

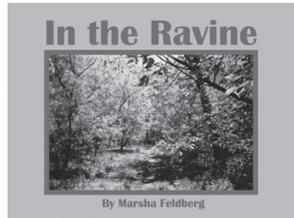
IN THE RAVINE

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Photography by - Sally Bratt, James Bell, Marsha Feldberg and others
Genre - Report

Set 17 - 360 Words

Building Anticipation - Setting the Context

Look at a topographical map or a globe that has raised topographical features. Point out mountains, plateaus, deserts and other features. Introduce the word *ravine* and use reference texts or magazine pictures to clarify the students' understanding of a ravine.



Introduction

Ask students to think about their favorite outdoor place. Give them suggestions such as the beach, the mountains, the backyard and the park. Talk about what makes these places special. Ask the students to close their eyes and picture this place during the different seasons. Tell students they are going to read a book entitled *In the Ravine*. Spend some time predicting what will be in the ravine and how the ravine could be different in the different seasons of the year.

Discussion-Book Talk

Right there questions:

- What happens to the trees in the winter?
- Name some animals that live in the ravine.
- What sound does the stream make in the spring?
- What words does the author use to describe the leaves in the summer?

Think and search questions:

- What happens in the ravine in the fall?
- Why are you able to see your reflection in the stream in the summer?
- What are the animals doing in the ravine in the fall?
- What are the animals doing in the winter?
- How do we know when spring has come again to the ravine?

On your own questions:

- What other things do you think could happen in a ravine?
- Why do you think the author says the ravine is a special place?
- In which season would you visit the ravine? Why?
- Does the place the author wrote about remind you of a place you know? If so, how does it remind you?
- If you could name this ravine what would you call it?

Creative Response— Independent Practice

Create a Brochure

Ask students if they would like to visit the ravine. Tell them that there are many ravines that serve as tourist attractions. Bring in some brochures from travel companies to show what is included in a tourist brochure. Make a list of headings. In a shared writing situation, make a tourist brochure for the ravine in the story.

Oral Language

Ask students if they think that the ravine should be a tourist attraction or should it be left alone. Debate the pros and cons. On chart paper make a list of the pros and cons as the discussion ensues.

Writing Workshop

Look around your community. Review the components of a tourist brochure. Ask students to choose something in their community and create their own tourist brochure. Send these to the city hall as a class project.

Review the five senses and give examples of words and phrases that reflect the different senses. Have the students write a senses poem about the ravine using the reproducible master as a guide.

Art

Using paper mâché, paint, and other materials students create a diorama of the ravine depicting one of the seasons. To accompany the diorama students create a list of words that describe the diorama.

Science

Research the habitats and life cycles of living things. Each student can choose an animal to research.

Read Aloud and Poetry Connections

- A New Butterfly - My First Look at Metamorphosis* by Pamela Hickman and Heather Collins, Kids Can Press, 1997.
- A New Frog - My First Look at the Life Cycle of Amphibians* by Pamela Hickman and Heather Collins, Kids Can Press, 1999.
- A Seed Grows - My First Look at a Plant's Life Cycle* by Pamela Hickman and Heather Collins, Kids Can Press, 1997.
- Hungry Animals - A Pond Chain* by Pamela Hickman and Heather Collins, Kids Can Press, 1999.
- The Other Way to Listen* by Byrd Baylor, Peter Parnall and Louise Williams, Aladdin Library, 1997.

Learning about Language – Focused Teaching

- High Frequency Words - still, open, place
- Interest Words - ravine, buds, bridge, babbling, reflection, chirping, fetch, maples, oaks, birches, willows
- Word Families and Letter Clusters - *ea* family: stream, clean, leaves, eat - *ee* family: trees, green, see, sleeping
- Structural Features of Words – Compare *f* sound: rough, off
- Text Features - Descriptive language : Page 12, *just like a mirror*: Page 8, *warm spring weather*: Page 8, *blanket of snow*: Page 10, *babbling sound*: Page 19, *loud chirping song*

Reproducible Master - In the Ravine

Write a senses poem about the Ravine.

In the Ravine

In the Ravine

I see _____

In the Ravine

I hear _____

In the Ravine

I taste _____

In the Ravine

I smell _____

In the Ravine

I feel _____

By: _____