

Jane Goodall: Day 2 Grades: TK-3

WELCOME

(5 min)

Earn sand dollars



Introduction: Welcome your students. 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

READ JANE GOODALL, DAY 2: WATCHING, WAITING, HOPING

Prepare beforehand: Print out one copy of “Day 2: Watching, Waiting, Hoping” from the Jane Goodall story. Print one coloring page for each student from the “Student Sheets” section of Day 17. Gather scissors and tape.

What you'll do:

Materials:

- Print one copy of “Day 2: Watching, Waiting, Hoping”
- Three pairs of scissors
- Roll of tape

1. **Setup storytelling props (10 min):** Call up volunteers to help with the reader's theater for “Day 2: Watching, Waiting, Hoping.” 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.



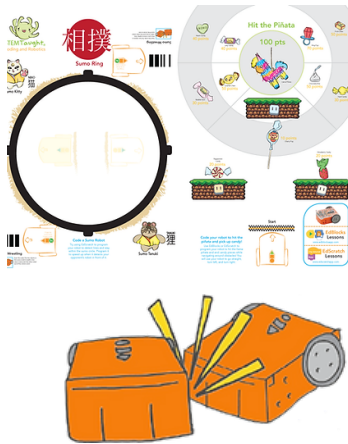
ROBOTICS

(30 min)

Materials:

- Robots
- Building bricks
- 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 building bricks, 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 build with building bricks on top of their robot. They will build for about 15 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 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.

STEM LAB

(60 min)

Materials:

- Leaves
- Crayons
- Paper
- Student worksheets
- *Optional- microscopes



GET TO KNOW THE TREES

Say: "Chimpanzees spend their lives amongst the trees. Today we are going on a nature walk around campus to get to know the trees around us, and collect leaves! As we walk, be sure to take notice of all of the different types of leaves around us. Notice their sizes, shapes, and colors! Each of you will get to make your own leaf collection, and be a scientist and decide how you want to sort your leaves into piles! Let's take a look and see what characteristics we can observe about leaves!"

1. Take the students outside, and lead them on an exploratory walk to look for and observe the various types of leaves found on campus.
*Remind them that it is kinder to take a leaf from the ground. Remember to not take too many leaves from one individual area of the plant.
2. Have the students collect some leaves during your exploration!
3. After the walk, find a nice shaded area for your students to sort the leaves that they found into piles. They might want to sort them by color, size or shape, etc. Encourage them to observe the similarities and differences in the leaves.
4. Next, have the students make leaf rubbing art using a paper, leaves, and the edge of a crayon. They can place a leaf under the sheet of paper, and gently rub the edge of a crayon over the leaf. Watch as the shape and details of the leaf begin to form, and become beautiful artwork.

*Students may want to look at their leaves under the microscope. Encourage them to do so, and have them draw what they see!



ART LAB

(60 min)

Materials:

- Templates
- Scissors
- Burlap
- Plastic needles
- Cotton string

SEW A POUCH

Younger students will continue sewing their pouch!

1. Students learn to thread their needle and tie a knot. Watch the tutorial online and follow along!
2. Cut out 1 6x6 inch square of burlap for each student. Have them sew fun colors in crazy patterns all over the square! (This might take some time so if this is the first day then you can save steps 3 for tomorrow.)
3. Next fold the burlap in half and sew the bottom and side edge and tie a knot to finish the stitch. Leave the top open so you can put your pencils inside or anything else you would like to keep in your pouch!

*This activity is planned over two days so today the students should finish sewing together their pouch. Fill it up and take a class picture!



Materials:

- Fake banana (or other item to represent food)

Chimp, Chimp, Where's Your Food?

1. Use a fake banana from the play kitchen, or anything to represent food.

Chant: Chimp, chimp, where's your food? Somebody stole it, you're in a bad mood (or "that was rude"). Guess who, maybe you, maybe the dude with the bad attitude!

2. Choose one person to be the chimp, and to sit in a chair in front of the class. His back will be to the class. Tell him to close his eyes.

3. The leader will tap somebody, or point to them. This person will quietly walk up and get the food and return to their spot, hiding the food in their lap or behind their back.

4. The player sitting on the chair will open their eyes and turn around. They will have three guesses to guess who has the food.

5. The players can pretend to be guilty looking, or to have the food in their hands to fake out the guesser. After three guesses, the player with the food will have a turn to go up and sit in the chair.

*Depending on the size of the group the amount of guesses can be changed. The game will continue in this order. The chimp will have three guesses to figure out who took the food.

Materials:

- Paper plates
- Marbles

Toe Races

1. Divide players into teams of about 8 -10 kids per team. Have their chairs in a row, side by side. Each team can be across from the other team, or in a square, depending how many teams you have.

2. Kids will remove shoes and socks. Place a paper plate in front of each person. Place 10 marbles on the plate in front of the 1st player on each team.

3. On "GO" the 1st player will pick up a marble with his toes and move it to the plate of the player next to him. Player 2 will pick up the marble with her toes and move it to the plate next to her. As soon as player 1 passes the marble to player 2, they will quickly pick up another marble and pass it to player 2. The players will move the marbles down the line. Once the marble gets to the last player, he moves it off his plate to the floor beside him.

4. The game will continue as quickly as possible until all of the marbles have made it to the end.