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**TIME for Kids
Nonfiction Readers—
Fluent Plus**

This sample includes the following:

- Teacher's Guide Cover** (1 page)
- Table of Contents** (1 page)
- How to Use This Product** (8 pages)
- Lesson Plan** (12 pages)
- Reader** (17 pages)

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TIME
FOR KIDS!

Nonfiction

Readers



Fluent Plus
Teacher's Guide



Teacher Created Materials
PUBLISHING

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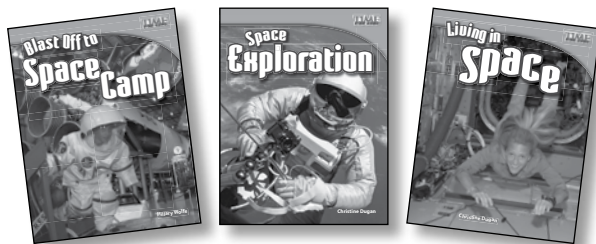
How to Use This Product

Kit Components

Trio 1



Trio 2



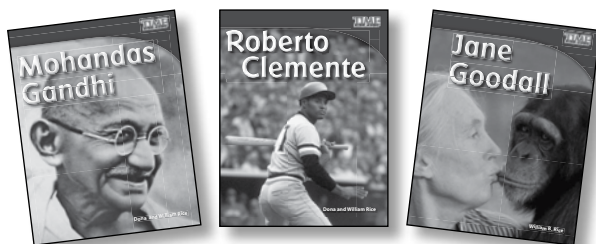
Trio 3



Trio 4



Trio 5

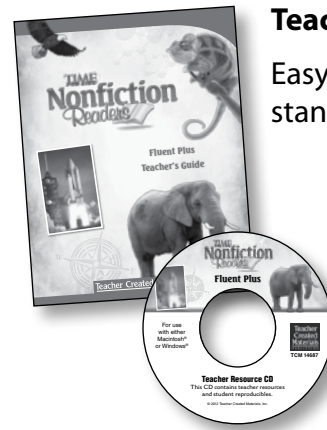


Teacher's Guide

Easy-to-use, standards-based lesson plans

Teacher Resource CD

- PDFs of books suitable for whiteboard use
- teacher resources
- student activity sheets



Audio CD

Professional recordings of books and poems

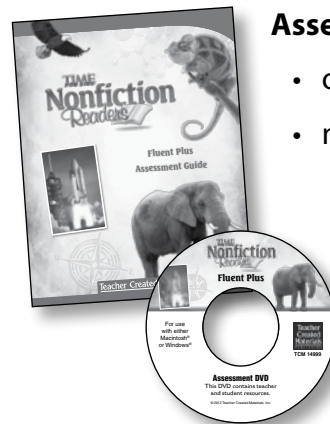


Assessment Guide

- oral reading records
- multiple-choice tests

Assessment DVD

- placement test
- assessments in both electronic and printable form



Interactiv-eBooks Single Classroom Site License

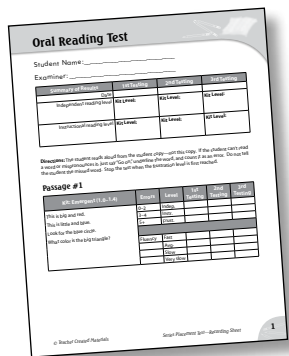
Interactiv-ebooks with embedded audio, videos, and activities



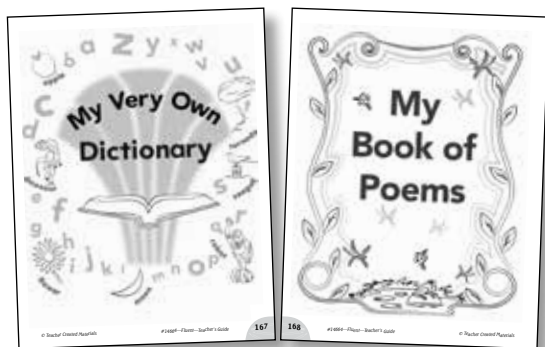
How to Use This Product (cont.)

Getting Started

- 1. Use the Series Placement Test.** Use the Series Placement Test (on the Assessment DVD) to determine which kit is most appropriate for students. For a complete overview of the placement test and directions for test administration, see page 7 of the Assessment Guide.



- 2. Create reading groups.** If desired, place students in reading groups based on their reading levels or other instructional needs. See page 18 for practical tips on managing small groups. See pages 28–29 for tips on using TIME For Kids *Nonfiction Readers* in a guided reading/balanced literacy model.
- 3. Prepare student resources.** As an option, create some student resources, including a personal dictionary and a poetry folder. These can be created with common classroom resources such as lined paper, construction paper, and spiral notebooks. See pages 167–168 (or the Teacher Resource CD) for cover templates for these resources.

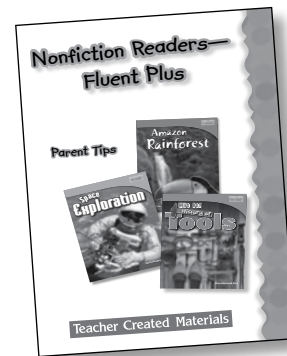


- 4. Prepare assessment resources.**

Depending on the amount of regular assessment planned, you may wish to create a simple assessment folder for each student. These folders can hold the student's placement test, oral reading records, multiple-choice tests, activity pages, and anecdotal records taken during the reading lessons.

- 5. Make a home-school connection.**

Send the Parent Tips booklet (found on the Teacher Resource CD) home with students. The tips and activities in the booklet provide family members with the necessary tools to promote literacy development at home.



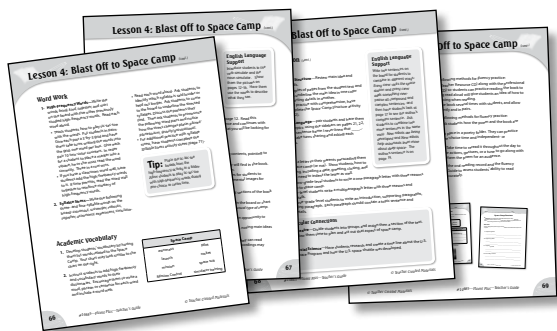
How to Use This Product *(cont.)*

Teaching a Lesson

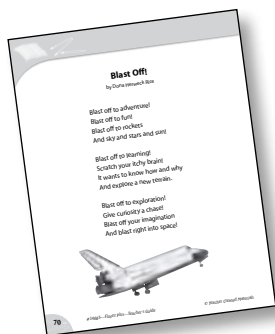
Each eight-page lesson is organized in a consistent format for ease of use: an overview, four pages of instruction that address all aspects of literacy, a fluency poem, and two student activity sheets. Teachers may choose to complete some or all of the lesson activities in order to best meet the needs of their students.



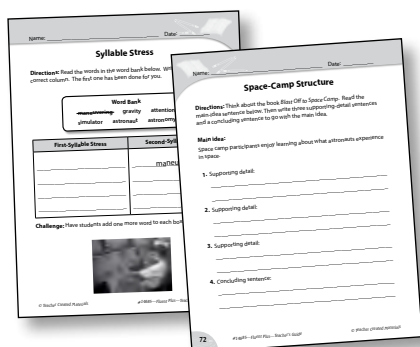
The lesson begins with an overview page that provides key information for planning purposes.



The instructional components follow the same sequence: Word Work, Academic Vocabulary, Comprehension (Before Reading, During Reading, and After Reading), Writing, Cross-curricular Connections, and Building Fluency.



The fluency poem provides a thematic connection to the book and can be used as a tool for building both content-area vocabulary and fluency.

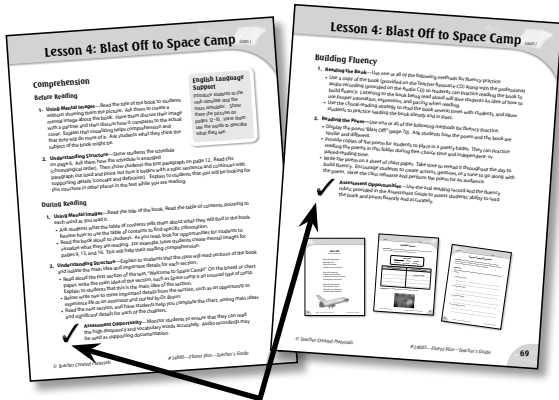


The student activity sheets can be used in a variety of ways to meet students' needs. These activity sheets offer additional opportunities for practicing the skills addressed in the lesson. For example, teachers may use these sheets for additional guided practice with below-level students or as independent practice for on- or above-level students.

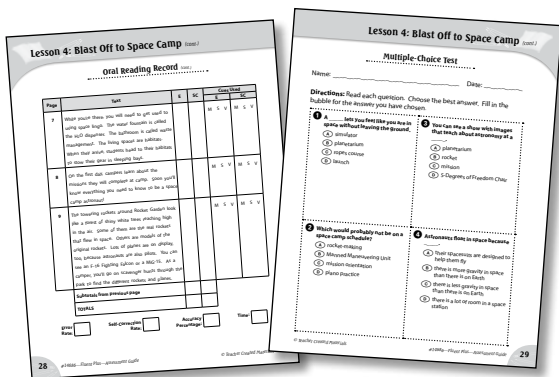
How to Use This Product (cont.)

Using Assessment Options

1. **Use informal assessments during each lesson.** Refer to the assessment tips embedded throughout the lessons to gather information about students' reading skills. Record anecdotal records as they meet the needs of your classroom.



2. **Use formal assessments at the end of each lesson.** The oral reading record and multiple-choice comprehension test provided for each book offer opportunities to assess student learning and can be used to drive instruction. An overview of these assessments and the assessments themselves can be found in the Assessment Guide. The accompanying Assessment DVD offers two versions of the multiple-choice assessments: printable PDF form and electronic form, giving students the opportunity to take the test on the computer and immediately print their results.



Using Technology Options

1. **Use the Audio CD as a model of fluent reading.** The Audio CD includes professional recordings of the books and poems in this kit. Play the audio tracks of the books to support students as a prereading activity, during fluency practice, or in a listening center. Play the audio tracks of the poems as part of the poetry section of the lesson.



2. **Use the Interactiv-eBooks to enhance the reading experience.** This kit includes interactiv-ebooks that guide students toward independent reading and engage them in a fully interactive experience. Students can hear the text read aloud, view video clips, record their voices, and complete interactive activities that build academic skills—from word study and vocabulary to comprehension and writing. The interactiv-ebooks can be used in a variety of instructional settings and help support numerous literacy and learning goals. For a detailed overview of how to use the interactiv-ebooks in the classroom, see pages 37–38.

How to Use This Product *(cont.)*

About the Books

The TIME For Kids *Nonfiction Readers* program has been designed to enhance any reading program. Each book motivates students to *want* to read with high-interest, nonfiction content and engaging full-color photographs. Moreover, the authentic nonfiction reading experiences the books provide, combined with rich, dynamic lessons and audio and technology resources, can help students develop vocabulary, comprehension, and fluency skills.

The books are divided into reading levels. The Fluent Plus level (levels 3.5 through 3.9) is designed for students in the second semester of grade three. Books in the Fluent Plus kit have 32 pages. There are six copies each of the 15 titles.

Level 3.5: *African Grasslands;*

Amazon Rainforest; Death Valley Desert

Level 3.6: *Blast Off to Space Camp; Space Exploration; Living in Space*

Level 3.7: *The Five Senses; The Digestive System; The Human Life Cycle*

Level 3.8: *Batter Up! History of Baseball; Hit It! History of Tools; Buy It! History of Money*

Level 3.9: *Mohandas Gandhi; Roberto Clemente; Jane Goodall*

Leveling Components

Each reading level includes a variety of features that delineate that particular level. The features in each level include the following:

Level 3.5

- word count approximately 1100
- detailed and descriptive text
- standard font size and type for a reading book
- use of challenging vocabulary
- longer paragraphs and sections
- use of photo captions

Levels 3.6, 3.7

- word count approximately 1200
- extended descriptions
- use of photo captions
- use of photos and graphics to enhance meaning, convey information, and create interest
- specific details and concepts are not always illustrated
- challenging, high-frequency words occur naturally within text
- varied syntax
- complex language and sentence structure

Levels 3.8, 3.9

- word count approximately 1300
- some text requires reader inference
- elaborate description and details
- use of literary language
- frequent use of challenging vocabulary
- longer and increasingly developed paragraphs
- use of sentence-length photo captions

How to Use This Product (cont.)

Word Counts and Level Correlations

Word counts are often considered an important aspect of leveling. The word counts for the TIME For Kids *Nonfiction Readers: Fluent Plus* level are found on the chart below. Also included are the reading level designations from Teacher Created Materials (TCM) and the corresponding levels for Guided Reading (GR), Early Intervention (EI), and Developmental Reading Assessment (DRA), as well as Lexile® Measures.

Fluent Plus Title	Word Count	TCM Level	Guided Reading Level	Early Intervention Level	DRA Level	Lexile® Measure
<i>African Grasslands</i>	1078	3.5	O	22	34	780L
<i>Amazon Rainforest</i>	1081	3.5	O	22	34	610L
<i>Death Valley Desert</i>	1078	3.5	O	22	34	690L
<i>Blast Off to Space Camp</i>	1104	3.6	P	22	34	690L
<i>Space Exploration</i>	1150	3.6	P	22	34	840L
<i>Living in Space</i>	1112	3.6	P	22	34	860L
<i>The Five Senses</i>	1200	3.7	P	22	34	710L
<i>The Digestive System</i>	1158	3.7	P	22	34	660L
<i>The Human Life Cycle</i>	1168	3.7	P	22	34	730L
<i>Batter Up! History of Baseball</i>	1202	3.8	Q	23	38	890L
<i>Hit It! History of Tools</i>	1207	3.8	Q	23	38	720L
<i>Buy It! History of Money</i>	1230	3.8	Q	23	38	700L
<i>Mohandas Gandhi</i>	1296	3.9	Q	23	38	740L
<i>Roberto Clemente</i>	1257	3.9	Q	23	38	930L
<i>Jane Goodall</i>	1298	3.9	Q	23	38	780L

How to Use This Product *(cont.)*

Using TIME For Kids *Nonfiction Readers* in a Guided Reading/ Balanced Literacy Model

TIME For Kids *Nonfiction Readers* is a comprehensive program that can be flexibly implemented in a guided reading/balanced literacy model. The high-interest books will provide an engaging reading experience while supporting students' development of phonics. The comprehensive teacher's guide with step-by-step lesson plans and student activities can be easily utilized in all the blocks of a balanced literacy model, including guided reading, whole-group mini-lessons, learning centers, independent guided practice, word work/vocabulary, writing, and independent reading. The multiple assessment opportunities will diagnose students' needs and inform teachers' instruction to move students toward mastery of key reading and writing skills.

Guided Reading

Two key features of TIME For Kids *Nonfiction Readers* allow it to be effectively used within a guided reading program. First, it can serve to target specific word-recognition and word-work skills. Second, the high-interest leveled books make them ideal selections for use with groups who need practice at certain reading levels and with general reading skills. Oral reading records for each book are included so that teachers can monitor the progress of students as they increase their reading levels.

Targeting Leveled Practice and Other Reading Skills

Each book included in the TIME For Kids *Nonfiction Readers* program has been leveled for use in small groups of students with similar reading levels. An oral reading record for each book is provided in the Assessment Guide

(and in digital form on the Assessment DVD) to help determine and monitor the appropriate reading level for each student. The chart on page 27 indicates the reading levels of the books included within this kit.

As students move through the books in the program, they will encounter carefully written content designed to provide, in addition to nonfiction reading skill development, practice with many other areas of literacy, such as word knowledge, sight-word recognition, increasingly complex sentence structures, text features, fluency, and the reading-writing connection. As such, teachers in a guided reading program will have access to ample material for encouraging reading development across all areas of literacy.

Whether the books in the program are being used to address specific word work and vocabulary skills or for leveled reading practice, teachers will find many other portions of the kits appropriate for a guided reading program.

Lesson Plan Structure

The TIME For Kids *Nonfiction Readers* lesson plans are set up in the traditional guided reading structure of Before, During, and After Reading activities and questions. Vocabulary is isolated for pre-instruction and more challenging words are noted for special attention. If needed, the lessons can also be used as a quick review or mini-lesson.

How to Use This Product *(cont.)*

Guided Reading *(cont.)*

Progress Monitoring

As mentioned on the previous page, oral reading records and comprehension assessments for each book are included so that teachers may monitor the growth of their students in oral reading and comprehension and for their reading levels. Teachers will probably not want to administer the oral reading records for each book but will choose points at which they need data to make instructional decisions for specific students. When those decision points arise, *TIME For Kids Nonfiction Readers* provides the tools needed in easy-to-use formats.

Other Blocks of a Balanced Reading Program

Learning Centers and Independent Guided Practice

One of the challenges of a guided reading program is making sure the students who are not in the small instructional group with which the teacher is currently working are constructively engaged. *TIME For Kids Nonfiction Readers* lesson plans provide ample suggestions and materials for independent student use and for the development of centers.

Two high-interest activity sheets are included for each of the books. One activity sheet focuses on the word recognition, word attack, or vocabulary skills addressed in the lesson. The other activity sheet focuses on a key comprehension skill from the lesson. Students who have read the book may complete these pages independently. Reviewing the students' work on these practice pages can also provide additional progress-monitoring information for the teacher.

Vocabulary and Word Study

Many of the activities in the *TIME For Kids Nonfiction Readers* program are appropriate for whole-class work in a word work or vocabulary session. These sessions could focus on activities suggested in the lesson plans for vocabulary development or for word-knowledge practice.

Writing

The lesson plan for each book includes a specific writing activity. Additionally, writing is integrated into each of the activity sheets. Depending on the level of the *TIME For Kids Nonfiction Readers* kit a teacher is using in the classroom, the writing activities vary from requiring students to label pictures or write sentences to writing short stories as a way to apply the new skills they learn, or as a way to show comprehension of the story.

Independent Reading

The books from the *TIME For Kids Nonfiction Readers* program provide quality, high-interest, easy-to-read content. As such, they can be added to classroom libraries for use as independent reading selections.

The program offers an extensive menu of instructional options that allows teachers to readily integrate the program into their guided reading/balanced literacy model. Throughout the lessons, students will use different modalities. They will participate in reading, chanting, and doing physical movements. This encourages students to be active learners who are engaged in what they are doing and who retain what they have learned.

Lesson 15: Jane Goodall

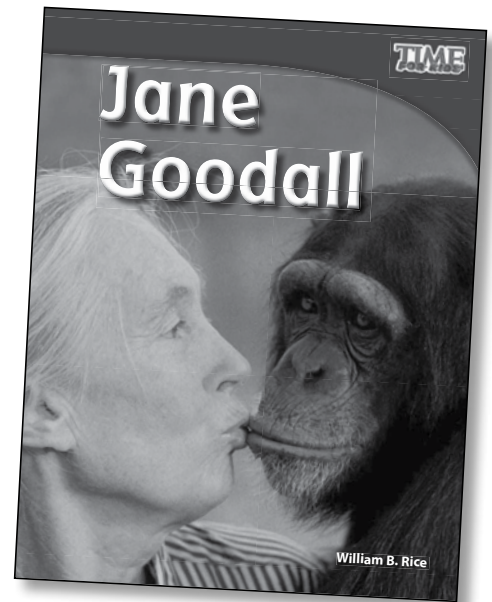
Focus Objectives

Students will be able to:

- monitor own reading strategies and make modifications.
- understand structural patterns or organization in informational texts.

TESOL Objective

Students will use appropriate learning strategies to construct and apply academic knowledge.



Word Work

- **High-Frequency Words:** *herself, found, sometimes, thought*
- **Word Study:** Using context clues

Academic Vocabulary

- *binoculars*
- *chimpanzee*
- *institution*
- *primates*
- *primatologist*
- *trekked*
- *Goodall Words* activity sheet (page 159)

Comprehension

- Monitoring Reading
- Understanding Structure
- *Using Text Organizers* activity sheet (page 160)

Writing

Write a description about life in the jungle.

Cross-curricular Connections

- **Science:** Students know that good scientific explanations are based on evidence (observations) and scientific knowledge.
- **Social Science:** Students use nonverbal communication such as eye contact, body position, and gestures effectively.

Building Fluency

- **Reading the Book:** repeated readings with audio support; choral reading
- **Reading the Poem:** poetry folder; repeated readings; performance
- "The Quiet, Dreaming Girl" poem (page 158)

Lesson 15: Jane Goodall (cont.)

Word Work

- 1. High-Frequency Words**—Write the words *herself*, *found*, *sometimes*, and *thought* on the board. Read each word aloud.
 - Write four sets of each word on index cards or small pieces of paper so you have a total of 16 cards. Mix up the cards and place them facedown in four rows with 4 cards in each row. Play Memory with the words. One student flips over and reads the words on 2 cards. If the cards match, he or she keeps the cards. If they do not match, the cards are turned facedown again and the next student goes. Repeat until all cards have been matched.
 - If you have a classroom word wall, have students add the high-frequency words to it. If time permits, read the word wall together to reinforce mastery of high-frequency words.
- 2. Using Context Clues**—Discuss the different ways students figure out the meaning of an unknown word (*using a glossary, a dictionary, or a thesaurus*). Discuss using context clues in a sentence to help figure out what a word means. Write the sentence *When Jane heard the Leakeys were studying animals and fossils, she made an appointment and _____ across Africa to see them*. Tell students that you have left out the word from the sentence to discuss context clues. Ask students what missing word might work in the sentence. Reveal that the missing word was *trekked*, but point out which of the students' words would also work in its place.

Tip: If students find the Memory game too easy, make it more challenging by including other high-frequency words they have learned and only making two cards for each word.

Academic Vocabulary

- 1.** Develop students' vocabulary by having them list words related to Jane Goodall. The list may be quite limited, but students' knowledge will build as they read the book. Your chart may look similar to the chart on the right.
- 2.** Instruct students to add high-frequency and vocabulary words to their dictionaries. Encourage them to write a word, phrase, or sentence for each word and include a word web.
- 3.** For additional practice with academic vocabulary, have students complete the *Goodall Words* activity sheet (page 159).

Jane Goodall	
binoculars	primates
chimpanzee	primatologist
institution	trekked

Comprehension

Before Reading

- 1. Monitoring Reading**—Show students the cover of the book. Invite them to describe what they see. Misread the title as *Jane Goodman* to model monitoring reading.
 - Have students state a purpose for reading. What do they predict they might learn? Explain that this is a nonfiction book, and the genre, or type of text, is informational. It is also social studies and science based.
 - Take a text walk through the book and ask students to discuss what they see.
- 2. Understanding Structure**—Show students the table of contents on page 3. Ask students what it tells them about the organization of ideas in the text. Will it be compare and contrast, cause and effect, chronological, or persuasive? Tell students that they will understand the story better if they can identify its structure.

English Language Support

Show students a video clip about chimpanzees, the primates that Jane Goodall studied. Have them make a list of chimpanzee questions to look for in the book although the title indicates that the book will be more about Jane Goodall than about chimpanzees.

During Reading

- 1. Monitoring Reading**—Read the title of the book, pointing to each word as you read it. Read the author's name.
 - Read the book aloud with students, pausing after each page or section to model checking comprehension. Show students how pausing to think about what you read and making sure you understood the words helps you better understand the text.
 - Model thinking about or checking your comprehension of the text after reading each page. For example, after reading about the Leakeys on page 16 and 17, discuss what students learned about Jane.
- 2. Understanding Structure**—Discuss diagrams and pictures in the text. Explain to students that there is not one correct place to stop and look at pictures. Sometimes it helps to look at the pictures and diagrams before tackling the text on the page, sometimes it is helpful to look at them after, and sometimes it is good to do both. Read the book aloud to students. After you read page 8, and again after page 10, stop and ask students if there are any clues to the organizational structure of the text. (*The sentences about Jane's age point to a chronological presentation of ideas.*)



Assessment Opportunity—Monitor students to ensure that they can read the high-frequency and vocabulary words accurately. Audio or video recordings may be used as supporting documentation.

Lesson 15: Jane Goodall (cont.)

Comprehension (cont.)

After Reading

- 1. Understanding Structure**—Review the organizational structure of the text with students (*chronological*) and how they know (*the text presents Goodall's life in order*).
 - Ask students what graphic feature also reflects chronological order (*the time line*). Model reading the time line by explaining how you first briefly look at the dates to get a “big picture” of the time span. Model how you then look at the descriptions and dates to see how the parts relate to one another. Then demonstrate looking at the entire time line again, confirming the relationship of the parts.
 - For additional practice with comprehension, have students complete the *Using Text Organizers* activity sheet (page 160).
- 2. Building Oral Language**—Pair students and have them discuss whether they would enjoy a lifetime spent working with animals. Have students give at least two reasons why or why not. Have students take turns sharing and asking each other questions.

English Language Support

Ask students for synonyms for the word *hid* on page 10 of the book (*waited, took cover, or stayed*). Point out the subtle differences between the verbs, and ask students to identify which ones work best to maintain the original meaning in the sentence. Have students write the verbs in large letters on individual sheets of paper, illustrate them, and write them in a sentence.

Writing

Have students describe what Goodall sees, hears, smells, and touches in the jungle one day.

- Encourage below-grade-level students to write a paragraph summary with a title, topic sentence, and supporting details.
- Have on-grade-level students write a descriptive three-paragraph essay, including facts.
- Encourage above-grade-level students to write a multiparagraph essay rich in descriptive details and figurative language.

Cross-curricular Connections



Science—Adopt a class pet and encourage students to observe it and record their observations. Have students share and discuss their findings.



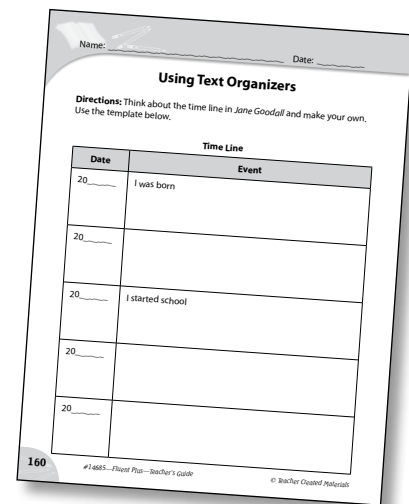
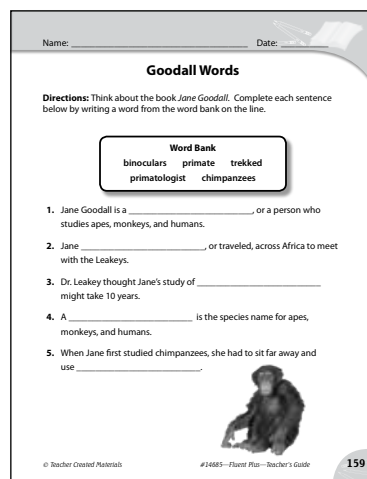
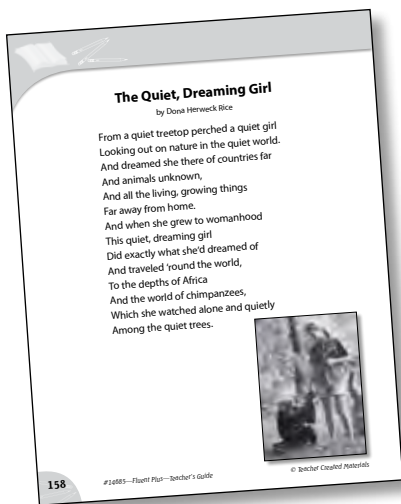
Social Science—Discuss the nonverbal communication between Jane Goodall and David Greybeard. Explain to students that they often use nonverbal communication, too, even when they don't intend to. Give students short phrases to act out, such as *I am thirsty* and *Don't eat that!*

Building Fluency

- 1. Reading the Book**—Use one or all of the following methods for fluency practice:
 - Use a copy of the book (provided on the Teacher Resource CD) along with the professional audio recording (provided on the Audio CD) so students can practice reading the book to build fluency. Listening to the book being read aloud will give students an idea of how to use proper intonation, expression, and pacing when reading.
 - Use the choral-reading strategy to read the book several times with students, and encourage them to practice reading the book silently and in pairs.
- 2. Reading the Poem**—Use one or all of the following methods for fluency practice:
 - Display the poem “The Quiet, Dreaming Girl” (page 158). Ask students how the poem and the book are both similar and different.
 - Provide copies of the poem for students to place in a poetry folder. They can practice reading the poems in this folder during free-choice time and independent- or paired-reading time.
 - Write the poem on a sheet of chart paper. Take time to reread it throughout the day to build fluency. Encourage students to create actions, gestures, or a tune to go along with the poem. Have the class rehearse and perform the poem for an audience.



Assessment Opportunities—Use the oral reading record and the fluency rubric provided in the Assessment Guide to assess students’ ability to read the book and poem fluently and accurately.

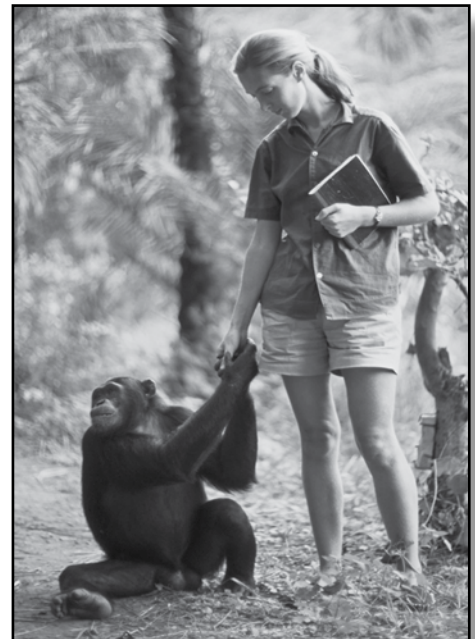




The Quiet, Dreaming Girl

by Dona Herweck Rice

From a quiet treetop perched a quiet girl
Looking out on nature in the quiet world.
And dreamed she there of countries far
And animals unknown,
And all the living, growing things
Far away from home.
And when she grew to womanhood
This quiet, dreaming girl
Did exactly what she'd dreamed of
And traveled 'round the world,
To the depths of Africa
And the world of chimpanzees,
Which she watched alone and quietly
Among the quiet trees.





Goodall Words

Directions: Think about the book *Jane Goodall*. Complete each sentence below by writing a word from the word bank on the line.

Word Bank

binoculars primate trekked
primatologist chimpanzees

1. Jane Goodall is a _____, or a person who studies apes, monkeys, and humans.
2. Jane _____, or traveled, across Africa to meet with the Leakeys.
3. Dr. Leakey thought Jane's study of _____ might take 10 years.
4. A _____ is the species name for apes, monkeys, and humans.
5. When Jane first studied chimpanzees, she had to sit far away and use _____.





Name: _____ Date: _____

Using Text Organizers

Directions: Think about the time line in *Jane Goodall* and make your own. Use the template below.

Time Line

Date	Event
20_____	I was born
20_____	
20_____	I started school
20_____	
20_____	

Lesson 15: Jane Goodall

Oral Reading Record



Name: _____ Date: _____

Assessor: _____

Word Count	Codes				
317	E = errors	SC = self-corrections	M = meaning	S = structure	V = visual

Page	Text	E	SC	Cues Used	
				E	SC
4	Do you have a dream? When Jane Goodall was a young girl of 11, she dreamed of going to Africa. She even thought that she might like to live there one day. She shared her dream with her mother. Jane's mother told her that if she really wanted something, worked hard, and never gave up, she would find a way to make her dream come true.			M S V	M S V
5	When she grew up, she remembered what her mother had told her. She focused on going to Africa, and she made her dreams come true.			M S V	M S V
6	Jane Goodall was born in London, England, on April 3, 1934. She grew up in a large house in Bournemouth, a little seaside town in England. When Jane was young, her parents divorced. Jane lived with her mother, her younger sister Judy, her grandmother, and two of her aunts. Together, they were a happy, loving family.			M S V	M S V
SUBTOTALS					

GO ON

Lesson 15: Jane Goodall *(cont.)*

Oral Reading Record *(cont.)*

Page	Text	E	SC	Cues Used					
				E			SC		
8	At an early age, Jane loved to be outdoors and spent time outside as often as possible. She especially loved all the animals there. When Jane was just 18 months old, her mother found her in her bed with a bunch of earthworms. Her mother did not get upset. She just told her tiny daughter that the worms should be put back outside in the ground so that they could keep on living.			M	S	V	M	S	V
10	When Jane was four years old, she visited a farm. While there, she became curious about where eggs come from. How could an egg come from a chicken? She asked the grown-ups about it, but no one gave her a good answer. So, she hid in a henhouse for several hours to find out for herself. When she finally saw a chicken lay an egg, she excitedly ran to her mother to tell her what she had seen. Even when Jane was a little girl, she knew that with patience she could find the answers she wanted.			M	S	V	M	S	V
Subtotals from previous page									
TOTALS									

Error Rate:

Self-Correction Rate:

Accuracy Percentage:

Time:

Multiple-Choice Test

Name: _____ Date: _____

Directions: Read each question. Choose the best answer. Fill in the bubble for the answer you have chosen.

1 Jane was the first scientist to observe that chimpanzees _____.

- (A) live in groups
- (B) live in Africa
- (C) are primates
- (D) use tools

3 Who had a major influence on Jane's career?

- (A) Dr. Louis Leakey
- (B) Jane's father
- (C) the theater
- (D) Jane's sister

2 Jane is a(n) _____.

- (A) mathematician
- (B) sports fan
- (C) animal lover
- (D) actress

4 How did Jane get permission to go to Tanzania?

- (A) She wrote a letter to the President of the United States.
- (B) She went without telling anyone.
- (C) Dr. Leakey agreed to go with her.
- (D) Her mother agreed to go with her.

Multiple-Choice Test (cont.)

Name: _____ Date: _____

5 Jane began studying chimpanzees after she _____.

- (A) received her doctorate
- (B) met the Leakeys
- (C) created the Jane Goodall Institute
- (D) became a wife and mother

7 Why did people think Jane should not name chimpanzees?

- (A) Names might confuse the chimpanzees.
- (B) Names made the chimps seem too human.
- (C) Names were too hard to remember.
- (D) Nobody else used names for chimps.

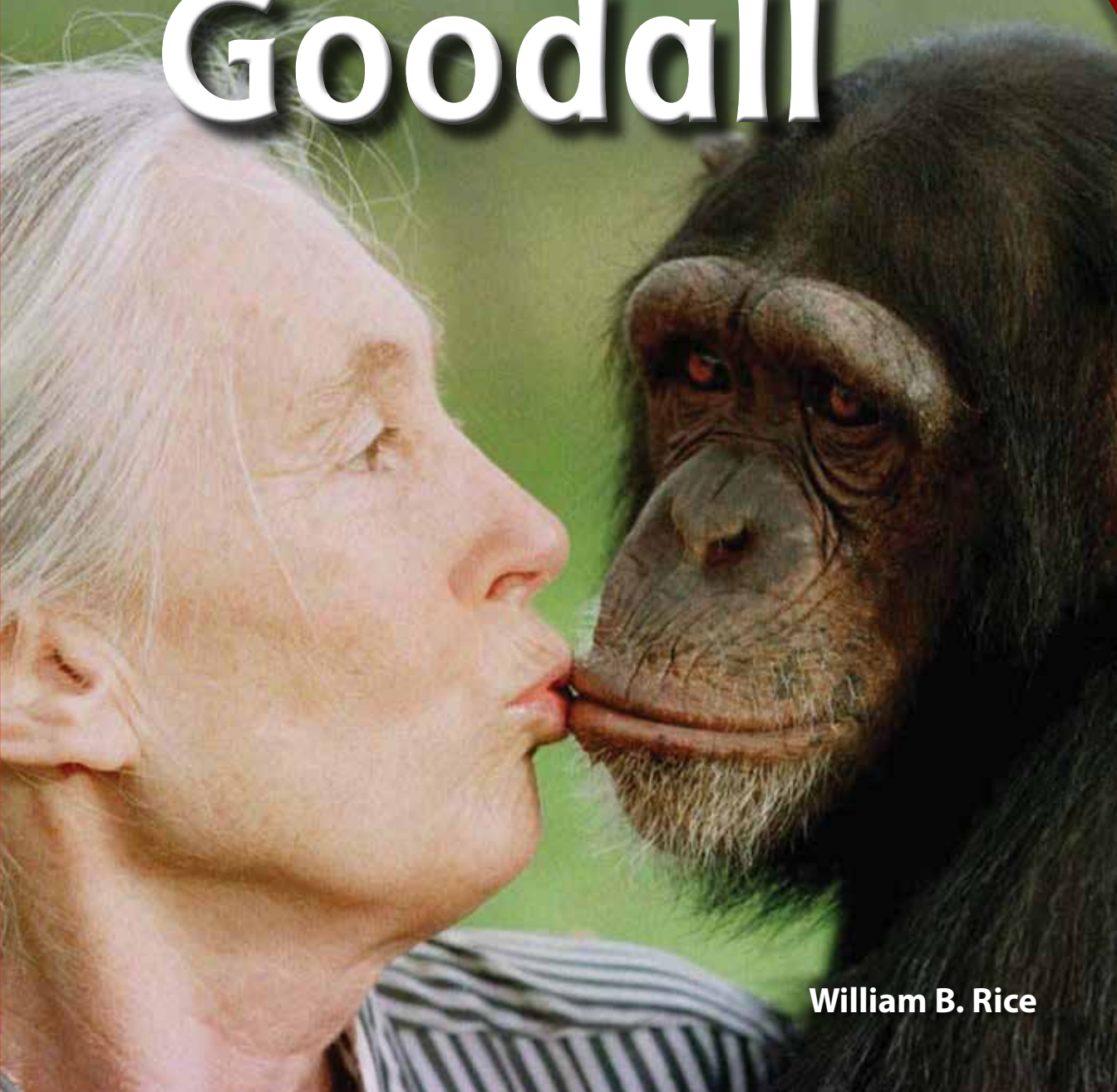
6 Jane's mother was _____.

- (A) not an animal lover
- (B) against the idea of Jane going to Africa
- (C) a major influence on Jane's love of animals
- (D) not an important part of Jane's life

8 Why did Jane have trouble studying the chimpanzees at first?

- (A) The chimpanzees did not trust Jane.
- (B) Jane could not find the chimpanzees.
- (C) Jane was afraid that the chimpanzees might attack her.
- (D) Jane was injured in an accident.

Jane Goodall



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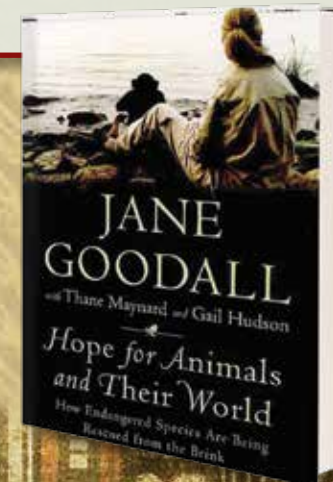
5301 Oceanus Drive
Huntington Beach, CA 92649-1030
<http://www.tcmpub.com>

ISBN 978-1-4333-3684-3

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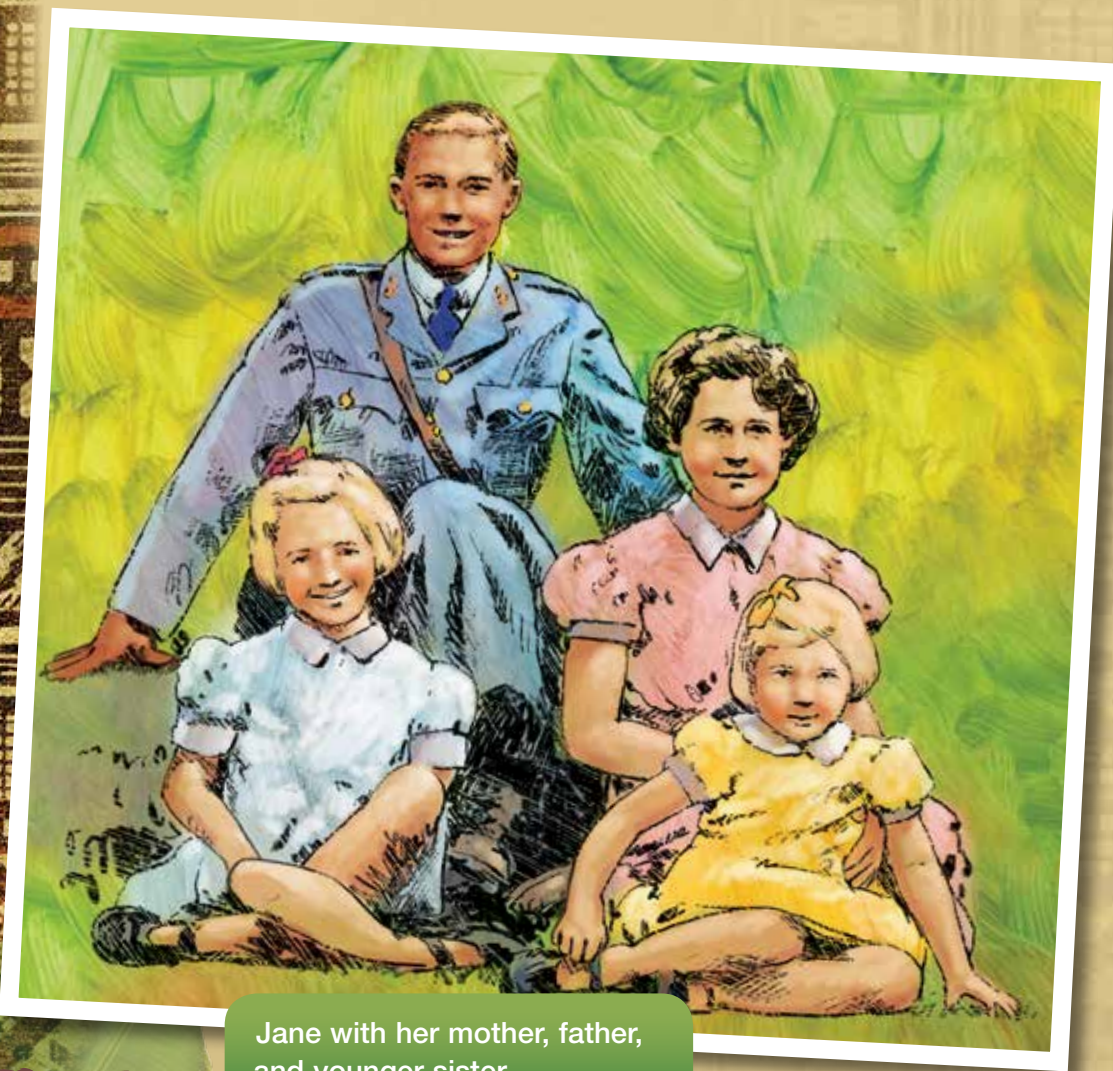
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Living a Dream

Do you have a dream? When Jane Goodall was a young girl of 11, she dreamed of going to Africa. She even thought that she might like to live there one day. She shared her dream with her mother. Jane's mother told her that if she really wanted something, worked hard, and never gave up, she would find a way to make her dream come true.



Jane with her mother, father, and younger sister

When she grew up, she remembered what her mother had told her. She **focused** on going to Africa, and she made her dreams come true.



Jane and her mother



Jane dreamed of traveling through Africa.

Early Years

Jane Goodall was born in London, England, on April 3, 1934. She grew up in a large house in Bournemouth, a little seaside town in England.

When Jane was young, her parents divorced. Jane lived with her mother, her younger sister Judy, her grandmother, and two of her aunts. Together, they were a happy, loving family.



young Jane



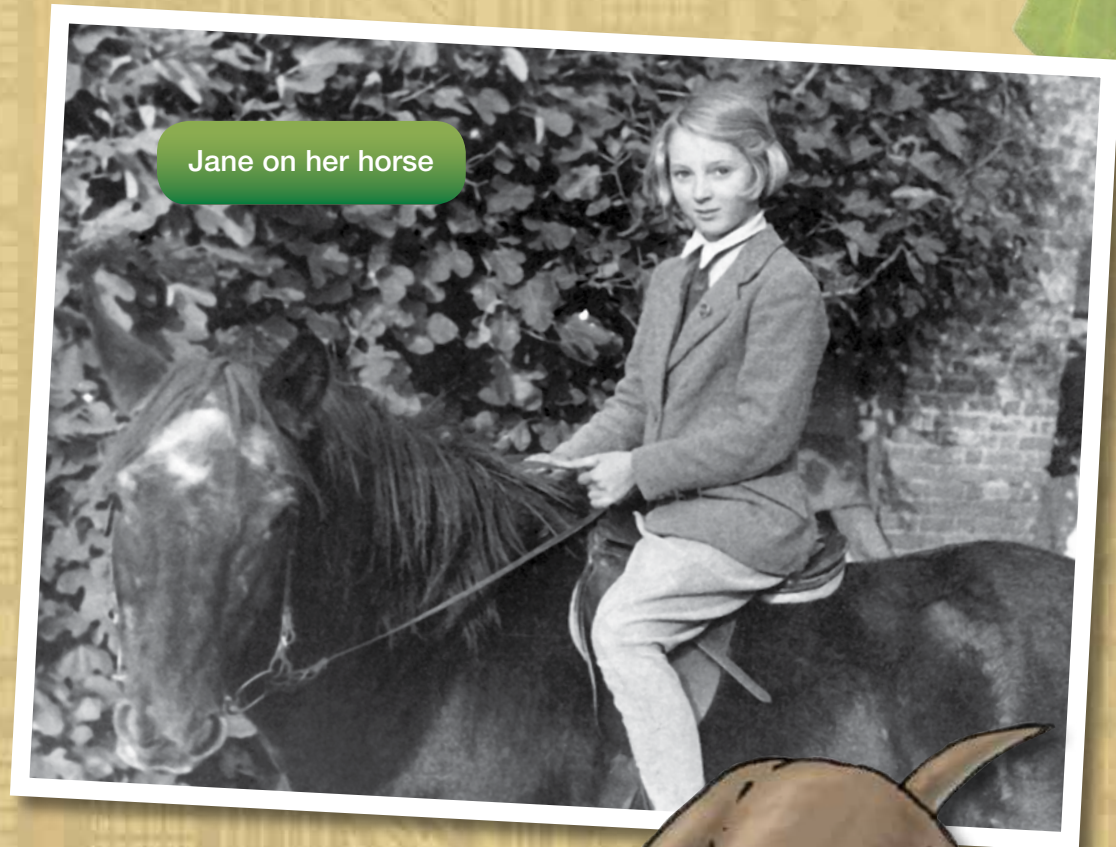
Jubilee

When Jane was a very little girl, her father gave her a toy **chimpanzee**. She named it Jubilee after a famous chimp living in the London Zoo at the time. Jane loved the toy and still has it. Jubilee sits on a special chair in Jane's home in England.

At an early age, Jane loved to be outdoors and spent time outside as often as possible. She especially loved all the animals there. When Jane was just 18 months old, her mother found her in her bed with a bunch of earthworms. Her mother did not get upset. She just told her tiny daughter that the worms should be put back outside in the ground so that they could keep on living.



Jane's respect and love for living creatures was influenced by her mother.



Jane on her horse



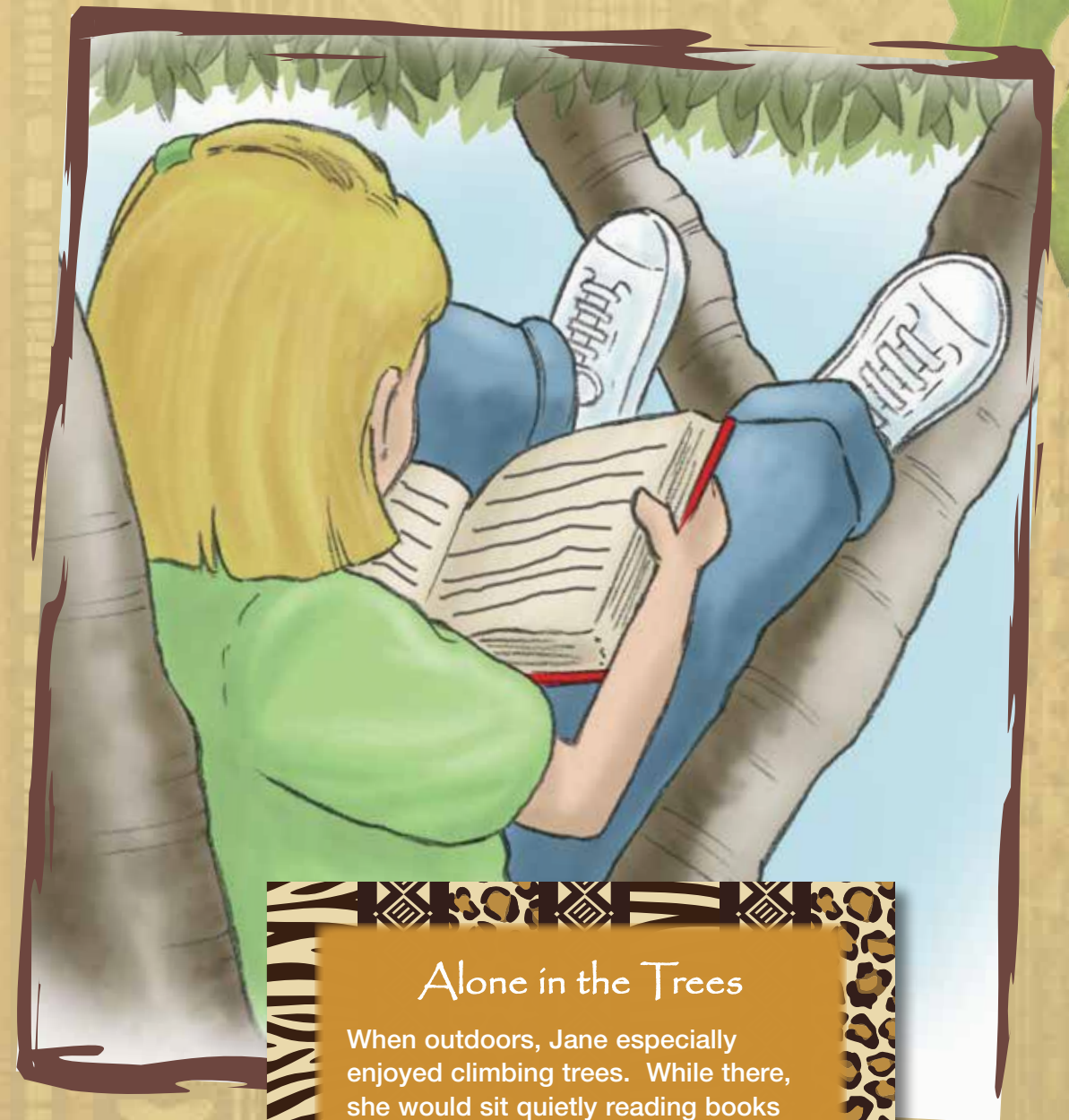
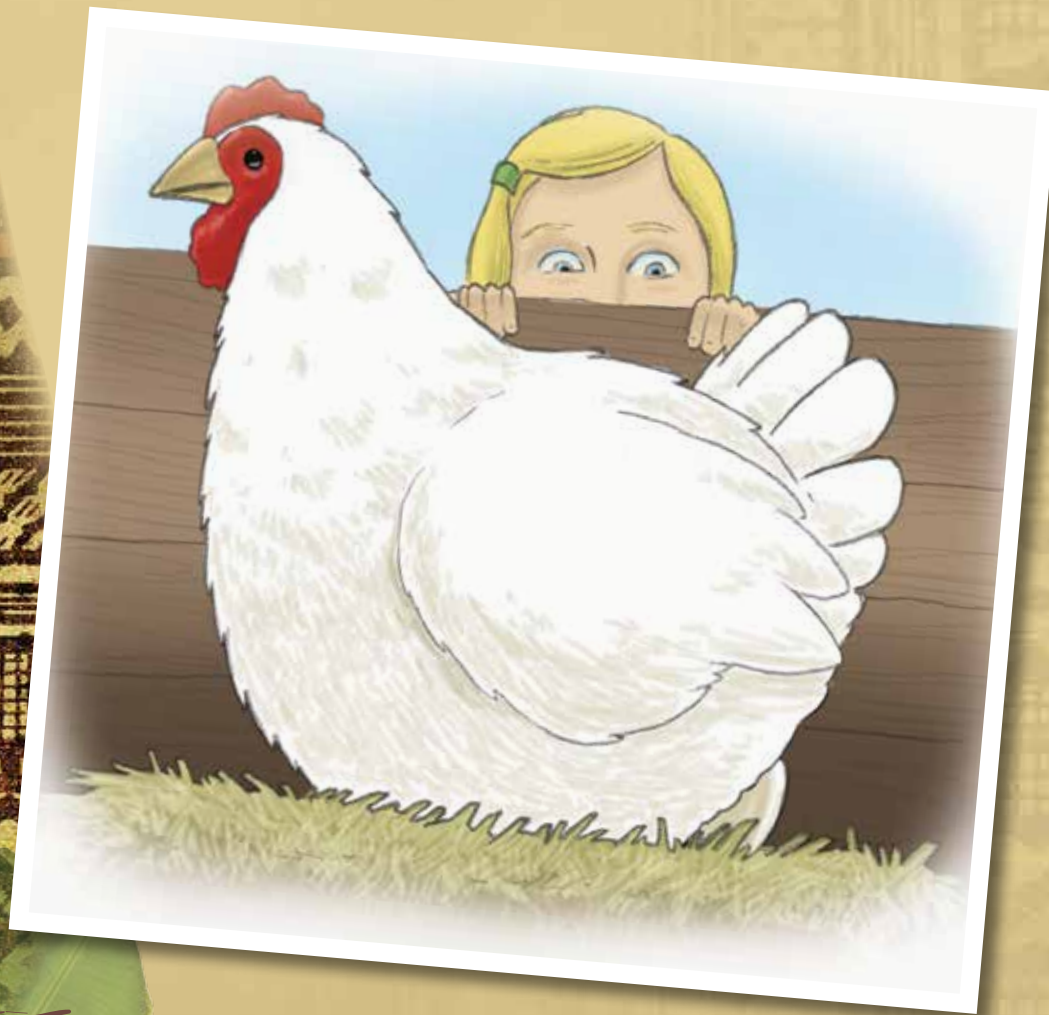
Jane's dog, Rusty

Family Pets

Do you have any family pets? Jane's family had quite a few. One of her favorites was a dog named Rusty. Jane played with and helped to take care of all the pets.



When Jane was four years old, she visited a farm. While there, she became curious about where eggs come from. How could an egg come from a chicken? She asked the grown-ups about it, but no one gave her a good answer. So, she hid in a henhouse for several hours to find out for herself. When she finally saw a chicken lay an egg, she excitedly ran to her mother to tell her what she had seen. Even when Jane was a little girl, she knew that with patience she could find the answers she wanted.



Alone in the Trees

When outdoors, Jane especially enjoyed climbing trees. While there, she would sit quietly reading books or looking at the world around her. Sometimes she would just daydream about growing up, traveling the world, and working with animals. All of this quiet time alone in the trees helped to prepare Jane for her future.

As Jane grew older, her interest in animals and faraway places grew. She loved to read stories about Tarzan and his friend Jane. She thought that she would be a much better “Jane” for Tarzan.

She also read stories about Africa and the **jungle**. That is how her interest in Africa grew. She decided to see it for herself one day.

Back when Jane was a young girl, it was unusual for girls to even think about doing such things. But with her mother’s **encouragement**, Jane was determined to go.

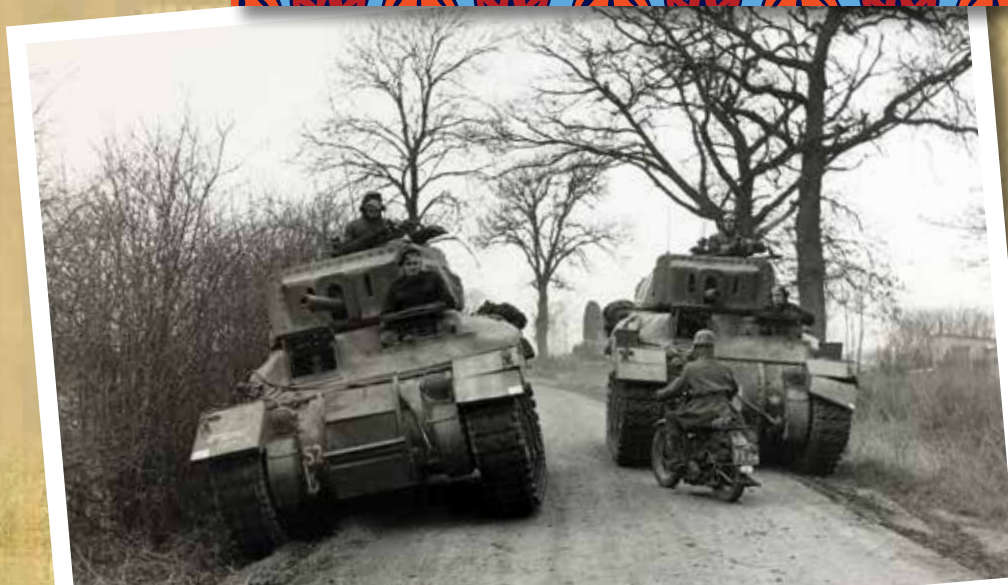


Tarzan and Dr. Dolittle were two of Jane’s favorite characters.



War Time

When Jane was young, World War II was being fought around the world, including England. Jane saw war planes and even tanks in her own neighborhood. At age 11, she saw photographs of the **Holocaust**, a time when millions of people were killed because of their beliefs or ethnic backgrounds. These terrible images of war stayed with Jane throughout her life.



Going to Africa

When Jane became an adult, she went to school to become a **secretary**. Her mother encouraged this, too. She said that secretary skills were needed everywhere in the world. Being a secretary might give Jane an opportunity to travel.

Then something exciting happened. One of Jane's friends moved to Kenya (KEN-yuh), in Africa, and she asked Jane to visit her there. Jane saved her money. By the time she was 23, she had saved enough to travel to Kenya. Her dreams were beginning to come true!

In Kenya, Jane got a job as a secretary in the city of Nairobi (nahy-ROH-bee). This allowed Jane to support herself.



As a secretary, Jane wrote many letters.



Kenya is a country in Africa. Nairobi is Kenya's capital.



Apartheid

When Jane arrived in Africa, she saw something that deeply troubled her. Some parts of Africa used **apartheid** (uh-PAHRT-heynt). Apartheid was an unfair and cruel system that separated people by their skin color. Apartheid wrongly said that light-skinned people were better and more important than dark-skinned people. Dark-skinned people suffered terribly under this system.

Within weeks, Jane learned that the well-known scientists, Dr. Louis Leakey and his wife, Mary Leakey, were working in the nearby country of Zaire (zah-EER).

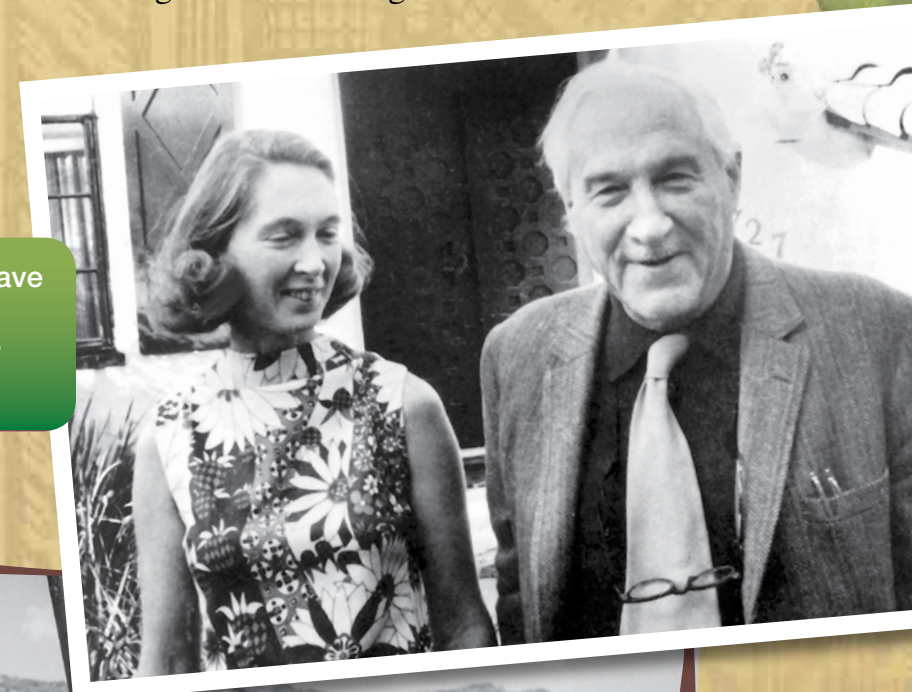
With this news, Jane's dreams began to grow. The Leakeys were studying animals and **fossils**. This interested Jane very much. So, what did she do? She made an appointment, saved her money, and **trekked** across Africa to see them.



The Leakeys did most of their important work in Africa, especially the work of discovering ancient human bones. These bones have helped the Leakeys and other scientists learn about human history.

Jane talked with the Leakeys about Africa and its animals. Dr. Leakey was so **impressed** by Jane's knowledge that he hired her right then to become his assistant. She helped him and Mary collect and study fossils. She also helped them to write their reports. While Jane worked with the Leakeys, she learned as much as she could. Jane felt as though she was doing work that she was truly meant to do.

Dr. Leakey may have been Jane's most important teacher and mentor.



Mary and Louis Leakey digging for bones.

After a few months, Dr. Leakey and Jane decided that she was ready to do a study of her own. Jane chose to study chimpanzees. To do so, Jane had to go to the jungles where the chimpanzees lived. The journey there would be difficult, but Jane was ready. However, the government of Tanzania (tan-zuh-NEE-uh) would not let her go. They thought it was not safe for a young English woman to go into the jungle on her own.

The Leakeys helped Jane get her start. They provided everything she needed to begin her study of the chimpanzees.



Chimpanzee is a word from the **Congolese** (kong-guh-LEEZ) language. It means “like or similar to man.”

Jane knew that studying the chimps would be the right thing for her to do. She asked her mother for help. Jane’s mother agreed to go with her. They also had a guide and plenty of supplies. The government finally let Jane go.



Jane’s mother (left) helped Jane work with the people of Tanzania.

Primatologist

Jane Goodall is a **primatologist** (PRAHY-muh-TOL-uh-jist). That is a person who studies **primates**, the species name for humans, apes, and monkeys.

The Chimpanzees of Gombe

Jane and her mother made their journey, finally arriving in Gombe (GAWM-bee), Tanzania. Jane was eager to begin studying the chimpanzees there. But the chimpanzees were afraid of Jane. Whenever she came around, they would leave.



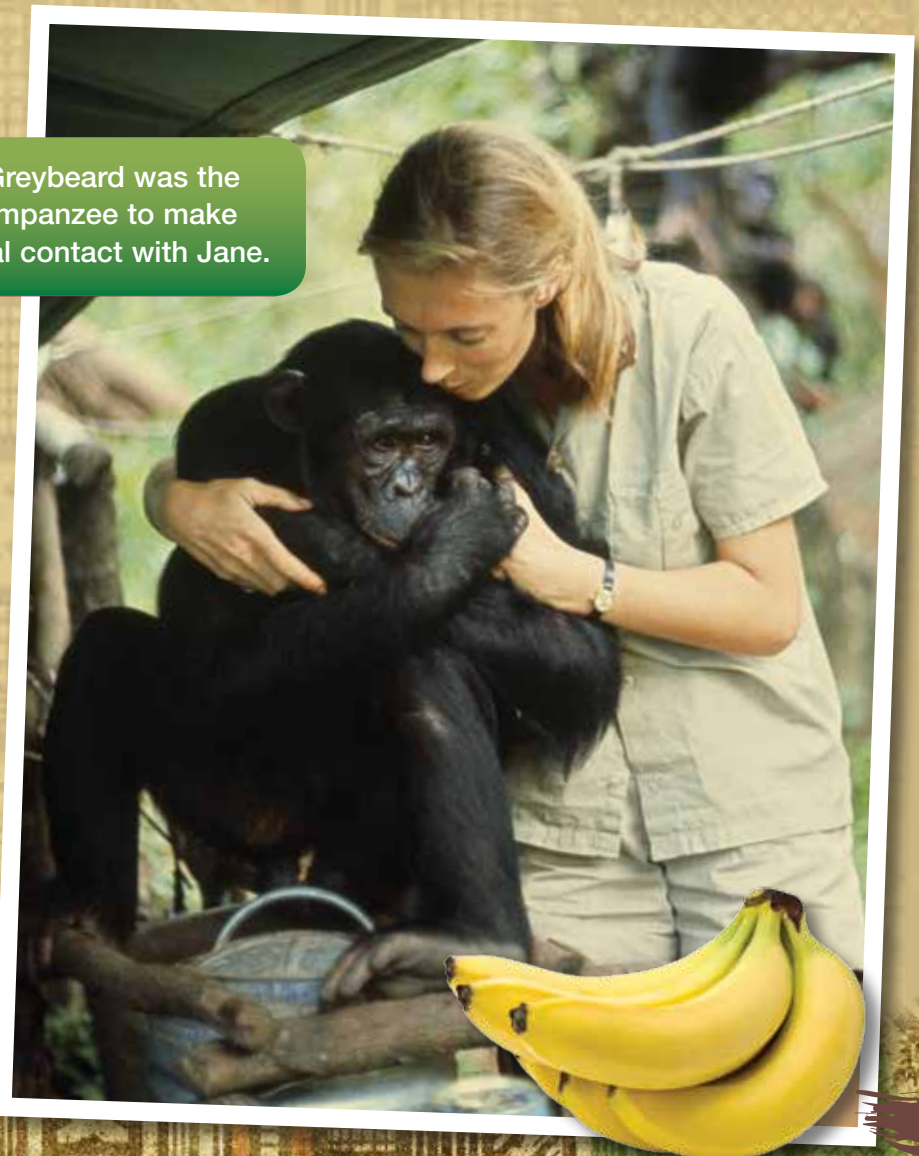
Gombe Stream Wildlife Research Center

Gombe Stream National Park was formed in 1968 to protect the chimpanzees studied by Jane Goodall. It is located along the shores of Lake Tanzania. It is kept completely natural, with no roads, electricity, or telephones. It is a real-life version of the Tarzan landscape that Jane loved to read about when she was a girl.

This happened for several months. Jane became discouraged. To study them, she had to sit far away and use **binoculars**. How could she study chimpanzees if she couldn't get near them? But, one day, a chimpanzee came into Jane's camp. He began stomping and screaming. Jane realized that the chimpanzee wanted the banana that he saw inside Jane's tent.

After that, she started keeping bananas for the chimps at her camp. Soon, the first chimpanzee began bringing others there. Jane named this first chimpanzee David Greybeard.

David Greybeard was the first chimpanzee to make personal contact with Jane.

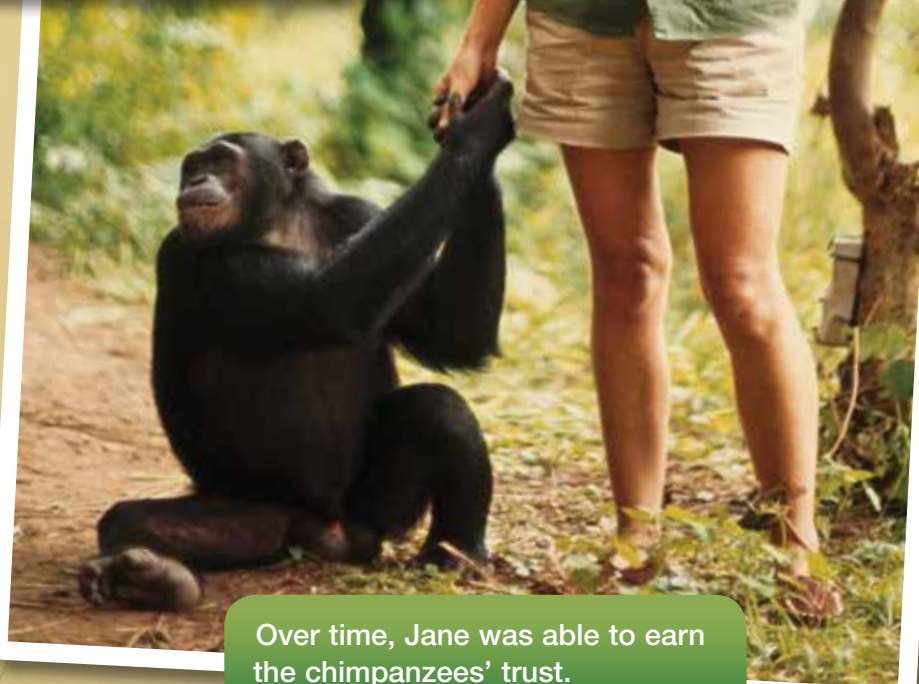


After more time and a great deal of patience on Jane's part, the chimpanzees began to trust her. Every day, Jane moved closer to them. Some of them became upset, but David Greybeard knew Jane and seemed to calm the others. Their trust in Jane grew, and soon she was able to sit among them.

Jane studied the chimpanzees and the ways they did things. She noticed that some of them were stronger, smarter, or friendlier than others. Some shared their food, and some played with the younger chimpanzees. Some mother chimpanzees even seemed to take better care of their babies than others did.

First Contact

One day, Jane was sitting very close to David Greybeard. He reached out his hand to her in a friendly gesture. Jane reached out her hand and held his for a few moments. It was the first time she had ever made contact like this. She knew that she had fully earned the trust of the chimpanzee group.



Over time, Jane was able to earn the chimpanzees' trust.

Names

The more she studied chimpanzees, the more Jane noticed that they seemed to have different personalities. To keep track of them, she gave many of them names, such as Flo, Fifi, Charlie, and Mike. Some scientists later criticized Jane for this. They said it was wrong to name the chimpanzees as though they were humans.



Jane observed that chimpanzees live in communities with up to 55 members. Sometimes the chimpanzees move to a new community, just as people move to new neighborhoods.

One day, Jane was watching David Greybeard and a chimpanzee named Goliath. They seemed to be digging at a termite mound. But Jane realized they were not digging, but instead putting sticks into holes in the mound. When they pulled the sticks out, they would eat the termites that were stuck to the stick. This was the first time that anyone had ever seen a chimpanzee use a stick like this. They were using the sticks like tools. Before this discovery, scientists thought that only people used tools.

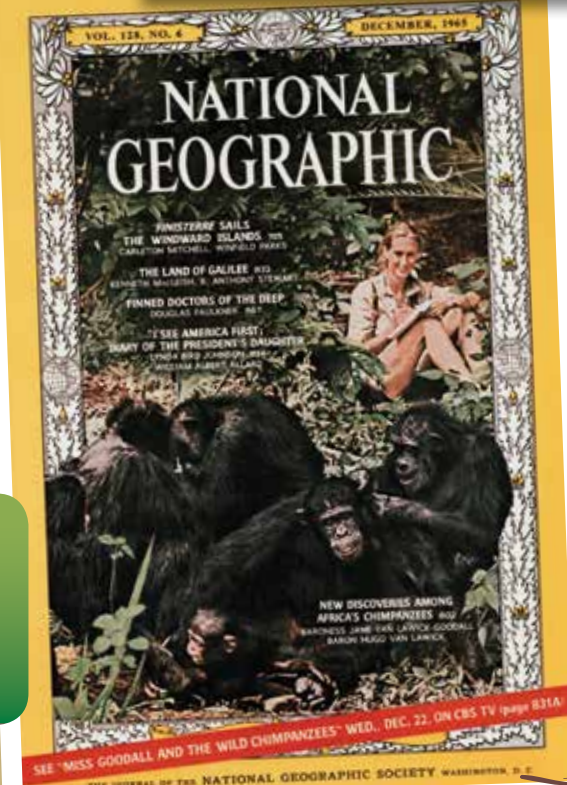
As Jane worked, she reported her **observations** and discoveries to Dr. Leakey and other scientists. Many people became interested in her work. Her reports and studies started to be published in important magazines, such as *National Geographic*.

Chimpanzees such as these use sticks, stones, and other natural materials as tools, just as humans do.



National Geographic

The National Geographic Society was formed in early 1888 to study geography and share knowledge. It has become the largest nonprofit scientific and educational **institution** in the world. The society also publishes *National Geographic* magazine, which is known for its interesting articles and beautiful photography.



Jane Goodall has been on the cover of *National Geographic* more than any other scientist who studies animals.

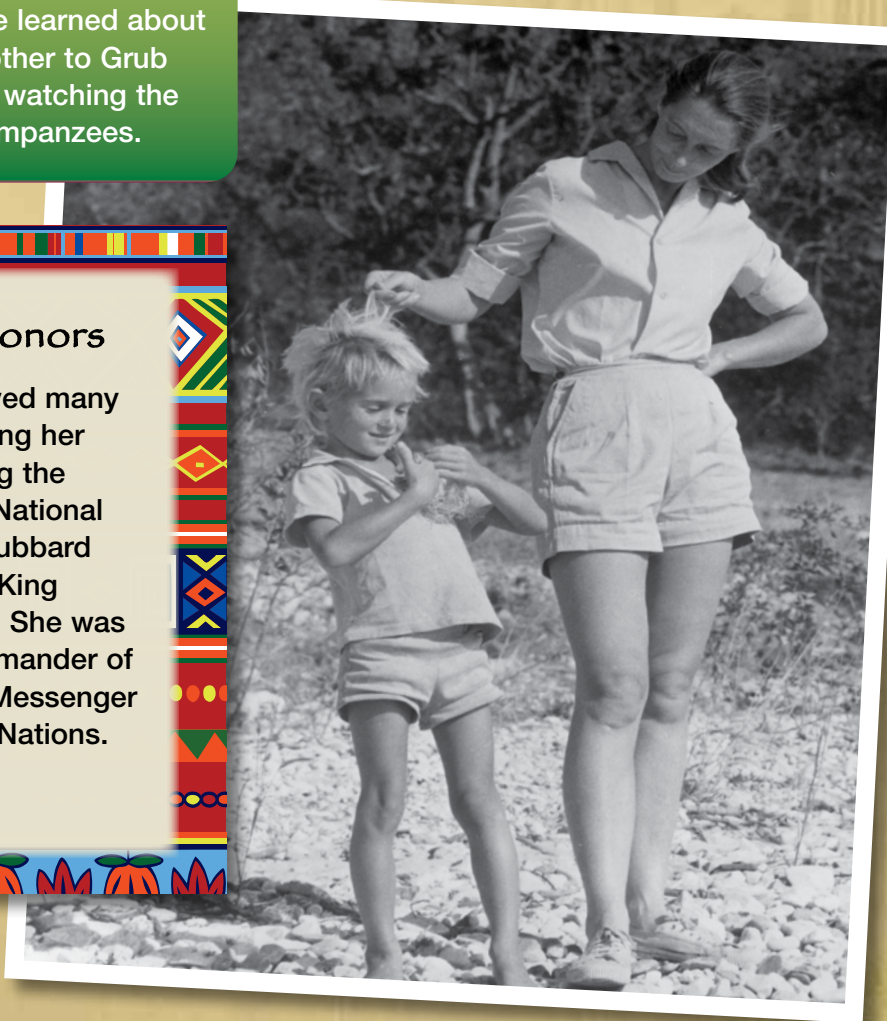
Marriage, Motherhood, and More

Of course, Jane's life has been about more than just her work. In 1964, she married a *National Geographic* photographer named Hugo Van Lawick. Their son, Hugo, was born in 1967. Grub, as they called him, grew up happily in the jungles of Gombe.

Jane has said that some of what she learned about being a mother to Grub came from watching the mother chimpanzees.

Awards and Honors

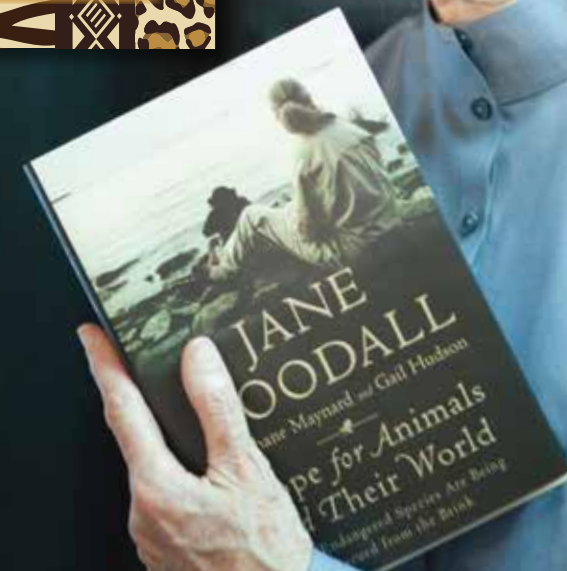
Jane Goodall has received many awards and honors during her exciting career, including the Medal of Tanzania, the National Geographic Society's Hubbard Medal, and the Gandhi-King Award for Nonviolence. She was also named Dame Commander of the British Empire and Messenger of Peace by the United Nations.



Jane and her husband Hugo later divorced, and she married a man named Derek Bryceson. He was the director of Tanzania's national parks. Sadly, after only five years of marriage, Derek died. However, through it all, Jane continued the work she loved. Finally, in 1986, she decided to end her research. Now, she travels the world, sharing all she has learned with people everywhere.

Jane Goodall Institute

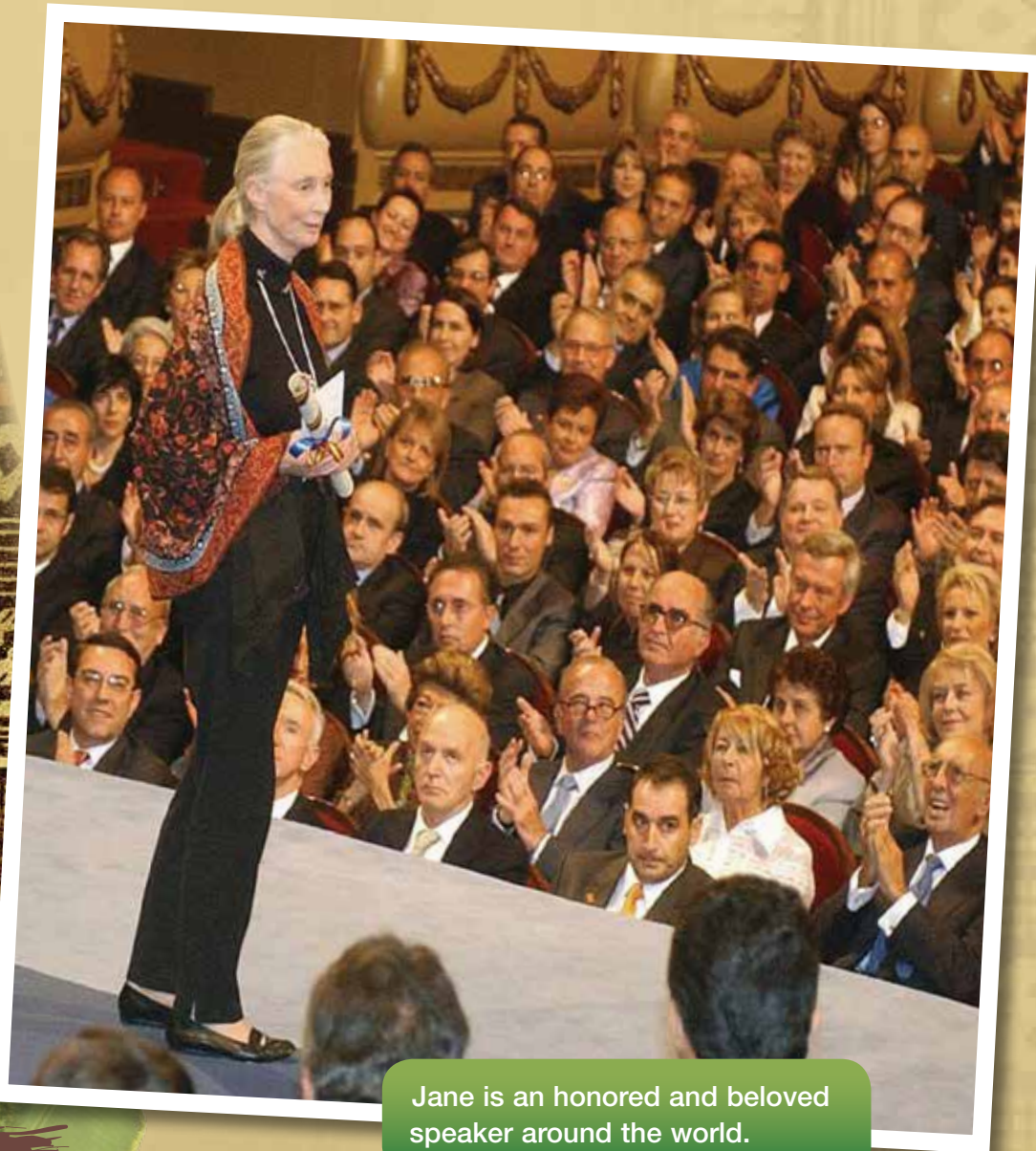
In 1977, the Jane Goodall Institute was established. Its purpose is to support people who want to make a difference for living things around the world. Through the institute, scientists and students carry on the work that Jane started.



Jane has written several books about her work and continues to talk about the chimpanzees she loves so much.

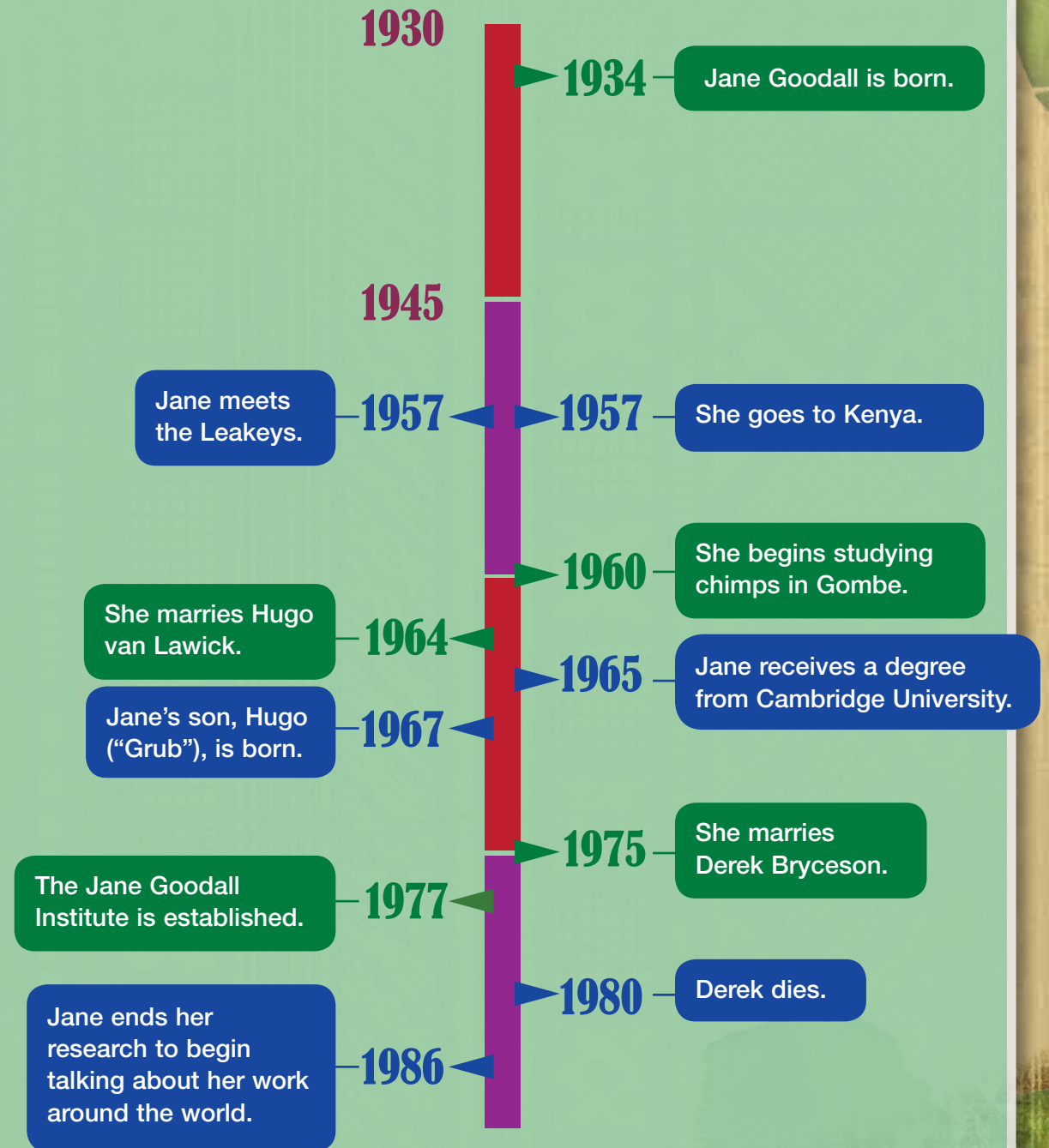
Originally, Dr. Leakey thought that Jane's study of chimpanzees would take about 10 years. Jane thought it would only take about three years. Today, Jane has been studying them for more than 40 years!

Jane Goodall has had a full and exciting life, and she's still working hard, doing what she loves. The time line on the next page shows some of the highlights of her life and career.



Jane is an honored and beloved speaker around the world.

Time Line



Glossary

- apartheid**—a former government policy in South Africa requiring racial segregation
- binoculars**—an instrument used for seeing at a distance
- chimpanzee**—a type of African primate
- Congolese**—the language spoken in the Congo
- encouragement**—support or help
- focused**—concentrated or paid close attention to
- fossils**—rocks or pieces of earth with a natural imprint of an ancient plant or animal
- Holocaust**—the killing of European civilians, especially Jews, during World War II
- impressed**—to have gained the admiration or interest of a person
- institution**—an organization that supports a cause
- jungle**—a very thick area of tropical plants and animals
- observations**—acts of observing, or watching
- primates**—a type of mammal, the species name for humans, apes, and monkeys
- primatologist**—a person who studies primates
- secretary**—a person who handles letters and records for another person
- trekked**—made one's way slowly and painfully

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About the Author



William Rice grew up in Pomona, California and graduated from Idaho State University with a degree in geology. He works at a California state agency that strives to protect the quality of surface and ground water resources. Protecting and preserving the environment is important to him. He is married with two children and lives in Southern California.

