

LESSON PLAN

RUN FOR YOUR LIFE!

Predators and Prey on the African Savanna

by Lola M. Schaefer

illustrated by Paul Meisel

Animals in their African savanna habitat are on the run. It's a matter of life and death!

Objectives: language; identifying verbs; synonyms; using illustrations to support understanding of concepts; life science; new scientific vocabulary; habitats; African savanna and predator & prey relationships.

Guided Reading Level: J

Grade Level: 1

Interest level: Pre-K-3



Common Core Strands in the Guide:

Reading Informational Text: RI.1-2.1, 2, 3, 4, 6, 7, 10

Reading Foundational Skills: RF.1-2.2, 3, 4

Writing: W.1-2.2, 3, 5, 6, 8

Speaking and Listening: SL.1-2.1, 2, 3, 4, 5, 6

Language: L.1-2.1, 3, 4, 5

BEFORE READING

Word Work

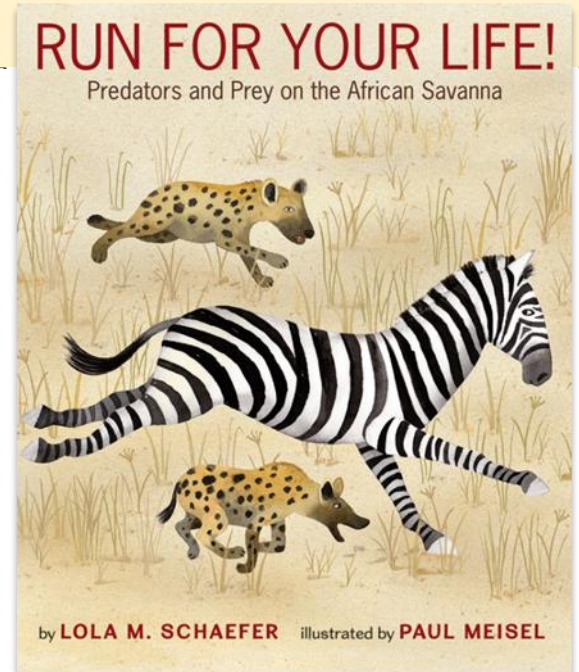
New vocabulary: *adaptation, Africa, camouflage, features, habitat, predator, prey, savanna, survival, traits*

1. Read the vocabulary words to the class.
2. Have students come up and underline the beginning sound of each word.
3. Find two words that have the same beginning sound as *pretty*. (predator, prey)
4. Break the words into syllables and have the students clap for each syllable. (hab-i-tat)
Or visit www.howmanysyllables.com and have the students search the vocabulary words. There is an audio player that will tell the pronunciation.
5. Put the words on flash cards and hang them on a science word wall.
6. Have students give the meaning or describe any words that they know. Discuss the words' meanings.
7. Find two words that have the same meaning/synonyms.

Here are some simple definitions:

Adaptation: the way an animal survives

Africa: a continent (show a picture of Africa on a world map)



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Camouflage: to hide in your surroundings

Feature: something a person or thing has that makes them different from others

Habitat: a natural home

Predator: a hunter of food

Prey: something that is hunted for food

Savanna: grassland

Survival: staying alive

Trait: something a person or thing has that makes them different from others

Discuss

1. What are some different habitats?
2. How do animals survive in their habitats? Name some animal adaptations.
3. What would happen to an animal who was not having its needs met?
4. What are different animal traits and features that allow them to live and thrive in their habitats? How do animals stay alive?
5. What makes something a predator? What makes something prey?
6. Do you think an animal can be both predator and prey? Explain.
7. What makes a predator good or successful? (good hunters, fast, the ability to fly, good sense of smell, hearing and/or seeing, camouflage and body parts that have adapted to help them, like large eyes and strong muscles, etc.)
8. Different behaviors of prey. If you were being chased for dinner, what would you do? (fly away, stand very still, camouflage, hide in some type of shelter, signal to others for help)

Show the book *Run for Your Life!*

9. Discuss the front and back cover illustrations. This is called a continuous cover. If you lay the book flat on a table with the interior facing down, what do you notice?
10. Go on a picture walk.
11. What kind of book is this, fiction or nonfiction?
12. What do you think this story will be about? Use new vocabulary words to explain.
13. Read/listen to find out about predators and prey on the African Savanna.

DURING READING

1. Describe the illustrations. How do the illustrations help you understand what is happening in the story? Describe the relationship between the pictures and the text in which they appear.
2. Find plural nouns with matching verbs in the book.
3. What do the action words mean? See if the illustrations can help you figure it out.
4. Distinguish shades of meaning among closely related verbs. Categorize the words with similar meanings and write them on the board.
5. Describe and explain the animal behaviors. (Crocodile lunges at the frog. He is trying to eat the frog.)
6. Identify which creature is a predator and which creature is prey.
7. What is the relationship between predator and prey?

8. Identify the different animal adaptations in the book using the illustrations and the words from the story. What traits do the different animals have that allow them to survive?
9. Which animals will be able to camouflage themselves?
10. Which animals will be able to escape quickly from their enemy?
11. How does the story begin and end?
12. Reread the book.

AFTER READING

1. Create a main idea and detail web on the board. Identify the main topic and retell key details of *Run for Your Life!*
2. Recall all the animals from the story and chart. Leave enough room around each animal name to enter action words that relate: *leopard, impala, eagle, hare, crocodile, hippo, cheetah, ostrich, jackal, giraffe, hyena, wildebeest, wild dog, zebra, snake, elephant, caracal, monkey, termite, aardvark, rhino, vulture, buffalo, lion.*
3. Go back to the book with a partner. Create a list of all of the action words from the story.
4. Find synonyms for *jump, fly, run, dart, shuffle/walk slowly, move on the ground/slide, race/rush and stamp.* Use a thesaurus to check your answers.
5. Find all of the action words that relate to each animal and write them on the chart in #2.
6. Write sentences about the animals based on the information on the chart. Ex: elephants lumber, shuffle, stomp, stand and sleep.
7. How do animals in the African savanna depend on each other and their environment?
8. Describe the connection between two animals in *Run for Your Life!* Draw a picture.
9. What do you think happens if there are too many predators? (Many prey die, predators might not find enough food and starve, or predators will leave the area to find more prey.)
10. Create a class “African savanna mural.”
11. Create a food chain from the African savanna. Use other books and online resources.
12. Make “predator and prey clothespin puppets.”
 - Visit www.firstpalette.com for African animal printables.
 - Choose an animal and identify the prey.
 - Have the students color the animal, cut it out, cut in half and glue each half to the clothespin. Glue the prey to the bottom part where the mouth would be.

Guide written by Marla Conn, reading/literacy specialist and educational consultant