

## Lesson Plan

### That's Amazing!

**Book:** *Hippopotamuses*

**Series:** Animals of Africa

**Level:** Beacon

### Objective

To help students practice summarizing information, using technology to produce writing, and choosing visuals and titles that enhance their writing.

### Supplies

- *Hippopotamuses* book
- Whiteboard
- Computer access for each student or group of students

### Before the Activity

Read through the *Hippopotamuses* book, or assign it to students to read on their own. Write the following list on the whiteboard:

1. Exciting title
2. Body paragraph with a topic sentence followed by details
3. At least one bolded glossary word
4. Photo
5. Photo caption

### Activity

Choose one student to read the “That’s Amazing” feature on page 20 out loud to the class. Point out the features listed on the whiteboard. Ask students to use the information in Chapter 3 to create their own “That’s Amazing” pages. Each one should highlight a body part that helps the hippopotamus stay in the water for long periods of time.

Each student (or group of students) should use a computer to create a two-page spread. The spread should have one paragraph of text. Remind students that all the text should be in their own words. They should also choose at least one word that they think would make a good vocabulary word. They should make that word bold.

The spread should also have a catchy title and a picture that helps show what the text describes. Students should look for a photo that is related to the text on their spread. They

should write a caption for the photo, too. The caption should be a complete sentence, and it should not repeat any information that is in the main paragraph.

### **Evaluation**

Give the students 2 points for each question that can be answered “yes,” for a total of 16 points:

- Did the students choose a catchy title?
- Did they accurately summarize information from Chapter 3 in their own words?
- Did their paragraph begin with a good topic sentence?
- Did their paragraph include specific facts from the book?
- Did they include at least one glossary word?
- Was the photo helpful or relevant?
- Was the caption a complete sentence?
- Did the caption give information that was not in the paragraph?

### **Standards**

This lesson may be used to address the Common Core State Standards’ reading informational texts standards, grade 4 (RI 4.2), and writing standards, grade 4 (W 4.6).