

Lesson Plan

Fluent Plus
reading stage

Level 30

PERSPECTIVES



Trees: Why do we need them?

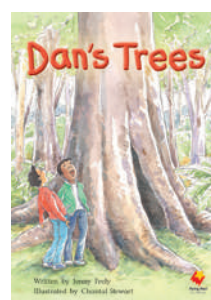
Contents

- Tree story
- Speak out!
- I love where I live

Paired connected texts



We Must Protect Old-Growth Forests raises arguments that support the protection of old-growth forests from being cut down and destroyed.



Dan's Trees is the story of how Jake almost destroys his friendship with Dan when he tells his family about Dan's secret grove of old-growth trees.

Content vocabulary

bark branches bushfires carbon dioxide carnivores Earth filter food chain forest forest floor fungi herbivores lightning oxygen rot/rotted sprouted trees

Key concepts

- Trees are essential to the survival of all life on Earth.
- Trees can be dangerous in high winds and are fuel to bushfires.



Initiate ideas

Introduce the book

Ask: *What do you know about trees?* Have students talk with a partner about this.

Show the students the front cover of *PERSPECTIVES: Trees: Why Do We Need Them?*

Say: *This book is about trees. It has several texts that discuss different points of view about trees and why we need them.*

Read the title and ask: *Why do **you** think we need trees?* Discuss students' ideas.

Read the text

Give each student a copy of *PERSPECTIVES: Trees: Why Do We Need Them?* Have them browse through the book.

Have students turn to page 4, and read the introduction aloud to them. Ask: *What do you think about these questions?*

Have students share their ideas with the group.

Have students turn to the "Tree story" on pages 6–11 and read the text independently.

Ask: *What messages did you get from the story?* Have students talk with a partner and then share their ideas.

Ask: *What new information did you learn about trees from this text?*

Use students' ideas to record points on a chart.

Respond to the text

Introduce the Graphic Organiser: Trees PMI.

Ask: *What are the good things about trees? Are there any negative things about trees? What information about trees is interesting to you?*

Have students talk with a partner.

Say: *Work with your partner to write one or two points on your graphic organiser.*

Collect students' graphic organisers to revisit later.

Explore further

Read the text

Have students read the introduction to the "Speak out!" section on page 12.

Invite a student to read aloud the first "speak out" on page 12.

Ask: *What is your view on this opinion? Do you think trees should be cut down to make paper and wood products? What are the issues we need to think about?* Discuss.

Invite a student to read aloud the first "speak out" on page 13. Ask: *What is your view on this opinion?* Discuss.

Invite a student to read aloud the second "speak out" on page 13. Ask: *Do you agree? Could we survive without trees?* Discuss.

Invite a student to read aloud the last "speak out" on page 13. Ask: *Do you have a favourite tree? Have you played in a tree? Why do you think some children like playing in trees?* Provide time for students to share their personal experiences.

Respond to the text

Draw a concept map on a large chart – draw a circle in the centre and write the question, "Why are trees important?"

Say: *Think about the different perspectives you have read about. What would you answer now to the question, "Why are trees important?"*

Use students' ideas to complete the concept map.

Have pairs of students revisit their graphic organisers. Say: *Think about what you have read. Use this information to add to your PMI charts.*

Collect students' graphic organisers to revisit later.

Draw conclusions

Read the text

Say: *We know trees are important but is it OK to cut them down?*

Have students talk with a partner about this.

Have students turn to pages 14 and 15, and read the title aloud to them. Say: *Look at the photographs showing where this girl lives. What might her home be like? Why might she love where she lives?*

Have students read the text independently. Ask: *What message did you get from this text?* Have students talk about this with a partner.

Ask: *In what ways are the trees near Ally's home dangerous? Would Ally's house be safer without trees? Do you think she would still love living there if there were no trees? Would you like to live there, or would you be too worried?* Discuss students' ideas with the group.

Respond to the text

Ask: *What different perspective does this text give you about trees?*

Discuss.

Have pairs of students revisit their graphic organisers. Say: *Think about the information you now have and add points to your PMI charts.*

Bring it all together

Have students meet with their completed graphic organisers. Invite pairs of students to share the points on their PMI charts at a group discussion. Use the students' ideas to record a list of the main "plus", "minus" and "interesting" points onto a chart.

Discuss the various points of view and opinions that arise. During the discussion, encourage students to draw on information in the texts to back up their opinions.

Express opinions

Setting the task

Students can choose one or both of the following options as a way to show their thinking or express their opinion.

Writing

Have students respond by writing about their opinion. Say: *Think about what you have learnt about trees and why we need them.*

Present the Graphic Organiser: *How to write about your opinion* (see *PERSPECTIVES: Trees: Why Do We Need Them?*, page 16).

Support students by guiding them through the steps involved.

1. Have students revisit the questions posed in the introduction on page 4. Ask: *What is your opinion now about why we need trees? Why are they so important?* Have students discuss with a partner.
2. Model how to find further information about the topic, or, if appropriate, students could do independent research.
3. Say: *Now that you have the information you need, you can write a plan. Use the graphic organiser to help you.*
4. Have students publish their writing. Say: *Think about the graphics or images you can include to support your written opinion.*

Tree drawings

Have pairs of students create a labelled drawing or drawings that show the different perspectives on the topic of trees and why we need them.

The drawings could be displayed in the classroom and other classes in the school could be invited to view them.

Think tank

If students are passionate about the issue, they may like to think about it further and take action.

Have small groups of students use research skills to find out about local tree-planting activities or organisations.

Have students report back to the group on what they find out. If appropriate, students could participate in a tree-planting day in their community, or organise one for the school.

Graphic Organiser: Trees PMI

Plus	Minus	Interesting

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