

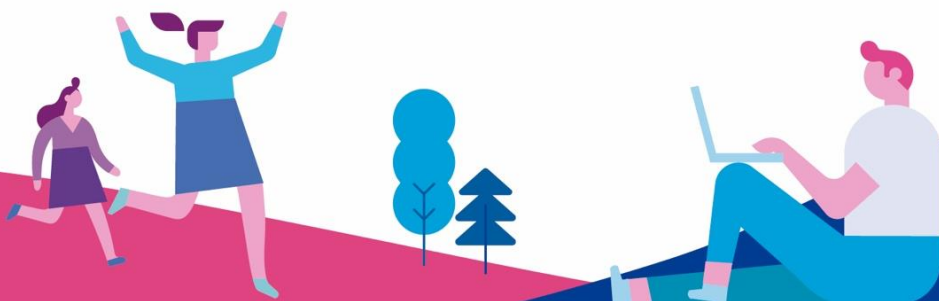
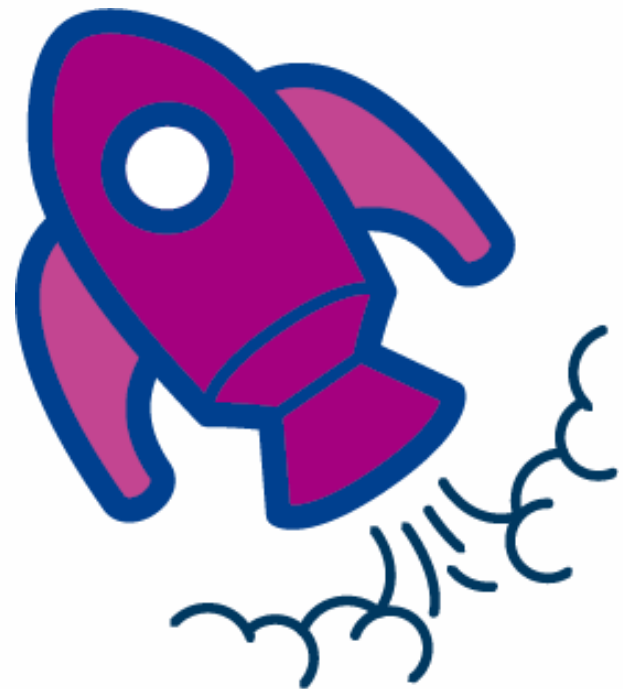
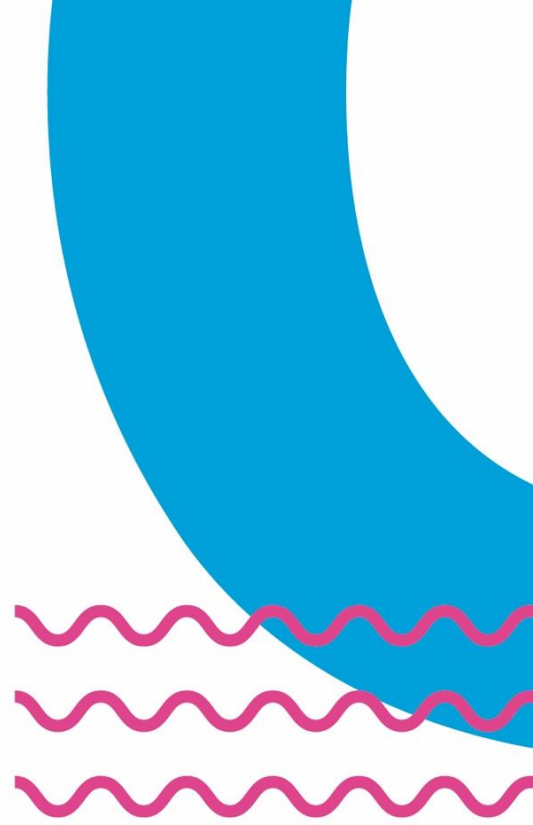


Lesson Plan

Dear Zoo

by Rod Campbell

Written by: Claire Venables and Kathy Hodge





Summary

Age: 3-5 years old **Time:** 45-60 minutes

Pre-Primary aged students are fascinated by animals, making the book in this lesson a huge hit with young language learners. They will love the repetitive storyline, the flaps which open to reveal the different animals and the different gestures and animal noises they can make as they read. The story becomes a jump off point for learning not just the names of different animals but also for developing their ability to sort and classify pets and wild animals. These are foundational skills that are vital for math learning.

In this lesson, the children will participate in a series of activities that will allow them to discover the names of different animals through fine-motor games and puzzles. They will also draw on background knowledge to decide which animals make good pets and which are better off in the wild.

Language focus

- “What is it?”; “It’s a...”
- “Is a (lion) a good pet?”; “Yes/No”
- Wild animals: Elephant, snake, lion, camel, monkey, frog, giraffe
- Pets: cat, dog, hamster, fish

Materials

- Evolution Teaching with Stories #02 – Dear Zoo (available at Spotify)
- *Dear Zoo* book
- Two cardboard boxes
- Images of domestic and wild animals





Lesson Plan

In Advance

Listen to the recording of **Evolution Teaching with Stories #02 – Dear Zoo** to become familiar with the story.

Prepare two posting boxes by cutting a slit into the top of two cardboard boxes. On one box stick an image of a house on and an image of a jungle on the other.

Print images of domestic and wild animals and cut them into a few large pieces to make puzzles. Put each puzzle into an envelope.

Warm-up

Sing the *Hello Song* that the students are familiar with and greet them in the usual way. Make sure to model the social skills needed when greeting someone such as eye contact, a smile and using the person's name to make them feel welcomed.

Storytime

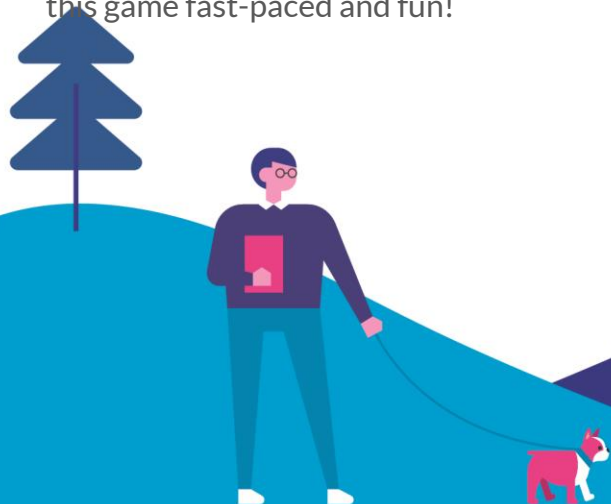
Using a transition song, move the students to a space in the classroom for storytime. Make sure they are sitting in rows (not a circle), and you are sitting higher than them so that everyone has a clear view of both you and the book. Sing a song or use a special chant to get all the students focused on you and signal the start of the story (you can check the audio for an example).

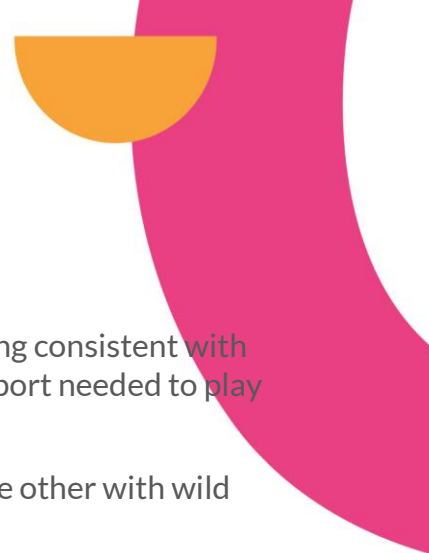
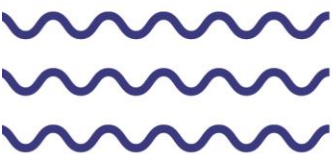
Show them the cover and ask them to name what they see. Draw their attention to the box and ask them what they think is inside.

Before lifting the flap on each page to reveal the hidden animal, encourage the students to use the clues in the illustrations to predict what is in the box. Encourage them to join in with gestures and noises that represent each animal.

Brain Break

Move the students to a space where they can move around without bumping into anything. Show the flashcards one-by-one and encourage everyone to move around the room pretending to be that animal. For example "Can you stomp like an elephant?". Keep this game fast-paced and fun!





Circle Time

Bring the students over to sit in a circle. Carefully model this game, being consistent with the steps and the language you use. This will provide the language support needed to play this game on their own at Play Time.

- Mix up two sets of flashcards, one with domestic animals and the other with wild animals.
- Place them face down on the floor.
- Demonstrate how to turn each card over and decide if it is a pet or if it lives in the wild. Use the images on the outside of each box to help them understand.
- Encourage the students to say the name of that animal or make the noise.
- Show them how to sort and post the animal flashcards into the slit on the top of the corresponding box.

Play Time

Idea 1: The Posting Box

Leave out the boxes and flashcards from the Circle Time game for students to play with on their own. Monitor and try to elicit the target language in a natural way.

Idea 2: Animal Puzzles

Put the envelopes with the animal puzzles on a table for the students to put together. Monitor and encourage them to name the animal they see in the picture and tell you if it would be a good pet or not.

Wrap-up

Sing a *Tidy-Up* song that they are familiar with and ask everyone to help put the materials away. Bring the students back to sit in a circle and play a quick game of “Heads and Chins” as a way of evaluating what they have learned during today’s lesson. Ask students “Does a (lion) make a good pet?”. Check to see who understands the vocabulary by having them responding physically. They should place a hand on their heads to answer “yes” or on their chin to answer “No.” Use a flashcard if you think they need more visual support. Sing the *Goodbye* song to end the lesson.





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