

# Teaching Bumba Books™ — Places We Go

## A Visit to the Zoo



**Reading levels: Grades K–1**

**Subject: Social Studies**

### Materials

- a book for each student
- pencils, crayons, or markers
- paper
- *A Visit to the Zoo* Activity handout
- sticky notes (optional)
- magnetic letters
- dry-erase board or chalk board

### Reading Standards

- **CCSS.ELA–Literacy.RI.1.2:** Identify the main topic and key details of a text.
- **CCSS.ELA–Literacy.RI.1.7:** Use the illustrations and details in a text to describe its key ideas.

### Targeted Reading Strategy

Sequencing events.

**Academic vocabulary:** habitat, mammals, reptiles, striped, lemurs, alligator, giraffe, sharp, animals, leaves

**High-frequency words:** so, much, see, like, look, has, are, from, we, play, in, the, long

## Before Reading

### Build Background Knowledge:

- Talk with students about their experiences at zoos. Ask students why they would go to a zoo and what are some of their favorite animals at the zoo. Ask them what other things they have seen at the zoo.
- Show students the front cover of the book and read the title. Ask them what they think the book will be about, then have them think about why the author might have written this book. Have them think about the ‘*who, what, when, where, why, and how*’ questions they may ask as they read. These are the questions they should be thinking about while they take a book walk. Review the title page, table of contents, picture glossary, and index. Talk about the information contained there.
- During the book walk, introduce new vocabulary and model ways to figure out the words. Remind students that as they read they need to use the pictures and the context clues to help them figure out tricky and unfamiliar words. The context clues, the words around the unknown word, help them figure out the word they don’t know. They need to read before and after it. Sometimes they will need to read more than one sentence for clues. Model reading a page out loud for the students using this reading strategy for the students. They may also need to ask questions and use prior knowledge to figure out these words. This helps students begin to use self-monitoring strategies when they are confused about something instead of continuing to read and lose meaning.

### Skill Introduction:

- Tell the students that the authors organize books in a way that makes sense to the reader so the information isn’t confusing. Explain that steps for how to do something are told in order from beginning to end. An example of this would be following a recipe to cook something.
- Model sequencing in a think-aloud for something familiar such as putting up a tent for camping or cooking hot dogs on a grill. Write keywords like first, second, third, or next, then, etc. on the board as you describe the event to students.
- Go over these descriptive words that can be used to put events in order.

## During Reading

### Check for Understanding:

- Guide reading by asking students to read through page 15 (you may want to place a sticky note there). Fast finishers can reread until everyone is finished, and students should be reading silently or subvocalizing so everyone can read at their own pace.



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- Model targeted skill with a think-aloud.

**Think-aloud:** *In this book, the author takes the readers on a trip to the zoo. When the children first get to the zoo, they meet the zookeeper. I know this from looking at the photo on page 5. Would you agree that this is the first thing the children do? After that, it appears the children go to see the pandas. So, if we were writing a story or telling someone what we did at our zoo field trip, we could start off by saying something like: "On our trip to the zoo, we first met the zookeeper who took us around and told us about all the animals we saw. First, he brought us to the pandas. He told us that they like warm habitats." What are some words to show order we could use for our next sentence?*

- Have students continue reading to the end of the book. Remind them to use what they know to make more connections as they continue to think about the order of events in the text.

## After Reading

### Response to Text:

- Have students look through the book and find words that show order to help the readers remember how the events took place. Remind students to think about the words that were previously discussed as a class.
- Have students share what words show order in the book and what pages these words were on.
- Pass out copies of the *A Visit to the Zoo* Activity handout and have students complete the exercise.

### Word Work:

- Words that have the double vowel /oo/ in them can make two different sounds. They can sound like the /oo/ in *Wooly* and they can sound like the /oo/ in *zoo*.
- Create a T chart. On one side have the heading 'Wooly' and on the other side have the heading 'Zoo'.
- Have students read the words from the list below and place them on the correct side of the chart according to their sound. Read the words as a class so that the students hear how all of the words are correctly pronounced before sorting them.

book	hoof	loot	look	room	spoon	stool
goose	smooth	school	took	shook	tooth	noodle
lagoon	boot	hoop	root	cool	noon	foot
wood	zoom	pool	tool	fool	cool	shoot

### Extension Activity:

- Tell students they are going to write tongue twisters using initial consonants.
- A tongue twister is a sentence where all or most of the words begin with the same letter.
  - Example: Six slimy skinned snakes stole some salami.
- Work with students to identify the initial consonants they hear and help them come up with tongue twisters using animals from the book.

## Critical Thinking with Bumba Books

Foster higher-order thinking skills by embedding Bumba Books' critical thinking questions into your reading instruction. Use them to spark discussion, and encourage your emergent readers to be actively engaged in informational text!



Name: \_\_\_\_\_

## A Visit to the Zoo Activity

Put events in order of the zoo trip and draw a picture to match the descriptions.