

Lesson Plan

**Fluent
reading stage
Levels 19–20**



Why We Need Rainforests discusses the importance of rainforests and how animals, plants, and people need rainforests to survive.

Informative text types:
Argument

Science Curriculum links

Australia

- **ESS (ACSSUO32)** Earth's resources are used in a variety of ways
- **UIS (ACSHEO35)** People use science in their daily lives, including when caring for their environment and living things

New Zealand

- **LW:** Living things are suited to their particular habitat and they respond to environmental changes, both natural and human induced

Key concepts

- Rainforests provide us with food, medicines, and other materials and they help to control the earth's temperature.
- Rainforests are being cut down and this is having a negative impact on the earth, and on the plants, animals and people that depend on rainforests.

Content vocabulary

birds, endangered, environment, farming, insects, mammals, medicines, mining, polluted, rainforests, reptiles, rubber, soil, tropical, wood

Text features

- Chapters with headings and sub-headings
- Map with key, text boxes, labelled photographs
- Glossary and index

Reading strategy

- Using a range of vocabulary solving strategies (e.g. context, glossary)

First reading session

Getting started

Introducing the book

Activate students' prior knowledge. Ask: *What is a rainforest?*
Invite students to share their ideas with the group.

Ask: *What do you know about why rainforests are so important?*
Have students turn and talk about this with a partner.
Discuss as a whole group.

Provide each student with a copy of *Why We Need Rainforests*.
Say: *This book explains why rainforests are important, and what will happen if we continue to cut them down.* Have students browse through the book.

Exploring vocabulary

Ask: *What words or phrases might be in this book?* Have students work with a partner, then share with the group. List the words on a chart and invite students to make suggestions about what each word means. Where appropriate, have the students add a drawing (for example, a picture or a symbol) to the words on the chart to make the meaning clear. Discuss each word as you list them on the chart. If necessary, introduce the content vocabulary and add these words to the list.

Introducing the reading strategy

Say: *Think about what you can do if you come across a word that you are unsure of.* Have students discuss their ideas with a partner, and then create a group list.

Reading the text

Have students turn to pages 4 and 5 and read the introduction independently. Ask: *How do you feel knowing that rainforests are endangered? Why?*

Have students read chapter 1 independently. Say: *As you read, remember to use a range of strategies to help you solve any unknown words. This will help you to understand the text better.*

Second reading session

Building understanding

Ask: *What did you learn about rainforests?* Discuss as a whole group.

Have students read chapter 2 independently.

Ask: *What products come from rainforests? Why does cutting down rainforests affect the earth's temperature? How do rainforests help to keep the air clean?*

Have students turn and talk to a partner about their ideas.

Final reading session

Have students read chapter 3 and the conclusion independently. Say: *As you read, remember to use a range of strategies to problem-solve words you come across. For example, you can think about what the rest of the sentence means and/or use the glossary to find the meaning of the word.*

Bringing it all together

Ask: *What have you learnt about rainforests?* Have students turn and talk with a partner. Invite students to share their knowledge and create a group chart by recording their responses.

Ask: *Why do we need rainforests?* Discuss as a whole group.

Students could complete the Blackline Master about why rainforests are important.

Reflecting on the reading strategy

With a partner, have students talk about what they do to work out what a "new" word means. Ask: *Did you use the glossary? What is its purpose? How does it help your reading?* Invite pairs to share their ideas.

Ask: *Why is it important to know a range of ways to work out what a challenging word means?* Discuss as a whole group.

Going beyond the book

Speaking and listening

Place a sign saying “STRONGLY AGREE” on one side of the classroom, and a sign saying “STRONGLY DISAGREE” on the other side of the classroom.

Read out the statement: *Rainforests should never be cut down.* Ask students to think about what this statement means to them, and to stand somewhere on the imaginary line between “strongly agree” and “strongly disagree”.

Invite individual students to talk about why they reacted the way they did to the statement.

Repeat using other statements such as: *Rainforests help to stop the world getting too hot; People should not be allowed to visit rainforests; All rainforests should be protected.*

Vocabulary

Have students turn to a partner and brainstorm words that could be used to describe rainforests. Use students’ ideas to make a list of these words. Say: *Words that describe something are called adjectives.*

Have students use the adjectives on the chart (or other words and phrases related to rainforests) to create an acrostic poem. They can do this by writing the word *RAINFORESTS* in uppercase letters vertically down the page. Students then write a word or phrase relating to rainforests that starts with each of the letters (e.g. Rainy, Air cleaning, Iguanas in trees, Needed, Fantastic fruits, Orangutan’s home, Rare animals, Endangered, Soothing sounds, Tremendous trees, Stunning).

Visual literacy

Have students work with a partner to find digital images of rainforests. Students choose the most powerful ones and use them to create a slideshow that illustrates the beauty and importance of rainforests.

Writing

Have students write an argument about why we should save the rainforests. Provide the students with a template detailing the structure and elements of an argument.

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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WorldWiseReading.com.au/teacherresources

Download the template at

www.WorldWiseReading.com.au/teacherresources

Say: *Reread information in the book to find information that supports your argument that rainforests should be saved.* Students can also use research skills to find out extra information.

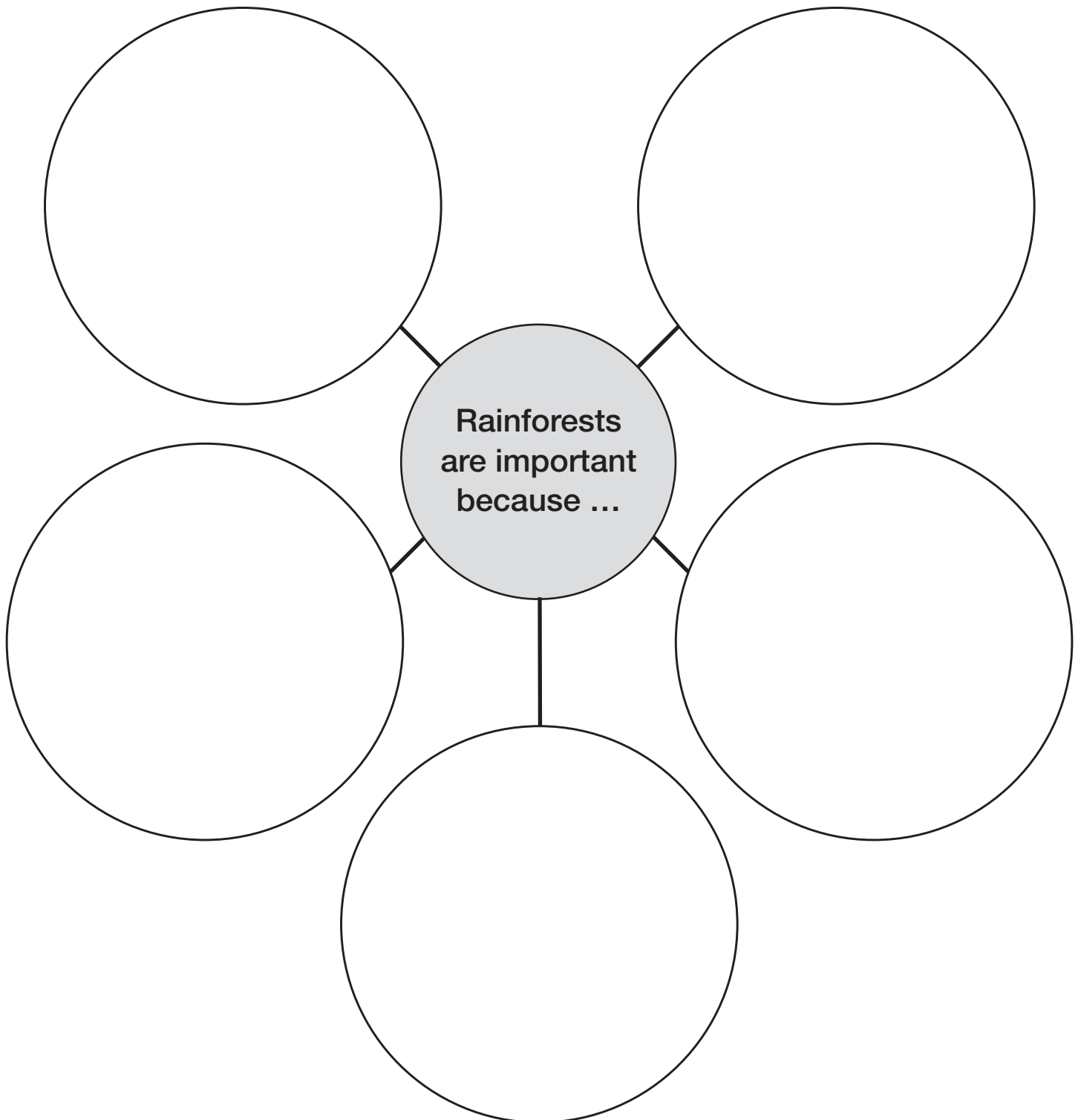
Encourage students to share their ideas with a partner. Say: *Talk about the reasons why we need to save our rainforests, and which reasons you will include in your writing.*

Use the template to remind the students about the structure of an argument. Say: *Follow the template when you write. Begin by clearly stating your opinion. Then write about your reasons for having this opinion.*

Blackline Master: Rainforest concept map

Name/s: _____

In each circle, write a reason that explains why rainforests are important.



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