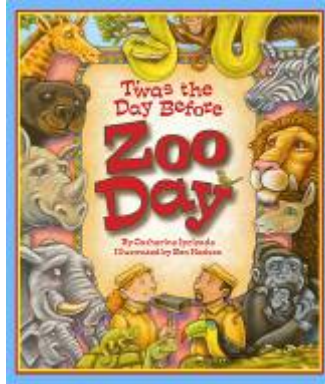


Teaching Activities

for



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Teaching Activities are intended for use at home, in the classroom, and during story-times.

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Questions to ask children before reading the book

- What do you think the book is about by looking at the cover? (or one or two of the inside illustrations) *Sometimes it is easy to tell from the cover, other times it is not.*
- What does the cover illustration show?
- Does the title tell you what the book is about?
- What children's poem does this remind you of?

What do children already know?

- Young children are naturally inquisitive and are sponges for information. The whole purpose of this activity is to help children verify the information they know (or think they know) and to get them thinking "beyond the box" about a particular subject.
- The children should write down their "concepts" (or adults for them if the children are not yet writing) on the provided chart found on the next page.
- Use the questions to get children thinking about what they already know. Feel free to add more questions or thoughts according to the child(ren) involved.

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What do children already know—activity chart

Ask children to write down what they think they know before reading the book. If the information is verified while reading the book, check “yes.” If the information is wrong, mark “no” and cross it off. Write the correct information in another section, below. Make a note of how you verify the information.

<u>What do I think I know?</u>	<u>Yes</u>	<u>No</u>	<u>Verified</u>
What are some animals you might see at the zoo?			Text Illustration Info in FCM Other
What part of their bodies do monkeys use to hang upside down?			Text Illustration Info in FCM Other
What color is a giraffe’s tongue?			Text Illustration Info in FCM Other
What are some ways that elephants use their trunks?			Text Illustration Info in FCM Other
How many hours can a lion sleep in a day?			Text Illustration Info in FCM Other
What are some things that zoo keepers do to help the zoo animals?			Text Illustration Info in FCM Other

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Use this chart for any other thoughts the children might have.

<u>What do I think I know?</u>	<u>Yes</u>	<u>No</u>	<u>Verified</u>
			Text Illustration Info in FCM Other
			Text Illustration Info in FCM Other
			Text Illustration Info in FCM Other
			Text Illustration Info in FCM Other
			Text Illustration Info in FCM Other
			Text Illustration Info in FCM Other
			Text Illustration Info in FCM Other
			Text Illustration Info in FCM Other
			Text Illustration Info in FCM Other

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After reading the book – writing prompts & thinking it through

- Did the cover “tell” you what the book was about?
- Draw your own cover
- Write a song or story about what animals do at the zoo when people are not there.
- Did the illustrator include anything in the pictures that were not in the story?

Comprehension Questions

- Why were the zebras upset?
- What stung the alligator in the eye and why?
- How did the lions spend most of their day?
- What was the snake doing?
- What was the zoo keeper feeding the black bears?
- What were some of the things the zoo keepers did during the day?
- Where did the zoo keepers go at night?
- What color are giraffes’ tongues?
- What do meerkats eat?

Fun things to look for

- The author originally wrote that giraffes do not burp. However, the zoo keeper who checked the book for accuracy said that giraffes do burp and they are actually quite funny when they do! How was the text changed to correct this?
- Find the mouse and the bird that help the zoo keepers in each illustration.
- What do some of the animals eat?
- What other animals are shown in the illustrations that are not mentioned in the text?

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What do children already know—activity conclusion

- Do the children have any more questions about zoo animals or zoo keepers? If so, write them down on the chart.
- Identify whether the information was verified and how.
- If the concept is correct, make a note of how the information was confirmed (illustration, in text, in fun fact notes)
- If the concept was not correct, what IS the correct information – with above confirmation notes as above.
- If the concept was neither confirmed nor denied, look the information up in a reliable source and note where it was confirmed.
- Wrap it all up by adding notes with new information that they learned either through the reading or the research while looking up something else.

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Language Arts

Developing a vocabulary “word wall”

If using the book as a way to introduce a topic or subject, this is also a great way to introduce subject-related vocabulary words. If you don't have the time (or the inclination) to develop the word wall by playing the Vocabulary Game (below), we have provided a vocabulary list for you.

Vocabulary words for the “word wall” may be written on index cards, on a poster board, or on a chalk board. If writing on poster board or chalk board, you might want to sort into noun, verbs, etc. right away to save a step later. Leaving the words posted (even on a refrigerator at home) allows the children to see and think about them frequently.

Vocabulary game

This activity is designed to get children thinking of vocabulary words which will then be used as the beginning vocabulary list for a science lesson.

Select an illustration (even the cover) and give children a specific length of time (five minutes?) to write down all the words the children can think of about the particular subject. *If you do not have classroom sets of the book, it is helpful to project an illustration on a white board. Check Web site (www.ArbordalePublishing.com) for book “previews” that may be used for this purpose.*

Their word list should include anything and everything that comes to mind, including nouns, verbs and adjectives. At the end of the time period, have each child take turns reading a word from his/her list. If anyone else has the word, they do nothing. If however, they are the only one with the word, they should circle it. While reading the list, one person should write the word on a flashcard or large index card and post it on a bulletin board or wall.

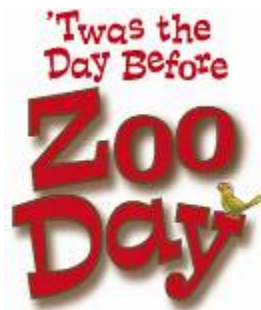
At the end, the child with the most words circled “wins.” And you have a start to your science vocabulary list. *Note if children use an incorrect word, this is a good time to explain the proper word or the proper usage.*

Putting it all together

The following activities may be done all together or over a period of several days.

- Continue to add words to the vocabulary list as children think of them.
- Sort vocabulary words into nouns, verbs, adjectives, etc. and write what it is on the back of the card. When the cards are turned over, all you will see is “noun,” etc. *(These can then be used to create silly sentences, below)*
- Now sort the vocabulary words into more specific categories. For example, nouns can be divided into plants, animals, rocks, minerals, etc. They can be divided into living/non-living, or into habitat-related words.
- Have children create sentences using their vocabulary words. Each sentence could be written on a separate slip of paper.
- Have children (individually or in small groups) sort and put sentences into informative paragraphs or a story.
- Edit and re-write paragraphs into one informative paper or a story.

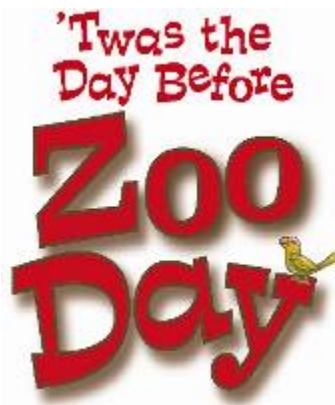
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Suggested vocabulary list

<u>nouns-animals</u>	<u>nouns</u>	<u>verbs</u>	<u>adjectives</u>
antelopes	apples	burp	big
black bears	beak	dance	black
elephants	bones	drink	blue
flamingos	bugs	eat	curved
geckos	claws	grab	good
giraffes	eyes	hang	green
gorillas	fruit	hold	high
lions	hand	listen	little
llamas	heads	nibble	long
meerkats	leaves	protect	lots
monkeys	leg	scurry	naughty
rhinos	mammal	sing	pink
snakes	neck	sleep	silly
toucans	nuts	slither	sleepy
turtles	paws	spit	thick
zebras	shells	stand	white
	skin	stare	wooly
	sprinklers	sting	
	stripes	watch	
	tail	weigh	
	thumbs		
	toes		
	tongue		
	trees		
	trunk		
	water		
	zoo		
	zoo keeper		

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Silly sentence structure activity

This is a fun activity that develops both an understanding of sentence structure and the science subject. Use words from the “word wall” to fill in the blanks. After completing silly sentences for fun, have children try to fill in the proper words by looking for the information in the book.

_____ use their trunks to _____ water and to
noun animal verb
feel things around them.

Some _____ have tails that they use like a _____
noun animal noun
to grab and _____ onto things.
verb

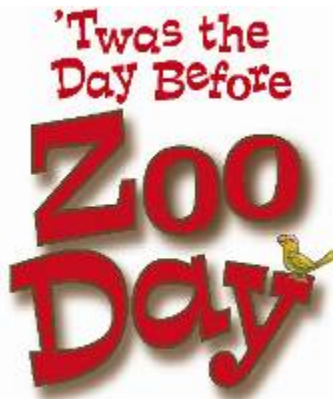
_____ ' thick shells help protect them from predators.
noun animal

_____ ' long _____ help them reach high leaves.
noun animal noun

_____ weigh as much as a car.
noun animal

_____ can sleep up to twenty hours a day!
noun animal

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**Riddle me this—Who am I?
Answer Bank:**

elephant
flamingo
giraffe
gorilla
snake
zebra
zoo keeper

I eat plants and have black & white stripes. Who am I? _____

I am a reptile with lots of bones to slither around. Who am I? _____

I am a mammal that lives in a band and eat plants. Who am I? _____

I am a pink bird and like to stand on one leg. Who am I? _____

I am an African mammal with a really long neck. Who am I? _____

I have a trunk that I use to drink or to spray. Who am I? _____

I take feed and care of animals at the zoo. Who am I? _____

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'Twas the
Day Before
ZOO
Day

Word search

Find the hidden words. Even non-reading children can try to match letters to letters to find the words! Easy – words go up to down or left to right.

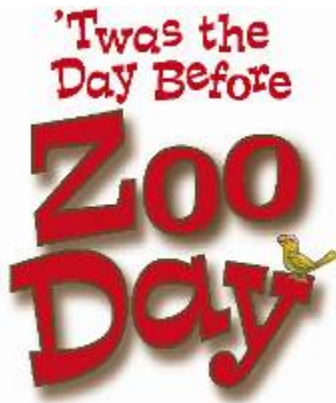
For older children, identify the coordinates of the first letter in each word (number, letter).

	A	B	C	D	E	F	G	H	I	J
1	A	F	T	E	R	A	M	D	A	Y
2	B	L	A	C	K	B	E	A	R	S
3	B	A	Z	O	A	O	E	L	H	Z
4	O	M	O	T	S	I	R	L	I	E
5	L	I	O	N	T	A	K	A	N	B
6	S	N	A	K	E	S	A	M	O	R
7	A	G	E	C	K	O	T	A	S	A
8	G	O	R	I	L	L	A	S	A	W
9	O	S	G	I	R	A	F	F	E	S
10	E	L	E	P	H	A	N	T	O	O

___, ___ BLACK BEARS
 ___, ___ FLAMINGOS
 ___, ___ GORILLAS
 ___, ___ MEERKAT
 ___, ___ GECKO
 ___, ___ SNAKES
 ___, ___ ZOO

___, ___ ELEPHANT
 ___, ___ GIRAFFES
 ___, ___ LION
 ___, ___ LLAMAS
 ___, ___ RHINOS
 ___, ___ ZEBRA
 ___, ___ DAY

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Write about it!

Pick one of the zoo animals mentioned in the book and write a paragraph about what it does during its day at the zoo. Write it from the animal's perspective.

Pretend you are an animal in a zoo and describe what the people are like that visit you.

Using the poem *'Twas the Night Before Christmas*, write your own adaptation. Use the following to give you ideas to get started:

- 'Twas the Day/Night Before Vacation
- 'Twas the Day/Night Before Thanksgiving
- 'Twas the Day/Night Before Soccer/Football
- 'Twas the Day/Night Before School
- 'Twas the Day/Night Before the Park
- 'Twas the Day/Night Before Grandma/Grandpa's Visit

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Science

Edible sorting and classifying activity

Gather together a cup of edible “sorting items.” For example:

- As many different kinds of M&Ms as you can find
- Chocolate & peanut butter chips
- Hershey kisses
- Peanuts or other type of nuts

Ask the child to sort the items into groups. There is no right and wrong, only what makes sense to the child. When finished, ask the child:

What criteria or attribute (color, size, ingredient, etc.) did you use to sort the items?

- Are there some items that fit more than one group or don't fit any group?
- Is it easy to sort or were there some items that were a little confusing?

If more than one person did this, did everyone sort by the same criteria? To really extend the learning, graph the attributes used to sort the items. (*blank graph below*)

Sorting by attribute graph

Graph the attributes that children used to sort their items.

What was the most common attribute (size, shape, color, etc.) used?

10					
9					
8					
7					
6					
5					
4					
3					
2					
1					
Attribute:					

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Classifying animals

Animals can be sorted too. What are some attributes you might use to sort animals?

- By habitat
- Do they have backbones?
- Do they have arms or legs?
- How many legs do they have?
- Do they have stripes or patterns on their bodies?
- Do they walk, swim, jump, or fly?

By looking at the illustrations in the book, can you identify:

- Which animals have feathers?
- Which animals have horns or tusks?
- Which animals have “hands” like ours?
- Which animals have no legs, two legs, and four legs?
- Which animals have stripes or patterns on their bodies?
- Which animals swim?
- Which animals fly?

Some things are very easy for scientists to sort or classify, other things are not so easy. The first question they will ask is whether the item is (or was) alive or not. Both plants and animals are living things.

If the item in question is an animal, like the animals in the story, scientists will then ask other questions:

- Does it have hair or fur, feathers, or dry skin or scales?
- Does it breathe oxygen from air (lungs) or water (gills)?
- Are the babies born alive or from eggs?
- Does the baby eat milk from its mother?
- Is it warm or cold-blooded?
- How many body parts does the animal have?

By answering these (and other) questions, scientists can sort or classify the animals into “classes” such as mammal, bird, reptile, fish, amphibian, or insect.

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Animal classification chart at class level (vertebrates)

Information on the five classes of **vertebrates** (animals with backbones) is given in the table below. Using information found in the book or below, fill in the blanks for each of the animals mentioned in the book (text and the *For Creative Minds* section). Some of the information may be determined by looking at the illustrations. For example, if the animal breathes water, it will be shown living in the water. If the information is not in the book, it has already been filled in.

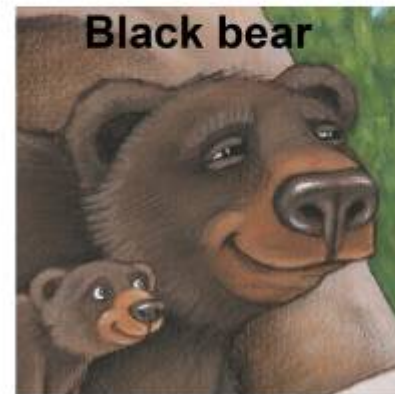
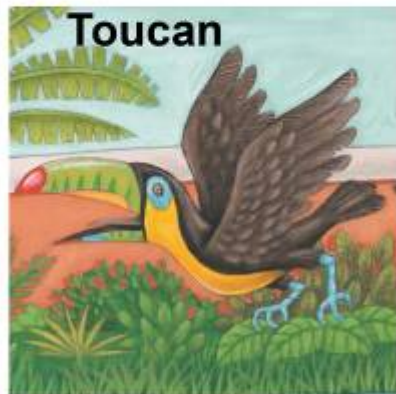
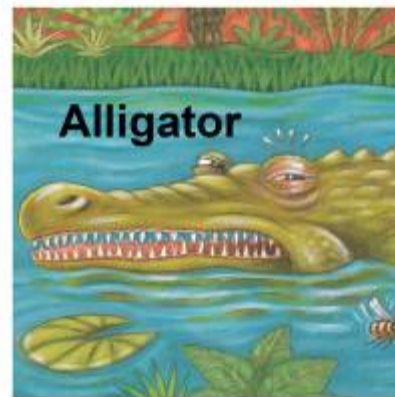
Have the children use the chart to determine to which class of animals each animal belongs (mammal, bird, fish, or reptile). The chart may also be used to complete a Venn diagram.

	Breathes oxygen from air or water	Warm or cold-blooded	Lays eggs or live birth	Hair, scales, or feathers
Mammals	Air	Warm	Mostly live	Hair
Birds	Air	Warm	Eggs	Feathers
Fish	Water	Cold	Varies	Scales
Reptiles	Air	Cold	Mostly eggs	Scales
Amphibians	Water, then air	Cold	Eggs in water to larva	Moist skin that is naked & smooth
zebra	air	warm	live	hair
flamingos	air	warm	eggs	feathers
alligator	air	cold	eggs	scales

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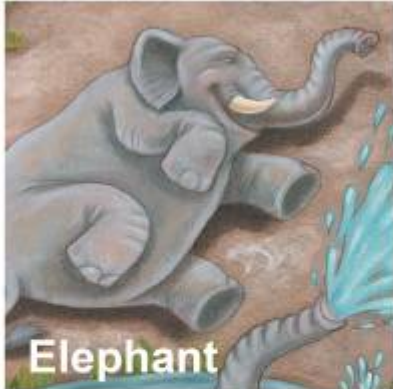
'Twas the
Day Before
**Zoo
Day**

Sorting Cards

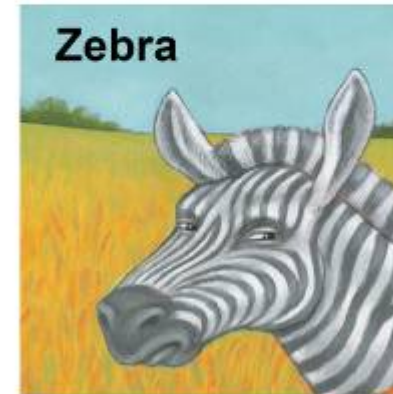
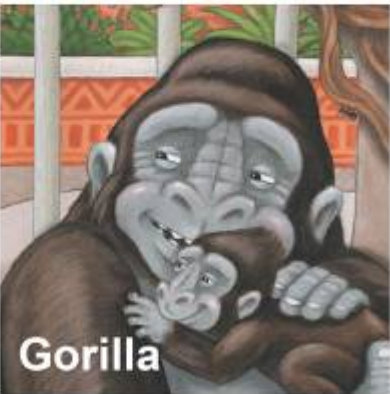
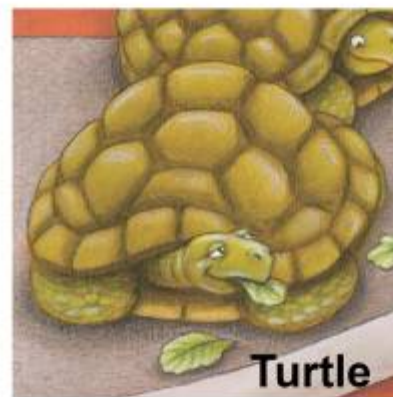
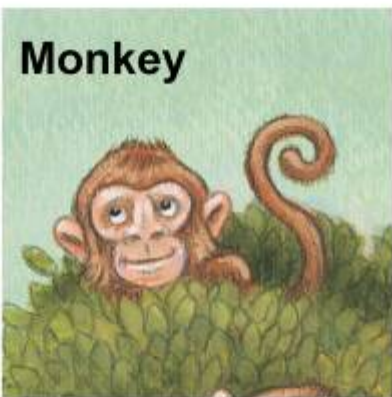


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Giraffe



Monkey



Zebra

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Animal sorting card games

Sorting Copy and cut out cards. Sort by putting in alphabetical order, by animal class, or by what they eat.

Memory Card Game Make two copies of each of the sorting card pages and cut out the cards. Mix them up and place them face down on a table. Taking turns, each player should turn over two cards so that everyone can see. If the cards match, he or she keeps the pair and takes another turn. If they do not match, the player should turn the cards back over and it is another player's turn. The player with the most pairs at the end of the game wins.

Who Am I? Copy or download the cards. Poke a hole through the card and tie onto a piece of yarn. Each child should put on a "card necklace" so that the card is on their back. Each child should ask "yes/no" questions to guess what animal they are.

Go Fish Make two copies of the cards to play "Go Fish." Deal four cards to two players or three cards to three or four players. Instead of asking for the animal by name, the child must ask for the card using some kind of animal description, such as "do you have an animal with a really long neck?" The other player verifies the animal with "do you want a giraffe?" before giving away the card. If the person does not have a match, they say "go fish" and the first child draws a card from the pile. A match is set down and the child continues with his/her turn until he/she has no more matches and the play goes to the next child. The first child to get rid of all his/her cards, wins.

A day in the life of . . .

- Pick an animal from the book and pretend that you are that animal.
- Explain where you live (habitat).
- What do you eat?
- What animals might eat you?
- How do you protect yourself from those animals?
- Where do you sleep or rest?
- Write a paragraph about what do you do during the day (or night if nocturnal).

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Life Cycles

Pick an animal from the book and research the life cycle of that animal.

- What are the babies called?
- How are the animals born? (hatched from eggs, born alive, etc.)
- How many brothers and sisters might be born at the same time?
- How big is the baby (length, height, weight, etc.) when born?
- What is the “house” like if applicable (nest, den, burrow)?
- Where is it found (underground, in trees, etc)?
- Which parent(s), if any, are involved in raising the young?
- What does the baby eat and for how long?
- How long will the babies stay with the parent (if parents are involved)?
- When is the “baby” considered an adult?
- How will it find a mate and have babies?
- Who prepares the nest/den and how (if applicable)?
- Some animals are only born at specific times of the year (to coincide with food availability). Is the animal born any time or just during special times of the year?

Adaptations

Adaptations help animals to live in their habitat: to get food and water, to protect themselves from predators, to survive weather, and even to help them make their homes.

- Physical Adaptations include body shape. (teeth, feet, body covering, hair, blubber, ability to move, climb, etc.)
- Camouflage: color of skin or pattern to blend into background.
- Mimicry: Pretending to be something else to fool predators (Katydid)
- Behavior: opossum plays dead, social groups
- Migration: the seasonal movement of animals from one location to another
- Hibernation: a long, deep sleep in which the animals breathing and heartbeat are lower than usual.

Pick an animal from the book and try to figure out some of the animal's adaptations.

- How does it move and what parts of its body does it use to move?
- How does it see?
- How does it hear?
- How does it get its food?
- What parts of its body does it use to gather the food?
- How does it eat its food?
- What parts of the body does it use to eat the food? (teeth are different for carnivores than herbivores...)
- How does it hide from predators or prey (so it can catch the prey)?
- How does it protect itself from predators?
- In what habitat does it live?
- What adaptations does the animal need to help it survive in that habitat? (heat, cold, land, water, underground, high altitude, et.)
- Where does the animal live and does it make a "house?"
- Does it live alone or with a group?
- How does it "communicate" with others of its kind?
- How does it sleep?
- When does it sleep?
- Is food readily available all year?
- How does the animal deal with seasonal changes (if applicable)?

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Science journal

Have children draw a picture to define the vocabulary word or concept

Zoo keeper

cria

carnivore

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herbivore

band of gorillas

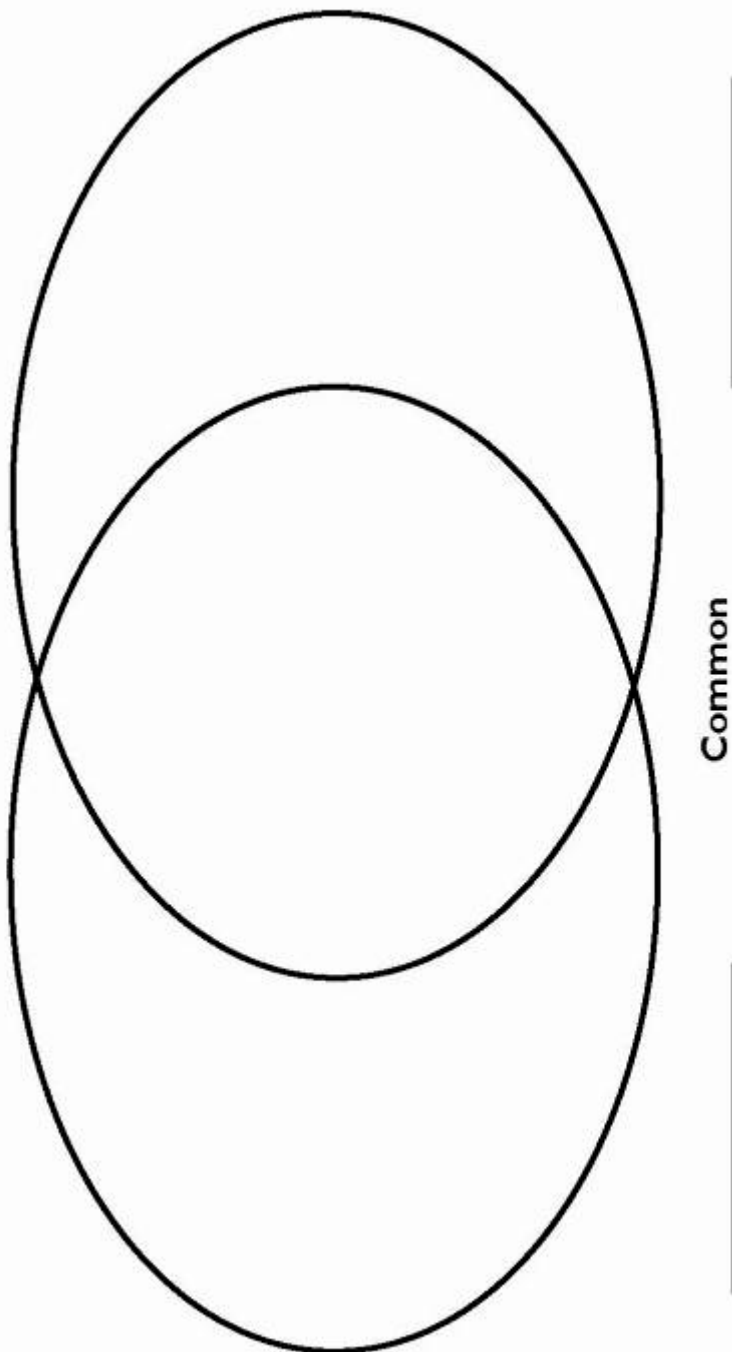
pride of lions

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Venn diagram

Two Animal Comparison

Pick any two animals and compare and contrast them.



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Math Counting

Look through the book and count how many of each animal there are:

antelopes	_____
black bears	_____
elephants	_____
flamingos	_____
geckos	_____
giraffes	_____
lions	_____
llamas	_____
meerkats	_____
monkeys	_____
rhinos	_____
toucans	_____
zebras	_____

- Of all the animals listed above, which one has the most and which has the least?
- How many animals would there be if you added the antelopes and the elephants?
- How many zebras would there be if one went to a different zoo?
- How many monkeys and gorillas would be in the Primate House?
- How many birds are there (flamingos and toucans)?

Animal Math

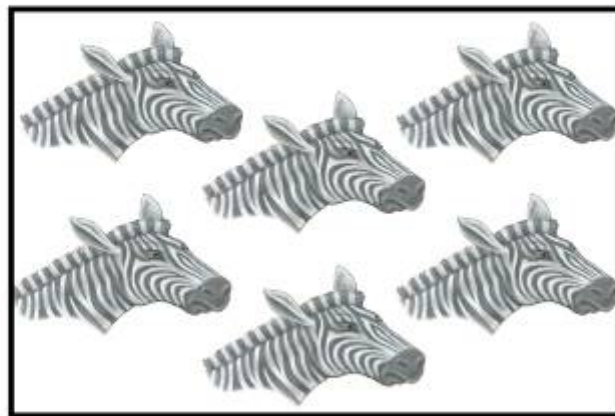
Print the next page and cut out the rectangles with the animals. Count the animals and put them in order.

For older children, see how many ways there are to add the animals together to total ten. More than two types of animals may be used.

How many animals are there total?

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'Twas the
Day Before
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Day**



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5 elephants

+



6 zebras

=

_____ animals



3 giraffes

+



5 elephants

=

_____ animals



4 llamas

+



2 meerkats

=

_____ animals



2 meerkats

+



1 flamingo

=

_____ animals



1 flamingo

+



3 giraffes

=

_____ animals



6 zebras

+



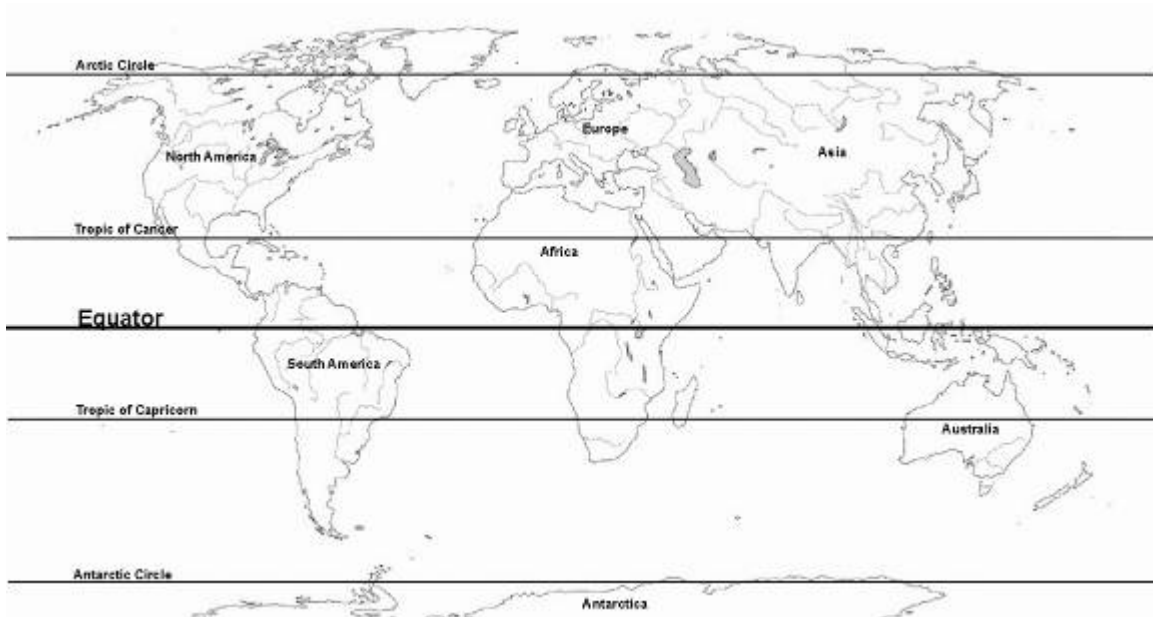
4 llamas

=

_____ animals

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Research and geography



Where in the world do the animals live?

Giraffes, lions, elephants, rhinos, and monkeys can be found in Africa. Find Africa on the map.

Flamingos, monkeys, and llamas can be found in South America. Find South America on the map.



http://en.wikipedia.org/wiki/American_Alligator

The map of the Southeast US, above, shows where American Alligators live. Can you find that area on the world map?

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Coloring Pages



Ben Hodson, illustrator
sketch art for
'Twas the Day Before Zoo Day

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Ben Hodson, illustrator
sketch art for
'Twas the Day Before Zoo Day

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Ben Hodson, illustrator
sketch art for
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