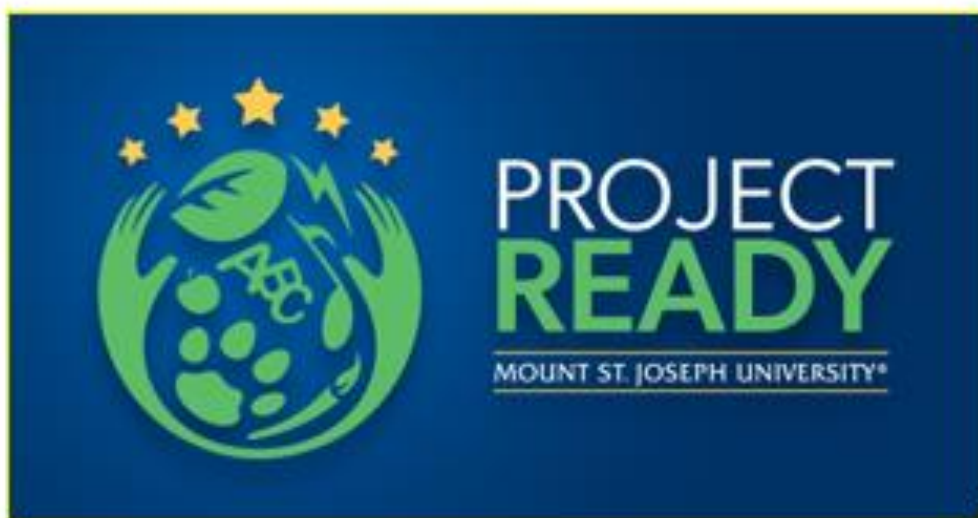




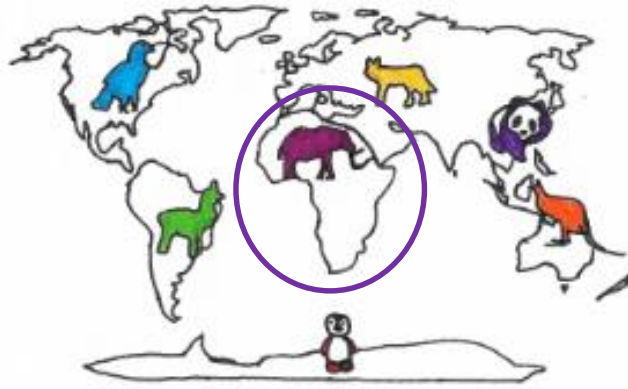
## Unit 7A – Africa

# Joyful Discoveries Preschool Curriculum



Revision Date: February 2024





Unit 7a Africa:  
Circle Time, Small Group, & Centers

<p><b><u>Knowledge Building Targets</u></b></p> <ol style="list-style-type: none"> <li>1. The Earth is our planet</li> <li>2. Maps and globes</li> <li>3. Continents and water</li> <li>4. Africa is a continent</li> <li>5. Countries in Africa: Kenya, Tanzania</li> <li>6. Animals of Africa and where they live:             <ul style="list-style-type: none"> <li>• Lions, Giraffes, Elephants, Tigers, Chimpanzees, Hippos</li> <li>• Savanna, jungle, desert</li> </ul> </li> <li>7. Scientists and what they do</li> <li>8. Famous scientist: Jane Goodall</li> <li>9. Engaging in play with peers: wild animal vet</li> </ol>	<p><b><u>Oral Language Skill Targets</u></b></p> <ol style="list-style-type: none"> <li>1. Answering questions</li> <li>2. Stating an opinion</li> <li>3. Basic Vocabulary—prepositions, basic directional words</li> <li>4. Academic Vocabulary- kindness, recycling, softly, planet, good deeds, Veterinarian, etc.</li> <li>5. Story Vocabulary: author, illustrator, title, Character-Who, Setting--Where</li> <li>6. Length of sentences</li> <li>7. Extended decontextualized accounts, explanations, and narratives</li> <li>8. Retelling/Summarizing</li> </ol>
<p><b><u>Early Literacy Skills</u></b></p> <ol style="list-style-type: none"> <li>1. Alphabet Letter Names &amp; Sounds</li> <li>2. Name Recognition</li> <li>3. Phonemic awareness</li> <li>4. Print/Book Skills: title, author, directionality</li> <li>5. Listening Comprehension</li> <li>6. Answering key questions (focus on</li> <li>7. Who, When, What questions)</li> <li>8. Memory for events</li> <li>9. Retelling</li> <li>10. Sequencing of events</li> <li>11. Fiction vs. Nonfiction</li> <li>12. Knowledge of Common Stories</li> <li>13. Writing Skills: Prewriting strokes, Letter formation, Shared writing</li> </ol>	<p><b><u>Math Skills</u></b></p> <ol style="list-style-type: none"> <li>1. Shapes</li> <li>2. Directional words</li> <li>3. Small Number Recognition without Counting</li> <li>4. Counting</li> <li>5. Number Recognition</li> <li>6. More Than, Less Than, Equal To</li> <li>7. Number-after knowledge</li> <li>8. Number comparisons</li> <li>9. Number-after equals one more</li> <li>10. Addition</li> <li>11. Subtraction</li> <li>12. Categories: Sizes</li> <li>13. Patterns</li> <li>14. Story Problems</li> </ol>










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## Unit 7a: Africa





### Overview of Part 1- Continent of Africa, Countries in Africa: Kenya, and People of Africa

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

### Overview of Part 2- African Animals in General And Their Habitat (The Savanna)

Book 8	Book 9	Book 10	Book 11	Book 12	Book 13
<i>Over in the Grasslands</i> by Marianne Berkes 	<i>Here is the African Savanna</i> by Madeleine Dunphy * Dramatic Play Center introduced	<i>Give Up, Gecko!</i> By Margaret Read MacDonald	<i>Remi the Rhino Learns Patience</i> by Andy McGuire 	<i>We All Went on Safari</i> by Laurie Krebs 	<i>Bringing the Rain to Kapiti Plain</i> by Verna Aardema 

### Overview of Part 3- Specific African Animals

Book 14	Book 15	Book 16	Book 17	Book 18
<i>Lions</i> by Amy Sky Koster 	<i>Little Red and the Very Hungry Lion</i> by Alex T. Smith	<i>Roar! A Noisy Counting Book</i> by Pamela Duncan Edwards 	<i>Big Little Hippo</i> by Valerie Gorbachev 	<i>Giraffes</i> by Laura Marsh 

### Overview of Part 4- A Scientists who Worked in Africa: Jane Goodall

Book 19	Book 20
<i>Me...Jane</i> by Patrick McDonnell	<i>Conservation with Jane Goodall</i> by Maureen McQuerry

#### Wordless Books for the Africa Unit

Wordless Books—South America
<i>The Lion and the Mouse</i> by Jerry Pinkney
<i>Draw!</i> by Raul Colon





Material List for Unit 7A- Africa

<b>Whole Group Reading</b>	
<b>Books</b>	<b>Cost</b>
<i>Africa</i> by Rebecca Hirsch	\$5.95
<i>Africa</i> by The Project Ready! Team	Cost of printing and lamination
<i>Let's Explore Kenya</i> by Elle Parkes	\$8.99
<i>Papa, Do You Love Me?</i> By Barbara M. Joosse	\$15.99
<i>We're Sailing Down the Nile</i> Laurie Krebs	\$8.99
<i>My Painted House, My Friendly Chicken, and Me</i> by Maya Angelou	\$8.99
<i>My Africa Vacation</i> by Ozi Okaro	\$8.99
<i>Over in the Grasslands</i> by Marianne Berkes	\$5.86
<i>Here is the African Savanna</i> by Madeline Dunphy	\$7.64
<i>Give Up, Gecko!</i> by Margaret Read MacDonald	\$16.99
<i>Remi the Rhino Learns Patience</i> by Andy McGuire	\$9.89
<i>We All Went on Safari</i> by Laurie Krebs	\$7.56
<i>Bringing the Rain to Kapiti Plain</i> by Verna Aardema	\$8.76
<i>Lions</i> by Amy Sky Koster	\$4.99
<i>Little Red and the Very Hungry Lion</i> by Alex T. Smith	\$8.71
<i>Roar! A Noisy Counting Book</i> by Pamela Duncan Edwards	\$15.99
<i>Big Little Hippo</i> by Valerie Gorbachev	\$7.95
<i>Giraffes</i> by Laura Marsh	\$3.99
<i>Me... Jane</i> by Patrick McDonnell	\$12.72
<i>Conservation with Jane Goodall</i> by Maureen McQuerry	\$8.99
<b>Wordless Book</b>	
<i>The Lion and the Mouse</i> by Jerry Pinkney	\$11.39
Draw! by Raul Colon	\$19.19
<b>Total Book Cost</b>	<b>\$208.52</b>

<b>Craft and Additional Materials</b>	
Crayons or markers (multiple crafts)	Likely already purchased
Glue sticks (multiple crafts)	Likely already purchased
Liquid glue (multiple crafts)	Likely already purchased
Large white paper ( <i>We All Went on Safari</i> mural)	Likely already purchased
<a href="#">Colorful pony beads</a> ( <i>Papa, Do You Love Me?</i> craft)	\$5.99 (1200 set)
<a href="#">Elastic string</a> ( <i>Papa, Do You Love Me?</i> craft)	\$5.35 (2 rolls)
<a href="#">Colorful</a> Tempera Paint ( <i>My Painted House...</i> craft)	\$20.38 (6 bottles of 16 oz.)
<a href="#">Orange Paint</a> ( <i>Lions</i> craft)	\$4.12 (8 oz. bottle)
<a href="#">Yellow Cardstock</a> ( <i>Lions</i> craft)	\$12.28 (250 pages)
<a href="#">Disposable forks</a> ( <i>Lions</i> craft)	\$6.99 (84 pack)
<b>Total Cost of Crafts and Additional Materials</b>	<b>\$55.11</b>

Material List for Unit 7A- Africa

(Continued)

Dramatic Play Center Materials	
Vet Costume (from Unit 2- Kindness)	Already purchased
Vet Tools (from Unit 2- Kindness)	Already purchased
Naturalist Costume (from Unit 3- North America)	Already purchased
<a href="#">African Animals Stuffed Animals Set</a>	\$19.99
<a href="#">Giraffes by Laura Marsh</a>	\$3.99
<a href="#">Lions by Laura Marsh</a>	\$3.99
<a href="#">Elephants by Avery Elizabeth Hurt</a>	\$4.99
<a href="#">Tigers by Laura Marsh</a>	\$4.99
<a href="#">Baby African Animals for Object to Picture Match</a>	\$25.99
<a href="#">Elephant Family Figurines</a>	\$11.99
<b>Total Cost of Dramatic Play Center</b>	<b>\$70.94</b>

**Total cost for Unit 7A= \$334.57**

Materials to Prepare (Found in Materials Binder)			
	Teacher's Manual	<a href="http://www.readingscience.org">www.readingscience.org</a>	Print 2-sided, put in binder
	Book 2- Africa	Page 1 materials binder	Print, laminate, bind into book
	<i>My Painted House... craft template</i>	Page 24 materials binder	Print 1-sided (one for each student)
	<i>Over in the Grasslands counting cards</i>	Page 25 materials binder	Print 1-sided, cut, laminate, cut into cards
	Animal Habitats of Africa book	Page 35 materials binder	Print 1-sided, laminate, make into books with animal picture cards on Velcro dots. Place in Wildlife Vet Center.
	Object to Picture Match: Baby Animals	Page 41 materials binder	Print 1-sided, cut, laminate, cut into cards, place matching animals figurines in basket. Place in Wildlife Vet Center.
	<i>We All Went on Safari mural animals</i>	Page 48 materials binder	Print 1-side (a few animals for each student), prepare for students to glue to mural
	<i>Lions craft template</i>	Page 75 materials binder	Print lion face 1-sided on yellow cardstock (one for each student)
	<i>Roar! A Noisy Counting Book counting cards</i>	Page 76 materials binder	Print 1-sided, cut, laminate, cut into cards
	<i>The Lion and Mouse Character Picture Cards</i>	Page 84 materials binder	Print 1-sided, cut, laminate, cut into cards
	<i>Draw! craft template</i>	Page 85 materials binder	Print 1-sided in color (1-3 options for each student)

Additional (Optional) Books About Africa

*A is for Africa* by Ifeoma Onyefulu

Additional (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

Additional (Optional) Books About Jane Goodall

*I Am Jane Goodall* by Brad Meltzer

*Who Is Jane Goodall* by Lisbeth Kaiser



## Africa Dramatic Play Center—Wildlife Vet Center



Unit 2- Vet Costume



Unit 2- Vet Tools



Unit 3- Naturalist Costume



Elephant Family Figurines



Baby African Animals-  
Object to Picture Match.



African Animals Stuffed Animals- Children  
treat animals in the vet center and look up  
information in the books.

**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 Materials binder)

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 oceans.



## Whole Group Circle Time—Basic Outline

1. Gathering Together (2 min): ABC Song to call student to circle.
2. Language Time! (3 min) – Nursery Rhyme, Finger Play, Song, Poem
3. Learning New Things (10 min)
  - a. Topic discussion for week 1: Showing Kindness to our Friends & Community
  - b. Story & Discussion Using 1, 2, 3 Shared Story Routine
  - c. Included periodically: Shared Writing Experience
4. Highlight Center Where You Can Learn More

### Second Read of Circle Time Story – Basic Outline

1. Story & Discussion, 1, 2, 3 Shared Story Routine
2. Follow Up Activity or Craft

### **The 1, 2, 3 Shared Story Routine – Read Two Times**

#### 1<sup>st</sup> Read – Focus on Listening to the Story—Whole Group Story Time

##### **1. Before:**

1. Introduce the topic
2. Introduce the book to generate excitement.
3. Point out title, author, & illustrator.

##### **2. During:**

1. Read with very few interruptions so children can get a sense of the full story.
2. Model Thinking Aloud.
3. Draw children’s attention to key content, vocabulary, and story elements: characters, setting, the problem, etc.

##### **3. After:**

1. Ask their opinion—did they like it? Thumbs up/down. Why? Provide a sentence stem.
2. Questions: Ask simple questions about the book.
3. Review vocabulary & connect content of the book to their knowledge of the topic.  
(2 & 3 should go in the order that makes sense for the book discussion)

#### 2<sup>nd</sup> Read – Discuss Together & Activity

##### **1. Before:**

1. Ask the children if they can remember what this book is about—show them the cover to remind them.
2. Point out the title, author, & illustrator.
3. Tell them we are going to read the story again and discuss the story. So be ready to share your ideas!

##### **2. During:**

1. Read with excitement and fluency.
2. Ask questions about how characters feel or what they might be thinking.
3. Highlight key vocabulary, content, and story elements.

##### **3. After:**

1. Ask for their opinion—did they like it? Thumbs up/down. Why? Provide a sentence stem.
2. Ask a few questions about story elements and discuss 2-3 interesting vocabulary words.
3. Complete follow up activity



### Shared Writing Experience - Basic Outline

Exposing children to print at an early age is helpful in many aspects of learning to read. The Shared Writing Routine is done across a number of books (not all) in each Unit at least once a week.

Goals of the Shared Writing experience:

- Meaningful exposure of children to print, helping them understand that print carries meaning,
- Demonstration of the process of transcribing speech to print,
- Highlighting of specific letter-sound relationships and conventions of writing.

When planning Shared Writing experiences, make sure to keep the following in mind:

1. Facilitate the production of a topical message that is reflective of your current Project Ready! theme. Make sure this message incorporates **target vocabulary** and **current theme**.
2. Keep sentences constructed short (5-7 words) and the total text brief (2-4 sentences).
3. When gathering input from children regarding the written message construction, “recast” the messages to ensure that they are clear and reflect content from the theme. This “recasting” requires restating students’ input into clear and grammatically standard statements.

You can use this Shared Writing Preparation Template to prepare for a shared writing experience:

1. Topic of Message: (to be reflected in the first and last sentence):

*Plan your topic sentence or the topic that you will communicate in the first sentence.*

Vocabulary word(s) to include:

*Include a word or words that have been highlighted in the 1, 2, 3 Shared Reading Routine.*

Specific letter(s) or conventions to highlight:

*This could include attention to spaces between words, directionality, punctuation, capital letters, and sentence types.*

2. Plan your sentences. *Often you will follow this pattern:*

Topic -

Detail -

Detail -

Detail -

**Concluding**

The Shared Writing Routine utilizes these three steps repeatedly for each sentence written together: Plan – talk to the children about what to write; Write – write within view of the children and “think aloud” as you write your sentence, highlighting the vocabulary and conventions you planned; Read – Point to each word and read the sentence together. There are four different types of writing highlighted across the curriculum

**1. Tell a Story      2. Express Ideas      3. Share Information      4. Discuss & Respond to Questions**

With most writing teachers should facilitate the development of a paragraph structure including an introductory (topic) sentence, followed by details, and finished with a “wrap up” (concluding) sentence. By continually modeling the basic paragraph structure, a foundation for this type of organization within children’s writing is established.





**Unit:** Africa, Part 1- Continent of Africa, Countries, and People

**Book 1:** Africa by Rebecca Hirsch

**Extra Materials Needed:** map of world and globe



## 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)

Adapted from  
teacherspayteachers

## 1. 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-** *This book is called Africa. I think this child lives in Africa. What do you think she is carrying on her head?*

**3. Title and Author-** Draw attention to title and author.

## 2. 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.

- "Africa is the yellow continent on this map." *Africa is a huge continent. Let's find Africa on our globe.* Point out Africa on classroom globe.
- "Soccer is the most popular sport in Africa." *Many people play soccer in North America, too. Do you play soccer?*
- "There are rainforests in Africa." *This book told us about three habitats in Africa- the desert, the savanna, and the rainforest. We have learned about desert and rainforest already, but savannas are a new kind of habitat.*

**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.

**continent-** a large piece of land on the Earth

*Africa is a big continent with more than 50 countries!*

**desert-** a place with little rain, it's usually very hot and dry

*The largest desert in the world is in Africa, the Sahara desert*

**savanna-** a flat, grassy land area with few trees and lots of animals

*I see a lot of grass and only one tree in this picture of the savanna.*

## 3. After

**1. Ask their Opinion-** *Did you like reading this book about Africa? Thumbs up if so.*

**2. Ask Questions-** Check their understanding. Ask children to respond in different ways (choral response, individual response, etc.)

- *What was this book about?* (Africa)

- *What animals live in Africa?* (various answers- gorillas, zebras, giraffes, lions)

**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 nod your head if the fact was in the book and shake your head if it wasn't in the book.* Practice nodding and shaking.

- *Africa is a country.* (No)

- *Africa is a continent.* (Yes)

- *There are no people or animals living in Africa.* (No)

- *Many people and animals live in Africa.* (Yes)





**Unit:** Africa, Part 1- Continent of Africa, Countries, and People

**Book 2:** Africa by The Project Ready! Team

**Extra Materials Needed:** map of world and globe



## 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)

Adapted from  
teacherspayteachers

## 1. 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. Tell someone next to you the name of one animal that lives in Africa. Show pictures from previous book, if necessary.*

**2. Book Introduction-** *This book is called Africa. This is a non-fiction book so we are going to be learning about something. What do you think we will learn about?*

**3. Title and Author-** Draw attention to title and author.

## 2. 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.

- "These towering structures are more than 4,000 years old!" *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.*

- "Mount Kilimanjaro is special because there are no other mountains near it" *Usually there are lots of mountains together. Mount Kilimanjaro is all by itself in the flat grasslands.*

- "Chocolate is made from cocoa beans." *Most chocolate comes from beans that are grown in Africa. Did you know that chocolate is made from beans?*

**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.

**diverse-** having a lot of variety or differences

*Africa is a diverse continent where many people, animals, and plants live.*

**continent-** a large piece of land on the Earth

*Let's count the continents on the map. Can we find all seven?*

**country-** smaller parts of a continent

*There are more than fifty countries in Africa.*

## 3. After

**1. Ask their Opinion-** *Did you like that non-fiction book about Africa? Thumbs up if you did like it. Turn to someone sitting near you and tell them the name of one animal that lives in Africa.*

**2. Ask Questions-** Check their understanding. Ask children to respond in different ways (choral response, individual response, etc.)

- *What continent was this book about?* (Africa)

- *Where do giraffes and lions live?* (the savanna)

**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*

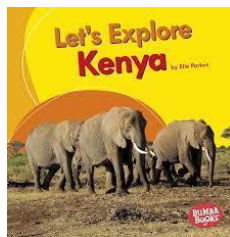
- *North America*

- *Africa*

- *Your country*

- *South America*





**Unit:** Africa, Part 1- Continent of Africa, Countries, and People

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

**Extra Materials Needed:** map of world and globe



## 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)

Adapted from  
teacherspayteachers

## 1. Before

**1. Topic Introduction-** *We are learning about a new 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 called Let's Explore 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.

## 2. 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.

- "Table of Contents" *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.*
- "Elephants roam in the rain forest." *Roam means move around freely. Elephants walk around in the forests of Kenya. I have only seen elephants in a zoo where I live. Elephants don't roam freely in my continent.*
- "People buy fruits at markets." *Do you see any fruit that you recognize? I see bananas! Look how colorful the fruit is!*

**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.

**country-** smaller parts of a continent

*Every continent is made up of smaller countries. Our country is called USA.*

**grasslands-** another name for savannas

*Zebras live in Kenya's grasslands.*

**cities-** areas with lots of people, businesses, and big buildings

*Nairobi is the biggest city in Kenya.*

## 3. After

**1. Ask their Opinion-** *Did you like learning about Kenya? Thumbs up if so.*

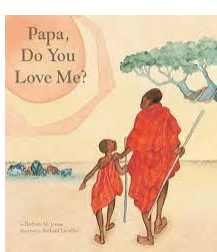
**2. Ask Questions-** Check their understanding. Ask children to respond in different ways (choral response, individual response, etc.)

- *Where is Kenya? On what continent? (Africa)*
- *What animals live in Kenya? (elephants, lions, giraffes)*

**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 nod your head if the fact was in the book and shake your head if it wasn't in the book.* Practice nodding and shaking.
  - *Kenya is a country in Africa.* (Yes)
  - *Kenya is a continent.* (No)
  - *Elephants live in Kenya.* (Yes)
  - *Polar bears live in Kenya.* (No)





**Unit:** Africa, Part 1- Continent of Africa, Countries, and People

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

**Extra Materials Needed:** map of world and globe



### 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)*

Adapted from  
teacherspayteachers

## 1. Before

**1. Topic Introduction-** *We have been learning about a new 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?*

**3. Title and Author-** Draw attention to title and author.

## 2. 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.

- "You are my Tender Heart, and I love you." *I notice that the people are all wearing very colorful, light clothing. They have sandals or no shoes. It is hot where they live! I'm also noticing that they all have colorful jewelry with beads.*
- "But still, I would love you." *The boy wants to know how much his Papa loves him. He wants to know if his Papa would love him even if he did something bad. The answer is always YES! The dad will always love his child no matter what!*
- "I'll care for you, love you, and teach you. Always." *It is so nice to have an adult who always loves you, teaches you, and takes care of you. I'm thinking about people in my life who have taken care of me and loved me. Do you have someone who loves you always?*

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

- Key content

*Maps show where things are.*

*Maps can show a small place or a really big place, like the whole Earth.*

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

**elder-** an older person who teaches the younger people and takes care of them  
*The elders love to tell stories.*

**scorched-** burnt

*The sun is so hot that the leaves got burnt and fell off the tree.*

## 3. After

**1. Ask their Opinion-** *That story made me feel happy. Thumbs up if it made you feel happy, too. I loved the colorful jewelry everyone wore. Did you?*

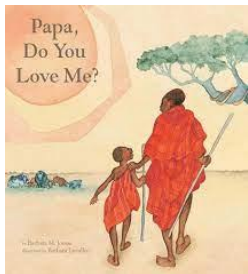
**2. Ask Questions-** Check their understanding. Ask children to respond in different ways (choral response, individual response, etc.)

- Where do the people in this book live? (in Africa, in Kenya)

- Who were the characters in this story? (a boy and his father)

**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 a 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.



**Unit:** Africa, Part 1- Continent of Africa, Countries, and People  
**Book 4:** Papa, Do You Love Me by Barbara M. Joesse



Re-Read & Activity- Craft

**Extra 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? Raise your hand if you want to tell us who was in this story. Pause to allow students to answer. 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. Joesse is the author. Let's clap that word. Au-thor. The author write the words. What does that author do? Writes the words! The illustrator is Barbara Lavallee. 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.*

### During:

1. Read with excitement and fluency.

2. Ask Questions

a. "Papa, do you love me?" *What was the answer to that question? Yes! He always loves his child.*

b. "What if the sun scorched the leaves and they dropped off the branches?" *Why would the sun scorch the leaves? Scorch means burn. The sun is so hot that it could burn the leaves.*

c. "I'd teach you to look for hidden streams" *What are they wearing? Bright, light clothing and beaded jewelry.*

### After:

1. Ask for their opinion- did they like it? Thumbs up/down? Why? Provide a sentence stem.

*Did you like this story? Thumbs up if you did. Turn to someone near you and tell them your favorite part. Say, "My favorite part was..."*

2. Discussion questions

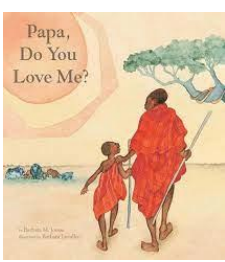
a. Where does this story take place? (Africa, Kenya, the desert)

b. What did the boy ask his papa? (Papa, do you love me?)

3. Do craft activity. 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.







Discuss and Respond  
to Questions

**Extra Materials Needed:** book and whiteboard or chart paper to create shared writing

### Shared Writing Preparation Template: Discuss and Respond to Question

**Topic Sentence:** Prepare this topic sentence by writing it on the Shared Writing board, leaving a blank space for the purple word:

How do families show *love*?

**Vocabulary** to include, if possible:

**elder-** an older person who teaches the younger people and takes care of them  
*The elders love to tell stories.*

**Specific letters or conventions to highlight:**

Current letters from the alphabetic group, capitals, periods

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

Detail: *Families give hugs.*

Detail: *Families share food.*

Detail: *Families do fun things together.*

Conclusion: *That is how families show love.*

### Steps in the Process

**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.*

### Write Topic Sentence

**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? Love! Good. Let’s write that word.*

**Write:** Write love to complete the sentence.

**Read aloud, pointing to each word:** *How do families show love?*

### Write Detail Sentence(s)

**Plan:** *Let’s answer that question about how families how love. What does your family do to say I love you?*

Guide children by providing a few examples, if necessary. Remember the planned detail sentences are available if your students need more direction. Otherwise, write the ideas they share.

**Write:** Families give hugs.

**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.**

### Write Concluding Sentence

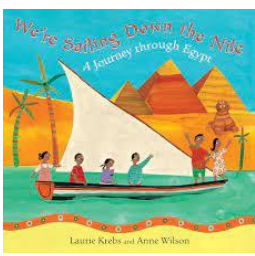
**Plan:** *We answered a question about how families show love. Now let’s write a sentence to tell our readers that we are done. How could we do that? Let’s write, “That is how families show love.”*

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

**Read aloud, pointing to each word:** *That is how families show love.* Read again, encouraging children to read with you

**\*Read whole paragraph with students. Post writing where they can return to it frequently to “read.”**





**Unit:** Africa, Part 1- Continent of Africa, Countries, and People

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

**Extra Materials Needed:** map of world and globe



## 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)

Adapted from  
teacherspayteachers

## 1. 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.

## 2. 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.

- "We stand before the statues, feeling very small indeed." *There are huge statues in Egypt. Many of them are very old.*
- "We'll see the Cairo skyline in just a little while." *Cairo is a city in Egypt. It is the biggest city in the whole continent of Africa.*
- "We'll hike to Giza's pyramids in just a little while." *The pyramids are very famous. Many people travel to Egypt to see the pyramids. They are ancient and huge.*

**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.

**Egypt-** a country in Africa

*The Nile River flows through Egypt.*

**pharaoh-** king

*Many famous buildings in Egypt were built by the pharaohs long ago.*

**oasis-** water in the middle of the dry desert

*Many people and animals live near the oasis so they can get water.*

## 3. After

**1. Ask their Opinion-** *Did you like learning about Egypt? Tell someone near you what you would most like to see in Egypt. Say, "I want to see..."*

**2. Ask Questions-** Check their understanding. Ask children to respond in different ways (choral response, individual response, etc.)

- Where did this story take place? (Africa, Egypt, the Nile River)

- How did this group travel through Egypt? What did they use to get around? (a boat, on the Nile)

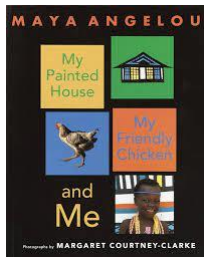
**3. Follow Up Activity-** Rhyming Practice

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 words in bold. Ask *Do those words rhyme? Do they sound the same at the end?* Read the whole passage, emphasizing the words in bold.*

- ...we see fantastic **things** ... of the crocodiles and **kings**. (Yes)

- ... built centuries **ago** .... Fabled Sphinx **below**. (Yes)





## 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,  
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(point to map and  
globe)

Adapted from  
teacherspayteachers

**Unit:** Africa, Part 1- Continent of Africa, Countries, and People  
**Book 6:** *My Painted House, My Friendly Chicken, and Me* by Maya Angelou  
**Extra Materials Needed:** map of world and globe

CHALLENGE



## 1. 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-** *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.*

**3. Title and Author-** Draw attention to title and author.

## 2. 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.

- "...Ndebele people do not call anything beautiful." *That's really interesting! The Ndebele people see beautiful things and call them "good," but not beautiful.*
- "My father built us small houses" *These small houses are so neat! They remind me of the dollhouses. Have you played with a dollhouse before?*
- "and bicycles." *Children in our country play with bicycles, too! Do you ride a bicycle?*

**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.*

*Maps can show a small place or a really big place, like the whole Earth.*

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

**stranger-** someone you do not know

*Thandi does not know us, the readers, so she calls us stranger-friends.*

**dull-** not bright, boring

*Their school uniforms are dull but their home clothes are bright.*

**mischievous-** someone who enjoys making trouble in a playful way.

*Thandi's little brother is mischievous.*

## 3. After

**1. Ask their Opinion-** *Did you see all those very good painted houses? Thumbs up if you liked them.*

**2. Ask Questions-** Check their understanding. Ask children to respond in different ways (choral response, individual response, etc.)

- *Who was this story about?* (Thandi, an 8 year old girl from South Africa)
- *Who is Thandi's best friend?* (her pet chicken)

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

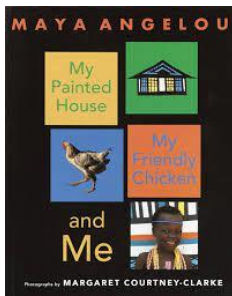
- Explain, *We are going to play a game called Was it in the Book? I'm going to say a fact. You will nod your head if the fact was in the book and shake your head if it wasn't in the book.* Practice nodding and shaking.

- *Thandi lives in the United States of America.* (No)

- *Thandi lives in South Africa.* (Yes)

- *Thandi's best friend is her little brother.* (No)

- *Thandi's best friend is her pet chicken.* (Yes)



**Unit:** Africa, Part 1- Continent of Africa, Countries, and People  
**Book 6:** My Painted House, My Friendly Chicken, and Me by Maya Angelou



Re-Read & Activity- Craft

**Extra 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? Raise your hand if you want to tell us one thing we learned about the people who live in Thandi's village in South Africa.* 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 write the words. What does that author do? 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.*

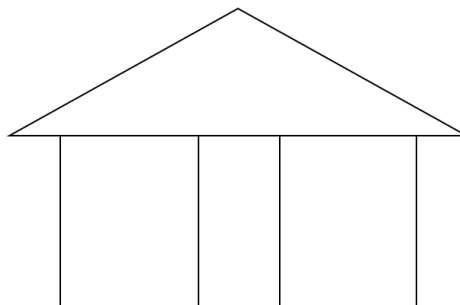
**During:**

1. Read with excitement and fluency.
2. Ask Questions
  - a. "I am eight years old, and my best friend" *Do you remember who Thandi's best friend is?*
  - b. "She has started to teach me to paint good, very good designs." *What do people in Thandi's village wear? What do the women in the village do to their houses?*
  - c. "and some just sit back deep inside themselves and look out at the world." *What do the children in Thandi's village like to do?*

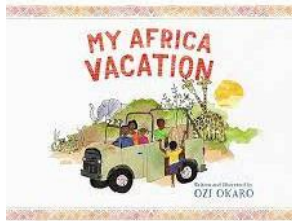
**After:**

1. Ask for their opinion- did they like it? Thumbs up/down? Why? Provide a sentence stem.  
*Did you like this story? Thumbs up if you did. Raise your hand if you want to share your favorite part. Say, "My favorite part was..."*
2. Discussion questions
  - a. Who was this story about? (Thandi, her brother, her chicken)
  - b. Where does this story take place? (South Africa)
3. Do craft activity. 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.

My Painted House, My Friendly Chicken, and Me by Maya Angelou



By: \_\_\_\_\_



**Unit:** Africa, Part 1- Continent of Africa, Countries, and People

**Book 7:** My Africa Vacation by Ozi Okaro

CHALLENGE

**Extra Materials Needed:** map of world and globe

## 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)

Adapted from  
teacherspayteachers

## 1. Before

**1. Topic Introduction-** *Today we are going to read our last book about the countries and people of Africa. Raise your hand if you want to tell us the name of one country in Africa we have read about. (Kenya, Egypt, South Africa)*

**2. Book Introduction-** *The title of this book is My Africa Vacation. This 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?*

**3. Title and Author-** Draw attention to title and author.

## 2. 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.

- "Cover page, first page inside" *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!*
- "The Airport was very busy." *The family has to get on a plane to travel to Africa. Africa is far away from their home.*
- "we are going to climb Mount Kilimanjaro." *We read about Mount Kilimanjaro. It is a volcano and it's special because there are no other mountains near it. Do you see how it is the tallest thing in this picture?*

**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 habitat and history.*

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

**country-** smaller parts of a continent

*The family will visit ten countries in Africa.*

**international-** between countries

*The big planes with two or more engines are for international travel.*

**safari-** a trip to see animals in their natural habitats

*The family is hoping to see animals on their safari.*

## 3. After

**1. Ask their Opinion-** *Did you think you would like to visit Africa someday? Thumbs up if so. Tell someone near you about your favorite thing in Africa.*

**2. Ask Questions-** Check their understanding. Ask children to respond in different ways (choral response, individual response, etc.)

- *Where did this story take place?* (Africa, 10 different countries)

- *Who was this story about?* (Arinze and his family)

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

- Explain, *We are 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:*

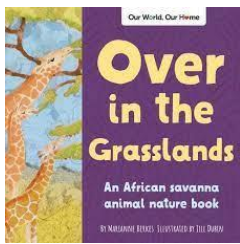
- *The name of the continent we are learning about.*

- *The name of one country in Africa.*

- *One interesting thing about Africa.*







**Unit:** Africa, Part 2- African Animals in General and their Habitat

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

**Extra Materials Needed:** map of world and globe



## 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")*

## 1. Before

**1. Topic Introduction-** *Today we are going to start learning about the animals that live in Africa and their habitats. Let's clap that word habitat. Hab-it-at. Great!*

**2. Book Introduction-** *This book is called Over in the 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? Giraffes!*

**3. Title and Author-** *Draw attention to title and author. Marianne Berkes is the author. We have read many of her books about animals!*

## 2. 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.

- "running wild, swimming free." *Let's count the elephant babies together. How many baby elephants did we count? Three.*
- "So they stalked in the grass Knowing how to survive." *The lion cubs learn how to stalk so they can hunt their food. They need to eat food to survive.*
- "Near their rocky-covered den." *Let's count the baby jackals. How many are there? Ten! That's a big family!*

**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.

**savanna-** grasslands, a place with lots of grass and few tall trees

*Many animals live in the African savanna.*

**gallop-** run really quickly

*The zebra mom and baby gallop on the plains.*

**shrill-** high pitched, not pleasant

*The meerkats make a shrill whine. It probably hurts people's ears.*

## 3. After

**1. Ask their Opinion-** *Did you like that story about African animals in the savanna? Turn to someone near you and tell them the name of your favorite animal from that book. Say, "My favorite animal was..."*

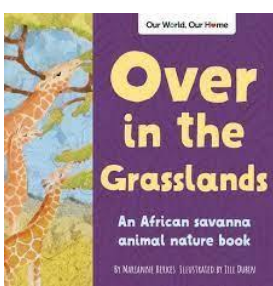
**2. Ask Questions-** Check their understanding. Ask children to respond in different ways (choral response, individual response, etc.)

- *What did we count in this book?* (African animals)

- *Where does this story take place?* (The African savanna)

**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. 2 (hold up 2 fingers) plus 3 (hold up 3 fingers on other hand) equals 1,2,3,4,5 (wiggle each finger as you count). We counted five baby animals!*



**Unit:** Africa, Part 2- African Animals in General and their Habitat  
**Book 8:** Over in the Grasslands by Marianne Berkes



Re-Read & Activity- Math Activities

**Extra Materials Needed:** book, *Over in the Grasslands* counting cards

### 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? Look at the cover. What was this story about? Raise your hand if you can tell me what we counted in this book.*

2. Point out title & author- ask if anyone can tell you what the author does.

*The title of this story is Over in the Grasslands. The author of the story is Marianne Berkes. Who remembers what the author does? Yes, the author writes the words. Jill Dubin is the illustrator. She drew the pictures in the book.*

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.*

### During:

1. Read with excitement and fluency.

2. Ask Questions

a. "I gallop, said the one" *What does gallop mean?* (run really quickly)

b. "So they grazed on the plains" *What do hippos eat?* (plants, leaves)

c. "Where they make a shrill whine" *Do meerkats make a nice, pleasant sound?* (no)

### After:

1. Ask for their opinion- did they like it? Thumbs up/down? Why? Provide a sentence stem.

*Did you like this story? Raise your hand to tell me. "My favorite animal was..."*

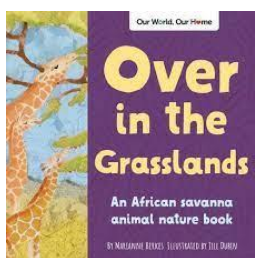
2. Discussion questions

a. *What did we count in the book?* (African animals from the savanna- hippos, chimpanzees, jackals, etc.)

b. *Where do all of these animals live?* (the African savanna)

c. *How many baby jackals were in the book?* Show picture in book to allow children to count. (ten)

3. Do a math activity. Remember, these groups should be homogenous and small so each child's math skill level can be targeted. Manipulatives: *Over in the Grasslands* counting cards (see Africa Materials Binder)



Discuss and Respond  
to Questions

**Extra Materials Needed:** book and whiteboard or chart paper to create shared writing

### Shared Writing Preparation Template: Discuss and Respond to Questions

**Topic Sentence:** Prepare this topic sentence by writing it on the Shared Writing board, leaving a blank space for the purple word:

What animals live on the African **savanna**?

**Vocabulary** to include, if possible:

**savanna-** grasslands, a place with lots of grass and few tall trees  
*Many animals live in the African savanna.*

**Specific letters or conventions to highlight:**

Current letters from the alphabetic group, capitals, periods

**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: *Chimpanzees swing in the trees.*

Conclusion: *Many animals live on the African savanna.*

### Steps in the Process

**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.*

### Write Topic Sentence

**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? Savanna. Good!*

**Write:** Write savanna to complete the sentence.

**Read aloud, pointing to each word:** *What animals live on the African savanna?*

### Write Detail Sentence(s)

**Plan:** *Let's tell about the animals that live on the African savanna. What animals live there?* Guide children by providing a few examples, if necessary. Remember the planned detail sentences are available if your students need more direction. Otherwise, write the ideas they share.

**Write:** *Zebras gallop on the savanna.*

**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.**

### Write Concluding Sentence

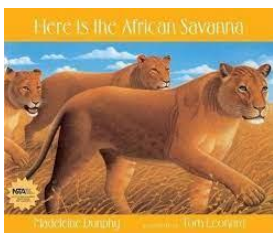
**Plan:** *We answered a question about the animals that live on the African savanna. Now let's write a sentence to tell our readers that we are done. How could we do that? Let's write, "Many animals live on the African savanna."*

**Write:** Many animals live on the African savanna.

**Read aloud, pointing to each word:** *Many animals live on the African savanna.* Read again, encouraging children to read with you

**\*Read whole paragraph with students. Post writing where they can return to it frequently to "read."** 29





**Unit:** Africa, Part 2- African Animals in General and their Habitat

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

**Extra Materials Needed:** map of world and globe

## 1. Before

**1. Topic Introduction-** *Yesterday we started learning about the animals that live in the different habitats of 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.*

**3. Title and Author-** Draw attention to title and author.

## 2. 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.

- "Here are the zebras" *Zebras look like horses but they have black and white stripes. Let's clap the word zebra. Ze-bra.*

- "Here are the impalas who eat the pods" *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.*

- "Here is the river" *The river is very important in the savanna. All the animals need the water in the river to survive.*

**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.

**plain-** flat land, the savanna is a grassy plain

*The grass grows on the plain. It is a savanna.*

**stalk-** hunt quietly

*The lions stalk the zebras. They eat other animals to survive.*

**groomed-** cleaned

*The hippos are groomed by the tick birds.*

## 3. After

**1. Ask their Opinion-** *Did you like learning more about the animals in the African savanna? Thumbs up if so.*

**2. Ask Questions-** Check their understanding. Ask children to respond in different ways (choral response, individual response, etc.)

- *What animals did we see in this story?* (zebras, giraffes, hippos, etc.)

- *Where does this story take place?* (the African savanna)

**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 are able to play independently. 31

## 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)*

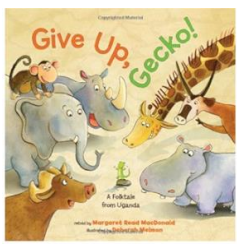
Zebras have stripes and can gallop away  
*(Gallop in place)*

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")*





**Unit:** Africa, Part 2- African Animals in General and their Habitat

**Book 10:** Give Up, Gecko! by Margaret Read MacDonald

**Extra Materials Needed:** map of world and globe

## 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")*

## 1. 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. Raise your hand to tell us one animal that lives on the savanna in Africa.*

**2. Book Introduction-** *This story is from Uganda. Uganda is a country in Africa. It 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.

## 2. 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.

- "The animals needed to drink." *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.*

- "All the big animals took a turn. All the big animals...gave up." *The big animals tried to dig for water but it didn't work. They gave up. What will happen next?*

- "My toes are wet! My toes are wet!" *The tiny gecko didn't give up and he did it! He found water! Keep going, Gecko!*

- "The animals built a special house for Gecko" *The animals are grateful for Gecko's hard work. They said thank you by building him a special house.*

**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.

**chief-** leader

*The animals decided that whoever finds water will be the chief, or leader.*

**stomp-** step heavily, loudly, and forcefully

*The animals stomp on the ground to dig. They are trying to find water in the ground.*

## 3. After

**1. Ask their Opinion-** *Did you like learning about finding water? Thumbs up if so.*

**2. Ask Questions-** Check their understanding. Ask children to respond in different ways (choral response, individual response, etc.)

- Who were the characters in this story? (Elephant, Rhino, Gecko, etc.)

- What were the animals looking for in the story? (water)

**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.

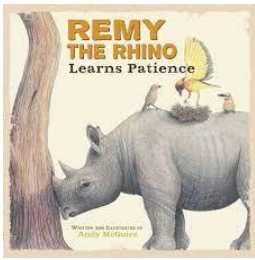
*It hadn't rained in a long time and the animals were thirsty. They needed... (water.)*

*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* **33**







**Unit:** Africa, Part 2- African Animals in General and their Habitat

**Book 11:** Remi The Rhino Learns Patience by Andy McGuire

**Extra Materials Needed:** map of world and globe



## 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")*

## 1. 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. Sometimes it is called a rhino for short. Let's clap the whole name. Rhi-noc-er-os. 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.

## 2. 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.

- "They'd better stop bothering Remy RIGHT NOW!" *I think Remy feels very angry. He is so frustrated by the many things that make him upset.*
- "And the more Remy struggled, the stucker it got" *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.*
- "He learned to relax." *When I feel upset or angry, I take deep breaths. Sometimes I go for a little walk to help myself relax. What do you do to help yourself relax when you're feeling upset?*

**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.

**rage-** big anger

*Remi feels rage a lot. He is often very angry.*

**patience-** being good at waiting

*Remi had to wait a long time for the termites to help him. He used patience.*

**relax-** calm down

*Remi learned to relax and was finally free!*

## 3. After

**1. Ask their Opinion-** *Did you like this story about Remy? 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.*

**2. Ask Questions-** Check their understanding. Ask children to respond in different ways (choral response, individual response, etc.)

- Who was this story about? (Remi the rhino)
- Where does this story take place? (the African savanna)

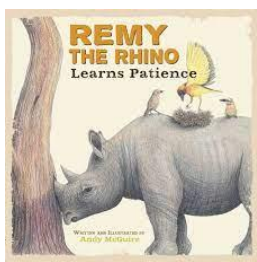
**3. Follow Up Activity-** Rhyming Practice

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 words in bold. Ask Do those words rhyme? Do they sound the same at the end?* Read the whole passage, emphasizing the words in bold.

- ... she searched with her **nose** ... on a patch of rhinoceros **toes**. (Yes)

- ... but his horn had got **caught** ... the stucker it **got**. (Yes)

- Then the aardvark said **softly**, "I have a **solution**." (No)



Tell a Story

**Extra Materials Needed:** book and whiteboard or chart paper to create shared writing

### Shared Writing Preparation Template: Tell a Story

**Topic Sentence:** Prepare this topic sentence by writing it on the Shared Writing board, leaving a blank space for the purple word:

One day Remy got his horn stuck in a **tree**.

**Vocabulary** to include, if possible:

**relax-** calm down

*Remy learned to relax and was finally free!*

**Specific letters or conventions to highlight:**

Current letters from the alphabetic group, capitals, periods

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

Detail: *The aardvark brought termites to eat the tree.*

Detail: *Remy waited through rain and thunder.*

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!*

### Steps in the Process

**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!*

### Write Topic Sentence

**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? A tree! Good. Let's write that word.*

**Write:** Write tree to complete the sentence.

**Read aloud, pointing to each word:** *One day Remy got his horn stuck in a tree.*

### Write Detail Sentence(s)

**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.*

**Write:** The aardvark brought termites to eat the tree.

**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.**

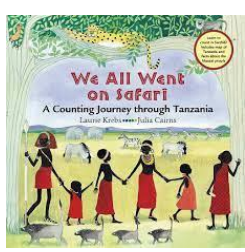
### Write Concluding Sentence

**Plan:** *We told a lot about what happened after Remy got stuck. Now how did the story end? How could we write that? We could say, "Finally, Remy learned to relax and the termites freed him from the tree."*

**Write:** Finally, Remy learned to relax and the termites freed him from the tree.

**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 whole paragraph with students. Post writing where they can return to it frequently to "read."**



**Unit:** Africa, Part 2- African Animals in General and their Habitat

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

**Extra Materials Needed:** map of world and globe



## 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")*

## 1. Before

**1. Topic Introduction-** *We are learning about the continent called...* (Pause to give students a chance to complete the sentence) *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.

## 2. 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.

- "When the day had just begun" *Begun is a clue about the number that is coming up. The number will rhyme with begun. What number ends with /un/? Begun...one*
- "Zalira counted seven." *Let's count the seven zebras. The number seven in Swahili is saba. Those words sound similar. Seven...saba. Interesting!*
- "We built ourselves a campfire" *The day is almost over and the sun is setting. They made campfire and some people are huddled under blankets. I think it gets chilly in the savanna at night time. What do you think?*
- 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.

**safari-** an adventure where you observe animals in their natural habitat

*The children went on a safari to see animals in the savanna.*

**ancient-** very old

*The riverbed is ancient. The river has been there for a long, long time.*

## 3. After

**1. 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.*

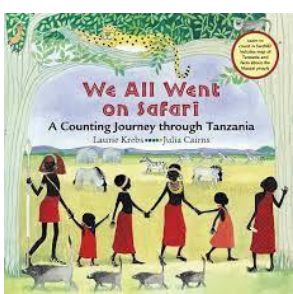
**2. Ask Questions-** Check their understanding. Ask children to respond in different ways (choral response, individual response, etc.)

- *What did we count in this book?* (African savanna animals, zebras, giraffes, etc.)

- *How do you say seven in Swahili?* (Show picture as a reminder- saba)

**3. Follow Up Activity-** Math Word Problem

Explain, *In this book, we counted animals that live on the African savanna. We saw 5 hefty hippos (hold up 5 fingers) and 3 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. 5 (hold up 5 fingers) is more than 2 (put down 2 fingers on same hand) How many fingers are left? 3! Five is two more than three. Say that with me. 5 is 2 more than 3.*



**Unit:** Africa, Part 2- African Animals in General and their Habitat

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



Re-Read & Activity- Craft

**Extra 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 write the words. What does that author do? 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.*

### During:

1. Read with excitement and fluency.

2. Ask Questions

a. "We spied a lonely leopard." *How many leopards did they spy?* (one)

b. "...swim and **dive**...Akeyla counted **five**." *Dive. Five. Do those words rhyme?*

c. "And Bodru counted ten." *How many elephants? Let's count them together.*

### After:

1. Ask for their opinion- did they like it? Thumbs up/down? Why? Provide a sentence stem.

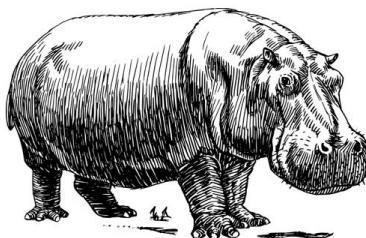
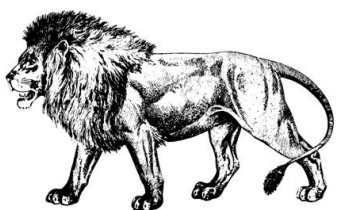
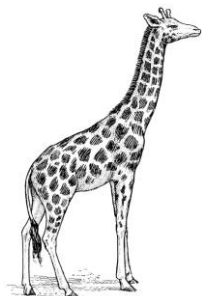
*Did you like this story? Thumbs up if you did. Tell someone near you the name of your favorite animal in the book. Say, "My favorite animal was..."*

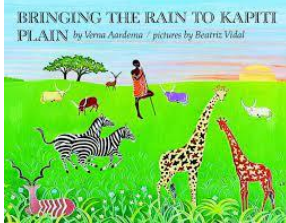
2. Discussion questions

a. What did we count in this story? (animals)

b. Where did this story take place? (the African savanna, in Tanzania)

3. Do craft activity. 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 make up 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.





## 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")*

## 1. 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? Are there any animals you don't know? 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? This story is called Bringing the Rain to Kapiti Plain*

**3. Title and Author-** Draw attention to title and author.

## 2. 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.

- "And grass for the herdsmen to pasture their cows on." *The Kapiti Plain is green with lots of plants. The animals are happy there because there is a lot of food.*
- "These are the cows, all hungry and dry" *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.*
- "A feather that helped to change the weather." *What does that mean? 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?*

**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.

**plain-** flat land with lots of grass and few trees, the savanna

*The Kapiti Plain is green. There is lots of grass for the animals to eat.*

**belated-** late to come

*It's been a long time since it rained. It is late and now the plants are dead.*

**migrated-** leave one area and move to another

*The animals migrated away from Kapiti Plain to find a new home with food.*

## 3. After

**1. Ask their Opinion-** *Did you like that story about the rain? Thumbs up if so.*

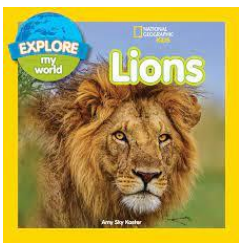
**2. Ask Questions-** Check their understanding. Ask children to respond in different ways (choral response, individual response, etc.)

- Who was this story about? (Ki-pat and the animals on the plain)
- Where did this story take place? (Kapiti Plain, the African savanna, Kenya)

**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?*





**Unit:** Africa, Part 3- Specific African Animals  
**Book 14:** Lions by Amy Sky Koster  
**Extra Materials Needed:** map of world and globe



## 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)*

## 1. 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?*

**2. Book Introduction-** *Look at this picture. What African animal are we going to learn about first? Lions! This non-fiction book is by Amy Sky Koster. She is the author. There is no illustrator because there are real photographs.*

**3. Title and Author-** Draw attention to title and author.

## 2. 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.

- "When lions from other families get too close, he roars loudly." *This means that 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. Will the book tell us?*
- "Mothers, daughters, and sisters team up to hunt big animals." *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.*
- "Pg. 30- Home of the Lion" *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. Do wild lions live in North America, our continent?*

**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.

**plains-** flat land with lots of grass and few trees, the savanna

*The lion strides across the plains.*

**prides-** lion families

*Lions in a pride live and hunt together. The adults take care of the babies.*

**prey-** an animal that is eaten for food

*Gazelles and zebras are sometimes prey for lions.*

## 3. After

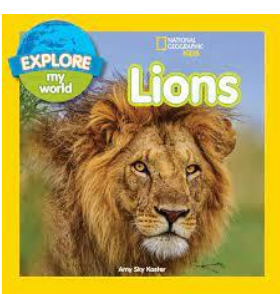
**1. Ask their Opinion-** *Did you like learning about lions? Thumbs up if so.*

**2. Ask Questions-** Check their understanding. Ask children to respond in different ways (choral response, individual response, etc.)

- *What animal was this book about?* (lions)
- *Why do baby lions play?* (Reread text on pg. 23 to help guide answers- it is fun and it teaches them how to hunt and defend themselves)

**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 nod your head if the fact was in the book and shake your head if it wasn't in the book.* Practice nodding and shaking.
  - *Lions like to live alone, but themselves.* (No)
  - *Lions live in a family called a pride.* (Yes)
  - *Lions live on the grassy plains in Africa.* (Yes)



**Unit:** Africa, Part 3- Specific African Animals

**Book 14:** Lions by Amy Sky Koster

Re-Read & Activity- Craft



**Extra Materials Needed:** book, craft template (see Africa Materials binder) printed on yellow 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? Raise your hand if you want to tell us the name of the animal this book was about. Turn to someone sitting near you and tell them one thing you learned about lions.*

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? 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.*

### During:

1. Read with excitement and fluency.

2. Ask Questions

a. "This lion's job is to protect his family and their space." *What is this lion's job?*

b. "Water holes are great places to catch food." *Where is a great place for lions to catch food?*

c. "A mother lion licks her cubs clean with her tongue." *Why does the mother lion lick her cub?*

### After:

1. Ask for their opinion- did they like it? Thumbs up/down? Why? Provide a sentence stem.

*Did you like this story about lions? Thumbs up if you did.*

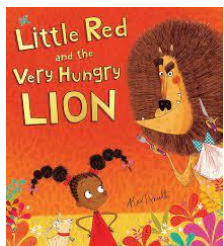
2. Discussion questions

a. *Where do lions live?* (the plains, Africa, the savanna)

b. *What do lions eat?* (gazelles, zebras, etc.)

3. Do craft activity. 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 yellow paper or 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 lions mane by dipping the fork into the orange paint and dragging the fork along the mane.





**Unit:** Africa, Part 3- Specific African Animals

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

**Extra Materials Needed:** map of world and globe

## 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)*

## 1. 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.

## 2. 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.

- *"(Well, that's what HE thinks is going to happen anyway." Oh no! The lion thinks he's going to gobble up Little Red. I think he must be hungry.*
- *"This had NOT been part of the Lion's plan." The lion does not look happy. Little Red is so clever! She is tricking the hungry lion.*
- *"If you were hungry, all you had to do was ask for some food." 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?*

**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.

**chattering-** making lots of high-pitched noises, talking quickly

*Little Red passed the noisy, chattering monkeys.*

**mounds-** small, rounded piles

*The termites make mounds as they dig..*

**grimy-** covered in dirt

*The lion has grimy teeth.*

## 3. After

**1. Ask their Opinion-** *Did you think this story was silly? It made me laugh. Say, "I liked that silly story" or "I didn't like that silly story."*

**2. Ask Questions-** Check their understanding. Ask children to respond in different ways (choral response, individual response, etc.)

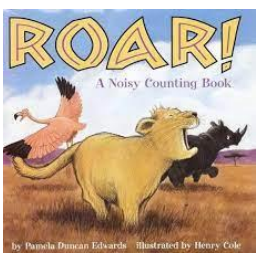
- *Who were the characters in this story?* (Little Red, Auntie Rosie, The Lion)
- *When did this story take place?* (Reread 1<sup>st</sup> page- One hot morning)

**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.

*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.*





**Unit:** Africa, Part 3- Specific African Animals

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



**Extra Materials Needed:** map of world and globe

## 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)

## 1. 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. Everyone point and say, "That's Africa." Now, turn to someone next to you and whisper the name of the animal we have been learning about. Pause. Now tell me. Lions! Yes.*

**2. Book Introduction-** *This book is called Roar! That is the sound a lion makes. This is a counting book. What do you think we will count?*

**3. Title and Author-** Draw attention to title and author.

## 2. 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.

- "1 red monkey rushes up a tree." *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.*
- "5 gray hippos shake their heads and hide" *Even the big hippos think the little lion cub is too loud. They are running away from him. Lion cub must feel sad.*
- "10 happy little lion cubs" *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.*

**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.

**basking-** enjoying, relaxing, in the warmth of the sun

*The big lions are basking in the sun. They are so relaxed that they are asleep.*

**puzzled-** confused, doesn't understand

*Little Lion is puzzled. He hasn't found anyone who wants to play with him.*

**gloomy-** sad

*The lion cub is sad. He wants to play, but his roar makes everyone run away.*

## 3. After

**1. Ask their Opinion-** *Did you like this counting book? Thumbs up if so.*

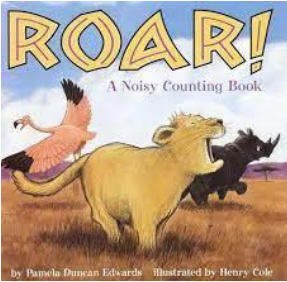
**2. Ask Questions-** Check their understanding. Ask children to respond in different ways (choral response, individual response, etc.)

- *What did we count in this story?* (lions, flamingos, hippos, etc.)

- *Why did the other animals run away from little lion?* (His roar was too loud.)

**3. Follow Up Activity-** Math Word Problem

Explain, *At the end of the story, little lion cub saw 9 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 9 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 10 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.*



**Unit:** Africa, Part 3- Specific African Animals

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



Re-Read & Activity- Math Activities

**Extra Materials Needed:** book, *Roar!* counting cards

### **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? Look at the cover. What was this story about? Raise your hand if you can tell me what we counted in this book.*

2. Point out title & author- ask if anyone can tell you what the author does.

*The title of this story is Roar! A Noisy Counting Book. The author of the story is Pamela Duncan Edwards. Who remembers what the author does? Yes, the author writes the words. Henry Cole is the illustrator. He drew the pictures in the book.*

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.*

### **During:**

1. Read with excitement and fluency.

2. Ask Questions

a. "Puzzled little lion cub begins to feel upset." *What does puzzled mean? How does little lion cub feel?* (confused, doesn't understand)

b. "7 black rhinos kick their heels and run." *Why are the rhinos running away?* (little lion cub's roar is too loud)

c. "10 happy little lion cubs" *How does little lion cub feel now?* (happy)

### **After:**

1. Ask for their opinion- did they like it? Thumbs up/down? Why? Provide a sentence stem.

*Did you like this story? Raise your hand to tell me. "My favorite animal was..."*

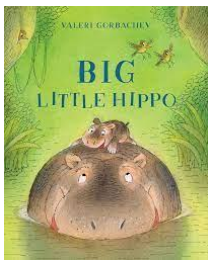
2. Discussion questions

a. *What did we count in the book?* (African animals- flamingos, rhinos, crocodiles, etc.)

b. *Where do all of these animals live?* (Africa)

c. *How many brown gazelles were in the book?* Show picture in book to allow children to count. (eight)

3. Do a math activity. Remember, these groups should be homogenous and small so each child's math skill level can be targeted. Manipulatives: *Roar!* counting cards (see Africa Materials Binder)



## 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)*

**Unit:** Africa, Part 3- Specific African Animals  
**Book 17:** Big Little Hippo by Valerie Gorbachev  
**Extra Materials Needed:** map of world and globe



## 1. Before

**1. Topic Introduction-** *We read a lot of books about one kind of animal that lives in Africa. Do you remember that animal? Lions! We are going to read about another African animal next. Raise your hand if you want to guess what animal it might be.*

**2. Book Introduction-** *Look at this picture! What animal are we reading about? Hippos! 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.*

## 2. 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.

- "And his father was bigger." *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.*

- "Just then Little Hippo saw a baby beetle lying helplessly on his back." *I wonder what Little Hippo will do. Is he going to help the tiny beetle? Let's keep reading.*

- "And suddenly he felt very big." *The tiny beetle family called Little Hippo Big. He is so happy! Now he feels like he is big. He might be smaller than giant elephant but he's bigger than tiny beetle.*

**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.

**giant-** really big, huge

*Elephant is giant!*

**thicket-** a place with lots of bushes or small trees

*Little Hippo walked into the thickets of grass.*

**beetle-** a small insect with wings

*Little Hippo helped the tiny beetle.*

## 3. After

**1. Ask their Opinion-** *Did you like that story about little hippo? Thumbs up if you are the smallest in your family, too.*

**2. Ask Questions-** Check their understanding. Ask children to respond in different ways (choral response, individual response, etc.)

- *Who were the characters in this book?* (Little Hippo, Tiny Beetle, etc.)

- *Why does Little Hippo feel big at the end of the story?* (The tiny beetle family called him big)

**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!)



Tell a Story

**Extra Materials Needed:** book and whiteboard or chart paper to create shared writing

### Shared Writing Preparation Template: Tell a Story

**Topic Sentence:** Prepare this topic sentence by writing it on the Shared Writing board, leaving a blank space for the purple word:

Little Hippo can't wait to be **big**.

**Vocabulary** to include, if possible:

**beetle-** a small insect with wings

*Little Hippo helped the tiny beetle.*

**Specific letters or conventions to highlight:**

Current letters from the alphabetic group, capitals, periods

**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!*

### Steps in the Process

**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!*

### Write Topic Sentence

**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? Big. Good!*

**Write:** Write big to complete the sentence.

**Read aloud, pointing to each word:** *Little Hippo can't wait to be big.*

### Write Detail Sentence(s)

**Plan:** *Let's tell the rest of the story. What happened first?* Guide children by providing a few examples, if necessary. Remember the planned detail sentences are available if your students need more direction. Otherwise, write the ideas they share.

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

**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.**

### Write Concluding Sentence

**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."*

**Write:** The beetle family called him big and he was very happy.

**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 whole paragraph with students. Post writing where they can return to it frequently to "read."**



**Unit:** Africa, Part 3- Specific African Animals  
**Book 18:** Giraffes by Laura Marsh  
**Extra Materials Needed:** map of world and globe



## 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)*

## 1. Before

**1. Topic Introduction-** *Today we are reading our last book about certain animals that live in Africa. We read about two animals. Raise your hand if you want to tell me one animal 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. What African animal do you think we will be learning about?*

**3. Title and Author-** Draw attention to title and author.

## 2. 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.

- "Giraffes are taller than other animals." *Look how tall these giraffes are next to the other African animals. Look at this picture. A giraffes is twice as tall as a grownup! I wonder what it would be like to be as tall as a giraffe.*
- "That means they eat lots and lots of leaves." *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.*
- "The other adults leave to look for food." *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. Do you think that would be hard work?*

**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.

**plains-** flat land with lots of grass and few trees, the savanna

*Giraffes live on the plains in Africa where it is hot and dry.*

**herd-** a group of giraffes, usually with 6-12 giraffes

*Giraffes live together in a herd.*

**predator-** an animal that hunts other animals for food

*Giraffes have to watch out for predators like lions and crocodiles.*

## 3. After

**1. Ask their Opinion-** *Did you like learning about giraffes? Thumbs up if so. Tell someone near you your favorite part. Raise your hand if you want to share with everyone. Say, "My favorite part was..."*

**2. Ask Questions-** Check their understanding. Ask children to respond in different ways (choral response, individual response, etc.)

- *Where do giraffes live?* (the plain in Africa, etc.)
- *What do giraffes eat?* (leaves from the acacia tree)

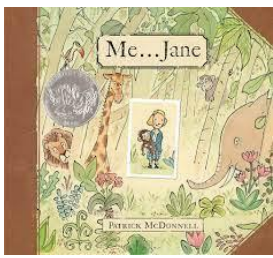
**3. Follow Up Activity-** Wrap up the sub-theme

- Explain, *We are have been reading and talking all 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)







**Unit:** Africa, Part 4- A Scientist Who Worked in Africa: Jane Goodall

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

**Extra Materials Needed:** map of world and globe

## 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*)

## 1. Before

**1. Topic Introduction-** *We have learned a lot about the animals that live in Africa. Let's find Africa on our globe. What animals live in Africa. Raise your hand to share.*

**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.

## 2. 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.

- "Jane had a stuffed toy chimpanzee named Jubilee." *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.*
- "hid behind some straw, stayed very still..." *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.*
- "Jane could feel her own heart beating, beating, beating." *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.*
- "to her dream come true." *Look! Jane became a scientist in Africa. She did it!*

**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.

**cherished-** very special, dear

*Jubilee is Jane's cherished stuffed animal. It is very special to her.*

**studied-** payed attention to something to learn about it

*Jane read books to learn about the animals in her backyard.*

## 3. After

**1. Ask their Opinion-** *Did you like learning about Jane Goodall? Thumbs up if so.*

**2. Ask Questions-** Check their understanding. Ask children to respond in different ways (choral response, individual response, etc.)

- *Who was this book about?* (Jane Goodall)

- *What did Jane want to do when she grew up?* (Go to Africa to study animals)

**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 named... (Jubilee.) 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 life in... (Africa.) When she grew up, her dream came true! The end.*





**Unit:** Africa, Part 4- A Scientist Who Worked in Africa: Jane Goodall  
**Book 20:** Conservation with Jane Goodall by Maureen McQuerry  
**Extra Materials Needed:** map of world and globe

## 1. Before

**1. Topic Introduction-** *Today we are reading our very last book about Africa. We learned so much about the huge continent called Africa. Raise your hand if you want to share one thing we learned about Africa.*

**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? It reminds me of the stuffed toy Jane had as a child named Jubilee.*

**3. Title and Author-** Draw attention to title and author.

## 2. 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.

- *“When she was small, she had a toy chimpanzee named Jubilee.” We learned about Jubilee in the book we read yesterday! Do you remember that book?*
- *“She saw them hug, kiss, and tickle each other.” Wow! Humans do those things, too! Jane learned that chimpanzees are fascinating creatures and then she taught everyone what she learned from studying them.*
- *“But Jane saw people cutting down trees and building roads nearby.” Oh no! I wonder if Jane will protect the chimpanzees habitat.*

**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.

**study-** pay attention to something to learn about it

*Jane studies how to protect animals and the places they live.*

**habitat-** the natural home for an animal

*Jane studied chimpanzees and the land where they lived, their habitat.*

**conservation-** protecting animals and their habitats

*Jane Goodall helps conserve the chimpanzees' home.*

## 3. After

**1. Ask their Opinion-** *Did you like learning about Jane Goodall's work in Africa? Thumbs up if so. Tell someone near you one thing Jane saw in Africa.*

**2. Ask Questions-** Check their understanding. Ask children to respond in different ways (choral response, individual response, etc.)

- *What did Jane study in Africa?* (chimpanzees and their habitat)
- *Where did Jane work as a scientist when she grew up?* (Africa)

**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)*

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*(Stomp feet)*



## Wordless Books Small Group Work for the Africa Unit

### Books in this Unit

*The Lion and The Mouse* by Jerry Pinkney

*Draw!* by Raul Colon

### Wordless Books General Outline

**Skills Targeted:** Length of sentences, retelling, explanations, vocabulary, and listening comprehension, and print/book skills.

**Materials:** Books and follow up activity

#### **Outline of Activity: Wordless book routine—SAMMY**

1. **Show** children the book, read title & author, and generate excitement
2. **Ask** “*What do you think this book is about?*”
3. **Model**--Read it the first time with the children where you tell the story—asking a few basic questions as you read.
4. **Make sure they understood** what happened in the story by asking a few questions/reviewing: who the characters were, what the problem was that resolved, and how it ended.
5. **Your Turn:** Read the story again, this time letting the children tell the story. Provide prompts as needed—what is happening on this page? Who is that? How did the story end? Have the child complete your sentence--The girl and the boy became \_\_\_\_ (friends).
6. After Reading Activity.

#### **Differentiation:**

Children Who Need a Challenge: Allow students to retell the entire story. Only guide them when they seem stuck.

Children Who Need Support: Do most of the retell. Provide students with sentence starters so they can participate successfully in retelling the story.





## The Lion and The Mouse by Jerry Pinkney

**Skills Targeted:** Length of sentences, retelling, explanations, vocabulary, and listening comprehension, print/book skills

**Materials:** *The Lion and The Mouse* by Jerry Pinkney, character cards for retell (see Africa Materials binder)

**Story Synopsis:** This wordless picture book is a retelling of Aesop’s classic fable. One day a mouse runs into a lion. The mouse is frightened but the lion doesn’t harm the mouse. Later the mouse returns the favor by saving the lion.

### **Outline of Activity: Wordless book routine—SAMMY**

1. **Show** children the book, read title & author, and generate excitement by pointing out the beautiful picture of the lion.
2. **Ask** “*what do you think this book is about*” Guide children to the understanding that this book is about a lion.
3. **Model**--Read it the first time with the children where you tell the story—asking a few basic questions as you read. “How did the mouse feel when it saw the lion?” “What did the lion do to the mouse?” “What happened to the lion?”
4. **Make sure they understood** what happened in the story by asking a few questions/reviewing. “Who were the characters in this story? What was the problem? How did the mouse help the lion?” “How did the story end?”
5. **Your Turn:** Read the story again, this time letting the children tell the story. Provide prompts as needed.
6. **After Reading Activity**— Use the character cards to illustrate the story when children do the retelling, almost as they would use the puppets in Telling Terrific Tales.

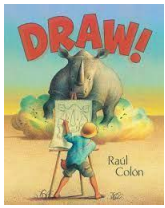
### **Differentiation:**

Children Who Need a Challenge: Allow students to retell the entire story. Only guide them when they seem stuck.

Children Who Need Support: Do most of the retell. Provide students with sentence starters so they can participate successfully in retelling the story.







## Draw! by Raul Colon

**Skills Targeted:** Length of sentences, retelling, explanations, vocabulary, and listening comprehension, print/book skills

**Materials:** Draw! by Raul Colon, craft template (see Africa Materials binder) and pencil

**Story Synopsis:** This wordless picture book features many of the African animals highlighted in this unit. A Young boy sits on his bed drawing African animals. Though the power of his imagination, he enters the world he is drawing. He meets a gorilla, is charged by a rhinoceros, and hugs an elephant among other animal encounters. Later, he shares his pictures with his class.

### **Outline of Activity: Wordless book routine—SAMMY**

1. **Show** children the book, read title & author, and generate excitement by pointing out the child drawing a rhinoceros as it charges at him!
2. **Ask** “*what do you think this book is about*” Guide children to understanding that this book is about the animals that live in Africa and a child who draws them.
3. **Model**--Read it the first time with the children where you tell the story—asking a few basic questions as you read. “What is this boy doing?” “I see a pencil in his hand. Now what is he doing?” “What is this animal called?” “Do you think he is really in Africa?”
4. **Make sure they understood** what happened in the story by asking a few questions/reviewing. “Who was this book about?” “What was the boy drawing?” “Did he really travel to Africa?”
5. **Your Turn:** Read the story again, this time letting the children tell the story. Provide prompts as needed.
6. **After Reading Activity**— Allow the children to choose a craft template. Encourage the children to draw the animal on the easel like the boy did in the story.

### **Differentiation:**

Children Who Need a Challenge: Allow students to retell the entire story. Only guide them when they seem stuck.

Children Who Need Support: Do most of the retell. Provide students with sentence starters so they can participate successfully in retelling the story.

