

---

# 1 Zany Zoo

---

a teacher's guide

---

Created by marcie colleen

---

**Lori Degman**

**Author, *1 Zany Zoo***

Lori Degman is a teacher for the deaf and hard-of-hearing students. She is the winner of Cheerios Spoonfuls of Stories New Author contest. Lori has two grown sons and lives with her husband in Vernon Hills, Illinois.

**Colin Jack**

**Illustrator, *1 Zany Zoo***

Colin Jack is originally from Vancouver, Canada, and has illustrated several children's books. He currently works at DreamWorks Animation as a story artist and character designer and lives in the San Francisco Bay area. When he's not drawing, Colin loves spending time with his wife and two sons.

**Marcie Colleen**

**Curriculum Writer, *1 Zany Zoo***

Marcie is a former teacher with a Bachelor's degree in English Education from Oswego State and a Masters degree in Educational Theater from NYU. She also writes Picture Books and loves visiting the sea lions in the Prospect Park Zoo in Brooklyn, where she lives. She wonders what they do when she is not looking.

Marcie can be contacted at [marciecolleen@gmail.com](mailto:marciecolleen@gmail.com) or through her blog at <http://writeroutline.blogspot.com>.

**Copyright Information**

Guide content © Copyright 2012 by Marcie Colleen. Available free of charge for educational use only; may not be published or sold without express written permission.

## **How To Use This Guide**

This classroom guide for *1 Zany Zoo* is designed for students in preschool through second grade.

It offers activities to help teachers integrate *1 Zany Zoo* into English language arts (ELA), mathematics, science, and social studies curricula. Art and drama are used as a teaching tool throughout the guide.

All activities were created in conjunction with relevant Illinois content standards in ELA, math, science, social studies, art, and drama.

# Table of Contents

## English Language Arts (ELA)

Reading Comprehension.....	4
Rhyme Time.....	5
Zoo Poetry.....	7
The 12 Days of _____” .....	8

## Math

Word Problems.....	8
Homemade Hopscotch/Animal Numbers.....	9
Perfect 10 Scavenger Hunt.....	10

## Science

Habitats.....	10
Hunting and Gathering Game/”Behind the Zookeeper’s Back”/Behind the Scenes.....	11

## Social Studies

Waiting Can Be Boring/Survival Strategy.....	12
Zoo Etiquette.....	13

## Reading Comprehension

Before you read or listen to *1 Zany Zoo*, look at the cover.

- What do you think the book will be about? Why do you think so?
- Can you find clues in the illustration?
- How do you think the little boy feels? What about the fox?
- What is the fox holding? What do you think this has to do with a zoo?

Now read or listen to the book.

- Who is the main character(s)? Why do you think so?
- Who are some of the other characters?
- How does the little boy get into the zoo?
- What kind of activities do the animals participate in when the fox sets them free?
- What are some tactics the zookeeper uses to try and get control of the zoo?

Let's talk about the people who made *1 Zany Zoo*.

- Who is the author?
- Who is the illustrator?
- What kind of work did each person do to make the book?

Take a closer look at the illustrations

- Can you find the fox on every page? He's being sneaky. You have to look carefully.
- Look at each spread and count how many different species of animal you can find.

As a class, read *Snowmen at Night* by Caralyn Buehner and Mark Buehner

- Why does the little boy want to know what snowmen do at night?
- What are some examples of what snowmen do at night?
- How is this story similar to *1 Zany Zoo*?
- Do you ever wonder what goes on when you aren't around? With your toys? Your pets? What else?

# Rhyme Time

*1 Zany Zoo* is written in rhyme. Here are some activities to help introduce rhyming to your class.

## **Engine and Caboose**

Introduce the concept of producing rhyming words with train engines and caboose pictures or objects. Explain that when you make rhyming words, the caboose will always stay the same but the engines will be different. Pick a sound for the caboose (e.g., "at") and place many different engines in front to make rhyming words (e.g., h-, m-, c-).

## **"I Spy"**

Start the activity by sitting with the children in a large circle. Provide the children with a sentence containing two rhyming words, e.g. "I spy a chair and a bear." The first object name is something in the room and the second object name doesn't have to be in the room. Have the child on your right create her own "I Spy" sentence. For example, "I spy a box and an ox." This continues around the circle until all students have the opportunity to create their own "I Spy" rhyme. *Tip: You may want to place objects around the room that are easy to rhyme so you can point them out to the children if they need suggestions.*

## **Fill in the Blank**

Re-read *1 Zany Zoo* aloud. When you get to the end of the 2<sup>nd</sup> and 4th sentences of each stanza, pause and have the children raise their hands and give the correct rhyming word to complete the sentence.

For example:

*"5 clever chimps waited high in the trees  
And watched as the zookeeper searched for his \_\_\_\_\_.  
He peeked behind bushes and underneath rocks,  
And when he gave up, they high-fived the \_\_\_\_\_."*

Offer opportunities for the children to make up silly sentences using other words that rhyme but don't make sense. Continue with the rest of the book until all the children have had opportunities to rhyme.

This can be done with other rhyming books, as well.

## **Rhyming Sounds Cube**

For this activity, you'll need several cubes made from wood blocks or foam. Write a different consonant on each side of the cubes. On a piece of paper (or blackboard) write a two-letter combination beginning with a vowel and ending with a consonant, such as "it," "un" or "ed" six times. Have the student roll a cube to reveal a consonant. Have the student write the consonant from the cube in front of one of the two-letter combinations. For example, if the student rolls a "B," she can place it in front of "ed" to create "bed." Repeat the procedure until the student creates six rhyming words.

### **Which Animal Is It?**

It hangs by its tail and swings from a tree.

You know who that is? It's a \_\_\_\_\_. (chimpanzee)

It's hard to ignore, but don't make a fuss,

It's Hippo for short, it's a \_\_\_\_\_. (hippopotamus)

To call it small is simply preposterous!

It's really quite large, it's a \_\_\_\_\_. (rhinoceros)

Its neck is so long; it might make you laugh.

I don't think you should, it's just a \_\_\_\_\_. (Giraffe)

It's king of the jungle; there is no denyin'

It's mane's like a crown, of course, it's a \_\_\_\_\_. (Lion)

If it's a Grizzly or Polar, beware!

Koalas and Pandas, they're all types of \_\_\_\_\_. (Bear)

## Zoo Poetry

Children love poetry. Perhaps it is because of the playful way in which words and phrases are used. Use the internet to research poems about the zoo and zoo animals which your class will have fun reciting.

Two wonderfully silly poems are "At the Zoo" by A.A. Milne, a poem about visiting the zoo and "People Zoo" by Shel Silverstein, about a zoo where the animals put people in cages! Both poems, in addition to several others, can be found through a Google search. You can even empower your students to do their own search for zoo-themed poems.

Possible activities:

- As a class, create hand gestures or movements for each line of poetry
- Have students illustrate their favorite zoo poem
- Recite poems through choral reading (all reading together) or echo reading (the teacher reads a line and students repeat). *In both cases, give students a copy of the poem to read along, even if they cannot read yet. Following the words on paper helps with letter recognition and early reading skills.*

### **Zoo Tune by Marcie Colleen and Lori Degman**

(sung to the tune of "My Bonnie Lies Over the Ocean")

I went to the zoo to see lions,  
I went to the zoo to see bears.  
I went to the zoo to see Zebras.  
I love all the animals there!

Love them, love them,  
Love all the lions and bears  
And bears!  
Love them, love them,  
Love all the animals there!!



## **"The 12 Days of \_\_\_\_\_"**

*1 Zany Zoo* is a counting story in rhyme, similar to the carol *The Twelve Days of Christmas*.

Create a story called "The 12 Days of \_\_\_\_\_." Examples could be "The 12 Days of Kindergarten", "The 12 Days of Halloween", "The 12 Days of Summer", etc. Its best to choose something that is seasonal or that kids are currently learning about in the classroom.

As a class, create your own version of this classic song.

Students will have fun creating movements, hand gestures and illustrations for this original song.

## **Math**

**Word Problems** *For younger students, the use of pictures or props might be needed to figure out word problems.*

- 1) 6 kids are waiting in line for the zoo to open in the morning. 3 more kids join the line. How many kids are waiting for the zoo to open?
- 2) There are 4 hyenas singing the blues. 2 kangaroos decide to join in. How many animals are singing the blues?
- 3) 7 cages have been unlocked by the fox. He unlocks 1 more. How many cages has the fox unlocked?
- 4) The beavers make 9 bowls of chili. Two hungry monkeys eat 5 of the bowls. How many bowls of chili are left?
- 5) The hippos play Musical Chairs with 6 chairs. They break 4 chairs. How many chairs are left unbroken?

## **Homemade Hopscotch**

This indoor hopscotch activity will help your students to improve motor skills, balance, and self-regulation behaviors. Additionally, this game will encourage them to learn about math concepts such as number recognition and counting, elements of art including shape and line, and the environment (reusing cardboard materials!).

*Although this game can be created through simply taping out the boxes on the floor and/or drawing them on the pavement outdoors, there is something special about having the boxes tucked away and being able to reuse them over and over again.*

### Materials

- Large cardboard box
- Sidewalk chalk, markers, or dark crayons
- Scissors
- Beanbag

### What To Do:

1. Flatten the boxes. Cut or trim the boxes to an appropriate size or shape to fit the indoor space being used.
2. Have your students draw the hopscotch board using the chalk, markers, or crayons. Concentrate on the lines and shapes (squares).
3. Students help draw numbers in the squares. If they are not ready to write numbers alone, try lightly drawing the numbers first and then encourage them to trace over them.
4. Secure the cardboard firmly to the floor using duct tape so that it does not slide around when the children jump on the boxes.
4. You are now ready to play! Children can throw the beanbag (starting at the number one) and hop their way through counting as they goes along.

Try variations of this activity for an added treat. Instead of throwing the beanbag, give students a math problem (ex.  $2+2$ ) and they will hop to the appropriate square.

## **Animal Numbers**

This art activity helps younger students learn to identify numbers. Each child should be given a large piece of paper with a big outlined number on it. They will then use their creativity and imagination to turn that number into an animal. Add some yarn, tissue paper and other items for even more fun!

## **Perfect 10 Scavenger Hunt**

What's more fun than a scavenger hunt to sharpen counting skills and have a blast at the same time?

Ask students to find 1 of something, 2 of something, 3 of something, and so on til you reach 10. (ex. Find 1 pencil, 2 markers, 3 books, 4 erasers, etc). Or allow kids to determine what items themselves, as long as they meet the quantity requirements.

Once the kids reach 10 they should look for the final item...ZOOKEEPER'S KEYS! There will be only one set of keys hidden in the room to add an element of competition at the end.

## Science

**"GET BACK TO YOUR CAGES!"**

**-- *The Zookeeper***

A zoo is made up of many different animals and each animal species requires its own habitat or home. In *1 Zany Zoo* we see a pool for the walrus, cages for the bears, and trees for the monkeys to climb.

### **Habitats Are Homes**

Everyone requires shelter. Lead a discussion about the students' habitats and what items are in their homes to support good health and well-being of their families (ie. Beds, refrigerators, televisions, toilets, etc). What items in our homes are necessary? Why? Have each student create a drawing or model of their own habitat they live in.

### **Water and Land**

Some animals are marine animals, meaning they live in the water. Others live on land and are called terrestrial animals. Look at the illustrations in *1 Zany Zoo*. Which animals are marine? Which are terrestrial? Create a list of each.

### **Habitat Creation**

Lead the students in a discussion of their favorite zoo animals. These can be animals shown in *1 Zany Zoo* or different animals. Discuss the types of basic habitats and their respective amenities. Consider using deserts, oceans and forests as examples of basic habitat categories. Students should research their favorite zoo animal and identify the creature's habitat (consider using both the library reference section and the internet for

this activity). The student should then create a drawing that illustrates the appearance of the animal's required habitat. Encourage the students to share creations with the group and explain each habitat.

### **Hunting and Gathering Game**

What are the differing dietary needs of various animals? In the zoo it is the Zookeeper's job to feed all of the animals. However, in the wild the animals must find their own food. This is called "Hunting and Gathering". Choose six to eight zoo animals and discuss what they eat. Present each child with an envelope marked with one of these animals. Hide throughout the classroom slips of paper marked with specific food items (ie. Plants, insects, fish, etc). The children must gather the pieces of paper that match the food that their animal would eat. After an allotted time, have each child count their slips. Who collected the most? This game can be repeated over and over.

### **"Behind the Zookeeper's Back" Game**

Choose a Zookeeper. This person will tuck a bandana in their back pocket so that it is sticking out. This bandana will be the "keys".

The rest of the students are the zoo animals.

The object of the game is to capture the Zookeeper's "keys". The Zookeeper will walk around the room. When the Zookeeper has his/her back to them, the animals can move. But when the Zookeeper is looking they must freeze. If the Zookeeper sees anyone moving that student is out of the game.

*Students can take turns being the Zookeeper. To add some extra fun, have the students move like different animals (ie. Snakes, kangaroos, birds, etc).*

### **further activities....**

#### **Behind the Scenes**

Contact your local zoo and arrange one of the following:

- A zookeeper led tour of the zoo. Ask to visit the zoo either when it is closed OR to see a "behind the scenes" view
- A skype interview with a zookeeper. Ask him/her what they do when the zoo is closed.

# Social Studies

**“While YOU stood here waiting, with nothing to do, I snuck through the gate and into the zoo.”**

## **Waiting Can Be Boring**

The average person spends at least an hour a day waiting in lines, which totals to approximately 2 to 3 years in a lifetime.

- Lead a class discussion about different kinds of lines kids wait in. (ie. Grocery store, movie theater tickets, amusement park, bathroom, etc).
- How do the students feel about waiting in line?
- What is proper behavior when waiting in line?
- Have students share stories about a time when they got in trouble while waiting in line. What were they doing?

## **Survival Strategy**

Brainstorm things to do when waiting in line to pass the time. As a class, prepare a “Survival Strategy”.

Options can include, but should not be limited to:

### 1) CLASSIC GAMES—

- Twenty Questions—One person thinks of a person, place or thing and the others have to guess what it is by asking yes or no questions.
- The Humming Game—Hum your favorite song and see who can guess it.
- I Spy—I Spy with my single eye, something blue.
- Simon Says—Rub your head and stand on one foot, all the way to the front of the line!
- Alphabet Game—Find things around you that begin with the letters of the alphabet.
- "Elephant Tusks"—One person says a word, ie: elephant. The next person says the first word and adds a word that begins with the last letter of the previous word, ie: elephant - tusks. The next person could say elephant - tusks - spaghetti . . . If you make a mistake, you're out! Play continues until there's one person left.

2) FOOD—When in doubt, eat. What are some snacks to carry along?

3) SING-A-LONGS—The people in front or behind you may not love this idea, but this is a good one.

- Where is Thumbkin?
- Wheels on the Bus
- Bringing Home My Baby Bumblebee

5) PAD & PEN—

- Hangman
- Tic-Tac-Toe
- Build-Your-Own. . .Everyone takes a turn doing a shape with the ultimate goal being some sort of animal or character or object.

### **Zoo Etiquette**

It is always important to follow the rules wherever you are. If you search “zoo etiquette” on the internet, you will find several listings from some of the world’s biggest zoos. Take a look at some of the rules.

Some of the recurring rules are:

- Please respect the security walls and fences throughout the Zoo, as they are for the safety and protection of both our guests and our animals.
- Please do not throw objects, tap or bang on exhibit glass or play radios in the Zoo.
- Please do not share your food with them.

Ask students why they think these rules exist. In what ways do these rules help the people visiting the zoo? In what ways do they help the animals?

As a class, draft up a set of rules for a given location (ie. The cafeteria, classroom, gym, shopping mall, home, etc). Be sure to determine *why* each rule is important to those involved.