

# Let's Go to the Zoo ABC Adventure

A Walking Talking Text  
Petal Planner unit of work  
Based on the text by Patricia Whitehead

Unit written by Joanne Coghlan  
Manager Making MAP Meaningful Project 2005

Patricia Whitehead, 1985. *Let's go to the Zoo*,  
Mahwah, N.J., Troll Associates,  
ISBN 0816703760



Northern Territory  
Department of Education 1995.  
*Walking Talking Texts*,  
Darwin NT

## This unit of work

- uses the *Walking Talking Texts* Petal Planner framework.
- focuses on oral language development in the Early Years and is recommended for use in contexts where oral language development is the focus.
- uses the *Do, Talk, Record* planning model.
- was written for use with English as a Second Language Students (ESL) as part of the Making MAP Meaningful Project, 2005.

# WTT PETAL PLANNER

## Let's Go to the Zoo ABC Adventure



<p><b>Name of text:</b> Let's Go To The Zoo ABC Adventure <b>Year level/s:</b> 2/3 <b>Curriculum ESL levels:</b> Level 1</p>	<p><b>A. Discovering the text.</b> <b>Read the text to the students.</b> Daily activity</p>	<p><b>B. Teacher and students talk about ideas, opinions and feelings about the text.</b></p> <p>Do you like/dislike these animals? Do you think you can learn lots of new things?</p>	<p><b>C. Explore the text.</b> <b>Plan together, then role play the text or part it.</b> Bus Trip Lining Up Role play all the animals</p>
<p><b>D. Talk about the text.</b> Is it true/false? Is there anything in the story which would make us believe it is not true? Do the words give us a clear picture about what is happening? What are these words? What do they mean? Look at the alphabet words – do a simple dictionary for class display.</p>	<p><b>E. Students retell the text: the story line, the sequence of events etc.</b> This is an oral activity which provides a perfect opportunity for taping/transcribing</p>	<p><b>F. Listening Exercises</b> Animal Musical Chairs Animal Freeze Bingo – alphabet words from book</p>	<p><b>F. Oral Cloze Exercises</b> Miss out the word that is represented on that page – alphabet word</p>
<p><b>F. Intonation, Stress and Rhythm Exercises</b></p> <p>Clap on alphabet words Whisper the alphabet words Clap out the whole story</p>	<p><b>G. Teacher and students make a picture map or graph which depicts the main event, the sequence of events, etc.</b> Photocopied text – use for daily reconstruction Picture map – 3 parts/sound &amp; word, written text &amp; illustrations</p>	<p><b>H. Pronunciation Exercises</b></p> <p>Daily activity using alphabet beginning sounds and words from book</p>	<p><b>I. Teacher and students write a group negotiated text of the original, from memory.</b> Students illustrate, sequence the pages and display for reference. Students tell the story to the teacher in their own words and teacher scribes this. Number sentences and students illustrate for a page each.</p>
<p><b>J. Explore the text through poetry and or music.</b> SONG Going To the Zoo – Playschool favourites POEMS See attached collection</p>	<p><b>K. Teacher writes the words on charts.</b> For display in the classroom</p>	<p><b>L. Explore the text through art and craft.</b> Animal masks, finger puppets and paper hats</p>	<p><b>M. Teacher and students write a group-negotiated text that reflects the art/craft work. For example, procedural or descriptive texts.</b> Procedural text about how we made the masks</p>

<p><b>N. Explore other curriculum areas suggested by the content of the text.</b> Health/PE N/A</p>	<p><b>Maths</b> Same/Different – animals and shapes Play body parts matching game Look at shapes – naming, sorting Spatial Sense KGP2 - identify common shapes and objects by visual appearance only and use them purposefully in play.</p>	<p><b>Science</b> Life and Living KGP3 - identify the characteristics and basic needs of animals and their environment Choose other animals and talk about where they come from, what they look like, what they eat etc. <i>See attached sheet for ideas for recording information.</i></p>	<p><b>Social Education</b> N/A</p>
<p><b>O. Teacher and students write a group-negotiated text, which reflects one of these learning areas.</b> Use retrieval chart to record information about the animals. See attached sheet for information.</p>	<p><b>P. Using the original text as a model, teacher and students write a group-negotiated text in the same genre.</b> This text can differ in language items, setting, characters, plot or purpose from the original text. Whole class goes on a bus trip around the community and lists local animals. Put the animals in alphabetical order. Use photos to make up the book. Do a retrieval chart for them as in O.</p>	<p><b>Q. Group Oral Presentation.</b> Use songs, rhymes, the original text or the group-negotiated texts to develop an item to be presented to an audience. This could be a recitation, a play, a song. Students could sing 'Going To the Zoo', recite one of the poems, talk about how they made their masks and do appropriate animal sounds. It would be encouraged that the students present to transition class.</p>	<p><b>R. Assessment.</b> Revisit activities B, E, F, H, J. Have students talk about activities G, L, N, P, Q. Record and keep students responses to these activities. Use these opportunities to tape and transcribe.</p>



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Student name:	Date:	Assessment Task	E	S	C
EsseNTial Learnings	Collaborative 1				
	Listens attentively and considers the contributions and viewpoints of others when sharing own ideas and opinions. Band 1 – question, repeat or rephrase to clarify other's ideas and information	Student asks if he/she does not understand something (anecdotal notes).			
Speaking	<b>S L1.4 Learning-how-to-learn</b> Imitate, repeat, practise SAE, rely on face-to-face contact and contextual support <ul style="list-style-type: none"> <li>practise, repeat words/phrases/short sentences</li> </ul>	Student to retell parts of the story (tape and transcribe).			
Listening	<b>L L1.3 Language structures and features</b> Pick out key words and well-known phrases and discriminate some SAE sounds <ul style="list-style-type: none"> <li>distinguish some sound units of SAE</li> </ul>	Student can succeed in oral cloze (anecdotal notes).			
Reading	<b>R L1.3 Language structures and features</b> Read simple texts using some sight vocabulary and knowledge of basic sound-symbol relationships <ul style="list-style-type: none"> <li>read independently some simple structured texts with known vocabulary</li> </ul>	Student reads part of text to teacher (running records).			
Writing	<b>W BL3.3 Language structures and features</b> Help to edit group constructed texts and write some sentences independently using familiar vocabulary and basic conventions. <ul style="list-style-type: none"> <li>show some spelling accuracy eg first letters</li> </ul>	Student writes 2 sentences about the zoo (writing sample and analysis).			
Maths	<b>SS KGP2.1 Features and Applications of Shapes</b> Identify common shapes and objects by visual appearance only and use them purposefully in play <ul style="list-style-type: none"> <li>name point to or indicate some simple, common shapes, eg square, triangle, circle</li> <li>experiment with sorting and matching during play, eg put all little shapes together</li> <li>match identical objects</li> </ul>	Worksheet - name shapes, cut and paste to match shapes.			
Science	<b>CC KGP3.2 Life and Living</b> Identify the characteristics and basic needs of plants, animals and environments <ul style="list-style-type: none"> <li>identify sources of food and shelter for animals</li> </ul>	Student writes own report, with support, using the retrieval chart.			



# Let's Go to the Zoo ABC Adventure

## SUGGESTIONS FOR SCIENCE PROGRAM

<b>Science</b>	<b>CC KGP3.2 Life and Living</b> Identify the characteristics and basic needs of plants, animals and environments <ul style="list-style-type: none"> <li>• identify sources of food and shelter for animals</li> </ul>
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This program will run alongside the WTT program; perhaps 2 sessions per week would be adequate (10 sessions altogether). This will involve assisting the students with researching different animals and their specific characteristics – using books and the net. Attached are some examples of suitable websites. This will involve lots of teacher support and oral discussions with individuals and the whole class.

### Headings for retrieval chart

NAME      HABITAT      FOOD      APPEARANCE  
**MONKEY      JUNGLE      BANANAS      BROWN HAIR**

*A monkey lives in the jungle and eats bananas. It can have lots of brown hair.*

The teacher writes these headings up on the board/paper, and explains their meaning to the students. The teacher then introduces an animal and models to the student how the chart can be used. This may have to be done lots of times over several sessions of the Science program. (One or two afternoons a week throughout this program.)

After filling in the chart, the teacher helps the students to use the connecting words and phrases which will make whole sentences. Make sure all the sentences that are written are read out loud regularly. They should be displayed in the classroom and students would be encouraged to illustrate the sentences to give clues for each text.

It would be helpful also for the teacher to make flashcards of all the words used. The students and teacher could have fun making up both sensible and silly sentences using them.



## ***Let's Go to the Zoo ABC Adventure***

### **SONG "GOING TO THE ZOO"**

<http://www.peterpaulandmary.com/music/f-10-07.htm>

Daddy's taking us to the zoo tomorrow  
Zoo tomorrow  
Zoo tomorrow  
Daddy's taking us to the zoo tomorrow  
And we can stay all day

We're going to the zoo, zoo, zoo  
How about you, you, you  
You can come too, too, too  
We're going to the zoo, zoo, zoo

Baby elephants with their long trunk swinging  
Great big ears and long trunk swinging  
Snuffling up the peanuts with the long trunk swinging  
We can stay all day

We're going to the zoo, zoo, zoo  
How about you, you, you  
You can come too, too, too  
We're going to the zoo, zoo, zoo

See all the monkeys a scritch scritch scratching  
Jumping all around and a scritch scritch scratching  
Hanging by their long tails and scritch scritch scratching  
We can stay all day

We're going to the zoo, zoo, zoo  
How about you, you, you  
You can come too, too, too  
We're going to the zoo, zoo, zoo

Well we stayed all day and we're getting sleepy  
Sitting in the car getting sleep sleep sleepy  
Home already sleep sleep sleepy  
We have stayed all day

We've been to the zoo, zoo, zoo  
So have you, you, you  
You came too, too, too  
We've been to the zoo, zoo, zoo

Mumma's taking us to the zoo tomorrow  
Zoo tomorrow  
Zoo tomorrow  
Mumma's taking us to the zoo tomorrow  
And we can stay all day

We're going to the zoo, zoo, zoo  
How about you, you, you  
You can come too, too, too  
We're going to the zoo, zoo, zoo

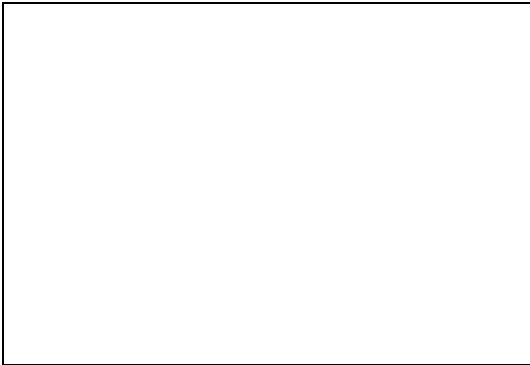
# Let's Go to the Zoo ABC Adventure



Read and draw

Name: \_\_\_\_\_ Date: \_\_/\_\_/\_\_

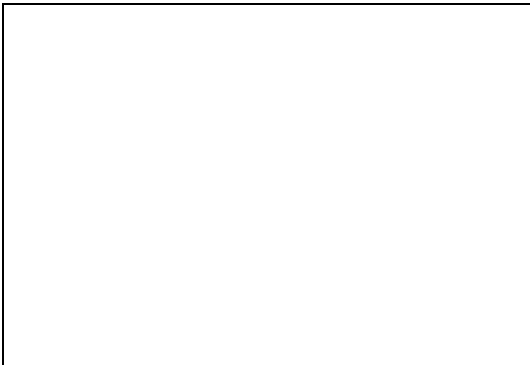
**“I can see the gorilla!”**



**Lisa goes to see the lion.**



**Kate goes to see the kangaroo.**



## Sample Daily Wtt Program For:

### Let's Go to the Zoo ABC Adventure

1. Teacher reads text to students (A).
2. Oral cloze (F).
3. Teacher and students reconstruct the text using photocopied pages from text (G).
4. Role play – each day choose different students for different roles, eg bus driver, different animals (C).
5. Pronunciation Exercises using alphabet beginning sounds and words (H)
6. Sing the song “Going to the Zoo” (J).
7. Play one of the Listening Exercises games (F).
8. Do the next section of the planner
9. Do a worksheet. Remember the teacher needs an A3 copy of the worksheet to model for the students.

(Worksheets can be word finds using words from the word list, read and draw, read, write and draw, multiple choice, true/false, crossword or do look say, cover, write, check as a spelling exercise for the list words. Any other ideas such as a handwriting sheet relevant to this program would also be great.)



### Let's Go to the Zoo ABC Adventure

#### **M. Group negotiated procedural text on: How we made our masks.**

##### **What did we need? (Equipment)**

List all the paper, scissors etc that were used. Students tell the teacher and the teacher writes it up on paper.

##### **What did we do? (Procedure)**

Students tell the teacher all the steps required to make the mask and the teacher writes them down. Teacher and students together make sure the list is in the correct order by cutting and pasting or re-writing. This is also written on paper.

***The completed procedural text is put up in the classroom with a sample of a completed mask.***

# Let's Go to the Zoo ABC Adventure



## Listening Exercises (F)

### ANIMAL MUSICAL CHAIRS

1. Teacher has pictures of all the animals in the text, and other zoo animals if required, photocopied onto coloured card. Can be more than one copy of each picture.
2. Arrange chairs as for musical chairs.
3. Show students all the animals and work out with them an action they could make for each animal.
4. Put one of the pictures under each chair.
5. Get students to stand at a chair each and look at their picture and replace it before the music starts.
6. When the music starts students move around the chairs doing the action for the animal they looked at in 5.
7. When the music stops students race to get a chair each and one misses out.
8. Students left then look under their chair for the animal they are to role play again and replace the picture under the chair.
9. Teacher removes a chair and the game continues until there is one winner.

### ANIMAL FREEZE

1. Teacher says an animal name and puts on the music.
2. The students role play the animal.
3. When the music stops all students must freeze immediately.
4. Any students who don't stop are out.
5. This goes on until only one child is left in.



## Let's Go to the Zoo ABC Adventure

### WORD LIST

along  
bus  
can  
driver  
entrance  
first  
gorilla  
hippo  
idea  
join  
lion  
kangaroo  
monkeys

necks  
off  
penguins  
quite  
rhino  
stripes  
tiger  
unusual  
velvet  
white  
exactly  
you  
zebra



## Let's Go to the Zoo ABC Adventure

### Multiple Choice

Shade the bubble to make the sentence correct. Remember to read the text carefully to find your answer.

1. Lisa goes to see the

- hippo
- lion
- kangaroo
- donkey

2. Jenny goes to see the

- giraffe
- penguins
- helicopter
- horses

3. The children went to the zoo on the

- plane
- helicopter
- Toyota
- bus

4. Tommy's favourite animal is the

- giraffe
- hippo
- zebra
- snake



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## Suggested Maths Program Features and Applications of Shapes

<b>Maths</b>	<b>SS KGP2.1 Features and Applications of Shapes</b> Identify common shapes and objects by visual appearance only and use them purposefully in play <ul style="list-style-type: none"><li>• name point to or indicate some simple, common shapes, eg square, triangle, circle</li><li>• experiment with sorting and matching during play, eg put all little shapes together</li><li>• match identical objects</li></ul>
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This program should be a part of the daily maths program and be incorporated for approximately 2 sessions per week over the 5 week duration of the WTT program.

**Sessions 1 - 9:** Utilise ideas from the WA Maths Curriculum. They provide lots of creative ideas and scaffold student development of understandings/concepts well.

(Space: S1:P2:2, S1:P2:3, S1:P2:4, S1:P3:1, S1:P3:2, S1:P3:3, S1:P3:4)

**Session 10:** Assessment: make a worksheet and conduct activities to address the outcomes and indicators above.

(Don't forget to tick off the assessment sheet for each child.)