




## Case Study Lesson

Grade Level	4 <sup>th</sup> Grade
Text:	Animal Groups: Strength in Numbers
Goals Word Study Comprehension Writing	Student will ask questions and read to find the answers. Student will identify the important information in the text. Student will summarize key ideas, focusing on content and word choice.
Standards	CC. 1.2 (Informational Text- ask and answer questions) CC. 1.2 (Informational Text- main idea and key details) CC. 1.4 (Writing- summarizing)
Warm-Up	<p><b>Fluency practice:</b> Student will read a poem about predators. This will introduce new vocabulary within the book. Focus on appropriate pausing and phrasing and identifying unfamiliar words with decoding, background knowledge, and picture cues. Sight word fluency will also be practiced through this poem.</p> <p><b>Text:</b></p> <p><b>Predator Poem</b>  I hunt for my food,  It's just out of habit,  If I need a quick bite,  It's mice, maybe rabbit...  I'm a lion, a Great White,</p>  <p>A cheetah, a bear,  All of us predators should give you a scare!  I move really fast,  I'll chase if you run,  My teeth are so sharp,  One bite and you're done!  I'm a bobcat, a tiger,</p>  <p>I stalk with a stare,</p>  <p>All of us predators should give you a scare!  I know how to hunt,  I'm really quite shrewd,  Eating live things is how I get food...  I'm a badger, a fox,  So run if you dare,  All of us predators should give you a scare!  Predators hunt,</p>

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	<p>And prey's what we eat, Don't pass the potatoes, Just give us our meat... We're snakes, and we're cougars, We like our meat rare, All of us predators should give you a scare!</p> <p><b>Strategy:</b> Echo Reading          Say: We will be reading a poem about predators. I am going to read a line before you and you will repeat after me what I say.          Do: I will then begin reading the first line and the student will repeat me.</p>
Introduction/ Motivation	<p><a href="https://www.youtube.com/watch?v=DvLQRh_m79I">https://www.youtube.com/watch?v=DvLQRh_m79I</a></p> <p>For motivation, I will show the student a video about wolf packs and families. The child's favorite animal is a wolf and this will peak his interest during the reading. The video mentions how wolves stay together, introducing what is said in the text.</p>
Before Reading	<p>Activity/Process- Matching Game</p> <p>Tell the student that we will be reading a book about animals and their families. First, we will think about what we know based on the video we just watched and our prior knowledge. Ask the student to predict what words we might find in this book. Guide the student's thinking toward words such as groom, predators, young, and family.</p> <p>Say: <i>Before we begin reading, we are going to read and think about some words that relate to animal groups. Our goal is to look at these words and see if any of them relate to each other. Then, we can match them together with word and picture.</i></p> <p>Introduce the words one at a time. Talk about what is known and how the words relate to examples in the text. Guide the student in making connections between the words and determining what matches with what. Model by thinking aloud about the first one or two words, then have the student think aloud and match the rest of the words to the correct picture.</p> <p>Words to match:</p> <ul style="list-style-type: none"> <li>• Small Family</li> <li>• Young</li> <li>• Groom</li> <li>• Solitary Animals</li> <li>• Bands</li> <li>• Herds</li> <li>• Members</li> <li>• Societies</li> <li>• Matriarch</li> <li>• Fungus</li> <li>• Sophisticated</li> <li>• Competitive</li> </ul>

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	<p>Once all words are matched with picture, I will review words with the student.          Say: <i>Let's read to find out how our vocabulary words are used in the text.</i></p>				
During Reading	<p>Activity/Process:</p> <p><b>Explain:</b> Good readers read informational text to help them learn new things. We will read to learn new information and to see if our prediction was close. We are going to read this book in sections and take notes by filling out and I wonder and I found out chart.</p> <p><b>Model:</b>  <u>Section 1</u>          Pages 4-6          Your think aloud- The first section in the book is about an introduction of how animals stay together. I will do the first section and then you will help me. Before reading the section I am going to fill out the first box before we begin reading I am going to make a wondering about what the story might be about. After we finish the section, I am going to write what I found out.</p> <p>Model how to use the chart:</p> <table border="1"> <tr> <td>I wonder...</td><td>I found out...</td></tr> <tr> <td>I wonder if there are different size groupings for animals? Do certain animals stay together or don't?</td><td>A small family is made up of parents and their young. Small families have close bonds. The main job of small families is caring for their young.</td></tr> </table> <p><b>Guide:</b>  <u>Section 2</u>          Pages 7-10          Before you read, fill out what you wonder the next section will discuss about families.          Now, you will help me do the next section about different types of families.          Have the student read pages 7-10 silently, listening in to the first page or so.</p> <p>Guide the student to identify the important facts about the different types of families.</p> <p>Say: Think about what you just read about what types of families, what kind of family was introduced? What do they include? What types of animals are in this kind of family?</p> <p>Guide the student in recalling the important information. Guide thinking towards bands and what animals live in bands and what they do.</p> <p>Possible I found out...</p> <ul style="list-style-type: none"> <li>• Animal families can be small or large</li> <li>• Some families live in bands or extended families</li> <li>• Bands include: mothers, fathers, young, grandparents, aunts, uncles,</li> </ul>	I wonder...	I found out...	I wonder if there are different size groupings for animals? Do certain animals stay together or don't?	A small family is made up of parents and their young. Small families have close bonds. The main job of small families is caring for their young.
I wonder...	I found out...				
I wonder if there are different size groupings for animals? Do certain animals stay together or don't?	A small family is made up of parents and their young. Small families have close bonds. The main job of small families is caring for their young.				

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cousins, and other relatives.

- Lions, wolves, whales, dolphins, monkeys, chimps, and elephants live in bands.
- Bands communicate with sound, scent, and movement.

### Section 3

Pages 11- 12

Before you read, fill out what you wonder the next section will discuss about herds and what they are.

Say: This section is about herds and how they work together.

Have the student read pages 11-12 silently, listening in to the first page.

Guide the student to identify the important facts.

Say: *What did we learn about herds? What kind of animals are in herds? How do animals in herds communicate with each other?*

Have the student fill out the I wonder chart, guide if necessary.

Possible I found out...

- Herds are some of the largest animal groups.
- Lions attack zebras and are known as predators.
- More animals in a group means more eyes.
- Members of herds often communicate.

### Section 4

Pages 13 – 15

Say: Before we read, fill out one last wondering for the story. This final section talks about societies.

Have the student read pages 13-15 silently, listening in to the first page.

Guide the student to identify the important information. Use guiding questions.

Say: *We just read about societies. Tell me what you remember and fill out what you found out.*

Guide the student's thinking toward what societies are and how they differ from herds.

Have the student fill out the I wonder chart, guide if necessary.



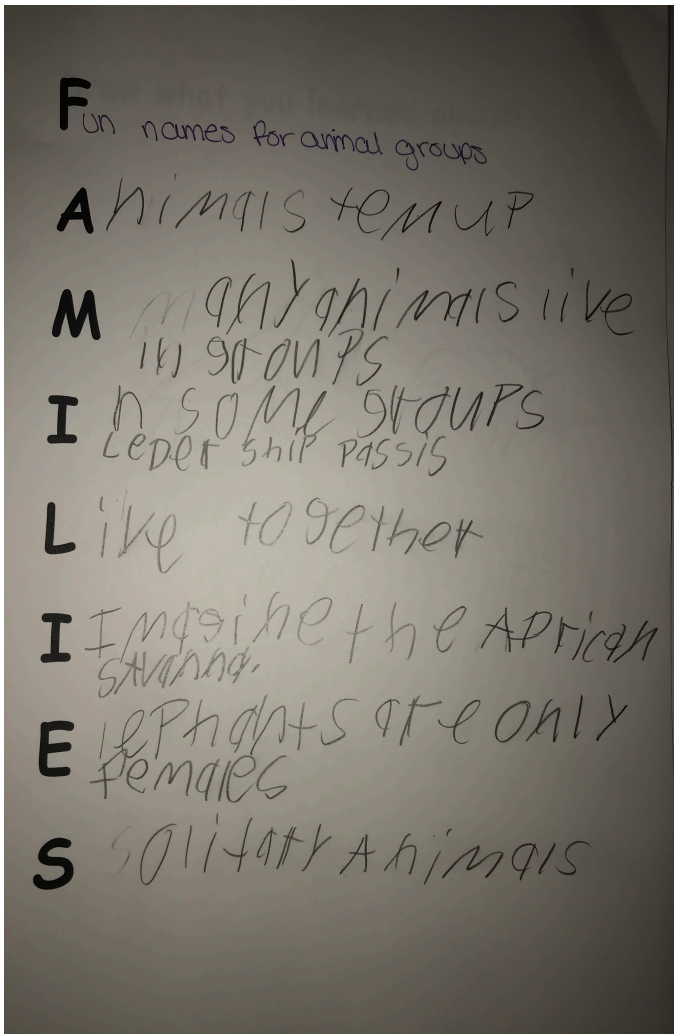
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	<p>Possible I found out...</p> <ul style="list-style-type: none"><li>• Another kind of group is called a society can have thousands of individuals.</li><li>• Societies are organized.</li><li>• In a society every member has a job.</li></ul>
After Reading	<p>Activity/Process: Acrostic Poem</p> <p>Help student recall the important facts from the text and summarize the information using an acrostic poem. Allow student to utilize technology by creating the acrostic poem through the readwritethink.org website:</p> <p><a href="http://www.readwritethink.org/files/resources/interactives/acrostic/">http://www.readwritethink.org/files/resources/interactives/acrostic/</a></p> <p>Revisit the sketches during writing to incorporate important details. Focus on using interesting words to summarize the story within the poem.</p> <p><b>Explain:</b> <i>Now, we are going to summarize the important facts from this text. We are going to use an acrostic poem. This will be a fun way for us to play with the words and information from our sketches and summarize the story at the same time. I'll get you started and then you can help me.</i></p> <p><b>Model:</b> Think aloud for the student. Say: <i>Our acrostic poem takes each of the letters from the word 'families' and requires us to write a short phrase that begins with each letter and describes something important about families. I will look back to the book and my chart to help me.</i></p> <p>Model by thinking aloud and writing the following phrase for the first line of the poem: <i>F: Fertilize fungus farms is done by insects</i></p> <p><b>Guide:</b> Use guiding questions to help the student with the remaining letters of the poem. Model and scaffold as needed.</p> <p>Say: <i>Our next letter is A. What did we learn about families is important to remember? If nothing we learned begins with the letter A, how can we use word choice to help us write this line? What interesting words can we choose? What can we add to our thinking to help our reader learn about families?</i></p> <p>Continue guiding and modeling as needed, asking guiding questions to prompt answers. Scaffold as needed. Allow student to read the finished product aloud.</p> <p>Close the lesson. Have the student verbally summarize what was learned today.</p> <p><b>Explain:</b> Before we go back, I want you to draw me a picture of your favorite thing you learned about from the story.</p>

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	Close the lesson – have student summarize by drawing what was learned today.
Lesson Reflection	Overall I think the majority of my lesson went well due to the student willing to work with me on the material. The book was something that interested the student because he likes animals. However, I do believe the book level was too hard, and I probably would teach down a level for the next lesson. The one piece of my lesson the student really struggled with was the I wonder and I found out chart, so for my next lesson I would give him a different organizer for the during reading portion. The other aspect I personally need to work on is the timing. The lesson was really long and this is an issue because I usually pull my student during math due to Wonders testing being done all morning.

Work Samples to Upload:





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I Wonder ...	
I wonder ....	I found out ...
- I wonder what animals live where & what their afraid of...	- A small families are made up of parents & their young - small families have close bonds
I think it will be about how animals lay their eggs and protect them	I think that the animals have to become strong and help their
- I wonder if a group of bands is huge...	Bands will adored and animal like wolves.
- I wonder if herds can be any animal or one specific kind...	some herds and flock are made up of sm & families.