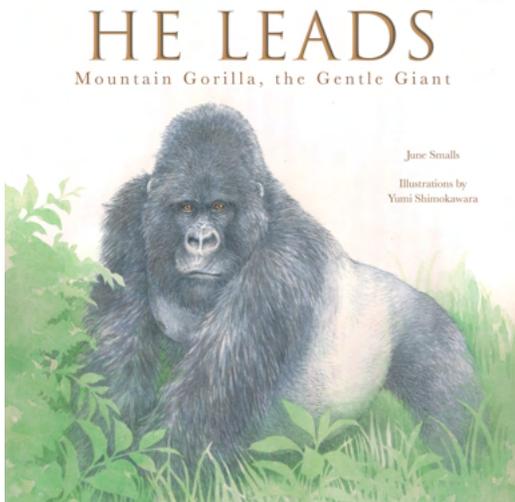


# He Leads

## Teacher's Guide

### About the Book:



*He is the king. He leads his family, his troop.  
His silver back shows his age and experience.  
He guides them through thick forests and steep mountains.*

The majestic mountain gorillas live in family groups, led by a powerful silverback. Juxtaposing the apes' awesome strength and surprising gentleness, *He Leads* tells the story of family loyalty and love. With stunning, lifelike illustrations and facts on each page, this beautiful picture book is a monument to these endangered gentle giants.

### About the Author: June Smalls

June Smalls has been making up stories since she only had pets and stuffed animals to share them with. With her first poem published in first grade June got the writing bug and never quit. June is a member of the Society of Children's Book Writers and Illustrators and a lover of literature. She resides in Northern Virginia with her hubby, The Kid, and an ever-growing assortment of animals. When not writing June is researching, visiting zoos or aquariums, reading, or trying to convince her hubby they have room for just one more pet.

Website: [www.junesmalls.com](http://www.junesmalls.com)

### About the Illustrator: Yumi Shimokawara

Yumi Shimokawara is an illustrator, picture book writer, and animal lover living in Japan. Yumi studied Japanese literature in college and then studied painting while doing various jobs.

*Art by Yumi Shimokawara*



*Author: June Smalls*

*Illustrator: Yumi Shimokawara*

*Publisher: Familius*

## Content Standards:

### Anchor Standards

CCSS: ELA: LITERACY.CCRA: R.1, R.2, R.7, W.2, W.3, W.4, W.9, L.1, L.2

### 1st Grade

CCSS: ELA: LITERACY: RI.1.1, RI.1.2, RI.1.6, RI.1.7, W.1.3, SL.1.1, SL.1.2  
NGSS: 1-LS1-2

### 2nd Grade

CCSS: ELA: LITERACY: RI.2.1, RI.2.2, RI.2.6, RI.2.7, W.2.3, SL.2.1, SL.2.2  
NGSS: 2-LS4-1

### 3rd Grade

CCSS: ELA: RI.3.1, RI.3.2, W.3.4, W.3.5, SL.3.1, SL.3.2, SL.3.3  
MATH: CONTENT.3.MD.B.3, 3.MD.C.5, 3.MD.C.6, 3.MD.D.8  
NGSS: 3-LS2-1 3-LS4-3, 3-ESS2-1, 3-ESS2-2

### 4th Grade

CCSS: ELA: RI.4.1, RI.4.2, W.4.3, W.4.4, W.4.5, W.4.9, SL.4.1  
MATH: CONTENT.4.MD.A.3  
NGSS: 4-ESS2-2

### 5th Grade

CCSS: ELA: RI.5.2, W.5.3, W.5.4, W.5.5, SL.5.1

## About This Guide:

This teacher's guide for *He Leads* by June Smalls and illustrated by Yumi Shimokawara is aligned with Common Core State Standards and Next Generation Science Standards. Its activities and assignments are geared toward students in 1st-5th grade. It is assumed the teacher will adapt and scaffold the assignments based on their students' needs and level.

This guide can be printed but was created for easy viewing as a digital PDF (pages 1-9). All printables for students are located on pages 10-19. It is available for educational use only, free of charge. It is not to be resold or distributed for profit.

This guide was created by DK Ryland - credentialed K-12 teacher and picture book author/illustrator. Visit her at [www.DKRyland.com](http://www.DKRyland.com)

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- Social Studies ..... page 6
- Science ..... page 7
- Math ..... page 8
- Art ..... page 8 - 9
- Printables ..... pages 10 - 19

*Art by Yumi Shimokawara*



# English Language Arts

## Pre-Reading Questions:

- Who is the author and who is the illustrator?
- What do you think this book will be about?
- Do you think this is a fiction or non-fiction book? Why?
- Have you ever seen a gorilla at the zoo or in a movie? What do you know about them?
- Think about the title *He Leads*. What do you think it means?

## Post Reading Discussion:

- Why might gorillas live in social groups? What might be the benefits?
- Where does the name “silverback” come from?
- Look at a map of Africa. Gorillas live in central Africa. Can you predict in which countries you might find mountain gorillas?
- An adult gorilla eats 40-75 pounds of food (vegetation) per day. How many pounds of food do you think humans eat per day? (Answer: 3-5 pounds)
- How do gorillas socialize? How is it similar and how is it different from how people socialize?
- Silverback males can give off a scent that can raise alarm among the group without making any noise. Why do you think they wouldn't want to make any noise? What or who do you think could be threat or danger to a gorilla troop?
- What are some of the ways gorillas communicate? Do you ever communicate without speaking? Give examples.
- What would you say the dominant male silverback's main job is within the troop?
- How are gorilla mothers and babies similar to humans?
- Gorillas do not speak to each other to communicate so how do you think young gorillas learn to be a part of the troop?
- Why do you think the title of the book refers to the mountain gorilla as the “Gentle Giant?”
- What is the main idea of this book? What details support that?

## Writing Prompts:

- What qualities do you think make a good leader?
- Write about your social group (family). How is it similar and how is it different from a gorilla social group?
- Write a fictional story in which you are the leader of a group (sports, club, family, play). Consider the decisions you will have to make and how the group will respond.
- Write about a time you communicated with someone by using body language. Why did you choose not to use words in that situation?

# English Language Arts

## Story Arc:

Lead a class discussion on the difference between fiction and non-fiction stories. *He Leads* is a non-fiction story because it provides facts and information about gorillas.

Fiction books are stories from the imagination and often have story arcs/structures. Most fictional story structures follow a “triangle” and include 5 components:

Inciting Incident: the story’s problem is introduced

Rising Action: the main character takes steps to solve the problem and faces obstacles

Climax: the highest point of tension and drama

Falling Action: tension decreases and moves toward the resolution

Resolution: the story’s problem is solved

Extension: As a class, read and analyze the story structure of a fictional picture book.

Have students use the story arc template on page 10 to plot out a fictional story based on a “character” from *He Leads* (male Silverback, female gorilla, young gorilla, predator, etc.)

## Fictional Story:

Print page 11 as a title page and print page 12 on the backside as the first story page. Then print page 12 on both sides of a paper to create interior pages. Print 3-4 interior pages to create a book.

Students will then use their completed story arc template as a guide to write and illustrate their own fictional gorilla stories.

*Example Grading Rubric (for upper grades):*

5	Story has all 5 components of a story arc: inciting incident, rising action, climax, falling action, conclusion
4	Story has 4 components of a story arc
3	Story has 3 components of a story arc
2	Story has 2 components of a story arc
1	Story has no story arc

# Social Studies

## Body Language:

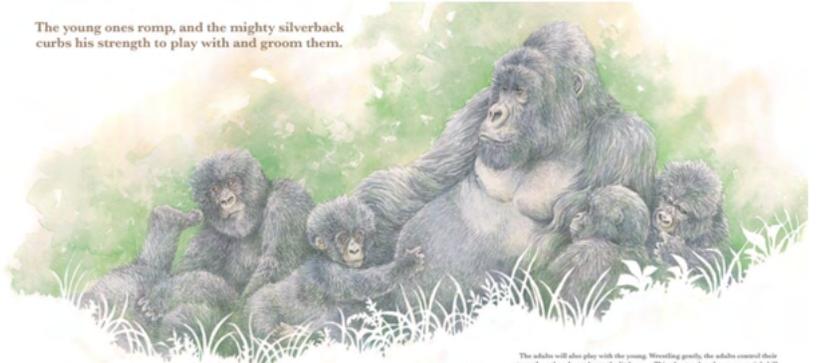
Lead a class discussion about communication. Start by re-reading this spread from *He Leads*:

### Pre-Activity Discussion:

1. What are some of the ways in which gorillas communicate?
2. How are they different and how are they similar to how humans communicate?
3. What are some of the non-verbal ways people communicate?
4. Why might humans communicate without using words?
5. What is body language?

A: Using posture, gestures, and facial expression to communicate feelings.

The young ones romp, and the mighty silverback curbs his strength to play with and groom them.



Art by Yumi Shimokawara

The adults will also play with the young. Wrestling gently, the adults control their strength so they do not harm the little ones. This play teaches the young social skills. Gorillas communicate in many ways, including sounds like grunts or huffs, touching, grooming, and even scent. Silverback males can give off a signal to eat that can raise an alarm within the group without having to make any noise.

### Activity:

1. Print and cut out the body language cards on page 13.
2. Divide the class into groups of 4. (Page 13 has enough cards for 4 groups, so you may have to print it twice depending on how big your class is.)
3. Place 4 different cards face down in front of each group. Have each student select a card at random without showing the rest of the group.
4. One at a time, students will act out the body language on the card while the rest of the group guesses what emotion they are acting out.
5. If they finish early, they can come up with their own emotions to act out.

### Post-Activity Discussion:

1. Ask the class what emotion they thought each of the cards was portraying.
2. Did any of the groups interpret the pictures differently? Why?
3. Which emotion was the easiest to act out? Which was the hardest?
4. Did your facial expressions make it easier or harder to guess the emotion?
5. Did anyone come up with their own emotion they would like to act out for the class?

## Geography:

Follow the directions on page 14 to help familiarize students with where gorillas live.

Extension: Choose one of the countries to study further as a class.

Answer Key:



# Science

## Climate Zones:

Have students take out their completed map from page 14. Have them compare their map of Africa to a world map or globe. Discuss:

- What do you notice about where gorillas live? Do they live north, south, or in the middle of the globe?
- Does anyone know what the imaginary line that runs around the middle of the Earth is called? (Equator)
- What is weather? What are some examples of weather?
- What do you think the weather might be like at the equator, and in the countries where gorillas live?
- Does anyone know the difference between weather and climate? (weather changes all the time, climate is the weather conditions over a long period of time)

Watch the video: <https://www.youtube.com/watch?v=Kp7ZhvJXrMc>

Have students complete page 15 to record what they have learned about climate zones. Note: The video simplifies the climate zones into 3 zones - polar, temperate, and tropical. If your students live in the southern part of the United States, it may be worth talking about the subtropical region which is just above and below the tropical climate zone.

## Living in Troops:

Lead a class discussion about why gorillas live in groups (troops):

- Why do you think gorillas live in groups? (protections from predators, finding food together, social animals, take care of babies together)
- Do you think gorillas could survive if they didn't live in troops? Why or why not?
- Can you think of any other animals who live in groups for protection? (zebras, elephants, etc.)
- Can you think of any animals who live in groups to gather food? (bees, ants, etc.)
- Do you know of any predators who live in groups? (lions, hyenas, wolves, etc.) Why do you think they live in groups? (more efficient hunting)

Write "Collective Nouns" on the board.

Explain to the class that collective nouns are nouns that describe a group. Examples would include family, crew, class, team, etc.

We know that gorillas live in "troops" but other animals that live in groups are classified into fun and interesting collective nouns as well, such as:

- a murder of crows
- a swarm of bees
- a gaggle of geese
- a tower of giraffe
- a cackle of hyenas
- a pride of lions
- a parade of elephants
- a prickle of porcupines

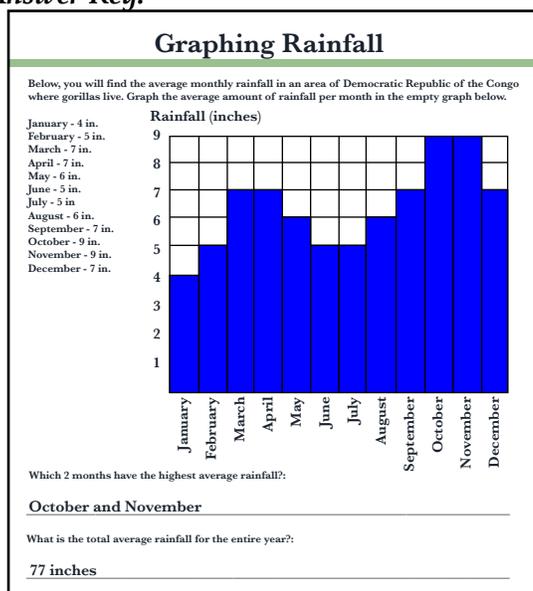
Use page 16 to have students record what they know about why gorillas live in troops as well as make up their own collective nouns for their favorite animals.

# Math

## Graphing Rainfall:

Now that you have discussed the climate gorillas live in, use page 17 to graph the average amount of rainfall in the Dem. Rep. of the Congo where gorillas live.

**Answer Key:**



## Area and Perimeter:

Gorillas live in territories of about 16 square miles. Use page 18 to draw the area of a gorilla territory and calculate the perimeters.

**Answer Key:**

**Area/Perimeter of a Gorilla Territory**

In the book *He Leads*, we learned that gorillas live in territories of about 16 square miles. Each box in the graph below represents 1 square mile. Create as many different squares or rectangles with areas of 16 square miles to represent a gorilla troop's territory:

How many DIFFERENT shaped territories were you able to create?:  
3

Is the perimeter the same or different for each territory?  
**Different**

Calculate the perimeter of each territory.

Territory 1: 34 miles  
Territory 2: 20 miles  
Territory 3: 16 miles

# Art

## Reverse Leaf Stencils:

Revisit and have your students study this spread from *He Leads* (correct answers are less important than getting your students to think about how the piece was created):

Ask students what the notice about:

- Medium (watercolor? colored pencil?)
- Color (minimal or lots of color? Why? How might the color choice and amount of color compliment the text? How might the mood have changed if the illustrator, Yumi Shimokawara, chose to use the color red?)
- Technique (what is interesting about the leaves?)



## Reverse Leaf Stencils Continued:

### Supplies Needed

- Leaves
- Watercolor Paper
- Watercolor Paint
- Paintbrushes

In this art activity, students will make their own reverse stencils using leaves and watercolor:

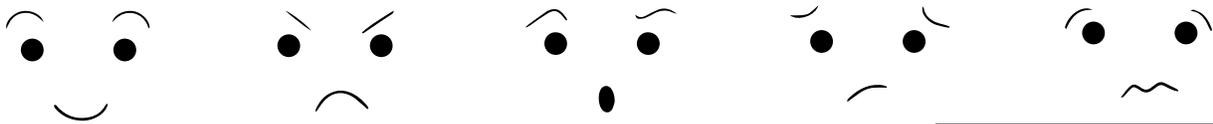
1. Conduct a nature walk around campus and have students collect different shaped leaves to use as stencils. (If you can't do this on campus, bring in leaves for your students. Flat, sturdy leaves work best.)
2. Have students arrange their leaf/leaves on watercolor paper.
3. Have students choose a color or colors, making sure to consider what mood their colors might invoke.
4. Students will paint their leaves by starting their brush on the leaf and moving their stroke out onto the paper - so the paint doesn't seep under the leaf stencil. (This project can also be done with colored pencils, pastels, or crayons.)

Examples:



## Gorilla Expressions:

In this art activity, students will make their own gorilla face and experiment with facial expressions to convey emotion. Begin this activity with a discussion about facial expressions. Draw these expressions on the board and have students guess what emotion each face represents:



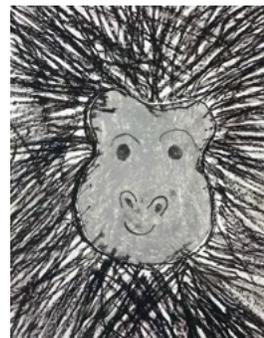
Extension: Split students into partners and have them take turns creating expressions with their own faces and have their partner guess which expression they are making.

1. Print page 19. There are two face templates per page.
2. Students will use gray pastel or crayon to color in the face, then black pastel to create the eyes, eyebrows, nostrils, and mouth. (The eyebrows and mouth are the most important for showing expression.)
3. Students will then cut out the face template and glue to the middle of cardstock.
4. Finally, they will use black pastel to create the hair surrounding the gorilla's face.

### Supplies Needed

- Pastels or Crayons
- Scissors
- Gluestick
- Cardstock

Examples:



# Gorilla Story Arc

Main Character:

Climax:

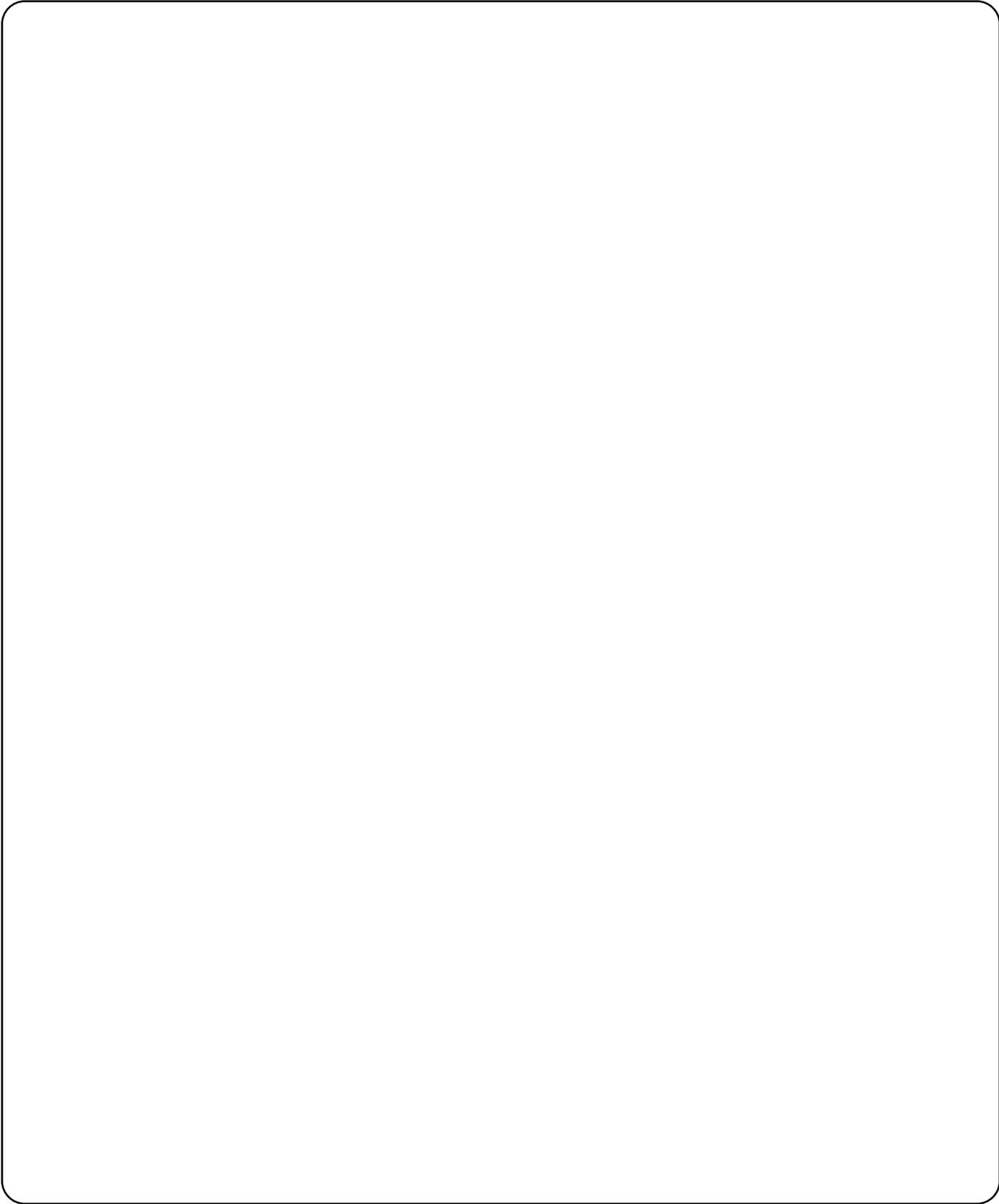
Rising Action:

Falling Action:

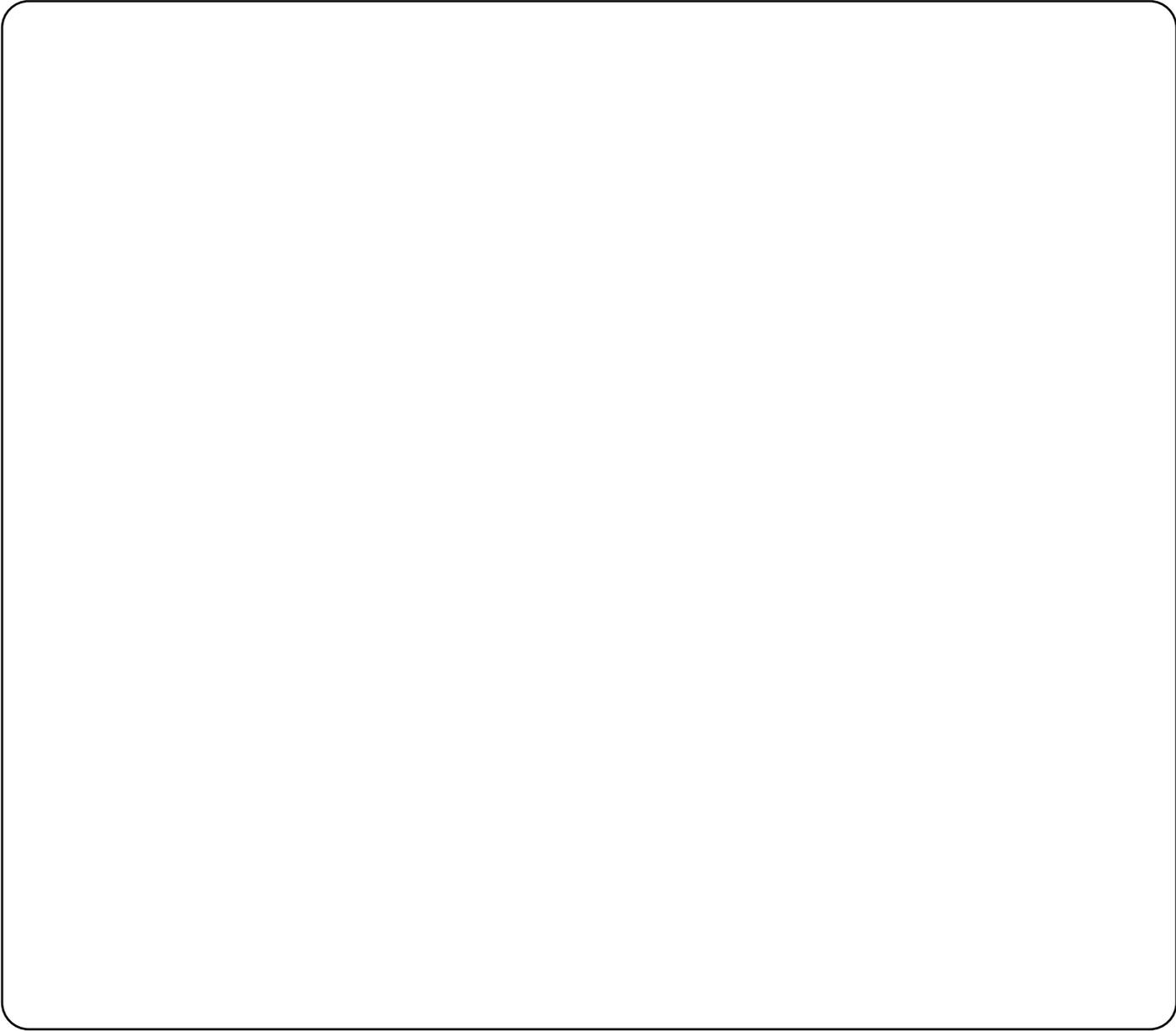
Fictional Story Title:

Inciting Incident:

Resolution:



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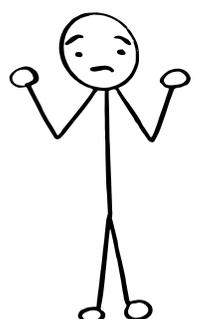
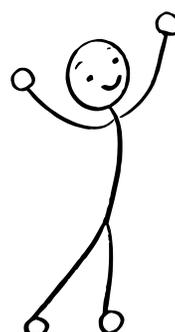
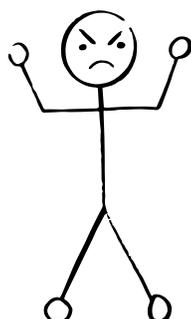
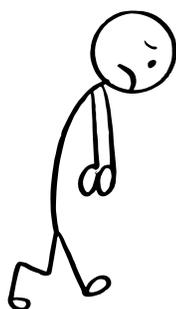
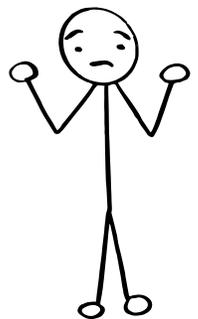
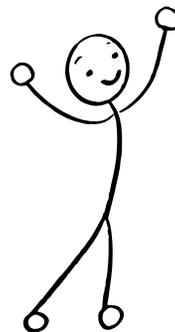
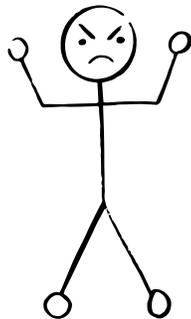
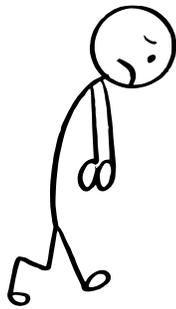
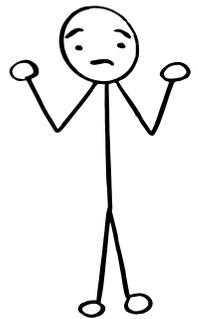
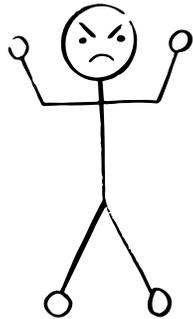
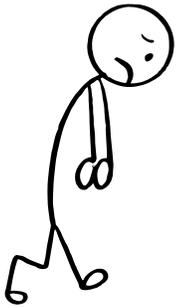
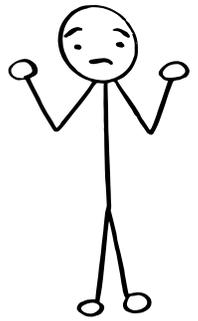
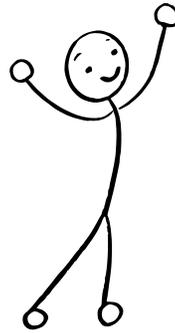
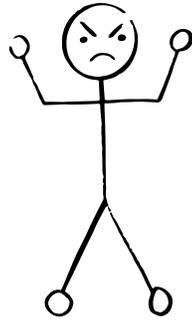
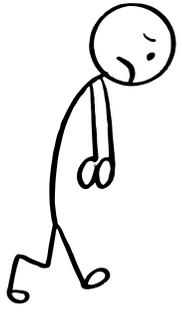
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# Body Language Cards



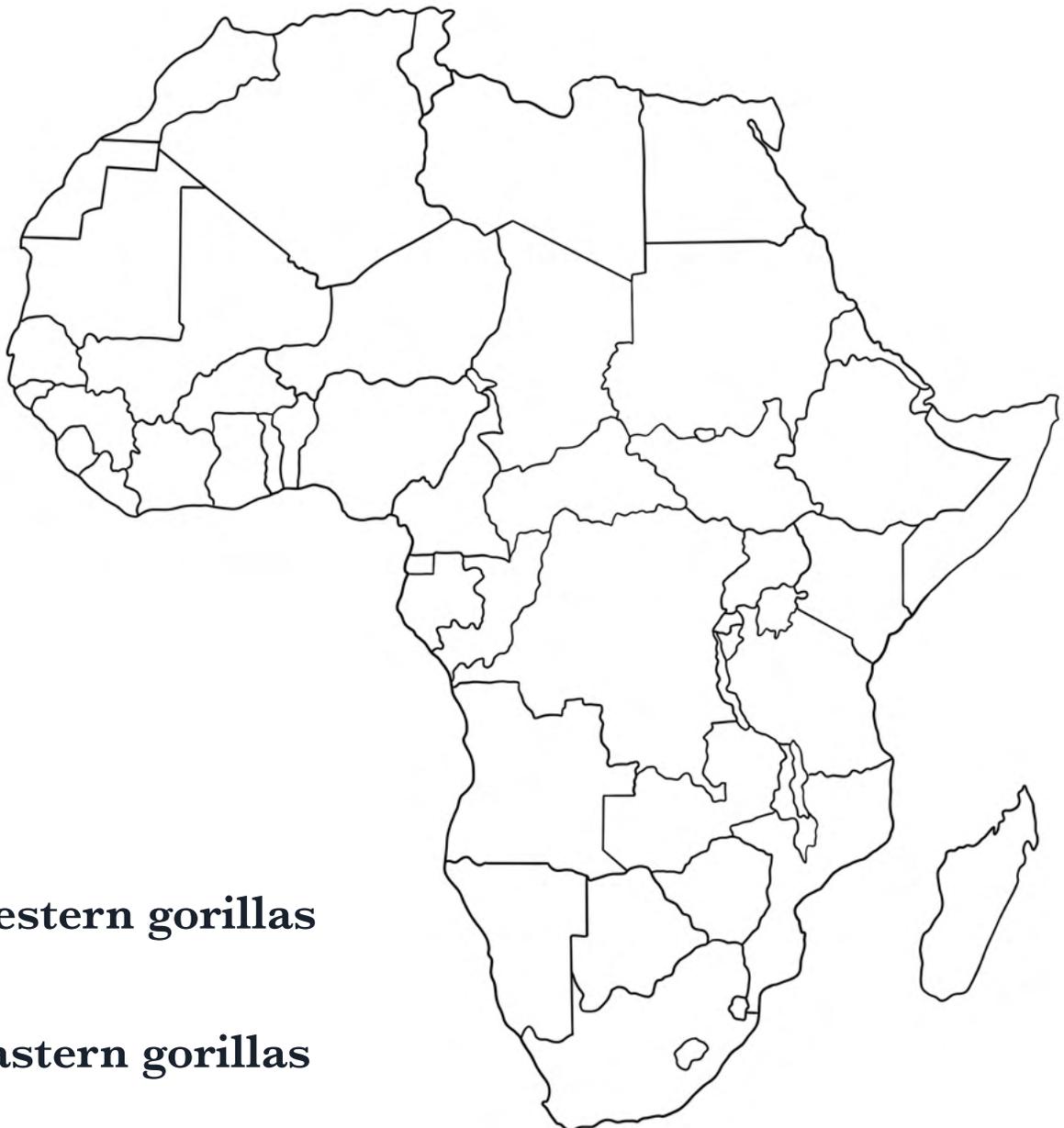
# Gorilla Habitats

There are two different species of gorillas that live in Africa: the western gorilla and the eastern gorilla, and each have two subspecies.

- The cross river gorilla and the western lowland gorilla are both western gorillas.
- The eastern lowland gorilla and the mountain gorilla are both eastern gorillas.
- All gorillas live in tropical forests in equatorial Africa (meaning near the equator).

**Directions:** Compare the blank map below to a complete map or globe to find, color in, and label the areas in which gorillas live.

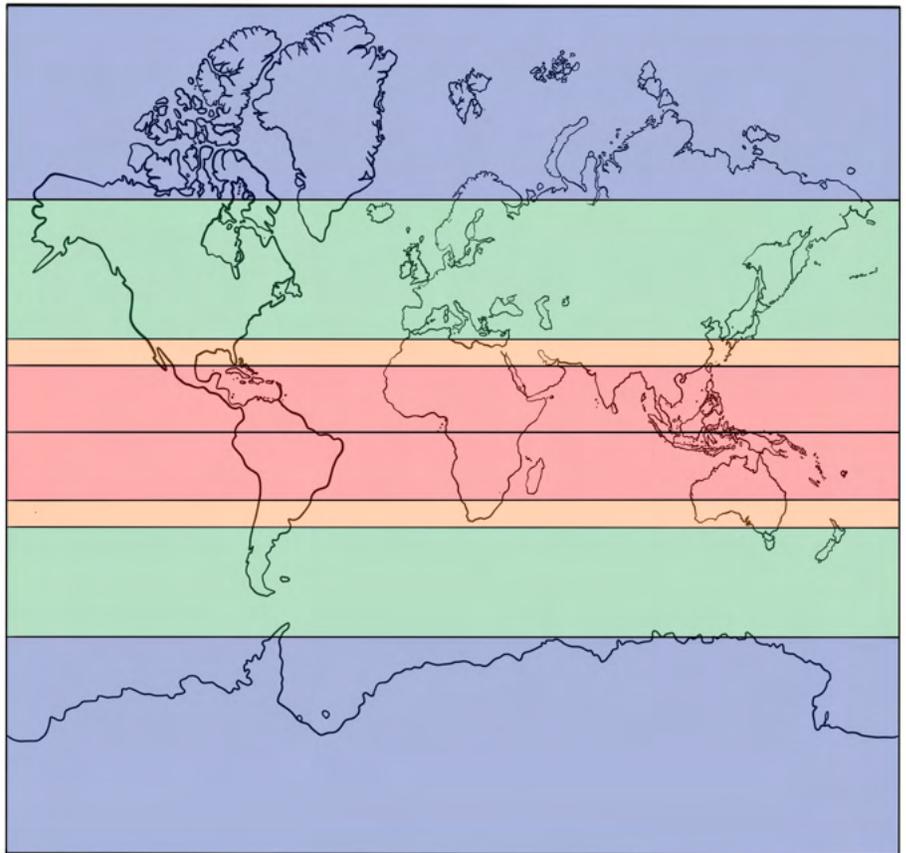
- Western gorillas live in the countries of Cameroon, Nigeria, Central African Republic, Gabon, Republic of the Congo, and Equatorial Guinea. Color the countries where western gorillas can be found in green.
- Eastern gorillas live in the countries of Democratic Republic of the Congo, Rwanda, and Uganda. Color in the countries where eastern gorillas can be found in blue.
- Label all of the countries you have colored in.



# Climate Zones

Study the map. Draw a star next to the equator, then answer the questions about climate zones.

-  Tropical
-  Sub-Tropical
-  Temperate
-  Polar



What climate zone do you live in?:

---

Why do you think the majority of plant and animal species live in tropical climates?:

---

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# Collective Nouns

On the lines provided below, give 1-2 reasons why gorillas live in troops:

---

---

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---

---

Collective nouns that describe animal groups usually describe a characteristic of the animal.  
For example: a prickle of porcupine or a tower of giraffe

In the spaces below make up descriptive collective nouns for your favorite kinds of animals.

**Animal**

**Collective Noun**

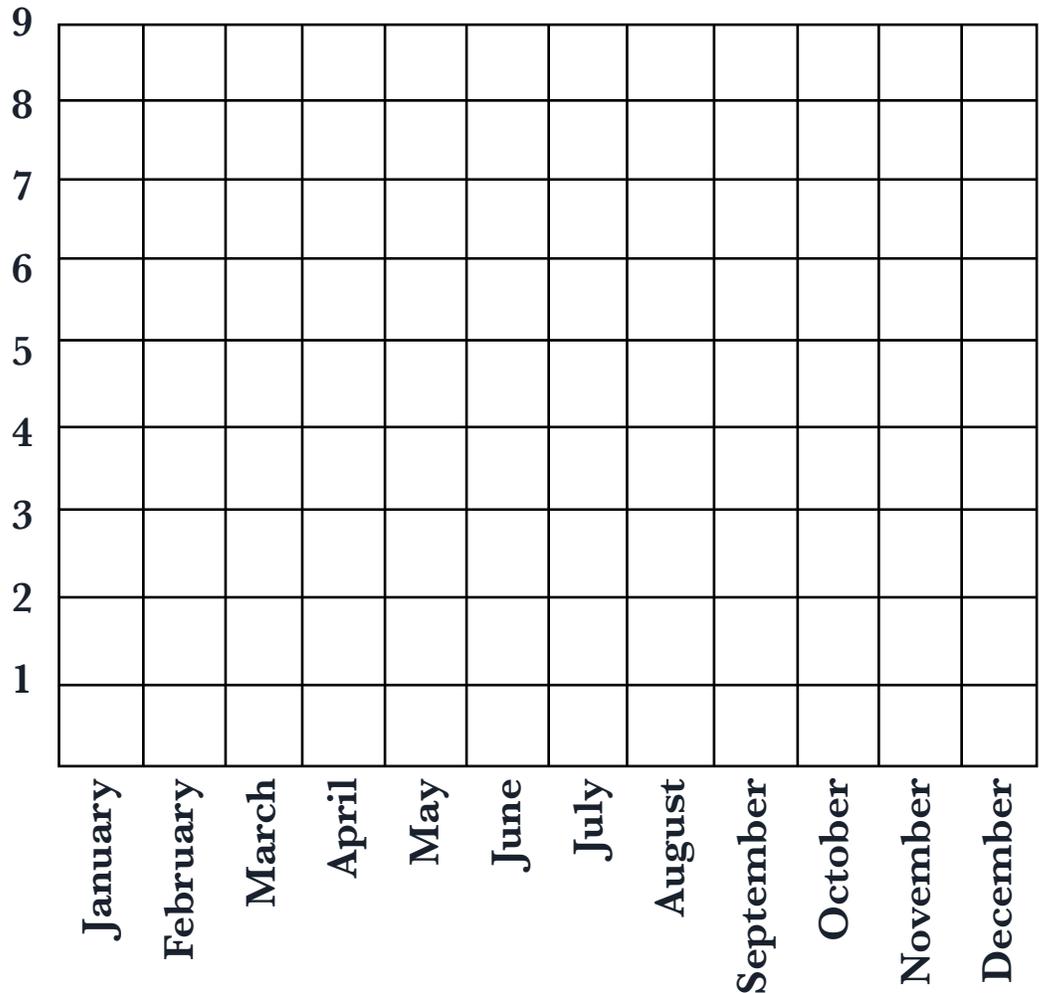
<hr/>	<hr/>

# Graphing Rainfall

Below, you will find the estimated average monthly rainfall in an area of Democratic Republic of the Congo where gorillas live. Graph the average amount of rainfall per month in the empty graph below.

January - 4 in.  
February - 5 in.  
March - 7 in.  
April - 7 in.  
May - 6 in.  
June - 5 in.  
July - 5 in.  
August - 6 in.  
September - 7 in.  
October - 9 in.  
November - 9 in.  
December - 7 in.

Rainfall (inches)



Which 2 months have the highest average rainfall?:

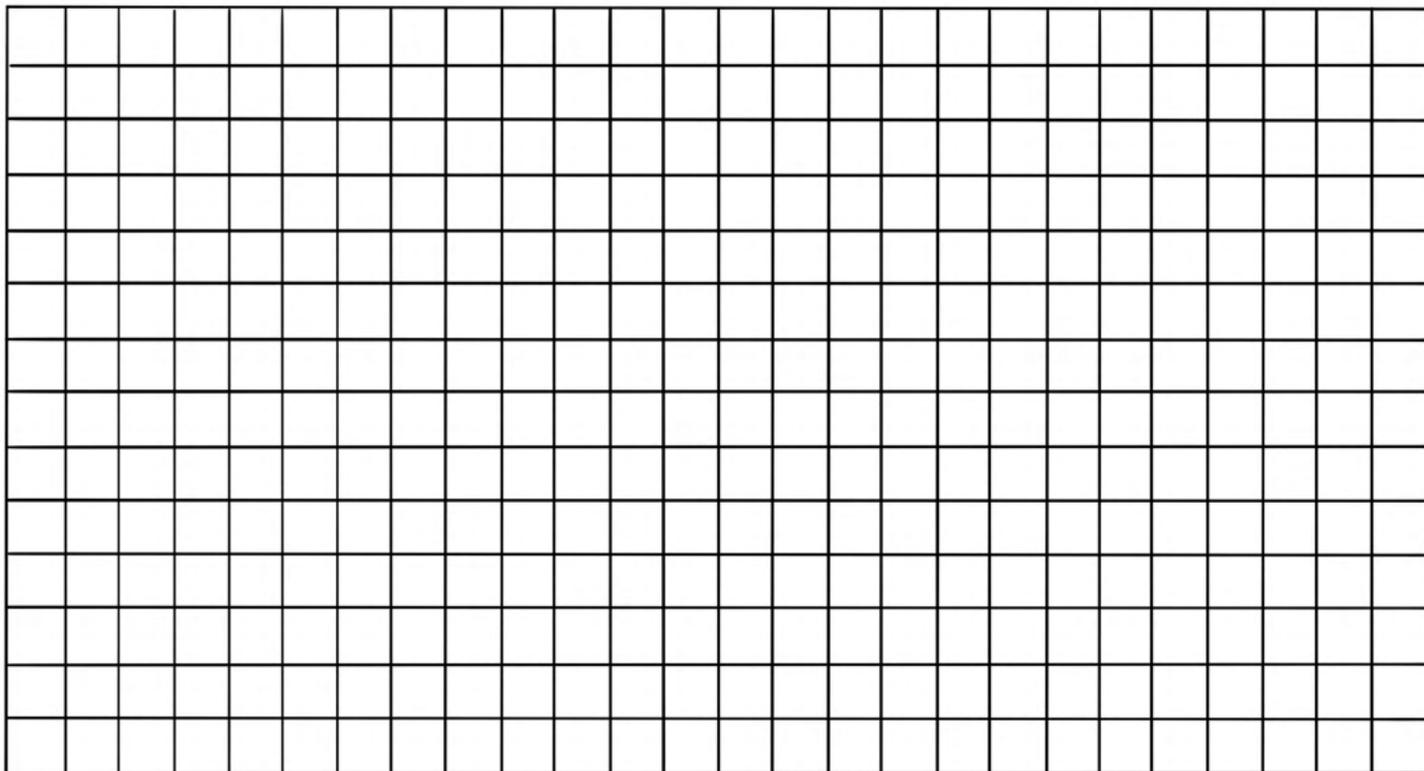
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What is the total average rainfall for the entire year?:

---

# Area/Perimeter of a Gorilla Territory

In the book *He Leads*, we learned that gorillas live in territories of about 16 square miles. Each box in the graph below represents 1 square mile. Create as many different squares or rectangles with areas of 16 square miles to represent a gorilla troop's territory:



How many DIFFERENT shaped territories were you able to create?:

---

Is the perimeter the same or different for each territory?

---

Calculate the perimeter of each territory.

Territory 1: \_\_\_\_\_ miles

Territory 2: \_\_\_\_\_ miles

Territory 3: \_\_\_\_\_ miles

