

# Lesson Plan: Language Arts “If I had a pet monkey.”

Teacher: \_\_\_\_\_ Grade: 2nd Dates: \_\_\_\_\_

TYPE OF ACTIVITY: “IF I HAD A PET MONKEY”

LEARNING STANDARDS OBJECTIVE:

**TEKS 110.4 Language Arts, Kindergarten**

**1.6.E, Strand 6** Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts.

The student is expected to **make connections to personal experiences**, ideas in other texts, and society with adult assistance.

**MATERIALS:**

*Gracie Lou Wants A Zoo Book.*

Monkey face printout (see link below)

Glue

Writing paper

**INSTRUCTIONS/ACTIVITY:**

After reading *Gracie Lou Wants a Zoo*, ask students if anyone has a pet like Gracie Lou does. What are their pets? How hard would it be to have a zoo animal as a pet? Ask them to imagine what it would be like to have a monkey for a pet. Print out the questions below, leaving room for a monkey face at the bottom. Help the children read the questions and print their answers. They can color the monkey face when they are done.

**RESOURCE:**

<https://www.firstpalette.com/craft/printable-animal-masks.html>

## If I had a pet monkey, I would:

Name him \_\_\_\_\_

Feed him \_\_\_\_\_

Let him climb on \_\_\_\_\_

Let him sleep in \_\_\_\_\_

Let him play with my \_\_\_\_\_

# Lesson Plan: Language Arts “Pick a Pet”

Teacher \_\_\_\_\_ Grade K Dates \_\_\_\_\_

**TYPE OF ACTIVITY: “PICK A PET”**

**LEARNING STANDARDS OBJECTIVE:**

**TEKS 110 Language Arts, Kindergarten**

**K.5.E, Strand 5** Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts.

The student is expected to make **connections to personal experiences**, ideas in other texts, and society with adult assistance.

**MATERIALS:**

*Gracie Lou Wants A Zoo* Book.

Paper Plates

Various materials for students to color their favorite animal on a paper plate—colors, markers, paint

Animal face printouts (see link below)

Glue

Popsicle sticks

Tape

**INSTRUCTIONS/ACTIVITY:**

After reading *Gracie Lou Wants a Zoo*, ask students if anyone has a pet like Gracie Lou does. What are their pets? How hard would it be to have a zoo animal as a pet? If they could pick a zoo animal to be a pet, which one would it be?

Animal face plates: Let children pick one animal face to color (from printouts at link below). Let them glue it to a plate and affix a Popsicle stick on the back with tape.

**RESOURCES:**

<https://www.firstpalette.com/craft/printable-animal-masks.html>

# Lesson Plan: SCIENCE “Make a paper plate turtle”

Teacher: \_\_\_\_\_ Grade: 1st Dates: \_\_\_\_\_

**TYPE OF ACTIVITY: MAKE A TURTLE OUT OF A PAPER PLATE AND TISSUE**

**LEARNING STANDARDS OBJECTIVE:**

**TEKS 112.12 Science, 1st Grade**

**1.10.A** Organisms and environments. The student knows that organisms resemble their parents and have structures and processes that help them survive within their environments.

The student is expected to investigate how the external characteristics of an animal are related to where it lives, how it moves, and what it eats.

**MATERIALS:**

*Gracie Lou Wants A Zoo* Book.

Paper plate

Tissue paper, cut into 1-inch squares – can use green or different colors for a more colorful turtle

Glue and small paintbrush

Google eyes

Turtle template (see link below) (use green paper or color green)

**INSTRUCTIONS/ACTIVITY:**

After reading *Gracie Lou Wants a Zoo*, discuss how the physical characteristics of the animals help them survive in their environments. For example, monkeys have strong arms and tails to swing from tree to tree. Giraffes have long necks to reach leaves on the tops of trees. Elephants’ trunks help them pick up food and water. Ducks webbed feet help them paddle. Turtles have shells for protection since they move so slowly.

Activity: Kids can make a paper plate turtle with a unique shell.

- Turn paper plate upside down and brush with glue.
- Cover in tissue squares.
- Cut out turtle head, legs and tail. Attach google eyes to head and draw in mouth and nostrils.
- Glue head, legs and tail to paper plate to complete the turtle.

**RESOURCES:**

For turtle template and more complete instruction

<https://www.firefliesandmudpies.com/tissue-paper-and-paper-plate-turtle-craft/>

# Lesson Plan: SCIENCE “Animal ‘Who Am I?’ Game”

Teacher \_\_\_\_\_ Grade 2nd Grade Dates \_\_\_\_\_

**TYPE OF ACTIVITY: ANIMAL ‘WHO AM I?’ GAME**

**LEARNING STANDARDS OBJECTIVE:**

**TEKS 112.13 Science, 2<sup>nd</sup> Grade**

**2.9.A** Organisms and environments. The student knows that living organisms have basic needs that must be met for them to survive within their environment.

The student is expected to identify the basic needs of plants and animals.

**MATERIALS:**

*Gracie Lou Wants A Zoo Book.*

Animal face masks-Can be purchased or crafted using links below.

List of survival needs/characteristics of different animals depicted in masks.

**INSTRUCTIONS/ACTIVITY:**

After reading *Gracie Lou Wants a Zoo*, talk about the basic needs of animals to survive—water, food, shelter, protection. Discuss how depending on the environment/habitat or characteristics of the animal, how they get those basic needs met may vary a little. (Ducks stay near the water and feed off of insects, etc. while giraffes can go longer without water because they get fluid from the leaves they eat.)

“Who Am I?” game: Pick a few students to be on two teams of 2-3. Give each group a handful of animal masks. Read a few clues about what a particular animal needs to survive. The first team to figure out the animal you are describing and put the appropriate mask on one of them wins a point.

For example:

- I love to eat fruit that I can easily find in the trees where I hang out. I also find shelter high in the trees, safe from predators on the ground. When I’m frightened or need to get somewhere fast, I easily swing from tree to tree using my strong arms and tail. (Monkey)
- I live in a burrow in the ground to hide from predators. I nibble on grass and flowers, but most people think I only eat carrots. (Rabbit)
- I find shelter during the day in hollow trees, crevices or abandoned buildings. Night is my time to come out and hunt. I’ll swoop down on mice when I can for my meal. (Owl)

For an extra activity, students can pick an animal and make a mask with either string or by attaching to a popsicle stick.

**RESOURCES:**

Printable masks here

<https://www.firstpalette.com/craft/printable-animal-masks.html>

# Lesson Plan: SCIENCE “Build a Monkey’s Habitat”

Teacher \_\_\_\_\_ Grade K Dates \_\_\_\_\_

**TYPE OF ACTIVITY: BUILD A MONKEY’S HABITAT**

**LEARNING STANDARDS OBJECTIVE:**

**TEKS 112.11 Science, Kindergarten**

**K.9.B** The student knows that plants and animals have basic needs and depend on the living and nonliving things around them for survival.

The student is expected to examine evidence that living organisms have basic needs such as food, water, and shelter for animals and air, water, nutrients, sunlight and space for plants.

**MATERIALS:**

*Gracie Lou Wants A Zoo* Book.

Various materials for students to draw or build a habitat for a monkey. Select one from below:

Drawing: Colors, white/tan construction paper, monkey stickers.

Assembling: Green leaves, brown tree trunks, twisted brown vines, monkey cutout.

Sculpting: Play-Doh. Small monkey figure.

**INSTRUCTIONS/ACTIVITY:**

After reading *Gracie Lou Wants a Zoo*, discuss how an apartment may not be the best habitat for a duck, monkey, giraffe, and elephant. Explain what a habitat is and talk about what animals need in their habitat to survive and thrive and how different animals need different environments.

Have students draw, color or “build” a better habitat for a monkey. This can be as simple as drawing/coloring a tree on construction paper and placing a sticker monkey on it with drawn bananas. Or, cut out green leaves, yellow bananas, and a brown tree trunk from construction paper. Twist brown construction paper into vines. Have students assemble it all into a tree and add a monkey image (see resource below for monkey printout). You can also make it a class project and create a giant tree with vines and bananas on your wall, adding monkeys to the tree that they color. Another option is to have the students fashion a tree and bananas out of Play-Doh.

**RESOURCES:**

<https://www.neocoloring.com/monkey-coloring-page/>

# Lesson Plan: Language Arts “Pick a Pet”

Teacher: \_\_\_\_\_ Grade: 1st Dates: \_\_\_\_\_

**TYPE OF ACTIVITY: “PICK A PET”**

**LEARNING STANDARDS OBJECTIVE:**

**TEKS 110.3 Language Arts, Kindergarten**

**1.6.E, Strand 6** Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts.

The student is expected to **make connections to personal experiences**, ideas in other texts, and society with adult assistance.

**MATERIALS:**

*Gracie Lou Wants A Zoo* Book.

Paper Plates

Various materials for students to color their favorite animal on a paper plate—colors, markers, paint

Animal face printouts (see link below)

Glue

**INSTRUCTIONS/ACTIVITY:**

After reading *Gracie Lou Wants a Zoo*, ask students if anyone has a pet like Gracie Lou does. What are their pets? How hard would it be to have a zoo animal as a pet? If they could pick a zoo animal to be a pet, which one would it be?

Animal face plates: Let children pick one animal face to color (from printouts at link below). It can represent their own pet or a pet they would like to have. Let them glue it to a plate. Then ask them to write or draw on the back what they would need to do to take care of that pet (feed it, brush it, a place to sleep).

**RESOURCES:**

<https://www.firstpalette.com/craft/printable-animal-masks.html>