

# The Golden Lion Tamarin Comes Home



- Author: George Ancona
- Genre: nonfiction ~ an expository nonfiction selection about golden lion tamarins
  - [Day 1](#)
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# Day 1

- Reading
  - Vocabulary
  - Read Segment 1 (629-635)
  - Story Structure
- Word Work
  - Spelling pre-test (647g)
- Writing and Language
  - Daily Language Practice
  - Prepositions
  - Expository Writing: Compare/Contrast
    - Day 1: Introduce the Model (647M)



# Vocabulary

We will define new vocabulary words.



## Observation Log

We will insert words where they best fit the context.

canopy

captive

dilemma

extinction

genes

habitat

humid

observation

predators

reintroduction

**Date:** May 14, 1999

**Place:** Poco das Antas Biological Reserve, Brazil

**Goal:** To monitor the reintroduction process for a family of golden lion tamarins released into the wild three weeks ago.

Our dilemma has been how to blend six tamarins from two different zoos into one family without intruding in the animals' lives. If we are successful in bringing the tamarins together, it will strengthen the animals' genes and help prevent their extinction.

### Notes:

**8:10 A.M.:** Morning air already hot and humid. So far, no sign of any of the captive tamarins released into the area 3 weeks ago.

**8:25 A.M.:** Saw one ocelet. Tamarins still hidden; they may be trying to avoid this predator.

**9:40 A.M.:** Spotted two tamarins in the forest canopy.

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# Story Structure

## Objective

- We will identify the topic, main ideas, and key details in the selection.

## Prior Knowledge

- Tell your partner what “Grizzly Bear Family Album” was about in 1 or 2 words.
- What was the main point the author was trying to get across?



# Topic, Main Idea, Key Details

## Concept

- Topic: the subject all or most of the paragraphs in a selection tell about. It can usually be expressed in one or two words.
- Main idea: the most important idea or point the author makes about the topic.
- Key details: support or explain the main idea

## Example

- Topic: Stage fright
- Main idea: Stage fright is a common affliction, even among professional actors.
- Key detail: a recent survey concluded that 3 out of 5 actors regularly suffer from stage fright.

**R:** What is a main idea?

**A:** Which of the following is a topic?

a) Grizzly bears are feared by many people.

b) grizzly bears

**J:** How do you know?

# Importance

- Your first task as a reader is to understand the author's point.
- Understanding the structure of a selection will help you comprehend what the author is trying to communicate.

# Topic, Main Idea, Key Details

## Skill

- Look for a stated main idea.
- If it is not stated, consider the overall section.
  - What is the entire section talking about?
- What information supports the main idea?
  - The information could be facts or opinions.

## I do (practice book pg. 368)

- Let's reread pg. 630 together.
- I don't see a stated main idea, so what is the entire page about?
- It seems to be a description about the tamarins' environment.
- Main idea: The natural habitat of the tamarins is a diverse and colorful environment.
- Supporting details: birds sing, insects buzz, cicadas chirp; tangled vines and leaves; orange-gold flash; speckles of light.



# Topic, Main Idea, Key Details

## Skill

- Look for a stated main idea.
- If it is not stated, consider the overall section.
  - What is the entire section talking about?
- What information supports the main idea?
  - The information could be facts or opinions.

## We do

- Let's reread pg. 632-633 together.
- Is there a stated main idea?
- What do these pages seem to be about?
- What main idea should we record?
- What details support this idea?

# Topic, Main Idea, Key Details

## Closure

- What are key details?
- Which of the following is a main idea?
  - a) Tamarins need special training before be reintroduced to the wild.
  - b) Training includes practicing with ropes that simulate vines.
- What is one thing you learned about topic, main idea, and key details?

## Independent Practice

- Fill in the main idea and details for pages 634-635.

## Daily Language Practice

We will proofread and correct sentences with grammar and spelling errors.

- The kayakers paddled skillfully through dangerous hamilton gorge.
- Your father and I will sells the propperty as soon as possible.
- Dr Provine explained that my skin is very sensitiv to heat and sun.

# Prepositions

## Objective

- We will identify prepositions and their objects.

## Prior Knowledge

- An eagle soars above the tree.
  - Where does the eagle soar?
- A monkey crouches in the tree.
  - Where does the monkey crouch?
- A frog hops beneath the tree.
  - Where does the frog hop?



# Prepositions

## Concept

- Preposition: a word which relates the noun or the pronoun that follows it to another word in the sentence. It can answer the questions where, or how.
- Object: the noun or the pronoun that follows the preposition

## Example

- The frog leaps into the pond.
  - “into” connects the frog to the pond.
- The frog leaps into the pond.
  - pond is the object because it follows the preposition

**R:** What is a preposition?

**A:** What is the object? The eagled dives toward a fat rodent.

**a)** toward

**b)** fat rodent

**J:** How do you know?

# Prepositions

## Skill

- Underline the preposition.
- Circle the object.
- Common prepositions:
  - About, above, across, after, along, around, at, before, behind, below, beside, by, down, during, except, for, from, in, inside, into, near, of, off, on, out, outside, over, past, through, to, under, until, up, with, without

## I do

- The monkey hangs from the branch.
- “from” answers the question: where?
- “branch” follows the preposition, so it is the object.
- How did I know which word was the object?

# Prepositions

## Skill

- Underline the preposition.
- Circle the object.
- Common prepositions:
  - About, above, across, after, along, around, at, before, behind, below, beside, by, down, during, except, for, from, in, inside, into, near, of, off, on, out, outside, over, past, through, to, under, until, up, with, without

## We do

- The eagle snags the rodent with its claws.
- What word is the preposition?
- Which question does it answer?
- What is the object?
- How did you know?

# Prepositions

## Closure

- What word relates the noun or pronoun that follows it to another word in the sentence?
- Which word is the object
  - The monkey quickly reaches the top of the tree.
    - a) tree
    - b) of
- What did you learn about prepositions and objects?

## Independent Practice

- Practice book pg. 377



<b>Introduction</b>	<p>Tamarins are an endangered species. Zoos around the world are cooperating to reintroduce tamarins raised in captivity back into their natural habitat in Brazil. However, life for golden lion tamarins in a zoo is very different from life in their natural habitat.</p>
<b>Contrast</b> zoo	<p>First of all, in a zoo, food and shelter are provided, and the tamarins do not have to learn wilderness survival behaviors. A familiar human delivers chopped fruit in a bowl to the tamarins in a safe, enclosed living area. The tamarins climb up fixed poles that do not sway under their weight. No predators enter their safe environment, so they do not have to learn to avoid any other animals. They are sheltered from severe weather.</p>
<b>Contrast</b> natural	<p>On the other hand, tamarins in the wild must forage for their own food, avoid predators including human hunters and poachers, avoid poisonous foods and snakes, find shelter from storms, live out in the open, and move among tree limbs and vines that sway and bend when they jump onto them.</p>
<b>Comparison</b>	<p>Whether the tamarins live in the zoo or in the wild in Brazil, they are all endangered. All are counted and observed very carefully. The fur of individuals and families is marked with dyes, and the tamarins, especially those being introduced to the wild, wear radio collars to help observers locate, track, and study them. Scientists hope that gradually more and more golden lion tamarins will survive and raise families in their natural rain forest habitat.</p>
<b>Concluding</b>	

# Day 2

- Reading
  - Segment 2 (636-641)
  - Story Structure
    - Complete practice book pg. 368
  - [Comprehension Questions](#)
  - Independent Practice
    - Vocabulary ~ practice book pg. 367
- Word Work
  - Syllabication
    - Practice book pg. 372
  - Spelling
    - Practice book pg. 373
- Writing and Language
  - [Daily Language Practice](#)
  - Expository Writing: Compare/Contrast
    - Day 2: Prewriting (647M)
    - Practice book pg. 380

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# Comprehension Questions

(use TAPPLE strategies)

- Do you think the settlers' reasons for cutting down the rain forest were good ones? Why or why not?
- Why do you think tamarins born in the wild do better than tamarins who return to the rain forest after living in captivity? (RC 2.3, 2.4)
- Find evidence in the text to support this idea: Tamarins need the most help just after they return to the rain forest. (W 2.2)
- Do you agree with the observers' decision on page 639 not to name the tamarins? Why or why not? (RC 2.4)
- Do you think the efforts to return tamarins to the forest are worthwhile, even though only 30% of them survive? Explain. (RC 2.4)
- Which animal's survival do you feel more hopeful about – the grizzly's or the golden lion tamarin's? Why? (LRA 3.4)
- **Independent Practice:**
  - Practice book pg. 369

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## Daily Language Practice

We will proofread and correct sentences with grammar and spelling errors.

- Our regular coach, Joe Rockwell, is sick today.
- Last year our family plan a vacation to the coast of Maine.



# Day 3

- Reading
  - Story Structure
    - Practice Book pg. 370-371
- Word Work
  - Spelling
    - Practice book pg. 374  
(independent/homework)
- Writing and Language
  - [Daily Language Practice](#)
  - [Prepositional phrases](#)
  - Expository Writing:  
Compare/Contrast
    - Day 3: Drafting (647N)
    - [Transparency 6-15](#)

## Daily Language Practice

We will proofread and correct sentences with grammar and spelling errors.

- Vegetables weren't my favorite food when i was younger.
- We have tried to edjuate my dog skippy, but he still chases cars.
- My collection of boston Red Sox baseball caps isn't in very good condision.

# Prepositional Phrases

## Objective

- We will identify and write prepositional phrases.

## Prior knowledge

- Identify the preposition and object in each sentence:
  - An eagle soars above the river.
  - A frog prepares to leap into the pond.
  - A monkey crashes through the jungle.

# Prepositional Phrases

## Concept

- Prepositional phrase: is made up of a preposition, the object of the preposition, and all the words in between.

## Example

- In the early morning the deer are thirsty.
  - “in” is the preposition
  - “morning” is the object
  - prepositional phrase = in the early morning

**R:** What makes up a prepositional phrase?

**A:** In which sentence is the prepositional phrase underlined?

**a)** The heat of the midday sun drives some creatures underground.

**b)** The deer find shade in a narrow canyon.

**J:** How do you know?



# Prepositional Phrases

## Skill

- Underline the preposition.
- Circle the object.
- Write the prepositional phrase.

## I do

- The naturalist took a photograph of the rain forest's canopy.
- First, I underline the preposition.
- Next, I circle the object.
- The prepositional phrase is: of the rain forest's canopy.

# Prepositional Phrases

## Skill

- Underline the preposition.
- Circle the object.
- Write the prepositional phrase.

## We do

- Then she saw a golden lion tamarin resting in the            shadows.
- What should we underline?
- What is the object?
- Record the prepositional phrase on your whiteboard.
- How did we know?

# Prepositional Phrases

## Closure

- What do we call a preposition, its object, and all the words in between?
- Identify the prepositional phrase:
  - In a nearby tree she spotted another one.
- What did you learn about prepositional phrases?

## Independent Practice

- Identify the prepositional phrases:
  - At dusk she waited patiently with her guide.
  - A tamarin in its natural habitat is not easy to photograph.
- Practice book pg. 378



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# Day 4

- Reading
  - “Tuning in on Animals”  
(644-647)
- Word Work
  - Spelling
    - Practice book pg. 375  
(independent)
  - Word Histories: *capere*  
(347j)
- Writing and Language
  - [Daily Language Practice](#)
  - Expository Writing:  
Compare/Contrast
    - Day 4: Revising (647N)

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## Daily Language Practice

We will proofread and correct sentences with grammar and spelling errors.

- Mr. and Mrs Chen called our attentshun to the Chinese scrolls in the museum.
- Last night Scott asks me what homework we had for hiztory class.

# Day 5

- Reading
  - Comprehension Test
  - Vocabulary Test
- Word Work
  - Spelling Test
- Writing and Language
  - Practice book pg. 379
  - Expository:  
Compare/Contrast
    - Day 5: editing (647N)

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