

Jane Goodall: Day 1 Grades: 4-8

WELCOME

(5 min)

Earn sand dollars



Introduction: Welcome your students to camp. Be friendly.

Remind students they have the opportunity to earn sand dollars when they complete a task, help another student, help set up or clean up, write in their journal, read a book, etc. Tally the amount of sand dollars that each student earned from helping and record it on the weekly payroll sheet.

STEM READERS THEATER

(30 min)

- Act out story: 15 min
- Discuss story: 5 min
- Activity: 30 min

Materials:

- Print one copy of "Day 1: A Dream"
- Three pairs of scissors
- Roll of tape



READ JANE GOODALL, DAY 1: A DREAM

Prepare beforehand: Print out one copy of "Day 1: A Dream" from the Jane Goodall story. Print one coloring page for each student from the "Student Sheets" section of Day 16. Gather scissors and tape.

What you'll do:

- 1. Setup storytelling props (10 min):** Call up volunteers to help with the reader's theater for "Day 1: A Dream." Ask students to cut out the story props found in the story document. Remember to tape the headband ends together to fit a child's head. Students that are not helping with the story setup can color their coloring pages while they wait.
2. Gather all students and have them sit to listen to the reader's theater. Ask students to leave their coloring pages behind.
3. Assign a volunteer actor to handle each prop for story time.
4. Read the story to your students. Guide your volunteer prop holders in following the acting instructions as you read.
5. Discuss the story with your students following the discussion prompts printed underneath the story text.

STEM LAB

(30 min)

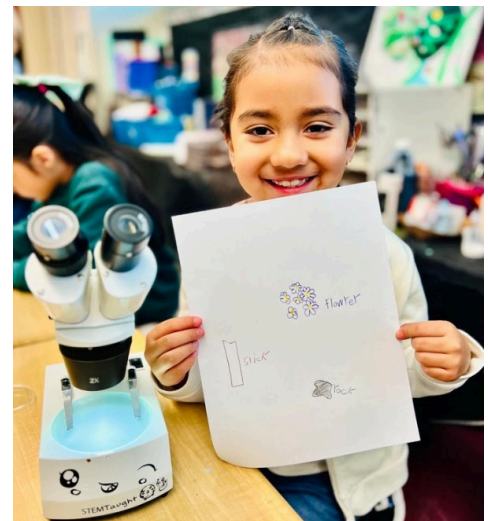
Materials:

- Test tubes
- Petri dishes
- Tobey Tweezers
- Microscopes
- Paper
- Pencils
- Binoculars



OBSERVE LIKE JANE

1. Go outside and find something to observe- be like Jane! Be patient and search. Remember, it took Jane four hours to watch the hen lay the egg, and two months to locate the Chimpanzees. You could observe an ant, a bird, a squirrel, a tree, a bush, or any other natural thing on the school grounds.
2. Draw a picture of something interesting you see, and write a description of what it was doing. Be specific.
3. If your subject is small enough, gather it, or a piece of it, in a test tube or petri dish, and take it inside to use the microscopes to observe more closely.



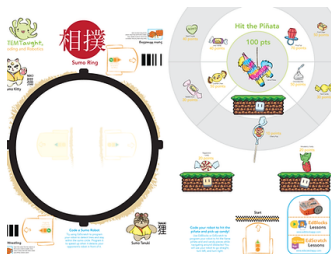
ROBOTICS

(60 min)

Materials:

- Robots
- Legos
- 8-10 robot mats
- Bamboo trays or plates

Refer to the Additional Resources for more detailed instructions.



SUMO WRESTLING

“Just like humans, chimpanzees love to play wrestle. When chimps wrestle, they're actually strengthening their friendships and learning important social skills, just like when you play with your friends. Plus, it helps them stay strong and healthy!”

Set up:

1. Lay out 8-10 robot mats in an open area. We suggest a multipurpose room. There can be 2-3 students per mat.
2. Fill 2-3 bamboo trays or plates with Legos and set them around each mat.
3. Hand out one robot to each student.

Instructions:

1. Instruct the students take their robots down to one of the robot mats. Two to three students can be at one mat.
2. The students will make a Lego build on top of their robot. They will build for about 15-20 minutes. Some will build longer and that's okay.
IMPORTANT: It is important to let the students know not to cover any of the buttons on top of their robot because they will need to access these buttons to barcode scan for the Sumo battles.
3. When they are finished building they will barcode scan where it says on the mat “Sumo wrestling.”
4. They will turn on their robot and then place the robot right on top of the robot pictured on the mat facing the barcode. They will then hit the circle button on the top their robot three times. After doing this the robot should move forward and pass the barcode. They will hear a happy sound when it has coded correctly. It will make a not-so-happy sound if it did not code correctly and that's okay; they will just try again and again until they hear the happy sound.
5. The students battling will put their robots in the sumo ring. They will place them as shown on the mat. If there's a third robot they will put it either to the right or the left of the other robots.
6. On the count of three, each student will press the triangle on their robot. They will see their robots start to battle. The last robot to stay in the ring wins! They can battle as many times as they'd like. Let the students know that the Lego build might fall apart during this battle and that's okay! They can always build between battles. The students can even switch robot mats and battle against other students.

Summer Camp

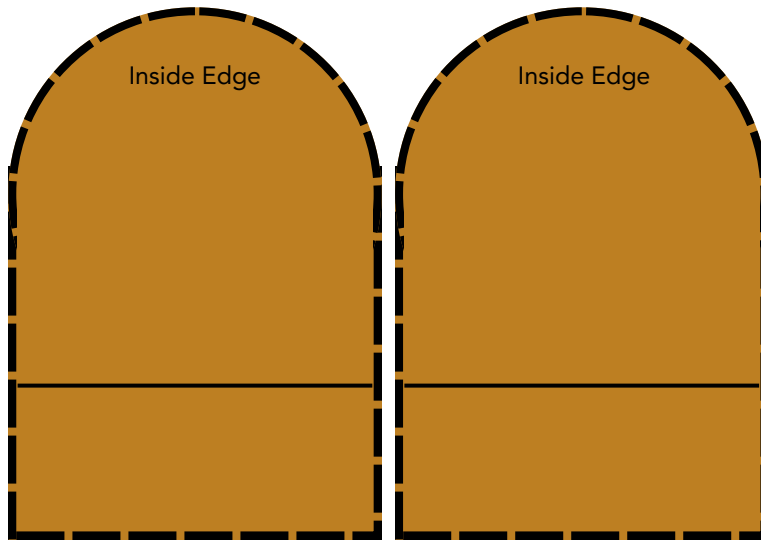
Jane Goodall: Day 1

ART LAB

(60 min)

Materials:

- Templates
- Scissors
- Felt or fabric
- Embroidery needles
- Embroidery floss
- Stuffing



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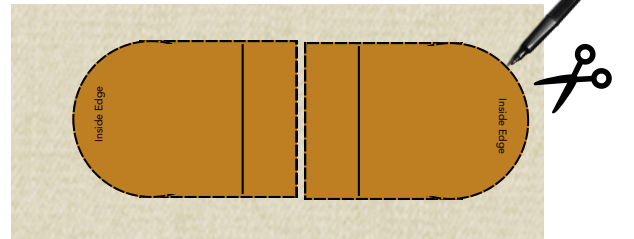
Cut out ear templates for the monkey.

*Tip -Share your templates with a friend when you are done with them.

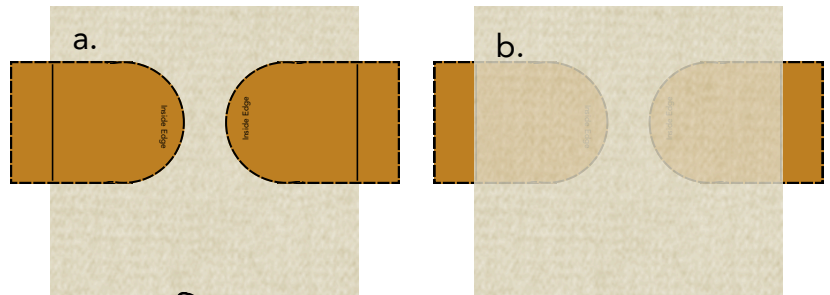
DAY 1

SEWING INSTRUCTIONS

1. Cut out ear templates and trace them onto a fabric square. Cut them out.

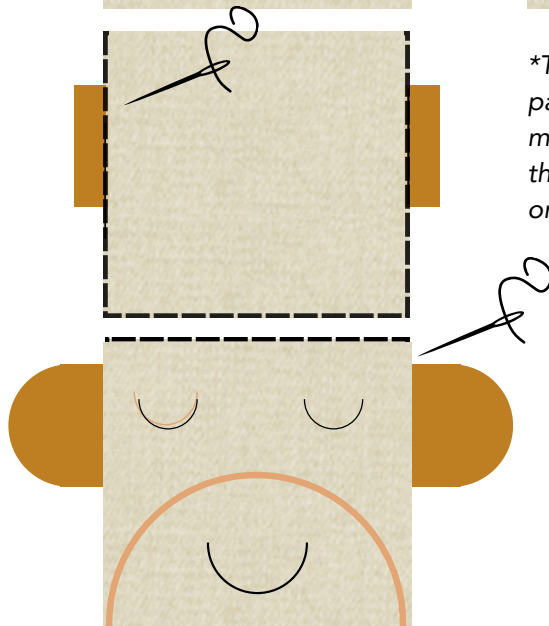


2. Get 2 fabric squares and make a fabric sandwich:
 - a. Place one square down then put the ears with the rounded "inside edge" into the middle of the fabric
 - b. Place the second fabric square on top.



DAY 2

3. Thread your needle and tie a knot so the thread is tied to your needle. (Watch the tutorial) Sew 3 sides.
4. Turn inside out. Draw a face with permanent markers.
5. Then stuff and sew the top! You are done with your stuffie!



*Tip -Place a piece of paper in the pocket so marker does not leak through to the other side or get on the table.



Optional Ideas: Create any creature you would like - Stop at step 4 and add a strap to make a purse or bag - Sew a loop onto the top and use for a backpack hanger.

STEM GAMES

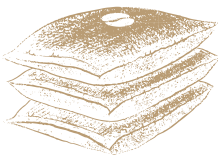
(60 min)

Materials:

- Board games
- Legos
- Blocks
- Coloring supplies
- Books
- Stacking cups

Materials:

- Balls/beanbags



Materials:

- Whiteboard
- Dry erase marker



KIDS CHOICE

Allow students time to connect with each other through a fun game or let them choose to read. If the students have not had time to draw/write in their journals, have them take some time now.

Kids' Choice Instructions:

Optional: Allow the students to continue to sew their chimps or accessories for the chimps.

Choose between options that the teachers have set out: Board games, building with Legos, blocks, or other things, reading, coloring/drawing (include ocean related coloring pages), cup stacking.

Monkey in the Middle

1. Organize the kids into teams of three.
2. Teams spread out. Kids will stand in a row. The player in the middle is the monkey.
3. The 2 players on the outside throw a ball or beanbag back and forth while the monkey in the middle tries to get it. If the monkey in the middle gets it, the player that threw the ball/beanbag is the new monkey in the middle.

Word Game

How many words can you create from the letters in "chimpanzee"?

1. Write the word "chimpanzee" on the board.
2. Ask the kids to use the letters in the word to make new words. They will raise their hands to call out words for you to write on the board. They can only use the letters in the word. Since the chimpanzee has 2 "E"s, both can be used in a new word. The other letters are only used once in chimpanzee so they can only be used once in the new word.
3. Challenge them. Can they come up with 10 or 20 words? More?
4. Consider giving the group extra sand dollars if they get 25 words!