Grade Band: Preschool  
Unit Topic: Zoo/Wild Animals

Lesson 1

**Instructional Targets**

<table>
<thead>
<tr>
<th>Pre-Kindergarten 4 – 5 years</th>
<th>Toddler 3 – 4 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language and Literacy Development: Early Reading/Print Concepts</td>
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</tr>
<tr>
<td>• Follow words left to right, top to bottom, page to page.</td>
<td>• Distinguish pictures from letters and words in text.</td>
</tr>
<tr>
<td>• Recognize that spoken words are represented by written language.</td>
<td>• Show growing interest in reading related activities.</td>
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<tr>
<td>• Recognize that words are separated by spaces in print.</td>
<td>• Show awareness of different functions of print materials, such as menus, lists, newspapers, letters, etc.</td>
</tr>
<tr>
<td>• Actively engage in group reading activities.</td>
<td>• Participate in reading through page turning, pointing, etc.</td>
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</table>

**Language and Literacy Development: Early Reading/Comprehension**

<table>
<thead>
<tr>
<th>Pre-Kindergarten 4 – 5 years</th>
<th>Toddler 3 – 4 years</th>
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<tbody>
<tr>
<td>• Retell familiar stories.</td>
<td>• Use pictures to describe information in books.</td>
</tr>
<tr>
<td>• Identify the author and illustrator of a story.</td>
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</tr>
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</table>

Which of your state standards are aligned to these instructional targets?

**Classroom Activities/Lesson Plan**

**Leveled Book: Lily Spies Animals**

This Leveled Book is presented in three leveled formats:

- Level C – two or more lines of detailed text
- Level B – simple storyline with predictable text
- Level aa – a captioned story

Emerging readers need exposure to book reading in a shared experience that builds on active participation: turning pages, repeating lines, pointing to pictures, making comments and asking questions. Choose the appropriate level and consider adaptations that will facilitate increased participation for all students.

- Level aa is in one-word text format to label the illustration. Level aa also includes manipulative pictures. Encourage students to match the manipulatives to the picture on each page.

In this story, *Lily Spies Animals*, Lily spies different animals at the zoo. This story introduces zoo animals and their natural habitats when in the wild.

- Introduce the story by asking students, “Have you ever been to a zoo?” Discuss that a zoo is a home to many different animals from all over the world. It is important for zookeepers to create a habitat or home for each animal that is similar to the habitat they would live in out in the wild. Provide examples of animals and the wild habitats they live in. Explain that some penguins live near water and in very cold weather. Ask, “If the penguins lived in the zoo, what would they need in their habitat?”

- On the first reading, do a picture walk. Ask students to name and describe the pictures in order to make associations to personal experiences. Have students match picture cards to the illustrations on the story page.

- Read the story aloud. Use the highest level of the story to model fluency. Use the additional levels to encourage student reading, picture identification and story retell. Show the symbol pictures of the different habitats as ask students to describe each.

- As a group, reread the story aloud, repeating words and phrases. Encourage choral reading of sentences.

- During independent or paired reading, focus on individual student abilities to participate with text or supported-text versions. Have students participate in turning pages and following along with the teacher. Use manipulative pictures to support reading.

- Support student reading participation, using the communication board to do so.

- Follow the reading with discussion of the student’s habitat. Remind students that where they live and the things around their home is their habitat. Encourage students to talk about where they live and the area around it. Are there trees? Are there buildings nearby?

**Bulletin Board Extension:** This bulletin board activity will have students guessing which animals are hiding in their habitat. Create three to four habitats on the bulletin board and place animals in the correct one. With hints, the students will guess which animal is hiding under a paper.

Pre- and post-assessments are available through Monthly Checkpoints.

**Differentiated Tasks**

<table>
<thead>
<tr>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Students will participate in shared reading through retelling and pretend reading.</td>
<td>• Students will participate in shared reading by pointing to pictures to convey information.</td>
<td>• Students will demonstrate a response to show active engagement in read-alouds.</td>
</tr>
<tr>
<td>• Students will participate in a shared story by stating repeated words and phrases.</td>
<td>• With support, students will assist in page turning during shared reading.</td>
<td>• Students will speak words and sentences from a story through an active participation response (e.g., voice output device, eye gaze choice board).</td>
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<tr>
<td>• Students will follow left-to-right progression during shared reading.</td>
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**Resources and Materials**

Leveled Book: *Lily Spies Animals*  
Communication board  
Manipulatives: panda, seal, zebra, hippo, tarantula, gorilla, giraffe, alligator, bear  
Picture/Word cards: bamboo forest, ocean, grasslands, river, desert, rainforest, savanna, swamp, forest, zoo

Additional supporting pictures may be downloaded from SymbolStix Online, which is available at no cost to all Unique subscribers at n2y.com

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ULS, May 2014
Grade Band: **Preschool**  
Unit Topic: **Zoo/Wild Animals**

### Lesson 1 – Bulletin Boards

<table>
<thead>
<tr>
<th>Bulletin Board</th>
<th>Instructional Targets</th>
<th>Differentiated Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Language and Literacy Development: Listening and Speaking</strong></td>
<td><strong>Pre-Kindergarten 4 – 5 years</strong></td>
<td><strong>Level 3</strong></td>
</tr>
<tr>
<td></td>
<td>Describe familiar people, places, things and events.</td>
<td>Students will share information in a discussion or conversation through multiple exchanges.</td>
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<tr>
<td></td>
<td>Use language to clearly communicate ideas, feelings and needs.</td>
<td><strong>Level 2</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Students will use picture supports to share information in a discussion or conversational exchange.</td>
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<tr>
<td></td>
<td><strong>Toddler 3 – 4 years</strong></td>
<td><strong>Level 1</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Students will participate in conversational exchanges by using communication technology and picture supports.</td>
</tr>
</tbody>
</table>

**Bulletin boards** may be engaging and educational. Bulletin boards should become a tool for developing each student’s participation as a listener and a communicator. As the month’s topics are expanded and displayed through the bulletin board, ask questions and engage the students in conversation that enables each to gain new meaning. The suggestions in this activity are related to the monthly unit topic.

**I Spy Animals**

- Place the title, “I Spy Animals,” on the bulletin board.
- Place green paper onto the bulletin board and create a zoo scene with three or four habitats.
- Add zoo animals to the correct habitats.
- Place a piece of paper over top of the animals and secure at the top to create a flap.
- Add hints on the paper about the animal that is covered. (e.g., I have a long mane around my face. I have a tail. I say “roar.” Who am I?)
- Have the students share their guesses before they lift the flap.

Note: Animals and items for the habitats can be downloaded for free from SymbolStix Online.

This bulletin board idea extends learning from Lessons 1 and 2.

To support independent exploration, consider recording hints on single message switches and attaching them near the animals.

**Pre K Is Wild**

- Place the title “Pre K Is Wild” on the bulletin board.
- Take a close-up picture of each student’s face.
- Provide construction paper, yarn, markers, scissors and tape.
- Have students create a zoo animal using their picture as the animal’s face.

This bulletin board idea extends learning from Lesson 3.
Lily Spies Animals

Level C

by Jen Voight

Illustrated by Katie Schwab
Lily is looking for animals. Where will she go?
Lily spies a panda.
Wild pandas live in the bamboo forest.
Lily spies a seal.
Wild seals live in the ocean.
Lily spies a zebra.
Wild zebras live in the grasslands.
Lily spies a hippo.
Wild hippos live near the river.
Lily spies a tarantula.
Wild tarantulas live in the desert.
Lily spies a gorilla.
Wild gorillas live in the rainforest.
Lily spies a giraffe.
Wild giraffes live on the savanna.
Lily spies an alligator.
Wild alligators live in the swamp.
Lily spies a bear.
Wild bears live in the forest.
But Lily can spy all the animals now. All the animals are in the zoo!
The End
Lily Spies Animals

Level B

by Jen Voight

Illustrated by Katie Schwab
Lily is looking for animals.
Wild pandas live in the bamboo forest.
Wild seals live in the ocean.
Wild zebras live on the grasslands.
Wild hippos live near the river.
Wild tarantulas live in the desert.
Wild gorillas live in the rainforest.
Wild giraffes live on the savanna.
Wild alligators live in the swamp.
Wild bears live in the forest.
All the animals are in the zoo!
The End
Lily Spies Animals
Level aa

by Jen Voight

Illustrated by Katie Schwab
Animals.
Bamboo forest.
Ocean.
Grasslands.
River.
Desert.
Rainforest.
Savanna.
Swamp.
Forest.
Zoo.
The End
Lily Spies Animals

look
yes

near

animal
Lily

panda

bamboo forest

seal

ocean
go

all

zebra

grasslands

hippo

river

tarantula

spy

desert

gorilla

rainforest

giraffe

live

savanna

alligator

swamp

bear

forest

zoo

Within each category, pictures are listed from left to right in the order in which they appear in the text.
For hands-on instruction, print, cut out and laminate these manipulatives.
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