

I Want to Be a Scientist Like Jane Goodall

Basic Reading | 1st Grade



LITERACY



MINDSET

How can my questions help me learn?

Use this essential question to guide student learning with class discussion and inquiry activities.

1. IDENTIFY INFORMATION FROM A BOOK COVER (15 MINUTES)

Before students read the book, lead them in looking at the cover. Ask students to predict what will happen in the book. Talk about Jane Goodall holding the monkey, and discuss the title. Ask students to pay attention to the book to find out more about the main character and how she became a scientist.

2. CHAT WITH A PARTNER (30 MINUTES)

Before students read the book, provide them the following questions:

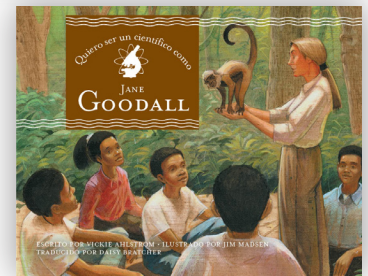
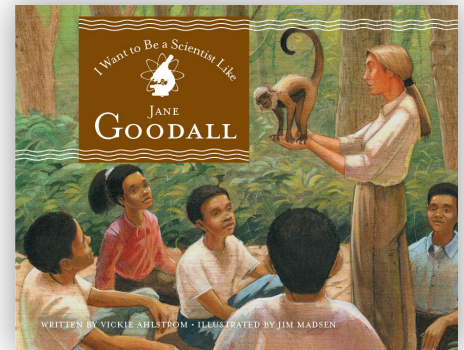
- What did Jane learn that helped her become a scientist?
- How does the author describe Jane?
- What else would you like to know about Jane Goodall?

Ask students to think about the questions as the class reads the book. After reading, tell the class that they are going to have some conversations about these questions. Remind students that conversations with classmates should be friendly and respectful. Then, model a conversation with another adult or a student, providing an example answer for each question.

Ask students to stand up and face a partner. (Make sure that everyone has a partner before moving on.) Have partners discuss the questions for about a minute. Then, blink the lights and have students find new partners. Instruct them to repeat the conversation. After a few rounds, ask students to return to their desks. As a class, share answers to the questions. Add answers to Question 3 on the board so that students can reference this information for the following activities.

Support: Provide students with sentence starters for each question. For example:

- Jane learned that. . .
- The author describes Jane as. . .
- I would like to know. . .



Use the bilingual book **Quiero ser un científico como Jane Goodall** to help support Spanish ELL students with these activities.



ELL SUPPORT

Review key vocabulary words before reading the book. These words might include *questions, animals, watch, observe, nature, behave, chimpanzees, and Africa.*

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3. CREATE A TIMELINE (45 MINUTES)

Share the [Jane Goodall Timeline](#) from her organization's website. The timeline includes information that takes place later than the content in the book.

Look back at the book as a class. Together, make a list of the events to add to the beginning of the timeline on the website. Have students use this list to create their own timeline. Allow them to draw and write the events.

Support: Provide students with pre-written slips with events from the book. Ask students to order events chronologically into a timeline format. Have them add pictures and a title to create their timeline.

WEBSITE The Jane Goodall Institute | Timeline <https://bit.ly/35II7iK>

4. WRITE A LETTER TO JANE GOODALL (1-2 HOURS)

Talk about the work Jane continues to do to protect chimpanzees and their habitats. Have students write down other questions they might want to ask Jane now that they know even more about her. Gather the questions and add them to the list from the Chat With a Partner activity.

Share the [Write a Letter](#) organizer. Tell students that they will have the chance to write a letter to ask Jane questions and tell her about themselves. Have students look at the questions on the board and pick their favorite two questions. Create an outline together that includes the following:

- A greeting
- What interested you about her story?
- What do you like to learn about?
- How are you similar to or different from Jane?
- Ask her the questions you selected from the board.
- Closing

Students may choose to include even more information in their letters. Remind them that they can expand their vocabulary to include more descriptive words from various sources such as the book, a thesaurus, or Jane's website.

If there is time, have students create the first draft, and then check it with a peer and write a final draft. Have students put their letters in envelopes. Next, they can address and put stamps on their envelopes.

Send the letters to Jane Goodall's organization:
The Jane Goodall Institute—USA Headquarters
1595 Spring Hill Rd, Suite 550
Vienna, VA 22182

Support: Provide example sentences or sentence starters for students. Use the [Write a Letter](#) graphic organizer and fill in some details, leaving blanks for the students to complete.

PRINTABLES

- Write a Letter <https://bit.ly/3ho1P9u>
- Escribir una carta <https://bit.ly/3vPETDz>



ELL SUPPORT

Use photos to help students understand events depicted in the book and in supporting resources.

Write a Letter

Use the outline to write a letter.

May 16, 2021
Dear Maria,
Let's not laugh together anymore!
Sincerely,
Eliana

(Date)

(Greeting)

(Body)

(Closing)

(Signature)

Waterford.org

Write a Letter Graphic Organizer

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5. MAKE OBSERVATIONS (45 MINUTES)

Talk about how Jane had many questions. Remind students that when we are curious, we ask questions and find answers to our questions, which helps us learn.

Re-read the book and ask students to think about Jane's questions. Ask students how Jane found answers. Talk about how she read, observed, and wrote down what she saw.

Ask the students, "What did Jane learn about the world around her? What did she do after learning this?" Talk about how she started the club, kept learning, went to college, and ended up in Africa studying chimpanzees. Remind them about the events described on her organization's website and about all she has done since.

Give each student a piece of paper and a pencil. If possible, take a walk outside and have students observe their school area for a moment. Ask them to write down and draw everything they see. They can also write and draw questions they have about what they see. If going outside is impossible, take a walk inside the school or ask the students to do this activity at home. After they observe, have them share their observations with a partner.

