**Expert Pack: Big Cats**

Lexile Range: 410-750

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| **Topic/ Subject:** Animals/Science |
| **Text/ Resources**Books1. *Big and Small Cats* by Chuck Garofano
2. *Tigers* by Victor Gentle
3. *Cheetahs* by Victor Gentle
4. *Who Lives Here? Savanna Animals* – “What is a Savanna?” & “Lion” by Deborah Hodge & Pat Stephens

Other Media1. Awesome 8 Meet the Big Cats
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| **Rationale and Suggested Sequence for Reading**This text set begins with an accessible informational text about cats. In *Big and Small Cats*, students will see the difference between the types of cats that are kept as pets, and those that live in the wild. This will prepare them to begin to study a few specific big cats. In the next book, students will learn about the lion, the largest cat, in *Who Lives Here? Savanna Animals –* “What is a Savanna?” & “Lion.” Following learning from the lion, students will get a brief insight into some facts about *Tigers* and *Cheetahs*. Then, finally, now that students have seen and learned about several big cats, they will have a chance to view vibrant images of even more large cats in “Awesome 8 Meet the Big Cats.” |
| **The Common Core Shifts for ELA/Literacy**1. Regular practice with *complex* text and its academic language
2. Reading, writing and speaking grounded in *evidence* from text, both literary and informational
3. Building *knowledge* through content-rich nonfiction
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| **College and Career Readiness Anchor Standards for Reading Literary and/or Informational Texts** 1. *Read closely to determine what the text says explicitly and to make logical inferences from it*; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. *Determine central ideas or themes of a text* and analyze their development; summarize the key supporting details and ideas.
3. *Read and comprehend complex literary and informational texts independently and proficiently.*
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| **Annotated Bibliography****410L *Big and Small Cats***Author: Chuck GarofanoGenre: Nonfiction Book Length: 10 pagesSynopsis: Cats are different in many ways. But cats are the same in many ways too.Citation: Garofano, C. (n.d.). *Big and Small Cats.* Retrieved on Jan 2, 2017 from <https://www.raz-plus.com/books/leveled-books/book/?id=666&lang=English>. Reading A-Z. Learning A-Z.Suggested Activities: A Picture of Knowledge**660L *Who Lives Here? Savanna Animals* – “What is a Savanna?” & “Lion”**Author: Deborah Hodge & Pat StephensGenre: Nonfiction Book Length: 24 pages; use pages 4, 18-19 for this part of the text setSynopsis: Different cats live in different habitats. The lion lives in the savanna, which is a grassy, dry, and hot area.Citation: Hodge, D. & Stephens, P. (2009). *Who Lives Here? Savanna Animals.* Pages 4 & 18-19. “What is a Savanna?” & “Lion” Kids Can Press. Library and Archives. Canada.Suggested Activities: Quiz Maker **690L “Tigers”**Author: Victor GentleGenre: Nonfiction BookLength: 3 pages, used pgs. 5, 8 and 12Synopsis: Learn about baby cubs, how they hunt and how they claim their territory.Citation: Gentle, Victor. *Tiger.* Gareth Stevens Publishing, 2002. Print. Suggested Activities: Quiz Maker**750L “Cheetahs”**Author: Victor Gentle Genre: Nonfiction Book Length: 3 pages, used pgs. 5, 6 and 14Synopsis: Cheetahs are known for their speed and students will learn how their bodies help with that and how they’re becoming extinct. Citation: Gentle, Victor. *Cheetahs.* Gareth Stevens Publishing, 2002. Print.Suggested Activities: Quiz Maker**N/A “Awesome 8 Meet the Big Cats”**Author: Allyson ShawGenre: Photographs with captionsLength: 8 pagesSynopsis: Out of the 37 species of cats, eight reign supreme. Because of their size, strength, and predatory skills, these cats are considered the “big cats.” Citation: Shaw, A. (n.d.). *Awesome 8 Meet the Big Cats.* Retrieved on Jan 2, 2017 from <http://kids.nationalgeographic.com/explore/awesome-8-hub/big-cats/>. National Geographic Kids.Suggested Activities: Wonderings |

### Supports for Struggling Students

By design, the **gradation of complexity** within each Expert Pack is a technique that provides struggling readers the opportunity to read more complex texts. Listed below are other measures of support that can be used when necessary.

* Provide a brief **student-friendly glossary** of some of the academic vocabulary (Tier 2) and domain vocabulary (Tier 3) essential to understanding the text
* Download the Wordsmyth widget to classroom computers/tablets for students to access student-friendly definitions for unknown words: <http://www.wordsmyth.net/?mode=widget>
* Provide brief **student-friendly explanations** of essential background knowledge not easily learned from the text
* Include pictures or videos related to the topic within and in addition to the set of resources in the pack
* Select a small number of texts to **read aloud** with some discussion about vocabulary work and background knowledge
* Provide **audio recordings** of the texts being read by a strong reader (teacher, parent, etc.)
* **Chunk the text** and provide brief questions for each chunk of text to be answered *before* students go on to the next chunk of text
* Pre-reading activities that focus on the **structure and graphic elements** of the text
* Provide **volunteer helpers** from the school community during independent reading time
* Use expert Packs as the **resources for Guided Reading** with a small group of students

Why Text Sets Support English Language Learners

Those acquiring English as a second language have to learn many words in English to catch up with their English-only peers. Vocabulary builds at a much quicker pace when reading a set of connected texts. Text sets are an adaptable resource perfect for building knowledge and vocabulary. Student use of text sets can vary in terms of independence or teacher supports based on the individual needs of the students in the room. Activities found within the text set resources reflect several best practices for English Language Learner instruction including:

* Providing brief, engaging texts that provide a high volume of reading on a topic.
* Providing web-based resources and/or videos that are tied to the content of the texts students are reading.
* Providing opportunities for students to learn new vocabulary through the use of student-friendly definitions in resource-specific glossaries.
* Allowing for options to reinforce newly learned vocabulary and/or content through graphic organizers.
* Providing opportunities for students to reinforce new vocabulary through multi-modal activities including written work, group discussion, viewing visual content, and reading texts that feature the vocabulary.

Teachers of ELLs may use the protocols on the following pages to provide additional support to students who are struggling to access the content within text sets because they are new to English.

ELL Text Set Protocol Grades K-2

The protocol below assumes that students will be engaged in reading text sets with the support of the teacher and/or another adult staff member. This can be done full class, or in small groups, but will likely require adult support in this grade band.

Please note that this protocol includes options for teachers. This includes the order in which various activities (steps) take place. Individual decisions should be made considering the needs of the students and the demands of the content, keeping in mind that the goal of each scaffold is to allow students to meaningfully access each text and move toward independent, knowledge-building reading.

**Step one: Build knowledge and vocabulary as you build student interest and engagement in the topic.**

Introduce students to the overall topic/content of the text set, including knowledge demands needed to engage in the content, and domain-specific vocabulary necessary for comprehension. This should be done prior to engaging with the texts themselves – time allotted to this activity should reflect student needs (anywhere from 5 minutes prior to reading, to a full day’s lesson is appropriate).

*Options for this step include:*

* Engage students in reading and discussing auxiliary texts and resources (illustrations, photographs, video clips) on the topic of the text set.
* Pre-teach a few key content-specific terms prior to students engaging with a text set. (Ideas for text-focused vocabulary instruction can be found [here](https://achievethecore.org/content/upload/Selecting%20and%20Using%20Academic%20Vocabulary%20in%20Instruction.pdf).)
* Provide a student-friendly glossary prior to reading each text, with picture support where possible.

If pairing the text set with a [Read Aloud lesson](https://achievethecore.org/category/411/ela-literacy-lessons?filter_cat=788), giving students access to the resources in the text set can help build their knowledge and vocabulary prior to engaging with the anchor or primary text, as can access to the resources alongside subsequent reads of the anchor text. The “juicy sentence” discussion is a strategy developed by Dr. Lily Wong Fillmore to help students learn to deconstruct and reconstruct sentences, and to understand how different language features contribute to meaning. Teachers should use the [juicy sentence guidance](https://achievethecore.org/page/3160/juicy-sentence-guidance) to dig deeply into a sentence or phrase within the read aloud book, to build vocabulary, deepen content knowledge, and support understanding of syntax and grammar. Juicy sentence work should not be done for the other texts in the text set, since the purpose is for students to work rapidly through a high-volume of reading to build knowledge.

**Step two: Read text orally.**

Focusing on one resource at a time, allow students to listen to a fluent read of the resource.

*Options for this step include:*

* Have the teacher model the first read of a text or resource.
* Use recordings of the text to provide additional opportunities to hear expert reading.

**Step three: Engage in group discussion about the content.**

Allow students time in partnerships or small groups to discuss the content of the resource.

*Options for this step include:*

* + Allow for discussion/conversation (in the students’ home language if possible) with a small group of students reading the same text set prior to writing orprovide heterogeneous language groupings to talk about content and discuss what students are learning.
	+ Provide opportunities to practice using newly acquired vocabulary in the context of discussion.
	+ Have students refer to the student-friendly glossary included with each passage to identify meanings for new vocabulary necessary for comprehension.

**Step four: Write about what was read.**

*Options for this step include:*

* Use the “Rolling Knowledge Journal” and/or “Rolling Vocabulary Journal” as a shared writing routine.
* Have students complete the “Rolling Knowledge Journal” and/or “Rolling Vocabulary Journal” as independent graphic organizers that help to scaffold the writing process and capture student knowledge over time. Encourage students to use a combination of writing and drawing.
* Provide students with several supports to help students engage in writing/drawing about what they read:
	+ Use mentor texts about which students can pattern their writing.
	+ Allow them to write collaboratively.
	+ Show students visual resources as prompts, etc.
	+ Provide language supports such as strategically chosen sentence starters.

**Repeat steps one through four with each resource in the text set as appropriate.**

ELL Text Set Protocol Grades 3-12

The goal of text sets is to help students build knowledge through a volume of independent reading, and it is important that educators provide scaffolds to allow English Language Learners to be successful in engaging meaningfully with the texts, even as students are still developing English language skills. The protocol below can be used for teaching with text set resources as a full class. Students can also be trained on the protocol so that they can utilize text sets in small groups or partnerships as a resource for independent or reciprocal reading and study.

Please note that this protocol includes options for teachers. Individual decisions should be made considering the needs of the students and the demands of the content, keeping in mind that the goal of each scaffold is to allow students to meaningfully access the text and move toward independent, knowledge-building reading.

**Step one: Build knowledge and vocabulary.**

Introduce students to the overall topic/content of the text set, including knowledge demands needed to engage in the content, and domain-specific vocabulary necessary for comprehension. This should be done prior to engaging with the texts themselves; time allotted to this activity should reflect student needs (anywhere from 5 minutes prior to reading, to a full day’s lesson is appropriate).

*Options for this step include:*

* Engage students in reading and discussing auxiliary texts (of lesser complexity) and resources (illustrations, photographs, video clips) on the topic of the text set.
* Pre-teach a few key content-specific terms prior to students engaging with a text set. (Ideas for text-focused vocabulary instruction can be found [here](https://achievethecore.org/content/upload/Selecting%20and%20Using%20Academic%20Vocabulary%20in%20Instruction.pdf).)
* Provide the student-friendly glossary included in the text set prior to reading each text.
* When possible, allow students to read texts in their home language about the topic under study.

**Step two: Read text orally.**

Focusing on one resource at a time, allow students to listen to a fluent read of the resource, while following along with their own copy of the text.

*Options for this step include:*

* Have a fluent reader model the first read of a text or resource.
* Have students engage in a buddy/partner read.
* Use recordings of the text to provide additional opportunities to hear expert reading.

**Step three: Engage in group discussion about the content.**

Allow students time in partnerships or small groups to discuss the content of the resource.

*Options for this step include:*

* + Allow for discussion/conversation (in the students’ home language if possible) with a small group of students reading the same text set prior to writing or provide heterogeneous language groupings to talk about content and discuss what students are learning.
	+ Have students refer to the student-friendly glossary included with each text set to identify meanings for new vocabulary necessary for comprehension.

**Step four: Write about what was read.**

*Options for this step include:*

* Use the “Rolling Knowledge Journal” and/or “Rolling Vocabulary Journal” as a shared writing routine/ graphic organizer to help to scaffold the writing process and capture student knowledge over time.
* Provide students with several supports to help students engage in writing/drawing about what they read:
	+ Use mentor texts about which students can pattern their writing.
	+ Allow them to write collaboratively.
	+ Show students visual resources as prompts, etc.
	+ Provide language supports such as strategically chosen sentence starters.

**Repeat steps one through four with each resource in the text set as appropriate.**

**Expert Pack: Big Cats**

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| **Learning Worth Remembering****Cumulative Activities –** The following activities should be completed and updated after reading each resource in the set. The purpose of these activities is to capture knowledge building from one resource to the next, and to provide a holistic snapshot of central ideas of the content covered in the expert pack. *It is recommended that students are required to complete* ***one*** *of the Cumulative Activities (Rolling Knowledge Journal or Rolling Vocabulary) for this Expert Pack.* |

**1. Rolling Knowledge Journal**

* Read each selection in the set, one at a time.
* After you read each resource, stop and think what the big learning was. What did you learn that was new and important about the topic from this resource? Write, draw, or list what you learned from the text.
* Then write, draw, or list how this new resource added to what you learned from the last resource(s).

**Sample Response:**

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| **Title** | **Write, Draw, or List** |
| **New and important learning about the topic** | **How does this resource add to what I learned already?** |
| 1. *Big and Small Cats* | All cats have fur, sharp teeth and claws. Some cats are big, and some are small. Some cats live in a home as a pet, but big cats live in the wild. All cats like to play, and all cats like to sleep. Even though cats are very different from each other, they are also similar. |  |
| 2. *Who Lives Here?* Savanna Animals – “What is a Savanna?” & “Lion” | A lion is an animal that lives in the savanna. The grasslands are not easy to live in, but the lion knows how to hunt and is made to live in such a hot area of the world. | Different cats live in different habitats. The lion lives in the savanna, which is a grassy, dry, and hot area. The lion is the biggest cat, and it hunts for food just like the other big cats. |
| 3. *Tigers* | The tiger has a different way of stalking its prey since they are not the fastest of the big cats. | Students will learn how tiger cubs go from depending on their mother’s for food to getting it themselves as they become older. |
| 4. *Cheetahs* | Cheetahs are very fast big cats. They are also susceptible to becoming extinct quickly. | Unlike tigers, cheetahs are very fast cats and their bodies are built for it.  |
| 5. “Awesome 8 Meet the Big Cats” | There are 8 cats that are particularly interesting because they are big, fast, and they can hunt really well. Cats are similar in some ways, but each species of cat is also very different.  | Tiger’s stripes are a lot like fingerprints; no tiger has the same stripes. Even though some species of cats are the same, they are still each individual. |

**2. Rolling Vocabulary: “Fabulous Five”**

* Read each resource then determine the (up to) 5 words from each text that most exemplify the central idea of the text.
* Next use your 5 words to write about the most important idea of the text. You should have as many sentences as you do words.
* Continue this activity with EACH selection in the Expert Pack.
* After reading all the selections in the Expert Pack, go back and review your words.
* Now select the “Fabulous Five” words from ALL the word lists.
* Use the “Fabulous Five” words to summarize the most important learning from this Expert Pack

**Sample Response**

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| **Title** | **Five Vocabulary Words & Sentences** |
| *Big and Small Cats* | Words: claws, housecats, sharp, pride, different1. All cats have sharp claws, teeth and fur.
2. Housecats are small cats with soft fur, they make good pets.
3. All cats also have sharp teeth and claws that can hurt if they scratch you.
4. Many lions living together are called a pride.
5. There are many different kinds of cats in the world, like tigers, lions and leopards.
 |
| *Who Lives Here? Savanna Animals* – “What is a Savanna?” & “Lion” | Words: savanna, habitat, season, pride, cub1. A savanna is a huge area of grassy land dotted by trees and bushes.
2. Cats live in habitats that are suited for them.
3. The savanna has a dry and a wet season.
4. Lions are the only cats that live in a large group, called a pride.
5. Lions are playful, baby cubs pounce on each other to play.
 |
| *Tigers* | Words: stripes, cub, prey, territory, stalks1. Most tigers have black stripes all over their bodies.
2. When a tiger is a baby it is a cub.
3. Animals have different prey they hunt in order to eat.
4. Tigers claim an area of land to be theirs, it’s their territory.
5. When hunting for food, the tiger stalks it by following it closely and quietly.
 |
| *Cheetahs* | Words: built, sleek, bendy, extinct, survivors1. Some cats were built to run fast while others were built to be more powerful.
2. The cheetahs have sleek bodies, they are long and think.
3. Having a bendy spine means that their backs can move very easily.
4. There are many animals in the wild that are almost extinct, meaning there aren’t many of them left.
5. Some animals are survivors since they were able to stay alive through things that others weren’t able to.
 |
| “Awesome 8 Meet the Big Cats” | Words: species, predatory, feline, prey, scavengers1. The big cats are known best out of all the cat species.
2. These 8 cats have predatory skills that let them capture food.
3. There are many wild facts about these fabulous cats or felines!
4. They can capture other animals as their prey.
5. Some cats can climb trees to keep their food safe from scavengers like hyenas.
 |
| **Fabulous Five** | Words: housecat, stripes, claws, habitat, felineThere are many kinds of cats. **Housecats** are small cats with soft fur, they make good pets. Most people know a lot about these pets because they live in people’s homes. Some cats, big and small, have **stripes** and all cats have sharp **claws**, sharp teeth and fur. Wild cats and housecats both live in **habitats** that are suited for them. This means that there are cats that live all over the world, and many of them are wild cats, or big cats. There are many wild facts about these fabulous **felines**, and many different types of big cats. |

**Student Copy**

**1. Rolling Knowledge Journal**

* Read each selection in the set, one at a time.
* After you read *each* resource, stop and think what the big learning was. What did you learn that was new *and important* about the topic from *this* resource? Write, draw, or list what you learned from the text.
* Then write, draw, or list how this new resource added to what you learned from the last resource(s).

**Sample Response**

|  |  |
| --- | --- |
| **Title** | **Write, Draw, or List** |
| **New and important learning about the topic** | **How does this resource add to what I learned already?** |
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**2. Rolling Vocabulary: “Fabulous Five”**

* Read each resource then determine the 5 words from each text that most exemplify the central idea of the text.
* Next use your 5 words to write about the most important idea of the text. You should have as many sentences as you do words.
* Continue this activity with EACH selection in the Expert Pack.
* After reading all the selections in the Expert Pack, go back and review your words.
* Now select the “Fabulous Five” words from ALL the word lists.
* Use the “Fabulous Five” words to summarize the most important learning from this Expert Pack.

**Sample Response**

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| --- | --- |
| **Title:** | **Five Vocabulary Words & Sentences** |
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| **Fabulous Five** | Words:  |

**Learning Worth Remembering**

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| **Singular Activities** – the following activities can be assigned for each resource in the set. The purpose of these activities is to check for understanding, capture knowledge gained, and provide variety of ways for students to interact with each individual resource. Students may complete some or none of the suggested singular activities for each text. Singular activities should be assigned at the discretion of the teacher. |

**1. Quiz Maker –** (Recommended for *Tigers, Cheetahs* and *Who Lives Here? Savanna Animals* – “What is a Savanna?” & “Lion”)

* Make a list of questions that would make sure that another student understood the information.
* Your classmates should be able to find the answer to the question from the resource.
* Include answers for each question.
* Include where you can find the answer in the resource.

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| **Question**  | **Answer** |
| 1. |  |
| 2.  |  |
| 3. |  |
| 4. |  |

**2. A Picture of Knowledge** – (Recommended for *Big and Small Cats*)

(see graphic below)

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**3. Wonderings –** (Recommended for “Awesome 8 Meet the Big Cats”)

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| --- | --- |
| **I’m a little confused about:** | **This made me wonder:** |
| On the left, track things you don’t understand from the video and the article.  | On the right side, list some things you still wonder (or wonder now) about this topic. |

**Expert Pack: Big Cats**

Expert Pack Glossary

***Big and Small Cats***

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| --- | --- |
| *Word* | *Student-Friendly Definition* |
| cave | A large space in rocks that is made naturally |
| housecat | A small cat that is kept as a pet in someone’s home |
| powerful  | Strong |
| pride | A group of lions that live and sleep together |

***Tigers***

|  |  |
| --- | --- |
| *Word* | *Student-Friendly Definition* |
| prey | An animal killed by another animal for food |
| clumsy | Moving in an odd way; not graceful |
| territory | An area belonging to an animal |
| outrun | Run faster than something else |
| stalks | To hunt slowly and quietly |
| snatches | To take away quickly |

***Cheetahs***

|  |  |
| --- | --- |
| *Word* | *Student-Friendly Definition* |
| slinking | To move in a sneaky way |
| springing | To move forward or backward quickly while jumping |
| extinct | No longer living |
| alike | The same; similar |

***Who Lives Here? Savanna Animals* – “What is a Savanna?” & “Lion”**

|  |  |
| --- | --- |
| *Word* | *Student-Friendly Definition* |
| cubs | Baby lions are called cubs |
| gazelle | An animal that lives in the savannah; it is large, has curved horns, and a yellow-ish brown coat |
| savanna | A huge area of grassy land with trees, bushes, and that is the home to many animals, including the lion |
| pride | A group of lions that live and sleep together |
| pounce | To spring into the air by jumping to surprise something |

“**Awesome 8 Meet the Big Cats”**

|  |  |
| --- | --- |
| *Word* | *Student-Friendly Definition* |
| accelerate | To begin moving |
| considered | To think about something carefully before making a decision |
| feline | Another word for “cat” |
| predator | An animal that preys on, or hunts, another animal |
| scavenger | An animal that eats food that is left to rot or go bad |
| supreme | The best |

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