



alphakids

# GORILLAS

WRITTEN BY  
TILLY COLLINS

PHOTOGRAPHY BY  
MICHAEL CURTAIN

Published edition  
© Eleanor Curtain  
Publishing 2004

First published 2004

Apart from any fair dealing for the purposes of study, research, criticism or review, as permitted under the Copyright Act of Australia, no part of this book may be reproduced by any process, or transmitted in any form, without permission of the copyright owner. Where copies of part or the whole of this book are made under Part VB of the Copyright Act, the law requires that records of such copying be kept and the copyright owner is entitled to claim payment.

Developed by  
Eleanor Curtain Publishing  
Text: Nicole Di Marco  
Consultant: Susan Hill  
Designed by  
Alexander Stitt  
Production by  
Publishing Solutions

Printed in China

ISBN 0 7253 3417 7

1 2 3 4 5 6 7 8 9  
04 05 06

## How to use this book

### Before reading: Talkthrough



Talk through the book with the children. Encourage them to predict the text from the cover and the pictures, and to think about the information they provide. Direct the children's attention to aspects of the text that may challenge them. Support the children to deal with these challenges by asking the Talkthrough questions on each page.

### During reading: Observe and support



Observe the children as they read. Encourage them to monitor their own reading as they comprehend the text. As needed, support the children by helping them to discover and use reading strategies and cues to solve problems and respond to reading challenges that arise in the text. Interruptions to the children's reading should be minimal and focused on specified learning needs.

### After reading: Comprehension, returning to the text, responding and writing links



To further develop children's understanding of the text, select from activities found on page 16 and the inside back cover. These whole text, sentence and word level activities reinforce the teaching focus of this book. Assessment ideas are provided to assist with planning for further teaching.

## Text highlights

- The text compares and contrasts the lives of gorillas in the wild with those of gorillas in a zoo.
- Colour photographs support and extend the text.

## Vocabulary

dens, family groups, forests, gorillas, keepers, leader, live, shelter, zoo

## Setting the context

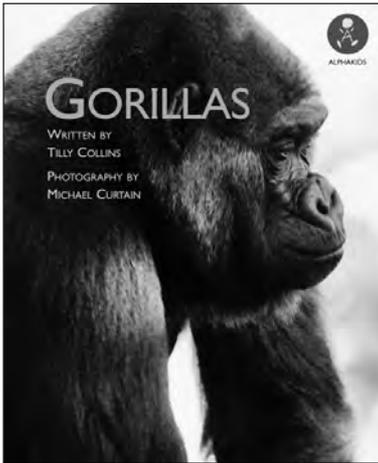
Prepare a chart like the one below.

Gorillas in the forest	Gorillas at the zoo

Ask the children to think about how gorillas might live in the forest and how they live in a zoo. Write the children's ideas on the chart.

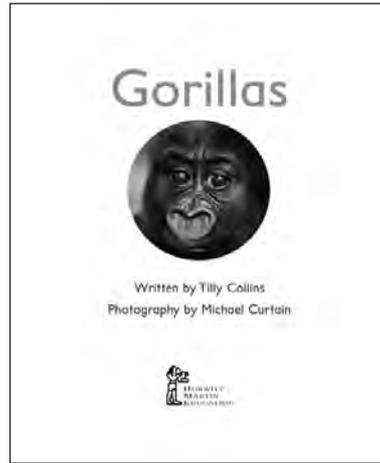
## Introducing the book

*This is a book about how gorillas live. Some live in the wild and some live in zoos.*



### Front cover

*What do you notice about this gorilla? Why do you think the publishers put it on the front cover? Does it make you want to read the book? Why?*



### Title page

Read the title together.  
Point out the names of the author and the photographer.



## Talkthrough

*Some gorillas live in forests. What do you think might be happening to many forests? How would this affect gorillas?*



## Observe and support

Do the children check what they read with the phonic information on the page?

Point out a word, for example 'alive', and ask the following questions.

*How did you know what that word was? What did you check at the start of the word? What did you look for at the end of the word? What else did you check?*

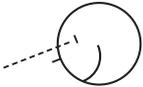
Some gorillas live in forests.  
The forests have everything  
gorillas need to stay alive.  
But many forests are being cut down.





### **Talkthrough**

*Some gorillas live at the zoo. How would a zoo look after gorillas and keep them safe?*



### **Observe and support**

Do the children use contextual information to understand the meaning of new vocabulary?

*What does 'shelter' mean? How did you work that out?*

Some gorillas live at the zoo.  
Zoos look after gorillas  
and keep them safe.  
They give them food and shelter.



4





### **Talkthrough**

*How do gorillas live in the forest? What is a family group? Do gorillas live in family groups at the zoo?*

*Look at the big male gorilla on page 7. He is the leader of the gorilla group. The biggest male is always the leader.*



### **Observe and support**

*Do the children monitor their own reading?*

*What did you notice? Why did you read that again? How do you know you are right this time?*

In the forest gorillas live  
in family groups.  
At the zoo gorillas also live  
in family groups.

The biggest male gorilla  
is the leader of the group.

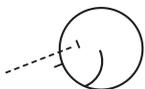




## **Talkthrough**

*Where do gorillas sleep in the forest? What do they make nests with?*

*Where do gorillas sleep at the zoo? What do they make nests with?*



## **Observe and support**

Can the children read the text fluently?

Model reading a passage of the text to the children, then ask them to read it with you.

*Can you make it sound like I do?*

Have the children read the text by themselves.

In the forest  
gorillas sleep on the ground  
or in low trees.  
Every night they make nests  
with plants and branches.



At the zoo gorillas sleep in dens.  
Every night they make nests  
with shredded paper.

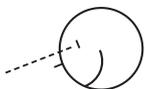




### **Talkthrough**

*Gorillas spend most of their time in the forest looking for food and eating.*

*What does a zoo keeper do? What are the keepers in the photograph doing?*



### **Observe and support**

*Can the children understand the inferences in the text?*

*Would it take a long time to find food in the forest? What did you think about to decide on your answer?*

In the forest gorillas spend most of their time looking for food and eating.



At the zoo the keepers get food ready each day for the gorillas to eat.





### **Talkthrough**

*Do you think gorillas eat the same things in the forest as they do at the zoo? Why or why not? Read page 12 and see if your prediction was right. What do gorillas eat?*



### **Observe and support**

*Do the children search for a range of information on the page to support their reading?*

*When you looked at the pictures before you read the writing, what were you looking for? How did that help you?*

In the forest gorillas eat plants.  
They eat leaves, stems and roots.  
They also eat seeds and nuts.

At the zoo gorillas also eat  
these things.



12

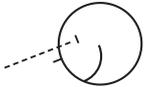


13



### **Talkthrough**

*Who looks after the baby gorillas in the forest? Who looks after them at the zoo?*



### **Observe and support**

Can the children recall information supplied in the text to support their point of view?

*Where do you think it would be best for gorillas to live? Why?*

In the forest baby gorillas  
are looked after by their mothers.



At the zoo baby gorillas  
are looked after by their keepers.





## Talkthrough

*Would a zoo be a safe place for a gorilla to live?  
What does the author think?*



Zoos give gorillas  
a safe place to live.

16



## After reading

### Being a meaning maker

Encourage the children to support their responses with evidence from the book as they discuss these comprehension questions:

*What do gorillas eat in the wild? What do they eat in zoos?*

*Why do the keepers prepare the gorillas' food in the zoo?*

*Where is the best place for gorillas to live? Why do you think this?*

## Being a code breaker

Explore the following language features:

- High-frequency words: also, and, are, at, after, by, for, have, in, make, many, of, or, some, the, their them, they, to, too, with.
- Hearing sounds: read sections of the text and ask the children to listen for words that contain the sound /oo/; for example, zoo, food, too.

## Being a text user

Refer to the text and the chart made in the 'Setting the context' section when discussing these questions:

*What kind of book is this? How do you know?*

*What information on our chart does the book support?*

*What new information have we learned from reading this book?*

## Being a text critic

*What is the author's point of view about where gorillas should live?*

*Do you agree with her point of view?*

*What other points of view are there?*

## Responding to text



The children could work in cooperative groups to make a model of a good place for gorillas to live. You could provide play dough, plant cuttings, paper and other art materials.



Ask the children to write sentences based on the chart made earlier.

For example, 'In the forest gorillas sleep on the ground'; 'At the zoo gorillas sleep in dens'.



Ask the children to fill in a table like the one below with the singular and plural forms of nouns from the text.

If I have one, I say:	If I have more than one, I say:
gorilla	gorillas

## Writing

The children could write an argument stating where they think gorillas should live and why. The children's views could then be shared, and compared and contrasted.

## Assessment

---

Can the children:

- compare and contrast information?
- summarise the information they have learned about gorillas?



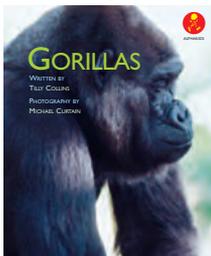
whole text activity



sentence activity



word activity



## Teacher Edition

**Topic:** Gorillas

**Curriculum link:** Science

**Text type:** Report

**Reading level:** 11

**Word count:** 189

**High-frequency words:** after, also, and, are, at, by, for, have, in, make, many, of, or, some, the, their, them, they, to, too, with

**Vocabulary:** dens, family groups, forests, gorillas, keepers, leader, live, shelter, zoo

### Possible literacy focus

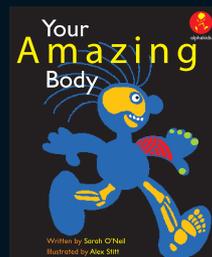
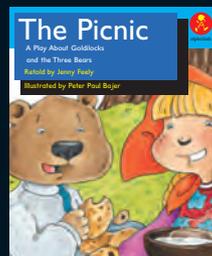
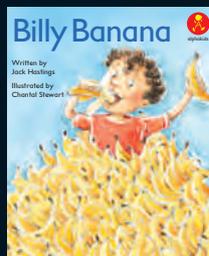
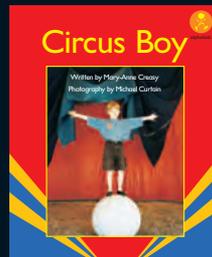
Comparing and contrasting two groups.

Summarising information in a book.

### Summary

This book compares and contrasts the lives of gorillas in the wild with those of gorillas in a zoo.

## Other books at this level



ISBN 0-7253-3417-7



9 780725 334178



alphakids