



# **Feisty Felines**

## **Teacher's Manual**

2020 Revision

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This updated edition was made possible, in part, by funding from the U.S. Department of Education, Institute of Education Sciences, Grant # R305A180154. This publication reflects the views of its authors. It does not necessarily reflect the opinions of (or have the endorsement of) the U.S. Department of Education

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# Teaching the ALFA Lab

The ALFA Lab is designed to improve reading achievement and increase the independence of struggling adolescents to enable them to successfully meet the literacy requirements of high school courses. It specifically aims to strengthen and build students' skills in the following areas.

- Fluency: the ability to read smoothly and accurately
- Vocabulary: familiarity with high school level content vocabulary
- Comprehension: the ability to make meaning of written texts
- Confidence: self-perception as an effective reader and one who can surmount difficulties
- Autonomy: the ability to take responsibility for one's own learning

The ALFA lab course components and activities were developed to target these objectives using multiple approaches to strengthen students' reading skills and confidence. These components, incorporated throughout the activities described on the following pages, include:

## Reading Strategies

- explicit instruction with teacher modeling to promote independent use of strategies

## Comprehension

- direct reading instruction emphasizing text-based comprehension skills
- activities that require students to examine vocabulary in the context of reading

## Vocabulary

- explicit vocabulary instruction connected to meaning: pre-teaching vocabulary before reading; highlighting vocabulary in context during reading; reflecting on vocabulary after reading
- independent and collaborative activities to reinforce word knowledge and understanding of word structure
- regular practice with high frequency words and high school level content vocabulary

## Writing

- construction of written responses to open-ended questions relating to the text
- use of writing prompts that require students to write for a variety of purposes
- use of the computer to compose writing samples

## Fluency

- exercises with high frequency words that reinforce word recognition and automaticity
- practice reading aloud in low-stakes, low-pressure contexts, such as partner reading

## Technology

- use of technology for researching information
- use of technology to apply knowledge and reinforce skills previously introduced

## **ALFA Lab Components**

The Accelerating Literacy For Adolescents or ALFA lab builds and strengthens literacy skills necessary to help students become successful, life-long readers and writers. Students work in small groups daily to receive targeted, guided reading instruction and to reinforce and apply word knowledge, fluency, reading and writing skills.

### **Daily Launch (whole group)**

#### **Primary purposes:**

- To provide necessary information/directions for activities
- To provide relevant background information

#### **Activities:**

- Students engage in “Do Now” warmup activities.
- Teacher sets a purpose and introduces designated activities.
- Teacher facilitates a brief whole group activity.
- Teacher uses technology to build and/or enhance students’ prior knowledge.

### **Satellite Stations (small group instruction): Main Station, Wordology, Collaboration Station, Media Madness**

#### **Main Station (guided reading activity with teacher)**

##### **Primary purpose:**

- To guide students into, through, and beyond reading selections from the core text

##### **Station Activities:**

- Teacher introduces text by activating prior knowledge, introducing key vocabulary words, and/or building background knowledge.
- Teacher facilitates/guides students through reading the core text.
- Teacher models effective use of reading strategies by pausing at strategic points to stimulate book talk, strategy use, application, and meaningful connections to the text.
- Teacher identifies and encourages student use of strategies included on the Strategy Navigator chart posted near the Main Station instructional area.
- Teacher models use of instructional/learning tools such as graphic organizers.
- Teacher supports and provides opportunities for students to engage in activities that will reinforce text-based comprehension.

**Please note: At each of the satellite stations, students complete a short written assignment or paper-based activity (reproducible activity sheets for each two-day instructional cycle are provided in this manual). Completion of assignments is an important component of individual grades for the lab. After completing their assignment for each station, students should use the remaining time for instruction-**



related activities made available to them, such as recommended educational games, related independent reading of materials in the classroom library or preloaded on student tablets, listening to books on tape, or researching information for their final unit projects.

### **Wordology (small group activity)**

#### **Primary purposes:**

- To reinforce word knowledge
- To provide meaningful and relevant activities that will increase students' exposure to age-appropriate vocabulary
- To provide hands-on activities to engage and reinforce students' knowledge of the structure of words

#### **Station Activities:**

- Students work with peers or individually to complete activities that facilitate the recall and application of word parts, word meaning, and vocabulary in context, particularly the vocabulary words. Students choose among several activity sheets provided for each instructional cycle.
- Students write and share Meaningful Sentences for vocabulary words.
- Students play games that exercise their vocabulary knowledge, particularly Scrabble™ and You've Been Sentenced™.

### **Collaboration Station (small group activity)**

#### **Primary purpose:**

- To engage students in activities that will require them to work collaboratively to construct and apply knowledge

#### **Station Activities:**

- Students work in small peer groups or with reading partners to read and respond to text-based questions; organize text information; use graphic organizers; examine vocabulary in the context of reading; construct written responses; and complete specific writing tasks.

### **Media Madness (small group activity)**

#### **Primary purposes:**

- To integrate literacy skills (listening, reading, writing, viewing)
- To strengthen fluency

#### **Station Activities:**

Students work in small peer groups and individually to:

- Use the Internet to research information to complete specific tasks
- Listen to recorded readings and respond to text-related questions. Students are encouraged to return to the text and reread for details.
- Engage with media and exercise critical thinking skills
- Create products intended for different audiences and purposes

## **Enrichment Activities**

### **Primary purposes:**

- To stimulate student motivation
- To help students connect reading content to real-world experiences

### **Possible options:**

Teachers can enhance students' experiences immeasurably by scheduling an out-of-sequence enrichment opportunity, such as a field trip, guest speaker, or virtual museum tour at some point during the unit. Here are some possible options; feel free to identify others, depending on your local resources.

- A field trip to a zoo or large cat refuge, with a large cat specialist as a guide
- A guest speaker with expertise in a related field (e.g., a veterinarian, zoo director, environmentalist, or park ranger)
- A tour or virtual tour of a museum of natural history

## **Final Project**

### **Primary purposes:**

- To offer students an opportunity to develop research and communication skills
- To engage students in higher-order thinking and problem-solving
- To help students take responsibility for learning

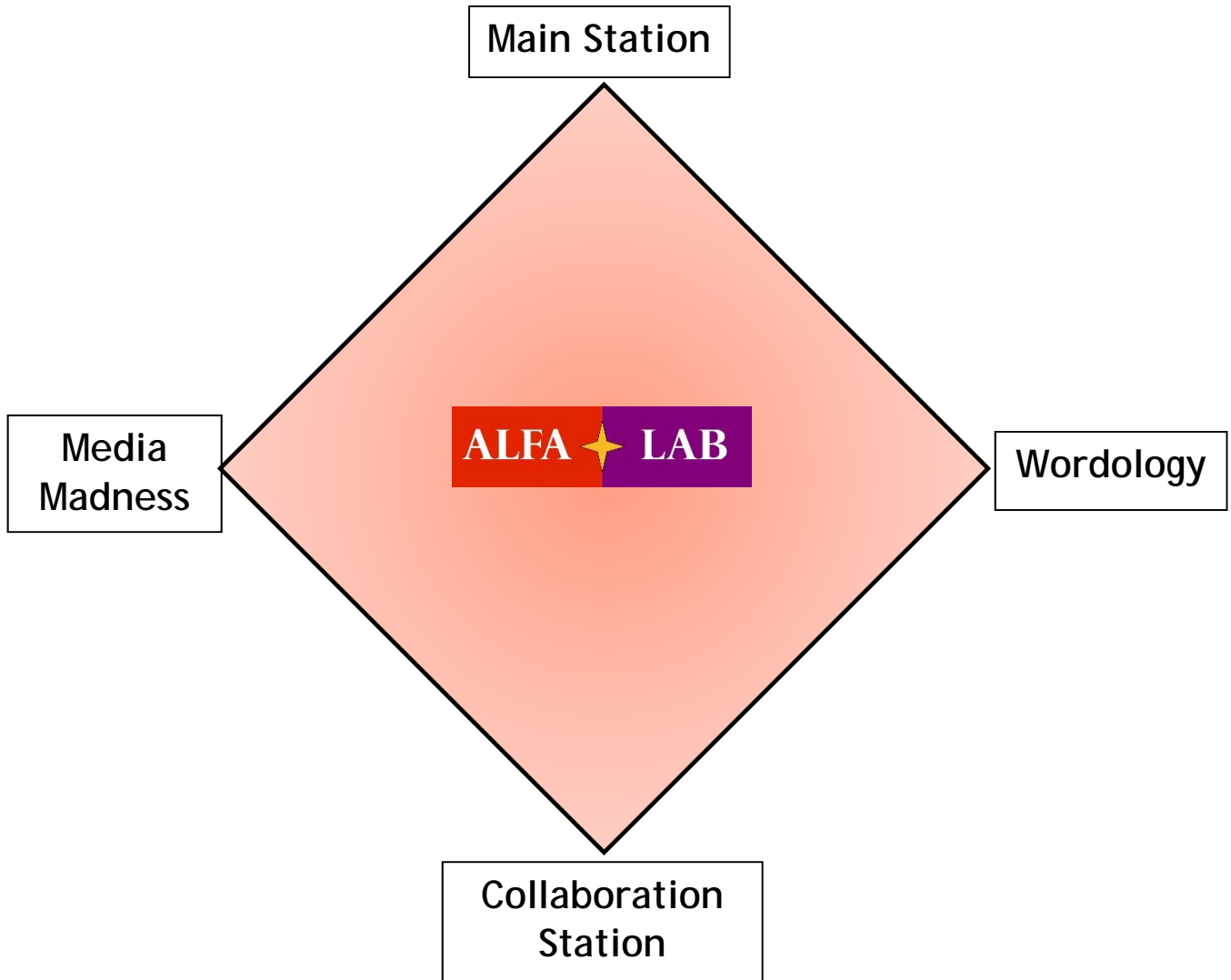
### **Organizing the final project:**

Teachers should monitor students' progress on final projects closely. When students begin exploring possible topics and formats for their projects, note their selections in a log. Be attentive to the possibility that most students may gravitate to one presentation format (e.g., a digital presentation) and encourage them to consider other options.

- You may want to show pictures of various types of past presentations.
- Help overcome possible obstacles—for example, provide materials and/or suggestions for students who want to create diorama or museum displays; or poster board for students to create posters.

You should feel free to propose other types of projects and/or topics. If you choose to do so, determine the steps needed and create a "Guide Sheet" and a rubric for each additional project type added. (Please note: All projects should include some writing practice.)

# ALFA Rotations



## **Scheduling the Rotations**

Class periods in most high schools today range from 50 to 70 minutes in length. Where this is the case, students will rotate to two stations each day that they are scheduled for ALFA lab, completing the four stations in a two-day “instructional cycle.” A new Daily Launch is provided for each of the two days, but the activities in the Main Station and satellite stations will repeat over two days to allow all students to participate in the same activities. Fifteen minutes are allotted for each Daily Launch; station rotations are allotted 20-30 minutes depending on the total amount of time in the class period. View a sample rotation schedule below.



Please note that suggestions for additional activities are included for schools with longer (e.g., 25-30 minute) station rotations, particularly for the Main Station. It is important to ensure that students do not have extra time on their hands or become bored at the stations. If you notice that most students are finishing the activities too quickly, augment the assignment at each station so that this does not occur. For example, enough Wordology (vocabulary) exercises are provided for each student to complete two activities in a rotation should this be needed. You can also create additional Collaboration Station and Media Madness activities if necessary.

Another way to ensure that students do not become bored at stations is providing sufficient extra materials at each station for them to use when they complete activities. Several games should be available at the Wordology station and a well-stocked classroom library at the Collaboration Station; if students are using individual electronic devices (e.g. tablets), these should be pre-loaded with appropriate supplemental readings for them to browse. The instructional assistant will play a key role in making sure that students are productively engaged in fun learning experiences at the Wordology, Collaboration, and Media Madness stations.

Time Slot	Team A	Team B	Team C	Team D
<b>Day 1</b>				
15 minutes	<b>++ All students participate in whole class Daily Launch ++</b>			
20-30 minutes (1 <sup>st</sup> rotation)	Main Station	Wordology	Collaboration Station	Media Madness
20-30 minutes (2 <sup>nd</sup> rotation)	Wordology	Collaboration Station	Media Madness	Main Station
<b>Day 2</b>				
15 minutes	<b>++ All students participate in whole class Daily Launch ++</b>			
20-30 minutes (3 <sup>rd</sup> rotation)	Collaboration Station	Media Madness	Main Station	Wordology
20-30 minutes (4 <sup>th</sup> rotation)	Media Madness	Main Station	Wordology	Collaboration Station

Please note that in subsequent two-day instruction cycles, the starting point for different teams should also be rotated. If Team A starts at the Main Station for the first rotation on Day 1, a different team (for example Team B) should start at the Main Station for the first rotation on Day 3.

If class periods are longer than 75 minutes (e.g., 90-minute periods), students may rotate to all four stations each day, but station rotations should not be longer than 30 minutes so that students remain engaged in the activities offered.

## **Roles in the ALFA Lab**

### **The ALFA Lab Teacher**

The ALFA Lab teacher plans and facilitates the ALFA Lab. The teacher's role is to engage students through daily interactions and ongoing collaboration, promoting the use of reading comprehension strategies.

#### **Whole Class Support**

The ALFA Lab teacher creates and follows an instructional framework with lesson plans and activities for each station in the lab. Lessons include activities for multiple groupings of students based on needs, targeted skills, strategies, and assessments. Each instructional cycle includes specific activities for Main Station, Wordology, Collaboration Station, and Media Madness; the teacher also plans and facilitates the introductory Daily Launch, and the Main Station. Suggested activities for each two-day instructional cycle are included in this manual. However, the teacher should review these activities ahead of time and may modify or replace proposed activities based on students' needs and interests.

Lessons and activities should include a variety of learning styles with a high level of student engagement targeting students' use of before-, during-, and after-reading strategies; fluency and text-based comprehension strategies; and oral and written responses. ALFA Lab lessons should provide opportunities for immediate feedback to students.

The teacher groups students into small learning teams based on reading skill levels, areas of need, vocabulary and comprehension levels, classroom teacher input, and objective and subjective assessments. The teacher can regroup student teams throughout the unit to accomplish instructional goals as necessary. The teacher may want to assign individual roles or responsibilities to team members, or lead students in choosing roles (e.g. time keeper, participation leader, cleanup, desk organizer...)

The ALFA Lab teacher communicates with the lab assistant about lesson planning, student grouping, and lesson plan facilitation. The teacher regularly discusses students' needs and progress with the ALFA Lab assistant and students' classroom teachers.

#### **Individual Support**

The ALFA Lab Teacher may want to maintain assessment folders for each student if ongoing classroom-based student assessments are being conducted. If necessary, the ALFA Lab teacher directs the ALFA Lab assistant to work with individual students for additional instructional support as needed, based on observations and assessment data.

The ALFA Lab teacher collaborates regularly with classroom teachers regarding individual students' instructional needs and targets. Ideally, the lab teacher's daily schedule should provide ongoing opportunities to provide additional support in ninth grade English classes.

## **The ALFA Lab Assistant**

The ALFA Lab assistant's role is supportive; he or she works with students as they engage in the lab satellite stations by monitoring progress, helping students understand their tasks, and modeling as necessary. The assistant rotates among learning teams and provides ongoing technology assistance. The assistant may support the teacher with organizing assessment records and student work folders; he or she may conduct informal assessments as directed by the lab teacher. The assistant plans with the ALFA Lab teacher and plays an active role in accomplishing instructional goals.

### **Whole Class Support**

The ALFA Lab assistant supports classroom instruction by facilitating guided and independent practice, silent reading, partner reading and oral reading. The assistant uses instructional tools and techniques as indicated by the ALFA teacher and provides immediate feedback to encourage student engagement. He or she encourages students' use of before-, during-, and after-reading strategies, fluency and comprehension strategies, and oral and written responses.

The lab assistant establishes and reinforces with students operating procedures for satellite center activities. He or she serves as the official timekeeper for lab rotations by setting the timer for each rotation and signaling students with three-minute and five-minute warnings. The assistant should provide assistance as needed to students at the Wordology, Collaboration, and Media Madness Stations, since the lab teacher will be fully engaged in providing instruction at the Main Station. For example, if students complete their chosen Wordology activity early, the lab assistant should remind them to use the time to compose Meaningful Sentences or play vocabulary games.

The assistant organizes lab materials and equipment and distributes, collects, and reviews student work folders. He or she monitors a "work in progress" folder for each student. These folders remain in the lab; students pick them up at the beginning of class and return them to the designated location at the end of class. The lab assistant should ensure that students place completed activity sheets in their folders at the end of rotations for the Wordology, Collaboration, and Media Madness stations. Student folders contain both completed and incomplete work. Students' independent project resources should also be placed in the folders as they are acquired.

### **Targeted Intervention Support**

The ALFA Lab assistant helps individual students who may require additional support and collaborates with the ALFA Lab teacher regarding individual student needs to meet instructional targets. The lab assistant should monitor students on a regular basis and note any significant observations to share with the teacher.

## Vocabulary Instruction

Research suggests that vocabulary knowledge is one of the most important forms of background knowledge, since vocabulary can serve as the connection between new and prior information.<sup>1</sup> As part of Main Station activities, teachers introduce vocabulary words selected from the reading texts. The vocabulary words for each instruction cycle may be posted on a Word Wall, and teachers should prepare a display that includes a student-friendly definition for each word (definitions are provided in each cycle’s lesson plan). Words and definitions remain posted throughout the instruction cycle.

### Before reading

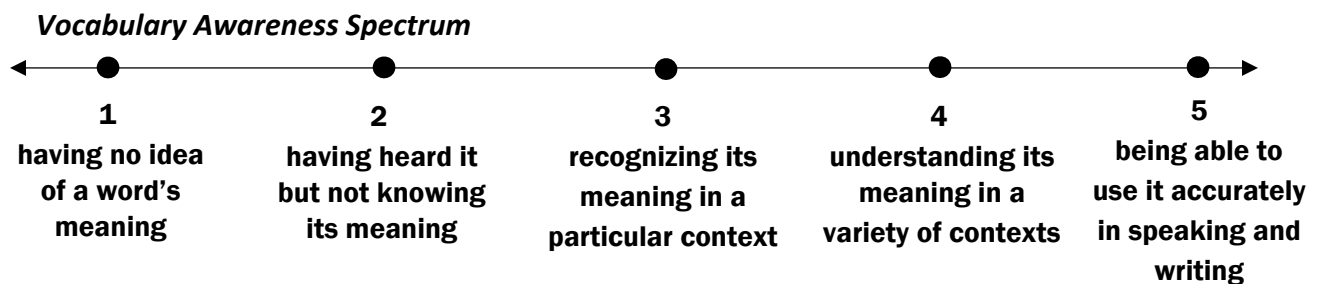
During the Main Station, introduce students to the vocabulary by reading the vocabulary words aloud in order. On a second reading, have students repeat each word after you.

- Ask students if they know the definitions of any words, and confirm correct definitions. For multiple-meaning words, point out definitions matching the way the words are used in the text.
- For words that are entirely unfamiliar, ask students if they recognize parts of the words. Focus on the meanings of prefixes, suffixes, or root words found in unfamiliar words, and help students formulate definitions based upon the meanings of these parts.
- Finally, provide definitions for any words still undefined.

After all words have been introduced:

- Reread them in random order and have students repeat after you.
- Then, pointing to the words in random order, have the students pronounce them without your help. Return to any words students have trouble pronouncing until they can pronounce them correctly.

Students’ awareness of each word may fall anywhere along the spectrum shown below.<sup>2</sup>



<sup>1</sup> See, for example, Robert Marzano’s *Building Background Knowledge for Academic Achievement*, Association for Supervision & Professional Development, 2004.

<sup>2</sup> Based on E. Ford-Connors and J. R. Paratore, “Vocabulary Instruction in Fifth Grade and Beyond: Sources of Word Learning and Productive Contexts for Development,” *Review of Educational Research*, March 2015, 85:1, p. 52.

Your goal is to move students from their current understanding to level 5: *being able to use the words accurately in speaking and writing*. **Optional activity:** If time permits, show students a Vocabulary Awareness Chart with the vocabulary words filled in (see example on page 19), copied on chart paper or the white board. For each word, invite students to indicate their current awareness by a show of hands. Note on the chart the number of students who raise their hands for each level.

Research indicates that students learn vocabulary best through being exposed to words in many different contexts.<sup>3</sup> After you introduce the vocabulary words (and, if applicable, administer the Vocabulary Awareness Survey), display the vocabulary words, along with student-friendly definitions, on chart paper or a display prepared in advance. Review prefixes, suffixes, or root words that provide clues to their meaning. Invite students to rephrase definitions in their own words, providing feedback as necessary. If possible, show an appropriate image or mime an action. Demonstrate each word's correct use in a meaningful sentence (examples are provided). Ask students to find clues to its meaning in a sentence. Work with the class to generate a *different* meaningful sentence for each word, and invite students to proposed meaningful sentences of their own.

In addition to the vocabulary introduction provided at the Main Station, students will develop familiarity with the vocabulary words through the Wordology activities and through reading the selected texts for each instruction cycle.

#### *During reading*

To reinforce students' awareness of the words, use them—and encourage students to use them—as much as possible during read aloud/think aloud demonstrations and classroom discussions. Examine sentences that use the words in the text, and ask students why they think the writer chose that particular word.

#### *After reading*

In subsequent sessions, and particularly for texts studied over two full instruction cycles (four days), you can revisit the Vocabulary Awareness Chart with students. Invite them once again to indicate their level of awareness and understanding of each word. If students indicate that they “understand the word every time they hear it” or that they “know the meaning and use it correctly,” challenge them to provide a definition or to use the word correctly in a sentence.

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<sup>3</sup> Ibid.



# Feisty Felines

## Teacher Preparation

Prepare the classroom for lab activities. Post helpful reminders near each station (e.g., “Monitoring for Meaning,” “Skills Menu,” “Menu of Strategies”). Prepare the four stations (Main Station, Wordology, Collaboration Station, and Media Madness) and label them prominently. Each station should have five chairs grouped together, but these should be oriented toward the front of the room for the Daily Launch. Make sure students have enough room to move around to investigate the four stations. Place Do Now sheets at the classroom entrance with student folders and student activity sheets at each station. Pre-load video at the Media Madness station.

Group students into four teams for station activities (see guidance in *ALFA Lab Teacher’s Manual*). Create four cards listing the members assigned to each team; post these team cards on the board (or in a pocket chart) under headings that indicate station areas, so that students can find their places easily. (Shift team starting points on Day 2 so that each team visits all four stations over the course of the two days.)

Prepare a Word Wall with the vocabulary words for the unit introduction, as well as a Vocabulary Awareness Chart if you plan to use one (see pages 9-10, 18-19). You will introduce the words during Main Station instruction, but they should be posted for students to see throughout the unit. You can post the definitions ahead of time or prepare definitions that you will add after students have had a chance to propose definitions in their own words.

Vocabulary Words:

effects	interaction	collaboration
population	status	endangered
extinct	vulnerable	habitat

Post the Essential Question in a prominent place in the classroom, such as near the Main Station.

What are the effects of human interaction with wild animals?

## Days 1 and 2

### Daily Launch Day 1

#### **Whole Group Opening Activity: “Reading” the Lab**

Welcome students to the ALFA Lab. Make sure all students have picked up their folder and “Do Now” assignments, and have found their places in assigned teams. Then invite students to look around and “read” the lab. Ask students,

- What do you notice as you look around the room? How is this classroom different from a regular classroom?

Ask students to look at their Do Now assignments and consider the unit title, “Feisty Felines.” Ask students what the words **feisty** and **feline** mean. If necessary, explain that “feisty” means “high-spirited” or “sassy,” and “feline” means a cat (of any size). Then, review the Do Now instructions (page 14) to make sure students understand what they are to do as they visit the stations. Invite students to explore the stations, moving in an orderly way (e.g. clockwise) to observe each station closely, then write a comment or question that they have about the station. They should also list any unfamiliar words at the bottom of the Do Now page. When students have returned to their seats, ask them:

- Why do you think the ALFA lab is organized in four different stations? What do you think might happen at the different stations?
- Why do you think there are chairs grouped at each station?

Explain to students that the four stations in the ALFA lab offer different opportunities for them to grow in their reading skills while taking charge of their own learning. Introduce them to the format of the lab.

- Each lab class will begin with a brief “Daily Launch” during which the entire class participates in an opening “Do Now” activity and works together on some introductory skill or knowledge building.
- Then the teams will work at the different stations for approximately 20-30 minutes per station. Each team will visit two stations a day, and will go to the other two stations the following day. (In schools with 90-minute class periods, teams will rotate to all four stations each day.)
- The stations offer both team and individual learning activities.



- The Main Station is like a train station, with the teacher as conductor to get each team “on board” and assist students in exploring texts and developing good reading strategies.
- “Wordology”: ask students what they think this station will be about. Yes, it is all about words. Students will work individually or with a partner to solve word puzzles and play word games while building their confidence in using vocabulary words. Point out that students are to first **select** one (or two) activities among those provided at the station for each instructional cycle. If they complete the activity sheet, they should use extra time to compose and share Meaningful Sentences for the vocabulary words.
- Collaboration Station: Students will work in teams to dig deeper into the texts, then flex their writing muscles in response to assignments or prompts.
- Media Madness: Students will interact with electronic media, which may take the form of a video, an audio recording, or an online (e.g., electronic tablet) reading. They will then engage in an activity in response to the media selection. Towards the end of the unit, the Media Madness station will be used primarily for working on students’ independent projects (more information on that topic later).

Offer students an opportunity to ask questions they may have about the stations. After you have answered any questions, have students place Do Now sheets in their work folders, and advise them to begin working in their stations.

## Daily Launch Day 2

### ***Whole Group Opening Activity: Effective Discussion Behaviors***

Welcome students back to the ALFA Lab. Ask students to reflect on their experience from the previous day. Ask students what they found helpful, and whether there was anything they found distracting as they worked at their stations.

Explain to students that the ALFA Lab is designed to help students work together to build their learning skills as they explore and discuss texts together. But having effective discussions is also a skill that can be learned. Students should have picked up the Do Now page titled “Discussion Behaviors” (page 15) on arrival. Review the items listed with students one at a time, inviting students to explain what each directive means and providing clarification as necessary.

Then, tell students you are going to show a short video clip about group work. Ask students to mark their paper with a ✓ or an X to indicate behaviors that the students in the video do or don’t practice. Show the following “Good and Bad Group Work” video:

<https://www.youtube.com/watch?v=2a2wifTMYyY>

Ask students to report on the (positive and negative) behaviors they observed. Ask students to suggest strategies they can use to remember to practice appropriate, effective discussion behaviors. (For example, what would be a good way to remind the team to stay focused on the topic?) Have them place completed Do Now sheets in their work folders.



# Daily Launch Day 1

**Do Now: "Reading" the ALFA Lab**

**Instructions:** Go around the ALFA Lab classroom. Visit each station. What do you see? Write a **comment** or a **question** about each station in the boxes below. Do you see any words that are new to you? List the new words at the bottom of this page.

<p><b>MAIN STATION</b></p>	<p><b>WORDOLOGY</b></p>
<p><b>MEDIA MADNESS</b></p>	<p><b>COLLABORATION STATION</b></p>

**New Words:**

# Daily Launch Day 2

## Do Now: Discussion Behaviors (Part 1)

**Instructions:** Watch the “Good and Bad Group Work” video. Use a ✓ mark beside each sentence to indicate if the students are doing good or bad group work.



	Bad Group Work	Good Group Work
◆ Avoid Interrupting	_____	_____
◆ Take Turns	_____	_____
◆ Listen Before Judging	_____	_____
◆ Stay Focused on the Topic	_____	_____
◆ Locate Support in Text	_____	_____
◆ Give Specific Feedback	_____	_____
◆ Acknowledge Others’ Ideas	_____	_____

# MAIN STATION



## Introducing *Big Cats* (7-12 minutes)

Invite students to do a text walk to introduce the book *Big Cats*. This book will provide most of the texts used in this unit. Explain to students that they will engage in some **pre-reading** activities that are also effective **reading strategies**. (Note: as you discuss with students, explicitly identify the strategies you are using, as indicated by ***bold italic print*** below. Refer to the menu of strategies poster as you do so.)

1. Have students look at the illustration on the cover. Ask:
  - What words would you use to describe this cover?
  - Look at the title. Why did the artist use that font (style of lettering) to write the words “BIG CATS”? What is that font supposed to look like? Does that font help to create a mood for the reader? – ***note the title; look at the picture***
2. Ask students to brainstorm what they know about big cats. On a piece of chart paper, create a class K-W-L chart (What do I know about big cats? What do I want to know? What have I learned?) Elicit at least five facts students know about big cats, and five questions that they would like to have answered. You can revisit the chart after reading several selections in the book to begin filling in the “learned” column. – ***activate knowledge***
3. Ask students to read the selection titles on the Contents page. Ask students:
  - Which titles sound interesting to you? – ***make connections***
  - What words in these titles are unfamiliar to you? – ***highlight words; check for understanding***
4. If time permits, invite students to leaf through the book. Ask them to comment on what they notice.
  - How is this book similar to or different from other books you have read?
  - What kinds of pictures are included? (Photographs? Artists’ drawings? Some of each?)
  - Do you think this book is all about one main story, or several different ones? Why?
  - Do you think this book includes factual, real-life information, or fiction (made-up stories)? Why do you think so?

### Introduce the Essential Question (3-5 minutes)

Explain to students that as they read the texts included in the *Feisty Felines* unit, they will be thinking about bigger questions that are important for society to consider. The main or Essential Question for the unit is, “**What are the effects of human interaction with wild animals?**” Call students’ attention to the Essential Question. Ask students to rephrase the question in their own words. Tell students that you will be exploring the question itself—as well as possible answers—over the course of the unit.

### Introduce the Vocabulary (10-15 minutes)

Introduce students to the vocabulary words. Read the posted list aloud, pointing to each word as you pronounce it.

effects	interaction	collaboration
population	status	endangered
extinct	vulnerable	habitat

On a second reading, have students repeat each word after you. Ask students whether they know the definitions of any words, and confirm correct definitions. If the words are unfamiliar, ask students whether they recognize parts of the words, especially for longer words. Walk them through the syllables to assist them in decoding. Then, show the display on which you have added student-friendly definitions to the words.

#### GLOSSARY OF VOCABULARY WORDS

**effects** – results; what happens because of something else happening

**interaction** – contact between people and/or animals; dealing with one another

**collaboration** – working together

**population** – a group of people or animals in a place

**status** – situation; how things are for a person, animal, or group of people or animals

**endangered** – in danger of disappearing completely

**extinct** – when there are no more animals left of a species

**vulnerable** – at risk; for animals, could become “endangered” if problems get worse

**habitat** – where someone lives (a person or animal)

Discuss each word with students; use words in sentences that show their meaning (“Meaningful Sentences”; see examples below). Invite students to propose sentences as well. Remind students that they are to compose their own Meaningful Sentences as time allows at the Wordology Station.

(**Note:** the vocabulary words listed above will recur throughout the unit. Students are not expected to master them in the first two days. Rather, you are introducing them to words and concepts that will be reinforced over many lessons.)

### Sample Meaningful Sentences

1. We could see the **effects** of Damion’s hours of violin practice because his playing was much better.
2. One wing of our building is just for the ninth grade, so lunch is the only time there is **interaction** in school between freshmen and upper grade students.
3. I love working with my team, because we all have different strengths and the **collaboration** helps us learn new things.
4. The **population** of ducks in the park is growing, because each year they lay eggs and add new babies to the group.
5. When Jorge first came to our school, he didn’t know anyone, but his **status** improved when the soccer season began and everyone saw what a great player he was.
6. Some wild animals are **endangered** because too many are killed by hunters, or because there are not enough natural spaces where they can live.
7. Once there were many dodo birds, but they became **extinct** when hunters and wild animals killed them all off.
8. The polar bears are **vulnerable** because too much ice is melting, which could put them in danger if it continues.
9. The cheetah’s natural **habitat** is a wide, grassy plain where it can run and hunt animals for food.

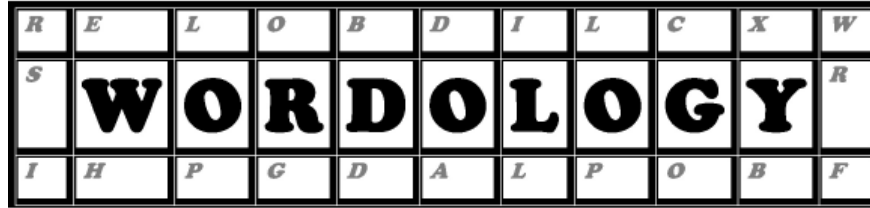
### Additional Activities for Schools with 30-minute Stations

- Discuss with students the questions under # 4 in “Introducing *Big Cats*,” above.
- Extend your discussion of the Essential Question.
- When students repeat vocabulary words after you, show them the Vocabulary Awareness Chart (next page), copied on chart paper or the white board. For each word, invite students to indicate their familiarity with the word by a show of hands. Note on the chart how many students raise their hands for each level. You can revise the number cumulatively to reflect the class total as the different teams move through the Main Station. You can revisit this chart from time to time as the unit progresses to evaluate students’ growing understanding of the word, and their accuracy and skill in using them.
  - After presenting each Meaningful Sentence, ask students to help you think of other possible Meaningful Sentences that showcase the meaning of the word in question.



**Vocabulary Awareness Chart**

	Never heard it; no idea what it means	I've heard it, but I don't understand it	I understand it some of the time when I hear it.	I understand it every time I hear it.	I know the meaning and I use it correctly.
<b>effects</b>					
<b>interaction</b>					
<b>collaboration</b>					
<b>population</b>					
<b>status</b>					
<b>endangered</b>					
<b>extinct</b>					
<b>vulnerable</b>					
<b>habitat</b>					



**Wordology Activity #1: Vocabulary Scramble**

**Instructions:** Unscramble the letters to find words that fit in the boxes. All the words come from the Word Bank at the bottom of the page.

**1. What do you call it when people work together?**

nolbatoraclio

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

**2. A group of people or animals in one place is a \_\_\_\_\_.**

tilaponupo

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

**3. Tigers don't have enough space to live and hunt now, so their species is \_\_\_\_\_.**

denngarede

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

**4. Feeling sleepy in class is one of the \_\_\_\_\_ of staying up too late.**

sceftef

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

**5. An animal's natural living space is called its \_\_\_\_\_.**

thitbaa

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

**6. Animals without protection are \_\_\_\_\_ to hunters.**

lebarunvel

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

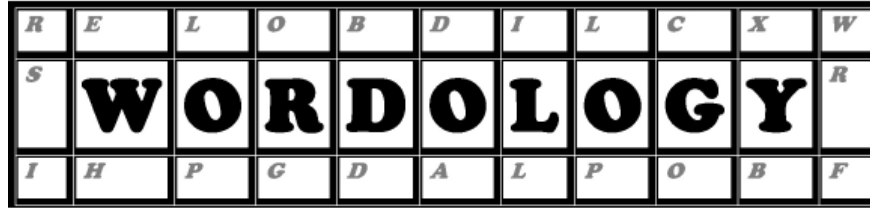
**7. If a species of animals no longer lives on Earth, it is \_\_\_\_\_.**

tenxcit

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

**Word Bank**

collaboration	effects	endangered	extinct	habitat
interaction	status	population	vulnerable	



**Wordology Activity #1: Vocabulary Scramble (Teacher Key)**

**Instructions:** Unscramble the letters to find words that fit in the boxes. All the words come from the Word Bank at the bottom of the page.

**1. What do you call it when people work together?**

nolbatoraclio

C	o	l	l	a	b	o	r	a	t	i	o	n
---	---	---	---	---	---	---	---	---	---	---	---	---

**2. A group of people or animals in one place is a \_\_\_\_\_.**

tilaponupo

P	o	p	u	l	a	t	i	o	n
---	---	---	---	---	---	---	---	---	---

**3. Tigers don't have enough space to live and hunt now, so their species is \_\_\_\_\_.**

denngarede

E	n	d	a	n	g	e	r	e	d
---	---	---	---	---	---	---	---	---	---

**4. Feeling sleepy in class is one of the \_\_\_\_\_ of staying up too late.**

sceftef

E	f	f	e	c	t	s
---	---	---	---	---	---	---

**5. An animal's natural living space is called its \_\_\_\_\_.**

thitbaa

h	a	b	i	t	a	t
---	---	---	---	---	---	---

**6. Animals without protection are \_\_\_\_\_ to hunters.**

lebarunvel

v	u	l	n	e	r	a	b	l	e
---	---	---	---	---	---	---	---	---	---

**7. If a species of animals no longer lives on Earth, it is \_\_\_\_\_.**

tenxcit

e	x	t	i	n	c	t
---	---	---	---	---	---	---

**Word Bank**

collaboration

effects

endangered

extinct

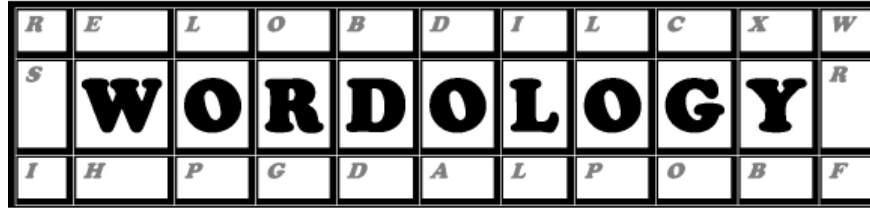
habitat

interaction

status

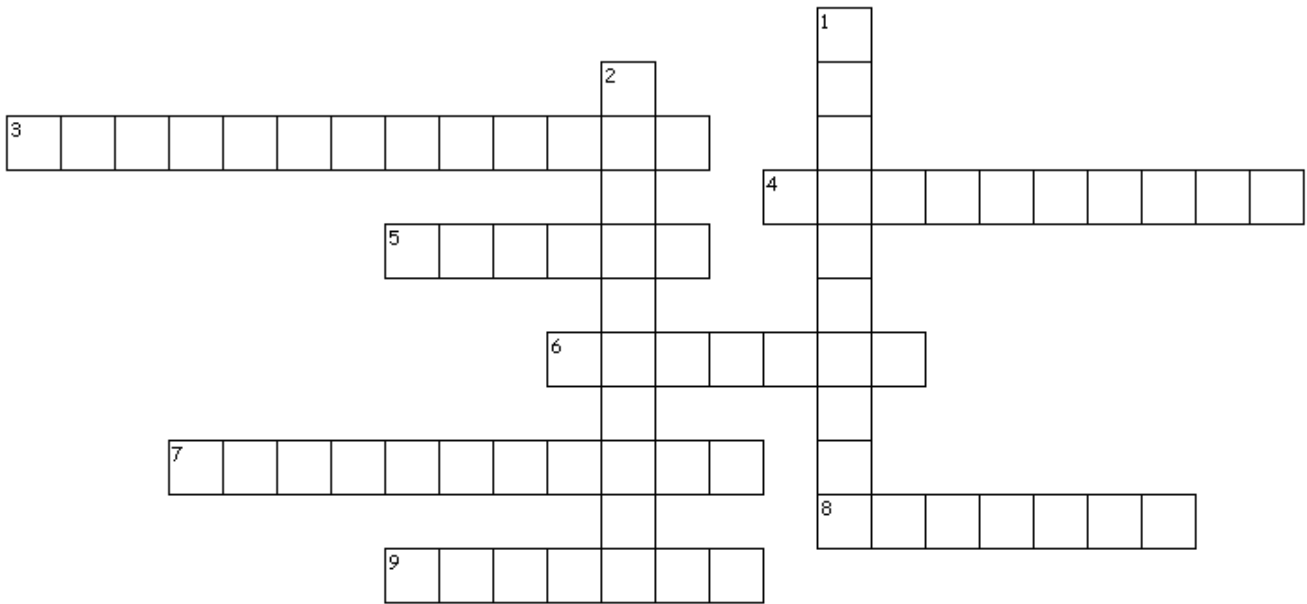
population

vulnerable



### Wordology Activity #2: Wild Animals Survival Crossword

**Instructions:** Choose words from the Word Bank to complete this puzzle. The Clues box will help you decide which words fit in which spaces.



**Word Bank**

collaboration	interaction
effects	population
endangered	status
extinct	vulnerable
habitat	

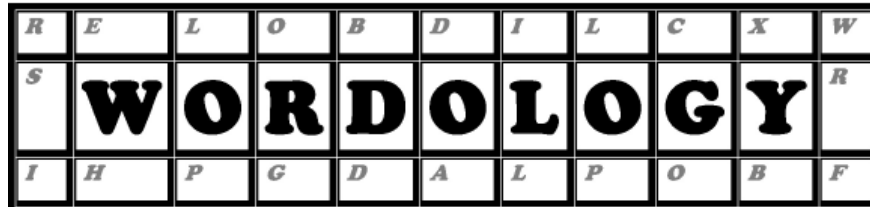
**Clues**

**Down**

- at risk for serious trouble
- a group of people or animals

**Across**

- working together
- in danger of disappearing completely
- situation
- favorite place to live
- contact with others
- results
- completely gone from the world



### Wordology Activity #3: Find the Cat!

**Instructions:** Read each definition. Choose a word from the Word Bank that matches it. Write the word and the letter that goes with it in the answer space. When you finish, read down the letter boxes to find another Big Cat! Some words and definitions are used more than once. One answer has already been filled in for you.

**Definitions**

1. At risk for being in trouble.....
2. The place where an animal lives.....
3. Results of something that happens.....
4. When people work together.....
5. Having contact with others.....
6. When a kind of animal no longer exists.....
7. In danger of disappearing completely.....
8. When people work together.....
9. A group of people or animals in a place.....
10. In danger of disappearing entirely.....
11. The place where an animal lives.....
12. When people work together.....

**Words and matching letters**

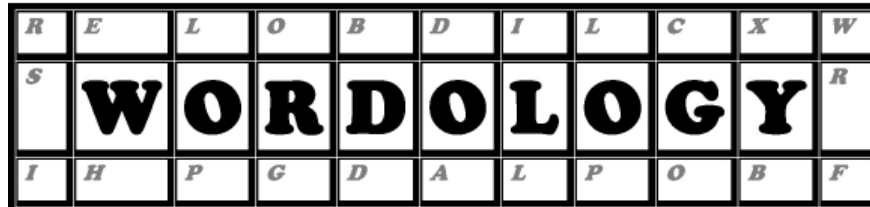
Vulnerable	<b>M</b>

Read down the letters in the boxes on the right side. Which Big Cat name do they spell out? Write it here!

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**Word Bank**

collaboration - N	effects - U	endangered - I	extinct - A	habitat - O
interaction - T	status -X	population - L	vulnerable - M	



### Wordology Activity #3: Find the Cat! (Teacher Key)

**Instructions:** Read each definition. Choose a word from the Word Bank that matches it. Write the word and the letter that goes with it in the answer space. When you finish, read down the letter boxes to find another Big Cat! Some words and definitions are used more than once. One answer has already been filled in for you.

**Definitions**

**Words and matching letters**

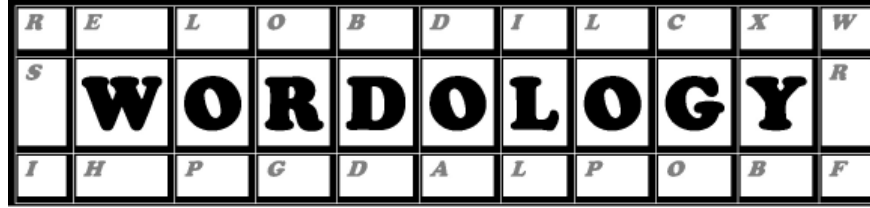
1. At risk for being in trouble.....	vulnerable	<b>M</b>
2. The place where an animal lives.....	habitat	<b>O</b>
3. Results of something that happens.....	effects	<b>U</b>
4. When people work together.....	collaboration	<b>N</b>
5. Having contact with others.....	interaction	<b>T</b>
6. When a kind of animal no longer exists.....	extinct	<b>A</b>
7. In danger of disappearing entirely.....	endangered	<b>I</b>
8. When people work together.....	collaboration	<b>N</b>
9. A group of people or animals in a place.....	population	<b>L</b>
10. In danger of disappearing entirely.....	endangered	<b>I</b>
11. The place where an animal lives.....	habitat	<b>O</b>
12. When people work together.....	collaboration	<b>N</b>

Read down the letters in the boxes on the right side. Which Big Cat name do they spell out? Write it here!

**MOUNTAIN LION**

**Word Bank**

collaboration - N    effects - U    endangered - I    extinct - A    habitat - O  
 interaction - T    status -X    population - L    vulnerable - M



### Composing Meaningful Sentences

If you complete your chosen Wordology activity, take the remaining time at this station to write Meaningful Sentences using the vocabulary words listed below. (Remember, a Meaningful Sentence is a sentence that shows that you know what the word means!) Read and discuss your sentences with your teammates.

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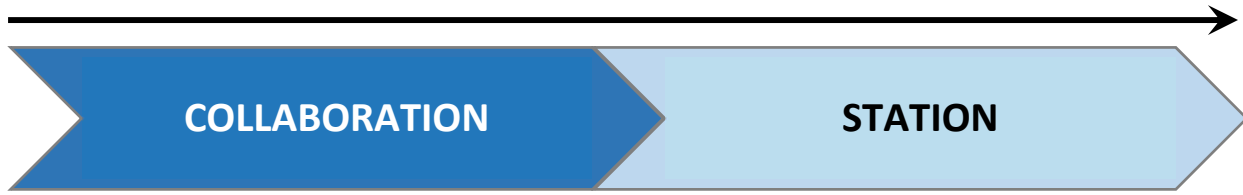
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**Word Bank**

collaboration      effects      endangered      extinct      habitat  
 interaction      status      population      vulnerable



**Big Cats Text Walk**

**Instructions:** Look at the cover of the book *Big Cats*. Open it and flip through the pages. Look at the book as you **read and discuss these questions** with your team. After you talk about all the questions, **write your own answer** under each question.

1. Find one thing in the book—a picture or a statement—that you’ve already seen or heard about. What is it?

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2. Find one thing that is new to you and that you want to learn more about. What is it? Why do you want to learn more about it?

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3. What do you like about the way this book is put together?

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# Media Madness

**Instructions:** Watch the video at the link below on your device (tablet or laptop, depending on your teacher's instructions).

[https://www.youtube.com/watch?v=BYm\\_Mn7Hxag](https://www.youtube.com/watch?v=BYm_Mn7Hxag)

As you watch the video, take notes in the chart below about each of the three cats introduced. (You can watch the video more than once if you need to!)

<p><b>Jaguar</b>                      <b>Habitat</b> (where it lives) _____</p> <p><u>Three facts I learned:</u></p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p>	
<p><b>Tiger</b>                              <b>Habitat</b> (where it lives) _____</p> <p><u>Three facts I learned:</u></p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p>	
<p><b>Mountain Lion (Cougar)</b> <b>Habitat</b> (where it lives) _____</p> <p><u>Three facts I learned:</u></p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p>	

\*Tiger picture by Claudio Gennan

## Days 3 and 4

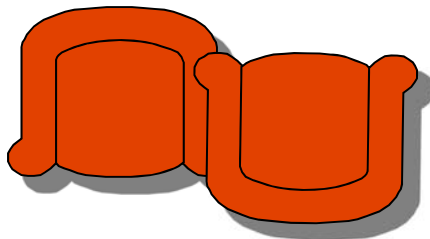
### Teacher Preparation

Post team cards (with member students listed) under headings to show the station where each team is to start (starting points should shift so that teams begin at a different station from the one where they began on Day 1). Pre-load video at the Media Madness station.

Prepare a Word Wall with the vocabulary words for the “Grrr!” and “A Hunting Cheetah” selections (as well as a Vocabulary Awareness Chart—see page 19—if you plan to use one). Also prepare a display with definitions added. Place Do Now sheets at the entrance and student activity sheets at each station; on Day 4, also place student Cheetah Cards at the entrance. (Note: Cheetah Cards should be printed on sturdy card stock so that students can use them over several lessons.)

herd	springs	prey
creeping	retract	traction
pounces	technique	

Arrange two chairs in the front of the room for the partner reading demonstration. (If chairs are in short supply, you can borrow a chair from your student volunteer when you get to this part of the lesson.)



Prepare the “Looks Like/ Sounds Like” chart for the Day 4 Daily Launch.

What problems could occur when humans and cheetahs live too close together?

The Guiding Question for Days 3 and 4 is:

## Daily Launch Day 3

### **Whole Group Opening Activity: Partner Reading**

All students should have picked up their folders and a Do Now sheet. Have them place completed Do Now sheets in their folders.

Tell students that the Collaboration Station will involve the practice of Partner Reading. This practice allows several students to read aloud softly at the same time without disrupting the rest of the class. Sit on one of the chairs you have placed in the front of the room and invite a student volunteer to sit in the other one. Have students turn to page 5 of *Big Cats* (“Grrrrr!”) and explain that you and the volunteer will model partner reading. Read the first paragraph *very softly* to the student volunteer, leaning in so that your mouth and your volunteer’s closest ear are comfortably near to each other. (Make sure that you do **not** read loud enough for the rest of the class to hear you—this is the point of this demonstration!)

Ask student what they observed as you were reading. If they note that they couldn’t hear what you were saying, confirm that this is the way partner reading is supposed to work. Ask your volunteer partner whether he/she was able to hear you (the answer should be “yes”). Then, ask the student volunteer to “partner read” the next paragraph to you. If necessary, gently course-correct until the student is reading with the appropriate volume. If the student hesitates or stumbles over certain words, use this as an opportunity to model the tactful support a partner can offer; if not, you can intentionally stumble over a word yourself and encourage students to help you with it. Explain to students that each team will split into pairs for partner reading at the Collaboration Station over these two days.

Ask students what they imagined as they were trying to follow the reading on page 5. Encourage lively descriptions of the “mind movies” they created of the hunting cheetah. Explain that creating such mind movies is a reading strategy called **visualization**, which they will be practicing during the coming activities.

Finally, introduce the **Guiding Question** for students to consider as they learn more about cheetahs over the next four days.

What problems could occur when humans and cheetahs live too close together?



# Daily Launch Day 3



## Do Now: What I Know, What I Want to Learn

**Instructions:** In the chart below, list three things you already know about big cats. Then list three things you want to learn during the *Feisty Felines* ALFA lab unit.

Three Things I Know about Big Cats	Three Things I Want to Learn about Big Cats
1. _____ _____ _____	1. _____ _____ _____
2. _____ _____ _____	2. _____ _____ _____
3. _____ _____ _____	3. _____ _____ _____

# Daily Launch Day 4



**Whole Group Opening Activity: Cheetah Card; Effective Discussion Behaviors, part 2**

All students should have picked up their folders, a student Cheetah Card, and Do Now page on Helpful Discussion Behaviors (part 2). Introduce the Cheetah Cards.

Invite students to leaf through pages 13-17 in *Big Cats*, titled “Cat Cards.” Ask them what these pages offer. After students answer, confirm that the section provides information about various kinds of big cats. Tell students that during the unit they will be collecting information on several cats, using the “Cat Cards” on pages 13-17 in *Big Cats* as a starting point but adding information based on the various station activities and readings. Invite them to look at the student Cheetah Card; explain that over the next several days, they are to take notes in the spaces provided on what they learn about cheetahs. Prompt students to enter a note or two on the card to get started.

Ask students to turn to their completed Do Now sheets. Go over the behaviors one at a time, asking students to raise their hands to show whether they consider the behavior easy or hard, or had questions about its meaning. Clarify meanings as necessary as you go along.

Select **one** behavior that many students identified as “hard” or for which they were unsure of the meaning. Or, select ahead of time a behavior that you have noticed students have trouble putting into practice. Display a “Looks Like/ Sounds Like” chart that you have prepared ahead of time on the white board or poster board. Write the name of the target behavior at the top of the chart. Ask students to offer suggestions of what practicing that behavior looks like and sounds like, and write their descriptors on the chart. The following is an example of suggestions students might make for the behavior “Question Others.”

Discussion Behavior: Question Others	
What does it look like?	What does it sound like?
Eyes on the person speaking Head cocked to one side	“Can you give us an example?” “Why do you think that is?” “Where did you find that in the text?”

Make sure students place “Do Now’s” in their folders before going to their assigned stations.

# Daily Launch Day 4



## Do Now: Discussion Behaviors (Part 2)

**Instructions:** Read the list of helpful discussion behaviors below. Make a ✓ mark beside each behavior if you think it is easy to do. Mark an X beside the behavior if you think it can be hard. Mark a ? beside the behavior if you're not sure what it means.

## Helpful Discussion Behaviors, Part 2

✓=Easy X=Hard ?=Not Sure

- ◆ Question Others \_\_\_\_\_
- ◆ Make Eye Contact \_\_\_\_\_
- ◆ Project Voice Appropriately \_\_\_\_\_
- ◆ Encourage Agreement \_\_\_\_\_
- ◆ Reorganize What Was Said \_\_\_\_\_
- ◆ Avoid Ridiculing Other's Ideas \_\_\_\_\_
- ◆ Extend Others' Ideas \_\_\_\_\_



# MAIN STATION

## “Grrr!” (Introduction) and “A Hunting Cheetah”

### Introduce the Vocabulary (10-15 minutes)

Introduce students to the vocabulary words. Read the posted list aloud, pointing to each word as you pronounce it.

herd	springs	prey
creeping	retract	traction
pounces	technique	

On a second reading, have students repeat each word after you. Ask students whether they know the definitions of any words, and confirm correct definitions. If the words are unfamiliar, ask students whether they recognize parts of the words, especially for longer words. Walk them through the syllables to assist them in decoding. Then, show the display on which you have added student-friendly definitions to the words.

#### GLOSSARY OF VOCABULARY WORDS

**herd** – a large group of animals of the same kind

**springs** – jumps; leaps

**prey** – animals that other animals hunt for food

**creeping** – quietly crawling on the ground or tiptoeing

**retract** – to pull back or pull in

**traction** – grip

**pounces** – swoops down and grabs

**technique** – a method or way of doing something

Discuss each word with students; use words in “Meaningful Sentences” (see examples below). Invite students to propose sentences as well. Remind students that they are to compose their own Meaningful Sentences as time allows at the Wordology Station.

### Sample Meaningful Sentences

1. A large **herd** of cows stood in the field quietly munching on the grass.
2. Our dog **springs** up from her bed and runs to the door barking whenever she hears a knock.
3. My cat’s favorite **prey** is mice, but he will also chase crickets and bugs if he sees them.
4. The robber was **creeping** along in the shadow of the building, trying to find a way in without setting off an alarm or getting caught on camera.
5. I was going to pet the dog, but its ugly growl made me quickly **retract** my hand to avoid a bite.
6. I need new running shoes; the soles of my old ones are so worn that I can’t get any **traction** on the field and it slows me down.
7. When my little brother spots a cookie on the table, he **pounces** on it and stuffs it in his mouth before anyone can stop him.
8. I used to have a lot of trouble multiplying large numbers, but my math teacher showed me a new **technique** that is easier for me.

Call students’ attention to the fact that the word **springs** has several meanings and ask if they can think of any others. (It can also mean bouncy coils, like the **springs** in a bed; places where water flow out of the ground: “natural mineral water **springs**”; or seasons: “**Springs** have been very warm for the past few years.”) Then emphasize the meaning in the context of the reading selection (jumps or leaps), perhaps showing an illustration or miming the action to reinforce this meaning. You may also want to explain that the word **retract** can be used of a statement or opinion, as well as a physical object or body part.

Ask students if they can spot the two words that sound the same as other, more familiar words. They should note that “herd” sounds the same as “heard,” and “prey” sounds the same as “pray.” Invite students to explain the difference in meaning for these two word pairs, or illustrate their different meanings using a picture.

### Read-Aloud, Think-Aloud (10-15 minutes)

Students should have sampled the text of “Grrr!” during the Daily Launch. Now, read the three paragraphs on page 5 aloud as students follow along. As you ask students the following questions, explicitly identify the strategies you are using (indicated by **bold italic print**). Refer to the **menu of strategies** poster as you do so. For these texts, you may want to focus particularly on **visualizing** as a strategy when reading texts that tell a story (narrative texts).

- How do you think the herd of antelope are feeling at first? Why? – **ask questions**
- How do you think they feel when the “blur of spotted fur springs toward the herd?”
- What do you think will happen next? – **make predictions**

Ask students to turn to page 18, “A Hunting Cheetah.” Read the first paragraph aloud. Model effective reading habits by pausing to reflect as you read. Ask yourself questions like these:



- Hmm... this is funny. Why does it say a cheetah attack is like a thunderstorm? – **check for understanding**
- “Explosion”? Is something blowing up? Oh, no, I guess the writer just means a sudden burst of energy. – **reread; highlight words**

Continue to read aloud as students follow along. Pause to make predictions, demonstrate aloud how proficient readers think, and answer student questions. For example:

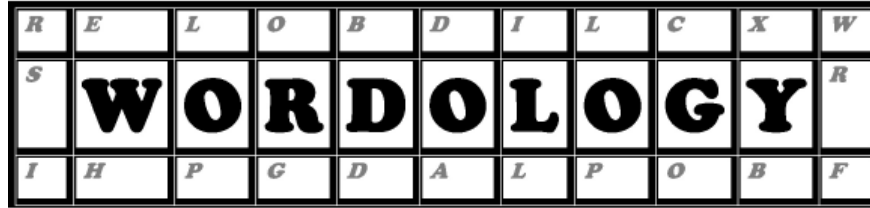
- At the end of paragraph # 2, ask: *Thirty feet... how far is that? This classroom is about 15 feet wide, so I guess 30 feet would be about the length of two classrooms side by side. Wow, that’s pretty close!* – **visualize**
- After paragraph # 3 (top of page 19), read the “checkpoint” question: “Think about it. What is different about the cheetah’s claws?” Then reflect aloud: *I wonder why they are different... Oh, right, having the claws out helps cheetahs run faster.* – **ask questions; elaborate**
- After paragraph # 4, ask students whether any of them have taken a martial arts course (for example, judo, karate, or taekwondo). Ask them to suggest ways that the cheetah’s tactics are similar to those of a martial arts expert. – **make connections**

Stop after paragraph # 4. Ask students to describe the mind movies they made as they **visualized** this portion of the text (you may need to explain mind movies). Then, share your own mind movie. Tell students they will finish the selection at their next Main Station meeting.

Remind students of the Guiding Question for this section: *What problems could occur when cheetahs and humans live too close together?* Ask students to suggest possible answers. (It is not necessary to answer this question fully at this time; students will continue to explore this question in Days 5 and 6.) If they have no suggestions, you can revisit the question during the Main Station lesson for Days 5 and 6. If they do have suggestions of possible problems, note whether they bring up problems for the cheetahs—for example, loss of habitat or fewer animals to hunt as prey—or problems for the humans—e.g., the cheetahs might decide to hunt the people’s goats or other domestic animals. Eventually, you may wish to challenge them to consider the question from the opposite point of view.

### **Additional Activities for Schools with 30-minute Stations**

- When students repeat vocabulary words after you, show them the Vocabulary Awareness Chart (see page 19 of this manual), filled out with the words for this section. For each word, invite students to indicate their familiarity with the word by a show of hands. Note on the chart how many students raise their hands for each level. You can revise the number cumulatively to reflect the class total as the different teams move through the Main Station.
- For each vocabulary word, after you share a meaningful sentence, ask students to work with their partners to make up meaningful sentences of their own.
- Revisit the Vocabulary Words from Days 1 and 2, particularly those that students found difficult.



**Wordology Activity #1: Vocabulary Scramble**

**Instructions:** Unscramble the letters to find words that fit in the boxes. All the words come from the Word Bank at the bottom of the page.

1. A special way of doing something is called a \_\_\_\_\_.

nichetuqe

--	--	--	--	--	--	--	--	--	--	--

2. I was \_\_\_\_\_ quietly into my room but then I had to sneeze.

pengirce

--	--	--	--	--	--	--	--	--	--	--

3. Cheetahs are the only cats that cannot \_\_\_\_\_ their claws.

cartter

--	--	--	--	--	--	--	--	--	--	--

4. My cat \_\_\_\_\_ on the ball of yarn and chases it around the room.

consupe

--	--	--	--	--	--	--	--	--	--	--

5. A \_\_\_\_\_ of antelope ran down the hill and across the plain.

redh

--	--	--	--	--	--	--	--

6. Runners need shoes with good \_\_\_\_\_ to win races.

cortinta

--	--	--	--	--	--	--	--	--	--	--

7. At the signal, the runner \_\_\_\_\_ out of the starting gate and races down the track.

grinpss

--	--	--	--	--	--	--	--	--	--	--

8. The mother fox hunted rabbits for \_\_\_\_\_ to feed her babies.

yerp

--	--	--	--	--	--	--	--

**Word Bank**

herd

springs

prey

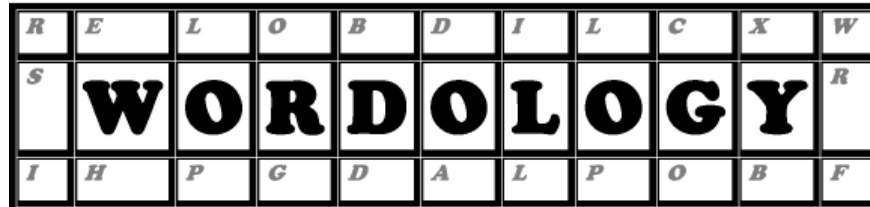
creeping

retract

traction

pounces

technique



### Wordology Activity #1: Vocabulary Scramble (Teacher Key)

**Instructions:** Unscramble the letters to find words that fit in the boxes. All the words come from the Word Bank at the bottom of the page.

1. A special way of doing something is called a \_\_\_\_\_.

nichetuqe

t	e	c	h	n	i	q	u	e
---	---	---	---	---	---	---	---	---

2. I was \_\_\_\_\_ quietly into my room but then I had to sneeze.

pengirce

c	r	e	e	p	i	n	g
---	---	---	---	---	---	---	---

3. Cheetahs are the only cats that cannot \_\_\_\_\_ their claws.

cartter

r	e	t	r	a	c	t
---	---	---	---	---	---	---

4. My cat \_\_\_\_\_ on the ball of yarn and chases it around the room.

consupe

p	o	u	n	c	e	s
---	---	---	---	---	---	---

5. A \_\_\_\_\_ of antelope ran down the hill and across the plain.

redh

h	e	r	d
---	---	---	---

6. Runners need shoes with good \_\_\_\_\_ to win races.

cortinta

t	r	a	c	t	i	o	n
---	---	---	---	---	---	---	---

7. At the signal, the runner \_\_\_\_\_ out of the starting gate and races down the track.

grinpss

s	p	r	i	n	g	s
---	---	---	---	---	---	---

8. The mother fox hunted rabbits for \_\_\_\_\_ to feed her babies.

yerp

p	r	e	y
---	---	---	---

#### Word Bank

herd

springs

prey

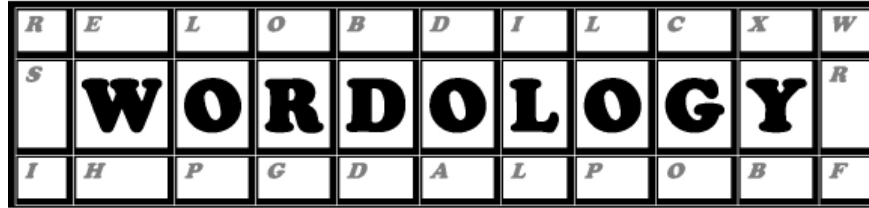
creeping

retract

traction

pounces

technique



### Wordology Activity #2: Synonym Hunt

**Instructions:** A **synonym** is a word that means the same or almost the same as another word. **Rewrite** each sentence without changing its meaning. Choose a synonym from the Word Bank to replace the underlined word or phrase in each sentence.

- |  |
|--|
| 1. The cheetah's hunting <u>method</u> uses speed and strategy.                |
| 2. It begins by <u>crawling</u> quietly through the long grass.                |
| 3. The cheetah's <u>hunting targets</u> include antelope, gazelles, and goats. |
| 4. It <u>leaps</u> out of its hiding place to chase the antelope.              |
| 5. The cheetah cannot <u>pull in</u> its claws as other cats do.               |
| 6. Its sharp claws give it extra <u>grip</u> on the ground to run faster.      |
| 7. The cheetah reaches its victim and <u>jumps</u> on it to bring it down.     |
| 8. The cheetah saw a <u>flock</u> of goats eating grass beside the river.      |

#### Word Bank

herd

springs

prey

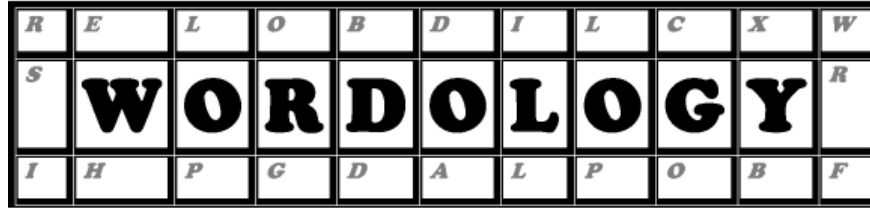
creeping

retract

traction

pounces

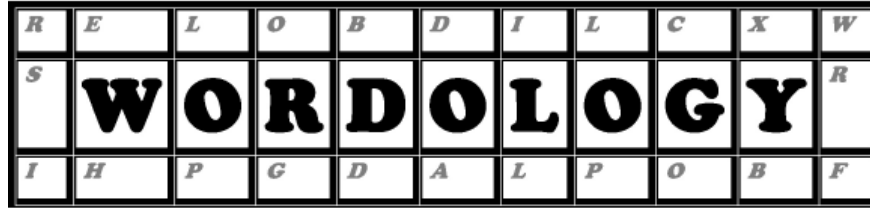
technique



### Wordology Activity #3: Using Vocabulary

Use what you know from the cheetah texts (pages 5 and 18-19 in *Big Cats*) to answer the guide questions in complete sentences. Include the vocabulary word in your answer. You may refer to the texts for help if you need to.

Vocabulary Word	Guide Question	Complete Sentence
1. <b>creeping</b>	Where was the cheetah <b>creeping</b> , and why was it <b>creeping</b> ?	
2. <b>prey</b>	What animals do cheetahs hunt for <b>prey</b> ?	
3. <b>traction</b>	What part of a cheetah's body gives it better <b>traction</b> to run fast?	
4. <b>technique</b>	Describe the cheetah's hunting <b>technique</b> .	
5. <b>springs</b>	What happens when the cheetah <b>springs</b> from its hiding place?	

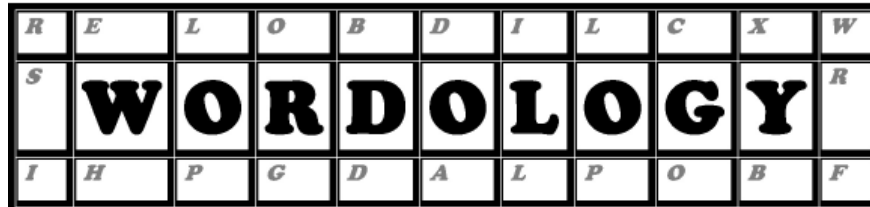


**Wordology Activity #4: Word Search**

In the puzzle below, find the words from “A Hunting Cheetah” listed in the box at right. Words may go up, down, across, backwards, or diagonally.

B G S C Y S T C W D M Z A D A  
 L V N E H C W E K A P L W M W  
 Y W R I A E A A R S A N F L E  
 U P J R P P E T L V F W C A S  
 I N T F O E I T W C N O O V O  
 O E D N B A E N A Z Y D D V M  
 R V S J L A A R I H W E U P E  
 E M A A P O U N C E S K J S O  
 J G R G N I T N U H N A Y X R  
 D T J C G N G N U R Y T K P B  
 S F K J M E G Y T M A U F S D  
 N O I T C A R T L K F F X A P

- |                  |
|------------------|
| <u>Word list</u> |
| AWESOME          |
| CHEETAH          |
| CLAWS            |
| CREEPING         |
| HUNTING          |
| JUDO             |
| MARTIAL ARTS     |
| POUNCES          |
| PREY             |
| RETRACT          |
| TAKEDOWN         |
| TRACTION         |
| WEAPONS          |



**Wordology Activity #4: Word Search (Teacher Key)**

In the puzzle below, find the words from “A Hunting Cheetah” listed in the box at right. Words may go up, down, across, backwards, or diagonally.

B G S C Y S T C W D M Z A D A  
 L V N E H C W E K A P L W M W  
 Y W R I A E A A R S A N F L E  
 U P J R P P E T L V F W C A S  
 I N T F O E I T W C N O O V O  
 O E D N B A E N A Z Y D D V M  
 R V S J L A A R I H W E U P E  
 E M A A P O U N C E S K J S O  
 J G R G N I T N U H N A Y X R  
 D T J C G N G N U R Y T K P B  
 S F K J M E G Y T M A U F S D  
 N O I T C A R T L K F F X A P

- |  |
|--|
| <p><u>Word list</u><br/>         AWESOME<br/>         CHEETAH<br/>         CLAWS<br/>         CREEPING<br/>         HUNTING<br/>         JUDO<br/>         MARTIAL ARTS<br/>         POUNCES<br/>         PREY<br/>         RETRACT<br/>         TAKEDOWN<br/>         TRACTION<br/>         WEAPONS</p> |
|--|

R	E	L	O	B	D	I	L	C	X	W
S	<b>W</b>	<b>O</b>	<b>R</b>	<b>D</b>	<b>O</b>	<b>L</b>	<b>O</b>	<b>G</b>	<b>Y</b>	R
I	H	P	G	D	A	L	P	O	B	F

### Composing Meaningful Sentences

If you complete your chosen Wordology activity, take the remaining time at this station to write Meaningful Sentences using the vocabulary words listed below. (Remember, a Meaningful Sentence is a sentence that shows that you know what the word means!) Read and discuss your sentences with your teammates.

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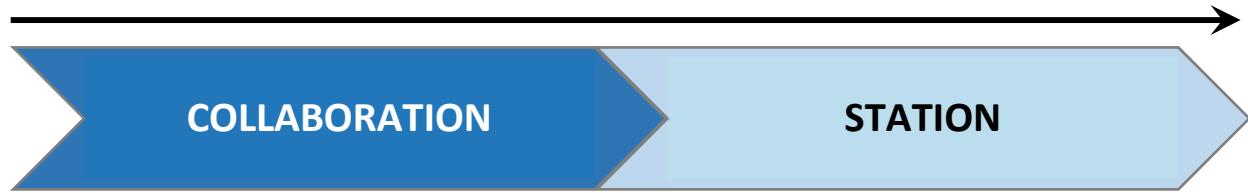
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<b>Word Bank</b>			
herd	springs	prey	creeping
retract	traction	pounces	technique



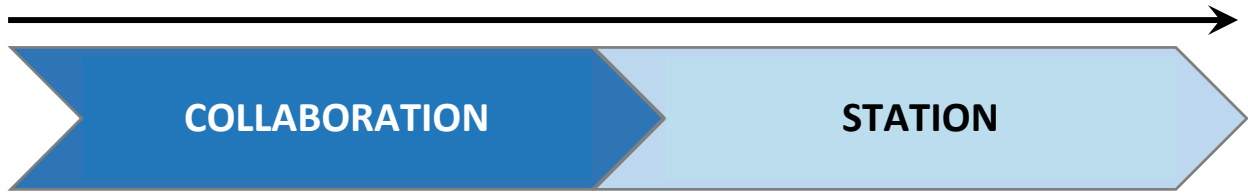




### Big Cats Fact Hunt

**Instructions:** First, read silently pages 25-27 of *Big Cats*, “Cat FAQs.” The letters “FAQ” stand for “Frequently Asked Questions.” Then, take turns partner reading these pages. One partner reads the texts in purple sections, and the other partner reads the texts in green sections. Work with your partner to look for answers to the “Big Cats Fact Hunt” below. Then **write your answers** in the spaces provided.

Which cat is that?	Answer
1. This is the largest cat of all.	
2. This cat’s name means “the spotted one” in the Hindi language of India.	
3. This cat has the loudest roar. It can be heard from several miles away.	
4. This cat lives in the desert and doesn’t need to drink water.	
5. This cat has the biggest teeth.	
6. This cat lives in North America and eats snowshoe rabbits.	
7. This is the name given to any all-black big cat.	
8. This cat’s other names are “cougar” and “mountain lion.”	



### Big Cats Fact Hunt (Teacher Key)

**Instructions:** First, read silently pages 25-27 of *Big Cats*, “Cat FAQs.” The letters “FAQ” stand for “Frequently Asked Questions.” Then, take turns partner reading these pages. One partner reads the texts in purple sections, and the other partner reads the texts in green sections. Work with your partner to look for answers to the “Big Cats Fact Hunt” below. Then **write your answers** in the spaces provided.

Which cat is that?	Answer
1. This is the largest big cat of all.	Tiger
2. This cat’s name means “the spotted one” in the Hindi language of India.	Cheetah
3. This big cat has the loudest roar. It can be heard from several miles away.	Lion
4. This cat lives in the desert and doesn’t need to drink water.	Sand cat
5. This cat has the biggest teeth.	Tiger
6. This cat lives in North America and eats snowshoe rabbits.	Canadian lynx
7. This is the name given to any all-black big cat.	Black panther
8. This cat’s other names are “cougar” and “mountain lion.”	Puma



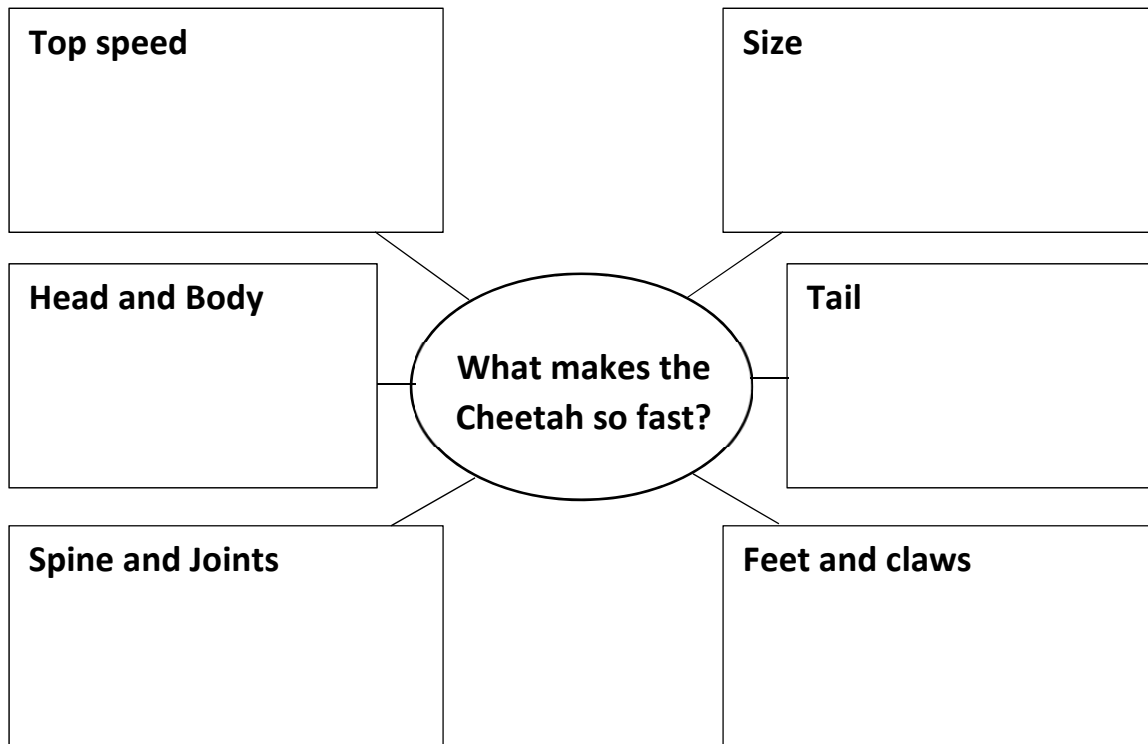
# Media Madness

## Why You Can't Outrun a Cheetah

**Instructions:** Watch the video at the link below on your device (tablet or laptop, depending on your teacher's instructions).

<https://www.youtube.com/watch?v=hqYUROHSvpg>

As you watch, take notes about cheetahs in the organizer. Watch the video two or three times to catch all the details!



Why do you think the filmmakers included "X-ray" pictures showing the cheetah's bones and muscles? \_\_\_\_\_

Take out your Cheetah Card. What useful information did you learn from this video? Write it down now on your card.

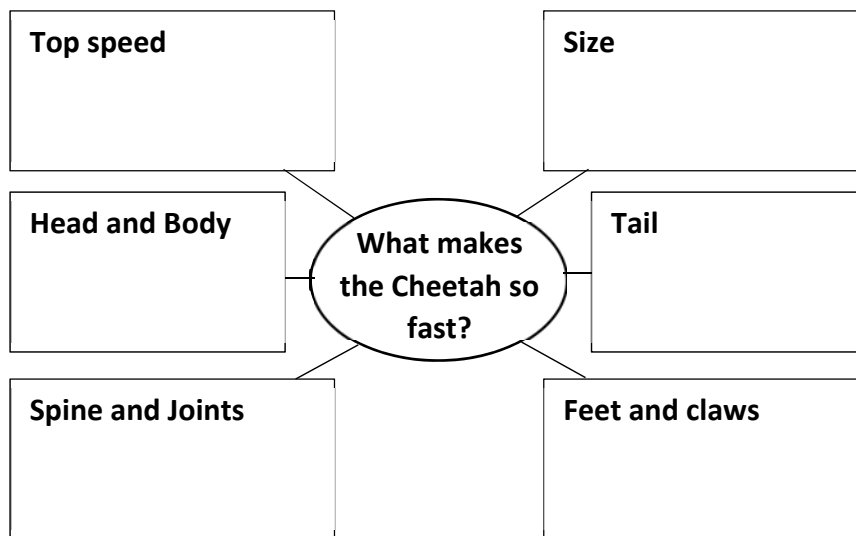
## Days 5 and 6

### Teacher Preparation

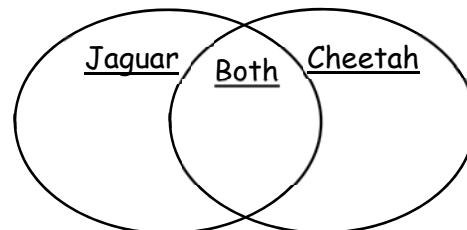
Post team cards (with member students listed) under headings to show the station where each team is to start (starting points should shift so that teams begin at a different station from the one where they began previously). Pre-load videos at the Media Madness station.

Students will continue to explore “Grrr!” and “A Hunting Cheetah” selections through Days 5 and 6, so you will continue to use the vocabulary words and materials from Days 3 and 4. Place Do Now sheets at the entrance and new student activity sheets at the Collaboration Station and Media Madness station.

For Day 5, replicate on poster board the graphic organizer used for Media Madness for Days 3 and 4:



For Day 6, create a blank graphic organizer with the headings “Jaguar” and “Cheetah” on poster board or a flip chart, or draw it on the board:



You may wish to provide students with a blank graphic organizer template to fill in as you work.

#### Guiding Question:

What problems could occur when humans and cheetahs live too close together?

# Daily Launch Day 5

## **Whole Group Opening Activity: Creating a Graphic Organizer**

All students should have picked up their folders and Do Now. Have them place Do Now sheets in their folders. Display the poster with the cheetah graphic organizer from Days 3 and 4. Ask students whether the organizer looks familiar, and where they have seen it before. Then ask:

- What did you use this chart for? How did it help you remember the facts mentioned in the cheetah video?
- What are some reasons why people use graphic organizers?



Students should note that graphic organizers simplify things and help people understand and remember how facts are related or connected. They also help people remember important information by organizing it and leaving out details that are less important. Ask students to look at the boxes they filled out around the circle in the middle. Have them read the headers of individual boxes (e.g., *top speed, size, head and body*, etc.). Ask:

- Why do you think these particular headers were chosen for the information boxes?

Make sure students observe that these headings relate to the information shown in the video and are important pieces of the explanation for the cheetah's speed. Ask students:

- How do you think a graphic organizer could help you learn information and prepare (for example) for a test?
- How would you go about choosing the headings for a graphic organizer to help you remember information from a text?

Answers could include:

- Look for important categories or types of information.
- Pay attention to the topics of different sections or paragraphs.
- Make sure the headings all relate to the main topic (e.g., "What makes the cheetah so fast?").

Tell students they will work together on creating graphic organizers at the Collaboration Station.

Finally, revisit the Guiding Question, ***What problems could occur when humans and cheetahs live too close together?*** Ask students to propose answers to this question drawn from the things they have learned over the previous three days. Ask students how this question relates to the Essential Question for the unit: ***What are the effects of human interaction with wild animals?*** Ask students:

- Do you think the problems cheetahs and humans have when they live too close together are similar to, or different from, the problems of other big cats? Why do you think so?

# Daily Launch Day 5

## Do Now



### Applying Learning: Making a Cheetah Feel At Home

1. Think about what you've learned about cheetahs. Do you think a cheetah would be happy living in a cage? Why or why not?

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2. Imagine you had to plan a habitat (place to live) for a cheetah at a zoo. How could you help the cheetah feel at home? What kind of habitat would you plan? Write your answer here.

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If you have time, you can draw a map or picture of your cheetah's dream habitat in the space below, or on the back of the page.

# Daily Launch Day 6

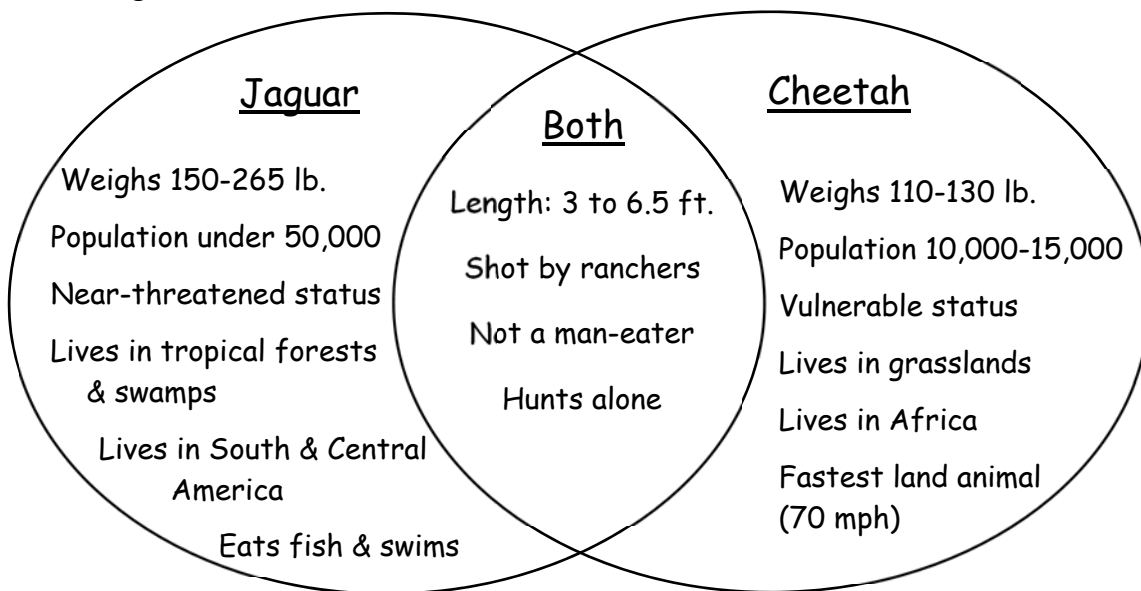
## Whole Group Opening Activity: Creating a Graphic Organizer

Have students place their Do Now sheets in their work folders. Then, show them the blank graphic organizer you have prepared. Ask which students already had a graphic organizer to fill out at the Media Madness station. Ask student volunteers to explain how a graphic organizer works, and clarify or supplement their explanations as necessary. Tell students you are going to review graphic organizers.



Ask students to turn to pages 14-15 in *Big Cats*. Invite them to look at the “cat cards” at the bottom of each page, titled “Jaguar” and “Cheetah.” Tell them you are going to fill out a graphic organizer together on these two cats, based on the information on the cards. As students follow along, read the two cards aloud to them. (Point out to students that “Est. Pop.” is an abbreviation for “Estimated Population.”) As you read, have students take note of the use of the vocabulary words they have been learning since the beginning of the unit.

Then, ask students to identify characteristics the two cats have in common (they are of similar length; both are shot by ranchers; neither is a man-eater; and both hunt alone.) List these in the chart. Then ask students to identify differences between the two cats. As students offer suggestions, write these in the appropriate spaces. The completed diagram might look something like this:



## Feisty Felines Days 5 and 6

(It is not necessary to list every single characteristic, but you should have at least three unique characteristics for each cat.)

Encourage students to reflect on the process used to fill out the diagram by asking the following questions:

- *What did we do first?* (Read both selections carefully.)
- *What was the next step?* (Identify the common elements, and write them in the space marked “Both.”)
- *What was the final step?* (Identify and list characteristics of one animal but not the other, and write those in the appropriate spaces.)

Tell students that those who will visit the Media Madness station today will have another opportunity to use a graphic organizer.

Finally, remind students of the Guiding Question, and encourage them to continue to think about it as they proceed to their stations over the next two days.

What problems could occur when humans and cheetahs live too close together?



# Daily Launch Day 6



## Do Now

### Choose Your Words!

Read the vocabulary words in the box below. Decide whether each word fits better with the Cheetah or the Antelope. Write the word in the correct column of the T-chart.

Vocabulary Words

- |          |           |            |            |          |
|----------|-----------|------------|------------|----------|
| pounces  | herd      | prey       | frightened | hunter   |
| creeping | dangerous | vulnerable | peaceful   | explodes |

Cheetah	Antelope



# MAIN STATION



## “A Hunting Cheetah” continued

### Read-Aloud, Think-Aloud (10-15 minutes)

Have students turn to pages 18-19 in *Big Cats*. As you ask students the following questions, explicitly identify the strategies you are using (indicated by ***bold italic print***). Refer to the **menu of strategies** poster as you do so. You may wish to focus particularly on **checking for understanding** as you explore this text.

- What did we learn yesterday about the cheetah’s hunting habits? – ***activate knowledge***

Responses may include: *it hides in the grass; it creeps up on its prey; its attack is like an explosion; it uses strategies like a martial arts expert.*

Tell students that you are going to complete the read-aloud of page 19.

Instruct them to follow in their books as you begin reading at the top of the second column on page 19. As you read, pause to “think aloud” about what you are reading. For example:

- When you read the “Checkpoint” question, “What does the author use as a comparison to the cheetah’s technique?” think aloud: “Comparison? There’s no comparison in the paragraph I just read. Oh, right, this question is about the comparison between the cheetah and a martial arts expert.” – ***check for understanding***
- After the sentence ending “... the cheetah has strong muscles in its jaws,” comment: “That sounds really scary. I’d hate to be attacked by a cheetah!” – ***make connections***

After you complete the read-aloud, ask students whether they have any questions or comments. Then ask students:

- Why does the cheetah drag its prey to an area where there is tall grass or bushes? – ***elaborate/ check for understanding***
- How could the hunting cheetah help other animals without meaning to? – ***infer***
- Why do you think the cheetah will wait several days before hunting again? (Like many predators, the cheetah can go for several days without eating after a kill.) – ***ask questions***

**Recap:** Review the class K-W-L chart that you began on Day 1. Ask students to list some of the things they have *learned* about big cats in the past since they began this unit. Note these in the “L” section of the chart.

### **Review Vocabulary** (10 minutes)

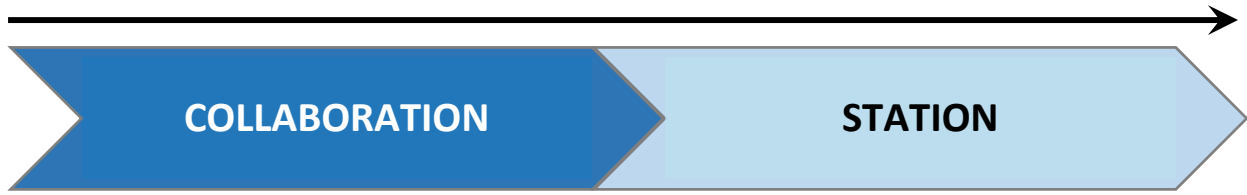
Point to the vocabulary words on the Word Wall in random order and have students pronounce them aloud. Ask students to comment on the ways the words were used in the readings. Call on each student to use one vocabulary word in a Meaningful Sentence. Remind students that they should be sure to compose Meaningful Sentences for the words at the Wordology station if they did not have time to do so in the previous instructional cycle.

If time permits, review selected vocabulary words from Days 1 and 2 in the same way.

### **Additional Activities for Schools with 30-minute Stations**

- Revisit the Vocabulary Awareness Chart showing the vocabulary words for this section. Ask students to indicate their current familiarity with the word by a show of hands. As students indicate that they “understand the word every time they hear it” or that they “know the meaning and use it correctly,” challenge them to provide a definition or to use the word correctly in a sentence.
- Revisit the Vocabulary Awareness Chart for the vocabulary words from Days 1 and 2.
- Discuss the guiding question for this section, *What problems could occur when cheetahs and humans live too close together?* Ask students how the information they have learned about cheetahs helps them answer this question. Ask them what laws they think could help both cheetahs and people in countries where cheetahs live in the wild.

**Reminder:** *The Wordology station activities are the same ones from Days 3 and 4. Students will choose a different activity from the one they selected previously.*

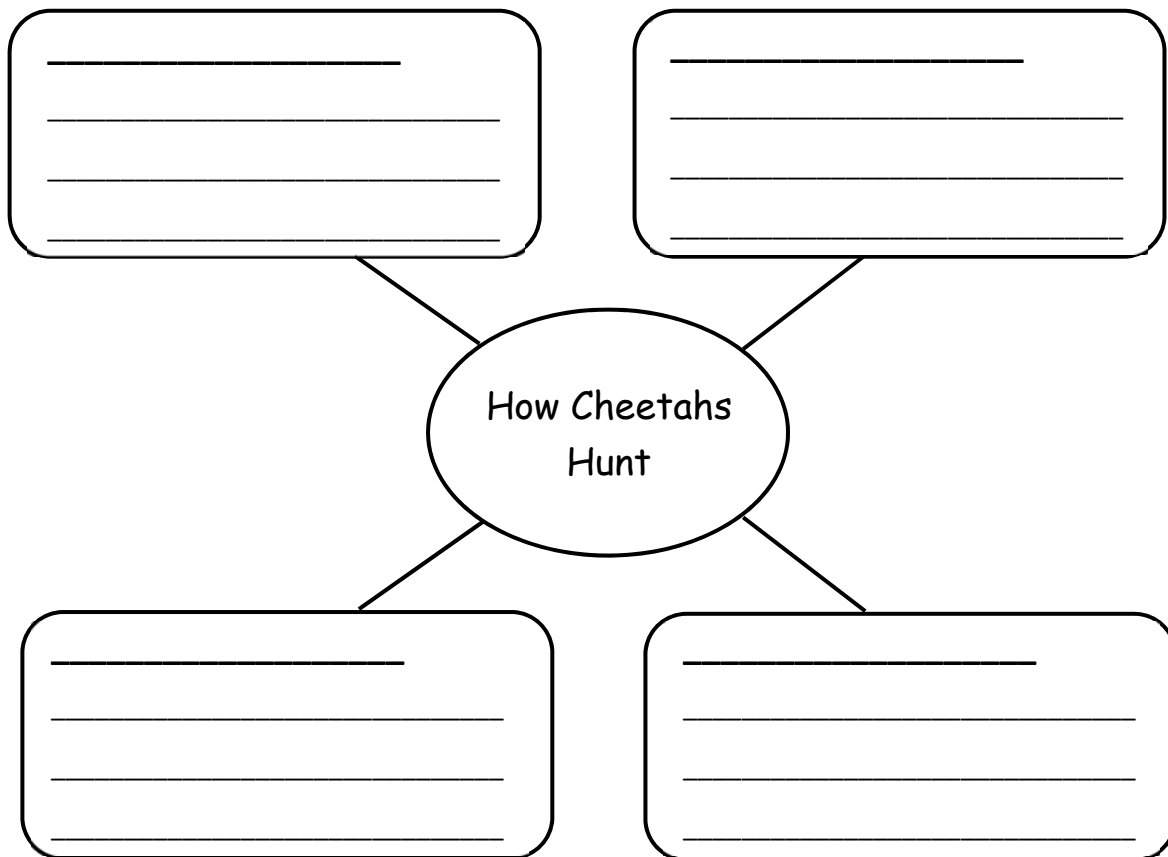


**Partner read** the second column on page 19 of *Big Cats* (take turns reading the paragraphs).

Then, discuss the following questions with your team or your partner:

How could we organize the information on page 19 to help us remember it? What is the main topic? What different sub-topics do we see?

After your discussion, each person should create a graphic organizer by filling in the template below. (They don't all have to look alike!) The main topic has been entered for you. You should add section headings and important details in each section.



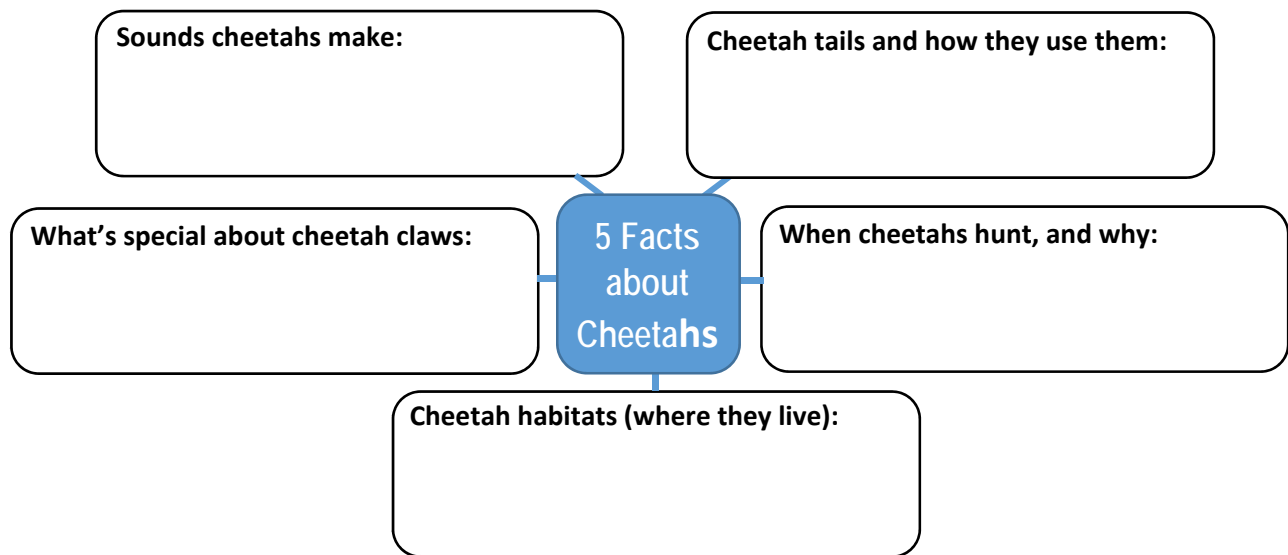


# Media Madness

**Instructions:** Watch the video at the link below on your device (tablet or laptop, depending on your teacher’s instructions).

[https://www.youtube.com/watch?v=N7e\\_IDDojas](https://www.youtube.com/watch?v=N7e_IDDojas)

**Graphic Organizer.** Fill out the graphic organizer below with the five facts about cheetahs. Then, answer the question below. Watch the video more than once if you need to!



**Hunting strategies.** Which of the facts listed above are important for the cheetah’s hunting strategies? How are they important?

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Here are two more videos to watch if you have extra time:

<https://www.youtube.com/watch?v=Uj0EVT-Ekog> (Hunting Snow Leopard)

[https://www.youtube.com/watch?v=0-yPoE\\_IAo8&list=PL50KW6aT4Ugz4H-2iRg2moiW7jj53HN-N](https://www.youtube.com/watch?v=0-yPoE_IAo8&list=PL50KW6aT4Ugz4H-2iRg2moiW7jj53HN-N) (Young Cheetahs Learn to Hunt)

## Days 7 and 8

### Teacher Preparation

Post team cards (with member students listed) under headings to show the station where each team is to start. Pre-load video at the Media Madness station and post the Guiding Question:

What are the pros and cons of people having big cats as pets?

Prepare a Word Wall with the vocabulary words for the “No Pets Allowed” selections (as well as a Vocabulary Awareness Chart if you plan to use one). Prepare a display with definitions added. Place Do Now sheets and student Tiger Cards at the entrance and student activity sheets at each station. (Note: Tiger Cards should be printed on sturdy card stock so that students can use them over several lessons.)

refuge	circus handler	ranger
situation	tranquilizer	roaming
trespassers		frightened

For Day 8, prepare a “Looks like/ Sounds Like” chart on poster board or a flip chart for “Disagreeing Without Being Disagreeable”:

Disagreeing Without Being Disagreeable	
What does it look like?	What does it sound like?

If you plan to have students move to corners during the Daily Launch on Day 8, post small signs in three corners of the classroom, prominently marked “Agree,” “Disagree,” and “Not Sure.”

## Daily Launch Day 7

### **Whole Group Opening Activity: Tiger Card; Making Inferences**

First, ask students to look at the Tiger Cards they collected on arriving in the classroom. (Do not collect students' Do Now sheets yet.) Tell students they will begin learning about tigers during this instruction cycle and should be sure to enter information on the cards as they acquire it.

Next, ask students to look at the Do Now sheets they just completed. Ask students what they think is going on in the cartoon. Then ask students what clues enabled them to guess that the larger boy is bullying the smaller. Clues might include:

- The larger boy's eyes are narrowed and his teeth are bared in a threatening way.
- His fists are clenched and shaking.
- The smaller boy's eyes look big and scared, and a drop of sweat is flying from his face.
- The larger boy is wearing a hoodie with a skull image on the front.

Tell students that in guessing the meaning of the cartoon without words to tell them what is happening, they are **making inferences**. Ask students what they needed to know to make these correct inferences.

- They need to know what people look like when they are angry and what clues indicate that they are scared.
- It helps to know that the picture of a skull is associated with danger and death.

Point out to students that they make inferences all the time. They infer how people are feeling from their appearance or facial expression; they infer that a movie is popular from the length of the line outside the theater; they may infer that a parent wants them to take out the trash from a pointed question rather than a direct order. Tell students that **making inferences** is also an important reading strategy. As in everyday life, making inferences while reading requires combining clues that are given with background knowledge they already have. Tell students that they will have to make several inferences to understand the reading for this instructional cycle—drawing conclusions and making meaning from what the text **implies** (hints at) even though it does not explicitly state it. Remind students to keep in mind the Guiding Question for this section, *What are the pros and cons of people having big cats as pets?*

Finally, introduce the **Guiding Question** for students to consider as engage in activities over the next four days.

What are the pros and cons of people having big cats as pets?

Have students place Do Now sheets in their folders before proceeding to their stations.



# Daily Launch Day 7

**Do Now: Making Inferences**

Look at the cartoon below.\*



What can you guess about the two people in the picture?

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How do you know? List clues that helped you understand what is happening.

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\* Image adapted from: [https://www.flickr.com/photos/pimkie\\_fotos/2512997167](https://www.flickr.com/photos/pimkie_fotos/2512997167)



# Daily Launch Day 8



## **Whole Group Opening Activity: Disagreeing Without Being Disagreeable**

Make sure students’ Do Now sheets are out—they will need them for this Daily Launch activity.

Ask students whether they always agree with their friends or family members. Ask them:

- What are some topics about which you and friends or family members often disagree?

Write students suggestions on the board or a flip chart. Possible topics might include music, sports, fashion, politics, religion, rules, and so on. Ask students whether their disagreements are most often friendly ones or angry ones.

Tell students that learning to “disagree without being disagreeable” is an important social skill that people continue to develop over a lifetime. It is also an important skill for collaborative learning. Show the “Looks like/ Sounds like” chart that you have prepared and ask students what, in their opinion, disagreeing without being disagreeable looks and sounds like. Write student suggestions and prompt them as necessary to complete the chart. The finished product might look something like this:

Disagreeing Without Being Disagreeable	
What does it look like?	What does it sound like?
<p>Narrowed eyes</p> <p>Shaking head</p>	<p>“There are a couple of ways to look at that.”</p> <p>“I think we should also consider...”</p> <p>“Let’s read the text again to make sure.”</p>

After completing the chart, ask students to look at their Do Now sheet, “Agree, Disagree, or Not Sure?” Point out the signs in the corners of the room marked “Agree,” “Disagree,” and “Not Sure.” Tell students that as you read a statement from the Do Now, they are to move to the corner that matches their response to that statement.

**[Note:** Moving to corners for this activity is optional. If you prefer, you may have students simply indicate their position—Agree, Disagree, or Not sure—by a show of hands. Then proceed to ask volunteers to explain their positions and have the class evaluate and discuss their “disagreeing” behavior as outlined below.]

## *Feisty Felines* Days 7 and 8

Read one statement from the Do Now sheet. After students have moved to the various corners, ask one volunteer from the “Agree” corner to explain why he or she takes that position. Then, invite a volunteer from the “Disagree” corner to give reasons for his/her view.

After both students have offered their explanations, ask the class as a whole to consider how their reception of these opinions demonstrated “disagreeing without being disagreeable”—or how they missed the mark. Then, read a second sentence and have students again move to the corners corresponding to their positions. Again, solicit volunteers from to justify each position. (If the class did not successfully “disagree without being disagreeable” in the first round—for example, if class members interrupted or jeered as a position was being presented—encourage them to try to do better the second time!) Once more, ask students to comment on their success as a class at exercising this useful social skill.

It is not necessary to read aloud all the statements from the Do Now. You may wish to read one or two additional statements to give students more practice in disagreeing without being disagreeable.

Finally, revisit the guiding question, *What are the pros and cons of people having big cats as pets?* Ask students what they learned on Day 7 that sheds light on this question.

Make sure that students place their Do Now sheets in their work folders.

# Daily Launch Day 8



## Do Now: Agree, Disagree, Not Sure?

*Instructions:* Read the statements below. Decide whether you agree with the statement, disagree, or are not sure. Beside each statement, check one of the boxes to show what you think about it.

	Agree	Disagree	Not Sure
1. People should never keep wild animals as pets.			
2. Becoming a pet can help a wild animal that is hurt.			
3. It is wrong to keep wild animals in zoos.			
4. Zoos help people learn to care about wild animals.			
5. Hunting wild animals is okay if you follow the law.			
6. Governments should create laws to help save endangered animals.			
7. It is wrong to use goods from endangered animals, like leopard skins or ivory jewelry.			
8. Village people who live near wild animals should be allowed to hunt them for food.			
9. People who keep wild animals as pets should go to jail.			



# MAIN STATION



## “No Pets Allowed” (pages 40-43 in *Big Cats*)

### Introduce the Vocabulary (10-15 minutes)

Introduce students to the vocabulary words. Read the posted list aloud, pointing to each word as you pronounce it.

refuge	circus handler	ranger
similar	tranquilizer	roaming
trespassers	frightened	

On a second reading, have students repeat each word after you. Ask students whether they know the definitions of any words, and confirm correct definitions. If the words are unfamiliar, ask students whether they recognize parts of the words, especially for longer words. Walk them through the syllables to assist them in decoding. Then, show the display on which you have added student-friendly definitions to the words.

### GLOSSARY OF VOCABULARY WORDS

**refuge** – a safe place

**circus handler** – a person who trains and manages animals in a circus

**ranger** – a person who takes care of a park or other wildlife area

**similar** – a lot like, but not exactly the same as

**tranquilizer** – a drug to make animals or people calm down, or even go to sleep

**roaming** – wandering around

**trespassers** – people who don’t belong in a place

**frightened** – scared; afraid

Discuss each word with students; use words in “Meaningful Sentences” (see examples below). Invite students to propose sentences as well. Remind students that they are to compose their own Meaningful Sentences as time allows at the Wordology Station.

### Sample Meaningful Sentences

1. The library is a quiet, safe **refuge** where I can go when things get too crazy at my house.
2. We watched in amazement as the **circus handler** got all four horses to run in a circle with little dogs riding on their backs.
3. Every evening the **ranger** went around the park making sure all the campers understood and followed the safety rules.
4. This coat is **similar** to my old one—same color, same style—but this one is a little bigger and, unlike the old one, it has gold buttons.
5. The vet gave the horse a **tranquilizer** shot to knock it out, so she could find out what was wrong without hurting it.
6. The stray cats were **roaming** through the alley looking for food in garbage cans.
7. Dad was angry when he saw that **trespassers** had been in our yard overnight and left their food wrappers and cigarette butts behind.
8. I was **frightened** at the angry shouting and banging noises coming from the alley, so I hid under my bed until it was quiet.

### Guided Reading/ Think-aloud (10-15 minutes)

Have students turn to page 40 in *Big Cats*. As you ask students the following questions, explicitly identify the strategies you are using (indicated by ***bold italic print***). Refer to the **menu of strategies** poster as you do so. You may wish to focus particularly on **making inferences** as you explore this text.

Read the title on page 40, and ask students:

- *What do you think this title means? What do you think this section might be about?*  
– ***predict***

Then, read the paragraph in the brown text box, ending with “... Take them out of the wild and bad things will happen.” Ask students:

- *What kind of bad things do you think they are talking about? What could happen?* – ***check for understanding; infer***

Read the title and the first paragraph of page 41. At the end of paragraph 1, ask:

- *What do you think made the doctors say that the bite was not a dog bite?* – ***infer***
- *What kind of bite do you think it was?* – ***infer***

Have a student read the next two paragraphs. Ask students:

- *How do you think Yates received the bite that sent him to the hospital?* – ***infer***
- *What other “bad things” happened in this case? (Yates was kicked out of his apartment)* – ***check for understanding***

## Feisty Felines Days 7 and 8

- *What was good about the final outcome?* (The tiger went to a wildlife refuge where it could live safely.) – **elaborate**

Have students turn to page 42. Read the title and think aloud: *Hmmm, I wonder who is going for a walk?* Then read paragraph 1. Ask students:

- *What was the problem?* – **check for understanding**
- *What do you think it means when it says, “The big cat caused several cars to crash”?* – **check for understanding**
- *Did the tiger do anything bad in this situation?* (No; it walked down the street and lay down for a nap.) – **elaborate**

Invite a student to read paragraphs 2 and 3. Ask:

- *Why do you think the writer comments “Lucky for everyone”?* *What do you think could have happened instead?* – **infer; elaborate**

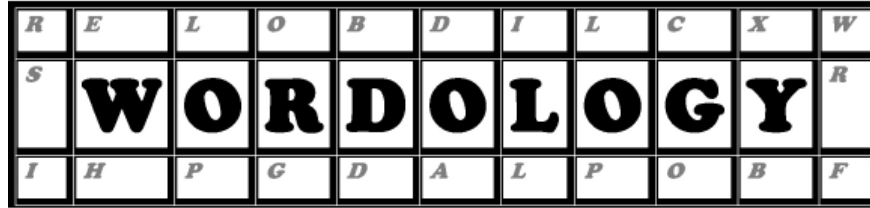
Then read the “checkpoint” in the brown text box. Ask students to guess what the “different ending” to the next story might be.

### Additional Activities for Schools with 30-minute Stations

- Review with students the clues and background knowledge needed to make inferences about Mr. Yates’ bite mark:
  - *Clue #1:* Doctors immediately recognized that the mark was not a dog bite.
  - *Clue #2:* The incident triggered a police visit to Mr. Yates’ apartment.
  - *Background knowledge:* Police officers investigate serious or dangerous situations. The bite mark must have made the doctors suspect that a dangerous animal was involved.
  - *Clue #3:* They found a tiger in the apartment!
  - *Background knowledge:* Tigers bite people under certain circumstances.
  - *Background knowledge:* Tiger bites are much larger and more frightening than dog bites.

Help students to understand that the conclusion that Mr. Yates’ tiger bit him is actually the result of a reasoning process that they probably did without even thinking about it.

- When students repeat vocabulary words after you, show them the Vocabulary Awareness Chart, filled out with the vocabulary words for this section. For each word, invite students to indicate their familiarity with the word by a show of hands. Note on the chart how many students raise their hands for each level. You can revise the number cumulatively to reflect the class total as the different teams move through the Main Station.
- For each vocabulary word, after you share a meaningful sentence, ask students to work with their partners to make up meaningful sentences of their own.
- During the Guided Reading, invite students to identify the vocabulary words used in each mini-article.



**Wordology Activity #1: Vocabulary Scramble**

**Instructions:** Unscramble the letters to find words that fit in the boxes. All the words come from the Word Bank at the bottom of the page.

**1. A word that means “wandering around” is \_\_\_\_\_.**

morgani

--	--	--	--	--	--	--	--	--	--

**2. A person who cares for public parks or forests is a \_\_\_\_\_.**

graner

--	--	--	--	--	--	--	--

**3. Things that are sort of alike but not exactly the same are \_\_\_\_\_.**

mirsail

--	--	--	--	--	--	--	--	--	--

**4. A place where animals are safe is a \_\_\_\_\_.**

feegur

--	--	--	--	--	--	--	--

**5. A \_\_\_\_\_ puts on a show working with animals.**

sciruc larnhed

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

**6. A \_\_\_\_\_ is used to put animals to sleep.**

liquinzertar

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

**7. People in a place where they don’t belong are \_\_\_\_\_.**

sperstarsse

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

**Word Bank**

tranquilizer

similar

circus handler

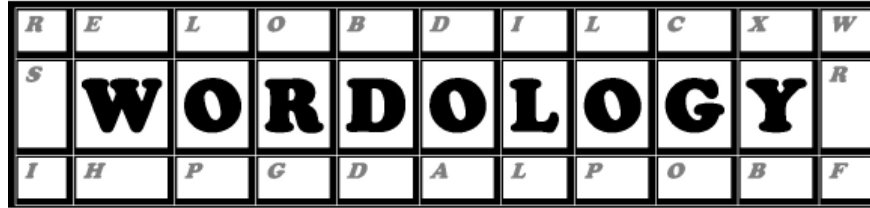
roaming

ranger

trespassers

frightened

refuge



Wordology Activity #1: Vocabulary Scramble (Teacher Key)

**Instructions:** Unscramble the letters to find words that fit in the boxes. All the words come from the Word Bank at the bottom of the page.

1. A word that means “wandering around” is

morgani

r	o	a	m	i	n	g
---	---	---	---	---	---	---

2. A person who cares for public parks or forests is a \_\_\_\_\_.

graner

r	a	n	g	e	r
---	---	---	---	---	---

3. Things that are sort of alike but not exactly the same are \_\_\_\_\_.

mirsail

s	i	m	i	l	a	r
---	---	---	---	---	---	---

4. A place where animals are safe is a \_\_\_\_\_.

feegur

r	e	f	u	g	e
---	---	---	---	---	---

5. A \_\_\_\_\_ puts on a show working with animals.

sciruc larnhed

c	i	r	c	u	s
---	---	---	---	---	---

h	a	n	d	l	e	r
---	---	---	---	---	---	---

6. A \_\_\_\_\_ is used to put animals to sleep.

liquinzertar

t	r	a	n	q	u	i	l	i	z	e	r
---	---	---	---	---	---	---	---	---	---	---	---

7. People in a place where they don’t belong are \_\_\_\_\_.

sperstarsse

t	r	e	s	p	a	s	s	e	r	s
---	---	---	---	---	---	---	---	---	---	---

**Word Bank**

tranquilizer

similar

circus handler

roaming

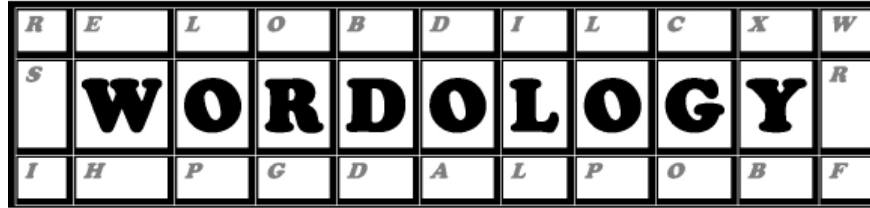
ranger

trespassers

frightened

refuge



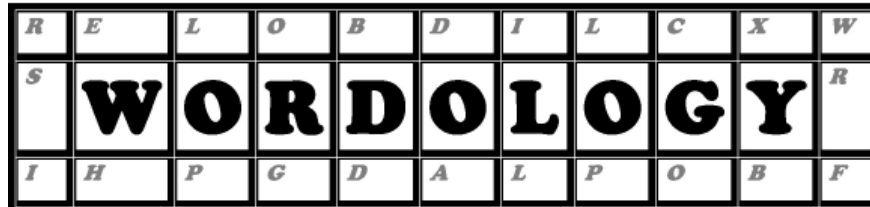


**Wordology Activity #2: Using Vocabulary**

Read or re-read page 43 in *Big Cats* to answer the guide questions in complete sentences. Be sure to include the vocabulary word in your answer.

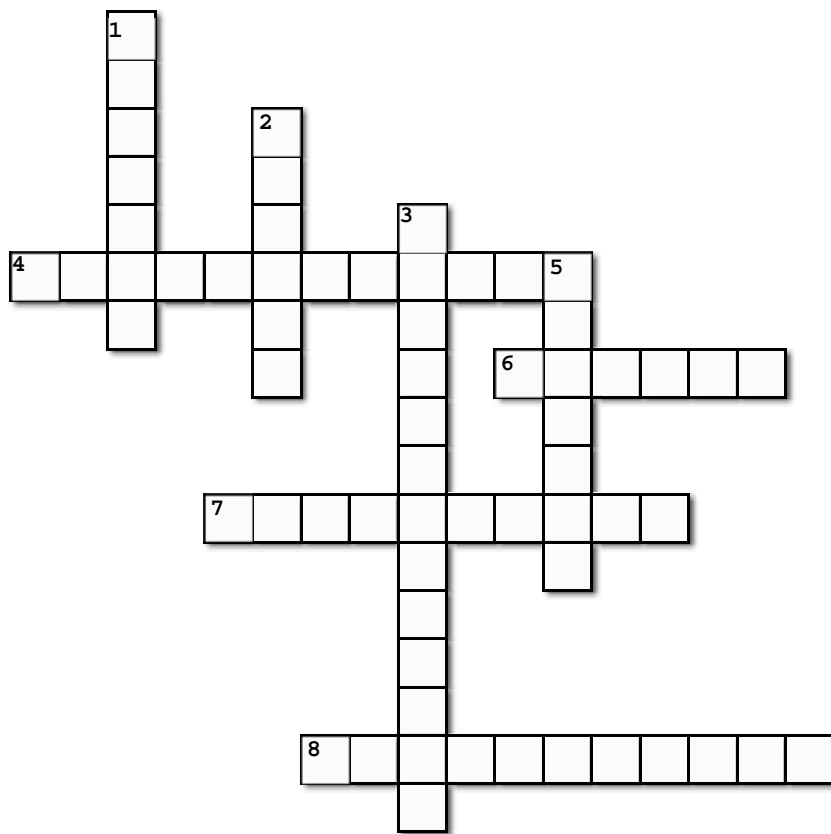
Vocabulary Word	Guide Question	Complete Sentence
1. <b>roaming</b>	What did the neighbors do when they saw the tiger <b>roaming</b> around?	
2. <b>ranger</b>	Why did the <b>rangers</b> come?	
3. <b>tranquilizer</b>	What did the ranger want to do with the <b>tranquilizer</b> dart gun?	
4. <b>trespassers</b>	How did Sipek try to keep <b>trespassers</b> away from his home?	
5. <b>frightened</b>	Why was the tiger <b>frightened</b> ?	





**Wordology Activity #4: No Pets Allowed Crossword Puzzle**

**Instructions:** Choose words from the Word Bank to complete this puzzle. The Clues box will help you decide which words fit in which spaces.



Created using TheTeachersCorner.net Crossword Puzzle Maker

**Clues**

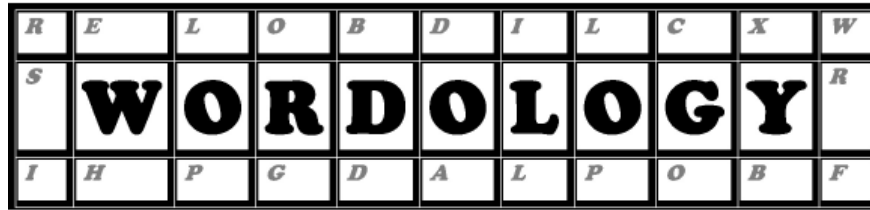
**Down**

- 1. somewhat alike, but not exactly the same
- 2. a place where animals are safe
- 3. puts on shows with trained animals
- 5. wandering

**Across**

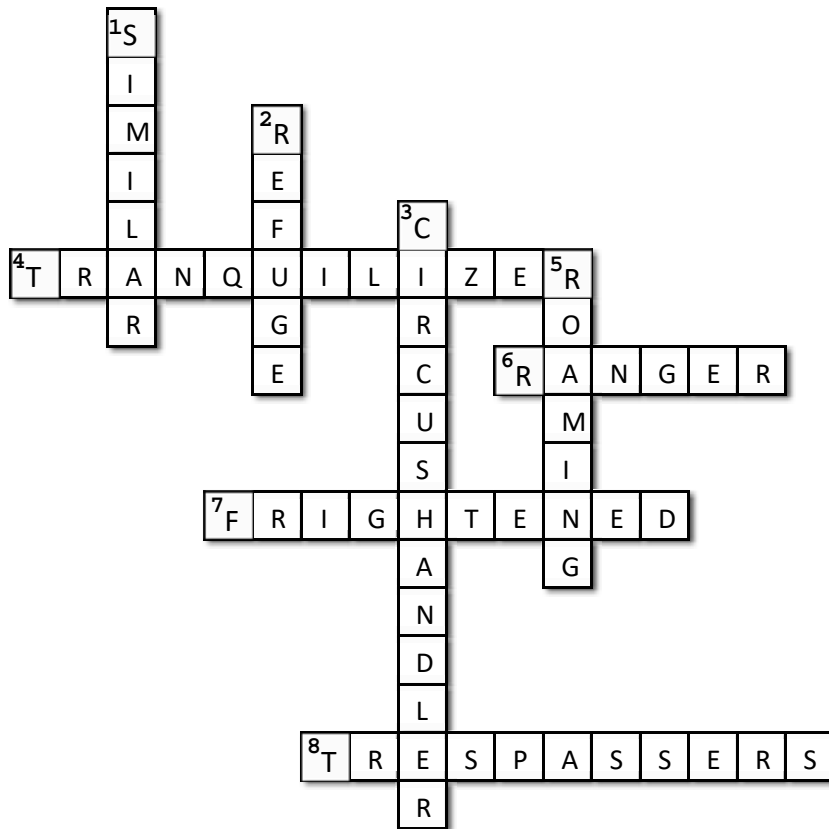
- 4. used to put animals to sleep
- 6. takes care of parks or forests
- 7. scared
- 8. people who are in the wrong place

<b>Word Bank</b>	
ranger	similar
tranquilizer	refuge
circus handler	frightened
roaming	trespassers



**Wordology Activity #4: No Pets Allowed Crossword Puzzle (Teacher Key)**

**Instructions:** Choose words from the Word Bank to complete this puzzle. The Clues box will help you decide which words fit in which spaces.



Created using TheTeachersCorner.net Crossword Puzzle Maker

**Clues**

**Down**

1. somewhat alike, but not exactly the same
2. a place where animals are safe
3. puts on shows with trained animals
5. wandering

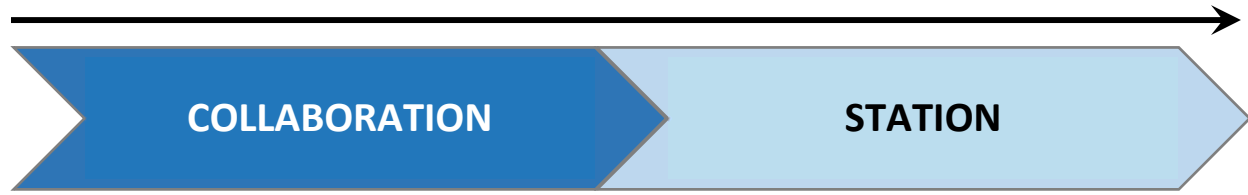
**Across**

4. used to put animals to sleep
6. takes care of parks or forests
7. scared
8. people who are in the wrong place

**Word Bank**

- |                |             |
|----------------|-------------|
| ranger         | similar     |
| tranquilizer   | refuge      |
| circus handler | frightened  |
| roaming        | trespassers |



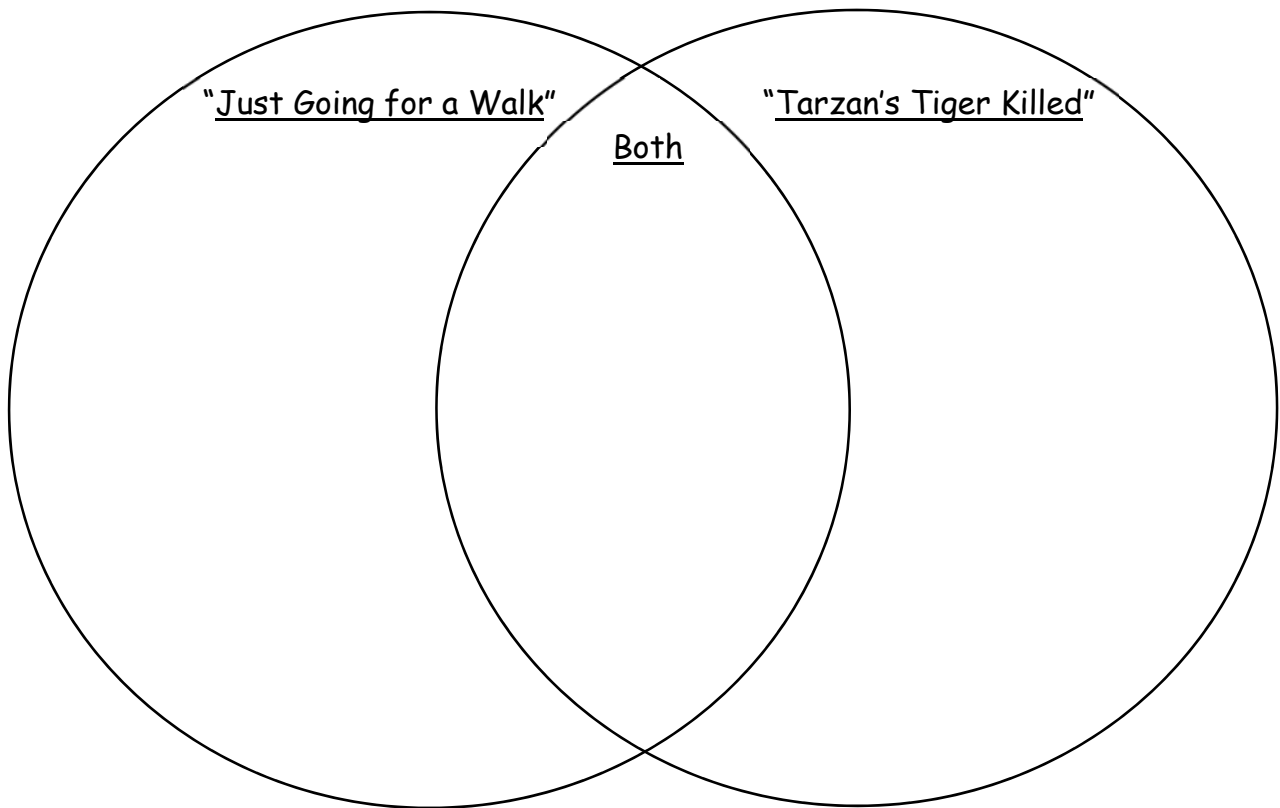


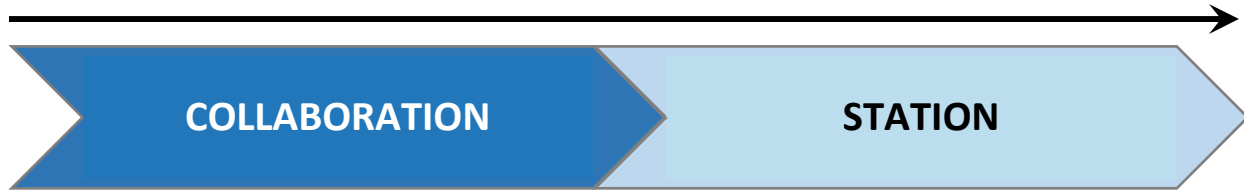
### Compare and Contrast

**Instructions.** First, read silently the **first** paragraph on page 42, and the **first** paragraph on page 43, in *Big Cats*. Then, choose someone to read each paragraph aloud for your team. Discuss together the following question:

**What is similar about the beginnings of these two stories? What is different?**

After you have discussed ways the stories are similar and different with your team, fill out the graphic organizer below with your own answers.





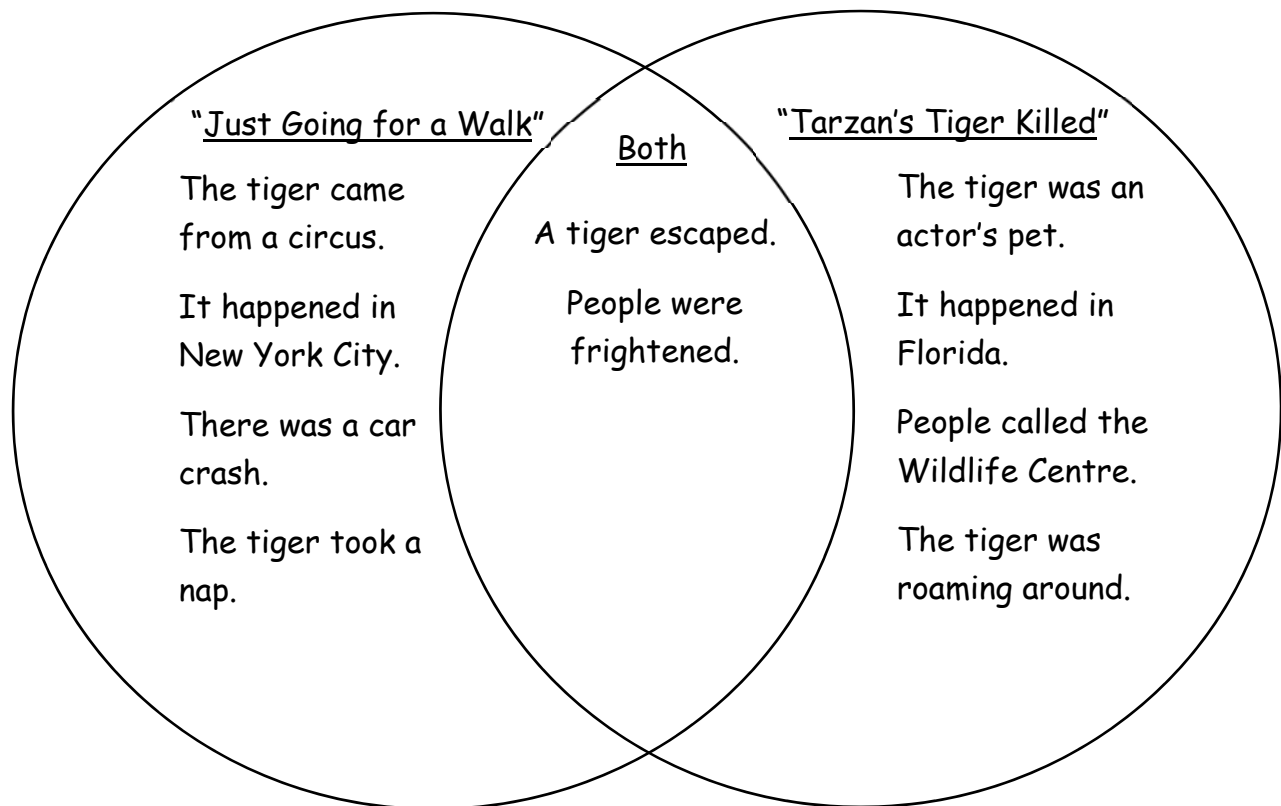
### Compare and Contrast: Teacher Key

**Instructions.** First, read silently the **first** paragraph on page 42 in *Big Cats*, and the **first** paragraph on page 43. Then, choose someone to read each paragraph aloud for your team. Discuss together the following question:

What is similar about the beginnings of these two stories? What is different?

After you have discussed ways the stories are similar and different with your team, fill out the graphic organizer below with your own answers.

[**Note:** Some possible answers are shown below.]





# Media Madness

**Instructions:** Watch the video at the link below on your device (tablet or laptop, depending on your teacher’s instructions). Then answer the questions below.

<https://www.youtube.com/watch?v=8pGTgkcP-RU>

Janice Haley says some people would not approve her keeping tigers as pets. Why would those people say it is wrong?

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Why does Ms. Haley think keeping the tigers is a good thing?

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---

What do you think? Give reasons for your position.

What I think about keeping tigers as pets:

Reason #1:

Reason #2:

Reason #3:



## Days 9 and 10

### Teacher Preparation

Post team cards (with member students listed) under headings to show the station where each team is to start. Pre-load audio recording at the Media Madness station.

Students will continue to explore “No Pets Allowed” selections through Days 9 and 10, so you will continue to use the vocabulary words and materials from Days 7 and 8. Place Do Now sheets at the entrance and student activity sheets at each station, making sure to include both the activity sheet and the Character Trait List (pages 83-84 in this manual) at the Collaboration station. Be sure to prepare and practice the “You’ve Been Sentenced” demonstration for the Day 9 Daily Launch (or another vocabulary game of your choice). Prepare the game set to use for the Daily Launch and then place at the Wordology Station for students’ use.

Make sure the class K-W-L chart that you began on Day 1 is posted so that you can continue to add things that students have learned.

**Guiding Question:**

What are the pros and cons of people having big cats as pets?

## Daily Launch Day 9

### **Whole Group Opening Activity: Introduce a Vocabulary Game**

First, ask students to look at the Tiger Card they began on Day 7. Ask them what information they were able to enter on Days 7 and 8. Advise them that they will learn more about tigers during this instructional cycle, which they should be sure to enter on the cards.

Have students place Do Now sheets in their work folders. Tell them you are going to introduce them to one of the games available for them to play after they complete the station activities.

Show students the box for “You’ve Been Sentenced.” (**Note:** You may choose to introduce a different game, such as Scrabble or Boggle. In this case, adapt the following guidance to the game of your choice. Make sure that you introduce the game in an interactive way that includes demonstration followed by **student practice and participation.**)

Explain to students that the goal of “You’ve Been Sentenced” is to create real sentences with words randomly chosen from a stack of cards. Draw ten cards and write the words on the board. Ask students to suggest ways to create sentences using as many of the words as possible (and no others). As they make suggestions, explore with them whether or not the sentences can be “justified” or reasonably explained, inviting proposers to justify their suggestions. You can also have the class vote up or down on accepting a proposed sentence.

Then, ask for three volunteers to participate with you in a demonstration round of “You’ve Been Sentenced.” Use this opportunity to demonstrate the procedure as outlined in the game instructions, including the use of the timer, Wild Cards, reading sentences aloud and justifying them, voting on debatable sentences, and scoring using the provided score sheets.

We suggest that instead of going to 200 points, the player with the highest score after a given number of complete rounds be declared the winner, since there will not be enough time after station activities are completed for any player to reach 200 points. You may also wish to explore the other variations described on the last page of the official game rules.

Tell students that they may use their time at the Wordology station to play “You’ve Been Sentenced” if they feel confident in their understanding of the vocabulary words.

Finally, remind students of the **Guiding Question** (the same one they began considering on Days 7 and 8):

What are the pros and cons of people having big cats as pets?



# Daily Launch Day 9



## Do Now

### Personal Reflection: A Big Cat for a Pet?

Would you like to have a big cat for a pet? Why or why not? What do you think might happen? Check one of the boxes below.

I **WOULD** like to have a big cat for a pet.

- OR -

I would **NOT** like to have a big cat for a pet.

Why? Write three reasons for your choice. Use complete sentences!

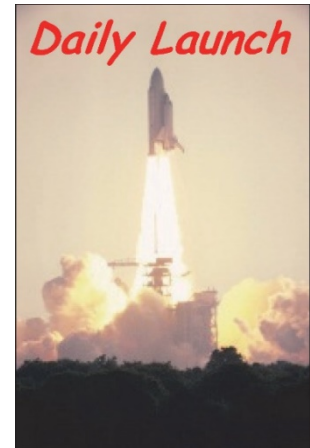
1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Daily Launch Day 10

## Whole Group Opening Activity: Text Features

Ask students to look at their Do Now activity sheets. Ask whether anyone found all of the text features listed. Then, review items one at a time. For each one, make sure students understand its meaning. Ask a student who found that feature to identify the page. Have students turn to the appropriate page to see the example given.

(**Note:** There are many **photos**, **headings**, **bold words**, and *italics* found in the book. Examples of **drawings** are found on pages 8-12, 20-23, 32, and 44-47. The **title page**, **copyright information**, and **table of contents** are on pages 1, 2, and 3 respectively. Examples of **captions** are on pages 34-35 and 41-43. In this book, **footnotes** are used to provide word definitions. There are also **textboxes** to highlight information.)



Ask students:

- *Why do you think publishers include text features, such as illustrations, captions, bold-print text, italics, and footnotes?*

There are a number of possible answers. These include:

- making the book more interesting/ fun to read
- setting off certain information (such as word definitions) to highlight it
- showing what something looks like in an illustration to accurately communicate its appearance in a way that words can't convey; and
- making information about how the book is organized (such as the table of contents) easy to find and refer to.

Point out that *Big Cats* features many "textboxes" (text in colored boxes). This book provides textboxes for different purposes, each with a specific heading; for example, textboxes on page 8 include "warm up" (near the top left of the page) and CHECKPOINT (at the bottom right). Ask students to flip through the book to find other kinds of textboxes. The full list is shown below; as students locate different kinds, ask them to guess each one's focus (answers given below).

- **warm up** – questions to spark interest in the topic
- **CHECKPOINT** – questions that help readers check their understanding of what they read
- **FYI** – interesting tidbits of knowledge or "side notes"
- **WEB CONNECTIONS** – suggested websites where you can learn more about a topic
- **wrap up** – suggested follow-up activities to do after reading a text

If time permits, ask students whether they can think of other text features not included in *Big Cats* that they have seen in other books. These might include charts, graphs, timelines, a glossary, an index, and so on. Remind students to place completed Do Now sheets in their folders before proceeding to their assigned stations.

## Daily Launch Day 10



### Do Now: Text Feature Scavenger Hunt

What are **text features**? These are different items found in the text of books and magazines, such as illustrations, charts, table of contents, and so on.



Open the book *Big Cats*. Your job is to see how many of the items listed below you can find in the book. Some items occur in many places, while others only occur once. You only need to find one example of each item! When you find an example, check it off and list the page where you found it. (Hint: some pages aren't numbered. But, you can count backwards or forward from a numbered page to figure out what number belongs on the page you're looking at.)

You don't have to find these items in order. If you can't find an item, move on to the next. The goal is to locate as many as possible!

<u>Text Features</u>	<u>Checkbox</u>	<u>Page Number</u>
Title page	<input type="checkbox"/>	_____
Table of contents	<input type="checkbox"/>	_____
Illustration (photo)	<input type="checkbox"/>	_____
Illustration (drawing)	<input type="checkbox"/>	_____
Photo caption	<input type="checkbox"/>	_____
Headings (titles)	<input type="checkbox"/>	_____
Textboxes (text in a box)	<input type="checkbox"/>	_____
Bold words	<input type="checkbox"/>	_____
Italics ( <i>slanted words</i> )	<input type="checkbox"/>	_____



# MAIN STATION



## “No Pets Allowed” cont. (page 43); Tiger Cat Card (page 14)

### Review Vocabulary (5-10 minutes)

Point to the vocabulary words on the Word Wall in random order and have students pronounce them aloud. Ask students to comment on the ways the words were used in the readings. Call on each student to use one vocabulary word in a sentence.

If time permits, review selected vocabulary words from previous days (those that students have had trouble with) in the same way.

### Read-Aloud, Think-Aloud (10-15 minutes)

*[Please note: The Read-Aloud, Think-Aloud section below is the Day 10 recommended Main Station activity. However, if you feel your students need more explicit focus on certain reading strategies, you may wish to substitute a mini-lesson on those strategies instead of the Read-Aloud, Think-Aloud.]*

As you ask students the following questions, explicitly identify the strategies you are using (indicated by **bold italic print**). Refer to the **menu of strategies** poster as you do so. You may wish to continue highlighting the strategy of **making inferences** as you explore this text.

Read the title and paragraphs 1 and 2 on page 43 of *Big Cats*. (Students already read paragraph 1 at the Collaboration Station on Days 7-8.) Ask students:

- *What did the rangers want to do with the escaped tiger? – **check for understanding***
- *Why do you think Sipek had a sign at his home that said, “Trespassers will be eaten”? Do you think this was a good joke? Why or why not? – **ask questions***

Then, read (or invite a student to read) the last three paragraphs. Ask:

- *“It wasn’t Bobo’s fault.” Whose fault was it, do you think? – **infer; elaborate***

Anticipate and encourage some discussion of this point. Some students may hold Sipek responsible for keeping a tiger as a pet, while others may blame the ranger who shot Bobo. Encourage students to defend their positions courteously, practicing “disagreeing without being disagreeable.” Ask students what this text suggests as a possible answer to the Guiding Question, *What are the pros and cons of people having big cats as pets?*

Then, have students turn to page 14 in *Big Cats*. Tell them you are going to examine the “Tiger” cat card, so they should have their individual “Tiger Cards” on hand to take notes.

Direct students to examine the “Tiger” card textboxes. Ask:

- *What vocabulary words are used in this text? (**endangered** and **habitat**) – highlight words*
- *What **abbreviations** (shortened words followed by a period) do you see? What do each of these mean?*

ft. = feet

lb. = pounds

Est. Pop. = estimated population

With students following in their books, read the text aloud, pausing to model appropriate reading strategies and question the text as you are reading. For example:

- *“4.5 feet to 9 feet.” How long is that? 4.5 feet is about two desks end to end... 9 feet would be four desks end to end. – **make connections; visualize***
- *“220 pounds to 575 pounds.” A pretty big man might weigh 220 pounds. But 575 pounds is more than twice the weight of most human adults! – **make connections***
- *“Hunted for body parts used in Chinese medicine?” I wonder what that means... – **ask questions***
- *“Found mainly in India; also in other parts of East Asia, China, Russia.” Where exactly is that? (identify the region on a map – printed or projected) – **check for understanding***
- *“... farmers in India wear masks with eyes on the backs to fool tigers.” Why do they do that? Oh, I get it: so the tigers will come from in front of them and they will have some warning. Wow, that’s smart! – **infer; check for understanding***

After the reading, ask students to identify information they can use for their Tiger Cards. If they have not yet done so, instruct them to make appropriate notes on the cards.

**Recap:** Review the class K-W-L chart that you began on Day 1. Ask students to list some of the things they have learned about big cats in the past two weeks.

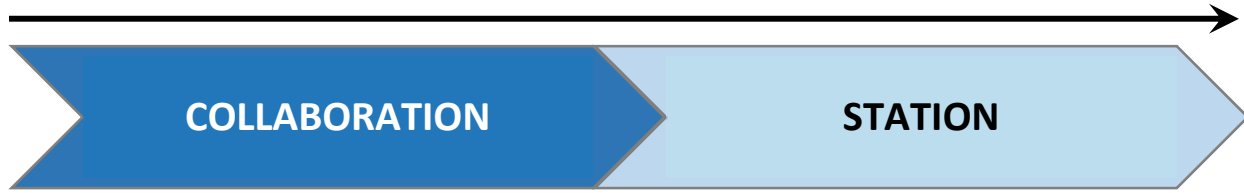
### **Additional Activities for Schools with 30-minute Stations**

- Revisit the Vocabulary Awareness Chart for this section. Again invite students to indicate their familiarity with each word by a show of hands. Compare the number of students raising their hands for each level to the number that did so on Days 7 and 8.
- Revisit the vocabulary words from previous days, particularly those that students found difficult.
- Read the “wrap up” at the bottom of page 43. List on the board the “Pet Rules” that students propose.

**Reminder:** *The Wordology station activities from Days 7 and 8 should be available to students on Days 9 and 10. However, students are encouraged to practice playing “You’ve Been Sentenced” (or a different vocabulary game that you have demonstrated) for Wordology during this instructional cycle.*







**“No Pets Allowed” Inference Chart**

In your teams, reread each story in “No Pets Allowed” (pages 41 – 43 in *Big Cats*). After each story is read, use your inferring skills and the character trait list (next page) to answer the questions about the characters. List clues from the text that support your answers.

Character	Inferences <ul style="list-style-type: none"> <li>• How did the character feel?</li> <li>• What character traits did this person display?</li> </ul>	Character Actions <ul style="list-style-type: none"> <li>• What evidence can you find in the text?</li> </ul>
“That’s No Pit Bull!”  <b>Antoine Yates</b>		
“Just Going for a Walk”  <b>The Circus Handler</b>		
“Tarzan’s Tiger Killed”  <b>Steve Sipek</b>		
“Tarzan’s Tiger Killed”  <b>The Ranger</b>		

Character Trait List	
Trait	Meaning or synonyms
Affectionate	Showing love and tenderness; tender, loving, warm
Aggressive	Hostile, destructive, harsh
Alert	Attentive, watchful, observant
Caring	Kind, thoughtful, concerned
Confident	Sure, secure, assured
Cruel	Unkind, brutal, harsh
Dedicated	Devoted, committed, loyal
Determined	Unwavering, firm, steadfast
Discouraged	Feeling down, depressed, unenthusiastic
Deceitful	Dishonest, lying, untrustworthy
Enthusiastic	Motivated, eager, excited
Fearful	Afraid, worried, anxious
Foolish	Silly, unwise, thoughtless
Gentle	Mild, meek, tender
Good-willed	Helpful, big-hearted, optimistic
Happy	Content, pleased, cheerful
Honest	Faithful, sincere, trustworthy
Honorable	Admirable, respectable, reliable
Immature	Young, childish, irresponsible
Knowledgeable	Well-informed, experienced, expert
Nurturing	Encouraging, gentle, caring
Optimistic	Hopeful, positive, cheerful
Patient	Flexible, tolerant, uncomplaining
Persistent	Lasting, unshakable, determined
Reasonable	Sensible, rational, practical
Reckless	Irresponsible, uncontrolled, careless
Remorseful	Repentant, sorrowful, apologetic
Risk-taker	Danger-loving, reckless, rash
Strong	Powerful, firm, tough
Wise	Knowing, sensible, thoughtful



# Media Madness

**Instructions:** Listen to the audio recording of “Tigers for Tomorrow” on your device (tablet or laptop). As you listen, read along on pages 33-35 in *Big Cats*. Notice the pictures too. Then, use the information you’ve read and heard to answer the questions below.

1. Why did Susan start her organization Tigers for Tomorrow?

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2. Do you think that the wild animals at Tigers for Tomorrow are Susan’s pets? Why or why not?

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3. What answers does this reading give to the Guiding Question, “What are the pros and cons of people having big cats as pets?”

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4. Visit the website [www.tigersfortomorrow.org](http://www.tigersfortomorrow.org). In the space below, write one interesting thing you learn from the website.

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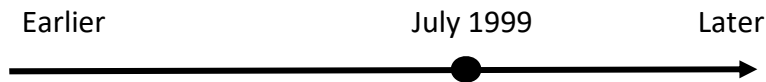


# Daily Launch Day 11

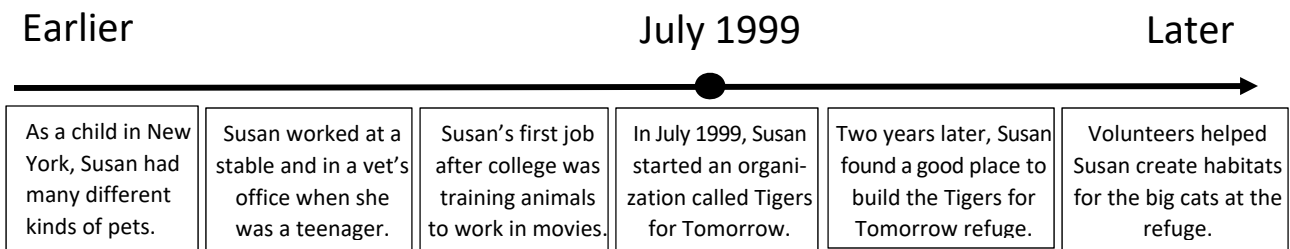


## Whole Group Opening Activity: Making a Timeline

Have students place their “Do Now” sheets in their folders. Distribute one set of summary cards from “Tigers for Tomorrow” (copied from page 88) to each team of students, as well as one strip of paper or card stock. Call students’ attention to the timeline posted on the board and instruct teams to copy the timeline on their paper strips.



Tell teams that this timeline represents the events recounted in the article “Tigers for Tomorrow,” which they read at the Media Madness station on day 9 or 10. These events are summarized on the cards you have given them. Ask students to work in their teams to place the cards in the correct chronological order on the timeline. Give students a few minutes to work on this. Tell students that the cards have clues that will help them determine the proper order. After most teams have completed the assignment, call students to order. Draw at random one card from the whole-class set that you have prepared (or ask a student to draw a card). Ask students where this card belongs on the timeline, and what clues they used to figure this out. Have a student post the card on the timeline at the appropriate spot. Repeat until all the cards are placed on the timeline correctly, as follows:



Tell students that the article “Tigers for Tomorrow” presents these events in the order in which they occurred (also called “chronological order”). However, many articles in newspapers, magazine, or online do not follow the order in which the events occurred. For example, they might begin with an exciting recent event to capture the reader’s interest. Then they go back in time to provide the background. They may jump around from present to past and even future events. Readers have to use clues in the text to figure out what happened when. These clues might be words (such as *used to*, *before*, *now*, *two years later*, or *as a child*). Readers must also be aware of verb tenses (*is*, *was*, *had always*, *will*) because these also provide clues about the order of events. Tell students that over the next two days, they will have to decide the proper order of events in an article that does not present them chronologically.

<p>In July 1999, Susan started an organization called Tigers for Tomorrow to help big cats.</p>	<p>As a child in New York, Susan had many different kinds of pets.</p>
<p>Two years later, Susan found a good place to build the Tigers for Tomorrow big cat refuge.</p>	<p>Susan worked at a stable and in a vet's office when she was a teenager.</p>
<p>Volunteers helped Susan create habitats for the big cats at the Tigers for Tomorrow refuge.</p>	<p>Susan's first job after college was training animals to work in movies.</p>

# Daily Launch Day 11

## Do Now: Past, Present, or Future?

Writers often include clues to tell us whether they are describing something that happened in the past, something that's going on now, or something that could happen in the future. Read the list of words and phrases below. Decide whether each one suggests something happening in the past, in the present, or in the future. Make a check mark in the column that matches your choice.



Words and Phrases	Past	Present	Future
used to			
would always			
now			
expecting to			
had gone			
some day			
previously			
will go			
goes			
currently			
in the next few years			

## Daily Launch Day 12

### **Whole Group Opening Activity: Using a Search Engine**

Have students place their “Do Now” sheets in their folders.

[**Note:** Your school or district may have designated one or more search engines as appropriate for student use. If this is the case, please use the designated engines for the following activity. Otherwise, we suggest the use of either <https://www.kiddle.co> or <https://kidssearch.com/>. Because of the ever-changing nature of the web, and the variation in school and district requirements regarding internet use, we can only give general directives for this mini-lesson. Teachers should be prepared to go with the flow in this demonstration, using the same “think-aloud” approach as they do in reading showcase activities.]



Ask students whether their reading on Day 11 included any terms they’d like to know more about: for example, unfamiliar animal names or places. List on the board or on chart paper the terms students suggest. These might include *wildebeest*, *Kenya*, or *Maasai Mara National Reserve*. (If students do not have any suggestions, you can propose these terms yourself.) Ask students what resources they might use to learn more about these. Possible answers include an encyclopedia or other library resources and, of course, the internet. Tell students that internet sites used to search for information, such as Google or Yahoo, are called “search engines.” While these general sites can be very useful, they also include unhelpful ads as well as content links that may not be relevant to what you are looking for. (For example, Wikipedia, as useful as it is, frequently leads to long articles with more technical information than students may be able to use.) Tell students that using search engines is a skill that they can develop with practice. They will need to use this skill when working on their final projects for this unit.

Choose one of the terms mentioned for further exploration. Using the search engine of your choice and projecting your computer screen so that students can follow, begin searching for information. Take legible notes on the flip chart to demonstrate how to record information discovered on the web. (Be sure to note the source for each section of information.) Make sure to “think aloud” as you search in a way that enables students to understand why you spend more time with certain links than with others. (Comments might include: *Oh, that looks interesting!*; *Wow, that looks really complicated and technical—I think this site is too hard for me to find information I can use*; *This looks like a commercial site—I’m not sure how helpful it will be*; *Oh, that’s a news article*; and so on.) Call students’ attention to useful features such as images, maps, or charts, and show them how to take advantage of these. Answer students’ questions. At the end of the Daily Launch, direct students to move to their stations.



# Daily Launch Day 12



## Do Now: What I Still Want to Know

One surprising thing that people discover as they learn is this: The more you learn, the more you want to know. Why? Because as you learn new information, you also realize how much more there is to find out.

Think back over the past couple of weeks. What have you learned about big cats? What new questions do you have now that you didn't have before? Then fill out the personal reflection below.

### Personal Reflection: What I Still Want to Know

One thing I've learned about big cats is \_\_\_\_\_

\_\_\_\_\_

But now I want to find out \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Another thing I've learned about big cats is \_\_\_\_\_

\_\_\_\_\_

But now I also want to find out \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

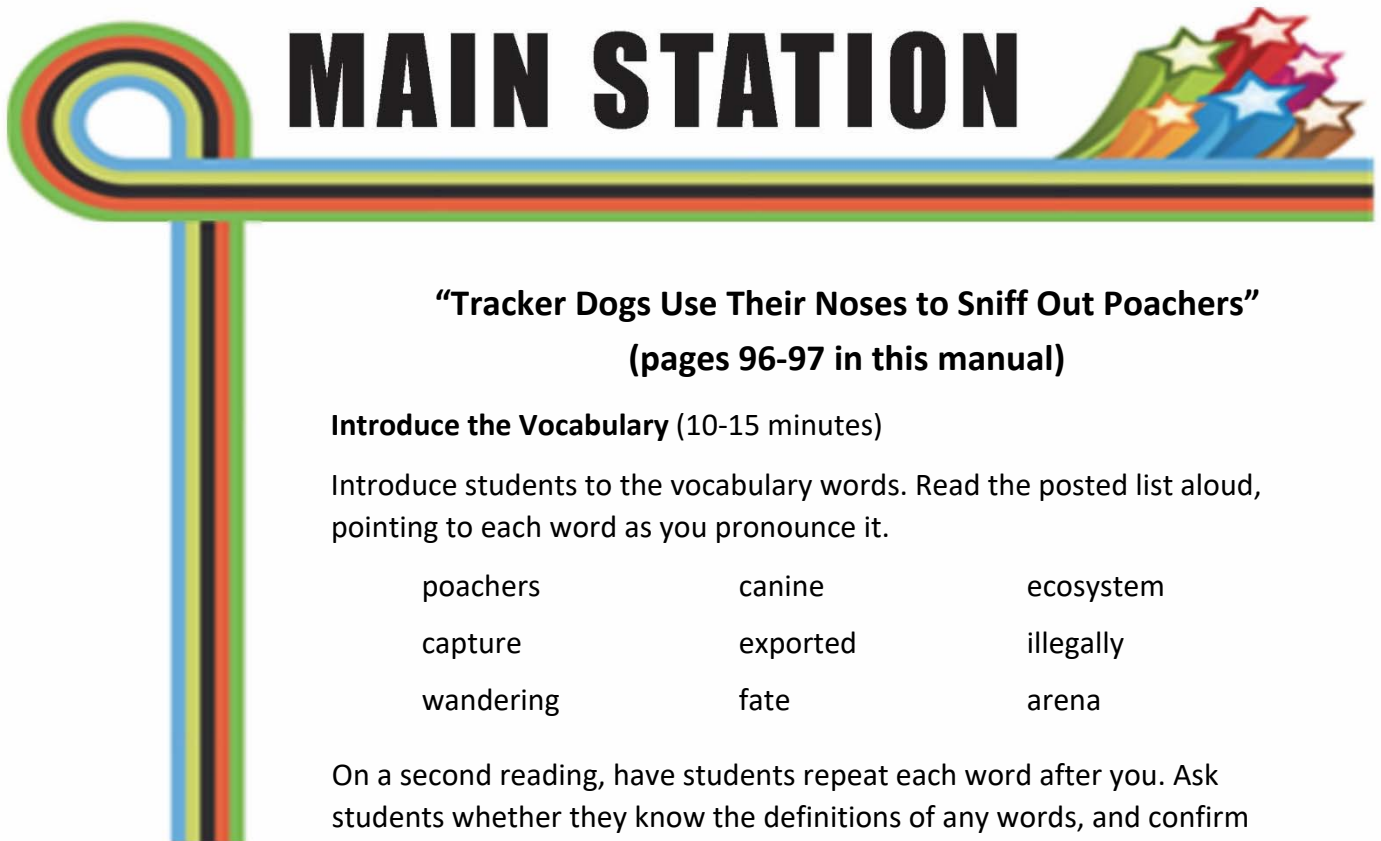
The third thing I've learned during this unit is \_\_\_\_\_

\_\_\_\_\_

But now I really to find out \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# MAIN STATION

## “Tracker Dogs Use Their Noses to Sniff Out Poachers” (pages 96-97 in this manual)

### Introduce the Vocabulary (10-15 minutes)

Introduce students to the vocabulary words. Read the posted list aloud, pointing to each word as you pronounce it.

poachers	canine	ecosystem
capture	exported	illegally
wandering	fate	arena

On a second reading, have students repeat each word after you. Ask students whether they know the definitions of any words, and confirm correct definitions. If the words are unfamiliar, ask students whether they recognize parts of the words, especially for longer words. Walk them through the syllables to assist them in decoding. Then, show the display on which you have added student-friendly definitions to the words.

### GLOSSARY OF VOCABULARY WORDS

**poachers** – people who kill or steal wild animals illegally (against the law)

**canine** – having to do with dogs

**ecosystem** – a system of animals and plants whose lives are connected in a specific place

**capture** – catch

**exported** – sent to be sold in another country

**illegally** – against the law

**wandering** – moving around in no particular direction

**fate** – something that is sure to happen; destiny

**arena** – a large public place surrounded by seats, like a stadium

After introducing all the words, for Days 11 and 12 focus on the first six words (the last three words come from the reading selection for Days 13 and 14, so you will give them more attention in the next instruction cycle). Discuss each word with students; use words in

“Meaningful Sentences” (see examples below). Invite students to propose sentences as well. Remind students that they are to compose their own Meaningful Sentences as time allows at the Wordology Station.

### Sample Meaningful Sentences

1. The **poachers** put the deer they killed in a truck and covered it with a blanket so the police would not suspect they had been hunting out of season.
2. Police officers used dogs from the **canine** unit to help them find the children who were lost in the woods.
3. The **ecosystem** of the sea includes fish, seaweed, coral, and other plants and animals, along with water currents and the sea floor, all working together in amazing ways.
4. When my parakeet escaped his cage and began flying around, it took me fifteen minutes to **capture** him and put him back where he belongs.
5. The island people **exported** fish they had caught to other countries so they would have money to buy things they needed.
6. I have to pay a fine or else go to court, because I got a ticket for parking my car **illegally** in front of a fire hydrant.

### Guided Reading/ Think-aloud (10-15 minutes)

Have students turn to their copies of “Tracker Dogs Sniff Out Poachers.” As you ask students the following questions, explicitly identify the strategies you are using (indicated by **bold italic print**). Refer to the **menu of strategies** poster as you do so. You may wish to focus particularly on **noting text features** as you explore this text. Read the title and sub-title, and ask students:

- Kenya... where is that? Can someone locate it on the world map? – **activate knowledge**

Invite students to examine the picture and its caption. Ask them:

- *What kinds of text features are we looking at? (These include the title, subtitle, photo illustration, caption, and of course the main text.) What do these text features already tell us, even before we begin reading? – **note the title; look at the pictures***

Read the first paragraph. As students read along, be sure to “read aloud, think aloud”:

- After “MAASAI MARA”, pronounced MAH-sigh MAH-ruh: *I wonder why those words are in capital letters at the beginning. They’re odd words, and it’s not even a sentence! (Then, after reading the first two sentences): Oh I see, it’s the name of the place. I guess maybe that’s where the reporter is sending the article from. – **highlight words; ask questions***
- After “lions, leopards, cheetahs, elephants, giraffes, wildebeests, and zebras”: *Hmm, I know what most of those animals are, but I’m not so sure about wildebeests. I wonder where I could find out what a wildebeest looks like? – **ask questions***

Continue reading the next two paragraphs. Think-aloud:

## Feisty Felines Days 11 and 12

- *Wait, let me get this right. Why was the puppy pulling her handler through the grass? Was that playing or working?* (Invite a student to clarify.) – **check for understanding; infer**
- *So how many dogs are there on this team? Okay, they have six already, plus the five puppies that are in training. I guess they'll have eleven in all.* – **check for understanding; reread**

Read paragraphs 2 and 3 on the second page (from “Lema Langas,” pronounced LEE-muh LANG-gus, through “... caught in the traps and killed”). Ask students:

- *Why are the poachers trapping the animals?* (Mostly for their meat.) – **check for understanding**
- *Are the poachers going after big cats? (no) Then why is this a problem for big cats?* (Two reasons: the poachers take the animals that the big cats hunt for food; and the big cats are sometimes caught in the traps by accident.) – **check for understanding; elaborate**

Then ask students:

- *Does the information we've read about so far relate to the past, present, or future?* (Mostly the present, although the puppies joining the main canine team refers to the future.) – **check for understanding**

Next, read (or invite a student to read) the section titled “Poachers Hide, Dogs Sniff Them Out.” Ask students:

- *Is this section about the past, present, or future?* (Mostly the past, although the middle paragraph refers to the present as well.) *What clues helped you figure that out?* (The terms “used to,” “would find,” and “18 years ago,” along with the verbs in the past tense, are clues that this section is talking about what was going on previously.) – **locate context clues**

Finally, read the last section, “Special Cameras and a New Law...” Ask students:

- *Are these paragraphs about the past, present, or future?* (The first, about the special cameras, refers to the present, while the paragraph about the new law tells about something that happened “five years ago,” and its consequences up to the present.) – **reread; check for understanding**
- *What do we learn from this reading to help us answer the Guiding Question, Are there ways big cats and people can help each other?* – **make connections**

### Additional Activities for Schools with 30-minute Stations

- When students repeat vocabulary words after you, show them the Vocabulary Awareness Chart, filled out with the vocabulary words for this section, and have them indicate their familiarity with each one; proceed as usual with the Awareness Chart.
- During the Guided Reading, invite students to identify the vocabulary words used in each mini-article.
- After the Guided Reading, ask students to indicate which portions of the text they can identify as referring to the *past, present* or *future*. As they mention these, either list them in three different columns on the board (see example below) or place them on a timeline.

<b>Past</b>	<b>Present</b>	<b>Future</b>
<p>Rangers had a hard time spotting poachers in the grasslands.</p> <p>Asukaka Takita helped start the dog program 18 years ago.</p> <p>Five years ago, the Kenyan government passed a new law against poaching.</p>	<p>Puppies are being trained to track poachers.</p> <p>Lema Langas and other rangers want to stop poachers killing animals for their meat.</p> <p>Rangers use special cameras that show poachers' body heat.</p>	<p>Puppies will join other tracker dogs on the canine team.</p>

## Tracker Dogs Use Their Noses to Sniff Out Poachers

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### Saving Big Cats, Elephants, and Other Wildlife in Kenya

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*By Agence France-Presse on 05.29.18, adapted by Newsela and ALFA staff*



Kelvin Sanare, a ranger with the canine unit, poses with puppies Morani and Shakaria during their training in the Maasai Mara National Reserve in Kenya on January 24, 2018. The dogs are being trained to sniff out poachers, ivory, and guns. *Photo by: Yasuyoshi Chiba/AFP/Getty Images.*

**MAASAI MARA**—Shakaria is a 5-month-old puppy. She lives in Kenya's Maasai Mara wildlife refuge. The refuge is part of a large ecosystem where some of Africa's most famous animals live. They include lions, leopards, cheetahs, elephants, giraffes, wildebeests, and zebras.

Shakaria is just a puppy, but she goes from playful to serious when she is working. She pulls her handler along through tall grasses. Finally, she finds a ranger hiding in the grass. The ranger is pretending to be one of the poachers she is learning to sniff out.



**Teaching Puppies to Stop Poachers (Section 1)**

Shakaria is one of five puppies learning this job. After their training, they will join a team of six other tracker dogs working in the refuge. The dogs help rangers capture poachers who are trying to kill animals and sell their meat, body parts, skins, or ivory.

Lema Langas is a Kenyan ranger in charge of the dogs. He says the main problem in the park right now is to stop people poaching animals for their meat. They catch the animals with wire traps. Then, they kill them and sell the meat, which is dried and exported as “bushmeat.”

The poachers go after many of the animals that big cats use for food, such as gazelles, antelopes, giraffes, and buffaloes. But lions, other big cats, and elephants also get caught in the traps and killed.

**Poachers Hide, Dogs Sniff Them Out (Section 2)**

Rangers used to have a hard time spotting the poachers in the grasslands and valleys of the refuge. But they would find thousands of deadly traps set up in the refuge each year. That is why they got tracker dogs.

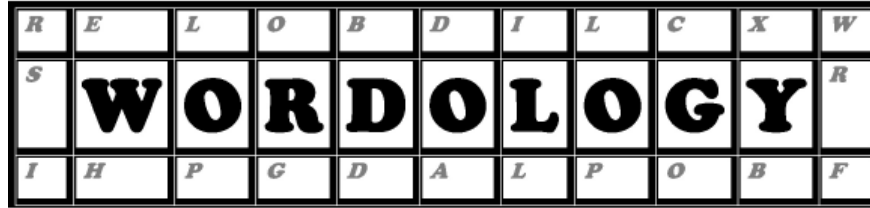
“They use their noses to see, not like us who use the eyes,” Langas said. Even when poachers leave no footprints in the grass, the dogs can smell them and track them down. The dogs have made a big difference.

Asukaka Takita helped start the dog program 18 years ago. She said, “We have caught over 4,000 poachers since the program started.”

**Special Cameras and a New Law Also Help Stop Poachers (Section 3)**

At night, rangers use special cameras to find poachers. The cameras show the poachers’ body heat so that rangers can easily spot them.

Five years ago, Kenya passed a new law against poaching. Poachers can go to jail for the rest of their life. Or they could pay a \$20,000 fine. The law helps protect more wildlife. It has made a lot of poachers stop hunting animals illegally.



### Wordology Activity #1: Vocabulary Scramble

**Instructions:** Unscramble the letters to find words that fit in the boxes. All the words come from the Word Bank at the bottom of the page.

1. Another word for “catch” is

ercupta

--	--	--	--	--	--	--	--

2. A network of animals and plants in a habitat is an \_\_\_\_\_.

stycesome

--	--	--	--	--	--	--	--	--	--

3. \_\_\_\_\_ units are teams of dogs that use their noses to help people solve problems.

ennaci

--	--	--	--	--	--

4. We went to see the circus in our city’s \_\_\_\_\_.

neara

--	--	--	--	--

5. Many products are \_\_\_\_\_ to be sold in other countries.

perdoxte

--	--	--	--	--	--	--	--

6. \_\_\_\_\_ killed several tigers in the refuge before they were caught.

rescapho

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7. Another word for “against the law” is \_\_\_\_\_.

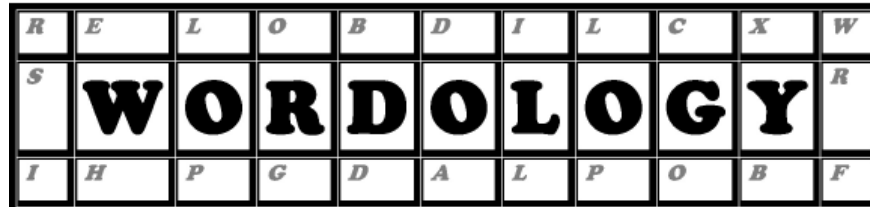
ylgilail

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#### Word Bank

arena	canine	capture	ecosystem
exported	fate	illegally	poachers
			wandering





### Wordology Activity #1: Vocabulary Scramble (Teacher Key)

**Instructions:** Unscramble the letters to find words that fit in the boxes. All the words come from the Word Bank at the bottom of the page.

**1. Another word for “catch” is**

ercupta

C	A	P	T	U	R	E
---	---	---	---	---	---	---

**2. A network of animals and plants in a habitat is an \_\_\_\_\_.**

stycesome

E	C	O	S	Y	S	T	E	M
---	---	---	---	---	---	---	---	---

**3. \_\_\_\_\_ units are teams of dogs that use their noses to help people solve problems.**

ennaci

C	A	N	I	N	E
---	---	---	---	---	---

**4. We went to see the circus in our city’s \_\_\_\_\_.**

neara

A	R	E	N	A
---	---	---	---	---

**5. Many products are \_\_\_\_\_ to be sold in other countries.**

perdoxte

E	X	P	O	R	T	E	D
---	---	---	---	---	---	---	---

**6. \_\_\_\_\_ killed several tigers in the refuge before they were caught.**

rescapho

P	O	A	C	H	E	R	S
---	---	---	---	---	---	---	---

**7. Another word for “against the law” is \_\_\_\_\_.**

ylgilail

I	L	L	E	G	A	L	L	Y
---	---	---	---	---	---	---	---	---

#### Word Bank

arena

canine

capture

ecosystem

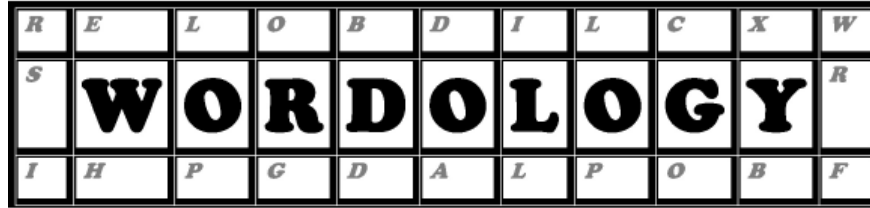
exported

fate

illegally

poachers

wandering



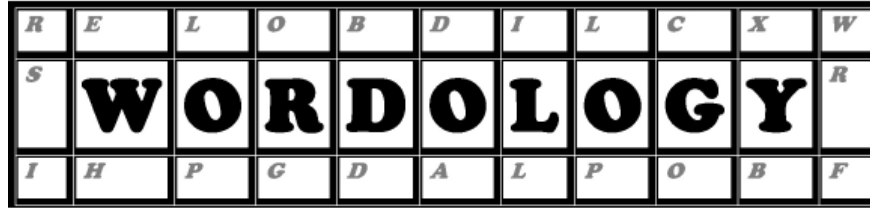
### Wordology Activity #2: Synonym Hunt

**Instructions:** A **synonym** is a word that means the same or almost the same as another word. **Rewrite** each sentence without changing its meaning. Choose a synonym from the Word Bank to replace the underlined word or phrase in each sentence.

1. Shakima believes it is her destiny to reach her goals through great struggle.
2. The network of plants and animals in the rainforest depend on one another.
3. Dad used a trap to catch the squirrels that got into the attic.
4. This movie made more money when it was sold overseas than it did at home.
5. Our basketball team played a special game in the indoor stadium downtown.
6. Animal thieves killed some of the big cats in the refuge and took their organs.
7. I took my dog to the vet to make sure it didn't have any dog diseases.
8. Those stray cats have been roaming up and down the alley all day.
9. My cousin hacked into the school computer system against the law.

#### Word Bank

arena	canine	capture	ecosystem
exported	fate	illegally	poachers
			wandering



### Wordology Activity #3: Using Vocabulary

Choose this activity after you read “Tracker Dogs Use Their Noses to Sniff Out Poachers.” Use the information in the text to answer the guide questions in complete sentences. Be sure to include the vocabulary word in your answer. You may refer to the text for help if you need to.

Vocabulary Word	Guide Question	Complete Sentence
1. <b>canine</b>	What job do the <b>canine</b> teams do at the wildlife refuge?	
2. <b>poachers</b>	Why do the <b>poachers</b> set traps for wild animals?	
3. <b>ecosystem</b>	What animals live in the <b>ecosystem</b> of the Maasai Mara park?	
4. <b>exported</b>	What is the <b>exported</b> meat from wild animals called?	
5. <b>capture</b>	How do special cameras help the rangers <b>capture</b> the poachers?	

R	E	L	O	B	D	I	L	C	X	W
S	<b>W</b>	<b>O</b>	<b>R</b>	<b>D</b>	<b>O</b>	<b>L</b>	<b>O</b>	<b>G</b>	<b>Y</b>	R
I	H	P	G	D	A	L	P	O	B	F

### Wordology Activity #4: Cryptogram Puzzle

**Instructions:** This puzzle is called a **Cryptogram**. At the bottom, there is a message in code. Every number stands for a letter. A few of the letters have been filled in. To solve the puzzle, you need to figure out which letters go with the other numbers. Once you figure out a letter, you can add it to the Key, and everywhere in the message that you see that number (for example, 17 always stands for “T,” so everywhere that 17 appears, “T” is filled in). Looks for short, familiar words to get you started, and use logic to figure it out! (**Hint:** The message includes several of the vocabulary words from “Tracker Dogs Use Their Noses to Sniff Out Poachers.”)

**Key:**

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
				24							19		7		10				17						

**Message:**

T \_ E P \_ \_ \_ E \_ \_ \_ P T \_ \_ E \_  
 17 5 24 10 11 15 21 5 24 12 25 21 15 10 17 13 12 24 2

\_ N \_ \_ L \_ L L E \_ \_ L L \_ \_ N \_  
 15 7 20 9 15 19 25 20 19 19 24 14 15 19 19 23 15 7 2

E \_ P \_ \_ T E \_ T \_ E \_ \_ \_ E \_ T.  
 24 1 10 11 12 17 24 2 17 5 24 20 12 9 24 15 17

R	E	L	O	B	D	I	L	C	X	W
S	<b>W</b>	<b>O</b>	<b>R</b>	<b>D</b>	<b>O</b>	<b>L</b>	<b>O</b>	<b>G</b>	<b>Y</b>	R
I	H	P	G	D	A	L	P	O	B	F

**Wordology Activity #4: Cryptogram Puzzle (Teacher Key)**

**Instructions:** This puzzle is called a **Cryptogram**. At the bottom, there is a message in code. Every number stands for a letter. A few of the letters have been filled in. To solve the puzzle, you need to figure out which letters go with the other numbers. Once you figure out a letter, you can add it to the Key, and everywhere in the message that you see that number (for example, 17 always stands for “T,” so everywhere that 17 appears, “T” is filled in). Looks for short, familiar words to get you started, and use logic to figure it out! (*Hint:* The message includes several of the vocabulary words from “Tracker Dogs Use Their Noses to Sniff Out Poachers.”)

**Key:**

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
15		21	2	24		14	5	20			19	9	7	11	10		12	25	17	13			1	23	

**Message:**

T H E P O A C H E R S C A P T U R E D  
 17 5 24 10 11 15 21 5 24 12 25 21 15 10 17 13 12 24 2

A N I M A L S I L L E G A L L Y A N D  
 15 7 20 9 15 19 25 20 19 19 24 14 15 19 19 23 15 7 2

E X P O R T E D T H E I R M E A T.  
 24 1 10 11 12 17 24 2 17 5 24 20 12 9 24 15 17

R	E	L	O	B	D	I	L	C	X	W
S	<b>W</b>	<b>O</b>	<b>R</b>	<b>D</b>	<b>O</b>	<b>L</b>	<b>O</b>	<b>G</b>	<b>Y</b>	R
I	H	P	G	D	A	L	P	O	B	F

### Composing Meaningful Sentences

If you complete your chosen Wordology activity, take the remaining time at this station to write Meaningful Sentences using the vocabulary words listed below. (Remember, a Meaningful Sentence is a sentence that shows that you know what the word means!) Read and discuss your sentences with your teammates.

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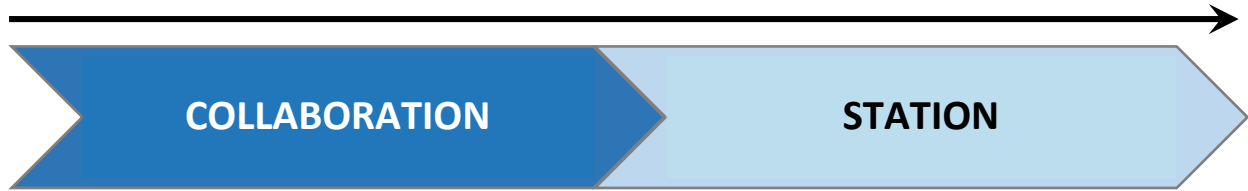
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**Word Bank**

- |          |        |           |           |
|----------|--------|-----------|-----------|
| arena    | canine | capture   | ecosystem |
| exported | fate   | illegally | poachers  |
|          |        |           | wandering |



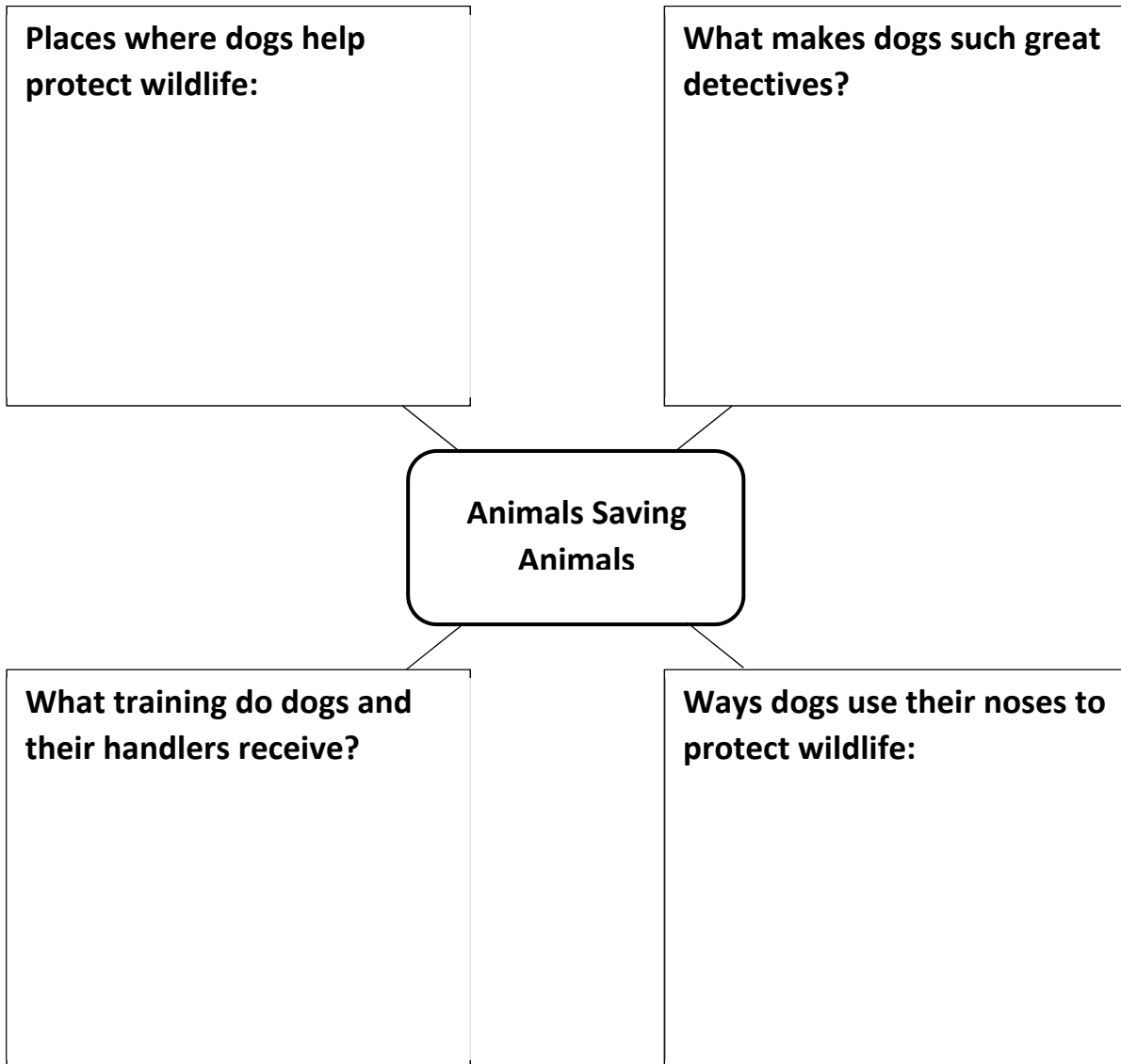
### Determining Chronological Order

**Instructions:** Turn to the **second** page of “Tracker Dogs Use Their Noses to Sniff Out Poachers.” Read Sections 1 and 2 silently. Then, take turns partner reading these two sections (“Teaching Puppies to Stop Poachers” and “Poachers Hide, Dogs Sniff Them Out”). As you read, underline the verbs (action words) in the text. Also, look for time clues: words like “ago,” “before,” “will,” or “used to.” If you find any time clues, circle them. When you finish reading, use short phrases to fill in the timeline below with events from the text.



# Media Madness

**Instructions:** Listen to the audio recording of “Detective Dogs Go Global” on your device (tablet or laptop). As you listen, read along on your own copy. Then, use information from the article to add details to the graphic organizer below.



After you complete the assignment, you may enjoy this video about tracker dogs in Africa: <https://vimeo.com/100928834>



## Detective Dogs Go Global

As the sun goes down over the Zimbabwe (Zim-BOB-way) plains, wild animals look for dinner. Lions stretch and yawn as they wake from their daytime sleep. But the lions aren't the only ones on the prowl. Three men have entered the wildlife refuge illegally, their guns ready to take down rare endangered rhinos. Exported to China or Vietnam, a rhino horn can bring in more than \$200,000.



Orphaned rhinos at a watering hole in Zimbabwe.

Photo adapted from <https://www.flickr.com/photos/iip-photo-archive/36515885133>, International Rhino Foundation

Tonight, though, the poachers may not get their wish. Two sleek tracker dogs, Polaris and Rogue, follow their scent and quickly sniff them out. Their handler, Samuel, and other rangers are close behind. The poachers panic and give up. The rangers capture them and recover their dangerous arms. That's one less violent gang now threatening the lives of the many endangered animals living in the park.



Countries where Animals Saving Animals works include Botswana, Zimbabwe, Mozambique, Tanzania, Kenya, and India.

Kenya is not the only country where dogs play a powerful role in combating poachers and saving wildlife. Canine units are on the ground with their handlers, protecting other animals in places from Botswana and Zimbabwe to Guwahati (goo-wah-HOT-ee) in northern India. In 2016, a British dog instructor named Darryl Pleasants started an organization called Animals Saving Animals that trains dogs and handlers in countries around the globe. Sometimes dogs even get

to ride with their handlers in helicopters to the scene of a wildlife crime.

What makes the dogs such great detectives? We can start with their super-powered sense of smell. Dogs have noses that are about 40 times more powerful than the human nose. Dogs can help scientists discover where endangered animals are hiding by smelling them out. Then, the scientists can protect the

animals better. Other dogs use their noses to track the poachers and help rangers capture them—even at night. Still other dogs put their noses to work detecting wildlife parts being exported, such as rhino horns, tiger and leopard skins, and ivory. Then local police can arrest the people involved in this illegal trade.

The dogs are also very fast and strong. In the past, different dogs had different



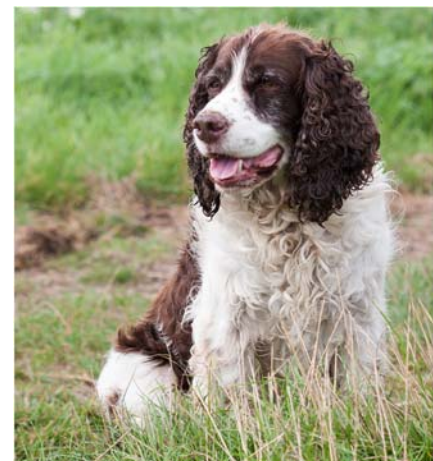
A Belgian Malinois ready for action. Photo: <https://www.jble.af.mil/News/Photos/igphoto/2000914465/> (adapted)

jobs. Some dogs learned to search, others to track, and still others to attack. Valuable time was lost in the battle against poachers. Now, however, Pleasants trains dogs to do all three jobs. One kind of dog he likes to work with is the Belgian Malinois (mow-lee-NWAH), which is similar to a German shepherd. These dogs are smart, quick, and have a powerful bite. They make up many police and military canine units, and even help the Secret Service guard the White House.

Before they can go to work, the dogs receive months of intensive training. They learn to stay calm under gunfire or in thick smoke. The dogs' handlers are trained as well. For example, they learn to keep the dogs sharp by giving them a break every hour while they are working. Pleasants says, "That is very important, because a dog will be as good as its handler."

What's next? Drum is a new trainee at Animals Saving Animals. He is not a Belgian Malinois, though—he's a Springer spaniel, training to detect guns and explosives. In a few more months, he'll travel to the Ol Pejeta (OL pay-YAY-tuh) refuge in Kenya, where he'll become the newest member of the canine team fighting poachers and saving animals.

To watch a video about tracker dogs in Kenya, open this link: <https://vimeo.com/100928834>



Springer spaniel puppy

Sources: "Meet the dogs on the anti-poaching front line" by Kate Lewis, *The Independent*, March 13, 2018; "Meet the dogs saving endangered species" by Ella Davis, *BBC Earth*, Dec. 18, 2018; "Poachers Watch Out as K9 on Guard," *Working Dog Magazine*; and <https://www.animalsavinganimals.org/kenya-detection-dogs> (1.16.19).

## Days 13 and 14

### Teacher Preparation

Post team cards (with member students listed) under headings to show the station where each team is to start.

Students will continue to use the vocabulary words and materials from Days 11 and 12 through Days 13 and 14. Place Do Now sheets at the entrance and student activity sheets at each station.

Before Day 13, practice reading aloud the fable “Juba and the Lion” on pages 110-111 of this manual.

Before Day 14, familiarize yourself with the audio recording technology that you plan to use with students, and decide how you will teach students to save and share their recordings. (If you plan to use Vocaroo, an excellent eight-minute, teacher-oriented tutorial is available at <https://www.youtube.com/watch?v=lqXDqmfv46M>.) This tutorial indicates a number of ways to save, share, and download recordings. (Your district or school may have a different preferred audio recording technology. If this is the case, familiarize yourself with the procedures and options of the preferred or prescribed technology.) Practice using the technology and adapt the proposed Daily Launch suggestions to your situation. Make sure that the computers or laptops students will be using are equipped with microphones; most laptops have internal mics, but many desktop computers require the use of external mics.

If possible, set up the computer that you will use to project onto a screen, so that students can see the desktop and the commands you use to create the audio recording.

**Please Note:** For this instructional cycle and those that follow which introduce students to new technologies (e.g., audio recordings, word processing, and digital presentations, the **Alfa Lab Assistant** will play a key role in supporting students practicing these skills at the Media Madness station. You should make sure to include the Lab Assistant in preparation for these activities and ensure that he/she is comfortable with the technology to be used.

#### Guiding Question:

Are there ways big cats and people can help each other?

## Daily Launch Day 13

### **Whole Group Opening Activity: Mini-Lesson on Fables**

Direct students to look at their Do Now sheets. Review their answers, then ask students why they think people in different cultures use proverbs or sayings about animals to state life lessons. (For example, the proverbs are more interesting, sometimes funny, easier to remember, or easier to teach children.) Have students place Do Now sheets in their folders.

Tell students that **fables** are longer stories about animals that teach similar life lessons. The life lesson a fable teaches is called the **moral** of the story. Tell students that you are going to read a short African fable about a boy and a lion. Tell them to make a mind movie and **visualize** the story as you read. Then, they are to listen carefully for the moral the story teaches. Read the following story to them.



### **Juba and the Lion**

Juba was a young boy who had to care for his father's cows each day. He would take them out to eat grass, lead them to the river to drink, and return them safely to their pen in the evening. He also had to keep them safe from predators like lions and leopards.

One day as Juba watched the cows eat grass, his friend Sipho (*pronounce*: SEE-poh) ran up and told him that Bhubesi (*pronounce*: boo-BAY-see), the lion, was nearby. The men of the village were setting traps to capture him, because he had killed someone's cow. However, Juba was not afraid. He knew that Bhubesi usually hunted at night. He and his cows would be safely home by that time. He took the cows down to the river to drink before it was time to return to the village.

As the cows were drinking, Juba heard a strange sound—like a lion's roar, but different. His cows were frozen in fear, but Juba could tell that the lion was in trouble. He waded across the river and found it caught in one of the traps the village men had set. When the lion saw Juba, he began to plead with him. "Please, boy," he begged. "Please set me free before the hunters come!"

But Juba was wary. "If I set you free," he said, "you might eat me."

"No," promised Bhubesi. "If you save me, I won't touch you. I swear it."

Finally Juba was convinced. Carefully he lifted the heavy bar that gripped the lion's head. Bhubesi leaped out and shook his mane. Then he narrowed his eyes. This boy looked so fresh and juicy. Why waste a good meal?

Juba saw the look in Bhubesi's eyes and knew exactly what it meant. "No," he reminded Bhubesi. "You can't eat me now. Remember, you promised."

The lion took a step closer. “That was then, this is now,” he said. “Somehow the promise does not seem so important any more. And I am very hungry.”

“That’s a big mistake,” Juba said. “Don’t you know that when you break a promise, the sharp pieces of it will come back to stab you?”

“Ha!” exclaimed the lion. “A promise is just words. How can its pieces come back to hurt me?”

Thinking quickly, Juba suggested, “There’s a donkey. Let’s ask him what he thinks.”

“Well?” Bhubesi asked the donkey, who was passing by. “Can I eat this boy? I’m very hungry.”

“But he promised not to,” Juba added. “I set him free and he promised not to eat me.”

The donkey looked from one to the other. “I don’t care much for humans,” he said. “They’re always beating me and making me carry heavy loads. Go ahead, eat the boy.”

“No, please!” cried Juba. “Let’s ask one more animal. Let’s ask that jackal over there.”

The lion snorted impatiently. “Too much fooling around,” he complained. “But all right. You, jackal, what do you think? Don’t I have a right to eat this boy?”

“He promised not to,” Juba said quickly. “I freed him from a trap and he promised not to eat me.”

“Really?” replied the jackal. “You were caught in a little trap made by humans, Bhubesi—you, the king of beasts? What a silly story—I can’t believe it! Please show me this trap!”

“It was a very strong trap,” Bhubesi grumbled. Muttering and tossing his mane, he showed the jackal the trap. “Now do you believe me?” he asked.

The jackal frowned. “I see the trap,” he answered. “But I can’t believe a little iron bar like that could hold your noble head, Bhubesi. Please, show me how it was done.”

“Very well,” said Bhubesi. “But this is the last thing I will do for you. After this, I am definitely going to eat that boy.” Carefully he lowered his head and placed it between the bars.

Quickly the jackal sprang forward and snapped the top bar into place. The lion was trapped again! “Yes,” the jackal replied. “Now I see how it was done. And what a shame that you are trapped again, Bhubesi. But the boy is right: broken promises always catch up to you.”

Furious, Bhubesi roared and shook the trap, trying to break free, but it was too strong for him. Juba thanked the jackal, then gratefully returned to his cows and led them safely back to the village.

After you have read the story, ask students to identify its **moral** (don’t break your promises, or you will pay the consequences!). Tell students that during this instructional cycle, they will read another fable involving a lion, but with a very different moral. Explain to students that while previous lessons have focused on “real life” big cats, big cats have also captured people’s imagination through the ages, and they will now explore a fable that uses the idea of big cats and people helping each other.



# Daily Launch Day 13

## Do Now: African Animal Proverbs

People all over the world use proverbs or short sayings to remember life lessons and pass wisdom on to their children. Many proverbs use animals to illustrate the ideas they express. Did you ever hear someone say, “Curiosity killed the cat,” or, “When the cat’s away, the mice will play”? These sayings are familiar to us. People in other countries and cultures have other proverbs. Read the African proverbs to the left, and the explanations on the right. Decide which explanation matches each proverb. Then, draw lines to connect each proverb to the idea it expresses.



### Proverbs

“When elephants fight, it’s the grass that suffers.” (Kenya)

“An army of sheep led by a lion can defeat an army of lions led by a sheep.” – Ghana

“The more feathers a chicken has, the bigger it looks.” (Zambia)

“The law is a spider’s web; only the little insects get caught in it.” – Gambia

“You cannot convince a monkey that honey is sweeter than a banana.” (Nigeria)

### Meanings

Looks can fool you. The fact that people seem powerful and important doesn’t mean they really are.

People don’t like change; they prefer what they are used to, even if another way is better.

The “little people” are the ones who pay the price when leaders are in conflict.

A good leader can lead a weak team to success, but poor leadership ruins even a strong team.

Poor people suffer for their crimes, but rich people find ways to escape punishment.

# Daily Launch Day 14

## **Whole Group Opening Activity: Making an Audio Recording**

(**Note:** Depending on your classroom’s technology configuration, you may have to conduct the Daily Launch from the Media Madness station.)

Have students place Do Now sheets in their folders.

Have students turn to pages 20-21 in *Big Cats*. Explain that they are going to learn how to use the classroom computers (or their laptops or tablets) to make audio recordings of themselves reading. Project your computer onto a screen so that students can see what you are doing. First, demonstrate the use of the audio recording technology with a simple demonstration phrase; for example, by recording aloud the title “Androcles and the Lion.” Stop the recording and show students how to play it back. Also, show them how to start over and make a new recording if they are not happy with their results. Then show them the way you want them to save and share their recordings.

**[Please note:** you may wish to split this Daily Launch into two sections. In this case, on Day 14 focus **ONLY** on demonstrating the use of the audio recording technology—the instructions up to this point—and allow several students to also try the equipment out. Then, on Day 15, work with students to create an audio recording of “Androcles and the Lion,” as indicated below. You would in this case eliminate the Cryptogram demonstration on Day 15; see page 122 in this manual for further information.]

Tell students that you will need five volunteers to help create an audio recording of the first page of “Androcles and the Lion.” (Students will be familiar with the story from the Day 13 activities.) Select volunteers. Assign two frames from pages 20-21 to each of four students who will read Androcles’ words; direct the fifth student to read the soldier’s words in the last frame. Tell students that you will read the narrator text found in the yellow boxes at the top of the frames. Bring the volunteers close enough for the computer to pick up their voices.

Do a “warmup” reading of the text with your volunteers once **without** recording it. Then, reread it using the audio recording software (let a student push the button to begin recording!). When you finish, play the recording back for students. (If they are dissatisfied with their recording, reassure them that this was a practice run to allow them to become familiar with the technology. In the coming days they will be using this technology to practice their reading, and possibly in preparing their final projects.) Ask a student to demonstrate how to save and share the recording. Then, dismiss students to their stations.









# MAIN STATION

## “Androcles and the Lion” (pages 20-23 in *Big Cats*)

### Review Vocabulary (5-10 minutes)

Point to the vocabulary words on the Word Wall in random order and have students pronounce them aloud. Ask students to comment on the ways the words were used in the “Tracker Dogs” reading. Call on each student to use one vocabulary word in a sentence.

Provide Meaningful Sentences for the last three words on the list, which draw from this cycle’s reading. Invite students to propose sentences as well. Remind students that they are to compose their own Meaningful Sentences as time allows at the Wordology Station.

### Sample Meaningful Sentences

1. The police officer found the lost children **wandering** up one street and down another, trying to find their way home.
2. Some people believe that there is no escaping your **fate**: if something is destined to happen to you, it will happen, no matter what you do.
3. Our city’s basketball team plays in a huge **arena** that can hold a hundred thousand fans.

### Read-Aloud, Think-Aloud (10-15 minutes)

Have students turn to page 20 in *Big Cats*. Read the title and the “warm up” at the top of the page. Have a couple of students respond to the questions in the “warm up.” Invite students to flip through the pictures on pages 20-23. Then ask:

- *What can you guess from these pictures? What surprises you?*
- *Where do you think this story takes place? When?*
- *What do you think the story might be about?*

Call students’ attention to the byline “A fable by Aesop, adapted by Jack Booth,” just below the title. Ask students what they already know about Aesop. Explain that he was a storyteller who lived in ancient Greece, around 600 BCE. Although various other ancient writers mention Aesop, none of his original writings have survived; later writers in both Greece and Rome wrote down their versions of the stories called Aesop’s fables. What we know about Aesop’s life is from legends that sprang up many years after his death. Tradition suggests he was a slave who later became free. Some people believe that he may have been of African origin. However, no one really knows for sure.

Begin reading the first frame of the comic on page 20 of *Big Cats*. If you wish, invite students to read portions. As you “think aloud,” asking students the following questions, explicitly identify the strategies you are using (indicated by **bold italic print**). Refer to the **menu of strategies** poster as you do so. For example:

- After “I will run away and hide forever”: *I wonder how that will go? Might not be so easy...* – **ask questions**
- After, “I will pull it out” (top of page 21): *This is a story... but I don’t think a real lion would let a person do that!* – **evaluate claims**
- After “The two friends play and hunt together in the forest,” ask: *If you could live in the forest with a friendly lion, how do you think that might help you? What problems would it solve for Androcles?* (The lion could catch animals and share the meat with Androcles so he wasn’t hungry; at night, Androcles could keep warm by curling up with the lion in its cave – **infer**)
- After “Look! That’s Androcles the slave. Let’s capture him!” ask students to predict what they think will happen next. – **predict**
- After “You know, they don’t feed the lion for a month before the fight” (second frame on page 22), ask: *Why do you think the writer included this detail? What can we infer?* (The lion will be very hungry, and probably very ferocious. – **infer**)
- After “The crowd is shocked”: *Why are they shocked? Based on the picture, what’s happening here?* – **ask questions**

After you finish reading the comic, read Question 2 from the “wrap up” at the bottom of page 23, and invite students to explain the moral or message of the story. (It should be something like, “Being kind to others will be rewarded in the end.”) Ask students to compare this moral with the moral from “Juba and the Lion,” from the Day 13 Daily Launch. Ask them,

- *These two stories feature similar characters and situations. How can they teach such different life lessons?* (Encourage discussion here. One big difference is that the lion in Androcles’ story is a noble character, while the lion in the Juba story is a trickster. This difference sets the stories up to have very different endings and to teach different morals.)

Ask students,

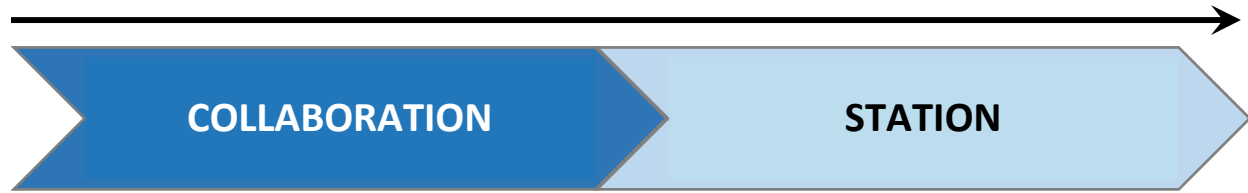
- *What answers does “Androcles and the Lion” provide to the Guiding Question, Are there ways big cats and humans can help each other?*

Point out that “Androcles and the Lion” is fictional, imaginary, and completely unrealistic. Ask students whether they think this makes a difference to how useful the story is in answering the question.

### **Additional Activities for Schools with 30-minute Stations**

- Revisit the Vocabulary Awareness Chart for this section. Again invite students to indicate their familiarity with each word by a show of hands. Compare the number of students raising their hands for each level to the number that did so on Days 11 and 12.
- Revisit the vocabulary words from previous days that students found difficult.
- Have students read through the entire story as a radio play, assigning different students to read the parts of the narrator, Androcles, soldier, emperor, and men in the crowd.

***Reminder:*** *The Wordology station activities are the same ones from Days 11 and 12. Students will choose a different activity from the one they selected previously.*



**Instructions:** With your team, read “Androcles and the Lion” (pages 20-23 in *Big Cats*). Each person could read one page of the story aloud, or you could take turns reading the frames. When you finish, discuss the following questions. Make **inferences** based on what the author shows us in words and pictures, and on your own prior knowledge. Then, answer the questions below in writing.

1. What things might Androcles' master have done to make him run away to the forest?
2. Why was Androcles frightened when the lion entered the cave?
3. How do you think Androcles knew that the lion would not hurt him?
4. Why do you think Androcles and the lion were happy in the forest? Why was Androcles no longer hungry after he became friends with the lion?





# Media Madness

**Instructions:** Choose EITHER “More about Wildlife” (this page) OR “Fables from Many Places” (back of this page). Using the search engine your teacher suggests, find at least three web sites that provide the information required. Take notes on the sites that are helpful and summarize what you learn in the spaces provided.

**Option 1: More about Wildlife**

Choose three of the following animals:

**antelope – wildebeest – jackal – African buffalo – rhinoceros**

Find websites where you can learn more about these animals. Take notes on what you learn about the animals in the spaces below. Be sure to write down the name or address of each website you use.

1. Name of animal: \_\_\_\_\_  
 Website: \_\_\_\_\_  
 What I learned: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

2. Name of animal: \_\_\_\_\_  
 Website: \_\_\_\_\_  
 What I learned: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

3. Name of animal: \_\_\_\_\_  
 Website: \_\_\_\_\_  
 What I learned: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Option 2: Fables from Many Places**

Choose one of the following categories:

**Aesop’s fables – African fables – Chinese fables**

Use the search engine to find **three** fables. Read each fable, then write down the title, characters, and moral of the story in the spaces below. Be sure to write down the name or address of each website you use.

Category (please check ONE):

- Aesop’s fables       African fables       Chinese fables

1. Title of fable: \_\_\_\_\_  
Website: \_\_\_\_\_  
Characters in the fable: \_\_\_\_\_  
\_\_\_\_\_  
Moral of the story: \_\_\_\_\_  
\_\_\_\_\_

2. Title of fable: \_\_\_\_\_  
Website: \_\_\_\_\_  
Characters in the fable: \_\_\_\_\_  
\_\_\_\_\_  
Moral of the story: \_\_\_\_\_  
\_\_\_\_\_

3. Title of fable: \_\_\_\_\_  
Website: \_\_\_\_\_  
Characters in the fable: \_\_\_\_\_  
\_\_\_\_\_  
Moral of the story: \_\_\_\_\_  
\_\_\_\_\_

## Days 15 and 16

### Teacher Preparation

Post team cards (with member students listed) under headings to show the station where each team is to start. Place Do Now sheets and student Lion Cards at the entrance and student activity sheets at each station. (Note: Lion Cards should be printed on sturdy card stock so that students can use them over several lessons.)

Prepare a Word Wall with the vocabulary words for “The Ghost and the Darkness” (pages 28-31 in *Big Cats*), as well as a Vocabulary Awareness Chart if you plan to use one. Prepare a display with definitions added.

For Day 15, copy the Cryptogram from page 102 in this manual (also reproduced in Daily Launch instructions) on the board or onto a flip chart or large poster. (You can also project the Cryptogram if your technology allows, but make sure you will be able to fill in spaces as you work through it with students.)

Similarly, for Day 16, copy the cryptogram from the Daily Launch.

**Note:** Please review the Media Madness activity for this instructional cycle, which involves students making an audio recording of themselves reading a selection aloud. This is a very useful exercise and should be included if possible. However, if your classroom’s technical capacities do not allow it, you may replace this activity by asking students to do another web search, using the Media Madness template from Days 13 and 14. In this case you should have students do the search on wild animals during the Days 13-14 instructional cycle, and then do the search on Fables from Many Lands for Days 15-16.

[**Also note:** Solving cryptograms has been a very popular activity in some ALFA labs, and exercises valuable reasoning skills. However, it is not an essential component of the program. If your students do not enjoy cryptograms or if you need the time to revisit essential skills, you should feel free to replace the cryptograms with other relevant activities at your discretion. As indicated, you may wish to take more time on creating an audio recording (Daily Launch Day 14), replacing the cryptogram-focused Daily Launch scheduled for Day 15.

If you decide to eliminate cryptograms entirely, use the Daily Launch on Day 16 to revisit a skill that your students have had trouble with, or teach a new skill that you have identified as necessary.]

#### Guiding Question:

When big cats’ territory is threatened, how are human lives put in danger?



# Daily Launch Day 15



## Whole Group Opening Activity: Lion Card; Solving Cryptograms

Have students place their Do Now sheets in their folders. Then ask them to look at the Lion Cards they collected on arriving in the classroom. Ask students whether there is any information they can already enter on the Lion Card from what they learned during Days 11 through 14. Tell students that this instruction cycle will also focus on lions, and will provide more facts. They should be sure to note information they find on their Lion Cards as they visit the different stations.

Ask students how many of them attempted the cryptogram in the Wordology activities provided for Days 11 – 14 (pages 102-103 in this manual; reproduced below), and how many of them successfully solved it. Tell students that you will work through this cryptogram together as a class so that they feel more confident attempting other cryptograms in the future.

### Key:

A		B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
					24							19		7		10				17						

### Message:

T \_ E P \_ \_ \_ E \_ \_ P T \_ E \_  
 17 5 24 10 11 15 21 5 24 12 25 21 15 10 17 13 12 24 2  
  
 \_ N \_ \_ L \_ \_ L L E \_ \_ L L \_ \_ N \_  
 15 7 20 9 15 19 25 20 19 19 24 14 15 19 19 23 15 7 2  
  
 E \_ P \_ \_ T E \_ T \_ E \_ \_ \_ E \_ T.  
 24 1 10 11 12 17 24 2 17 5 24 20 12 9 24 15 17

Ask students if they see a word that might be easy to guess. If necessary, call their attention to the first word, and ask them what they think it might be. Someone should suggest the word “the”; point out to students that while there are other three-letter words beginning with “T” and ending with “E” (such as “tie” and “toe”), “the” is a much more likely word to begin a sentence. (Ask students if they can think of other similar very short common words to look for in figuring out cryptograms; examples might include *a*, *of*, *in*, *and*, and so on.) Ask students

- If the first word is “the,” then what letter has the number 5?

Write “H” in the space between “T” and “E,” and “5” in the space below “H” in the key. Ask students where else they see the number “5” in the puzzle. (It is in the second word of the first line and also the second word of the third line.) Fill in “H” in each space marked with “5.”

Then ask students if they see any other short words in the puzzle that might help them figure out more letters. Students should note that the last word in line 2 has only three letters, with “N” in the middle. Ask them,

- What words do you know that have three letters with “N” in the middle?

The most likely options are “and” and “one.” Tell students that they will have to use logic to figure out which of these common words they are dealing with. You may wish to “pencil in” the word “one” and ask students

- Does this work? Is there any reason the word “one” doesn’t work?

If necessary, point out that if the word is “one,” then the number “2” stands for “E.” But, the key already says that “24” represents “E.” “One” cannot be the right solution. Then, pencil in the word “and,” and ask,

- How about this? Is there any reason that the word “and” doesn’t work?

Concluding that “and” is probably the correct word, fill in the numbers “15” and “2” under the letters “A” and “D” respectively. Then ask students to help you find all the places where “15” and “2” are located in the puzzle, and fill in the letters. At this point you should have the following:

<u>T</u>	<u>H</u>	<u>E</u>	P	<u>A</u>	_	<u>H</u>	<u>E</u>	_	_	_	<u>A</u>	<u>P</u>	<u>T</u>	_	_	<u>E</u>	<u>D</u>	
17	5	24	10	11	15	21	5	24	12	25	21	15	10	17	13	12	24	2
<u>A</u>	<u>N</u>	_	_	<u>A</u>	<u>L</u>	_	_	<u>L</u>	<u>L</u>	<u>E</u>	_	<u>A</u>	<u>L</u>	<u>L</u>	_	<u>A</u>	<u>N</u>	<u>D</u>
15	7	20	9	15	19	25	20	19	19	24	14	15	19	19	23	15	7	2
<u>E</u>	_	<u>P</u>	_	_	<u>T</u>	<u>E</u>	<u>D</u>	<u>T</u>	<u>H</u>	<u>E</u>	_	_	_	<u>E</u>	<u>A</u>	<u>T</u>	_	_
24	1	10	11	12	17	24	2	17	5	24	20	12	9	24	15	17	_	_

Call students’ attention to the two words ending in “ed.” Ask them what they can guess about these two words (they are probably verbs). Then, remind students of the clue given with the cryptogram: it includes several of the vocabulary words for the “Tracker Dogs” instruction cycle. Ask students whether they can guess any words, either because they are familiar or because they are vocabulary words.

From this point, students should begin to see familiar patterns. The two remaining words on the second line (“animals” and “illegally”) have rather distinctive letter sequences; once you place the “l” from “illegally” everywhere that “20” appears, it should be easy to figure out “animals” and “their” (on the third line). When you place the “M” from “animals” wherever you see “9,” “meat” will be complete; when you place the “R” from “their” wherever you see “12,” “poachers,” “captured,” and “exported” (which are all vocabulary words) should be easy to guess.

Tell students that you will solve another cryptogram with them on Day 16, so they will have a chance for more practice; then, dismiss them to their stations.

# Daily Launch Day 15

## Do Now: Cryptogram Workshop

Did you try the cryptogram activity for “Tracker Dogs Use Their Noses”? Cryptograms can be tricky. Here’s an exercise that will help you understand the logic of solving a cryptogram.

First, here’s the alphabet key that gives shows which letters are already solved in the words below.



A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	
						23	8								4				12					7	17	

**Word # 1:** T H \_\_\_  
12 8 3

What letter do you think “3” stands for? Fill in the blank, and write “3” in the box under that letter. Write the letter everywhere you see a “3” in the words below.

**Word # 2:** P \_\_\_ Y  
4 21 3 17

Now, what letter do you think “21” stands for? Fill in the blank, and write “21” in the box under that letter. Write the letter wherever you see a “21” below.

**Word # 3:** T \_\_\_ G \_\_\_  
12 2 23 3 21

What letter do you think “2” stands for? Fill in the blank, and write “2” in the box under that letter. Write the letter anywhere you see a “2” in the words below.

**Word # 4:** \_\_\_ X T \_\_\_ \_\_\_ T  
3 7 12 2 13 11 12

What letters do you think “13” and “11” stand for? Write each number in the box under its letter. Then, write the letters everywhere you see those numbers.

**Word # 5:** \_\_\_ H \_\_\_ \_\_\_ T \_\_\_ H  
11 8 3 3 12 5 8

What letter do you think “5” stands for? Write “5” in the box under its letter.

Wow! Look how many words and letters you figured out!

# Daily Launch Day 16



## Whole Group Opening Activity: Solving Cryptograms continued

Ask students to look at their Do Now sheets. Tell them that they will work together to finish solving this cryptogram. This one is more difficult than the previous one, because fewer letters are supplied as clues. Ask students what little words they were able to use to begin to identify letters. Invite them to continue to fill in their Do Now sheet as you work out the puzzle together.

Students may have noticed that a three-letter word with “H” as the second letter appears three times in the message. Ask them what they think this word is. They will probably guess that it is the word “the.” Ask if there are any other words that it could be. (It could also be “she” or “who,” for example.) However, tell students that since “the” is the most frequently used of these words, and since the same word appears three times, it is reasonable to pencil in “the” as a first guess, and see if that helps in figuring out the rest of the puzzle.

### Key:

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
25							3										20								

### Message:

\_ H \_    \_ \_ \_    \_ \_ \_    \_ \_ \_    \_ H \_ \_ \_  
 6 3 4    6 9 15    5 13 15 7 12    9 13 6 3 15 16 6  
  
 \_ A \_    \_ \_ \_    \_ \_ R \_    \_ A \_    \_ \_ \_    \_ H \_  
 18 25 7 4 12    9 4 20 4    23 25 5 5 4 1    6 3 4  
  
 \_ H \_    \_ \_    A \_ \_    \_ H \_    \_ A R \_ \_ \_ \_  
 10 3 15 12 6    25 7 1    6 3 4    1 25 20 17 7 4 12 12

Then ask students what numbers you can add to the key, based on the guess that the repeated word is “the.” Students should indicate that “E” is “4” and “T” is “6.” Pencil these letters into the key. Then ask students to help you find other instances of “6” and “4” in the message. Fill the appropriate letter in for each of these. This should give you the following:

T H E    T \_ \_    \_ \_ \_    \_ \_ \_    \_ \_ T H \_ \_ T  
 6 3 4    6 9 15    5 13 15 7 12    9 13 6 3 15 16 6  
  
 \_ A \_    E \_ \_    \_ E R E    \_ A \_    \_ E \_    T H E  
 18 25 7 4 12    9 4 20 4    23 25 5 5 4 1    6 3 4  
  
 \_ H \_    \_ T \_    A \_ \_    T H E    \_ A R \_ \_ E \_ \_  
 10 3 15 12 6    25 7 1    6 3 4    1 25 20 17 7 4 12 12



# Daily Launch Day 16



## Do Now: Another Cryptogram

Here is another cryptogram. This one is a little harder, because fewer letters are given to you as clues. Don't worry about finishing the cryptogram. See how many letters you can figure out before you begin to work on it with your class.

### Key:

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
25							3										20								

### Message:

\_ H \_    \_    \_    \_    \_    \_    \_    \_    \_    \_    \_    \_    H \_    \_    \_  
 6 3 4    6 9 15    5 13 15 7 12    9 13 6 3 15 16 6  
  
 \_ A \_    \_    \_    \_    \_    \_    R \_    \_    A \_    \_    \_    \_    H \_  
 18 25 7 4 12    9 4 20 4    23 25 5 5 4 1    6 3 4  
  
 \_ H \_    \_    \_    A \_    \_    \_    H \_    \_    A R \_    \_    \_    \_  
 10 3 15 12 6    25 7 1    6 3 4    1 25 20 17 7 4 12 12

### Hints:

1. Do you see any little words? Can you guess what they might be? Use a pencil to fill in the letters (remember, you might decide later that you need to try a different word instead)
2. In the key, write the numbers for the letters you guessed in the matching squares.
3. Then look for those numbers in the rest of the message. Fill the letters in.
4. What other letters can you guess now?
5. Keep going until your teacher tells you to stop.



# MAIN STATION

## “The Ghost and the Darkness” (pages 28-31 in *Big Cats*)

### Introduce the Vocabulary (10-15 minutes)

Introduce students to the vocabulary words. Read the posted list aloud, pointing to each word as you pronounce it.

railway	lieutenant	colonel
blazing	surrounding	platform
bait	nightmare	livestock

On a second reading, have students repeat each word after you. Ask students whether they know the definitions of any words, and confirm correct definitions. If the words are unfamiliar, ask students whether they recognize parts of the words, especially for longer words. Walk them through the syllables to assist them in decoding. Then, show the display on which you have added student-friendly definitions to the words.

#### GLOSSARY OF VOCABULARY WORDS

**railway** – a train track or a system of trains

**lieutenant** – a mid-level army officer

**colonel** – a high-level army officer

**blazing** – burning brightly

**surrounding** – all around

**platform** – a floor that is higher than the space around it (such as a stage)

**bait** – food used to attract or capture animals

**nightmare** – a bad dream or a horrible experience

**livestock** – all kinds of farm animals

Discuss each word with students; use words in “Meaningful Sentences” (see examples below). Invite students to propose sentences as well. (Remind students that they are to compose their own Meaningful Sentences as time allows at the Wordology Station.) Be sure to explain that the words “lieutenant colonel” when used together designate an officer just below the rank of a full colonel (but above a lieutenant).

### Sample Meaningful Sentences

1. The trains running on this **railway** take people to and from their jobs every day.
2. My uncle is a **colonel** in the army, but he hopes to be promoted soon to the rank of general.
3. As soon as cadets graduate from officer training school, they have the rank of second **lieutenant**.
4. When dad touched a match to the charcoal, a **blazing** fire shot flames high in the air until the lighter fluid burned off.
5. The huge mob of protesters **surrounding** the mayor’s car screamed and shook their fists so that she was afraid to get out.
6. The jazz musicians went up the steps and onto the **platform** where their chairs were set up for the concert in the park.
7. My dad thinks peanut butter is the best **bait** to bring mice to a trap, but my mom thinks cheese works better.
8. After my little brother watched the horror movie, he had a terrible **nightmare** about zombies and woke up screaming and crying.
9. Sharon loves all kinds of animals, so when she visits her grandparents in the country, she makes friends with all the **livestock** on the farm.

### Guided Reading/ Think-aloud (10-15 minutes)

Have students turn to pages 28-31 of *Big Cats*. Invite them to comment on the pictures. Ask them what they think the title “The Ghost and the Darkness” means. Then, invite them to look at the heading on page 29. Read it aloud or ask a student to read it. Ask students,

- *What can we learn from this heading?* (The text is in the form of a news article, probably about events that actually occurred; the setting is in Kenya, more than a hundred years ago. – **note the title**)

Explain that while the text presented is in the form of a news story from 1899, and recounts real-life events that occurred at that time, it is not an actual news clipping from a 19<sup>th</sup> century newspaper. (How do we know? There is no attribution to an actual newspaper, such as the *London Daily Times* or the *Chicago Tribune*.)



Begin reading the text as students follow along in their books. As you “think aloud,” asking students the following questions, explicitly identify the strategies you are using (indicated by ***bold italic print***). Refer to the **menu of strategies** poster as you do so. For example:

- After the sentence that ends “... all the way into the jungles and grasslands of Kenya and Uganda”: *That sounds like a long railway. I wonder what impact building a railway has on the animals that live in the jungles and grasslands?* – ***ask questions***
- After “... human bones were found not far from the workers’ camp”), read the question in the “checkpoint”: *What do you think was happening?* Give students time to respond with their guesses. – ***infer***
- When you reach the end of page 29: *How would you feel if you were one of the men working on the railway bridge? How do you think Lieutenant Colonel Patterson felt?* – ***make connections***
- After “... to keep the lions out of their camps,” first sentence on page 30: *I wonder whether that would really work. Couldn’t the lions jump over the fences?* – ***ask questions***

When you reach the checkpoint in the middle of page 30, read the question (“What would the workers be thinking at this time?”) and allow students to respond. Ask them what they think Lieutenant Colonel Patterson should do at this point.

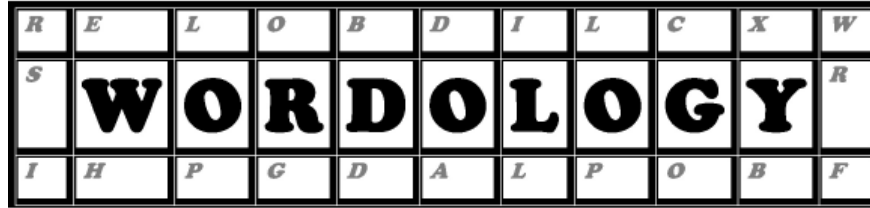
Call students’ attention to the Guiding Question for this instructional cycle, *When big cats’ territory is threatened, how are human lives put in danger?* Ask students:

- *How do you think this question applies to the situation the railway workers faced? Why do you think the lions might have begun attacking the workers?* – ***elaborate***

Tell students that you will finish the story together in the next instructional cycle.

### **Additional Activities for Schools with 30-minute Stations**

- When students repeat vocabulary words after you, show them the Vocabulary Awareness Chart, filled out with the vocabulary words for this section, and have them indicate their familiarity with each one; proceed as usual with the Awareness Chart.
- Begin the Guided reading with the “warm up” on page 28 of *Big Cats*. Note the information students provide about lions on the board or a flip chart.
- After the Guided Reading, ask students to create Meaningful Sentences using the vocabulary words based on the text they have read.



**Wordology Activity #1: Vocabulary Scramble**

**Instructions:** Unscramble the letters to find words that fit in the boxes. All the words come from the Word Bank at the bottom of the page.

1. The train into the city runs on the tracks of the \_\_\_\_\_.

yarliwa

--	--	--	--	--	--	--	--

2. Food that you put out to capture an animal is called \_\_\_\_\_.

tabi

--	--	--	--

3. The word \_\_\_\_\_ means burning brightly.

gabziln

--	--	--	--	--	--	--	--

4. A \_\_\_\_\_ is an army officer.

natiluntee

--	--	--	--	--	--	--	--	--	--	--

5. Another word for “bad dream” is \_\_\_\_\_.

ringtameh

--	--	--	--	--	--	--	--	--

6. The word \_\_\_\_\_ includes all kinds of farm animals.

kevocstil

--	--	--	--	--	--	--	--	--

7. A floor that is higher than the rest of the room is a \_\_\_\_\_.

maltprof

--	--	--	--	--	--	--	--

**Word Bank**

bait

blazing

colonel

lieutenant

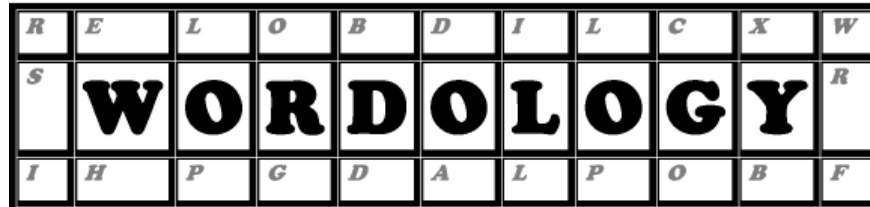
livestock

nightmare

platform

railway

surrounding



### Wordology Activity #1: Vocabulary Scramble (Teacher Key)

**Instructions:** Unscramble the letters to find words that fit in the boxes. All the words come from the Word Bank at the bottom of the page.

1. The train into the city runs on the tracks of the \_\_\_\_\_.

yarliwa

R	A	I	L	W	A	Y
---	---	---	---	---	---	---

2. Food that you put out to capture an animal is called \_\_\_\_\_.

tabi

B	A	I	T
---	---	---	---

3. The word \_\_\_\_\_ means burning brightly.

gabziln

B	L	A	Z	I	N	G
---	---	---	---	---	---	---

4. A \_\_\_\_\_ is a mid-level army officer.

natiluntee

L	I	E	U	T	E	N	A	N	T
---	---	---	---	---	---	---	---	---	---

5. Another word for "bad dream" is \_\_\_\_\_.

ringtameh

N	I	G	H	T	M	A	R	E
---	---	---	---	---	---	---	---	---

6. The word \_\_\_\_\_ includes all kinds of farm animals.

kevocstil

L	I	V	E	S	T	O	C	K
---	---	---	---	---	---	---	---	---

7. A floor that is higher than the rest of the room is a \_\_\_\_\_.

maltprof

P	L	A	T	F	O	R	M
---	---	---	---	---	---	---	---

#### Word Bank

bait

blazing

colonel

lieutenant

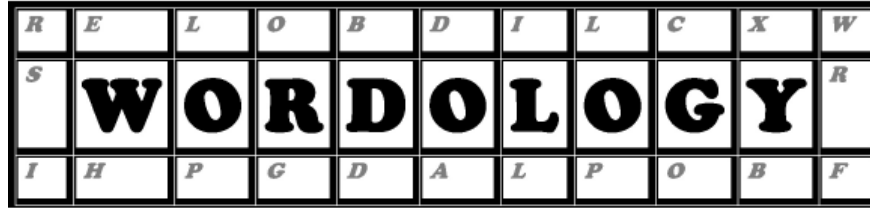
livestock

nightmare

platform

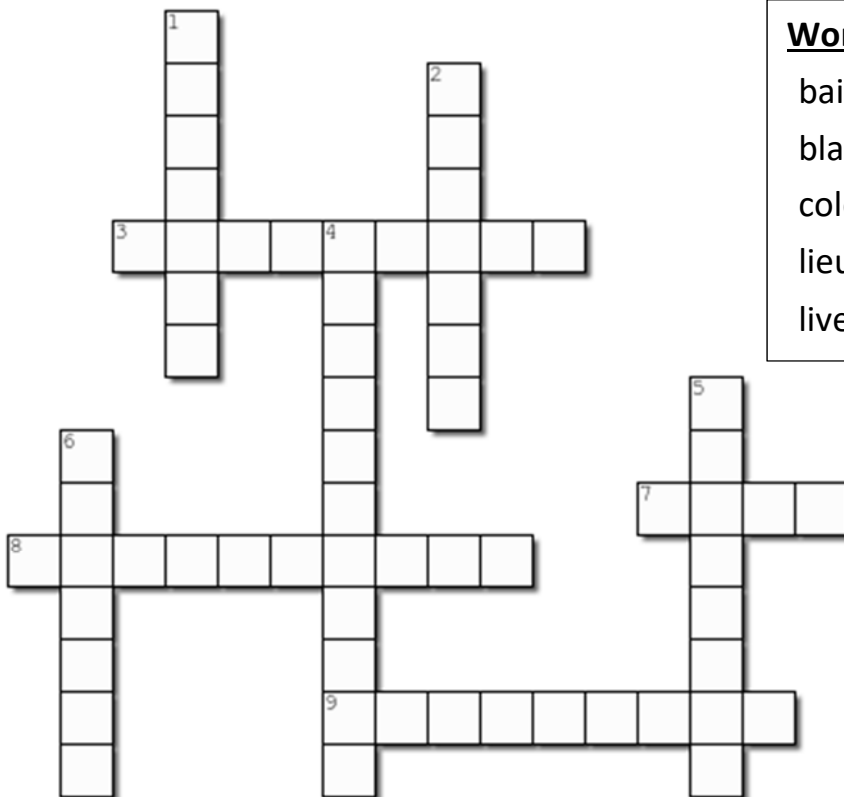
railway

surrounding



**Wordology Activity #2: “The Ghost and the Darkness” Crossword Puzzle**

**Instructions:** Choose words from the Word Bank to complete this puzzle. The clues will help you decide which words fit in which spaces.



<b>Word Bank</b>	
bait	nightmare
blazing	platform
colonel	railway
lieutenant	surrounding
livestock	

Created using [TheTeachersCorner.net](http://TheTeachersCorner.net) [Crossword Puzzle Maker](http://CrosswordPuzzleMaker)

**Clues**

**Down**

- 1. Burning brightly
- 2. A high-level army officer
- 4. In a circle all around
- 5. A raised-up floor
- 6. Train tracks

**Across**

- 3. Farm animals
- 7. Food used to capture an animal
- 8. A mid-level army officer
- 9. A bad dream or horrible experience

R	E	L	O	B	D	I	L	C	X	W
S	<b>W</b>	<b>O</b>	<b>R</b>	<b>D</b>	<b>O</b>	<b>L</b>	<b>O</b>	<b>G</b>	<b>Y</b>	R
I	H	P	G	D	A	L	P	O	B	F

### Wordology Activity #3: "The Ghost and the Darkness" Cryptogram

**Instructions:** At the bottom of this **Cryptogram**, there is a message in code. Every number stands for a letter. A few letters have been filled in. To solve the puzzle, you need to figure out which letters go with the other numbers. Once you figure out a letter, you can add it to the Key, and enter it everywhere in the message that you see that number. Look for short, familiar words to get you started, and use logic to figure it out. (**Hint:** The message includes several of the vocabulary words from "The Ghost and the Darkness.")

**Key:**

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
								11			19						23		4						

**Message:**

T \_ \_ - \_ T I \_ L I \_ \_ R \_  
 4 6 26 2 16 13 26 16 4 11 13 12 19 11 9 13 10 5 26 23 26

L I \_ \_ \_ I \_ \_ R \_ \_ R \_ \_ L \_ I \_  
 19 11 20 26 16 13 11 12 6 4 2 16 23 26 3 9 23 1 26 9 1 19 26 11 13

\_ I L L \_ \_ \_ R R \_ \_ \_ I \_ T \_ R \_ I L \_ \_ .  
 21 11 19 19 16 12 26 10 10 14 23 23 9 14 13 15 11 13 12 4 6 26 23 16 11 19 5 16 17

R	E	L	O	B	D	I	L	C	X	W
S	<b>W</b>	<b>O</b>	<b>R</b>	<b>D</b>	<b>O</b>	<b>L</b>	<b>O</b>	<b>G</b>	<b>Y</b>	R
I	H	P	G	D	A	L	P	O	B	F

**Wordology Activity #3: “The Ghost and the Darkness” Cryptogram**  
(Teacher Key)

**Instructions:** At the bottom of this **Cryptogram**, there is a message in code. Every number stands for a letter. A few letters have been filled in. To solve the puzzle, you need to figure out which letters go with the other numbers. Once you figure out a letter, you can add it to the Key, and everywhere in the message that you see that number. Look for short, familiar words to get you started, and use logic to figure it out. (*Hint:* The message includes several of the vocabulary words from “The Ghost and the Darkness.”)

Key:

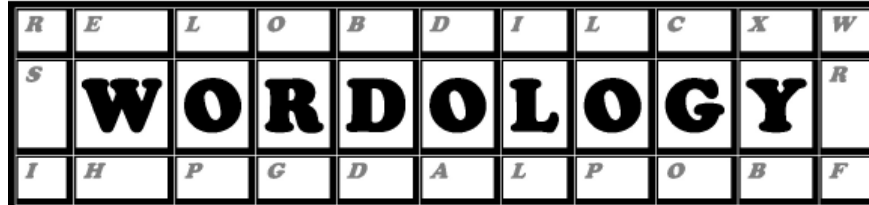
A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
16	7	25	15	26	3	12	6	11	8	20	19	2	13	9	1	18	23	10	4	14	21	5	22	17	24

Message:

T H E    M A N - E A T I N G    L I O N S    W E R E  
 4 6 26    2 16 13 26 16 4 11 13 12    19 11 9 13 10    5 26 23 26

L I K E    A    N I G H T M A R E    F O R    P E O P L E    I N  
 19 11 20 26    16    13 11 12 6 4 2 16 23 26    3 9 23    1 26 9 1 19 26    11 13

V I L L A G E S    S U R R O U N D I N G    T H E    R A I L W A Y.  
 21 11 19 19 16 12 26 10    10 14 23 23 9 14 13 15 11 13 12    4 6 26    23 16 11 19 5 16 17



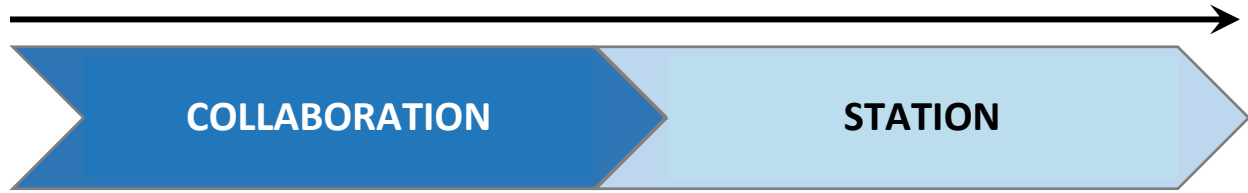
### Wordology Activity #4: Using Vocabulary

Choose this activity after you read “The Ghost and the Darkness.” Use the information in the text to answer the guide questions in complete sentences. Be sure to include the vocabulary word in your answer. You may refer to the text for help if you need to.

Vocabulary Word	Guide Question	Complete Sentence
1. <b>railway</b>	Where were the workers building the <b>railway</b> ?	
2. <b>lieutenant colonel</b>	Who was the <b>lieutenant colonel</b> in charge of the project?	
3. <b>blazing</b>	Why did the workers keep <b>blazing</b> fires in their camps at night?	
4. <b>bait</b>	What did Patterson use for <b>bait</b> to try to catch the lions?	
5. <b>platform</b>	Why did Patterson hide on a <b>platform</b> up in a tree?	





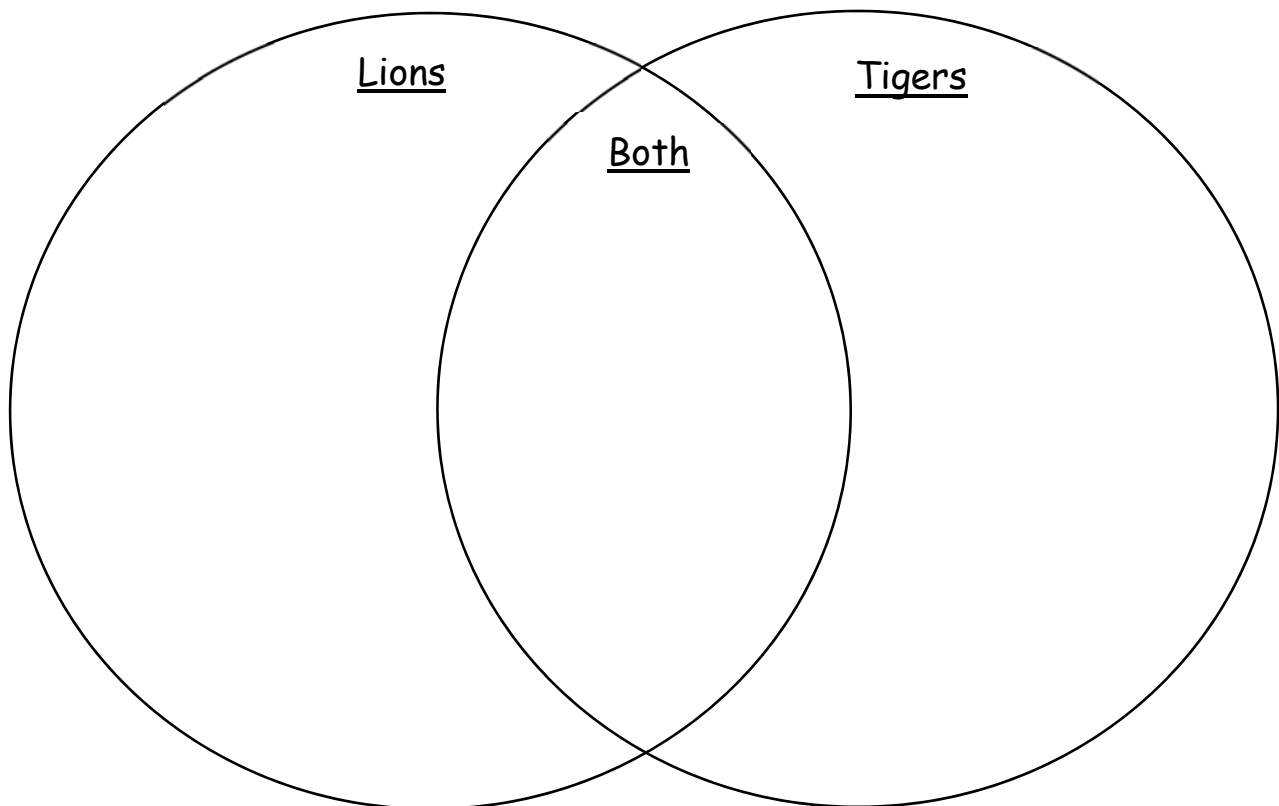


### Lions and Tigers: Compare and Contrast

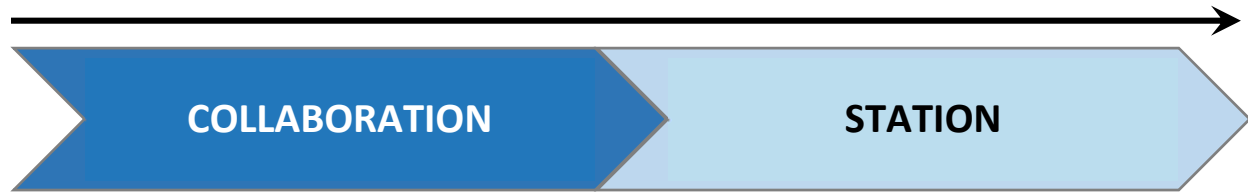
**Instructions.** First, read silently the Lion Card on page 13 of *Big Cats*, and re-read the Tiger Card on page 14. Then, choose someone to read each Cat Card aloud for your team. Discuss together the following question:

What are some ways that lions and tigers are similar? How are they different?

After you have discussed ways these two cats are similar and different with your team, fill out the graphic organizer below with your own answers.



Finally, use the information provided to fill out your own Lion Card.

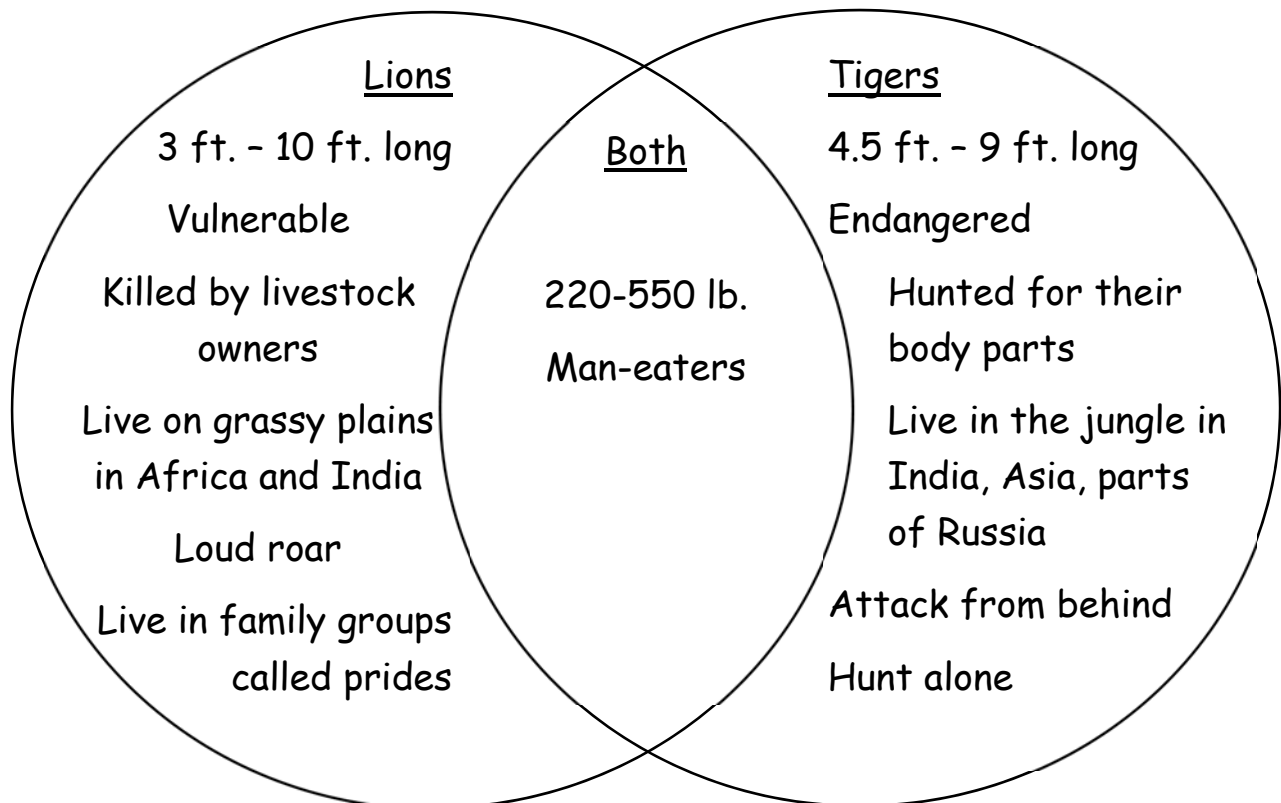


### Lions and Tigers: Compare and Contrast (Teacher Key)

**Instructions.** First, read silently the Lion Card on page 13 of *Big Cats*, and re-read the Tiger Card on page 14. Then, choose someone to read each Cat Card aloud for your team. Discuss together the following question:

What are some ways that lions and tigers are similar? How are they different?

After you have discussed ways these two cats are similar and different with your team, fill out the graphic organizer below with your own answers.



Finally, use the information provided to fill out your own Lion Card.



# Media Madness

## Making an Audio Recording

**Instructions:** Turn to pages 28-29 in *Big Cats*. Read or re-read the first three paragraphs on page 29 silently. Choose one paragraph to make an audio recording. Read the paragraph you have chosen softly to your partner for practice. Then, use the recording technology your teacher demonstrated to record your paragraph.

Play back the recording you made. Do you like it? If you are not happy with it, you can record it over again.

When you finish your recording, listen to it again. Fill out the checklist below.

I made a recording of:

Paragraph 1

Paragraph 2

Paragraph 3

This is something I like about the way I read aloud:

---

This is something I want to improve on when I read aloud:

---

My reading speed was:

Just right

Too slow

Too fast

My reading was:

Mostly smooth

A little bit choppy

Mostly choppy

I read with:

Good expression

Some expression

Not much expression

I had trouble with some words:  Yes  No

If "Yes," which words? List them here: \_\_\_\_\_

---

## Days 17 and 18

### Teacher Preparation

Post team cards (with member students listed) under headings to show the station where each team is to start. Students will continue to use the vocabulary words and vocabulary materials from Days 15 and 16 through Days 17 and 18. Place Do Now sheets at the entrance and student activity sheets at each station (also add Wordology # 5 activity sheet to that station).

If possible, set up the computer that you will use to project onto a screen, so that students can see the desktop and the commands you use to create a text document (Daily Launch both days). You will need to insert one or more images into your text document, so you should download a few sample images on your computer in advance for this purpose.

If possible, arrange for students at the Media Madness station to be able to print out the text documents they create. If printing is not an option, create a folder on the computer in which they can save their text document assignment, and name the folder appropriately. General instructions for this assignment are provided on page 152, but **you may wish to create a new set of directions specifically adapted to your classroom situation.**

**Important note:** While Word is the most widely used word processor, other options exist (such as Google docs). Whatever you use, be sure to familiarize yourself with the preferred program and its features ahead of time. You will be able to find training videos online. However, do not expect to just show students a training video. **Create a lesson plan to work interactively** with students to create a short demo text, according to the guidelines given in the following pages.

*In addition, determine how much experience your students are likely to have had previously (in other classes or in middle school) in using a word processor. Even if they have some experience, you will still need to provide an overview, since students who have transferred from other school systems may not have the same background as the majority; however, you can adapt the level and focus of the training as appropriate.*

**Reminder!** Please make sure to include the Lab Assistant in preparation for the technology component in this instructional cycle, so that he/she is comfortable assisting students as they work to complete the Media Madness station assignment.

#### Guiding Question:

When big cats' territory is threatened, how are human lives put in danger?

# Daily Launch Day 17

## ***Whole Group Opening Activity: Using a Word Processor***

Have students place their Do Now sheets in their folders. Ask them how many of them have previously used word processing software for schoolwork. Ask them:

- What word processing programs have you used?
- What do you enjoy about using a word processor?
- What do you find challenging?

Tell students that you are going to demonstrate how to use your school's preferred program (name it) to create a short text document. Explain that this is an important skill to learn and master for future school assignments in different classes, and that some students may be using it for their unit projects. Then, using a lesson plan you have developed, work with students to create a one-page document called "The Man-Eating Lions of Tsavo." The following essential components should be covered in your lesson:

- Basic formatting (font size and selection; paragraph spacing; indents)
- Text features (bold, italics, underline)
- Selecting and highlighting text
- Cutting and pasting

As you proceed, invite experienced students to suggest the next step. Proceed slowly enough for students to see what icons you select on the projected screen. Be sure to address the following points.

- Main text should be in a standard font (e.g., Calibri, Arial, Times New Roman).
- Font size: 11 to 14 pt.
- Standard English punctuation and capitalization rules apply.

When selecting images from online sources, show students how to select "labeled for reuse" (or the equivalent) under Tools → Usage Rights in the Image page of your browser, to avoid copyright infringement. (Tip: Wikipedia and other Wiki sites offer non-copyrighted images.)

Show students how you want them to print and/or save the documents they create. Explain to students that they will have a chance to practice creating text documents at the Media Madness station during this instructional cycle.





# Daily Launch Day 18

## **Whole Group Opening Activity: More about Word Processors**

Have students place their Do Now sheets in their folders. Ask students who worked at the Media Madness station on Day 17 to raise their hands. Ask them:

- What did you enjoy about creating a text document?
- What was challenging?
- What tips can you share with your classmates who will be going to the Media Madness station today?

Tell students that you are going to continue to demonstrate for them how to work with the word processor. If necessary, reteach any points from the Day 17 Daily Launch presentation that you feel students did not understand or adequately retain. You can continue to add to or revise the document you began on Day 17 (“The Man-Eating Lions of Tsavo”) or create a new text.

Other components that you may want to cover, if students are comfortable with the basics, include

- Choosing fonts
- Inserting text boxes and pictures (see Note below)
- Bullet points and numbering
- Inserting tables
- Spell check and other reviewing tools

As you proceed from one point to another, invite experienced students to make suggestions. Proceed slowly enough for students to see what icons you select on the projected screen.

**Note:** When selecting images from online sources, remind students to select “labeled for reuse” (or the equivalent) under Tools→Usage Rights in the Image page of your browser, to avoid copyright infringement. (As mentioned, Wikipedia and other Wiki sites offer non-copyrighted images.)

Remind students of the instructions for printing and/or saving the documents they create.









# MAIN STATION



## “The Ghost and the Darkness” continued (pages 28-31 in *Big Cats*)

### Review Vocabulary (5-10 minutes)

Point to the vocabulary words on the Word Wall in random order and have students pronounce them aloud. Ask students to comment on the ways the words were used in the reading “The Ghost and the Darkness.” Call on each student to use one vocabulary word in a sentence. Remind students that they should craft Meaningful Sentences of their own at the Wordology Station if they have time.

### Read-Aloud, Think-Aloud (10-15 minutes)

Have students turn to page 29 in *Big Cats*. Ask them,

- *What kind of text are we dealing with here?* (a fake newspaper article)
- *What has happened so far in the story?* (Allow students to provide detailed information. Be sure to ask follow-up questions, such as *When did this occur? What did the railway workers try to do to protect themselves?*)

Then, have students turn to page 30. Read the “Checkpoint” in the middle of the page and ask students to recall or suggest things the workers might be feeling. Tell them you are going to finish the story. Ask them what they want to find out as they finish the story. As you “think aloud,” asking students the following questions, explicitly identify the strategies you are using (indicated by ***bold italic print***). Refer to the **menu of strategies** poster as you do so. You may wish to focus on a particular strategy, such as “**visualize**” or “**ask questions**.” For example,

- At the end of page 30: *Why do you think the lions were gone? Where do you think they went? What does this show us about these lions?* (They were very smart.)
- After “just a month ago,” top of page 31: *Wait, what do they mean, “just a month ago”? I thought this happened more than 100 years ago! (ask questions) Oh yeah, I get it... it’s because this is supposed to be an 1899 newspaper article.*
- After “as bait for the lions”: *Hmmm... let me make a mind movie. (visualize) So the goats and donkeys are standing on the ground tied to the tree. Who is the platform for? Is Patterson going to hide up there all night?*

## Feisty Felines Days 17 and 18

- After “Patterson was able to shoot it”: *Okay, he must have waited there every night until the lion came. Good for him! That must have been scary and exhausting. But what about the other lion? – ask questions*
- After “Patterson was waiting”: *So what does that mean? What can we **infer** from that statement? (Give students time to respond.)*
- After “The nightmare of The Ghost and The Darkness is finally over”: *Okay, right. They mean he killed the second one too. Well, that’s a relief!*

Read the “FYI” callout box. Ask students,

- *Why do you think the writer included this information? (ask questions—different answers are possible, but one answer is that the writer wants readers to know that the story is true and that physical evidence for it is still available.)*

### Guiding Question

Invite students to consider again the Guiding Question:

When big cats’ territory is threatened, how are human lives put in danger?

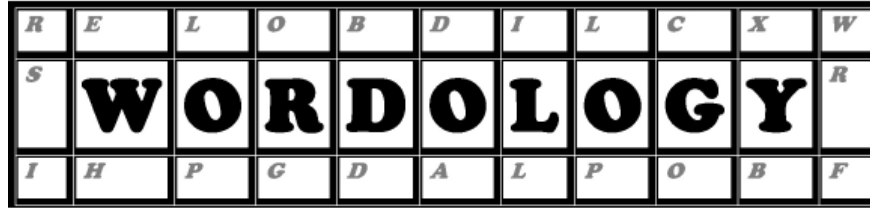
Ask students one or more of the following questions, as time allows:

- *How do you think this question relates to the reading “The Ghost and The Darkness”?*
- *Do you think it offers a clue as to why the two lions began hunting humans as prey?*
- *Do you think there were other solutions to the problem of the man-eating lions besides shooting them? Why or why not?*
- *Do you think a situation like that described in the reading would happen today? Why or why not?*

### Additional Activities for Schools with 30-minute Stations

- Revisit the Vocabulary Awareness Chart for this section. Again, invite students to indicate their familiarity with each word by a show of hands. Compare the number of students raising their hands for each level to the number that did so on Days 15 and 16.
- Revisit the vocabulary words from previous days that students found difficult.

**Reminder:** *Most of the Wordology station activities are the same ones from Days 15 and 16. One additional activity, the Telegraph Message, is provided as an option. Students should choose a different activity from the one they selected previously. Also, students who have not yet composed Meaningful Sentences for the vocabulary words should do so.*



**Wordology Activity #5: Telegraph Message**

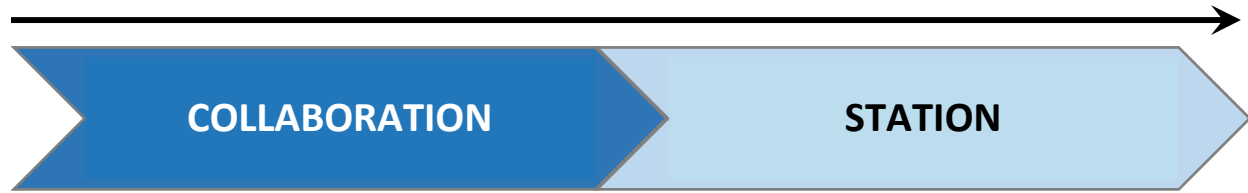
(from *Big Cats*, page 31)

In 1899, telephones were not widely used. Instead, people sent urgent messages over long distances using the telegraph. A telegraph system used electrical signals sent through wires to create a coded message, one letter at a time. People had to pay for each word in the message, so they tried to keep their messages as short as possible—a little like sending a Tweet today.

In the form below, write a message that Patterson might have sent back to the railway company in England about the lions of Tsavo. Use less than 40 words in your message, but try to include several of the vocabulary words.

<b>TELEGRAM</b>	
	To: British East Africa Company
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	

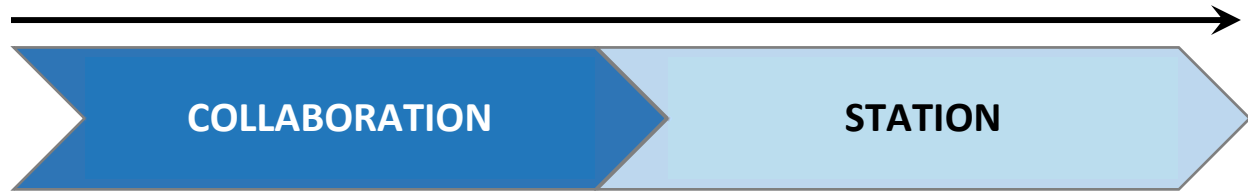
<b><u>Vocabulary</u></b>				
bait	blazing	colonel	lieutenant	
livestock	nightmare	platform	railway	surrounding



### The Ghost and the Darkness Timeline

**Instructions.** In your team, review page 29 and the first part of page 30 in *Big Cats*. Then take turns reading aloud from the last paragraph on page 30 through the second paragraph on page 31. Work with your team to complete the timeline below using facts and events from the full article “The Ghost and the Darkness.” (Hint: late August and early December each have two events.)

	March 1898
	Early April 1898
	Late April 1898
	Spring & Early Summer 1898
	July Evening 1898
	Summer 1898
	Late August 1898
	Spring through Fall 1898
	November 1898
	December 1898



### The Ghost and the Darkness Timeline: Teacher Key

**Instructions.** In your team, review page 29 and the first part of page 30 in *Big Cats*. Then take turns reading aloud from the last paragraph on page 30 through the second paragraph on page 31. Work with your team to complete the timeline below using facts from the whole article “The Ghost and the Darkness.” (Hint: late August and early December each have two events.)

British East Africa Co. begins work on a railway bridge over the Tsavo River.	March 1898
Human bones found near the railroad workers' camp.	Early April 1898
Bones of a railroad worker and his donkey discovered.	Late April 1898
More railroad workers disappear.	Spring & Early Summer 1898
Two lions without manes seen attacking a railroad worker and dragging him away.	July Evening 1898
Lions attack at night; workers try to protect themselves with thorn fences and campfires.	Summer 1898
1. Lions attack a hospital tent and carry off a worker. 2. Tent moved; lions attack & carry off two workers.	Late August 1898
In all, 140 workers are killed in spring, summer, & fall.	Spring through Fall 1898
Patterson looks for lions and finds a cave full of human bones.	November 1898
1. Patterson uses goats & donkeys to bait the lions. 2. He hides in a tree a few nights, then shoots the lions.	December 1898



# Media Madness

## Creating a Text Document

**Instructions:** The video linked below is about a young male lion, Tau, who gets separated from his brother Bandit. Watch the video on your device (tablet or laptop, depending on your teacher's instructions). Watch it a second time if you need to.

[https://www.youtube.com/watch?v=Yb\\_qSG70lfo](https://www.youtube.com/watch?v=Yb_qSG70lfo)

Then, **create a text document** using a computer or laptop, following your teacher's instructions and example.

Title the document "Tau and Bandit." Write a few sentences about what you saw in the video (like a summary).

Add your name and today's date. Depending on your teacher's instructions, print your document and place it in your folder, or save it to the computer in the correct computer folder.

**If you have time:** Find a picture of young lions online using a search engine. Copy and paste the picture in your text document as an illustration.

**Note:** If your teacher tells you to save the document to the computer, follow his/her directions to name the file. If no directions are given, name it as follows: **Tau&Bandit\_YourNameHere**. (So if your name were Jamar Smith, your document would have the title Tau&Bandit\_JamarSmith.)

## Days 19 and 20

### Teacher Preparation

Post team cards (with member students listed) under headings to show the station where each team is to start. Place Do Now sheets at the entrance and student activity sheets at each station. Make enough copies of the text “Tiger Terror at the Zoo” (pages 161-162 in this manual) for all students; place text copies at the entrance with Do Now sheets on Day 19.

Prepare a Word Wall with the vocabulary words for “Tiger Terror at the Zoo,” as well as a Vocabulary Awareness Chart if you plan to use one. Prepare a display with definitions added.

Set up the video to play at the Media Madness station. Determine how you will have students save their digital presentations; establish a desktop folder where they can save their presentations or ensure that thumb drives are available for that purpose.

If possible, set up the computer that you will use to project onto a screen, so that students can see the desktop and the commands you use to work with the search engine and digital presentation (Day 19).

**Note:** *Just as with word processing programs, different tools exist for creating digital presentations. While PowerPoint is the most popular, options also include Prezi, Google Slides, and others. Your district or school may have a preferred technology.*

*As you did with the word processor, familiarize yourself with the preferred program and its features ahead of time. Online training videos may help you. Create a lesson plan to work interactively with students to create a short presentation, following the guidelines provided.*

*Again, determine how much experience your students have had previously in creating digital presentations. Even if some have done it before, you should still provide a training demonstration, while adapting the level and focus as appropriate.*

*Finally, some teachers may choose not to teach students how to create digital presentations. If this is your preference, you will have to determine an alternate activity for Media Madness Days 19 and 20, and eliminate the digital presentation from the list of final project options.*

**Reminder!** Please make sure to include the Lab Assistant in preparation for this instructional cycle, so that he/she is comfortable assisting students in using technology to complete the Media Madness station assignment.

#### Guiding Question:

How can big cat attacks on humans be avoided?
---

# Daily Launch Day 19

## **Whole Group Opening Activity: Creating a Digital Presentation**

Have students place their Do Now sheets in their folders. Ask them how many of them have previously used software to create digital presentations for school reports or assignments. Ask them:

- What programs have you used for digital presentations?
- What do you enjoy about creating digital presentations?
- What do you find challenging?

Tell students that you are going to demonstrate how to use your school's preferred program (name it) to create a short digital presentation. They will need to learn and practice this skill, as some of them will be using it for their final projects. Then use a lesson plan you have developed to create a presentation of 3 to 4 slides on "The Man-Eating Lions of Tsavo." (You can use the text you developed for the text document as a springboard.) The following basic components should be covered in your lesson (however, you will continue to work on digital presentations in the Daily Launch for Day 19, so if you don't cover everything, you will have time to catch up).

- Creating a title slide
- Inserting a text box
- Formatting text (particularly font size)
- Using bullet points
- Inserting pictures

Other (optional) components that you may want to cover, depending on how much experience your students already have, could include

- Using/ selecting a design template, fonts, and/or color schemes
- Transitions and animations
- Inserting hyperlinks
- Different views (selected from the "View" tab)

As you proceed from one section to another (e.g., title page, text box, etc.), invite experienced students to suggest the next step. Proceed slowly enough for students to see what icons you select on the projected screen. Be sure to address the following points.

- Font size in a digital presentation should **never** be less than 18 pt (preferably 24 pt or more).
- Text: mostly short summary phrases, not complete sentences or paragraphs (except for direct quotes)

When selecting images from online sources, be sure to select "labeled for reuse" (or the equivalent) under Tools → Usage Rights in the Image page of your browser, to avoid copyright infringement. (Remember, Wikipedia and other Wiki sites offer non-copyrighted images.)





# Daily Launch Day 19

## Do Now: Story Board for a Documentary

Suppose you were a TV producer planning a documentary on the man-eating lions of Tsavo. Where would you start? What would you include?

TV producers often organize their ideas on a “storyboard,” a set of drawings placed in order on a board to show what each part of the program will look like. Each section has a title. The producer can move the drawings around to see how changing the order of the sections would affect the program.

Use the boxes below as a storyboard for a documentary on the lions of Tsavo. Make quick sketches or line drawings to illustrate the different parts (like a comic strip). Be sure to title each section.



<p>#1. _____</p>
------------------

<p>#2. _____</p>
------------------

<p>#3. _____</p>
------------------

<p>#4. _____</p>
------------------

## Daily Launch Day 20

### *Whole Group Opening Activity:*

#### *Using a Search Engine to Prepare a Presentation*

Have students place their Do Now sheets in their folders. Ask them:

- Would you rather read a book or magazine that just has words in it, or one with words and pictures?
- Why do you prefer reading texts that have pictures as well?

Answers may include “The pictures make it more interesting” or “The pictures help me understand what I’m reading about.” Tell students you are going to continue working with the digital

presentation software in this Daily Launch; good digital presentations also capture the audience’s attention using images as well as words. Ask students:

- What did you learn from the digital presentation demonstration from yesterday’s Daily Launch?
- What do you want to learn more about or understand better?
- If you want to create a digital presentation, what will you need besides the presentation software itself?

Tell students that a good digital presentation needs **content** (information, or what it’s about) and also “**visuals**”: images, charts, and other elements that are visually appealing. Presenters usually use **search engines** to collect much of the information and visuals they want to include.

Tell students that as a demonstration, you are going to start on a digital presentation on elephants. (Why not a big cat? Students will have a chance to create their own presentations on big cats of their choice.) Open your digital presentation software, projecting your screen as you do so, and have students talk you through the process of setting up a title slide: “Elephants.”

Ask students how they would use the computer to find facts about elephants. Using the same search engine that you used for the demonstration on Day 12, select an appropriate site. Ask students to help you select three interesting facts to include in your digital presentation.

Add the three facts to the presentation as a bulleted list in a text box. (Go slowly and have students direct you for each step of the process.) Then ask students what type of visual image they think would be helpful to illustrate one or more of these facts.

From the “Images” page of your browser, select “labeled for reuse” (or the equivalent) under Tools→Usage Rights, and enter a search term to find the type of image you decided to use. (Or use Wikipedia or another open source website.) Select a copyright-free image. Show students how to right-click and copy the image, then insert it in your presentation. Show students how and where they are to save their presentations



# Daily Launch Day 20



## Do Now: Personal Reflection

Would you like to work in a big cat refuge or a zoo? What kind of job would you like to do?

Here are some jobs you could perform at a wildlife refuge or zoo. Choose the job you would enjoy most. Write a personal reflection in the space below, giving at least three reasons for your choice.

### Jobs Postings at Big Cat Wildlife Refuge, Anytown, USA

- Veterinary** – provides medical care to big cats
- Tour guide** – shows visitors around the refuge and tells them about the cats
- Cat care technician** – provides cats’ food and water and cares for their habitat
- Habitat designer** – designs habitats for big cats
- Habitat builder** – builds and repairs big cats’ habitats

<input type="radio"/>	
<input type="radio"/>	<i>Dear Diary,</i>
<input type="radio"/>	<i>I would like to work as a... in</i>
<input type="radio"/>	<i>a big cat refuge because...</i>
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# MAIN STATION



## “Tiger Terror at the Zoo” (pages 161-162 in this manual)

### Introduce the Vocabulary (10 minutes)

Introduce students to the vocabulary words. Read the posted list aloud, pointing to each word as you pronounce it.

apprehensive      defensive      enclosure  
fortunate      terrifying

On a second reading, have students repeat each word after you. Ask students whether they know the definitions of any words, and confirm correct definitions. If the words are unfamiliar, ask students whether they recognize parts of the words, especially for longer words. Walk them through the syllables to assist them in decoding. Then, show the display on which you have added student-friendly definitions to the words.

### GLOSSARY OF VOCABULARY WORDS

**apprehensive** – nervous or uneasy

**defensive** – used to defend against danger

**enclosure** – a closed-off area, such as a pen

**fortunate** – lucky

**terrifying** – extremely frightening

Discuss each word with students; point out multiple-meaning words. (“Enclosure” can mean either a fenced area or an item included in a letter; “defensive” can refer either to defending against danger, or to an attitude or tone of voice of trying to defend oneself against criticism.) Use words in “Meaningful Sentences” (see examples below). Invite students to propose sentences as well. Remind them that they are to compose their own Meaningful Sentences as time allows at the Wordology Station.

### Sample Meaningful Sentences

1. Sandra was so **apprehensive** before her first track meet that she couldn't stop fidgeting.
2. My aunt worries about break-ins, so she keeps a baseball bat beside her bed as a **defensive** weapon.
3. The pit bull couldn't get out of the gated **enclosure**, so it just barked and growled at people passing by.
4. We were very late calling the restaurant, but we were **fortunate** enough to get a reservation anyway.
5. After my **terrifying** experience in the park that night, I was so frightened that I stayed in my house for a week.

### Guided Reading/ Think-aloud (10-15 minutes)

Have students turn to their copies of "Tiger Terror at the Zoo." As you read aloud and think aloud, ask students questions such as the ones below, explicitly identifying the strategies you are using (indicated by **bold italic print**). Refer to the **menu of strategies** poster as you do so. (You may wish to focus on the strategy "**make connections**" as you explore this text.) Read the title and ask students:

- What do you think this article will be about? – **note the title**

Invite students to look over the article. Ask them:

- *What kinds of text features are we looking at?* (These include the title, photos, captions, and of course the main text.) *Do you think this is a fictional text, or non-fiction? Why?* – **infer**

Read the first two paragraphs as students read along. After the second paragraph, ask students:

- *What do you think is going to happen?* – **predict**

Continue reading the next paragraph. Think-aloud:

- *Oh, there's that word... apprehensive. I'd be apprehensive too, being that close to a tiger! Hmm... now why did she notice the fire extinguisher and the shovel? What kind of defensive weapons would those be?* (Invite a student to explain.) – **elaborate**

Read the next two paragraphs, ending with "Only about 500 of them are left in the world."

Think aloud:

- *That paragraph reads like an encyclopedia article! I wonder why the writer gives us so much detail about the tigers' teeth, jaws, and hunting habits?* (Invite students' comments.) – **determine author's purpose**

Read the paragraph. After "Castro, the male tiger, got there first," think aloud:

- *Oh no! What do you think will happen next?* – **predict**

Turn the page over and read the next paragraph. After “What should she do?” ask students:

- *What would you do? Why? – **make connections*** Elicit multiple responses, and follow up:
- *What do you think would happen if you did that? What would be the consequences? – **predict; elaborate***

Read the next paragraph. After “... she knew he needed help,” ask students:

- *How do you think she could help? Did she have any resources she could use? – **check for understanding***

Read the next two paragraphs. Read-aloud/ think aloud:

- *Wow, that was brave! I wonder if Chad was okay, though. And what about Hannah herself... that’s a pretty scary experience. – **make connections***

Finish reading the selection. Ask students:

- *If you were Hannah, or Chad, would you still want to keep on working at the zoo, or become a veterinarian, after that experience? Why or why not? – **make connections***

Call students’ attention to the Guiding Question, How can big cat attacks on humans be avoided? Ask students:

- *What mistakes contributed to the tiger’s attacking Chad? – **elaborate***
- *If you were the zoo director, what would you do to try to make sure an incident like this one never occurred again? – **make connections***

### **Additional Activities for Schools with 30-minute Stations**

- When students repeat vocabulary words after you, show them the Vocabulary Awareness Chart, filled out with the vocabulary words for this section, and have them indicate their familiarity with each one; proceed as usual with the Awareness Chart.
- When introducing the vocabulary words, also provide a meaningful sentence for each alternate meaning of a multiple-meaning word, or use each word in a sentence and ask students to identify which of the two meanings you are using.
- During the Guided Reading, invite students to identify the vocabulary words encountered.
- After the Guided Reading, ask students to imagine they are journalists interviewing Hannah after the terrifying zoo experience. Have them suggest interview questions they would want to ask her.

## **Tiger Terror at the Zoo!**



Sumatran tiger at a zoo

Hannah Goorsky had never been in a tiger's den before, so she was a little nervous. But she wasn't expecting any trouble. She was a new volunteer at the zoo. Her job was to clean the big cats' dens while one of the regular zoo workers, Chad Summers, mixed their food.

Hannah had wanted to be a veterinarian since she was a little girl. When she finished college, she moved to California and became a volunteer at the Sacramento Zoo. Working with animals at the zoo would be good practice for learning to be an animal doctor. On her third day at the zoo, she visited the section where the rare cats lived.

Hannah explained later, "This was my first experience... From the start I was a tad apprehensive. I remember taking note of things around me that would double as defensive tools: the fire extinguisher, the shovel..."

Hannah and Chad took care of the lions first, then the snow leopard. The cats were caged in a separate enclosure called a holding pen while their dens were cleaned. The Sumatran tigers were third on the list.

The Sacramento Zoo had two Sumatran tigers. The male's name was Castro and the female was Bahagia. Sumatran tigers are the smallest kind of tigers, but they are still very large. A male tiger is more than 6 ½ feet long and weighs about 300 pounds. They have very sharp teeth and powerful jaws. They use their teeth and jaws to rip and crush their prey. In the jungle, Sumatran tigers eat large animals like deer, wild pigs, cattle and goats. The Sacramento Zoo was fortunate to have two of them, because Sumatran tigers are an endangered species. Only about 500 of them are left in the world.

Chad put Castro and Bahagia in the holding pen and began to prepare the food. Suddenly he saw that the cage door was not tightly closed. He ran to close it, but Castro, the male tiger, got there first.



Castro pushed his head and shoulders through the door. He bit Chad's leg and then his head. He dragged him to the ground. Hannah heard Chad scream. What should she do?

At first, Hannah thought she should stay out of Chad's way so he could handle the situation. But when he fell down she knew he needed help.

Hannah remembered the shovel she had seen behind her. She grabbed it and began to beat the tiger on the head. In a few minutes, Castro let go of Chad and ran back into the den. Hannah quickly called for help. Soon rescue workers arrived to take Chad to the hospital.



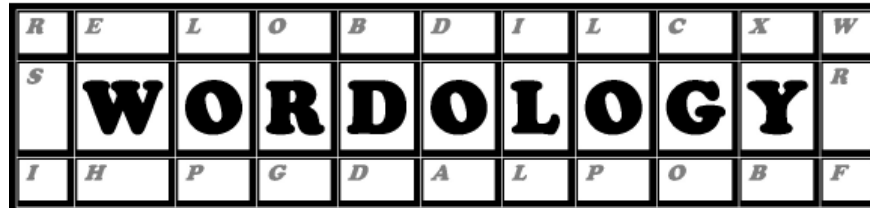
Stalking tiger (<https://www.maxpixel.net/Feline-Mammal-Tiger-Predator-Zoo-3685834>)

Hannah explained, "There are always two kinds of girls in the movies. The ones who stand there screaming," when an enemy attacks. And then there are "the ones who grab a frying pan and bash him on the head." Hannah didn't have a frying pan at the zoo, so she used a shovel instead!

The tiger's sharp teeth left wounds in Chad's legs, shoulders, and head. But since he was rescued quickly, the doctors were able to help him. Soon he was back at work at the zoo.

Did Hannah's terrifying experience change her mind about becoming an animal doctor? Not at all... although she did take some time off from the zoo. Instead, she helped take care of sick animals at a veterinarian hospital, and later went on to veterinary school. Five years after she beat the tiger back into his den, Hannah Goorsky graduated and became a vet herself. It took a long time, but she finally had her dream job.





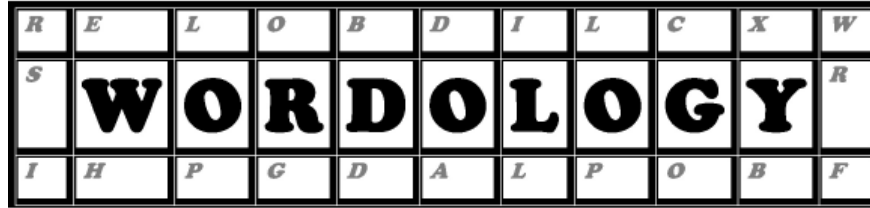
### Wordology Activity #1: Synonym Hunt

**Instructions:** A **synonym** is a word that means the same or almost the same as another word. **Rewrite** each sentence without changing its meaning. Choose a synonym from the Word Bank to replace the underlined word or phrase in each sentence. (Note: some of the words in the Word Bank are review words.)

- The ranger used a tranquilizer gun to catch the escaped tiger.
- That cheetah just likes to lie around in its pen all day long.
- Trying to escape the lion was very frightening for the young gazelle.
- Darren felt very nervous before his big race at the city track meet.
- Momma uses a special method to separate egg whites from the yolks.
- Our science class is very lucky to have one of the best teachers at the school.
- Working together is going to be important for our team's success.
- Annie felt very helpless walking home through the alley alone at night.
- Before going out, Sam took protective steps to hide his cash.

#### Word Bank

fortunate	apprehensive	defensive	enclosure	terrifying
capture	vulnerable	technique	collaboration	



**Wordology Activity # 2: Multiple Meanings for Vocabulary Words**

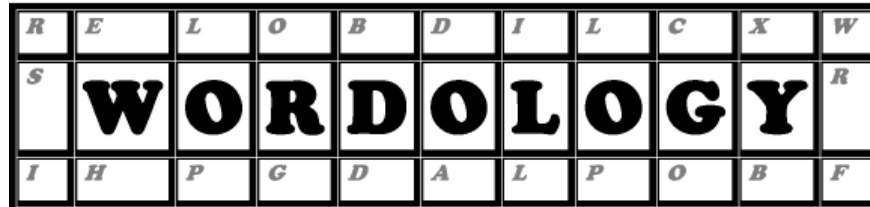
**Instructions:** Find the definition of the vocabulary word that fits each of the sentences or phrases below. Enter the definition number in the center column. Then, find the image that illustrates the sentence or phrase, and enter the correct letter in the right-hand column.

Phrase	Definition #	Image (letter)
Using a <b>defensive</b> tone of voice		
See detailed contract terms in the <b>enclosure</b> .		
<b>Defensive</b> security measures		
A safe <b>enclosure</b> for the animals		

**DEFINITIONS FOR VOCABULARY WORDS**

- defensive** – used to defend against danger
- defensive** – eager to defend oneself as being right
- enclosure** – a closed-off area, such as a pen
- enclosure** – an item (such as a document) that is included with a letter in an envelope





### Wordology Activity #3: Using Vocabulary Words

Choose this activity after you read “Tiger Terror at the Zoo.” Use the information in the text to answer the guide questions in complete sentences. Be sure to include the vocabulary word in your answer. You may refer to the text for help if you need to.

Vocabulary Word	Guide Question	Complete Sentence
1. <b>apprehensive</b>	Why was Hannah <b>apprehensive</b> when she began working with rare cats?	
2. <b>defensive</b>	What possible <b>defensive</b> weapons did Hannah notice near the tiger cage?	
3. <b>enclosure</b>	Why was the tiger put in a different <b>enclosure</b> while his cage was cleaned?	
4. <b>fortunate</b>	Why was the zoo <b>fortunate</b> to have two Sumatran tigers?	
5. <b>terrifying</b>	What did Hannah do after her <b>terrifying</b> experience was over?	

R	E	L	O	B	D	I	L	C	X	W
S	<b>W</b>	<b>O</b>	<b>R</b>	<b>D</b>	<b>O</b>	<b>L</b>	<b>O</b>	<b>G</b>	<b>Y</b>	R
I	H	P	G	D	A	L	P	O	B	F

**Wordology Activity #4: "Tiger Terror at the Zoo" Cryptogram**

**Instructions:** At the bottom of this **Cryptogram**, there is a message in code. Every number stands for a letter. A few letters have been filled in. To solve the puzzle, you need to figure out which letters go with the other numbers. Once you figure out a letter, you can add it to the Key, and everywhere in the message that you see that number. Look for short, familiar words to get you started, and use logic to figure it out. (*Hint:* The message includes several of the vocabulary words from "Tiger Terror at the Zoo.")

**Key:**

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
							14							4				1							

**Message:**

H \_ \_ \_ H \_ \_ S \_ O \_ \_ \_ \_ E \_ O H \_ \_ \_ \_  
 14 20 16 16 20 14 6 20 1 17 4 24 11 15 16 20 11 10 11 4 14 20 23 10 20

S H O \_ \_ \_ O \_ S \_ S \_ \_ S \_ \_ \_ \_ S \_ \_ \_ \_  
 1 14 4 23 10 2 11 4 15 1 10 20 1 20 8 10 17 10 16 1 22 23 10

\_ \_ \_ \_ O \_ \_ \_ H \_ \_ \_ \_ \_ 'S \_ \_ \_ \_ OS \_ \_ \_ .  
 6 10 20 12 4 16 22 16 11 14 10 11 22 25 10 24 1 10 16 19 2 4 1 15 24 10

R	E	L	O	B	D	I	L	C	X	W
S	<b>W</b>	<b>O</b>	<b>R</b>	<b>D</b>	<b>O</b>	<b>L</b>	<b>O</b>	<b>G</b>	<b>Y</b>	R
I	H	P	G	D	A	L	P	O	B	F

**Wordology Activity #4: "Tiger Terror at the Zoo" Cryptogram**  
(Teacher Key)

**Instructions:** At the bottom of this **Cryptogram**, there is a message in code. Every number stands for a letter. A few letters have been filled in. To solve the puzzle, you need to figure out which letters go with the other numbers. Once you figure out a letter, you can add it to the Key, and everywhere in the message that you see that number. Look for short, familiar words to get you started, and use logic to figure it out. (*Hint:* The message includes several of the vocabulary words from "Tiger Terror at the Zoo.")

Key:

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
20	3	19	8	10	17	25	14	22	5	13	2	9	16	4	12	21	24	1	11	15	23	6	26	18	7

Message:

H A N N A H   W A S   F O R T U N A T E   T O   H A V E   A  
 14 20 16 16 20 14   6 20 1   17 4 24 11 15 16 20 11 10   11 4   14 20 23 10   20

S H O V E L   T O   U S E   A S   A   D E F E N S I V E  
 1 14 4 23 10 2   11 4   15 1 10   20 1   20   8 10 17 10 16 1 22 23 10

W E A P O N   I N   T H E   T I G E R ' S   E N C L O S U R E.  
 6 10 20 12 4 16   22 16   11 14 10   11 22 25 10 24 1   10 16 19 2 4 1 15 24 10

R	E	L	O	B	D	I	L	C	X	W
S	<b>W</b>	<b>O</b>	<b>R</b>	<b>D</b>	<b>O</b>	<b>L</b>	<b>O</b>	<b>G</b>	<b>Y</b>	R
I	H	P	G	D	A	L	P	O	B	F

### Composing Meaningful Sentences

If you complete your chosen Wordology activity, take the remaining time at this station to write Meaningful Sentences using the vocabulary words listed below. (Remember, a Meaningful Sentence is a sentence that shows that you know what the word means!) Read and discuss your sentences with your teammates.

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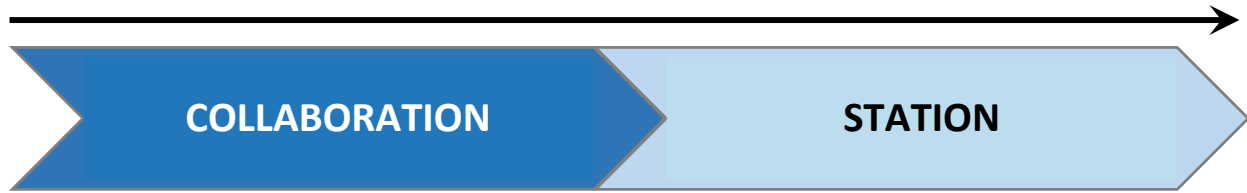
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<b><u>Word Bank</u></b>				
fortunate	apprehensive	defensive	enclosure	terrifying



## "Tiger Terror at the Zoo" Recording Details Organizer

With your team, read together the paragraphs of "Tiger Terror at the Zoo" inside the shaded boxes. Imagine that you witnessed the tiger attack and had to describe what happened. Discuss the questions below as a team, then complete the graphic organizer on these three pages.

- *Who* was involved?
  - Who was attacked?
  - Who else was involved?
- *What* happened?
  - In what order did events of the attack occur?
  - What were the results of the attack?
    - What happened to the victim?
    - What happened to the animal?
    - Did someone help the victim?
- *When* did it happen?
- *Where* did the incident take place?
- *Why* do you believe the attack happened?
- *How* could an incident like this be avoided?

You may use this Word Bank to help develop your ideas:

habitat	vulnerable
spring	nightmare
apprehensive	defensive
enclosure	fortunate
terrifying	

WHO?

**WHAT?**

**WHEN AND WHERE?**



**WHY?**

**HOW?**



# Media Madness

## Create a Training Presentation

Watch the following video online. Take notes below to remember what you see.

<https://www.youtube.com/watch?v=VZaJcIB-6Rs>

### Notes

Information about Big Cats Rescue	
Materials and tools needed to clean enclosures	
Steps to follow to clean an enclosure	
Things to watch out for	
Cleaning “lockouts” (food areas)	

Then, create a short digital presentation called “Cleaning Big Cat Habitats.” The presentation should help train volunteers to clean enclosures.

- It should include a title slide and at least three other slides.
- Each slide should include text using paragraph form or bullet points.
- Use a search engine to find at least two copyright-free images to illustrate your presentation. Copy the images and insert them in the presentation.
- Save your presentation to a computer file or thumb drive, according to your teacher’s instructions. Follow your teacher’s directions to name the file. If no directions are given, name it as follows: CleaningHabitats\_YourNameHere. (So if your name were Maria Rodriguez, your document would have the title CleaningHabitats\_MariaRodriguez.)

## Days 21 and 22

### Teacher Preparation

Post team cards (with member students listed) under headings to show the station where each team is to start. **Important note: Students will remain in these teams throughout the rest of the unit and will have the option of working with a team member on their unit projects. Please consider this when setting up teams.**

Make enough copies of the text “Big Cat Attack” (pages 184-187 in this manual) for all students. Place Do Now sheets, “Big Cat Attack” texts, and Cougar and Jaguar Cards at the entrance and student activity sheets at each station. Place “Focus on: The Jaguar” sheets at the Collaboration Station. (Note: Cougar and Jaguar Cards should be printed on sturdy card stock so that students can use them over several lessons.) Place 5 copies of Seymour Simon’s *Big Cats* book at the Media Madness station, and pre-load audio recording on the devices at the station.

Bring to class one or more copies of a local newspaper to show students during the text walk for the Daily Launch on Day 21. If possible, try to have a world map—printed or projected from the computer—to show students the geographic locations mentioned.

Prepare a Word Wall with the vocabulary words for “Big Cat Attack,” as well as a Vocabulary Awareness Chart if you plan to use one. Prepare a display with definitions added.

Print enough Unit Project description sheets (pages 178-179 in this manual) for each student to receive a copy on Day 22. (You will distribute them to students during the Daily Launch.) Also, provide optional **blank Cat Cards** for students who may wish to focus on a different cat that they have not studied in class, such as the snow leopard. To encourage them to consider various project options, you may want to show pictures of previous (varied) projects.

- Help overcome possible obstacles—e.g., provide materials and/or suggestions for students to create diorama or museum displays; or poster board for posters.

If you choose to propose other types of projects and/or topics, determine the steps needed and create a “Guide Sheet” and rubric for each additional project type added. (Note: All projects should include some writing practice.)

Print three Guide Sheets (pages 244-248 in this manual) for each of the different types of projects on sturdy card stock and place one complete set at the Wordology, Collaboration, and Media Madness stations **on Day 22** for students to examine.

**Guiding Question** (same as for Days 19 and 20):

How can big cat attacks on humans be avoided?

## Daily Launch Day 21

### Whole Group Opening Activity:

#### *“Big Cat Attack!” Text Walk; Cougar and Jaguar cards*

Have students place their Do Now sheets in their folders and turn to their “Big Cat Attack” texts. Do a brief text walk with them to introduce the text. Ask students the following questions:

- *How is the layout of the Big Cat Attack! newsletter different from that of other reading selections you have had in this unit? (The newsletter’s format is more like that of the Big Cats book, with several related stories rather than just one story.)*



You may want to show students a copy of a local newspaper, and point out how the sports section has sports-themed stories, and the main section has local and international stories, etc. Point out how stories that begin on page 1 are continued later in a newsletter or newspaper.

- *What are the different **text features** in the newsletter? (These include the title of the newsletter, titles of stories, logos at bottom, table of contents, photographs, text, map, and shaded text box.)*
- *What are the titles of the different stories? (See table of contents on page 1.) Where is the table of contents listed, and what is its heading? (“In This Issue” appears on page 1. Point out to students that the contents in a newsletter, newspaper, or magazine may not be titled “Table of Contents.”)*
- *Why is this newsletter called “Big Cat Attack!” rather than “Lion Attack!”? (Not all the stories are about lions; some are about tiger attacks.)*
- **Map skills:** Ask students to skim the first paragraphs of the different stories to find out where each one takes place. Then, on a world map (even one projected from a computer) show students (or invite students to identify) the habitats of mountain lions (from Canada to the lower Andes Mountains in South America), and other locations mentioned in the text (Tanzania, Africa; Sumatra, Indonesia; and San Francisco, California).

Ask students to turn to their Cougar and Jaguar Cards. Tell them that cougars and jaguars are the largest of the big cats that live in North and South America. (Other wild cats of the Americas, such as the bobcat and ocelot, are much smaller.) Tell them that they will have opportunities to record additional facts about these two cats during this instructional cycle.

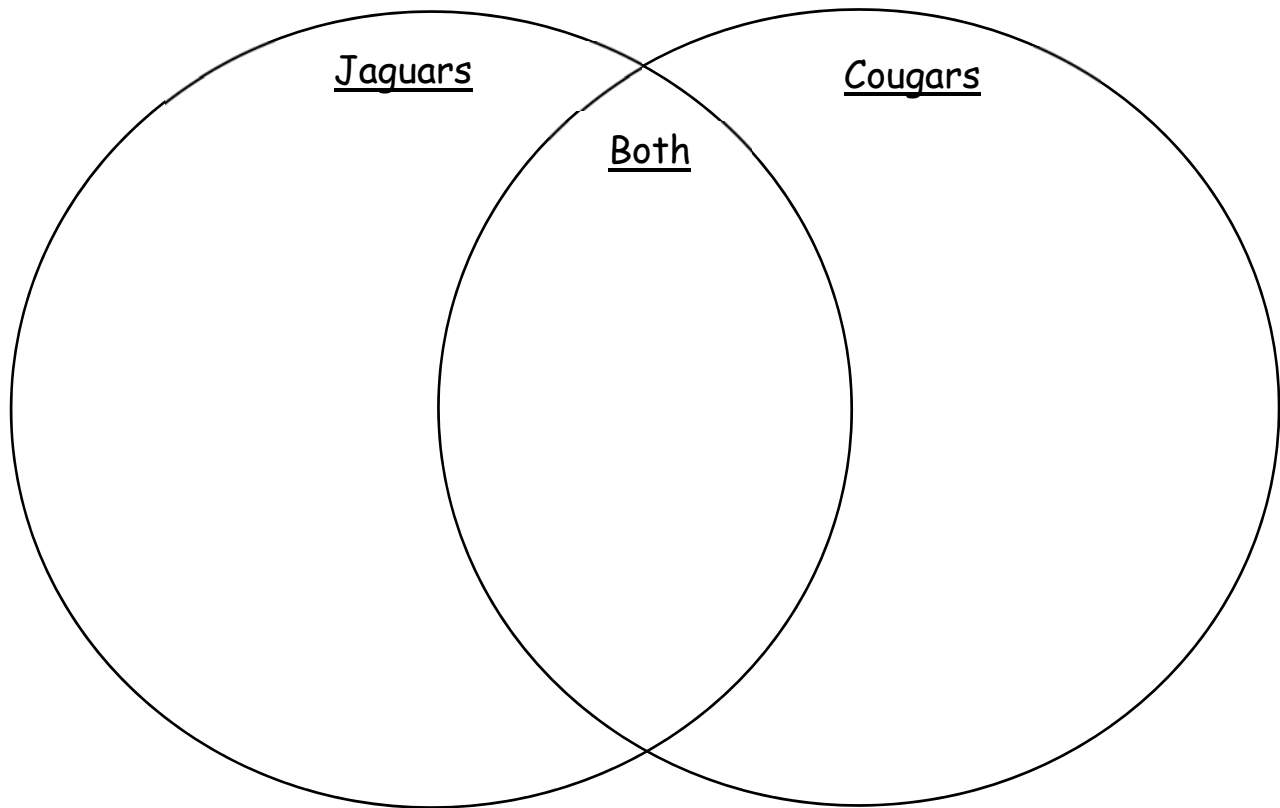
# Daily Launch Day 21

## Do Now: Cougar and Jaguar Cards

Look at the Cougar and Jaguar Cards your teacher provided. You have already entered information on the Cheetah, Lion, and Tiger Cards. Turn to pages 14 and 15 in *Big Cats*.

Begin filling out your Cougar and Jaguar cards using the information provided in the book.

If you finish early, fill out the graphic organizer below comparing cougars and jaguars.



## Daily Launch Day 22

### **Whole Group Opening Activity: Introduction to Unit Projects**

Ask students to look at their Do Now sheets. Ask students

- *Which cat did you identify as your favorite? Why?*

Let several students share their choices and reasons. Then ask:

- *What are some things you listed that you still want to learn about your favorite big cats?*

Again, let several students share their reflections.

Then tell students that that they have progressed so much and

developed so many skills that they are ready to do more creative and independent work.

Distribute Independent Project information sheet (pages 178-179 in this manual) and read it aloud, with students following along. As you read, make sure important points are clear to students, as follows:

- Make sure students understand the different options available for them to do as projects.
- Detailed Guide Sheets (pages 244-248 in this manual) are provided at the Media Madness station to help them with the different types of projects. They can browse through the Guide Sheets during their Media Madness rotation (or when they complete activities at the Collaboration Station or for Wordology, if they are not scheduled for Media Madness today) to have a clearer idea of what the different projects will involve.
- Students are **not** required to choose the cat they identified as their favorite on their Day 22 Daily Launch sheet. (The purpose of this was to get them thinking.)
- Students do **not** have to fill in the blanks at the bottom of the first page and on the second page today. They should begin *thinking* about these questions so that they will be able to start filling in those blanks tomorrow (Day 23). Also, if they would like to work with a partner, they should discuss with their partner what project they would like to do and which cat or theme will be the focus of the project.

If possible, show students pictures or exemplars of projects done by students in previous classes to encourage them to consider various options. Tell students that you have distributed Guide Sheets for the different types of projects at the Wordology, Collaboration, and Media Madness stations. They can examine these guide sheets if they finish their assignments, but they should leave them at the stations for other students to view as well.



# Daily Launch Day 22



## Do Now: Personal Reflection – “My Favorite Big Cat”

Think back over the big cats you have learned about during this unit. Which big cat is your favorite? Why? What would you still like to learn about this big cat?

Write a personal reflection in the space below. Identify which big cat is your favorite. Give at least two reasons for your choice. Also, list at least two things you still want to find out about this cat.

<input type="radio"/>	
<input type="radio"/>	<i>Dear Diary,</i>
<input type="radio"/>	<i>My favorite big cat is the...</i>
<input type="radio"/>	<i>because first of all</i>
<input type="radio"/>	
<input type="radio"/>	<i>and also</i>
<input type="radio"/>	
<input type="radio"/>	<i>What I still want to learn is</i>
<input type="radio"/>	
<input type="radio"/>	<i>and also</i>
<input type="radio"/>	
<input type="radio"/>	
<input type="radio"/>	
<input type="radio"/>	
<input type="radio"/>	

## **Feisty Felines Independent Project**

Welcome to a fun and engaging part of the ALFA lab—your independent project. You will have an opportunity to get creative doing one of the following projects related to the big cats we have been learning about.

- You may work alone or with **one** other person on your team (no groups of 3 or 4).
- You will have time to work on your project in class (mostly in **Media Madness**).
- You will have 5 to 8 minutes to present your project to the whole class at the end of the unit.
- The final project will be graded (and will be a big part of your final grade.).
- The more creative and unique your project, the higher the grade – and the more interesting and memorable your presentation will be for your class.

You can choose among the following projects:

1. A classroom “museum” exhibit or poster about your cat
2. A newsletter on a big cat-related theme
3. A digital (slide) presentation on your favorite big cat
4. A model habitat for your cat (you may need to bring your own materials)
5. A board game OR a quiz game (with rules) using facts about big cats

Options # 2 and 5 (the newsletter and the board game) can use facts about many different big cats. However, for Options #1, 3, or 4, you should choose one type of cat to focus on.

What cat (or topic) will you focus on? \_\_\_\_\_

What project would you like to try? \_\_\_\_\_

Why are you interested in this project?

---

---

What challenges will you face working on this project?

---

---



## My Long-Term Plan

To accomplish this long-term assignment, you will need to break up the project into smaller steps. Here's a list (you can add more) of steps you need to complete to have your project ready to go by the time it is due.

Step 1: **Pick** a cat to focus on (or a theme, for a board game or newsletter).

- My cat (or theme): \_\_\_\_\_

Step 2: **Read** about your topic. (You can learn more about the different kinds of big cats in Seymour Simon's *Big Cats* book.)

- Make sure you understand the information. Reach out for help if something is unclear.

Step 3: **Research** your cat (or topic) on the internet.

- Use a search engine to find more information. Take notes.
- Are there any interesting videos or documentaries about your cat or topic?

Step 4: **Plan** your project. What steps do you need to finish? (The steps will be different since everyone has a different project. Use another sheet of paper if you need to.)

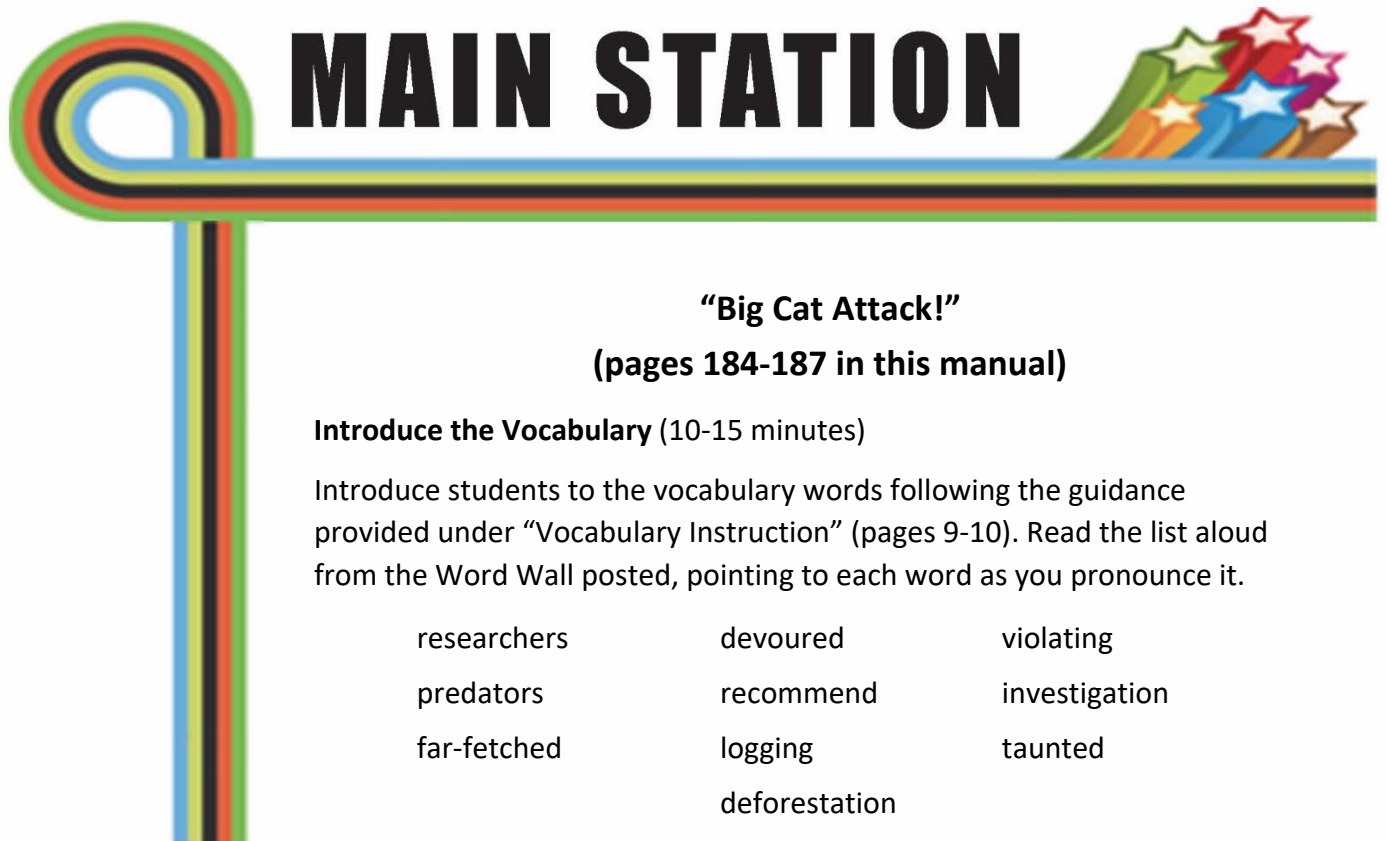
*Example: Find and save at least four images related to my cat.*

- Steps: \_\_\_\_\_
- Steps: \_\_\_\_\_
- Steps: \_\_\_\_\_
- Steps: \_\_\_\_\_

Step 5: **Complete** your project.

- Make sure you carry out all the steps you listed.
- Present your project to a friend. Get feedback on what went well and what you can improve.

Step 6: **Present** your work to the class.



# MAIN STATION

## “Big Cat Attack!”

(pages 184-187 in this manual)

### Introduce the Vocabulary (10-15 minutes)

Introduce students to the vocabulary words following the guidance provided under “Vocabulary Instruction” (pages 9-10). Read the list aloud from the Word Wall posted, pointing to each word as you pronounce it.

researchers	devoured	violating
predators	recommend	investigation
far-fetched	logging	taunted
	deforestation	

On a second reading, have students repeat each word after you. Ask students whether they know the definitions of any words, and confirm correct definitions. If the words are unfamiliar, ask students whether they recognize parts of the words, especially for longer words. Walk them through the syllables to assist them in decoding. Then, show the display on which you have added student-friendly definitions to the words.

#### GLOSSARY OF VOCABULARY WORDS

**researchers** – people who study something in a careful, scientific way

**predators** – animals that get their food by hunting other animals

**far-fetched** – unlikely; unbelievable

**devoured** – ate hungrily; gulped down

**recommend** – to advise; to suggest

**logging** – cutting down trees to sell the wood

**deforestation** – cutting down all the trees, so the forest in a place is gone

**violating** – breaking (a rule or law); going against

**investigation** – a search to understand what happened in a situation

**taunted** – teased; harassed

Also introduce the additional words in the “Special Glossary” below to students. (“Special Glossary” words will be helpful in navigating the text, but students are less likely to use these more specialized words in daily life or academic work.)

**SPECIAL GLOSSARY FOR *BIG CAT ATTACK***

**bush pigs** – large, hairy wild pigs that live in East and Southern Africa

**Lyme disease** – a serious disease that people catch from ticks

**moat** – a large ditch, usually filled with water, surrounding a castle or other stronghold

After briefly introducing the Special Glossary words, refocus on the vocabulary words. Discuss each word with students; use words in sentences that show their meaning (“Meaningful Sentences”; see examples below). Invite students to propose sentences as well. Remind them that they are to compose their own Meaningful Sentences as time allows at the Wordology Station.

**Sample Meaningful Sentences**

1. The **researchers** did a scientific study to learn how much space each adult tiger needs.
2. **Predators** like lions and cheetahs will attack livestock if they cannot find enough wild animals to kill for food.
3. When I read that some people keep big cats as pets, it seemed so **far-fetched** that I could hardly believe it.
4. As soon as the zoo worker tossed the meat into the cage, the hungry lion **devoured** it in one gulp.
5. Teachers usually **recommend** that you start early on long-term projects so you don’t have too much work to do at the last minute.
6. My grandfather used to work for the **logging** industry, cutting down trees and getting them ready for sawing into wooden boards.
7. Many animals lose their habitat through the **deforestation** that happens when loggers cut down too many trees and don’t plant new ones to replace them.
8. The teacher took away my cell phone all day as punishment for **violating** school rules about texting during class.
9. When Mr. Hodges realized that many students had cheated on the test, he started an **investigation** to find out who gave them the questions ahead of time.
10. Those boys **taunted** my dog by throwing rocks at it and poking it with sticks, just to be mean.

**Guided Reading/ Think-aloud** (10-15 minutes)

Have students turn to their copies of “Big Cat Attack!” As you read aloud and think aloud, ask students questions such as the ones below, explicitly identifying the strategies you are using (indicated by ***bold italic print***). Refer to the **menu of strategies** poster as you do so. (You may wish to focus on the strategy “**check for understanding**” as you explore this text.) Invite students to read the table of contents (“In This Issue,” page 1) and ask:

- *Do you find any of the titles surprising? Which one? – note the title*
- *Which article would you be likely to want to read first? – make connections*

Tell students that since opinions probably vary on which article would be most interesting to read first, you will begin with the first one on page 1. Read the title and “think aloud”:

- *“More likely to attack after a full moon”! I wonder why that would be? – ask questions*

Read the first two paragraphs, as students read along. After the second paragraph, say:

- *Let’s make a mind movie. What do you see? What do you hear? (Give students an opportunity to imagine the scene.) – visualize*

Continue reading the next two paragraphs. Think-aloud:

- *Oh no! Oh wait... this was just about imagining a nightmare. It didn’t really happen. But I wonder if it could happen? (Invite students to comment.) – elaborate*

Read the next paragraph. When you reach the end of the portion on page 1 (“... which reduces your flesh and bones...”), ask students:

- *What should we do now? That’s no way to end a sentence! (Wait for students to advise you to turn to page 2.) – think aloud; ask for help*

Reread the sentence “They have a bite force of 600 pounds per square inch—which reduces your flesh and bones to dinner and dessert in no time,” turning to page 2. Go on to read the next paragraph, then think aloud:

- *“Logical reasons”? I wonder what those could be. – ask questions*

Read the next paragraph. Think aloud:

- *Wait, this is confusing. (Reread a few lines.) So, during the full moon, people can see the lions and they don’t get attacked? And then after the full moon passes, the lions are super hungry? But what can people do about that? After all, they can’t control the moon, can they? (Give students an opportunity to offer ideas.) Well, let’s see what the researchers thought. – ask questions*

Read the first two sentences of the final paragraph (through “... they can’t afford to allow the bush pigs to destroy their crops.”) Think aloud:

- *Maybe they just need to get rid of all those bush pigs. – think aloud*

Then read the last two sentences of the article. Ask students:

- *So why can't they just hunt off the bush pigs? – **check for understanding*** (Then...)
- *This sounds like a really complicated situation! What do you think they should do? – **make connections***

Have students turn back to page 1. Read the title of the second article and ask students:

- *What do you think this is about? – **note the title***

Then read the first three paragraphs of the article (turning to page 4 at the appropriate point).

At the end of paragraph 3 (“... about 6000 mountain lions in the state”), think aloud:

- *Wow, that's a lot. It sounds dangerous! Maybe they should let people hunt them again. To bring down the numbers? (Allow students to respond.) – **think aloud***

Read the next paragraph. Think aloud:

- *Oh, maybe hunting them again wouldn't be such a good idea. This is a complicated situation too! – **infer***

Read the final paragraph. Then, tell students that they will read the other articles in the newsletter during the next instructional cycle (Days 23 and 24).

# BIG CAT ATTACK!

**IN THIS ISSUE**

<i>Researchers Find African Lions More Likely to Attack after Full Moon</i>	1
<i>Lion Attacks in the United States</i>	1
<i>What to Do if You Meet a Lion</i>	2
<i>Tiger Attacks in Indonesia</i>	3
<i>Tiger Attacks Men at Zoo</i>	4

## RESEARCHERS FIND AFRICAN LIONS MORE LIKELY TO ATTACK AFTER FULL MOON

If you were a child in Tanzania, Africa, your worst nightmare might be a lion attack on a dark night.

Imagine you are helping your parents protect your crops from wild bush pigs on a moonless night. Bush pigs can grow up to 330 pounds and destroy your crops, leaving your family nothing to live on. You sleep out in the fields, alert to any sounds.

Suddenly, you hear the roar of a lion. These predators can be heard up to 8 km (about 5 miles) away. Is the lion nearby? Is he hungry?

Or perhaps you don't hear any roaring—just a slight rustle in the

grass. Then you feel the sharp, fierce bite of a lion as he drags you away. Your father will be powerless to save you.

Your nightmare is not too far-fetched. Between 1998 and 2009, lions attacked more than 1,000 Tanzanians. They killed and devoured two-thirds of them. Lions can weigh over 300 kg (650 pounds) and run almost 80 km (50 miles) per hour! A lion can eat 36 kg (79 pounds) of meat in one meal. They have a bite force of 600 pounds per square inch—which reduces your flesh and bones

*Continued on page 2*

## LION ATTACKS IN THE UNITED STATES

Lion attacks in the United States are rare, but they do happen. Mountain lions are called cougars, panthers, or pumas. They are found as far north as Canada, and as far south as the lower Andes Mountains in South America.

But don't worry too much about mountain lions stalking you in the streets. Most of these

*Continued on page 4*



*A cougar on the prowl in its mountain habitat*



## LIONS MORE LIKELY TO ATTACK AFTER FULL MOON

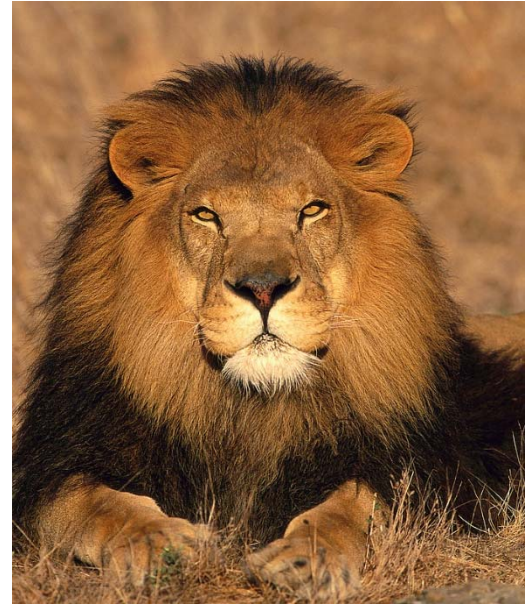
*Continued from page 1*

to dinner and dessert in no time.

Researcher Craig Packer says, "No one ever forgets one of these lion attacks." He has been studying lion attacks to see if they have increased. He and other researchers want to find ways to help humans and lions co-exist with fewer attacks. They have learned some interesting facts. Lions are most likely to attack people after a full moon. That is when it is darkest, and lions are hungriest. There are logical reasons for this.

Lions like to surprise their prey in the darkness. When the moon is full, it is easier for the prey to spot the attacking lion and flee. So during the period after the full moon, the lion is hungriest. Most attacks occur after dark, between 6:00 and 10:00, when people are still active outdoors. Scientists found that on the ten nights after the full moon, humans were up to four times more likely to be attacked.

Packer says researchers recommend



that people not sleep out in their fields at night, or at least not after a full moon when the risk is highest. But he's not sure poor village farmers will take this advice, because they can't afford to allow the bush pigs to destroy their crops. And they can't try to hunt and kill the bush pigs, either—because bush pigs are one of the most common animals lions hunt in Tanzania. And we don't want those lions to go hungry, do we? ♦

### WHAT TO DO IF YOU MEET A LION

While it's not likely that you'll meet a lion on your way to school, or in the park, it might be useful to know how to deal with one just in case! Here are some tips from experts:

- Travel in groups. Lions are less likely to attack groups.
- Don't hike with your dog—a tasty little dog looks like bait to a lion.
- If you meet a lion, stop and make yourself look as big as you can. Pick up small children and put them on your shoulders. Wave a big stick and yell.
- Defend yourself and don't run away. You want the lion to think you will not be easy prey. ♦

## TIGER ATTACKS IN INDONESIA

Several recent tiger attacks in Indonesia were caused by the loss of the animal's natural habitat, experts say. Illegal logging is destroying the rainforests where the tigers live. There are now less than 400 Sumatran tigers left in the wild.

The deforestation has become a crisis in Indonesia, but the weak central government does not have the power to stop it. Many villagers make their living by cutting down and selling logs from the country's nature preserves. They often can find no other employment. Nearly every natural park has been damaged by illegal loggers with chainsaws. People are also cutting down the forests to clear land for farming.

The destruction of forests is highest on the island of Sumatra. This deforestation has caused an increase in attacks by elephants, who are losing their habitat, too. Deforestation also

contributes to flooding and landslides, which kill many more people than animal attacks.

For hundreds of years, people lived in harmony with tigers with few conflicts. But over the last twenty years, as loggers cut down their forests, the tigers began coming to villages to find food.

"It seems that tigers attack humans to eat them," said a forest ranger. "Most of the tigers we catch are thin. I think it's because they cannot find their usual food. They go into villages and eat whatever they find: goats, cows, humans."

Even though experts blame deforestation for the tiger attacks, some local people believe the tigers kill for other reasons. They believe tigers are punishing people for violating a moral code, such as sleeping with someone who is not your spouse, or stealing. ♦





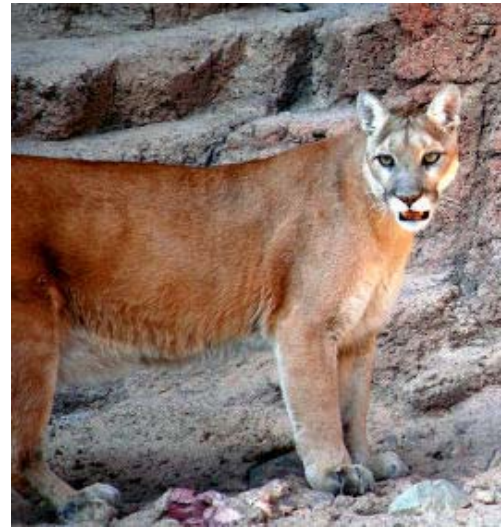
## MOUNTAIN LION ATTACK? NOT LIKELY

*Continued from page 1*

attacks take place in wilderness areas in California. On average, there is one mountain lion attack in California every two years, and one death every five years. You are far more likely to be killed in an auto accident or struck by lightning than to die in a cougar attack.

The cougar was almost hunted out of existence in California, but a law was passed forbidding hunting them. Now it is estimated that there are about 6,000 mountain lions in the state.

These beautiful beasts are important to our ecosystem. For example, they are the main predators of deer. If the mountain lions became extinct, the deer population would explode.



Deer eat food crops, and also carry ticks that infect people with Lyme disease.

Even if you hike in the wilderness every week, you probably won't be attacked by a mountain lion. You might not even see one. Your best chance at seeing a mountain lion might be to visit your local zoo. ♦

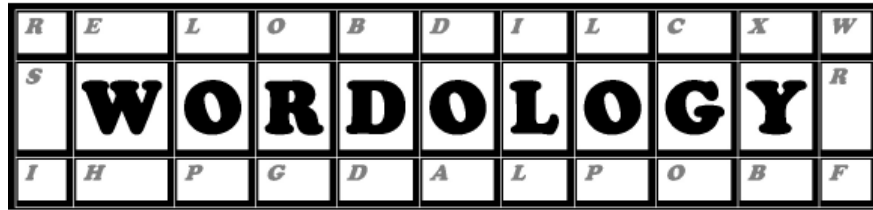
## TIGER ATTACKS MEN AT ZOO

On Christmas day in 2007, a 250-pound Siberian tiger at the San Francisco Zoo named Tatiana escaped from her enclosure and attacked three young men. One of the victims died from his wounds, and the other two suffered claw and tooth wounds to their heads, necks, arms, and hands.

At first, zoo officials had no idea how the tiger could have escaped without human help. The enclosure is surrounded by a 15-foot wide moat, and the walls are 13 feet high. An investigation revealed that Tatiana clawed her way up the wall, and may

have latched onto one of the victim's legs, which were dangling over the enclosure. Footprints from one victim were found on top of the wall. The victims later admitted they taunted the tiger, and pine cones and sticks were found inside the enclosure. Several of the victims had been drinking just before the incident, and all three had marijuana in their system. One victim's blood alcohol level was twice the legal limit for driving.

Police responded to a 911 call from the zoo and shot the tiger. ♦



### Wordology Activity #1: Vocabulary Scramble

**Instructions:** Unscramble the letters to find words that fit in the boxes. All the words come from the Word Bank at the bottom of the page.

1. Another word for “advise” is \_\_\_\_\_.

cremdenom

--	--	--	--	--	--	--	--	--	--	--

2. People who study a topic carefully are called \_\_\_\_\_.

shercarseer

--	--	--	--	--	--	--	--	--	--	--	--

3. The police held an \_\_\_\_\_ to discover the thief.

nogittavenisi

--	--	--	--	--	--	--	--	--	--	--	--	--	--

4. Her story was so \_\_\_\_\_ that I couldn’t believe it.

rectadheff

--	--	--	--	--	--	--	--	--	--	--

5. \_\_\_\_\_ left the earth bare so it washed away easily.

noorstedefati

--	--	--	--	--	--	--	--	--	--	--	--	--	--

6. Animals that hunt other animals as prey are \_\_\_\_\_.

dorpaster

--	--	--	--	--	--	--	--	--	--

7. We hurried home to avoid \_\_\_\_\_ the city curfew rules.

lavitonig

--	--	--	--	--	--	--	--	--	--

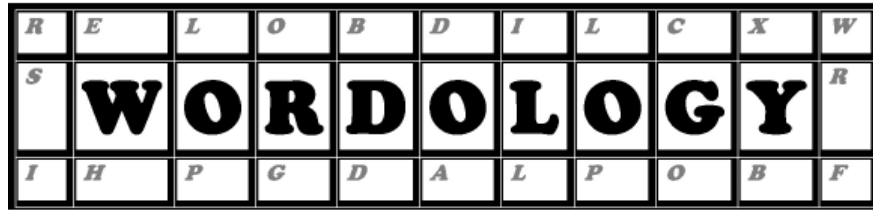
8. The bullies \_\_\_\_\_ Keyonna so much about her old clothes that she didn’t feel like going to school.

nutadet

--	--	--	--	--	--	--	--

**Word Bank**

researchers	predators	far-fetched	devoured	recommend
logging	violating	deforestation	investigation	taunted



### Wordology Activity #1: Vocabulary Scramble: Teacher Key

**Instructions:** Unscramble the letters to find words that fit in the boxes. All the words come from the Word Bank at the bottom of the page.

1. Another word for “advise” is \_\_\_\_\_.

cremdenom

R	E	C	O	M	M	E	N	D
---	---	---	---	---	---	---	---	---

2. People who study a topic carefully are called \_\_\_\_\_.

shercarseer

R	E	S	E	A	R	C	H	E	R	S
---	---	---	---	---	---	---	---	---	---	---

3. The police held an \_\_\_\_\_ to discover the thief.

nogittavenisi

I	N	V	E	S	T	I	G	A	T	I	O	N
---	---	---	---	---	---	---	---	---	---	---	---	---

4. Her story was so \_\_\_\_\_ that I couldn’t believe it.

rectadheff

F	A	R	F	E	T	C	H	E	D
---	---	---	---	---	---	---	---	---	---

5. \_\_\_\_\_ left the earth bare so it washed away easily.

noorstedefati

D	E	F	O	R	E	S	T	A	T	I	O	N
---	---	---	---	---	---	---	---	---	---	---	---	---

6. Animals that hunt other animals as prey are \_\_\_\_\_.

dorpaster

P	R	E	D	A	T	O	R	S
---	---	---	---	---	---	---	---	---

7. We hurried home to avoid \_\_\_\_\_ the city curfew rules.

lavitonig

V	I	O	L	A	T	I	N	G
---	---	---	---	---	---	---	---	---

8. The bullies \_\_\_\_\_ Keyonna so much about her old clothes that she didn’t feel like going to school.

nutadet

T	A	U	N	T	E	D
---	---	---	---	---	---	---

#### Word Bank

researchers

predators

far-fetched

devoured

recommend

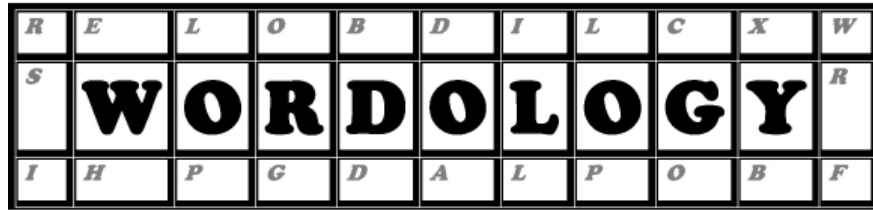
logging

violating

deforestation

investigation

taunted



### Wordology Activity #2: Find the Cat Habitat!

**Instructions:** Read each definition. Choose a word from the Word Bank that matches it. Write the word and the letter that goes with it in the answer space. When you finish, read down the letter boxes to find a place where big cats live. Some words and definitions are used more than once. One answer has already been filled in for you.

**Definitions**

1. When all the trees are gone.....
2. People who study something scientifically.....
3. Ate quickly and hungrily.....
4. Teased or made fun of.....
5. People who study something scientifically.....
6. Unbelievable or ridiculous.....
7. To advise or suggest.....
8. When all the trees are gone.....
9. A study to find out what happened.....

**Words and matching letters**

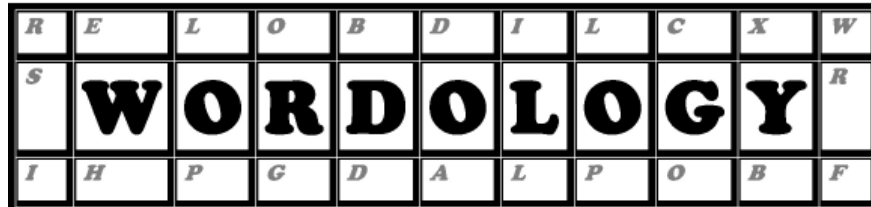
<u>Deforestation</u>	<b>I</b>
_____	
_____	
_____	
_____	
_____	
_____	
_____	
_____	

Read down the letters in the boxes on the right side. Which place do they name where big cats live? Write it here!

\_\_\_\_\_

**Word Bank**

researchers - N    far-fetched - E    deforestation - I    violating - M    taunted - O  
 predators - U    devoured - D    recommend - S    investigation - A



### Wordology Activity #2: Find the Cat Habitat! (Teacher Key)

**Instructions:** Read each definition. Choose a word from the Word Bank that matches it. Write the word and the letter that goes with it in the answer space. When you finish, read down the letter boxes to find a place where big cats live. Some words and definitions are used more than once. One answer has already been filled in for you.

**Definitions**

1. When all the trees are gone.....
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5. People who study something scientifically.....
6. Unbelievable or ridiculous.....
7. To advise or suggest.....
8. When all the trees are gone.....
9. A study to find out what happened.....

**Words and matching letters**

<u>Deforestation</u>	<b>I</b>
<u>Researchers</u>	<b>N</b>
<u>Devoured</u>	<b>D</b>
<u>Taunted</u>	<b>O</b>
<u>Researchers</u>	<b>N</b>
<u>Far-fetched</u>	<b>E</b>
<u>Recommend</u>	<b>S</b>
<u>Deforestation</u>	<b>I</b>
<u>Investigation</u>	<b>A</b>

Read down the letters in the boxes on the right side. Which place do they name where big cats live? Write it here.

INDONESIA

**Word Bank**

researchers - N    far-fetched - E    deforestation - I    violating - M    taunted - O  
 predators - U    devoured - D    recommend - S    investigation - A

R	E	L	O	B	D	I	L	C	X	W
S	<b>W</b>	<b>O</b>	<b>R</b>	<b>D</b>	<b>O</b>	<b>L</b>	<b>O</b>	<b>G</b>	<b>Y</b>	R
I	H	P	G	D	A	L	P	O	B	F

**Wordology Activity #3: A Memo to the Government**

**Instructions:** Pretend you are a researcher hired to advise government officials in **Tanzania, Indonesia, or California** on how to bring down the number of big cat attacks. What should they do? Choose one of these places and write it in the “TO” space, then write your advice. (You can also use the back of the page if you need to.) Use as many of the vocabulary words as you can in your advice.

<b><u>Vocabulary Words</u></b>			
recommend	researchers	predators	logging
deforestation	violating	investigation	far-fetched

TO: Government officials in \_\_\_\_\_

FROM: \_\_\_\_\_

SUBJECT: Reducing the Number of Big Cat Attacks

Dear officials, We are sorry you are having so many big cat attacks in \_\_\_\_\_ . To help solve this problem, \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



R	E	L	O	B	D	I	L	C	X	W
S	<b>W</b>	<b>O</b>	<b>R</b>	<b>D</b>	<b>O</b>	<b>L</b>	<b>O</b>	<b>G</b>	<b>Y</b>	R
I	H	P	G	D	A	L	P	O	B	F

**Wordology Activity #4: “Big Cat Attack!” Cryptogram**

**Instructions:** At the bottom of this **Cryptogram**, there is a message in code. Every number stands for a letter. A few letters have been filled in. To solve the puzzle, you need to figure out which letters go with the other numbers. Once you figure out a letter, you can add it to the Key, and everywhere in the message that you see that number. Look for short, familiar words to get you started, and use logic to figure it out. (**Hint:** The message includes several of the vocabulary words from “Big Cat Attack!”)

**Key:**

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
						16								6					24						

**Message:**

\_ \_ \_ T \_ \_ \_ T \_ O \_      \_ O \_ \_ D    T \_ \_  
 4 25    23 25 8 11 14 24 23 16 4 24 23 6 25    1 6 19 25 17    24 7 11

\_ \_ \_ D \_ T O \_ \_      D \_ \_ O \_ \_ \_ D      \_ \_ \_ \_ \_ \_ \_  
 26 22 11 17 4 24 6 22 14    17 11 8 6 19 22 11 17    22 11 14 11 4 22 5 7 11 22 14

\_ \_ O      T \_ \_ \_ T \_ D      T \_ \_ \_ .  
 13 7 6    24 4 19 25 24 11 17    24 7 11 10

R	E	L	O	B	D	I	L	C	X	W
S	<b>W</b>	<b>O</b>	<b>R</b>	<b>D</b>	<b>O</b>	<b>L</b>	<b>O</b>	<b>G</b>	<b>Y</b>	R
I	H	P	G	D	A	L	P	O	B	F

**Wordology Activity #4: "Big Cat Attack!" Cryptogram**  
(Teacher Key)

**Instructions:** At the bottom of this **Cryptogram**, there is a message in code. Every number stands for a letter. A few letters have been filled in. To solve the puzzle, you need to figure out which letters go with the other numbers. Once you figure out a letter, you can add it to the Key, and everywhere in the message that you see that number. Look for short, familiar words to get you started, and use logic to figure it out. (**Hint:** The message includes several of the vocabulary words from "Big Cat Attack!")

**Key:**

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
4	18	5	17	11	1	16	7	23	3	15	20	10	25	6	26	2	22	14	24	19	8	13	21	9	12

**Message:**

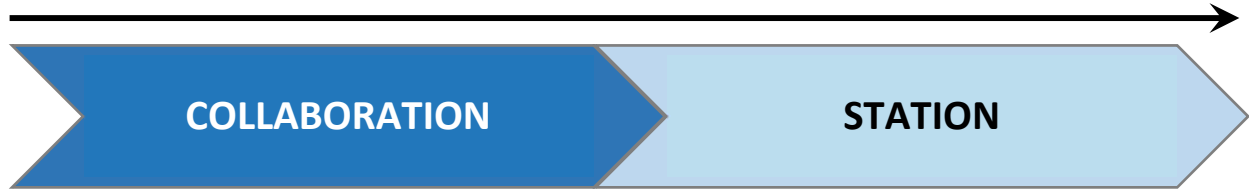
A N    I N V E S T I G A T I O N    F O U N D    T H E  
 4 25    23 25 8 11 14 24 23 16 4 24 23 6 25    1 6 19 25 17    24 7 11

P R E D A T O R S    D E V O U R E D    R E S E A R C H E R S  
 26 22 11 17 4 24 6 22 14    17 11 8 6 19 22 11 17    22 11 14 11 4 22 5 7 11 22 14

W H O    T A U N T E D    T H E M .  
 13 7 6    24 4 19 25 24 11 17    24 7 11 10





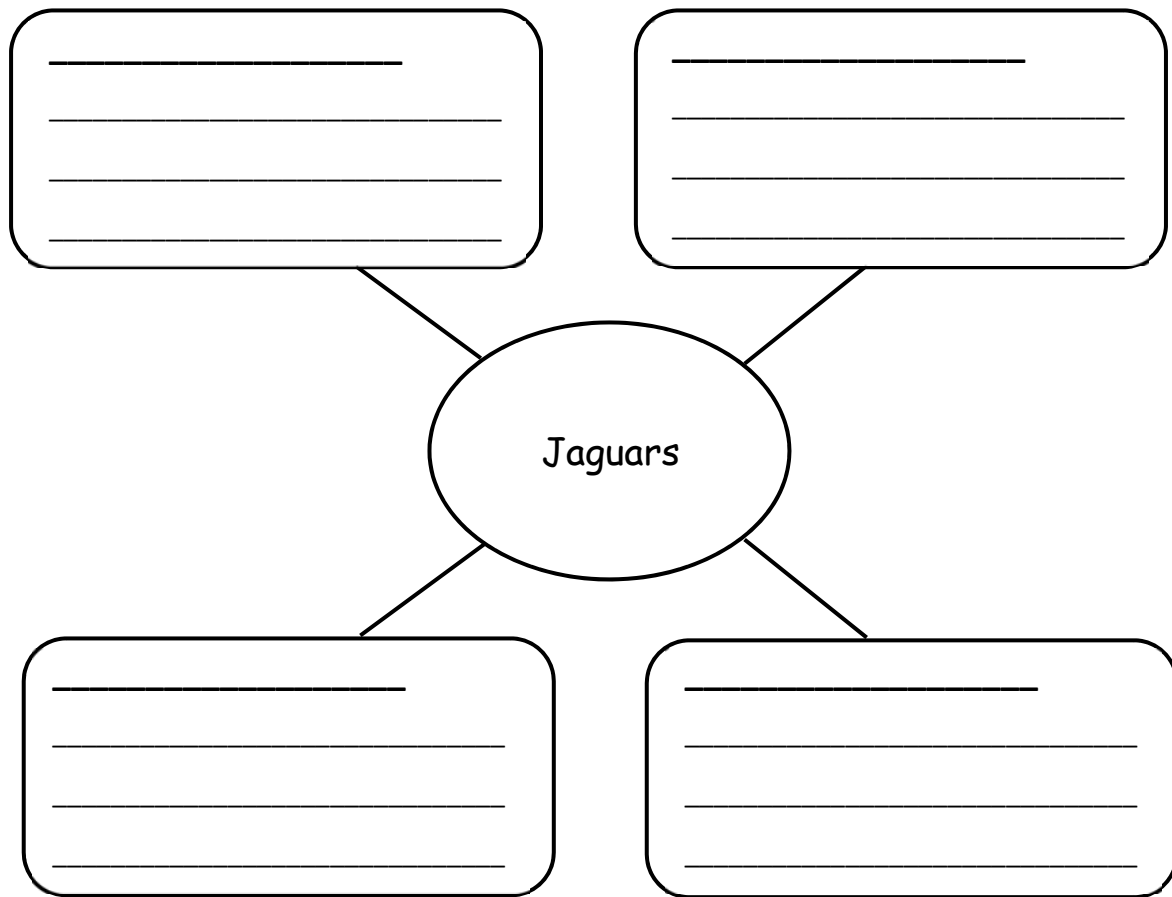


## "Focus on: The Jaguar"

### Graphic organizer

With your team, read together the **first page only** of "Focus on: The Jaguar." Brainstorm with your team how you would organize the information in a graphic organizer. What categories would you use? **Note:** It's okay if you have different ideas. This is a time to share viewpoints and consider what other people think.

After your discussion, develop your own graphic organizer to organize the Jaguar information. You can use the form below or create your own on the back of this page.



Also, be sure to add information from the article to your "Jaguar Card."

# Focus on: The Jaguar

By Gale Cengage Learning, adapted by Newsela and ALFA staff

The jaguar is the largest living member of the cat family in North and South America. It is the third largest in the world. Its coat ranges from yellow-brown to reddish-brown. It is covered with black spots and rosettes, or rings. An average adult jaguar has a head and body length of 4 to 6 feet and a tail length of 18 to 30 inches. It weighs between 100 and 250 pounds. Of the big cats, only the jaguar and the snow leopard do not seem to roar.



A jaguar on the prowl. Jaguars live in various forested and open habitats, but they like to stay near bodies of water.  
Photo: USFWS via Wikimedia Commons.

Jaguars are good swimmers, runners, and tree climbers. Their diet includes fish, turtles, monkeys, deer, and cattle. A jaguar can even eat a small alligator! Jaguars are solitary mammals, meaning they live alone. They are quick to defend their territory. For male jaguars, this territory can reach up to 80 square miles. For females, it can reach up to 27 square miles.

Male and female jaguars come together only to mate. In tropical areas, mating takes place at any time during the year. In areas with cooler climates, jaguars mate in the spring. After a pregnancy period, a female jaguar gives birth to one

 An infographic about the jaguar. It features a circular inset of a jaguar's face in the top left, a map of Central and South America in the bottom left, and a speech bubble with a 'Fun Fact' in the bottom right. The background is a close-up of jaguar fur.
 

**Jaguar**

Scientific Name: *Panthera onca*

Range: North America, Central America, South America

Type: Mammal

Length: 4 to 6 feet

Weight: 100 to 250 pounds

Diet: Carnivore

Status: Near-threatened

**Fun Fact:**  
The jaguar has an important role in many Native American cultures. In some traditions, the jaguar represents the lord of the underworld.

newsela

Source: Gale/Cengage, National Geographic

to four cubs. She raises the cubs on her own. They may stay with her for up to two years.

## Habitat and Population

Jaguars are found in parts of North, Central and South America, from the southwestern United States to northern Argentina. The animals are rare and very private, so they are hard to count. Scientists do not know the exact number of jaguars remaining in the wild. However, one estimate puts the number at 15,000. Jaguars live in a range of habitats. These include forests, woodlands, swamps, and flat grasslands known as savannas.



## History and Conservation

Jaguars used to cover much more territory. Today, researchers believe the largest group of jaguars live in the Amazon rain forest. One reason there are fewer jaguars is human activity, especially hunting. For years, people have hunted the jaguar for its beautiful coat. In the 1960s, spotted cat skins were in great demand. Today, that has changed. International treaties have made it illegal to trade cat skins.

Another reason jaguars continue to lose more of their land is deforestation. The clearing of forests has quickly destroyed the animal's original habitat. Jaguars are now forced to live next to farmland. They are often killed by farmers because they prey on farm animals.

Some countries have set aside land for jaguars. Small populations live in national parks in Bolivia, Brazil, Colombia, Peru and Venezuela. Some of these areas contain private ranches. They provide protection for jaguar pairs and families. In the United States, only a small number of males have been spotted since 1982. They were all seen near the Mexican border. In 2014, the U.S. government set aside some land there. It is nearly as big as the state of Rhode Island. The land is being used to help protect jaguar populations.



# Media Madness

**Instructions:** Listen to the audio recording from the book *Big Cats* by Seymour Simon on your device (tablet or laptop). As you listen, read along on pages 5, 7, and 38-39 in the book. (**Note:** This is a different *Big Cats* book from the one we have been using. Look for the author's name, **Seymour Simon**, on the cover.) Notice the pictures too. Then, use the information you've read and heard to answer the questions below.

1. Write down one new or interesting fact that you learned from the reading.

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2. How does this reading relate to the Essential Question, *What are the effects of human interaction with wild animals?*

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3. Now flip through the other pages in Seymour Simon's *Big Cats*. What other big cats do these pages describe? List as many as you can find.

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4. What **differences** do you notice between Seymour Simon's *Big Cats* and the other (Steck-Vaughn) *Big Cats* book? List some of the differences here.

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## Days 23 and 24

### Teacher Preparation

Post team cards (with member students listed) under headings to show the station where each team is to start. **Important note: Students should remain in the teams they were in for Days 21 and 22; they will have the option of working with a team member on their independent projects.** Students will continue to use the vocabulary words and materials from Days 21 and 22 through Days 23 and 24.

Students should still have copies of the texts “Big Cat Attack!” (pages 184-187 in this manual), “Focus on: The Jaguar” (pages 197-198), and the Independent Project description sheets (pages 178-179) in their folders. Place Do Now sheets at the entrance and student activity sheets at each station. Make sure five copies of Seymour Simon’s *Big Cats* book are still at the Media Madness station for students to consult as they work on their projects (you can also make other print resources available).

Determine how you will have students save their work for their independent projects (e.g., digital presentations, text documents, research notes, etc.). Establish a desktop folder where they can save their work or ensure that thumb drives are available for that purpose.

If possible, set up the computer that you will use to project onto a screen, so that students can see the desktop and the commands you use to work with text boxes during the Daily Launch on Day 24. Have a copy of “Big Cat Attack!” available to show students.

**Create a detailed lesson plan** to demonstrate how to work with text boxes (Day 24 Daily Launch). Save several photos to your computer for this activity. Make sure you are familiar with the software you (and students) will be using.

Have multiple Guide Sheets for the different types of projects available for students to examine and consult. (Each student should receive a Guide Sheet to keep in his/her folder for the project type he/she selects.) You may also wish to have various resources available to encourage students to try different types of projects (e.g., boxes or sturdy bases and various materials for habitats or museum exhibits; poster board for posters or game boards and cards; illustrated nature magazines with pictures that students can cut out).

**Guiding Question** (same as for Days 19 and 20):

How can big cat attacks on humans be avoided?



## Daily Launch Day 23

### **Whole Group Opening Activity: More about Independent Projects**

Direct students to place their Do Now sheets in their folders. Ask students who already have an idea of the project they want to do to raise their hands. (This will help you gauge your students' stage of readiness for the project.) Ask students:

- What questions do you have about the Independent Project assignment?
- What excites you most about the project?
- What challenges do you expect to face?



The rest of the Daily Launch period will depend on your students' readiness to select a project and begin working on it. Some students may need more time to review the Guide Sheets for the various types of projects. Others may need time to negotiate potential partnerships (and choice of possible projects and topics) with team members. Provide a few minutes for these to occur; you may decide to designate a specific area of the classroom for those wishing to review Guide Sheets, another for those negotiating partnerships, and another for students who simply want to brainstorm ideas. The teacher and teaching assistant should circulate among students to provide assistance and guidance as necessary to help students reach tentative conclusions about their projects and potential partnerships.

Be sure to have students fill out answers to (at least) the first two questions on their Independent Project description sheets:

What cat (or topic) will you focus on? \_\_\_\_\_

What project would you like to try? \_\_\_\_\_

(If time permits, they may also answer the following two questions: "Why are you interested in this project?" and "What challenges will you face working on this project?" Note that they may have already answered these questions on their Daily Launch sheet; if so, they may copy their answers onto the Independent Project description sheet.)

Explain to students that if they finish their assignments at the Wordology and Collaboration Stations, they can work on their projects for the remaining time in each rotation. In addition, their work at the Media Station for the rest of the unit will focus on getting their project ready. Show students how/where to save their work for the independent projects at the media station (e.g., individual desktop folders or thumb drives).

**Students should go to their stations having selected a project and established whether they are working independently or with a partner (and who the partner will be).** Give each student a Guide Sheet to keep for the type of project he or she has chosen.

# Daily Launch Day 23



## Do Now: Thinking about Independent Projects

Look at the Independent Project description sheet you received at the last class meeting. (It should be in your folder.)

Think about the different choices you have for your project:

1. A classroom “museum” exhibit or poster about a big cat species
2. A newsletter on a big cat-related theme
3. A digital (slide) presentation on your favorite big cat
4. A model habitat for a big cat
5. A board game OR a quiz game using facts about big cats

Do you have ideas about what kind of project you would like to do?

- Yes                       No

If yes, write your idea here: \_\_\_\_\_

Do you want to work alone or with a partner from your team?

- Alone                       With a partner                       Not sure

If you would like to work with a partner, have you and the other person agreed to work together?                       Yes                       Not yet

Why are you interested in this project?

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What challenges will you face working on this project?

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# Daily Launch Day 24

## **Whole Group Opening Activity: Using Text Boxes**

First, answer any questions or problems they may have about their Do Now sheets or about getting started on their independent projects. Then have them place their Do Now sheets in their folders.

Show students a copy of the “Big Cat Attack!” newsletter (pages 184-187 of this manual). As a review, ask:

- How is the “look” of the newsletter different from that of other text documents we have used?



Students should note that the newsletter has different columns and “boxes” of text, separated by lines or borders; also, some articles are not complete on one page, but continue on other pages.

Ask students,

- How would you create these text effects using a word processor?

Tell students that you are going to show them some of the techniques they can use if they are creating a newsletter for their independent project. The same skills will be useful for digital presentations, habitat or museum display labels, attractive areas of text for posters, and question-and-answer cards for games.

Then, using a lesson plan you have developed, show students how to create and manipulate a text box (perhaps on the topic “What to Do If Attacked by a Lion”). Ask students to advise you on various steps (many of them may have some experience). Be sure to address the following essential components:

- Where to find the text box feature on the tool bar
- How to change the size of the text box
- How to add (or delete) color; how to remove or modify the text box outline or border
- Inserting and positioning pictures

Other (optional) components that you may want to cover, depending on how much experience students already have, could include

- Wrapping text (or not)
- Bullet points
- Inserting lines or decorative shapes

Remind students of the following points (optional).

- Main text should be in a standard font (e.g., Calibri, Arial, Times New Roman).
- Font size: 11 to 14 pt.
- Headlines/ titles can be slightly larger and can use a decorative font.
- Standard English punctuation and capitalization rules apply.

# Daily Launch Day 24



## Do Now: Planning for Your Independent Project

Take your Independent Project description sheet out of your folder. Turn to the side of the sheet titled "My Long-Term Plan." Review the items on the checklist. Then respond to the questions below.

Which cat (or topic) have you chosen to focus on?

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Which step on the checklist do you think will be the easiest or the most fun?

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Which step do you think will be the most challenging?

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**Read:** What books or other sources do you plan to use to learn about your topic?

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**Research:** For your internet research, what search term(s) will help you find the information you need?

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**Plan:** What steps can you already guess you will need to do to complete the project?

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# MAIN STATION

## “Big Cat Attack!” continued (pages 184-187 in this manual)

### Review Vocabulary (5-10 minutes)

Point to the vocabulary words on the Word Wall in random order and have students pronounce them aloud. Ask students to comment on the ways the words were used in the “Big Cat Attack!” reading. Call on each student to use one vocabulary word in a sentence. Remind students that they are to compose Meaningful Sentences at the Wordology station as time allows.

### Read-Aloud, Think-Aloud (10-15 minutes)

Have students turn to page 3 of the newsletter, “Tiger Attacks in Indonesia.” Read the title and ask students to find Indonesia on the classroom map – printed or projected.

Then begin reading the text. As you read and think aloud, ask students questions such as the ones below, explicitly identifying the strategies you are using (indicated by ***bold italic print***). Refer to the **menu of strategies** poster as you do so.

After the first paragraph:

- *Hmm, I wonder why cutting down the rainforest leads to more tigers attacking people. What do you think? – **ask questions***

After the second paragraph:

- *It sounds like the people don’t have much choice. They have to live, right? They have to either earn money or farm the land, but I guess both those choices lead to problems. – **elaborate***

After the third paragraph:

- *Hey, that’s a lot of problems! Tiger attacks, elephant attacks, flooding, and landslides! Something definitely needs to be done about that deforestation. – **think aloud***

After the next two paragraphs (ending with “goats, cows, humans”):

- *So let me make sure I understand this. What changed over the past twenty years? (More logging leading to greater deforestation) And why does that mean tigers can’t find their*

*usual food?* (Loss of rainforest habitat means fewer small animals for tigers to eat, such as monkeys, wild pigs, and deer.) – **check for understanding**

After the final paragraph:

- *Hey, that’s quite a punishment! What do you think about that idea?* (Give students a few minutes to respond.) – **make connections**

After completing the reading on page 3, ask students to turn to page 4. Direct their attention to the last article, “Tiger Attacks Men at Zoo.” Ask students:

- *What do you think this article will be about? How could a zoo tiger attack, not just one man, but “men”? Do you think the tiger escaped?* – **make predictions**

Read the first paragraph, and the first few sentences of the second, ending with “Footprints from one victim were found on top of the wall.” Think aloud:

- *Hmm, why does the writer mention that detail? What can we infer?* (The man must have climbed up and stood on the wall of the tiger’s enclosure.)

Finish reading the article. After you finish the reading, say to students:

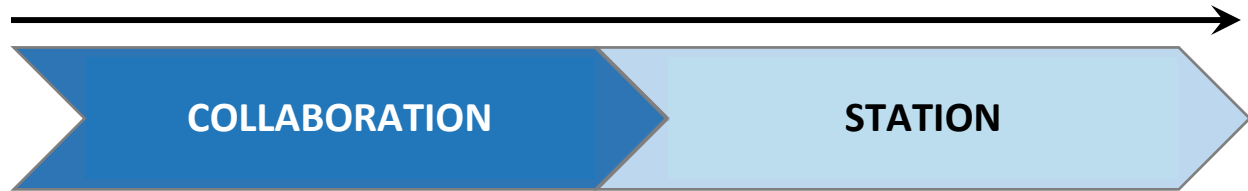
- *What a terrible tragedy. Can you imagine? Can you think of ways this tragedy could have been avoided?* (Not taunting the tiger, not climbing up on the enclosure wall, and more fundamentally, not abusing alcohol and marijuana, which undoubtedly led to the other two acts of poor judgment.) – **make connections**

Remind students of the Guiding Question for this part of the unit:

How can big cat attacks on humans be avoided?

Ask students what answers they would propose to this question after reading “Big Cat Attack!” and encourage discussion. Some answers might include: regulating logging to prevent deforestation, better security measures in zoos, and better human behavior in zoos. Invite students to think about the complex problems facing indigenous people who live with wild animals such as lions or tigers close by, and to recognize that these problems do not have easy answers.

**Reminder:** *The Wordology station activities are the same ones from Days 21 and 22. Students should choose a different activity from the one they selected previously.*



## "Focus on: The Jaguar" Geographic Map

With your team, read together the **second page** of "Focus on: The Jaguar."  
Discuss the following questions with your team.

1. In what countries do jaguars live? (See Central and South America map, below.)
2. What are different countries doing to try to protect jaguars?

After your discussion, color in on the map the countries that have created parks or set aside land where jaguars can live.

Also, be sure to add any new information from the article to your "Jaguar Card."

When you finish the assignment, work on your independent project.





# Media Madness

**Instructions:** You should use the Media Madness station for the next few days to work on your independent project. This is your opportunity to use print and online resources to learn more about your chosen cat or topic.

- Use your “Feisty Felines Independent Project” description sheet to get started. Fill in the blanks where you already know the answers. If you don’t know some of the answers yet, that’s okay. You can fill those in later.
- The Guide Sheet for your particular type of project will also help. Make sure you have a Guide Sheet in your folder for the kind of project you are doing.
- Begin researching your cat or topic using print resources (such as Seymour Simon’s *Big Cats*) and your search engine.
  - Don’t forget to take notes.
  - Don’t forget to make a list of your sources.
- If you need extra materials (for a habitat, museum display, or game), start to think about what materials you will need. Where can you get them? Can your teacher help?

## Days 25 and 26

### Teacher Preparation

Post team cards (with member students listed) under headings to show the station where each team is to start. **Important note: Students should remain in the same teams they were in for Days 21 through 24, since some of them are working with a team member on their independent projects.**

Make enough copies of the text “Aslan on the Move” (pages 219-220 in this manual) for all students; place text copies at the entrance with Do Now sheets on Day 25.

Prepare a Word Wall for “Aslan on the Move” that includes two sections: one section with the four vocabulary words, and a separate section for the five Multiple Meaning Words. Prepare a Vocabulary Awareness Chart if you plan to use one. Prepare a display with definitions added.

Set up a computer to project the short video “Oktapodi” for the Daily Launch on Day 25:

[https://www.youtube.com/watch?time\\_continue=145&v=badHUNI2HXU](https://www.youtube.com/watch?time_continue=145&v=badHUNI2HXU)

**(Note:** You can substitute a short video of your choice that lends itself to making inferences; however, if you do so you will have to create a Daily Launch questionnaire for students that fits the video selected.)

The Guiding Question for Days 25 through 28 is:

How can fictional texts help us think about important things?

## Daily Launch Day 25

### **Whole Group Opening Activity: More about Inferences**

Ask students to look at their Do Now sheets during the Daily Launch. Review the questions on the sheets with students as follows, along with the additional questions regarding the background knowledge they used to make the inferences.



- **What is the relationship between the two octopuses?** The two octopuses are very close, perhaps lovers or close friends. They care about each other.  
**How do you know?** At the beginning of the film, they have their tentacles wrapped around each other as if hugging. When one is in danger, the other hurries to come to the rescue.  
**What did you need to know ahead of time to make this inference?** People usually hug each other to show love, and take risks to protect those they love.
- **What is the man's job?** He probably sells seafood in a market or to restaurants.  
**How do you know?** His truck has a picture of a knife and a cut-up octopus on the side. Also, he is wearing a tank top like someone who works in a kitchen or a seafood market.  
**What did you need to know to make this inference?** You need to know that octopus are sold for food. It helps to know that the van the man drives is similar to those driven by people who supply restaurants and food markets. It also helps to know how people who work in kitchens and markets often dress.
- **Why does the orange octopus chase the truck?** It wants to rescue its friend the pink one.  
**How do you know?** It sees the sign on the truck and imagines its friend being chopped in pieces, then leaves its tank. When it reaches the truck, it does everything it can to disrupt the driver and help the pink one escape.  
**What did you need to know to make this inference?** You need to understand that the vision of the pink one being chopped up represents the orange one's imagination. You need to know that it is not normal for an octopus to chase a truck in a street.
- **What do you think will happen after the end of the film?** Answers may vary, but most likely the pink one will latch onto the sea gull to try to rescue the orange one.  
**Why do you think so?** This is a logical thing for the pink one to do, since the orange one just saved it from the seafood man. Also, the pink one shows great determination in launching itself from the telephone wire after the seagull flies away with the orange one in its claws.  
**What did you need to know to make this inference?** You need to know that people usually try to return favors shown to them. You need to know that when a seagull flies away with a sea creature in its claws, it probably intends to eat it. You need to know that it would be difficult to use a telephone wire as a slingshot to launch yourself into the air.



Remind students that:

- (1) Making inferences requires two things: noticing clues, and having the background knowledge to understand what the clues mean (see Daily Launch, Day 9).
- (2) Making inferences is essential to figuring out what is going on when you missed the first part of a show... or a story.

Explain to students that writers sometimes begin a story “in the middle,” leaving readers with the job of using context clues and background knowledge to figure out what is going on. The reading selection for this instructional cycle, “Aslan on the Move,” is a text from the middle of a book. They will need to use context clues to understand what is happening.

Finally, ask students,

- *Do you think “Oktapodi” is a story that could really happen? Why or why not?* Students should recognize that this story is not only fictional, but represents the genre of fantasy: a story that can be imagined but could not actually happen. Octopuses cannot race down city streets as the one in the film did, nor do they display the human-like love and courage seen in the film.
- *If this is a story that could never happen in real life, why watch it? Does it really have anything to teach us?* Make sure students understand that even fantasy stories such as this one can illustrate important truths (see the Guiding Question for this section). “Oktapodi” shows the kinds of risks that people will take to protect or defend those they care about deeply.

**Note:** *If any students have seen movies about the Narnia stories, or are familiar with the books, ask them **not** to spoil their classmates’ experience by giving away clues about the story.*

Have students place their Do Now sheets in their folders and proceed to their stations. Remind them that if they finish the activities at a station early, they should work on their independent projects.

## Daily Launch Day 25

### Do Now: Catching Up in the Middle of a Show

Did you ever come into a room where people were already watching a movie or TV show? Or watch a movie that jumped right into the action without telling viewers what was going on?

It can be confusing if you don't know who the characters are and how they relate to one another. But most of the time, we manage to use context clues to figure out who the main characters are and what problem they are facing. To do this, we make inferences—guesses based on what we already know, plus the clues provided in the film or show.

Watch the short film “Oktapodi” that your teacher will project. Afterward, answer as many of the following questions as you can.

*What is the relationship between the two octopuses? How do you know?*

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*What is the man's job? How do you know?*

---

---

*Why does the orange octopus chase after the truck? How do you know?*

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*What do you think will happen after the ending of the film? Why do you think this?*

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## Daily Launch Day 26

### ***Whole Group Opening Activity: Reflecting on Independent Projects***

As students look at their Do Now sheets, invite them to share some of their reflections about their independent projects. First, ask students what excites them about their projects, or what they are learning from the process. Ask them what is going well, and what has been difficult. Ask students what solutions they have found to address the challenges.

Use questions to encourage students to be specific in their reflections (“I found a cool website that gave me a lot of good information about jaguars” rather than “I like going on the Internet”; “I can’t think of good artifacts for this display” rather than “This is too hard.”)

If students are stymied by certain challenges, spend some time as a class brainstorming solutions. If students have a hard time evaluating what is going well and what is not, ask more specific questions related to particular projects, such as “What materials do you still need to collect?” or “What were the best sources you found for online photos and illustrations?”

Encourage students to help each other problem-solve to develop content; to stay focused (rather than going down the rabbit-trail of the Internet); and to let you or the instructional assistant know if they face obstacles threatening to hinder them from completing their projects on time. Remind them that neatness and creativity count.



# Daily Launch Day 26



## Do Now: Personal Reflection – “My Independent Project”

When you’re working on a big project, it’s helpful to stop now and then to think about how it’s going. Are you on track? Are there things you need to adjust?

Write a personal reflection in the space below. Think about what is going well in your project and what you might need to adjust to complete the project on time.

<input type="radio"/>	
<input type="radio"/>	<i>My Independent Project</i>
<input type="radio"/>	<i>My project is:</i>
<input type="radio"/>	<i>This is what is going well for my project:</i>
<input type="radio"/>	
<input type="radio"/>	<i>This is what I am having a hard time with:</i>
<input type="radio"/>	
<input type="radio"/>	<i>This is what I plan to do to complete my project well:</i>
<input type="radio"/>	
<input type="radio"/>	
<input type="radio"/>	<i>What makes me really excited about my project is:</i>
<input type="radio"/>	
<input type="radio"/>	



# MAIN STATION

## “Aslan on the Move” (pages 219-220 in this manual)

### Introduce the Vocabulary (10-15 minutes)

Introduce students to the vocabulary words. Read the posted list aloud, pointing to each word as you pronounce it.

enormous      longing      bares      emperor

On a second reading, have students repeat each word after you. Ask students whether they know the definitions of any words, and confirm correct definitions. If the words are unfamiliar, ask students whether they recognize parts of the words, especially for longer words. Walk them through the syllables to assist them in decoding. Then, show the display on which you have added student-friendly definitions to the words.

#### GLOSSARY OF VOCABULARY WORDS

**enormous** – huge; extremely large or important

**bare** – uncovers; shows

**longing** – (noun) a strong desire; (verb) wanting very much

**emperor** – a supreme ruler over an empire of several territories

Then tell students that the text they will be reading also includes a number of words that are probably familiar to them, but which are used with a different meaning in this text. Show students the list of multiple meaning words:

curious      sensation      strain      settle      simple

For each word, ask students to provide a definition or explanation of the meaning with which they are familiar. Then provide the alternate meaning of each word as used in this text:

**(Note:** Do not show students the alternate meanings for the multiple meaning words until **after** they have provided definitions or examples of the meaning that they are more familiar with.)

### GLOSSARY OF MULTIPLE MEANING WORDS

**curious** – odd; unusual; hard to understand

**sensation** – a feeling

**strain** – (of music) a melody; a tune

**settle** – to calm someone down or to bring under control

**simple** – foolish; silly

After introducing the Multiple Meaning words, use all nine words in sentences that show their meaning (see examples below). If time permits, invite students to propose sentences as well.

### Sample Meaningful Sentences

1. The **enormous** elephant knocked down the tree with one mighty shove of its huge shoulder.
2. I had the strange **sensation** that someone was watching me, even though there was no one around.
3. Whenever my sister **bares** her deepest concerns to me, I feel honored to realize she trusts me that much.
4. Fatima was **longing** to make friends at her new school, but her classmates ignored her, so she felt lonely and out of place.
5. There was an **emperor** in the sci-fi movie who ruled over an empire of different planets.
6. The media claimed that a riot had taken place, but some **curious** facts about the case suggested a different explanation.
7. I was working on my homework when a lively **strain** of music reached my ears and I realized that the man next door was practicing his flute.
8. Our upstairs neighbors had such a noisy party that no one could sleep, so Dad went up to **settle** them by threatening to call the super.
9. Aunt Mary is such a **simple** soul that she thinks keeping thousands of dollars in the cookie jar is a smart idea.

### Read-Aloud, Think-Aloud (10-15 minutes)

Ask students to turn to the supplemental reading, “Aslan on the Move.” Remind students that this text is an excerpt from a longer book, *The Lion, the Witch, and the Wardrobe*, identified in the title line. As you read, you are jumping into the middle of the story. As students read along with you, they should be attentive to clues that will help them *infer* what is happening.

As you read aloud and think aloud, ask students questions such as the ones below, explicitly identifying the strategies you are using (indicated by **bold italic print**). Refer to the **menu of strategies** poster as you do so. Focus on **making inferences** and **checking for understanding** as you explore this text.

- After “... perhaps has already landed,” say, *Who’s speaking here? It doesn’t say... I guess I’ll just read ahead a little and find out whether they tell us.* – **ask questions**
- After “... the moment the Beaver had spoken these words everyone felt quite different,” say, *Oh, it was the Beaver that was speaking. Wait... the Beaver? Beavers don’t talk! Is that someone’s nickname? Or maybe this is a fantasy story, and the animals do talk? I guess we’ll have to wait to find out.* – **infer; think aloud**
- After “... wishing you could get into that dream again,” say, *Wow, that was a long sentence. I’m not sure I understood it... let me read it again slowly.* [Do so. Then...] *Okay, I guess I understand the sentence. I have had that kind of dream sometimes. But what does this have to do with talking beavers?* – **check for understanding; make connections**
- After “... jump in its inside,” say, *There are those children again. What children? I hope we find out soon.* – **think aloud**
- After “... the beginning of summer,” say, *Okay, so there are four children. Edmund, Peter, Susan, and Lucy. And they all have different reactions to what the Beaver tells them. I wonder why that is?* – **ask questions**

Pause after the first paragraph and ask students to summarize what they know so far, and what they are still wondering about. Then resume the read-aloud, think-aloud process.

- After “‘Who is Aslan?’ asked Susan,” say, *Yes, who is Aslan? That’s what I’m wondering too.* – **ask questions**
- After “... that will save Mr. Tumnus,” say, *Hmm, I think that paragraph has a lot of clues in it. What have we just learned?* – **locate context clues**

Have students list things this paragraph reveals, including inferences they can make. These should include:

- Aslan is some kind of king.
- He is said to be the king “of the whole wood,” so they are probably in a forest.
- He hasn’t been there in a very long time.
- There is a rumor that he has returned.
- The place where they are is called Narnia.
- There is a “White Queen” who is probably a villain (she needs “settling”).
- There is someone named Mr. Tumnus who needs to be saved.

Continue reading the next line. Think-aloud:

- After “... said Edmund,” ask students, *What can we infer from Edmund’s question?* (The White Queen has already turned someone into stone, since Edmund says “too.”)
- After “... what a simple thing to say!” say, *Why does the Beaver call him Son of Adam? That’s a weird name.* Then begin the paragraph again. – **highlight words**

*Feisty Felines Days 25 and 26*

- After “... more than I expect of her,” ask students, *So what does the Beaver think about who is stronger—the White Queen or this King Aslan? Why do you suppose he thinks that? – infer; elaborate*

Continue reading through the rhyme. After “we shall have spring again,” say, *I wonder if that means it’s winter In Narnia now.* Then read to the end of the first page. Say:

- *“Daughter of Eve”! That’s kind of like “Son of Adam.” What does that remind you of? (The biblical story of Adam and Eve.) Okay, so that’s some background knowledge that might help us understand this. And now they’re going to meet this King Aslan. I wonder why? – activate knowledge; make predictions*

Tell students that you will complete the reading (the second page) in the next instructional cycle.



## Aslan on the Move (excerpted from “The Lion, the Witch, and the Wardrobe” by C.S. Lewis)

“They say Aslan is on the move — perhaps has already landed.” And now a very curious thing happened. None of the children knew who Aslan was any more than you do; but the moment the Beaver had spoken these words everyone felt quite different. Perhaps it has sometimes happened to you in a dream that someone says something which you don’t understand but in the dream it feels as if it had some enormous meaning — either a terrifying one which turns the whole dream into a nightmare or else a lovely meaning too lovely to put into words, which makes the dream so beautiful that you remember it all your life and are always wishing you could get into that dream again. It was like that now. At the name of Aslan each one of the children felt something jump in its inside. Edmund felt a sensation of mysterious horror. Peter felt suddenly brave and adventurous. Susan felt as if some delicious smell or some delightful strain of music had just floated by her. And Lucy got the feeling you have when you wake up in the morning and realize that it is the beginning of the holidays or the beginning of summer. [...]

“Oh, yes! Tell us about Aslan!” said several voices at once; for once again that strange feeling — like the first signs of spring, like good news, had come over them.

“Who is Aslan?” asked Susan.

“Aslan?” said Mr. Beaver. “Why, don’t you know? He’s the King. He’s the Lord of the whole wood, but not often here, you understand. Never in my time or my father’s time. But the word has reached us that he has come back. He is in Narnia at this moment. He’ll settle the White Queen all right. It is he, not you, that will save Mr. Tumnus.”

“She won’t turn him into stone too?” said Edmund.

“Lord love you, Son of Adam, what a simple thing to say!” answered Mr. Beaver with a great laugh. “Turn him into stone? If she can stand on her two feet and look him in the face it’ll be the most she can do and more than I expect of her. No, no. He’ll put all to rights as it says in an old rhyme in these parts:

*Wrong will be right, when Aslan comes in sight,  
At the sound of his roar, sorrows will be no more,  
When he bares his teeth, winter meets its death,  
And when he shakes his mane, we shall have spring again.*

You’ll understand when you see him.”

“But shall we see him?” asked Susan.

“Why, Daughter of Eve, that’s what I brought you here for. I’m to lead you where you shall meet him,” said Mr. Beaver.



“Is-is he a man?” asked Lucy.

“Aslan a man!” said Mr. Beaver sternly. “Certainly not. I tell you he is the King of the wood and the son of the great Emperor-beyond-the-Sea. Don’t you know who is the King of Beasts? Aslan is a lion — *the* Lion, the great Lion.”

“Ooh!” said Susan, “I’d thought he was a man. Is he — quite safe? I shall feel rather nervous about meeting a lion.”

“That you will, dearie, and no mistake,” said Mrs. Beaver; “if there’s anyone who can appear before Aslan without their knees knocking, they’re either braver than most or else just silly.”

“Then he isn’t safe?” said Lucy.

“Safe?” said Mr. Beaver; “don’t you hear what Mrs. Beaver tells you? Who said anything about safe? ‘Course he isn’t safe. But he’s good. He’s the King, I tell you.”

“I’m longing to see him,” said Peter, “even if I do feel frightened when it comes to the point.”

“That’s right, Son of Adam,” said Mr. Beaver, bringing his paw down on the table with a crash that made all the cups and saucers rattle. “And so you shall. Word has been sent that you are to meet him, tomorrow if you can, at the Stone Table.’



**The Lion, the Witch and the Wardrobe** (first published 1950) by C.S. Lewis (1895-1963)

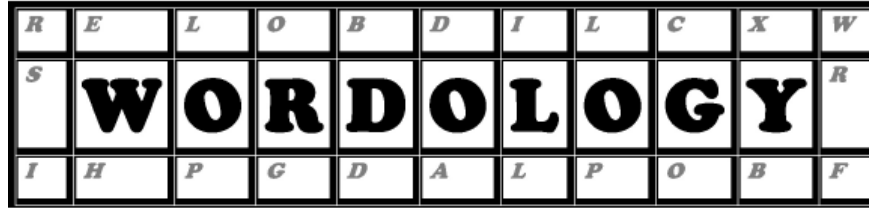
Edition used as base for this ebook: New York: Macmillan, undated [twenty-first printing]

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Free audio download from:

<https://www.learnoutloud.com/Free-Audio-Video/Literature/-/The-Chronicles-of-Narnia/45901>



### Wordology Activity #1: Synonym Hunt

**Instructions:** A **synonym** is a word that means the same or almost the same as another word. **Rewrite** each sentence without changing its meaning. Choose a synonym from the Word Bank to replace the underlined word or phrase in each sentence. (**Hint:** Some of the words are used in less familiar ways in this activity.)

1. The children were so noisy that Momma had to use threats to calm them.
2. I find it odd that no one told me about the party at my best friend's house.
3. A huge rock had fallen across the path, so we had to find a way to go around it.
4. Trisha was desperately wishing for her dad to come home for her graduation.
5. I couldn't say exactly why, but I had a funny feeling that Sharon was lying.
6. A tuneful melody floated up from the field where the pep band was practicing.
7. We were fooling around, acting silly, when Mama's vase came crashing down.
8. My dog shows his teeth and growls whenever a stranger comes to the door.

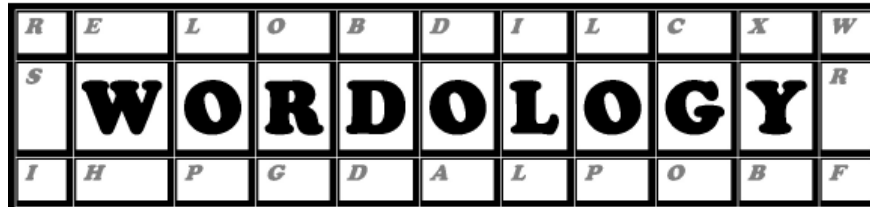
#### **Word Bank**

enormous  
simple

sensation  
strain

longing  
settle

curious  
bares



### WORDOLOGY #2: Multiple Meaning Words

**Instructions:** The Word Box below gives at least two definitions for each of the words listed. Decide which of the meanings is used each sentence. Enter the correct letter in the box at the end of the sentence.

**WORD BOX WITH Multiple Meanings**

**curious** – (A) interested in understanding things (B) odd; unusual; hard to understand

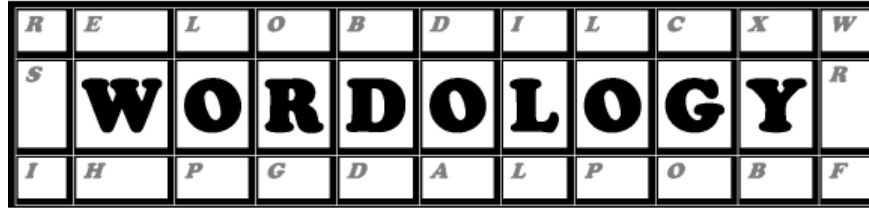
**sensation** – (A) a feeling (B) a stir of public excitement

**settle** – (A) to make a home somewhere (B) to accept something that is not exactly what you wanted (C) to calm or bring under control

**simple** – (A) easy to do or understand (B) foolish; silly

**strain** – (A) to make a great effort (B) to pour a liquid through a filter (C) a tune or melody

Sentences	Meaning Used
1. The rock band concert caused a great <b>sensation</b> in the small town.	<input type="checkbox"/>
2. This puzzle is so <b>simple</b> that even a three-year-old could figure it out.	<input type="checkbox"/>
3. Jeremy is going to <b>settle</b> those bullies who are bothering his little sister.	<input type="checkbox"/>
4. Do you ever have a funny <b>sensation</b> that something exciting is about to happen?	<input type="checkbox"/>
5. Mom likes to <b>strain</b> the gravy to get the lumps out before she serves it.	<input type="checkbox"/>
6. This meal is not what I was hoping for, but I'll have to <b>settle</b> for it.	<input type="checkbox"/>
7. Mr. Folsom has been acting a little <b>simple</b> since he had that bad head injury.	<input type="checkbox"/>
8. Dad had to <b>strain</b> to move the refrigerator out of the corner.	<input type="checkbox"/>
9. I am so <b>curious</b> about why people do the things they do.	<input type="checkbox"/>
10. My family is starting to <b>settle</b> in this city after moving halfway around the world.	<input type="checkbox"/>
11. A soft, romantic <b>strain</b> came through my window and made me want to dance.	<input type="checkbox"/>
12. It is <b>curious</b> that the mayor claims to know nothing about this, since she signed the papers to make it happen.	<input type="checkbox"/>



## WORDOLOGY #2: Multiple Meaning Words (Teacher Key)

**Instructions:** The Word Box below gives at least two definitions for each of the words listed. Decide which of the meanings is used each sentence. Enter the correct letter in the box at the end of the sentence.

### WORD BOX WITH Multiple Meanings

**curious** – (A) interested in understanding things (B) odd; unusual; hard to understand

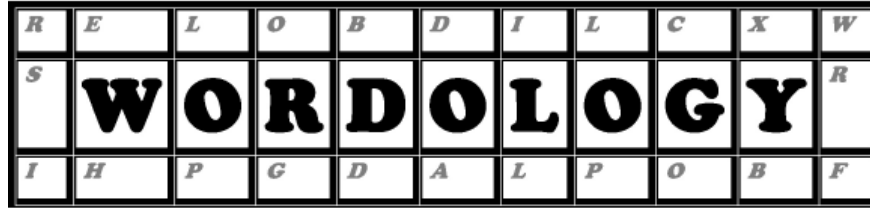
**sensation** – (A) a feeling (B) a stir of public excitement

**settle** – (A) to make a home somewhere (B) to accept something that is not exactly what you wanted (C) to calm or bring under control

**simple** – (A) easy to do or understand (B) foolish; silly

**strain** – (A) to make a great effort (B) to pour a liquid through a filter (C) a tune or melody

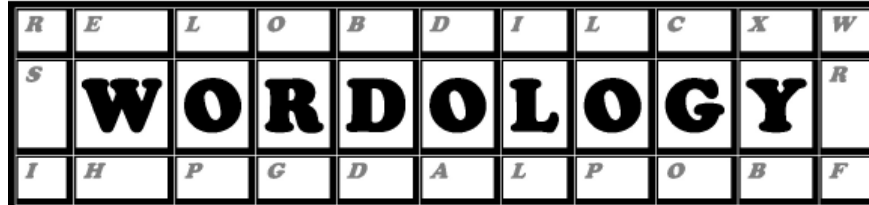
Sentences	Meaning Used
1. The rock band concert caused a great <b>sensation</b> in the small town.	<b>B</b>
2. This puzzle is so <b>simple</b> that even a three-year-old could figure it out.	<b>A</b>
3. Jeremy is going to <b>settle</b> those bullies who are bothering his little sister.	<b>C</b>
4. Do you ever have a funny <b>sensation</b> that something exciting is about to happen?	<b>A</b>
5. Mom likes to <b>strain</b> the gravy to get the lumps out before she serves it.	<b>B</b>
6. This meal is not what I was hoping for, but I'll have to <b>settle</b> for it.	<b>B</b>
7. Mr. Folsom has been acting a little <b>simple</b> since he had that bad head injury.	<b>B</b>
8. Dad had to <b>strain</b> to move the refrigerator out of the corner.	<b>A</b>
9. I am so <b>curious</b> about why people do the things they do.	<b>A</b>
10. My family is starting to <b>settle</b> in this city after moving halfway around the world.	<b>A</b>
11. A soft, romantic <b>strain</b> came through my window and made me want to dance.	<b>C</b>
12. It is <b>curious</b> that the mayor claims to know nothing about this, since she signed the papers to make it happen.	<b>B</b>



**WORDOLOGY #3: Multiple Meaning Words - Two**

When words have more than one meaning, you can often use context to figure out from what is meant. For each of the following words, summarize what the word means in the context. Then give another word or phrase for another of the word’s meanings. You do not have to use complete sentences for your answers.

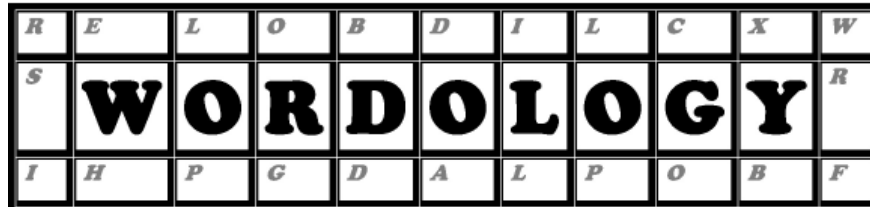
WORD	CONTEXT	CONTRAST
<b>1. curious</b>	“And now a very <b>curious</b> thing happened.”	<p><b>Meaning in this sentence:</b></p> <p><b>Another meaning:</b></p>
<b>2. settle</b>	“He’ll <b>settle</b> the White Queen all right.”	<p><b>Meaning in this sentence:</b></p> <p><b>Another meaning:</b></p>
<b>3. sensation</b>	“Edmund felt a <b>sensation</b> of mysterious horror.”	<p><b>Meaning in this sentence:</b></p> <p><b>Another meaning:</b></p>
<b>4. holidays</b>	“... you realize that it is the beginning of the <b>holidays</b> or the beginning of summer.”	<p><b>Meaning in this sentence:</b></p> <p><b>Another meaning:</b></p>
<b>5. simple</b>	“What a <b>simple</b> thing to say!”	<p><b>Meaning in this sentence:</b></p> <p><b>Another meaning:</b></p>



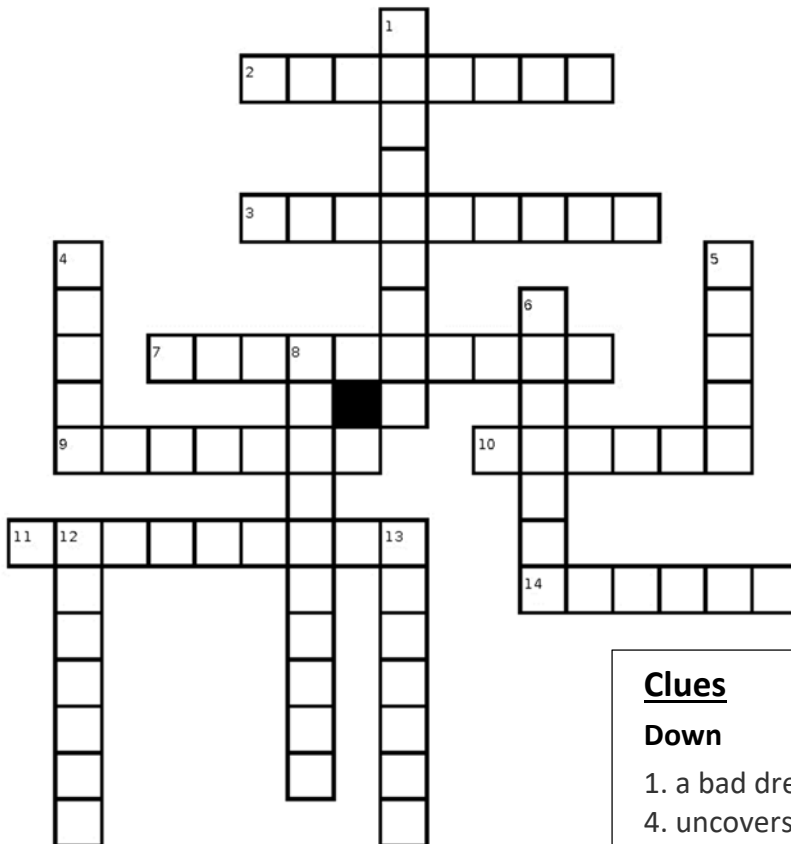
### WORDOLOGY #3: Multiple Meaning Words – Two (Teacher Key)

When words have more than one meaning, you can often use context to figure out from what is meant. For each of the following words, summarize what the word means in the context. Then give another word or phrase for another of the word's meanings. Your answer does not have to be in complete sentences.

WORD	CONTEXT	CONTRAST
1. <b>curious</b>	"And now a very <b>curious</b> thing happened."	Meaning in this sentence: <i>Odd or unusual</i> Another meaning: <i>Eager to know something</i>
2. <b>settle</b>	"He'll <b>settle</b> the White Queen all right."	Meaning in this sentence: <i>Calm down or bring under control</i> Another meaning: <i>To make a home</i>
3. <b>sensation</b>	"Edmund felt a <b>sensation</b> of mysterious horror."	Meaning in this sentence: <i>A feeling</i> Another meaning: <i>A stir of public excitement</i>
4. <b>holidays</b>	"... you realize that it is the beginning of the <b>holidays</b> or the beginning of summer."	Meaning in this sentence: <i>A vacation period</i> Another meaning: <i>Special days, such as Passover or Christmas</i>
5. <b>simple</b>	"What a <b>simple</b> thing to say!"	Meaning in this sentence: <i>Foolish or silly</i> Another meaning: <i>Easy to do or understand</i>



**WORDOLOGY #4: Aslan Crossword Puzzle**



**Clues**

**Down**

- 1. a bad dream
- 4. uncovers; shows
- 5. a short poem
- 6. odd or unusual
- 8. very scary
- 12. ruler of an empire
- 13. uneasy or worried

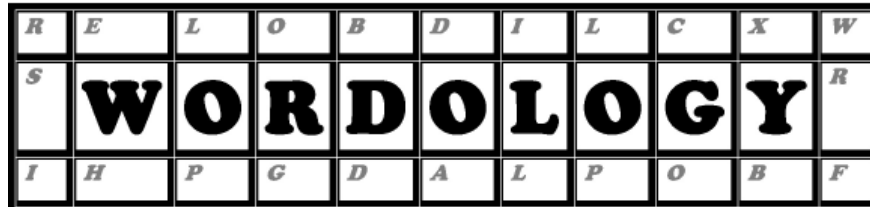
**Across**

- 2. vacation
- 3. without doubt
- 7. hard to explain
- 9. little plates to put cups on
- 10. silly or foolish
- 11. a feeling
- 14. to set to rights or bring under control

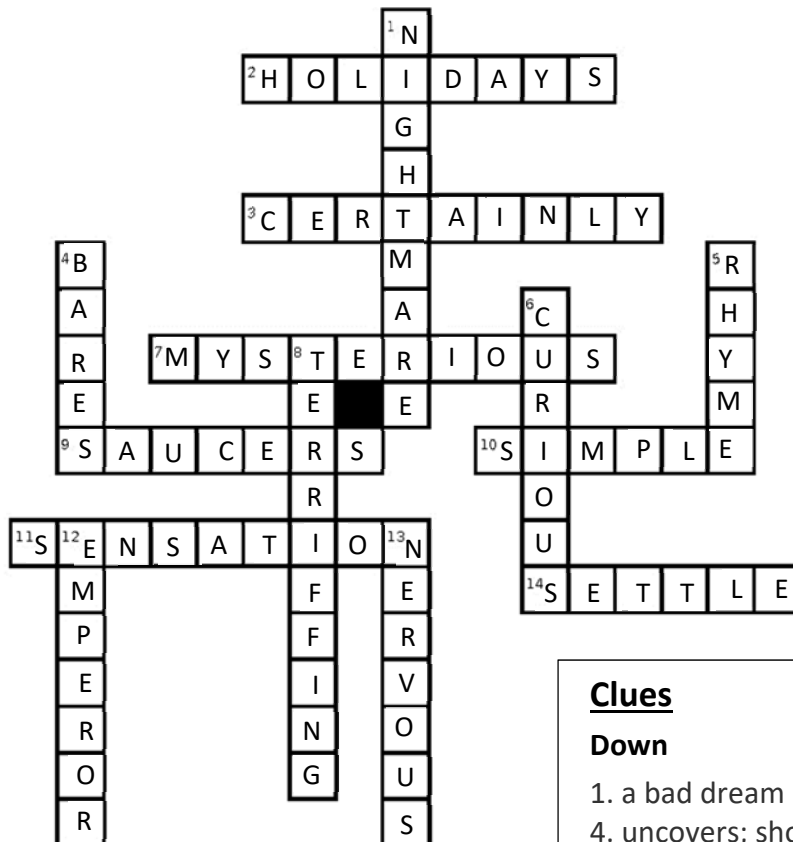
**Word List**

- |            |            |           |
|------------|------------|-----------|
| curious    | terrifying | settle    |
| rhyme      | sensation  | certainly |
| holidays   | emperor    | simple    |
| bares      | nightmare  | nervous   |
| mysterious | saucers    |           |





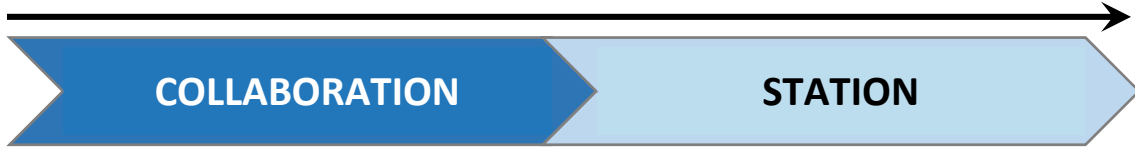
**WORDOLOGY #4: Aslan Crossword Puzzle (Teacher Key)**



- Clues**
- Down**
1. a bad dream
  4. uncovers; shows
  5. a short poem
  6. odd or unusual
  8. very scary
  12. ruler of an empire
  13. uneasy or worried
- Across**
2. vacation
  3. without doubt
  7. hard to explain
  9. little plates to put cups on
  10. silly or foolish
  11. a feeling
  14. to set to rights or bring under control

<u>Word List</u>		
curious	terrifying	settle
rhyme	sensation	certainly
holidays	emperor	simple
bare	nightmare	nervous
mysterious	saucers	





Feisty Felines Days 25 and 26 Date \_\_\_\_\_

Name \_\_\_\_\_

**Character Inference Chart**

**Instructions:** With your team, take turns reading the **first page only** of “Aslan on the Move.” Then, working together, fill out the chart below to identify clues that the text gives you about the different characters mentioned, what you can infer from those clues, and what you still want to find out.

Characters	Clues in the Text	What I Can Infer (What Does It Mean?)	What I Still Wonder About
Aslan			
The children			
Mr. Beaver			
The White Queen			
Mr. Tumnus			

When you finish the assignment, work on your independent project.





# Media Madness

**Instructions:** Continue to use the Media Madness station to work on your independent project.

- You should have already begun to research your cat or topic using print and online resources. Today, you should be able to list the remaining steps you need to do to complete the project on the “Long-Term Plan” page of your “Feisty Felines Independent Project” description sheet.
- Consult the Guide Sheet for your particular type of project to make sure you don’t forget any important steps.
- Continue researching your cat or topic if you need more information.
- Begin creating your project as soon as you are ready. If you are using the computer to create a slideshow or texts for a habitat, game, poster, or museum display, be sure to save your work at the end of each session.

At the end of your time, write down what you accomplished.

*What I accomplished today:*

---

---

*What are my next steps?*

---

---

*Notes on my project:*

---

---

## Days 27 and 28

### Teacher Preparation

Post team cards (with member students listed) under headings to show the station where each team is to start. **Important note: Students should remain in the same teams they were in for Days 21 through 26, since some of them are working with a team member on their independent projects.** Students will continue to use the vocabulary words and materials from Days 25 and 26 through Days 27 and 28.

Students should still have copies of the text “Aslan on the Move” (pages 219-220 in this manual) in their folders. Place Do Now sheets at the entrance and student activity sheets at each station. Make rubrics for the different projects available to students (pages 249-253 in this manual; students should only take the rubric for the type of project they have selected).

Create four large poster-size versions (one for each team) of the “Character Inference Chart” from the Day 25/ 26 Collaboration Station to post for use at the Main Station. (You will need four copies so that each team has a blank slate on which to write answers as they review the text. During each rotation, the team at Main Station will fill in one chart. When the rotation changes, replace the filled-in chart with a blank one for the next team to work on.)

For Day 27, reproduce the list of themes found on the student Do Now sheet on the board or a large piece of sticky-backed poster paper, so that when students list themes, you can simply circle the ones they identify. Leave space for additional themes that students may suggest.

#### Guiding Question:

How can fictional texts help us think about important things?

## Daily Launch Day 27

### **Whole Group Opening Activity: Movies and Meanings**

Ask students to look at their Do Now sheets during the Daily Launch. Ask students which movies they identified as recent favorites, and list these on the board. Then, have them list some of the ideas they circled, and circle these on your large-size reproduction of the list on the Do Now sheet. (Tell students important ideas and messages explored in movies or literature are also called “themes.”) You may wish to repeatedly circle or add check marks to themes identified by multiple students, so they can see which ones came up most often.

If students have trouble identifying themes, you can prompt them with pointed questions if you recognize some of the movies they’ve identified.

Then lead the class in discussing **how** these themes come into the movies listed, what new thoughts the movies prompted for the students, and how they related the movies to their own lives and circumstances. You do not need to discuss every movie that students identified—a representative sampling is fine.

Direct students’ attention to the Aslan reading that they began in Days 25 and 26. Ask students to **predict** how a story about four children and a talking beaver could make them think about more significant issues, and what those issues might be. (Ask them to predict how the story might connect to a unit on big cats!)

Remind students that they should be completing their independent projects, which they will present on Days 29 and 30.

Have students place Do Now sheets in their folders, and dismiss them to their stations.



# Daily Launch Day 27

## *Do Now: Movies and Meanings*

Fictional stories, whether in movies or books, often help us think about important issues. Think of a movie you watched recently that you enjoyed. Write the name of the movie here:

\_\_\_\_\_

Why did you like this movie? Write one reason here:

\_\_\_\_\_

\_\_\_\_\_



Good movies often explore important ideas. Here are some of the ones that often come up. Circle the ones that were important in the movie you identified above. If there were other important ideas, write them in the blank spaces and then circle them.

friendship

love

justice

family

technology

compassion

loyalty

sacrifice

environment

greatness

honesty

.....

belonging

truth

.....

freedom

tolerance

.....

## Daily Launch Day 28

### **Whole Group Opening Activity: The Essential Question**

(**Note:** Because students will be presenting their independent projects during Days 29 and 30, this is your opportunity to help students reflect on the unit as a whole and summarize things they've learned and thought about.)

Ask students to look at their Do Now sheets during the Daily Launch. Invite volunteers to share their personal reflections with the class, and encourage discussion as appropriate on the different areas of learning identified. Then, ask additional questions to help students reflect on things they've learned during this unit on big cats. You can select questions from the Guiding Questions or others you find helpful. Some possible questions are the following. (Be selective. Don't try to discuss all of the questions.)

- What problems occur when people and big cats live too close together?
- What is the impact of human populations on the natural habitat of big cats?
- How are human lives put in danger when big cats' habitat is reduced?
- Are there ways that humans and big cats can help one another? Explain.
- What is the role of zoos and big cat refuges? Are they a good thing or a bad thing? Why?
- Should people have big cats as pets? Why or why not?
- How are big cats portrayed in fictional texts? What features make big cats interesting as either heroes or villains?

Remind students that this is their LAST DAY to complete independent projects, which they will present to the class on Days 29 and 30. Encourage them to pick up a rubric for the type of project they have chosen so they can be sure they have fulfilled all requirements.

Dismiss students to their stations.





# Daily Launch Day 28

## Do Now: Personal Reflection

Think about the Essential Question for this unit:

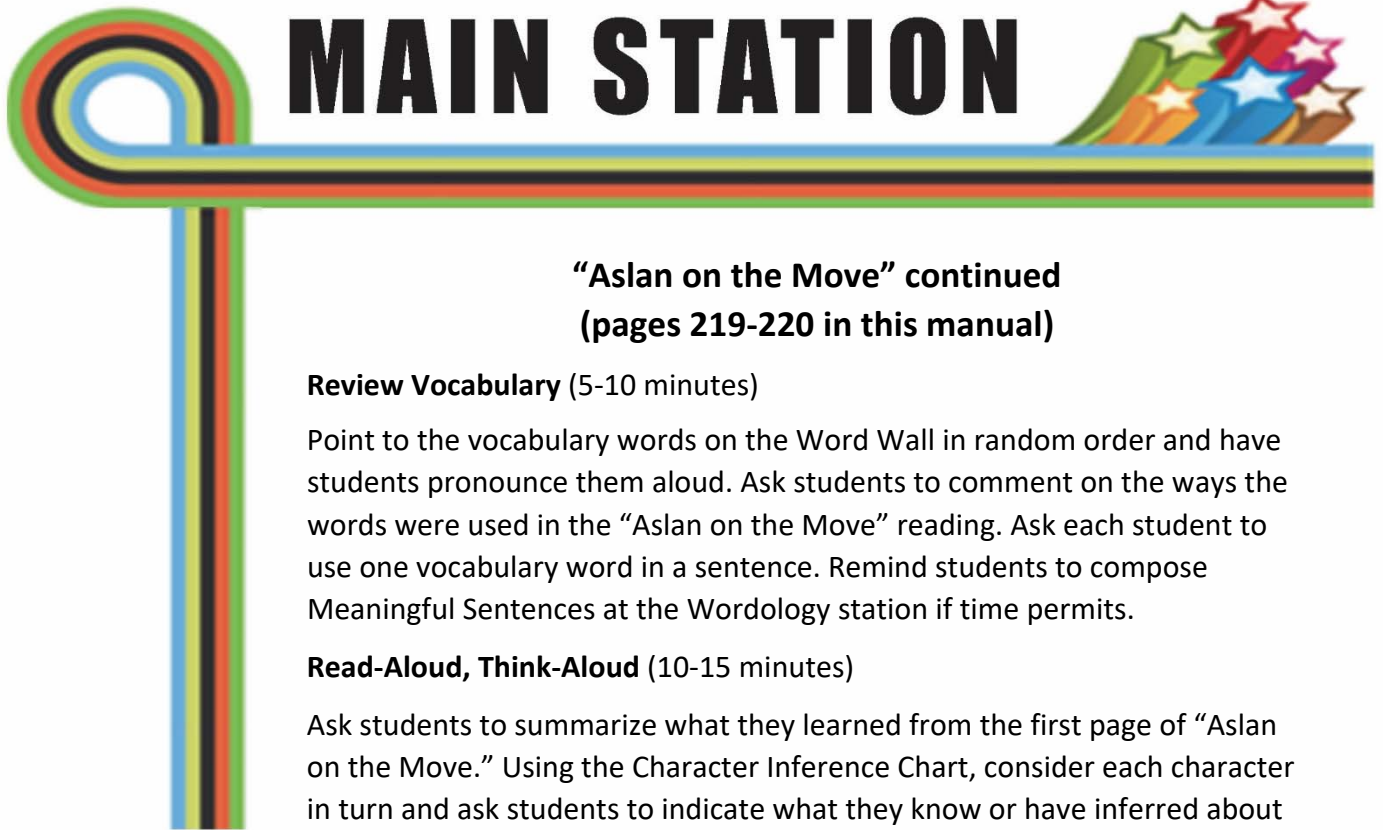
*What are the effects of human interaction with wild animals?*



What have you learned in this unit that makes your answer to this question different from what it would have been before?

Write a personal reflection in the space below, describing one thing you've learned during this unit that changes the way you look at this Essential Question.

<input type="radio"/>	
<input type="radio"/>	<b>Essential Question: What are the effects of human interaction with wild animals?</b>
<input type="radio"/>	<i>One thing I've learned that changes the way I answer this question is:</i>
<input type="radio"/>	
<input type="radio"/>	
<input type="radio"/>	
<input type="radio"/>	
<input type="radio"/>	
<input type="radio"/>	
<input type="radio"/>	
<input type="radio"/>	
<input type="radio"/>	



# MAIN STATION

## “Aslan on the Move” continued (pages 219-220 in this manual)

### Review Vocabulary (5-10 minutes)

Point to the vocabulary words on the Word Wall in random order and have students pronounce them aloud. Ask students to comment on the ways the words were used in the “Aslan on the Move” reading. Ask each student to use one vocabulary word in a sentence. Remind students to compose Meaningful Sentences at the Wordology station if time permits.

### Read-Aloud, Think-Aloud (10-15 minutes)

Ask students to summarize what they learned from the first page of “Aslan on the Move.” Using the Character Inference Chart, consider each character in turn and ask students to indicate what they know or have inferred about this character, and what they still want to know. (You could allow them to consult their own versions of the chart in their folder.) Briefly note student responses on the chart.

Have students turn to “Aslan on the Move.” Tell them you will begin reading from the bottom of page 1; begin with the second to last paragraph (“But shall we see him?” asked Susan”).

As you read aloud and think aloud, ask students questions such as the ones below, explicitly identifying the strategies you are using (indicated by ***bold italic print***). Refer to the **menu of strategies** poster as you do so. (You may wish to focus on the strategy “**elaborate**” for this text.) After Susan’s question, “But shall we see him?” for example, you might ask:

- *Wait, who does she mean by “him”?* Oh, right, King Aslan. – ***check for understanding***

Continue reading the last paragraph on the first page and Lucy’s question on the second:

- After “‘Is-is he a man?’ asked Lucy,” say, *Now why would she ask if he’s a man?* Allow students to reply if they want to; then, if necessary, point out that the children are talking with a Beaver, so they are probably wondering whether this Aslan character is a person or an animal. Ask students what they think. (They may guess from the picture that Aslan might be a lion.) Tell them that you will learn more from reading on. – ***infer***

Read the next paragraph, through “the Lion, the great Lion.” Say to students: *Wow, that seems like an important paragraph. What are some of the things we’ve just learned?* These include:

- Aslan is “the son of the great Emperor-beyond-the-Sea.” (*Who’s that?*)
- He is a lion.
- He’s not only *a* lion, but “*the* Lion, the great Lion.” (Ask students what the use of “*the*” and the capital letter L suggest about Aslan.)

Then summarize:

- *Okay, so Aslan is a lion, and not just any lion—some kind of supreme super-lion. Let’s keep reading.*

Read the next two paragraphs (through “... or else just silly”). Ask:

- *What do you think Mrs. Beaver means by that? – **check for understanding***
- *How would you feel if you had to go and meet this Aslan? – **make connections***

Read the next two paragraphs (through “He’s the King, I tell you”). Ask students:

- *What do you think that means, “He isn’t safe, but he’s good”? – **elaborate***

Encourage an open discussion on this question. Make sure students consider how “He’s the King, I tell you” shapes the understanding of “He isn’t safe, but he’s good.” (If he is the King, he has the power and right to do as he pleases, which means he is potentially unpredictable and dangerous; but if he’s *good*, that suggests he uses that power and freedom for noble purposes.)

Ask students:

- *How would you describe Mr. and Mrs. Beaver’s attitude toward Aslan? Are they scared of him? – **check for understanding; elaborate***

If students say that the Beavers are indeed scared of Aslan, remind them of how excited the Beavers were at the news of Aslan’s return. Ask whether it makes sense that they would be so excited for the return of someone they feared. Ask students to try to think of a different expression to describe the Beavers’ feelings about Aslan. (One possibility would be to say that they are “in awe” of him.) Then say, *I wonder how the children feel about Aslan now.*

Continue reading the last two paragraphs. Ask:

- *Why do you think Peter says he’s longing to see Aslan? – **infer***
- *Did you ever feel both thrilled and excited at the same time? When, and why? – **make connections***
- *We often feel thrilled and excited from the rush of danger—for example, on an amusement park ride. How is Peter’s feeling different from that? What might you compare it to? – **check for understanding; elaborate***

You may want to share with students a solemn, thrilling-but-scary moment in your own life, such as facing a classroom for the first time, becoming a homeowner, getting married, or having children. Such important commitments are thrilling because of the sense of purpose they confer, yet frightening as we sense our own inadequacy in the face of the unknown. Ask:

- *How do you think meeting Aslan might change Peter’s life? How would you feel if you were Peter? – **predict; make connections***

Remind students of the Guiding Question, *How can fictional texts help us think about important things?* Ask them what important issues the idea of a King who is powerful and unpredictable, yet good, raises in their minds.

***Reminder:*** *The Wordology station activities are the same ones from Days 25 and 26. Students should choose a different activity from the one they selected previously.*







# Media Madness

## Independent Project: Finishing Touches

**Instructions:** You should complete your independent project during this instructional cycle. Consult the Guide Sheet for your particular type of project to make sure you don't forget any important steps. At the Media Station, you need to be especially careful to complete any steps that require the use of the computer and printer.

- If you are creating a digital presentation or newsletter, finish it up today. If you create a newsletter, print out five copies to share with your classmates.
- If you are creating a museum exhibit or habitat, make sure to create and print all the display cards or labels you need.
- If you are creating a poster, print out the text portions and any pictures you will use. (You can use pictures from the Internet or from magazines.)
- If you are creating a game, print your question cards and game rules.
- Check the rubric for your type of project to make sure you fulfilled all the requirements.

## Days 29 and 30

### Teacher Preparation

You will use Days 29 and 30 for students to present their independent projects. As each classroom is different, you should make a careful classroom management plan for the presentations. Different types of projects will call for different types of presentations. Determine ahead of time how you will order the presentations; some options are

- Asking for volunteers to present and then calling on other students until everyone has presented
- Doing the presentations in clusters by teams (all of the students in Team 1 do their presentations, then all the students in Team 2, etc.)
- Having all of the presentations of a certain type (for example, museum displays) presented successively in a cluster
- Deliberately rotating among presentation types to vary the rhythm

Each approach has its advantages and disadvantages; decide what will work best for your particular classroom.

Students should have an opportunity to ask questions of presenter(s) after each presentation.

Students who created digital presentations should present these to the class, commenting appropriately on each slide.

Students who created big cat habitats should show these to their classmates and explain the features they included. You may wish to designate an area of the classroom to display the habitats. Either have students move to the display area, or have presenters bring their habitats where students are, so that students can view and appreciate the detail in the habitats.

Students who created museum displays or posters should present these to the class, explaining each component and responding to questions.

Students who created newsletters should distribute hard copies. (The Guide Sheet requires five hard copies, but you can increase the number if you prefer that each student receive a copy.) Students should have time to peruse the newsletter; if time permits, you could read one or more articles, or invite the presenter to read an article before responding to questions.

Students who created games should have an opportunity to explain their games. If time permits, several students could play an exhibition round of each game as others watch, or if there are several games, different teams could play different games.

The amount of time required for all students to present their projects will vary. It is important to have a plan for what the class will do if the presentation of all projects finishes early. If there are



several games, students can play them for a longer time, and try different games successively; this option will only work if there are enough games for all students to be engaged in either playing or actively watching.

Alternatively, you can plan to lead a discussion with students on the project-making process: what they enjoyed, what they learned, and how they resolved any problems they encountered.

## **Feisty Felines Independent Project Guide Sheet: Museum Exhibit or Poster**

For this project, you will create a museum exhibit or a poster about **one** of the Big Cats you have been learning about. To complete this project successfully, you must:

- Do more research about the cat, using online and/or print sources, so that you become an expert
- Create an attractive museum exhibit or a poster to inform your class about the cat

Check with your teacher about materials: you may need to provide a poster board for your poster, or a flat box or surface to hold your museum exhibit.

### Researching your cat

Your teacher will provide some print resources on big cats that you can use. You should also use a search engine to learn more about the cat online. You can use your “Cat Card” to take notes or write your notes on a separate page. You should also keep a list of the books, web pages, and other sources you use.

When you have enough notes, you may want to create a graphic organizer to connect the information in a logical way.

### Museum exhibit or poster

Your exhibit or poster should include information about your cat, attractively presented, including:

- A display card showing the name of the cat (Lion, Tiger, etc.) and your name
- At least six pictures, boxes of text, and/or “artifacts” related to your cat (artifacts can be fake)
- A caption or label for each picture or “artifact”

You can include more information if you want to.

Get creative!

## **Feisty Felines Independent Project Guide Sheet: Newsletter**

For this project, you will create a newsletter about a Big Cat **species** OR a **theme** related to big cats (for example, “Big Cat Refuges” or “Big Cat Habitats”). To complete this project successfully, you must:

- Do more research about the cat OR theme, using online and/or print sources, so that you become an expert
- Create an attractive newsletter at least **two pages** long using a word processing program

### **Researching your cat or topic**

Your teacher will provide some print resources that you can use. You should also use a search engine to learn more online. You should find ideas for at least three different “articles” or “stories” to put in the newsletter. You should also find and save at least two copyright-free graphics (such as photos, maps, or charts) that relate to your articles. Keep notes in a text document or on a piece of paper. Also, keep a list of the books, web pages, and other sources you use. (Note: *You must write the articles yourself. Do not* just “cut and paste” from a web page.)

When you have enough notes, you may want to use a graphic organizer to connect the information in a logical way.

### **Your newsletter**

Your newsletter should be at least two pages long. It should include **at least** all of the following:

- An attractive title for the whole newsletter (also called a “header”)
- At least three articles, each with its own title, that you have written
- Graphics (such as photos, maps, or charts) that fit with the text
- A short table of contents on the first page

Organize your material attractively using text boxes (see *Big Cat Attack!* for an example).

Your teacher will tell you where to save your newsletter while you are working on it, and how to print it when you have finished.

Be creative!

## **Feisty Felines Independent Project Guide Sheet: Digital Presentations**

For this project, you will create a digital presentation about **one** of the Big Cats you have been learning about. To complete this project successfully, you must:

- Do more research about the cat, using online and/or print sources, so that you become an expert
- Create an attractive digital presentation of at least 6 slides to inform your class about the cat

### **Researching your cat**

Your teacher will provide some print resources on big cats that you can use. You should also use a search engine to learn more about the cat online. You can use your “Cat Card” to take notes or write your notes on a separate page. You should also keep a list of the books, web pages, and other sources you use.

When you have enough notes, you may want to create a graphic organizer to connect the information in a logical way.

### **Your digital presentation**

Your digital presentation should include at least 6 slides. It should include **at least** the following:

- An attractive title slide
- Interesting facts about your cat, its behavior, and its habitat (use bullet points)
- Whether your cat’s population is endangered or threatened, and why
- Graphics such as photos or maps that fit with the text
- On the last slide, a list of the sources you used

You can also include other information (and more slides) if you want to!

Your teacher will tell you where to save your presentation while you are working on it, including graphics that you find online.

Have fun!

## **Feisty Felines Independent Project Guide Sheet: Model Habitat**

For this project, you will create a model habitat for **one** of the Big Cats you have been learning about. To complete this project successfully, you must:

- Do more research about the cat, using online and/or print sources, so that you know what kind of habitat it needs
- Create a model habitat for the cat, for example on a board or in a box (it can be a habitat in the wild, or an enclosure for a cat refuge or zoo)
- Create a display card for your habitat telling what you included and why

You will need to find or create the materials for the habitat. Depending on the cat you choose, these might include things such as:

- A cardboard box, such as a large shoe box or small shipping box; OR
- A flat piece of plywood or heavy cardboard
- Rocks or mountains made of modeling clay, papier mache, or real rocks
- Fake water (you could use aluminum foil or plastic wrap)
- Small fake trees or grass
- Glue or other ways to hold it together

### **Researching your cat's habitat**

Your teacher will provide some print resources on big cats that you can use. You should also use a search engine to learn more about the cat online. Take notes on your "Cat Card" or on a separate page. Keep a list of the sources you use.

When you have enough ideas, make a plan for your habitat.

### **Your habitat**

Your habitat should include whatever your cat will need to be happy. Be creative!

### **Your display card**

Your display card should include the following information

- The name of the cat (such as Lion, Tiger, Cheetah, etc.)
- Whether it is a wild habitat or an enclosure for a zoo or refuge
- A list of the important features you included
- Your name

## **Feisty Felines Independent Project Guide Sheet: Board Game or Quiz Game**

For this project, you will create a board game OR a quiz game using questions about big cats. To complete this project successfully, you must:

- Decide what kind of game you want to create: a board game (like “Monopoly” or “Sorry”) or a quiz game (like “Jeopardy”)
- Collect enough facts about big cats to create at least 25 questions and answers for the game
- Decide how the game will be played, what the rules are, and how to win
- Create the materials for your game, such as
  - Question and answer cards
  - A board and playing pieces (for a board game)
  - A list of rules

### Collecting facts and writing questions

You can use the ALFA lab resources (books and readings), other print resources that your teacher provides, and a search engine to find facts. Make sure the facts are not too easy or too hard. (For example, “What kind of big cat has a mane?” is too easy. “How much does a Sumatran tiger weigh?” is too hard.) Write question-and-answer cards about the facts. You can write multiple-choice questions, short answer questions, or a combination of both. (*Hint: Write the question on the front and the answer on the back if one person is going to draw the card, read the question, and answer it. But write the question and answer on the same side of the card if one person will be reading the question aloud and another person will be answering it.*)

### Your game

Your game should include **at least**:

- 25 question-and-answer cards
- A list of rules that make sense

It might also include

- A game board and playing pieces
- A scorecard

Neatness counts!

**Rubric for Big Cat Museum Display or Poster**

<b>Criteria</b>	<b>Awesome!</b>	<b>Good Job</b>	<b>Needs Work</b>
<p><b>Content</b></p> <ul style="list-style-type: none"> <li>○ Facts are accurate and interesting</li> <li>○ Display includes appropriate pictures and/or “artifacts”</li> <li>○ Information is logically organized and presented</li> </ul>			
<p><b>Format</b></p> <ul style="list-style-type: none"> <li>○ Presentation includes a display card showing cat name and student’s name</li> <li>○ Presentation includes at least six pictures, text portions, and/or “artifacts”</li> <li>○ Pictures and “artifacts” are appropriately labeled</li> <li>○ Display is neat and attractive</li> </ul>			
<p><b>Presentation</b></p> <ul style="list-style-type: none"> <li>○ Presenter is enthusiastic and excited about material</li> <li>○ Presenter is organized and able to explain features of display</li> </ul>			
<p><b>Research</b></p> <ul style="list-style-type: none"> <li>○ Presentation shows evidence of independent research (print and online sources of information)</li> </ul>			

**Rubric for Big Cat Newsletter**

Criteria	Awesome!	Good Job	Needs Work
<p><b>Content</b></p> <ul style="list-style-type: none"> <li>○ Facts are accurate and interesting</li> <li>○ Newsletter is clearly focused on a particular cat or theme</li> <li>○ Information is logically organized and presented</li> </ul>			
<p><b>Format</b></p> <ul style="list-style-type: none"> <li>○ Newsletter has an attractive header and a table of contents</li> <li>○ Newsletter includes at least three original articles laid out using text boxes over at least two pages</li> <li>○ Newsletter includes at least two appropriate graphics</li> <li>○ Spelling and grammar are relatively error-free</li> </ul>			
<p><b>Presentation</b></p> <ul style="list-style-type: none"> <li>○ Presenter provides five printed hard copies of newsletter for classmates' appreciation</li> </ul>			
<p><b>Research</b></p> <ul style="list-style-type: none"> <li>○ Presentation shows evidence of independent research (print and online sources of information)</li> </ul>			



**Rubric for Big Cat Digital Presentation**

Criteria	Awesome!	Good Job	Needs Work
<p><b>Content</b></p> <ul style="list-style-type: none"> <li>○ Facts are accurate and interesting</li> <li>○ Graphics are appropriate to illustrate text</li> <li>○ Information is logically organized</li> </ul>			
<p><b>Format</b></p> <ul style="list-style-type: none"> <li>○ Presentation includes a title slide, at least four content slides, and a last slide listing resources</li> <li>○ Facts are presented using bullet points</li> <li>○ Spelling and grammar are relatively error-free</li> </ul>			
<p><b>Presentation</b></p> <ul style="list-style-type: none"> <li>○ Presenter is enthusiastic and excited about material</li> <li>○ Presenter is organized and able to convey content for all slides</li> </ul>			
<p><b>Research</b></p> <ul style="list-style-type: none"> <li>○ Presentation includes a list of resources on the last slide</li> <li>○ Presentation draws on both print and online sources of information</li> </ul>			

**Rubric for Big Cat Model Habitat**

Criteria	Awesome!	Good Job	Needs Work
<p><b>Habitat</b></p> <ul style="list-style-type: none"> <li>○ Habitat is appropriate for cat selected</li> <li>○ Habitat shows creative use of materials</li> <li>○ Habitat holds together well</li> </ul>			
<p><b>Display card</b></p> <ul style="list-style-type: none"> <li>○ Project includes a display card</li> <li>○ Card includes cat name, student name, and list of included features</li> <li>○ Card indicates whether habitat represents natural habitat or man-made enclosure (zoo or refuge)</li> </ul>			
<p><b>Presentation</b></p> <ul style="list-style-type: none"> <li>○ Presenter is enthusiastic and excited about project</li> <li>○ Presenter is organized and able to explain habitat features</li> </ul>			

**Rubric for Big Cat Board Game or Quiz Game**

Criteria	Awesome!	Good Job	Needs Work
<p><b>Content</b></p> <ul style="list-style-type: none"> <li>○ Questions and answers are accurate and interesting</li> <li>○ Game includes a set of rules that make sense</li> </ul>			
<p><b>Format</b></p> <ul style="list-style-type: none"> <li>○ Game includes all necessary equipment for play (Q&amp;A cards, game board and playing pieces if needed, etc.)</li> <li>○ Games includes at least 25 questions and answers</li> <li>○ Game is neat and attractive</li> </ul>			
<p><b>Presentation</b></p> <ul style="list-style-type: none"> <li>○ Presenter is enthusiastic and excited about game</li> <li>○ Presenter is organized and able to explain how the game is played</li> </ul>			
<p><b>Research</b></p> <ul style="list-style-type: none"> <li>○ Presentation shows evidence of independent research (print and online sources of information)</li> </ul>			