

# Save the Gorillas

## Educator Guide

### Welcome to our Hybrid Learning Series.

The Rock by Rock Hybrid Learning Series is a great addition to science and literacy instruction either as a whole class or small group interdisciplinary unit or as a self-directed learning opportunity. Each project includes character growth, reading, writing, science, social studies and the arts.

At Rock by Rock, we believe that children learn best when they are having fun and are deeply engaged in rigorous, hands-on learning that has real-world application. That is why our projects:

- **Focus on building literacies for life:** We design our modules to prioritize both the consumption and production of modern day applications of 21st century literacies such as text messaging chats, shorter texts and articles, short-form multimedia, podcasts, op-eds etc....
- **Are Hybrid (blend of offline and online learning):** We leverage technology to present engaging content and couple that with real world hands-on projects and activities to provide a multimodal learning experience to meet every learner's needs.
- **Develop life habits and character:** We believe that habits and character education are a core part of instruction. By infusing habits with academics, we can better prepare children to thrive in our ever-changing world and to help make the world a better place.



Each project in the Changemaker Jr. Series can be done together as a class, in small groups or individually as a self-directed project. Each mission is focused on one endangered species and how we can take small actions each day to help. Each project positions students to:

1. **Life Habit:** Reflect on the focus life habit (Learner, Creativity, Curiosity, Empathy, Courage, Kinship, Impact Awareness).
2. **Explore:** Understand the mission or challenge students will address through reading, social studies and science and connect personally to the issue or problem through writing and art.
3. **Take Action:** Engage in a take action project that involves writing and art (crafts, performance, etc.).
4. **Share:** Enlist others to work towards or rally around a cause.
5. **Reflect:** Reflect on how the project taught about the life habit. Set habit goals for future growth.

**Sample Classroom Applications:** There are two ways that you can use this project based learning bundle.



**Modular/Centers Time:** You can integrate the project across your day. This looks like implementing a thematic unit that ties together different learning blocks around one topic/theme. Below is a table that illustrates one way you could integrate the project across your days including in self-directed centers.

Time period	Component and Description
<b>Morning Meeting or Community Time</b>	Introduce the topic and theme of the project. <ul style="list-style-type: none"> <li>● Introduce the life habit.</li> <li>● Discuss the habit and engage in life habit activities.</li> <li>● Complete a weekly reflection of the life habit each week.</li> </ul>
<b>Humanities/Literacy</b>	Supplement literacy (i.e. once a week for read aloud/shared reading in science or social studies time). <ul style="list-style-type: none"> <li>● Engage in the literacy lessons and post reading activities.</li> </ul>
<b>Centers Time</b>	Set up a rotation of centers to include: <ul style="list-style-type: none"> <li>● Self-Directed Computer Center - Complete the social studies and science modules</li> <li>● Hands-On Activities: Set out different activities for students to engage in each week.</li> </ul>
<b>Science or Project Time</b>	Take Action project: <ul style="list-style-type: none"> <li>● Engage in the project as a full class.</li> <li>● Provide an opportunity for students to present and share what they have learned with their community.</li> <li>● Reflect on their life-habit and what they have learned.</li> </ul>

The unit sequence below and student mission log is formatted to be in this modular spiraled centers model knowing that you could re-group the lessons and activities to be more linear if that is your preference.



**Project-based Learning Time:** If you have a dedicated project-based learning time each week or science/social studies time you can do this set of lessons as a whole group/class learning journey. This is recommended for the homeschool setting. After you have downloaded the materials you can start with the "Introduction of the Life Habit" activity and work through to the "Take Action Project." Below is a sample timeline of how you could organize the lessons and activities by week.

Week	Description										
<b>Week 1: Introduction to the Life Habit</b>	<ol style="list-style-type: none"> <li>Set the stage for the topic and excite students about the project.</li> <li>Watch the introductory video together.</li> <li>Introduce the life habit and engage in the life habit activities as a whole group.</li> <li>Set up the weekly reflection.</li> </ol>										
<b>Week 2: Literacy Lessons</b>	<ol style="list-style-type: none"> <li>Engage in the literacy lessons. You can either do this as a read aloud or shared reading text.</li> </ol>										
<b>Week 3: Science/Social Studies</b>	<ol style="list-style-type: none"> <li>Engage in the online module together to reinforce and extend key ideas shared in literacy lessons. Students can access the lessons on their own devices or you can project the lessons whole class.</li> <li>Go through the lessons together as a whole group and explore specific concepts together.</li> <li>Pair different hands-on activities to the modules.</li> </ol> <table border="1" data-bbox="611 834 1633 1166"> <thead> <tr> <th data-bbox="611 834 1190 899">Online Module</th> <th data-bbox="1190 834 1633 899">Hands-On Activities</th> </tr> </thead> <tbody> <tr> <td data-bbox="611 899 1190 964">Lessons 1-3</td> <td data-bbox="1190 899 1633 964">Parent and Child Comparison</td> </tr> <tr> <td data-bbox="611 964 1190 1029">Lessons 4-5</td> <td data-bbox="1190 964 1633 1029">Sign a Sentence</td> </tr> <tr> <td data-bbox="611 1029 1190 1094">Lesson 6-7</td> <td data-bbox="1190 1029 1633 1094">Deforestation Data</td> </tr> <tr> <td data-bbox="611 1094 1190 1159">Lessons 8-11</td> <td data-bbox="1190 1094 1633 1159">Visiting Virunga</td> </tr> </tbody> </table>	Online Module	Hands-On Activities	Lessons 1-3	Parent and Child Comparison	Lessons 4-5	Sign a Sentence	Lesson 6-7	Deforestation Data	Lessons 8-11	Visiting Virunga
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Lessons 8-11	Visiting Virunga										
<b>Week 4: Take Action, Share and Reflect</b>	<ol style="list-style-type: none"> <li>Engage in the Take Action project.</li> <li>After completing the project, make time for students to share what they have learned and present their project to others in your community.</li> <li>Close out the project through an independent and group reflection on the life habit. .</li> </ol>										

## Unit Overview:

<p>Driving Question:</p> <p><i>How can I help to save the gorillas?</i></p>	<p>Real world Mission:</p> <p><i>Discover how gorillas are learners just like us and how we can work to save these intelligent creatures.</i></p>	<p>Take Action Project:</p> <p><i>Create a Gorilla Pop-Up Awareness Card.</i></p>
<p><b>Learning Goals</b>  <b>Character Focus:</b> Learner  <b>Literacy:</b></p> <ol style="list-style-type: none"> <li>1. Identify the main idea and retell key details for a text.</li> <li>2. Distinguish between information provided by pictures of other illustrations and information provided by the words in a text.</li> <li>3. Use the illustrations and details in a text to describe its key details.</li> <li>4. Participate in collaborative conversations about gorillas.</li> <li>5. Ask and answer questions to demonstrate understanding of key details in a text.</li> <li>6. Describe the relationship between illustrations and the text in which they appear.</li> <li>7. Add drawings to descriptions when appropriate to clarify ideas, thoughts, and feelings.</li> </ol> <p><b>Science:</b></p> <ol style="list-style-type: none"> <li>1. Make observations of plants and animals to compare the diversity of life in different habitats.</li> <li>2. Use a model to represent the relationship between the needs of animals and the places they live.</li> <li>3. Describe the unique characteristics of gorillas.</li> <li>4. Explain some of the ways gorillas exhibit the learner character focus.</li> <li>5. Explain the reasons why gorillas are endangered.</li> <li>6. List actions that people can take to help gorillas.</li> <li>7. Create a Gorilla Pop-Up Awareness Card.</li> </ol>		<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• ZINE (online or printed)</li> <li>• Literacy Handouts</li> <li>• Activity Handouts (these are also in the mission log).</li> <li>• Student Mission Log</li> <li>• Teacher Literacy Visuals</li> </ul> <p><b>Activity Specific Materials:</b></p> <ul style="list-style-type: none"> <li>• Clay</li> <li>• Cardstock</li> <li>• Envelopes</li> <li>• Construction Paper</li> </ul> <p><b>General Materials</b></p> <ul style="list-style-type: none"> <li>• Markers, Poster Paper, Crayons, Scissors, Glue</li> </ul>

## Standards Alignment:

Each project meets reading and writing standards in most states and is aligned to national standards for science and social studies, 21st century skills and the arts. This module specifically supports:

Reading CCSS	Writing CCSS	Listening and Speaking CCSS	Science NGSS	SEL 21st Century Skills
<p>Key Ideas and Details: 1-3            Craft and Structure: 4-6            Integration of Knowledge            7-9            Text Complexity - 10</p>	<p>Text Types and Purposes 2            Production and Distribution of            Writing 5,6            Research and Build to Present            Knowledge 7-8</p>	<p>Comprehension and            Collaboration 1,2            Presentation of Knowledge            and ideas 4-6</p>	<p><b>K-LS1-1, K-ESS2-2, K-ESS3-1, K-ESS3-3, 1-LS1-2, 1-LS3-1, 2-LS4-1</b>  <b>SEPs:</b> Asking Questions and Defining Problems, Developing and Using Models, Constructing Explanations and Designing Solutions, Obtaining, Evaluating, and Communicating Information  <b>CCCs:</b> Cause and Effect, Structure and Function,</p>	<p>Focus: Learner            21st Cent Framework</p>

## At-A-Glance

Module	Description	Activities	Materials
Intro + Life Habit <b>1-2 Days</b>	Students are introduced to their mission and learn about what it means to be a learner. Students engage in 2 learner activities that help them reflect on what it means to be a learner.	<b>Whole or small group:</b> <ul style="list-style-type: none"> <li>Intro Video</li> <li>Learner Activity #1: Learner Reflection</li> <li>Learner Activity #2: Memory Game</li> </ul>	<ul style="list-style-type: none"> <li>Introductory Video</li> <li>Learner Activity or Student Mission Log.</li> </ul>
What is special about gorillas? <b>2-4 Days</b>	Students learn about what is special about a gorilla. By reading the zine they learn what gorillas eat, where they live, and how their physical characteristics help them survive in their habitat. They then engage in a set of online modules. Students create a model of a parent vs. a child using clay to identify the similarities and differences between a parent and their young.	<b>Whole or small group:</b> <ul style="list-style-type: none"> <li>Literacy Lesson #1</li> </ul> <b>Centers:</b> <ul style="list-style-type: none"> <li>Online student module lessons 1-3</li> <li>Hands-On Activity 1: Parent and Child Comparison</li> </ul>	<ul style="list-style-type: none"> <li>Literacy Handouts</li> <li>Online Module</li> <li>Student Mission Log or print out of Activity #1</li> <li>Modeling Clay</li> </ul>
Learning Together <b>2-4 Days</b>	Students learn why gorillas are considered great learners. By reading the zine, they learn that gorillas live in troops and learn from other members of the troop. They also learn about Koko and how he was able to learn many skills. Through the online modules and hands-on activity, students continue to learn about gorilla troops and sign language.	<b>Whole or small group:</b> <ul style="list-style-type: none"> <li>Literacy Lesson #2</li> </ul> <b>Centers:</b> <ul style="list-style-type: none"> <li>Online student module lessons 4-5</li> <li>Hands-On Activity 2: Sign a Sentence</li> </ul>	<ul style="list-style-type: none"> <li>Literacy Handouts</li> <li>Online Module</li> <li>Student Mission Log or print out of Activity #2</li> </ul>
What is the problem? <b>2-4 Days</b>	Through these lessons students learn why gorillas are endangered. They read about the different threats to gorillas in the zine. The online modules and hands-on activities extend their learning by digging deeper into these threats.	<b>Whole or small group:</b> <ul style="list-style-type: none"> <li>Literacy Lesson #3</li> </ul> <b>Centers:</b> <ul style="list-style-type: none"> <li>Online student module lessons 6-7</li> <li>Hands-On Activity 3: Mapping Deforestation Data</li> </ul>	<ul style="list-style-type: none"> <li>Literacy Handouts</li> <li>Online Module</li> <li>Student Mission Log or print out of Activity #3</li> </ul>
Who is helping and how can we help?	Students then learn about who is helping and how they can help. Through reading the zine they learn about Dian Fossey and the Dian Fossey Gorilla Fund Foundation. They then get to meet local rangers who work at the gorilla sanctuary in	<b>Whole or small group:</b> <ul style="list-style-type: none"> <li>Literacy Lesson #4</li> </ul> <b>Centers:</b>	<ul style="list-style-type: none"> <li>Online Module</li> <li>Student Mission Log or print out of Activity #4</li> </ul>

<p><b>2-4 Days</b></p>	<p>Virunga National Park. At the end they commit to one way they want to help save the gorillas.</p>	<ul style="list-style-type: none"> <li>● Online student module lessons 8-10</li> <li>● Hands-On Activity 4: Visiting Virunga</li> </ul>	
<p>Project: Gorilla Pop-Up Awareness Card</p> <p><b>3-4 Days</b></p>	<p>Students practice science citizenship and create a gorilla pop-up awareness card. Students apply what they have learned and engage in a writing process of drafting a message that share why gorillas are special and how we can help to save gorillas. Students also show that like gorillas, learning helps us to take action.</p>	<p><b>Whole or small group</b></p> <ul style="list-style-type: none"> <li>● 3D Awareness card</li> <li>● Addressing a card.</li> </ul>	<ul style="list-style-type: none"> <li>● Pop-Up Card Materials</li> <li>● Student Mission Log</li> </ul>
<p>Share &amp; Reflect</p> <p><b>1 Day</b></p>	<p>Students present their awareness cards to help teach others about gorillas, why they are considered great learners, and how we can take action to save gorillas. Student reflect on what they learned about themselves throughout the project.</p>	<p><b>Whole Group</b></p>	<ul style="list-style-type: none"> <li>● Student Mission Log</li> </ul>

## Lesson Sequence

The orange shaded row notes the student online module and the light blue shaded rows note the aligned hand-on activity.

Category	Objective and Description	Materials Needed	Standards Alignment
Engage (1 day)			
Your Mission	<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>Engage students around the topic: Save the Gorillas.</li> <li>Explain the mission of the "Save the Gorillas" project and what students will produce at the end of the project and why.</li> <li>Activate prior knowledge to connect to what they know and want to know.</li> <li>Share what their mission is - To raise awareness about Gorillas by creating an awareness pop-up card.</li> </ul> <p><b>Methods:</b></p> <ul style="list-style-type: none"> <li>Guess which animal: Have students listen to a gorilla sound and use the flip image to share which animal.</li> <li>Watch the intro video.</li> <li>Have students write 3 reasons why they think gorillas are endangered.</li> </ul>	Computer + Projector Speakers  Intro/Life Habit Visuals  Student Mission Log pg. 3	CCSS.ELA-LITERACY: <ul style="list-style-type: none"> <li>SL k.1 1.1, 1.4, 2.1, 2.4</li> </ul>
Life Habit - Learner (1 day)			
What is a Learner?	<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>Explore the habit "Learner"</li> <li>Explain learner as " We seek to learn and grow."</li> <li>Practice the habit of learner.</li> </ul> <p><b>Methods:</b></p> <ul style="list-style-type: none"> <li>Introduce the habit of learner (online visual)</li> <li>Activity 1: Have students take the learner survey.</li> <li>Activity 2: Learner Memory Game - Have students practice being a learner by playing the learner memory game.</li> </ul>	Computer + Projector Speakers  Intro/Life Habit Visuals  Student Mission Log pg. 4	21st Cent Framework  CCSS.ELA-LITERACY: <ul style="list-style-type: none"> <li>RI k.1, 1.1, 1.2, 2.1, 2.4</li> <li>SL k.1 1.1, 1.4, 2.1, 2.4</li> </ul>

<p>Learners solve problems.</p>	<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>● Learn how gorilla's use tools to solve problems.</li> <li>● Ask kids how they would solve the problem in a different way.</li> </ul> <p><b>Methods:</b></p> <ul style="list-style-type: none"> <li>● Share that gorillas face many problems - Share the Gorilla Challenge.</li> <li>● Ask students what is hard about this challenge? List the reasons why this is tough.</li> <li>● Think-Pair-Share; Have students in pairs brainstorm how they would solve this problem.</li> <li>● Have students share and chart their answers.</li> <li>● Show Visual #1 - Lucy's solution - Stilts.</li> <li>● Reflect together on what we can do when we face challenges including but not limited to: 1) Not giving up, 2) Solving problems in multiple ways 3) Practice being a learner.</li> </ul>	<p>Computer + Projector Speakers</p> <p>Intro/Life Habit Visuals</p> <p>Student Mission Log pg. 7</p>	<p>21st Cent Framework</p> <p>CCSS.ELA-LITERACY:</p> <ul style="list-style-type: none"> <li>● RI k.1, 1.1, 1.2, 2.1, 2.4</li> <li>● SL k.1 1.1, 1.4, 2.1, 2.4</li> </ul>
<p>What is special about gorillas? (2-4 days)</p>			
<p><b>Literacy Lesson 1</b></p>	<p><b>Objective:</b></p> <ul style="list-style-type: none"> <li>● Students practice tier 2 and tier 3 words related to gorillas and endangered animals.</li> <li>● Students use the illustrations in a text to describe its key ideas.</li> <li>● Students demonstrate understanding of key details in a text by answering what, where, and how questions.</li> </ul> <p><b>Methods:</b></p> <ul style="list-style-type: none"> <li>● Think-Pair-Share: Display the photograph on the front of the Zine. How does this picture help you understand what the Zine is about?</li> <li>● Review Table of Contents and Key Vocabulary</li> <li>● Introduce reading strategy: using illustrations</li> <li>● First read (pages 1-10)</li> <li>● Introduce reading strategy: ask and answer questions</li> </ul>	<p>Literacy Lesson #1</p> <p>Online Magazine</p> <p>Student Mission Log pg. 8</p> <p>Marker</p> <p>Poster Paper</p>	<p>CCSS.ELA-LITERACY:</p> <ul style="list-style-type: none"> <li>● RI.K.7</li> <li>● RI.1.7</li> <li>● SL.1.2</li> <li>● RI.2.1</li> </ul> <p>NGSS:</p> <ul style="list-style-type: none"> <li>● K-LS1-1</li> <li>● 2-LS4-1</li> </ul>

	<ul style="list-style-type: none"> <li>● Second read: Use text and illustrations to answer what, where, how questions: <ul style="list-style-type: none"> <li>○ What do gorillas eat?</li> <li>○ Where do gorillas live?</li> <li>○ How do gorillas walk?</li> </ul> </li> <li>● Ask what, where, how questions</li> </ul>		
<p><b>Student Online Module</b></p> <p><b>Lesson 1:</b> What's on the Menu?</p>	<p><b>Objective:</b></p> <ul style="list-style-type: none"> <li>● Students discuss how the plants in a habitat provide gorillas with the food they need to survive.</li> <li>● Students recognize that teeth help gorillas eat the plants found in their habitat.</li> </ul> <p><b>Method:</b></p> <ul style="list-style-type: none"> <li>● Gorilla Diet Review Videos <ul style="list-style-type: none"> <li>○ Grass</li> <li>○ Bark</li> <li>○ Bamboo</li> <li>○ Fruit</li> </ul> </li> <li>● Flip Card Facts about Gorilla Teeth <ul style="list-style-type: none"> <li>○ Gorillas have 32 teeth.</li> <li>○ Gorillas have two full sets of teeth, just like humans.</li> <li>○ Gorillas have strong teeth to help them eat.</li> </ul> </li> </ul>	Student Online Module	<p>NGSS:</p> <ul style="list-style-type: none"> <li>● K-LS1-1</li> <li>● 2-LS4-1</li> </ul>
<p><b>Student Online Module</b></p> <p><b>Lesson 2:</b> Helping Hands</p>	<p><b>Objective:</b></p> <ul style="list-style-type: none"> <li>● Students explain how the shape of a gorilla's hands help them survive in their habitats.</li> </ul> <p><b>Method:</b></p> <ul style="list-style-type: none"> <li>● Image Analysis: Gorilla Hands</li> <li>● Reflect and Discuss: What do you notice about the gorilla's hands? How are gorilla hands similar to human hands?</li> <li>● Gorillas Using Hands Videos</li> </ul>	Student Online Module	<p>NGSS:</p> <ul style="list-style-type: none"> <li>● K-ESS3-1</li> <li>● K-LS1-1</li> <li>● 2-LS4-1</li> </ul>

	<ul style="list-style-type: none"> <li>○ Gorillas use their hands to eat.</li> <li>○ Gorillas use their hands to climb trees.</li> <li>● Joke</li> </ul>		
<b>Student Online Module</b>  <b>Lesson 3:</b> Physical Characteristics of Silverbacks	<b>Objective:</b> <ul style="list-style-type: none"> <li>● Students use observations to describe the physical characteristics of silverback gorillas.</li> </ul> <b>Methods:</b> <ul style="list-style-type: none"> <li>● Facts about a Silverback.</li> <li>● Physical Characteristics of a Silverback Hotspot <ul style="list-style-type: none"> <li>○ Silver Hair: Silverbacks have silver hair to make them look even larger.</li> <li>○ Strong Arms: Silverbacks have strong arms to help them lift and squeeze objects.</li> <li>○ Long Arms: Long arms help gorillas “knuckle walk” and move quickly.</li> <li>○ Long Hair: Gorillas have long black hair to keep them warm.</li> </ul> </li> </ul>	Student Online Module	NGSS: <ul style="list-style-type: none"> <li>● K-LS1-1</li> <li>● K-ESS3-1</li> <li>● 2-LS4-1</li> </ul>
<b>Hands-On Activity</b>	<b>Parent and Child Comparison</b>  <b>Objective:</b> <ul style="list-style-type: none"> <li>● Students list the ways baby gorillas are similar to and different from their parents.</li> </ul> <b>Methods:</b> <ul style="list-style-type: none"> <li>● Use prior knowledge to create clay models of an adult and baby gorilla.</li> <li>● Observe models to identify similarities and differences.</li> <li>● Record two similarities and two differences.</li> </ul>	Student Mission Log pg. 9  Modeling Clay (could use model magic)	NGSS: <ul style="list-style-type: none"> <li>● 2-LS4-1</li> <li>● SEP: Modeling to compare and contrast.</li> </ul>
Learning Together (2-4 days)			
<b>Literacy</b>	<b>Objective:</b> <ul style="list-style-type: none"> <li>● Students describe the relationship between illustrations</li> </ul>	Literacy Lesson #2	CCSS.ELA-LITERACY: <ul style="list-style-type: none"> <li>● RI.K.7</li> <li>● RI.2.1</li> </ul>

<p><b>Lesson 2</b></p>	<p>and the text in which they appear.</p> <ul style="list-style-type: none"> <li>Students demonstrate understanding of key details in a text by answering who and why questions.</li> </ul> <p><b>Methods:</b></p> <ul style="list-style-type: none"> <li>Review what, where, and how questions.</li> <li>Think-Pair-Share: Ask who and why questions based on Koko <a href="#">video</a></li> <li>Use headings to make predictions.</li> <li>First read (pages 11-14).</li> <li>Reflect on predictions.</li> <li>Second read: Use text and illustrations to answer who and why questions: <ul style="list-style-type: none"> <li>Who is the protector of a gorilla troop?</li> <li>Why do gorillas live in troops?</li> <li>Who mostly uses sign language?</li> <li>Why do people say Koko was a great learner?</li> </ul> </li> <li>Class discussion: How did the illustrations help answer who and why questions?</li> </ul>	<p>Online Magazine</p> <p>Student Mission Log pg. 10</p>	<p>NGSS:</p> <ul style="list-style-type: none"> <li>K-LS1-1</li> <li>K-ESS2-2</li> <li>1-LS1-2</li> </ul>
<p><b>Online Module</b></p> <p><b>Lesson 4:</b> Life in a Troop</p>	<p><b>Objective:</b></p> <ul style="list-style-type: none"> <li>Students use media to determine patterns in behavior of parents and offspring that help offspring survive.</li> </ul> <p><b>Methods:</b></p> <ul style="list-style-type: none"> <li>Video: Gorilla   Amazing Animals</li> <li>Reflect and Discuss: What decisions does the silverback make for the group? Why is playtime important for baby gorillas?</li> <li>Animals that Live in Groups: elephants, pelicans, and lions</li> <li>Review gorilla troop highlighted in pop-up awareness card: Draw a picture of a gorilla troop to show how many gorillas you will include on your pop-up card in mission log.</li> </ul>	<p>Student Online Module</p> <p>Student Mission Log pg. 11</p>	<p>NGSS:</p> <ul style="list-style-type: none"> <li>K-LS1-1</li> <li>K-ESS2-2</li> <li>1-LS1-2</li> <li>1-LS3-1</li> <li>2-LS4-1</li> </ul>

<p><b>Student Online Module</b></p> <p><b>Lesson 5:</b> Learning to Sign</p>	<p><b>Objective:</b></p> <ul style="list-style-type: none"> <li>Students explain how gorillas exhibit the learner life habit.</li> </ul> <p><b>Methods:</b></p> <ul style="list-style-type: none"> <li>ASL Review</li> <li>Video: Koko the Gorilla's Best Moments</li> <li>Video: Learn ASL Alphabet Video</li> <li>Partner practice: spell your name in ASL</li> </ul>	<p>Student Online Module</p>	<p>NGSS:</p> <ul style="list-style-type: none"> <li>K-ESS2-2</li> <li>2-LS4-1</li> </ul>
<p><b>Hands-On Activity</b></p>	<p><b>Sign a Sentence</b></p> <p><b>Objective:</b></p> <ul style="list-style-type: none"> <li>Students use the ASL alphabet icons to decipher a sentence.</li> <li>Students practice learning the ASL alphabet.</li> </ul> <p><b>Methods:</b></p> <ul style="list-style-type: none"> <li>Mimic the ASL alphabet.</li> <li>Decipher ASL sentence "Gorillas need our help!"</li> </ul>	<p>Student Mission Log pg. 12</p>	
<p><b>Why are Gorillas endangered? (2-4 days)</b></p>			
<p><b>Literacy Lesson 3</b></p>	<p><b>Objective:</b></p> <ul style="list-style-type: none"> <li>Students read informational text to identify the main idea and supporting details.</li> <li>Students identify key ways that human action leads to harming gorillas.</li> <li>Students add drawings to descriptions to clarify ideas.</li> </ul> <p><b>Methods:</b></p> <ul style="list-style-type: none"> <li>Think-Pair-Share: Use text features while discussing the following: What do you think this part of the zine will be about?</li> <li>First read (pages 15-20): Identify and record main idea. Main idea: Gorillas are in danger.</li> </ul>	<p>Literacy Lesson #3</p> <p>Online Magazine</p> <p>Student Mission Log pg. 15</p>	<p>CCSS.ELA-LITERACY:</p> <ul style="list-style-type: none"> <li>RI 1.2</li> <li>SL 1.2</li> <li>SL 1.5</li> <li>RI 2.1</li> </ul> <p>NGSS:</p> <ul style="list-style-type: none"> <li>K-LS1-1</li> <li>1-LS1-2</li> <li>2-LS4-1</li> </ul>

	<ul style="list-style-type: none"> <li>• Second read: Use subheadings to identify supporting details. Draw images of threats to clarify supporting details.</li> <li>• Share drawings with your partner.</li> <li>• Class Discussion: Why are gorillas endangered? Think about other animals you have learned about. How are the threats to gorillas similar to and different from the threats other animals face?</li> </ul>		
<p><b>Student Online Module</b></p> <p><b>Lesson 6:</b> Habitat Destruction</p>	<p><b>Objective:</b></p> <ul style="list-style-type: none"> <li>• Students describe reasons why humans are destroying gorilla habitats.</li> </ul> <p><b>Methods:</b></p> <ul style="list-style-type: none"> <li>• Flip Card Facts <ul style="list-style-type: none"> <li>○ People cut down trees to build farms and roads.</li> <li>○ Loggers cut down trees and sell timber.</li> <li>○ Palm oil farms are planted where gorillas used to live.</li> <li>○ Coltan is mined and used in cell phones.</li> </ul> </li> <li>• Video: Recycled cellphones = saved gorillas.</li> <li>• Reflect and Discuss: Why are gorillas endangered? How are human actions impacting gorillas?</li> </ul>	<p>Student Online Module</p>	<p>NGSS:</p> <ul style="list-style-type: none"> <li>• K-LS1-1</li> <li>• 2-LS4-1</li> </ul> <p>C3 Framework:</p> <ul style="list-style-type: none"> <li>• D2.Geo.5.K-2</li> <li>• D2.Geo.11.K-2</li> <li>• D4.6.K-2</li> </ul>
<p><b>Student Online Module</b></p> <p><b>Lesson 7:</b> More Threats to Gorillas</p>	<p><b>Objective:</b></p> <ul style="list-style-type: none"> <li>• Students explain how hunting, poaching, and disease impact gorilla populations.</li> </ul> <p><b>Methods:</b></p> <ul style="list-style-type: none"> <li>• Threats to Gorillas Hotspot <ul style="list-style-type: none"> <li>○ Decorations: Some people keep gorilla body parts as decorations.</li> <li>○ Bushmeat: Some people struggle to find food. They kill gorillas to eat as meat.</li> <li>○ Pets: Some people catch gorillas and keep them as pets.</li> <li>○ Disease: Gorillas can catch diseases like humans.</li> </ul> </li> </ul>	<p>Student Online Module</p> <p>Student Mission Log pg. 16</p>	<p>NGSS:</p> <ul style="list-style-type: none"> <li>• K-LS1-1</li> <li>• 2-LS4-1</li> </ul> <p>C3 Framework:</p> <ul style="list-style-type: none"> <li>• D2.Geo.5.K-2</li> </ul>

	<p>One of these diseases is called Ebola.</p> <ul style="list-style-type: none"> <li>Review threats highlighted in pop-up awareness card: Write what threat you want to highlight. Explain why you chose this threat.</li> </ul>		
<b>Hands-On Activity</b>	<p><b>Mapping Deforestation Data</b></p> <p><b>Objective:</b></p> <ul style="list-style-type: none"> <li>Students create a map showing African countries with the varying rates of deforestation.</li> </ul> <p><b>Methods:</b></p> <ul style="list-style-type: none"> <li>Analyze Rate of Deforestation data table</li> <li>Map Creation: color countries based on rate of deforestation</li> </ul>	<p>Student Mission Log pg. 17</p> <p>Crayons</p>	D2.Geo.1.K-2.
<b>Who is helping and how can we help? (2-4 days)</b>			
<b>Literacy Lesson 4</b>	<p><b>Objective:</b></p> <ul style="list-style-type: none"> <li>Students add drawings to clarify their thoughts and ideas about helping gorillas.</li> <li>Students participate in collaborative conversations about ways to help gorillas.</li> <li>Students demonstrate understanding of key details in a text by answering "how" questions.</li> </ul> <p><b>Methods:</b></p> <ul style="list-style-type: none"> <li>Image analysis/introduce reading strategy: using captions.</li> <li>First read (pages 21-23).</li> <li>Second read: Discuss questions as a class: <ul style="list-style-type: none"> <li>How did Dian Fossey help gorillas?</li> <li>How does the Dian Fossey Gorillas Fund help gorillas?</li> <li>How can we help gorillas?</li> </ul> </li> <li>Students draw what they can do to help gorillas</li> <li>Share drawings with partner</li> </ul>	<p>Literacy Lesson #4</p> <p>Online Magazine</p> <p>Student Mission Log pg. 19</p>	<p>CCSS.ELA-LITERACY:</p> <ul style="list-style-type: none"> <li>SL.1.1</li> <li>SL.1.5</li> <li>RI.2.1</li> </ul> <p>NGSS:</p> <ul style="list-style-type: none"> <li>K-ESS3-3</li> </ul>

<p><b>Student Online Module</b></p> <p><b>Lesson 8:</b> Virunga National Park</p>	<p><b>Objective:</b></p> <ul style="list-style-type: none"> <li>Students recognize the relationship between gorillas and Virunga National Park.</li> </ul> <p><b>Methods:</b></p> <ul style="list-style-type: none"> <li>Virunga National Park introduction.</li> <li>One in four gorillas are found in Virunga: What else might be found here?</li> </ul>	<p>Student Online Module</p>	<p>NGSS:</p> <ul style="list-style-type: none"> <li>2-LS4-1</li> </ul>
<p><b>Student Online Module</b></p> <p><b>Lesson 9:</b> Plants and Animals in Virunga</p>	<p><b>Objective:</b></p> <ul style="list-style-type: none"> <li>Students sort images to show examples of plants and animals found in Virunga National Park.</li> </ul> <p><b>Methods:</b></p> <ul style="list-style-type: none"> <li>Virunga National Park review.</li> <li>Virunga Plant and Animal Sort.</li> </ul>	<p>Student Online Module</p>	<p>NGSS:</p> <ul style="list-style-type: none"> <li>K-ESS3-1</li> <li>2-LS4-1</li> </ul>
<p><b>Student Online Module</b></p> <p><b>Lesson 10:</b> Guarding the Gorillas</p>	<p><b>Objective:</b></p> <ul style="list-style-type: none"> <li>Students communicate solutions that will reduce the impact of humans on gorillas.</li> </ul> <p><b>Methods:</b></p> <ul style="list-style-type: none"> <li>Senkwekwe Centre introduction.</li> <li>Virunga ranger introduction.</li> <li>Reflect and Discuss: How do the rangers help the gorillas? Would you like to be a ranger? Why or why not?</li> </ul>	<p>Student Online Module</p>	<p>NGSS:</p> <ul style="list-style-type: none"> <li>K-ESS3-3</li> </ul> <p>C3 Framework:</p> <ul style="list-style-type: none"> <li>D4.6.K-2</li> </ul>
<p><b>Student Online Module</b></p>	<p><b>Objective:</b></p> <ul style="list-style-type: none"> <li>Students communicate what they can personally do to help reduce the impact of humans on gorillas.</li> </ul>	<p>Student Online Module</p> <p>Student Mission Log pg. 20</p>	<p>NGSS:</p> <ul style="list-style-type: none"> <li>K-ESS3-3</li> </ul> <p>C3 Framework:</p> <ul style="list-style-type: none"> <li>D2.Civ.2.K-2</li> </ul>

<p><b>Lesson 11:</b> What Can You Do?</p>	<p><b>Methods:</b></p> <ul style="list-style-type: none"> <li>● Take Action Flip Cards <ul style="list-style-type: none"> <li>○ Recycle cell phones.</li> <li>○ Stop using products with palm oil.</li> <li>○ Teach others about gorillas.</li> </ul> </li> <li>● Written/drawn response: How will you help protect the gorillas?</li> </ul>		<ul style="list-style-type: none"> <li>● D4.6.K-2</li> <li>● D4.7.K-2</li> </ul>
<p><b>Hands-On Activity</b></p>	<p><b>Visiting Virunga</b></p> <p><b>Objective:</b></p> <ul style="list-style-type: none"> <li>● Students write a list of questions they would ask park rangers working in Virunga National Park.</li> </ul> <p><b>Methods:</b></p> <ul style="list-style-type: none"> <li>● Environmental Journalist Introduction</li> <li>● Questions for rangers <ul style="list-style-type: none"> <li>○ Review who, what, where, why, how questions.</li> <li>○ Write three questions to ask rangers who are protecting the gorillas at the Senkwekwe Centre</li> </ul> </li> <li>● Photograph List <ul style="list-style-type: none"> <li>○ Draw four pictures to show what you hope to capture in your photos during your visit to Virunga.</li> </ul> </li> </ul>	<p>Student Mission Log pg. 21</p>	
<p>Take Action Project (1-2 days)</p>			
<p><b>Drafting our message</b></p>	<p><b>Objective:</b></p> <ul style="list-style-type: none"> <li>● Students plan and draft a key message for their awareness card.</li> <li>● Students get peer to peer feedback on their message and revise and edit their message.</li> </ul> <p><b>Methods:</b></p> <ul style="list-style-type: none"> <li>● Analyze awareness images and messages</li> <li>● Draft a message by summarizing everything you have learned about gorillas (one fact, one reason why they</li> </ul>	<p>Student Mission Log pg. 23-26</p>	

	<p>are endangered and one way we can help).</p> <ul style="list-style-type: none"> <li>● Get feedback from your friend.</li> <li>● Revise and make any changes to your message.</li> </ul>		
<p><b>Create a Pop-Up Awareness Card</b></p>	<p><b>Objective:</b></p> <ul style="list-style-type: none"> <li>● Students create a pop-up card including key information about gorillas and what humans can do to help protect them.</li> <li>● Students share and connect key ways that humans can help to save gorillas.</li> </ul> <p><b>Methods:</b></p> <ul style="list-style-type: none"> <li>● Make your card.</li> <li>● Design and Decorate Card</li> <li>● Addressing an Envelope - teach the parts of how to address an envelope.</li> </ul>	<p>Student Mission Log pg. 24-31</p> <p>Card Stock</p> <p>Construction Paper</p> <p>Glue</p> <p>Scissors</p> <p>Crayons or Markers</p>	<p>CCSS:</p> <ul style="list-style-type: none"> <li>● W.1.2</li> </ul> <p>NGSS:</p> <ul style="list-style-type: none"> <li>● K-ESS3-1</li> </ul>
<p>Reflect &amp; Share (1-2 days)</p>			
<p><b>Share</b></p>	<p>Students present their pop-up awareness card to their class and/or community audience (i.e. invite parents to another class).</p> <ul style="list-style-type: none"> <li>● Share 3 things that they learned about gorillas.</li> <li>● Share one action everyone can take to help save the gorillas.</li> <li>● Students share who they are sending their card to and mail their cards.</li> </ul>		<p>21st Cent Framework</p> <p>CCSS.ELA-LITERACY:</p> <ul style="list-style-type: none"> <li>● SL k.1.1.1, 1.4, 2.1, 2.4</li> </ul> <p>NGSS:</p> <ul style="list-style-type: none"> <li>● K-ESS3-3</li> </ul>
<p><b>Reflect</b></p>	<p><b>End of unit celebration:</b> Show what kids have learned and how they have grown as a learner since the start of the unit. Have each kid go around and share one thing that they have learned and one way they have seen someone else grow and learn.</p> <ul style="list-style-type: none"> <li>● "I learned..."</li> <li>● "_____ helped me to learn _____"</li> <li>● "I saw that _____ learned how to _____."</li> </ul>	<p>Student Mission Log</p>	<p>21st Cent Framework</p>

Printing Directions:

Below is our recommendation for how and what to print. Please note that we have given several different options. A few choice points to consider...

- Will students need to access all materials in a student notebook or do I want to print separate handouts for centers?
- Will I want to print out visuals or project visuals on a screen?

**Essential Items:**

- Teacher's guide
- Student Notebook (includes all the handouts).

**Optional Items:**

- Learner Activities (these are also in the notebook and some teachers like to print separate handouts for centers).
- Literacy Visuals (you can choose to project these visuals or print them out).
- Hands-On Activities (these are also in the student notebooks but also available in larger print for centers or just the project booklet).

Item	Size of Paper	Single or Double-sided
Teacher's Guide	8.5 x 11 paper	Double-sided (Landscape)
Student Notebooks	8.5 x 11 paper	Double-sided
Literacy Lessons	8.5 x 11 paper	Single-sided (Landscape)
<b>Optional (You could also project)</b>		
Learner Activities	8.5 x 11 paper	Single-sided (Landscape)
Literacy Handouts	8.5x 11 paper	Double Sided (Landscape)
Hands-On Activities (also in student notebook)	8.5 x 11 paper	Single-sided
Student Project Booklet	8.5 x 11 paper	Double-Sided.