

Curriculum Project: *The Cheetah Who Ran Too Fast* by Trudi Franke  
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Classroom Observation/Rationale: Observation was conducted at Camphill Trust on Tuesday, June 12, 2018, in the reception classroom. We noted the heading “Story Time” on the chalkboard along with a specific title and hand-drawn illustrations of animals. We also noted learning centers designed for small group instruction and assessment in literacy, fine motor, and math. We heard both English and Setswana used in the classroom. Additionally, picture schedules were visible outlining each step of classroom routines for children. Based on these observations, we decided to create a reception/kindergarten pre-literacy unit related to an African short story for children.

Our goal was to create a unit to engage young learners with varying knowledge and skill levels in a shared literacy experience using Universal Design for Learning (UDL). We located *The Cheetah Who Ran Too Fast and Other Children’s Stories from Africa* by Trudi Franke in a book store in Botswana. We believe these short stories represent Botswana culture and folklore by using animal characters to teach cultural values to young learners. More specifically, *The Cheetah Who Ran Too Fast* teaches children to take things one step at a time as opposed to hurrying through life. This lesson highlights an important cultural difference between the American way of life and that of the Batswana. We often hurry in America, becoming task-oriented and focused on end results. The Batswana move through life at a more relaxed pace, focusing on community, relationships, and processes.

We collaborated with Mma Molefe, former Director of the Special Support Services Unit at The Ministry of Basic Education, to obtain a template for lesson planning used by teachers in Botswana and curriculum standards as outlined by the Primary School Syllabus.

For students in Botswana, the specific objective of Standard 1, Module 1 (Listening) addressed is 1.8.1.1:

Identify what a short story, passage, or dialogue is about.

For students in North Carolina, the primary standard addressed is NC Common Core Standard for Kindergarten level Reading/Literature 3.2:

Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

Botswana Primary School Lesson Plan

Class: Reception (Botswana)/ Kindergarten (North Carolina, USA)

Duration: 20 minutes

Topic: Botswana Short Story: *The Cheetah Who Ran Too Fast* by Trudi Franke

<p><b>MATERIALS:</b> <i>The Cheetah Who Ran Too Fast and Other Children's Stories From Africa</i> by Trudi Franke, <i>The Cheetah Who Ran Too Fast</i> (adapted version), animal props and/or pictures (cheetah, elephant, lion, zebra, &amp; giraffe), communication board, concluding questions with visual supports, alphabet manipulatives, pencil, and paper</p>			
TIME	CONTENT	TEACHER ACTIVITY	LEARNERS ACTIVITY
5 minutes	INTRODUCTION:	<p>Introduce the story by presenting the cheetah prop or picture.</p> <p>Ask simple questions to engage learners:</p> <ul style="list-style-type: none"> <li>● Look at this animal. What is its name?</li> <li>● What do you know about this animal?</li> <li>● Let's learn more...</li> </ul> <p>Provide guidance and/or reinforcement as needed.</p>	<p>Examine/explore cheetah prop or picture.</p> <p>Respond to questions using words, signs, or pictures.</p>
10 minutes	DEVELOPMENT:	<p>Read story aloud using Interactive Shared Book Reading.</p> <p>Lead learners in call &amp; response format for giving directions to cheetah.</p>	<p>Listen to story and look at pictures.</p> <p>Engage in storytelling by repeating directions when cued by teacher.</p>
5 minutes	CONCLUSION	<p>Ask learners to explain the point of the story to assess comprehension:</p> <ul style="list-style-type: none"> <li>● Who was the</li> </ul>	<p>Respond to questions using words, signs, or pictures.</p>

		<p>main character in the story?</p> <ul style="list-style-type: none"> <li>● What problem did Cheetah have?</li> <li>● Where did the story take place?</li> <li>● How did Cheetah solve his problem?</li> <li>● Can you think of a time when you felt like Cheetah? What did you do?</li> </ul> <p>Expand on ideas of the learners and provide reinforcement. Access visual information in the book if needed.</p>	
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**Adaptations for Students with Disabilities using UDL Principles:**

1. Representation: We created an adapted book for students who have difficulty attending to stories and processing auditory information. The adapted book presents the main idea of the story in a simple, concise format with visual support. The adapted book can be accessed by students in paper format or by using a computer/iPad. We also created concluding questions with visual support to assess basic comprehension skills.
2. Expression: Learners will express what they know using words, signs, or pictures. Picture vocabulary will be provided with a communication board. Pictures can also be accessed in the books.
3. Motivation: Provide animal props for learners to follow along with the story. Access Cheetah Bang Bang song/video on youtube before or after the shared reading experience: <https://www.youtube.com/watch?v=qEmd99ev2dg>

**Extension Activities for Literacy Center:**

1. Provide animal props or pictures for story sequencing or retelling (first/next/then format).
2. Use communication boards to learn animal names in Setswana and English simultaneously.
3. Provide small board books for additional facts and vocabulary on Botswana animals.

**Extension Activities for Fine Motor/Pre-writing:**

1. Provide animal flashcards and alphabet manipulatives for constructing words.
2. Provide animal flashcards with paper and pencil or dry erase boards for copying words.
3. Provide wildlife wipe-off activity books for students to build upon fine motor skills while tracing words and drawing pictures.

4. Provide coloring activity book or coloring pages to incorporate fine motor skills practice.

Extension Activities for Math Center:

1. Provide animal props and pictures for matching:
  - a. Big animal to small animal
  - b. Animal to picture
  - c. Picture to picture
2. Provide animal props for sorting:
  - a. By size
  - b. By attribute
3. Provide animal props for counting.