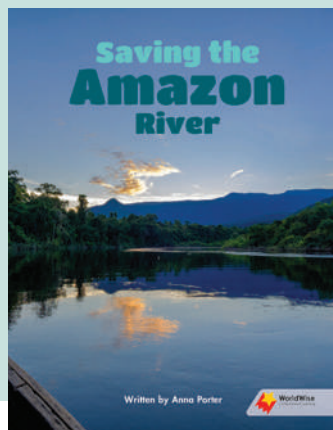


Lesson Plan

**Advanced Fluent
Upper Primary
reading stage
Level V**



Saving the Amazon River explains why the Amazon is considered such a special and important place. It examines the plants and animals that live there and how the health of this area is vital to the health of the whole planet. The book outlines the things that are threatening to destroy this unique and precious environment and discusses what people are doing to try to save it.

Informative text types:
Report

Science Curriculum links

Australia

- **SS01.1** The biosphere is a dynamic system providing conditions that sustain life on Earth
- **SS01.3** Sustainable patterns of living rely on the interdependence of healthy social, economic and ecological systems
- **SS01.4** World views recognise the dependence of living things on healthy ecosystems, and value diversity and social justice

New Zealand

- **LW:** The key structural features and functions to the life processes of plants and animals
- **LW:** The impact of natural events and human actions on an ecosystem

Key concepts

- The Amazon River Basin is a unique ecosystem that is home to an amazing array of wildlife
- Human activity is threatening the health of the Amazon River Basin
- Some people are working to protect and save the Amazon River Basin

Content vocabulary

agriculture, algae, arable, atmosphere, basin, biosphere, canopy, carbon dioxide, decay, dieback, diversity, ecosystems, endangered, environmentalists, equator, erosion, fertilisers, global warming, harvest, indigenous, industries, mercury, migratory, oxygen, pollutants, reforest, slash-and-burn, species, sustainable, thatched, toxic, tributaries, vegetation

Text features

- Maps, tables, text boxes, sidebars, captions, glossary

Reading strategy

- Synthesising information

First reading session

Getting started

Introducing the book

Give each student a copy of the book *Saving the Amazon River*. Have the students browse through the book. Say: *As you browse through the book, think about what you already know about the Amazon. What connections are you making?* Have the students discuss their thinking with the group.

Exploring vocabulary

Ask: *What words or phrases would you expect to see in a book about the Amazon and the importance of saving it? Students work with a partner and record a list of words on sticky notes. Say: When you are finished, join with another pair and combine your lists, then you can read your list to the group.*

If some words or phrases are not known, have the student who recorded the word explain what it means. Compare the students' vocabulary words with the words in the glossary.

Introducing the reading strategy focus

Say: *Synthesising information means putting together all of the pieces of information you have about a topic, to come up with new understandings. Today, you will do this by building on your knowledge of the Amazon as you read the book. You will then be able to use all of this information to create general statements that show your new learning.*

Reading with teacher support

Say: *Read chapters 1 and 2 to yourselves. As you read, think about what is unique and special about the Amazon.* Have the students discuss their thinking with their partner, and then have a group discussion. Ask: *How has the author helped you to see that the Amazon River Basin is a unique place that must be protected?* Have the students record their ideas on the Graphic Organiser and compare it with their partner's. Say: *Be ready to talk about what you noticed with the whole group.*

Second reading session

Building understanding

Choose to have students either read independently or, if they need more support, to meet with you in a small group.

Independent and partner work

Have the students read chapters 3 and 4 independently. Say: *As you read, use the same process we used with chapters 1 and 2. Read the chapters to yourself and keep track of your thinking by adding to your Graphic Organiser, then meet with your partner to discuss the information you have gathered.*

Have the students meet as a group to share and talk about what they have read and what they recorded on their Graphic Organiser. Monitor the group's progress and support them, if necessary.

Have the students read the rest of the book and complete their Graphic Organiser. On completion, have the students reread the whole book in preparation for the final reading session. Say: *Be ready to talk about your thinking and to discuss your questions and wonderings with the group.*

Reading with teacher support

Ask: *What have we learned so far about the Amazon? Share your ideas with a partner.* Have the students read chapter 3 to themselves. Review what the students have read. Ask: *What new information do you have about the Amazon?* Invite the students to talk about their understandings. Have the students read chapters 4, 5 and the conclusion to themselves. Say: *Now add your thinking about threats to the Amazon to your Graphic Organiser.* On completion, have the students reread the whole book in preparation for the final reading session. Say: *Be ready to talk about your thinking and to discuss your questions and wonderings with the group.*

Reflecting on the reading strategy

Encourage the students to talk about what they did to help themselves as readers. Ask: *How did writing notes on the Graphic Organiser help you to work out what you were learning? Were you able to use this new knowledge to form understandings about the topic?*

Final reading session

Bringing it all together

Have students talk about the whole book. Use a range of questions to promote discussion and higher-level thinking. Where appropriate, have the students lead the discussion.

What do biosphere reserves all have in common? Why is the Amazon particularly important? Why is the Amazon River Basin area sought after by farmers? How are human activities affecting the Amazon? (Inferential)

Is it important to you that the Amazon is protected? Why do you feel this way? Are there areas near where you live that could be considered significant biosphere reserves? (Synthesising)

What do you think the author believes about the Amazon River Basin? Why do you think she chose to write this book? What message do you get from the book? What other place could a book like this be written about? (Critical)

Invite students to ask their own questions.

Going beyond the book

Have students demonstrate their understandings by choosing one or more of the following tasks. The tasks can be completed independently, in pairs or in a small group.

Speaking and listening

Have students review pages 18 and 19. In small groups, have them discuss the positive, negative and interesting points about living like indigenous groups do in the Amazon Rainforest. Have them fill in a PMI (plus, minus, interesting) table about this topic.

Living sustainably in the Amazon Rainforest		
Plus	Minus	Interesting

Vocabulary

Have students investigate the word parts *bio* and *sphere* as found in the word *biosphere*. Have them list other words that contain these word parts, such as *biology* and *atmosphere*.

Visual literacy

Have students create a poster that persuades others that the Amazon must be saved.

Writing

Have the students write about their opinion, using the prompt: *Should the Amazon be saved?* Provide the students with a template detailing how to plan and write an argument. Remind them to begin by stating their opinion and then use strong arguments that support their view.

Planning to write an argument

Name: _____

Getting started

What is my argument about? _____

Who am I writing for? _____

Where will I find evidence? _____

Planning my argument

1. Introduction

What is my opinion? (for or against) _____

2. Evidence to support my opinion

Point 1 _____

Point 2 _____

Point 3 _____

3. Summary

A statement that repeats my opinion _____



Hint: Arguments use persuasive language such as *must* and *should*. Are there other arguments about this issue? Where will I find evidence?

Additional features I could use

- ☐ Text boxes to provide additional information
- ☐ Photographs and diagrams to support the text
- ☐ Captions and labels to explain photographs and diagrams

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Ask: *Do you think the Amazon should be saved? Why?* Encourage the students to talk about their ideas with a partner, then write their argument. Say: *You will need to research to find out more about this topic.*

Alternatively, the students could choose to write a report about an amazing plant or animal that is found in the Amazon River Basin.

Graphic Organiser: The amazing Amazon

Name/s: _____

List your new knowledge in the table. Then write statements of understanding to show how you have put all the information together.

Unique features What makes the Amazon such a special place? Why is it so important?	Threats What is threatening the Amazon? Why does it need protecting?

My understandings

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Developed by
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Text: Kerrie Shanahan, Jenny Feely
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Designed by Derek Schneider
Printed in China through
Colorcraft Ltd, Hong Kong

Distribution details:
www.ecpublishing.com.au/contact-us

More information:
www.WorldWiseReading.com.au
www.ecpublishing.com.au

ISBN: 978-1-76086-210-7

