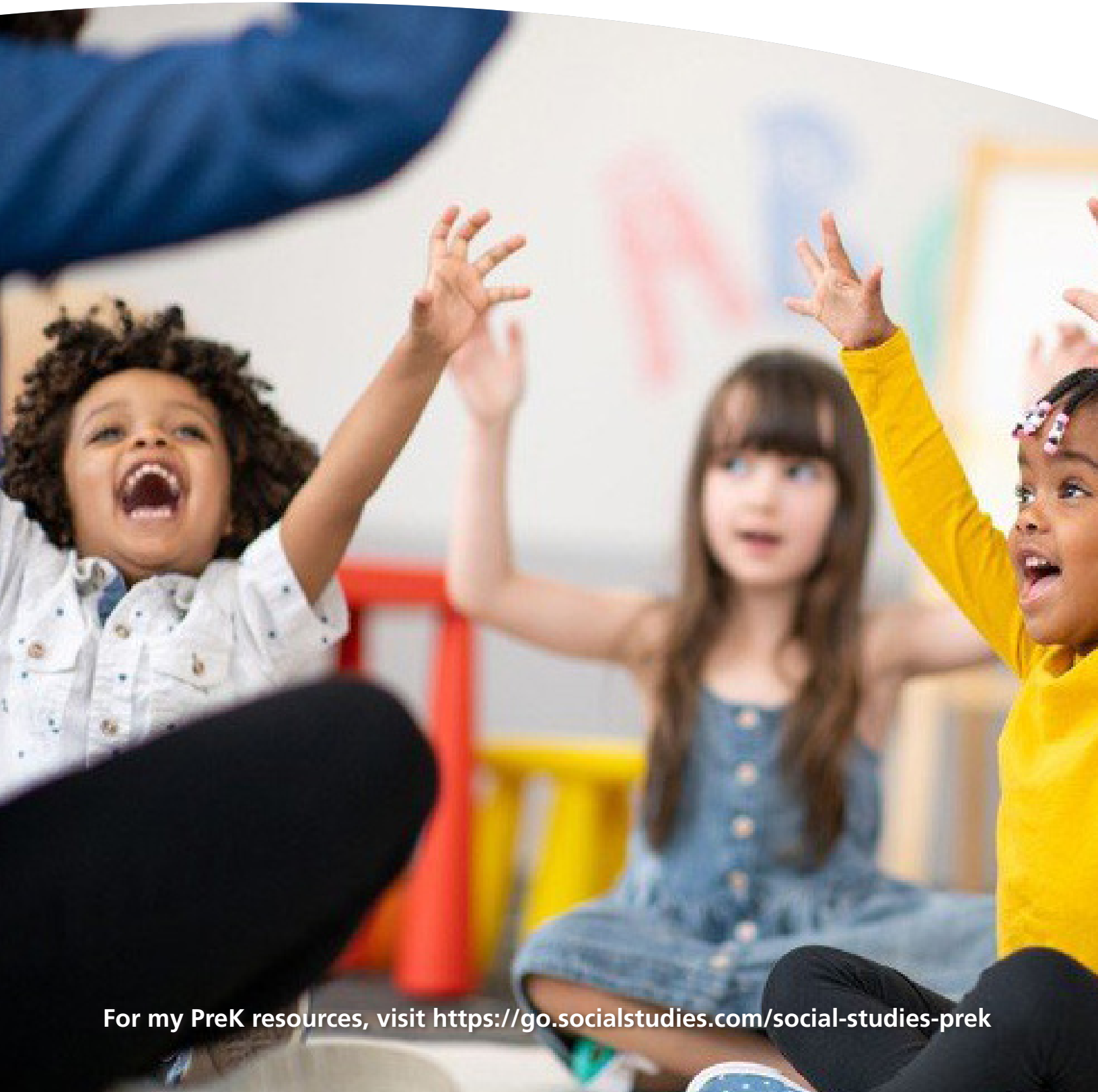


# STORYPATH<sup>®</sup>

## for Pre-K

Sample



For my PreK resources, visit <https://go.socialstudies.com/social-studies-prek>



Pre-K

Community  
Studies

# The Zoo

## *Learning about Animals*





# STORYPATH®

## The Zoo

### *Learning about Animals*

About Pre-K Storypath . . . . .	2
Preparing to Teach Pre-K Storypath . . . . .	8
<b>EPISODE 1</b> Begin Creating the Zoo . . . . .	13
<b>EPISODE 2</b> Research Animals . . . . .	21
<b>EPISODE 3</b> Create Zoo Workers . . . . .	29
<b>EPISODE 4</b> Solve a Problem . . . . .	36
<b>EPISODE 5</b> Families Visit the Zoo . . . . .	44
Extending the Unit . . . . .	50
Teaching Masters . . . . .	52
Teacher Workshops . . . . .	59
The Importance of Pretend Play . . . . .	59
Young Scientists . . . . .	60
Listening to Children . . . . .	61
Asking Open-Ended Questions . . . . .	62
Parents as Classroom Volunteers . . . . .	63
Making Maps, Charts, and Graphs . . . . .	64
Story Dictation and Dramatization . . . . .	66
Observing Children's Play . . . . .	67
Open-Ended Props and Playthings . . . . .	68
Welcoming Families . . . . .	69
Professional Development Articles . . . . .	70
Integrating Science Activities into the Pre-K Curriculum . . . . .	70
Intentional Teaching . . . . .	71
Enhancing Vocabulary Development at Storytime . . . . .	72
Documenting Children's Learning . . . . .	73
Teaching Young Children Who Are English Learners . . . . .	74
Building Supportive Partnerships with Parents . . . . .	75
Child Assessment . . . . .	76
Additional Resources . . . . .	77
Early Learning Goals and Standards . . . . .	78
Child Observation Form . . . . .	79
Group Assessment Summary . . . . .	83
Family Poster . . . . .	85

## THE PRE-K STORYPATH STRATEGY

The *Pre-K Storypath* structure is a familiar one: the story. The *Pre-K Storypath* strategy is grounded in the belief that children learn best when they are active participants in their own learning. Through dramatic play, children connect what they already know to new learning. They rehearse real-life events as they tackle the problems presented through the plot of the story. Together, the structure and the teaching strategy ensure that children feel strongly motivated and have meaningful and memorable learning experiences.

Originally developed in Scotland during the 1960s, *Pre-K Storypath* draws support from decades of experience with teachers and children. The approach has its roots in these beliefs about learning:

- **Constructing Meaning:** When children build on their prior knowledge during dramatic play, new understandings are acquired. Because children construct their own knowledge and understanding of their world, their play is more meaningful and memorable.
- **Social-Emotional Learning:** Through dramatic play, children develop important social skills. They learn to conduct themselves in appropriate and positive ways as they negotiate the problems presented through the storyline.
- **Problem Solving:** When children are engaged in problem solving that is developmentally appropriate, they take ownership for their learning and develop self-confidence.
- **Integrated Learning:** The story structure integrates ideas about the social world with skills for literacy, mathematics, and other subjects.
- **Universal Appeal:** The story structure is universal, and children, whatever their background and prior experience, find a place in the unit to build and deepen their prior knowledge and understanding.
- **Literacy Development:** When children engage in rich dramatic play, they rehearse the oral language skills necessary for developing strong reading and writing skills.

### An Inquiry Approach

Questioning, by both the teacher and children, is a key aspect of *Pre-K Storypath*. Through the story structure and the conversation it creates, the teacher guides children in their search for meaning and understanding as they acquire new knowledge and skills. Asking open-ended questions results in more complex responses and further develops children's oral communication skills.

### Pre-K Storypath Engages the Imagination

Each *Pre-K Storypath* unit challenges children to imagine themselves in new roles and in new places. *Pre-K Storypath* stimulates children's imaginations through dramatic play as well as a variety of other activities, such as listening to stories, engaging in story dictation and dramatization, and creating art projects.



## THE UNIT COMPONENTS

### Teacher's Guide

Each *Pre-K Storypath* unit includes a teacher's guide. You can follow the graphic story to see how one teacher uses the *Pre-K Storypath* unit in her classroom.

### Assessments

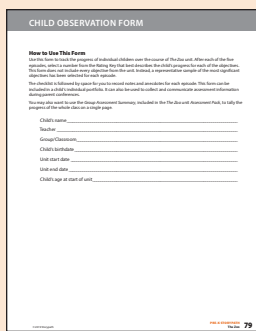
You can use the *Child Observation Form* to document children's behaviors and progress in each episode, as well as to maintain anecdotal records. A summary of key information from the *Child Observation Forms* can be recorded on the *Group Assessment Summary*. The *Family Poster* keeps parents informed about children's learning.

### Discussion Posters

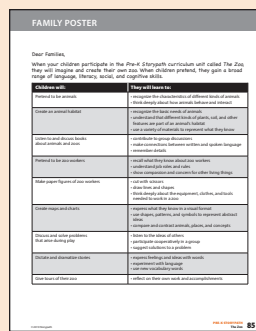
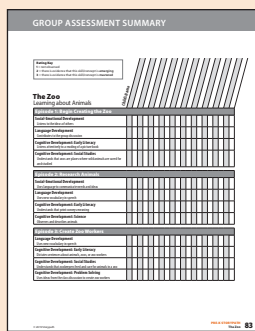
Each unit includes a packet of six *Discussion Posters*. These posters provide visuals and a guiding question to stimulate discussion with children. The posters can be used to introduce and reinforce new concepts and vocabulary.

The back of each poster provides open-ended discussion questions and vocabulary words that may arise naturally from conversations with children. This information is provided in both English and Spanish.

### Teacher's Guide



### Assessments



### Discussion Posters

**Discussion Poster 1** WHAT IS A ZOO? ¿QUÉ ES UN ZOOLOGICO?

*Pre-K Storypath*

OPEN ENDED DISCUSSION QUESTIONS	GUIDED RESPONSES	PREVIENE ASERTOS PARA COMENZAR	PREVIENE COMENZAR
1. What is a zoo?	A zoo is a place that people have built. Animals live in a zoo. People visit zoos to see and learn about animals.	1. ¿Qué es un zoológico?	Un zoológico es un lugar donde se crían animales. Es un espacio donde las investigaciones zoológicas son comunes. La gente visita los zoológicos para aprender sobre animales.
2. What does a zoo look like?	A zoo usually has many paths, walkways, and ponds. There are usually paths for people to walk on. The paths are usually paved or made of dirt. There are usually ponds and walkways. There are usually paths for people to walk on.	2. ¿Cómo se ve un zoológico?	Un zoológico varía, pero en general, tiene caminos, un gran espacio abierto, y muchas áreas verdes. Los zoológicos suelen tener áreas verdes, caminos, y áreas donde se exhiben los animales.
3. Why do people go to a zoo?	People go to zoos to learn about animals and their lives. A zoo is a place where people can learn about animals and their lives. A zoo is a place where people can learn about animals and their lives.	3. ¿Por qué van las personas a los zoológicos?	La gente va a los zoológicos para aprender sobre animales y cómo viven. Los zoológicos son lugares donde la educación es importante y divertida.
4. What kinds of animals live in a zoo?	Many different kinds of animals live in zoos. Most zoos have many kinds of animals. The animals are wild animals that they wouldn't normally have at home. Examples of wild animals include lions, tigers, and gorillas.	4. ¿Qué clases de animales viven en los zoológicos?	Hay muchas clases diferentes de animales en los zoológicos. Los animales que se encuentran en los zoológicos incluyen: leones, tigres, gorilas, elefantes, etc. Los zoológicos son lugares donde se aprende sobre animales y cómo viven.

**VOCABULARY**

English	Spanish
1. zoo	zoológico
2. wild animal	animal salvaje
3. habitat	hábitat
4. study	estudiar
5. path	caminata

# BEGIN CREATING THE ZOO

# EPISODE

## PLAY WITH TOY ANIMALS

page 14

Children play with toy wild animals as teachers assess children's prior knowledge.

**Materials** A collection of stuffed or plastic animals appropriate for a zoo

**Schedule** Allow time for the children to play with animals during free play; spend approximately 15 minutes in group time discussing zoo plans.

## READ AND TALK ABOUT ANIMALS AND ZOOS

page 16

Children listen to a story and talk about the *Discussion Posters*. Children help create a chart of vocabulary words.

**Materials**

- *Discussion Posters 1 and 2*
- Picture book about the zoo, such as *My Visit to the Zoo* by Aliko Brandenburg (see p. 77 for list)

**Schedule** Allow approximately 20 minutes for story and discussion.

## BEGIN A DOCUMENTATION PANEL

page 17

Children create paper or clay animals and habitats. Their work is displayed on a documentation panel.

**Materials**

- Wall space, about 3' high and 4' wide, divided into areas for different animal habitats
- Construction paper, old magazines, animal stencils, colored markers/crayons or paint, glue sticks, scissors
- Modeling clay
- Books and magazines with photos of wild animals in their natural habitats

**Schedule** Include as a choice during free play over the course of 1 to 3 days.

## ASSESS AND REFLECT

page 19

Children make signs and labels for the zoo and dictate stories.

**Materials**

- Black marker, paper for posting signs and labels
- Paper and pencils for dictation

**Schedule** Make signs and labels in small groups for approximately 15 minutes; include dictation as a choice during free play.

## EPISODE OBJECTIVES

### Social-Emotional Development

- Use language to communicate needs.
- Take turns and share materials.
- Listen to the ideas of others.

### Language Development

- Listen for information.
- Allow others to speak without frequent interruptions.
- Contribute to group discussions.
- Use new vocabulary in speech.

### Cognitive Development: Early Literacy

- Listen attentively to the reading of a picture book.
- Focus on illustrations for details.
- Recognize print in the local environment.
- Dictate sentences or stories.

### Cognitive Development: Social Studies

- Understand that zoos are places where wild animals from different parts of the world live and are cared for.
- Understand that people visit zoos to learn about the animals.

### Cognitive Development: Science

- Use ideas from the class discussion to contribute to the creation of zoos and animal habitats.

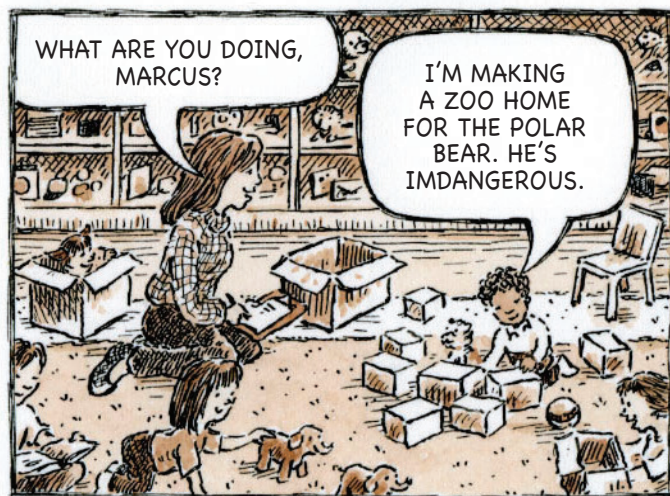


## PLAY WITH TOY ANIMALS

To gather information about what the children already knew about zoos and animals, we invited children to play with toy animals and cardboard boxes.



Jenny and I observed the children and took notes. We discovered that the children already knew quite a bit about animals and zoos.

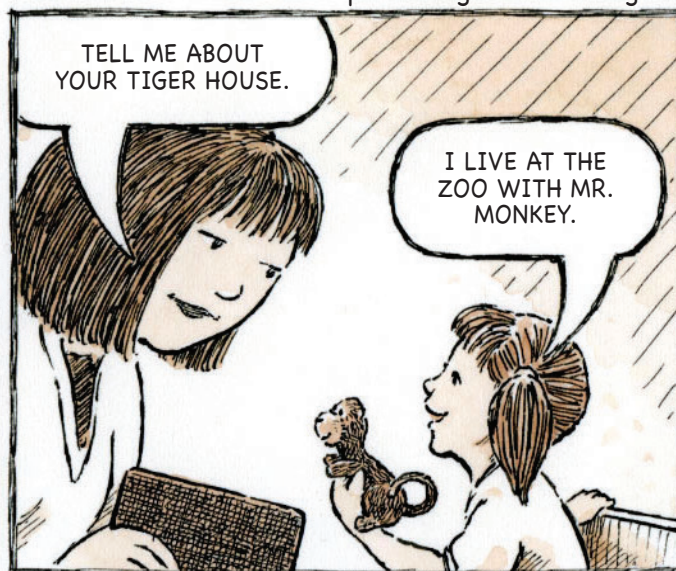


## PLAY WITH TOY ANIMALS

Introduce the zoo topic to children with a display of stuffed or plastic animals. Allow children to touch and play with the toy animals as they come into school and make sure the animal toys are available to children during free play over the course of the entire unit. Allow children to explore the items in an open-ended way and encourage discussion about the animals.

To encourage conversations about animal homes and zoos, include a variety of cardboard and plastic boxes and containers for children to use as they play with the toy animals. For more information about using open-ended props and playthings, like empty boxes, read the Teacher Workshop on page 68.

I noticed that Ellie was still pretending she was a tiger.



Jenny made a note to include "endangered" and "protect" on our word chart, a list of important vocabulary words for the unit.

## ASSESS Pre-assess individual children

During play, observe what children already know about animals and zoos. As children play, look for opportunities to ask a few open-ended questions and write down their answers. Keep these responses in the child's individual portfolio for future reference.

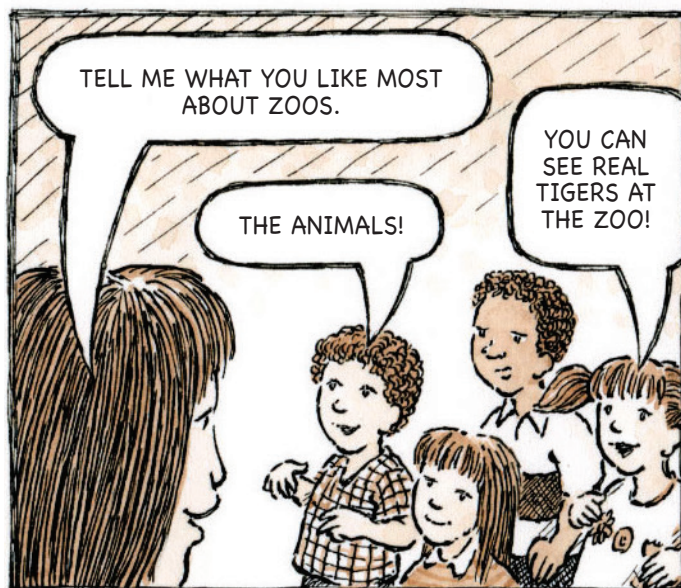
Suggested open-ended questions:

- What animals do you like? Why?
- Where do these animals live?
- Have you ever been to a zoo? What was that like?
- What happens in a zoo?
- What might you see, hear, or smell in a zoo?



## PLAY WITH TOY ANIMALS *continued*

Jenny and I wanted to include the children in the planning process. So we used group time to share our ideas for the unit and to see how the children responded.



### Invite children to share ideas

Announce to children that they will have the opportunity to create their own zoo. Invite them to share their ideas with you. Collaborating with children and encouraging them to take initiative is an important part of **intentional teaching**. Throughout the unit, practice intentional teaching by giving children opportunities to make their own plans and reflect on their learning.

Encourage discussion by asking children open-ended questions, such as “What do you like best about zoos?” and “What animals do you think we should include in our zoo?” Document children’s ideas and responses.

### Use anti-bias practices

Due to the diversity of geography and economic backgrounds, some children will likely have more experience visiting zoos than others. Be sure to also discuss animals that are familiar to all the children, such as pets or birds.

#### PROFESSIONAL VOCABULARY

**intentional teaching** *noun* teaching with specific outcomes or goals in mind for children’s development and learning. (For more information about intentional teaching, read the article on page 71.)



## READ AND TALK ABOUT ANIMALS AND ZOOS

Next, I read a picture book about animals in a zoo. We talked about homes for animals and I introduced the word "habitat." Jenny started making a word chart, a list of important vocabulary words related to animals and zoos.



### READ AND TALK ABOUT ANIMALS AND ZOOS

Select a book to read aloud that explains some basic concepts about zoos, wild animals, and animal habitats. (Suggested picture books are listed on page 77.) Prepare for story time by identifying a few important vocabulary words and concepts in the book. Keep these ideas in mind when you present the book to the children.

After reading the book aloud, ask children, "Why do you think we have zoos?" Talk about the ways zoos help us understand and protect animals. During the discussion, start a word chart, which will list vocabulary words related to zoos and animals.

### Share Discussion Posters

Share *Discussion Posters 1* and *2*. Use the *Discussion Posters* throughout the unit, whenever you think children would benefit from seeing these visual representations of the zoo concepts.

**EL** If possible, include words from children's home languages on the word chart. Consider making a copy of the word list for a volunteer or family member who can translate the words for you.

### LANGUAGE AND LITERACY

When having conversations with young children, resist the temptation to oversimplify the vocabulary. Instead, use words that best fit the context and provide definitions and examples to support children's understanding.



## BEGIN A DOCUMENTATION PANEL

Jenny and I set aside some wall space for a documentation panel. We organized the panel like a zoo map, with a space for each habitat.



During free play, we invited the children to come to the art table and make paper animals.

We also invited children to make animals out of clay. Jenny took photos for the panel.



### BEGIN A DOCUMENTATION PANEL

Prepare space on the classroom wall for a **documentation panel**. The space should be within reach of the children. Explain to the children that the panel is a place to show what they are learning about zoos and animals.

### Invite children to create animals

Invite children to create zoo animals out of paper or clay. Children may choose to draw the animals their own way or you may provide stencils for tracing. Another option is to invite children to cut pictures of animals out of magazines.

Some children may prefer to make three-dimensional animals out of clay or dough. As they work, take pictures to post on the documentation panel.

### Guide children's work

As children work, try to limit your role to asking questions and making very general suggestions. If children want to add unusual items to their habitat, allow them to do so and use the items later as opportunities for discussion.

#### PROFESSIONAL VOCABULARY

**documentation panel** *noun* a display of images and text that demonstrates children's learning. (For more information about documentation panels, read the article on page 73.)



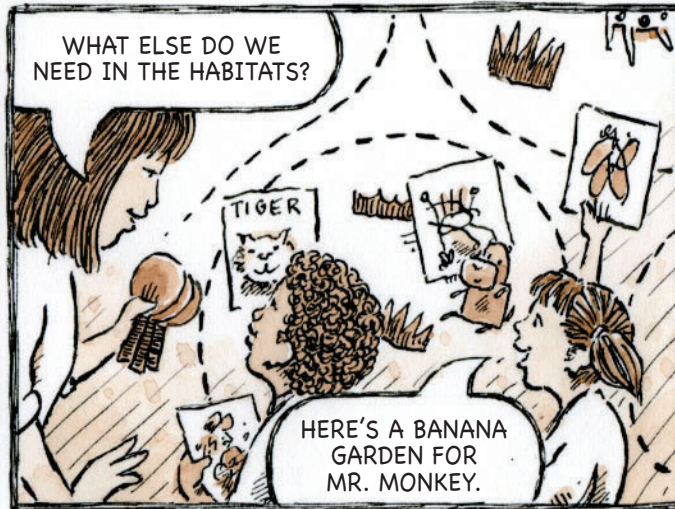
## BEGIN A DOCUMENTATION PANEL *continued*

The children taped the paper animals and photos on the panel. Then we invited them to research the animal habitats by looking at photos of animals in the wild.



Some children preferred creating imaginary habitats, which was fine.

We allowed the children to make their own decisions about the habitats.



### **RESEARCH** Add features to the habitats

Encourage children to make habitats for their animals. For the paper animals, children can cut out or draw features for the habitats. For the clay animals, children can make features out of clay, blocks, or paper.

### Research animal habitats

Encourage children to look at photos to find out information about the animals' habitats. Show children photos of wild animals in their natural habitats. Ask open-ended questions that will help children "read" the photo, such as

- What plants do you see growing here?
- What kinds of rocks and soil do you see?

- Where might this animal find water in this habitat?
- What kind of weather do you think they have here?
- What other animals might live here?

Encourage children to use the information they learn through their research to help them create the features of their paper or clay habitats.

### SCIENCE AND RESEARCH

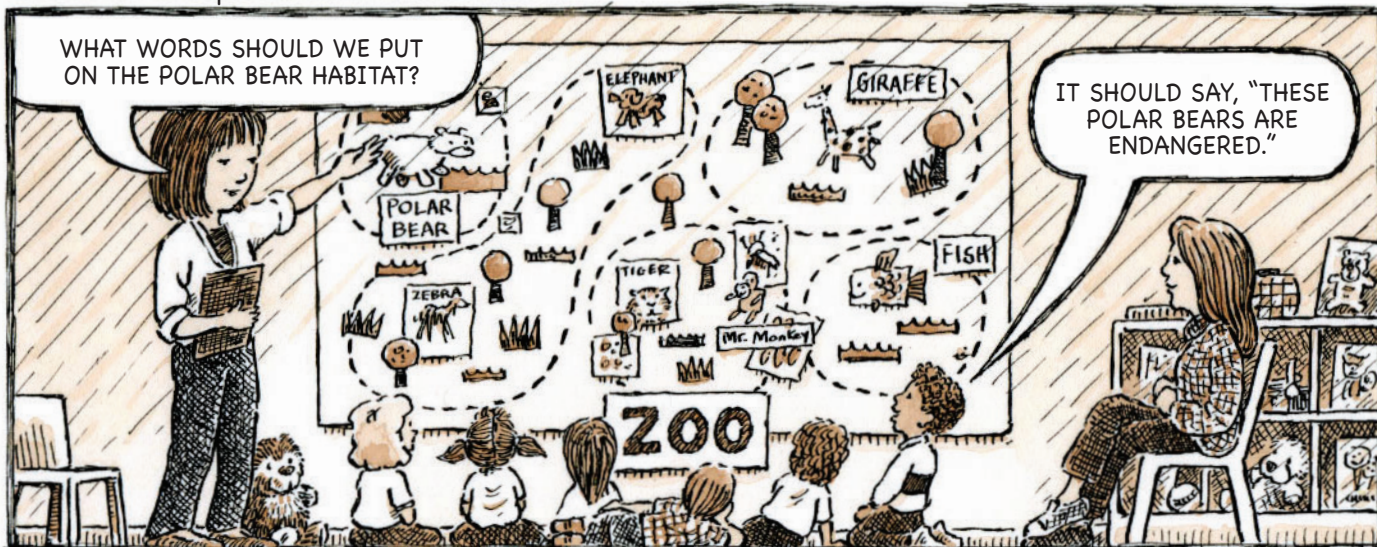
Invite children to gather information by looking at photographs of animals in

- nonfiction picture books
- encyclopedias
- magazines
- the internet



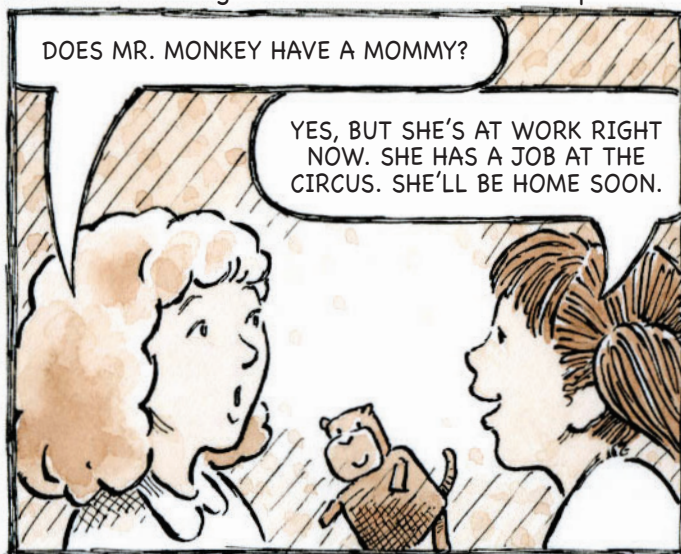
## ASSESS AND REFLECT

Throughout the week, we helped the children add signs and labels to the panel. The children dictated words and we helped them write or trace the letters.



The children had great conversations about the panel.

We also invited children to dictate stories about animals.



## ASSESS AND REFLECT

### Add signs and labels

In small groups, assist children in creating signs and labels for the zoo and the habitats. The children may choose to name their zoo and create a large sign announcing the zoo's name. They may choose to label each habitat with the name of the animal. They may also become interested in creating signs describing the animals and their habitats.

Offer a variety of writing options for children. You could write words for them as they dictate. They could trace or copy words or letters. They could experiment with writing letters or words their own way.

### Encourage conversations

Provide plenty of opportunities for open-ended conversations about the animals and the documentation panel.

### Dictate sentences and stories

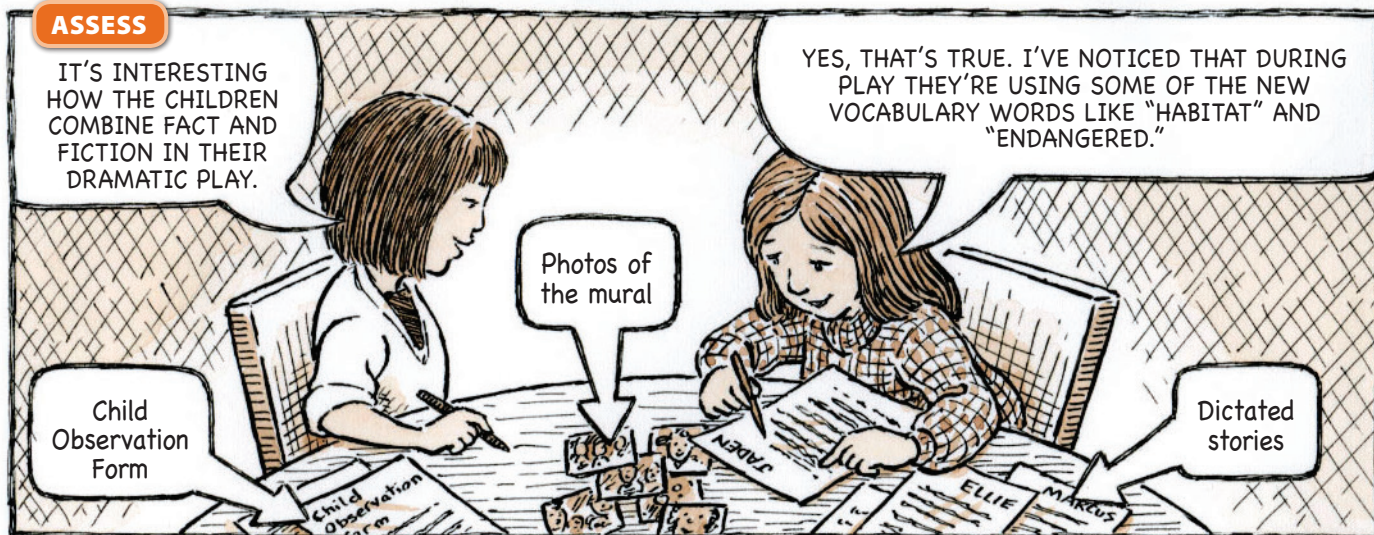
During free play, provide opportunities for children to dictate sentences and stories. Post these sentences and stories. Many children will also enjoy dramatizing or acting out the stories during group time.

**EL** Acting out the stories is a great way to support language development for all children, especially those who are English learners.



## ASSESS AND REFLECT *continued*

During our next planning meeting, Jenny and I talked about how the unit was going and what we had observed about the children's interests in animals and the zoo.



During pick-up time, I talked with parents about how the zoo unit was progressing. I used the *Family Poster* to show them how much the children were learning.



## ASSESS AND REFLECT

### ASSESS Assess the group

Did children

- demonstrate interest in the zoo topic by becoming engaged in the discussion and the creation of the animals?
- use information from the discussion, books, and the *Discussion Posters* to make their habitats?
- work together by listening to each other, sharing materials, and helping each other?

Use your observations of the group to help shape your plans for next steps.

### ASSESS Assess individual children

Use the *Child Observation Form* to assess each child's learning. Include this form and other items such as dictated stories and photos in children's portfolios. For more information about using portfolios for assessment, read the article on page 76.

### Connect to families

Let families know how the unit is progressing and invite them to view the documentation panel. If you have not already done so, send home a copy of the *Family Letter*, page 52.

**EL** This letter is available in Spanish on page 53.



1



**What is a zoo?**

# Discussion Poster 1

Pre-K Storypath

## WHAT IS A ZOO?

OPEN-ENDED DISCUSSION QUESTIONS	GUIDED RESPONSES
1. <b>What is a zoo?</b>	A zoo is a place that people have made. Animals live in a zoo. People visit zoos to see and learn about animals.
2. <b>What does a zoo look like?</b>	A zoo usually looks like a park, with trees, grass, and plants. There are usually paths for people to walk on. The animals usually live in buildings or areas called <i>habitats</i> . The buildings and habitats have walls, windows, or fences that separate the animals from the people.
3. <b>Why do people go to zoos?</b>	People go to zoos to learn about animals and have fun. A zoo is also a place for students and scientists to study animals and learn how to take care of them and protect them.
4. <b>What kinds of animals live in a zoo?</b>	Many different kinds of animals live in zoos. Most zoos have wild animals. This lets people see wild animals that they wouldn't normally have a chance to see. Examples of wild animals include lions, zebras, or penguins.

VOCABULARY	
1. <b>zoo</b>	a place where animals live that is made by people
2. <b>wild animal</b>	an animal that is used to living in nature, not on a farm or in a house
3. <b>habitat</b>	the area where an animal lives that includes the plants, rocks, and other things found there
4. <b>study</b>	to learn about something, usually by watching or reading
5. <b>protect</b>	to keep safe

## ¿QUÉ ES UN ZOOLOGICO?

PREGUNTAS ABIERTAS PARA COMENTAR	RESPUESTAS GUIADAS
1. <b>¿Qué es un zoológico?</b>	Un zoológico es un lugar hecho por las personas. En un zoológico viven animales. Las personas visitan los zoológicos para aprender cosas acerca de los animales.
2. <b>¿Cómo son los zoológicos?</b>	Los zoológicos son, por lo general, como parques, ya que tienen árboles, hierba y plantas. Suele haber senderos para que las personas caminen. Los animales viven en edificios o áreas llamadas hábitat. Estos edificios y hábitat tienen paredes, ventanas o cercas que separan a los animales de las personas.
3. <b>¿Por qué van las personas a los zoológicos?</b>	Las personas van a los zoológicos para aprender cosas acerca de los animales y para divertirse. Los zoológicos son también lugares donde los estudiantes y los científicos estudian a los animales y aprenden cómo cuidarlos y protegerlos.
4. <b>¿Qué clases de animales viven en los zoológicos?</b>	Hay muchas clases diferentes de animales en los zoológicos. La mayoría de los zoológicos tienen animales salvajes. De esta manera las personas pueden ver animales salvajes que normalmente no tendrían la oportunidad de ver. Estos son ejemplos de animales salvajes: leones, cebras y pingüinos.

VOCABULARIO	
1. <b>zoológico</b>	lugar donde viven los animales y que está hecho por personas
2. <b>animal salvaje</b>	animal que suele vivir en la naturaleza, no en una finca ni en una casa
3. <b>hábitat</b>	área donde vive un animal y que incluye las plantas, rocas y demás cosas que se encuentran en ese lugar
4. <b>estudiar</b>	aprender acerca de algo, usualmente observando o leyendo
5. <b>proteger</b>	mantener a salvo

The Zoo © 2019 Storypath. All rights reserved.



2



**What happens in a zoo?**



# Discussion Poster 2

Pre-K Storypath

## WHAT HAPPENS IN A ZOO?

OPEN-ENDED DISCUSSION QUESTIONS	GUIDED RESPONSES
1. <b>What happens in a zoo?</b>	During the day, visitors come to the zoo to see the animals. Workers in the zoo take care of the animals and help the visitors.
2. <b>What do visitors do in a zoo?</b>	Visitors walk around the zoo and look at the animals in their habitats. In a big zoo, sometimes visitors can also take a train, tram, or bus to get from one part of the zoo to another. Most zoos also have places where visitors can get something to eat or buy a souvenir.
3. <b>What do workers do in a zoo?</b>	Some workers, called <i>zookeepers</i> , feed the animals and clean their habitats. Some workers are animal doctors called <i>veterinarians</i> who make sure the animals are healthy. Other workers help the visitors by selling tickets, serving food, or giving tours.
4. <b>What do animals do in a zoo?</b>	The animals in a zoo eat, sleep, and move around. Zookeepers try to help zoo animals do the same kinds of things that wild animals do.
5. <b>What happens in the zoo at night, after the visitors go home?</b>	After the visitors go home, the zoo workers clean up the zoo and make sure the animals have everything they need for the night. Most zoos have a few night workers who make sure the animals stay safe and healthy during the night. Then the daytime workers come back in the morning.

VOCABULARY	
1. <b>tram</b>	a small train that either moves along a track or rolls on wheels over a road or path
2. <b>souvenir</b>	something people keep to help them remember a special place or an important day
3. <b>zookeeper</b>	a worker who takes care of animals in a zoo
4. <b>veterinarian</b>	a doctor who helps animals stay healthy
5. <b>tour</b>	a short trip around a zoo that shows visitors some of the important spots to visit

## ¿QUÉ PASA EN UN ZOOLOGICO?

PREGUNTAS ABIERTAS PARA COMENTAR	RESPUESTAS GUIADAS
1. <b>¿Qué pasa en un zoológico?</b>	Durante el día, van visitantes para ver los animales. Los trabajadores del zoológico cuidan a los animales y ayudan a los visitantes.
2. <b>¿Qué hacen los visitantes en un zoológico?</b>	Los visitantes pasean por el zoológico y observan a los animales en su hábitat. En un zoológico grande, los visitantes pueden a veces tomar un tren, un tranvía o un autobús para ir de una zona del zoológico a otra. La mayoría de los zoológicos tienen también lugares donde los visitantes pueden comer o comprar un recuerdo.
3. <b>¿Qué hacen los trabajadores en un zoológico?</b>	Unos trabajadores, llamados <i>cuidadores</i> , alimentan a los animales y limpian su hábitat. Otros trabajadores, llamados <i>veterinarios</i> , son médicos de animales y se aseguran de que los animales estén sanos. Otros trabajadores ayudan a los visitantes vendiéndoles los boletos, sirviéndoles la comida o dándoles un tour.
4. <b>¿Qué hacen los animales en un zoológico?</b>	Los animales de los zoológicos comen, duermen y pasean. Los cuidadores tratan de que los animales del zoológico hagan las mismas cosas que hacen los animales salvajes.
5. <b>¿Qué sucede en un zoológico por la noche, después de que se van los visitantes?</b>	Cuando los visitantes se van, los trabajadores del zoológico lo limpian y se aseguran de que los animales tengan todo lo que necesitan para pasar la noche. La mayoría de los zoológicos tienen personas que trabajan de noche, y que se encargan de que los animales estén bien y sanos durante la noche. Luego, los trabajadores del día entran a trabajar por la mañana.

VOCABULARIO	
1. <b>tranvía</b>	trencito que se mueve sobre rieles o sobre ruedas por una carretera o camino
2. <b>recuerdo</b>	algo que las personas guardan para recordar un lugar especial o un día importante
3. <b>cuidador</b>	trabajador que cuida a los animales en un zoológico
4. <b>veterinario</b>	médico que ayuda a los animales a estar saludables
5. <b>tour</b>	un paseo por el zoológico que les muestra a los visitantes algunos de los sitios más importantes

The Zoo © 2019 Storypath. All rights reserved.