

# The Five Senses Zoo Tour



**Word Count: 468**

**Text Type:** Info-fiction: Description – Guide with Map

**Guided Reading Level:** J

**Summary:** This guide describes how animals have five senses just like us. An enclosed map shows where the featured animals are located in the Springvale Zoo, along with additional animals found on the illustrated continents.

## Text Supports

- ▶ information provided in the title
- ▶ photographs and headings support the text
- ▶ subtitles
- ▶ map with legend, symbols, and trail

## Possible Text Challenges

- ▶ density of information
- ▶ linking of map to the guide information
- ▶ additional animals featured on the map
- ▶ some challenging vocabulary: e.g., *Sumatran, hyenas, orangutans, jaguars, platypus, Australia, Europe, tentacles, nocturnal, legend, excellent, humans*

## First Session (Guide)

### Reading Strategies

#### Comprehension

- ▶ synthesizing

#### Working with Words

- ▶ orally stretches words and blends them into phonemes
- ▶ using photographic cues and context to solve unfamiliar words

### Assessment Opportunities

Note each student's ability to:

- ▶ integrate new information with prior knowledge to gain new understandings
- ▶ orally stretch and blend words
- ▶ use photographic cues and context to solve and read unfamiliar words

For Assessment Tools, see Monitoring Progress for Guided Reading in the Toolkit at [www.lpey.ca](http://www.lpey.ca) and in the Grade One Reading Guide.



## BEFORE READING

### Making connections

#### Activating and Building Background Knowledge

- ▶ Have students describe any trips to a zoo they may have made. If a student has been to a zoo in another town or city, locate the place on a map of Canada or North America (e.g., The Winnipeg Zoo, The Toronto Zoo, and The Calgary Zoo). Use some of the difficult and challenging vocabulary from the text during the discussion. If a distant country is mentioned, locate it on a globe and then show students where they live in relation to the country mentioned.

*Tell us about your trip to the zoo. What animals did you see? Did you see any nocturnal animals? What interesting facts did you learn about some of these animals?*

#### ELL Note:

Ask ELLS if they ever visited a zoo in their native country, what their favourite animals were, and how they say the name of that animal in their first language. Show their places of origin on the globe.

### Self-monitoring/predicting

#### Discussing Supports and Challenges

- ▶ Hold up a copy of the guide and explain to the students that this is different from other books they have read. Explain that it is an information guide to a zoo – the Springvale Zoo. Read the title, subtitle, and front cover text.

*This guide to the Springvale Zoo describes animals and where they are located at the zoo. Now that we have read the first page, what do you predict will be described in this guide? What questions are you asking yourself? Are you wondering what surprises might be in store for us? Tell me what you think the author means by 'others will surprise you.'*

### Word solving and building

- ▶ Hand out copies of the guide. Have students locate the section titled 'Touch.' Discuss the subtitle and photograph (e.g., colour, enlarged word size, and accompanying text).

*What do you notice about the word 'Touch?' What do we call the finger-like structures on the nose of the Star-nosed Mole? Yes, they are tentacles. Let's say the word slowly. What chunks can you hear: ten-ta-cles? That's right. Find the word 'tentacles.'*

#### Teaching Tip:

Record the chunks in the word 'tentacles' on the board. Say 'tentacles' slowly with the group. Cover the word with a strip of paper or sliding word mask to reveal each chunk as it is read aloud.

### Self-monitoring/predicting

- ▶ Ask students to look at the other four photographs (including the back page) and think about the questions they asked themselves and the predictions they made.

*Now that we see the animals in the guide, have any of your predictions been confirmed or changed? Can you predict what one of the surprises might be by looking just at the photographs of these animals?*

**ELL Note:**

Ensure ELLs know the names of the featured animals, and by analyzing the photographs, some of the details or characteristics that relate to those animals. For example, Mountain Blue Butterflies seem to like plants.

**Synthesizing****Setting a Purpose**

- ▶ Focus the readers on a comprehension purpose.
- ▶ Provide students with a sticky note to place near a ‘surprise’ new fact in the text. You may wish to reread the text under the subtitle—Discover the Senses!

*Read the guide to find out the most important things about these animals and their senses.*

**ELL Note:**

As some students may not comprehend the meaning of the five senses, have samples of things to smell (garlic, vanilla extract), touch (velvet, sandpaper), hear (birds chirping, a drill), taste (sugar cube, potato chip), and see (play ‘I Spy’). Discuss their reactions and preferences and introduce adjectives such as sweet, salty, smooth, etc.

**Teaching Tip:**

You may decide to change the comprehension focus for this text. For information on how to modify a Guided Reading lesson to match a new comprehension strategy, see the Guided Reading Teaching Plan Outline in the Toolkit at [www.lpey.ca](http://www.lpey.ca).

**DURING READING****Self-monitoring****Analyzing/word solving and building****Analyzing**

- ▶ Ask students to read the guide independently, keeping in mind the purpose set for reading.
- ▶ Observe and listen to students as they read quietly, assisting them with navigating the guide’s features, word solving strategies, vocabulary, and punctuation. Respond to comprehension queries and offer occasional comprehension prompts to help them problem solve. Possible Prompts:
  - You noticed the word begins with ‘br.’ If I cover up the ‘b’ what word do you see? That’s it, ‘rain.’ Look at the whole word now and say it aloud—‘brain.’
  - What else does the photograph tell us about polar bears? What is the polar bear looking at? Yes, it’s a hole in the ice and we can see water. Let’s look at the tricky part in the text and look for the word ‘hole.’ What kind of hole is it? Think about where a polar bear’s favourite food lives. And remember, this animal needs air like us.
  - If students finish earlier, ask them to reread independently and put another sticky note on another new fact they learned.



## AFTER READING

### Synthesizing

- ▶ Revisit the purpose for reading: What are the most important things you learned about animals and their senses? Discuss the ‘surprise’ facts students learned about animals and their senses. Record the facts in a chart.

*Who found a surprise fact about an animal? Why was this a surprise?*

Animals				
<u>Touch</u> Star-nosed Mole tentacles on nose	<u>Taste</u> Mountain Blue Butterfly uses feet	<u>Smell</u> Polar Bear	<u>Hearing</u> Spotted Hyena	<u>Sight</u> Sumatran Tiger sees in dark

### Synthesizing/analyzing Evaluating

- ▶ Extend understanding by offering prompts to initiate discussion:
  - What fact did you find the most surprising and why?
  - Which animal is the most unusual? Why? Do we have one in our local zoo? Why might it not be there?

### Self-monitoring

- ▶ Comment on effective reading strategies you observed.

*I saw Tiago and Chan stretching and blending unfamiliar words. Olivia and Christ slowed down and reread sentences to be sure their context cues made sense.*

## Second Session (Map)

### Reading Strategies

#### Comprehension

- ▶ self-monitoring

#### Working with Words

- ▶ chunking words into syllables to solve unfamiliar words
- ▶ recognizes the capitalization of proper names

### Assessment Opportunities

Note each student’s ability to:

- ▶ ask oneself questions and explain thinking
- ▶ analyze the map and legend for information
- ▶ chunk words into syllables to solve unfamiliar words
- ▶ recognize use of capitals for proper names



## BEFORE READING

### Making connections

#### Activating and Building Background Knowledge

- ▶ Remind students that they are reading a zoo information guide about featured zoo animals and their use of the five senses. Review the information by having students relate a surprising fact they learned.

*When we read about touch and the Star-nosed Mole, we learned a very surprising fact. What was that fact?*

## Visual literacy

- ▶ Display a globe and locate the continent of an animal mentioned by the students such as the polar bear and review surprising facts they found in the text. Locate one or two other continents that are meaningful to your students.

*You told me polar bears have a strong sense of smell. Where are polar bears found? That's right! We have them in northern Manitoba. Manitoba is on the continent of North America.*

## Text features

- ▶ Display a map and have students note any special features (e.g., titles, colour coding, legend, text boxes). Have students point to the features and provide an explanation as to its possible use to the reader.

*What did you notice about this map? How do the legend and symbols help you read the map? When you are in a car, how do you know when there is a restaurant coming up? That's right! We see the knife and fork symbols. What other symbols do you see on the road and on signs on buildings?*

## Self-monitoring/predicting

- ▶ Have students look at the map and establish that this is a map of the Springvale Zoo that accompanies the zoo guide. Have students scan the map independently or with a partner, noting its features. Have them identify the previously discussed symbols and note other items included in the legend.

*What symbols do you see? Let's find the symbol on the map. What else do you notice about this map? Why do you think they have been included on this map?*

## Visual literacy/predicting

- ▶ Have students locate the picture of the polar bear and have them explain why the polar bear has an orange circle around it. Be sure they understand that the orange circle is the same colour as the word 'smell' in the legend and also correlates to the heading 'Smell' on the first page of the guide. Ensure students understand that information that has been provided on the map is for those animals not featured in the guide.

*Look for other animals circled in orange on the map. Was this animal in the guide? Why do you think the information was included here? Ensure students understand that this information is here because we did not read about it in the guide.*

## Analyzing/word solving and building

- ▶ Have students name the continent the polar bear and grey wolf are from. Point out the use of capitals for the proper names. Have students locate the name of some of the continents after you say the word(s) slowly, for example, Aus-tra-lia, Af-ri-ca.

*Put your finger on the front gate and follow the trail to the polar bear. What is this continent called? Why does its name have capital letters?*

## Setting a Purpose

## Self-monitoring

- ▶ Remind the readers of the comprehension purpose: What are you thinking as you follow the path through the zoo? What is interesting? What questions do you have? Do you need to know more about anything?

*As you are reading write any surprising facts, questions you may have and anything else you may wish to know more about on sticky notes.*

**Teaching Tip:** You may decide to change the comprehension focus for this text. For information on how to modify a Guided Reading lesson to match a new comprehension strategy, see the Guided Reading Teaching Plan Outline in the Toolkit at [www.lpey.ca](http://www.lpey.ca).



## DURING READING

- ▶ Ask each student to follow the map independently, keeping in mind the purpose set for reading.

**ELL Note:** Show students a map of the world in an atlas and indicate the different continents. Ask them to find the corresponding continents on their map of Springvale Zoo. Review the names by using prompts such as, “Show me Australia, in which continent can we see an elephant?”

### Self-monitoring

### Analyzing/predicting

### Self-monitoring

### Making connections/ self-monitoring

### Evaluating

- ▶ Observe and listen to students as they read quietly, assisting them with navigating the booklet’s features, word solving, vocabulary, and punctuation. Respond to comprehension queries and offer occasional comprehension prompts to help them problem solve. Possible prompts:
  - You noticed the word begins with the letter ‘J.’ If I cover up the last four letters what word do you see? That’s it, ‘Jag.’ Now look at the last four letters – ‘uars.’ Look at the whole word now and say it, ‘Jaguars.’
  - You noticed this animal has a red circle around it. What sense was written in red in the booklet? What sense must be very strong then for the barn owl?
  - What are you wondering about as you look at the information on the orangutans?
  - Do you know a lot about anteaters? What else would you like to know about them?
- ▶ If students finish earlier, ask them to reread independently, or with a partner. Ask them to discuss the animals and which they liked best and why.
- ▶ Note successful reading strategies and any remaining reading challenges.



## AFTER READING

### Self-monitoring

- ▶ Revisit the purpose for reading: What are you thinking as you follow the path through the zoo? What is interesting? What questions do you have? Do you need to know more about anything?

*What interesting or surprising facts did you learn? What questions did you have as you were following along the trail? Did you read anything that prompted you to think you would like to know more?*

## Evaluating

- ▶ Discuss the effectiveness of the map.

*Was it a good idea to include this map in the guide? Explain your thinking. If you went to Springvale Zoo, would you find this map useful? Why? Did the legend help you to navigate the map? How?*

## Evaluating

## Synthesizing/evaluating

## Evaluating

## Self-monitoring

- ▶ Extend understanding by offering prompts to initiate discussion:
  - Do you think the map would be harder to read if you had read it before the guide? Explain your thinking.
  - Would you be able to determine why some animals had only their names on the map and others had information to be read? Why? Why not?
  - Would you have found the map just as useful to understand the animals and their senses without reading the guide? Why? Why not?

- ▶ Comment on effective reading strategies you observed.

*I saw some of you referring to the legend to check on a symbol or colour used on the map. Deanna checked to see what the tables meant near the Star-nosed Mole. Ibrahim looked to see what sense the colour red represented.*

## Rereadings

- ▶ Provide opportunities for each student to reread the map independently or with a partner.

## Focused Follow-Up

The following activities are optional. Choose those that best meet your students' needs:

## Making connections/ synthesizing

### **Draw and Write**

- ▶ Ask students to select an animal, make a drawing, title it, and then write one fact about how it uses one of its senses. Encourage students to use a layout similar to the guide.

## Synthesizing/evaluating

### **Research**

- ▶ Provide some non-fiction books on wild animals in the classroom library. Students can look for a fact related to the senses about their chosen animal and record the animal's name and fact on a file card. Students can then orally present their information.

## Analyzing and synthesizing

### **Animal Information**

- ▶ Use the chart begun in Lesson 1 and invite students to add information about the additional animals found on the map.

## Synthesizing

### **Drawing a Map**

- ▶ Students can draw a map of the classroom or the schoolyard. Encourage them to use a legend, colour, and symbols. Provide the guide and map as a reference.

## Word solving and building

### ***Word Building***

- ▶ Provide magnetic, plastic, or card letters and have students make as many words as they can from words such as ‘tentacles,’ ‘nocturnal,’ and ‘Sumatran.’

### ***Find Plural Words***

- ▶ Students can look through the booklet to find plural words (e.g., ‘eyes,’ ‘ways,’ ‘animals,’ ‘humans,’ ‘tigers,’ ‘senses,’ ‘parts,’ ‘bumps,’ ‘tongues,’ ‘smells,’ and ‘sounds’). The words can be listed on file cards and built using magnetic, plastic, or card letters.

### ***Dramatize an Action***

- ▶ Working in twos or threes, have one student dramatize an animal from the guide. Have other students guess what animal it is.