



GORILLA DOCTORS

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TEXT TYPE: Non-fiction: Description—Magazine Article
GUIDED READING LEVEL: T

SUMMARY: This article explores the work of Gorilla Doctors in central Africa. Follow veterinarian Dr. Jan Ramer and her colleagues as they work to protect the two subspecies of gorillas found in this region of the world. Discover the connection that humans and gorillas share in their need for a healthy environment.

TEXT FEATURES

- headings
- two-column text format
- captions
- italicized words

VISUAL LITERACY

- inserted photographs with captions
- inserted map with labels
- bolded letters

TEXT SUPPORTS

- bolded section titles
- photographs with captions

POSSIBLE TEXT CHALLENGES

- some difficult vocabulary, e.g., 'veterinarian,' 'poacher,' 'anesthetics,' 'pandemonium,' 'pneumonia,' 'habituated,' 'intervene,' 'pathogens'
- scientific names for mountain gorilla (*Gorilla beringei beringei*) and lowland gorilla (*Gorilla beringei graueri*)
- quotation marks within the text
- incorporating information from photographs and captions with information from the main text

FOCUS COMPREHENSION STRATEGY

- analyzing

FURTHER COMPREHENSION STRATEGIES

- self-monitoring
- synthesizing

ORAL LANGUAGE OPPORTUNITIES

- Think-Pair-Share
- group discussion

WORKING WITH WORDS

- uses a range of strategies to read multi-syllabic words (Word Solving and Building)
- automatically uses language strategies (Language Predictability)

ASSESSMENT OPPORTUNITIES

Observe each student's ability to:

- retrieve information from visual features
- activate self-monitoring strategies when the text becomes too challenging

ASSESSMENT TOOLS

Select from the following:

- Analyzing Strategy Checklist
- Comprehension Strategies Anecdotal Record

BEFORE READING

Analyzing

Activate and build prior knowledge

- Using the Think-Pair-Share oral language strategy, have students read the first page of the magazine article. Ask, *What do you notice about the photograph and caption on the first page?*
- After students have had a chance to share their responses to this question, ask, *Do you know of any Gorilla Doctors? Can you tell from this photograph what Gorilla Doctors do?*
- Students may mention Jane Goodall as a doctor who works with gorillas, but you will need to point out that her work is with chimpanzees, but in the same region of Africa as the Gorilla Doctors.
- Provide students with a photo of a gorilla and a chimpanzee and have them identify similarities and differences between the two primates.
- Below is a brief list of the differences between a gorilla and chimpanzee:
 - A gorilla's body is larger than a chimpanzee's.
 - A gorilla has prominent arms, chest, and thigh muscles.
 - A chimpanzee's face is pink, whereas a gorilla's face is black.
 - A chimpanzee has larger ears sticking out of its head, whereas a gorilla's ears are smaller and point towards the back of its head.
 - A gorilla's head, forehead, and hump are larger than a chimpanzee's.

ESL NOTE: Have your students turn and talk to a partner about their responses prior to sharing them with the whole group.

Text Features

Introduce supports and challenges

- Have students scan the article to identify any text features that they may be familiar with. Discuss with students those text features that they identify.
- Point out to the students that within this magazine article there are many text features that support the reader.
 - The first feature is the two-column format on each page to assist students with their reading fluency.
 - A second feature is the use of italics for the scientific names of the two gorilla subspecies on page 2.
 - A third feature is the section headings to support the reader in knowing the key information found in that section of the text.
- Inform students that they will come across quotation marks within their reading of this article. Explain that these quotation marks help support the reader in understanding what has been said directly from an expert. Point out an example of this on page 2, in the second column, paragraph two (above Great Apes at Risk): *"It was pandemonium for about five minutes..."*

Visual Literacy Features

Word Solving and Building

Analyzing

TEACHING TIP:

Point out to the students that they should stop after each section and reflect on what they have read.

- Direct the students' attention to the photographs and captions throughout the article. Review with students that this feature in a text helps to support the message in the main text as well as provide additional information. As a reader, they will need to use the text, photographs, and captions to help them understand what the author is saying.

- Identify for students some of the challenging words that they will encounter during the reading of the article. Some of the words include: 'veterinarian,' 'poacher,' 'anesthetics,' 'pandemonium,' 'pneumonia,' 'habituated,' 'intervene,' and 'pathogens.'

- Review with students some of the word solving strategies that they have used in the past to help them decode new words, including:

- Chunking words into parts: *Can you break this word into parts?*
- Noticing a familiar word within the longer word: *Do you recognize a word you know inside that long word?*

Set a purpose for reading

- As students are reading the text, ask them to identify facts about Gorilla Doctors. Provide students with sticky notes so they can flag their facts.
- Remind students that they will need to look through the text, captions, and photographs to gather their facts.

Provide for early finishers

- Students who finish early can take their sticky notes and compile a list of facts they learned about Gorilla Doctors from their reading.

DURING READING

Monitor reading

- Have a student read a portion of the text aloud to you. Note the word solving strategies used as the student negotiates the text.
- Provide appropriate comprehension prompts, e.g., *I see you've identified this fact about Gorilla Doctors. Can you show me where the author told you this?*
- Give feedback to students on successes and any areas that may need attention.

Observe

- Make observations on your assessment tools. (See the Analyzing Strategy Checklist and the Comprehension Strategies Anecdotal Record in the *Grade 5 Literacy Support Guide*.)

- Note any successful reading strategies you observe, e.g., *I noticed that when you were reading this section of the article, you needed to slow down and really think about the words. Then you went back and read it again. That was a really good use of your self-monitoring strategy.*

AFTER READING

Revisit the purpose for reading

- Have students share the facts that they found out about Gorilla Doctors with a partner. They can note which facts they have that are the same and which are different to create a “partner facts” list. Then have students share their partner facts lists with the whole group.
- After students are finished their sharing, ask, *Would you like to be a Gorilla Doctor?* Encourage students to provide the rationale for their responses.

Check on outstanding challenges

- Your observations will help you work out the challenges students experienced during their reading. At this point, discuss and clarify which strategies students used to help them decode unfamiliar words.

Note successful strategy use

- Have students share their metacognitive thinking as they self-monitor their reading. Ask students, *What text features did you use to help you understand the article?*

FOCUSED REREADING

Three options are provided for focused rereading in the next Guided Reading lesson. Choose an activity that meets the needs of your students, or select a Reader Response activity from the *Grade 5 Literacy Support Guide*.

Written

Analyzing

- Have students take the facts they collected during their reading and write a paragraph about Gorilla Doctors.

Artistic

Synthesizing

- Create an informational brochure about Gorilla Doctors and the work they do.

Oral/dramatic

Analyzing

- Find out more about Gorilla Doctors at www.gorilladoctors.org.
- Posing as one of the Gorilla Doctors, prepare an informational presentation for your classmates using the information you learned from the website and the article.