



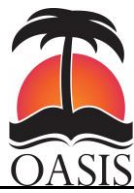
TEACHING GUIDE BASED ON THE OASIS SIX READING SKILLS FOR LEARNERS

Title: Lost in the Zoo	Author: Oscar Ranzo	Illustrator: Bamwine Davis	Prepared by: Jessica Parra
Sight Words: love, to, and, said, her, many, she, over,			
Important words: asked, answered, beautiful, performed, candy, canteen, happiness, parents, leaves, walked // peacock, crested crane, chimpanzees, giraffes, kobs, lions, elephants, zebras, crocodile			

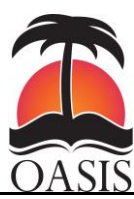
SESSION 1 Pages 1-3	<p>Phonemic Awareness</p> <ul style="list-style-type: none">• LESSON FOCUS: SYLLABLES• Teacher: “In this story, we are going to see the names of lots of different animals. When I say the name of an animal, I want you to clap it out to count the syllables. Clap out <i>peacock</i>. (Students clap out peacock - 2 syllables). Repeat for all the animals in the book <p>Alphabetic Principle</p> <ul style="list-style-type: none">• WHAT TO FOCUS ON: SIGHT WORDS• Write each of the sight words down on a different piece of paper. Before reading each day, review the sight words in a different order. <p>Accuracy & Fluency</p> <ul style="list-style-type: none">• On Day 1, students may predict what will happen based on the title, cover, and flipping through the pictures in the book.• WHAT TO DO: Ask the students look at the title and examine the cover to predict what the book is about.• Activate prior knowledge by having students discuss what they already know about ZOOS. <p>BEFORE READING</p> <ul style="list-style-type: none">• Have the children read out the title aloud. Ask the students if they notice familiar words in the title.• Talk about the title, the author and the pictures on the cover• Look at the pictures in the story together,
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	<ul style="list-style-type: none">• Ask the learners to tell you what they think the story is about <p>DURING</p> <ul style="list-style-type: none">• Teacher reads a single page:• WHAT TO DO First read the DAYS SECTION aloud for the children before asking them to read for you. As you read, change voices during dialogue... and act out certain words.• Students choral read the page:• WHAT TO DO: After reading, Ask the learners to re-read the section of the day aloud• When it is their turn to read aloud, let them read at their speed.• Encourage learners to point to words as they read, matching each spoken word with the corresponding written word.• When they hesitate on a word, say out the tricky word and then have them repeat it on their own.• Teacher reads the next page.• Students choral read the page.• Students have time to read the pages with a partner.• Students have time to read the pages independently. If they finish, they may review other pages.• If time allows, the teacher may call on students to take turns reading sentences or paragraphs. <p>Vocabulary</p> <ul style="list-style-type: none">• Teacher: "In the beginning of this book, we learn that Mimi <i>loves</i> animals. <i>Love</i> is one of our sight words. Today we will make a Frayer model with the word <i>love</i>." Students make boxes in their notebooks, and in the boxes on the board, the teacher labels the boxes as follows: Use love in a sentence, draw what you think love is, write what love is NOT, and things you love.
<p>SESSION 2 Pages 4-5</p>	<p>Phonemic Awareness</p> <ul style="list-style-type: none">• WHAT TO FOCUS ON: BEGINNING SOUNDS• Teacher: "What is the first sound in <i>chimp</i>? (Students respond: /ch/.) What is the first sound in <i>zebra</i>? (Students respond: /z/.) What is the first sound in



	<p><i>candy</i>? (Students respond: /k/.) What is the first sound in <i>peacock</i>? (Students respond: /p/.)</p> <p>Alphabetic Principle</p> <ul style="list-style-type: none">• Write each of the sight words down on a different piece of paper. Before reading each day, review the sight words in a different order. <p>Accuracy & Fluency</p> <ul style="list-style-type: none">• Review what happened day prior.• Teacher reads a single page.• Students choral read the page.• Teacher reads the next page.• Students choral read the page.• Students have time to read the pages with a partner.• Students have time to read the pages independently. If they finish, they may review other pages.• If time allows, the teacher may call on students to take turns reading sentences or paragraphs. <p>Comprehension</p> <ul style="list-style-type: none">• The teacher should lead a group discussion to start the study of the book. Teacher: “Who can we tell is the main character? How does Mimi feel about animals? How do we know that? Describe what Mimi decided to wear to the zoo. What did she take with her? How did they get to the zoo?”
<p>SESSION 3 Pages 6-7</p>	<p>Phonemic Awareness</p> <ul style="list-style-type: none">• WHAT TO FOCUS ON: ending Sounds• Teacher: “What is the last sound in <i>beautiful</i>? (Students respond: /l/.) What is the last sound in <i>said</i>? (Students respond: /d/.) What is the last sound in <i>kob</i>? (Students respond: /b/.) What is the last sound in <i>lion</i>? (Students respond: /n/.)”<ul style="list-style-type: none">○ For last-sound practice, avoid giving words with a confusing ending, like <i>zebra</i> or <i>many</i>. <p>Alphabetic Principle</p> <ul style="list-style-type: none">• WHAT TO FOCUS ON: Sight Words• Write each of the sight words down on a different piece of paper. Before reading each day, review the sight words in a different order. Add asked, answered, beautiful.



	<p>Accuracy & Fluency</p> <ul style="list-style-type: none">● Review what happened day prior.● Teacher reads a single page.● Students choral read the page.● Teacher reads the next page.● Students choral read the page.● Students have time to read the pages with a partner.● Students have time to read the pages independently. If they finish, they may review other pages.● If time allows, the teacher may call on students to take turns reading sentences or paragraphs. <p>Vocabulary</p> <ul style="list-style-type: none">● Teacher writes the word <i>ask</i> and <i>answer</i> on the board. Teacher: “In this book, we will see the words <i>asked</i> and <i>answered</i> often. When you <i>ask</i> a question, you want to know something, and someone give you an <i>answer</i>.” Students play a walking game to practice asking and answering questions. The teacher counts to 10 as students walk around the room. When the teacher gets to 10, students find a nearby partner and wait for directions. The students take turns asking each other a basic question, like “What is your favourite colour?,” and the other person answers. The teacher asks for people to share, and then the students walk again while the teacher counts to do it again.
<p>SESSION 4 Pages 8-9</p>	<p>Alphabetic Principle</p> <ul style="list-style-type: none">● Write each of the sight words down on a different piece of paper. Before reading each day, review the sight words in a different order. <p>Accuracy & Fluency</p> <ul style="list-style-type: none">● Review what happened day prior.● Teacher reads a single page.● Students choral read the page.● Teacher reads the next page.● Students choral read the page.● Students have time to read the pages with a partner.● Students have time to read the pages independently. If they finish, they may review other pages.● If time allows, the teacher may call on students to take turns reading sentences or paragraphs.



	<p>Vocabulary</p> <ul style="list-style-type: none">• Students and teachers flip through the book to make a list on the board of the animals that Mimi sees. Students should draw a t-chart in their notebooks, with the headings: Scary and Not Scary. Students should use the book to classify the animals into what THEY BELIEVE the categories are. Some students might think a crocodile is scary, others may not.
<p>SESSION 5 Pages 10-11</p>	<p>Alphabetic Principle</p> <ul style="list-style-type: none">• Write each of the sight words down on a different piece of paper. Before reading each day, review the sight words in a different order. Add performed, candy, canteen. <p>Accuracy & Fluency</p> <ul style="list-style-type: none">• Review what happened day prior.• Teacher reads a single page.• Students choral read the page.• Teacher reads the next page.• Students choral read the page.• Students have time to read the pages with a partner.• Students have time to read the pages independently. If they finish, they may review other pages.• If time allows, the teacher may call on students to take turns reading sentences or paragraphs. <p>Vocabulary</p> <ul style="list-style-type: none">• Teacher lists the important words on the board (not the animals). Students pick one of the words from the list and write it in their notebooks. When the teacher picks a word from the list, any person who wrote that word should stand up. Teacher can ask the people standing any number of questions in rapid fire: "What does this word mean? Give an example of this word. Use this word in a sentence. Spell this word. What is the antonym (or opposite) of this word? Clap out the syllables in the word."
<p>SESSION 6 Pages 12-13</p>	<p>Alphabetic Principle</p> <ul style="list-style-type: none">• Write each of the sight words down on a different piece of paper. Before reading each day, review the sight words in a different order.



	<p>Accuracy & Fluency</p> <ul style="list-style-type: none">● Review what happened day prior.● Teacher reads a single page.● Students choral read the page.● Teacher reads the next page.● Students choral read the page.● Students have time to read the pages with a partner.● Students have time to read the pages independently. If they finish, they may review other pages.● If time allows, the teacher may call on students to take turns reading sentences or paragraphs. <p>Comprehension</p> <ul style="list-style-type: none">● Students draw a Venn diagram in their notebooks. On one side, they should label <i>Mimi</i>, and on the other side, they should label <i>parents</i>. In the middle, they should label <i>both</i>. In a teacher-led or independent activity, students write things that ONLY apply to Mimi on the <i>Mimi</i> side, like “loves animals” or “is a kid.” Students write things that ONLY apply to parents on the <i>parents</i> side, like “grown-ups” or “can drive a car.” Things that apply to BOTH Mimi and the parents can go in the middle, like “is a human,” or “is going to the zoo.” Teachers can ask for student volunteers to classify the information, or, if students are having trouble, can supply the information and students classify it. For example, the teacher could say: “Where would we put ‘is a kid’ on this Venn diagram?”
<p>SESSION 7 Pages 14-15</p>	<p>Alphabetic Principle</p> <ul style="list-style-type: none">● Write each of the sight words down on a different piece of paper. Before reading each day, review the sight words in a different order. Add happiness and parents. <p>Accuracy & Fluency</p> <ul style="list-style-type: none">● Review what happened day prior.● Teacher reads a single page.● Students choral read the page.● Teacher reads the next page.● Students choral read the page.● Students have time to read the pages with a partner.● Students have time to read the pages independently. If they finish, they may review other pages.● If time allows, the teacher may call on students to take turns reading sentences or paragraphs.



	<p>Vocabulary</p> <ul style="list-style-type: none">• Students will create a Frayer model with the word <i>happiness</i>. The boxes should be labeled: Use happiness in a sense, draw yourself happy, things that make you happy, and words that mean the opposite of happy.
<p>SESSION 8 Pages 16-17</p>	<p>Alphabetic Principle</p> <ul style="list-style-type: none">• Write each of the sight words down on a different piece of paper. Before reading each day, review the sight words in a different order. <p>Accuracy & Fluency</p> <ul style="list-style-type: none">• Review what happened day prior.• Teacher reads a single page.• Students choral read the page.• Teacher reads the next page.• Students choral read the page.• Students have time to read the pages with a partner.• Students have time to read the pages independently. If they finish, they may review other pages.• If time allows, the teacher may call on students to take turns reading sentences or paragraphs. <p>Vocabulary</p> <ul style="list-style-type: none">• Students play a walking game to practice describing animals. The teacher counts to 10 as students walk around the room. When the teacher gets to 10, students find a nearby partner and wait for directions. The teacher give an animal from the story and the students work together to describe the animal (looks like, acts like, sounds like). The teacher asks for people to share, and then the students walk again while the teacher counts to do it again.
<p>SESSION 9 Pages 18-19</p>	<p>Alphabetic Principle</p> <ul style="list-style-type: none">• Write each of the sight words down on a different piece of paper. Before reading each day, review the sight words in a different order. Add leaves and walked. <p>Accuracy & Fluency</p> <ul style="list-style-type: none">• Review what happened day prior.• Teacher reads a single page.



	<ul style="list-style-type: none">• Students choral read the page.• Teacher reads the next page.• Students choral read the page.• Students have time to read the pages with a partner.• Students have time to read the pages independently. If they finish, they may review other pages.• If time allows, the teacher may call on students to take turns reading sentences or paragraphs. <p>Vocabulary</p> <ul style="list-style-type: none">• VOCABULARY TEST: List all the words can you make from the word ELEPHANT• Students make a t-chart to sort some animals. The headings should be: Birds and Not Birds. Students may use the book or a compiled list on the board of the animals in the book to sort the animals.
<p>SESSION 10 Pages 20-21</p>	<p>Alphabetic Principle</p> <ul style="list-style-type: none">• Write each of the sight words down on a different piece of paper. Before reading each day, review the sight words in a different order. <p>Accuracy & Fluency</p> <ul style="list-style-type: none">• Review what happened day prior.• Teacher reads a single page.• Students choral read the page.• Teacher reads the next page.• Students choral read the page.• Students have time to read the pages with a partner.• Students have time to read the pages independently. If they finish, they may review other pages.• If time allows, the teacher may call on students to take turns reading sentences or paragraphs. <p>Comprehension</p> <ul style="list-style-type: none">• Teacher hangs up signs on 3 walls of the room that say <i>Mimi</i>, <i>Parents</i>, and <i>Animals</i>. When the teacher asks a question, students stand under the sign that they believe is the right answer. Some questions WILL have a right answer, others will NOT and it will be student opinion. Teacher: “Who got lost at the zoo? Who is your favorite character? Who in the story is able to eat meat? Who drove to the zoo? I would like to be friends with! Who is happy in this story? Who is the kid in the story?” After each question and movement, make sure to ask



	1-2 students to explain their thinking.
SESSION 11 Pages 22-23	<p>Alphabetic Principle</p> <ul style="list-style-type: none">• Write each of the sight words down on a different piece of paper. Before reading each day, review the sight words in a different order. <p>Accuracy & Fluency</p> <ul style="list-style-type: none">• Review what happened day prior.• Teacher reads a single page.• Students choral read the page.• Teacher reads the next page.• Students choral read the page.• Students have time to read the pages with a partner.• Students have time to read the pages independently. If they finish, they may review other pages.• If time allows, the teacher may call on students to take turns reading sentences or paragraphs. <p>Comprehension</p> <ul style="list-style-type: none">• VERBS ARE WORDS THAT SHOW WHAT SOMEONE IS DOING. Walks, cry, and sleep are some of the verbs done by Mimi in the story. List down 10 other verbs that Mimi does on in the story.• Students work with a partner to work on understanding emotions and motivations. Teacher will ask a question, students discuss with their partners while teacher circulates to listen, and then asks for volunteers to share out before posing the next question. Questions should be: "How do we know how Mimi felt about animals? Why did Mimi keep trying to give the animals candy bars and what was her reaction to them? Why did she react that way? How did Mimi handle getting lost? How do you think her parents felt about her getting lost? What eventually scared her at the end? Has something like this ever happened to you?"
SESSION 12 Pages 24-25	<p>Alphabetic Principle</p> <ul style="list-style-type: none">• Write each of the sight words down on a different piece of paper. Before reading each day, review the sight words in a different order. <p>Accuracy & Fluency</p>



	<ul style="list-style-type: none">● Review what happened day prior.● Teacher reads a single page.● Students choral read the page.● Teacher reads the next page.● Students choral read the page.● Students have time to read the pages with a partner.● Students have time to read the pages independently. If they finish, they may review other pages.● If time allows, the teacher may call on students to take turns reading sentences or paragraphs. <p>Vocabulary</p> <ul style="list-style-type: none">● Teacher lists the important words on the board (not the animals). Students pick one of the words from the list and write it in their notebooks. When the teacher picks a word from the list, any person who wrote that word should stand up. Teacher can ask the people standing any number of questions in rapid fire: “What does this word mean? Give an example of this word. Use this word in a sentence. Spell this word. What is the antonym (or opposite) of this word? Clap out the syllables in the word.” This is to help students prepare for the upcoming assessment.
<p>SESSION 13 Pages 26-27</p>	<p>Alphabetic Principle</p> <ul style="list-style-type: none">● Write each of the sight words down on a different piece of paper. Before reading each day, review the sight words in a different order. <p>Accuracy & Fluency</p> <ul style="list-style-type: none">● Review what happened day prior.● Teacher reads a single page.● Students choral read the page.● Teacher reads the next page.● Students choral read the page.● Students have time to read the pages with a partner.● Students have time to read the pages independently. If they finish, they may review other pages.● If time allows, the teacher may call on students to take turns reading sentences or paragraphs. <p>Vocabulary</p>



	<ul style="list-style-type: none">• Nouns are the names of things. Lion, Dad, and Candy are nouns. List ten other nouns found in the story of LOST IN THE ZOO• Assessment: Students should list the numbers 1-8 in their notebooks. The teacher should write the important word list (not the animal ones) on the board for reference. Teacher will give a definition of a word or use it in a sentence, and students write which word fits that definition or sentence. For example: “What you say when someone asks you a question...” or “When you do this, it ends with a question mark.” Although there are 10 important words, students will only use 8.
<p>SESSION 14 Pages 28-30</p>	<p>Alphabetic Principle</p> <ul style="list-style-type: none">• Write each of the sight words down on a different piece of paper. Before reading each day, review the sight words in a different order. <p>Accuracy & Fluency</p> <ul style="list-style-type: none">• Review what happened day prior.• Teacher reads a single page.• Students choral read the page.• Teacher reads the next page.• Students choral read the page.• Students have time to read the pages with a partner.• Students have time to read the pages independently. If they finish, they may review other pages.• If time allows, the teacher may call on students to take turns reading sentences or paragraphs. <p>Comprehension</p> <ul style="list-style-type: none">• LETTER WRITING <p>Write a letter to your friend telling them about what you have learned from reading the story of LOST IN THE ZOO</p> <ul style="list-style-type: none">• Assessment: Students draw a story web in their notebooks. In the middle circle, students should write “Mimi got lost.” The middle circle should have 4 lines coming out of it with a circle on each end. In each outside circle, students should write something Mimi saw or did when she got lost. If students want to add more details, they may draw more lines and circles as needed.



SESSION 15 Pleasure reading	<p>Alphabetic Principle</p> <ul style="list-style-type: none"> Write each of the sight words down on a different piece of paper. Before reading each day, review the sight words in a different order. <p>Accuracy & Fluency</p> <ul style="list-style-type: none"> Students have time to reread the book for pleasure. SUMMARY WRITING <p>Write a summary of the story for friends who have not read it yet (must indicate info about the book: title, Author and illustrator, must also have a one paragraph summary of the key events in the story and one two paragraphs giving opinions about the book)</p> <ul style="list-style-type: none">
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Critical thinking notes:

- Making connections and seeking empathy and motivations in this book is a practice in critical thinking. Taking into consideration HOW Mimi felt about the animals, her careful preparation and distractedness at being lost and how that eventually caught up with her is an exercise in considering others feelings and understanding the text more deeply.
- The activities for this book also start to really give students more of their own agency in answering questions - Which animals do YOU think are scary? Why? Who in this story would YOU want to be friends with? Why? Which details do YOU think are important? Why? Allowing students to make their own choices and form an opinion and holding them accountable for it though explanation is a critical thinking exercise.

ACTIVITIES

6. FIND ANIMALS THAT YOU MAY FIND IN THE ZOO

E	L	E	P	H	A	N	T	H	R
G	I	R	A	F	F	E	I	Y	H
R	O	S	N	A	K	E	G	E	I
E	S	O	D	K	O	B	E	N	N
T	T	F	A	Z	E	B	R	A	O
F	R	O	G	O	L	I	O	N	S
L	I	G	O	R	I	L	L	A	S
E	C	R	O	C	O	D	I	L	E



A	H	E	L	E	O	P	A	R	D
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AFTER

- Compare things that happen in the book with what children experience in their day to day life. For example you may ask learners to share experiences with the class if they have ever visited the zoo.
- Talk about the events in the story: What happened first? Then what happened? What happened in the end

RELATION TO SCIENCE

What to do: Ask class to Re-read the story and as they read note down the foods eaten by different animals after they refuse Mimi's Candy.

Ask Class to discuss why the animals refuse the candy

Ask volunteers to give other animals that might eat the candy, and why?

SCIENCE ACTIVITIES

1. a) Most of the animals refuse to eat Mimi's candy because they don't eat candy. Using a line, Feed the food on the left to the animals on the right?

MATCH

GRASS
LEAVES
RAT
GOAT
RICE

ZEBRA
PEACOCK
SNAKE
GIRAFFE
LION

- b) Carnivores are animals that eat meat, which of the animals in LOST IN THE ZOO are Carnivores?
- c) Herbivores are animals that eat grass and leaves, which of the animals are Herbivores?
- d) Omnivores are animals that eat everything, which of the animals in the story are Omnivores?

RELATION TO MATH

What to do: Ask class to Re-read the story and as they read not down the number of different animals drawn by illustrator in the story: Ask children for the total number of animals drawn in the book. Let them say why and have a debate around the class about the same.

Ask volunteers to show how they reached a given number.

MATH ACTIVITIES

- a. Height is the measure of how tall things are? Arrange the animals according to their height from shortest to tallest
- b. Arrange the animals according to size from smallest to the biggest
- c. Arrange the birds in the story according to height
- d. How many animals have been drawn but not written about in the story
- e. Name the animals for (d) above
- f. How many stuffed animals has Mimi
- g. Of the stuffed animals she has, how many does she actually see at the zoo.
- h. Name the animals of (g) above
- i. Name the animals that Mimi doesn't but has as a stuffed animal.

RELATION TO SST

What to do: Ask class to Re-read the story and as they read write the word totems: Ask children for the meanings of the word totems.

Ask volunteers to say their totems

SST ACTIVITIES

In Uganda Animals and birds are often used as people's totems?

Is your totem one of the animals that Mimi sees in the story?

.....

If yes, name the animal of your totem found the story.

.....

If no, Working with you family name the animal that is your totem?

a.

Draw the animal that is your totem

Where can the animal above be found in the country?

.....

RELATION TO ART

What to do: Ask class to Re-read the story and as they read, have them stop and study the pictures on each page:

Ask children to talk about what they see in the pictures.

ART ACTIVITIES

- Look at the picture on the cover page critically and describe what is happening in the picture.
- List all the colors you see on Mimi's clothes.
- Redraw the picture and color it using your own colours.



- Draw a new cover for LOST IN THE ZOO.

GROUP ACTIVITIES

(These exercises should be done in class after the learners have read LOST IN THE ZOO collectively with their teacher.)

- 1) Working in groups, take turns in reading the story aloud and re-enacting the sounds each animal makes.

2) PLAY THE ANIMAL NAME GAME

Instructions

- Divide into groups of three or four
- Set a timer for two minutes
- Everyone in the group writes down as many animals they have seen as they can list
- When the time is up compare your animals with those of your group members.
- Cross off any animals that someone else in the group has
- The person with the most uncrossed animals is the winner.

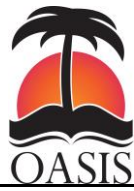
3) PLAY THE ANIMAL SOUND NAME

Directions

- Call out one student to the front.
- Show them a card with an animal and have them say out how the sound it makes while EATING after refusing Mimi's candy.
- Ask the others to guess the animal on the card. The student who guesses correctly goes next.

Notes on struggling readers:

- If students are having trouble **decoding** the text, continue to practice daily phonemic awareness and alphabetic principle activities before reading. If there is a class trend of a troublesome vowel or sound, focus on that and review it for a few days (not just one). Make sure students see the pattern in this story, which may help them better predict upcoming text and be prepared. Continually review sight words and important words that may come up on a page
- If students are having trouble **reading fluently**, make sure they are aware of



the pattern in the text and teach into using the picture to figure out what is coming. Remember - the key to reading fluently is multiple readings. It is ok if students are not reading pages fluently the first or second or even third time they try. If they can decode the words, fluency will come with repeated readings and more exposure.

- If students are having trouble **comprehending** this book, allow them to use the book for support. Guide them to look at the pictures to support themes (How Mimi is feeling, how the animals react to her) and don't worry if they can't (without the book) describe the exact order that Mimi saw the animals. If students know that Mimi got lost and saw some animals (and can list a few of them), that is the important thing.



OASIS