



About the Book

Text Type: Nonfiction/Biography Page Count: 16 Word Count: 336

Book Summary

Jane Goodall is the fascinating biography of a woman who devoted her life to studying and helping the chimpanzees of Africa. This book gives students an introduction to her study of chimpanzee communities and her work to save and protect the forests that are their natural habitat. Detailed photographs of Ms. Goodall throughout her life enhance the text.

About the Lesson

Targeted Reading Strategy

- Visualize

Objectives

- Use the reading strategy of visualizing to understand text
- Identify author's purpose
- Discriminate medial long vowel /e/ sound
- Recognize and use regular past-tense verbs
- Recognize and use high-frequency words *as*, *she*, *with*

Materials

Green text indicates resources available on the website.

- Book—*Jane Goodall* (copy for each student)
- Chalkboard or dry erase board
- Visualize, past-tense verbs, high-frequency words *as*, *she*, *with* worksheets
- Discussion cards



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting book on interactive whiteboard or completed with paper and pencil if books are reused.)

Vocabulary

*Bold vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

- High-frequency words: *as*, *she*, *with*
- Content words:

Story critical: *Africa* (n.), *behave* (v.), *chimpanzees* (n.), *scientist* (n.), *study* (n.), *tools* (n.)

Before Reading

Build Background

- Show students the front and back cover photos of the book. Ask them to predict who they think Jane Goodall is, and where her story takes place, on the basis of the pictures. Record their predictions on the board.
- Ask students to tell what animal is featured with Jane Goodall on the cover picture. Confirm that it is a chimpanzee. Ask volunteers to share what they know about chimpanzees, and where they have seen them.

Book Walk

Introduce the Book

- Show students the front and back covers of the book and read the title with them. Ask what they think they might read about in a book called Jane Goodall . (Accept all answers that students can justify.)
- Show students the title page. Discuss the information on the page (title of book, author's name).

Introduce the Reading Strategy: **Visualize**

- Explain to students that good readers often visualize, or make pictures in their mind, as they read. Readers use what they already know about a topic and the words from the text to make pictures in their mind.
- Read page 4 aloud and model visualizing.
Think-aloud: When I read a book, I pause after a few pages or after reading a description of something to create a picture in my mind of the information I've just read. This helps me to better understand what I am reading.
- Explain that one way to visualize is to draw a picture. Introduce and explain the **visualize worksheet**. Have students draw on their worksheet what they visualized while listening to you read page 4. Invite students to share their drawings.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Author's purpose**

- Explain to students that an author usually has a reason or purpose for writing a book. The purpose is either to *inform*, to *entertain*, or to *persuade*. Explain that to *inform* means to give someone information about something; to *entertain* means to amuse someone; and to *persuade* means to convince someone to think or do something in a new way.
- Read the title page and page 4 aloud. Model how to identify the author's purpose.
Think-aloud: When authors write, they have a reason, or purpose, for writing their book. They want to inform us, entertain us, or persuade us. After reading the title and the first page of this book, I think the author wants readers to learn facts and information about this woman named Jane Goodall, so I think her purpose was to inform us. Sometimes authors write for more than one purpose, so I will keep reading to see if she also wants to entertain us or persuade us.

Introduce the Vocabulary

- Model strategies that students can use to work out words they don't know. Have them find the word *chimpanzees* on page 6. Ask students how they might read this word if they don't already know it. Suggest that they look at how it starts. Remind them that the first sound is the digraph /ch/. They might recognize the long vowel pattern of /ee/ and the sound it makes at the end of the word. Review with them that they can look for "chunks" in the word that they can read, for example, *chimp*.
- Remind students to look for clues to a word's meaning in the sentence that contains the unfamiliar word, as well as in sentences before and after. Read the second sentence of page 6 and ask them if the word *chimpanzees* makes sense in this sentence. Point out that the picture also provides a good clue to the word.
- Explain to students that sometimes they will not find any context clues that define an unfamiliar word. Point out the glossary at the back of the book. Review or explain that a glossary contains a list of words from the book and their definitions. Model how students can use the glossary to locate a word's meaning. Have a volunteer read the definition for *chimpanzees* in the glossary. Compare the glossary definition to the sentence it is in on page 6.


- Have students locate other content vocabulary words in the glossary and text. Read and discuss their definitions as a group.

Set the Purpose

- Have students read to find out more about Jane Goodall. Remind them to visualize as they read, and to think about the author's purpose for writing the book.

During Reading

Student Reading

- **Guide the reading:** Give students their copy of the book. Have a volunteer point to the first word on page 4 (As). Point out to students where to begin reading on each page. Remind them to read the words from left to right.
 - Ask students to place their finger on the bottom corner of page 4, Have them read to the end of page 5, using their finger to point to each word as they read. Encourage students who finish before others to reread the text.
 - Model visualizing and identifying author's purpose.
Think-aloud: As I read page 5, I learned about Jane's early life, and her trip to Africa. I tried to imagine what it must have looked like in Africa to a young woman. As I read the rest of page 5 and 6, I learned that she met Dr. Louis Leakey and started studying chimpanzees. These are very interesting facts. I think the author's purpose was to inform me about how Jane began her work with chimps.
 - Have students draw in the next box of their worksheet what they visualized as they listened to you read pages 5 and 6. Invite students to share their drawings.
 - **Check for understanding:** Have students read to the end of page 7. Have them visualize the information in the section as they read. Invite volunteers to explain what they pictured in their mind when they read about Jane and her mother living with the chimpanzees in the Gombe Forest. Ask students to draw in the next box of their worksheet what they pictured while reading this page.
 - Ask students to explain the author's purpose in this section. Ask them if they continue to think it is to inform, or has she entertained or persuaded the reader in any way on these pages.
 - Have students read the remainder of the book. Remind them to continue to visualize and identify the author's purpose as they read.
-  Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in the discussion that follows.

After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Reflect on the Reading Strategy

- Ask students to explain or show how the strategy of visualizing helped them understand and remember important information from the book.
Think-aloud: When I read on page 15 that more than fifty years have passed since Jane Goodall first went to the Gombe Forest, I tried to imagine how the forest must have looked fifty years ago, and how it looks different now.
- Have students complete the visualize worksheet for one other section of the book. If time allows, have them share their drawings.

Reflect on the Comprehension Skill

- **Discussion:** Review the three main purposes that authors have for writing. Ask them if they think it is possible for an author to have more than one purpose when writing. For example, is it possible for an author to give you information and entertain you at the same time?
- **Enduring understanding:** In this book, you read about a woman who gave her life to studying and helping chimpanzees. Now that you know about Jane Goodall, why do you think her work is important?

Build Skills

Phonological Awareness: Long vowel /e/ sound

- Say the word *read* aloud to students, emphasizing the long /e/ sound. Have students say the word aloud and then say the long /e/ sound.
- Say the following words from the book, one at a time: *dream, wild, feel, chimp*. Have students give the thumbs-up signal when they hear a word with the long /e/ sound as in the word *read*.
- **Check for understanding:** Say the following words one at a time: *bean, see, bugs, treat, mat*. Have students show the thumbs-up signal for each word with the long /e/ sound as in the word *read*.

Phonics: Vowel digraph ee and ea

- Write the word *read* on the board. Have students find the word on page 4 and read the sentence in which it is found.
- Ask students what vowel sound they hear in the middle of the word (long /e/). Circle the *ea* in the word and review that the letters *ea* and *ee* can stand for the long /e/ sound, as in *read* and *feel*. Write the word *feel* on the board next to *read*. Blend the words aloud as you run your finger under the words. Have a volunteer circle the letters in *feel* that represent the long /e/ sound.
- **Check for understanding:** Have students look on page 4 to find another word with *ea* or *ee* representing the long /e/ sound (*dreamed*).
- **Independent practice:** Have students search the book for other examples of words that have the long /e/ sound represented by *ea* or *ee*. Have volunteers write examples on the board. If time allows, discuss their answers.

Grammar and Mechanics: Past-tense verbs

- Have students turn to page 4. Read the first sentence aloud with students. Point to the word *loved*. Explain that the word *loved* is a verb and that it refers to an action that happened in the past.
- Ask students to tell the present-tense form of the word (*love*). Point out the *-ed* ending on the word *love*. Explain that the *-ed* letter combination on the end of a verb tells readers that the action happened in the past.
- Explain to students that, depending on the root word, *-ed* can have three different sounds: /t/, /d/, and /ed/. Write the following words on the board and read them aloud: *dreamed, worked, wanted*. Have students repeat all three words, listening to the three different sounds.



Check for understanding: Write the words *needed* and *asked* on the board. Have students find these words on page 6. Have them circle the *-ed* ending and highlight or underline the root word or present-tense verb.

- **Independent practice:** Introduce, explain, and have students complete the [past-tense-verbs worksheet](#). If time allows, discuss their responses.

Word Work: High-frequency words *as, she, with*

- Explain to students they are going to learn and practice three words that they will see often in books. Write the high-frequency words *as, she, and with* on the board. Read and spell each word.
- Write the following sentence on the board: *She dreamed of living in Africa*. Read the sentence together with students. Point to the word *She*. Ask students to tell what the word means. Ask volunteers to use *she* in oral sentences.

- Ask students to turn to page 4. Read the first sentence together. Point to the word *As*. Ask students to tell what the word means, and use it in an oral sentence with a partner. Repeat this process with the word *with* on page 6.



Check for understanding: Have students complete the [high-frequency-words as, she, with worksheet](#). When they have finished, have them compare their work with a partner.

Build Fluency

Independent Reading

- Allow students to read their book independently. Additionally, partners can take turns reading parts of the book to each other.

Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends. Have students practice visualizing the story with someone at home and then compare the pictures they created in their minds.

Extend the Reading

Informational Writing and Art Connection

Review page 15 with students and discuss the two organizations Jane Goodall founded. Assign students to pairs, and ask them to choose one of the websites listed on page 15 and find out more about the organization. Have them write a sentence detailing an interesting fact found on the website. Ask students to draw a picture that best represents their findings.

Visit [WritingA-Z.com](#) for a lesson and leveled materials on informational writing.

Social Studies Connection

Review with students what dangers the chimpanzees (and other animals) of the Gombe Forest face by rereading page 13. Provide Internet and print resources for students to investigate further what the Gombe Forest is like today, and what has been done to preserve and protect it.

Skill Review

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

Assessment**Monitor students to determine if they can:**

- consistently use the strategy of visualizing to understand text during discussion and on a worksheet
- accurately identify the author's purpose during discussion
- accurately discriminate the long /e/ medial sound during discussion
- accurately identify digraph ea and ee in the text and during discussion
- correctly identify regular past tense verbs during discussion, in the text, and on a worksheet
- correctly use and write high-frequency words *as*, *she*, and *with* during discussion and on a worksheet

Comprehension Checks

- [Book Quiz](#)
- [Retelling Rubric](#)