

ZOO TO YOU

Savanna Stories:

Folk Tales and Animals of Africa

Outreach Teacher Resource Guide

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Honolulu Zoo Society
Education Programs
151 Kapahulu Ave
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A Letter About Our Programs



September 1, 2005

Dear Teacher,

Thank you for choosing the Honolulu Zoo Society's *Zoo to You* outreach program.

Each year over 30,000 people join us for education programs at the Honolulu Zoo and with the *Zoo to You* outreach program. Our mission is to foster an appreciation of our living world. We do this by instilling a sense of wonder about the animal world through tours, biofact exploration, interactive presentations and story telling. Both age-specific and topic-specific programs are available. All programs have been aligned with the State and National Science Content Standards. Research has shown that interpretation is a much more valuable tool for sharing conservation messages than reading signage and viewing animals alone.

We feel the animals at the zoo act as ambassadors to their wild counter parts. By forming personal connections with the zoo inhabitants, we hope to inspire a new generation of students to think globally and act locally to insure that the diversity of wildlife around us continues to thrive.

We hope you find that our programs meet both your expectations and the needs of your students. We can tailor programs to your fit your curriculum and are also available for professional development workshops.

Please let us know if you have any questions or suggestions.

Aloha and Mahalo,

Susie Wendland-Gardner
Director of Education Programs
Honolulu Zoo Society

Savanna Stories Specifics

Program Length: 45 Minutes

Target Age Group: Pre-School – Kindergarten

Program Category: Interdisciplinary

Program Description: The Savannah Stories program consists of three components. The first component is a read aloud session utilizing two African Folktale picture books, Greedy Zebra by Mwenye Hadithi and Adrienne Kennaway, and How the Ostrich Got Its Long Neck, by Verna Aardema. Representative animals, the zebra, the ostrich, and the crocodile are used to develop an understanding of the main animal classifications (mammals, birds, and reptiles). After each folktale, animal group characteristic and biofacts related to the main characters will be presented. For each animal type the goal will be to show some of the major features of that animal group to include body covering, number of legs, and method of reproduction (external eggs vs. live birth). The explanation will be general with an emphasis on connecting the content and pictures in the book to the animal groups. The third component will be a hands on exploration by each child of the animal artifacts presented.

HOSTING SCHOOL MUST PROVIDE:

1-2 Tables

1 Chair for story time component

Objectives:

- Reinforces literacy through positive and interactive experiences related to the content and characters of the reading material.
- Biofacts will help student to connect to the understand and internalize the story through hands-on exploration.
- Stories will give context to the biofacts and help develop student understanding of the biofacts' relationship to the living animal.
- Students will be exposed to multicultural stories and perspectives.

Standards Addressed:

Hawaii Department of Education

Science

Domain I Content Standard 2

VALUE SCIENCE Ask questions and describe the wonderings about the world around us.

QUESTIONING Ask “wondering” questions.

OPEN-MINDEDNESS Examine ideas presented by others.

Domain I Content Standard 3

MODEL Use a model, such as a toy or a picture, to describe the feature or function of the original object, device, thing, etc.

Domain II, Standard 4

UNITY AND DIVERSITY: A. Describe the similarities and differences of plants and animals in their appearances, behaviors and habitats.

B. Identify the different structures and functions of organisms that allow them to survive in the environment.

Language Arts

Standard 2: READING AND LITERATURE: COMPREHENSION PROCESSES

Draw on personal experiences and prior knowledge to comprehend text.

Standard 10: ORAL COMMUNICATION: COMMUNICATION PROCESSES

Ask questions for clarification

Listen attentively by focusing attention on a speaker's message.

National Science Standards

Content Standard C Section 1 The Characteristics of Organisms “ Each plant or animal has different structures that serve different functions in growth, survival, and reproduction.”

Content Standard D Section 3 Organisms and Their Environments “An organism’s patterns of behavior are related to the nature of that organisms environment.”

Teacher Resources

Recommended Pre-Visit Activities:

- A. **Coloring/Familiarization Sheets** of Zebra, Crocodile, and Ostrich help to familiarize students with the main animal characters of the stories they will be reading.
- B. **Sing:** Honolulu Has A Zoo to the tune of Old Macdonald

Honolulu Has A Zoo
E I E I O
And in the Zoo there is a Lion
E I E I O
With a Roar-roar here
And a Roar-roar there
Here a roar, there a roar
Everywhere a Roar-roar
And in the Zoo there is a Lion
E I E I O

Start again substituting another animal for the Lion.

Chimpanze: eww- eww	Hyena: Woop-Woop
Rhino: snort-snort	Parrot: Sqwauk - Sqwauk
Dik-Dik: zik-zik	Zebra: (Blowing with loose lips, Blowing with loose lips)
Toucan: caw-caw	Tiger: grr - grr

Use other animals and appropriate sounds that meet the students’ interests.

C. Teach about the African Continent

Suggested Books available from the Hawaii State Public Library System:

[A is for Africa](#) by Ifeoma Onyefulu. New York : Cobblehill Books, 1993.

“This alphabet is based on my own favorite images of the Africa I know,” writes Onyefulu, a member of the Igbo tribe who grew up in Nigeria and now lives in London. And though her penetrating photos were taken in her native country, she notes that the traditions and spirit she hopes to convey are common to “all the peoples of this vast, friendly, colorful continent.” The beautifully composed color photos, arranged alphabetically by subject, feature objects or practices representing various facets of African customs and culture. A talented photographer, Onyefulu affords her audience an incisive, sophisticated view of her homeland's rich heritage. Ages 3-8. Copyright 1993 Cahners Business Information, Inc.

D. Teach about the Savanna

Suggested Books available from the Hawaii State Public Library System:

[Bringing the rain to Kapiti Plain : a Nandi tale](#) / retold by Verna Aardema ; pictures by Beatriz Vidal. by Aardema, Verna. New York : Dial Books for Young Readers, c1981.

Recommended Post-Visit Activities:

A. Visit the Honolulu Zoo!!!

B. Discussion Questions

- a. In reference to How the Ostrich got his long Neck discuss the positives and negatives of helping someone who you may not know. Ask the students if they would have helped the crocodile? Look at the story from the crocodile's point of view. Students may want to draw a picture that shows how the crocodile felt so that they can explore different perspectives.
- b. In reference to Greedy Zebra, ask students what it means to be greedy. Did they ever miss out on something because they were being greedy (perhaps making a new friend or participating in a fun game)?

C. Story Time: Following the presentation, consistently ask students to identify animal characters in books as Mammal, Reptile, or Bird if appropriate. This will reinforce what they have learned. Ask students to tell you how they know to reinforce animal characteristics.

Suggested Books available from the Hawaii State Public Library System:

1, 2, 3 to the zoo : a counting book / by Eric Carle. New York : Philomel Books, 1996.

This book has a number of beautiful pictures including all of the animal classifications previously discussed. It does not have any narrative, and therefore allows plenty of opportunity for questions about the number of animals in the picture, characterization of animals, and the traits the animal shows (ie scales, number of legs, beaks)

How Giraffe got such a long neck-- and why Rhino is so grumpy / retold by Michael Rosen ; pictures by John Clementson. by Rosen, Michael, 1946- New York : Dial Books for Young Readers, 1993.

"K-Gr 3-Through an effective blend of illustration and text, Rosen and Clementson offer an engaging picture book that tells one version of a porquoi story told by Eastern and Southern African tribes. The lively language is bright and repetitive.... Clementson's bright, stylized illustrations fill the pages with vibrant color, energy, and detail. ...The connections made by this funny story to readers from other cultures are important ones. This would be a valuable addition to a folktale collection".-Lee Bock, Brown County Public Libraries, Green Bay, WICopyright 1993 Cahners Business Information, Inc.

D. Animal Crafts:

Paper Bag Zebra Craft <http://www.dltk-kids.com/animals/mbagCrocodile.htm>

Toilet Paper Roll Crocodile <http://www.dltk-kids.com/animals/mcrocodile.html>

Teacher Reference Book available from the Hawaii State Public Library System:

At the zoo! : explore the animal world with craft fun / by Judy Press ; illustrations by Jenny Campbell. Charlotte, VT : Williamson Pub., c2002.

"PreS-Gr 3-Children and their adult mentors will delight in this multifaceted craft book. There are seven broad categories: "African Safari," "Tropical Forest," "Animals & Their Young," "Inside the Aquarium," "The Reptile House," "Northern Forest," and "The Big Cats." . . . The required materials would be found in most craft cupboards. . . . The steps are clearly numbered and fairly easy. . . . Teachers will find complete cross-curricular lesson plans, with literature, art, science, and geography tie-ins" -Lynda Ritterman, Atco Elementary School, Waterford, NJ ~ School Library Journal Review

E. Clap Game

Beginning Clap Game

Clap if the Animal is a Mammal. Remind the children that you will try to trick them. Crocodile, monk seal, hippopotamus, polar bears, lion, Galapagos tortoise, white rhino, nene, dolphin, chimpanzee, zebra, alligator, python, flamingo, trigger fish, cheetah,

monkey, hyena, mahi-mahi, jackal, elephant, crocodile, leopard, aardvark, buffalo, wildebeests, Komodo dragon, anteaters, antelopes, lemur, honu, meerkat, giraffe.

Clap Game for Older Children

Clap if it lives in the savanna. Remind the children that you will try to trick them. Crocodile, monk seal, hippopotamus, polar bears, lion, Galapagos tortoise, white rhino, nene, dolphin, chimpanzee, zebra, alligator, python, flamingo, trigger fish, cheetah, monkey, hyena, mahi-mahi, jackal, elephant, crocodile, leopard, aardvark, buffalo, wildebeests, Komodo dragon, anteaters, antelopes, lemur, honu, meerkat, giraffe.

- F. **Animal picture collages** – Have students cut out pictures of animals from magazines and place them in the categories of Mammal, Reptile, or Bird. Also cut out pictures of things such as nests that illustrate animal characteristics.

Example Lesson Plan:

Animal Categorization

Author: Sandra J. Rost, Lewis-Arriola Elementary School Cortez, CO

Date: May 1994

Grade Level(s): Kindergarten, 1, 2, 3

[http://www.eduref.org/cgi-](http://www.eduref.org/cgi-bin/printlessons.cgi/Virtual/Lessons/Science/Animals/ANM0006.html)

[bin/printlessons.cgi/Virtual/Lessons/Science/Animals/ANM0006.html](http://www.eduref.org/cgi-bin/printlessons.cgi/Virtual/Lessons/Science/Animals/ANM0006.html)

- G. **Show and Tell Zoo** – Have students bring their favorite stuffed animal in for show and tell-encourage students to bring in wild or zoo animals, arrange animals in mammal, reptile, bird groups by having students decide where in the zoo to put each animal after it is presented.

H. Crocodile Song

The Crocodile

She sailed away on a sunny summer day

On the back of a crocodile

"You see," said she, "he's as tame as tame can be,

I'll ride him down the Nile."

The croc winked his eye as she bade them all goodbye

Wearing a happy smile

At the end of the ride, the lady was inside,

And the smile was on the crocodile!

Source: <http://www.dltk-kids.com/animals/songs/crocodile.htm>

- I. **Videos** available from the Hawaii State Public Library System:

Reptile [Eyewitness Series] / BBC Wildvision ; BBC Lionheart Television and Dorling Kindersley Vision in association with Oregon Public Broadcasting ; produced and written by Ben Southwell ; co-written by David Helton. [New York, N.Y.] : Dorling Kindersley Vision, c1994.

Mammal [Eyewitness Series] Dorling Kindersley Vision, c1996.

Bill Nye the science guy. Mammals [digital videodisc] / Disney ; produced in association with the National Science Foundation ; KCTS Seattle ; Rabbit Ears Productions ; directed by Erren Gottlieb, James McKenna. Elk Grove Village, Ill. : Disney Educational Productions, c2004.

Bill Nye the science guy. Mammals ; Birds [videorecording] / directed by Erren Gottlieb, James McKenna ; head writer, Bill Nye ; created by Bill Nye, James McKenna, Erren Gottlieb. Elk Grove Village, Ill. : Disney Educational Productions, c1996.

Bill Nye the science guy. Birds [digital videodisc] / Disney Educational Productions. Elk Grove Village, IL : Disney Educational Productions, c2003.

Tell me why. Volume 8, Birds and rodents [videorecording] / Penguin Productions ; produced and directed by Leonard Bendell ; screenwriter, Rima Firrone.

Please help us to improve our programs by completing and returning the following evaluation form.

School or Organization: _____

Evaluator's Name: _____

Program Name: _____

Date of Program: _____

Educator: _____

Was the educator there in a timely fashion? Yes _____ No _____

Was the program appropriate for your grade level? Yes _____ No _____

Was the setup attractive and engaging? Yes _____ No _____

Was the program adequately described by brochures/web/phone calls? Yes _____ No _____

What did you like the best about this program? _____

What can we do to improve this program? _____

Would you recommend this program to others? Yes _____ No _____

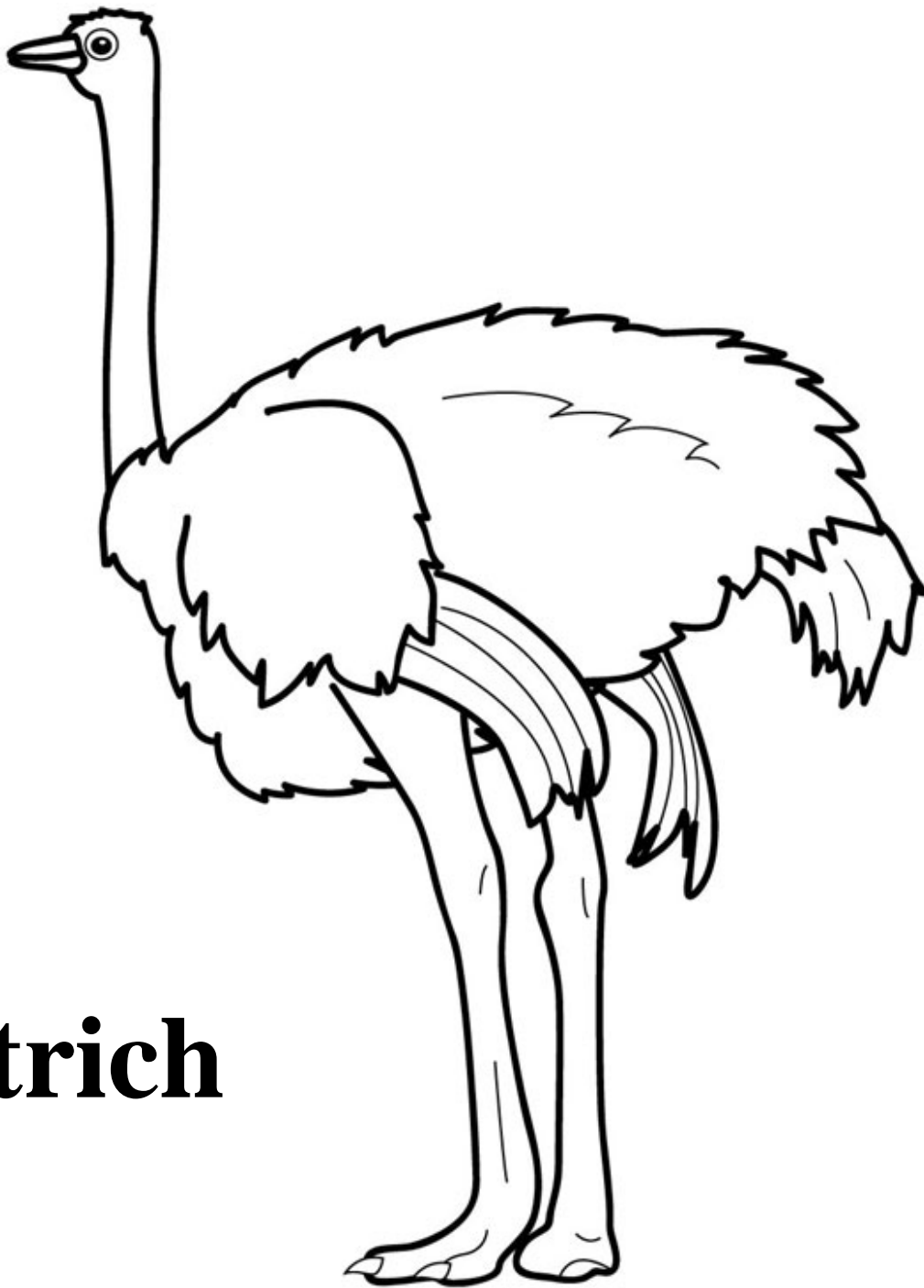
Why or why not? _____

Please fax your evaluation to the Honolulu Zoo Society 808-926-2622 or mail it to Outreach Programs 151 Kapahulu Ave. Honolulu, HI 96815. Thank your for your time!

How The Ostrich Got Its Long Neck

Name: _____

Main Character Coloring/Familiarization Sheet



Ostrich

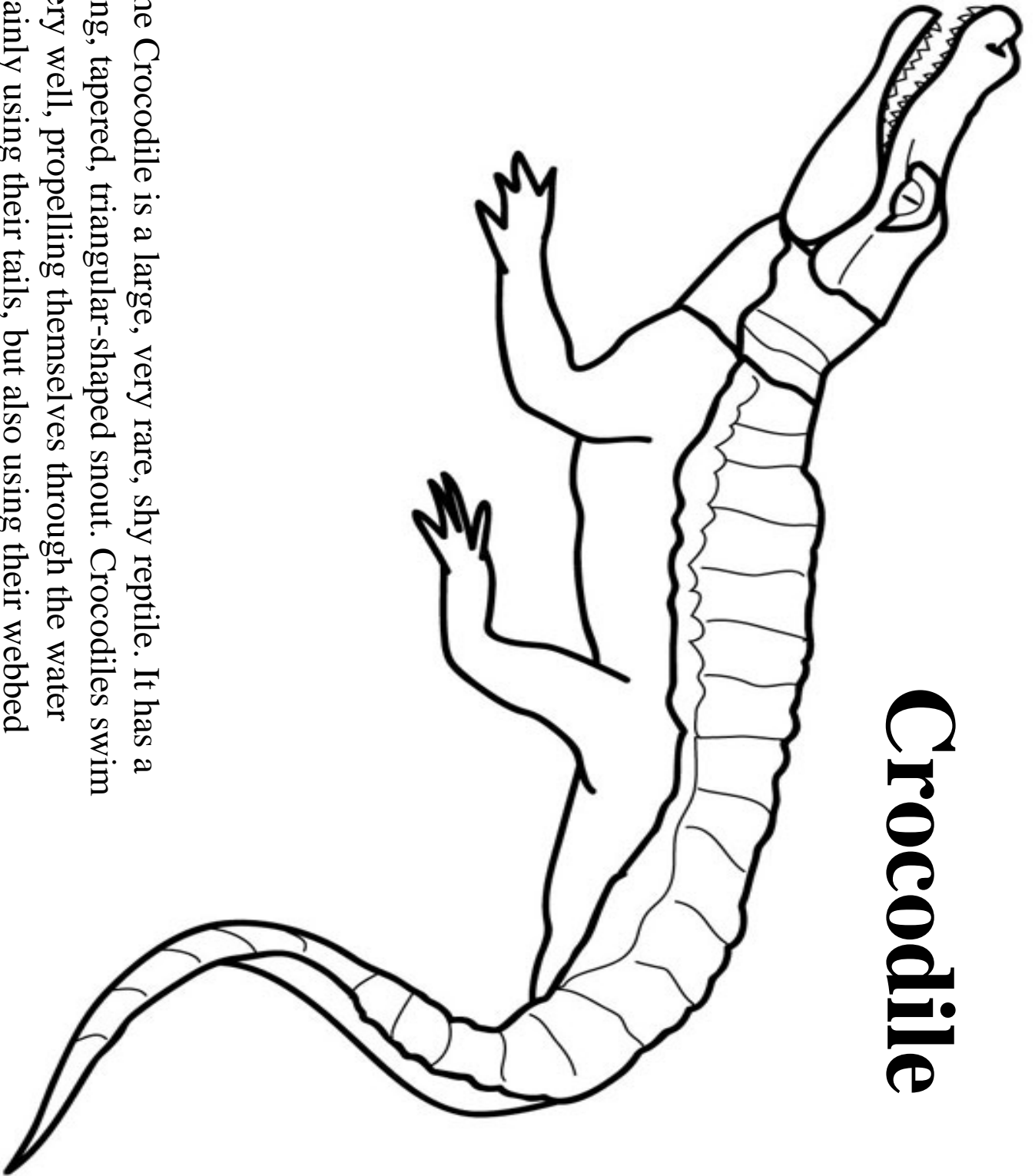
The ostrich is the largest and heaviest bird. It is also the fastest-running bird; it can run up to 43 mph (70 kph). It can outrun most predators, but can also kick to protect itself. Ostriches cannot fly. They have a life span of up to 40 years in captivity.

How The Ostrich Got Its Long Neck

Main Character Coloring/Familiarization Sheet

Name: _____

The Crocodile is a large, very rare, shy reptile. It has a long, tapered, triangular-shaped snout. Crocodiles swim very well, propelling themselves through the water mainly using their tails, but also using their webbed feet. They have no predators except humans.

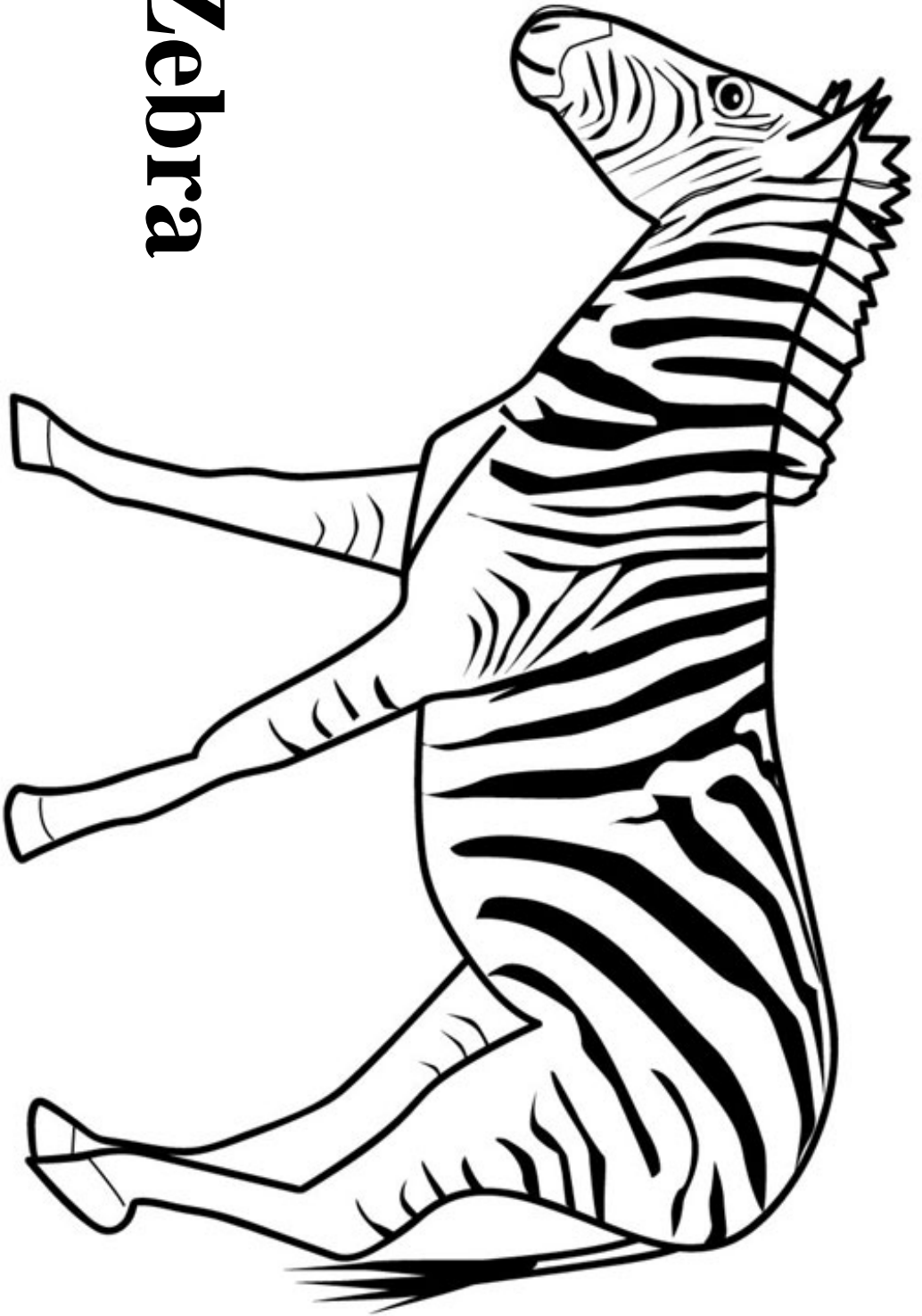


Crocodile

Greedy Zebra

Main Character Coloring/Familiarization Sheet

Name: _____



Zebra

Zebras are large, fast-running mammals that live on African grassy plains (savannas). They can run up to 40 mph (65 kph) in short bursts in order to escape from predators (like lions and hyenas). The zebra's life span is about 28 years. Zebras are closely related to horses and donkeys.