

# EYEDENTIFY ME IN AFRICA - Lesson Plans

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## Vocabulary

New Words from Glossary:

*aggressive*

*herbivore*

*ossicone*

*bovine*

*ivory*

*python*

*canine*

*keratin*

*savannah*

*carnivore*

*muzzle*

*territorial*

*habitat*

*omnivore*

## **Vocabulary Strategies:**

- Direct Instruction - List the new vocabulary words for the class. Pronounce the word and show syllable breaks. Explain what each word means using examples as needed. Then have students use Think-Pair-Share to re-state or explain the new vocabulary words.
- Word Sort - Have students write vocabulary words on strips of paper and sort them into three categories: Parts of Animals, Animal Behaviors, and Animals. Ask students if they see other categories that could be used.
- Making Meaning - Assign a new word or words to small groups of students. Ask them to brainstorm what they already know about the word. Have them list three statements to share with the class. If incorrect guide them to the correct meaning of the word.
- Vocabulary Four Square - Using one sheet of paper fold it into four squares. Allow students to select two words from the list they do not know and complete the each square with: Definition, Synonym, Use It, Picture. Repeat on the back with the second word.

## BEFORE READING:

- Non-Fiction Features - Explain that when reading non-fiction you will see different features in the book that help you understand the content. List features that are found in this book: title page, table of contents, headings, captions, text box, bold text, key words, photographs, chart, map and glossary. (During reading point out these features as they appear.)
- Activate Prior Knowledge in 3 Minutes - Divide the class into thirds and have students pair up. Then assign one group *Africa*, another *Wild Animals* and the third *Endangered Species*. Tell them to brainstorm everything they know on their topic in 3 minutes and be ready to share. Give time for students to share what they discussed.
- Make Predictions - Ask students to predict what they will learn from this book. List 5 to 10 ideas that are shared to review after reading the book to check if predictions were correct.

## DURING READING:

- Non-Fiction Features - As you read the book to students point out the use of various features discussed above. Ask students how this helps them learn new information.
- Make Connections - On sticky notes have students respond to one of the following leads: *This made me think.... I read another book that.... This is different....*
- Make Sense of It - Ask students what images can they visualize from one of the animal sections read to them. Extend to other senses by asking, what can they *smell*, *feel* and *hear*.

## AFTER READING - GOING FURTHER:

- Illustrated Glossary - Students select 5 words from the glossary and illustrate them. Add a sentence beneath each picture using the word correctly.
- Asking Questions - Have students write 5 questions they'd like to ask the photographer of this book. Invite students to share some of their questions.

- Tell a Friend - Ask students what 5 things did they learn from the book that they would most like to share with a friend. Do independently or as a group.
- Art Project - Tell students they need to create a poster to advertise this book. It should include pictures and a brief summary that will make someone want to read this book.
- Research - Invite interested students to research *endangered species*. Guide them to find out what that means, what animals are endangered of going extinct and what is being done to save them. Provide a time for students to share what they learned.

Answers to Comprehension Check: 1. T, 2. F (giraffe), 3. F, 4. T, 5. T, 6. T, 7. F (elephant), 8. T, 9. T, 10. T