

BOOK 4



A Visit to the Zoo



Tommy Tales

Guide for Teachers and Parents

Book 4: A Visit to the Zoo

This is the fourth in the *Ewe Books* series of illustrated books available on the **Learning Page** Web site for downloading and printing FREE of charge. A new book in this series will be “published” every month.

The books are written to a second or third grade reading level, but pre-kindergarten to first graders will also love having the stories read to them.

Introduction

If possible, make enough copies of the book for each member of the class or group. See Book 1, *The School Lunch Room*, pages 2 and 3 of the Teacher's Guide for directions on how to make the book. If you download and copy the pages in advance, the students can assemble the pages and tape or staple them together. Before starting the reading, have students color the covers of the books in any way they choose. While coloring, initiate a discussion on what the title could mean.

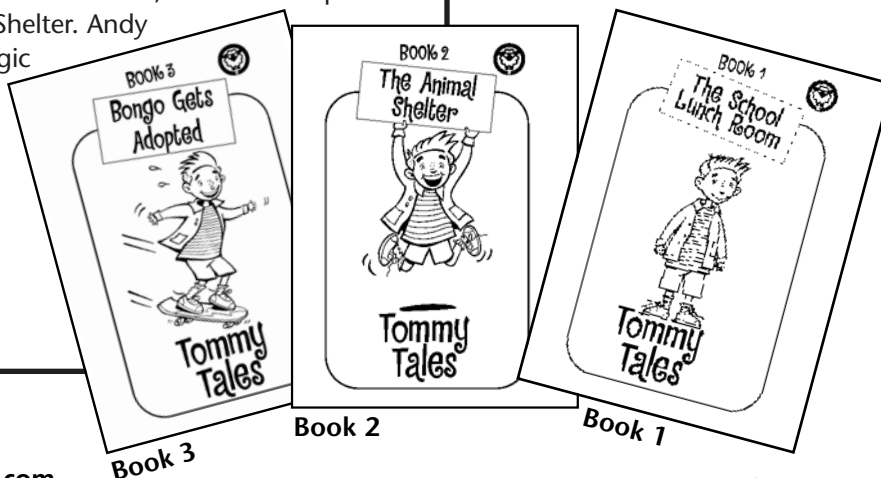
Before starting to read *A Visit to the Zoo*, share with the class that this book is another in a series and that this story is part of a much longer one.

Planning with Ewe Books

As you are beginning your planning for the year, depend on the Learning Page and this delightful serial story to add variety and fun to your reading routines. One new book a month, and all accompanying teachers' materials and **Fun Sheets** supplement your other classroom activities and curricula.

THE STORY SO FAR . . .

Last time: Tommy and Sam go to the park to meet friends and show them the clicker. By randomly pushing buttons, they all disappear in a cloud of smoke, and are transported to a cage in the Animal Shelter. Andy accidentally yells the magic word that releases RK-5, a little robot, from the clicker. After hearing RK-5's story and looking at the situation, together they try to find a way out of their predicament.



Preparing for Reading

Before the first reading of the story, ask students if they have ever been to a zoo (responses should include almost everyone). Tell them that you are going to be reading a story about Tommy and his friends and their day at the zoo.

After the first reading, ask for reactions to the story. Is this trip to the zoo like any you have ever taken? How was your trip different? Would you say that this story is based on reality or fantasy? That is, could the events really happen? Which ones could be real and which ones could be made up?

Reading Guide

You may structure the reading time for this story in many ways.

1. You could read it aloud, all the way through, with the entire class on the rug during your regular story time. Then, review the story spread by spread and begin implementing the various objectives and **Fun Sheets**.
2. After reading aloud the first two pages, you could stop and begin questioning for comprehension and work on some of the **Fun Sheets** and **activities** cited in this section. Proceed to the second two pages, etc.
3. After reading all the way through, go around the class or group and have each student read a page, noting any difficult words to work on later.

Opening Lesson

Introduce the book by showing the cover and saying the title clearly: ***A Visit to the Zoo***. You could also write it on the board. Read the first two pages of the story, then discuss the following questions.

1. What are some key elements that students remember about the previous stories? (*The School Lunch Room*, *The Animal Shelter*, and *Bongo Gets Adopted*)
2. Ask students what they can predict about the story from what you have read on these first two pages. Write their ideas on the board.

2

Andy went to the park early. He had two bananas, a pear, and a bag of peanuts. The food was for Bongo, the monkey he helped rescue from the animal shelter.

Bongo was living in a tall oak tree in the park. When he saw Andy with the food, he quickly climbed down. He ate the bananas, then he ate the pear. Andy kept the peanuts for later.



learningpage.com resources ★

There are several areas of the website that will be useful to the study of this story and a **Zoo Animals Unit**.

1. **The Zoo Animals Unit** featuring over 300 **Fun Sheets**, **Fact Files**, **Cut-Outs** and a **mural**. **Fun Sheets** are in the areas of math, science, and language arts, and fundamental skills.
2. **Zoo Animals Lesson Plans**. **40 activities**: individual animal studies, animal groups, geography, art, camouflage, careers, how to set up a Learning Center, reproducibles, and an extensive book list.
3. **A Visit to the Zoo: 20 Fun Sheets** designed to be used with the story, along with this teacher's guide.

Combine all of these materials for a comprehensive and exciting **Zoo Animals Unit**!

A voice shouted from behind him.

"Hey! Andy."

It was Tommy with his sister, Sam.

Lucy and Kim followed close behind.

"Is RK-5 with you?" asked Andy.

"Of course I am," said a voice from Tommy's pocket. Tommy gently pulled the little robot from his pocket.



Beginning Readers' A to Zs

There are many opportunities in the book for early readers to practice letters. As the title of the story contains the word zoo, practice saying and writing words that begin with the letter z. You may need to prompt and cue students for answers (*zipper, zebra, zero, zodiac, zither, zone, zucchini, zinc, zigzag*).

See **Zoo Animals, Lesson Plans Grade 1–2 001B**, for practice writing the letter z. See **Zoo Animals Lesson Plans PreSchool–K 007**, for a zebra activity.

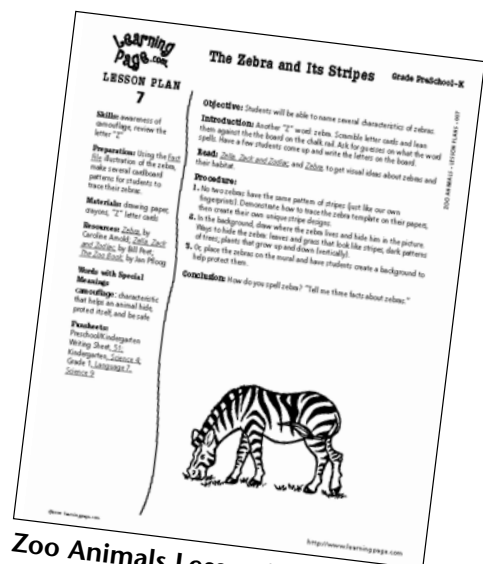


**Zoo Animals Lesson Plans
Grade 1–2 001B**

Create as a Simple Chart

Instruct the students as follows: "Recall from your reading of *A Visit to the Zoo* the many kinds of foods that are used to feed animals. Organize the different foods as a chart under the name of the animal that eats it." Students should refer to the **Zoo Animals Fact Files** for the animals featured in *A Visit to the Zoo*. Example:

Monkey	Sea Lion	Flamingo
bananas apples peanuts	fish octopus squid	insects plants fish

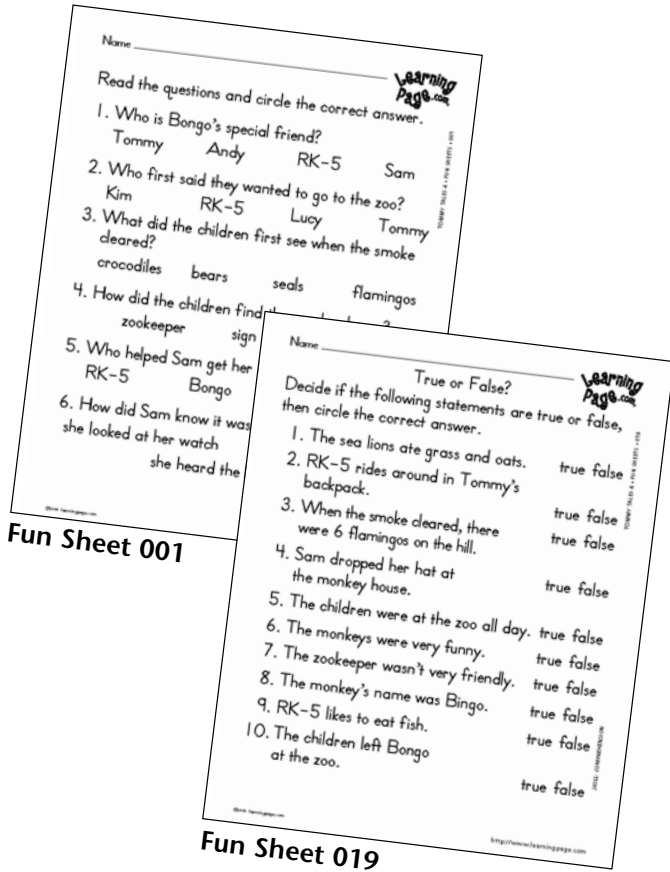


**Zoo Animals Lesson Plans
Grade PreSchool–K 007**

Comprehension

There are several **Fun Sheets** with questioning strategies to aid students' understanding of *A Visit to the Zoo*.

Fun Sheets 1 and 19 will get students started on testing their comprehension of the story. After assessing their answers, reread the story as needed to clarify what students don't understand.



4

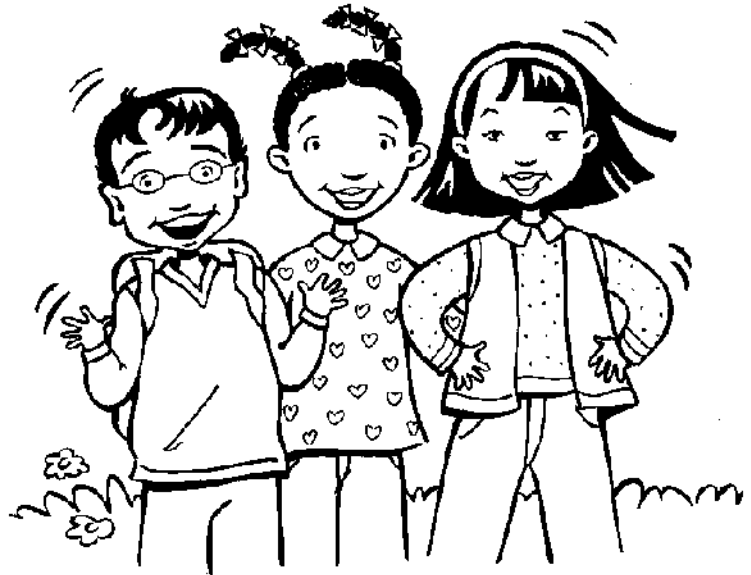
"Can you take us somewhere fun, for a change?" said Sam.

"I can take you anywhere you want to go," replied RK-5.

"I want to go to the beach," said Sam.

"No, let's go to a toy store," said Kim.

"I want to go to a farm," said Andy.

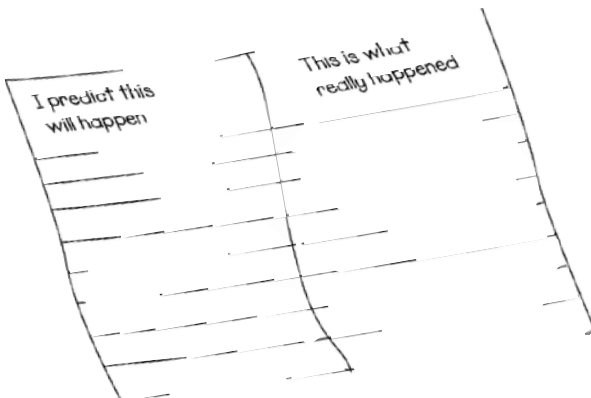


Predicting Outcome

After reading pages 4 and 5, or after every few pages of your choice, check with students and ask them to predict what will happen next. Remind them of their previous knowledge and what they learned from the book before this one. Construct a simple chart like the one at left, as an ongoing record. Students can record their predictions and then check back after further reading to compare their predictions with the actual story.

Questioning Strategies:

- What has happened so far in the story?
- Compare the story up to page 7 with your predictions from page 2.



Everyone was talking at the same time, including Bongo.

Tommy asked RK-5 what Bongo was saying. "He wants to find some monkey friends at the zoo," said RK-5.

"Yes, yes! Let's go to the zoo," yelled Sam.

They all agreed it would be fun to go to the zoo. They would find some friends for Bongo.



Learning Page Fun Sheets

Use the **Learning Page Fun Sheets** throughout the month between the introduction of new titles in the series, to expand on the teaching opportunities of the story.

There are **Fun Sheets** questioning comprehension, sequencing tasks, a crossword puzzle, a word scramble, and matching word columns. There are lists of words used in the story to teach and strengthen vowel sounds, spelling, consonant blends, synonyms and antonyms, nouns, and contractions.

There are also over 300 Learning Page Lesson Plans and Fun Sheets featuring the Zoo theme. Browse the site to find interesting activities at the Fundamental, Kindergarten, Grade 1, 2, 3 level, targeting math, science, and language skills.

Previous Reading

This story can be a part of an extended Zoo Study Unit. After the first reading of *A Visit to the Zoo*, ask students to name other books they have read about zoos. If you have a Learning Center set up to support your Zoo Unit, be sure to stock it with plenty of the books listed on the Learning Page's extensive book list (go to **Zoo Animals**, then **Recommended Reading**). What is different about the Tommy Tales book? How is it the same as some of the books you've read? How have the books you have read before about the zoo prepared you for *A Visit to the Zoo*?

Fun with the oo sound

"Let's go to the zoo!" yelled Sam. Use the word zoo as the inspiration for a word game. The pronunciation is written as

\oo\ as oo in loot

Ask students to name some other words with this sound. Write them on the board.

OO Words	
___ oo ___	
___ oo ___	
___ oo ___	
___ oo ___	
___ oo ___	
___ oo ___	
___ oo ___	
___ oo ___	
___ oo ___	
___ oo ___	

ABCDEFGHIJKLMNOPQRSTUVWXYZ

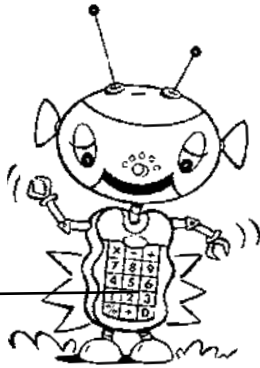
Create a simple worksheet that looks like this: Have students use letters from the alphabet to fill in the blanks. See how many the class can come up with. There are at least 30, though all of them will not strictly have the \oo\ sound (some will have \oo\ as oo in foot). You can talk about this difference as you review the list.

Extension Have each student write one of their words on a piece of paper and illustrate it. Display all of them on a Zoo Words Bulletin Board.

Words to Watch

Here are some words from the story that may be new or unfamiliar to students. Use them for a spelling or vocabulary list to be tested at the end of the week that you introduce the story.

1. banana (p. 2)
2. peanuts (p. 2)
3. oak (p. 2)
4. pocket (p. 3)
5. gently (p. 3)
6. anywhere (p. 4)
7. including (p. 5)
8. buttons (p. 6)
9. path (p. 7)
10. sign (p. 7)



Write the words on the board, and have students copy them onto a piece of paper. Then, using dictionaries or on line, have them write a definition for each word. Remind students to re-read the sentences where the words appear in the story to make sure they choose and write the correct definition.

At a later time, have students read the definitions they chose for each word. Then have them write a sentence using each word.

RK-5's Secret Code

RK-5 asked Tommy to press "26 15 15 x 6" to transport them to the zoo. Ask students if they notice anything about the numbers that could help them solve the code.

Clues: "Does the number 26 mean anything to anyone? How many letters are there in the alphabet? Could this mean that the number 26 signifies the 26th letter of the alphabet? Which is . . . ? Look at the next two numbers: two of the same. If you could take a wild guess about what these two letters could mean, what would you say? And then, the last number: What do we know about that number as it pertains to this story?" (there are 6 friends.)

To help solve the code, write the alphabet on the board with the numbers 1–26 directly under it. Show how each letter of the alphabet can be represented directly by its number place. Then assign the task of writing a secret message. When completed (this could take 20 minutes), have students exchange messages, decipher, and then read them to the class.

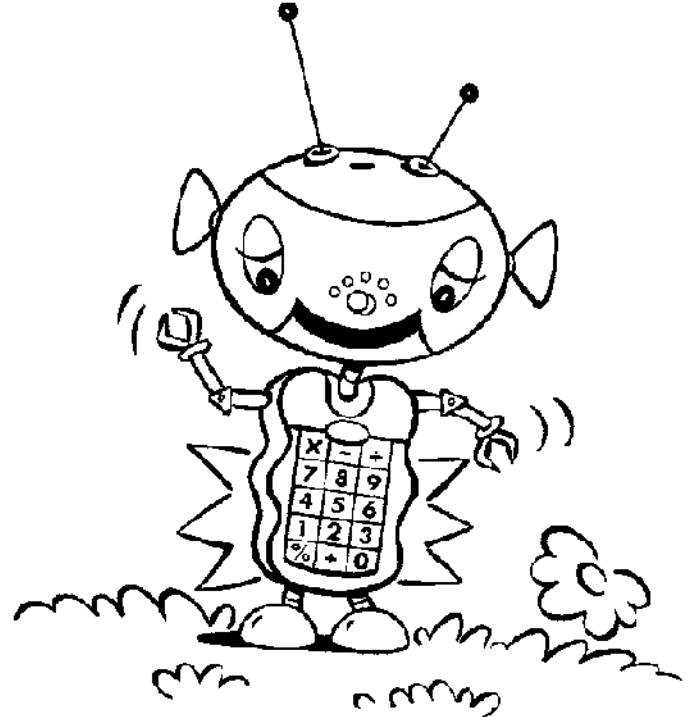
ABCDEFGHIJKLMNOPQRSTUVWXYZ
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26

6

Andy put Bongo in his backpack.

They didn't want anyone at the zoo to see Bongo. The zookeeper may want to keep him at the zoo.

RK-5 asked Tommy to press "26 15 15 x 6" on the buttons that popped out of his chest. Tommy pressed the buttons.



Using the Illustrations

Make enlarged copies of a few of the illustrations without the text that appears on the page, then ask students to choose their favorite and then do one of the following:

- a. Write a short paragraph describing what is happening in the picture. This could be dictated to the teacher or handwritten by the student.
- b. Draw a picture of what could happen next, something different than the actual outcome of the story.
- c. Write a caption for several of the illustrations. Explain that a caption is a short, explanatory comment accompanying an illustration. [see page 14 for more work with parts of a book.]

There was a flash of blue light and thick smoke.

When the smoke cleared, they found themselves on a hill.

There were pink flamingos all around them.

"Look! There's a path there," said Kim.

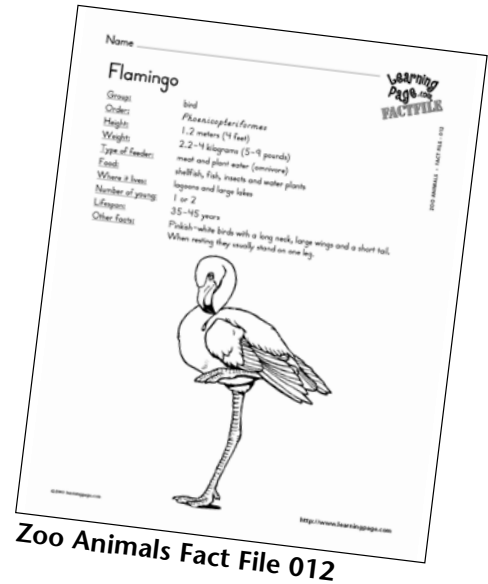
"There's a sign, which shows where all the animals are," said Tommy.

They ran to the sign to find out where the monkeys lived.



Fact Files

Go to the Learning Page site on the internet and look at the **Zoo Animals Fact Files**. Copy the pages that pertain to this story to start with: flamingo, crocodile, and sea lion, so that each child may have a copy. As you read the story, stop each time there is mention of a zoo animal and review the Fact File for that animal.



For instance, on this page, we see the flamingos for the first time. Pause after reading to look over the **Fact File**. Ask for volunteers to state one fact about flamingos. For example:

"The flamingo is a bird."

"The flamingo is 4 feet high."

"The flamingo eats fish and insects."

"Flamingos can live to be 45 years old."

Then, with the **Fact File** in front of them, ask for volunteers to answer the following questions:

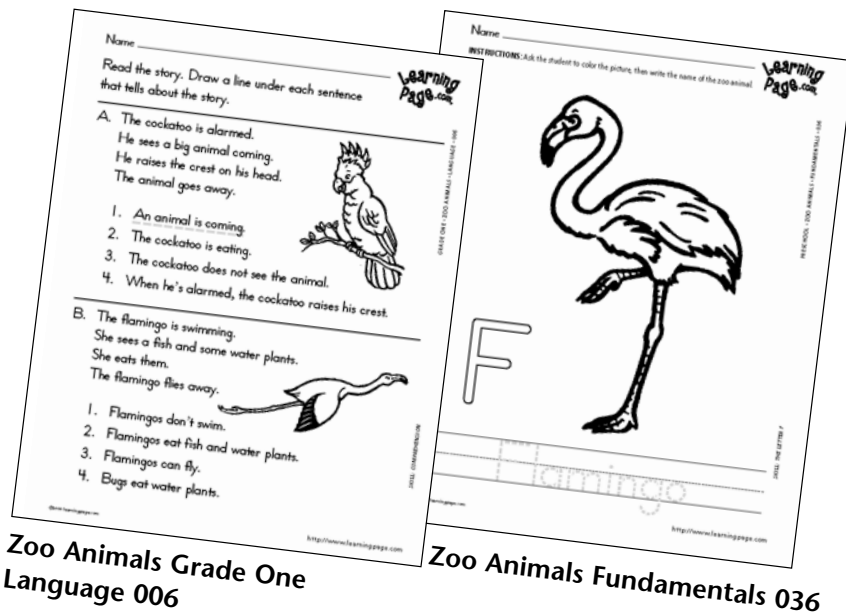
Are flamingos shorter or taller than you?
(Answers will vary. Flamingos could be the same size as many students.)

Where do flamingos live?

What color are flamingos?

What are some distinguishing features that tell us when a bird is a flamingo?

See **Zoo Animals Grade 1–2 Lesson Plan 008** for a fun flamingo art activity using thumbprints and pink paint! **Zoo Animals Grade One Language 015** provides practice sheet writing numbers with a flamingo theme.



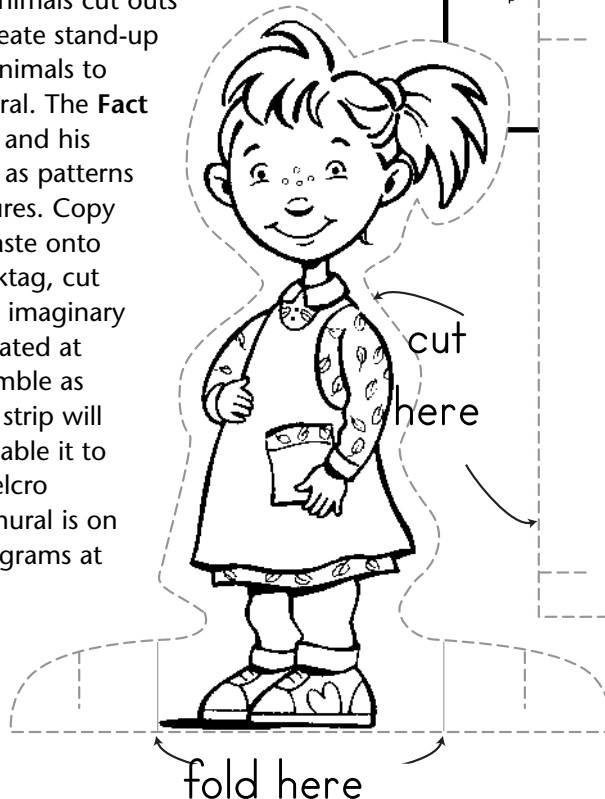
Mural Project: Mapping Skills

Download and put together the **Zoo Animals Mural** as explained in the **Learning Page Teachers Notes**. Students can help with putting the pages together like a puzzle and then coloring it. [Note about the Mural: This mural represents the latest trends in zoo environments where the animals are contained in areas protected by natural-looking rock, ravines, and vegetation. Students may add enclosures, traditional cages, or buildings to complete their zoo, especially if creating a habitat for birds.]

Near the mural on the next page (which is essentially a map) we have placed what is called a "compass rose" to suggest which way is north. Draw a compass rose and paste it to the mural. Lay the mural out on the floor or a large table top with the north side facing true north. Ask one child to stand on the north side of the map, another on the east, another on the west. Ask another to stand where Tommy and his friends were. You may want to ask the following questions. "In which direction is the Monkey House? In which direction are the flamingos? How about the crocodiles?"

Have students construct the monkey house from a small cardboard box, construction paper, ice cream sticks, or any other materials at hand.

Use the Zoo Animals cut outs as patterns to create stand-up versions of the animals to place on the mural. The **Fact Files** for Tommy and his friends can be used as patterns for stand-up figures. Copy the character, paste onto cardboard or oaktag, cut out following an imaginary dotted line indicated at right. Then assemble as shown; an extra strip will be needed to enable it to stand. Or, use velcro fasteners if the mural is on the wall. See diagrams at right.



8

Lucy pointed to a picture of the Monkey House on the sign.

Kim said, "Here's Flamingo Hill. That's where we are now."

"If we walk to the end of this path and turn left, we'll be at the Monkey House," said Tommy.



They all ran off to visit the monkeys.
 They didn't see Sam stop to look at the crocodiles.
 Sam counted three big crocodiles.
 They all had lots of big, scary teeth.
 Suddenly, a gust of wind blew Sam's hat off.
 It went into the crocodile pen.

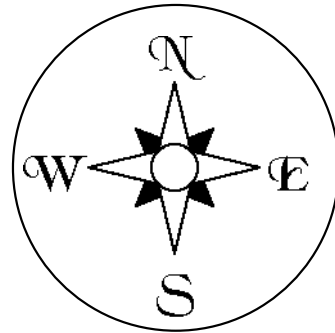
"Oh no!" she said out loud.
 "I'm not going in there to get my hat.
 I'll find the zookeeper. He'll get my hat
 for me."



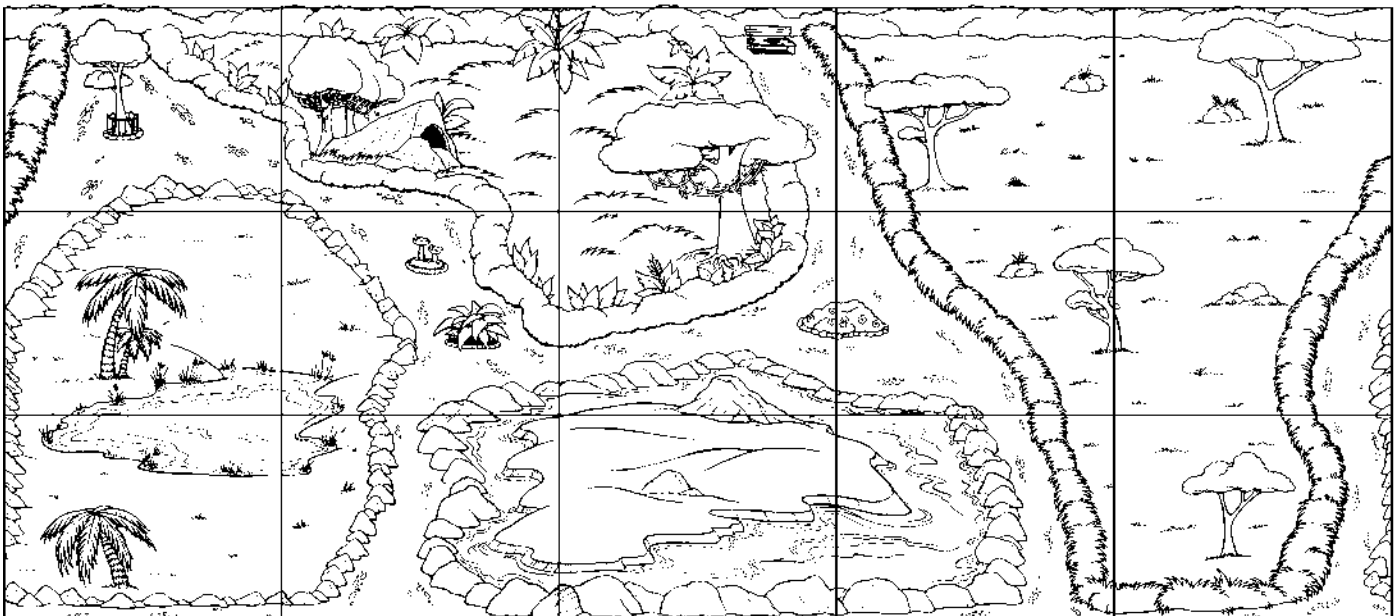
Another Mapping Activity



Zoo Animals Grade Three Science 006

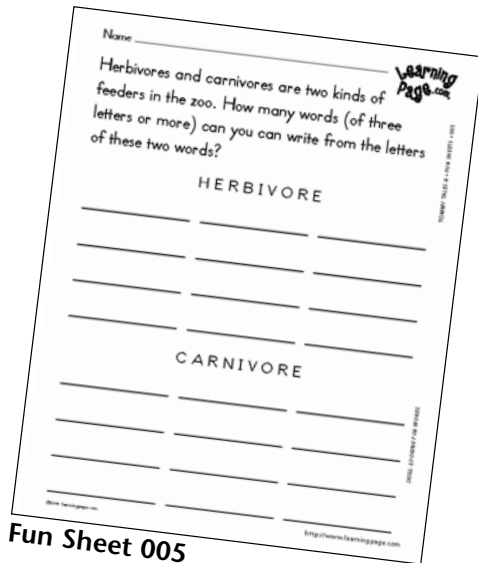


A compass rose shows direction.



Making New Words

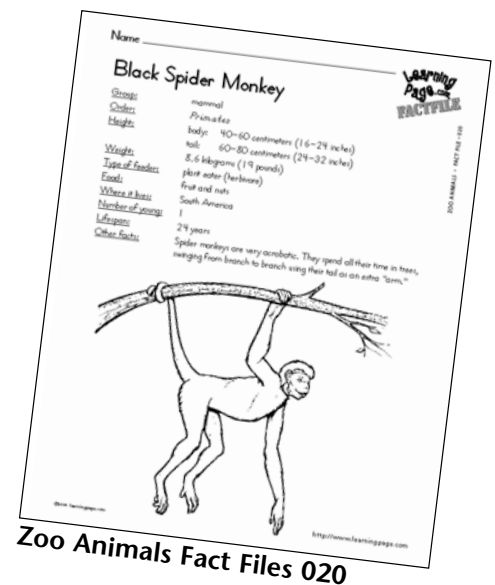
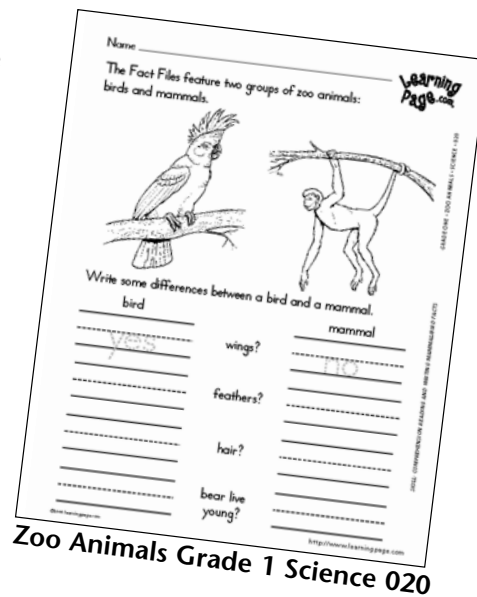
Fun Sheet 5 is a word activity for students to practice recognizing letters and letter combinations. Before starting to write, review what these long words mean and note how they are used on the **Fact Files** that describe the animals in the zoo. **Zoo Animals Fun Sheets Kindergarten Science 005–008** are more carnivore/herbivore/omnivore activities.



Comparing Groups

There are several orders of animals in this story (humans, birds, carnivores, primates), which presents an opportunity to compare and contrast animals.

Use the **Zoo Animals Grade 1 Science Fun Sheet 20** to compare facts about birds and monkeys. See the **Zoo Animals Fact File 020** to learn more about monkeys.



Tommy and the others found the Monkey House. Andy let Bongo out of the backpack. Bongo had a fine time chatting to his new monkey friends. Everybody laughed at the funny faces the monkeys made.

“Where’s Sam?” asked Kim.

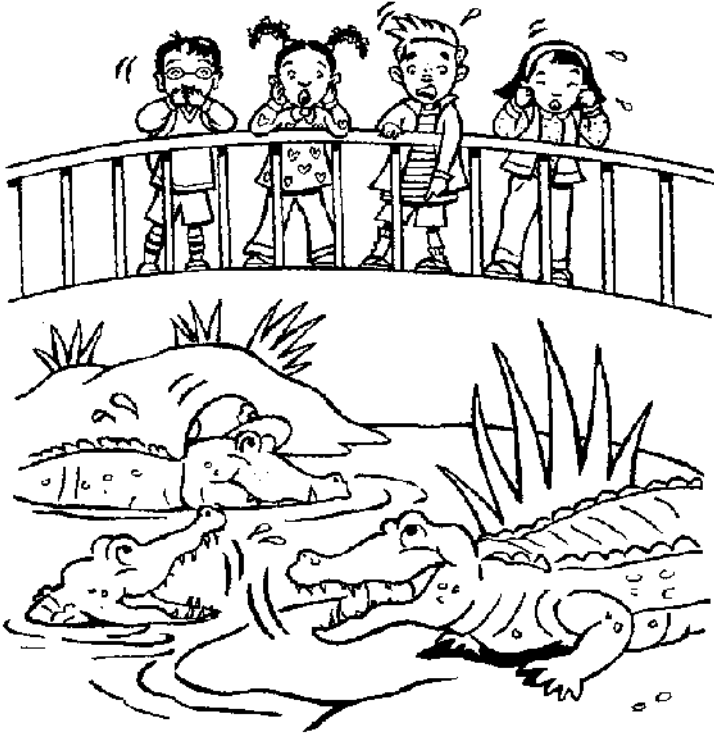
They all looked around.

“Oh no! She’s lost,” said Tommy.

“Now I’m in super big trouble.”

They ran back towards Flamingo Hill.
They passed the crocodile pen.
Andy shouted, "Look! There's Sam's hat.
It's in the crocodile pen. Sam's been eaten
by a crocodile."

Kim started crying.
The others looked very scared.



Writing

Suggest that students write and illustrate their own stories about a real or imagined trip to the zoo. Begin by dictating the first page or two, giving a few details as to place and time; then encourage them to make up any details they want, no matter how odd. Don't forget the illustrations, which could be on each page, or one large image.

Comprehension Check

- Where are the five friends?
- Why did they choose to come to the zoo?
- Why did Sam get separated from the group?
- How did Sam lose her hat?
- What did Tommy think when he saw the hat floating in the crocodile pen?

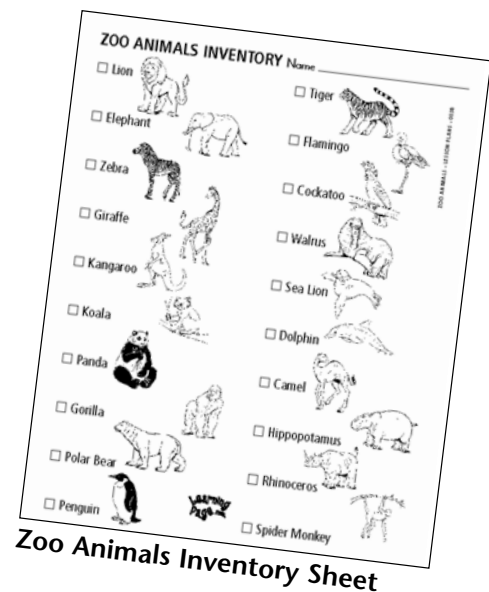
Crocodile Fact File

The crocodile is the third zoo animal introduced in this story. Look over the **Reptile Fact File 9, American Crocodile**.



Zoo Animals Inventory

Use the **Zoo Animals Inventory Sheet (Zoo Animals Grade 1 and 2 Lesson Plans 003B)** to keep a record of the zoo animals you have read about in this story and others you have read about in the **Zoo Animals Unit**.



Students may practice recognizing and naming synonyms by using **Fun Sheet 3**. Seeing the words in context leads to better understanding of how the words are used.

- | | |
|----------|-------|
| down | p. 2 |
| behind | p. 3 |
| gently | p. 3 |
| close | p. 3 |
| find | p. 5 |
| fun | p. 5 |
| path | p. 7 |
| picture | p. 8 |
| chatting | p. 10 |
| scared | p. 11 |

Learning Page
 SYNONYM MATCH - 4-5 YEARS (LEVEL 1) (2015)

Name _____

Synonyms are words that have the same meanings. Connect the word on the left to the word or words that are its synonym on the right.

behind	discover
down	with care
gently	amusing
close	in back of
find	near to
fun	towards the ground

Write a synonym for each of the following words;
 you may use more than one word:

path _____

picture _____

scared _____

chatting _____

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2015 (1/10/2015)

Extension As an extra challenge, after students have located the words in the story, have them read the paragraph on this page. Ask them to look for words that could have synonyms (*look, behind, long, pole, end, hat, pen, feed, help, shouted*). Then, have them rewrite the paragraph and substitute synonyms (can be more than one word) for those words. Read the paragraphs in front of the class, reinforcing how using many words instead of repeating the same words makes the writing so much more interesting to the reader!

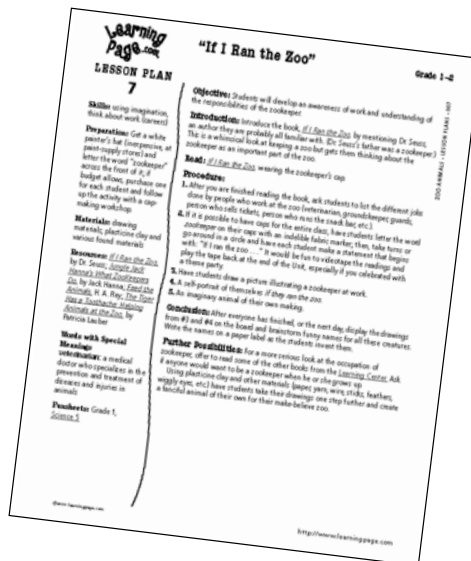
"Hey! Look at me," said a voice behind them. It was Sam. She was with the zookeeper. He had a long pole with a hook on the end. He used the pole to get Sam's hat from the crocodile pen.

They said thank you to the zookeeper.
The zookeeper said, "It's time to feed the
sea lions. Would you like to help?"

"Yes, Please!" they shouted.



Zoo Animals Grade 1–2 Lesson Plan 007 is about the work of a zookeeper. Books are suggested for additional reading, and several activities and projects around the theme are suggested.



They had great fun throwing little fish to the sea lions. They made sure that the baby sea lions had their share.



Visual Cues

Look at the illustration on page 13. What does it tell us that the words don't? Make a list of all the facts about the picture.

There are five children.

There is one man, the zookeeper.

There are four sea lions, and two of them are babies.

The zookeeper is holding a pail of fish.

The zookeeper has a moustache.

One of the baby sea lions holds a fish in its mouth.

The largest sea lion is at the bottom, center of the picture.

Find this **Fun Sheet** and **Fact File** for more sea lion activities.



Grade One Science 005

Finish the Story

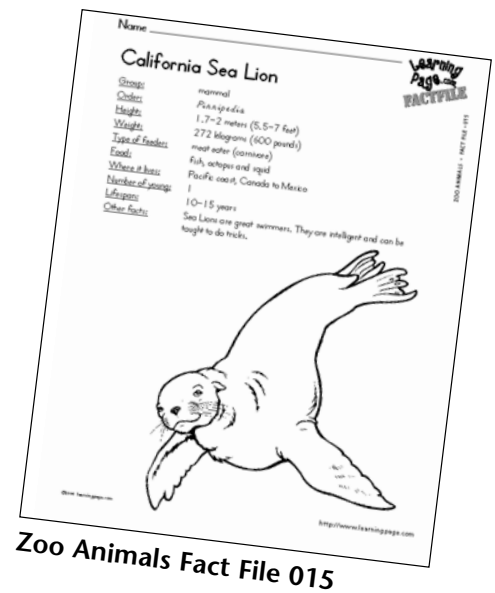
On the first reading of *A Visit to the Zoo*, ask students to pretend that the author did not know how to continue with the story after page 9. The students must finish it any way they like.

Brainstorm some options:

- The children leave Bongo at the zoo.
- Describe what Bongo's life is like at the zoo (pros and cons of zoo life).
- Bongo escapes the zoo and searches for the children. (who does he meet? What do they do?)

Students will probably imagine some more unexpected resolutions of this predicament!

Students may either write their endings or draw a picture to show what happens. When they are finished, have each share his or her work with the class.



Zoo Animals Fact File 015

Recall the chart work done on p. 3. Tell students that the same information can be organized in many ways. The sample chart on page 3 sorts zoo animal food items as a chart under the headings of the animals' names.

```
graph TD; ZAF((Zoo Animal Foods)) --- P((plants)); ZAF --- F((fish)); ZAF --- M((meat)); ZAF --- I1((insects)); P --- FR((fruit)); P --- N((nuts)); M --- SF((shellfish)); M --- I2((insects));
```

Show students how books are made up of different parts, and each part has a name. “The cover of a book is the first thing you see when you pick up a book, it is the page on the outside front and is usually a heavier paper than the inside pages. Look at the cover of this book, *A Visit to the Zoo*. It is page number 1, although covers don’t have a page number printed on them. The cover usually has the title of the book set in type, and a picture, illustration or photograph that ties in to the idea of the book. What does the type on the cover of *A Visit to the Zoo* tell us about the story? What does the picture tell us?”

[illegible]

More Secret Code

Ask students to use what they learned on page 6 to solve the number code on page 15. As an extension to this activity, devise other "codes" such as offsetting the row of numbers one character to the right, so that B = 1, C = 2, Z = 25, etc.; or have the numbers go in reverse order, so that A = 26, Z = 1, etc. Write short simple sentences using the codes you have devised to challenge your students' code cracking abilities!

Relationships

This story continues to reveal to us aspects of the children's relationships with each other. They seem to know the value of friendship, family, and the importance of staying together on their adventures. Ask students to name some ways that the children show that they care about each other.

Criticism

Remind students that this is the fourth book in a series, and that there will be a new one each month. Ask "How do you like it so far?"

Ask them to write a critical book review of this story or of the series so far. The reviews could be in the form of a written essay, a poster, or a drawing. E-mail your reviews to editor1@learningpage.com for possible inclusion in future Teaching Guides.

Conclusion

Ask students for their feelings and thoughts about this story. Stimulate enthusiasm and anticipation for the next story.

Explain to the students that the story continues. They will find out in the next book where Tommy and his friends are off to in their series of exciting adventures.

When the work with *A Visit to the Zoo* is completed, keep all the books together in a storage box to be used again in the next school year or with the next group. Or, students could be encouraged to take the books home to share with their families and have for their own libraries.



They ran to Flamingo Hill.
 "How do we get back?" asked Tommy.
 "This time press 16 1 18 11 x 6 on my buttons," said RK-5.
 Tommy pressed the buttons.
 Within seconds, RK-5 zoomed them back to the park.



Write a Letter to Tommy

After reading the story, have students write a letter to Tommy. Leave the content up to the students, but be sure to have them follow a traditional letter-writing form, with the date, salutation line, closing, and their name. Also allow time for students to keep up their journals of Tommy's adventures.

