



Activity Guide

800-788-1121

Zoo

This Live Oak Readalong can be correlated to the following Common Core State Standards (CCSS):

RI.2.10: By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

SL.2.2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

RI.3.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

SL.3.2: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

The accompanying activities can be correlated to the following Common Core State Standards:

RI.2.1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RI.2.4: Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

W.2.7: Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

SL.2.1.b: b. Build on others' talk in conversations by linking their comments to the remarks of others.

SL.2.2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL.2.4: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

L.2.4.d: Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).

RI.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.2: Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.3.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

RF.3.3.c: Decode multisyllable words.

W.3.7: Conduct short research projects that build knowledge about a topic.

W.3.8: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

SL.3.1.d: Explain their own ideas and understanding in light of the discussion.

SL.3.2: Identify the main ideas and supporting details of written texts read aloud or information presented graphically, orally, visually, or multimodally.

SL.3.3: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

SL.3.4: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

L.3.2.f: Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

BEFORE LISTENING

About the Story

From before opening to after closing, readers are brought through an entire day at a zoo. A behind the scenes look at how a zoo is run offers insight into how the animals are cared for, as well as a glimpse into the roles of other zoo workers.

Activate Prior Knowledge/Build Background

Ask children if any of them have ever been to a zoo. Share some of their experiences. Explain that in this book, the author tells us about what goes on behind the scenes at a zoo.

AFTER LISTENING

Standards-Linked Activities

Listening/Speaking

CCSS: RI.2.1, SL.2.2; RI.3.1, RI.3.2, SL.3.2, SL.3.3

Ask children the following questions about the book. Call on volunteers to respond orally.

- What is the first thing zookeepers do each day?
- How do zookeepers clean the cages of dangerous animals?
- Where do the zookeepers prepare the animals' meals?

- d. What was the exciting event happening in the big-cat house?
- e. Which animal's feeding time draws a crowd to watch?
- f. What is the Children's Zoo like?
- g. Why have some animals become endangered?
- h. What is a wildlife preserve?

Vocabulary

CCSS: RI.2.4; RI.3.4, RF.3.3.c

There are many words in this book that may be unfamiliar. Write these words on the chalkboard and review their meanings. Then ask volunteers to use the words in sentences.

walkways	extinct	veterinarian	habitats	llama
environment	souvenir	endangered	gopher	wildlife

Language Arts: Keeping Company With Compounds

CCSS: L.2.4.d; L.3.2.f

Review the definition of a compound word. Write the following two sets of words on the board and ask volunteers to draw lines connecting words that create new, compound words from the book.

	<u>Set 1</u>		<u>Set 2</u>
Walk	Corn	Spider	Yard
Pop	Time	Barn	Ache
Meal	Fall	Tooth	Life
Them	Ways	Wild	Web
Water	Selves		

Science: Zoo News part 1

CCSS: W.2.7; W.3.7

Have children research various real zoos (such as the Bronx Zoo or the San Diego Zoo). Where do the zoos get the animals? What humane measures are taken to keep the animals happy and healthy? How do they take care of baby animals that are born at the zoo?

Science: Zoo News part 2

CCSS: SL.2.1.b; SL.3.1.d

Based on what they learn at the end of the book and in the activity above, discuss whether keeping wild animals in zoos is a good thing to do.

Home and Career Skills: Zippy Zookeepers

CCSS: SL.2.4; SL.3.4

Ask students to share their career goals with the rest of the class. Is anyone interested in working with animals? Pair students up and have them further research zookeepers. Each pair should pick an animal they'd like to care for, and present a short report in character, explaining how they care for their particular zoo animal. Internet research could also be utilized for this activity.

On the Internet: Gail Gibbons

CCSS: W.2.7; W.3.7, W.3.8

Before you send children to do research using any of the keywords listed below, you may wish to try them yourself to be sure the sites are suitable.

Have students visit the author's website to learn more about her and the books she has written. Write brief author notes and share facts with the rest of the class. Gather several of her books for an author study.