

Leapfrog Program **Course Title: If I Ran the Zoo**

Course Description

Students take on the roles of zookeepers and veterinarians to make important decisions about which animals to keep in their zoo and how to care for them. The young zookeepers conduct research and design animal habitats, create signs and other zoo literature, and discuss ethical issues related to zoo life and endangered animals. Early literacy skills are developed through drawing, dictation, and emergent writing.

Essential Questions

- How does pretending help you understand the world?
- What is a zoo and why do we have them?
- What do zoo animals need?
- What words and stories best describe zoos?
- Do animals need the help of people?

Outcomes

Upon successful completion of this course, students will have:

- a. Demonstrated their understanding of the purposes and functions of zoos by playing the roles of zookeepers, veterinarians, animals, and zoo patrons
- b. Explained what zoo animals need
- c. Expressed their opinions about how to protect endangered animals
- d. Created a plan for a zoo
- e. Written signs and sentences, and dictated stories about their zoo
- f. Solved problems that arose in the development of their zoo

Instructional Strategies

Students will discover information about zoos, zookeepers, veterinarians, and animals through read aloud and small group work. Each student's evidence of learning will be shown through his/her "Zoo Journal," in which he/she can record ideas and concepts learned in whatever way he/she chooses. Each student will work at his/her own ability level while completing the culminating project in which he/she completes a plan for a zoo.

Resources and Materials

Books

- a. Aiki. (1997). *My Visit to the Zoo*. New York: HarperCollins. ISBN: 006446217X
- b. Davies, N., & Foreman, M. (2007). *White Owl, Barn Owl*. Cambridge, Mass.: Candlewick Press. ISBN: 9780763633646
- c. Few, R. (1993). *Macmillan Children's Guide to Endangered Animals*. New York: Macmillan. ISBN: 0027345459

- d. Gibbons, G. (1987). *Zoo*. New York: T.Y. Crowell. ISBN: 0064460967
- e. Hatkoff, I., Hatkoff, C., Kahumbu, P., & Greste, P. (2007). *Owen & Mzee: The Language of Friendship*. New York: Scholastic Press. ISBN: 0439899591
- f. Sayre, A.P. (2010) *Turtle, Turtle, Watch Out!* Charlesbridge Publishing. ISBN: 9781580891486
- g. Schomp, V. (2000) *If I Were a...Zookeeper*. Benchmark Books. ISBN: 0761409181
- h. Seuss, Dr. (1950). *If I Ran the Zoo*. New York: Random House. ISBN: 0394800818
- **Web sites**
 - a. <http://www.talkingscience.org/2011/03/zoo-veterinarian/> Video: A zoo veterinarian talks about her job.
 - b. <http://www.lazoo.org/visit/zoomap/> Website and map for the Los Angeles Zoo.
 - c. <http://nationalzoo.si.edu/Visit/ZooMap/default.cfm> Smithsonian National Zoological Park
- **Other Media**
Reading materials from online sources to be supplied in class.

Student Assessment

- **Pre-Assessment:** After a group brainstorm about the zoo, students will write and/or draw what they know about zoos, zookeepers, animals, and/or veterinarians. A KWL chart- chart of prior knowledge will be filled out to demonstrate general facts about the zoo.
- **Documentation of Learning:** Students will complete a “Zoo Journal,” which will include facts and vocabulary associated with zoos and zookeepers. Questions about veterinarians and other animal caregivers will be discussed and information already gained will be recognized. The journal will include planning for his/her own zoo. Students will be observed during discussions. Students’ posters about endangered animals will be assessed. Course work will also include students’ own creation of a zoo, which will include a map and a written description of the zoo.
- **Post-Assessment:** Students’ “Zoo Journal” will be reviewed, as well as the creation of his/her own zoo. Students will compare their recently acquired knowledge with writing that they created at the beginning of the week. A written description and map of the created zoo will be displayed at Expo!. Students will receive a written evaluation at the end of the session based on general class performance, discussion, participation (small group and whole group), and written work.

Schedule

Date	Topic(s)	In-class Activities	How will you document learning for assessment?
7/11/2011	<p>What is a zoo?</p> <p>Animal Groups – How are animals grouped in the zoo?</p>	<p>Class discussion – What is a zoo?</p> <p>Pre-assessment – Students write or draw what they know about zoos, zoo-keepers, veterinarians, and animals.</p> <p>KWL</p> <p>Read Aloud – <i>My Trip to the Zoo</i></p> <p>Sorting activity – In small groups, students will sort animal groups on a map of a zoo, and decide appropriate placement of animals.</p> <p>Zoo Journal – Students write from the perspective of a zoo patron.</p>	<p>Class discussion/KWL</p> <p>Review pre-assessment</p> <p>Observe small group work, and review sorting activity</p> <p>Review Zoo Journal</p>
7/12/2011	<p>What do zoo animals need?</p>	<p>Read Aloud:</p> <ul style="list-style-type: none"> – <i>If I Ran the Zoo</i> – <i>If I Were a....Zookeeper</i> <p>Students work in groups to make an animal needs list.</p> <p>Introduction of zoo map project. Students brainstorm ideas for his/her zoo.</p> <p>Zoo Journal – Students write from the perspective of a zookeeper.</p>	<p>Observe small group work and assess animal needs list</p> <p>Observe brainstorming session, and review students' ideas</p> <p>Review "Zoo Journal"</p>
7/13/2011	<p>How do zoos help endangered animals?</p>	<p>Read Aloud</p> <ul style="list-style-type: none"> – <i>Owen and Mzee</i> – <i>White Owl, Barn Owl</i> <p>Discuss opinion versus fact. Students make posters to show his/her opinions about how to help protect endangered animals.</p> <p>Work on map of zoo and written description.</p> <p>Zoo Journal – Students write from the perspective of an animal at the zoo.</p>	<p>Review endangered animals posters.</p> <p>Individual conferences with students regarding zoo map and written assignment</p> <p>Review "Zoo Journal"</p>

Date	Topic(s)	In-class Activities	How will you document learning for assessment?
7/14/2011	Do animals need the help of people?	<p>Read Aloud – <i>A Day in the Life of a Veterinarian</i></p> <p>After class discussion, make a jot list of a veterinarian’s role at a zoo.</p> <p>Students make animal masks</p> <p>Work on map of zoo and written description</p> <p>Zoo Journal – Students write from the perspective of a veterinarian at the zoo.</p>	<p>Class discussion</p> <p>Individual conferences with students regarding zoo map and written assignment</p> <p>Review “Zoo Journal”</p>
7/15/2011	What words and stories best describe a zoo?	<p>Read Aloud – <i>Zoo</i></p> <p>Finish KWL</p> <p>Write final entry in “Zoo Journal” from the perspective of a zookeeper. Students write about problems in creating his/her zoo, and how problems were solved.</p> <p>Finish map of zoo and written description. Students make signs for his/her zoo.</p> <p>Students share maps and written description.</p> <p>Expo!</p>	<p>Class discussion</p> <p>Review “Zoo Journal”</p> <p>Assess map of zoo and written description.</p>

CTD Statement on Third-Party Web Sites

Instructors are required to thoroughly review any third-party web sites they intend to use in their courses for inappropriate content. However, because web content continuously changes, CTD disclaims any responsibility for any of the content contained on third-party web sites used in course materials. If you become aware of anything that may be inappropriate, please notify CTD staff immediately.