

Focus Question:

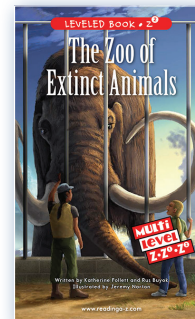
How does Hazel's summer-internship experience change her?

Book Summary

Text Type: Fiction / Science Fiction

Hazel's summer internship at the Buckland Rare Animal Research Center seems to be the perfect fit for her. Once she arrives, however, Hazel quickly realizes this is not an ordinary zoo. In fact, the research center has been bringing extinct animals back to life, but at what cost? *The Zoo of Extinct Animals* presents a plotline that challenges both the protagonist and the readers to answer some difficult ethical questions. The book can also be used to teach students how to analyze plot for unusual story structures and the proper use of comparative and superlative adjectives.

The book and lesson are also available for levels Z and Z1.



Lesson Essentials

Instructional Focus

- ☐ Make, revise, and confirm predictions
- ☐ Analyze elements of plot
- ☐ Describe information provided by illustrations
- ☐ Recognize and use comparative and superlative adjectives
- ☐ Identify and use content vocabulary words

Materials

- ☐ Book: *The Zoo of Extinct Animals* (copy for each student)
- ☐ Analyze plot, comparative and superlative adjectives, content vocabulary worksheets
- ☐ Discussion cards
- ☐ Book quiz
- ☐ Retelling rubric

Vocabulary

Boldface vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

• Words to Know

Story critical: *conspiracy theorist* (n.), *high ground* (n.), *humane* (adj.), *internship* (n.), *proprietary* (adj.), *specimens* (n.)

Enrichment: *abhorrent* (adj.), *animalistic* (adj.), *astronomical* (adj.), *consign* (v.), *coy* (adj.), *exorbitant* (adj.), *expressly* (adv.), *futility* (n.), *monitor* (v.), *nondisclosure* (n.), *perpetuity* (n.), *powers that be* (n.), *ramifications* (n.), *reconcile* (v.), *status quo* (n.), *strained* (adj.), *verifying* (v.), *violating* (v.)

- **Academic vocabulary:** *consequence* (n.), *inspect* (v.), *normal* (adj.), *previous* (adj.), *release* (v.), *research* (n.)

Guiding the Reading

Before Reading

Build Background

- Write the words *high ground* on the board and read them aloud to students. Have students work in small groups to discuss the meaning of the words *high ground*. Point out that *high ground* refers to making a choice between right and wrong and choosing to do the right thing. Provide students with a sheet of lined paper and have them free write about an example of a time when they were faced with a situation where they chose to take the moral high ground. Have them consider why it might have been difficult to choose the high ground and the effects of their actions. Invite students to share their responses in small groups. Have volunteers offer their experiences to the class.

Introduce the Book

- Give students their copy of *The Zoo of Extinct Animals*. 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, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, authors' names, illustrator's name).

Introduce the Reading Strategy:

Make, revise, and confirm predictions

Explain to students that engaged readers pause to make predictions about what will happen next in a story, on the basis of what they already know, what has already occurred in the story, and what the characters say and do. Provide each student with a blank sheet of paper and have them divide it into three sections. Have them label the sections *Predictions*, *Revise*, *Confirm*. Write the headings on the board. Have students preview the first few pages of the story to create predictions. Invite volunteers to share their predictions and record them on the board. Have students record their predictions on their paper. Point

Guiding the Reading (cont.)

out that it is not important that students' predictions are correct but rather that they are based in the evidence found in the story. Explain that as they read, they should pause to consider the predictions they have made and either revise or confirm them.

Introduce the Comprehension Skill: **Analyze plot**

- Explain to students that most stories include elements such as setting, characters, plot, and theme. Write the phrase *Elements of Plot* on the board. Remind students that frequently the plot is composed of the events in the story and that each plot contains five elements: *introduction, rising action, climax, falling action, and resolution*. Record the plot elements on the board and define each one with students.
- Draw a plot diagram on the board and explain the plot diagram to students. Point out this story's plot has an unusual plot structure, and they should be thinking about how it compares to a traditional plot diagram as they read.

Vocabulary

Have students turn to the "Words to Know" box on the copyright page. Discuss each word with students. Then, have students turn to the glossary on pages 23 and 24. Explain that the glossary provides definitions for the vocabulary words in the book. Point out the use of each content word and academic vocabulary word in the book, and then use each word in a different model sentence. Have students work in groups to create posters for these words. Have them include on each poster the word and its part of speech, the definition, the word in an example sentence, and a picture illustrating the meaning of the word.

Set the Purpose

- Have students read to find out more about Buckland Rare Animal Research Center. Write the Focus Question on the board. Invite students to look for evidence in the book to support their answer to the question.
- Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in a future discussion.

During Reading

Text-Dependent Questions

As students read the book, monitor their understanding with the following questions. Encourage students to support their answers by citing evidence from the book.

- *Why was Hazel initially skeptical of her internship?* (level 1) page 3
- *How is Buckland Research Center bringing back extinct animals?* (level 1) page 4
- *Why does Hazel walk through a haze of wonder*

as Jim gives her a tour of the complex? (level 2) multiple pages

- *Why does Malcolm think there is something fishy going on?* (level 1) page 7
- *What was odd about Dr. Z arriving with the man dressed in safari clothing?* (level 2) pages 10 through 11
- *What did Hazel see when she was walking around at night?* (level 2) pages 13 through 15
- *How do the billionaires both help and hurt the Buckland Center?* (level 3) multiple pages
- *Why is Hazel faced with a challenging decision?* (level 3) multiple pages

Text Features: **Illustrations**

Explain that pictures, or illustrations, in a story provide important information for the reader. Point out that illustrations often tell the reader many things that are not written by the author. Reread page 5 aloud as students follow along. Have them work in small groups to look at the illustration and discuss how it gives more information than is written by the author. Invite volunteers to share their discussions with the class. Repeat this process with several other illustrations in the story.

Skill Review

- Model for students how to revise and confirm predictions when reading. Point out that it is not important that a prediction is accurate but rather that it is based on the details of the story. Discuss with students how pausing to make, revise, and confirm predictions helps readers to understand and enjoy the story.
- Have students review their predictions and either revise or confirm each one. Invite students to work with a partner to share their predictions and whether or not they were confirmed. Have students share their discussions with the class.
- Model analyzing plot.
Think-aloud: I know that the plot of a story is composed of the events that take place, and that it typically begins with an introduction where the characters and setting are identified. Since the characters and setting are introduced in pages 3 through 6, I can identify this as the plot's introduction. As Hazel starts to ask questions about the research center, the rising action in the story is set in motion.
- Have students work with a partner to identify on what pages the rising action occurs. Invite them to share their findings with the class.

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.

Guiding the Reading (cont.)

Skill Review

Graphic Organizer: **Analyze plot**

Discuss with students the ending of this story. Introduce, explain, and have students complete the analyze plot worksheet. Invite students share their results with the rest of the class, and guide a class discussion on how this story compares to a more typical plot structure. Explain to students that this story ends on a cliffhanger, meaning it does not provide falling action or a resolution. Have students predict how they think the climax would be resolved, and what the falling action and resolution would look like.

Comprehension Extension

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided to be used for extension activities.

Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Answers will vary but should include the following: *Hazel's internship changes her because she is faced with the reality that no matter what decision she makes about the Buckland Research Center, she will ultimately be hurting someone.*)

Comprehension Checks

- **Book quiz**
- **Retelling rubric**

Book Extension Activities

Build Skills

Grammar and Mechanics:

Comparative and superlative adjectives

- Review with students that an *adjective* describes *which one, how many, or what kind*. Have students turn to page 3 and reread the fourth paragraph aloud as students follow along. Invite volunteers to identify the adjectives within the text (*massive, ridiculous, and so on*).
- Explain that adjectives can be used when comparing two or more things. Hold up two pencils of different lengths and ask students to identify adjectives that describe each pencil, such as *long, short, small, thin, thick, and so on*. Next, have students use these adjectives to compare one pencil to another, for example: *The yellow pencil is shorter than the blue pencil*. Write students' responses on the board and underline the comparative adjectives such as *shorter, longer, thicker, and so on*.

- Write the headings *Comparative Adjectives* and *Superlative Adjectives* on the board. Record the comparative adjectives used to compare the pencils under the *Comparative Adjective* heading. Discuss that when *-er* is added to an adjective, it is called the *comparative form* of an adjective. Point out that *comparative adjectives* compare two things.
- Add a third pencil that is longer or shorter than the others. Ask students for examples of how to compare all three pencils, such as *the blue pencil is the longest*. Write this sentence on the board and underline the word *longest*. Discuss how adding the suffix *-est* to the word *long* makes it the *superlative form* of the word. Record the word *longest* under the *Superlative Adjectives* heading. Explain that *superlative adjectives* compare two or more things.
- **Check for understanding:** Have students work independently to identify objects in the classroom to compare. Have them use a blank sheet of paper to write one sentence using a comparative adjective and one sentence using a superlative adjective. Examples may include the height of students in the class, the distance of students' desks to the door, and so on.
- **Independent practice:** Introduce, explain, and have students complete the **comparative-and-superlative-adjectives worksheet**. If time allows, discuss their answers.

Word Work: **Content vocabulary**

- Point out to students that many of the vocabulary words in the book address the secrecy of the Buckland Rare Animal Research Center. Write the following words on the board: *conservation, high ground, compound, violating, and protest*. Discuss with students a brief definition of each word.
- Write each vocabulary word on a piece of paper and place the papers into a hat. Divide the class into six groups and have each group choose a word from the hat; ask them to keep their word secret from the other groups. Instruct each group to locate the word in the glossary and then to read the word within the context of the story.
- Explain to students that they will be playing vocabulary charades and that each group must work together to silently enact their chosen vocabulary word for the class. Provide students with time to prepare for charades. Invite each group to the front of the room to share their nonverbal skit.
- **Check for understanding:** Have students work in pairs to create oral sentences using the vocabulary words listed on the board. Have students give a thumbs-up signal if their partner used the word correctly.
- **Independent practice:** Introduce, explain, and have students complete the **content vocabulary worksheet**. If time allows, discuss their answers.

Connections

- See the back of the book for cross-curricular extension ideas.