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| About this Resource:*This text set centers around the topic of a high-quality read aloud anchor text, in order to build students’ knowledge and vocabulary. Anchor texts are a part of Student Achievement Partners’ Read Aloud Project and full lesson plans are hyperlinked. Each Related Text is a suggested lightweight resource that connects to the topic of the read aloud and builds student knowledge and vocabulary. Also included are high-interest, topically related Optional Supporting Resources and Writing/Culminating Tasks in varied genres. Suggested resources are free or almost free (requiring a teacher license or sign on) and can be used as read aloud texts or for small group or independent reading depending on their complexity. All are intended to be optional resources for the classroom and teachers are encouraged to modify, adapt, or supplement these text sets with related resources. Text Sets are intended to support approximately two weeks of instruction. For additional suggestions for use, read this blog post:* [*https://achievethecore.org/aligned/reading-to-learn/*](https://achievethecore.org/aligned/reading-to-learn/)*.* |

*Teacher note: Consider combining this RAP Text Set with the “Mama Panya’s Pancakes” Kindergarten resource to expand student learning on this topic.*

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| **Key Content (Synopsis of two weeks)** |
| Read Aloud:Here Is the African Savanna<http://achievethecore.org/page/2551/here-is-the-african-savanna> | **Synopsis of Text:** This informational text is a cumulative tale, listing animals of the African savanna and their relationships to each other and the grass. |
| Related Text 1: African Animals<https://www.readworks.org/article/African-Animals/1593aed1-ae6b-4578-8e10-18742f38df8e#!articleTab:content/> | **Synopsis, highlighting related learning:** In this short article, the author shares information about the African savanna, as well as several animals who live there. Each of these animals is mentioned in the read-aloud text: lions, elephants, giraffes, warthogs, and hippopotamuses. |
| Related Text 2: At the Watering Hole (Level F)<https://www.raz-plus.com/books/leveled-books/book/?id=2845&lang=English> | **Synopsis, highlighting related learning:** In this informational text, students can learn about different groups of animals on the African savanna who visit the watering hole. Many of the animals featured in this text are mentioned in *Here is the African Savanna*, with supplemental information provided in this text about how and why different groups of animals visit the watering hole*.* |

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| **Optional Supporting Resources** |
| Wild Kratts: African Savanna<http://pbskids.org/wildkratts/habitats/african-savannah/> | **Description/rationale for inclusion:** This interactive website invites students to explore the African savanna virtually. |
| Africa: African Animals Cam<http://explore.org/live-cams/player/african-animal-lookout-camera> | **Description/rationale for inclusion:** This website provides four live camera views of the east African savanna. Students can hear and see the African savanna in real time, while watching for animals to appear.  |
| **Writing/Culminating Tasks** |
| Text Type 1: Informational  | **Description of task:** Think about the texts you have read in this set. You have learned a lot about the African savanna and the animals that live there. Using pictures and words, show at least two facts you have learned from these texts.  |
| Text Type 2: Opinion | **Description of task:**Think about the animals you have learned about throughout this set. Which animal do you find the most interesting? Use pictures and words to tell why you think this animal is so interesting. Remember to use facts you learned from the texts we read together.  |
| Task Type 3: Narrative  | **Description of task:** As a whole group, act out a new story about different animals coming to a watering hole. First, invite small groups (3-4 students) to choose a group of animals from one of the texts read aloud (*Here Is the African Savanna*, “African Animals,” *At the Watering Hole*). Then, prompt small groups to plan a sentence about their animal (e.g. “The big elephants stop to drink.”) Last, invite students to take turns sharing their sentence and acting it out in the whole group.  |
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