

# Lesson Plan

**Early Emergent  
reading stage  
Level 2**



*Feeding Time at the Zoo* reports on the different types of food that a range of animals in a zoo eat.

**Running words: 70**

**Informative text type:**  
**Report**

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## Science Curriculum links

Australia

- **BS (ACSSU002)** Living things have basic needs, including food and water
- **NDS (ACSHE013)** Science involves exploring and observing the world using the senses

New Zealand

- **LW:** All living things have certain requirements so they can stay alive
- **NS:** Linking science to daily life

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## Key concept

- Animals in zoos eat the type of food they need to grow and stay healthy.

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## Content vocabulary

bird, giraffe, monkey, panda, penguin, seal, tortoise

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## Text features

- Picture summary
- Photographs

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## Reading strategy

- Matching the picture to the text

## Before reading

### Introducing the book

Activate students' prior knowledge. Ask: *What is your favourite zoo animal? What do you think this animal eats?*

Invite students to talk about this with a partner and then share their ideas with the group.

Provide each student with a copy of *Feeding Time at the Zoo*.

Say: *This book is called Feeding Time at the Zoo. It is about different animals that live in a zoo, and the foods that these animals eat.*

Have students turn to pages 2 and 3. Ask: *What is the bird eating?* Invite students to share their ideas.

Have students browse through the book and look at the photographs.

### Building vocabulary

Ask: *What words or phrases might be in a book about zoo animals?*

Have students talk to a partner and then share with the group. List the words on a chart and invite the students to make suggestions about what each word means. Where appropriate, have the students add a drawing to the words on the chart to make the meaning clear. Discuss each word as you list them on the chart. If necessary, introduce the content vocabulary and add these words to the list.

### Introducing the reading strategy

Say: *Good readers match what they read with the information that they see in the pictures.* Have students look at the photographs on pages 2 and 3. Say: *Talk with your partner about the photographs and what information they give you. Then talk about what the words might be about.*

## During reading

As each student reads the text independently, monitor and support them where appropriate. If necessary, ask the students to stop reading and remind them to use the reading strategy you are focused on. Encourage students to make sure what they are reading matches the information in the pictures. For example, on pages 4 and 5 you could ask: *What animal is in the photo, and what is it doing? What will the words be about?*

## After reading

### Talking about the book

Have students talk about the book. Encourage discussion by choosing questions that are appropriate for your students. Ask them to support their answers by referring to the photographs and text in the book.

*What is the monkey in this book eating? Which two animals in this book are eating fish?* (Literal)

*Why might the bird's food be hanging on a string in a tree? Where do the animals in a zoo get their food from?* (Inferential)

*What foods do other zoo animals eat?* (Applied)

### Reviewing the reading strategy

Give positive feedback on the strategies the students used as they read the book. Say: *I liked how you looked at the picture before you began to read. This helps you to know what the words will be about.*

## Returning to the book

Provide multiple opportunities for the students to reread and interact with the book – with teacher support, with a partner and independently. Choose activities that are appropriate for your students.

## Speaking and listening

Have students turn and talk with a partner. Have each student choose their favourite animal from the book and think of two reasons why they like this animal. Say: *Take turns telling your partner about your favourite animal, and why you like it.*

## Vocabulary

Write the words *bird*, *monkey* and *panda* on a chart. Say: *When I say the word “bird” I am talking about one bird. What word do I use if I want to talk about more than one bird?* Discuss and draw out that the word is *birds*.

Ask: *What do I add to the word “bird” to write the word “birds”?* Discuss. Invite a student to add an “s” to the end of the word *bird* so that it becomes *birds*.

Say: *Add an “s” to the end of these animal names.* Have students write the plural of the words *monkey* and *panda* on a piece of paper.

## Phonological awareness

Say: *I am going to say the word “can” and I want you to listen to what sounds you hear: c-a-n.* Have students turn and talk with a partner about the sounds they hear. Invite students to share their ideas and discuss.

Ask: *What different sounds can we put at the beginning to make other words? (p-an, t-an, f-an, etc.)*

## Phonics

Write the words *panda* and *penguin* on a chart. Ask: *What is the same about the beginning of these two words?* Invite a student to underline the first letter of both words. Discuss and draw out that they both begin with the letter “p” and they both begin with the /p/ sound.

Ask: *What other words begin with this sound?* Use students’ ideas to add words to the chart that begin with the /p/ sound.

Say: *All of these words begin with the letter “p” and they all begin with the /p/ sound.*

## Writing

### Modelled writing

Say: *I am going to write about some animals that I have seen eating at the zoo.* For example: “I saw lions at the zoo. They were eating meat. The zookeeper threw the meat into their enclosure. The lions looked like they were hungry.”

Speak aloud as you write on a large chart. Talk about the decisions you make as a writer. For example, you could say: *As I write I need to make each sentence clear, so that the people who read my writing can understand it. My first sentence is going to say: “I saw lions at the zoo.” That sounds good. It is clear and everyone knows what I mean. At the end of this sentence I put a full stop. Now I will think about my next sentence. I will write about the lions eating meat.*

### Independent writing

Ask students to talk to a partner about zoo animals they have seen or know about, and the food that they eat. Have each student choose an animal to write about.

Say: *Draw a picture of a zoo animal and the food that it eats, and then write about your picture. Write what the animal is and what it is eating.*

If students need extra support, provide a sentence starter. For example: *This \_\_\_\_\_ can eat \_\_\_\_\_.*

## Sharing and presenting

Have students take turns talking about their picture and their writing. As students share, create a list of animals and the food they eat.

Say: *We have talked about the animals you might see in a zoo, and what food these animals eat.* Read the list of animals and what they eat. Ask: *Which of these animals are meat eaters? Which animals are plant eaters?* Discuss.

Ask: *What do all animals need to survive?* Discuss and draw out that they need food and water to survive. They also need shelter, and they need to be safe from other animals that might want to eat them.

# Blackline Master: Who Eats What?

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

Draw what each animal eats.

| Animal                                                                              |                                                                                     | What it eats |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|--------------|
|    |    |              |
|   |    |              |
|  |  |              |
|  |  |              |

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