



Unit 7a

Africa



PROJECT
READY

MOUNT ST. JOSEPH UNIVERSITY®

Joyful Discoveries Preschool Curriculum

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Unit 5a Africa



Project Ready's Joyful Discoveries Preschool Curriculum

Unit 7a - Africa

Unit Overview:

This unit teaches children about the continent of Africa. It is the third cultural unit in the curriculum and is typically done across one month. It has four sub themes that explore the countries and people of Africa, and the savanna and animals that live there with a specific focus on lions, giraffes, and hippos. The unit concludes with a short sub theme on Jane Goodall, the famous scientist who studies animals in Africa.

Knowledge Building Targets

1. The Earth is our planet
2. Maps and globes
3. Continents and water
4. Africa is a continent
5. Countries in Africa: Kenya, Tanzania
6. Animals of Africa & where they live
Lion, Giraffe, Elephant, Tiger, Chimpanzee,
Hippo, Savanna, Jungle, desert
7. Scientist and what they do
8. Famous scientist: Jane Goodall
9. Engaging in play with peers: wild animal vet

Oral Language Skill Targets

1. Answering questions
2. Stating an opinion
3. Basic Vocabulary
prepositions, basic directional words
4. Academic Vocabulary
5. Story Vocabulary
author, illustrator, title,
character - who, setting - where
6. Length of sentences
7. Extended decontextualized accounts,
explanations, and narrative
8. Retelling/summarizing

Early Literacy Skills

1. Alphabet letter name and sounds
2. Name recognition
3. Phonemic awareness
4. Print/book skills: title, author, directionality
5. Answering key questions
(focus on Who, What, When questions)
6. Memory for events
7. Retelling
8. Sequencing of events
9. Fiction vs. Nonfiction
10. Knowledge of common stories
11. Writing Skills:
prewriting strokes, letter formation, shared
writing

Math Skills

1. Shapes
2. Directional words
3. Small number recognition without counting
4. Counting
5. Number recognition
6. More Than, Less Than, Equal To
7. Number-after knowledge
8. Number comparisons
9. Number-after equals one more
10. Addition
11. Subtraction
12. Categories: sizes
13. Patterns
14. Story Problems



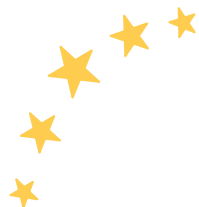


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Unit 7a: Africa

Overview

Part 1: Continent of Africa, Countries: Kenya, and People of Africa

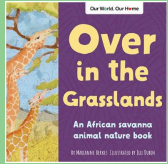
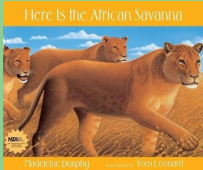
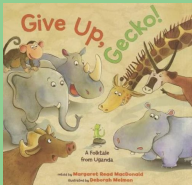
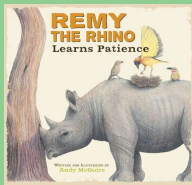
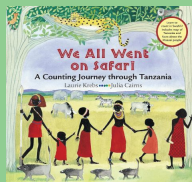
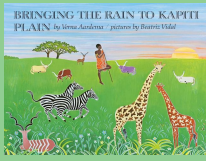
BOOK 1	★ BOOK 2	BOOK 3	
<p><i>Africa</i> by Rebecca Hirsch</p>  	<p><i>Africa</i> by The Project Ready Team</p>   	<p><i>Let's Explore Kenya</i> by Elle Parkes</p>  	
★ BOOK 4	BOOK 5	★ BOOK 6	BOOK 7
<p><i>Papa, Do You Love Me?</i> by Barbara M. Joesse</p>   	<p><i>We're Sailing Down the Nile</i> by Laurie Krebs</p>  	<p><i>My Painted House, My Friendly Chicken, and Me</i> by Maya Angelou</p>   	<p><i>My Africa Vacation</i> by Ozi Okaro</p>  

★ = Second Read

Unit 7a: Africa

Overview

Part 2: The Savanna and Savanna Animals

BOOK 8	BOOK 9	BOOK 10	BOOK 11	★BOOK 12	BOOK 13
<p><i>Over in the Grasslands</i> by Marianne Berkes</p>  <p>Rhyme Time Math</p> <p>Shared Writing</p>	<p><i>Here is the African Savanna</i> by Madeline Dunphy</p>  <p>*Dramatic Play Center Introduced</p>	<p><i>Give Up, Gecko!</i> by Margaret Read MacDonald</p> 	<p><i>Remi the Rhino Learns Patience</i> by Andy McGuire</p>  <p>Rhyme Time Shared Writing</p>	<p><i>We All Went on Safari</i> by Laurie Krebs</p>  <p>Rhyme Time Math CREATING ART</p>	<p><i>Bringing the Rain to Kapiti Plain</i> by Verna Aardema</p>  <p>Rhyme Time Challenge</p>

Part 3: African Animals (Lions, Hippos, Giraffes)

★BOOK 14	BOOK 15	BOOK 16	BOOK 17	BOOK 18
<p><i>Lions</i> by Amy Sky Koster</p>  <p>Non-Fiction CREATING ART</p>	<p><i>Little Red and the Very Hungry Lion</i> by Alex T. Smith</p> 	<p><i>Roar! A Noisy Counting Book</i> by Pamela Duncan Edwards</p>  <p>Rhyme Time Math</p>	<p><i>Big Little Hippo</i> by Valerie Gorbachev</p>  <p>Shared Writing</p>	<p><i>Giraffes</i> by Laura Marsh</p>  <p>Challenge Non-Fiction</p>



Unit 7a: Africa Overview

Part 4: A Scientist who Worked in Africa: Jane Goodall

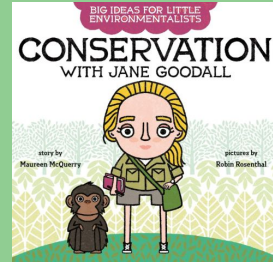
★ BOOK 19

Me... Jane
by Patrick McDonnell



BOOK 20

Conservation with Jane Goodall
by Maureen McQuerry



Wordless Books That Connect To This Unit - SAMMY

The Lion and the Mouse by Jerry Pinkney

Draw! by Raul Colon



Materials

Packaged Materials in South America Unit

Africa by the Project Ready! Team

Craft Materials

Crayons or markers	Glue sticks & Liquid Glue
Cardstock - white, yellow, light brown, dark brown	Paper Plates
Tissue Paper - yellow/gold or orange	Tempera Paint - orange, brown + variety of colors
Colorful Pony Beads	Elastic String
Large White Paper	Plastic Forks

Dramatic Play Center Materials - Ocean

Vet Costume (from Unit 2)	Vet Tools (From Unit 2)
Naturalist Costume (from Unit 3)	African Animals Stuffed Animals
Baby African Animals (for Object to Picture Match)	Elephant Figurines

Materials to Prepare - Found in Appendix

Can also be printed from website - www.readingscience.org

<i>Africa</i> giraffe template Print eyes, ossicones, and nostrils on white cardstock Print ears and muzzle on yellow cardstock (1 of each page per student)	<i>My Painted House, My Friendly Chicken, and Me</i> house template Print 1-sided on white cardstock (1 per student)
<i>We All Went on Safari</i> mural animals Print 1-sided (a few animals per student)	<i>Lions</i> lion head template Print 1-sided on white cardstock (1 per student)
<i>Me Jane...</i> chimpanzee template Print pages on various colors of cardstock as directed (1 of each page per student)	
Found Online: Object to Picture Match - Baby African Animals (center) Print 1-sided, laminate, cut into cards	

Africa Centers

Africa Map and Globe Center

Purpose: Let children explore globe and maps through books and activities.

Materials: Map, Interactive globe with removable continents, classroom maps of USA & World, puzzles, materials to make maps, basket of related books, etc.

We suggest Adding these materials after Book 1 *Africa* by The Project Ready! Team. Children will have exposure to the concepts around maps and globes.

How it Works:

Just as you did for North America and South America, find a place in the classroom where you can set up a maps and globes activity area. Explain how students can use this area to learn more about the world. For this unit, add books about Africa in addition to the maps books. As you do later units on other continents, add additional books and activities.

Possible Activities

- ★ Interactive Globe
- ★ Small maps that can be explored (especially of places they have been or know: map of the school, map of a local zoo, map from a recent field trip)
- ★ World map floor puzzle
- ★ Coloring work and crayons—color a map of the world, make a map of a familiar place
- ★ Make a map of the classroom, school, playground, home, etc.





Africa Centers

Wildlife Vet Dramatic Play Center

Purpose: Promote creative play, exploration and experimentation, and oral language skills.

Materials:

To Make - Animal Habitats of Africa book and baby animals Object to Picture match (see optional materials list on website)

To Purchase - African animals stuffed animals, baby animals figurines, elephant family figurines

We suggest Adding these materials after Book 9 *Here is the African Savanna*. Children will have a little background exposure to the concept of the savanna and African animals and will have some ideas of how to create play scenarios around that theme.

How it Works:

In the dramatic play center, set up a wildlife vet center. Include tools and costumes from Unit 2: Kindness Vet Center and costume from Unit 3: North America. Include books about Africa and African animals.

Introduce the center to the children after reading *Here is the African Savanna*. Remind students that many interesting animals live in Africa. Review the names of some African animals. Explain that there are people who take care of the animals in Africa when they get hurt or sick. They are called wildlife vets. Demonstrate how to play with many of the toys and tools.

For the first few days, a teacher should be near this center to help students engage appropriately with the new toys, using their new vocabulary and knowledge. The teacher might model how to study a wild animal and take care of it, or how to match the baby animal figurines to the picture cards, etc. Encourage children to try all the different toys and tools. Remember to encourage use of new vocabulary and schema surrounding animals in the savanna.



Library Center

★ Additional preschool books about South America to Include in Classroom Library.

A is for Africa by Ifeoma Onyefulu

Optional Books about African Animals:

Baby Elephant Joins the Herd by American Museum of Natural History

I Love My Mama by Peter Kavanagh

One Day on Our Blue Planet by Ella Bailey

Mama by Jeanette Winter

Starry Safari by Linda Ashman

National Geographic *Little Kids First Big Book of African Animals* by Catherine Hughes

Optional Books about Jane Goodall:

I Am Jane Goodall by Brad Meltzer

Who Is Jane Goodall by Lisbeth Kaiser



Full List of Unit Vocabulary - Africa

Book	Word	Definition	Gesture
<i>Africa</i>	continent	a large piece of land on the Earth	Hold up all five fingers on one hand
<i>Africa</i>	desert	a place with very little rain	Wipe one hand across your forehead, showing the desert is hot
<i>Africa</i>	savanna	a flat, grassy land area with few trees and lots of animals	Move one hand around in front of you to show a flat area
<i>Africa Project Ready!</i>	diverse	not the same	Pointer fingers together then move out like windshield wipers
<i>Africa Project Ready!</i>	continent	a large piece of land on the Earth	Hold up all five fingers on one hand
<i>Africa Project Ready!</i>	country	smaller parts of a continent	Hold up all five fingers on one hand (continent) and point to one finger
<i>Let's Explore Kenya</i>	country	smaller parts of a continent	Hold up all five fingers on one hand (continent) and point to one finger
<i>Let's Explore Kenya</i>	grasslands	another name for savannas	Move one hand around in front of you to show a flat area
<i>Let's Explore Kenya</i>	cities	areas with lots of people, businesses, and big buildings	Use pointer finger and pretend to point to lots of things
<i>Papa Do You Love Me</i>	elder	an older person who teaches the younger people and takes care of them	Put your hand over your heart
<i>Papa Do You Love Me</i>	scorched	burnt	Pretend to touch something hot with one finger; move it away quickly
<i>Papa Do You Love Me</i>	drowsy	feeling sleepy	Rub your eyes with fists like you are sleepy
<i>We're Sailing Down the Nile</i>	Egypt	a country in Africa	Hold up all five fingers on one hand (continent) and point to one finger



Full List of Unit Vocabulary - Africa

Book	Word	Definition	Gesture
<i>Here is the African Savanna</i>	stalk	hunt quietly	pretend you are sneaking up on something
<i>Here is the African Savanna</i>	groomed	cleaned	Pretend to lick the back of your hand
<i>Give up, Gecko</i>	chief	leader	Point one finger upward like you are in charge
<i>Give up, Gecko</i>	stomp	step heavily, loudly, and forcefully	Move fists with each of your hands up and down on the ground
<i>Give up, Gecko</i>	rise	to move up slowly	Put hands in your lap, then slowly move them up slowly toward your head
<i>Remi the Rhino Learns Patience</i>	rage	big anger	Make fists with both hands and show an angry face
<i>Remi the Rhino Learns Patience</i>	patience	being good at waiting	put your hands gently together in your lap
<i>Remi the Rhino Learns Patience</i>	relax	calm down	Take a deep breath in and out while moving your hands up and down
<i>We All Went on Safari</i>	safari	a trip to see animals in their habitats	Put your hand above your eye and look around
<i>We All Went on Safari</i>	ancient	very old	Make a thumbs up and then point your thumb back over your shoulder
<i>We All Went on Safari</i>	startled	surprised or scared suddenly	Put both hands on your cheeks and open your mouth wide like you are surprised
<i>Bringing the Rain to Kapiti Plain</i>	plain	flat land with lots of grass and few trees, the savanna	Move one hand around in front of you to show a flat area
<i>Bringing the Rain to Kapiti Plain</i>	belated	late to come	Tap your wrist with your pointer finger as if you are pointing to a watch
<i>Bringing the Rain to Kapiti Plain</i>	migrated	leave one area and move to another	Hold your hands up with palms facing down, wiggle your fingers, and move them up and away from you



Full List of Unit Vocabulary - Africa

Book	Word	Definition	Gesture
<i>Lions</i>	plain	flat land with lots of grass and few trees, the savanna	Move one hand around in front of you to show a flat area
<i>Lions</i>	prides	lion families	Curve both hands with fingers facing down and bounce them around slightly together like two animals moving together
<i>Lions</i>	prey	an animal that is eaten for food	Cover your face with your hands like you are trying to hide and look around trying to make sure it is safe
<i>Little Red and the Very Hungry Lion</i>	chattering	making lots of high-pitched noises, talking quickly	Put your fingers together as if you have a puppet on each hand. Open and close your fingers and thumb to show the mouth moving
<i>Little Red and the Very Hungry Lion</i>	mounds	small, rounded piles	Use one hand to make a rounded motion like a mound
<i>Little Red and the Very Hungry Lion</i>	grimy	covered in dirt	Use hands to pretend to wipe dirt from your shirt
<i>Roar! A Noisy Counting Book</i>	basking	enjoying, relaxing, in the warmth of the sun	Put hand on your forehead and lean your head back slightly
<i>Roar! A Noisy Counting Book</i>	puzzled	confused, doesn't understand	Use your pointer finger to scratch your temple
<i>Roar! A Noisy Counting Book</i>	gloomy	sad	Make a sad face
<i>Big Little Hippo</i>	giant	really big, huge	Stretch hands overhead so arms form a large V
<i>Big Little Hippo</i>	thicket	a place with lots of plants growing close together	With hands at face level, pretend to push plants out of the way
<i>Big Little Hippo</i>	beetle	a small insect with wings	Wiggle arms and legs as if you were a beetle stuck on its back
<i>Giraffes</i>	plain	flat land with lots of grass and few trees, the savanna	Move one hand around in front of you to show a flat area



Full List of Unit Vocabulary - Africa

Book	Word	Definition	Gesture
<i>We're Sailing Down the Nile</i>	pharaoh	king	Pretend to put a crown on your head
<i>We're Sailing Down the Nile</i>	oasis	water in the middle of a dry desert	Cup both hands and pretend to scoop water and drink it
<i>My Painted House...</i>	stranger	someone you do not know	Pretend to point at someone and shake your head like you do not know them
<i>My Painted House...</i>	dull	not bright, boring	Put your thumb down
<i>My Painted House...</i>	mischievous	someone who enjoys making trouble in a playful way	Rub your hands together and make a small smile
<i>My Africa Vacation</i>	country	smaller parts of a continent	Hold up all five fingers on one hand (continent) and point to one finger
<i>My Africa Vacation</i>	international	between countries	Hold up all five fingers on one hand (continent gesture) and use finger from other hand to hop between fingers
<i>My Africa Vacation</i>	safari	a trip to see animals in their habitats	Put your hand above your eye and look around
<i>Over in the Grasslands</i>	savanna	a flat, grassy land area with few trees and lots of animals	Move one hand around in front of you to show a flat area
<i>Over in the Grasslands</i>	gallop	run really quickly	Hold two fingers up and move them like they are running quickly
<i>Over in the Grasslands</i>	shrill	high pitched, not pleasant	Cover your ears and close eyes and make a face like you hear a loud sound
<i>Here is the African Savanna</i>	plain	flat land, the savanna is a grassy plain	Move one hand around in front of you to show a flat area



Full List of Unit Vocabulary - Africa

Book	Word	Definition	Gesture
<i>Giraffes</i>	herd	a group of animals, usually 6-12 giraffes	Curve both hands with fingers facing down and bounce them around slightly together like two animals moving together in a herd
<i>Giraffes</i>	predator	animals that eat other animals	Use both hands to make claws like a lion
<i>Me...Jane</i>	cherished	very special, dear	Put your hands over your heart to show something is very special
<i>Me...Jane</i>	studied	paid attention to something to learn about it	Use your hands to make a book and pretend to read and study
<i>Me...Jane</i>	curious	wanting to learn or know something	use pointer finger and tap raised chin (as if saying hmmm) as if thinking
<i>Conservation with Jane Goodall</i>	study	pay attention to something to learn about it	Use your hands to make a book and pretend to read and study
<i>Conservation with Jane Goodall</i>	habitat	a place where certain plants and animals live and grow	Point left pointer finger up and move other hand around pointer finger in a circle to show the area around an animal is its habitat
<i>Conservation with Jane Goodall</i>	conservation	protecting animals and their habitats	Hold one hand in front of you like you are holding something gently and then use the other hand to move around it like you are protecting it



Active Responding Routines

These are used when asking/answering questions.
Stay away from individual child responses as you want all children actively engaged.

Teacher Prompts	
Thinking About the Answer	Point to Forehead with Finger
Answer all together (choral responding)	Open hand to children to indicate they should respond
Child Responses	
To show they are ready to answer	Thumbs Up Other movements: Stand up, hands in the air
To note if they like something or don't	Thumbs Up/Thumbs Down



For the Teacher:

Preview Africa



Unit 7a: Part 1 - Continent of Africa, Countries: Kenya, and People of Africa

Book 1: *Africa* by Rebecca Hirsch

Materials Needed: Map of World and Globe

Vocabulary		
Word	Definition	Gesture
continent	a large piece of land on the Earth	Hold up all five fingers on one hand
desert	a place with very little rain	Wipe one hand across your forehead, showing the desert is hot
savanna	a flat, grassy land area with few trees and lots of animals	Move one hand around in front of you to show a flat area



1st Read

Africa



Language Time

The Continent Song (tune of *Do You Know the Muffin Man*)

*Do you know the continents,
the continents,
the continents?*

(tap finger to temple as if thinking)

*Do you know the continents,
on our maps and globes?*

(point to map and globe)

*North and South America
Africa, Australia
Europe and Antarctica
Asia's the biggest one*

(point to continent on map or globe as you sing each name)

*Do you know the continents,
the continents,
the continents?*

(tap finger to temple as if thinking)

*Do you know the continents,
on our maps and globes?*

(point to map and globe)

Before

1. **Topic Introduction-** *Today, we are starting a new unit. We will be learning about Africa. Let's say that together. Africa. Good! Africa is a huge continent. We know that continents are large pieces of land. There are seven continents. We live on the continent called North America. Let's clap the name of the new continent. Af-ric-a.*
2. **Book Introduction-** *Look at the cover of this book. I think this child lives in Africa. What do you think she is carrying on her head?* (thinking gesture - finger on forehead)
3. **Title and Author-** Draw attention to title and author. *This book is called Africa. The author is Rebecca Hirsch. Who remembers what the author does? Tell me.* (Thinking gesture and then hand open to note choral response- writes the words) *Yes, the author writes the words.*



1st Read

Africa



During

1. **Read-** Read with few interruptions so children can follow the full story.
2. **Model Thinking Aloud-** Pause to model what good readers think about.

Part of Text	Think Aloud (TA) - Question (Q)
"Africa is the yellow continent on this map."	TA: <i>Africa is a huge continent. Let's find Africa on our globe.</i> Point out Africa on classroom globe.
"Soccer is the most popular sport in Africa."	TA: <i>Many people play soccer in North America, too. Show a thumbs up if you play soccer.</i>
"There are rainforests in Africa."	TA: <i>This book told us about three habitats in Africa- the desert, the savanna, and the rainforest. We have learned about deserts and rainforests already, but savannas are a new kind of habitat.</i>

3. **Draw Attention to Key Events and Vocabulary-** Pause to highlight vocabulary and key concepts.

Key content: Africa is a big continent. There are different habitats in Africa- deserts, savannas, and rainforests. Many interesting animals live in Africa- gorillas, zebras, giraffes, and lions.

Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.

Word	Definition to use and <i>how to introduce gesture</i>	Gesture
continent	a large piece of land on the Earth <i>A continent is a large piece of land on the Earth. Hold up all five fingers on one hand to show continent.</i>	Hold up all five fingers on one hand
desert	a place with very little rain <i>The desert is a place with very little rain. Wipe one hand on your forehead like you are in a hot desert.</i>	Wipe one hand across your forehead, showing the desert is hot
savanna	a flat, grassy land area with few trees and lots of animals <i>A savanna is a flat, grassy land area with few trees and lots of animals. Move one hand flat like this to show a savanna.</i>	Move one hand around in front of you to show a flat area



1st Read

Africa



After

1. Ask Questions

Now I am going to ask you a few questions about our story. When I put my finger to my forehead that means I want you to think about your answer.

Ask their opinion.

Did you like learning about Africa? (thinking gesture - finger on forehead)
Thumbs up if you liked it.

Check their understanding.

What was this book about? (Thinking gesture and then hand open to note choral response- Africa)

What animals live in Africa? (thinking gesture - finger on forehead) *If you have an idea to share, show a thumbs up.* Encourage all to think about their answer and call on 1-2 students who have their thumbs up. (Response - various answers- gorillas, zebras, giraffes, lions, etc.)

2. Review the Vocabulary

In today's story, we learned 3 new words. Let's clap out our new words.

Review each word stating the definition, making the gesture, and then clapping out the word.

Encourage students to say the word and use the gesture with you.

Word Definition to use	Gesture
<i>A <u>continent</u> is a large piece of land on the Earth. Ready to clap? Con-tin-ent. Continent.</i>	Hold up all five fingers on one hand
<i>A <u>desert</u> is a place with very little rain. Des-ert, desert.</i>	Wipe one hand across your forehead, showing the desert is hot
<i>A <u>savanna</u> is a flat, grassy land area with few trees and lots of animals. Sav-an-na, savanna.</i>	Move one hand around in front of you to show a flat area



1st Read

Africa



After Continued

Ask questions

What is a place with very little rain called?

(Thinking gesture and then hand open to note choral response- desert)

What is a flat, grassy land area with few trees and lots of animals called?

(Thinking gesture and then hand open to note choral response- savanna)

What do we call a large piece of land on Earth?

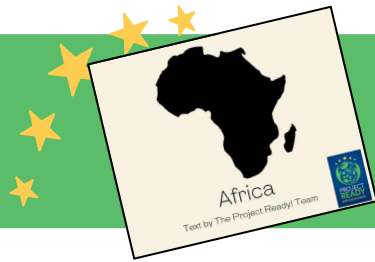
(Thinking gesture and then hand open to note choral response- continent)

3. Follow Up Activity- Game: Was it in the Book?

Explain, *We are going to play a game called Was it in the Book? I'm going to say a fact. You will show me a thumbs up if the fact was in the book and a thumbs down if it wasn't in the book.*

Practice thumbs up and down.

- *Africa is a country.*
(Thinking gesture and then hand open to note thumbs down- no)
- *Africa is a continent.*
(Thinking gesture and then hand open to note thumbs up- yes)
- *There are no people or animals living in Africa.*
(Thinking gesture and then hand open to note thumbs down- no)
- *Many people and animals live in Africa.*
(Thinking gesture and then hand open to note thumbs up- yes)



For the Teacher:

Preview Africa



Unit 7a: Part 1 - Continent of Africa, Countries: Kenya, and People of Africa

Book 2: *Africa* by The Project Ready Team

Materials Needed: Map of World and Globe

Vocabulary		
Word	Definition	Gesture
diverse	not the same	Pointer fingers together then move out like windshield wipers
continent	a large piece of land on the Earth	Hold up all five fingers on one hand
country	smaller parts of a continent	Hold up all five fingers on one hand (continent) and point to one finger



1st Read

Africa



Language Time

The Continent Song (tune of *Do You Know the Muffin Man*)

*Do you know the continents,
the continents,
the continents?*

(tap finger to temple as if thinking)

*Do you know the continents,
on our maps and globes?*

(point to map and globe)

North and South America

Africa, Australia

Europe and Antarctica

Asia's the biggest one

(point to continent on map or globe as you sing each name)

*Do you know the continents,
the continents,
the continents?*

(tap finger to temple as if thinking)

*Do you know the continents,
on our maps and globes?*

(point to map and globe)

Before

1. **Topic Introduction-** *We are learning about a new continent now. It's called Africa. Let's clap that name. Af-ric-a. Africa is a huge continent and many people and animals live there. Can you think of the name of an animal that lives in Africa?* (thinking gesture - finger on forehead) *Tell someone next to you the name of one animal that lives in Africa.* Show pictures from the previous book, if necessary.
2. **Book Introduction-** *This is a non-fiction book so we are going to be learning about something. What do you think we will learn about?* (thinking gesture - finger on forehead)
3. **Title and Author-** Draw attention to title and author. *The title of this book is Arifica. This book was written by a team of people. The people who write the book are called the* (Thinking gesture and then hand open to note choral response- author) *That's right the person or people who write a book are the author.*



1st Read

Africa



During

1. **Read-** Read with few interruptions so children can follow the full story.
2. **Model Thinking Aloud-** Pause to model what good readers think about.

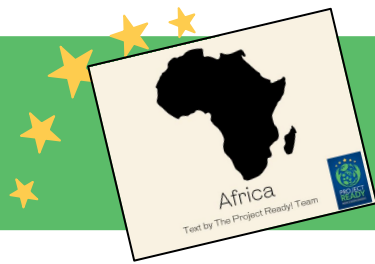
Part of Text	Think Aloud (TA) - Question (Q)
"These towering structures are more than 4,000 years old!"	TA: <i>The pyramids in Egypt are very famous. They're also very old. I see camels and sand in this picture. I think the pyramids are in the desert.</i>
"Mount Kilimanjaro is special because there are no other mountains near it"	TA: <i>Usually there are lots of mountains together. Mount Kilimanjaro is all by itself in the flat grasslands.</i>
"Chocolate is made from cocoa beans"	TA: <i>Most chocolate comes from beans that are grown in Africa. Did you know that chocolate is made from beans?</i>

3. **Draw Attention to Key Events and Vocabulary-** Pause to highlight vocabulary and key concepts.

Key content: Africa is a huge continent with lots of countries. Many unique animals live in the different habitats of Africa.

Vocabulary: briefly define/highlight vocab words when they come up in the story.
Reinforce throughout the day.

Word	Definition to use and <i>how to introduce gesture</i>	Gesture
diverse	not the same <i>Diverse means not the same. Hold your fingers together in front of you and then move them apart.</i>	Pointer fingers together then move out like windshield wipers
continent	a large piece of land on the Earth <i>A continent is a large piece of land on the Earth There are seven. Hold up all five fingers on one hand to show continent.</i>	Hold up all five fingers on one hand
country	smaller parts of a continent <i>A country is a smaller part of a continent. Hold up all five fingers on one hand and point to one finger to show country.</i>	Hold up all five fingers on one hand (continent) and point to one finger



1st Read

Africa



After

1. Ask Questions

Now I am going to ask you a few questions about our story. When I put my finger to my forehead that means I want you to think about your answer.

Ask their opinion.

Did you like that non-fiction book about Africa? Thumbs up if you did like it.

(thinking gesture - finger on forehead)

Turn to someone near you and tell them the name of one animal that lives in Africa.

(Pause briefly for discussion or facilitation of conversation.)

Put your thumb up if you would like to tell everyone. Start your sentence with, "A ____ lives in Africa..." Encourage all to think about their answer and call on 1-2 students who have their thumb up.

Check their understanding.

What continent was this book about?

(Thinking gesture and then hand open to note choral response- Africa)

Where do giraffes and lions live?

(Thinking gesture and then hand open to note choral response- the savanna)

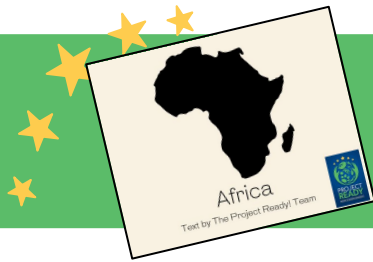
2. Review the Vocabulary

In today's story, we learned 3 new words. Let's clap out our new words.

Review each word stating the definition, making the gesture, and then clapping out the word.

Encourage students to say the word and use the gesture with you.

Word Definition to use	Gesture
<i><u>Diverse</u> means not the same. Ready to clap? Di-verse, diverse.</i>	Pointer fingers together then move out like windshield wipers
<i>A <u>continent</u> is a large piece of land on the Earth. Con-tin-ent. Continent.</i>	Hold up all five fingers on one hand
<i>A <u>country</u> is a smaller part of a continent. Coun-try. Country.</i>	Hold up all five fingers on one hand (continent) and point to one finger



1st Read

Africa



After Continued

Ask questions

If things are not the same they are _____?

(Thinking gesture and then hand open to note choral response- diverse)

What was the name of the continent that we learned about in this book?

(Thinking gesture and then hand open to note choral response- Africa)

A smaller part of a continent is called a _____?

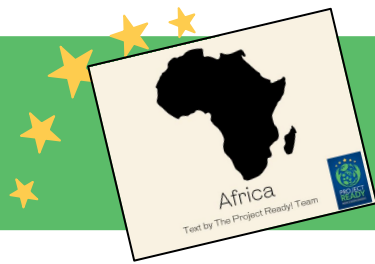
(Thinking gesture and then hand open to note choral response- country)

3. Follow Up Activity- Explore maps and globes

Explain, *We are learning about a new continent. We can see continents on maps and globes.*

Let's review some of the things we know about maps and globes. On the map and/or globe, point out and name:

- *Your continent*
- *Your country*
- *North America*
- *South America*
- *Africa*



2nd Read

Africa



Unit 7a: Part 1 - Continent of Africa, Countries: Kenya, and People of Africa

Book 2: *Africa* by The Project Ready Team

Re-Read & Activity: Giraffe Craft

Materials Needed: yellow/gold tissue paper cut into squares, glue, paper plates, giraffe parts templates printed on yellow/gold and black paper or cardstock

Before

1. **Ask if they can remember what this book is about-** show them the cover to remind them.
We have already read this story. Do you remember it? What was the name of the continent that this story was about? (Thinking gesture and then hand open to note choral response- Africa) *You are right! This book is about Africa. We learned a lot about the habitats and animals of Africa when we read this book.*
2. **Point out title & author-** ask if anyone can tell you what the author does.
The title of this story is Africa. A group of people wrote this book. What do we call the person who writes the words? (Thinking gesture and then hand open to note choral response- author) *The author, that's right!*
3. **Tell them this time we are going to read and discuss the story** so be ready to share your ideas!
We are going to read the story again. Pay close attention so we can talk about the book when it's done.

Example of Giraffe craft





2nd Read

Africa



During

1. **Read** with excitement and fluency.
2. **Think Aloud and Ask Questions as you read.**

Part of Text	Think Aloud (TA) - Question (Q)
"Let's name the habitats"	Q: <i>Do you remember the name of this habitat?</i> (Point to each one and listen for student responses)
"What animals live in the rainforest?"	TA: <i>We learned about the rainforests in South America too!</i> Q: <i>Do you remember an animal that lives in the rainforest?</i>
"What animals live in the ocean?"	Q: <i>What kinds of animals live in the ocean?</i>

3. **Draw Attention to Key Events and Vocabulary-** Pause to highlight vocabulary and key concepts.

Key content: Africa is a huge continent with lots of countries. Many unique animals live in the different habitats of Africa.

Vocabulary: briefly define/highlight vocab words when they come up in the story.
Reinforce throughout the day.

Word	Definition to use and <i>how to introduce gesture</i>	Gesture
diverse	not the same <i>Diverse means not the same. Hold your fingers together in front of you and then move them apart.</i>	Pointer fingers together then move out like windshield wipers
continent	a large piece of land on the Earth <i>A continent is a large piece of land on the Earth. There are seven. Hold up all five fingers on one hand to show continent.</i>	Hold up all five fingers on one hand
country	smaller parts of a continent <i>A country is a smaller part of a continent. Hold up all five fingers on one hand and point to one finger to show country.</i>	Hold up all five fingers on one hand (continent) and point to one finger



2nd Read

Africa



After

1. Ask Questions

Ask their opinion

Did you like this book? (thinking gesture - finger on forehead)

Show me a thumb if you liked this book.

What was your favorite part? (thinking gesture - finger on forehead)

Turn to someone near you and tell them your favorite part. Start your sentence with “My favorite part was...” (Pause briefly for discussion or facilitation of conversation.)

Discussion questions

What habitat do sharks live in?

(Thinking gesture and then hand open to note choral response- the ocean)

What was the name of the continent we learned about in this book?

(Thinking gesture and then hand open to note choral response- Africa)

2. Review Vocabulary

In today's story, we learned 3 new words. Let's clap out our new words.

Review each word stating the definition and making the gesture.

Encourage students to say the word and use the gesture with you.

Word Definition to use	Gesture
<i>When something is not the same it is _____ (diverse). Di-verse, diverse.</i>	Pointer fingers together then move out like windshield wipers
<i>A large piece of land on the Earth is called a _____ (continent). Con-tin-ent, continent.</i>	Hold up all five fingers on one hand
<i>A smaller part of a continent is called a _____ (country). Coun-try, country.</i>	Hold up all five fingers on one hand (continent) and point to one finger

3. Follow-Up Activity: Craft

Explain, *We are going to make our own giraffes today.* Give each child a paper plate. Provide yellow or gold tissue paper squares and glue. *You are going to glue the squares all over the plate to cover the giraffe's face.* Give each child the ears, eyes, ossicones, muzzle, and nostrils. Model how to put it together. Consider cutting the parts out ahead of time for students who haven't yet mastered scissors.



For the Teacher:
Preview
Let's Explore Kenya



Unit 7a: Part 1 - Continent of Africa, Countries: Kenya, and People of Africa

Book 3: *Let's Explore Kenya* by Elle Parkes

Materials Needed: Map of World and Globe

Vocabulary		
Word	Definition	Gesture
country	smaller parts of a continent	Hold up all five fingers on one hand (continent) and point to one finger
grasslands	another name for savannas	Move one hand around in front of you to show a flat area
cities	areas with lots of people, businesses, and big buildings	Use pointer finger and pretend to point to lots of things



1st Read

Let's Explore Kenya



Language Time

The Continent Song (tune of *Do You Know the Muffin Man*)

*Do you know the continents,
the continents,
the continents?*

(tap finger to temple as if thinking)

*Do you know the continents,
on our maps and globes?*

(point to map and globe)

North and South America

Africa, Australia

Europe and Antarctica

Asia's the biggest one

(point to continent on map or globe as you sing each name)

*Do you know the continents,
the continents,
the continents?*

(tap finger to temple as if thinking)

*Do you know the continents,
on our maps and globes?*

(point to map and globe)

Before

1. **Topic Introduction-** *We have been learning about a large continent. A continent is a big piece of land. Turn to someone near you and tell them what a continent is. Say, "A continent is a big piece of land." Great! The new continent we are learning about is Africa. Let's clap that. Af-ric-a.*
2. **Book Introduction-** *This book is about Kenya. Kenya is a country in Africa. It looks like elephants live in Kenya. I wonder what else is in Kenya.*
3. **Title and Author-** Draw attention to title and author. *The title of this book is Let's Explore Kenya and the author is Elle Parkes. Who remembers what the author does? Tell me.* (Thinking gesture and then hand open to note choral response- writes the words) *Yes, the author writes the words. There is no illustrator because this book has real pictures.*



1st Read

Let's Explore Kenya



During

1. **Read-** Read with few interruptions so children can follow the full story.
2. **Model Thinking Aloud-** Pause to model what good readers think about.

Part of Text	Think Aloud (TA) - Question (Q)
"Table of Contents"	TA: <i>This page is called the Table of Contents. It shows us where to find information. For example, we can see a map of Kenya on page 22.</i>
"Elephants roam in the rainforest."	TA: <i>Roam means to move around freely. I have only seen elephants in the zoo where I live. Elephants don't roam freely in my continent.</i>
"People buy fruits at markets."	TA: <i>I see bananas! Look how colorful the fruit is!</i> Q: <i>Do you see any fruits that you know?</i>

3. **Draw Attention to Key Events and Vocabulary-** Pause to highlight vocabulary and key concepts.

Key content: Kenya is a country in Africa. Kenya has many different habitats- oceans, grasslands, and forests. The largest city in Kenya is called Nairobi.

Vocabulary: briefly define/highlight vocab words when they come up in the story.
Reinforce throughout the day.

Word	Definition to use and <i>how to introduce gesture</i>	Gesture
country	smaller parts of a continent <i>A country is a smaller part of a continent. Hold up all five fingers on one hand and point to one finger to show country.</i>	Hold up all five fingers on one hand (continent) and point to one finger
grasslands	another name for savannas <i>Grasslands are another name for savannas. Move your hand flat like this to show a savanna.</i>	Move one hand around in front of you to show a flat area
cities	areas with lots of people, businesses, and big buildings <i>Cities are areas with lots of people, businesses, and big buildings. Pretend to point to all of the people and buildings in a big city.</i>	Use pointer finger and pretend to point to lots of things



1st Read

Let's Explore Kenya



After

1. Ask Questions

Now I am going to ask you a few questions about our story. When I put my finger to my forehead that means I want you to think about your answer.

Ask their opinion.

Did you like learning about Kenya? (thinking gesture - finger on forehead)
Thumbs up if you did.

Check their understanding.

Where is Kenya? (Thinking gesture and then hand open to note choral response- Africa)

What animals live in Kenya? (thinking gesture - finger on forehead)

If you have an idea to share, show a thumbs up.

Encourage all to think about their answer and call on 1-2 students who have their thumbs up.
 (Response - various answers- elephants, lions, giraffes, etc.)

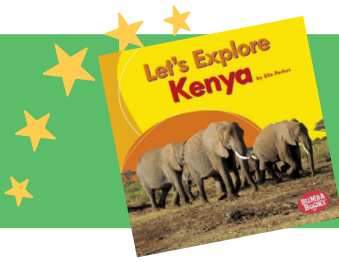
2. Review the Vocabulary

In today's story, we learned 3 new words. Let's clap out our new words.

Review each word stating the definition, making the gesture, and then clapping out the word.

Encourage students to say the word and use the gesture with you.

Word Definition to use	Gesture
<i>A <u>country</u> is a smaller part of a continent. Ready to clap? Coun-try, country.</i>	Hold up all five fingers on one hand (continent) and point to one finger
<i><u>Grassland</u> is another word for savanna. Grass-land, grassland.</i>	Move one hand around in front of you to show a flat area
<i><u>Cities</u> are areas with lots of people, businesses, and big buildings. Cit-ies, cities.</i>	Use pointer finger and pretend to point to lots of things



1st Read

Let's Explore Kenya



After Continued

Ask questions

What is another word for a savanna?

(Thinking gesture and then hand open to note choral response- grassland)

What is the name of the country that we just read a book about?

(Thinking gesture and then hand open to note choral response- Kenya)

What do we call areas with lots of people, businesses, and big buildings?

(Thinking gesture and then hand open to note choral response- cities)

3. Follow Up Activity- Game: Was it in the Book?

Explain, *We are going to play a game called Was it in the Book? I'm going to say a fact. You will show me a thumbs up if the fact was in the book and a thumbs down if it wasn't in the book.*

Practice thumbs up and down.

- *Kenya is a country in Africa.*
(Thinking gesture and then hand open to note thumbs up- yes)
- *Kenya is a continent.*
(Thinking gesture and then hand open to note thumbs down- no)
- *Elephants live in Kenya.*
(Thinking gesture and then hand open to note thumbs up- yes)
- *Polar bears live in Kenya.*
(Thinking gesture and then hand open to note thumbs down- no)



For the Teacher:

Preview

Papa, Do You Love Me?



Unit 7a: Part 1 - Continent of Africa, Countries: Kenya, and People of Africa

Book 4: *Papa, Do You Love Me?* by Barbara M. Joesse

Materials Needed: Map of World and Globe

Vocabulary

Word	Definition	Gesture
elder	an older person who teaches the younger people and takes care of them	Put your hand over your heart
scorched	burnt	Pretend to touch something hot with one finger; move it away quickly
drowsy	feeling sleepy	Rub your eyes with fists like you are sleepy



1st Read

Papa, Do You Love Me?

Language Time

The Continent Song (tune of *Do You Know the Muffin Man*)

*Do you know the continents,
the continents,
the continents?*

(tap finger to temple as if thinking)

*Do you know the continents,
on our maps and globes?*

(point to map and globe)

North and South America

Africa, Australia

Europe and Antarctica

Asia's the biggest one

(point to continent on map or globe as you sing each name)

*Do you know the continents,
the continents,
the continents?*

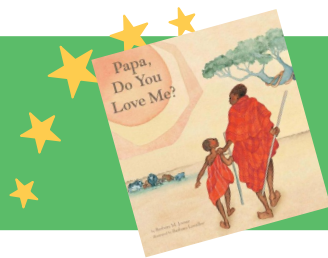
(tap finger to temple as if thinking)

*Do you know the continents,
on our maps and globes?*

(point to map and globe)

Before

1. **Topic Introduction-** *We have been learning about a big continent. It's the second largest continent on the Earth. Let's clap the world continent. Con-tin-ent. The continent we are learning about is Africa. Let's clap Africa. Af-ric-a. Great job!*
2. **Book Introduction-** *Yesterday, we learned about a country in Africa called Kenya. Today we are going to read a book about people who live in Kenya, called the Maasai. Look at what these people are wearing. Do you think it's hot or cold there?* (Thinking gesture and then hand open to note choral response- hot) Point out clothing items that indicate it is hot in Kenya.
3. **Title and Author-** Draw attention to title and author. *The title of this book is Papa, Do You Love Me? and the author is Barbara Joesse, she wrote the words. The illustrator is Barbara Lavalley. Who remembers what the illustrator does? Tell me.* (Thinking gesture and then hand open to note choral response- draws the pictures) *Yes, the illustrator draws the pictures.*



1st Read

Papa, Do You Love Me?

During

1. **Read-** Read with few interruptions so children can follow the full story.
2. **Model Thinking Aloud-** Pause to model what good readers think about.

Part of Text	Think Aloud (TA) - Question (Q)
"You are my Tender Heart, and I love you."	TA: <i>I'm noticing that the people are wearing colorful jewelry with beads.</i>
"But still, I would love you."	TA: <i>The child wants to know if his Papa would love him even if he did something bad. The answer is always YES!</i>
"I'll care for you, love you, and teach you. Always."	TA: <i>It is so nice to have an adult who always loves you, teaches you, and takes care of you. Thumbs up if you have someone who loves you always.</i>

3. **Draw Attention to Key Events and Vocabulary-** Pause to highlight vocabulary and key concepts.

Key content: Adults can teach us important things. It is important to have people who take care of us and love us.

Vocabulary: briefly define/highlight vocab words when they come up in the story.
Reinforce throughout the day.

Word	Definition to use and <i>how to introduce gesture</i>	Gesture
elder	an older person who teaches the younger people and takes care of them <i>An elder is an older person who teaches the younger people and takes care of them. Put your hand over your heart to show elders are special.</i>	Put your hand over your heart
scorched	Burnt <i>Scorched means burnt. Pretend to touch something hot.</i>	Pretend to touch something hot with one finger; move it away quickly
drowsy	feeling sleepy <i>Drowsy means feeling sleepy. Rub your eyes like you are sleepy.</i>	Rub your eyes with fists like you are sleepy



1st Read

Papa, Do You Love Me?

After

1. Ask Questions

Now I am going to ask you a few questions about our story. When I put my finger to my forehead that means I want you to think about your answer.

Ask their opinion.

That story made me feel happy. Thumbs up if it made you feel happy, too.

(thinking gesture - finger on forehead)

I loved the colorful jewelry everyone wore. Show me a thumbs up if you did too.

(thinking gesture - finger on forehead)

Check their understanding.

Where do the people in this book live?

(Thinking gesture and then hand open to note choral response- Africa, Kenya)

Who were the characters in this story? (thinking gesture - finger on forehead)

If you have an idea to share, show a thumbs up.

Encourage all to think about their answer and call on 1-2 students who have their thumbs up.

(Response - a boy and his father)

2. Review the Vocabulary

In today's story, we learned 3 new words. Let's clap out our new words.

Review each word stating the definition, making the gesture, and then clapping out the word.

Encourage students to say the word and use the gesture with you.

Word Definition to use	Gesture
<u>Elder</u> means an older person who teaches the younger people and takes care of them. Ready to clap? El-der, elder.	Put your hand over your heart
<u>Scorched</u> means burnt. Scorched.	Pretend to touch something hot with one finger; move it away quickly
<u>Drowsy</u> means feeling sleepy. Drow-sy. Drowsy.	Rub your eyes with fists like you are sleepy



1st Read

Papa, Do You Love Me?

After Continued

Ask questions

When you wake up in the morning and you still feel sleepy you might be _____?

(Thinking gesture and then hand open to note choral response- drowsy)

What do we call an older person who teaches the younger people and takes care of them?

(Thinking gesture and then hand open to note choral response- elder)

What do we call something that is burnt?

(Thinking gesture and then hand open to note choral response- scorched)

3. Follow Up Activity- Vocabulary Review

Explain, *We talked about some of the important words in this book. One of those words was elder. An elder is an older person who teaches younger people and takes care of them. I'm going to say the name of someone in our classroom and our school. If that person is an elder, give a thumbs up. If they are not an elder, give a thumbs down.* Name various people in your classroom and school and allow students time to identify them as an elder or not an elder.



2nd Read

Papa, Do You Love Me?



Unit 7a: Part 1 - Continent of Africa, Countries: Kenya, and People of Africa

Book 4: *Papa, Do You Love Me?* by Barbara M. Joosse

Re-Read & Activity: Beaded Jewelry Craft

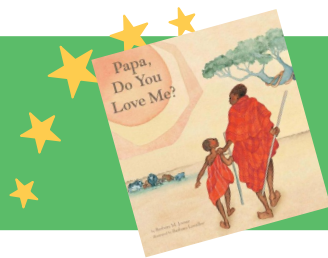
Materials Needed: book, beads and elastic band for jewelry making

Before

1. **Ask if they can remember what this book is about-** show them the cover to remind them.
We have already read this story. Do you remember it? Who was this story about? If you have an idea to share, show a thumbs up. Encourage all to think about their answer and call on 1-2 students who have their thumbs up. (Response - a boy and his father) *This book was about a little boy and his dad. The dad loved his little boy very much. He said, "I will always care for you, love you, and teach you. Always." Do you remember that?*
2. **Point out title & author-** ask if anyone can tell you what the author does.
The title of this story is Papa, Do You Love Me? That is what the little boy kept asking his dad. Barbara M. Joosse is the author. Let's clap that word. Au-thor. The author writes the words. What does that author do? (Thinking gesture and then hand open to note choral response- writes the words) Writes the words! The illustrator is Barbara Lavalée. She drew the pictures. Let's clap the word illustrator. Ill-us-tra-tor.
3. **Tell them this time we are going to read and discuss the story** so be ready to share your ideas!
We are going to read the story again. Pay close attention so we can talk about the book when it's done.

Example of Beaded Jewelry Craft





2nd Read

Papa, Do You Love Me?



During

1. **Read** with excitement and fluency.
2. **Think Aloud and Ask Questions as you read.**

Part of Text	Think Aloud (TA) - Question (Q)
"Papa, do you love me?"	Q: <i>What was the answer to that question? (Yes!) He always loves his child.</i>
"What if the sun scorched the leaves and they dropped off the branches?"	TA: <i>Why would the sun scorch the leaves? Scorch means burn. The sun is so hot that it could burn the leaves.</i>
"and you are my Tender Heart."	Q: <i>What are they wearing?</i> (Bright, light clothing and beaded jewelry.)

3. **Draw Attention to Key Events and Vocabulary-** Pause to highlight vocabulary and key concepts.

Key content: Adults can teach us important things. It is important to have people who take care of us and love us.

Vocabulary: briefly define/highlight vocab words when they come up in the story.
Reinforce throughout the day.

Word	Definition to use and <i>how to introduce gesture</i>	Gesture
elder	an older person who teaches the younger people and takes care of them <i>An elder is an older person who teaches the younger people and takes care of them. Put your hand over your heart to show that elders are special.</i>	Put your hand over your heart
scorched	burnt <i>Scorched means burnt. Pretend to touch something hot.</i>	Pretend to touch something hot with one finger; move it away quickly
drowsy	feeling sleepy <i>Drowsy means feeling sleepy. Rub your eyes like you are sleepy.</i>	Rub your eyes with fists like you are sleepy



2nd Read

Papa, Do You Love Me?



After

1. Ask Questions

Ask their opinion

Did you like this book? (thinking gesture - finger on forehead)

Show me a thumb if you liked this book. What was your favorite part?

(thinking gesture - finger on forehead)

Turn to someone near you and tell them your favorite part. Start your sentence with "My favorite part was..."

(Pause briefly for discussion or facilitation of conversation.)

Discussion questions

Where did this story take place?

(Thinking gesture and then hand open to note choral response- Africa, Kenya, the desert)

What did the boy ask his papa?

(Thinking gesture and then hand open to note choral response- Papa, do you love me?)

2. Review Vocabulary

In today's story, we learned 3 new words. Let's clap out our new words.

Review each word stating the definition and making the gesture.

Encourage students to say the word and use the gesture with you.

Word Definition to use	Gesture
<i>Someone who is an older person who teaches the younger people and takes care of them is called an _____ (elder). El-der, elder.</i>	Put your hand over your heart
<i>When something is burnt it is _____ (scorched) Scorched.</i>	Pretend to touch something hot with one finger; move it away quickly
<i>When you feel sleepy you are _____ (drowsy). Drow-sy, drowsy.</i>	Rub your eyes with fists like you are sleepy

3. Follow-Up Activity: Beaded Jewelry Craft

Explain, *We are going to make our own beaded jewelry like the people in this book wear.*

Demonstrate how to string beads on elastic. Provide each child with a handful of beads and an elastic string prepared with a knot or tied bead so the beads don't fall off as they string them. Tie the elastic string into a loop once students are done so they can wear their jewelry.



Shared Writing

Papa, Do You Love Me?



Planning Guide - Discuss and Respond to Questions

Topic Sentence: Write the topic sentence on the board, leaving a blank space for the underlined word:

How do families show love?

Plan your detail and concluding sentences (You can utilize the following.)

Detail: **Families give hugs.**

Detail: **Families share food.**

Detail: **Elders take care of the younger people.**

Conclusion: **That is how families show love.**

Vocabulary to Include if Possible		
Word	Definition	Gesture
elder	an older person who teaches the younger people and takes care of them	Put your hand over your heart
scorched	burnt	Pretend to touch something hot with one finger; move it away quickly
drowsy	feeling sleepy	Rub your eyes with fists like you are sleepy

Let's Write!

Discuss the book and vocabulary: *We read this book called Papa, Do You Love Me? In this story, the father tells his child how he will show love. He says, "If you are thirsty, I will give you water. If the sun is hot, I will shade you with my blanket. Families show love in different ways. Today we are going to write about that.*



Shared Writing

Papa, Do You Love Me?



Write Topic Sentence

1. **Plan:** *We are going to work together to answer a question. Let's start by finishing this sentence I wrote here. It says How do families show _____. What do families show? (thinking gesture - finger on forehead and then hand open to note choral response - love) Love! Good. Let's write that word.*
2. **Write:** Write **love** to complete the sentence.
3. **Read aloud, pointing to each word:** *How do families show love?*

Write Detail Sentence(s)

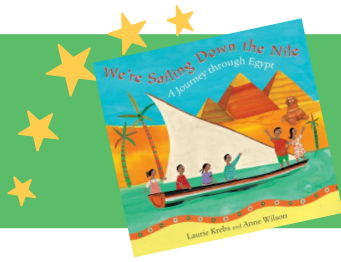
1. **Plan:** *Let's answer that question about how families show love. What does your family do to show love?* Guide children by showing them a few pictures in the book, if necessary. Remember the planned detail sentences are available if your students need more direction. Otherwise, write the ideas they share.
2. **Write:** **Families give hugs.**
3. **Read** aloud, pointing to each word: *Families give hugs.* Read again, encouraging children to read with you.

Continue adding detail sentences if students are engaged. This can also be returned to tomorrow or added to later in the day.

Write Concluding Sentence

1. **Plan:** *We answered a question about how families show love. Now let's write a sentence to tell our readers that we are done. How could we do that? (thinking gesture - finger on forehead) Let's write, "That is how families show love."*
2. **Write:** **That is how families show love.**
3. **Read** aloud, pointing to each word: *That is how families show love.* Read again, encouraging children to read with you

Read the whole paragraph with students. Post writing where they can see it.



For the Teacher:

Preview

We're Sailing Down the Nile



Unit 7a: Part 1 - Continent of Africa, Countries: Kenya, and People of Africa

Book 5: *We're Sailing Down the Nile* by Laurie Krebs

Materials Needed: Map of World and Globe

Vocabulary		
Word	Definition	Gesture
Egypt	a country in Africa	Hold up all five fingers on one hand (continent) and point to one finger
pharaoh	king	Pretend to put a crown on your head
oasis	water in the middle of a dry desert	Cup both hands and pretend to scoop water and drink it



1st Read

We're Sailing Down the Nile



Language Time

The Continent Song (tune of *Do You Know the Muffin Man*)

*Do you know the continents,
the continents,
the continents?*

(tap finger to temple as if thinking)

*Do you know the continents,
on our maps and globes?*

(point to map and globe)

North and South America

Africa, Australia

Europe and Antarctica

Asia's the biggest one

(point to continent on map or globe as you sing each name)

*Do you know the continents,
the continents,
the continents?*

(tap finger to temple as if thinking)

*Do you know the continents,
on our maps and globes?*

(point to map and globe)

Before

1. **Topic Introduction-** *We are learning about a big continent called Africa. Let's clap Africa. Af-ric-a. Great! Let's find Africa on our globe. There are so many interesting things to see in Africa. One of the most famous things to see is a river called the Nile. The Nile river is the biggest river in the whole world!*
2. **Book Introduction-** *The Nile river flows through eleven countries! One of those countries is called Egypt. The people in this book are traveling through Egypt.*
3. **Title and Author-** Draw attention to title and author. *The title of this book is We're Sailing Down the Nile and the author is Laurie Krebs. Who remembers what the author does? Tell me.* (Thinking gesture and then hand open to note choral response- writes the words) *Yes, the author writes the words. The illustrator is Anne Wilson, she drew the pictures.*



1st Read

We're Sailing Down the Nile



During

1. **Read-** Read with few interruptions so children can follow the full story.
2. **Model Thinking Aloud-** Pause to model what good readers think about.

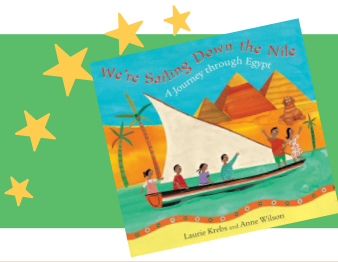
Part of Text	Think Aloud (TA) - Question (Q)
"We stand before the statues, feeling very small indeed."	TA: <i>There are huge statues in Egypt. Many of them are very old.</i>
"We'll see the Cairo skyline in just a little while."	TA: <i>Cairo is a city in Egypt. It is the biggest city in the whole continent of Africa.</i>
"We'll hike to Giza's pyramids in just a little while."	TA: <i>The pyramids are very famous. Many people travel to Egypt to see the pyramids. They are ancient and huge.</i>

3. **Draw Attention to Key Events and Vocabulary-** Pause to highlight vocabulary and key concepts.

Key content: There are many things, both old and new, to see in Egypt. The Nile River flows through Egypt. Water is especially important in Egypt because it is a desert.

Vocabulary: briefly define/highlight vocab words when they come up in the story.
Reinforce throughout the day.

Word	Definition to use and <i>how to introduce gesture</i>	Gesture
Egypt	a country in Africa <i>Egypt is a country in Africa. Hold up your hand and point to one finger.</i>	Hold up all five fingers on one hand (continent) and point to one finger
pharaoh	king <i>A pharaoh is a king. Pretend to put a crown on your head.</i>	Pretend to put a crown on your head
oasis	water in the middle of a dry desert <i>An oasis is water in the middle of a dry desert. Use your hands to pretend to drink water.</i>	Cup both hands and pretend to scoop water and drink it



1st Read

We're Sailing Down the Nile



After

1. Ask Questions

Now I am going to ask you a few questions about our story. When I put my finger to my forehead that means I want you to think about your answer.

Ask their opinion.

Did you like learning about Egypt? (thinking gesture - finger on forehead)

What would you like to see in Egypt?

Tell someone near you what you would most like to see in Egypt. Say, "I want to see..."

Check their understanding.

Where did this story take place? (thinking gesture - finger on forehead)

If you have an idea to share, show a thumbs up.

Encourage all to think about their answer and call on 1-2 students who have their thumbs up.
(Response - Africa, Egypt, the Nile River)

How did this group travel through Egypt? What did they use to get around?
(thinking gesture - finger on forehead)

If you have an idea to share, show a thumbs up.

Encourage all to think about their answer and call on 1-2 students who have their thumbs up.
(Response - a boat, on the Nile)

2. Review the Vocabulary

In today's story, we learned 3 new words. Let's clap out our new words.

Review each word stating the definition, making the gesture, and then clapping out the word.

Encourage students to say the word and use the gesture with you.

Word Definition to use	Gesture
<i><u>Egypt</u> is a country in Africa. Ready to clap? E-gypt, Egypt.</i>	Hold up all five fingers on one hand (continent) and point to one finger
<i><u>Pharaoh</u> is a king. Phar-aoh. Pharaoh.</i>	Pretend to put a crown on your head
<i>An <u>oasis</u> is water in the middle of a dry desert. O-a-sis. Oasis</i>	Cup both hands and pretend to scoop water and drink it



1st Read

We're Sailing Down the Nile



After Continued

Ask questions

What is the name of the country we read about?

(Thinking gesture and then hand open to note choral response- Egypt)

What do we call water in the middle of a dry desert?

(Thinking gesture and then hand open to note choral response- oasis)

What is another word for a king?

(Thinking gesture and then hand open to note choral response- pharaoh)

3. Follow Up Activity- Rhyming Practice

Explain, *There were lots of rhyming words in this book. Remember, rhyming words sound the same at the end. Let's go back and read parts of the book.* Reread the passages. Emphasize the underlined words. Ask *Do those words rhyme? Do they sound the same at the end?*

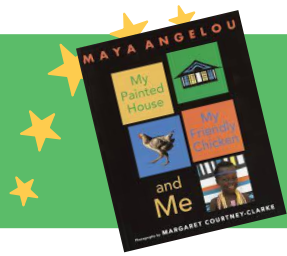
Read the whole passage, emphasizing the underlined words.

...we see fantastic things... of the crocodiles and kings.

(Thinking gesture and then hand open to note choral response- yes)

... built centuries ago ... Fabled Sphinx below.

(Thinking gesture and then hand open to note choral response- yes)



For the Teacher:

Preview

My Painted House, My Friendly Chicken, and Me



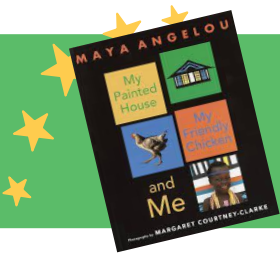
Unit 7a: Part 1 - Continent of Africa, Countries: Kenya, and People of Africa

Book 6: *My Painted House, My Friendly Chicken, and Me* by Maya Angelou

Materials Needed: Map of World and Globe

Vocabulary

Word	Definition	Gesture
stranger	someone you do not know	Pretend to point at someone and shake your head like you do not know them
dull	not bright, boring	Put your thumb down
mischievous	someone who enjoys making trouble in a playful way	Rub your hands together and make a small smile



1st Read

My Painted House, My Friendly Chicken, and Me



Language Time

The Continent Song (tune of *Do You Know the Muffin Man*)

*Do you know the continents,
the continents,
the continents?*

(tap finger to temple as if thinking)

*Do you know the continents,
on our maps and globes?*

(point to map and globe)

North and South America

Africa, Australia

Europe and Antarctica

Asia's the biggest one

(point to continent on map or globe as you sing each name)

*Do you know the continents,
the continents,
the continents?*

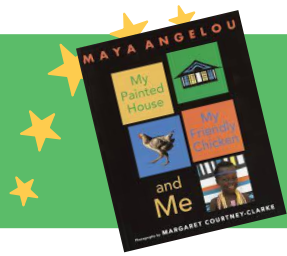
(tap finger to temple as if thinking)

*Do you know the continents,
on our maps and globes?*

(point to map and globe)

Before

1. **Topic Introduction-** *We have been learning about the continent of Africa. We know about two countries in Africa, Kenya and Egypt. Today we are going to read about a different country in Africa, called South Africa. Let's find it on our map.*
2. **Book Introduction-** *This book is about a little girl who lives in South Africa. Her name is Thandi and she has an interesting best friend, a chicken!*
3. **Title and Author-** Draw attention to title and author. *The author of this book is Maya Angelou, a very famous poet. There are no pictures in this book but Margaret Courtney-Clarke took the photographs.*



1st Read

My Painted House, My Friendly Chicken, and Me



During

1. **Read-** Read with few interruptions so children can follow the full story.
2. **Model Thinking Aloud-** Pause to model what good readers think about.

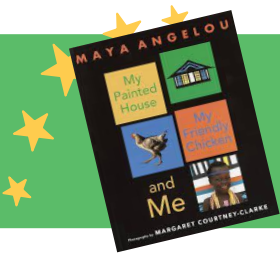
Part of Text	Think Aloud (TA) - Question (Q)
"...Ndebele people do not call anything beautiful."	TA: <i>That's really interesting! The Ndebele people see beautiful things and call them "good," but not beautiful.</i>
"My father built us small houses"	TA: <i>These small houses are so neat! They remind me of dollhouses. Have you played with a dollhouse before?</i>
"and bicycles."	TA: <i>Children in our country play with bicycles, too!</i> Q: <i>Do you ride a bicycle? Thumbs up if you do.</i>

3. **Draw Attention to Key Events and Vocabulary-** Pause to highlight vocabulary and key concepts.

Key content: South Africa is a country in the continent Africa. Ndebele women paint their houses and create "very good" things with beads.

Vocabulary: briefly define/highlight vocab words when they come up in the story.
Reinforce throughout the day.

Word	Definition to use and <i>how to introduce gesture</i>	Gesture
stranger	someone you do not know <i>A stranger is someone you do not know. Point and shake your head like you don't know someone.</i>	Pretend to point at someone and shake your head like you do not know them
dull	not bright, boring <i>Dull means not bright or boring. Put your thumb down.</i>	Put your thumb down
mischievous	someone who enjoys making trouble in a playful way <i>Mischievous is someone who enjoys making trouble in a playful way. Rub your hands together and make a small smile on your face.</i>	Rub your hands together and make a small smile



1st Read

My Painted House, My Friendly Chicken, and Me



After

1. Ask Questions

Now I am going to ask you a few questions about our story. When I put my finger to my forehead that means I want you to think about your answer.

Ask their opinion.

Did you like seeing all those very good painted houses? (thinking gesture - finger on forehead)
Thumbs up if you liked them.

Check their understanding.

Who was this story about?

(Thinking gesture and then hand open to note choral response- Thandi, girl from South Africa)

Who was Thandi's best friend?

(Thinking gesture and then hand open to note choral response- her pet chicken)

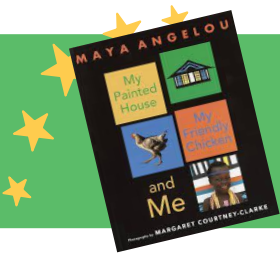
2. Review the Vocabulary

In today's story, we learned 3 new words. Let's clap out our new words.

Review each word stating the definition, making the gesture, and then clapping out the word.

Encourage students to say the word and use the gesture with you.

Word Definition to use	Gesture
<i>A <u>stranger</u> is someone you do not know. Ready to clap? Stran-ger, stranger.</i>	Pretend to point at someone and shake your head like you do not know them
<i><u>Dull</u> means not bright or boring. Dull.</i>	Put your thumb down
<i><u>Mischievous</u> means someone who enjoys making trouble in a playful way. Mis-chiev-ous. Mischievous.</i>	Rub your hands together and make a small smile



1st Read

My Painted House, My Friendly Chicken, and Me



After Continued

Ask questions

When someone enjoys making trouble in a playful way we say they are _____?
(Thinking gesture and then hand open to note choral response- mischievous)

What do we call something that is not bright or boring?
(Thinking gesture and then hand open to note choral response- dull)

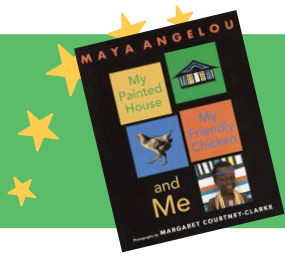
What do we call someone you do not know?
(Thinking gesture and then hand open to note choral response- stranger)

3. Follow Up Activity- Game: Was it in the Book?

Explain, *We are going to play a game called Was it in the Book? I'm going to say a fact. You will show me a thumbs up if the fact was in the book and a thumbs down if it wasn't in the book.*

Practice thumbs up and down.

- *Thandi lives in the United States of America.*
(Thinking gesture and then hand open to note thumbs down- no)
- *Thandi lives in South Africa.*
(Thinking gesture and then hand open to note thumbs up- yes)
- *Thandi's best friend is her little brother.*
(Thinking gesture and then hand open to note thumbs down- no)
- *Thandi's best friend is her pet chicken.*
(Thinking gesture and then hand open to note thumbs up- yes)



2nd Read

My Painted House, My Friendly Chicken, and Me



Unit 7a: Part 1 - Continent of Africa, Countries: Kenya, and People of Africa

Book 6: *My Painted House, My Friendly Chicken, and Me* by Maya Angelou

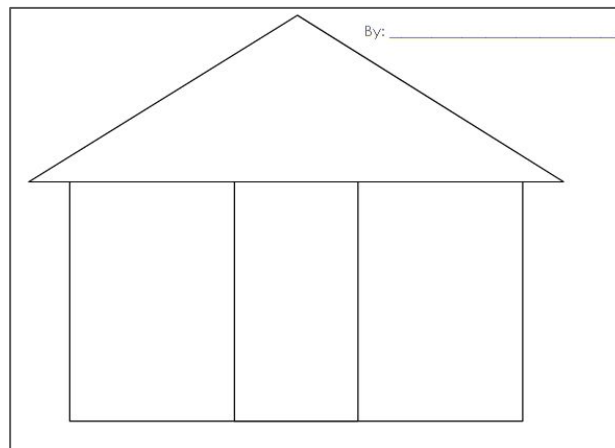
Re-Read & Activity: Colorful House Craft

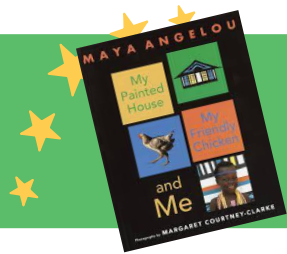
Materials Needed: book, craft template printed on white paper (1 for each student), colorful paints with brushes or markers

Before

1. **Ask if they can remember what this book is about-** show them the cover to remind them.
We have already read this story. Do you remember it? (thinking gesture - finger on forehead) *Can you tell us one thing we learned about the people who live in Thandi's village in South Africa? If you have an idea to share, show a thumbs up.* Encourage all to think about their answer and call on 1-2 students who have their thumbs up. Show a few pictures from the book to facilitate, if necessary.
2. **Point out title & author-** ask if anyone can tell you what the author does.
The title of this story is My Painted House, My Friendly Chicken, and Me. Maya Angelou is the author. Let's clap that word. Au-thor. The author writes the words. What does that author do? (Thinking gesture and then hand open to note choral response- writes the words) *Writes the words!*
There is no illustrator for this book because there are real photographs. Margaret Courtney-Clarke took the photos.
3. **Tell them this time we are going to read and discuss the story** so be ready to share your ideas!
We are going to read the story again. Pay close attention so we can talk about the book when it's done.

Colorful House craft template





2nd Read

My Painted House, My Friendly Chicken, and Me



During

1. **Read** with excitement and fluency.
2. **Think Aloud and Ask Questions as you read.**

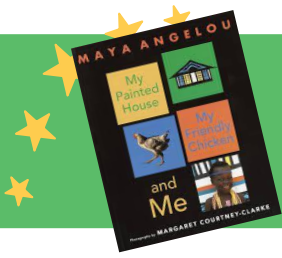
Part of Text	Think Aloud (TA) - Question (Q)
"I am eight years old, and my best friend"	Q: <i>Do you remember who Thandi's best friend is?</i>
"She has started to teach me to paint good, very good designs."	Q: <i>What do the women in the village do to their houses?</i>
"and some just sit back deep inside themselves and look out at the world."	Q: <i>What do the children in Thandi's village like to do?</i>

3. **Draw Attention to Key Events and Vocabulary**- Pause to highlight vocabulary and key concepts.

Key content: South Africa is a country in the continent Africa. Ndebele women paint their houses and create "very good" things with beads.

Vocabulary: briefly define/highlight vocab words when they come up in the story.
Reinforce throughout the day.

Word	Definition to use and <i>how to introduce gesture</i>	Gesture
stranger	someone you do not know <i>A stranger is someone you do not know. Point and shake your head like you don't know someone.</i>	Pretend to point at someone and shake your head like you do not know them
dull	not bright, boring <i>Dull means not bright or boring. Put your thumb down.</i>	Put your thumb down
mischievous	someone who enjoys making trouble in a playful way <i>Mischievous is someone who enjoys making trouble in a playful way. Rub your hands together and make a small smile on your face.</i>	Rub your hands together and make a small smile



2nd Read

My Painted House, My Friendly Chicken, and Me



After

1. Ask Questions

Ask their opinion

Did you like this book? (thinking gesture - finger on forehead)

Show me a thumb if you liked this book.

What was your favorite part? (thinking gesture - finger on forehead)

Put your thumb up if you would like to tell everyone.

Start your sentence with, "My favorite part was..."

Encourage all to think about their answer and call on 1-2 students who have their thumb up.

Discussion questions

Where does this story take place?

(Thinking gesture and then hand open to note choral response- South Africa)

Who was this story about? (thinking gesture - finger on forehead)

If you have an idea to share, show a thumbs up.

Encourage all to think about their answer and call on 1-2 students who have their thumbs up.

(Response - Thandi, her brother, her chicken)

2. Review Vocabulary

In today's story, we learned 3 new words. Let's clap out our new words.

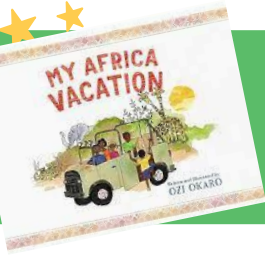
Review each word stating the definition and making the gesture.

Encourage students to say the word and use the gesture with you.

Word Definition to use	Gesture
<i>Someone you do not know is called a _____ (stranger). Stran-ger, stranger.</i>	Pretend to point at someone and shake your head like you do not know them
<i>When something is not bright or boring it is _____ (dull). Let's clap it. Dull.</i>	Put your thumb down
<i>Someone who enjoys making trouble in a playful way is called _____ (mischievous). Mis-chiev-ous, mischievous.</i>	Rub your hands together and make a small smile

3. Follow-Up Activity: Colorful House Craft

Explain, *We are going to paint our own very good colorful houses like the women in Thandi's village do.* Give each child a house template. Explain how everyone will use the paints, or markers, to create colorful patterns on the house. Show a few pictures from the book to spark inspiration.



For the Teacher:
Preview
My Africa Vacation

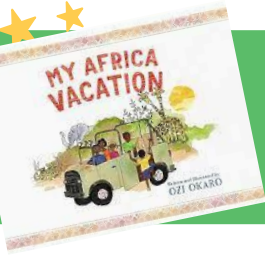


Unit 7a: Part 1 - Continent of Africa, Countries: Kenya, and People of Africa

Book 7: *My Africa Vacation* by Ozi Okaro

Materials Needed: Map of World and Globe

Vocabulary		
Word	Definition	Gesture
country	smaller parts of a continent	Hold up all five fingers on one hand (continent) and point to one finger
international	between countries	Hold up all five fingers on one hand (continent gesture) and use finger from other hand to hop between fingers
safari	a trip to see animals in their habitats	Put your hand above your eye and look around



1st Read

My Africa Vacation



Language Time

The Continent Song (tune of *Do You Know the Muffin Man*)

*Do you know the continents,
the continents,
the continents?*

(tap finger to temple as if thinking)

*Do you know the continents,
on our maps and globes?*

(point to map and globe)

North and South America

Africa, Australia

Europe and Antarctica

Asia's the biggest one

(point to continent on map or globe as you sing each name)

*Do you know the continents,
the continents,
the continents?*

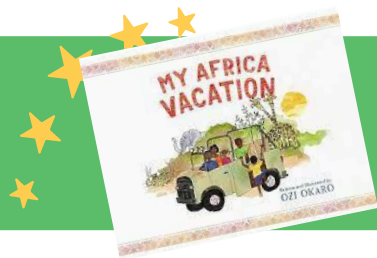
(tap finger to temple as if thinking)

*Do you know the continents,
on our maps and globes?*

(point to map and globe)

Before

1. **Topic Introduction-** *Today we are going to read our last book about the countries and people of Africa. Do you remember the name of one country in Africa we have read about? If you have an idea to share, show a thumbs up.* Encourage all to think about their answer and call on 1-2 students who have their thumbs up. (Response - Kenya, Egypt, South Africa)
2. **Book Introduction-** *This book is the story of a family that takes a vacation to Africa. They visit 10 countries and see many interesting things! Look at this picture. What do you think they are doing here?* (thinking gesture - finger on forehead) *Let's read the story to find out what's happening.*
3. **Title and Author-** Draw attention to title and author. *The title of this book is My Africa Vacation. The person who wrote the words is Ozi Okaro. Do you remember the name of the person who writes the words?* (Thinking gesture and then hand open to note choral response- the author) *Yes, the author writes the words.*



1st Read

My Africa Vacation



During

1. **Read-** Read with few interruptions so children can follow the full story.
2. **Model Thinking Aloud-** Pause to model what good readers think about.

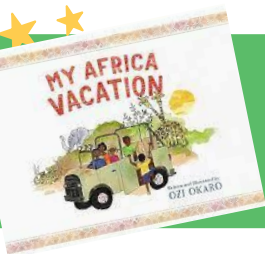
Part of Text	Think Aloud (TA) - Question (Q)
Cover page, first page inside	TA: <i>This is a map of the continent of Africa. All of these red dots are places the family will visit on their vacation. They are going to 10 different countries!</i>
"The Airport was very busy."	TA: <i>The family has to get on a plane to travel to Africa. Africa is far away from their home.</i>
"we are going to climb Mount Kilimanjaro"	TA: <i>Mount Kilimanjaro is a volcano and it's special because there are no other mountains near it.</i> Q: <i>Do you see how it is the tallest thing in this picture?</i>

3. **Draw Attention to Key Events and Vocabulary-** Pause to highlight vocabulary and key concepts.

Key content: Africa is a fascinating continent with many unique things to see. Each country in Africa is unique with its own habitats and history.

Vocabulary: briefly define/highlight vocab words when they come up in the story.
Reinforce throughout the day.

Word	Definition to use and how to introduce gesture	Gesture
country	smaller parts of a continent <i>A country is a smaller part of a continent. Hold up all five fingers on one hand and point to one finger to show country.</i>	Hold up all five fingers on one hand (continent) and point to one finger
international	between countries <i>International means between countries. Hold up your hand and jump between fingers.</i>	Hold up all five fingers on one hand (continent gesture) and use finger from other hand to hop between fingers
safari	a trip to see animals in their habitats <i>A safari is a trip to see animals in their habitats. Put your hand above your eye and pretend to look for animals.</i>	Put your hand above your eye and look around



1st Read

My Africa Vacation



After

1. Ask Questions

Now I am going to ask you a few questions about our story. When I put my finger to my forehead that means I want you to think about your answer.

Ask their opinion.

Do you think you would like to visit Africa someday? (thinking gesture - finger on forehead)

Thumbs up if so. What would you like to see in Africa? (thinking gesture - finger on forehead)

Turn to someone near you and tell them what you would like to see.

Start your sentence with "I would like to see..."

(Pause briefly for discussion or facilitation of conversation.)

Check their understanding.

Where did this story take place?

(Thinking gesture and then hand open to note choral response- Africa, 10 different countries)

Who was this story about?

(Thinking gesture and then hand open to note choral response- Arinze and his family)

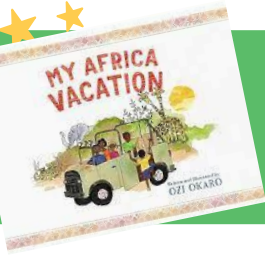
2. Review the Vocabulary

In today's story, we learned 3 new words. Let's clap out our new words.

Review each word stating the definition, making the gesture, and then clapping out the word.

Encourage students to say the word and use the gesture with you.

Word Definition to use	Gesture
<u>A country</u> is a smaller part of a continent. Ready to clap? Coun-try, country.	Hold up all five fingers on one hand (continent) and point to one finger
<u>International</u> means between countries. In-ter-na-tion-al, international.	Hold up all five fingers on one hand (continent gesture) and use finger from other hand to hop between fingers
<u>Safaris</u> are trips to see animals in their habitats. Sa-far-is, safaris.	Put your hand above your eye and look around



1st Read

My Africa Vacation



After Continued

Ask questions

What do we call a trip to see animals in their habitat?

(Thinking gesture and then hand open to note choral response- safari)

When people go on a trip between countries it is _____?

(Thinking gesture and then hand open to note choral response- international)

What do we call smaller parts of a continent?

(Thinking gesture and then hand open to note choral response- country)

3. Follow Up Activity- Wrap up the sub-theme

Explain, *We have been reading and talking all about the countries and people of Africa. Turn to someone sitting near you so you can have a discussion about Africa. Tell someone sitting next to you:*

- *The name of the continent we are learning about.*
- *The name of one country in Africa.*
- *One interesting thing about Africa.*
- *One animal that lives in Africa.*



For the Teacher:

Preview

Over in the Grasslands



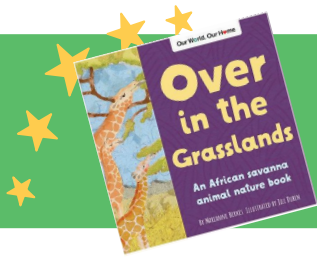
Unit 7a: Part 2 - The Savanna & Savanna Animals

Book 8: *Over in the Grasslands* by Marianne Berkes

Materials Needed: none

Vocabulary

Word	Definition	Gesture
savanna	a flat, grassy land area with few trees and lots of animals	Move one hand around in front of you to show a flat area
gallop	run really quickly	Hold two fingers up and move them like they are running quickly
shrill	high pitched, not pleasant	Cover your ears and close eyes and make a face like you hear a loud sound



1st Read

Over in the Grasslands



Language Time

African Animals (start standing)

*Giraffes are tall
with necks so long*

(Stretch arms above head and stand on tiptoe)

Elephants' trunks are big and strong

(Bend forward, arms down, hands together, swaying)

Zebras have stripes and can gallop away

(Gallop in place)

While monkeys in the trees do sway

(Sway back and forth)

Old crocodile swims in the pool so deep

(Make swimming motions with arms)

Or lies in the sun and goes to sleep

(Sit on the carpet, place hands together on put head on hands to "sleep")

Before

1. **Topic Introduction-** *Today we are going to start learning about the animals that live in Africa and one new habitat. Let's clap that word habitat. Hab-it-at. Great!*
2. **Book Introduction-** *This book is about grasslands. The grasslands in Africa are also called the savanna. Many animals live in the savanna. Look at the cover. What is one animal that lives in the African savanna?* (Thinking gesture and then hand open to note choral response- giraffes)
3. **Title and Author-** Draw attention to title and author. *The title of this book is Over in the Grasslands. Marianne Berkes is the author. We have read many of her books about animals! Who remembers what the author does? Tell me.* (Thinking gesture and then hand open to note choral response- writes the words) *The author writes the words.*



1st Read

Over in the Grasslands



During

1. **Read-** Read with few interruptions so children can follow the full story.
2. **Model Thinking Aloud-** Pause to model what good readers think about.

Part of Text	Think Aloud (TA) - Question (Q)
"running wild, swimming free."	<p>TA: <i>Let's count the elephant babies together.</i></p> <p>Q: <i>How many baby elephants did we count? Three.</i></p>
"So they stalked in the grass Knowing how to survive."	<p>TA: <i>The lion cubs learn how to stalk so they can hunt their food. They need to eat food to survive.</i></p>
"Near their rocky-covered den."	<p>TA: <i>Let's count the baby jackals.</i></p> <p>Q: <i>How many are there? Ten! That's a big family!</i></p>

3. **Draw Attention to Key Events and Vocabulary-** Pause to highlight vocabulary and key concepts.

Key content: There are savannas, or grasslands, in Africa. Many animals live in the grasslands of Africa.

Vocabulary: briefly define/highlight vocab words when they come up in the story.
Reinforce throughout the day.

Word	Definition to use and <i>how to introduce gesture</i>	Gesture
savanna	a flat, grassy land area with few trees and lots of animals <i>A savanna is a flat, grassy land area with few trees and lots of animals. Move one hand flat like this to show a savanna.</i>	Move one hand around in front of you to show a flat area
gallop	run really quickly <i>Gallop means to run really quickly. Make your fingers run very quickly.</i>	Hold two fingers up and move them like they are running quickly
shrill	high pitched, not pleasant <i>Shrill means a sound that is high pitched and not pleasant. Cover your ears and close your eyes.</i>	Cover your ears and close eyes and make a face like you hear a loud sound



1st Read

Over in the Grasslands



After

1. Ask Questions

Now I am going to ask you a few questions about our story. When I put my finger to my forehead that means I want you to think about your answer.

Ask their opinion.

Did you like that story about African animals in the savanna?
(thinking gesture - finger on forehead)

Thumbs up if you liked it. Turn to someone near you and tell them the name of your favorite animal from the book. Start your sentence with, "My favorite animal was..."
(Pause briefly for discussion or facilitation of conversation.)

Put your thumb up if you would like to tell everyone.

Encourage all to think about their answer and call on 1-2 students who have their thumb up.

Check their understanding.

What did we count in this book?
(Thinking gesture and then hand open to note choral response- African animals)

Where does this story take place?
(Thinking gesture and then hand open to note choral response- the African savanna)

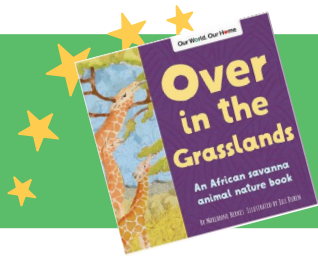
2. Review the Vocabulary

In today's story, we learned 3 new words. Let's clap out our new words.

Review each word stating the definition, making the gesture, and then clapping out the word.

Encourage students to say the word and use the gesture with you.

Word Definition to use	Gesture
<i>A <u>savanna</u> is a flat, grassy land area with few trees and lots of animals. Ready to clap? Sav-an-na, savanna.</i>	Move one hand around in front of you to show a flat area
<i><u>Gallop</u> means to run really fast. Gal-lop. Gallop.</i>	Hold two fingers up and move them like they are running quickly
<i><u>Shrill</u> means a sound that is high pitched and not pleasant. Shrill.</i>	Cover your ears and close eyes and make a face like you hear a loud sound



1st Read

Over in the Grasslands



After Continued

Ask questions

What is a word that means to run really fast?

(Thinking gesture and then hand open to note choral response- gallop)

What is a flat, grassy land area with few trees and lots of animals called?

(Thinking gesture and then hand open to note choral response- savanna)

What do we call a sound that is high pitched and not pleasant?

(Thinking gesture and then hand open to note choral response- shrill)

3. Follow Up Activity- Math Word Problem

Explain, *In this book, we counted animals that live on the African savanna. We saw 2 baby giraffes* (hold up 2 fingers) *and 3 baby elephants* (hold up 3 fingers on other hand). *How many baby animals is that altogether? Let's use our fingers to figure that out. Two* (hold up 2 fingers) *plus three* (hold up 3 fingers on other hand) *equals 1,2,3,4,5* (wiggle each finger as you count). *We counted five baby animals!*



Shared Writing

Over in the Grasslands



Planning Guide - Discuss and Respond to Questions

Topic Sentence: Write the topic sentence on the board, leaving a blank space for the underlined word:

What animals live on the African savanna?

Plan your detail and concluding sentences (You can utilize the following.)

Detail: Zebras gallop on the savanna.

Detail: Giraffes slurp leaves from the trees.

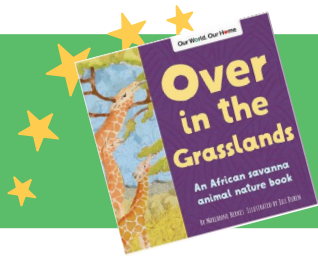
Detail: Meerkats make a shrill sound.

Conclusion: Many animals live on the African savanna.

Vocabulary to Include if Possible		
Word	Definition	Gesture
savanna	a flat, grassy land area with few trees and lots of animals	Move one hand around in front of you to show a flat area
gallop	run really quickly	Hold two fingers up and move them like they are running quickly
shrill	high pitched, not pleasant	Cover your ears and close eyes and make a face like you hear a loud sound

Let's Write!

Discuss the book and vocabulary: *We read this book called Over in the Grasslands. This was a rhyming and counting book. We counted animals that live in the African savanna. Today we are going to answer a question about those animals.*



Shared Writing

Over in the Grasslands



Write Topic Sentence

1. **Plan:** *We are going to work together to answer this question about the animals that live on the African savanna. Let's start by finishing this sentence I wrote here. It says What animals live on the African _____. What is the name of the habitat we read about?* (thinking gesture - finger on forehead and then hand open to note choral response - savanna) **Savanna. Good!**
2. **Write:** Write **savanna** to complete the sentence.
3. **Read aloud, pointing to each word:** *What animals live on the African savanna?*

Write Detail Sentence(s)

1. **Plan:** *Let's tell about the animals that live on the African savanna. What animals live there?* Guide children by showing them a few pictures in the book, if necessary. Remember the planned detail sentences are available if your students need more direction. Otherwise, write the ideas they share.
2. **Write:** **Zebras gallop on the savanna.**
3. **Read** aloud, pointing to each word: **Zebras gallop on the savanna.** Read again, encouraging children to read with you.

Continue adding detail sentences if students are engaged. This can also be returned to tomorrow or added to later in the day.

Write Concluding Sentence

1. **Plan:** *We answered a question about the animals that live on the African savanna. Now let's write a sentence to tell our readers that we are done. How could we do that?* (thinking gesture - finger on forehead) **Let's write, "Many animals live on the African savanna."**
2. **Write:** **Many animals live on the African savanna.**
3. **Read aloud, pointing to each word:** **Many animals live on the African savanna.** Read again, encouraging children to read with you

Read the whole paragraph with students. Post writing where they can see it.



For the Teacher:

Preview

Here is the African Savanna

Unit 7a: Part 2 - The Savanna & Savanna Animals

Book 9: *Here is the African Savanna* by Madeleine Dunphy

Materials Needed: Dramatic Play Center prepared

Vocabulary		
Word	Definition	Gesture
plain	flat land, the savanna is a grassy plain	Move one hand around in front of you to show a flat area
stalk	hunt quietly	Pretend you are sneaking up on something
groomed	cleaned	Pretend to lick the back of your hand



1st Read

Here is the African Savanna

Language Time

African Animals (start standing)

*Giraffes are tall
with necks so long*

(Stretch arms above head and stand on tiptoe)

Elephants' trunks are big and strong

(Bend forward, arms down, hands together, swaying)

Zebras have stripes and can gallop away

(Gallop in place)

While monkeys in the trees do sway

(Sway back and forth)

Old crocodile swims in the pool so deep

(Make swimming motions with arms)

Or lies in the sun and goes to sleep

(Sit on the carpet, place hands together on put head on hands to "sleep")

Before

1. **Topic Introduction-** *Yesterday we started learning about the animals that live in a new habitat in Africa. We learned about a new kind of habitat called the savanna. Let's clap that word. Sav-an-na. Many animals live in the savanna.*
2. **Book Introduction-** *What animal is this on the cover? Lions. We are going to keep reading about the savanna. Turn to someone near you and tell them one animal you think we might see in this book.* (Pause briefly for discussion or facilitation of conversation.)
3. **Title and Author-** Draw attention to title and author. *The title of this book is Here is the African Savanna and the author is Madeleine Dunphy, she wrote the words. The illustrator is Tom Leonard. Who remembers what the illustrator does? Tell me.* (Thinking gesture and then hand open to note choral response- draws the pictures) *Yes, the illustrator draws the pictures.*



1st Read

Here is the African Savanna

During

1. **Read-** Read with few interruptions so children can follow the full story.
2. **Model Thinking Aloud-** Pause to model what good readers think about.

Part of Text	Think Aloud (TA) - Question (Q)
"Here are the zebras"	TA: <i>Zebras look like horses but they have black and white stripes. Let's clap the word zebra. Ze-bra.</i>
"Here are the impalas who eat the pods"	TA: <i>The animals in the African savanna depend on each other. For example, the baboons drop the pods to the ground and then the impalas eat the pods. The impalas couldn't reach the pods on their own.</i>
"Here is the river"	TA: <i>The river is very important in the savanna. All the animals need the water in the river to survive.</i>

3. **Draw Attention to Key Events and Vocabulary-** Pause to highlight vocabulary and key concepts.

Key content: Many animals live on the African savanna. All animals and plants play an important role in the savanna. The animals and plants depend on each other in the savanna.

Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.

Word	Definition to use and <i>how to introduce gesture</i>	Gesture
plain	flat land, the savanna is a grassy plain <i>A plain is flat land, the savanna is a grassy plain. Move your hand flat like this to show a plain.</i>	Move one hand around in front of you to show a flat area
stalk	hunt quietly <i>Stalk means to hunt quietly. Pretend to sneak up on something.</i>	Pretend you are sneaking up on something
groomed	cleaned <i>Groomed means cleaned. Pretend to lick your hand and fix your hair.</i>	Pretend to lick the back of your hand



1st Read

Here is the African Savanna

After

1. Ask Questions

Now I am going to ask you a few questions about our story. When I put my finger to my forehead that means I want you to think about your answer.

Ask their opinion.

Did you like learning more about the animals in the African savanna?

(thinking gesture - finger on forehead)

Thumbs up if you liked it.

Check their understanding.

What animals did we see in this story? (thinking gesture - finger on forehead)

If you have an idea to share, show a thumbs up.

Encourage all to think about their answer and call on 1-2 students who have their thumbs up.
(Response - various answers- zebras, giraffes, hippos, etc.)

Where does this story take place?

(Thinking gesture and then hand open to note choral response- the African savanna)

2. Review the Vocabulary

In today's story, we learned 3 new words. Let's clap out our new words.

Review each word stating the definition, making the gesture, and then clapping out the word.

Encourage students to say the word and use the gesture with you.

Word Definition to use	Gesture
<i>A <u>plain</u> is flat land. The savanna is a grassy plain. Ready to clap? Sav-an-na, savanna.</i>	Move one hand around in front of you to show a flat area
<i><u>Stalk</u> means to hunt quietly. Stalk.</i>	Pretend you are sneaking up on something
<i><u>Groomed</u> means cleaned. Groomed.</i>	Pretend to lick the back of your hand



1st Read

Here is the African Savanna

After Continued

Ask questions

What is a word that means to hunt quietly?

(Thinking gesture and then hand open to note choral response- stalk)

What is a flat land, another word for a savanna?

(Thinking gesture and then hand open to note choral response- plain)

What is a word that means cleaned?

(Thinking gesture and then hand open to note choral response- groomed)

3. Follow Up Activity- Introduce Dramatic Play Center

Explain, *"I thought it would be fun to pretend we are wildlife vets taking care of the animals of Africa."*

Show students some of the toys, costumes, and tools. Give them a few ideas for how to play and explore. One teacher should remain in the dramatic play center during free play time to help students use their new background knowledge and vocabulary to play different scenarios around the wildlife vet theme. The teacher can model how to use the books to research or learn more about the animals. This teacher should remain there until they are able to play independently.



For the Teacher:
Preview
Give Up, Gecko!

Unit 7a: Part 2 - The Savanna & Savanna Animals
Book 10: *Give Up, Gecko!* by Margaret Read MacDonald
Materials Needed: none

Vocabulary		
Word	Definition	Gesture
chief	leader	Point one finger upward like you are in charge
stomp	step heavily, loudly, and forcefully	Move fists with each of your hands up and down on the ground
rise	to move up slowly	Put hands in your lap, then slowly move them up slowly toward your head



1st Read

Give Up, Gecko!

Language Time

African Animals (start standing)

*Giraffes are tall
with necks so long*

(Stretch arms above head and stand on tiptoe)

Elephants' trunks are big and strong

(Bend forward, arms down, hands together, swaying)

Zebras have stripes and can gallop away

(Gallop in place)

While monkeys in the trees do sway

(Sway back and forth)

Old crocodile swims in the pool so deep

(Make swimming motions with arms)

Or lies in the sun and goes to sleep

(Sit on the carpet, place hands together on put head on hands to "sleep")

Before

1. **Topic Introduction-** *We have been learning about a habitat in Africa called the savanna. Another name for the savanna is grassland. Many animals live in the savanna. Do you remember an animal that lives in the savanna?* (thinking gesture - finger on forehead) *If you have an animal to share, show a thumbs up.* Encourage all to think about their answer and call on 1-2 students who have their thumbs up.
2. **Book Introduction-** *This story is from Uganda. Uganda is a country in Africa. This is a make believe story about animals looking for water. Animals need water to survive. They work together to find water in the savanna.*
3. **Title and Author-** Draw attention to title and author. *The title of this book is Give Up, Gecko! The person who wrote the words is Margaret Read MacDonald. Do you remember the name of the person who writes the words?* (Thinking gesture and then hand open to note choral response- the author) *Yes, the author writes the words.*



1st Read

Give Up, Gecko!

During

1. **Read-** Read with few interruptions so children can follow the full story.
2. **Model Thinking Aloud-** Pause to model what good readers think about.

Part of Text	Think Aloud (TA) - Question (Q)
"The animals needed to drink."	TA: <i>The animals have been waiting for rain for days and days. There is no more water left and they are thirsty. I wonder what they will do to find water.</i>
"All the big animals took a turn. All the big animals...gave up."	TA: <i>The big animals tried to dig for water but it didn't work. They gave up. What will happen next?</i>
"My toes are wet! My toes are wet!"	TA: <i>The tiny gecko didn't give up and he did it! He found water! Keep going, Gecko!</i>
"The animals built a special house for Gecko"	TA: <i>The animals are grateful for Gecko's hard work. They said thank you by building him a special house.</i>

3. **Draw Attention to Key Events and Vocabulary-** Pause to highlight vocabulary and key concepts.

Key content: Many animals live on the African savanna. All animals need water to survive.

Vocabulary: briefly define/highlight vocab words when they come up in the story.

Reinforce throughout the day.

Word	Definition to use and <i>how to introduce gesture</i>	Gesture
chief	leader <i>A chief is a leader. Point your finger upward like you are in charge.</i>	Point one finger upward like you are in charge
stomp	step heavily, loudly, and forcefully <i>Stomp means to step heavily, loudly, and forcefully. Move your fists up and down on the ground, like they are feet that are stomping.</i>	Move fists with each of your hands up and down on the ground
rise	to move up slowly <i>Rise means to move up slowly. Put your hands in your lap and then move them up slowly toward your head like it is water rising up.</i>	Put hands in your lap, then slowly move them up slowly toward your head



1st Read

Give Up, Gecko!

After

1. Ask Questions

Now I am going to ask you a few questions about our story. When I put my finger to my forehead that means I want you to think about your answer.

Ask their opinion.

Did you like learning about finding water? (thinking gesture - finger on forehead)

Thumbs up if you liked it.

Check their understanding.

Who were the characters in this story? (thinking gesture - finger on forehead)

If you have an idea to share, show a thumbs up.

Encourage all to think about their answer and call on 1-2 students who have their thumbs up.
(Response - various answers- Elephant, Rhino, Gecko, etc.)

What were the animals looking for in the story?

(Thinking gesture and then hand open to note choral response- water)

2. Review the Vocabulary

In today's story, we learned 3 new words. Let's clap out our new words.

Review each word stating the definition, making the gesture, and then clapping out the word.

Encourage students to say the word and use the gesture with you.

Word Definition to use	Gesture
<i>A <u>chief</u> is a leader. Ready to clap? Chief.</i>	Point one finger upward like you are in charge
<i><u>Stomp</u> means to step heavily, loudly, and forcefully. Stomp.</i>	Move fists with each of your hands up and down on the ground
<i><u>Rise</u> means to move up slowly. Rise.</i>	Put hands in your lap, then slowly move them up slowly toward your head



1st Read

Give Up, Gecko!

After Continued

Ask questions

What is a word that means to move up slowly?

(Thinking gesture and then hand open to note choral response- rise)

What is another word for a leader?

(Thinking gesture and then hand open to note choral response- chief)

What is a word that means to step heavily, loudly, and forcefully?

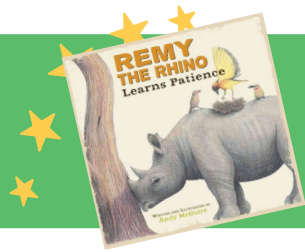
(Thinking gesture and then hand open to note choral response- stomp)

3. Follow Up Activity- Story Retell

Explain, *We are going to tell the story again. I want you to help me.*

Show pictures in book to help children remember if necessary.

It hadn't rained in a long time and the animals were thirsty. They needed _____ (water.) The animals all took turns stomping and digging. First, the big animals tried, but they _____ (gave up.) Then the middle-sized and little animals tried and they gave up, too. Finally Gecko tried. He stomped hard and didn't give up until he found _____ (water!) The animals thanked Gecko by building him a special _____ (house.) The end.



For the Teacher:

Preview

Remy the Rhino Learns Patience



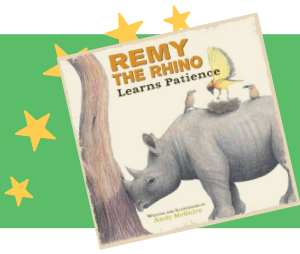
Unit 7a: Part 2 - The Savanna & Savanna Animals

Book 11: *Remy the Rhino Learns Patience* by Andy McGuire

Materials Needed: globe

Vocabulary

Word	Definition	Gesture
rage	big anger	Make fists with both hands and show an angry face
patience	being good at waiting	Put your hands gently together in your lap
relax	calm down	Take a deep breath in and out while moving your hands up and down



1st Read

Remy the Rhino Learns Patience



Language Time

African Animals (start standing)

*Giraffes are tall
with necks so long*

(Stretch arms above head and stand on tiptoe)

Elephants' trunks are big and strong

(Bend forward, arms down, hands together, swaying)

Zebras have stripes and can gallop away

(Gallop in place)

While monkeys in the trees do sway

(Sway back and forth)

Old crocodile swims in the pool so deep

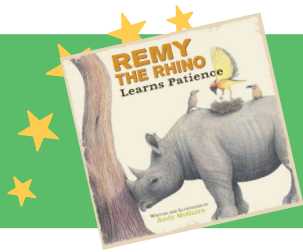
(Make swimming motions with arms)

Or lies in the sun and goes to sleep

(Sit on the carpet, place hands together on put head on hands to "sleep")

Before

1. **Topic Introduction-** *We have been learning about animals that live in the savannas of Africa. Let's find the continent of Africa on our globe.*
2. **Book Introduction-** *This story is about a rhinoceros. Let's clap the whole name. Rhi-noc-er-os. Sometimes it is called a rhino for short. Rhinos have horns on their heads. They are big animals and they live on the African savanna. This is a rhyming book so listen for rhyming words as we read.*
3. **Title and Author-** Draw attention to title and author. *The title of this book is Remi The Rhino Learns Patience and the person who wrote the book is Andy McGuire. What is another name for a person who writes the words in a book? Tell me.* (Thinking gesture and then hand open to note choral response- author) *Yes, the person who writes the words in a book is called the author.*



1st Read

Remy the Rhino Learns Patience



During

1. **Read-** Read with few interruptions so children can follow the full story.
2. **Model Thinking Aloud-** Pause to model what good readers think about.

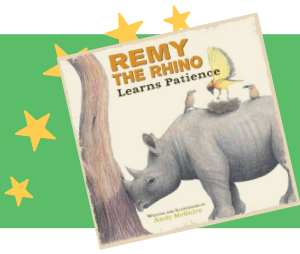
Part of Text	Think Aloud (TA) - Question (Q)
"They'd better stop bothering Remy RIGHT NOW!"	TA: <i>I think Remy feels very angry. He is so frustrated by the many things that make him upset.</i>
"And the more Remy struggled, the stucker it got"	TA: <i>The aardvark accidentally tripped over Remy's toes. That made Remy so mad that he charged at him and now he is stuck in the tree. He created a big problem for himself.</i>
"He learned to relax."	TA: <i>When I feel upset or angry, I take deep breaths. Sometimes I go for a little walk to help myself relax.</i> Q: <i>What do you do to help yourself relax when you're feeling upset?</i>

3. **Draw Attention to Key Events and Vocabulary-** Pause to highlight vocabulary and key concepts.

Key content: Sometimes we make our troubles worse when we act in anger. Patience is a very good thing to have.

Vocabulary: briefly define/highlight vocab words when they come up in the story.
Reinforce throughout the day.

Word	Definition to use and <i>how to introduce gesture</i>	Gesture
rage	<p>big anger</p> <p><i>Rage is big anger. Remi feels rage a lot. He is often very angry. Make fists with your hands and make a face like you are very angry.</i></p>	Make fists with both hands and show an angry face
patience	<p>being good at waiting</p> <p><i>Patience means being good at waiting. Remi had to wait a long time for the termites to help him. He used patience. Put your hands gently in your lap.</i></p>	Put your hands gently together in your lap
relax	<p>calm down</p> <p><i>Relax means to calm down. Remi learned to relax and was finally free! Take a deep breath and move your hands up and down.</i></p>	Take a deep breath in and out while moving your hands up and down



1st Read



Remy the Rhino Learns Patience

After

1. Ask Questions

Now I am going to ask you a few questions about our story. When I put my finger to my forehead that means I want you to think about your answer.

Ask their opinion.

Did you like this story about Remy? (thinking gesture - finger on forehead)

I felt a bit bad for poor Remy when he got stuck in the tree. Raise your hand if you also felt bad for Remy.

Check their understanding.

Who was this story about?

(Thinking gesture and then hand open to note choral response- Remy the rhino)

Where does this story take place?

(Thinking gesture and then hand open to note choral response- the African savanna)

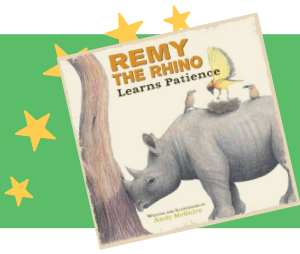
2. Review the Vocabulary

In today's story, we learned 3 new words. Let's clap out our new words.

Review each word stating the definition, making the gesture, and then clapping out the word.

Encourage students to say the word and use the gesture with you.

Word Definition to use	Gesture
<i><u>Rage</u> is big anger. Ready to clap? <u>Rage</u>.</i>	Make fists with both hands and show an angry face
<i><u>Patience</u> means being good at waiting. <u>Pa-tience</u>.</i>	Put your hands gently together in your lap
<i><u>Relax</u> means to calm down. <u>Re-lax</u>.</i>	Take a deep breath in and out while moving your hands up and down



1st Read



Remy the Rhino Learns Patience

After Continued

Ask questions

What is another way we can say 'calm down'?

(Thinking gesture and then hand open to note choral response- relax)

What is it called when someone is feeling very big anger?

(Thinking gesture and then hand open to note choral response- rage)

When we are being good at waiting, we have what?

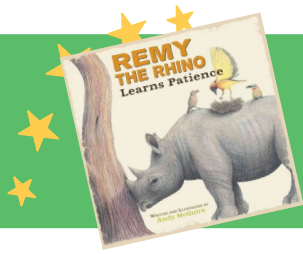
(Thinking gesture and then hand open to note choral response- patience)

3. Follow Up Activity- Rhyming Practice

Explain, *There were lots of rhyming words in this book. Remember, rhyming words sound the same at the end. Let's go back and read parts of the book.* Reread the passages. Emphasize the underlined words. Ask *Do those words rhyme? Do they sound the same at the end?*

Read the whole passage, emphasizing the underlined words.

- *She searched with her nose on a patch of rhinoceros toes.*
(Thinking gesture and then hand open to note choral response- Yes)
- *But his horn had got caught ... the stucker it got.*
(Thinking gesture and then hand open to note choral response- Yes)
- *Then the aardvark said softly, "I have a solution."*
(Thinking gesture and then hand open to note choral response- No)



Shared Writing

Remy the Rhino Learns Patience



Planning Guide - Tell a Story

Topic Sentence: Write the topic sentence on the board, leaving a blank space for the underlined word:

One day Remy got his horn stuck in a tree.

Plan your detail and concluding sentences (You can utilize the following.)

Detail: Remy felt rage while he waited for the aardvark to return.

Detail: The aardvark brought termites to eat the tree.

Detail: He waited while birds built a nest on his back.

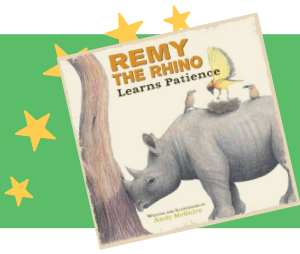
Conclusion: Finally, Remy learned to relax and the termites freed him from the tree!

Vocabulary to Include if Possible

Word	Definition	Gesture
rage	big anger	Make fists with both hands and show an angry face
patience	being good at waiting	Put your hands gently together in your lap
relax	calm down	Take a deep breath in and out while moving your hands up and down

Let's Write!

Discuss the book and vocabulary: *We read this book called Remy the Rhino Learns Patience. Remy often feels big anger and rage. One day, he charges at an aardvark and gets stuck in a tree. The aardvark brings termites to free him but it takes a long time. Remy learns to be patient and wait. Finally, he relaxes and is free!*



Shared Writing

Remy the Rhino Learns Patience



Write Topic Sentence

1. **Plan:** *We are going to work together to tell the story of Remy. Let's start by finishing this sentence I wrote here. It says One day Remy got his horn stuck in a _____. Where did his horn get stuck?* (Thinking gesture and then hand open to note choral response) *A tree! Good. Let's write that word.*
2. **Write:** Write **tree** to complete the sentence.
3. **Read aloud,** pointing to each word: *One day Remy got his horn stuck in a tree.*

Write Detail Sentence(s)

1. **Plan:** *Let's tell more about what happened when Remy got his horn stuck. What happened next?*
Guide children by showing pictures in the book, if necessary. Remember the planned detail sentences are available if your students need more direction. Otherwise, write the ideas they share.
2. **Write:** *The aardvark brought termites to eat the tree.*
3. **Read aloud,** pointing to each word: *The aardvark brought termites to eat the tree.* Read again, encouraging children to read with you.

Continue adding detail sentences if students are engaged. This can also be returned to tomorrow or added to later in the day.

Write Concluding Sentence

1. **Plan:** *We told a lot about what happened after Remy got stuck. Now how did the story end? We could say, "Finally, Remy learned to relax and the termites freed him from the tree."*
2. **Write:** *Finally, Remy learned to relax and the termites freed him from the tree.*
3. **Read aloud,** pointing to each word: *Finally, Remy learned to relax and the termites freed him from the tree.* Read again, encouraging children to read with you.

Read the whole paragraph with students. Post writing where they can see it.



For the Teacher:

Preview

We All Went on Safari



Unit 7a: Part 2 - The Savanna & Savanna Animals

Book 12: *We All Went on Safari* by Laurie Krebs

Materials Needed: none

Vocabulary

Word	Definition	Gesture
safari	a trip to see animals in their habitats	Put your hand above your eye and look around
ancient	very old	Make a thumbs up and then point your thumb back over your shoulder
startled	surprised or scared suddenly	Put both hands on your cheeks and open your mouth wide like you are surprised



1st Read

We All Went on Safari



Language Time

African Animals (start standing)

*Giraffes are tall
with necks so long*

(Stretch arms above head and stand on tiptoe)

Elephants' trunks are big and strong

(Bend forward, arms down, hands together, swaying)

Zebras have stripes and can gallop away

(Gallop in place)

While monkeys in the trees do sway

(Sway back and forth)

Old crocodile swims in the pool so deep

(Make swimming motions with arms)

Or lies in the sun and goes to sleep

(Sit on the carpet, place hands together on put head on hands to "sleep")

Before

1. **Topic Introduction-** *We are learning about the continent called....* (Thinking gesture and then hand open to note choral response- Africa) ***Africa!***
2. **Book Introduction-** *This book is about the animals that live in a country called Tanzania. Let's clap that. Tan-zan.i-a. Some people in Tanzania are Maasai. They wear bright, colorful beaded jewelry. The Maasai speak Swahili. This is a counting book. We're going to read numbers in Swahili as we count animals on the savanna.*
3. **Title and Author-** Draw attention to title and author. *The title of this book is We All Went on Safari. The author is Laurie Krebs; she wrote the words in the book. The illustrator is Julia Cairns; she drew the pictures in the book.*



1st Read

We All Went on Safari



During

1. **Read-** Read with few interruptions so children can follow the full story.
2. **Model Thinking Aloud-** Pause to model what good readers think about.

Part of Text	Think Aloud (TA) - Question (Q)
"...When the day had just begun."	TA: <i>Begun is a clue about the number that is coming up. The number will rhyme with begun. I'm thinking of a number that ends with /un/. Hmmm... I know! One!</i>
"Zalira counted seven."	TA: <i>Let's count the seven zebras. The number seven in Swahili is saba. Those words sound similar. Seven...saba. Interesting!</i>
"We built ourselves a campfire."	TA: <i>The day is almost over and the sun is setting. They made a campfire and some people are huddled under blankets. I think it gets chilly in the savanna at night time.</i> Q: <i>What do you think? Thumbs up if you also think it gets chilly at night.</i>
Informational pages at the end of the book: If students are still engaged and interested, read some of the facts about the animals, the people, and/or the language of Tanzania.	

3. **Draw Attention to Key Events and Vocabulary-** Pause to highlight vocabulary and key concepts.
Key content: Many animals live in the African savanna. Swahili is the language of the Maasai people, who live in Tanzania.

Vocabulary: briefly define/highlight vocab words when they come up in the story.
 Reinforce throughout the day.

Word	Definition to use and <i>how to introduce gesture</i>	Gesture
safari	a trip to see animals in their habitats <i>Put your hand above your eye and pretend to look for animals.</i>	Put your hand above your eye and look around
ancient	very old <i>Make a thumbs up and then point your thumb back over your shoulder, like you're showing it happened a long time ago.</i>	Make a thumbs up and then point your thumb back over your shoulder
startled	surprised or scared suddenly <i>Hold hands up and mouth open like you are surprised.</i>	Put both hands on your cheeks and open your mouth wide like you are surprised



1st Read

We All Went on Safari



After

1. Ask Questions

Now I am going to ask you a few questions about our story. When I put my finger to my forehead that means I want you to think about your answer.

Ask their opinion.

Did you like that book about going on a safari? Thumbs up if you think you would enjoy going on a safari.

Turn to someone near you and tell them which animal you would want to see on the safari.

(Pause briefly for discussion or facilitation of conversation.)

Check their understanding.

What did we count in this book? (Thinking gesture)

Thumbs up if you can remember one of the African savanna animals that we counted.

Encourage all children to think of an answer, then call on 1-2 students with thumbs up to share a type of animal from the book (zebras, giraffes, etc.).

How do you say seven in Swahili? What word means seven?

(Finger to forehead in thinking gesture then open hand to note choral response- saba)

2. Review the Vocabulary

In today's story, we learned 3 new words. Let's clap out our new words.

Review each word stating the definition, making the gesture, and then clapping out the word.

Encourage students to say the word and use the gesture with you.

Word Definition to use	Gesture
<u>Safari</u> is a trip to see animals in their habitats. Ready to clap? Sa-far-i, safari.	Put your hand above your eye and look around
<u>Ancient</u> means very old. An-cient, ancient	Make a thumbs up and then point your thumb back over your shoulder
<u>Startled</u> means surprised or scared suddenly. Star-tled, startled.	Put both hands on your cheeks and open your mouth wide like you are surprised



1st Read

We All Went on Safari



After Continued

Ask questions

What is another word for very old?

(Thinking gesture and then hand open to note choral response- ancient)

When something surprised or scared us, we could say we were _____?

(Thinking gesture and then hand open to note choral response- startled)

What is a trip to see animals in their natural habitats called?

(Thinking gesture and then hand open to note choral response- safari)

3. Follow Up Activity- Math Word Problem

Explain, *In this book, we counted animals that live on the African savanna. We saw five hefty hippos (hold up 5 fingers) and three giraffes grazing (hold up 3 fingers on other hand). How many more hippos did we see than giraffes? Let's use our fingers to figure that out. We have to take away to find out how many more. Five (hold up 5 fingers) is more than three (put down 3 fingers on same hand) How many fingers are left? Two! Five is three more than two. Say that with me. Five is three more than two. There were two more hippos than giraffes!*



2nd Read

We All Went on Safari



Unit 7a: Part 2 - The Savanna & Savanna Animals

Book 12: *We All Went on Safari* by Laurie Krebs

Re-Read & Activity: Mural of African Savanna Craft

Materials Needed: book, large paper for mural (teacher may create savanna background ahead or have students create background), crayons, glue sticks, animals

Before

1. **Ask if they can remember what this book is about-** show them the cover to remind them.
We have already read this story. Do you remember it? In this story, the children went on safari. What is a safari? What did they see? Raise your hand if you want to tell us one animal in this book.
2. **Point out title & author-** ask if anyone can tell you what the author does.
The title of this story is We All Went on Safari. Laurie Krebs is the author. Let's clap that word. Au-thor. The author writes the words. What does that author do? (Thinking gesture and then hand open to note choral response- writes the words) Writes the words! The illustrator is Julia Cairns. She drew the pictures. Let's clap the word illustrator. Ill-us-tra-tor.
3. **Tell them this time we are going to read and discuss the story** so be ready to share your ideas!
We are going to read the story again. Pay close attention so we can talk about the book when it's done.



2nd Read

We All Went on Safari



During

1. **Read** with excitement and fluency.
2. **Think Aloud and Ask Questions as you read.**

Part of Text	Think Aloud (TA) - Question (Q)
"We spied a lonely leopard."	Q: <i>How many leopards did they spy? (one)</i>
"...swim and dive ...Akeyla counted five ."	Q: <i>Dive. Five. Do those words rhyme?</i>
"And Bodru counted ten."	Q: <i>How many elephants? Let's count them together.</i>

3. **Draw Attention to Key Events and Vocabulary**- Pause to highlight vocabulary and key concepts.

Key content: Many animals live in the African savanna. Swahili is the language of the Maasai people, who live in Tanzania.

Vocabulary: briefly define/highlight vocab words when they come up in the story.
Reinforce throughout the day.

Word	Definition to use and <i>how to introduce gesture</i>	Gesture
safari	a trip to see animals in their habitats <i>Put your hand above your eye and pretend to look for animals.</i>	Put your hand above your eye and look around
ancient	very old <i>Make a thumbs up and then point your thumb back over your shoulder, like you're showing it happened a long time ago.</i>	Make a thumbs up and then point your thumb back over your shoulder
startled	surprised or scared suddenly <i>Hold hands up and mouth open like you are surprised.</i>	Put both hands on your cheeks and open your mouth wide like you are surprised



2nd Read

We All Went on Safari



After

1. Ask Questions

Ask their opinion

Did you like this story? (thinking gesture - finger on forehead) **Thumbs up if you did.**

Tell someone near you the name of your favorite animal in the book. Say, "My favorite animal was..."

Encourage all to think about their answer and call on 1-2 students to share.

Discussion questions

What did we count in this story?

(Thinking gesture and then hand open to note choral response- animals)

Where did this story take place? If you have an idea to share, show a thumbs up. The story takes place in the African savanna, in Tanzania.

2. Review Vocabulary

In today's story, we learned 3 new words. Let's clap out our new words.

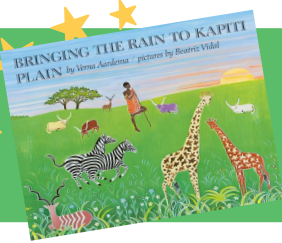
Review each word stating the definition and making the gesture.

Encourage students to say the word and use the gesture with you.

Word Definition to use	Gesture
<u>Safari</u> is a trip to see animals in their habitats. Ready to clap? Sa-far-i.	Put your hand above your eye and look around
<u>Ancient</u> means very old. An-cient.	Make a thumbs up and then point your thumb back over your shoulder
<u>Startled</u> means surprised or scared suddenly. Star-tled.	Put both hands on your cheeks and open your mouth wide like you are surprised

3. Follow-Up Activity: Mural of African Savanna Craft

Explain, *We are going to work together to make a mural of the African savanna. A mural is a big picture. We are going to color African animals and glue them to the mural.* Describe how students can draw the background if you haven't already created it. Have a brief discussion about the makeup of a savanna (lots of grass, not many tall trees, flat land, etc.) Allow students to choose animals to color and glue on the mural.



For the Teacher:

Preview

Bringing the Rain to Kapiti Plain



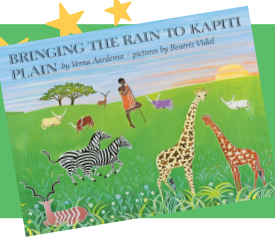
Unit 7a: Part 2 - The Savanna & Savanna Animals

Book 13: *Bringing the Rain to Kapiti Plain* by Verna Aardema

Materials Needed: Map of World and Globe

Vocabulary

Word	Definition	Gesture
plain	flat land, the savanna is a grassy plain	Move one hand around in front of you to show a flat area
belated	late to come	Tap your wrist with your pointer finger as if you are pointing to a watch
migrated	leave one area and move to another	Hold your hands up with palms facing down, wiggle your fingers, and move them up and away from you



1st Read

Bringing the Rain to Kapiti Plain



Language Time

African Animals (start standing)

*Giraffes are tall
with necks so long*

(Stretch arms above head and stand on tiptoe)

Elephants' trunks are big and strong

(Bend forward, arms down, hands together, swaying)

Zebras have stripes and can gallop away

(Gallop in place)

While monkeys in the trees do sway

(Sway back and forth)

Old crocodile swims in the pool so deep

(Make swimming motions with arms)

Or lies in the sun and goes to sleep

(Sit on the carpet, place hands together on put head on hands to "sleep")

Before

1. **Topic Introduction-** *Today we are going to read our last book about the animals that live on the African savanna. Let's clap the word savanna. Sav-an-na.*
2. **Book Introduction-** *Do you see any animals you recognize on the cover of this book?* (thinking gesture - finger on forehead) *I see a person standing on one leg. I wonder why. This story comes from Kenya. Do you remember when we read the book about Kenya?* (thinking gesture - finger on forehead)
3. **Title and Author-** Draw attention to title and author. *This story is called Bringing the Rain to Kapiti Plain. The author of this book is Verna Aardema. She wrote the words. The illustrator is Beatriz Vidal. Who remembers what the illustrator does? Tell me.* (Thinking gesture and then hand open to note choral response- draws the pictures) *Yes, the illustrator draws the pictures.*



1st Read

Bringing the Rain to Kapiti Plain



During

1. **Read-** Read with few interruptions so children can follow the full story.
2. **Model Thinking Aloud-** Pause to model what good readers think about.

Part of Text	Think Aloud (TA) - Question (Q)
"And grass for the herdsman to pasture their cows on."	TA: <i>The Kapiti Plain is green with lots of plants. The animals are happy there because there is a lot of food.</i>
"These are the cows, all hungry and dry"	TA: <i>The cows need rain to drink and help the grass grow for them to eat. I see the rain cloud, but it isn't raining. I wonder what they will do.</i>
"A feather that helped to change the weather."	TA: <i>I wonder how the feather changed the weather. Ki-pat made an arrow with the feather. What is he going to do with the sharp arrow?</i>

3. **Draw Attention to Key Events and Vocabulary-** Pause to highlight vocabulary and key concepts.

Key content: Many animals and people leave in the savanna, or plain. Plants, animals, and people all need rain to be healthy and happy.

Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.

Word	Definition to use and <i>how to introduce gesture</i>	Gesture
plain	flat land, the savanna is a grassy plain <i>A plain is flat land, the savanna is a grassy plain. Move your hand flat like this to show a plain.</i>	Move one hand around in front of you to show a flat area
belated	late to come <i>Belated means late to come. Pretend you are wearing a watch and tap your wrist.</i>	Tap your wrist with your pointer finger as if you are pointing to a watch
migrated	leave one area and move to another <i>Migrated means to leave one area and move to another. Wiggle your fingers like they are birds migrating.</i>	Hold your hands up with palms facing down, wiggle your fingers, and move them up and away from you



1st Read

Bringing the Rain to Kapiti Plain



After

1. Ask Questions

Now I am going to ask you a few questions about our story. When I put my finger to my forehead that means I want you to think about your answer.

Ask their opinion.

Did you like that story about the rain? (thinking gesture - finger on forehead)

Thumbs up if you liked it.

Check their understanding.

Who was this story about? (thinking gesture - finger on forehead)

If you have an idea to share, show a thumbs up.

Encourage all to think about their answer and call on 1-2 students who have their thumbs up.
(Response - Ki-pat and the animals on the plain)

Where did this story take place? (thinking gesture - finger on forehead)

If you have an idea to share, show a thumbs up.

Encourage all to think about their answer and call on 1-2 students who have their thumbs up.
(Response - Kapiti Plain, the African savanna, Kenya)

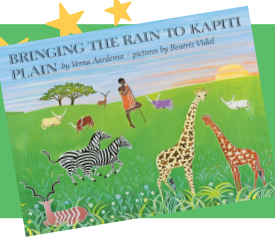
2. Review the Vocabulary

In today's story, we learned 3 new words. Let's clap out our new words.

Review each word stating the definition, making the gesture, and then clapping out the word.

Encourage students to say the word and use the gesture with you.

Word Definition to use	Gesture
<i>A <u>plain</u> is flat land, the savanna is a grassy plain. Ready to clap? Plain.</i>	Move one hand around in front of you to show a flat area
<i><u>Belated</u> means late to come. Be-la-ted. Belated.</i>	Tap your wrist with your pointer finger as if you are pointing to a watch
<i><u>Migrated</u> means to leave one area and move to another. Mi-gra-ted. Migrated.</i>	Hold your hands up with palms facing down, wiggle your fingers, and move them up and away from you



1st Read

Bringing the Rain to Kapiti Plain



After Continued

Ask questions

What is a word that means late to come?

(Thinking gesture and then hand open to note choral response- belated)

What is a flat land, another word for a savanna?

(Thinking gesture and then hand open to note choral response- plain)

When animals leave one area to move to another they _____?

(Thinking gesture and then hand open to note choral response- migrated)

3. Follow Up Activity- Wrap up the sub-theme

Explain, *We have been reading and talking all about the animals that live on the African savanna.*

Tell someone sitting next to you:

- *The name of one animal that lives in the savanna.*
- *Are there lots of trees on the savanna?*
- *Is the savanna hilly or flat?*



For the Teacher:

Preview Lions



Unit 7a: Part 3 - African Animals (Lions, Hippos, Giraffes)

Book 14: *Lions* by Amy Sky Koster

Materials Needed: Map of World and Globe

Vocabulary		
Word	Definition	Gesture
plain	flat land, the savanna is a grassy plain	Move one hand around in front of you to show a flat area
prides	lion families	Curve both hands with fingers facing down and bounce them around slightly together like two animals moving together
prey	an animal that is eaten for food	Hide your face with your hands like you are trying to hide and look around trying to make sure it is safe



1st Read

Lions



Language Time

African Animals (start standing)

*Giraffes are tall
with necks so long*

(Stretch arms above head and stand on tiptoe)

Elephants' trunks are big and strong

(Bend forward, arms down, hands together, swaying)

Zebras have stripes and can gallop away

(Gallop in place)

While monkeys in the trees do sway

(Sway back and forth)

Old crocodile swims in the pool so deep

(Make swimming motions with arms)

Or lies in the sun and goes to sleep

(Sit on the carpet, place hands together on put head on hands to "sleep")

Before

1. **Topic Introduction-** *We are going to keep learning about animals that live in Africa, but now we're going to learn more about certain animals. What African animals do you hope we will learn more about?* (thinking gesture - finger on forehead) *Whisper the name of the animals you hope we learn more about to yourself.*
2. **Book Introduction-** *Look at this picture. What African animal are we going to learn about first?* (Thinking gesture and then hand open to note choral response- lions) *Lions!*
3. **Title and Author-** Draw attention to title and author. *This non-fiction book called Lions is by Amy Sky Koster. She wrote the words. Who remembers what we call the person who writes the words? Tell me.* (Thinking gesture and then hand open to note choral response- the author) *Yes, the author. There is no illustrator because there are real photographs.*



1st Read

Lions



During

1. **Read-** Read with few interruptions so children can follow the full story.
2. **Model Thinking Aloud-** Pause to model what good readers think about.

Part of Text	Think Aloud (TA) - Question (Q)
"When lions from other families get too close, he roars loudly."	TA: <i>Lions don't like when other families get close to theirs. I wonder why they don't like to be close to lions that aren't in their family. Maybe the book will tell us?</i>
"Mothers, daughters, and sisters team up to hunt big animals."	TA: <i>The girl lions hunt food for the whole pride. Prides are big with lots of lions so they have to catch a lot of food.</i>
"Pg. 30- Home of the Lion"	TA: <i>All of these red dots show us where lions live. I just see one tiny red dot in Asia. That means most wild lions live in Africa.</i> Q: <i>Do wild lions live in North America, our continent?</i>

3. **Draw Attention to Key Events and Vocabulary-** Pause to highlight vocabulary and key concepts.

Key content: Lions are predators that live in prides on the African plains.

Vocabulary: briefly define/highlight vocab words when they come up in the story.
Reinforce throughout the day.

Word	Definition to use and <i>how to introduce gesture</i>	Gesture
plain	flat land, the savanna is a grassy plain <i>A plain is flat land. The savanna is a grassy plain. Move your hand flat like this to show a plain.</i>	Move one hand around in front of you to show a flat area
prides	lion families <i>Prides are lion families. Hug yourself to show how families love each other.</i>	Curve both hands with fingers facing down and bounce them around slightly together like two animals moving together
prey	an animal that is eaten for food <i>Prey is an animal that is eaten for food. Hide your face like you are hiding and look around to see if it is safe.</i>	Hide your face with your hands like you are trying to hide and look around trying to make sure it is safe



1st Read

Lions



After

1. Ask Questions

Now I am going to ask you a few questions about our story. When I put my finger to my forehead that means I want you to think about your answer.

Ask their opinion.

Did you like learning about lions? (thinking gesture - finger on forehead)
Thumbs up if you liked it.

Check their understanding.

What animal was this book about?

(Thinking gesture and then hand open to note choral response- lions)

Why do baby lions play?

(thinking gesture - finger on forehead) (Reread text on pg. 23 to help guide answers)

If you have an idea to share, show a thumbs up.

Encourage all to think about their answer and call on 1-2 students who have their thumbs up.
 (Response - it is fun and it teaches them how to hunt and defend themselves)

2. Review the Vocabulary

In today's story, we learned 3 new words. Let's clap out our new words.

Review each word stating the definition, making the gesture, and then clapping out the word.

Encourage students to say the word and use the gesture with you.

Word Definition to use	Gesture
<i>A <u>plain</u> is flat land. The savanna is a grassy plain. Ready to clap? Plain.</i>	Move one hand around in front of you to show a flat area
<i><u>Prides</u> are lion families. Prides.</i>	Curve both hands with fingers facing down and bounce them around slightly together like two animals moving together
<i><u>Prey</u> is the word for animals that are eaten for food. Prey.</i>	Hide your face with your hands like you are trying to hide and look around trying to make sure it is safe



1st Read

Lions



After Continued

Ask questions

What do we call lion families?

(Thinking gesture and then hand open to note choral response- prides)

What is a flat land, another word for a savanna?

(Thinking gesture and then hand open to note choral response- plain)

What do we call an animal that is eaten for food?

(Thinking gesture and then hand open to note choral response- prey)

3. Follow Up Activity- Game: Was it in the Book?

Explain, *We are going to play a game called Was it in the Book? I'm going to say a fact. You will show me a thumbs up if the fact was in the book and a thumbs down if it wasn't in the book.*

Practice thumbs up and down.

- *Lions like to live alone, by themselves.*

(Thinking gesture and then hand open to note thumbs down- no)

- *Lions live in a family called a pride.*

(Thinking gesture and then hand open to note thumbs up- yes)

- *Lions live on the grassy plains in Africa.*

(Thinking gesture and then hand open to note thumbs up- yes)



2nd Read

Lions



Unit 7a: Part 3 - African Animals (Lions, Hippos, Giraffes)

Book 14: *Lions* by Amy Sky Koster

Re-Read & Activity: Lion Mane Craft

Materials Needed: book, craft template (see Africa Materials binder) printed on white paper or cardstock for each child, orange paint, disposable fork

Before

1. **Ask if they can remember what this book is about-** show them the cover to remind them.
We have already read this story. Do you remember it? What was the name of the animal that this book was about? (Thinking gesture and then hand open to note choral response- lions) *Yes, it was about lions. What was one thing you learned about lions?* (thinking gesture - finger on forehead)
Turn to someone sitting near you and tell them one thing you learned about lions. (Pause briefly for discussion or facilitation of conversation.)
2. **Point out title & author-** ask if anyone can tell you what the author does.
The title of this story is Lions. Amy Sky Koster is the author. Let's clap that word. Au-thor. The author write the words. What does that author do? (Thinking gesture and then hand open to note choral response- writes the words) *Writes the words! There is no illustrator because there are real photographs, not drawings.*
3. **Tell them this time we are going to read and discuss the story** so be ready to share your ideas!
We are going to read the story again. Pay close attention so we can talk about the book when it's done.

Example of Lion Mane craft





2nd Read

Lions



During

1. **Read** with excitement and fluency.
2. **Think Aloud and Ask Questions as you read.**

Part of Text	Think Aloud (TA) - Question (Q)
"This lion's job is to protect his family and their space."	Q: <i>What is this lion's job?</i>
"Water holes are great places to catch food."	Q: <i>Where is a great place for lions to catch food?</i>
"A mother lion licks her cubs clean with her tongue."	Q: <i>Why does the mother lion lick her cub?</i>

3. **Draw Attention to Key Events and Vocabulary**- Pause to highlight vocabulary and key concepts.

Key content: Lions are predators that live in prides on the African plains.

Vocabulary: briefly define/highlight vocab words when they come up in the story.
Reinforce throughout the day.

Word	Definition to use and <i>how to introduce gesture</i>	Gesture
plain	flat land, the savanna is a grassy plain <i>A plain is flat land. The savanna is a grassy plain. Move your hand flat like this to show a plain.</i>	Move one hand around in front of you to show a flat area
prides	lion families <i>Prides are lion families. Hug yourself to show how families love each other.</i>	Curve both hands with fingers facing down and bounce them around slightly together like two animals moving together
prey	an animal that is eaten for food <i>Prey is an animal that is eaten for food. Cover your face like you are hiding and look around to see if it is safe.</i>	Cover your face with your hands like you are trying to hide and look around trying to make sure it is safe



2nd Read

Lions



After

1. Ask Questions

Ask their opinion

Did you like this story about lions? (thinking gesture - finger on forehead)

Thumbs up if you liked it.

Discussion questions

Where do lions live? (thinking gesture - finger on forehead)

If you have an idea to share, show a thumbs up.

Encourage all to think about their answer and call on 1-2 students who have their thumbs up.
(Response - the plains, Africa, the savanna)

What do lions eat? (thinking gesture - finger on forehead)

If you have an idea to share, show a thumbs up.

Encourage all to think about their answer and call on 1-2 students who have their thumbs up.
(Response - gazelles, zebras, etc.)

2. Review Vocabulary

In today's story, we learned 3 new words. Let's clap out our new words.

Review each word stating the definition and making the gesture.

Encourage students to say the word and use the gesture with you.

Word Definition to use	Gesture
<i>A flat land with lots of grass and few trees is called the _____ (plains). Plains.</i>	Move one hand around in front of you to show a flat area
<i>Lion families are called _____ (prides). Prides.</i>	Curve both hands with fingers facing down and bounce them around slightly together like two animals moving together
<i>An animal that is eaten for food is called _____ (prey). Prey.</i>	Cover your face with your hands like you are trying to hide and look around trying to make sure it is safe

3. Follow-Up Activity: Lion Mane Craft

Explain, *We are going to paint our own lions today. These are male lions so they will have big, furry manes. Manes are the hair around a male lion's head.*

Show pictures of male lions from the book and discuss. Give each child a craft template (lion's head printed on white cardstock). Provide orange paint and disposable forks. *You are going to paint your lion's mane with this fork and orange paint.* Demonstrate how to paint the lion's mane by dipping the fork into the orange paint and dragging the fork along the mane.



For the Teacher:

Preview

Little Red and the Very Hungry Lion

Unit 7a: Part 3 - African Animals (Lions, Hippos, Giraffes)

Book 15: *Little Red and the Very Hungry Lion* by Alex T. Smith

Materials Needed: Map of World and Globe

Vocabulary

Word	Definition	Gesture
chattering	making lots of high-pitched noises, talking quickly	Put your fingers together as if you have a puppet on each hand. Open and close your fingers and thumb to show the mouth moving.
mounds	small, rounded piles	Use one hand to make a rounded motion like a mound
grimy	covered in dirt	Use hands to pretend to wipe dirt from your shirt



1st Read

Little Red and the Very Hungry Lion

Language Time

African Animals (start standing)

*Giraffes are tall
with necks so long*

(Stretch arms above head and stand on tiptoe)

Elephants' trunks are big and strong

(Bend forward, arms down, hands together, swaying)

Zebras have stripes and can gallop away

(Gallop in place)

While monkeys in the trees do sway

(Sway back and forth)

Old crocodile swims in the pool so deep

(Make swimming motions with arms)

Or lies in the sun and goes to sleep

(Sit on the carpet, place hands together on put head on hands to "sleep")

Before

1. **Topic Introduction-** *Yesterday we started learning more about certain animals that live in Africa. We read a non-fiction book about lions. Today we are going to read another book about lions.*
2. **Book Introduction-** *This story is a little bit like the story Little Red Riding Hood. Briefly recount the tale. Now, let's read this book and see how the stories are similar and different. I see a difference! There is no lion in Little Red Riding Hood.*
3. **Title and Author-** Draw attention to title and author. *The title of this book is Little Red and the Very Hungry Lion. Aex T. Smith is the author.*



1st Read

Little Red and the Very Hungry Lion

During

1. **Read-** Read with few interruptions so children can follow the full story.
2. **Model Thinking Aloud-** Pause to model what good readers think about.

Part of Text	Think Aloud (TA) - Question (Q)
"Well, that's what HE thinks is going to happen anyway."	TA: <i>Oh no! The lion thinks he's going to gobble up Little Red. I think he must be hungry.</i>
"This had NOT been part of the Lion's plan."	TA: <i>The lion does not look happy. Little Red is so clever! She is tricking the hungry lion.</i>
"If you were hungry, all you had to do was ask for some food."	TA: <i>What a good lesson for the lion! He didn't need to try to eat Little Red and Auntie Rosie. He should have just asked for some food. Do you think Little Red and Auntie Rosie will help the lion get some food now?</i>

3. **Draw Attention to Key Events and Vocabulary-** Pause to highlight vocabulary and key concepts.

Key content: This is a silly twist on the classic tale of Little Red Riding Hood. Lions live in Africa. They are predators that hunt animals for food.

Vocabulary: briefly define/highlight vocab words when they come up in the story.
Reinforce throughout the day.

Word	Definition to use and <i>how to introduce gesture</i>	Gesture
chattering	making lots of high-pitched noises, talking quickly <i>Chattering means making lots of high-pitched noises and talking quickly. Use your hands to look like mouths are talking.</i>	Put your fingers together as if you have a puppet on each hand. Open and close your fingers and thumb to show the mouth moving.
mounds	small, rounded piles <i>Mounds are small, rounded piles. Use your hand to make a mound shape.</i>	Use one hand to make a rounded motion like a mound
grimy	covered in dirt <i>Grimy is when something is covered in dirt. Pretend to wipe dirt off of your shirt.</i>	Use hands to pretend to wipe dirt from your shirt



1st Read

Little Red and the Very Hungry Lion

After

1. Ask Questions

Now I am going to ask you a few questions about our story. When I put my finger to my forehead that means I want you to think about your answer.

Ask their opinion.

Did you think this story was silly? It made me laugh.

Turn to someone by you and tell them "I liked that silly story" or "I didn't like that silly story."

Check their understanding.

Who were the characters in this story? (thinking gesture - finger on forehead)

If you have an idea to share, show a thumbs up.

Encourage all to think about their answer and call on 1-2 students who have their thumbs up. (Response - Little Red, Auntie Rosie, The Lion)

When did this story take place? (Reread 1st page thinking gesture - finger on forehead)

If you have an idea to share, show a thumbs up.

Encourage all to think about their answer and call on 1-2 students who have their thumbs up. (Response - One hot morning)

2. Review the Vocabulary

In today's story, we learned 3 new words. Let's clap out our new words.

Review each word stating the definition, making the gesture, and then clapping out the word.

Encourage students to say the word and use the gesture with you.

Word Definition to use	Gesture
<u>Chattering</u> means making lots of high-pitched noises and talking quickly. Ready to clap? Chat-ter-ing, chattering.	Put your fingers together as if you have a puppet on each hand. Open and close your fingers and thumb to show the mouth moving.
<u>Mounds</u> are small, round piles. Mounds.	Use one hand to make a rounded motion like a mound
<u>Grimy</u> means covered in dirt. Gri-my, grimy.	Use hands to pretend to wipe dirt from your shirt



1st Read

Little Red and the Very Hungry Lion

After Continued

Ask questions

If something is covered in dirt it is _____?

(Thinking gesture and then hand open to note choral response- grimy)

What do we call small, round piles?

(Thinking gesture and then hand open to note choral response- mounds)

When something is making lots of high-pitched noises and talking quickly it is _____?

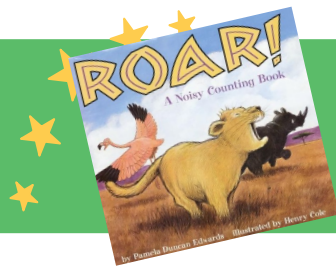
(Thinking gesture and then hand open to note choral response- chattering)

3. Follow Up Activity- Story Retell

Explain, *We are going to tell the story again. I want you to help me.*

Show pictures in book to help children remember if necessary.

One morning, Auntie Rosie woke up covered in _____ (spots.) Little Red put some spot medicine in her basket and started walking to Auntie Rosie's house. The hungry lion saw her and made a very naughty plan to eat her. Little Red told him all he needed to do was ask for some _____ (food.) Lion said he would never try to eat another auntie or any _____ (children.) The end.



For the Teacher:

Preview

Roar! A Noisy Counting Book



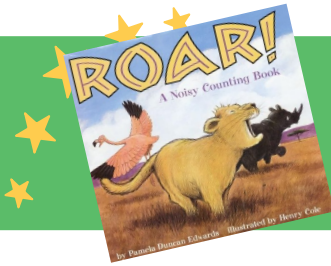
Unit 7a: Part 3 - African Animals (Lions, Hippos, Giraffes)

Book 16: *Roar! A Noisy Counting Book* by Pamela Duncan Edwards

Materials Needed: Map of World and Globe

Vocabulary

Word	Definition	Gesture
basking	enjoying, relaxing, in the warmth of the sun	Put hand on your forehead and lean your head back slightly
puzzled	confused, doesn't understand	Use your pointer finger to scratch your temple
gloomy	sad	Make a sad face



1st Read

Roar! A Noisy Counting Book



Language Time

The Elephant's Trunk

The elephant has a great big trunk

(Put arms together and move them like a trunk)

That goes swinging, swinging to and fro

(Swing "trunk" back and forth)

He has tiny, tiny eyes that show him just where to go

(Point to eyes)

His huge, long ears go flapping, flapping up and down

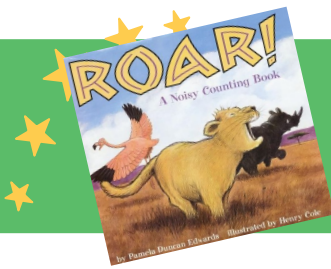
(Put flat hands by ears and flap them)

His great big feet go stomping, stomping stomping on the ground

(Stomp feet)

Before

1. **Topic Introduction-** *We have been learning about an animal that lives in Africa. Let's find the continent of Africa on our globe again.* (point to Africa on globe) *Everyone point and say, "That's Africa." Now, who remembers what animal we last learned about? Tell me.* (Thinking gesture and then hand open to note choral response- lions) *Lions! Yes.*
2. **Book Introduction-** *This is a counting book. What do you think we will count?* (thinking gesture - finger on forehead) *Thumbs up if you have a guess that you would like to share.* Encourage all to think about their answer and call on 1-2 students who have their thumbs up. (Response - various answers- lions, monkeys, hippos, etc.)
3. **Title and Author-** Draw attention to title and author. *This book is called Roar! That is the sound a lion makes. Pamela Duncan Edwards wrote the words in this book. Who remembers what we call the person who writes the words in a book?* (Thinking gesture and then hand open to note choral response- author) *Author! Yes.*



1st Read

Roar! A Noisy Counting Book



During

1. **Read-** Read with few interruptions so children can follow the full story.
2. **Model Thinking Aloud-** Pause to model what good readers think about.

Part of Text	Think Aloud (TA) - Question (Q)
"1 red monkey rushes up a tree."	TA: <i>I don't think this monkey wants to play with the lion cub. He's covering his ears. I'm guessing the lion cub's roar is too loud.</i>
"5 gray hippos shake their heads and hide"	TA: <i>Even the big hippos think the little lion cub is too loud. They are running away from him. Lion cub must feel sad.</i>
"10 happy little lion cubs"	TA: <i>Little lion cub must feel so happy now! He has nine new friends who want to roar and explore with him. He was sad before because no one wanted to play, but now he has friends.</i>

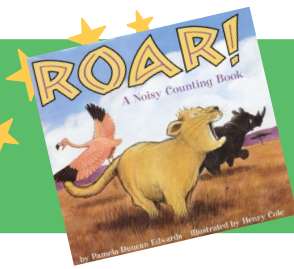
3. **Draw Attention to Key Events and Vocabulary-** Pause to highlight vocabulary and key concepts.

Key content: Lions roar. Many animals are scared of lions. Lion cubs love to play and explore.

Vocabulary: briefly define/highlight vocab words when they come up in the story.

Reinforce throughout the day.

Word	Definition to use and <i>how to introduce gesture</i>	Gesture
basking	enjoying, relaxing, in the warmth of the sun Basking means enjoying and relaxing in the warmth of the sun. Put your hand on your forehead and lean your head back like you are basking in the sun.	Put hand on your forehead and lean your head back slightly
puzzled	confused, doesn't understand Puzzled means confused, or you don't understand. Use your finger to scratch your head like you are confused.	Use your pointer finger to scratch your temple
gloomy	sad Gloomy means sad. Make a sad face.	Make a sad face



1st Read

Roar! A Noisy Counting Book



After

1. Ask Questions

Now I am going to ask you a few questions about our story. When I put my finger to my forehead that means I want you to think about your answer.

Ask their opinion.

Did you like this counting book? (thinking gesture - finger on forehead)
Thumbs up if you liked it.

Check their understanding.

What did we count in this story? (thinking gesture - finger on forehead)

If you have an answer to share, show a thumbs up.

Encourage all to think about their answer and call on 2-3 students who have their thumbs up.
 (Response - lions, flamingos, hippos, etc.)

Why did the other animals run away from little lion? (thinking gesture - finger on forehead)

Do you think it was because his roar was too loud or too quiet?

Raise both hands in the air if you think it was because his roar was too loud, and leave your hands in your lap if you think it was because his roar was too quiet. (Pause)

His roar was too loud, yes!

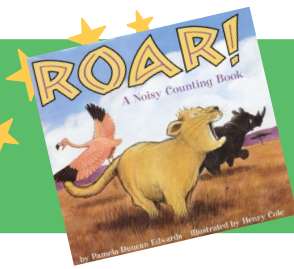
2. Review the Vocabulary

In today's story, we learned 3 new words. Let's clap out our new words.

Review each word stating the definition, making the gesture, and then clapping out the word.

Encourage students to say the word and use the gesture with you.

Word Definition to use	Gesture
<i><u>Basking</u> means enjoying and relaxing in the warmth of the sun. Ready to clap? Bas-king, basking.</i>	Put hand on your forehead and lean your head back slightly
<i><u>Puzzled</u> means confused, or you don't understand. Puz-zled, puzzled.</i>	Use your pointer finger to scratch your temple
<i><u>Gloomy</u> means sad. Gloo-my, gloomy.</i>	Make a sad face



1st Read

Roar! A Noisy Counting Book



After Continued

Ask questions

What's another word that means sad?

(Thinking gesture and then hand open to note choral response- gloomy)

When we are enjoying and relaxing in the sun, we are _____?

(Thinking gesture and then hand open to note choral response- basking)

If someone is confused or doesn't understand, they are what?

(Thinking gesture and then hand open to note choral response- puzzled)

3. Follow Up Activity- Math Word Problem

Explain, *At the end of the story, little lion cub saw nine roaring cubs. Wow!* (Hold up 9 fingers).

Little lion cub joined them. Now how many little lion cubs were there? Let's use our fingers to

figure it out. There were nine roaring lion cubs. Then little lion cub joined them (put up one more

finger). *Let's count my fingers to find out how many.* (Wiggle each finger as you count) *1, 2, 3, 4, 5,*

6, 7, 8, 9, 10. There were ten lion cubs altogether. One more than nine is ten. Say that with me,

"One more than nine is ten." Thanks for helping me figure out that word problem!



For the Teacher:
Preview
Big Little Hippo



Unit 7a: Part 3 - African Animals (Lions, Hippos, Giraffes)
Book 17: *Big Little Hippo* by Valerie Gorbachev
Materials Needed: Map of World and Globe

Vocabulary		
Word	Definition	Gesture
giant	really big, huge	Stretch hands overhead so arms form a large V
thicket	a place with lots of plants growing close together	With hands at face level, pretend to push plants out of the way
beetle	a small insect with wings	Wiggle arms and legs as if you were a beetle stuck on its back



1st Read

Big Little Hippo

Language Time

The Elephant's Trunk

The elephant has a great big trunk

(Put arms together and move them like a trunk)

That goes swinging, swinging to and fro

(Swing "trunk" back and forth)

He has tiny, tiny eyes that show him just where to go

(Point to eyes)

His huge, long ears go flapping, flapping up and down

(Put flat hands by ears and flap them)

His great big feet go stomping, stomping stomping on the ground

(Stomp feet)

Before

1. **Topic Introduction-** *We read a lot of books about one kind of animal that lives in Africa. Do you remember that animal?* (finger to forehead in thinking gesture then open hand to note choral response- lions!) *We are going to read about another African animal next.*
2. **Book Introduction-** *Look at this picture! I see a big, gray animal. Do you know the name of this animal?* (finger to forehead in thinking gesture then open hand to note choral response- hippos) *Hippos, yes. Hippos live in Africa. They like to be near water.*
3. **Title and Author-** Draw attention to title and author. *This story is called Big Little Hippo. The author and illustrator is Valerie Gorbachev, the same person. The author writes the...* (finger to forehead in thinking gesture then open hand to note choral response- words). *Yes, the author writes the words. The illustrator draws the...* (finger to forehead in thinking gesture then open hand to note choral response- pictures). *The illustrator draws the pictures, yes.*



1st Read

Big Little Hippo

During

1. **Read-** Read with few interruptions so children can follow the full story.
2. **Model Thinking Aloud-** Pause to model what good readers think about.

Part of Text	Think Aloud (TA) - Question (Q)
"And his father was bigger."	TA: <i>Little Hippo is the smallest and the youngest in his family. I wonder which hippo in this picture is Little Hippo. I'm guessing it's the tiny one over here by himself.</i>
"Just then Little Hippo saw a baby beetle lying helplessly on his back."	TA: <i>I wonder what Little Hippo will do. Is he going to help the tiny beetle? Let's keep reading.</i>
"And suddenly he felt very big."	TA: <i>The tiny beetle family called Little Hippo big. He is so happy! He might be smaller than the giant elephant but he's bigger than the tiny beetle.</i>

3. **Draw Attention to Key Events and Vocabulary-** Pause to highlight vocabulary and key concepts.

Key content: Sometimes it's hard to wait to grow up. It feels good to be helpful to others.

Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.

Word	Definition to use and <i>how to introduce gesture</i>	Gesture
giant	really big, huge <i>Put your arms way up high to show something that is giant. It's really big!</i>	Stretch hands overhead so arms form a large V
thicket	a place with lots of plants growing close together <i>Use your hands to push plants out of the way as you pretend to walk through the thicket.</i>	With hands at face level, pretend to push plants out of the way
beetle	a small insect <i>Pretend to be a tiny beetle stuck on your back. Wiggle your arms and legs.</i>	Wiggle arms and legs as if you were a beetle stuck on its back



1st Read

Big Little Hippo

After

1. Ask Questions

Now I am going to ask you a few questions about our story. When I put my finger to my forehead that means I want you to think about your answer.

Ask their opinion.

Did you like that story about Little Hippo? (thinking gesture - finger on forehead).

Thumbs up if you are the smallest in your family, too.

Check their understanding.

Who were the characters in this book? (thinking gesture - finger on forehead)

If you would like to name one of the characters, raise your hand.

Encourage all to think about their answer and call on 2-3 students who have their hands raised.
(Response - Little Hippo, Tiny Beetle, etc.)

Why does Little Hippo feel big at the end of the story?

What happened that made Little Hippo feel big? (thinking gesture - finger on forehead)

Turn to someone next to you and share why you think Little Hippo was feeling big at the end.

Pause to allow conversation. *The tiny beetle family called him big.*

2. Review the Vocabulary

In today's story, we learned 3 new words. Let's clap out our new words.

Review each word stating the definition, making the gesture, and then clapping out the word.

Encourage students to say the word and use the gesture with you.

Word Definition to use	Gesture
<i>When something is <u>giant</u> it is really big, huge. Ready to clap? Gi-ant, giant.</i>	Stretch hands overhead so arms form a large V
<i>A <u>thicket</u> is a place with lots of plants growing close together. Thic-ket, thicket.</i>	With hands at face level, pretend to push plants out of the way
<i>A <u>beetle</u> is a small insect. Bee-tle, beetle.</i>	Wiggle arms and legs as if you were a beetle stuck on its back



1st Read

Big Little Hippo

After Continued

Ask questions

What do we call a small insect with wings, like the one in our story?

(Thinking gesture and then hand open to note choral response- beetle)

What is a place with lots of bushes or small trees?

(Thinking gesture and then hand open to note choral response- thicket)

When something is really big or huge, it is _____?

(Thinking gesture and then hand open to note choral response- giant)

3. Follow Up Activity- Vocabulary Review

Explain, *We talked about some of the important words in this story. One of those words was giant. Giant means really big or huge. I'm going to say the name of something. If that thing is giant, put both hands up really high. If it isn't giant, put your hands in your lap.*

- *Elephant?* (Yes!)
- *Tall Mountain?* (Yes!)
- *Building?* (Yes!)
- *Mouse?* (No!)
- *Baby?* (No!)
- *Beetle?* (No!)



Shared Writing

Big Little Hippo



Planning Guide - Tell a Story

Topic Sentence: Write the topic sentence on the board, leaving a blank space for the underlined word:

Little Hippo can't wait to be big.

Plan your detail and concluding sentences (You can utilize the following.)

Detail: Little Hippo sees his neighbors who are much bigger than him.

Detail: The giant trees make Little Hippo feel like the smallest creature in the world.

Detail: Little Hippo helps a tiny, baby beetle.

Conclusion: The beetle family calls him big and he is very happy!

Vocabulary to Include if Possible		
Word	Definition	Gesture
giant	really big, huge	Stretch hands overhead so arms form a large V
thicket	a place with lots of plants growing close together	With hands at face level, pretend to push plants out of the way
beetle	a small insect with wings	Wiggle arms and legs as if you were a beetle stuck on its back

Let's Write!

Discuss the book and vocabulary: *We read this book called Big Little Hippo. In this story, Little Hippo wants to get bigger now! Everyone is bigger than him. One day, Little Hippo helps a tiny beetle and the beetle's family calls him big. He is so happy!*



Shared Writing

Big Little Hippo



Write Topic Sentence

1. **Plan:** *We are going to work together to tell the story of Little Hippo who wants to be big. Let's start by finishing this sentence I wrote here. It says Little Hippo can't wait to be _____. What does Little Hippo want to be?* (Thinking gesture and then hand open to note choral response- big) *Big. Good! Let's write that word.*
2. **Write:** Write **big** to complete the sentence.
3. **Read aloud,** pointing to each word: *Little Hippo can't wait to be big.*

Write Detail Sentence(s)

1. **Plan:** *Let's tell the rest of the story. What happened first?* Guide children by showing pictures in the book, if necessary. Remember the planned detail sentences are available if your students need more direction. Otherwise, write the ideas they share.
2. **Write:** *Little Hippo sees his neighbors who are much bigger than him.*
3. **Read** aloud, pointing to each word: *Little Hippo sees his neighbors who are much bigger than him.* Read again, encouraging children to read with you.

Continue adding detail sentences if students are engaged. This can also be returned to tomorrow or added to later in the day.

Write Concluding Sentence

1. **Plan:** *We told a lot of the story. Now let's write how the story ended. How could we do that? What happened at the end of the story? Let's write, "The beetle family called him big and he was very happy."*
2. **Write:** *The beetle family called him big and he was very happy.*
3. **Read** aloud, pointing to each word: *The beetle family called him big and he was very happy.* Read again, encouraging children to read with you.

Read the whole paragraph with students. Post writing where they can see it.



For the Teacher:

Preview Giraffes



Unit 7a: Part 3 - African Animals (Lions, Hippos, Giraffes)

Book 18: *Giraffes* by Laura Marsh

Materials Needed: Map of World and Globe

Vocabulary		
Word	Definition	Gesture
plain	flat, grassy land	Move one hand around in front of you to show a flat area
herd	a group of animals	Curve both hands with fingers facing down and bounce them around slightly together like two animals moving together in a herd
predator	animals that eat other animals	Use both hands to make claws like a lion



1st Read Giraffes



Language Time

The Elephant's Trunk

The elephant has a great big trunk

(Put arms together and move them like a trunk)

That goes swinging, swinging to and fro

(Swing "trunk" back and forth)

He has tiny, tiny eyes that show him just where to go

(Point to eyes)

His huge, long ears go flapping, flapping up and down

(Put flat hands by ears and flap them)

His great big feet go stomping, stomping stomping on the ground

(Stomp feet)

Before

1. **Topic Introduction-** *Today we are reading our last book about certain animals that live in Africa. We read about two animals. Thumbs up if you remember the animals we read about. Lions and hippos. Let's clap the name of the continent where lions and hippos live. Af-ric-a.*
2. **Book Introduction-** *This is a non-fiction book, which means that it is a book about something real. What African animal do you think we will be learning about?* (thinking gesture - finger on forehead)
3. **Title and Author-** Draw attention to title and author. *This book is called Giraffes. The author is Laura Marsh. Who remembers what the author does? Tell me.* (Thinking gesture and then hand open to note choral response- writes the words) *Yes, the author writes the words.*



1st Read Giraffes



During

1. **Read-** Read with few interruptions so children can follow the full story.
2. **Model Thinking Aloud-** Pause to model what good readers think about.

Part of Text	Think Aloud (TA) - Question (Q)
"Giraffes are taller than other animals."	TA: <i>Look how tall these giraffes are next to the other African animals. A giraffe is twice as tall as a grown up! I wonder what it would be like to be as tall as a giraffe.</i>
"That means they eat lots and lots of leaves."	TA: <i>Giraffes eat plants, like leaves from tall trees. They are so tall that it's easy to reach the leaves that are high up. Giraffes eat almost all day long.</i>
"The other adults leave to look for food."	TA: <i>The calves stay together and one adult takes care of them. Let's count the baby giraffes. I see six! That's a lot of baby giraffes to take care of.</i> Q: <i>Do you think that would be hard work?</i> (thinking gesture - finger on forehead) <i>Nod yes if so!</i>

3. **Draw Attention to Key Events and Vocabulary-** Pause to highlight vocabulary and key concepts.

Key content: Giraffes are big animals that live in herds on the plains of Africa.

Vocabulary: briefly define/highlight vocab words when they come up in the story.
Reinforce throughout the day.

Word	Definition to use and <i>how to introduce gesture</i>	Gesture
plain	Flat, grassy land <i>A plain is flat, grassy land. Move your hand flat like this to show a plain.</i>	Move one hand around in front of you to show a flat area
herd	a group of animals, usually 6-12 giraffes <i>A herd is a group of animals. Curve your hands and move them like two animals in a herd.</i>	Curve both hands with fingers facing down and bounce them around slightly together like two animals moving together in a herd
predator	animal that eat other animals <i>A predator is an animal that eats other animals. Make claws with your hands.</i>	Use both hands to make claws like a lion



1st Read Giraffes



After

1. Ask Questions

Now I am going to ask you a few questions about our story. When I put my finger to my forehead that means I want you to think about your answer.

Ask their opinion.

Did you like learning about giraffes? (thinking gesture - finger on forehead)

Tell someone near you your favorite part. Pause briefly to allow for conversation.

Raise your hand if you want to share with everyone. Say, "My favorite part was..."

Check their understanding.

Where do giraffes live?

(Thinking gesture and then hand open to note choral response- the plain in Africa)

What do giraffes eat?

(Thinking gesture and then hand open to note choral response- leaves from the acacia tree)

2. Review the Vocabulary

In today's story, we learned 3 new words. Let's clap out our new words.

Review each word stating the definition, making the gesture, and then clapping out the word.

Encourage students to say the word and use the gesture with you.

Word Definition to use	Gesture
<i>A <u>plain</u> is flat, grassy land. Ready to clap? Plain.</i>	Move one hand around in front of you to show a flat area
<i>A <u>herd</u> is a group of animals. Herd.</i>	Curve both hands with fingers facing down and bounce them around slightly together like two animals moving together in a herd
<i>A <u>predator</u> is an animal that eats other animals. Pred-a-tor, predator.</i>	Use both hands to make claws like a lion



1st Read

Giraffes



After Continued

Ask questions

What do we call an animal that eats other animals?

(Thinking gesture and then hand open to note choral response- predator)

What is flat, grassy land called?

(Thinking gesture and then hand open to note choral response- plain)

What do we call a group of animals?

(Thinking gesture and then hand open to note choral response- herd)

3. Follow Up Activity- Wrap up the sub-theme

Explain, *We have been reading and talking all about certain animals that live in Africa. We learned about lions, hippos, and giraffes.*

Tell someone sitting next to you which animal...

- *Roars really loud and hunts other animals for food.* (lion)
- *Is big and gray and spends a lot of time in the water.* (hippo)
- *Has a long neck and eats leaves from tall trees.* (giraffe)



For the Teacher:

**Preview
Me...Jane**



Unit 7a: Part 4 - A Scientist who Worked in Africa: Jane Goodall

Book 19: *Me...Jane* by Patrick McDonnell

Materials Needed: Map of World and Globe

Vocabulary		
Word	Definition	Gesture
cherished	very special	Put your hands over your heart to show something is very special
studied	paid attention to something to learn about it	Use your hands to make a book and pretend to read and study
curious	wanting to learn about something	Use pointer finger and tap raised chin (as if saying hmmm) as if thinking



1st Read

Me...Jane

Language Time

The Elephant's Trunk

The elephant has a great big trunk

(Put arms together and move them like a trunk)

That goes swinging, swinging to and fro

(Swing "trunk" back and forth)

He has tiny, tiny eyes that show him just where to go

(Point to eyes)

His huge, long ears go flapping, flapping up and down

(Put flat hands by ears and flap them)

His great big feet go stomping, stomping stomping on the ground

(Stomp feet)

Before

1. **Topic Introduction-** *We have learned a lot about the animals that live in Africa. Let's find Africa on our globe.* (Point to Africa on globe) *What animals live in Africa?* (thinking gesture - finger on forehead) *Thumbs up if you have an animal in mind and would like to share.* Encourage all to think about their answer and call on 3-4 students who have their thumbs up. (Response - various animals)
2. **Book Introduction-** *We are almost done learning about Africa. We have two more books and both of them are about a very famous scientist who worked in Africa. Her name is Jane Goodall. Let's clap that name Jane-Good-all. This book is about Jane's childhood. Let's read to find out what the scientist did when she was a child.*
3. **Title and Author-** Draw attention to title and author. *The title of this book is Me...Jane. It was written by Patrick McDonnell. An author writes the words in a book. Tell me, is Jane or Patrick the author of this book?* (Thinking gesture and then hand open to note choral response- Patrick)



1st Read

Me...Jane

During

1. **Read-** Read with few interruptions so children can follow the full story.
2. **Model Thinking Aloud-** Pause to model what good readers think about.

Part of Text	Think Aloud (TA) - Question (Q)
"Jane had a stuffed toy chimpanzee named Jubilee."	TA: <i>A chimpanzee is an African animal. It looks a little like a gorilla but it is smaller. It looks like Jane really loves her stuffed chimpanzee.</i>
"hid behind some straw, stayed very still..."	TA: <i>Jane has to be very quiet and still. If she is loud the chicken will get scared and it won't lay its egg. I wonder if Jane will find out where eggs come from.</i>
"Jane could feel her own heart beating, beating, beating."	TA: <i>When I am still, calm, and quiet, I can feel my heart beating too. Let's all be very quiet for a minute and see if we can feel our hearts beating.</i>
"...to her dream come true."	TA: <i>Look! Jane became a scientist in Africa. She did it!</i>

3. **Draw Attention to Key Events and Vocabulary-** Pause to highlight vocabulary and key concepts.

Key content: Jane Goodall is a famous scientist who studied animals in Africa, a job she had dreamed of having since she was a young girl.

Vocabulary: briefly define/highlight vocab words when they come up in the story.
Reinforce throughout the day.

Word	Definition to use and <i>how to introduce gesture</i>	Gesture
cherished	very special Cherished means very special. Hold your hands over your heart.	Put your hands over your heart to show something is very special
studied	paid attention to something to learn about it Studied means paid attention to something to learn about it. Pretend to read a book.	Use your hands to make a book and pretend to read and study
curious	wanting to learn about something Curious is wanting to learn about something. Tap your finger on your chin.	Use pointer finger and tap raised chin (as if saying hmmm) as if thinking



1st Read

Me...Jane

After

1. Ask Questions

Now I am going to ask you a few questions about our story. When I put my finger to my forehead that means I want you to think about your answer.

Ask their opinion.

*Did you like learning about Jane Goodall? (thinking gesture - finger on forehead)
Thumbs up if you liked it.*

Turn to someone next to you and tell them your favorite part. Say, "My favorite part was..."

Check their understanding.

Who was this book about?

(Thinking gesture and then hand open to note choral response- Jane Goodall)

What did Jane want to do when she grew up?

(Thinking gesture and then hand open to note choral response- go to Africa to study animals)

2. Review the Vocabulary

In today's story, we learned 3 new words. Let's clap out our new words.

Review each word stating the definition, making the gesture, and then clapping out the word.

Encourage students to say the word and use the gesture with you.

Word Definition to use	Gesture
<u>Cherished</u> means very special. Ready to clap? <i>Cher-ished, cherished.</i>	Put your hands over your heart to show something is very special
<u>Studied</u> means paid attention to something to learn about it. <i>Stud-ied, studied.</i>	Use your hands to make a book and pretend to read and study
<u>Curious</u> is wanting to learn about something. <i>Cur-i-ous, curious.</i>	Use pointer finger and tap raised chin (as if saying hmmm) as if thinking



1st Read

Me...Jane

After Continued

Ask questions

What do we call wanting to learn about something?

(Thinking gesture and then hand open to note choral response- curious)

When we paid attention to something to learn about it, we...?

(Thinking gesture and then hand open to note choral response- studied)

If something is very special to us, it is _____?

(Thinking gesture and then hand open to note choral response- cherished)

3. Follow Up Activity- Story Retell

Explain, *We are going to tell the story again. I want you to help me. Raise your hand if you can help me finish my sentence.*

Show pictures in book to help children remember if necessary.

When Jane was young she had a stuffed _____ (chimpanzee). Jane loved to be outside. She was always studying the animals in her backyard. One day, Jane was curious about where eggs come from so she _____ (crawled/hid inside the chicken coop). Jane dreamed of being a scientist in _____ (Africa). When she grew up, her dream came true! The end.



2nd Read

Me...Jane



Unit 7a: Part 4 - A Scientist Who Worked in Africa: Jane Goodall

Book 19: *Me...Jane* by Patrick McDonnell

Re-Read & Activity: Chimpanzee Craft

Materials Needed: book, craft templates printed on brown or white paper/cardstock, brown paint, scissors, glue

Before

1. **Ask if they can remember what this book is about-** show them the cover to remind them.
We have already read this story. Do you remember it? Who was this story about? If you have an idea to share, show a thumbs up. Encourage all to think about their answer and call on 1-2 students who have their thumbs up. (Response - Jane Goodall) *This book was about Jane Goodall. She helps animals and makes sure they have nice habitats, especially chimpanzees.*
2. **Point out title & author-** ask if anyone can tell you what the author does.
The title of this story is Me...Jane. Patrick McDonnell is the author. What does that author do? (Thinking gesture and then hand open to note choral response- writes the words) *Writes the words! He is also the illustrator, that means he drew the pictures.*
3. **Tell them this time we are going to read and discuss the story** so be ready to share your ideas!
We are going to read the story again. Pay close attention so we can talk about the book when it's done.

Example of Chimpanzee craft





2nd Read

Me...Jane



During

1. **Read** with excitement and fluency.
2. **Think Aloud and Ask Questions as you read.**

Part of Text	Think Aloud (TA) - Question (Q)
"Jane had a stuffed toy chimpanzee named..."	Q: <i>Do you remember the name of Jane's stuffed chimpanzee?</i>
"Jane learned all that she could about the animals and plants she studied in her backyard and read about in books."	Q: <i>How did Jane learn so much about animals and plants?</i>
"Jane dreamed of a life in Africa too..."	Q: <i>Where does Jane want to live?</i>

3. **Draw Attention to Key Events and Vocabulary-** Pause to highlight vocabulary and key concepts.

Key content: Jane Goodall is a famous scientist who studied animals in Africa, a job she had dreamed of having since she was a young girl.

Vocabulary: briefly define/highlight vocab words when they come up in the story.
Reinforce throughout the day.

Word	Definition to use and <i>how to introduce gesture</i>	Gesture
cherished	very special <i>Cherished means very special. Hold your hands over your heart.</i>	Put your hands over your heart to show something is very special
studied	pay attention to something to learn about it <i>Studied means paid attention to something to learn about it. Pretend to read a book.</i>	Use your hands to make a book and pretend to read and study
curious	wanting to learn about something <i>Curious is wanting to learn about something. Tap your finger on your chin.</i>	Use pointer finger and tap raised chin (as if saying hmmm) as if thinking



2nd Read

Me...Jane



After

1. Ask Questions

Ask their opinion

Did you like this book? (thinking gesture - finger on forehead)

Show me a thumb if you liked this book. What was your favorite part?

(thinking gesture - finger on forehead)

Turn to someone near you and tell them your favorite part. Start your sentence with "My favorite part was..." (Pause briefly for discussion or facilitation of conversation.)

Discussion questions

What stuffed animal did Jane love?

(Thinking gesture and then hand open to note choral response- Jubilee, chimpanzee)

What was the name of the continent where Jane went at the end of the book?

(Thinking gesture and then hand open to note choral response- Africa)

2. Review Vocabulary

In today's story, we learned 3 new words. Let's clap out our new words.

Review each word stating the definition and making the gesture.

Encourage students to say the word and use the gesture with you.

Word Definition to use	Gesture
<i>When something is very special it is _____ (cherished). Cher-ish-ed, cherished.</i>	Put your hands over your heart to show something is very special
<i>If you paid attention to something to learn about it, you _____ (studied). Stud-ied, studied.</i>	Use your hands to make a book and pretend to read and study
<i>When you are wanting to learn about something you are _____ (curious). Cur-i-ous, curious.</i>	Use pointer finger and tap raised chin (as if saying hmmm) as if thinking

3. Follow-Up Activity: Chimpanzee Craft

Explain, *We are going to paint our own chimpanzees today.*

Give each child a paper plate. Provide brown paint and paint brushes. *You are going to paint your chimpanzee's face with the brown paint all over the plate.* Give each child a chimpanzee face, pair of ears, and eyes (templates found in Appendix). Model how to glue on the various body parts.



For the Teacher:

Preview

Conservation with Jane Goodall

Unit 7a: Part 4 - A Scientist Who Worked in Africa: Jane Goodall

Book 20: *Conservation with Jane Goodall* by Maureen McQuerry

Materials Needed: Map of World and Globe

Vocabulary

Word	Definition	Gesture
study	pay attention to something to learn about	Use your hands to make a book and pretend to read and study
habitat	a place where certain plants and animals live and grow	Point left pointer finger up and move other hand around pointer finger in a circle to show the area around an animal is its habitat
conservation	protecting animals and their habitats	Hold one hand in front of you like you are holding something gently and then use the other hand to move around it like you are protecting it



1st Read

Conservation with Jane Goodall

Language Time

The Elephant's Trunk

The elephant has a great big trunk

(Put arms together and move them like a trunk)

That goes swinging, swinging to and fro

(Swing "trunk" back and forth)

He has tiny, tiny eyes that show him just where to go

(Point to eyes)

His huge, long ears go flapping, flapping up and down

(Put flat hands by ears and flap them)

His great big feet go stomping, stomping stomping on the ground

(Stomp feet)

Before

1. **Topic Introduction-** *Today we are reading our very last book about Africa. We learned so much about the huge continent called Africa.* (Thinking gesture- finger to forehead.) *Think about one thing you learned about Africa. Raise your hand if you want to share one thing we learned about Africa.* Encourage all to think about their answer and call on 1-2 students who raised their hands. (Response - various answers)
2. **Book Introduction-** *This is another story about Jane Goodall, the famous scientist who studied animals in Africa. Do you see this animal next to her?* (Draw attention to the book's cover). *It reminds me of the stuffed toy Jane had as a child named Jubilee.*
3. **Title and Author-** Draw attention to title and author. *The title of this book is Conservation with Jane Goodall and the person who wrote the words is named Maureen McQuerry. What is the word we use for the person who writes the words?* (Thinking gesture and then hand open to note choral response- the author) *Yes, the author writes the words.*



1st Read

Conservation with Jane Goodall

During

1. **Read-** Read with few interruptions so children can follow the full story.
2. **Model Thinking Aloud-** Pause to model what good readers think about.

Part of Text	Think Aloud (TA) - Question (Q)
"When she was small, she had a toy chimpanzee named Jubilee."	TA: <i>We learned about Jubilee in the book we read yesterday! Do you remember that book?</i>
"She saw them hug, kiss, and tickle each other."	TA: <i>Wow! Humans do those things, too! Jane learned that chimpanzees are fascinating creatures and then she taught everyone what she learned from studying them.</i>
"But Jane saw people cutting down trees and building roads nearby."	TA: <i>Oh no! I wonder if Jane will protect the chimpanzees' habitat.</i>

3. **Draw Attention to Key Events and Vocabulary-** Pause to highlight vocabulary and key concepts.

Key content: Jane Goodall is an environmentalist who studied chimpanzees and worked to protect their habitat. Every person can make a difference.

Vocabulary: briefly define/highlight vocab words when they come up in the story.
Reinforce throughout the day.

Word	Definition to use and <i>how to introduce gesture</i>	Gesture
study	pay attention to something to learn about it <i>Pretend to read a book</i>	Use your hands to make a book and pretend to read and study
habitat	a place where certain plants and animals live and grow <i>Point one finger up and use another finger to make a circle around it</i>	Point left pointer finger up and move other hand around pointer finger in a circle to show the area around an animal is its habitat
conservation	protecting animals and their habitats <i>Pretend to hold something gently and use your other hand to protect it</i>	Hold one hand in front of you like you are holding something gently and then use the other hand to move around it like you are protecting it



1st Read

Conservation with Jane Goodall

After

1. Ask Questions

Now I am going to ask you a few questions about our story. When I put my finger to my forehead that means I want you to think about your answer.

Ask their opinion.

Did you like learning about Jane Goodall's work in Africa? (thinking gesture - finger on forehead)

Thumbs up if so. Tell someone near you one thing Jane saw in Africa. Start your sentence with "Jane saw..."

Check their understanding.

What did Jane study in Africa?

(Thinking gesture and then hand open to note choral response- chimpanzees and their habitat)

Where did Jane work as a scientist when she grew up?

(Thinking gesture and then hand open to note choral response- Africa)

2. Review the Vocabulary

In today's story, we learned 3 new words. Let's clap out our new words.

Review each word stating the definition, making the gesture, and then clapping out the word.

Encourage students to say the word and use the gesture with you.

Word Definition to use	Gesture
<i>When we <u>study</u>, we pay attention to something to learn more about it. Ready to clap? Stud-y, study.</i>	Use your hands to make a book and pretend to read and study
<i>A <u>habitat</u> is a place where certain plants and animals live and grow. Hab-i-tat, habitat.</i>	Point left pointer finger up and move other hand around pointer finger in a circle to show the area around an animal is its habitat
<i><u>Conservation</u> protects animals and their habitats. Con-ser-va-tion, conservation.</i>	Hold one hand in front of you like you are holding something gently and then use the other hand to move around it like you are protecting it



1st Read

Conservation with Jane Goodall

After Continued

Ask questions

What is it called when animals and their habitats are protected?

(Thinking gesture and then hand open to note choral response- conservation)

What is a place where certain plants and animals live and grow?

(Thinking gesture and then hand open to note choral response- habitat)

When we pay attention to something to learn more about it, we do what?

(Thinking gesture and then hand open to note choral response- study)

3. Follow Up Activity- Vocabulary Review

Explain, *We talked about some of the important words in this book. One word was habitat. A habitat is the natural home for an animal.*

Give a thumbs up if I tell you the correct habitat for an animal:

- *A hippo's habitat is a nest high in a tree.* (No)
- *A giraffe's habitat is deep down in the ocean.* (No)
- *A lion's habitat is in the hot, dry African savanna.* (Yes)



Appendix

Blackline Masters

- ★ Book 2: *Africa* giraffe template
 - Print on white and yellow cardstock (see template) - one for each student
 - Also needed: paper plates, yellow and brown tissue paper, glue

- ★ Book 6: *My Painted House, My Friendly Chicken, and Me* house template
 - Print one sided - one for each student
 - Also needed: paint, crayons, or markers

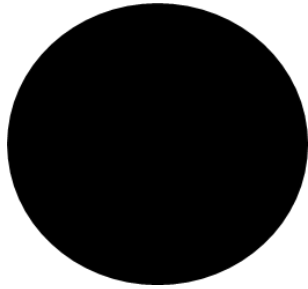
- ★ Book 12: *We All Went on Safari* mural animals
 - Print a few animals for each student

- ★ Book 14: *Lions* lion head template
 - Print one sided - one for each student (best on cardstock)
 - Also Needed: forks, yellow and/or orange paint

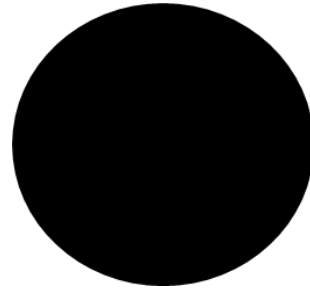
- ★ Book 19: *Me...Jane* chimpanzee template
 - Print on light brown, dark brown and white cardstock/paper - one for each student
 - Also needed: paper plates and brown paint



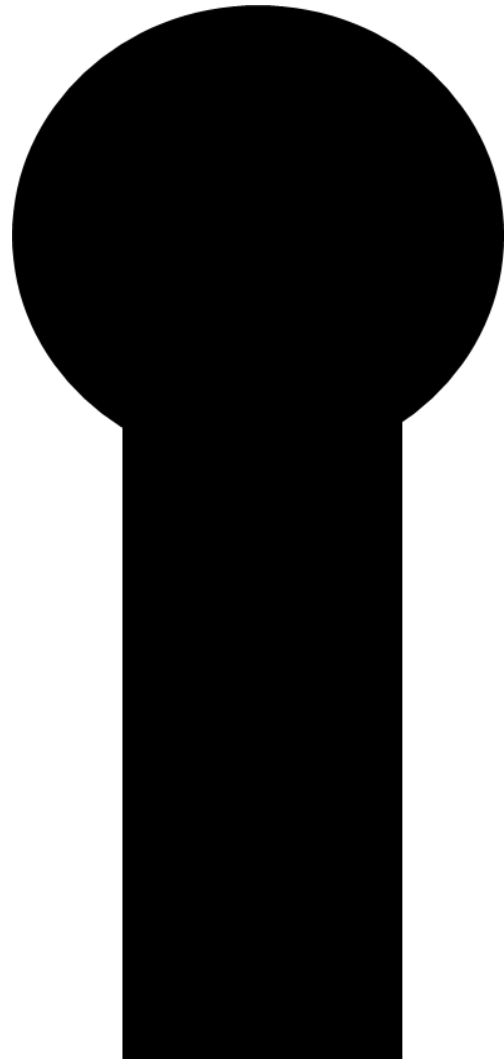
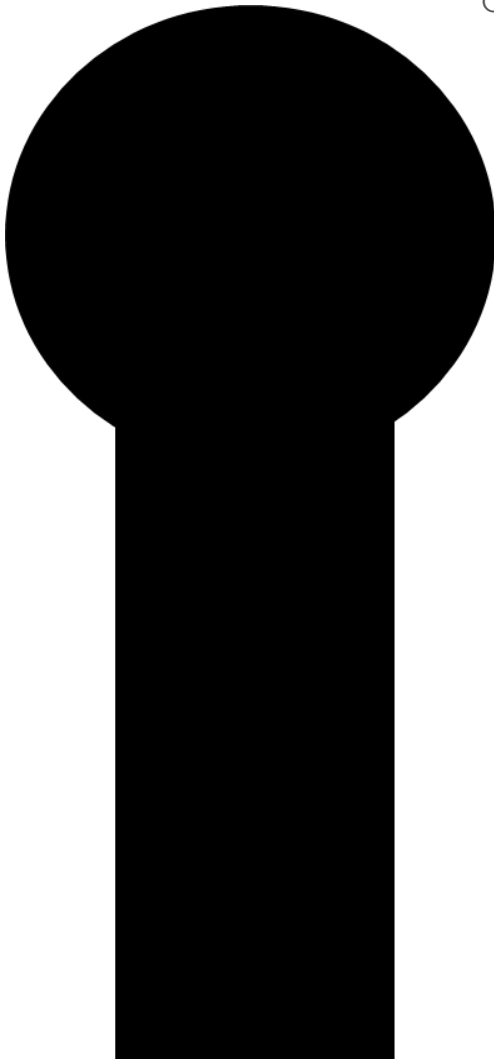
Africa giraffe template
Print on white cardstock (1 per student)



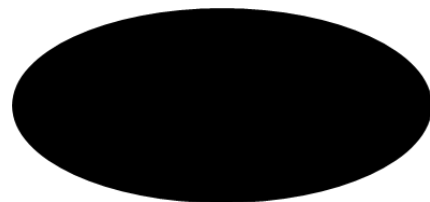
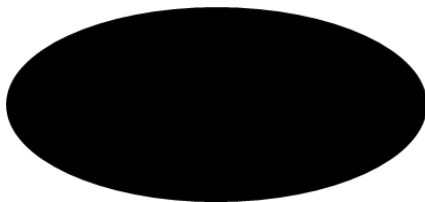
Eyes



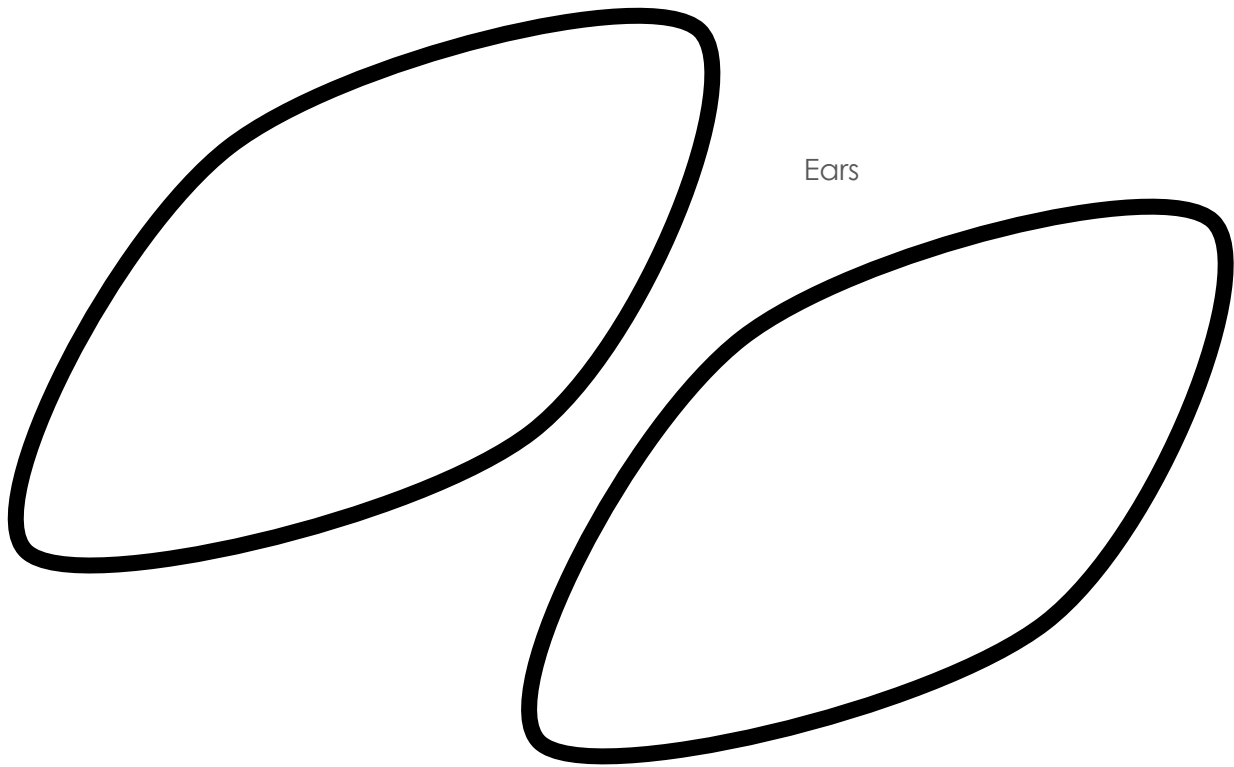
Ossicones



Nostrils

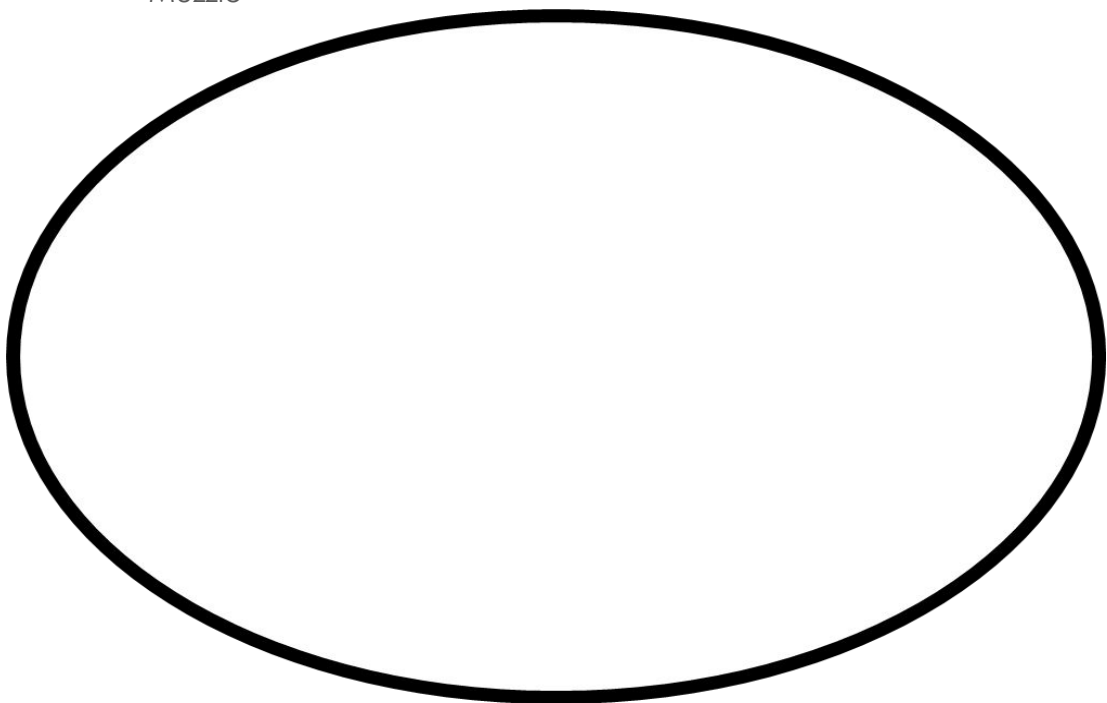


Africa giraffe template
Print on yellow cardstock (1 per student)

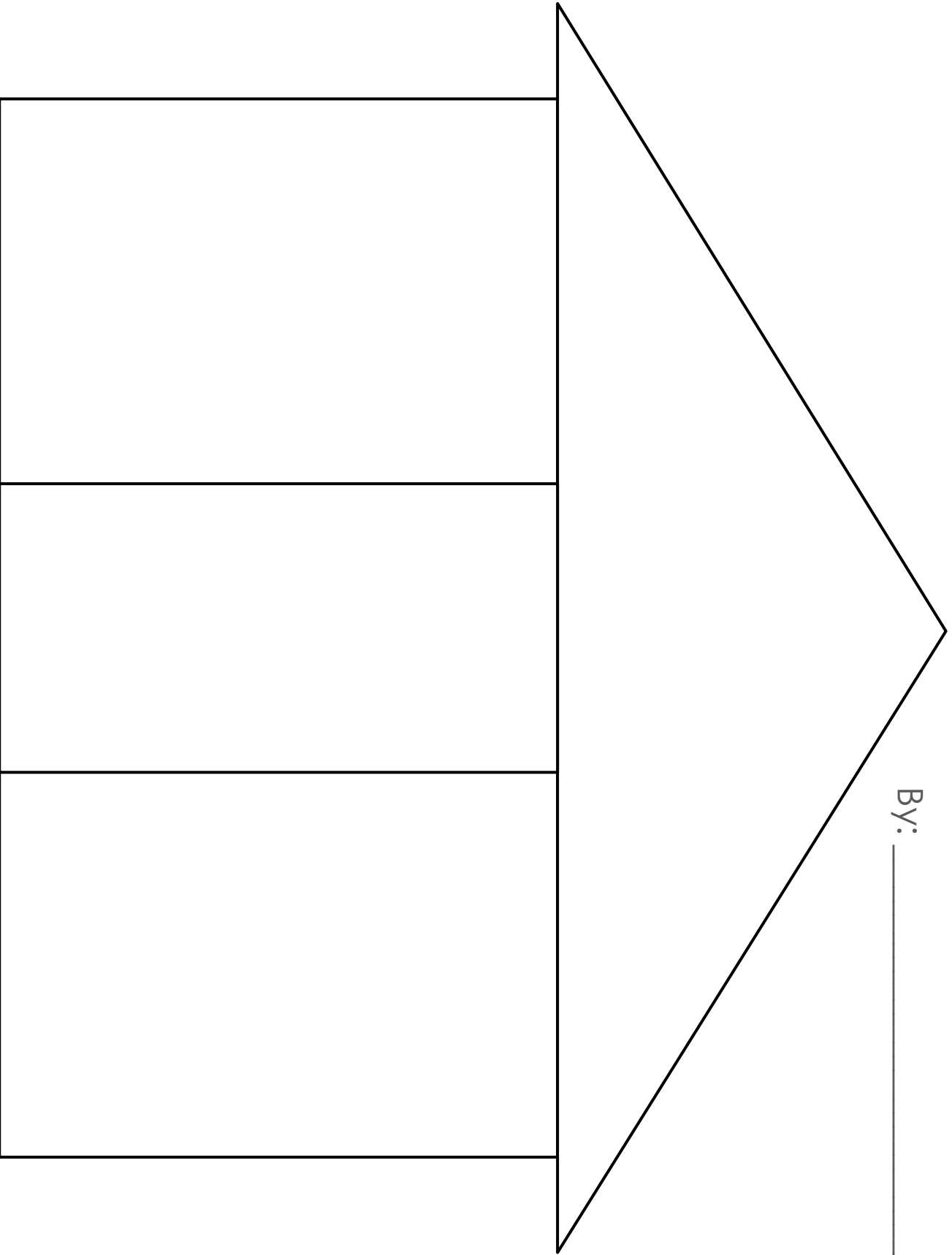


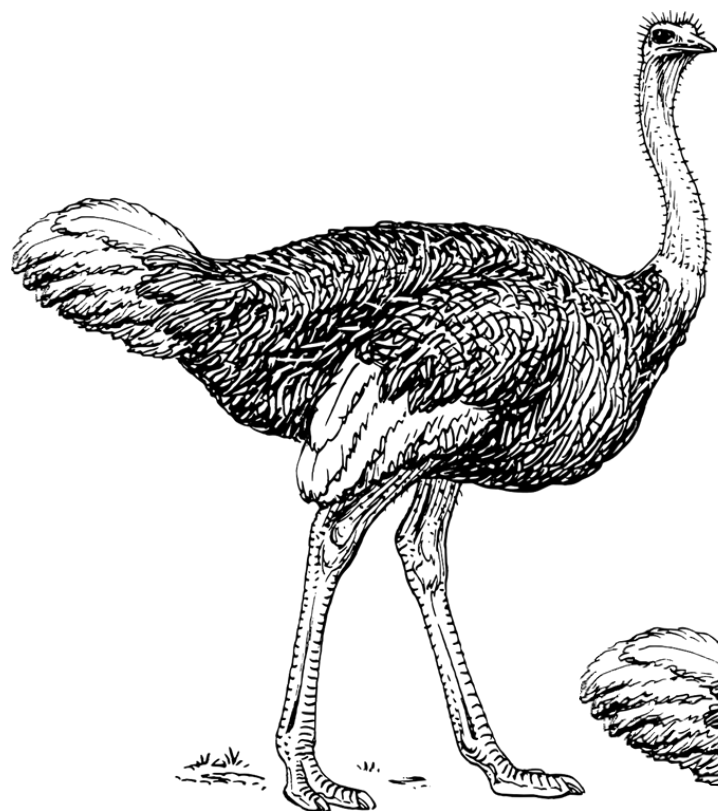
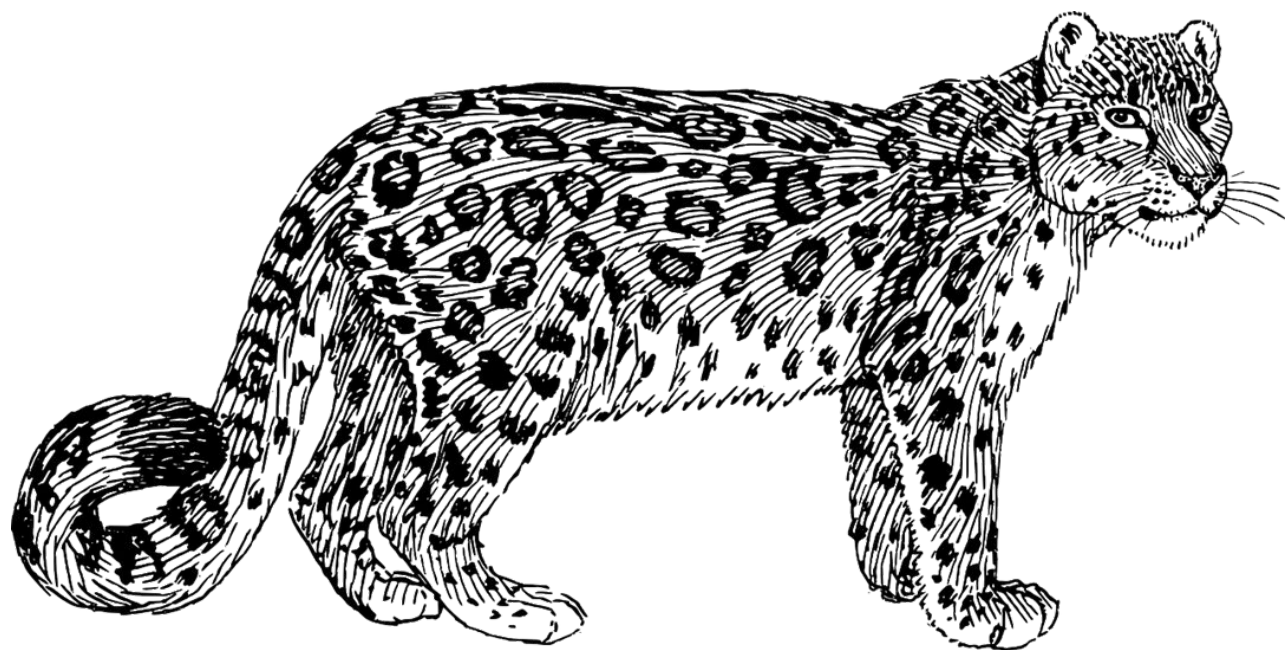
Ears

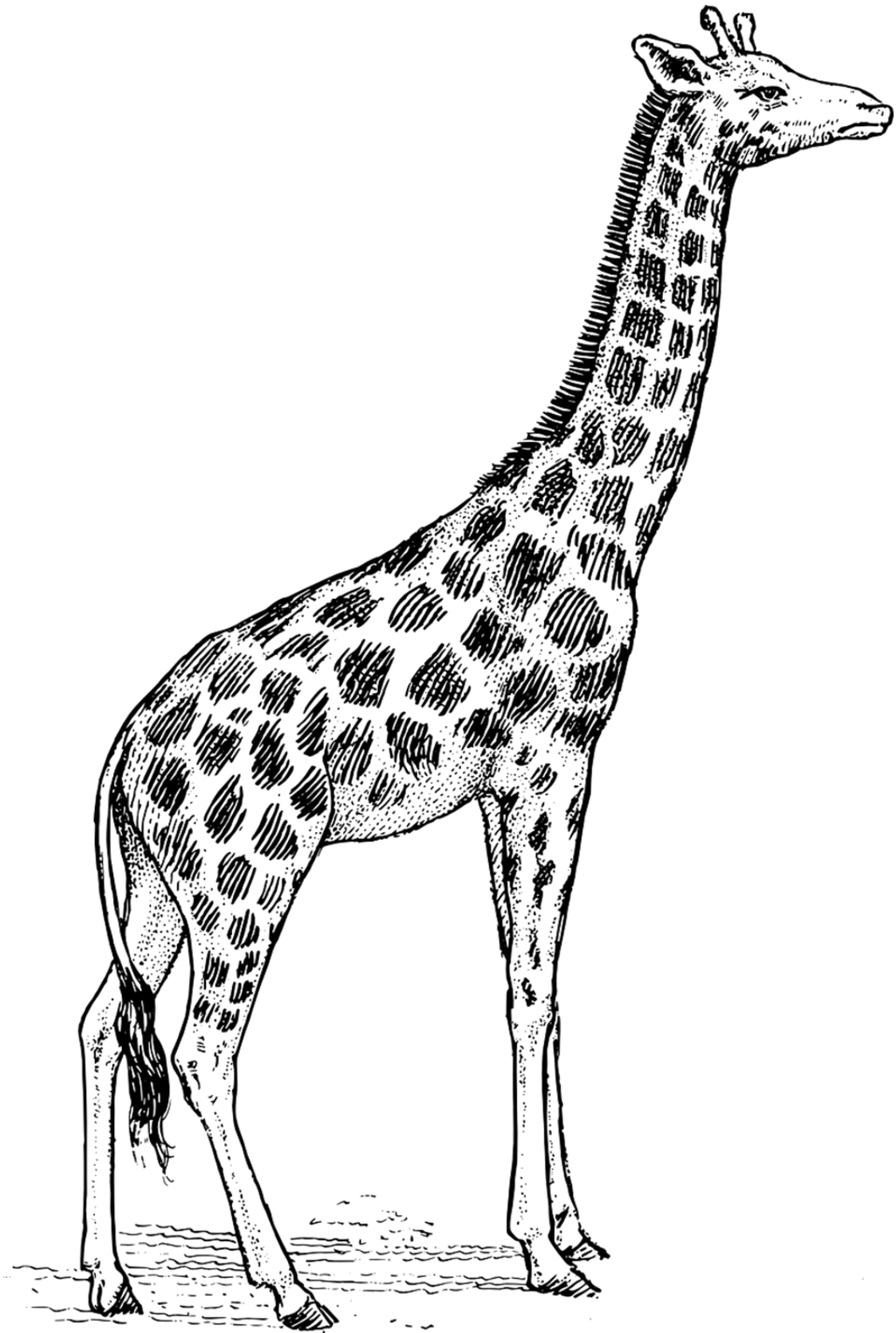
Muzzle

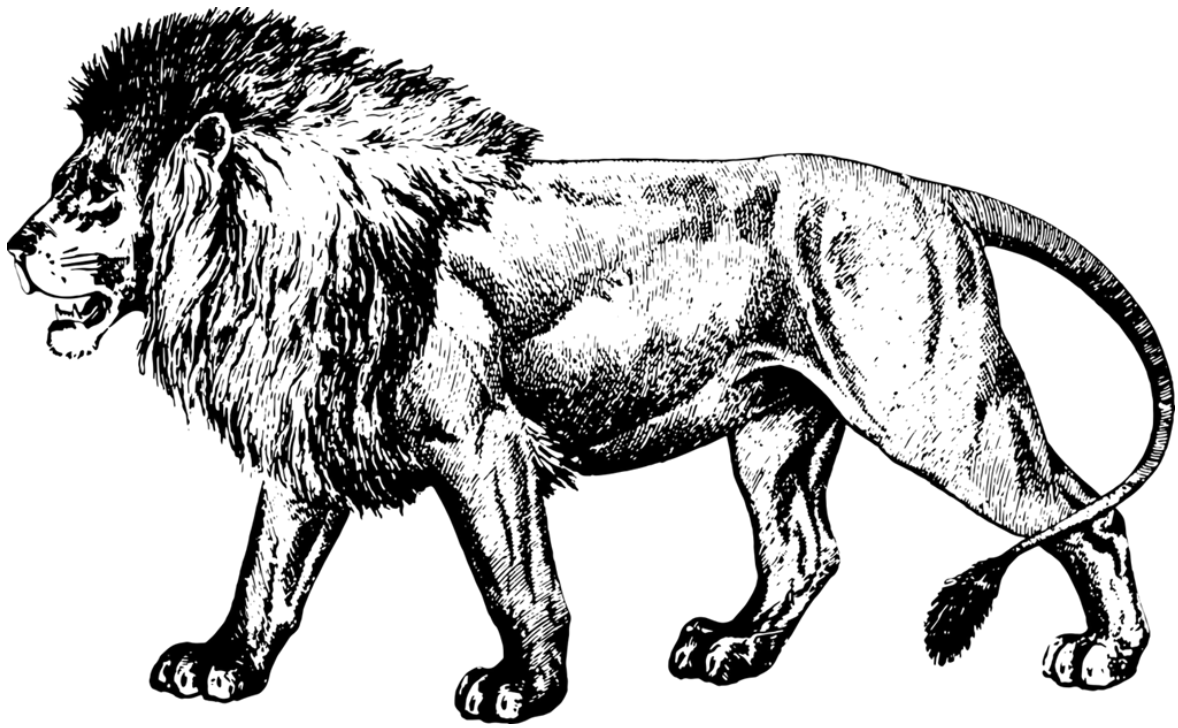


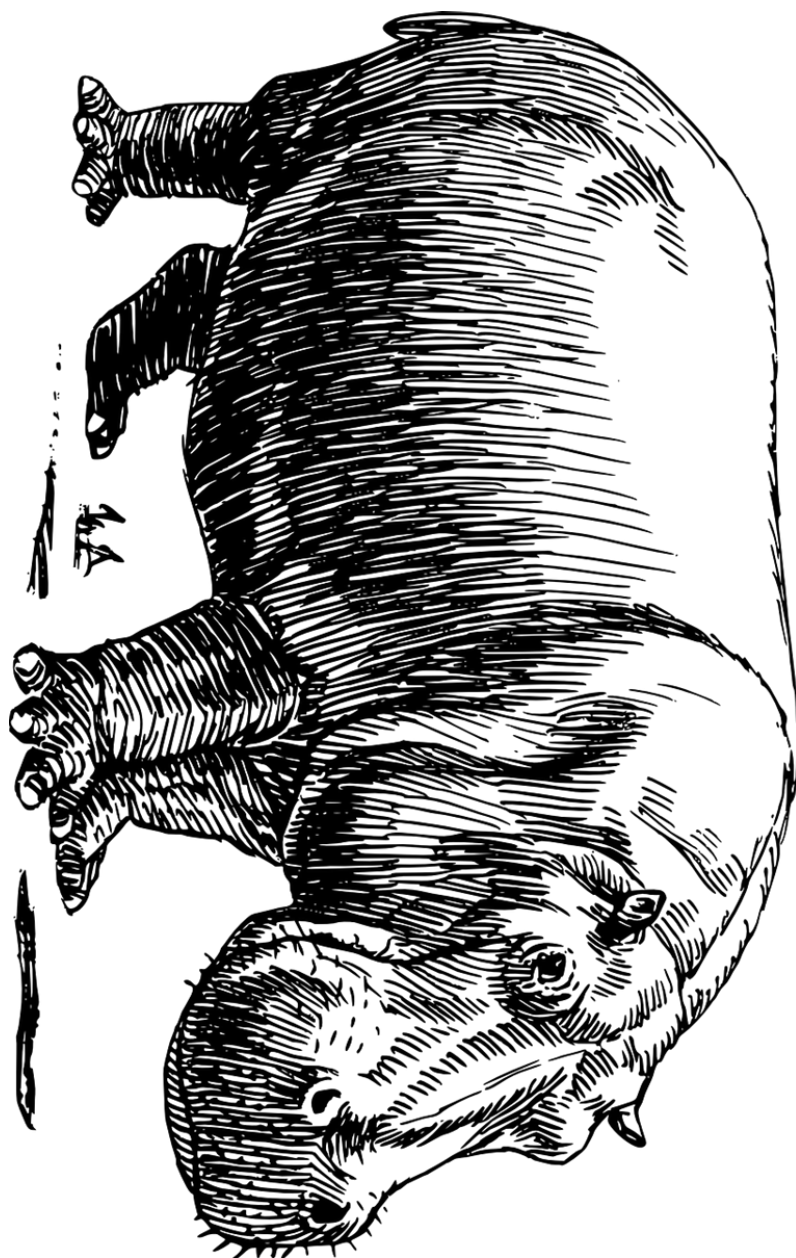
By: _____

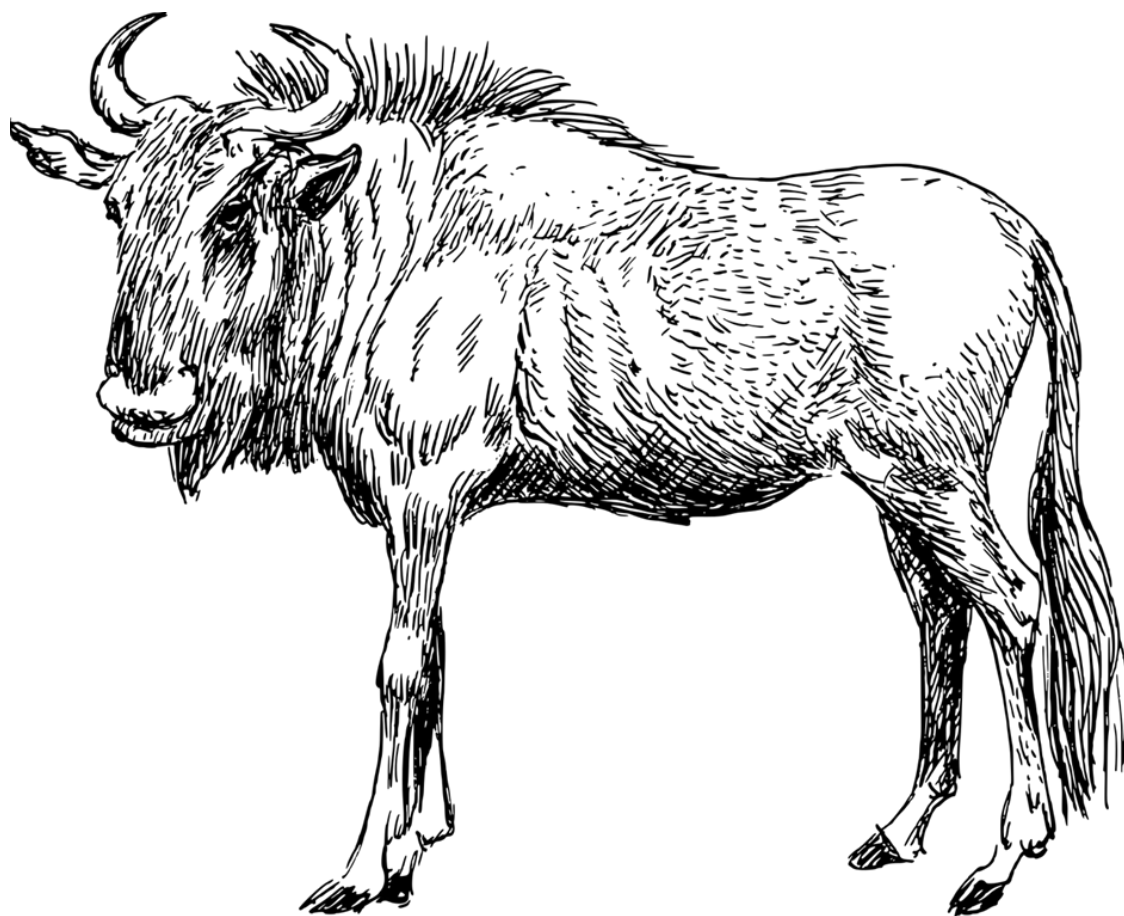
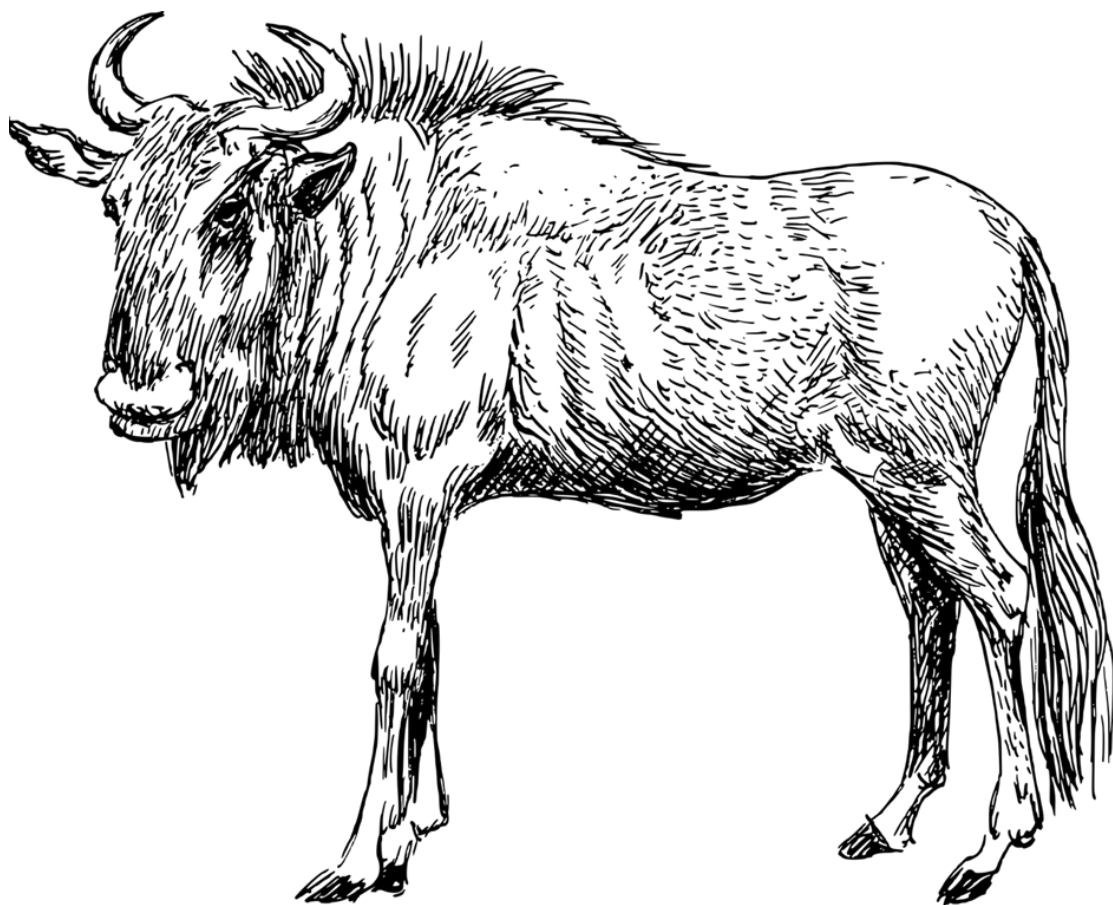


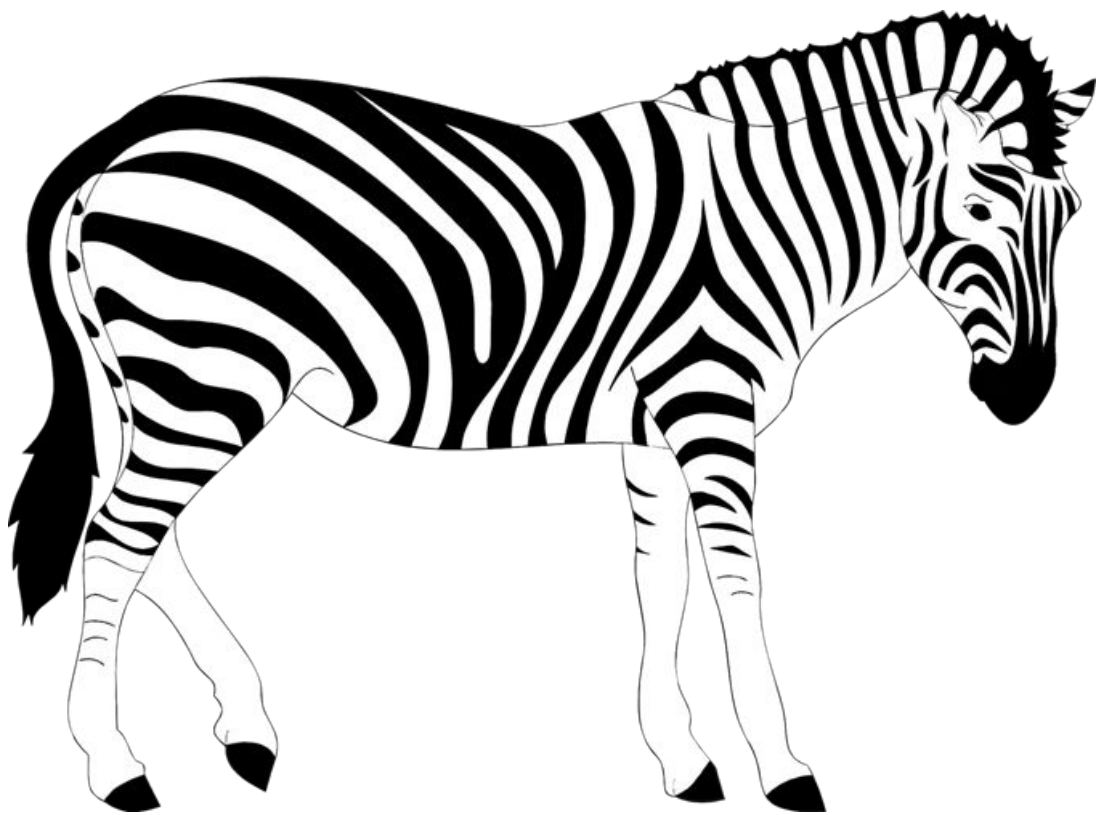
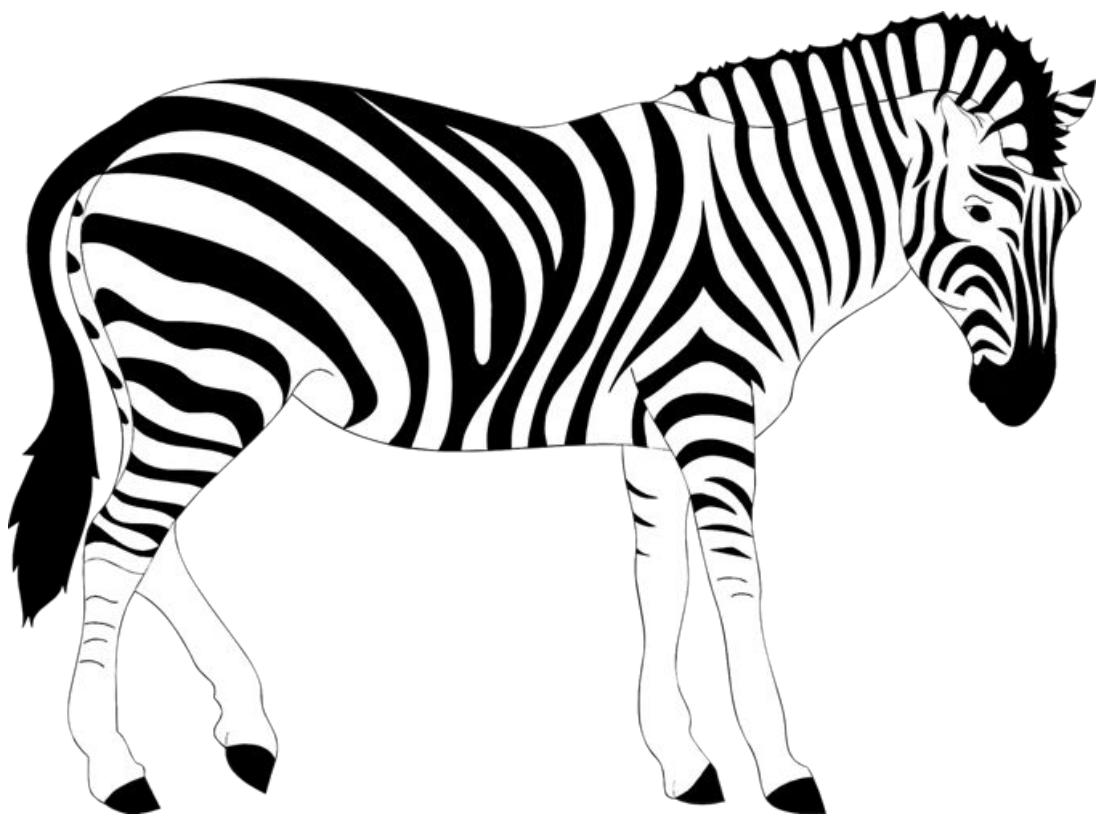


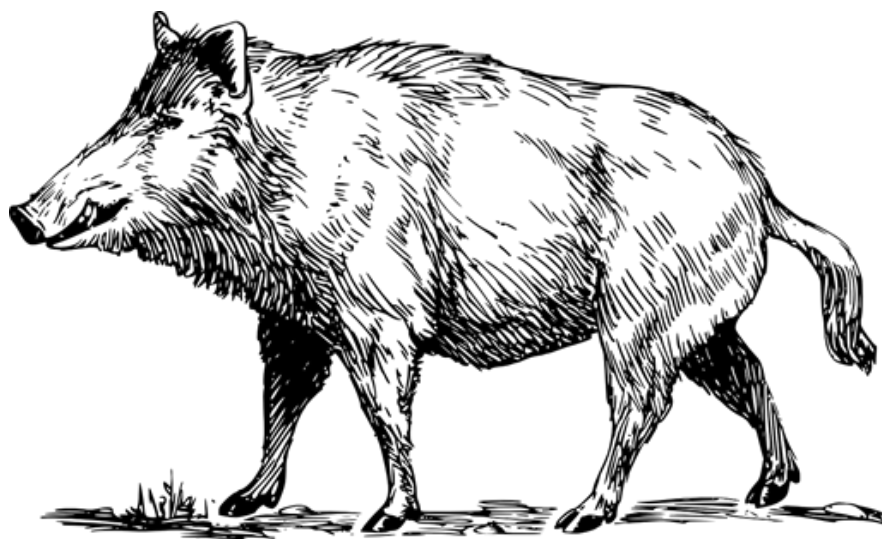
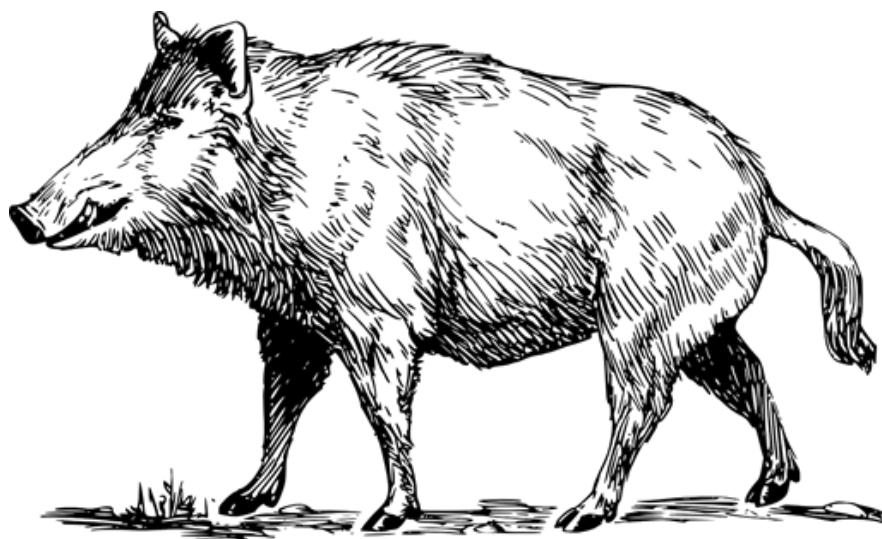
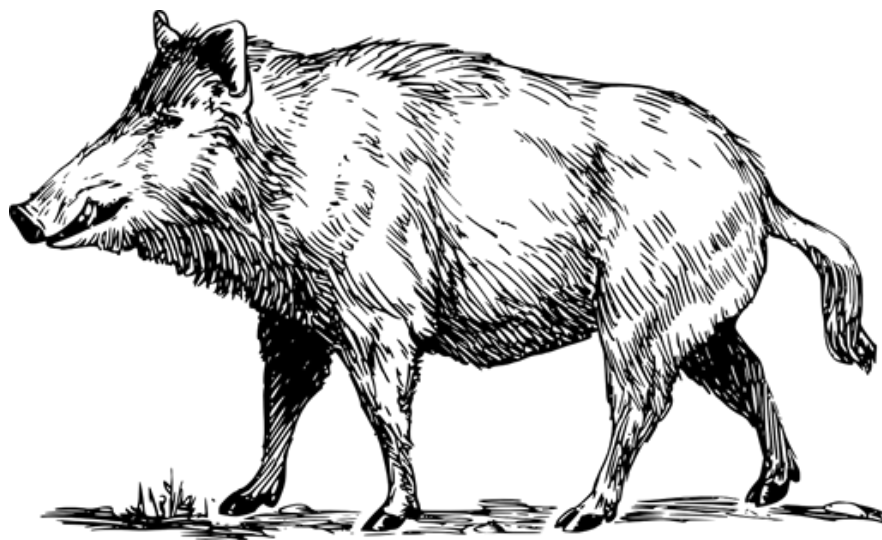




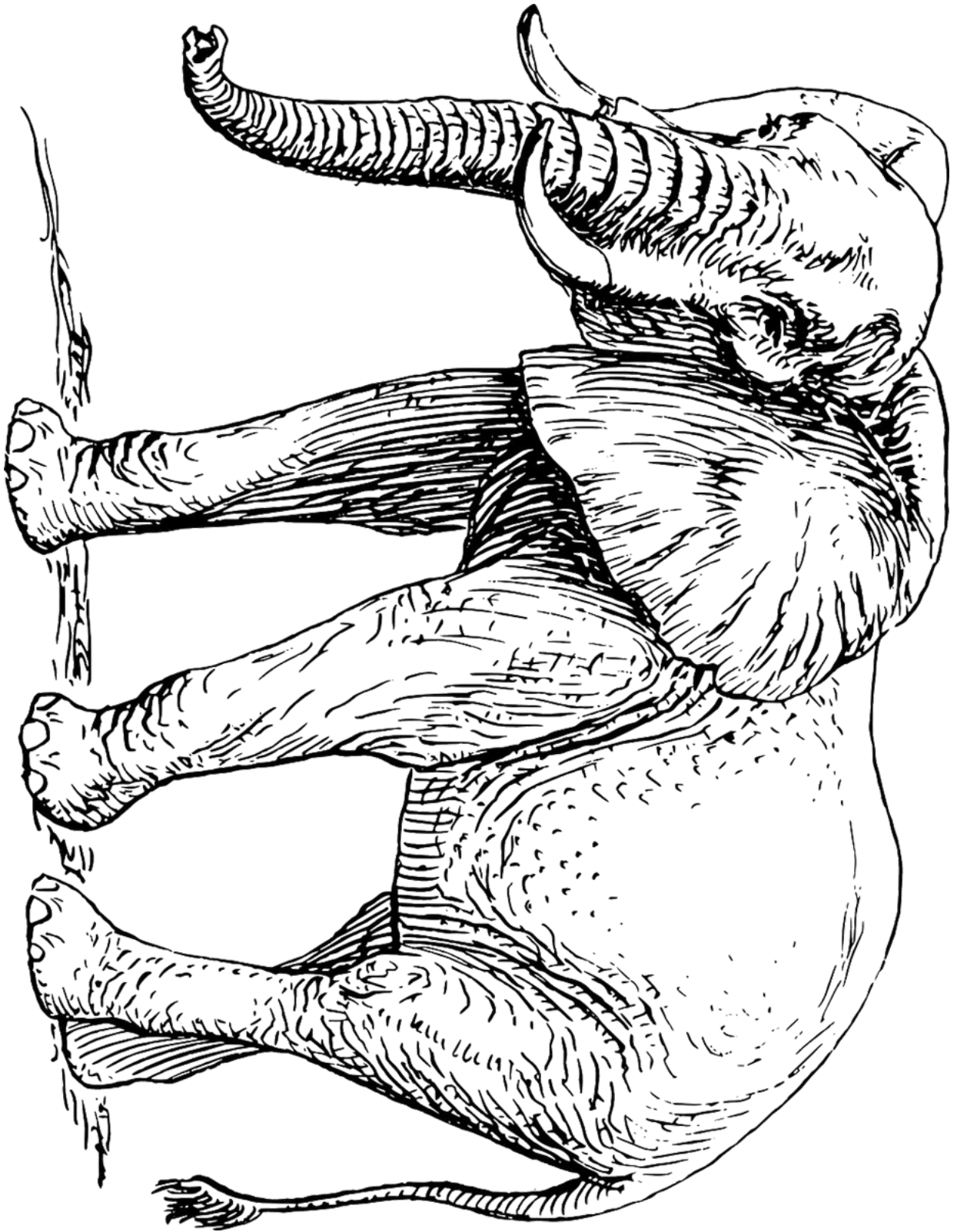






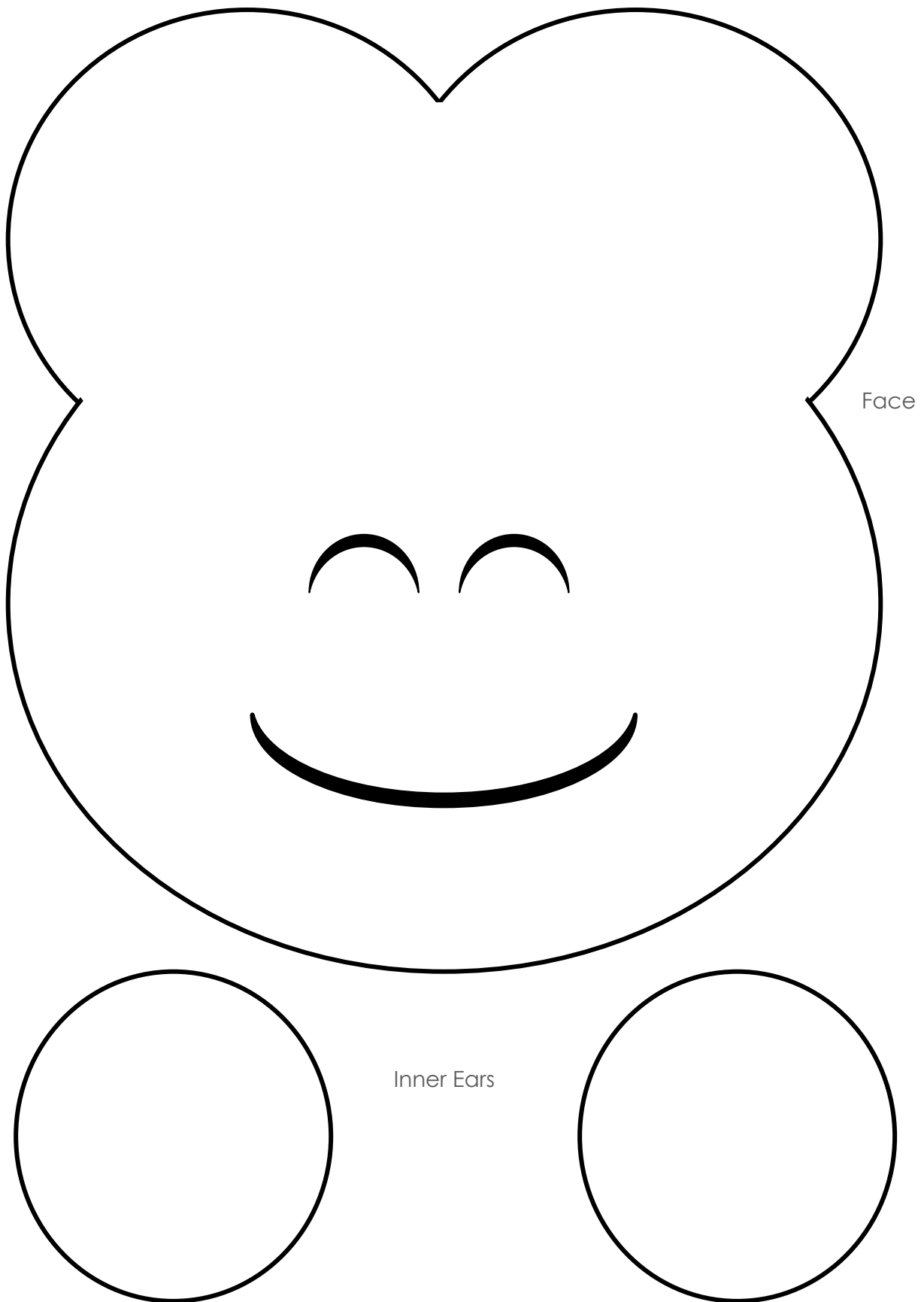




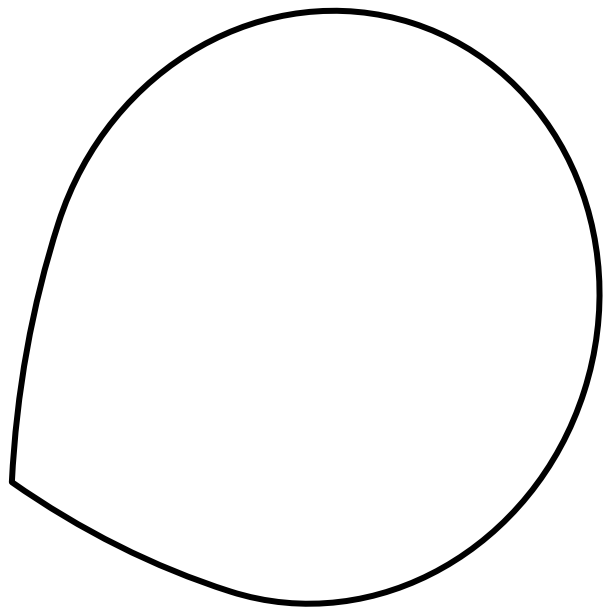
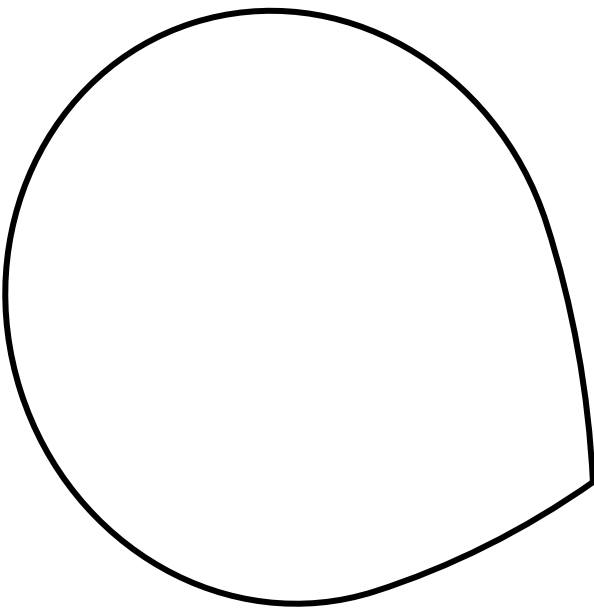
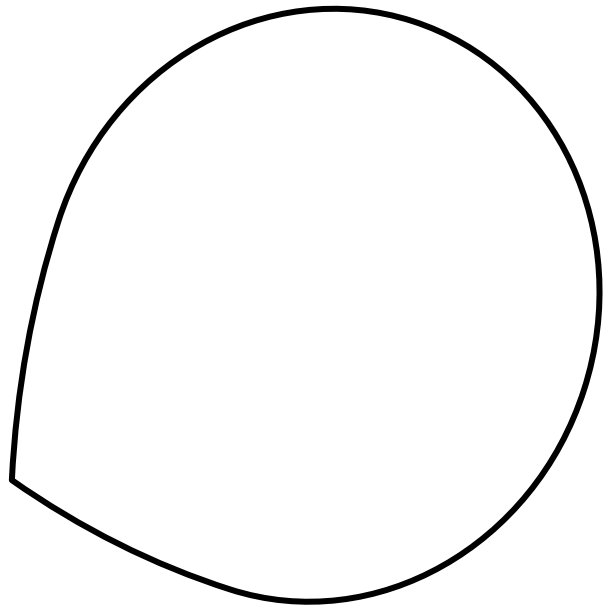
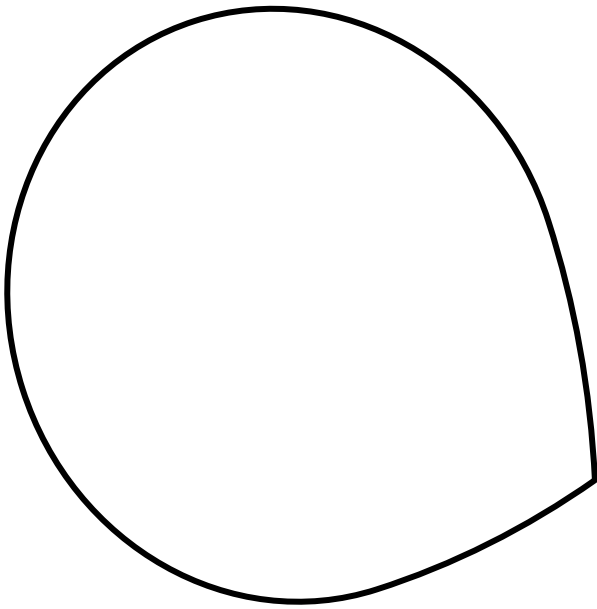
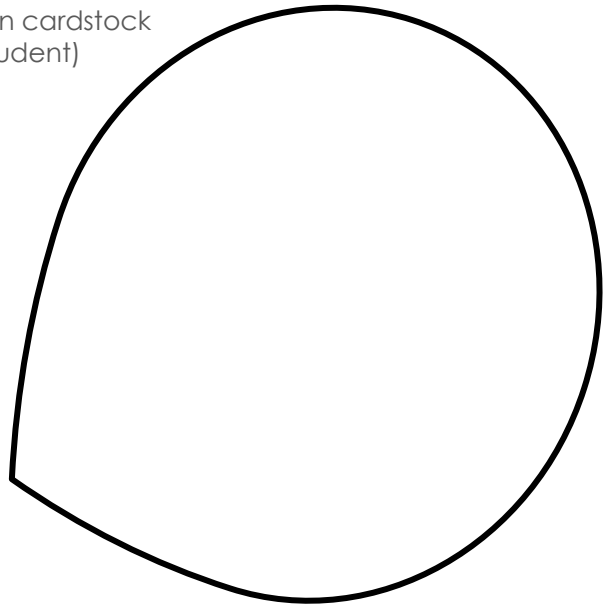
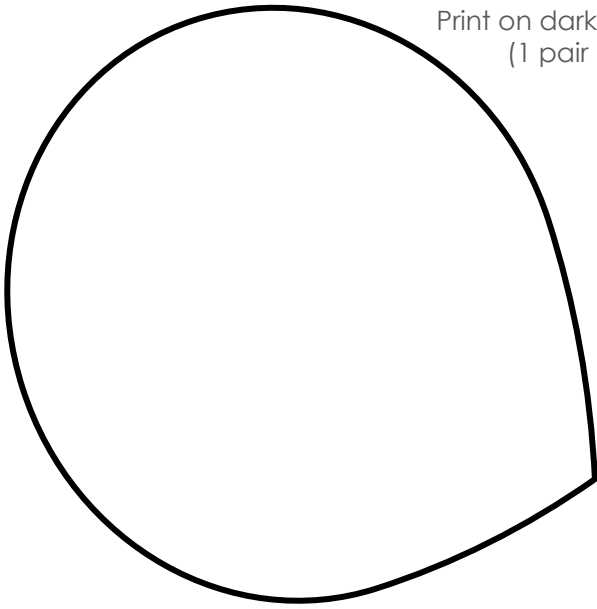




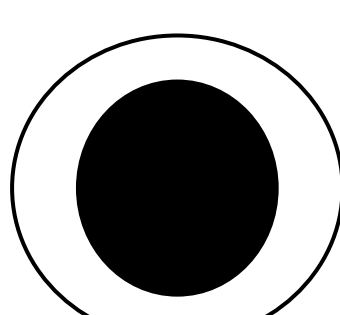
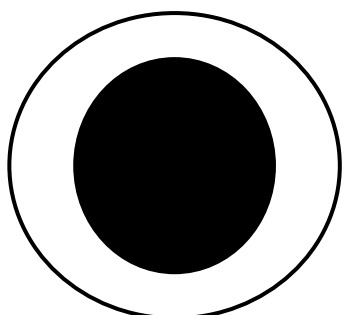
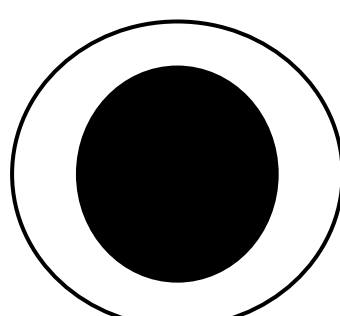
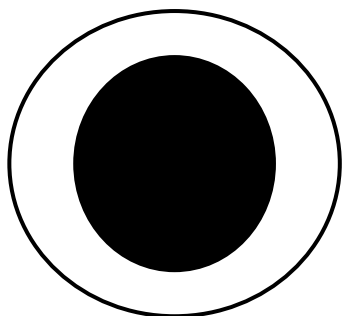
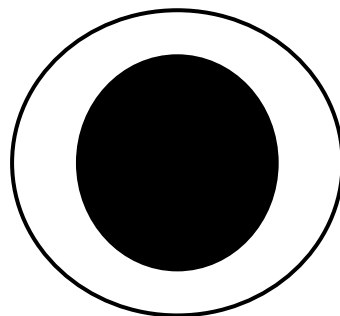
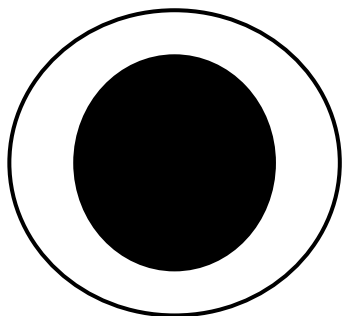
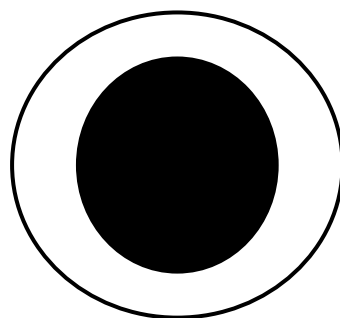
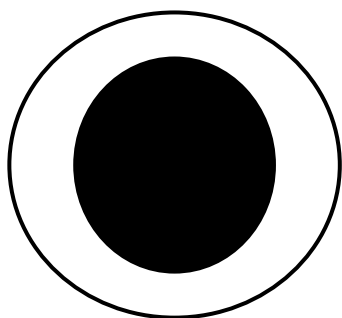
Me...Jane chimp template
Print on light brown cardstock (1 per student)



Outer Ears
Print on dark brown cardstock
(1 pair per student)



Eyes
Print on white paper
(1 pair per student)





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