
Lesson Plan Book #18

“Zeke Got Wet” (Focus: Short mixed vowels and VC/CVC words)

This *Mini-Book* is comprised of VC/CVC words and Zeke Zebra’s name. Note the Schwa in Zeke Zebra’s name. For this Schwa Sound, signal the “a” and say /ü/.

- a. Write the vocabulary words on the board for all to see. Discuss any unfamiliar vocabulary with your students.

Spell out the vocabulary words with the AACs prior to reading this *Mini-Book*.

- b. Today, ask your students to take turns reading a sentence or a page aloud. Observe how they approach text. Break into buddy-groups, then have each student read independently (SVR).
- c. Ask these questions: What is happening on page 1? (Zeke is standing out in the lightning, thunder and rain storm.) What do the words say and mean? (They say “Zig! Zag!” These words represent the lightning.) Look at Zeke’s face on pages 1 and 2. Does Zeke look happy or sad? (Very sad.) What are the next words? (“Ram! Bam! Zap!”) They represent the thunder. What is happening in the picture? (Lightning has struck a tree.) Poor Zeke. Where is he and what do you think he is feeling? (He is hiding behind a tree. He feels scared.) Discuss how it is not safe to stand under or near trees in lightning storms. What does Zeke do to solve his problem? (He hides in his hut, out of the storm.) What is peeking out from the clouds? (The sun. The storm is over.) What does Zeke have around him? (A towel or a blanket.)

Ask the students if they have ever been in a thunder and lightning storm. Were they scared? What did they do? Discuss lightning and thunder. Tell them that there is nothing of which to be frightened.

Optional: Ask the librarian for nonfiction books on this topic on a first grade level. Have the students write poems about rainstorms.

- d. Write a group sentence using words like “Zig!” and “Bam!” etc. to express what is happening in the story. This is called “onomatopoeia.” A huge word! Look at all the exclamation marks!
- e. Two of the sentences in this *Mini-Book* have exclamation points. Remind your students that exclamation points are used when the author wants to express a command or emotion. Have them Signal the punctuation marks in the air with their index fingers. Make very strong sound effects for this punctuation mark!

The more the students see various punctuation marks and hear your instruction, the stronger the foundation for understanding will be. Give your students many opportunities to use different punctuation marks in their writing.

Vocabulary Words:

1. zig
2. zag
3. Zeke Zebra
4. got*
5. wet
6. ram
7. bam
8. zap
9. hid*
10. in*
11. his*
12. hut

* High Frequency Words

You can read this *Mini-Book* in the Read and Spell with Zoo-phonics CD ROM!

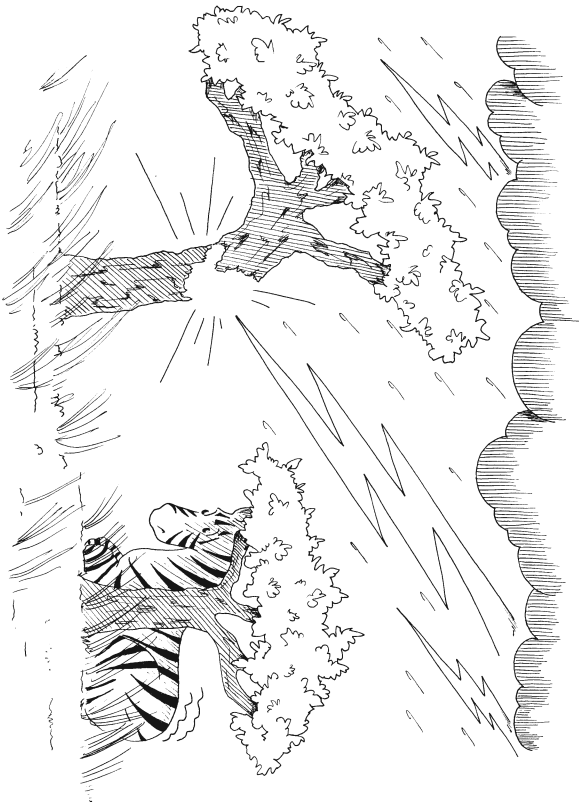


Notes and Observations:

Zeke Zebra got wet.



Rami Bam! Zap!

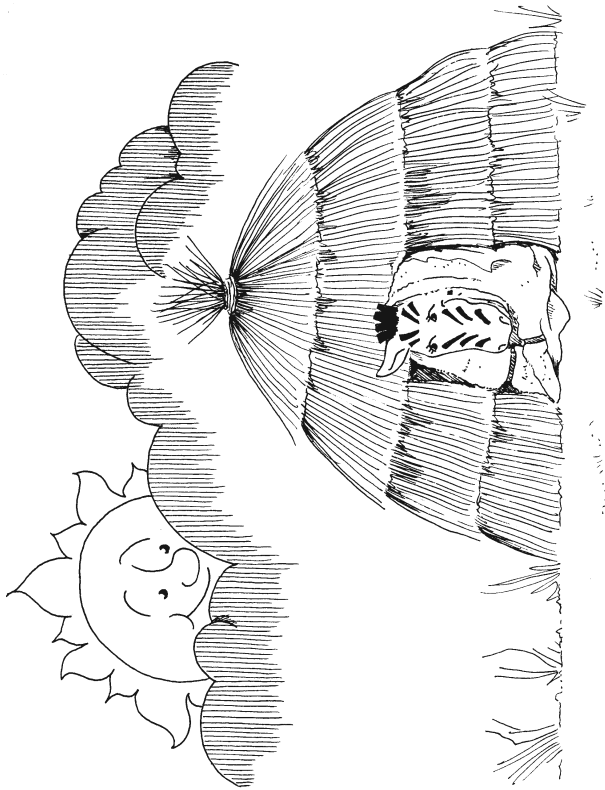


Zeke Got Wet
Book 18



Zig!
Zag!

Zeke Zebra hid in his hut.

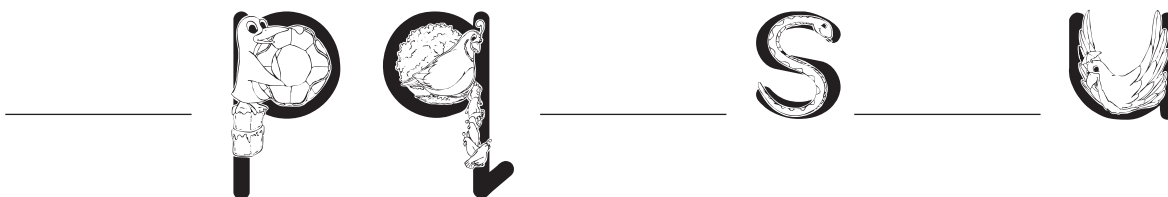
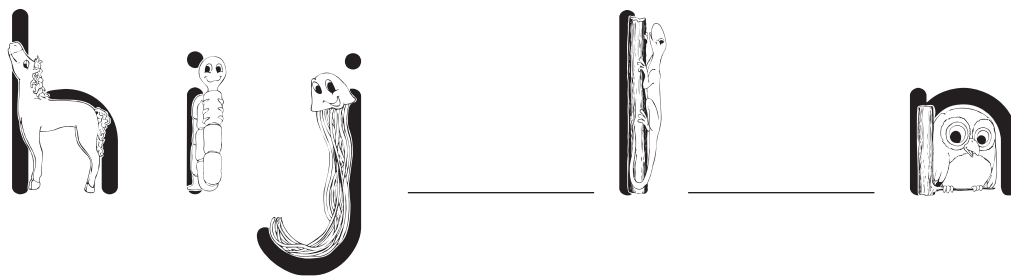
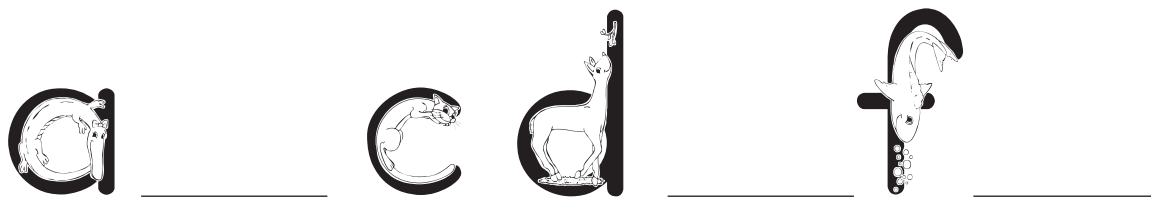


Name: _____

Date: _____

Lowercase Letter Fill-In

Directions: First have children Signal and Sound the alphabet in the box. Next, with their best printing, have them fill in the blanks. Suggest that they sing the “Come Meet Us At the Zoo” song.

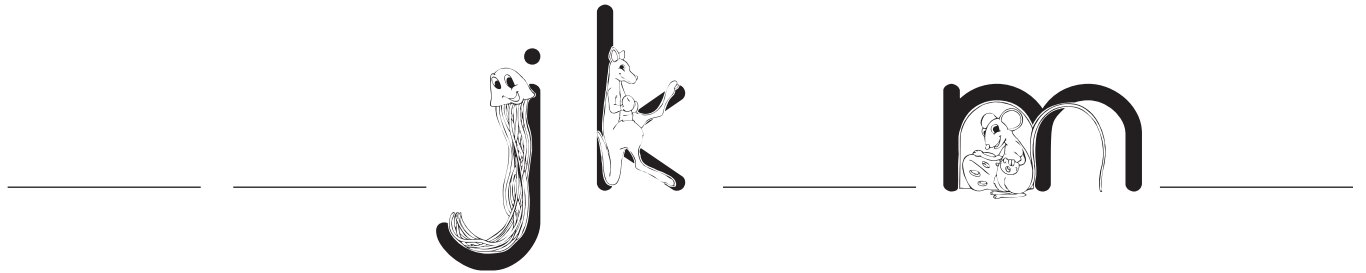
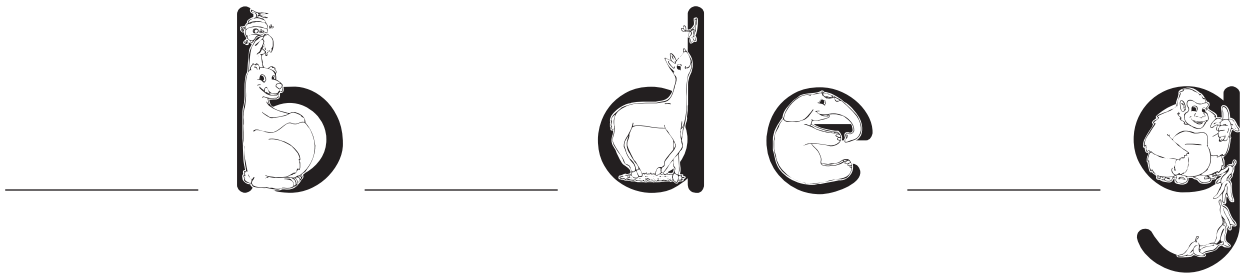


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Lowercase Letter Fill-In

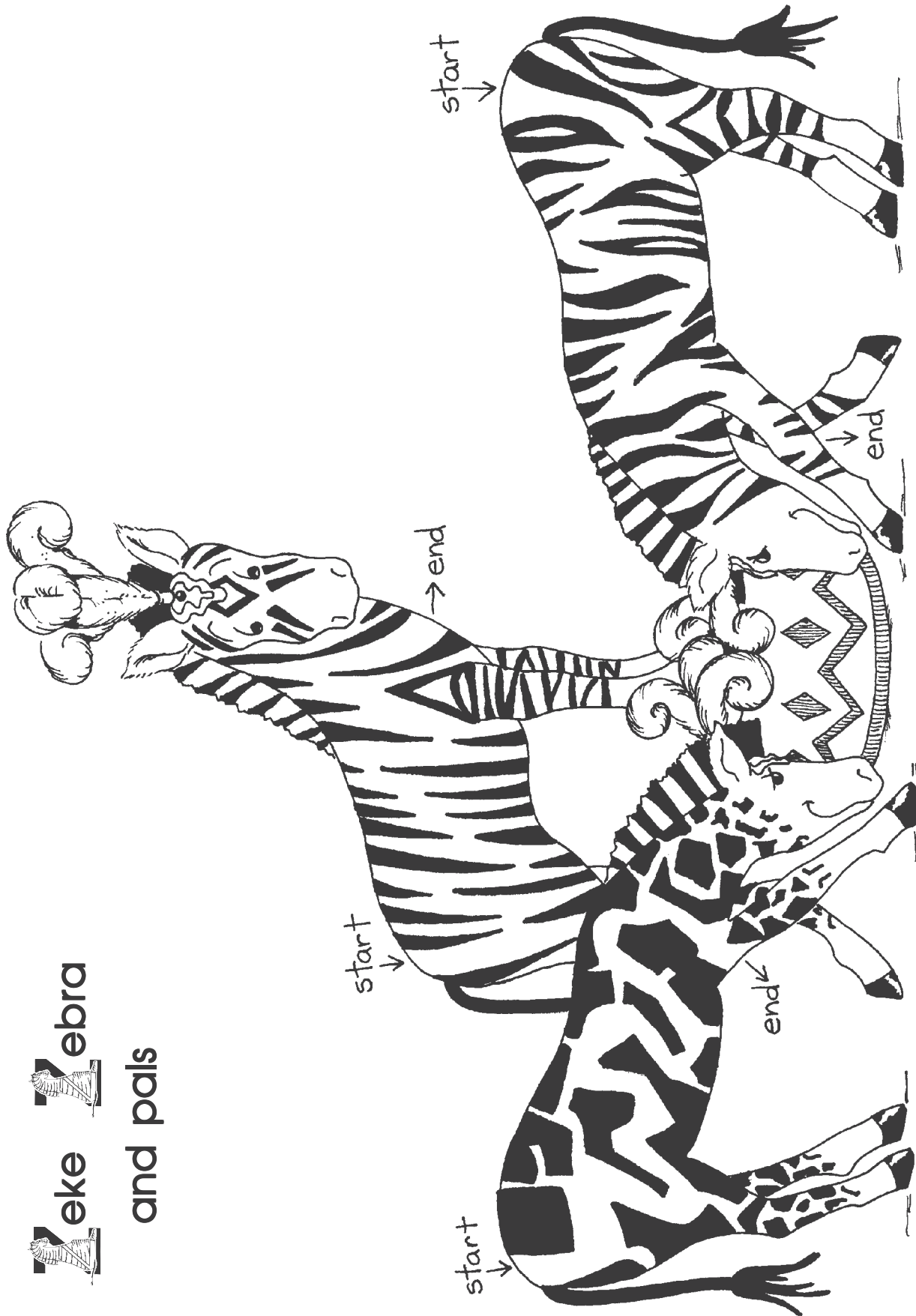
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name: _____

mazes

Directions: Find your way through the many stripes of zeke and his friends. Don't touch the black stripes!.



Zeke **Z**ebra

and pals