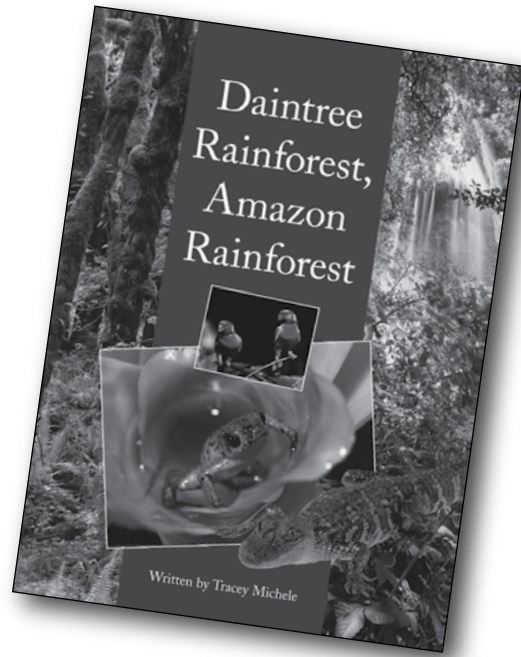


Springboard 5

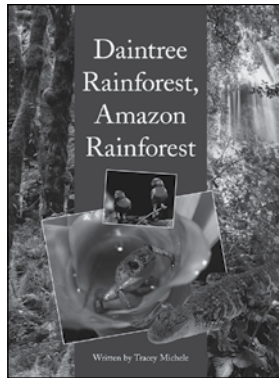


Daintree Rainforest, Amazon Rainforest

Fact

Text Type	1900–2400 words	2400–3000 words	3100–3500 words
Information Report (Compare/Contrast)	Simpson Desert, Mojave Desert	Daintree Rainforest, Amazon Rainforest	Murray River, Mississippi River
Biography	Steve Irwin	Douglas Mawson	Fred Hollows
Explanation	How Things Work on a Farm	How Things Work on a Plane	How Things Work at a Hospital
Recount (Disaster)	The King's Cross Fire Disaster	The Beaconsfield Mine Disaster	The New Orleans Flood Disaster

We have designed these lesson plans so that you can have the plan in front of you as you teach, along with a copy of the book. Suggestions for teaching have been divided into questions and discussion that you may have with students before, during, and after they read. You may prefer to explore the meaning and the language in more detail before students read. Your decisions will depend on the gap between students' current knowledge and the content, vocabulary, and language of the book they are about to read. The more information students have up front, the easier it will be for them to read the text.



DAINTREE RAINFOREST, AMAZON RAINFOREST

Middle level fact

Text type: Information Report

(Compare/Contrast)

Reading age 10.1–10.9

Word count 2400–3000

Guide questions for teachers are in *italics*.

Before Reading

Activate prior knowledge by asking students what an information report is. Tell students that an information report presents information about a subject. *The subject is introduced at the start, and the rest of the book contains information, pictures, and photos, with labels or captions that describe the subject or topic.*

Read the title and the blurb. Identify the subject. Examine the contents page. Build understandings that this page shows subheadings of the main topic. Browse through the illustrations and discuss how they help the reader understand the topic.

COVER

Before Reading

Read the title and examine the cover photograph. Discuss what the book may be about.

What is a rainforest?

Where is the Daintree? Where is the Amazon?

What would you expect a rainforest to look like/feel like/sound like?

What sorts of animals and plant life would you expect to live in this environment? Why?

Read the blurb and discuss the kinds of life that could be considered bizarre. Invite students to infer what some of the examples from the book might be.

CONTENTS PAGE

Open the book. Discuss the features of the contents page. *Where would I go to find information about climate?* Students should quickly respond with the page number. Repeat for other pages. Encourage quick responses. *What do you know about information books?* Students should indicate that the reader can choose where they would like to start.

Students should mention the terms *glossary* and *index*. Ask students to explain what each term means. Visit each of these pages to clarify that the glossary provides meanings for new or tricky words about the topic, and the index provides the page numbers to help the reader locate particular things in the book.

Discuss the term introduction. *What does this mean?* Lead students to acknowledge that an introduction will provide background information about the topic which will help us read the book.

INTRODUCTION

Before Reading

Invite students to browse through the photos, map, and diagram and read the captions. Guide students to discuss the images. *What do these images show? What does the map on page 7 tell you?* Discuss the way the images support students to build knowledge of geography or location. *Which parts of the map show the tropical rainforests? Where are the tropical rainforests? On page 7, what does the phrase teeming with life mean?*

Discuss the bold words and have students share their understandings of these words. Check the glossary meanings.

Read the introduction and find out what you can about rainforests. Jot down any tricky words or phrases that you need to clarify. Record their page numbers so that they are easy for us to locate together.

After Reading

Ask students if they need to clarify any new or unusual words or phrases. Do this before any discussion.

Check that students understand the words *carbon dioxide*, *global warming*, *dense*, *tributaries*.

What did you learn about rainforests?

Did you find out any other information about what they would look like, sound like, or feel like?

Why do we need rainforests? What could happen without them?

THE DAINTREE AND AMAZON RAINFORESTS

Before Reading

Read the title. Examine the maps on page 13. Discuss the locations of these rainforests.

Have students read this chapter and be ready to share what they learn about these rainforests.

After Reading

Invite students to share what they have discovered.

How big is the Amazon Rainforest?

How big is the Daintree Rainforest?

Support students to build understandings of size of the rainforests. For example, using places students know, explain how far 140 km is.

Revisit unfamiliar place names and discuss strategies for pronunciation.

RAINFOREST HISTORY

Before Reading

What do the title, photos, and captions in this chapter tell you? Discuss both of the images to build knowledge prior to reading. Discuss the term ancestors.

Have students predict what they might learn from this chapter. Instruct students to read about rainforest history. *As you read, jot down interesting points to discuss at the end.*

After Reading

Clarify any tricky or unusual words before discussing this chapter. For example, *indigenous*.

How old are the rainforests? How can scientists estimate their age?

Do people live in the rainforests? How did these people use the rainforest for survival?

What problems did early settlers cause to the rainforests? What problems did they cause for the rainforest inhabitants?

CLIMATE

Before Reading

Read the title and look at the photo and caption. Ask students what the word *climate* means. Discuss the meaning of the term *drenched*. Ask students why this word may have been used instead of a word like *wet*.

Read this page and be ready to share two interesting things you learn about the climate.

After Reading

Invite students to share their interesting facts. Build knowledge of temperature by comparing rainforest temperatures to average temperatures where the students live. *What is interesting about the day and night temperatures in rainforests? How does this compare to the average day and night temperatures where you live? Why do you think there is not much difference between the maximum and minimum temperatures in rainforests?* Invite inferences.

Discuss the term *degrees Celsius*.

PLANTS

Before Reading

Read the title and invite students to look through this chapter at the photos and captions. Discuss the words *energy*, *photosynthesis*, *epiphyte*, *stag*, *staghorn*. Ask students to share their understandings of these words. Check the glossary to clarify the meaning of *photosynthesis*. *Why is the plant on page 22 called a staghorn?*

Read this page and jot down some interesting things you learn about rainforest plants.

After Reading

Ask students whether there are any tricky words to clarify. Discuss as needed. Check that students understand the meanings of words like *exotic*, *extinction*, *endangered*, *plywood*, *canopy*.

Invite students to share their interesting facts.

ANIMALS

Before Reading

Read the title and look through this chapter at the photos and captions. Prompt students to infer what the content might be with questions.

Why might the colours of the red-eyed tree frog startle and scare away predators?

What do humans use to assist them to swim that uses the webbed-foot principle?

Why might parrots mimic the noises they hear?

Discuss the word *nocturnal* and check the glossary meaning.

Read this section and be ready to share some interesting things you learn about rainforest animals.

After Reading

Clarify tricky words as needed.

Invite students to share their interesting facts and prompt them to elaborate on what they have learned.

THREATS TO THE RAINFORESTS

Before Reading

Read the title and look at the photos and captions. Ask students why an umbrella is essential when visiting the Daintree Rainforest.

As students view page 30, invite them to infer why experts fear the Amazon could be gone in 50 years. *Read this chapter and find out why this rainforest is in danger.*

After Reading

Have students share what they learned about the threats to rainforests. Build on the responses and prompt students to infer further.

Besides the cattle, what other threats could farming cause?

Why do you think gold mining could have been considered more important than protecting the Amazon Rainforest?

▲ CODE BREAKER

Some of the words in this book are long and scientific. Work through this book with a partner and make a list of words with one, two, three, four, and five syllables. There will be more one, two, and three syllable words than four and five syllable words. You need to find five or more words with one, two, and three syllables, and at least one word with four and five syllables.

■ MEANING MAKER

Imagine that you are visiting one of the rainforests. Record your responses to the following:

Which rainforest would you visit and why?

If you could only take five things with you for a day trip, what would you take and why?

What would you hope to see?

At what time of year would you go?

*Who do you know who would love to go with you?
Why?*

◆ TEXT USER

The photographs and captions in this book help us to understand more about each chapter topic. They give us more information about the topic, but are not directly copied from the main text.

Work through this book with a partner and rewrite the caption for each photograph. You must write a caption that relates to the chapter topic and matches the photo, but is not copied from the text.

● TEXT CRITIC

Look at the photographs in this book. They have been carefully chosen to build a picture of each chapter topic. Look through each chapter and decide what the publishers of this book might want you to think and feel about each topic. Do they want to prompt you to take any action from reading this book?

For example, look at the last chapter. What do you think the publisher wants you to think about the destruction of the Amazon Rainforest? How do you think the publisher wants you to feel about the Amazon Rainforest being under threat? Do you think the publisher may want you to do something about this?

USING MULTIPLE INTELLIGENCES

Small group activity

Write: Select a rainforest animal. Write a plea from this creature to protect its habitat. Have this animal describe what it is about its habitat that makes it vital to protect. (V)

Create: Create this creature and its habitat using a variety of modelling materials. (S, N)

Present: Present your plea, creature, and habitat to the group. (V, N)

MULTIPLE INTELLIGENCES

The theory of multiple intelligences was developed by Howard Gardner, a professor of education at Harvard University. Howard Gardner's theory suggests that the current view of intelligence, as measured by IQ tests, is far too limited and discriminates against students who think in different ways. He proposes taking a broader perspective and has identified eight different intelligences. These are:

verbal-linguistic intelligence – word smart

logical-mathematical intelligence – number/
reasoning smart

spatial intelligence – picture smart

bodily-kinaesthetic intelligence
– body smart

musical intelligence – music smart

interpersonal intelligence – people smart

intrapersonal intelligence – self smart

naturalist intelligence – nature smart

Multiple intelligences have enormous potential as a tool in furthering reading and language development. Traditionally, the teaching of language and reading has focused mainly on two intelligences: logical-mathematical and verbal-linguistic. This means that many students who possess different intelligences do not receive the necessary opportunities, encouragement, instruction, or reinforcement to succeed with reading as well as they might.

Daintree Rainforest, Amazon Rainforest

Name _____

Graphic Organizer (before and during reading)

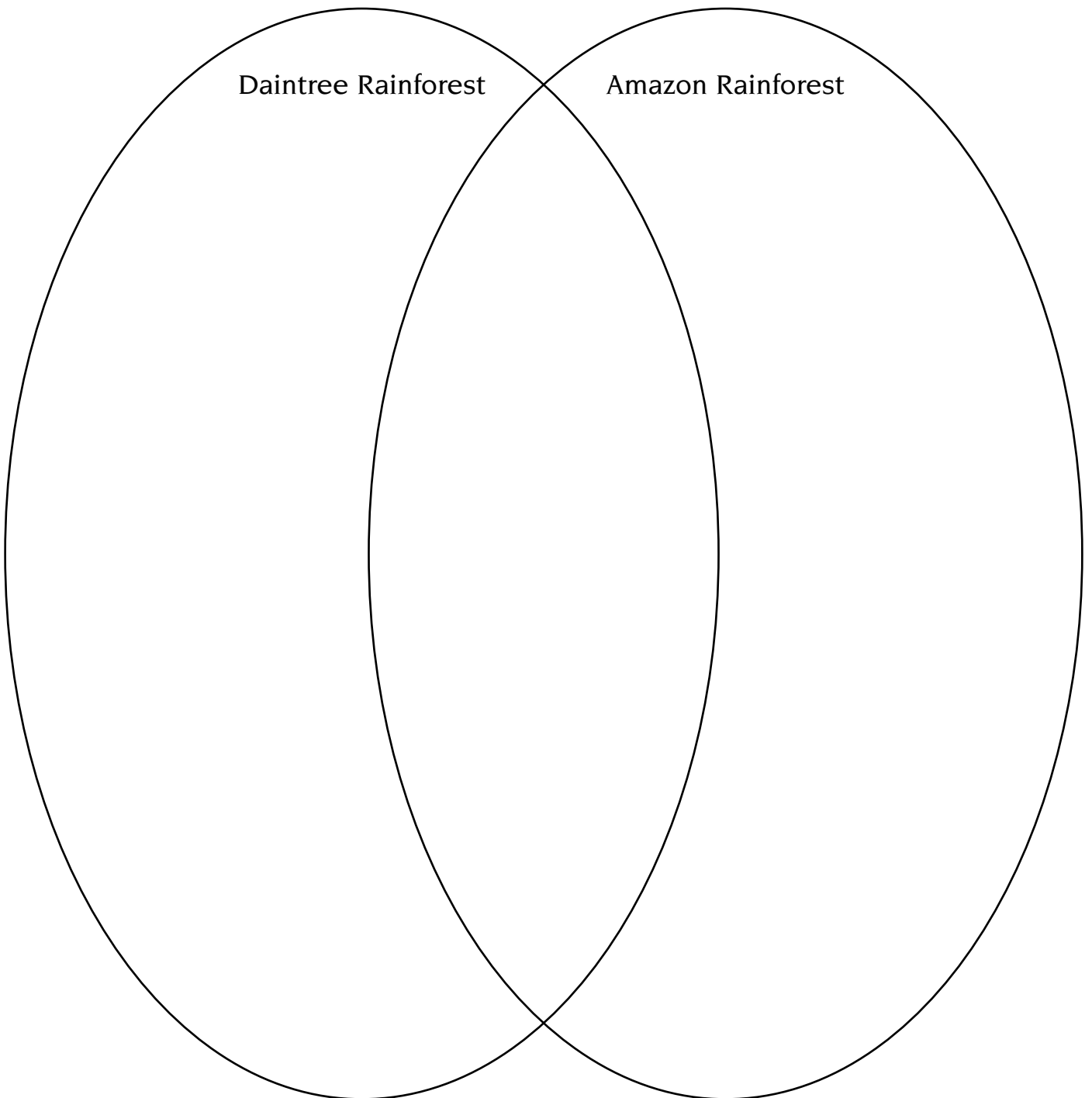
Chapter	Main ideas
Introduction	
The Daintree and Amazon Rainforests	
Rainforest History	
Climate	
Plants	
Animals	
Threats to the Rainforests	

Daintree Rainforest, Amazon Rainforest

Name _____

Multiple Intelligences
Logical-mathematical

Complete the Venn diagram to show the similarities and differences between the Daintree and Amazon rainforests.



Daintree Rainforest, Amazon Rainforest

Name _____

🕒 Code Breaker

These glossary words are jumbled. Unjumble them and write their meanings. Use page 31 of the book to help you.

Jumbled word	Unjumbled word	Meaning
etyhpipe		
boncar iedioxd		
ggolgni		
ityidmuh		
otophsisehtnys		
iTcsopr		
llobag ingmawr		

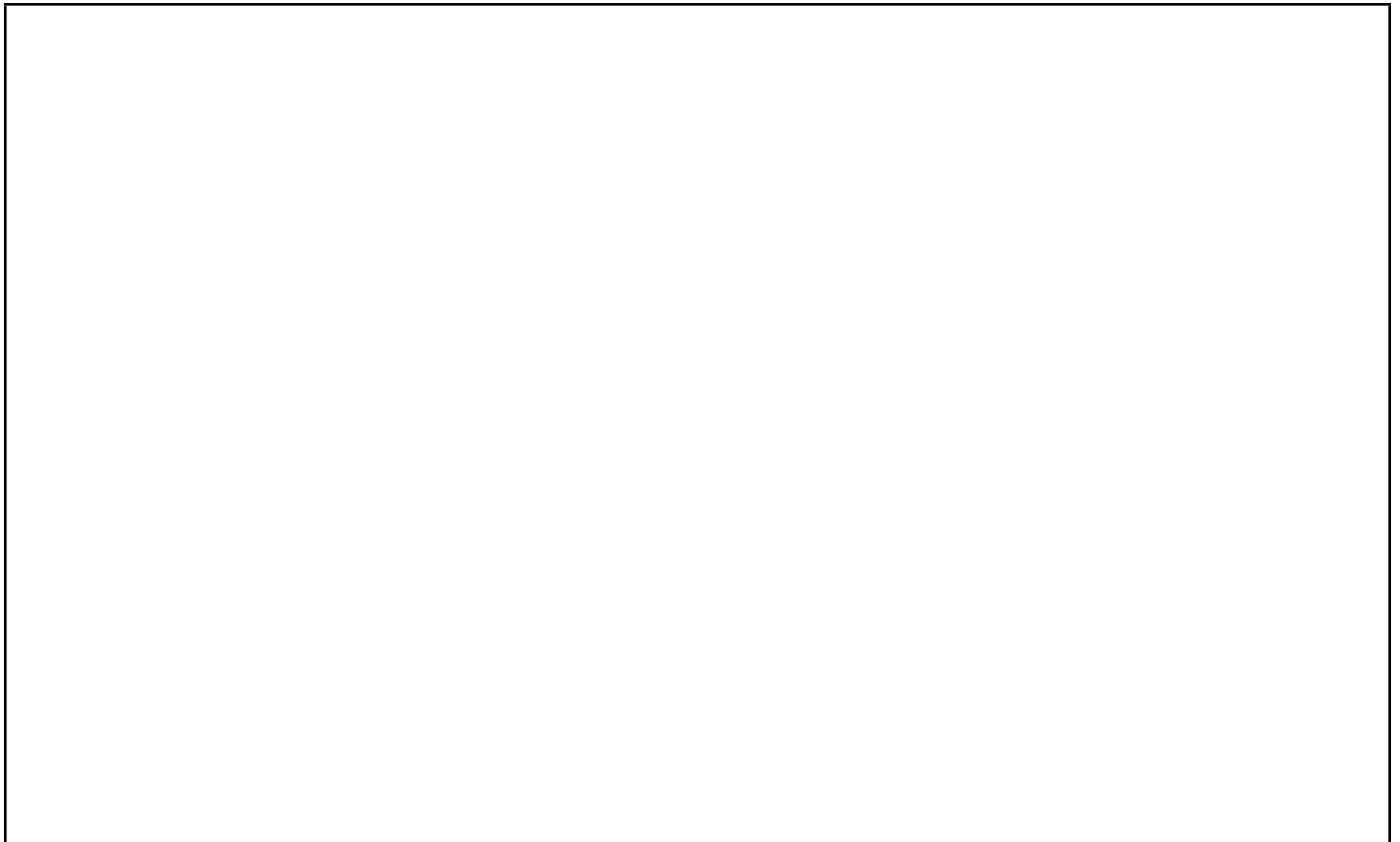
Write the glossary words in reverse alphabetical order.

Daintree Rainforest, Amazon Rainforest

Name _____

☐ Meaning Maker

If you were an animal from the book, which one would you choose to be? Draw the animal in the box, and write the reasons you would choose to be this animal and not one of the others.



Daintree Rainforest, Amazon Rainforest

Name _____

⊙ Text User

Use the illustrations and captions to help you to answer these questions.

1. What is one of the bizarre, colourful animals found in a rainforest?

2. What is one species of frog that is found in a rainforest?

3. What carve winding paths through rainforests?

4. What are the tropical rainforest layers?

5. Which layer of the rainforest is closest to the ground?

6. Which rainforest is a good place to grow pineapples?

7. In which rainforest have people lived for many generations?

8. Why do plants need energy from the sun?

9. What do you think an epiphyte might be?

10. How does a Brazilian spider monkey swing between trees?

11. How did the staghorn fern get its name?

12. Why is the red-eyed tree frog brightly coloured?

Daintree Rainforest, Amazon Rainforest

Name _____

● Text Critic

The information in this book is presented as factual. How might our understandings of the Daintree and Amazon rainforests be different if the author had presented this book as an interview with someone living in each of these rainforests?

Write an interview question to ask each rainforest inhabitant.

Daintree Rainforest inhabitant

Amazon Rainforest inhabitant

Think of some questions to ask the animals.

Animal	Question

Daintree Rainforest, Amazon Rainforest

Name _____

Information Report (Compare/Contrast)

Here are some answers. Think of a question for each that will make each answer correct.

Answers

Questions

1. Amazon

2. canopy

3. capybaras

4. carbon dioxide

5. Daintree

6. humidity

7. mining

8. oxygen

9. plants

10. rivers

Daintree Rainforest, Amazon Rainforest

Name _____

