



About the Book

Text Type: Nonfiction/Biography Page Count: 16 Word Count: 723

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
- Identify vowel digraphs ea and ee
- Recognize and use regular past-tense verbs
- Identify and understand the use of homophones

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, homophones 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.

- Content words:

Story critical: *Africa* (n.), *behavior* (n.), *chimpanzees* (n.), *field study* (n.), *preserve* (v.), *scientist* (n.)

Enrichment: *apes* (n.), *observations* (n.), *species* (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 photographs. Record their predictions on the board.
- Ask students to tell what animal is featured with Jane Goodall on the cover photograph. Confirm that it is a chimpanzee. Ask volunteers to share what they know about chimpanzees, and where they have seen them.

Preview the Book

Introduce the Book

- Give students their copy of the book. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, fiction or nonfiction, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, and author's name).
- Preview the table of contents on page 3. Remind students that the table of contents provides an overview of the book. Ask students what they expect to read about in the book on the basis of what they see in the table of contents. (Accept all answers that students can justify.)

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. For example, when I read on page 4 that Jane loved to read stories about wild animals in Africa, I pictured the animals that I know—tigers, lions, giraffes, and gorillas. Those animals seem so exotic and interesting to me, just as they must have been to Jane back then!
- Invite students to share what they visualized when they read page 4. Have them compare the picture in their mind with the pictures on the front cover and pages 3 and 4.
- 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*, *entertain*, or *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 the first paragraph on 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 Jane Goodall and what work she did, so I think her purpose is to inform readers. 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


- While previewing the book, reinforce the vocabulary words students will encounter. For example, while looking at the picture on page 6, you might say: *These baby chimpanzees are already good climbers.*
- 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. Read the glossary words aloud, and discuss what they all have in common (for example, *apes* are a group of animals that include chimpanzees), or how they may be related to Jane Goodall and the book's topic.
- Return to the predictions that the group made during the Build Background activity, and ask students if they would like to change or modify any of their predictions about who Jane Goodall is.

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:** Have students read pages 5 and 6. Encourage those who finish early to go back and reread.
 - **Model visualizing and identifying author's purpose.**
Think-aloud: As I read page 5, I learned about Jane's early life, and her first trip to Africa in 1957. I tried to imagine what it must have looked like in Africa to a young woman. As I read the rest of pages 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.
 - Introduce and explain the **visualize worksheet**. Have students draw on their worksheet what they visualized as they read pages 4 through 6. Invite students to share their drawings. Have them explain their drawings aloud.
 - **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 sitting patiently on a hill in Gombe and taking organized notes on the chimps. Ask students to draw in the next box of their worksheet what they pictured while reading this section.
 - 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. Encourage them to continue to visualize as they read the rest of the story, and to keep in mind what the author's purpose is.
-  Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. Encourage them to use the strategies they have learned to read each word and figure out its meaning.

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 14 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 two other sections 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 inform and entertain readers at the same time?
- **Enduring understanding:** In this book, you read about a woman who devoted her life to studying and helping chimpanzees. Now that you know about Jane Goodall, why do you think her work is important?

Build Skills

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 6 to find four other words with *ea* or *ee* representing the long /e/ sound (*needed*, *chimpanzees*, *feel*, *dream*).
- **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

- Direct students to the sentence on page 4, *As a child, she liked to learn about animals and watch how they behaved*. Ask them to identify the verbs in the sentence (*liked*, *behaved*). Explain that these are *past-tense verbs* because they describe something that happened in the past. Write the term *past-tense* on the left side of a T-chart on the board.
- Write the term *present-tense* on the right side of the T-chart. Explain that present-tense verbs describe something that is happening in the present, or right now. Ask students to name the present-tense forms of *liked* and *behaved* (*like*, *behave*).
- Point out that many verbs are changed to past-tense verbs by adding the suffix *-ed*. Discuss how *liked* and *behaved* are examples of regular past-tense verbs. Explain that not every verb is changed to its past tense by adding *-ed*, and that these are called *irregular* verbs (for example, *take* changes to *took*).
- Explain that when adding the suffix *-ed* to a verb ending in *-e*, such as *like* or *behave*, the final *e* in the base word is dropped before adding the suffix. Write the word *like* and *behave* and their past-tense forms, *liked* and *behaved*, on the appropriate sides of the T-chart.
- Have students return to page 4 and read the first sentence of the second paragraph. Have a volunteer identify the past-tense verbs (*loved*, *lived*). Point out that the present-tense of the verbs end in *-e* (*love*, *live*), and add the examples to the chart on the board.



- **Check for understanding:** Ask students to turn to page 6 and underline the regular past-tense verbs in the first paragraph (*needed*, *hired*, *learned*, *loved*, *talked*). Have them write the present tense of these verbs (*need*, *hire*, *learn*, *love*, *talk*) in the margin. Discuss their answers aloud, and write these examples on the board under the *past-tense* and *present-tense* headings. Ask which present-tense verbs ended in *-e* (*hire*, *love*).
- **Independent practice:** Introduce, explain, and have students complete the [past-tense-verbs worksheet](#). If time allows, discuss their responses.

Word Work: Homophones

- Have students turn to page 4 and follow along as you read the sentence *Jane was sure that one day, she wanted to work with animals and write stories about them*. Write the word *one* on the board. Ask students to explain the meaning of the word *one*.
- Write the word *won* on the board. Ask the students how this word is different (it is spelled differently; it doesn't mean the same thing).
- Repeat the process above for the words *write* and *right*.
- Explain to students that these are examples of *homophones*. Homophones are words that sound the same, but are spelled differently and have different meanings.

- Write the sentence *Dr. Leakey needed a new assistant*. Circle the word *new*. Explain to students that, when they are writing, homophones can be tricky, and they have to know which spelling of the homophone to use. Knowing the meaning of the word, and the meaning of the sentence will help them.
- Ask students if they can think of another word that sounds like *new*, but is spelled differently and means something different (*knew*). Ask a volunteer to use *knew* in a sentence. Record the sentence on the board, circle the word *knew*, and point out the different spelling.
- **Check for understanding:** Write the following sentences on the board: *The chimp took Jane to _____ his family; She observed them eating _____*. Write the words *meet* and *meat* below the sentences. Ask volunteers to tell you which of the homophones go in the blanks. Ask them how they knew.
- **Independent practice:** Introduce, explain, and have students complete the [homophone worksheet](#). If time allows, discuss answers aloud after they are finished.

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 paragraph detailing what can be found on the website, and what the organization's "mission" is. Ask students to draw a picture that best represents their findings.

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

Science Connection

Review with students what dangers the chimpanzees (and other animals) of the Gombe Forest face by rereading page 12. 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 identify vowel digraphs ee and ea in the text and during discussion
- correctly identify past-tense verbs in the text, during discussion, and on a worksheet
- accurately identify and understand the use of homophones during discussion and on a worksheet

Comprehension Checks

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