

Literacy Integration Workshop	
Name	Jennifer Robertson
Topic(s)	Reading for Details: <i>My Grandma Lived in Gooligulch</i> by Graeme Base & the zoology of Australia
Summary	Students will listen to a read aloud of the picture book <i>My Grandma Lived in Gooligulch</i> , and then in jigsaw groups, analyze the language on selected pages to make inferences about different species of animals from Australia.
Subject(s)*	Language (constructing meaning, extending meaning, details) Cultural (zoology, geography)
Grade/Level*	Lower Elementary (2nd-3rd grade)
Time Frame	30 minutes - Read Aloud, initial discussion 45 minutes - Jigsaw groups
Context of the Lesson	<p>Students need to have a working vocabulary of cultural content language (Australia, continent, village, town, bird, mammal, reptile, amphibian, etc.).</p> <p>Students will have subsequent opportunities to investigate specific animal species and the biomes of Australia.</p> <p>Students will work in a large group for the introductory lesson/read aloud, then in small groups for jigsaw-style investigations.</p>
STANDARDS AND KEY CONCEPTS	
Ohio New Learning Standards*	<p>RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., emphasize aspects of a character or setting).</p>

Student Objectives	<p>Students will use details from the text to describe the character of Grandma and each of the animals in the story.</p> <p>Students will use details from the text to analyze the characteristics of each animal and infer how animals might demonstrate those characteristics in real life, utilizing prior knowledge of different families of vertebrates (mammal, reptile, and bird).</p>
PERFORMANCE TASKS AND ASSESSMENT	
Performance Activities/ Procedures Sequence of Activities Essential Questions	<p>ACTIVITIES/PROCEDURES:</p> <ol style="list-style-type: none"> 1. Review difference between main idea and details. Review what details do - tell more information and help us "see" the full picture. 2. Present book, <i>My Grandma Lived in Gooligulch</i>, and invite students to make inferences about what the book will describe. 3. Read aloud the story. 4. Invite students to share first impressions, and what they think the main idea of the story is. 5. Transition to jigsaw groups: "Now let's focus on those details. You are going to work in groups to look at a part of the story and see how many details you can find." 6. Divide students into Home groups of three. Give each Home group member one of the three pre-selected pages. Each Home group should have a complete set of three pages. Invite Home groups to read through their pages together for 10 minutes and make a list of every detail they can find (Grandma rode a kangaroo, the townsfolk thought it was strange, etc.). Students should organize their thoughts and notes in a T-chart (one column for home group, one column for expert group). 7. Pause discussions, and ask the home groups to break into their expert groups. For 10 minutes, all students with the same page will meet in an expert group to discuss and write down as many details as they can find on their specific page in the Expert Group column of their T-chart. Remind students they need to come from their Expert Groups with three new details from the other experts. 8. Pause discussions, and invite experts to go back to their Home groups. Once back in their Home groups, students will have 10 minutes to share what they got from their expert groups. 9. Thank everyone for participating. Invite groups to share their favorite detail (1-2) with the large group.

10. Direct students to their follow-up: Over the next few days, you and your Home Group will create a Gooligulch Nature Guide poster. Choose three or four animals from the story that are found in Australia. Draw a picture of each animal, and write two or three details that describe the animal underneath each picture. You can use the book for your details, or explore our animal books in the cultural library. Be sure to include what family the animal belongs to (amphibian, reptile, mammal, or bird) and in what habitat the animal can be found (desert, rainforest, temperate forest, swamp, etc.).

ESSENTIAL QUESTIONS: How can an author use details to make memorable characters in a story?

Assessment/Rubrics

Exit Ticket: Completed T-Chart

Performance Task: Gooligulch Nature Guide Poster ([Rubric](#))

	Mastery	Practicing	Introduced	Needs More
Using details to help give information about each animal (RL2.7, RL3.7)	There are 4 animals from the story, and each animal has 4 details. Some details are from the story, and some details are from other animal books.	There are 2-3 animals from the story, and each animal has 2-3 details. Details come from the story, but not other books.	Details are very basic, or there are only one or two details on the poster.	Work is missing.
Appearance (organized, neat, easy to read)	Poster is neat and well organized, with clear spaces between animals and details written neatly below each picture.	Poster is mostly neat and somewhat organized.	Poster is missing major pieces - only one or two animals, only one or two facts.	Poster is missing.

Differentiated Instruction

Differentiation Supports -

- Video read aloud:
<https://www.facebook.com/BlackburnPrimarySchool/videos/bps-storytime-my-grandma-lived-in-gooligulch/340502397100926/>
- Graphic organizer - T-Chart for note-taking, premade/printed for students who have fine motor or handwriting challenges.

	<ul style="list-style-type: none">• Teacher/aide scribe (or highlighter/colored pencil to isolate details instead of handwriting)• Extended time for poster-making
Technology Integration	Technology not required, but students can use typing or text-to-type for support on student iPads or watch the read aloud video.
Resources/Materials	MATERIALS: Anchor Text - <i>My Grandma Lived in Gooligulch</i> by Graeme Base [Base, G. (1990). <i>My Grandma Lived in Gooligulch</i> . Stoddart Kids.] Cultural Materials - Oceania biome map, Oceania continent card sets, animal parts card sets/booklets (internal/external parts of a bird, reptile, amphibian, mammal)