**Rebecca Freeman**

**RED 3310**

**Mini Lesson 1 Comprehension**

**Topic: Australian Animals**

**Fictional Text: Reading 4th Grade**

**Title:** Fact Square for Platypus By: J. Short

**References:**

1. Short, J. (1997). Platypus. Greenvale, NY: Mondo Publishing

Platypus is a non-fiction book about the habitat and characteristics of the platypus. It covers topics such as specific foods in their diet as well as depicting what type of environment is best for living conditions. Platypus gives students a well rounded look at the animal.

1. Tomkins, G. (2010). *Literacy in the middle grades.* New Jersey: Pearson Education, Inc.
2. Florida Department of Education. (2005). Sunshine State Standard. Retrieved July 16, 2010, from:

<http://www.floridastandards.org/Standards/FLStandardSearch.aspx>

**Sunshine State Standards**

Strand: Reading Process

Standard 7: Reading Comprehension The student uses a variety of strategies to comprehend grade level text.

LA.4.1.7.3 The student will determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, implied message, inferences, chronological order of events, summarizing, and paraphrasing;

**Instructions**

Using a Fact Square, students will recall facts from the text after reading about platypuses. The four square titles are food, habitat, where they are found, and characteristics. The four squares will be filled in using facts from the book.

The steps to using the Fact Square are as follows:

1. The teacher will explain that students will read the book Platypus as a class. They will then break into groups of four and complete the Fact Square sheet with facts found in the book. The teacher will discuss the fact worksheet explaining each topic and how students will complete the squares under the topic by giving an example on the board.
2. The class will read the book together.
3. The teacher will then divide the students into groups and hand out the Fact Square worksheet for students to complete.
4. To check for student’s comprehension, the teacher will bring the class back together after each group has completed the worksheet. The class will then create a fact square on the board with each group providing information to fill in one square.

6. See attached example.

Directions: Using the book Platypus, complete each square with facts found in the book.

|  |  |
| --- | --- |
| Food  What do platypuses eat?  Worms  Flies | Habitats  What type of home does the Platypus live in?  In burrows |
| Characteristics  What do platypuses do or look like?  They have flat snouts.  They are brown. | Where they are found  Where do platypuses live?  Australia |

**Mini Lesson 2 Comprehension**

**Topic: Australian Animals**

**Fictional Text: Reading 4th Grade**

**Title:** Marsupial Comparison

**References:**

1. Bishop, N. (2009). Marsupials. New York, NY: Scholastic, Inc.

Bishop portrays the marsupials of Australia in this book with amazing real-life photos. This book also is full of interesting and fun facts such as the animal’s life cycles.

1. Tomkins, G. (2010). *Literacy in the middle grades.* New Jersey: Pearson Education, Inc.
2. Florida Department of Education. (2005). Sunshine State Standard. Retrieved July 16, 2010, from:

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**Sunshine State Standards**

Strand: Reading Process

Standard 7: Reading Comprehension - The student uses a variety of strategies to comprehend grade level text.

LA.4.1.7.7 The student will compare and contrast elements in multiple texts (e.g., setting, characters, problems); and

**Instructions**

By creating a Marsupial Life poster, students will compare and contrast two different animals explained in Bishop’s book, *Marsupials*.

Steps to creating Marsupial-Life Posters

1. After pairing the students in groups of two, the teacher will provide students with a copy of the book, poster board, markers, and paint.
2. Students will then choose two marsupials they would like to compare and contrast. The students may also research the two marsupials they will be comparing for other pictures to use in their diagrams.
3. The students will post facts and details about the life cycles, habitats, food, and dangers and explain how they are different or alike.
4. When the students are done with their Marsupial-Life posters, the teacher will check for comprehension by having the students conduct a teaching session and explain the marsupial they have chosen and the details and differences they have discovered.

Example: Students may use pictures to depict the types of food, such as a picture of eucalyptus leaves.

|  |  |
| --- | --- |
| C:\Users\Becky\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\V1HYR38M\MC900326498[1].wmf  Koala   1. Live in trees 2. Eat eucalyptus leaves 3. Carry babies in pouch 4. Babies are called Joeys | C:\Users\Becky\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\X106R93S\MC900020521[1].wmf  Kangaroo   1. Live on land 2. Eat grass and other vegetation 3. Carry babies in pouch 4. Babies are called Joeys |

(Students will tell what is alike and what is different)

**Mini Lesson 3 Vocabulary**

**Topic: Australian Animals**

**Fictional Text: Reading 4th Grade**

**Title:** Vocabulary Sort for Pre-Reading

**References:**

1. Short, J. (1997). Platypus. Greenvale, NY: Mondo Publishing

Platypus is a non-fiction book about the habitat and characteristics of the platypus. It covers topics such as specific foods in their diet as well as depicting what type of environment is best for living conditions. Platypus gives students a well rounded look at the animal.

1. Bishop, N. (2009). Marsupials. New York, NY: Scholastic, Inc.

Bishop portrays the marsupials of Australia in this book with amazing real-life photos. This book also is full of interesting and fun facts such as the animal’s life cycles.

1. Davis, K. (2000). Look what came from Australia**.** New York, NY: Grolier Publishing.

This is a great multicultural book that explores many different aspects of the Australian culture. From food to music, this book sheds light on the beautiful culture with its illustrations and descriptions.

1. Tomkins, G. (2010). *Literacy for in the middle grades.* New Jersey: Pearson Education, Inc.
2. Florida Department of Education. (2005). Sunshine State Standard. Retrieved July 16, 2010, from:

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**Sunshine State Standards**

Strand: Reading Process

Standard : Vocabulary Development - The student uses multiple strategies to develop grade appropriate vocabulary.

LA.4.1.6.4 The student will categorize key vocabulary and identify salient features;

**Instructions**

This lesson would be used prior to introducing the concept Australian Animals.

1. Pass out a list of words to each student and have them cut the words out.

Example:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Emu | Wombat | Koala | Eucalyptus | Reef | Echidna |
| Dingo | Platypus | Tasmanian Devil | Wallaby | Marsupial | Joey |

1. Explain to students that the words may not be familiar to them and that they are words that are connected to Australia.
2. Have students place words in columns based on what they think they are: animals, food, places, etc.
3. Once students have placed the words into columns, discuss with the class which words go into the columns and why they placed them there.
4. Another activity they could do with the words is to place them in alphabetical order.
5. Have students try to sort the words again for accuracy!

**Mini Lesson 4 Spelling**

**Topic: Australian Animals**

**Fictional Text: Reading 4th Grade**

**Title:** Making Words

**References:**

1. Tomkins, G. (2010). *Literacy in the middle grades.* New Jersey: Pearson Education, Inc.
2. Florida Department of Education. (2005). Sunshine State Standard. Retrieved July 16, 2010, from:

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**Sunshine State Standards**

Strand: Reading Process

Standard 7: Reading Comprehension Phonics/Word Analysis - The student demonstrates knowledge of the alphabetic principle and applies grade level phonics skills to read text.

LA.4.1.4.1. The student will recognize knowledge of spelling patterns;

**Instructions**

The teacher will provide students with a word. From that word, students will see how many other words they can create.

The steps for Making Words:

1. Provide students with a sheet with the numbers 2-10 across the top.
2. The teacher writes the word “TASMANIAN DEVIL” on the board and gives students the definition of what this word means. (A marsupial found in Australia)
3. The teacher then gives each student cards that are made from the letters of the word “Tasmanian devil”. Students are to use these cards to maneuver and create new words.
4. Given a specific time frame, students will work to create as many words as possible.
5. The words must be under each column according to the number of words it contains. Example: the word “man” would go under #3.
6. When students have completed their sheet, the class shares their words and adds them to the word wall.

Example of letter cards for students:

**Mini Lesson 5 Creative Writing**

**Topic: Australian Animals**

**Fictional Text: Reading 4th Grade**

**Title:** “I am….” Poem

**References:**

1. Short, J. (1997). Platypus. Greenvale, NY: Mondo Publishing

Platypus is a non-fiction book about the habitat and characteristics of the platypus. It covers topics such as specific foods in their diet as well as depicting what type of environment is best for living conditions. Platypus gives students a well rounded look at the animal.

1. Cheng, C. (2007). 30 amazing Australian animals. Sydney, Australia**:** Random House Australia.

This non-fiction book is more specific to thirty different types of Australian animals. It’s concentration on these specific species gives a more in depth look at the animals. It covers such things as scientific names and gestation periods.

1. Tomkins, G. (2010). *Literacy in the middle grades.* New Jersey: Pearson Education, Inc.
2. Florida Department of Education. (2005). Sunshine State Standard. Retrieved July 16, 2010, from:

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**Sunshine State Standards**

Strand: Writing Applications

Standard 1: Creative The student develops and demonstrates creative writing.

LA.4.4.1.2 The student will write a variety of expressive forms (e.g., short story, poetry, skit, song lyrics) that employ figurative language (e.g., simile, metaphor, onomatopoeia, and personification), rhythm, dialogue, characterization, plot, and/or appropriate format.

**Instructions**

Using books provided by the teacher and in the classroom, students will create a poem about one of the animals depicted in the book. The poem will contain factual information on the animal.

The steps to writing an “I am…” Poem:

1. Students will choose one animal from the book.
2. Students will then pretend they are the animal and write the poem from the animal’s point of view.
3. In order to brainstorm about the animal, students may use a Character Analysis Grid. Questions students may want to answer for hints are: What does the animal do? Where does the animal live? What does the animal eat?
4. The teacher will give the students an example such as: “I am a Koala….I live in a tree.” The first line and the last line will say “I am…(the animal)”.
5. The teacher will walk around and assist students in writing techniques and spelling.
6. When the students complete their poem, they will read them in front of the class.

Example poem:

I am a Koala.

I live in trees.

I like to eat eucalyptus leaves.

I carry my babies in my pouch.

I am a Koala.