**Gibbon Conservation Center**

**“Let’s Describe a Gibbon”**

Kindergarten

On-Site Activity (Alternative in class Activity Sheet)

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)**

*Interdependent Relationships in Ecosystems: Animals, Plants, & Their Environment*

Performance Expectations

Use observations to describe patterns of what plants and animals (including humans) need to survive

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

*Using Mathematics & Computational Thinking*

(Measuring gibbon vs. human sim/diff lead to differences in function)

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

*Structure and function:*

The way in which an object or living thing is shaped and its substructure determine many of its properties and functions.

(Gibbon Body)

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

*Life Sciences*

Different types of plants and animals inhabit the earth. As a basis for understanding this concept: c. Students knowhow to identify major structures of common plants and animals (e.g., stems, leaves, roots, arms, wings, legs).

**- Materials -**

Large gibbon cut out

Individual gibbon illustration

Crayons or Pencils

Measuring Tape

**- Optional Materials -**

Seizers

Metal joint pieces

Gibbon Photo

Map

Questions to ask during Tour

*Where do we think they live?*

*Why do you think they are small? What are some benefits?*

*Why don’t they need a tail?*

*What is the benefit for having toes that can grasp?*

*Is the individual boy or girl?*

*How are the individuals in the next enclosure different?*

*Why do you think the baby blends with its mom?*

*How many here live in a family?*

*Why do you think there are only about 4 offspring at most in each enclosure?*

*Do you think they take vitamins? Why not? (fruit)*

*Do you think they come down to drink water?*

*How else do you think they get enough water?*

*Where do they go to the bathroom?*

Explain different species in different areas/countries separated by water

During the tour have them Observe Behaviors

*Why do they do these actions? Or where do they do them?*

*Have them act out behaviors between enclosures?*

Singing – to defend their territory and to establish family bonds

Swinging – to search for food

Eating – in a tree

Walking – in a tree arms outstretched

Grooming – self and others

Recall What were some of the colors the gibbons we saw.

Recall the species & their territorial call.

*Color the gibbon after an individual you saw* (Using the handout)

*Was it a boy or girl?*

*What it young or an adult?*

If you are doing this activity off-site having reference photos for the children is a helpful. You may want to just pick one individual all the students can discuss.

At this point bring out the large gibbon cut out. The GCC gibbon is to scale and has moveable joints. Bring up a student to show the similarities and differences by taking measurements.

Note:

Both humans and gibbons have

Eyes/Nose/ Mouth/ Ears/ Arms/ Hands/ Nails/ Legs/ Feet

How are these traits helpful?

Gibbons are smaller than humans how does this help them?

Gibbons have fur how is this helpful?

Gibbons arms are longer than their legs while humans legs are longer than their arms. Why do long arms help gibbons? Why don’t they need long legs?

Gibbons toes can grasp objects. How is this helpful to them? Why is it not as important for us?

Handout

Students can color the handout. For older grades or with depending on the abilities of the students or adult supervision you can choose whether or not to have them cut out the picture. Another alternative is to cut each limb and joint using Metal joint pieces so they can position a swinging/brachiating gibbon.