

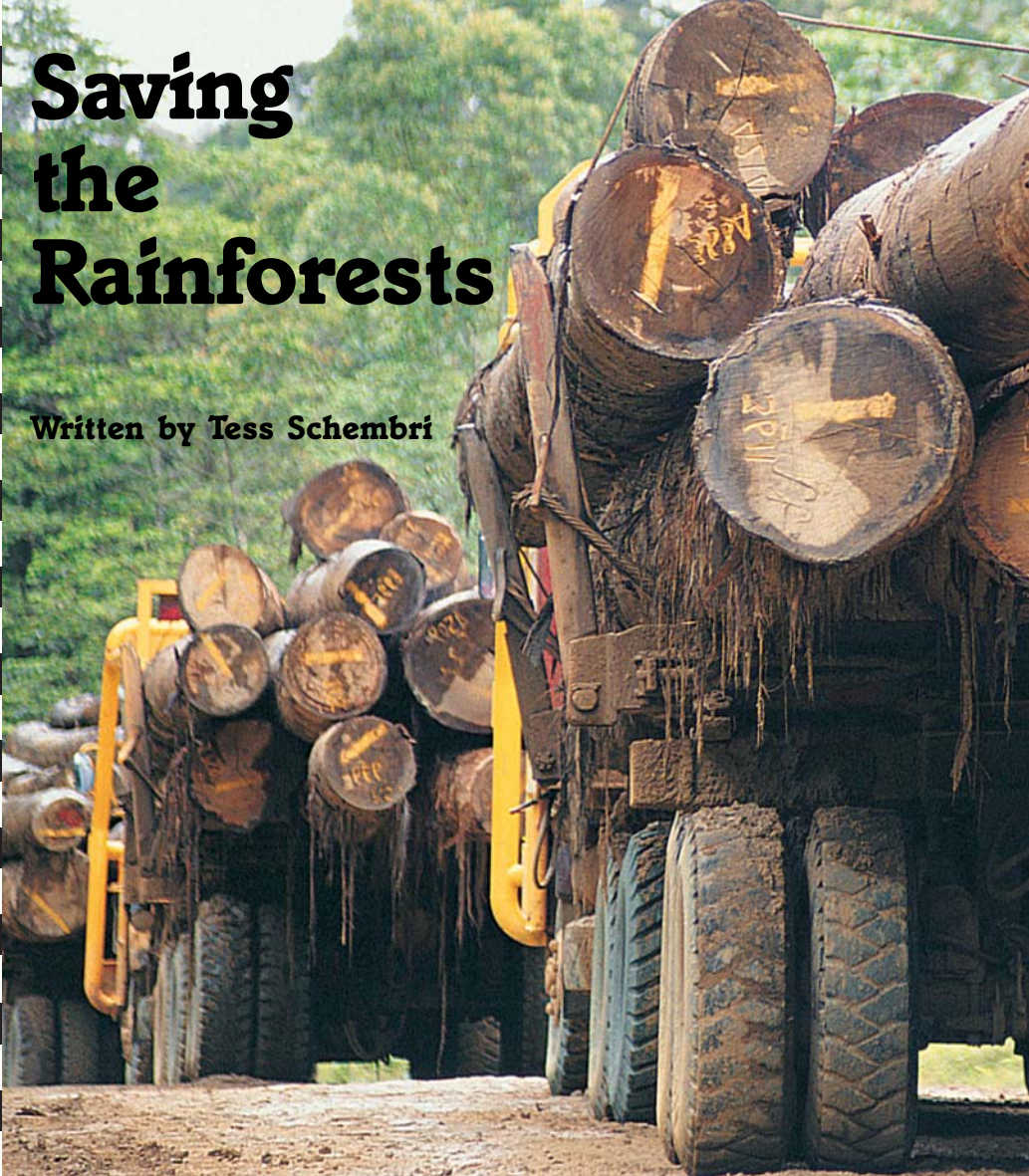


Teacher Edition

AlphaWorld

Saving the Rainforests

Written by Tess Schembri



Horwitz Education
A Division of Horwitz
Publications Pty Ltd
55 Chandos Street
St Leonards NSW 2065
Australia

Horwitz Gardner Limited
168c High Street
Egham, Surrey
TW20 9HP
United Kingdom

Published edition
© Eleanor Curtain
Publishing 2005
Text © Nicole di Marco
Photographs © Eleanor
Curtain Publishing

First published 2005

Apart from any fair dealing for the purposes of study, research, criticism or review, as permitted under the Copyright Act of Australia, no part of this book may be reproduced by any process, or transmitted in any form, without permission of the copyright owner. Where copies of part or the whole of this book are made under Part VB of the Copyright Act, the law requires that records of such copying be kept and the copyright owner is entitled to claim payment.

Developed by
Eleanor Curtain Publishing
Text: Nicole di Marco
Consultant: Susan Hill
Designed by
Alexander Stitt
Production by
Publishing Solutions

Printed in China

ISBN 0 7253 3119 4

1 2 3 4 5 6 7 8 9
05 06 07

How to use this book

The AlphaWorld teacher editions support teachers as they guide children's reading and thinking during one or more guided reading sessions. Teachers can observe children as they read and choose from the given suggestions to suit individual needs.

Before reading

Setting the context, front cover and title page:

The suggestions help teachers to set the scene and prepare children for reading the book. Prompts help to determine children's prior knowledge. Where necessary, background information is provided. Teachers are encouraged to check that children understand the vocabulary listed and to discuss the meanings and/or the structures of these words. Previous experiences with similar text types may also be discussed.

During reading

Predict, Read, Reflect:

Questions encourage children to engage with the text by making predictions. The children then read a section of the text and reflect on what they have read. The focus is on the content, language and text features of the book.

Observe and support:

Prompts help teachers to focus on the strategies children use as they read. Teachers can then select from and adapt the suggestions according to the needs of the individual child. The suggestions aim to develop a child's reading abilities. Interruptions to the child's reading should be minimal.

After reading

A selection of reading and writing activities:

The last pages of the teacher edition provide follow-up activities and include the assessment focus.

Selected text features

- Introduction and conclusion
- Colour photographs support the text
- Map of the world

Vocabulary

atmosphere, carbon dioxide, destroyed, erosion, habitat, malaria, medicines, metals, mine, pollinate, polluted, rainforests, rely, temperature, timber, valuable, weather

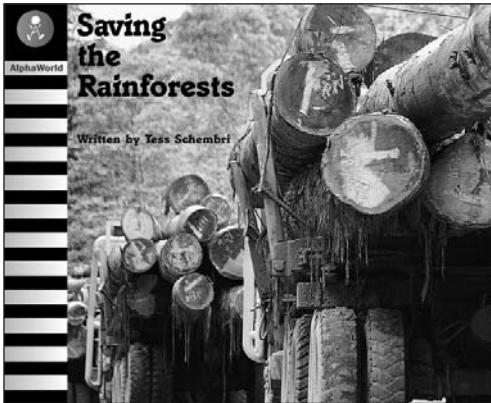
Setting the context

What is a rainforest? What do you know about rainforests?

Record the children's ideas on a chart for future reference.

Background information

Tropical rainforests are amazing places. Many people, animals and plants need rainforests to survive. However, rainforests are endangered. People have destroyed more than half of the world's rainforests in the last 60 years. Rainforests cannot be replaced. We must act now to save them.



Front cover

Show the front cover.

This book is called Saving the Rainforests. What might that mean?

What can you see on the front cover?

Does this picture help you work out what the book is about?

This book will help us to understand why rainforests are important and how animals, plants and people need rainforests.

Title page

Turn to the title page.

What can you see in the photo?

Is this what you thought a rainforest would look like?

Predict

Discuss the contents page and read through the headings.

Is this the type of information you expected to find? Why or why not?

Turn to page 6.

This is the introduction. The introduction tells us what the book is about. It says that many people, animals and plants need rainforests to survive but that tropical rainforests are endangered.

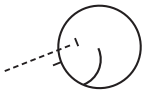
Have you heard the word 'endangered' before? What does it mean?

Read to the end of page 5.

Reflect

What does the author think about rainforests?

Why does she believe that they are amazing places?



Observe and support

Can the children explain the purpose of an introduction?

Why is this called an introduction? What does it tell us?



Contents

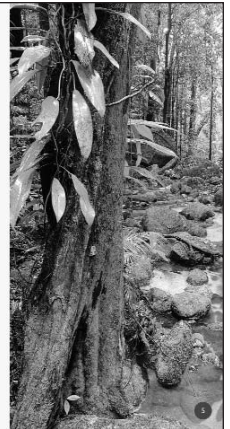
Introduction	4
Destruction of rainforests	6
People in rainforests	9
Plants and animals in rainforests	10
Medicine from rainforests	14
Food from rainforests	16
Saving soil and water	18
Weather and rainforests	20
Conclusion	23
Map	24

Introduction

Tropical rainforests are amazing places.

Many people, animals and plants need rainforests to survive. But people have destroyed more than half of the rainforests in the world.

Rainforests are endangered.



Predict

People are destroying rainforests in lots of ways. They clear the land to make room for farms, roads and houses. They cut down trees for timber. They build mines that pollute the land and water.

Look closely at the mining photo. What can you see? Would rainforest plants be able to grow near the mine?

Turn to pages 8 and 9.

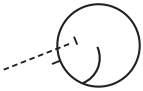
For thousands of years, small groups of people have lived in rainforests without destroying them. What would these people know about rainforests? What will happen to these people if their rainforest homes are destroyed?

Read to the end of page 9.

Reflect

Why are people destroying rainforests?

How would the people who live in rainforests feel about this destruction?



Observe and support

Can the child understand the text at a literal level?

Why are some people able to live in the rainforests without destroying them?



Destruction of rainforests

People destroy rainforests to clear land for farming or for building new roads and houses.

They also cut down rainforest trees for timber.



People build mines in rainforests to dig up metals from under the ground. The land around these mines becomes so polluted that most plants cannot grow there.

The mines also pollute rivers that run through rainforests. People, animals and plants cannot get clean water.

4



People in rainforests

For thousands of years, small groups of people have lived in rainforests. These people take what they need from the rainforest without destroying it. They know about the foods, medicines, plants and animals that can be found there.

When a rainforest is destroyed, the people who live there have to change their way of life.

5

Predict

This section describes how plants and animals in rainforests depend on each other to survive.

What does 'depend' mean? Who do you depend on?

How would plants and animals depend on each other?

Turn to page 12 and 13.

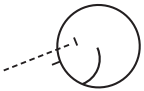
This page tells us that more than half of the reptiles, mammals and birds in the world live in rainforests. It also tells us that more kinds of plants grow in rainforests than anywhere else in the world. What do you think happens to these plants and animals as the rainforests disappear?

Read to the end of page 13.

Reflect

How do the plants and animals in rainforests depend on each other?

Why do animals and plants disappear as the rainforests disappear? Can these plants and animals be found anywhere else?



Observe and support

Can the child use information in the photographs and text to understand new vocabulary?

What does 'pollinate' mean? What helped you to work that out?

Plants and animals in rainforests

The animals and plants in rainforests depend on each other for survival.

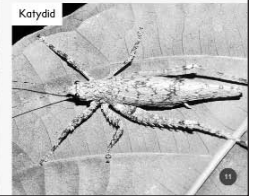
Rainforest animals need plants for food and shelter.

Many plants need insects to pollinate their flowers. They need animals to spread their seeds.



Some insects can live in only one kind of tree. If this type of tree is destroyed, the insects have nowhere to live.

Some birds can eat only one kind of insect. If these insects die, the birds that eat them will not survive either.



More than half of the reptiles, insects, mammals and birds in the world live in rainforests.

More kinds of plants grow in rainforests than anywhere else in the world. Many rainforest plants and animals cannot be found anywhere else.



When rainforests are destroyed or polluted, rainforest animals lose their food and shelter.

As the rainforests disappear, these animals also disappear.



Predict

Many medicines are made from rainforest plants. Other plants might be used to make new medicines in the future. When do people need medicine? What is medicine used for?

Turn to page 16.

Many of the foods that we eat every day come from rainforests.

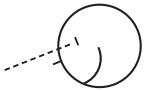
What types of food can you see in the photos? Do you like eating these foods?

What happens to the animals that rely on these foods when the rainforests are destroyed?

Read to the end of page 17.

Reflect

Why may we not be able to make new medicines from rainforest plants in the future?



Observe and support

Ask a child to read aloud to you while the other children are reading silently.

Does the child read the text fluently?

If the child continues reading without correcting an error, you might say:

Did that sound right? What could go there? What would sound right?

Medicine from rainforests

Many medicines are made from rainforest plants.

Some medicines that are used to treat serious illnesses come from these plants. Other rainforest plants might be used to make new medicines in the future.

If the rainforests are destroyed, we will not be able to use these plants.

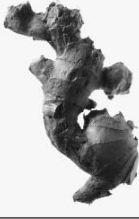


Food from rainforests

Many of the foods we eat every day come from rainforests. Bananas, pineapples, nuts, avocados, cocoa, vanilla and ginger are just a few rainforest foods.

Animals also rely on many of these foods.

There may be other food plants in rainforests.
If we destroy the rainforests, we also destroy these foods.



Predict

Rainforest trees help to stop soil from washing away. Trees drink in the rain and their roots hold the soil together. If the trees are cut down, what could happen to the soil when it rains heavily?

Turn to page 20.

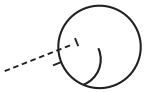
Rainforests help to control the earth's temperature. Without rainforests, the temperature of the earth will rise. What could happen if the earth gets hotter?

Read to the end of page 21.

Reflect

Can you tell me in your own words how rainforests help to save the soil?

What will happen if the earth's temperature continues to rise?



Observe and support

Does the child check a range of information on the page to assist with problem solving?

I noticed that you looked at the picture as you were working that out. What did you notice that helped you to work out that sentence?

Saving soil and water

Rainforest trees help to stop soil from washing away.

The leaves and branches of rainforest trees take in the rain. Their roots hold the soil together.

When rainforests are cut down, heavy rain washes the soil away so there is not enough for the plants to use. The soil often gets washed into rivers so that the rivers get blocked or change course. Sometimes the rivers overflow and flood the land.



Weather and rainforests

Rainforests help to control the earth's temperature.

If people continue to destroy rainforests, the temperature of the earth will change. Many places that are cold will get warmer. Places that are warm will get very hot. Ice in the sea will melt and some places will be flooded. Other places will turn into deserts.

Many plants and animals all over the world will not survive.



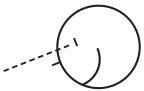
● **Predict**

This is the conclusion. A conclusion sums up what the book has already told us. What do you think this conclusion will say?

● **Read** to the end of page 23.

● **Reflect**

*Can rainforests be replaced?
What does the author feel about rainforests? How do you know?*



Observe and support

Can the child understand the literal meaning of the text?

How long has it taken people to destroy half of the world's rainforests?



Conclusion

People have destroyed more than half of the world's tropical rainforests in the last 60 years.

Rainforests cannot be replaced. Once they have been destroyed, they are gone forever. The plants and animals disappear forever too.

We must save the rainforests now.

21

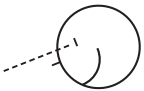
● **Predict**

Look at the map on page 24. Let's read the key on the bottom of the page. What does this map show us?

● **Study** the map on page 24.

● **Reflect**

*Where are most of the world's rainforests located?
What has happened to rainforests in the last 60 years?*



Observe and support

*Does the child understand the purpose of the map?
Does the map help you to understand what is
happening to the world's rainforests? How?*

Rainforests of the world



land covered by tropical rainforests
60 years ago

land covered by tropical rainforests now

21

After reading

Being a meaning maker

Encourage the children to support their answers to these questions with evidence from the book:

How are rainforests being destroyed?

What is happening to the people that live in rainforests?

How does destroying the rainforests affect the plants and animals that live in them?

Would timber workers and people who live in rainforests feel the same way about rainforests?

Are rainforests endangered? Why?

Being a code breaker

Explore the following language features:

- Using contextual information to understand unfamiliar vocabulary: atmosphere, habitat, mine, pollinate, temperature, timber
- Make a list of words with the /m/ phoneme – amazing, animals, atmosphere, farming, malaria, mammals, medicines, metals, millions, more

Being a text user

Refer to the children's ideas recorded prior to reading the book.

Which of these ideas do you still agree with?

Which ideas do you want to change?


Did you learn anything new by reading this book?

What do you still want to know about rainforests?

Being a text critic


How does the author feel about rainforests? Do you agree? Why?

Responding to text

 Prepare role-play cards before undertaking this activity. Cards could look like the example below.

You are a doctor who treats people with cancer. Re-read pages 14 and 15 and discuss the information with your partner. How would this doctor feel about rainforests and their current destruction? Prepare to present this doctor's point of view to others in the class.

Other roles could include a timber worker, a farmer, a person who lives in a rainforest, a spider monkey, a toucan, a rainforest plant, a soil particle, or a weather reporter.

 The children could complete the following sentence starters to reflect on the value of rainforests. Revisiting the introduction and conclusion will help them with this task.

Rainforests are...


They are home to...

They provide...

They help to...

Rainforests are needed by...

Rainforests cannot be replaced so...

 The children could create their own glossary for this book by selecting four or five words in the text that they found difficult and defining them in their own words.

Writing links

As a group, discuss and record the reasons for and against stopping the destruction of rainforests. Record these reasons on a chart called 'Saving Rainforests'.

The children could write a letter to their local politician or newspaper expressing their views on the destruction of rainforests and what needs to be done. The 'Saving Rainforests' chart could assist them with this task.

Possible assessment focus

Can the children:

- discuss the various reasons the author gives for trying to save the rainforests?
- present an argument to support saving the rainforests?



whole text activity



sentence activity



word activity

Saving the Rainforests

Topic: Conservation/Environment/Plants

Curriculum link: Natural Science

Text type: Argument

Reading level: 20

Word count: 568

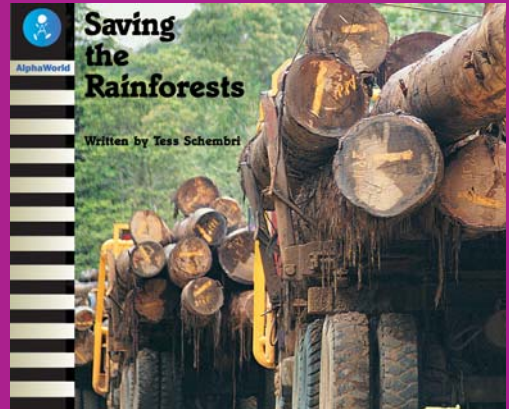
Vocabulary: atmosphere, carbon dioxide, destroyed, erosion, habitat, malaria, medicines, metals, mine, pollinate, polluted, rainforests, rely, temperature, timber, valuable, weather

Possible literacy focus:

- Understanding the text at a literal level.
- Understanding why saving the rainforests is important.

ESL possibilities:

- Focusing on the title to predict what the text will be about.
- Discussing the author's viewpoint.
- Identifying and discussing the reasons for saving the rainforests.



Summary

This book discusses the importance of rainforests and how animals, plants and people need rainforests to survive. People have destroyed more than half of the world's rainforests in the last 60 years. It is important that we all help to protect the remaining rainforests.

AlphaWorld



ISBN 0-7253-3070-8



9 780725 330705