



The Zoo in Willy's Bed

By Kate Gorman
16 pages/80 words



Synopsis

Willy's older sister tells this story as she observes him tucking his stuffed animals into bed for a goodnight's sleep.

Before the First Page

Ask children to name their favorite stuffed animal. Pass a stuffed animal around. Each student shares, "At bedtime I always..." or "At bedtime I like..." or "The best part about bedtime is...."

Set-Up for Success

Introduce Willy who loves his stuffed animals so much that he has a zoo in his bed. Talk about how Willy takes care of his animals in the "cage" using some of the vocabulary of the story, i.e., pats the lion, hugs the frog, sings to the bear. Introduce Willy's sister who is telling the story.

Independent Reading – Inform students that Willy's sister refers to him as the **zookeeper**.
Guided Reading – Review suggestions for *Independent Reading*. Include support for **tucks**, page 8; **hugs**, page 10.

Learning about Print

- Using picture cues.
- Punctuation marks – period, apostrophe in possessive.
- Multiple lines of text.
- Capitalization of a proper noun – **Willy**.

Key Words and Phrases

He has zookeeper zoo

Learning about Words

The vocabulary in this book provides opportunities to introduce, practice or enrich the following:

- Various spellings of the long **e** sounds – **he**, **keeper**, **monkey**, **Willy**.
- Sound of **oo** in **zoo** and **oo** in **goodnight**. List other words in this pattern.
- Compound words – **zookeeper**, **goodnight**.
- Verbs – **s** and **es** endings – **tucks**, **pats**, **sings**, **hugs**, **kisses**.
- Using word segments to solve unfamiliar words: **-at**, **-ug**, **-ing**.
- Proper nouns and pronouns – **Willy**, **he**.

Assessment Opportunities

The following problem-solving behaviors can be observed and recorded:

- Using pictures as a source of information.
- Using self-monitoring strategies.
- * Using word segments to solve unfamiliar words.
- Reading high frequency words easily.
- Reading in meaningful phrases.
- Increasing fluency as the meaning of the story is constructed.
- Retelling the story or personal bedtime experiences.

After the Last Page

- * Write about bedtime rituals.
- Bring in favorite stuffed animals and write a

detailed description.

- Make a diorama showing the zoo in Willy’s bed.
- Make a mobile of the zoo animals to hang above Willy’s bed.
- Read and write poems about favorite zoo animals.
- Write a play *A Day at Willy’s Zoo*. Create puppets and act out the play.

Throughout the Day

Math

- * Graph the students’ favorite zoo animals.
- Make clocks. Write a daily schedule for the zookeepers. Show the times.
- Sort animal crackers. Write and solve story problems using the crackers as counters.
- Graph the various stuffed animals brought to school.

Problem-Solving

- What would you do if you *really* did have a zoo in your bed, house, yard?
- Imagine that animals who don’t typically “live together” in the same location find themselves together. Example: a lion, a bear and a frog. How could you make a habitat suitable for all of them? How do you keep peace among them?

Science

- Learn about day and night and nocturnal animals.

Health

- Discuss eating a healthy snack before bedtime, brushing teeth before bed and an appropriate amount of sleep.

Art

- Create a collage picture of a stuffed animal.
- Paint a night picture using crayon resist.

The Home Connection

- Visit a petting zoo.

- Share animal crackers while reading.
- Make a bed into a zoo. Read to a stuffed animal.

* Show What You Know – a document to keep

Activities marked with an asterisk (*) are appropriate for assessment.

Read on...

Alborough, Jez. *Where’s My Teddy?*

Berger, Barbara. *Grandfather Twilight*.

Butler, Dorothy. *My Brown Bear Barney*.

Fox, Mem. *Time for Bed*.

Hutchins, Pat. *Good-Night, Owl!*

Lobel, Arnold. *A Zoo for Mr. Muster*.

Peek, Merle. *Roll Over! A Counting Song*.

Rathmann, Peggy. *Goodnight, Gorilla*.

Rice, Eve. *Goodnight, Goodnight*.

Wood, Audrey. *The Napping House*.

