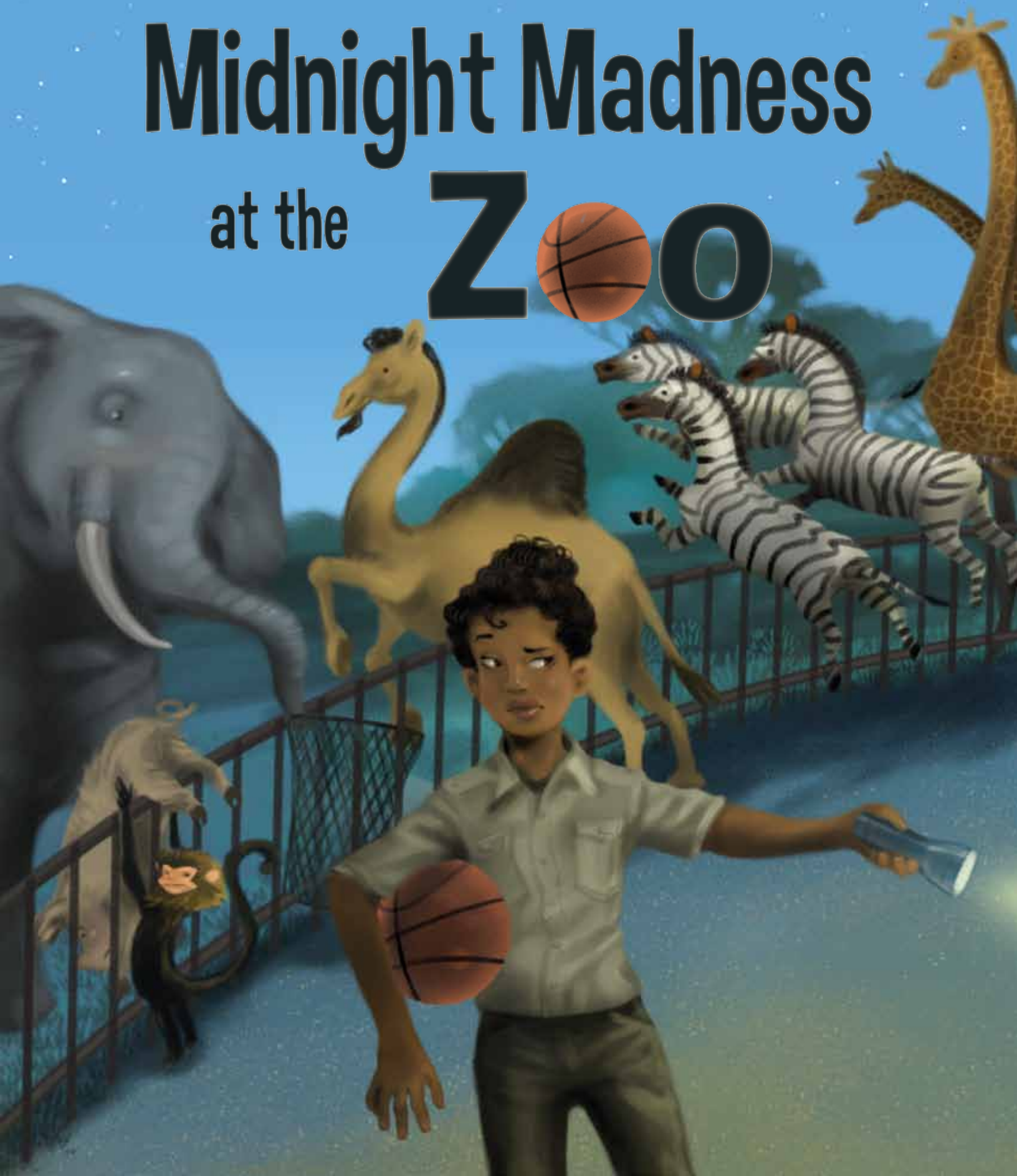


Teaching Activity Guide

# Midnight Madness

at the

ZOO



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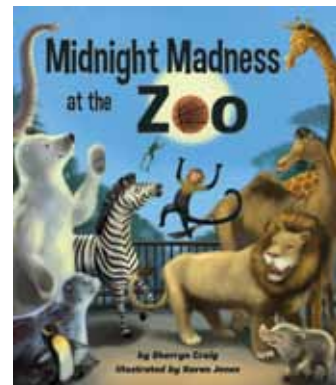
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Arbordale Publishing  
Mt. Pleasant, SC 29464



by Sherryn Craig  
illustrated by Karen Jones

# How to Use This Activity Guide (General)

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There are a wide variety of activities that teach or supplement all curricular areas. The activities are easily adapted up or down depending on the age and abilities of the children involved. And, it is easy to pick and choose what is appropriate for your setting and the time involved. Most activities can be done with an individual child or a group of children.

**For teachers in the classroom:** We understand that time is at a premium and that, especially in the early grades, much time is spent teaching language arts. All Arbordale titles are specifically selected and developed to get children excited about learning other subjects (science, geography, social studies, math, etc.) while reading (or being read to). These activities are designed to be as comprehensive and cross-curricular as possible. If you are teaching sentence structure in writing, why not use sentences that teach science or social studies? We also know and understand that you must account for all activities done in the classroom. While each title is aligned to all of the state standards (both the text and the For Creative Minds), it would be nearly impossible to align all of these activities to each state's standards at each grade level. However, we do include some of the general wording of the CORE language arts and math standards, as well as some of the very general science or social studies standards. You'll find them listed as "objectives" in italics. You should be able to match these objectives with your state standards fairly easily.

**For homeschooling parents and teachers in private schools:** Use as above. Aren't you glad you don't have to worry about state standards?

**For parents/caregivers:** Two of the most important gifts you can give your child are the love of reading and the desire to learn. Those passions are instilled in your child long before he or she steps into a classroom. Many adults enjoy reading historical fiction novels . . . fun to read but also to learn (or remember) about historical events. Not only does Arbordale publish stories that are fun to read and that can be used as bedtime books or quiet "lap" reading books, but each story has non-fiction facts woven through the story or has some underlying educational component to sneak in "learning." Use the "For Creative Minds" section in the book itself and these activities to expand on your child's interest or curiosity in the subject. They are designed to introduce a subject so you don't need to be an expert (but you will probably look like one to your child!). Pick and choose the activities to help make learning fun!

**For librarians and bookstore employees; after-school program leaders; and zoo, aquarium, nature center, park & museum educators:** Whether reading a book for story time or using the book to supplement an educational program, feel free to use the activities in your programs. We have done the "hard part" for you.

# Comprehension Questions & Writing Prompts

---

*Ask and answer questions about key details in a text read aloud or information presented orally or through other media.*

*Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.*

*Retell stories, including key details, and demonstrate understanding of their central message or lesson.*

*Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.*

1. What time did the sun go down and the zoo start to close?
2. Who were the referees?
3. What animals trumpeted to call the animals from their pens?
4. By the end of the game, how many players were there?
5. Why did the game stop?
6. The animals didn't have a real basketball hoop. What did they use instead?
7. Tell about a time you used your imagination to play a game.
8. What animals are playing basketball?
9. Imagine you are a zookeeper. Write about what your work would be like.
10. How do zoos help animals?
11. What does "endangered" mean?
12. Are any of the animals in this story endangered?

# Language Arts: Sequence Sentence Strips

---

Cut into sentence strips, laminate if desired, and place in a “center.” Have children put the events in order. Children may work alone or in small groups. Cards are in order but should be mixed up when cut apart.

*Objective Core Language Arts:*

*Use temporal words and phrases to signal event order.*

*Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.*

One polar bear will start things off.  
He dribbles back and forth.

Two players stay close to the net.  
They play some one-on-one.

Three ballers hustle down the lane.  
They’re going two-on-one.

Four players charge straight up the court.  
They block and shoot and score.

Five animals drive to the net—  
three players against two.

Six players sprint to get the ball.  
It's man-to-man defense.

Now seven ballers speed up play.  
One side takes up the press.

Eight players race to take the lead,  
to open up the spread.

Now nine are running up and down,  
but wait, there is a steal.

Ten animals now field two teams.  
The seconds tick on down.

So if you see the animals  
doze off or start to yawn,  
you'll know they all were playing games  
of basketball till dawn.

# Word Search

Find the hidden words. Even non-reading children can match letters to letters to find the words! Words go up to down or left to right (no diagonals). For older children, identify the coordinates of the first letter in each word (number, letter).

|    | A | B | C | D | E | F | G | H | I | J |
|----|---|---|---|---|---|---|---|---|---|---|
| 1  | C | D | A | R | C | O | U | N | T | E |
| 2  | A | P | D | T | A | I | N | D | E | V |
| 3  | E | N | D | A | N | G | E | R | E | D |
| 4  | H | O | O | P | S | W | A | M | I | L |
| 5  | C | L | A | D | I | M | M | I | G | P |
| 6  | B | A | S | K | E | T | B | A | L | L |
| 7  | E | A | F | A | D | E | E | X | O | A |
| 8  | Z | O | O | D | P | N | R | J | K | Y |
| 9  | S | A | R | B | E | E | I | C | A | D |
| 10 | C | Z | O | O | K | E | E | P | E | R |

ADD  
BASKETBALL  
COUNT  
ENDANGERED  
PLAY  
TEN  
ZOO  
ZOOKEEPER

# Edible Sorting and Classifying Activity

---

*Objective Core Language Arts Vocabulary Acquisition and Use: Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.*

*Objects and materials can be sorted and described by their properties. (color, shape, size, weight and texture)*

*Use whole numbers\*, up to 10, in counting, identifying, sorting, and describing objects and experiences.*

Gather a cup of edible “sorting items.” For example:

- As many different kinds of M&Ms as you can find
- Chocolate & peanut butter chips
- Hershey Kisses
- Peanuts or other type of nuts



Ask the children to sort the items into groups. There is no right and wrong, only what makes sense to the child. When finished, ask the child:

What feature or attribute (color, size, ingredient, etc.) did you use to sort the items?

- Were there some items that fit more than one group or don't fit any group?
- If so, how did the child decide which attribute was more important?
- How are various objects similar and different?
- Was it easy to sort or were there some items that were a little confusing?

If more than one person did this, did everyone sort by the same attribute? To extend the learning, graph the attributes used to sort the items (blank graph below).

Graph the attributes that children used to sort their items. (Graph provided on next page.)

What was the most common attribute (size, shape, color, etc.) used?



*Objective: Classify organisms according to one selected feature, such as body covering, and identify other similarities shared by organisms within each group formed.*

*Describe several external features and behaviors of animals that can be used to classify them (e.g., size, color, shape of body parts).*

*Identify observable similarities and differences (e.g., number of legs, body coverings, size) between/ among different groups of animals.*

|           |  |  |  |  |
|-----------|--|--|--|--|
| 10        |  |  |  |  |
| 9         |  |  |  |  |
| 8         |  |  |  |  |
| 7         |  |  |  |  |
| 6         |  |  |  |  |
| 5         |  |  |  |  |
| 4         |  |  |  |  |
| 3         |  |  |  |  |
| 2         |  |  |  |  |
| 1         |  |  |  |  |
| attribute |  |  |  |  |

# Classifying Animals

---

*Objective: Classify organisms according to one selected feature, such as body covering, and identify other similarities shared by organisms within each group formed.*

*Describe several external features and behaviors of animals that can be used to classify them (e.g., size, color, shape of body parts).*

*Identify observable similarities and differences (e.g., number of legs, body coverings, size) between/among different groups of animals.*

Just as we sort candy, scientists sort all living things into groups to help us understand and connect how things relate to each other. Scientists ask questions to help them sort or classify animals.

Based on the answers to the questions, scientists can sort the living organisms. The first sort is into a Kingdom. There are five commonly accepted Kingdoms: Monera, Protista, Fungi, Plantae, and Animalia. All of the living things in this book belong to Animalia or the Animal Kingdom.

The next big sort is into a Phylum. One of the first questions that a scientist will ask is whether the animal has (or had at some point in its life) a backbone. If the answer is “yes,” the animal is a vertebrate. If the answer is “no,” the animal is an invertebrate.

Each Phylum is broken down into Classes, like mammals, birds, reptiles, fish, amphibians, insects, or gastropods (snails). Then each class can be broken down even further into orders, families, genus and species, getting more specific.



The scientific name is generally in Latin or Greek and is the living thing’s genus and species. People all over the world use the scientific names, no matter what language they speak. Most living organisms also have a common name that we use in our own language.



Some questions scientists ask:



- Does it have a backbone?
- What type of skin covering does it have?
- Does it have a skeleton? If so, is it inside or outside of the body?
- How many body parts does the animal have?
- Does it get oxygen from the air through lungs or from the water through gills?
- Are the babies born alive or do they hatch from eggs?
- Does the baby drink milk from its mother?
- Is it warm-blooded or cold-blooded?



Using what you know, and information and pictures in the book, see how many Animal Chart squares you can fill in for each animal.


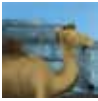
# Animal Chart

|  | Animals                        |  |  |
|--|--------------------------------|--|---|
| <b>Appendages</b>  | legs (how many)                |  |   |
|  | flippers/fins                  |  |   |
|  | wings                          |  |   |
|  | tail/no tail                   |  |   |
|  | horns/antlers                  |  |   |
| <b>Feet or hands: if they have; may have more than one</b> | claws                          |  |   |
|  | web                            |  |   |
|  | toes                           |  |   |
|  | opposable thumbs/toes          |  |   |
|  | hooves                         |  |   |
| <b>Movement: may do more than one</b>                      | walks/runs                     |  |   |
|  | crawls                         |  |   |
|  | flies                          |  |   |
|  | slithers                       |  |   |
|  | swims                          |  |   |
|  | climbs                         |  |   |
|  | hops                           |  |   |
| <b>Backbone</b>  | backbone/vertebrate            |  |   |
|  | no backbone/invertebrate       |  |   |
| <b>Skeleton</b>  | inside skeleton (endoskeleton) |  |   |
|  | outside skeleton (exoskeleton) |  |   |
|  | no skeleton                    |  |   |
| <b>Body covering</b>                                       | hair/fur/whiskers/quills       |  |   |
|  | feathers                       |  |   |
|  | dry scales or bony plates      |  |   |
|  | moist scales                   |  |   |
|  | smooth, moist skin             |  |   |
|  | hard outer shell               |  |   |
| <b>Color/patterns</b>                                      | stripes or spots               |  |   |
|  | mostly one color               |  |   |
|  | skin color changes             |  |   |
|  | bright, vivid colors           |  |   |
| <b>Gets oxygen</b>   | lungs                          |  |   |
|  | gills                          |  |   |
| <b>Body temperature</b>                                    | warm-blooded (endothermic)     |  |   |
|  | cold-blooded (ectothermic)     |  |   |
| <b>Babies</b>  | born alive                     |  |   |
|  | hatch from eggs                |  |   |
|  | born alive or hatch from eggs  |  |   |
| <b>Metamorphosis</b>                                       | complete                       |  |   |
|  | incomplete                     |  |   |
|  | none                           |  |   |
| <b>Teeth</b>   | sharp                          |  |   |
|  | flat                           |  |   |
|  | no teeth (bill/beak)           |  |   |
| <b>Food</b>  | plant eater (herbivore)        |  |   |
|  | meat eater (carnivore)         |  |   |
|  | both (omnivore)                |  |   |

|  | Animals                        |  |  |
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|  | meat eater (carnivore)         |  |   |
|  | both (omnivore)                |  |   |

# Science Journal (Vocabulary)

---

## Basketball

my definition

my drawing

## Zoo

my definition

my drawing



# Endangered

my definition

my drawing

# Offense

my definition

my drawing

# Defense

my definition

my drawing

# Zookeeper

my definition

my drawing

# Math: Addition and Subtraction

Math, Operations & Algebraic Thinking, Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.

Write an equation using numbers to represent animals below.  
Solve the equation.

1



2



3



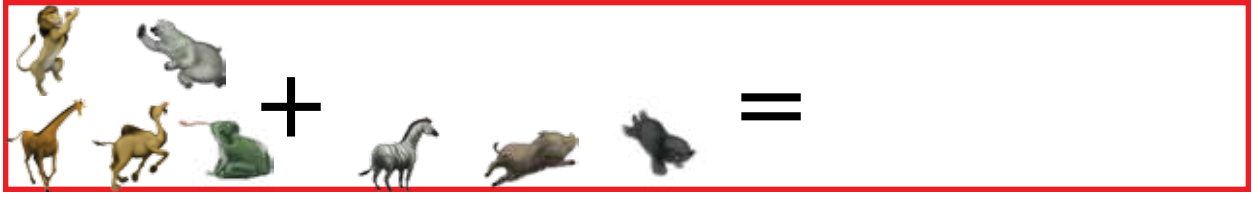
4



5



6



7



8



9



10



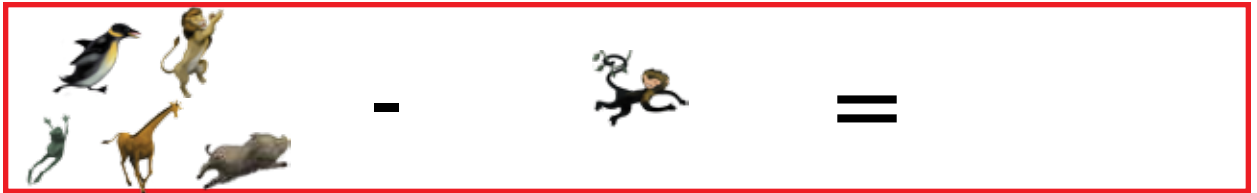
11



12



13



14



# Art and Math

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*Math, Operations & Algebraic Thinking, Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.*

Solve the equation below. Then draw animals to represent the problem.

1  $10 - 1 =$

2  $8 + 2 =$

3

$$10 - 7 =$$

4

$$4 + 6 =$$

5

$$5 + 5 =$$

6

$$10 - 3 =$$

7

$$2 + 4 =$$

8

$$7 - 3 =$$



9

$$1 - 1 =$$

10

$$3 - 2 =$$

11

$$6 + 3 =$$

# Math Cards

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*Objective Core Mathematics Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (up to 10)*

*Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.*

*Use numbers, up to 10, to place objects in order, such as first, second, and third, and to name them*

*For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.*

## Math Card Games



(Make four copies of the math cards to play these games):



**Tens Make Friends Memory Game** is a combination of a memory and adding game.

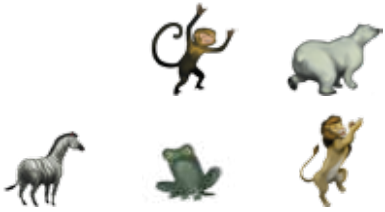
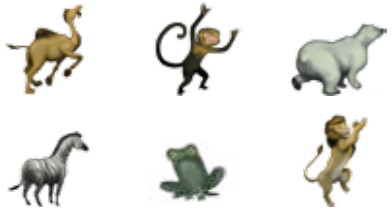
- Play like the memory game, above.
- If the animal numbers add up to 10, the child keeps the pair and takes another turn.
- If they do not add up to ten, the player should turn the cards back over and it is another player's turn.



**Go Fish for Fact Families** is a twist on "Go Fish."

- Shuffle cards and deal five cards to each player. Put the remaining cards face down in a draw pile.
- If the player has three cards that make a fact family, he/she places them on the table and recites the four facts related to the family. For example, if someone has a 2, 3, and 5, the facts are:  $2 + 3 = 5$ ,  $3 + 2 = 5$ ,  $5 - 2 = 3$ ,  $5 - 3 = 2$ .
- The player then asks another player for a specific card rank. For example: "Sue, please give me a 6."
- If the other player has the requested card, she must give the person her card.
- If the person asked doesn't have that card, he/she says, "Go fish."
- The player then draws the top card from the draw pile.
- If he/she happens to draw the requested card, he/she shows it to the other players and can put the fact family on the table. Otherwise, play goes to the next person.
- Play continues until either someone has no cards left in his/her hand or the draw pile runs out. The winner is the player who then has the most sets of fact families.

|  |  |
|--|--|
| <p>1</p>  | <p>2</p>  |
|--|--|

|  |  |
|--|--|
| <p>3</p>  | <p>4</p>  |
|--|--|

|   |   |
|---|---|
| <p>5</p>  | <p>6</p>  |
|---|---|

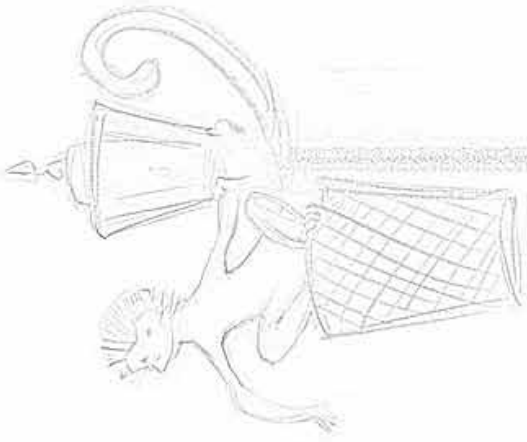
|  |  |
|--|--|
| <p>7</p>  | <p>8</p>  |
|--|--|

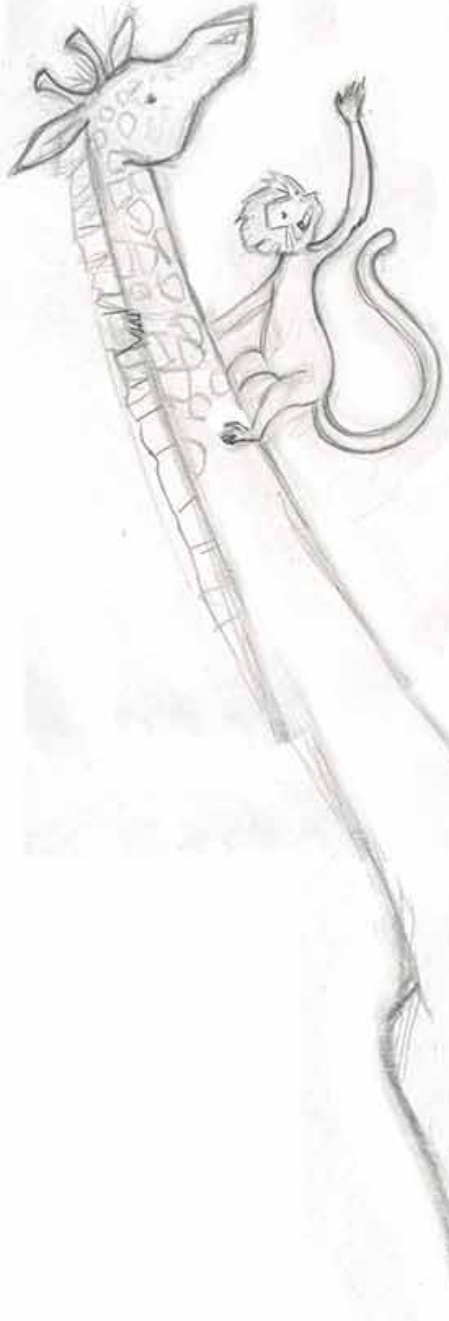
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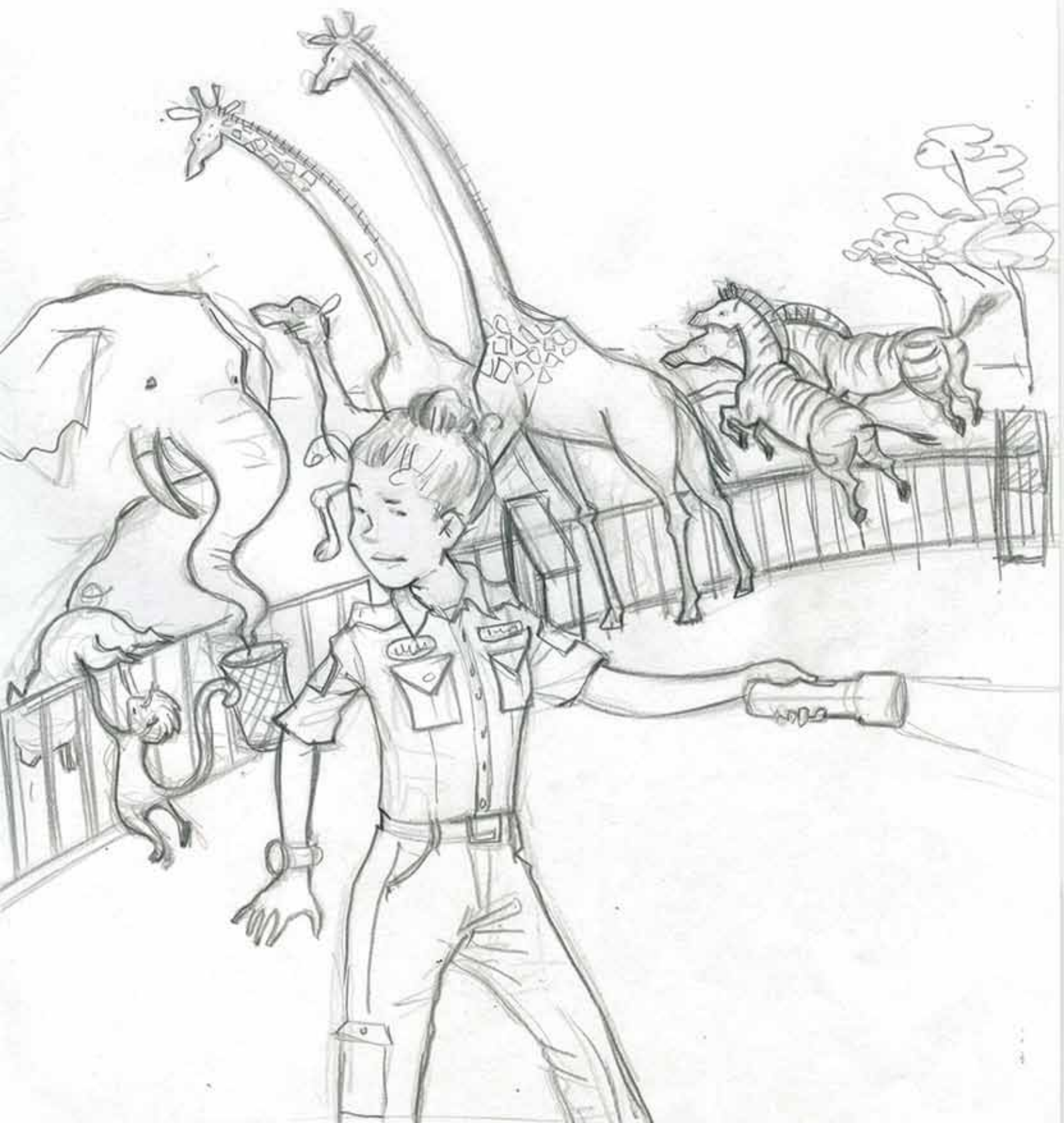


# Coloring Pages

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# Answers

## Word Search

|    | A | B | C | D | E | F | G | H | I | J |
|----|---|---|---|---|---|---|---|---|---|---|
| 1  |   |   | A |   | C | O | U | N | T |   |
| 2  |   |   | D |   |   |   |   |   |   |   |
| 3  | E | N | D | A | N | G | E | R | E | D |
| 4  |   |   |   |   |   |   |   |   |   |   |
| 5  |   |   |   |   |   |   |   |   |   | P |
| 6  | B | A | S | K | E | T | B | A | L | L |
| 7  |   |   |   |   |   | E |   |   |   | A |
| 8  | Z | O | O |   |   | N |   |   |   | Y |
| 9  |   |   |   |   |   |   |   |   |   |   |
| 10 |   | Z | O | O | K | E | E | P | E | R |

|            |      |
|------------|------|
| ADD        | 1,C  |
| BASKETBALL | 6,A  |
| COUNT      | 1,E  |
| ENDANGERED | 3,A  |
| PLAY       | 5,J  |
| TEN        | 6,F  |
| ZOO        | 8,A  |
| ZOOKEEPER  | 10,B |

## Math: Addition and Subtraction

1.  $1+2=3$

2.  $3+2=5$

3.  $1+1=2$

4.  $2+2=4$

5.  $2+4=6$

6.  $5+3=8$

7.  $6-2=4$

8.  $3+6=9$

9.  $4+5=9$

10.  $6-3=3$

11.  $5-2=3$

12.  $5+5=10$

13.  $5-1=4$

14.  $4-1=3$

## Art and Math

1.  $10-1=9$

2.  $8+2=10$

3.  $10-7=3$

4.  $4+6=10$

5.  $5+5=10$

6.  $10-3+7$

7.  $2+4=6$

8.  $7-3=4$

9.  $1-1=0$

10.  $3-2=1$

11.  $6+3=9$



## Appendix A—Vocabulary Cards

**hoop**

**score**

**shoot**

**basketball**

**referee**

**player**

**zoo**

**endangered**

**animal**

**zookeeper**

**pens**

**extinct**