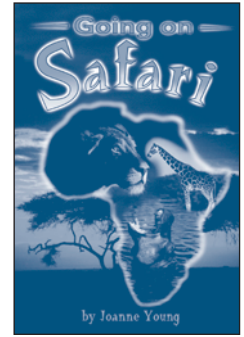


Going on Safari

by Joanne Young



Book Summary

Joanne and her friend Devina are on safari in the Masai Mara National Park in Kenya, Africa. We learn about the wild animals that they see, including giraffes, elephants, leopards, and hippos.

Features of the Book

- Captioned photographs
- Comparisons to convey meaning – *as fast as a car; four times as long as your foot*
- Fact boxes
- Maps
- Specialized vocabulary – *clearing, herd, illegal, kill, mammal, predator, pride, roam, safari, vicious*

Word Study Opportunities

- Compound words – *highlands, flatlands, backyard, sometimes, afternoon, backbone, nearby*
- Contractions – *we're, they're, it's, aren't, doesn't, we've, I've, can't, he's, she's*
- Initial blends “fr,” “pr,” and “gr” – *friend, free, from; protects, predators, pride; grass, grumpy, great*

Purpose

Going on Safari can be used to introduce and reinforce the following standards-related skills:

- S** extending vocabulary by using a glossary;
- S** using the table of contents, chapter headings, glossary, and index to locate information;
- S** using visual, structural, and meaning cues to read unknown words;
- PhS** exploring initial blends;
- S** writing to communicate information.

The Guided Reading Lesson

- S** Extending vocabulary by using a glossary
- S** Using the table of contents, chapter headings, glossary, and index to locate information
- S** Using visual, structural, and meaning cues to read unknown words

Materials needed

- A copy of the text for each child and one for the teacher
- A dry-erase board or chart paper and markers
- A world map or globe
- Optional: the blackline master and a pencil for each child

Introducing the text

Write the title of the book on the board.

– *What do you think a “safari” is?*

List the children’s ideas on the board. Ensure that they understand a safari is a trip to see animals living in the wild.

Look at the cover of the book and read the blurb on the back cover together.

– *What is the shape around the animals on the cover?*

– *What do you think this book is about?*

List the children’s ideas about the book on the board. Encourage them to talk about the animals on the cover, then discuss Africa and its climate and landscape.

– *If you could go on safari, what animal would you like to see? Why?*

Reading and discussing the text

This can be taken over two days. If your group can read the book with less support, adjust the lesson plan accordingly.

Day One

Discuss the contents page and the similarities between the chapter headings and the information written on the board.

Find Kenya on a world map or a globe. Then ask the children to read pages 3 to 5 silently.

– *Why is the word “safari” in bold text?*

Use this word to demonstrate how to use the glossary.

Discuss the map on page 6.

– *What does this map tell us?*

Find Tanzania on the map or globe. Practice pronouncing “Tanzania” together.

Ask the children to read to the end of the first chapter silently. Encourage them to use the glossary to find the meaning of any unfamiliar words in bold text.

Draw a two-column chart on the board and label the columns “Before reading” and “After reading.”

– *What do you know about giraffes and zebras?*

List the children’s ideas under the first heading.

Ask the children to read chapter 2 silently, looking for new information about giraffes and zebras. List this under the second heading. Compare the information in the two columns.

– *Where did you find the new information? (photographs, text, chapter heading, fact box)*

Discuss the fact boxes labeled “Did you know?”

– *Are these a good source of information? Why?*

Day Two

Discuss strategies that the children can use for reading unknown words (use the glossary, reread, think about which word would look right and make sense). Tell the students that you expect them to use these strategies when they read independently.

Use the contents page to locate where you have read to so far.

– *What do you know about elephants and lions?*

List the children’s ideas in the first column of the chart.

Ask the children to read chapter 3 silently. When they have finished, write the new facts they have learned in the second column of the chart.

– *Where did you find this information?*

– *Which words in chapter three did you find difficult?*

– *What strategies did you use to help you understand them?*

Ask the children to read the rest of the book independently using appropriate strategies to read words that they are unfamiliar with.

Revisiting the Text

The activities below can be used immediately after the guided reading lesson or during later reading sessions.

PhS Exploring initial blends

List the words “friend,” “free,” and “from” on the board.

– *What is similar about these words?*

– *What other words do you know that start with “fr”?*

List the children’s suggestions on the board. Write the word “grass” on the board.

– *What is the blend in this word?*

– *What other words do you know that start with “gr”?*

Repeat this exercise with the “pr” blend.

S Using the table of contents, chapter headings, glossary, and index to locate information

– *Which features of this book helped us to understand the information?*

Encourage the children to think about fact boxes, the glossary, chapter headings, and captioned photographs. Identify the fact boxes in the text.

– *Tell me a fact about a giraffe.*

– *Tell me a fact about an elephant.*

– *Why are fact boxes a good way to present information? (They are easy to find in the text; they group information that is about the same thing; they contain extra information that is not part of the main text.)*

S Writing to communicate information

Choose an animal that the children are familiar with that is not in the book. Discuss two or three facts about that animal and write a fact box about it together.

B The children can complete the blackline master on page 79.