Thematic Unit: Gorillas

3rd Grade-Intermediate Level of Proficiency

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Texts

1. Fiction Book: *Little Gorilla* by Ruth Bornstein


   Fiction Book Summary: This book is about a little gorilla that lives in the jungle. Every animal in the jungle loves little gorilla. Little gorilla is getting bigger and is going to have a birthday. After little gorillas birthday all the animals in the jungle still love little gorilla. This book relates to the unit plan by introducing gorillas to the students. The students will have an opportunity to see a gorilla in the jungle and his interaction with other animals. The students will also see what a jungle looks like through the illustrations in the book. The students will do a retelling and hot seat using this book on Day 1.

2. a) Non-fiction Book: *Amazing Gorillas!* by Sarah L. Thomson


   Non-fiction Book Summary: This book takes a look inside gorillas’ native habitat in Africa. It talks about baby gorillas, adult gorillas, and silverbacks. The book discusses gorillas’ diet, their daily lives, and their sleeping. It also talks about how scientists study gorillas and how gorillas are endangered. The book has many vivid illustrations with authentic pictures of gorillas in Africa. The book also introduces many key vocabulary words with pronunciations of the
words to assist the reader. This book will be used on Day 1 (if time allows) or Day 2 to introduce key vocabulary words about gorillas to the students.

b) Non-fiction Book: *Gorillas Gentle Giants of the Forest* by Joyce Milton


Non-fiction Book Summary: This book goes into more detail than the previous non-fiction book discussing specific scientists, like Dian Fossey, and specific gorillas, like Koko. It takes the reader through gorillas’ natural habitat and to a gorilla refuge where Koko lives. The book also talks about how people became fearful of gorillas, and hunters that go into the forest. There are key vocabulary words throughout the book. The illustrations are hand drawn making them not as authentic and life like as the previous book. This book will be used in the unit plan by introducing more key vocabulary words to the students on Day 1 (if time allows) or on Day 2.

**Technological Resources**

1. Websites: These websites will be used by the students on Day 3 to further their research on biomes and different animals that live in biomes.

   [http://www.factmonster.com/ipka/A0769052.html](http://www.factmonster.com/ipka/A0769052.html) This website is very kid friendly. It discusses the six major land biomes that the students will be learning about in the unit plan. The website provides bright colors to attract students, and questions during reading to assess the students’ comprehension.

   [http://www.english-online.at/biology/zoos/at-the-zoo.htm](http://www.english-online.at/biology/zoos/at-the-zoo.htm) This website is also very kid friendly. It provides cartoon illustrations. The text is easy to read and bolds key vocabulary words that the students learned about earlier in the lesson (i.e. savannah, biome).
Boeving: Thematic Unit

http://www.stlzoo.org/ This is the St. Louis Zoos website. This website will help the students’ research further on biomes and different animals. This website may also help students gather information on what they will expect to see at the zoo.

2. Video: This video will be shown on Day 3 after the teacher talks about biomes.

http://www.youtube.com/watch?v=RCT_J2ikHN4- This video shows a scientist going to different biomes. He discusses how he feels in each biome (i.e. cold, hot). The pictures in the video will show students more examples of how different biomes look. The video also uses a video game simulator to help explain why certain biomes are hot and certain ones are cold.

Field Trip

The field trip will take place at the St. Louis Zoo at the end of the thematic unit. The unit plan will begin on Monday and end with a field trip to the zoo on Friday. Throughout the week the students will learn about gorillas, their habitats, and different biomes that occur in the world. The goal of the field trip is to have students compare the biome of gorillas to the biome of another animal.

Assessments

Informal

1. Day 1 Retelling of the story and hot seat- the teacher will walk around the classroom and informally assess the students as they are in groups while retelling the story and doing the hot seat strategy.

   1. Day 1 & 2- Vocabulary Lesson- students raise their hands if they have heard a word on the word wall that was mentioned in Amazing Gorillas! while the teacher reads Gorillas Gentle Giants of the Forest

   2. Day 1 & 2- Vocabulary Lesson- the teacher will walk around the classroom while students are working on their crossword puzzles to see if each student is staying on task, understanding the assignment, and cooperating with their partner.

   3. Day 3 & 4- Biome Lesson- the teacher will walk around the classroom while students are working on their flip books to see if each student is staying on task, if the students are participating in further research, if the students are understanding the assignment, and if the students are cooperating with their partner (if they are working with one).
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**Formal**

1. Day 1 & 2- Vocabulary Lesson- students will turn in their crossword puzzle at the end of the second day of class.

2. Day 3 & 4- Biome Lesson- students will turn in their flip books after the field trip to the zoo.

3. Day 5- Venn Diagram- students will turn in their Venn diagram after their trip to the zoo.

**Anticipatory Set**

The teacher will tell the students on Monday that they will spend this week learning about gorillas in their habitat. The teacher will tell the students that they will learn all about gorillas and they will learn new vocabulary words that apply to gorillas. The teacher will tell the students that they will get to spend time working in groups, with partners, and coloring and drawing. The teacher will briefly show the students the different books they will be learning about and the different reference books they can use (including the ABC Book). The teacher will then tell the students that they will be playing the role of a scientist on Friday during their trip to the St. Louis Zoo. They will be comparing and contrasting different biomes of animals using the information they learned during the week as guidance and assistance.
Day 1- Comprehension Lesson

Little Gorilla

Grade Level: 3rd grade

Materials Needed

Little Gorilla book by Ruth Bornstein (one copy for each student)

Objective: At the end of the lesson the students will be able to demonstrate comprehension skills by retelling a story or using the hot seat strategy for the story.

Common Core State Standards

Reading Literature Standards

CCSS.ELA-Literacy.RL.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.

CCSS.ELA-Literacy.RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Listening and Speaking Standards

CCSS.ELA-Literacy.SL.3.1b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts un

CCSS.ELA-Literacy.SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSS.ELA-Literacy.SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

CCSS.ELA-Literacy.SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Language Standards

CCSS.ELA-Literacy.L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
Introduction:

The teacher will tell the students that they will each read the book *Little Gorilla* by Ruth Bornstein. The teacher will pass out a book to each student. The teacher will tell the students that this book is something that the students could have read in previous grades, but they are going to work in groups to use new strategies today with the book. The teacher will introduce the book and the author and then tell the students to read the book independently and silently. The teacher will tell the students that when they are done to put their book down on the desk.

Input

When all the students are done reading, the teacher will divide the class into preassigned groups of four students based on varying ability level (higher ability, average ability, and lower ability students). The teacher will tell the students that in their groups two students will retell the story to the rest of the group, and the other two students will play the role of hot seat. The teacher will assign what two students in the group will retell the story and what two students in the group will do the hot seat. The teacher will model both of these for the students using another book.

The teacher will pick a book that the students have read previously and model the retelling of the story. The teacher will retell the characters in the story and what happens in the story. The teacher will then pick one character from the story and model the hot seat strategy. The teacher will tell the students that the hot seat is acting like one of the characters and talking about what happens to that character and the feelings of that character. The teacher tells the students that the two students in the groups that do the hot seat will take on the role of the little gorilla.

The teacher will tell the class to begin and walk around to informally assess the students.

The teacher will note the following for the students in general: are the students listening to other students when they talk? Are the students being respectful in their groups? Are the students paying attention and staying on task?

The teacher will note the following for the students that are retelling the story: Are the students listing all or most of the characters in the story? Are the students expressing the main idea of the story?

The teacher will note the following for the students that in the hot seat: Are the students taking on the role of the little gorilla and talking from the little gorilla’s perspective? Are the students expressing feelings that little gorilla may have had in the book?

The teacher will then move on to the Vocabulary Lesson if time allows in Day 1.
Day 1 & 2- Vocabulary Lesson

Gorillas!

Grade Level: 3rd grade

Materials Needed

Amazing Gorillas! book by Sarah L. Thomson

Gorillas Gentle Giants of the Forest by Joyce Milton

Gorilla crossword puzzle worksheets- one for each student (see Appendix A for student copy and Appendix B for teacher copy)

Pencils

Chalkboard/chalk or dry erase board/markers

Pictures, word strips, and sentence strips from Amazing Gorillas! (see Appendix C)

Pictures, word strips, and sentence strips from Gorillas Gentle Giants of the Forest (see Appendix D)

Overhead projector or Smart Board

Objective: By the end of this lesson, the students will be able to complete a crossword puzzle created by the teacher that matches vocabulary words with definitions without error.

Common Core State Standards:

Listening and Speaking Standard

CCSS.ELA-Literacy.SL.3.1b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

Reading Standard

CCSS.ELA-Literacy.R1.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

Language Standards
CCSS.ELA-Literacy.L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCSS.ELA-Literacy.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

Introduction

The teacher will review the previous lesson of retelling and hot seat and create a list about what students learned from the fiction book *Little Gorilla*. The teacher will tell the students that she will be reading two non-fiction books about gorillas. One is called *Amazing Gorillas!* by Sarah L. Thomson and the other is called *Gorillas Gentle Giants of the Forest* by Joyce Milton. The teacher will tell the students that the book may answer some questions that the students have about gorillas and help them understand gorillas better.

Input- Part 1- Creating a Word Wall

The teacher will begin with the book *Amazing Gorillas!* and introduce the vocabulary words as they appear in the book. First, the teacher will put a picture of the word on the board and have the students guess what the picture is. (If no one volunteers, the teacher moves onto the next step). During the next step, the teacher tells the class what the word is and puts the word strip next to the picture. Then the teacher will use the word in a sentence and put the sentence strip under the picture. This will continue for all twelve vocabulary words found in *Amazing Gorillas!*

For example, the teacher will put a picture of a gorilla up on the board. She will ask the students what they think the picture is. After a few guesses, the teacher will put the word strip next to the picture. In this case, the word would say “Gorilla”. Then the teacher will use it in a sentence and put the sentence strip under the picture. In this case, the sentence strip would be, “Gorillas are big primates that live in Africa or they can live in the zoo”.

Words Used During Vocabulary Lesson from *Amazing Gorillas!*

1. **Gorilla**- the largest living primate and lives in Africa

   Sentence: Gorillas are big primates that live in Africa or they can live in the zoo.

2. **Blackback**- a young male gorilla

   Sentence: Young male gorillas are called blackbacks because their back is black.

3. **Silverback**- an adult male gorilla
Sentence: An older male gorilla will have hair on his back that is silver so he will be called a **silverback**.

4. **Primates**- a group of animals that have features in common, includes humans and gorillas

Sentence: People and gorillas are animals that are **primates**.

5. **Chimps**- full name is chimpanzees; they have things in common with gorillas

Sentence: **Chimps** and gorillas both live in Africa

7. **Grunts**- noise a gorilla makes to say “Stop!” It is a deep sound.

Sentence: Gorillas and people **grunt** sometimes if they do not like something. (Teacher will make a grunting sound).

8. **Ticks**- an eight leg animal that is found in areas with lots of grass and trees.

Sentence: **Ticks** have eight legs like spider and live in grassy areas.

9. **Lice**- an insect that are usually found in hair

Sentence: Gorillas can get **lice** in their hair.

10. **Nests**- gorillas build these every night to sleep in

Sentence: A gorilla sleeps in a **nest** like we sleep in our bed at night.

11. **Africa**- the continent where gorillas live in the wild

Sentence: We live in North America and gorillas live in **Africa**.

12. **Scientists**- people who study gorillas and make new discoveries

Sentence: **Scientists** study about gorillas in Africa.

The teacher will now read *Gorillas Gentle Giants of the Forest* and have the students take note if key words on the word wall are being repeated in this text from the last text. The teacher tells the students that every time they hear a word repeated in the text that they will raise their hands quietly. The teacher will also tell the students that she will be adding a few more words to the word wall from the new text. The teacher will begin reading watching if students raise their hands to any familiar words on the word wall and stopping to introduce new words in the same manner as words from *Amazing Gorillas!* were introduced.

**Words that are repeated from Amazing Gorillas! and Gorillas Gentle Giants of the Forest**
Words Used During Vocabulary Lesson from *Gorillas Gentle Giants of the Forest*

1. **Jungle**- a place with many plants and animals (dense vegetation) that does not have buildings or many people. A jungle is very hot and humid.

   Sentence: Gorillas live in the jungle in Africa and a place called Jungle of the Apes at the zoo.

2. **Dian Fossey**- a scientist who studied gorillas in the wild

   Sentence: Dian Fossey was the first person to be touched by a wild gorilla.

3. **Bamboo shoots**- bamboo is a fast growing plant in the grass family. Shoots are a new plant growth.

   Sentence: Gorillas diet includes bamboo shoots because they are easy to find.

4. **Nettles**- a plant found in Africa and North America that has jagged leaves.

   Sentence: Gorillas love to eat plants like nettles.

5. **Koko**- a gorilla in a zoo that was taught sign language. Koko was born in 1971 and lives in California.

   Sentence: Koko calls broccoli stink food in sign language.

6. **Penny Patterson**- a scientist that trained Koko to use sign language.

   Sentence: Penny Patterson and Koko can use sign language together.

**Input- Part 2- Crossword Puzzle**

The teacher will hand the Gorilla crossword puzzle out to each student. The teacher will go over numbers 1 and 6 across as a whole class. The teacher will have the crossword puzzle on an overhead projector or Smart Board and demonstrate how to complete each box correctly. The teacher will then ask the students to work with their shoulder partner to complete the rest of the words that go across. The teacher will tell the students that when they are done with the across words to work on the down words independently and quietly. The teacher will walk around the room to informally access the students. The teacher will note if the students are staying on task, cooperating with their partners, and completing the crossword puzzle successfully. Each student will turn in their crossword puzzle at the end of class.
Day 3- Science Lesson

Introduction of Biomes

Grade Level: 3rd grade

Materials Needed

Word strips and pictures of the six major biomes (see Appendix E)
Large world map with biomes colored (see Appendix F)
Computer with speakers to play YouTube video
Computers for students to use to access research websites
Reference books for students to use for research (including ABC book)
Student science textbook
Chalk/chalkboard or dry erase markers/dry erase board
4 ¼” x 5.5” pieces of paper (6 for each student)
Rubric for flip books (one for each student)
Rulers
Pencils
Colored pencils/crayons/markers
Stapler

Objective: At the end of the lesson the students will have an understanding of the six major land biomes of the world demonstrated by creating a flip book on the biomes.

Common Core Standards

Writing Standards

CCSS.ELA-Literacy.W.3.2a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
CCSS.ELA-Literacy.W.3.7 Conduct short research projects that build knowledge about a topic.
CCSS.ELA-Literacy.W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
Introduction

The teacher will keep the word wall up of the words learned yesterday in the class. The teacher will tell the students that they are going to learn about where gorillas live today. The teacher will ask what words on the word wall will help the students decide where gorillas live. The teacher will take responses from the students. The teacher will ask the students what another word for a place where we live is called. The teacher will take responses from the students. The teacher will introduce the word biome to the students. The teacher will have a word strip and sentence strip for biome. (See below)

**Biome** - a place where people, animals, insects, and plants live in a certain type of climate or weather conditions.

Sentence: All animals, plants, and people live in a **biome**.

The teacher will tell the students that they will be learning about the six major land biomes of the world, and making a flip book of the six different major land biomes.

**Input- Part 1- Learning about Biomes**

The teacher will tell the students that first they are going to learn about the six different land biomes. They are going to pay special attention to the biome where gorillas live. The teacher tells the students that she will hand out the papers later in the class to make the biomes. The teacher will begin introducing the biomes. The teacher will have a word strip and picture(s) of each biome that she will post on the board (see Appendix E). The teacher will also have a big world map of the six biomes shaded in different colors. The key will be covered up so the students will have to guess where each biome is (see Appendix F).

1. **Tundra**

   The teacher will post the word strip and show a picture of the tundra. The teacher will prompt the students with questions about what they see in the picture or what they know about the tundra including plants and animals that might live there. Possible questions that the teacher may ask could be: Do we live in the tundra? From what we know about gorillas, do you think they live in the tundra? Do you think the tundra is cold or warm? The teacher will write down the answers of the students. The teacher will add to the list very cold and snowy. Animals include penguins and polar bears. There are almost no plants in the tundra. The teacher will ask the students which part of the map shows the tundra. The teacher will ask the students what color on the map represents the tundra.

2. **Coniferous Forest**

   The teacher will post the word strip and show a picture of the coniferous forest. The teacher will tell the students that sometimes this is referred to as the taiga. The teacher will
prompt the students with questions about what they see in the picture or what they know about plants and animals that might live there. Possible questions that the teacher may ask could be: Do we live in a coniferous forest? Do gorillas live in a coniferous forest? Do you think the coniferous forest is cold or warm? The teacher will write down responses from the students. The teacher will add to the list cold, but warmer than the tundra. Animals include red foxes, moose, and black bears. Plants include evergreen trees that do not lose their leaves in the winter. The teacher will ask the students what color on the map represents the coniferous forest.

3. Deciduous Forest

The teacher will post the word strip and show pictures of the deciduous forest. The teacher will prompt the students with questions about what they see in the picture or what they know about plants and animals that might live there. Possible questions that the teacher may ask could be: Do we live in a deciduous forest? Do gorillas live in a deciduous forest? Do you think the deciduous forest is cold or warm? The teacher will write down responses from the students. The teacher will add to the list that the deciduous forest has seasons, winter, spring, summer, and fall. The teacher will say that we do live in the deciduous forest. Other animals that live there include squirrels, deer, and rabbits. Plants include flowers and trees that change colors and lose their leaves. The teacher will ask the students what color on the map represents the deciduous forest.

4. Desert

The teacher will post the word strip and show pictures of the desert. The teacher will prompt the students with questions about what they see in the picture or what they know about plants and animals that might live there. Possible questions that the teacher may ask could be: Do we live in a desert? Do gorillas live in a desert? Do you think the desert is cold or warm? The teacher will write down responses from the students. The teacher will add to the list that the desert is usually hot (some are cold) and dry, there is very little to no rain. There is sand instead of grass. Animals include snakes, lizards, camels, and insects. There are some plants like cacti.

5. Grassland

The teacher will post the word strip and show pictures of the grassland. The teacher will say in America the grassland is called the prairie and in Africa the grassland is called the savannah. The teacher will prompt the students with questions about what they see in the picture or what they know about plants and animals that might live there. Possible questions that the teacher may ask could be: Do we live in a grassland or prairie? Do gorillas live in the grassland or savannah? Do you think the grassland is cold or warm? The teacher will write down responses from the students. The teacher will add (in North America), lions, giraffes, and zebras (in Africa). Plants include grass, crops, and some trees.

6. Rainforest
The teacher will post the word strip and show pictures of the rainforest. The teacher will prompt the students with questions about what they see in the picture or what they know about plants and animals that might live there. Possible questions that the teacher may ask could be: Do we live in the rainforest? Do gorillas live in the rainforest? Is the rainforest hot or cold? The teacher will write down responses from the students. The teacher will add to the list that the rainforest is hot and humid and gets a lot of rain. Animals include gorillas, snakes, frogs, leopards, and insects. Plants include nettles and leafy green plants and trees.

**Input- Part 2- Video on Biomes**

The teacher will show the video on biomes. [http://www.youtube.com/watch?v=RCT_J2ikHN4](http://www.youtube.com/watch?v=RCT_J2ikHN4). The teacher will ask the students before the video to pay attention to the biomes that they learned about.

**Input- Part 3- Research on Biomes to Make a Flip Book on Biomes**

The teacher will tell the students to research biomes further in order to make their flip books. The teacher will give the rubric for the flip books (see Appendix G). The teacher will hand out each student six pieces of paper (4 1/4 “x 5.5” each) and demonstrate how to make a page of the flip book. The teacher will tell the students to draw a line down the middle (or close to the middle) of each of their papers hamburger style. The teacher will demonstrate using a ruler to draw her line and ask the students to use their rulers when drawing their line. The teacher tells the students to do this to each piece of paper. The teacher will walk around to assist students if needed on drawing lines. The teacher will tell the students that in the top part of the paper the student will draw a picture of the biome or something that represents the biome. Examples could include pictures of plants, animals, or landscapes. Right below the picture the students will write the name of the biome and then list characteristics given on the rubric. The teacher will also show the students how to put together their flip books with a stapler when the first student is finished with theirs. If the students need assistance then the teacher will put together their flip books for them.

The teacher will model how to do the one of the pages of the flip book on the board. The teacher will do the tundra page (see Appendix H). The teacher will read the rubric to the students and model how to do the tundra. The teacher will draw a picture of what she pictures the tundra looking like. The teacher will then write the word “Tundra” under the picture. The teacher will then list characteristics according to the rubric. For the first characteristic, she must pick a location, so the teacher writes North Pole. For the second characteristic, the teacher must pick a weather condition, so the teacher writes cold. For the third characteristic, the teacher must pick an animal that lives there so she writes polar bear. For the fourth characteristic, the teacher must pick a plant that lives there so she writes almost no plants. The teacher tells the students that she has to write down three more characteristics of the tundra but they can be under any of the categories. The teacher writes down penguins, snow, and ice.
The teacher will tell the students to work on the project. The students may work with a partner or independently on the project, but each student is required to make their own flip book. The students are encouraged to do further research on the computer using these three websites (http://www.factmonster.com/ipka/A0769052.html, http://www.english-online.at/biology/zoos/at-the-zoo.htm, http://www.stlzoo.org/). There will also be reference books available as well as the students’ science textbook. The students will spend the remainder of the class period working on their flip books. The teacher will walk around to informal assess the students and note the following: are the students staying on task? Are the students taking part in research? Are the students understanding the assignment? Are the students working cooperatively with their partner (if they are working with a partner)? The teacher will tell the students that they will have most of the next day to finish their flip books.
Day 4- Science Lesson Continued

Introduction to Biomes

Grade Level: 3rd grade

Materials Needed

Materials used from Day 3
- Word strips and pictures of the six major biomes (see Appendix F)
- Large world map with biomes colored (see Appendix G)
- Computer to play YouTube video
- Computers for students to use to access research websites
- Reference books for students to use for research
- Student science textbook
- Chalk/chalkboard or dry erase markers/dry erase board
- 4 ¼” x 5.5” pieces of paper (6 for each student)
- Rubric for flip book (one for each student)
- Rulers
- Pencils
- Colored pencils/crayons/markers
- Stapler

New Materials
- Venn diagram

Objective: (The objective will be the same as Day 3) At the end of the lesson the students will have an understanding of the six major land biomes of the world demonstrated by creating a flip book on the biomes.

Common Core Standards

Writing Standards
Boeving: Thematic Unit

CCSS.ELA-Literacy.W.3.2a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

CCSS.ELA-Literacy.W.3.7 Conduct short research projects that build knowledge about a topic.

CCSS.ELA-Literacy.W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Introduction

The teacher will tell the students that for most of the class period they will continue to work on their biomes. The teacher will spend the last 20 minutes of the class period discussing the field trip to the zoo tomorrow.

Input

During the last 20 minutes of class the teacher will talk about the field trip to the zoo. The teacher will ask the students to share some of the animals that they will see at the zoo. Possible answers may include bears, penguins, gorillas, lions, snakes. The teacher will use penguins as an example. The teacher will tell the students to look through their flip books and pick the biome where penguins live. The students will respond with the tundra. The teacher will tell the students that they learned yesterday that we don’t live in the tundra, so how to penguins at the zoo about 10 miles away live in the tundra? The teacher will tell the students that zoos try to recreate biomes for animals so the animals feel comfortable.

The teacher will show the class the Venn diagram (see Appendix I) that they will be completing tomorrow at the zoo. The Venn diagram will compare a gorilla’s biome with another animal’s biome of their choosing. The flip book can be used as a guide for what animals live in different biomes that they can compare and contrast at the zoo. The teacher will tell the students for example, if they choose to compare and contrast a penguin’s biome to a gorilla’s biome, then what two biomes are they comparing? The students will reply with the tundra and rainforest.

The teacher will tell the students that at the top of the Venn diagram they will write what two animals and two biomes that they are comparing, for example, gorillas/rainforest and penguins/tundra. Then the students will list at least five things that a gorilla’s biome has that another animal’s biome does not have, five things both biomes have in common, and five things that the other animals biome has that a gorillas biome does not have. The teacher will tell the students that they can bring their flip books to the zoo and the Venn diagram will be handed out when the students get to the zoo tomorrow. The teacher will tell the students that they will turn in their flip books and Venn diagram at the same time after the field trip is over.

Appendix A - Crossword Puzzle Student Copy
All about Gorillas!

Word Bank
Gorilla  Dian Fossey  Blackback  Ticks  Silverback  Nettles  Penny Patterson  Nests  
Koko  Lice  Jungle  Koko  Primates  Chimps  Bamboo Shoots  Scientists  Africa
Word Clues

Across
1. Another primate that lives in Africa
6. A plant with jagged leaves
9. An eight leg creature that lives in grassy areas
12. An insect that likes hair
13. A gorilla that learned sign language
14. A plant in the grass family that has new growth
16. A young male gorilla
17. The largest living primate

Down
2. The person that taught Koko sign language
3. A place that is hot and humid with many different plants and animals
4. A noise a gorilla makes to say "Stop!"
5. The continent where gorillas live
7. An older male gorilla
8. A scientist that studied gorillas in Africa
10. A group of animals that have things in common like humans and gorillas
11. A place where gorillas sleep
15. People who study things or make new discoveries
Appendix B- Crossword Puzzle Teacher Copy
Appendix C- Word Strips, Sentence Strips, and Pictures from Amazing Gorillas!

1. Word Strip: **Gorilla**

Sentence Strip: **Gorillas** are big primates that live in Africa or they can live in the zoo.

Picture of Gorilla:

![Gorilla](image1.png)

2. Word Strip: **Blackback**

Sentence Strip: Young male gorillas are called **blackbacks** because their back is black.

Picture of Blackback:

![Blackback](image2.png)

3. Word Strip: **Silverback**

Sentence Strip: An older male gorilla will have hair on his back that is silver so he will be called a **silverback**.

Picture of Silverback:
4. Word Strip: **Primates**

Sentence Strip: People and gorillas are animals that are **primates**.

Picture of Primates:

5. Word Strip: **Chimps**

Sentence Strip: **Chimps** and gorillas both live in Africa

Picture of Chimps:
7. Word Strip: **Grunts**

Sentence Strip: Gorillas and people **grunt** sometimes if they do not like something. (Teacher will make a grunting sound).

Picture of Grunts:

![Gorillas and people grunting](image)

8. Word Strip: **Ticks**

Sentence Strip: **Ticks** have eight legs like spider and live in grassy areas.

Picture of Tick:

![Tick](image)

9. Word Strip: **Lice**

Sentence Strip: Gorillas can get **lice** in their hair.

Picture of Lice:
10. Word Strip: **Nests**

Sentence Strip: A gorilla sleeps in a **nest** like we sleep in our bed at night.

Picture of Nest:

11. Word Strip: **Africa**

Sentence Strip: We live in North America and gorillas live in **Africa**.

Picture of Africa:

12. Word Strip: **Scientists**
Sentence Strip: Scientists study about gorillas in Africa.

Picture of Scientists:
Appendix D- Word Strips, Sentence Strips, and Pictures from Gorillas Gentle Giants of the Forest

1. Word Strip: **Jungle**

Sentence Strip: Gorillas live in the **jungle** in Africa and a place called **Jungle** of the Apes at the zoo.

Picture of Jungle:

![Picture of Jungle](image1)

2. Word Strip: **Dian Fossey**

Sentence Strip: **Dian Fossey** was the first person to be touched by a wild gorilla.

Picture of Dian Fossey:

![Picture of Dian Fossey](image2)

3. Word Strip: **Bamboo shoots**

Sentence: Gorillas diet includes **bamboo shoots** because they are easy to find.

Picture of Bamboo shoots:
4. Word Strip:  **Nettles**

Sentence Strip:  Gorillas love to eat plants like **nettles**.

Picture of Nettles:

5. Word Strip:  **Koko**

Sentence Strip:  **Koko** calls broccoli stink food in sign language.
6. Word Strip: **Penny Patterson**

Sentence Strip: **Penny Patterson** and Koko can use sign language together.
Appendix E- Word Strips and Pictures of the Six Major Land Biomes

1. Word Strip: Tundra
Picture:

2. Word Strip: Coniferous Forest Biome
Picture:

3. Word Strip: Deciduous Forest
Pictures:
4. Word Strip: Desert

Pictures:
5. Word Strip: Grassland (Savannah and Prairies)

Pictures:

6. Word Strips: Tropical Rainforest

Pictures:
Appendix F - World Map with Biomes Colored

Key:

Dark purple (top) and white (bottom) - Tundra

Dark pink - Coniferous Forest

Light green - Deciduous Forest

Darker pink - Desert

Lighter pink - Grassland

Dark Green - Rainforest
## Appendix G - Rubric for Biome Flip Book

<table>
<thead>
<tr>
<th>Content</th>
<th>6pts</th>
<th>4-5 pts</th>
<th>2-3 pts</th>
<th>0-1 pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Each page of the flip book lists 7 characteristics of the biome. The characteristics must include at least 1 location, at least 1 describing weather, at least 1 animal that lives there, and at least 1 plant that lives there. The other 3 characteristics can be whatever the student would like to list as long as it relates to the specific biome.</td>
<td>Each page of the flip book lists less than 5-6 characteristics. The characteristics must include at least 1 location, at least 1 describing weather, at least 1 animal that lives there, and at least 1 plant that lives there. The rest of the characteristics can be whatever the student would like as long as it relates to the specific biome.</td>
<td>The student does not list at least 1 characteristic pertaining to the location, weather, animals, and plants.</td>
<td>The student does not list any characteristics of the biome or the characteristics listed do not represent that specific biome.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Organization</th>
<th>6 pts</th>
<th>4-5 pts</th>
<th>2-3 pts</th>
<th>0-1 pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>The flip book is put together with pages going in the correct direction.</td>
<td>The flip book is put together but pages are going in opposite directions.</td>
<td>The flip book is not put together but the student has all pages complete.</td>
<td>The flip book is not put together and the student is not finished.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Page Layout</th>
<th>6 pts</th>
<th>4-5 pts</th>
<th>2-3 pts</th>
<th>0-1 pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Each page has the top portion with an illustration, the word of the biome written under the illustration, and the characteristics listed under the name of the biome.</td>
<td>Each page has an illustration and characteristic of the biome but the biome name is missing.</td>
<td>Each page only has an illustration.</td>
<td>No illustration, biome name, or characteristics are observed.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Illustration</th>
<th>6 pts</th>
<th>4-5 pts</th>
<th>2-3 pts</th>
<th>0-1 pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Illustration is colorful and represents the specific biome.</td>
<td>Illustration is not colorful but represents the specific biome.</td>
<td>Illustration is neither colorful or represents the specific biome.</td>
<td>Illustration is not observed.</td>
<td></td>
</tr>
</tbody>
</table>
Boeving: Thematic Unit

Appendix H- Tundra Page of Flip Book Modeled for Students

Tundra
1. North Pole
2. Cold
3. Polar bear
4. Almost no plants
5. Penguins
6. Snow
7. Ice

Brrrr!
Appendix I - Venn Diagram

Name: ______________________  Venn Diagram

__________  ____________

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