



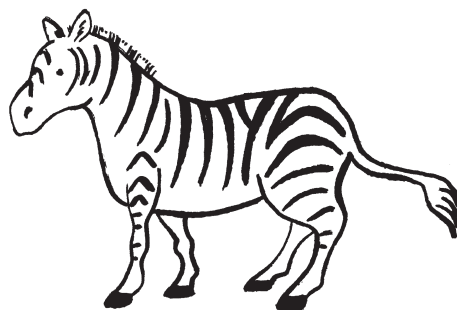
AT THE ZOO TEACHER'S MANUAL

The *At the Zoo Teacher's Manual* has been developed to assist in the presentation of Common Core State Standards in an engaging and meaningful way to help children use, apply, and master the skills to be successful.

On page 2, the *At the Zoo Teacher's Manual* provides a correlation of the Common Core State Standards skills that are introduced, practiced, and reviewed in the manual activities.

On page 3 of the manual, the lessons present activities that can be used with each and every page of the book. The Learning Activities begin with Reading exercises to introduce the page, practice the skills, and review the concepts presented. Following the Reading exercises are Speaking/Listening skills and Language skills that present ways to help children practice these key items. After each activity, the Common Core State Standards are listed to identify the skill focus for that section.

On page 4 of the manual, Vocabulary and Writing Activities are presented. After each activity, the Common Core State Standards are listed to assist the teacher in the skill focus for each section. The Vocabulary section integrates academic and domain-specific words that are presented in the activities. The Writing sections engage children in the three key styles of writing found in the Common Core State Standards: Narrative, Informative/Explanatory, and Opinion.



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AT THE ZOO TEACHER'S MANUAL LESSONS

CCSS

Common Core State Standards

<p>Reading Literature or Informational Text</p>	<p>RI.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RI.K.2 With prompting and support, identify the main topic and retell key details of a text.</p> <p>RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.</p> <p>RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p> <p>RI.K.10 Actively engage in group reading activities with purpose and understanding.</p>
<p>Foundational Skills</p>	<p>RF.K.1 Demonstrate understanding of the organization and basic features of print.</p> <p>RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p>
<p>Writing</p>	<p>W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is . . .</i>).</p> <p>W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p>W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>
<p>Speaking and Listening</p>	<p>SL.K.1 Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p> <p>SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p>
<p>Language</p>	<p>L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i>.</p> <p>L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>

AT THE ZOO

Summary

The book uses pictures and text to introduce information about animals that live in zoos to children.

Learning Activities	Introduce the Book <ul style="list-style-type: none">• Point to the title on the cover of the book and read it aloud. Have children preview the book by examining the pictures. Have volunteers make predictions to tell what the book will be about. (RI.K.2, SL.K.6)• Have children describe the animals, people, and settings in the pictures. Have them ask and answer questions about what the animals or people in the pictures are doing. (RI.K.1, RI.K.3, SL.K.2)• Read the Note at the beginning of the book to children. Have children raise their hands to tell about a time they went to a zoo and an animal that they saw there. (SL.K.1, SL.K.1.a, SL.K.4)
	Present a Reading Routine <ul style="list-style-type: none">• Read aloud the text on each page with children. After you read each page, have children say the name of the animal(s) on that page as you point to the name of the animal in the text. (RF.K.1, RF.K.1.b, SL.K.6, L.K.6)• Point to high-frequency words, read them aloud, and have children echo read the words. (RF.K.3.c)• Help children pronounce the word <i>veterinarian</i> on page 8. Help children segment and pronounce each syllable. Then have children blend the syllables together to pronounce the entire word fluently. (RF.K.2, RF.K.2.b)
	Provide Activities for Reading <ul style="list-style-type: none">• After reading the text on page 7, ask children to describe what the word <i>pride</i> means. Help them use the picture to understand the word. Ask children if they know a different meaning for the word <i>pride</i>. Explain that the word <i>pride</i> can also mean a sense of your own worth, or self-respect. (RI.K.4, RI.K.7, RI.K.10, L.K.4, L.K.4.a)• Reread the sentences on pages 22–23. As you say the names of the animals, have a volunteer point to that animal in the picture. Have children look at the picture and name the remaining animals (cow, donkey). Ask children if they can think of other animals that might be in a petting zoo. (RI.K.1, RI.K.2, RI.K.7, RI.K.10)
	Focus on Language Arts <ul style="list-style-type: none">• Speaking/Listening: After you read the text on pages 14–15, have children tell which part of the picture matches each sentence. Then have children discuss how the primates are alike and different. (RI.K.3, RI.K.7, SL.K.1, SL.K.4)• Language Skills: Read a sentence with a singular noun, such as the sentences about a tiger and giraffe on pages 3 and 12. Help children identify the words <i>tiger</i> and <i>giraffe</i> as singular nouns. Have children form regular plural nouns orally by adding /s/ to the end of the words. (L.K.1c)

AT THE ZOO

Vocabulary	
Summary Have children use the following strategy to identify the meanings of unknown words in a reading selection.	
Vocabulary Activities	Word Meaning Explain to children that different animals live in different places, or environments. Read the information about camels and gorillas on pages 6 and 13. Point to the words <i>deserts</i> , <i>grasslands</i> , and <i>rainforests</i> . Explain that these are all different types of environments. Have children examine the pictures on each page to help them understand what each environment is like. On a separate sheet of paper, have children write the name of an environment and draw what it looks like. (L.K.4, L.K.6)
Writing	
Summary Have children develop their writing skills by completing the following activities.	
Writing Activities	Narrative Writing Have children think about a time when they went to the zoo. Explain to children that a story tells what happens first, next, and last. Have children draw pictures of when they went to the zoo, putting the pictures in sequential order to tell what they did first, next, and last. Help them write labels or sentences for their pictures. Children can present their stories and drawings to the class. (W.K.3, W.K.8, SL.K.4)
	Informative/Explanatory Writing Read aloud the text on page 4 with children. Have them look at the picture. Then have children tell what they learned about llamas and alpacas. Write the sentence <i>Alpacas have longer hair than llamas</i> . Explain that children will write their own sentence that gives information about two different animals. Have children choose two animals and write or dictate a sentence about the animals, using this sentence frame: <i>A(n) ____ is bigger than a(n) ____</i> . Have children draw a picture to illustrate their sentence. (W.K.2, W.K.8, SL.K.1)
	Opinion Writing Review the pictures and text about the veterinarians and zoo staff in the book. Talk with children about the different things they are doing with the animals. Have children discuss which activities they think would be fun to do with an animal if they were a veterinarian at the zoo. Next, have children draw a picture of themselves doing the activity with the animal. Then help children write or dictate a sentence that tells why they would like to do that activity. (W.K.1, W.K.8)

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