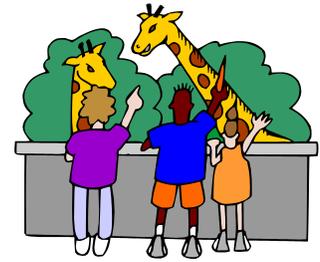




featuring  
**ZooRIFic Animals**



**Goal: Allow children to learn new language in a fun and engaging way while learning the names of zoo animals and the role of a zookeeper.**

**BookSpring will provide:**

- |                                   |   |
|-----------------------------------|---|
| Read-aloud Selections             | Plastic Animals (Preschoolers)                  |
| Puzzles (Infants/Toddlers)        | Safari/Zookeeper Shirt(s) and Hat(s)            |
| Finger Puppets (Infants/Toddlers) | Cards depicting of Zoo Animals and their babies |
| Puppets and/or plush (Toddlers)   | Posters of Songs/Rhymes/Sequence of Story       |

**What to do BEFORE reading the story**

- Seat the children near you on the carpet (use teacher and volunteer help.) Sit on a low chair to so all children may hear the story and see the illustrations. Proximity is important for children to stay involved in the story.
- For Infants: Sing or read “We’re Goin’ to the Zoo.” Talk to the infants about the zoo animals and show them the pull-along and or/plush toys. Model the sounds that the animals make.
- For Toddlers: Sing or read “We’re Goin’ to the Zoo.” Show the toddlers the plastic animals. Talk about the sounds each animal makes. Introduce them to the puppets you will be using during the story.
- Introduce the story by reading the title of the book, naming the author and illustrator, and sharing the cover of the book.

**What to do DURING the story**

- Please familiarize yourself with the story so you can use your voice to accentuate the built-in rhyme.
- While reading, encourage the children to participate in the story with you. Example: Have the children chime in on a refrain in the book.
- Occasionally pause to ask the children what they predict will happen next.

**What to do AFTER reading the story**

- Take this time before the distribution to sing or read “We’re Goin to the Zoo,” “I Went to the Zoo,” or “Old MacDonald had a Zoo.”
- Talk to the children about what RIF means (Reading is **FUND**amental!) and that they will choose a “forever” book to take home today. Remind them to share the book with members of their family.
- Explain the book selection process. Allow infants to chose from 2 or 3 books. Tell the toddlers and preschoolers that they will walk to the tables and each child will choose one book he/she would like to take home and keep forever. The children will take their books to their teacher, who will write their names in their books.
- After the children have selected their books, volunteers and center teachers should sit down with the children to begin reading the books the children selected for a short period of time.

## Suggested Read-Aloud Books

We will try to include multiple copies of the suggested read-aloud books in your book collection.

**Brown Bear, Brown Bear, What do You See? / Oso panda, oso panda, que ves ahí?  
(for infants and toddlers)**

### Discussion Points:

- **For infants:** Focus on the name and color of the animal, and the sounds each might make. Use the cards provided to place animals in the sequence that they follow in the book. Draw the child's attention to each animals.
- **For toddlers:** Continue focus of name, sound and color. In addition, talk about how each animals moves and where the animal might live (land, water, air.) If the group is receptive, introduce the concept of endangered animal.

**Good Night Gorilla/Buenas Noches Gorilla (Preschoolers)  
Curious George Visits the Zoo By H.A. Rey (Preschoolers)**

**Discussion Points:** Ask children to describe what they see in the illustrations and what is happening.

- What are the names of the animals.
- Who is the man with the flashlight? What does he do?
- What time of day is it, daytime or nighttime? Where are the animals going?
- Why are two pages all black with surprised eyes?
- Who takes the animals back to the zoo?
- What happens next?
- Who do you think ate the banana, the gorilla or the mouse?
- What is inside the animals cages?



### For younger children...

It is necessary to be more interactive with your words. Using a “motherese” voice, talk about the children and how they are feeling/doing. Motherese is adult-to-child talk that helps babies learn language and includes the use of short, simple phrases and changes in the pitch of your voice. Other important visual changes are your facial expressions and your body language.

**Community Connection:** Special thanks go out to Eunice Tanco's Fall 2011 Emergent Literacy class at ACC for helping with the development of this activity. Catherine Knowles worked specifically on ZooRIFic Animals.

**Tech Connection:** Go to [www.jmeachum.com](http://www.jmeachum.com) to find a variety of free printable “little books” or emergent readers that are printable and go with this theme and many other infant and preschool curricu-

### Developmental Standards for Reading, Writing, Speaking, and Listening:

The student will: understand increasingly complex language - identify familiar animals when prompted. The student will: demonstrate knowledge of print and its uses by showing interest in books.



Reading Is  
Fundamental

BookSpring is proud to present **Reading Is Fundamental** programs in Austin.

[www.bookspring.org](http://www.bookspring.org)

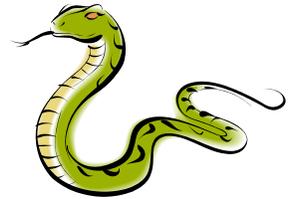
## I Went to the Zoo



Oh I went to the zoo, And what did I see?  
I saw a great big tiger, Lookin' at me.  
He went Raaar, raaar. He went Raaar, raaar.  
He went Raaaar raaar raar, and that's what he said to me!



Oh I went to the zoo, And what did I see?  
I saw a great big monkey, Lookin' at me.  
He went Ooo-oo-o Ooo-oo-o. He went Ooo-oo-o Ooo-oo-o.  
He went Ooo-oo-o Ooo-oo-o, and that's what she said to me!



Oh I went to the zoo, And what did I see?  
I saw a great big snake, Lookin' at me.  
He went Hiss-hiss-hiss. He went Hiss-hiss-hiss.  
He went Hiss-hiss-hiss, and that's what he said to me!

Oh I went to the zoo, And what did I see?  
I saw a great big seal, Lookin' at me.  
He went Or-or-or. He went Or-or-or.  
He went Or-or-or and that's what she said to me!



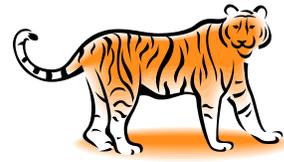
## Fui Al Zoo

¿Ah fui al zoo, Y a qué vi yo?

Vi un tigre grandísimo, me mirando.

Fue Raaar, raaar. Fue Raaar, raaar.

¡Fue raar de raaar de Raaaar, y eso es lo que dijo a mí!



¿Ah fui al zoo, Y a qué vi yo?

Vi un mono grandísimo, me mirando.

Fue oo-oo-oo. Fue oo- oo-oo. ¡Fue oo-oo-oo ,

y eso es lo que dijo a mí!



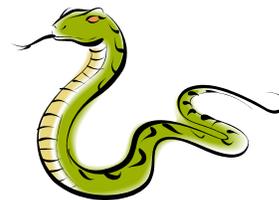
¿Ah fui al zoo, Y a qué vi yo?

Vi una serpiente grandísima, me mirando.

Fue silbido de silbido de silbido.

Fue silbido de silbido de silbido.

¡Fue silbido de silbido de silbido, y eso es lo que dijo a mí!



¿Ah fui al zoo, Y a qué vi yo?

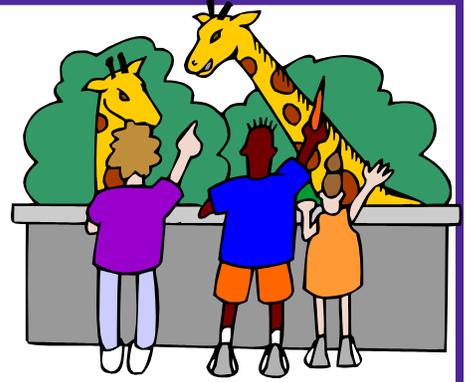
Vi un sello grandísimo, me mirando.

Fue or-or-or. Fue or-or-or

¡Fue or-or-or y eso es lo que dijo a mí!



# Going to the Zoo



Chorus:

**We're goin' to the zoo, zoo, zoo  
How about you, you, you?  
You can come too, too, too  
We're goin' to the zoo, zoo, zoo.**

**See the elephant with the long trunk swingin'  
Great big ears and a long trunk swingin'  
Snuffin' up peanuts with a long trunk swingin'  
Long trunk swingin' all day!**

**(Chorus)**

**See all the monkeys they're scritch-scratch  
scratchin'  
jumpin' around and scritch-scratch scratchin'  
Hangin' by the long-tail (huff huff huff)  
Scratch-scratch scratchin all day!**



**(Chorus)**

**There's a big black bear he's a huff-puff-a-puffin'  
His coat's too heavy he's a huff-puff-a-puffin'  
Don't get too near the huff-puff-a-puffin'  
Huff-puff-a-puffin all day!**

**(Chorus)**



# Goodnight Gorilla

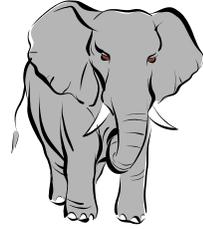
First, the gorilla took the keys from the zookeeper



and let himself out of his cage. And, of course,



his little friend the mouse went with him!



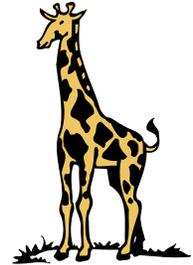
Next, he let the elephant out of his cage.

Then, he let the lion out of his cage.



After he let the hyena out of its cage,

he opened the door for the giraffe.



Finally, he let the armadillo out of his enclosure.



Then, the gorilla (and his friend the mouse

and the elephant, and the lion, and the

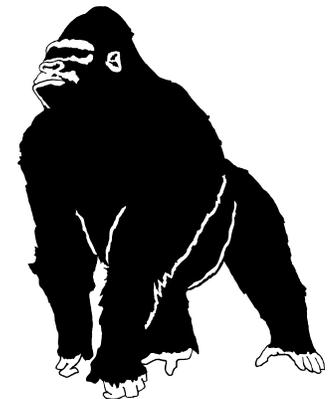
hyena, and the giraffe, the armadillo

and

all followed the zookeep-



er to his house!



# Old MacDonald had a Zoo!

Old MacDonald had a zoo, E-I-E-I-O.



And on his zoo, he had a Zebra! E-I-E-I-O

With a stomp, stomp here and a stomp stomp there.

Here a stomp, there a stomp, everywhere a stomp, stomp!

Old MacDonald had a zoo, E-I-E-I-O.

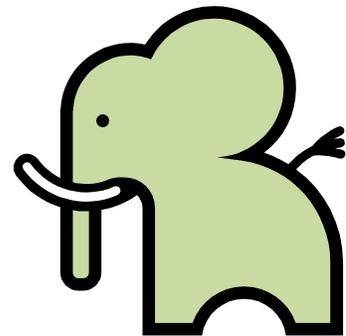


Giraffe - smack, smack! (with lips, as if eating)

Elephant - squirt (using arms trunk)



squirt, as a



Lion - roar, roar

Bear - Grrr, Grrr (make claws)



hands into