**Expert Pack: The African Savanna (lower)**

Lexile Range: 560-660

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| **Topic/ Subject:** Biomes/Science |
| **Text/ Resources**Books1. *All About Animals Around the World* – “Animals of the Savanna”
2. *At the Watering Hole* by Rae Pilkington
3. *Who Lives Here? Savanna Animals.* By Deborah Hodge & Pat Stephens

Other Media1. “Photo Gallery: Grasslands, Prairies, and Savannas”
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| **Rationale and Suggested Sequence for Reading**This text set begins with a brief introduction to the climate and habitat that is the African savanna. In *All About Animals Around the World –* “Animals of the Savanna,” students will be exposed to an accessible text that explains this new habitat and some of the most memorable and interesting animals that live in the savanna. Then students will read *At the Watering Hole* where they will learn about all the animals that go to the watering hole during the dry season. In *Who Lives Here? Savanna Animals*, students’ interests will be piqued as they learn more about animals that are perfectly adapted to live in the conditions of the savanna. Finally, in “Photo Gallery: Grasslands, Prairies, and Savannas,” kids will have one more chance to see some of the plant life, the acacia and the grass, that help the animals in the savanna survive. |
| **The Common Core Shifts for ELA/Literacy**1. Regular practice with *complex* text and its academic language
2. Reading, writing and speaking grounded in *evidence* from text, both literary and informational
3. Building *knowledge* through content-rich nonfiction
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| **College and Career Readiness Anchor Standards for Reading Literary and/or Informational Texts** 1. *Read closely to determine what the text says explicitly and to make logical inferences from it*; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. *Determine central ideas or themes of a text* and analyze their development; summarize the key supporting details and ideas.
3. *Read and comprehend complex literary and informational texts independently and proficiently*
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| **Annotated Bibliography****560L *All About Animals Around the World* – “Animals of the Savanna”**Author: Evan Moor PublishingGenre: Nonfiction Book Length: 50 pages; use pages 13-21 for this text setSynopsis: The Savanna is a habitat with many interesting and unique animals.Citation: *All About Animals Around the World.* Pages 13-21. “Animals of the Savanna”Suggested Activities: Quiz Maker, and the questions outlined below:Questions to go along with this text: * + What does the savanna look like?
	+ What are the lion and its cub doing?
	+ What is one thing that makes the giraffe different from other animals?
	+ How do the elephant and its calf stay cool?
	+ What do hippos eat?
	+ What do zebras eat?
	+ Do ostriches run fast or slow?

**500L *At the Watering Hole***Author: Rae Pilkington Genre: Nonfiction Book Length: 12 pagesSynopsis: Students will learn about the animals that come to drink at the watering hole during the dry season.Citation: Pilkington, Rae. *At the Watering Hole.* Reading A-Z. Retrieved from <https://www.raz-plus.com/books/leveled-books/book/?id=2845&lang=English> Suggested Activities:Wonderings**660L *Who Lives Here? Savanna Animals.***Author: Deborah Hodge & Pat StephensGenre: Nonfiction Book Length: 24 pages; use pages 4-9 for this part of the text setSynopsis: Students will learn more about the elephant and the wildebeest, both animals that live in the savanna. Both animals are designed to live in the climate and weather that is part of the African savanna.Citation: Hodge, D. & Stephens, P. (2009). *Who Lives Here? Savanna Animals.* Pages 4-9. Kids Can Press. Library and Archives. Canada.Suggested Activities: Quiz Maker**N/A “Photo Gallery: Grasslands, Prairies, and Savannas”**Genre: Photos with CaptionsLength: 20 images with captions; use only images 8 & 11 for this text set (with captions).Synopsis: The African savanna is grassland where the acacia tree grows. This tree supports lots of different wildlife. Lions also live in the savanna; they rely on the grass, not the tree, for survival.Citation: National Geographic. (n.d.). *Photo Gallery: Grasslands, Prairies, and Savannas.* Slides 8 & 11.“Acacia Sunrise” & “Lion in Kenya.” Retrieved on March 22, 2018 from <https://www.nationalgeographic.com/environment/photos/grasslands-prairies-savannas/>. National Geographic. Washington D.C.* Picture 8/20 – “Acacia Sunrise” - <https://www.nationalgeographic.com/environment/photos/grasslands-prairies-savannas/#/23669.jpg>
* Picture 11/20 – “Lion in Kenya” <https://www.nationalgeographic.com/environment/photos/grasslands-prairies-savannas/#/23672.jpg>

Suggested Activities: A Picture of Knowledge |

### Supports for Struggling Students

By design, the **gradation of complexity** within each Expert Pack is a technique that provides struggling readers the opportunity to read more complex texts. Listed below are other measures of support that can be used when necessary.

* Provide a brief **student-friendly glossary** of some of the academic vocabulary (Tier 2) and domain vocabulary (Tier 3) essential to understanding the text
* Download the Wordsmyth widget to classroom computers/tablets for students to access student-friendly definitions for unknown words: <http://www.wordsmyth.net/?mode=widget>
* Provide brief **student-friendly explanations** of essential background knowledge not easily learned from the text
* Include **pictures or videos** related to the topic within and in addition to the set of resources in the pack
* Select a small number of texts to **read aloud** with some discussion about vocabulary work and background knowledge
* Provide **audio recordings** of the texts being read by a strong reader (teacher, parent, etc.)
* **Chunk the text** and provide brief questions for each chunk of text to be answered *before* students go on to the next chunk of text
* Pre-reading activities that focus on the **structure and graphic elements** of the text
* Provide **volunteer helpers** from the school community during independent reading time
* Use expert Packs as the **resources for Guided Reading** with a small group of students

Why Text Sets Support English Language Learners

Those acquiring English as a second language have to learn many words in English to catch up with their English-only peers. Vocabulary builds at a much quicker pace when reading a set of connected texts. Text sets are an adaptable resource perfect for building knowledge and vocabulary. Student use of text sets can vary in terms of independence or teacher supports based on the individual needs of the students in the room. Activities found within the text set resources reflect several best practices for English Language Learner instruction including:

* Providing brief, engaging texts that provide a high volume of reading on a topic.
* Providing web-based resources and/or videos that are tied to the content of the texts students are reading.
* Providing opportunities for students to learn new vocabulary through the use of student-friendly definitions in resource-specific glossaries.
* Allowing for options to reinforce newly learned vocabulary and/or content through graphic organizers.
* Providing opportunities for students to reinforce new vocabulary through multi-modal activities including written work, group discussion, viewing visual content, and reading texts that feature the vocabulary.

Teachers of ELLs may use the protocols on the following pages to provide additional support to students who are struggling to access the content within text sets because they are new to English.

ELL Text Set Protocol Grades K-2

The protocol below assumes that students will be engaged in reading text sets with the support of the teacher and/or another adult staff member. This can be done full class, or in small groups, but will likely require adult support in this grade band.

Please note that this protocol includes options for teachers. This includes the order in which various activities (steps) take place. Individual decisions should be made considering the needs of the students and the demands of the content, keeping in mind that the goal of each scaffold is to allow students to meaningfully access each text and move toward independent, knowledge-building reading.

**Step one: Build knowledge and vocabulary as you build student interest and engagement in the topic.**

Introduce students to the overall topic/content of the text set, including knowledge demands needed to engage in the content, and domain-specific vocabulary necessary for comprehension. This should be done prior to engaging with the texts themselves – time allotted to this activity should reflect student needs (anywhere from 5 minutes prior to reading, to a full day’s lesson is appropriate).

*Options for this step include:*

* Engage students in reading and discussing auxiliary texts and resources (illustrations, photographs, video clips) on the topic of the text set.
* Pre-teach a few key content-specific terms prior to students engaging with a text set. (Ideas for text-focused vocabulary instruction can be found [here](https://achievethecore.org/content/upload/Selecting%20and%20Using%20Academic%20Vocabulary%20in%20Instruction.pdf).)
* Provide a student-friendly glossary prior to reading each text, with picture support where possible.

If pairing the text set with a [Read Aloud lesson](https://achievethecore.org/category/411/ela-literacy-lessons?filter_cat=788), giving students access to the resources in the text set can help build their knowledge and vocabulary prior to engaging with the anchor or primary text, as can access to the resources alongside subsequent reads of the anchor text. The “juicy sentence” discussion is a strategy developed by Dr. Lily Wong Fillmore to help students learn to deconstruct and reconstruct sentences, and to understand how different language features contribute to meaning. Teachers should use the [juicy sentence guidance](https://achievethecore.org/page/3160/juicy-sentence-guidance) to dig deeply into a sentence or phrase within the read aloud book, to build vocabulary, deepen content knowledge, and support understanding of syntax and grammar. Juicy sentence work should not be done for the other texts in the text set, since the purpose is for students to work rapidly through a high-volume of reading to build knowledge.

**Step two: Read text orally.**

Focusing on one resource at a time, allow students to listen to a fluent read of the resource.

*Options for this step include:*

* Have the teacher model the first read of a text or resource.
* Use recordings of the text to provide additional opportunities to hear expert reading.

**Step three: Engage in group discussion about the content.**

Allow students time in partnerships or small groups to discuss the content of the resource.

*Options for this step include:*

* + Allow for discussion/conversation (in the students’ home language if possible) with a small group of students reading the same text set prior to writing orprovide heterogeneous language groupings to talk about content and discuss what students are learning.
	+ Provide opportunities to practice using newly acquired vocabulary in the context of discussion.
	+ Have students refer to the student-friendly glossary included with each passage to identify meanings for new vocabulary necessary for comprehension.

**Step four: Write about what was read.**

*Options for this step include:*

* Use the “Rolling Knowledge Journal” and/or “Rolling Vocabulary Journal” as a shared writing routine.
* Have students complete the “Rolling Knowledge Journal” and/or “Rolling Vocabulary Journal” as independent graphic organizers that help to scaffold the writing process and capture student knowledge over time. Encourage students to use a combination of writing and drawing.
* Provide students with several supports to help students engage in writing/drawing about what they read:
	+ Use mentor texts about which students can pattern their writing.
	+ Allow them to write collaboratively.
	+ Show students visual resources as prompts, etc.
	+ Provide language supports such as strategically chosen sentence starters.

**Repeat steps one through four with each resource in the text set as appropriate.**

ELL Text Set Protocol Grades 3-12

The goal of text sets is to help students build knowledge through a volume of independent reading, and it is important that educators provide scaffolds to allow English Language Learners to be successful in engaging meaningfully with the texts, even as students are still developing English language skills. The protocol below can be used for teaching with text set resources as a full class. Students can also be trained on the protocol so that they can utilize text sets in small groups or partnerships as a resource for independent or reciprocal reading and study.

Please note that this protocol includes options for teachers. Individual decisions should be made considering the needs of the students and the demands of the content, keeping in mind that the goal of each scaffold is to allow students to meaningfully access the text and move toward independent, knowledge-building reading.

**Step one: Build knowledge and vocabulary.**

Introduce students to the overall topic/content of the text set, including knowledge demands needed to engage in the content, and domain-specific vocabulary necessary for comprehension. This should be done prior to engaging with the texts themselves; time allotted to this activity should reflect student needs (anywhere from 5 minutes prior to reading, to a full day’s lesson is appropriate).

*Options for this step include:*

* Engage students in reading and discussing auxiliary texts (of lesser complexity) and resources (illustrations, photographs, video clips) on the topic of the text set.
* Pre-teach a few key content-specific terms prior to students engaging with a text set. (Ideas for text-focused vocabulary instruction can be found [here](https://achievethecore.org/content/upload/Selecting%20and%20Using%20Academic%20Vocabulary%20in%20Instruction.pdf).)
* Provide the student-friendly glossary included in the text set prior to reading each text.
* When possible, allow students to read texts in their home language about the topic under study.

**Step two: Read text orally.**

Focusing on one resource at a time, allow students to listen to a fluent read of the resource, while following along with their own copy of the text.

*Options for this step include:*

* Have a fluent reader model the first read of a text or resource.
* Have students engage in a buddy/partner read.
* Use recordings of the text to provide additional opportunities to hear expert reading.

**Step three: Engage in group discussion about the content.**

Allow students time in partnerships or small groups to discuss the content of the resource.

*Options for this step include:*

* + Allow for discussion/conversation (in the students’ home language if possible) with a small group of students reading the same text set prior to writing or provide heterogeneous language groupings to talk about content and discuss what students are learning.
	+ Have students refer to the student-friendly glossary included with each text set to identify meanings for new vocabulary necessary for comprehension.

**Step four: Write about what was read.**

*Options for this step include:*

* Use the “Rolling Knowledge Journal” and/or “Rolling Vocabulary Journal” as a shared writing routine/ graphic organizer to help to scaffold the writing process and capture student knowledge over time.
* Provide students with several supports to help students engage in writing/drawing about what they read:
	+ Use mentor texts about which students can pattern their writing.
	+ Allow them to write collaboratively.
	+ Show students visual resources as prompts, etc.
	+ Provide language supports such as strategically chosen sentence starters.

**Repeat steps one through four with each resource in the text set as appropriate.**

**Expert Pack: The African Savanna (lower)**

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| **Learning Worth Remembering****Cumulative Activities –** The following activities should be completed and updated after reading each resource in the set. The purpose of these activities is to capture knowledge building from one resource to the next, and to provide a holistic snapshot of central ideas of the content covered in the expert pack. *It is recommended that students are required to complete* ***one*** *of the Cumulative Activities (Rolling Knowledge Journal or Rolling Vocabulary) for this Expert Pack.* |

**1. Rolling Knowledge Journal**

* Read each selection in the set, one at a time.
* After you read each resource, stop and think what the big learning was. What did you learn that was new and important about the topic from this resource? Write, draw, or list what you learned from the text about the Choctaw.
* Then write, draw, or list how this new resource added to what you learned from the last resource(s).

**Sample Response:**

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| **Title** | **Write, Draw, or List** |
| **New and important learning about the topic** | **How does this resource add to what I learned already?** |
| 1. *All About Animals Around the World* – “Animals of the Savanna” | Lions and giraffes live in the savanna in Africa. Students will learn about the climate of the savanna. The lions like to play in the sun, and the giraffes like to eat from the tallest trees, called the acacia. |  |
| 2. *At the Watering Hole* | Many different animals of the savanna come to the watering hole to drink, especially during the hot and dry season. | Students will learn about different kinds of animals and how even though they’re different they come to the same place to drink water.  |
| 3. *Who Lives Here? Savanna Animals.* | The elephant can cool its body with its large ears and protect its skin from the harsh sun using the mud they find in the savanna. The wildebeest has also adapted to this environment; this animal gives birth in the rainy season when there is lots of food. | Lots of animals live in the savanna, but some seem like they are made to live in this climate. Both the elephant and the wildebeest do specific things to make sure that they are able to live a happy life in the savanna. |
| 4. “Photo Gallery: Grasslands, Prairies, and Savannas” | The savanna is large; it spans several countries. The acacia tree is important and one of hundreds of species of plants and animals that live in the savanna. The lion lives in the savanna and depends on grass. | The savanna is a unique environment. Lots of plants and animals live here. |

**2. Rolling Vocabulary: “Fabulous Five”**

* Read each resource then determine the (up to) 5 words from each text that most exemplify the central idea of the text.
* Next use your 5 words to write about the most important idea of the text. You should have as many sentences as you do words.
* Continue this activity with EACH selection in the Expert Pack.
* After reading all the selections in the Expert Pack, go back and review your words.
* Now select the “Fabulous Five” words from ALL the word lists.
* Use the “Fabulous Five” words to summarize the most important learning from this Expert Pack

**Sample Response**

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| **Title:** | **Five Vocabulary Words & Sentences** |
| *All About Animals Around the World* – “Animals of the Savanna” | Words: lion, cub, giraffe, calf, acacia1. A lion is a big cat and found in savannas.
2. When big lions have babies, they are called cubs.
3. The giraffe eats from the tall trees since it is such a tall animal.
4. A baby giraffe is called a calf, they cannot reach the tall trees yet.
5. Giraffes like to eat acacia leaves, their long necks easily reach into the tallest trees.
 |
| *At the Watering Hole* | Words: watering hole, drink, flock, parade, hunt1. The watering hole is a place where animals come to drink water.
2. Animals and humans drink water to stay alive.
3. Many birds, a flock, came to rest on a tree.
4. A parade of elephants were walking together in a single line.
5. The lion went on a hunt for his next meal.
 |
| *Who Lives Here? Savanna Animals.* | Words: habitat, lush, plain, herds, enormous1. Animals that live on the savanna have habits, things they do a lot.
2. They live on grassy areas called plains.
3. The savanna is lush and full of green plants after it rains.
4. Herds of animals like the wildebeests live together in the savanna.
5. An elephant flops its big, enormous ears to cool down.
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| *Photo Gallery: Grasslands, Prairies, and Savannas* | Words: species, carnivore, herbivore, depend, stalk 1. The savannas support hundreds of species of plants and animals.
2. Lions are examples of carnivores that eat meat.
3. Lions live off of the herbivores that feed on the grasses.
4. The different species depend on one another in order to live.
5. Animals stalk and follow each other when looking for food.
 |
| **Fabulous Five** | Words: savanna, Africa, herd, species, habitatA **savanna** is a large area covered with dry grass and some trees. Savannas are found in the middle of **Africa** and are home to many **species** of plants and animals.Many animals, like the zebra live in groups called **herds** in the savanna.Grass is the main food for **herds** of animals such as zebras, buffalo, wildebeests, and gazelles. The bodies and **habits** for these animals are perfectly suited for living on the warm, grass savanna. |

**Student Copy**

**1. Rolling Knowledge Journal**

* Read each selection in the set, one at a time.
* After you read *each* resource, stop and think what the big learning was. What did you learn that was new *and important* about the topic from *this* resource? Write, draw, or list what you learned from the text.
* Then write, draw, or list how this new resource added to what you learned from the last resource(s).

**Sample Response**

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| --- | --- |
| **Title** | **Write, Draw, or List** |
| **New and important learning about the topic** | **How does this resource add to what I learned already?** |
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**2. Rolling Vocabulary: “Fabulous Five”**

* Read each resource then determine the 5 words from each text that most exemplify the central idea of the text.
* Next use your 5 words to write about the most important idea of the text. You should have as many sentences as you do words.
* Continue this activity with EACH selection in the Expert Pack.
* After reading all the selections in the Expert Pack, go back and review your words.
* Now select the “Fabulous Five” words from ALL the word lists.
* Use the “Fabulous Five” words to summarize the most important learning from this Expert Pack.

**Sample Response**

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| **Title:** | **Five Vocabulary Words & Sentences** |
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| **Fabulous Five** | Words:  |

**Learning Worth Remembering**

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| **Singular Activities** – the following activities can be assigned for each resource in the set. The purpose of these activities is to check for understanding, capture knowledge gained, and provide variety of ways for students to interact with each individual resource. Students may complete some or none of the suggested singular activities for each text. Singular activities should be assigned at the discretion of the teacher. |

**1. Quiz Maker -** (Recommended for *All About Animals Around the World* – “Animals of the Savanna” and *Who Lives Here? Savanna Animals.*)

* Make a list of questions that would make sure that another student understood the information.
* Your classmates should be able to find the answer to the question from the resource.
* Include answers for each question.
* Include where you can find the answer in the resource.

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| **Question**  | **Answer** |
| 1. |  |
| 2.  |  |
| 3. |  |
| 4. |  |

**2. Wonderings –** (Recommended for *At the Watering Hole)*

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| **I’m a little confused about:** | **This made me wonder:** |
| On the left, track things you don’t understand from the video and the article.  | On the right side, list some things you still wonder (or wonder now) about this topic. |

**3. A Picture of Knowledge** **–** (Recommended for “Photo Gallery: Grasslands, Prairies, and Savannas”)

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**Expert Pack: The African Savanna (lower)**

Expert Pack Glossary

***All About Animals Around the World* – “Animals of the Savanna”**

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| *Word* | *Student-Friendly Definition* |
| acacia | A type of tree that grows in grasslands and survives in warm climates |
| Africa | A large continent located below Europe |
| calf | A baby hippo, giraffe, or elephant |
| cub  | Baby lions are called cubs |
| foal | A baby zebra is called a foal |
| savanna | A habitat that is mostly flat and warm; there are two seasons in the savanna, the dry season and the rainy season |

***At the Watering Hole***

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| *Word* | *Student-Friendly Definition* |
| watering hole | A place where there is water for animals to drink from |
| bows | To bend the head, body, or knee |
| dives | To go head first into water |
| flock | A group of animals |
| parade | A group moving forward in an organized way |
| hunt | To seek out for food |

***Who Lives Here? Savanna Animals.***

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| *Word* | *Student-Friendly Definition* |
| enormous | Very big |
| habitat | The place a plant or animal lives and survives |
| lush | Grows green and healthy |
| plains | A habitat that is usually dry and flat |

**“Photo Gallery: Grasslands, Prairies, and Savannas”**

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| *Word* | *Student-Friendly Definition* |
| carnivore | Animals that eat meat (other animals) |
| herbivore | Animals that don’t eat meat but eat plants |
| Kenya | A country in Africa that has savannas |
| mature | To be fully grown or considered an adult |
| Serengeti National Park | Park in the savanna in a country called Tanzania |
| species | A specific type of plant or animal |
| Tanzania | A country in Africa that has savannas |

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