Unit 6/Week 2

Title: The Golden Lion Tamarin Comes Home

Suggested Time: 5 days (45 minutes per day)

Common Core ELA Standards: RI.5.1, RI.5.3, RL.5.4, RI.5.8; RF.5.3, RF.5.4; W.5.2, W.5.4, W.5.9; SL.5.1, SL.5.2, L.5.4, L.5.5

Teacher Instructions

*Refer to the Introduction for further details.*

**Before Teaching**

1. Read the Big Ideas and Key Understandings and the Synopsis. Please do **not** read this to the students. This is a description for teachers, about the big ideas and key understanding that students should take away **after** completing this task.

Big Ideas and Key Understandings

Through conservation and careful wildlife management, humans can repair many damages to nature.

Synopsis

In “The Golden Lion Tamarin Comes Home,” the golden lion tamarin’s survival has been threatened by human development. Now, conservationists with the Golden Lion Tamarin Conservation Program have developed programs to reintroduce captive golden lion tamarins into the wild.

1. Read entire main selection text, keeping in mind the Big Ideas and Key Understandings.
2. Re-read the main selection text while noting the stopping points for the Text Dependent Questions and teaching Vocabulary.

**During Teaching**

1. Students read the entire main selection text independently.
2. Teacher reads the main selection text aloud with students following along. (Depending on how complex the text is and the amount of support needed by students, the teacher may choose to reverse the order of steps 1 and 2.)
3. Students and teacher re-read the text while stopping to respond to and discuss the questions and returning to the text. A variety of methods can be used to structure the reading and discussion (i.e.: whole class discussion, think-pair-share, independent written response, group work, etc.)

Text Dependent Questions

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| **Text Dependent Questions** | **Answers** |
| What is a “mico”? What words are used to describe a “mico”? (Pg. 630) | A “mico” is short for *mico leao dourado* or the golden lion tamarin. It is described as a streak “of orange-gold flash.” It has a high-pitched whistle and piercing squeak. It is “about the size of a squirrel” and has a “lionlike mane.” |
| The tropical forest is described as “teeming.” What does this mean and what are the sounds of humans in the forest? (Pg. 630)  | There is all sorts of life in the tropical forest. “Birds sing, insects buzz, cicadas chirp.” Also, there are signs of human life, “tractor engine, cattle lowing, a rooster, and men at work.” |
| What words does the author use to describe the weather in the rain forest? (Pg. 630) | The weather is hot and humid. |
| The Brazilian government created a wildlife refuge for the golden lion tamarin. Who urged them to do this and why? (Pg. 631) | Dr. Coimbra-Filho warned the Brazilian government that the GLT could become extinct. He did this because European settlers cut down the trees in the GLT’s habitat and “burned the rest of the forest to clear the land for settlements” and crops. The city of Rio de Janiero “grew and spread” into the GLT’s habitat. There is only 2% of the original habitat left.  |
| Reread paragraph 4 on page 631. What does “omnivorous” mean? (Pg. 631) | Tamarins eat “fruits, seeds, and nuts.” Also, “bird eggs, insects, frogs, and snakes.” This means they eat plants, animals, and insects. |
| Using support from the text, how is the conservationist in the illustration helping the Golden Lion Tamarin? (Pg. 633) | The illustration shows a conservationist with a rope going up into the trees. The text describes a rope that is hung “to simulate vines” which the GLT will encounter in the wild. These conservationists change the ropes (“vines”) and nesting boxes in which the GLT sleep to prepare them for the unexpected. |
| On page 635, it says the golden lion tamarin “will grow accustomed to their new surrounding” in a protective cage. How will conservationists help them do this? | The tamarins are place in a protective cage on p. 636. This cage allows them to become accustomed while protecting them. “Potential prey” passes through their cage. Also, on p.636 the tamarins are fed a familiar food, “marmoset,” which is “exactly what the tamarins ate in the zoo. Further evidence is provided on 637-641. Small bits of food are placed into holes teaching the GLT how to extract the food “just as they will…once they are released (p. 637).  |
| How has the Golden Lion Tamarin Conservation Program benefited humans in Silva Jardin? (Pg. 637) | It has “provided many jobs for people” |
| How do the observation teams help the released golden lion tamarins slowly become accustomed to the wild? (Pg. 638-640) | The observers provide a feeder near the nesting box (p. 639). “they are given plenty of food and water” (p. 640). Fruits are prepared for them: “bananas are partially opened for them” “oranges have ‘windows’ cut into them” (p. 640) Later, the observers “reduce their visits” (p. 641) |
| The author describes the golden lion tamarin as “tentative.” What does this word tell about how the tamarin is feeling in its new environment? (Pg. 639) | This shows that the GLT is uncertain about its environment. It “looks around” first. Then it “darts out.” |
| Why are the observers recording the behavior of the reintroduced Golden Lion Tamarins? (Pg. 639) | This answer is found previously (p. 634). The team sends notes “to the National Zoo.” These notes help the scientists prepare the captive tamarins for their reintroduction. |
| What are some reasons from “The Golden Lion Tamarin Comes Home” why reintroduced golden lion tamarins do not survive as long as? (Pg. 641) | Reintroduced GLT can “become disoriented and get lost” (p. 640) Also, they can “die of starvation, become injured, or fall prey to a predator” also they don’t know how to “peel a whole fruit”(p. 640). GLT infants born in the wild adapt faster (p. 641). Also, wild GLT are “more acrobatic and confident. They can “deal with surprises” and “don’t have to unlearn behaviors” from the zoo (p. 641) |

Vocabulary

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|  | **KEY WORDS ESSENTIAL TO UNDERSTANDING**Words addressed with a question or task | **WORDS WORTH KNOWING** General teaching suggestions are provided in the Introduction  |
| **TEACHER PROVIDES DEFINITION** not enough contextual clues provided in the text | p. 611 imminentp. 631 extinctionp. 631 nativep. 631 diversityp. 631 preservep. 632 bredp. 632 coordinatesp. 632 Captivityp. 638 Climatep. 641 Conservation | p. 632 Forage |
| **STUDENTS FIGURE OUT THE MEANING**sufficient context clues are provided in the text | p. 630 Teemingp. 630 Clusterp. 631 Flankedp. 631 Originalp. 632 Confinedp. 633 Permitted p. 633 Modifiedp. 634 Observingp. 634 Roamp. 636 Potentialp. 639 Tentativep. 641 Fare | p. 638 Machetep. 637 Cramsp. 638 Hoists |

Culminating Tasks

1. You are presented with a job opportunity to promote the work of the GLT Conservationists in order to secure additional funding for their program. Considering what you have learned about the GLT, design a presentation that highlights the positive efforts, as well as some of the challenges, that have resulted from a changed awareness and treatment of the GLT over time. Your presentation may be written, visual, oral, or a combination of those. *Note to teacher: The CCSS demands a lot of writing. If you give students the choice of doing this presentation visually or orally, please also have them complete the 2nd culminating task. Or an alternative would be to have students’ presentation include all three components: written, visual and oral.*
2. The Treatment of Golden Lion Tamarins by humans has changed over time. Citing specific examples, describe how humans have changed their awareness and treatment of the Golden Lion Tamarins over time.

Answer: This should include the lack of awareness of the GLT’s habitat details on page 631. The habitat was burned or cut down. Urban expansion led to a lack of habitat and food for the GLT. Efforts by conservationists (Dr. Coimbra-Filho, Dr. Benjamin Beck) helped to create programs to increase the population of GLTs. Many volunteers work to save the GLT. The Poco das Antas Biological Reserve has been created to provide a better habitat. Many zoos provide captive GLTs for reintroduction

Additional Tasks

* The author says, “The dilemma for the zoo is how to protect the animals and still expose them to the experiences and dangers they will meet in the wild. How is this accomplished?

Answer: The GLTS are placed in cages in the forest. Observers help the GLTs get food but slowly provide less support.

* How does the work in the Washington D.C. zoo and the work by the observers in Brazil support each other?

Answer: The Washington D.C. zoo prepares captive GLTs for reintroduction. The observers in Brazil take notes on the reintroduced GLTs and send the data to Washington.

* On page 630, the author describes the children moving in the rain forest: “They pick their way carefully along the narrow path to avoid the sharp spines of leaves and the tangle of vines underfoot.” Illustrate this sentence. Why does the author use the verb “pick” to describe how they are moving? What does this tell you about the setting?

Note to Teacher

* Students may use the Internet to visit the webpage describing the GLT conservation project to add details to their presentations or simply learn more about GLTs and the project.

Supports for English Language Learners (ELLs)

to use with Basal Alignment Project Lessons

When teaching any lesson, it is important to make sure you are including supports to help all students. We have prepared some examples of different types of supports that you can use in conjunction with our Basal Alignment Project Lessons to help support your ELLs. They are grouped by when they would best fit in a lesson. While these supports reflect research in how to support ELLs, these activities can help ALL students engage more deeply with these lessons. Note that some strategies should be used at multiple points within a lesson; we’ll point these out. It is also important to understand that these scaffolds represent options for teachers to select based on students’ needs; it is not the intention that teachers should do *all* of these things at every lesson.

**Before the reading:**

* Read passages, sing songs, watch videos, view photographs, discuss topics (e.g., using the [four corners strategy](http://www.theteachertoolkit.com/index.php/tool/four-corners)), or research topics that help provide context for what your students will be reading. This is especially true if the setting (e.g., 18th Century England) or topic (e.g., boats) is one that is unfamiliar to the students.
* Provide instruction, using multiple modalities, on selected vocabulary words that are *central to understanding the text*. When looking at the lesson plan, you should note the Tier 2 words, particularly those words with high conceptual complexity (i.e., they are difficult to visualize, learn from context clues, or are abstract), and consider introducing them ahead of reading. For more information on selecting such words, go [here](https://achievethecore.org/page/3167/selecting-and-using-academic-vocabulary-in-instruction). **You should plan to continue to reinforce these words, and additional vocabulary, in the context of reading and working with the text. (See additional activities in the During Reading and After Reading sections.)**

**Examples of Activities:**

* Provide students with the definition of the words and then have students work together to create [Frayer models](http://www.theteachertoolkit.com/index.php/tool/frayer-model) or other kinds of word maps for the words.
* When a word contains a prefix or suffix that has been introduced before, highlight how the word part can be used to help determine word meaning.
* Keep a word wall or word bank where these new words can be added and that students can access later.
* Have students create visual glossaries for whenever they encounter new words. Then have your students add these words to their visual glossaries.
* Create pictures using the word. These can even be added to your word wall!
* Create lists of synonyms and antonyms for the word.
* Have students practice using the words in conversation. For newcomers, consider providing them with [sentence frames](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion) to ensure they can participate in the conversation.
	+ Practice spelling the words using different spelling practice strategies and decoding strategies. Students could take turns spelling with a partner.
* Use graphic organizers to help introduce content.

**Examples of Activities:**

* Have students fill in a [KWL chart](http://www.nea.org/tools/k-w-l-know-want-to-know-learned.html) about what they will be reading about.
* Have students research setting or topic using a pre-approved website and fill in a chart about it. You could even have students work in groups where each group is assigned part of the topic.
* Have students fill in a bubble map where they write down anything that they find interesting about the topic while watching a video or reading a short passage about the topic. Then students can discuss why they picked the information.

**During reading:**

* Read the text aloud first so that ELLs can hear the passage read by a fluent reader before working with the text themselves.
* Allow ELLs to collaborate in their home languages to process content before participating in whole class discussions in English. Consider giving them the discussion questions to look over in advance (perhaps during the first read) and having them work with a partner to prepare.
* Encourage students to create sketch-notes or to storyboard the passage when they are reading it individually or with a partner. This will help show if they understand what they are reading as they are reading it.
* Ask questions related to the who, what, when, why, and how of the passage. For students that may need a little more help, provide them with [sentence stems](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion).
* Continue to draw attention to and discuss the words that you introduced before the reading.

**Examples of Activities:**

* Have students include the example from the text in their glossary that they created.
* Create or find pictures that represent how the word was used in the passage.
* Practice creating sentences using the word in the way it was using in the passage.
* Have students discuss the author’s word choice.
* Use graphic organizers to help organize content and thinking.

**Examples of Activities:**

* Have students fill in a chart to keep track of their 5ws while they read to help them summarize later and figure out the central idea of a passage.
* It may again be beneficial to have somewhere for students to store new words that they encounter while reading the text. Students could use a chart to keep track of these new words and their meanings as they read.
* If you had students fill in a KWL, have them fill in the “L” section as they read the passage.
* Utilize any illustrations or text features that come with the story or passage to better understand the reading.
* Compare/contrast the passage with what the illustrations convey about the passage. Have students consider if the illustrations look the way they visualized the passage in their own minds or if the passage matches their predictions based on the illustrations.
* Identify any text features such as captions and discuss how they contribute to meaning.

**After reading:**

* Present directions for any post-reading assignments orally and visually; repeat often; and ask English Language Learners to rephrase.
* Allow ELLs to use English language that is still under development. Students should not be scored lower because of incorrect spelling or grammar (unless the goal of the assignment is to assess spelling or grammar skills specifically). When grading, be sure to focus on scoring your students only for the objective(s) that were shared with students.
* Scaffold questions for discussions so that questioning sequences include a mix of factual and inferential questions and a mix of shorter and more extended responses. Questions should build on each other and toward inferential and higher-order-thinking questions. There are not many factual questions already listed in the lesson instructions, so you will need to build some in as you see fit. More information on this strategy can be found [here](https://achievethecore.org/aligned/creating-sequencing-text-dependent-questions-support-english-language-learners/).
* Reinforce new vocabulary using multiple modalities

**Examples of activities:**

* Using the words that you had students work with before reading, have students write sentences in reference to the passage that you just finished reading.
* Require students to include the words introduced before reading in the culminating writing task.
* For newcomers, print out pictures that represent the words that you focused on and have students match the words to the pictures.
* Based on different features of the words, have the students sort them into different categories and explain their choices. For example, the students could sort the words by prefixes, suffixes, connotation, etc.
* After reading the passage, continue to examine important sentences (1–2) in the text that contribute to the overall meaning of the text. Guide students to break apart these sentences, analyze different elements, and determine meaning. More information on how to do this, including models of sentence deconstruction, can be found [here](https://achievethecore.org/page/3160/juicy-sentence-protocol).
* Provide differentiated scaffolds for writing assignments based on students’ English language proficiency levels.

**Examples of Activities:**

* For all students, go over the prompt in detail, making sure to break down what the prompt means before having the students get to work. Then have the students explain the directions back to you.
* Have students create an evidence tracking chart during reading, then direct them to look back over their evidence chart and work with a group to see if their evidence matches what the rest of the class wrote down. If some of the chart does not match, students should have a discussion about why.
* For students who need more support, model the proper writing format for your students and provide them with a properly formatted example for reference.
* For newcomers, you may consider creating sentence or paragraph frames to help them to write out their ideas.
* To further discussion about the passage, have students create their own who, what, when, where, why, and how questions related to the passage to ask each other and have students pair up and practice asking each other the questions. If available, pair students of the same home language to support the use of language still under development.