

NAME _____

On Safari

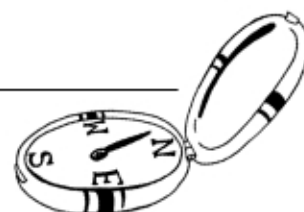
Directions: Write about an experience you have had or make up an adventure. Use past tense to tell about your experience, and write it in first person. Don't forget to use time signal words like the examples in the breakout box. If you want to write about more than three days, ask your teacher for another sheet.

My Diary

Date _____

Date _____

Date _____



first
then
next
after
all of a sudden
finally
when
yesterday
after a while
during
later on
this morning
until

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On Safari

LEXILE™ 770

→ FOCUS STRATEGIES

→ **Metacognitive Skill**
Making Connections to Prior Knowledge

As they read, good readers make connections between what they already know about a topic and new information in the text. This helps them be active readers and increases their understanding of the text. Students need to be shown the cognitively active processes, such as connecting to prior knowledge, that good readers utilise as they interact with the text. As you preview the book with students, use a think-aloud to model how you relate information in the book to your knowledge and experience.

→ **Comprehension Skill**
Sequence Events and Information

Non-fiction texts such as explanatory text, fiction narratives, and texts that recount events often describe events in a particular sequence. It helps students place these events in a meaningful context if they can recognise and retell the order in which the events happened. Students can learn to look for clues to the order of events such as dates, times, and signal words such as *then*, *when*, *after*, *first*, *next*, *the next day*, *after a while*, etc.

→ **Vocabulary Skill**
Words with Multiple Meanings

Students need to recognise that some words are spelled the same way but have different meanings and can be different parts of speech. Other words sound the same but have different spellings and meanings. Students need to use context clues to determine which meaning of the word is used in the text.

Focus Vocabulary Skill: Words with Multiple Meanings

Homographs		Homophones	
poach(ers)	p 4	fair (fare)	p 10
pride	8	mane (main)	10
game	8	herd (heard)	16
chest	8		
trunk	14		
herd	16		
horns	19		
kill	20		
trained	20		



X-zone

ON SAFARI

→ SUMMARY

On Safari is written as a journal with entries describing each day on a five-day safari in Kenya. The journal is told in first person, and sidebars provide facts about the animals seen on the safari.

→ OUTCOMES

Students will:

- Understand that reading is an active process requiring the reader to make connections between prior knowledge and new information.
- Understand the text structure of a recount written in the form of a journal.
- Understand that some words have multiple meanings.

→ ASSESSMENT

- Monitor students' responses to determine whether they can identify the sequence of events in the text. Note whether they are aware of words that signal the passing of time. Note whether they can independently use text structures that recount events to write their own journal entries about a personal experience.
- Note whether students can relate their prior knowledge to what they read.
- Note whether students use context to determine the meanings of words with multiple meanings.
- Use the quiz at the back of the book to assess students' understanding of the text.

Lesson Plan by **SUSAN HARTLEY**

Before Reading

→ Preview the Book

Build Background

- Have students close their eyes and visualise a campsite at night. Have them imagine what it would be like to be outside at night: what sounds they might hear and what the air might smell like. Have them imagine they hear a rustling noise in the brush and how this would make them feel.
- Have students share their visualisations. If students have been camping in the wild, have them share their experiences.

Apply Metacognitive Strategies

- Have students preview the cover of the book and ask them what the connection between this book and the visualisation exercise might be. Have them preview the table of contents. Ask whether the contents page makes them think of experiences they have had or things they know about.
- Model making connections to prior knowledge.
Think-Aloud: Whenever I read a book, I think about what I already know about the topic or what similar experiences I have had. This is a very useful reading strategy that helps me relate to the text and make sense of it as I read. As I look at this contents page, I realise I haven't been to Kenya, but I do know something about the animals there. This will help me better understand what I read. I also know that I have been camping in the wild, and I have seen wild animals. This might help me understand what the author was feeling on her safari.
- Preview the book with students, encouraging them to draw on any personal experiences with camping or their knowledge of the African savannah and its animals.

Preview Text Features

- Point out how much of the text is laid out in the form of a journal. Explain that this part of the text will be mainly in past tense, written in first person, and contain personal feelings.
- Point out the sidebars and tell students that facts about the animals are presented here. This text is written in an objective way, in third person, and uses mostly present tense.

→ Introduce the Focus Vocabulary Skill: Words with Multiple Meanings

- Explain that words can have more than one meaning. Ask students what the word **pride** means. Then have them read the sentence with the word **pride** on page 8. Explain that here the word means a group of lions, and they can tell this by the context. Point out the jokes on pages 10 and 14. Explain that the jokes are funny because they draw on the multiple meanings of the words.

→ Set the Purpose

Teacher Tip: This lesson pertains to pages 2–15 of *On Safari*.

Sequence Events and Information

- Tell students that they will be reading pages 2–15 silently. They should be aware of the sequence of events over days one and two, and look for words that let them know that time has passed.

Making Connections to Prior Knowledge

- Remind students to be active readers by monitoring whether their reading makes sense and by making personal connections to the text when they can.

Word Skills

- Remind students to use the context to understand word meanings.

During Reading

→ Focus the Reading

- Provide prompts every few pages and have students read silently to find the answers to your questions. Briefly discuss feedback before providing another prompt and having them continue reading.
Pages 2–5: Ask students to read these pages to find out some information about Kenya. Ask volunteers to share what they find out. Ask whether they already knew some of this information before reading these pages.
Pages 6–11: Model making connections to the text
Think-Aloud: This photo reminds me of going camping. I remember that I was nervous at night when I heard some noises outside the tent. I wonder if Andrea will experience the same feelings I had?
Have students read to find out about day one of the safari.
Pages 12–15: Have students look at the photos before reading and tell whether they know something about these animals or whether the photos remind them of any experiences they have had. Then have them read to find out what happens on day two. Have volunteers share what they find out.
- Have students reread pages 2–15, either silently or with a partner. Monitor their reading and provide support if you feel students are having difficulty. Have students place a sticky note next to any part of the text that reminds them of something they already know, contains a difficult word, or that they have questions about.

After Reading

→ Reflect on Reading Strategies

- Ask students to share any parts of the text that reminded them of personal experiences or for which they could draw on prior knowledge. Discuss how this helped them be active readers.
- Have students share any difficult words they found. Use this as an opportunity to teach word attack strategies using the words students list as models.

→ Introduce the Focus Comprehension Skill: Cause and effect relationships

Model

- Explain that this text is a recount that talks about a series of events over several days. Since most of the events have already happened, the author uses past tense. Because she is writing about her own experiences, she uses first person. Tell students that they can find signal words that indicate changes in time. Point out the headings for each day and explain this is the first signal that time has changed.

Guided Practice

- Have students retell the events for the two days. Have them revisit the text as needed to clarify and confirm events. Then have pairs of students search the pages to find words that signal time changes. Words they will find include: *early this morning* (page 6), *this morning* (page 8), *after about half an hour* (page 8), *this morning* (page 12), *later on* (page 12), *until the afternoon* (page 12), *after almost giving up* (page 14), *until it got dark* (page 14).

→ Independent Practice

- Give students the graphic organiser and explain that they are going to use it to write their own account of an experience they have had or one that they make up. They should remember to use past tense and write in the first person. Point out the words in the box as examples of time order words they can use in their writing to let the reader know that time has passed. Have students share their accounts when they have finished and have other students listen for time signal words.

→ Vocabulary Skill: Words with Multiple Meanings

- Ask students what the word **game** on page 8 refers to in this book. Then talk about other meanings of the word.
- Read the joke on page 10 and ask what makes this joke funny. Write the word **main** on the board and point out that the joke is using the meaning of this word but the spelling of the lion's mane. Tell students that words like *main* and *mane* are called homonyms.
Write some examples of homophones on the board, for example, *herd/heard; beach/beechn; fair/fare; creak/creek; hear/here; chews/choose*.
- Pair students and challenge them to think of a joke that plays on a word's multiple meanings. Have the pairs share their jokes.

→ Apply the Lesson

- Have students read the rest of the book independently. They can:
 - Identify the sequence of events and locate time signal words.
 - Use the context to figure out words and note any words with multiple meanings that they find.
- For students who need more support, guide them to read another section of the book, using this lesson as a model.