

Lesson Plan #5

Name of Lesson: What Happens In the Wild? – a study of published text and the reading of Matthew's, *Light Shining Through the Mist*

Lesson overview:

This lesson will include a reading of Tom Matthew's book, *Light Shining Through the Mist* preceded by a vocabulary review. An LEA is used to promote heightened comprehension of information, vocabulary, and text meaning. Report writing and outlining are introduced; a jigsaw strategy is used for information sharing.

Objectives:

Language Learning	Concept Objectives	Strategies Objectives
Introduction to conditional Stating factual information Sequencing information, Confirming facts Expressing concern and compassion	Examining the gorillas' position in the wild Relationships, Responsibilities Adversity, challenge, and opportunity	Purposeful listening and speaking Cooperating with peers Creating a summary of information gained through listening and report writing

Materials: National Geographic's book, a photobiography of Dian Fossey written by Tom Matthews and titled, *Light Shining Through the Mist*, is available through the public library, and provides a plethora of extremely good information and concept exploration opportunities.

Activities: Listening practice
Vocabulary review
LEA activity
Introduction to the conditional, "If...would"
Guided report writing outline and mini-project
Thinking about challenges and opportunities

Teaching Phase:

Part 1: Warm up

- Begin today's lesson with a quick review of some of the vocabulary from the lists in lessons three and four.
- One way to do this would be to ask students to share the sentences they created in the lesson three exercise and/or the synonyms they found in lesson four.
- Remind students to place '*Celebrating Family*' and '*Adaptations*' assignments into their portfolios.

Part 2: Teaching new language, concepts, and strategies

Today students will be introduced to Dian Fossey and the gorillas of Rwanda. Tom Matthew's book, while a bit lengthy, is an excellent story, written at an instructional level.

The book should be read ahead of time so that specific sections can be focused on while others might be left out.

There are lots of excellent pictures to share with students – you might introduce the book by copying some of these and letting students tell others what they see in these.

Then, read the foreword written by George Schaller and ask students to tell you what they think it is saying.

Pages 12-18, 20-30, 35-38, 44-51 and 58 pretty much tell the story. There are lots of pictures so these twenty-one pages should not take more than about fifteen minutes. However, depending on your class, the reading of the book may have to be 'chunked' and some questions asked part way through.

An LEA (Language Experience Activity):

- Following the reading of the book, (which may need to be 'chunked') ask students to share some of the things they remember.
- As students provide information, write it up on the blackboard (or overhead).
- Aim for covering the main points of Fossey's experience with the animals.

Encourage a full experience and initiate an introduction to the upcoming conditional through the use of some simple questioning:

(Examples:)

- If a gorilla were approached, would it be friendly?
- If humans tried to feed the gorillas, would the gorillas take the food?
- If Dian Fossey tried to touch a gorilla, would it trust her?
- If a gorilla got sick, would the other gorillas help it?

Part 3: Practice/reinforcement and extension of new learning

- As soon as a good sample of the students' recollection, in the form of sentences, has been displayed, ask students to repeat it back in an oral fashion.
- Check to see if they want any additional information included.

Cloze activity:

- Using the student-generated sample erase approximately every fifth word and then ask students to fill in the blanks
- Next, ask students to take turns reading the sentences out loud and filling in the blanks with the missing vocabulary.

- This could be practiced a number of different times with a variety of terms erased – focusing on new vocabulary, verb forms, comparatives and superlatives, etc.

A Look at Outlining:

- Students will be asked to use the information from the previous four lessons to complete an informal outline about gorillas.
- Ask students to brainstorm (or use a web format) the different kinds of information they have now learned about gorillas – print this information on the board or overhead
- You may wish to set up categories as you go or just get the information first and then categorize. Categories created should include habitat, family life/care of young, diet/nutrition, life span/general health and habits, threats to survival, recovery plan, and sources of information.
- Next, create a chart format and print one heading at the top of each space (see example of 'Report Outline').
- With students, choose one of the categories and fill it out with related information.
- At this point, students could be placed into small groups. Assign one category to each group and ask them to cull all related information for their specific category from the black board information **as well as** from the various texts used.
- Provide students with a set amount of time for this activity and then call them back together
- Use a jigsaw strategy in order for each group to share their information with classmates. Stress that all students should have the same information at the conclusion of the jigsaw.
- Students can return to their original groups to check that the information is congruent

A Look at Sources of Information

- Discuss with students where all of the information they have gathered to this point came from
- Walk them through how they would set up a reference list on a separate piece of paper from the rest of their report
- Model, for them, how to properly print their sources (the three articles and the book)
- Ask them if there are any categories that have less information than other categories
- Also ask if they are missing any info., or if they wish they knew more about certain aspects of gorillas than they do
- Solicit ideas from them as to where else they might have been able to get information and have them write these ideas down so that they can refer back to them during their final project
- Take them to the library to find books, reference materials, Internet information (have them print this out), magazines, etc. about gorillas

- Bring all materials back to class for next day's lesson

Challenges and opportunities

- This is an opportune time to have students think about/write about opportunities that they would like to explore (career paths, etc.) and challenges that they might face because of their choices.
- Talk about/share some opportunities/challenges you faced as a model for what you would like them to try.
- Perhaps a reflective writing piece?

Part 4: Closure

- Ask questions related to vocabulary (especially *endangered*, *poachers*, *illegally*, *encroachment*) and comprehension/recall (for example: if the LEA uses 'body parts' – what body parts of the gorilla did we see in the movie clip?)
- Proceed by having the students copy out their recollected story sample (from LEA) into their own notebooks to take home to practice (this can then be used as an assessment activity the next day).
- Challenge students with home computers to try to find more information about mountain gorillas, Dian Fossey, gorillas in Rwanda, endangered gorillas, etc.