**Gibbon Conservation Center**

**Whose hand is it???**

1st Grade

Pre – Visit Activity

This lesson plan meets the NGSS in the areas indicated below if used as recommended. It is not however limited to these standards and can be modified as the instructor sees fit to include more or adjusted to meet the needs of other grade levels.

**Next Generation Science Standards (NGSS)**

*Structure Function & Information Processing*

Performance expectations

Read text and use media to determine patterns in behavior of parents and offspring that help offspring to survive

(gibbons baby crying sound elicits moms response)

**Dimension #1 Scientific & Engineering Practices (SEP)**

1. *Asking questions*
2. *Planning & Carrying out Investigations*

**Dimension #2 Crosscutting Concepts (CC**)

*1. Patterns*

**Dimension #3 Disciplinary Core Ideas (DCI)**

*Life Sciences*

2. Plants and animals meet their needs in different ways. As a basis for understanding this concept: a. Students know different plants and animals inhabit different kinds of environments and have external features that help them thrive in different kinds of places.

**- Materials -**

Foam gibbon hand (Reuse)

Back of used piece of paper ½ sheet (Reduce, Reuse, then Recycle)

or

Printed gibbon hand ½ sheet (Reduce)

Crayons or pencil

CD of gibbon song

Gibbon Prop (cut out / doll / or photo)

Viewfinder

Map

Photo of Layers of the Rainforest

This lesson requires the student to ask and answer questions. As they try to figure out the animal they will see a pattern in how the gibbon looks based off of its environment. They will also notice that humans also have a slightly different pattern and different environment.

**Start off by playing the CD of gibbon song.**

Begin asking the students some questions

*What do you hear?* Have them mimic the sounds

*What do you think is making the sound?*

Identify the sound is a gibbon, ~~a small ape.~~

*Can anyone guess why the gibbon is making this sound?* (find family/new mate/territory)

*Has anyone heard this sound before? Where?* (zoo/movie)

*Gibbons song carries over 2 miles away.*  *Why do you think you don’t hear it everyday?*

*Where do you think this animal lives?*

Identify Rainforest

Identify the Canopy

Identify Southeast Asia on a map

**Use the Gibbon Hand Activity Sheet.**

or

Have the students draw two overlapping circles. Introduce the foam gibbon hand. Have the students trace the gibbon hand into the left circle, then trace their own hand in the right circle.

*What are some similarities our hands have with gibbon hands?*

*How do we use our hands?*

*How do we use our fingers?*

*How do we use our thumbs*?

Gibbons have nails like us not claws.

*Gibbons hands are also different from our hands why do you think they are different?*

*What are some differences our hands have with gibbon hands?*

*Gibbons have a much thicker skin on the palms of their hands. How do you think this helps them?*

*Their fingers do not fully extend which creates a little hook. How do you think this helps them?*

*Their thumbs are shorter. How do you think this helps them?*

*They have a narrow palm. How do you think this helps them?*

Show Rainforest picture again Identify the Canopy

Gibbons live in the canopy and don’t come down to the ground.

Give the students 5 min to draw what they think a gibbon looks like. Have them draw their picture next to the gibbon hand they traced. This will help them describe what they think a gibbon looks like. Ask them to “*Tell me one thing about your gibbon?”* If you feel confident drawing have the students describe a gibbon and draw the traits they mention that gibbon exhibit.When you are done you should have the image of a gibbon. On the other side write down the traits they mention that gibbons don’t exhibit (i.e. tail, wings feathers). If you have enough can choose to draw out these traits also and name it “gibbon monster”.

**Using your Gibbon Cut Out**

Talk about the gibbon traits. Note that some traits are similar to humans and some are different because they live in different places.

*Why do you think the gibbons have long arms?*

*Gibbons can walk upright like humans why do you think they have short legs?*

*Why do you think the gibbon’s arms are longer than its legs?*

*Why do gibbons have fur?*

*Why don’t you think they have a tail? (long arms)*

*Why can gibbons grasp with their feet?*

*Why do you think gibbons have large canines?*

*Why do you think gibbons are a lot smaller than humans?*

*Baby gibbons can hang onto their mom the first day they are born. How is this helpful?*

Gibbons are arboreal animals and have adapted to life in the trees brachiating or swinging from one branch to the next.

*What do you think would happen if there weren’t any trees?*

(…)