

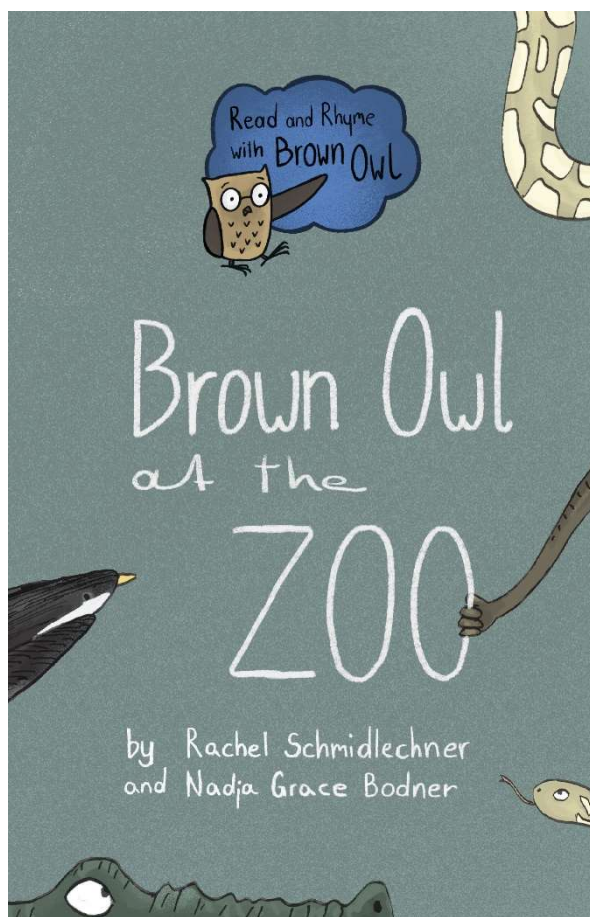


BROWN OWL AT THE ZOO

Teaching Tips

Teaching resources available at www.eduki.com

All activities are based on the book **'Brown Owl at the Zoo'**, the second volume in the **'Read and Rhyme with Brown Owl'** series by Rachel Schmidlechner and Nadja Grace Bodner



Other books in the series:

Brown Owl, Brown Owl's Birthday Tea,
Brown Owl at the Seashore

Orders and enquiries: readandrhyme@brownowl.at



INTRODUCING THE BOOK

- Let's go to the zoo! Which animals are we going to see? (predict)
- Write the word 'ZOO' on the board and brainstorm all the zoo animals the children can think of (after reading the story, you can tick off the ones that come up).
- Look at the **book cover** and ask the children some questions:
What can you see?
Do you know any of these animals in English?
Which animal does this arm belong to?
Do you like going to the zoo? What is your favourite animal?
- Do a **rhythmic chant** with the children. The teacher marches and says the chant **sentence** by **sentence**. The teacher uses lots of **actions** to aid comprehension and memorisation of the language. The pupils repeat after each line and do the actions.

Walking though the zoo! (teacher marches)

What can you see? (hold up hands, then point at eyes)

I can hear noise! (cup hand to ear)

What could it be? (scratch head whilst looking confused)

The teacher makes a noise associated with the animal, e.g. hiss for snake, stomp for elephant.

This next verse is said all together, getting louder sentence by sentence:

I think it is a snake! (hold hands to head in shock/fear/horror)

I think it is a snake!

I think it is a snake!

Looking at me!!! (point at eyes and then at self)



PRE-READING ACTIVITIES

- Use the **flashcards** or **beebot cards** to pre-teach the **animals** in English.
- Stimulate the senses as much as possible by using a mime as you say the word. In this way they **see** the flashcard, **hear** the word and **feel** the action.



Flashcard Games

- **Rolling flashcards:** the teacher rolls the flashcards fast and the pupils try to catch a glimpse of the picture. If they cannot identify the picture, roll the cards more slowly.
- **Slow reveal:** the teacher covers the picture with a piece of paper/another flashcard and slowly reveals what is underneath. This really gets the pupils attention!
- **Repeat if correct:** all the animal flashcards are on the board. The teacher points at one and says: "It's a giraffe!" "I can see a panda!" If it is correct, the pupils repeat. If it is not correct, they are silent. If the class makes a mistake, the teacher gets a point. If the class are silent, they get the point. The first to get five points wins.



- **James Bond** - place the flashcards around the room. The teacher says a word (embedded in a sentence), the pupils point at/shoot the correct picture, e.g. "I can see an elephant!"

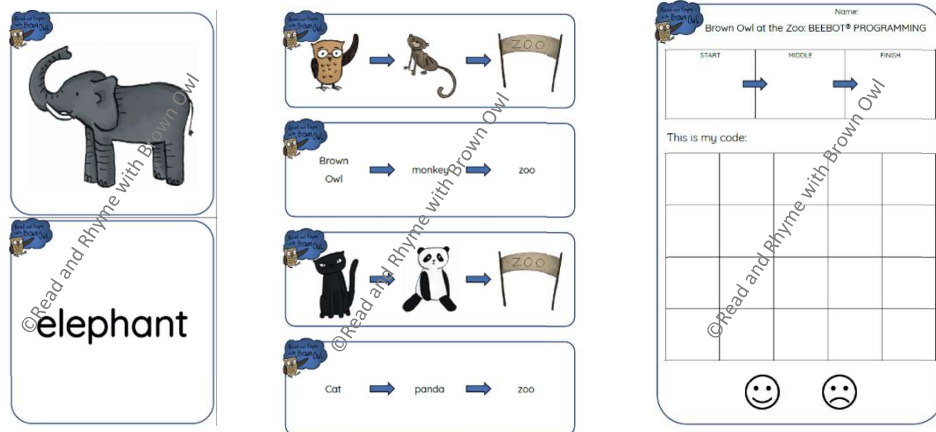
N.B. By embedding each word in a sentence, pupils learn to use the word in context and memorise a useful phrase that they can transfer to other topics.

- **What's missing:** the pupils close their eyes, the teacher removes a flashcard, the pupils open their eyes and say which one is missing. If it gets too easy, remove two cards at a time.
- Mix up the word and picture cards.
- **Repeat and remove** – the teacher says what is on the flashcard, the pupils repeat, the teacher removes the card and points at the empty space, the pupils repeat the word again. Do the same for every picture, always going back to the first empty space. It is incredible how quickly and well they can memorize the list of words!
- **Total Physical Response:** Play a **physical game** to memorise the language. Can also be played with **Simon Says**.
e.g. Simon says ... *waddle like a penguin, snap like a crocodile, jump like a monkey, slither like a snake, stomp like a hippo/elephant, prowl like a lion, run like a wolf, fly like an owl, howl like a wolf, crawl like a spider etc.*



Beebot activities:

- Fill the Beebot mat with the picture cards. The pupils draw a word card and program the Beebot to the picture. Or vice versa.
- Children take a task card, plan their route between the three pictures or words, write the code down and check their route.
TIP: the Beebot cards double up as flashcards or a giant game of pairs.



- Use the **Beebot cards** and task cards to learn and practise the **key words**
 - 1) teacher says an 's' word, Beebot is programmed to it
 - 2) teacher describes a picture, Beebot is programmed to it
 - 3) teacher asks a child what their favourite animal/picture is
 - 4) the children work in pairs and tell their partner where to programme Beebot e.g. I can see a crocodile!
 - 5) the children take a **task card**, plan their route, write it down on the worksheet, programme Beebot, and check their route.

Eduki ID: 183081



Wordmats:

- Place the flashcards around the room. The pupils find them and label their wordmat.
- Use the wordmat for a colour dictation: *'Colour the sun yellow!'*
- Differentiation 1: missing letters or missing words
- Differentiation 2: copywrite the words whilst at flashcard **OR** memorise the spelling and write down once at desk.



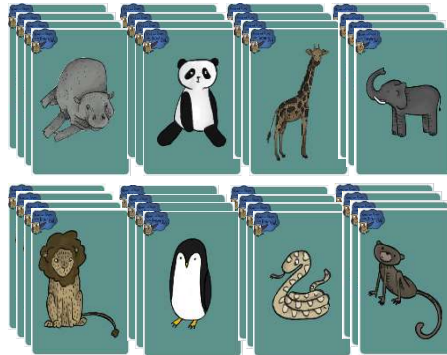
TIP: the wordmats can also be used to play bingo. The pupils place three objects (e.g. rubber, sharpener, ink cartridge) on three pictures. The teacher draws the flashcards at random. When all three words have been heard and the objects removed, the pupil shouts bingo! (**Eduki ID: 200764**)



further activities to **practise** the key words ...

Game Cards:

- Use to play snap, pairs, happy families or old maid
(Eduki ID: 399786)



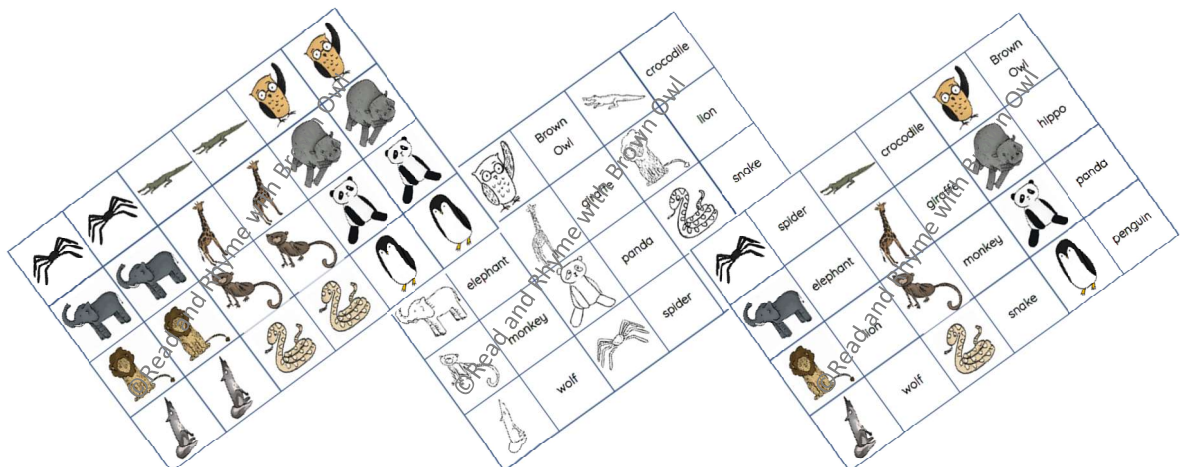
Giant Pairs:

- Use the **Beebot cards** to play a game of **giant** game of **pairs**

Pairs:

- Laminate a **game of pairs** or the pupils **make their own set of cards** by colouring and cutting the worksheet (Eduki ID: 183077)

set 1: pic – pic (non-readers) set 2: pic – word (readers)





I have got ... Who has got ...?

- There are 24 cards in the set. Hand out all the cards to the children. The child with the first card starts by saying: *I have got the first card. Who has got the elephant?*

The child with the elephant continues with: *I have got the elephant. Who has got the penguin?*

And so it goes on until the last card is read out.

Once the children get the hang of the game, you can time them to see if they get faster.

(ID: 213065)



Human Memory:

- Send two pupils outside. The rest of the class are put in pairs. One pupil gets an English word, the other one thinks of an action to go with it, e.g. penguin – waddle like a penguin (action)

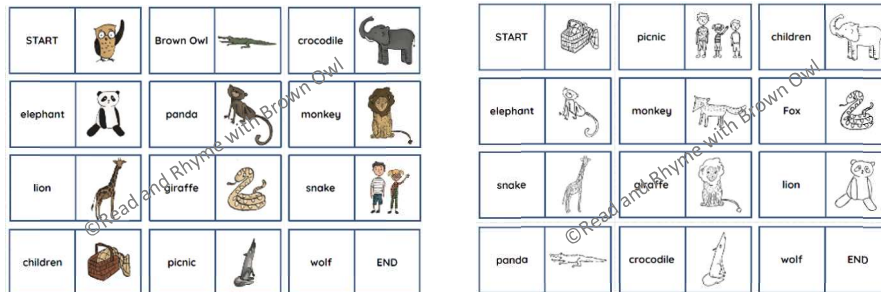
TIP: use the game cards to allocate animals

- Children mix up and stand around the classroom or gym. The two pupils come back in the room and take it in turns to find the pairs by tapping two pupils on the shoulder and seeing if the word and the action match. The game can also be played with the German and English word.



Dominoes:

- Play in pairs. Pupils can colour and make their own version.



N.B. Two versions available, 's' words only or a set with other key words too (**Eduki ID: 317669**)

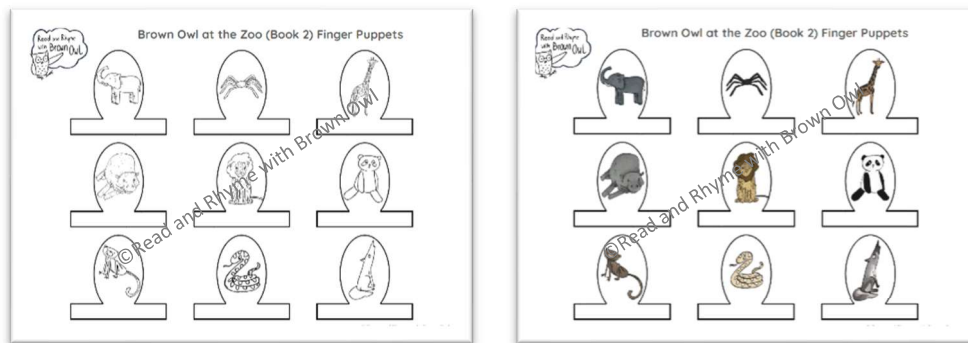
Change Places:

- All children sit in the circle. The teacher chooses four or five animals and allocates one picture card to each child (use game cards) Remove one chair. The child in the middle says: *I can see elephants at the zoo!* All the elephants change places. One child doesn't get a place. Now a new child is in the middle and chooses a word: *I can see spiders at the zoo!* If the child in the middle says: *Let's all go to the zoo!* then they all change places.



Finger Puppets:

- Say a key word, pupils hold up the correct finger puppet.
- Read the story again. The pupils hold up the correct finger puppet as they hear the words in the story.



TIP: FREE download at www.lehrermarktplatz.de, ID 261097

Vocabulary Dice:

- Make your own vocabulary dice, either pictures or words. 2 sets of words available. **(ID: 272796)**



- Roll the dice with your partner, can you get a pair?
- Predict what you will roll: *'I can see a panda at the zoo!'*



WHILST-READING ACTIVITIES

- Encourage the children to interact with the teacher
e.g. Can you see the lions? Let's roar like a lion!
How many spiders can you see? Let's count them!
- Use mimes to repeat the key words
e.g. giraffe (stretch arms up like long neck), crocodile (snap hands shut like a mouth),
- The children point at the flashcards (perhaps they are hanging around the room) as the key words come up in the story. Alternatively, they hold up their own finger puppets.
- Hand out flashcards and word cards and as the children hear theirs, they lay the card in the middle or hold it up.
- Tell the story again, this time without the book and each child does the actions to go along with the story (total physical response)
- Each child has a copy of the book and reads along.
Turn the page now!
- Each child has a copy of the book, and the teacher misses out words for the children to fill in.
e.g. It's very hot at the _____. Cat sees a panda eating _____.
- The children read the book in pairs. They take it in turns to read a sentence or page / they miss out words for each other / they read to each other
- Have reading races! Who can read the page fastest? (and correctly of course too!)



POST-READING ACTIVITIES

- **Does it rhyme?** The teacher says a word, if it rhymes with zoo, the children stand up. if it doesn't rhyme, the children sit down
e.g. zoo – blue (stand up) – poo (stand up) – picnic (sit down) – you (stand up again) etc
- Hand out one picture or word card for each child. They should find their partner.
e.g. Hello, I've got Cat. Hello, I've got Cat too. We go together!
Hello! I've got Dog. Hello! I've got crocodile. We don't go together!
- **ABC challenge:** find words in the book for each letter of the alphabet (nouns and verbs only)

Tip: Free download ID: 152956

Brown Owl at the Zoo ABC Challenge	
A _____	N _____
B _____	O _____
C _____	P _____
D _____	Q _____
E _____	R _____
F _____	S _____
G _____	T _____
H _____	U _____
I _____	V _____
J _____	W _____
K _____	X _____
L _____	Y _____
M _____	Z _____

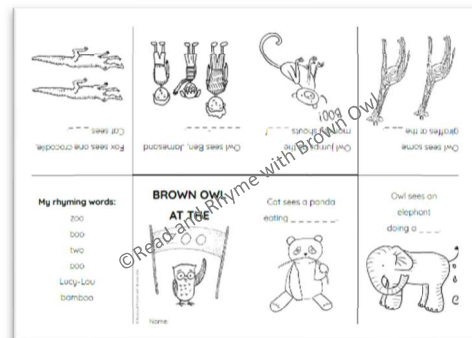
- Teach the **body parts**, describe an animal for the pupils to guess
- Play a game of **'I have got ... Who has got?'** (whole class or in groups)
- Work on the activities in the workbook (see below)



- Make a **mini book** and read it to the teacher or take it home to read (**Eduki ID: 187174, 5 different versions**)



Non-reader version

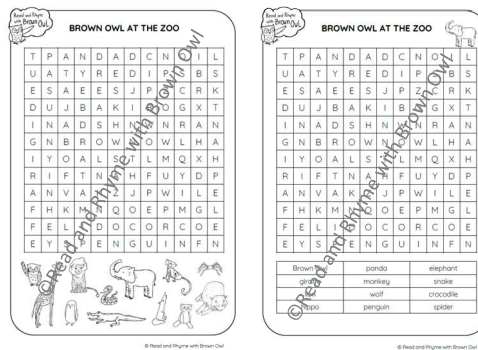


Reader version

- Use the games at www.learningapps.org (search for Rachel Schmidlechner)
- Use the **quiz cards** to practise descriptions with body parts. Either play version 1 in groups with a quiz master and the first to guess the animal wins the card. Or use version 2 (the key words are printed on the back) and the children can test themselves. (**Eduki ID: 216109**)



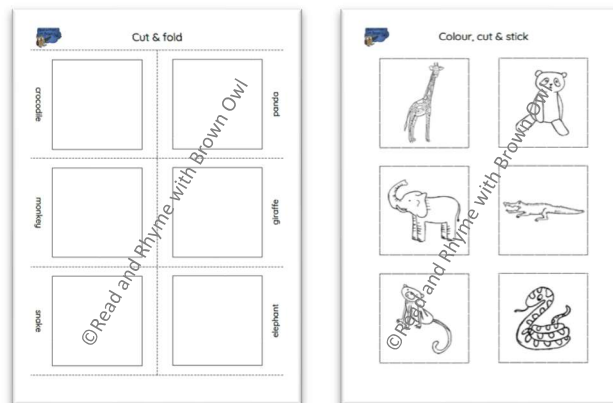
- **Wordsearch** (ID: 294688)



- **Hidden object picture:** How many animals can you find?
(FREE! Eduki ID: 219807, also included in the workbook)



- **Accordion books:** colour, cut, stick and read!
(Eduki ID: 183067)

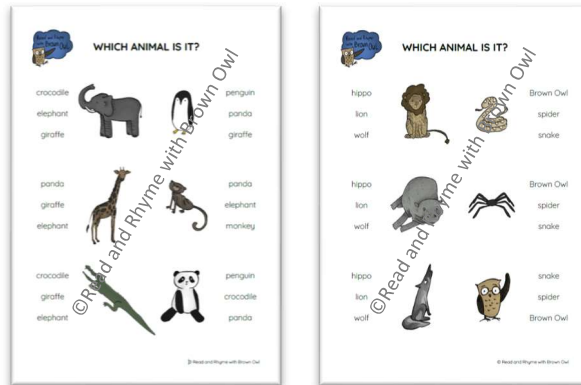


- **Animals on sticks:** colour, cut, stick and play!
(Eduki ID: 387387)

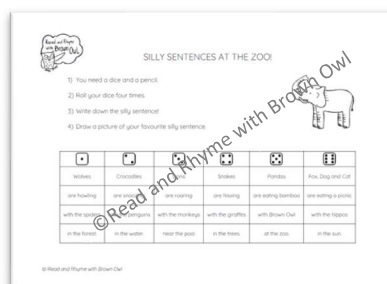




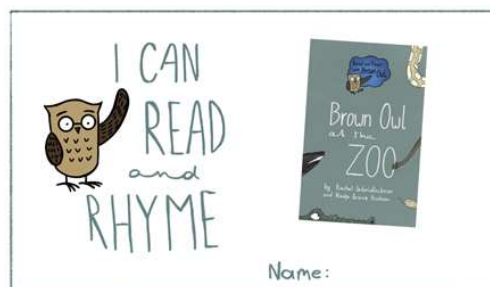
- **Animal peg cards:** look at the picture, choose the correct word (Eduki ID: 280904)



- **Silly sentences:** roll a dice and write down the sentences that you get! Why not draw a picture to go with it too?
e.g. Lions are hissing with the spiders in the trees! (Eduki ID: 280906)



- **Reading Certificates**
Pupils choose their favourite pages to read to the teacher and are awarded with a reading certificate (**Free! Eduki ID: 188343**)





BODY PARTS

- Teach the **body parts**: tusks, legs, wings, head, teeth, ear, trunk, tail, legs, neck, eyes, nose, beak, claws, feathers, paws
- Embed the key words in a key structure: **A ... has got ...**
e.g. an elephant has got tusks, four legs, a trunk, big ears and a tail.
- Play a game of **Simon Says**.
You have got a tail! You have got big ears!
(pupils touch/point/act body part)
- Describe an animal for the pupils to guess (or use the quiz cards)
e.g. This animal has got four legs, a long tail and sharp teeth.
Yes! It's a crocodile!
- There is a **body parts BUNDLE** which includes flashcards, wordcards, beebot cards, dominoes, pairs, a labelling worksheet and a quiz (**Eduki ID: 318296**)



- Use the **worksheets** from the **workbook**
(Eduki ID: 202692, see below)



WORKBOOK

TASK 1 - DO YOU KNOW THESE ANIMALS?

Read the words at the bottom of the page.

Write the numbers next to the animals.

Can be also used as a colour dictation or for a game of bingo (use glass nuggets as counters)

TASK 2 - ANIMALS AT THE ZOO

Each child has a copy of the book and circles the animals that Brown Owl sees at the zoo.

TASK 3 - WHICH ANIMAL IS IT

Unscramble the words and write the animal on the dotted line.

If the children are unsure of how to spell the words, they can use their wordmats/book to check.

TASK 4 - FIND 10 ANIMALS IN THE SNAKE

Find the ten words in the snake and circle/colour them.

TASK 5 - LABEL THE BODY PARTS

Use the words at the top of the page to label the animals.

Extension: draw another animal and label it

TASK 6 - WHO AM I?

Read the descriptions and write down the name of the animal being described. The animals are at the top of the page.

TASK 7 - FACTFILE

The children think about the characteristics of the animals and fill out the table.

Extension: the children write their own descriptions / talk about their answers.

E.g. A lion has got 4 legs. It is light brown. It can jump, run and swim.



TASK 8 - TRUE OR FALSE

The children read the sentences and decide if they are true or false. If they are not sure, they can look in the book.

Extension: they correct the mistakes

e.g. Lions are ~~hissing~~ roaring

TASK 9 - DOES IT RHYME WITH ZOO?

The children read the words and decide if they rhyme with zoo or not. At first this can be a teacher led class activity (see post-reading 'does it rhyme' activity) to make sure that the words are pronounced correctly.

TASK 10 - WRITE THE SENTENCES

The children write the sentences in the correct order. They can check their answers in the book.

TASK 11 - HIDDEN ANIMALS

- 1) Colour the animals
- 2) Count the animals
- 3) Read the sentences and fill in the missing number

Differentiation: write the number in digits and not the word

TASK 12 - DO YOU LIKE ...?

This is a speaking activity.

- 1) teach the questions and answers
- 2) the children fill out the answers for themselves by colouring in the smileys
- 3) the children interview a friend and fill in their answers

Extension: they present their findings to the class.

e.g. Sarah likes elephants and spiders, but she doesn't like monkeys.



TASK 13 - MY FAVOURITE ANIMAL

The children can draw their favourite animal from the book.

Differentiation: present their favourite character (and their drawing) to the class and say why they like it.

e.g This is a giraffe. I love giraffes because they are so tall!

TASK 14 - FILL IN THE GAPS

Children read the sentences and use words from the box to complete them.

Differentiation: use the book to help

TASK 15 - QUIZ

Children use their books to answer the questions.

Differentiation: work in pairs (easy), don't use the book (difficult)

TASK 16 - WRITE AN ACROSTIC POEM

Write 'AT THE ZOO' down the middle of the page. Find words in the book that contain one of the letters, *e.g. girAffes hoT etc*

Copy the poem onto coloured paper, illustrate it and make a class display.

Differentiation: write in sentences so that the poem can be read out:

E.g. I can see girAffes (at the zoo), it's hoT (at the zoo)

**Have fun reading and rhyming with
Brown Owl at the Zoo!**