

SAG-AFTRA FOUNDATION PRESENTS

Storyline Online®

A TEACHER'S GUIDE

SUGGESTED GRADE LEVEL: K - 2ND



NEVER PLAY MUSIC RIGHT NEXT TO THE ZOO

WRITTEN BY JOHN LITHGOW
ILLUSTRATED BY LEEZA HERNANDEZ

Watch
John Lithgow
read this story at
storylineonline.net



ABOUT THIS STORY

SYNOPSIS

*Oh, children! Remember! Whatever you may do,
Never play music right next to the zoo.
They'll burst from their cages, each beast and each bird,
Desperate to play all the music they've heard.*

A concert gets out of hand when the animals at the neighboring zoo storm the stage and play the instruments themselves in this hilarious picture book based on one of John Lithgow's best-loved tunes.

THEMES IN THE STORY

Music, Performing Arts, Animals

READING AND WRITING

SUGGESTED GRADE LEVEL: K - 2ND

ELA COMMON CORE STANDARD

Reading Literature: Students read and respond to works of literature with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence. *(Standards listed below are for 1st and 2nd grade but can be adapted to Kindergarten standards.)*

BEFORE VIEWING

Standards: CCSS.SL.1.1, CCSS.SL.2.1

Objective: Tap knowledge and build background to prepare for reading the story.

Procedure:

Step 1: Build background for students by discussing the following points:

Concerts

- What do students know about concerts?
- Ask students to share any stories about attending an outdoor concert.

Musical Instruments

- Does any student play a musical instrument?
- What types of musical instruments are there? How do they sound?
- Discuss how musical instruments contribute to a concert.

Zoo

- What types of animals are in a zoo?
- Ask students to share stories of their visit to a zoo.

Step 2: Introduce the title, *Never Play Music Right Next to the Zoo*.

Ask:

- Why might it not be a good idea to play music next to the zoo?
- What do you think might happen in this story?

Step 3: Set the purpose for reading: Read to find out why we should never play music next to a zoo.

DURING VIEWING

Standards: CCSS.SL.1.2, CCSS.SL.2.2, CCSS.RL.1.4, CCSS.RL.2.4, CCSS.RL.1.1, CCSS.RL.2.1

Reading Focus: Reality/Fantasy; Rhyme

Objective: Students will listen with understanding and recount key details from text by answering teacher-posed questions and prompts.

Procedure: Stop story occasionally to point out examples, ask questions, or discuss:

- Rhyme in text.
- Examples of reality and fantasy.
- Predict what might happen next.

AFTER VIEWING — REALITY AND FANTASY

Standards: CCSS.RL.1.1, CCSS.RL.2.1

Objective: Students will cite examples of reality and fantasy from the story.

- Materials:**
- Chart paper
 - *Teacher Prep:* Label the chart **REALITY — FANTASY** side by side into two columns.
 - REALITY — FANTASY student worksheet
 - *Teacher Prep:* Divide a sheet of paper in half. Label the top half **REALITY** and the bottom half **FANTASY**. Make a copy for each student.
 - Crayons, markers, etc.

Procedure:

- Step 1:** Discuss: Why should you never play music next to a zoo?
- Step 2:** Discuss: Does the story seem real? Why or why not?
- Step 3:** Present a mini-lesson on Reality/Fantasy (if needed).
- Step 4:** Display the two column chart: **REALITY — FANTASY**. Call on students to give examples of each from the story. Write responses on chart. Replay the story, stopping occasionally for student responses, if desired.
- Step 5:** Give students **REALITY — FANTASY** worksheet. Instruct students to think of their favorite animal in the zoo and draw the animal doing something real and something that is fantasy.

READING RESPONSE

Standards: CCSS.RL.1.1, CCSS.RL.2.1

Objective: Students will answer the prompt using at least two details from text to support the response.

- Materials:**
- Writing journal or writing paper
 - Writing tools

Reading Prompt: Do you think the main character was having a dream about the animals playing instruments at the concert? Why or why not? Use two details from the story to support your response.

Procedure:

- Step 1:** Have students use the sentence frame below to begin their writing:
I (think/don't think) the main character was dreaming.
- Step 2:** Tell students to provide at least two details from the story to support their opinion.

WRITING — POETRY

Standards: CCSS.RL.1.4, CCSS.RL.2.4

Objective: Students will recognize rhyming words and compose a couplet.

- Materials:**
- Chart paper
 - *Teacher Prep* - Prepare on two separate pages:
 1. Bear in mind for the rest of your days
Don't fall asleep when an orchestra plays
 2. Never play music right next to the zoo
 - Writing paper and tools

Procedure:

- Step 1:** Replay the story instructing students to pay attention to the sound of the words (rhyme) used to tell the story.
- Step 2:** Introduce the structure of a couplet by displaying text from the story and reading it aloud.
- Step 3:** Instruct students on the elements of a couplet: Two lines with the last words rhyming and lines don't have to be complete sentences.
- Step 4:** Guided Practice: Display chart paper: **Never play music right next to the zoo.**
- Step 5:** Have students help you brainstorm a list of words to rhyme with zoo. Record on chart paper.
- Step 6:** Work with students to write a second line.
- Step 7:** Independent Practice:
OPTION 1: Using the rhyming words recorded on the chart, students write a second line independently to complete the couplet.
OPTION 2: Have students compose couplets based on the story.

Example:

The animals broke out of their cage
They ran and played music on stage.

Extend It: Challenge students to write a poem following the couplet structure.

ACROSS THE CURRICULUM ACTIVITIES

SCIENCE, TECHNOLOGY, WRITING


STANDARDS —

CCSS.W.1.2, CCSS.W.1.5, CCSS.W.1.6, CCSS.W.2.2, CCSS.W.2.5, CCSS.W.2.6

OBJECTIVE —

Students will use the internet to write a report using appropriate sentence structure and punctuation.

MATERIALS —

- Computer with internet access
 - *Teacher Prep:* Bookmark appropriate sites for students to use.
- Animal Report Graphic Organizer ( [Google It!](#))
 - *Teacher Prep:* Make a copy for each student.
- Chart paper
- Student writing paper and tools

PROCEDURE —


- Step 1: Reread the story and have students help you make a list of the animals. Record on chart paper.
- Step 2: Explain activity and have students choose an animal from the list.
- Step 3: Instruct students on using the graphic organizer to help them with their report.
- Step 4: Use the computer to research and complete the organizer.
- Step 5: Use the graphic organizer to write the report using the writing process.

MUSIC

OBJECTIVE —

Students will identify various types of musical instruments.

MATERIALS —


- Computer with internet access
 - *Teacher Prep:*  [Google It!](#): Musical instrument sounds for children

PROCEDURE —

Use the chosen site to play the sounds of the musical instruments. After listening a few times, have students identify the instrument for each sound. Make it a game by dividing the class into teams and awarding points for each correct response.

MUSIC/ART

OBJECTIVE —

Students will craft their own musical instruments and use them to present a class concert. After constructing the instruments, students can play along with a recorded song or create their own musical concert. Below are some ideas to get you started. For more ideas,  [Google It!](#): Musical instrument art

MATERIALS —

Various art supplies for decorating instruments: Paint, construction paper, markers, etc.

MUSIC/ART CONT.

DRUMS

MATERIALS —

- Tin can
- Balloon
- Colored duct tape

PROCEDURE —

- Step 1: Paint can and/or decorate as desired.
- Step 2: Cut the balloon and stretch it over the tin can's opening.
- Step 3: Add duct tape to the seam of the balloon to help seal it in place.

SHAKERS

MATERIALS —

- Plastic jar with lid or colored plastic Easter egg
- Dried beans or popcorn kernels

PROCEDURE —

- Step 1: Decorate jar or egg with available art supplies.
- Step 2: Place a few beans or popcorn kernels inside and shake.

PAPER TOWEL SHAKER

MATERIALS —

- Cardboard paper towel tube
- Sheet of construction paper
- Dried beans or popcorn kernels

PROCEDURE —


- Step 1: Use construction paper and tape to seal up one end of the paper towel roll.
- Step 2: Fill the roll with beans or popcorn kernels.
- Step 3: Tape up the other end of the paper towel roll.
- Step 4: Paint or decorate the roll with available supplies.

SOCIAL STUDIES

OBJECTIVE —

Map Skills: Students will use a grid to create a map of the zoo. This is a follow-up activity to instruction on using a map grid.

MATERIALS —

- One inch grid paper ( [Google It!](#))
 - *Teacher Prep:* Label the grid using numbers across the bottom and letters down the side. Make a copy for each student.
- Chart paper
- Colored pencils, crayons, etc.

PROCEDURE —

- Step 1:** Make a list of the zoo animals from the story on chart paper. Choose specific animals for students to include on their map, depending on the grid paper chosen.
- Step 2:** Distribute grid paper to each student.
- Step 3:** Instruct students on creating a zoo map using the chosen animals. Include a *Snack Stand* and *Gift Shop*.
- Step 4:** After maps are complete, partners practice reading a grid map by taking turns finding specific animals using the coordinates.

ABOUT US

ABOUT STORYLINE ONLINE

The SAG-AFTRA Foundation's Emmy®-nominated children's literacy program *Storyline Online*® streams imaginatively produced videos featuring celebrated actors to help inspire a love of reading. Storyline Online® receives millions of views every month in hundreds of countries. Visit Storyline Online® at storylineonline.net.

ABOUT THE SAG-AFTRA FOUNDATION

The SAG-AFTRA Foundation provides vital assistance and educational programming to the professionals of SAG-AFTRA while serving the public at large through its signature children's literacy program. Founded in 1985, the Foundation is a national non-profit organization that relies solely on support from grants, corporate sponsorships, and individual contributions to fund our programs. Visit sagaftra.foundation.

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