

Lesson Plan #4

Name of Lesson: It's a Girl!

Lesson Overview:

This lesson takes the student deeper into the topic of gorillas, familial interactions and relationships. It is the springboard that opens the issue of endangerment. The target in this lesson is to mediate this transition by looking at human adaptations and changes in lifestyle upon immigration. There are two articles that support this lesson. The first article is based on a newspaper article about the birth of a female gorilla at the Calgary zoo. The second article focuses on defining what adaptation means. Students will continue to add vocabulary to the word wall as well as work on an assignment for their portfolio.

Objectives:

Language Learning	Concept	Strategies
Questioning Who, what, when where, why, how	Rituals Traditions Community Adaptations –physical, behavioural	Previewing the main ideas and concepts of the material to be learned, by skimming the text for the organizing principle Planning the parts, sequence, and main ideas to be expressed writing. Using reference materials such as dictionaries

Materials: Overhead transparency of “It’s a Girl!-Finally”
 Copies of “Behaviour for Survival”
 stickies
 Markers
 ‘It’s a Girl’ question sheets
 ‘It’s a Girl’ modified cloze (vocabulary)
 ‘It’s a Girl’ vocabulary
 Celebrating family assignment

Activities: Skimming for the main idea
 Asking and answering 5 w’s questions
 Vocabulary/dictionary work
 Modified cloze activity to access vocabulary
 Planning, sequencing writing
 Computer research, planning, organizing facts

Teaching Phase:

Part 1: Warm-up

- Put students in groups of 3, hand out stickies to record data
- Instruct students to brainstorm everything they know about gorillas to date
- One student must be the timekeeper, one student – the recorder, one student -the reporter
- They will have a 3-5 minute time limit
- Encourage each group to share their knowledge, stick student responses on chart paper and add to it as new information emerges.

Part Two: Teaching new language/concepts

- Hand out copies of “It’s a Girl- Finally”
- Ask students to look at the title and predict the main theme of the article
- Have students skim article to find out the answer to the following questions (play the candy to the first hand up game)
 - Who is the mother?
 - Who is the father?
 - Where is the word ‘relaxing’? What do you think it means?
 - How much does the baby weigh?
 - Where was the baby born?
- Re-read text carefully with students, modeling strategies to understand the various vocabulary words. Turn off overhead.
- Hand out vocabulary cloze assignment. Guide students through the cloze.
- Have the students highlight the vocabulary words (they are the identified words for this cloze) that they know the meaning of without looking in a dictionary. Can they think of another word that means the same thing?
- Instruct students to choose one word that they do not know the meaning of and write it on a piece of paper. They are then to find someone who knows the meaning of that word. If they cannot find anyone who knows the word, then they must go back to the article with their partner and see if they can figure it out between the two of them. (NO Dictionaries yet!)
- Bring the students back and review all the words and the meanings that they have noted.
- Hand out vocabulary/synonym worksheet. Review synonyms with the students. Students are to write the meaning of the word and a synonym for the vocabulary word. If the students are completely stuck, they may use the dictionary but it is a last recourse! They may work with a partner if they choose.
- **Comprehension check:** give students ‘It’s a Girl’ question sheet. They are to answer the questions without referring back to the text.

- Discuss how family births are celebrated ...baby showers, etc... Encourage students to share stories of their own particular traditions or celebrations for the birth in the family. Compare and contrast.. is it different in Canada or the same. Guide students into a discussion on how their lives have changed since coming to Calgary. Have they kept any of their own traditions, celebrations? Is it the same? How has it changed? Why?
- Guide students to write about this topic for their portfolio. (see assignment sheet)

Transition from Gorilla – family to Gorilla – the endangered species:

- Introduce the idea of **adaptation** by accessing background knowledge. Explicitly tie in the notion of the baby gorillas needing to be born in captivity... significance of the birth for species..etc
- Read ‘Behaviour for Survival’ with students, modeling the strategy of contextual guessing.
- Have students select vocabulary words for the word wall. They are to illustrate six of the new vocabulary words they have discovered and create a “vocabulary quilt” by illustrating the word on paper.
- Students re read ‘Behaviour for Survival’ with a peer
- Review QAR questioning technique with students using “It’s a Girl” to model the three types of questions (‘Right there’, Think and Search’, ‘On My Own’)

Part Three: Practice/reinforcement and extension of new learning

- Instruct students to develop 6 questions based on the article for partner.
- Computer assignment: Choose an animal to research adaptations. Using “Yahooligans.com” locate this animal’s fact sheet. Take jot notes of specific characteristics that this animal has to adapt to its’ environment. Make a small poster of this animal, labeling its’ physical adaptations and writing a short paragraph about how it has adapted to its present environment. It is to be turned in next lesson.

Part Four: Closure

- Pair/share...students meet with a partner and tell each other three things that they learned this lesson.
- Share journal entries, review vocabulary targeting issues of endangerment, adaptation, lifestyle

It's A Girl!

Adapted by Kalpana Vrielink
from 'Baby Gorilla First for Zoo' (Calgary Sun.Oct.20, 2000)

There was **excitement** in the Calgary Zoo late Wednesday **night** when Julia gave **birth** to a baby girl at 10 p.m. Julia is one of the Western **lowland** gorillas at the zoo. This baby is the first **female** gorilla born in Kakinga's troop and Julia's **fourth** child. She had her first baby in 1993. All of her children are **fathered** by the 21-year-old silverback, Kakinga.

Trish Exton-Parder of the **Calgary Zoo**, said that this birth is **significant** because of the **breeding** process. The baby **gorillas** that had been born in **captivity** at the zoo had all been male up until now. Gorillas are an **endangered** species and are a part of a **survival** plan to ensure the best possible genetic outcome when breeding animals in **captivity**.

A **name** from an African language will be given to the 2.5-kg baby by the **zookeepers** later this month. **Presently**, Julia and her daughter are relaxing in private quarters where the zookeepers will **monitor** their **behaviour** for the next few days. They want to make sure that Julia is **nursing** and **bonding** well with her baby and that there are no problems. If all goes well the public will be able to **view** the latest edition of the **gorilla** troop very soon!



Have you seen my
bundle of joy?

It's a Girl!

Answer the following questions in complete sentences.

1. When was the baby born?_____
2. Why are the zookeepers excited about the baby?_____
3. How much does the baby weigh?_____
4. Why can't the public see the baby until next week?_____
5. Why is it important to monitor the breeding process of gorillas?

6. Who is the father of the baby?_____
7. How many children does Julia have?_____
8. How many boys and how many girls does Julia have?_____
9. What kind of a gorilla is Julia?_____
10. What do you think would be a good name for the new baby? Why?

11. When was the baby born?_____
12. Why are the zookeepers excited about the baby?_____
13. How much does the baby weigh?_____
14. Why can't the public see the baby until next week?_____
15. Why is it important to monitor the breeding process of gorillas?

16. Who is the father of the baby?_____
17. How many children does Julia have?_____
18. How many boys and how many girls does Julia have?_____
19. What kind of a gorilla is Julia?_____
20. What do you think would be a good name for the new baby?
Why?_____

Fill in the blanks to complete the story.

There was _____ in the Calgary Zoo late Wednesday_____, when Julia gave _____ to a baby girl at 10 p.m. Julia is one of the Western _____ gorillas at the zoo. This baby is the first _____ gorilla born in Kakinga's troop and Julia's _____ child. She had her first baby in 1993. All of her children are _____ by the 21-year-old silverback, Kakinga.

Trish Exton-Parder of the _____, said that this birth is _____ because of the _____ process. The baby _____ that had been born in _____ at the zoo had all been male up until now. Gorillas are an _____ species and are a part of a _____ plan to ensure the best possible genetic outcome when breeding animals in_____.

A _____ from an African language will be given to the 2.5-kg baby by the _____ later this month._____, Julia and her daughter are relaxing in private quarters where the zookeepers will _____ their _____ for the next few days. They want to make sure that Julia is _____ and _____ well with her baby and that there are no problems. If all goes well, the public will be able to _____ the latest edition of the _____ by the middle of next week.

Vocabulary (synonyms)

Write the meaning of the word in your own words and a synonym for each word. Try not to use a dictionary unless you are absolutely stuck. You may work with a partner.

lowland

Definition _____

Synonym _____

excitement

Definition _____

Synonym _____

significant

Definition _____

Synonym _____

captivity

Definition _____

Synonym _____

endangered

Definition _____

Synonym _____

survival

Definition _____

Synonym _____

genetic

Definition _____

Synonym _____

zookeepers

Definition _____

Synonym _____

presently

Definition _____

Synonym _____

relax

Definition _____

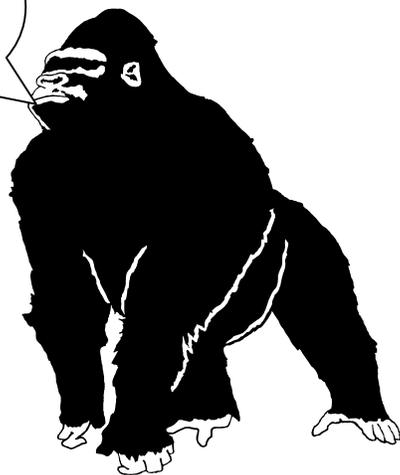
Synonym _____

behaviour

Definition _____

Synonym _____

A **synonym** is a word that means the same as another word.



Behaviour For Survival



Imagine that it is a beautiful sunny summer day. You decide to go to Lake Minnewanka for a picnic with your family. You pack everything you need for the picnic, get in the car and drive out to the mountains looking forward to a great time with your family.

Everything is going great. There is lots of food and everyone is enjoying the day out. All of a sudden, there is a cloudburst and it begins raining cats and dogs! What will you do?

You have a few options. Will you:

- Pack up everything and leave, perhaps going home and finish your picnic there?
- Put on your raincoats, hang a tarp on a tree and create a makeshift shelter. This way you can finish your picnic without going anywhere. It is likely, however, that you will get cold, wet and that you will be miserable and angry that the rain upset your beautiful day out in the mountains.
- Find a suitable shelter nearby and fire up a gas stove to cook your hot dogs. This way, you are not completely abandoning your picnic site and you may still be able to enjoy your picnic.

Just as you had to decide what to do when your environment changed and threatened your picnic, animals have to make changes to survive in their changing habitat. Physical or structural alterations happen over time as the animals evolve. All living things are adapted so that they can 'fit' into their environment - their surroundings. We can see how animals have changed or adapted to their

environment by studying their physical structure. Let's look at birds for some examples.

What do you think this bird eats, small creatures, fish or flying insects? Look closely at its bill. How does it compare to the bills of other birds?



I am a blue heron.
I hang around in
shallow water. I
like to eat fish.

All birds have a bill or a beak. A crane's beak, like the blue heron's, is different from a robin's beak. A robin's bill or beak is different from a hummingbird's bill. All birds use their bills to gather food. The way their bill is shaped is well suited to the food that the bird eats. We call this a physical adaptation because different birds have different bills so that they can gather the food they need efficiently.

Many birds have hollow bones. This makes the bird lighter, making it easier to fly. Adaptations like these are an inherited characteristic that the animal has developed over many years to help its survival in the environment.



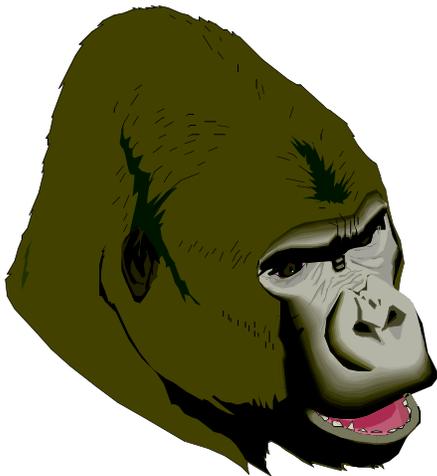
This robin's feet are an example of an adaptation. Robins are perching birds. Birds like robins have feet with three front toes, one long hind toe, and a special tendon that will automatically lock their hind toes around a branch when they land on it.

Sometimes, animals have to learn to change their behaviour in order to survive in their habitat. For example, children have to learn to look both ways before crossing the street.

This is not a physical adaptation because children are not born knowing how to watch for cars on a busy road. Looking both ways before crossing the street helps humans to survive. This is called a behavioural adaptation.

Humans are able to survive in many different types of habitats. We can live in space and even in the deep blue sea in a submarine. Humans have made many behavioural adaptations to make our lives easier in the different environments that we live.

In the same way, animals must learn to make behavioural adaptations in order to survive. We have taken away the natural environment of many animals making it difficult for them to survive. Some animals have difficulty existing in a world where humans have destroyed their homes and their food through deforestation or growing cities. Animals whose lives are in danger of becoming extinct are called endangered. Their survival is threatened because they do not have the physical or behavioural adaptations necessary to fit into their habitat.



Can you think of any physical and behavioural adaptations that gorillas have that help them to survive?

What kinds of threats endanger their survival?