**Part 1: Background**

**Text of Focus:** Endangered Animals of AFRICA by Marie Allgor. Endangered Animals of AFRICA will give us insight into the habitats, adaptations, and dietary habits of animals that are on the endangered list in Africa. For our guided reading it will help us to learn to read a non-traditional layout book, charts, and inference topics.

**Rationale:** Describe the reasons why you are teaching this lesson.

* Learner-Centered: With this lesson we will begin our cross curriculum inquiry into what it takes to save an endangered species. Groups will divided based on reading ability to assist students at their specific reading levels with this challenging text.
* Endangered animals of AFRICA will help introduce relationships between animals, systems, cycles, and human interaction, while helping us to understand charts and to learn to ask deeper questions to find information

**Objectives: Students will compare the reproduction rate of animals both endangered and thriving through graphic representation. Students will be able to interpret and assess information from a migration map. Students will demonstrate vocabulary that leads to deeper questioning. Students will use deeper questioning to research and gain knowledge on a topic.**

**TEKS**:110.16.b.7 Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding.

110.16.b.11.A.C.D Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to: (A) summarize the main ideas and supporting details in a text in ways that maintain meaning and logical order, (C) analyze how the organizational pattern of a text (e.g., cause-and-effect, compare-and-contrast, sequential order, logical order, classification schemes) influences the relationships among the ideas; (D) use multiple text features and graphics to gain an overview of the contents of text and to locate information.

110.16.b.23.A.B. Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to: (A) brainstorm, consult with others, decide upon a topic, and formulate open-ended questions to address the major research topic; and (B) generate a research plan for gathering relevant information about the major research question.

**Prerequisite Skills:** Students will need to recall the knowledge covered in TEKS 110.15.b.7 (Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding.) and TEKS 110.15.b.13.B (Students understand how to glean and use information in procedural texts and documents. Students are expected to: explain factual information presented graphically (e.g., charts, diagrams, graphs, illustrations.)

**Part II: Instructional Section**

**Description of the Learning Environment:**

The students will be sitting in different areas depending on their reading level. I will have four groups two our table circles, one on the carpet, and one in our reading lounge. The more advance children will be in the carpet and lounge areas to make it easier to assist the lower levels. The higher level groups each have an initiator to get the conversation going. The groups at the table will be given prompts from myself after I have instructed the initiators of their prompts.

**Focus/Guided Reading Introduction:**

Focus**:** Today we will be reading Endangered Animals of AFRICA and we are going to learn questioning and deeper inquiry reading learning skills. These lessons will help the students to gain a beginning knowledge of the animals and environments and they will take the information and further the questions of why, how, when, what to be researched in our next lesson. We will also be working on our research skills by using the information we learn from our text to create deeper level thinking questions to help in our research process.

Introduction: To do we are going to learn to explain a map, and how to formulate deeper inquiry research questions. We will begin with a short activity to get our brains on the right path. I will give them a very vague undetailed scenario and they have to ask further questions to find out what happened. Very similar to 20 questions. (3-5 minutes)

**Guided Reading/Instructional Component:** I would ask to skim and see if there are any vocabulary words that stick out. What question do you have about the endangered animals? What information did you read that was new to you? What fact was the most interesting? What questions did the author not answer? Did he answer it? Did the answer lead you to more questions?

**Guided Reading Closure/Connect and Link:** We will have a role playing activity that brings in questioning and reasoning. We will have a situation that has played out, and animal that was flourishing has become extinct. They will be investigators and need to find the clues and put it together to see what happened. (3-5 minutes)

**Evaluation of Learning:** I will have them draw an example of an endangered species migration map of their animal, I would also have a worksheet that has a scenario on it and the students must write out 10 deeper inquiry questions to see if they understand the ideas of digging deeper.