

## Content and Flow within a Literacy Block (Life Systems)

<b>Read Aloud</b>	<b>Shared Reading</b>	<b>Reading Response</b>
<ul style="list-style-type: none"> <li>- Nature’s Green Umbrella (Tropical Rain Forests)</li> <li>- Think aloud and brainstorm using Ideas BLM why rainforests are important</li>   <li>-The Great Kapok Tree( Lynne Cherry) – Think Aloud Determining Importance</li>   <li>-Life in the Rainforest (Lucy Baker) – Think/Pair/Share</li>   <li>- Animals Feel Emotion – Persuasive Text – Think Aloud Claim and Support Chart</li>   <li>Who said it, what is their opinion, evidence</li> </ul>	<ul style="list-style-type: none"> <li>-<i>Discovering Rain Forests</i> (Chapter 1 – What is a Rainforest 5– The Importance of Rain Forests; 7 – Protecting Rain Forests)</li>   <li>- <i>Tropical Rain Forests</i> (Chapters 9 – Danger)</li>   <li>-<i>Positive and Negative Effects of</i></li>   <li>- <i>Deforestation</i> – The reasons for deforestation</li> </ul>	<ul style="list-style-type: none"> <li>-<i>Determining Importance(Focus)/Ideas</i></li> <li>- <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.</li> <li>- <i>Animals Feel Emotion</i> – Sides of the Room Activity (debate)</li> <li>- <i>Positive and Negative Effects of Deforestation</i> (Claim and Support Chart; Determining Importance BLM)</li> <li>- <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</li> </ul>

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

### Genre/Writing Focus: Persuasive (Claim and Support)

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

<h2 style="margin: 0;">Guided Reading</h2> <ul style="list-style-type: none"> <li>- Nature Reuses and Recycles (Level R)</li> <li>- Determining Important Information is a focus for guided reading this block</li> </ul>	<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>
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**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**)