

Content and Flow within a Literacy Block (Life Systems)

| Read Aloud | Shared Reading | Reading Response |
|---|--|---|
| <ul style="list-style-type: none"> - Nature’s Green Umbrella (Tropical Rain Forests) - Think aloud and brainstorm using Ideas BLM why rainforests are important -The Great Kapok Tree(Lynne Cherry) – Think Aloud Determining Importance -Life in the Rainforest (Lucy Baker) – Think/Pair/Share - Animals Feel Emotion – Persuasive Text – Think Aloud Claim and Support Chart Who said it, what is their opinion, evidence | <ul style="list-style-type: none"> -<i>Discovering Rain Forests</i> (Chapter 1 – What is a Rainforest 5– The Importance of Rain Forests; 7 – Protecting Rain Forests) - <i>Tropical Rain Forests</i> (Chapters 9 – Danger) -<i>Positive and Negative Effects of</i> - <i>Deforestation</i> – The reasons for deforestation | <ul style="list-style-type: none"> -<i>Determining Importance(Focus)/Ideas</i> - <i>The Great Kapok Tree</i> – using the Ideas BLM. Students brainstorm reasons as to how plants and animals depend on each other for survival. - <i>Animals Feel Emotion</i> – Sides of the Room Activity (debate) - <i>Positive and Negative Effects of Deforestation</i> (Claim and Support Chart; Determining Importance BLM) - <i>Deforestation</i> (Claim and Support; Ideas BLM – what are the positive effects of deforestation? Next day – What are the negative effects of deforestation? – Final sides of the room activity – answering final “writing question” and debating sides. – anchor chart |

Content Area: $\frac{3}{4}$ Science – Life Systems

Genre/Writing Focus: Persuasive (Claim and Support)

| Modelled Writing | Shared Writing | Guided Writing | Independent Writing |
|---|---|--|---|
| <ul style="list-style-type: none"> - Model using APE. - Should Humans Engage in Deforestation? - Model “A” section of report (Mon.); “P” section (Tues.); “E” section (Wed.); “+” – Thurs. APE – Answer; Proof, Extend (+ Conclusion) | <ul style="list-style-type: none"> - Monday – Thursday – write specific section of report together | <ul style="list-style-type: none"> -brainstorm own ideas for independent task - assist students in gathering ideas for their writing – make sure everyone is “ready” | <ul style="list-style-type: none"> Should humans engage in the deforestation of rainforests? |

| | |
|---|---|
| <h2 style="margin: 0;">Guided Reading</h2> <ul style="list-style-type: none"> - Nature Reuses and Recycles (Level R) - Determining Important Information is a focus for guided reading this block | <h2 style="margin: 0;">Independent Reading</h2> <p style="margin: 0;">- purpose (DI), (IDEAS) – using BLM’s modeled from read-aloud/shared reading to determine understanding from individual students.</p> |
|---|---|

Say: Debates – sides of the room – Should Humans Engage in Deforestation? – providing proof for their opinion.

Write: Persuasive paper – Should Humans Engage in Deforestation?

Do: Movie Maker – Digital Persuasive Story

Video’s from Resource Center/Other

- Life in a Rainforest
- Animals in the Rainforest/Plants in the Rainforest
- You Tube (Deforestation – Geography Project) – Before/After Deforestation

Curriculum Expectations:

Grade 3

- ❖ Identify the topic, purpose, audience, and form of writing (**Writing 1.1**)
- ❖ Sort ideas and information for their writing in a variety of ways (**Writing 1.4**)
- ❖ Identify their point of view and determine if their information supports their point of view (**Writing 2.5**)
- ❖ Demonstrate understanding of a variety of texts by identifying important ideas and some supporting details (**Reading 1.4**)
- ❖ Extend understanding of texts by connecting the ideas in them to their own knowledge, experience and insights, to other familiar texts, and to the world around them (**Reading 1.6**)
- ❖ assess ways in which plants have an impact on society and the environment, and ways in which human activity has an impact on plants and plant habitats (**Science Overall**)

Grade 4

- ❖ Identify the topic, purpose, audience, and form of writing (**Writing 1.1**)
- ❖ Sort ideas and information for their writing in a variety of ways (**Writing 1.4**)
- ❖ Identify their point of view and determine if their information sufficiently supports their point of view (**Writing 2.5**)
- ❖ Demonstrate an understanding of a variety of texts by summarizing important ideas and citing important details (**Reading 1.4**)
- ❖ Extend understanding of texts by connecting the ideas in them to their own knowledge, experience and insights, to other familiar texts, and to the world around them (**Reading 1.6**)
- ❖ analyse the effects of human activities on habitats and communities (**Science Overall**)
- ❖ demonstrate an understanding of habitats and communities and the relationships among the plants and animals that live in them. (**Science Overall**)