

Lesson Plan

Advanced Fluent
Upper Primary
reading stage

Levels T-V

PERSPECTIVES



Rainforests are being destroyed. Why does it matter?

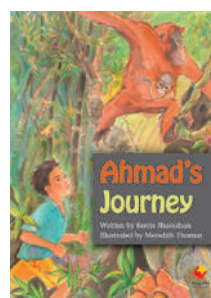
Contents

- Orphans of the forest
- Tribes struggle to survive in Borneo
- Save orangutans!
- Rainforests in peril
- Palm oil puzzle: The often untold story of a very amazing plant

Paired connected texts



Animals in Danger: Orangutans describes orangutans, explains why they are endangered and examines what is being done to save them.



When Rani begins feeding a hungry orangutan in the rainforest, Ahmad is worried. It's not safe in the rainforest! When Rani doesn't return, Ahmad must overcome his fear of the rainforest to save her.

Content vocabulary

blockade deforestation forage government hunter-gatherer indigenous logging orphans rehabilitation resistance rights tribes valuable

Key concepts

- Human activities in industry and everyday life have had major effects on rainforests.
- There are positive and negative incentives that influence the decisions that people make.

PERSPECTIVES Disappearing Rainforests: What Are the Issues?



Introduce the book

Setting the task

Give each student in the group a copy of the book
PERSPECTIVES Disappearing Rainforests: What Are the Issues?

Turn to pages 4 and 5 and read the introduction aloud. Say: *Think about the question: Rainforests are being destroyed – Why does it matter? Work with a partner and talk about your initial response to this question. Record at least two of your comments on sticky notes and attach them to the page.* Students share their comments with the group. Discuss the other questions posed in the introduction.

Say: *Look closely at the images on pages 4 and 5. What do they tell you? How do they make you feel? What questions do they raise?*

Discuss as a whole group.

Say: *Talk with your partner about words and phrases you expect to encounter when reading about this topic, and record them on sticky notes.* Have students share their vocabulary predictions and record these on a chart. Check against the vocabulary listed on the front of the Lesson Plan. Introduce any essential vocabulary that the students did not predict and add these to the chart.

Independent partner work

Introduce the Graphic Organiser: Answering and responding to questions. Say: *It is important to “wonder” together. Talk with your partner about the issues surrounding deforestation. What do you wonder about it? What questions do you have?* Students work with their partner to record questions about deforestation in the first column of the graphic organiser.

Thinking and talking circle

Call the group together to share their ideas. Record students' questions on a chart. While the group discusses the arguments surrounding the issues, assess their prior knowledge and the content-specific vocabulary they use.

Read the text

Setting the task

Say: *This book has several articles that provide a variety of perspectives about deforestation. Each article attempts to persuade you to think about the issue in a particular way. Students browse through the book.*

Say: *You are going to read the first two articles. As you read, think about the specific questions posed in the introduction to each article. Then think about how each author feels about deforestation.*

Independent partner work

Students read “Orphans of the forest” and “Tribes struggle to survive in Borneo” to themselves, using sticky notes to record key points, comments and questions. They then discuss their thinking with their partner.

Thinking and talking circle

Select two or three of the discussion stems below to encourage and extend students' discussion. (These can be prepared on index cards or on a chart before the lesson.)

1. Think about what you have read. What is your reaction to each of these articles? (*Responding to texts*)
2. What ideas did you find interesting or challenging? Were there any ideas you found confusing? (*Clarifying ideas*)
3. What language did the author use for impact and interest? Were there any words that you had questions about? (*Clarifying vocabulary*)
4. What visual images affected you the most? (*Responding to visual images*)
5. Choose one of the articles you have read. What did you learn? (*Summarising*)
6. What ideas are common to these articles? (*Synthesising*)
7. What questions do you still have? (*Questioning*)

Further reading

Setting the task

Say: Now read the articles, “Save orangutans!”, “Rainforests in peril” and “Palm oil puzzle”. As you read, think about the question: Why does destroying rainforests matter? Share with your partner any new ideas you have after reading these articles.

Independent partner work

Students complete their graphic organiser by filling in the “Answers” and “Responses” columns.

Thinking and talking circle

Students share their completed graphic organisers in a group discussion.

Say: Reflect on your new knowledge and how your ideas and opinions may have changed. Discuss students’ ideas.

Reading closely

Setting the task

Have students work with their partner to choose one article to read closely. Say: As you reread the article, imagine you’re leaning in close with a magnifying glass – notice more and think deeply. Think about what is most important and record key words or phrases. Do not write a sentence.

Have students organise the key words and phrases in rank order, placing the most important idea at the top. They should be prepared to defend these choices during the next thinking and talking circle.

Independent partner work

Students reread their chosen article, this time capturing key words and phrases on sticky notes. Students talk with their partners about their rankings.

Thinking and talking circle

Call the group together to share their key words and phrases, and to justify how they have ranked them. They should come to the meeting prepared to discuss, cite evidence from the text and offer opinions.

Writing a persuasive text

Setting the task

Say: Authors of persuasive texts use a range of devices in order to influence and persuade the reader. Before we write, we are going to identify some of these devices in the articles we have read.

Introduce the Graphic Organiser: Persuasive text devices. As a group, discuss the persuasive text devices on the graphic organiser.

Say: Revisit the articles in the book and record examples of persuasive text devices that the authors have used.

Students share the features of persuasive texts they have identified.

Independent partner work

Say: Use the information you have gathered, plus your own personal opinions, to write a persuasive argument. Remember to support your argument with evidence. Highlight your opinions so the reader knows exactly what you think.

Present the graphic organiser What is your opinion?: How to write a persuasive argument (see *PERSPECTIVES Disappearing Rainforests: What Are the Issues?*, page 24).

Students work with their partner, independent of the teacher, to create a persuasive argument.

Remind the students to use persuasive text devices to strengthen their argument.

Thinking and talking circle

Partners bring their completed persuasive arguments to a group discussion. As each pair presents their persuasive argument, the rest of the group identifies the persuasive features and provides feedback.

Task cards

Students can complete one or more of the task cards provided. The activities on the task cards will extend students’ understanding of the issues, challenge their thinking and foster further interest in the topic.

The activities cater for a range of learning styles and provide students with the opportunity to share their knowledge and opinions in a variety of ways.

The task cards can be completed independently, in pairs or in small groups.

Graphic Organiser: Answering and responding to questions

	Questions
	Answers
	Responses

Graphic Organiser: Persuasive text devices

Device	Example (include page number)
Alliteration The barren and broken landscape ...	
Emotive language It is outrageous that such an evil can be allowed.	
Facts A kiwi is a flightless bird.	
Imperatives/commands People should do something about this issue.	
Quotes from expert Professor Jane Brown of Hillside University says ...	
Rhetorical question So why don't we stop eating so much sugar?	
Short sentences/paragraphs We can stop this.	
Statistics 80 per cent of children under five ...	

Task cards

Choose one of the following activities from this menu.

1 Disappearing Rainforests

Research the issue

- With a partner, research the issue of disappearing rainforests.
- What additional information can you gather?
- What parts of the world are impacted?

2 Disappearing Rainforests

Create a poster

- Create a poster about one of the issues that you feel strongly about from reading the text.
- Think about how the visual images and the language you use will affect the reader of the poster.

3 Disappearing Rainforests

Write a poem

- Write a poem, song or rap that highlights an aspect of the issue of disappearing rainforests.

4 Disappearing Rainforests

Make a presentation

- Make a PowerPoint presentation that summarises the issues around disappearing rainforests.
- Include a world map that shows the areas of the world where rainforest is disappearing.

Flying Start to Literacy Lesson Plan *PERSPECTIVES Disappearing Rainforests: What Are the Issues?* © 2018 EC Licensing Pty Ltd.

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