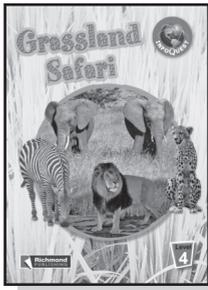


Student Book Notes—*Grassland Safari*



Synopsis

Grassland Safari features the animals and people of the temperate and tropical grasslands of the world. From the prairies of North America to the pampas of Argentina, the book looks at the common features of grasslands and the survival strategies of both plants and animals. The book finishes with a look at grasslands under threat.

Vocabulary Development

carnivore, ecosystem, habitat, herbivore, scavengers, stock, temperate, tropical, uranium

Challenges in the Text

historical perspective; migration map

Cross-Curricular Connections

life science and ecology; social studies

Learning Outcomes

Students will:

1. be able to define the main features of grasslands.
2. describe the differences between temperate and tropical grasslands.
3. recall three special features that help keep zebras alive.

For Independent Readers

Provide these questions before students read the text:

- What is special about grasslands?
- Where in the world are the main grasslands located?
- What different types of grasses are there?
- Why are grasses important to us?

Visual Elements

Students have the opportunity to:

1. read a gatefold section.
2. interpret maps with keys.
3. view a cross-sectional diagram.
4. read text in a diary format.

Purposes for Reading

Possible choices include:

1. to learn about the world's grasslands.
2. to learn the reasons some grasslands are under threat.
3. to learn more about the animals of the grasslands.

Critical Thinking

Students have the opportunity to:

1. summarize the ways animals contribute to the prairie ecosystem.
2. read and interpret a world map featuring tropical and temperate grasslands.
3. recognize and summarize important information as a newspaper report.

Special Features

- Read "Profile" and find out about the life of the author of the *Little House* books.
- What's a safari like? Check out "My Diary" to read one student's experience.
- "In the News" reports on a time of deadly dust storms.

Guiding Learning

Before Reading

Read the title and ask, *Why are grasslands important to us?* Point out that we actually eat grasses in the form of rice, wheat, and rye. Tell students to continue considering the question as they read.

During Reading

Key text to guide:

Pages 4–7: Read pages 4 and 5 to students. Discuss grasslands and how they are important to people and animals. Share read pages 6 and 7. Help students use the map to locate grasslands in both temperate and tropical regions.

Pages 8–13: Say, *Read through page 12. Find information about the temperate prairie grasslands.* Remind students to consult the glossary. (Share read with anyone needing support.) When students have finished, reread pages 10 and 11. Help students understand how each animal in the cross section contributes to the ecosystem. Read page 13 to students. Discuss students' familiarity with Wilder's books.

Pages 14–19: Talk about why the author may have chosen to use a gatefold (to show the majestic sweep of the land). Then say, *Read to the end of page 16 and find out how savannas and prairies are similar and different.* Help students interpret the migration map. Share read page 19, and discuss the special features of zebras.

Pages 20–21: Say, *Read pages 20 and 21. Learn how the acacia tree manages to survive.* Briefly discuss adaptation in nature.

Pages 22–23: Share read the diary. Challenge students to discuss why the author may have chosen to use this format.

Pages 24–27: Say, *Read to the end of page 27 and find the similarities and differences in two other grasslands of the world.* Discuss the information from these pages.

Pages 28–29: Read these pages to students, and discuss the problems facing some grasslands.

After Reading

Responding: Review the discussion from the Before Reading session. Ask, *Now can you tell me more reasons why grasslands are important to us?* Encourage students to justify their responses.

Thinking Activity Master 6

Late-Breaking News: Recognizing and Summarizing Important Information

Discuss devices used in newspaper reporting: headlines, columns, photographs, key information, and direct quotes. Have students choose either the prairies or the Serengeti Plain and write a newspaper article about a visit to that region.

Late-Breaking News

Name _____ Date _____

1. Choose either the prairies or the Serengeti Plain. Think of an exciting headline for an article about visiting there, and write the headline on the line.
2. Write your article in the two long column boxes. Use the small box at the bottom to draw the photograph you'd like to include.

Nonfiction Assessment Record

Book Title: *Grassland Safari*

Student _____ Date _____

<p>Say, Read pages 4 and 5 silently. Ask, <i>What are the main features of the world's grasslands?</i></p>	<p>Did the student understand that grasslands contain grass but few trees? (Learning Outcome 1)</p> <p style="text-align: right;"><input type="checkbox"/></p>
<p>Say, Read pages 6 and 7 silently. Ask, <i>What is the main difference between temperate and tropical grasslands?</i></p>	<p>Did the student mention location or temperature? (Learning Outcome 2)</p> <p style="text-align: right;"><input type="checkbox"/></p>
<p>Ask, <i>Which continent contains the largest tropical grassland?</i></p>	<p>Did the student say "Africa"? (Critical Thinking 2)</p> <p style="text-align: right;"><input type="checkbox"/></p>
<p>Say, Read pages 10 and 11 silently. Ask, <i>What are two ways prairie dogs help the ecosystem?</i></p>	<p>Did the student say "by eating insects" and "mixing topsoil"? (Critical Thinking 1)</p> <p style="text-align: right;"><input type="checkbox"/></p>
<p>Say, Read page 16 silently. Ask, <i>What is the main difference between carnivores and scavengers?</i></p>	<p>Did the student understand that scavengers don't kill their food? (Purpose for Reading 3)</p> <p style="text-align: right;"><input type="checkbox"/></p>
<p>Say, Read page 19 silently. Ask, <i>What three features do zebras have to help protect them?</i></p>	<p>Did the student accurately recall the three features? (Learning Outcome 3)</p> <p style="text-align: right;"><input type="checkbox"/></p>
<p>Say, Read pages 28 and 29 silently. Ask, <i>What can cause grasslands to turn into deserts?</i></p>	<p>Did the student say "overgrazing" and "high winds"? (Purpose for Reading 2)</p> <p style="text-align: right;"><input type="checkbox"/></p>
<p>Ask, <i>What three facts do you now know about grasslands because you've read Grassland Safari?</i></p>	<p>Did the student offer three pieces of information from the book? (Purpose for Reading 1)</p> <p style="text-align: right;"><input type="checkbox"/></p>