

### About the Book

Text Type: Nonfiction/Informational Page Count: 24 Word Count: 2,067

#### Book Summary

The idea of people keeping wild animals in captivity has been around for centuries. However, the reason for doing so has shifted over time. Read this fascinating account of how zoos began in ancient times, how they have changed over time, and how modern zoos are working diligently to save endangered species.

### About the Lesson

#### Targeted Reading Strategy

- Connect to prior knowledge

#### Objectives

- Use the reading strategy of connecting to prior knowledge to understand text
- Identify details to compare and contrast zoos through time
- Identify prepositional phrases
- Identify irregular past-tense verbs

#### Materials

Green text indicates resources available on the website

- Book—*Zoos Through the Ages* (copy for each student)
- Chalkboard or dry erase board
- Sticky notes
- Compare and contrast, prepositional phrases, irregular past-tense verbs worksheets
- Discussion cards



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting the book on interactive whiteboard or completed with paper and pencil if books are reused.)

#### Vocabulary

- Content words:  
 Story critical: *captivity (n.), enrichment (n.), intrusive (adj.), perception (n.), respite (n.), zoo (n.)*  
 Enrichment: *befitted (v.), extravagant (n.), founders (n.), gladiators (n.), stimulation (n.), trial and error (n.)*

### Before Reading

#### Build Background

- Show students a picture of a giant panda. Ask them to share their reaction to the photo. Ask if they've ever seen a giant panda and, if so, where. Discuss with students whether they would ever have the opportunity to see a giant panda in the wild.
- Tell students that many zoos around the world work very hard to not only display rare or endangered animals for our enjoyment, but also to protect the animals and educate people about them. Explain that, in this book, students will learn that this was not always the case.

### Preview the Book

#### Introduce the Book

- Give students their copy of the book. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, fiction or nonfiction, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name).
- Preview the table of contents on page 3. Remind students that the table of contents provides an overview of what the book is about. Ask students what they expect to read about in the book based on what they see in the table of contents. (Accept all answers that students can justify.)

#### Introduce the Reading Strategy: **Connect to prior knowledge**

- Explain that good readers use what they already know about a topic to understand and remember new information as they read a nonfiction book.
- Model connecting to prior knowledge using the information on the covers.  
*Think-aloud: On the front cover, I see a baby giraffe. In the background, I can see the legs of an adult giraffe. I believe that is probably the mother giraffe. I know the only place I've ever seen mother and baby giraffes is at a zoo. Look at the photo on the back cover. What clues in the picture might lead you to believe that the elephant and the boy are at a zoo?*
- Have students think about their zoo experiences while previewing the covers of the book. Ask them to make connections to prior knowledge and to discuss the photos on the covers. Ask open-ended questions to facilitate the discussion, such as: *What are some zoos you have visited? What have you learned about animals while there?*
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

#### Introduce the Comprehension Skill: **Compare and contrast**

- Explain to students that one way to understand concepts in a book is to identify how they are alike and different.
- Model how to compare and contrast information using a comparison matrix.  
*Think-aloud: After looking at the photographs in this book and reading the table of contents, I know we will be reading about zoos of long ago and modern-day zoos. I know that zoos share similarities but also have differences. They all hold animals in captivity. However, the ways in which animals are treated and the philosophy of various zoos might be different.*
- Draw the **compare-and-contrast worksheet** on the board. Distribute a copy to each student and point out the fact that the column headings match the sections in the book. Explain to students that they will be using this tool as they read the book, looking for information about the row headings (purpose for keeping animals, types of enclosures, and treatment of animals).

#### Introduce the Vocabulary

- Write the following words from the content vocabulary on the board in order: *captivity, extravagant, intrusive, perception*.
- Give each student a piece of blank paper, and have students fold their paper into four squares. Have them label each box with one of the words on the board. For each word, have them write or draw what they know about the word. Create a definition for each word using students' prior knowledge.
- Review or explain that the glossary and a dictionary contain lists of vocabulary words and their definitions.
- Model how students can use the glossary or a dictionary to find a word's meaning. Have students locate the glossary at the back of the book. Invite a volunteer to read the definition for *captivity* in the glossary. Have students compare the definition with their prior knowledge of the word. Then have students follow along on page 4 as you read the sentence in which the word *captivity* is found to confirm the meaning of the word. Repeat the exercise with the remaining vocabulary words.


### Set the Purpose

- Have students read to find out more about zoos of the past and present. Have them think about what they already know about zoos as they read the book.

### During Reading

#### Student Reading

- **Guide the reading:** Have students read page 4. Draw their attention to how the author has actually asked the reader to connect to their prior knowledge of zoos.
- Model connecting to prior knowledge.  
*Think-aloud: The first paragraph of the book asks you to think about when you have visited a zoo in the past. When I read this paragraph, I went back in my memory to think about what I saw during my last experience at a zoo—the types of enclosures the animals were in, how large and modern the zoo was, and whether the animals seemed as though they were well cared for. How did relating what you already know about zoos help you understand what you read?*
- Have students read pages 5 through 7. Discuss the information they can now record in the first column of their comparison matrix, under *Captive Animals Long Ago*. Fill in the class chart on the board and allow time for students to fill in their chart.
- **Check for understanding:** Have students read to the end of page 10. Ask them to fill in the next column of their matrix. Have volunteers share their responses.
- Have students read the remainder of the book. Encourage them to continue filling in their comparison matrix as they read.

 Have students make a question mark in their book beside any word they do not understand or cannot pronounce. Encourage them to use the strategies they have learned to read each word and figure out its meaning.

### After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

#### Reflect on the Reading Strategy

- Discuss how making connections between information read and information that is known about a topic keeps readers actively involved and helps them remember what they have read.
- **Think-aloud:** *When I read page 10, I thought about the zoo I used to visit as a child in my hometown. The tiger used to pace back and forth for hours in its small cage. Now I know that it did this because its cage was too small and it had no stimulation. Recalling this memory actively involved me in the reading, which helped me to understand and remember the new information. I know that I will remember more about zoos because I used this strategy while I read.*
- **Independent practice:** Review with students each section in the book, one at a time. Have students share examples of how they connected to prior knowledge as they read each section.


#### Reflect on the Comprehension Skill

- **Discussion:** Have students finish their compare and contrast worksheet. Discuss and compare the answers they recorded in the grid.
- **Independent practice:** Ask students to complete the short answer prompt at the bottom of the worksheet (*How have zoos evolved over the last few centuries?*) Check their finished paragraphs for completeness, details, and use of information from their comparison matrix.
- **Enduring understanding:** In this book, you read about how zoos started and how they have changed over time. The next time you visit a zoo or animal park, what things will you look for?

### Build Skills

#### Grammar and Mechanics: **Prepositional phrases**


- Write the following sentence on the board: *I'll finish my homework after dinner.* Point to the word *after*. Ask students to explain what information this word provides (when homework will be finished).
- Explain to students that *prepositions* are words that show a relationship between things. They provide information about *where, when, how, why, and with what* something happens.
- Explain that a *phrase* is a short group of words and that a *prepositional phrase* is a group of words beginning with a preposition and ending with a noun or pronoun. Write the following list of prepositions on the board: *about, above, across, after, along, among, around, at, before, behind, below, beneath, beside, between, by, during, in, of, on, over, out, through, under, upon, with, and without.*
- Reread the sentence on the board. Point out the prepositional phrase (*after dinner*).
- Write the following sentence from page 4 on the board: *Zoos have changed their practices over the centuries, and they continue to change today.* Point to the word *over*. Have a volunteer explain how the preposition is used in this sentence (it explains when something is happening). Ask a student to come to the board to circle the prepositional phrase (*over the centuries*).


 **Check for understanding:** Have students review pages 5 and 6 of the text and circle examples of prepositional phrases. On the board, write the prepositions that students identify in the book. Discuss the type of information each prepositional phrase provides (*how, when, why, and so on*) and how each one links the words in the sentence.

- **Independent practice:** Introduce, explain, and have students complete the [prepositional phrases worksheet](#). If time allows, discuss their answers.

#### Word Work: **Irregular past-tense verbs**

- Have students turn to page 4 and circle or highlight the sentence, *Have you noticed that some animals are kept in small cages, while others have more space to roam?* Ask them to identify the verbs in the sentence (*noticed, kept*). Explain that these are past-tense verbs that describe something that happened in the past. Write the term *Past tense* on the board.
- Write the term *Present tense* on the board. Explain that present-tense verbs describe something that is happening in the present, or right now. Ask students to name the present-tense form of *noticed* and *kept* (*notice, keep*).
- Point out that the verb *notice* is changed to a past-tense verb by replacing the final silent e with the suffix *-ed*. Discuss how this is an example of a *regular past-tense verb*. Point out that *kept* is an *irregular past-tense verb* because its past tense is formed without adding *-d* or *-ed*.

 Ask students to turn to page 5. Have half the group circle or highlight all the past-tense verbs (*kept, could, were, traveled, discovered, transported*) on the page. Have the other half of the group name the present tense of these verbs. Write these examples on the board under the *Present tense* and *Past tense* categories.

 **Check for understanding:** Have all students find and circle the past-tense verbs on page 7. Ask them to write the present tense of these verbs in the margin. Write these examples on the board under the *Present tense* and *Past tense* categories.

- **Independent practice:** Introduce, explain, and have students complete the [irregular-past-tense-verbs worksheet](#). Review their answers aloud once all independent work is complete.

### Build Fluency

#### Independent Reading

- Allow students to read their book independently. Additionally, allow partners to take turns reading parts of the book to each other.

### Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends. Have students discuss their prior experiences with zoos together with family members.

### Extend the Reading

#### Informational Writing Connection

Have students choose an animal they would see in a zoo. Provide them with research materials that give information about the animal's natural habitat. Have students write a paper that describes the type of environment that would be needed if the animal were to be kept in captivity. The paper should contain three main ideas, each one supported by two details.

Visit [Writing A-Z](#) for a lesson and leveled materials on expository writing.

#### Social Studies Connection

Supply books and links to Internet websites for student groups to learn more about a famous zoo of their choice. Encourage them to investigate zoos outside of the United States as well. Ask them to prepare small posters describing the characteristics listed on the compare and contrast worksheet. Lead a roundtable discussion in which students share their findings.

#### Skill Review

[Discussion cards](#) covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

### Assessment

#### Monitor students to determine if they can:

- use the reading strategy of making connections to prior knowledge during discussion
- compare and contrast nonfiction details within the text during discussion and on a worksheet
- recognize prepositional phrases and understand their usage in discussion and on a worksheet
- identify and understand the formation of past-tense irregular verbs during discussion and on a worksheet

#### Comprehension Checks

- [Book Quiz](#)
- [Retelling Rubric](#)