

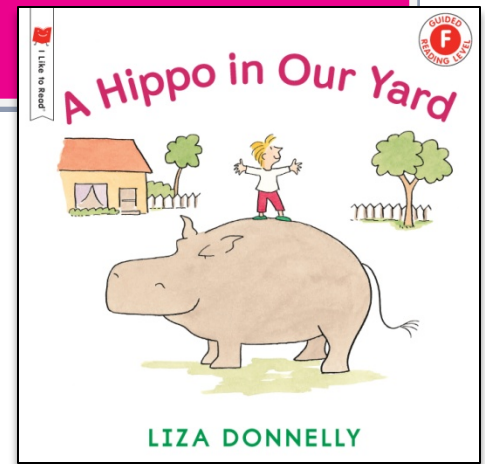
# LESSON PLAN

## A HIPPO IN OUR YARD

An I Like to Read® Book, Level F

written and illustrated by Liza Donnelly

*Sally has an exciting day at home, but will her family believe that there is really a hippo in her yard?*



**Learning Objectives:** Read text with purpose and understanding, retell familiar stories including key details, identify the sequence of events. Read new vocabulary words in and out of context and identify point of view.

PB: 9780823438440 • Ages 4–8 • E-book available

**Guided Reading Level:** F

**Grade level equivalent:** Grade 1

**Interest Level:** Pre-K-3

### Instructional Standards

**Reading Literature:** RL.K.1,2,3,4,5,6,7,10/RL.1.1,2,3,4,5,7,9

**Reading Foundation Skills:** RF.K-1.1,2,3,4

**Writing:** W.K-1.1,2,3,6,8

**Speaking and Listening:** SL.K-1.1,2,4,5,6

**Language:** L.K-1.1,2,4,5,6



### BEFORE READING

1. Read the title and discuss the front and back cover illustrations.
2. What do the title and cover illustration tell us about the book? (Do not forget about the back cover!)
3. Write “**who, what, where, and when**” on the board.
4. Discuss the story elements: the characters (who), the events or plot (what), and setting (where and when).
5. Write the “who, what, where, and when” on the board as you discuss the cover illustrations.
6. Discuss the text type. Will this book be fiction or nonfiction (real or make-believe)? Why?
7. Do you think the girl really has a hippo in her yard?
8. Invite students to tell what they know about hippos. Where do they live? What do they eat? What sounds do they make?
9. Read the name of the author/illustrator. Discuss each role.
10. Display *The End of the Rainbow* by Liza Donnelly. Discuss with the students that Liza Donnelly has written and illustrated other books. Allow students who have read *The End of the Rainbow* to share experiences briefly.

### Word Work:

1. Print out flash cards at <http://www.holidayhouse.com/ILiketoRead/>. Invite students to read along with you as you flash the cards.
2. Write the vocabulary words on the board: **hippo, yard, lettuce, Miss, tiger, tree, tuna, later, Mr., Liz, zebras, garage, texting, Patty, carrots, family, believe, Nana, hammock, grapes, zoo, Sally, koalas.**
3. Invite students to come up one at a time and circle all of the animal words. Underline all of the food words. Put a rectangle around all of the names.
4. Write **Mr.** and **Miss** on the board. Discuss when these salutations are used.



5. Write **point of view** on the board. Tell the students that the point of view is the attitude or the way a character considers a matter and how they feel about something. It also is the person who is telling the story.
6. Ask: What is your point of view on homework assignments over the weekend? Share the points of view of individuals in the class and chart them.
7. Read the book to find out if anyone believes that there is really a hippo in the yard. Determine who is speaking at different points in the story.

### DURING READING

1. Read the story aloud.
2. Ask students to follow along as you read and think about what the characters are saying and how they are acting and feeling.
3. Ask students to find the different colored text.
4. What does the different colored text tell us? How does this help us understand the story?
5. Think about word meaning. Discuss strategies you use when you come to a word that you do not know or understand.
6. Where does the author use repeated words and phrases?
7. Predict what will happen in the story you read.
8. Ask the students how the illustrations and words help us understand what the story is about.
9. What do the illustrations tell us that the words do not?
10. Look at the facial expressions and body language of the characters. How do the punctuation marks (periods, quotation marks, commas, and exclamation points) help us know what the characters are saying and feeling?
11. Have the students read the book independently.
12. Where and when does the story take place (setting)?
13. Who is the main character in the story? Explain.
14. Who are the other characters?
15. What is the sequence of events?
16. What words and phrases are repeated in the story?
17. How does the author use pictures and details to develop the setting, plot, and characters in the story?
18. Is Sally a believable character?
19. How do the characters in the story react to Sally?
20. How does the author create humor in the story?
21. How does the story change from the beginning to the end of the book?
22. Read the book aloud with the class. The students read Sally (red) and the teacher reads the other characters (black).

### AFTER READING

1. Summarize the book. Tell what happened in your own words, leaving out details.
2. Why is the book *A Hippo in Our Yard* considered fantasy or fiction?
3. What did you think was going to happen?
4. What would you do if you had a wild animal in your yard?
5. What was the funniest part of the book?
6. When is Sally smiling in the story? When is she frowning?
7. What lesson did Sally's family learn? (Listen!!)
8. Using what you know about the story elements (setting, events, and characters), answer the questions. Prove your answers using the book. Decide if you found the answers using the illustrations or the words.
  - How does Sally feel about animals?
  - When did you find out that the main character's name is Sally?
  - What does Sally's mom like to do?
  - How does Sally get the food for the animals?



- Is the hippo a boy or a girl?
- Where in the book does the story rhyme?
- Does Sally have a younger or older sister?
- Who is the only character to believe Sally?
- How does Mom find out that the animals are real?
- How does each character react?

9. Whose point of view? Write the correct animal in the blank space.

- We went in Sally’s hammock and ate grapes. \_\_\_\_\_
- We went in Sally’s garage and ate carrots. \_\_\_\_\_
- I climbed up Sally’s tree and ate tuna. \_\_\_\_\_
- I was the first animal to be seen by Sally and I ate lettuce. \_\_\_\_\_
- We escaped the zoo! \_\_\_\_\_

10. Sort the vocabulary words into categories: animals, food, and places.

- |           |           |
|-----------|-----------|
| • hippo   | • zebras  |
| • yard    | • garage  |
| • lettuce | • carrots |
| • tiger   | • hammock |
| • tree    | • grapes  |
| • tuna    | • koala   |

**Research:**

Choose an animal from the story. Read books and search the internet for facts and information about your animal. Make a poster about your animal and include pictures. Present your findings to the class.

Read *The End of the Rainbow* by Liza Donnelly. Compare and contrast the illustrations, setting, characters, and events of the two stories.

