is the lion thinking?*

Page 6 and 7 – *How is the bear feeling? Why won’t the zookeeper let the boy give the grapes to the bear? Can you find the word “bear” on page 6?*

Page 9 – *What sort of food is this? Why is the zookeeper vacuuming up the peanuts?*

Page 11 – *What is happening now?*

Page 13 – *How has the zookeeper stopped the boy feeding the parrots? What do you think the zookeeper would usually feed the parrots?*

Page 15 – *What sort of food do you think zebras eat? What do you think the zookeeper is going to do with the picnic basket?*

Page 16 – *Were you right?*

The children can now read the book again independently.

Revisiting the Text

- Ask the children to recall which foods the boy tried to feed each of the animals.
- Discuss the capital and lowercase letters in “Zoo” and “zookeeper” and “Lunchtime” and “lions.”
- Find the quotation marks and discuss their purpose.
- Using the words and punctuation for this book from page 127, reassemble the sentences with the children.

Following Up

Q Select information from the story for a specific purpose.

- Ask the children to use the zookeeper’s own words to create a poster reminding visitors not to feed the animals when they are visiting the zoo. The children could illustrate their poster with a symbol to reinforce the message.

B On the BLM activity opposite, children practice writing the high-frequency word “the” and illustrate the phrases with the appropriate animals.