

The Amazon Rainforest

PM Level 29

Sapphire

Text Type Information Report (Informative), Exposition (Persuasive)

Running Words 2575



Preparing for Guided Reading

Prior knowledge

- Ask students to share any prior knowledge about the Amazon Rainforest, particularly what they know about the damage that is being done to it by deforestation.

Orientation to the text

- In this book, the reader learns about the Amazon, the world's largest rainforest. They learn about the people who live there, including indigenous people, the wildlife, plant life and threatened species found in this area. They also learn about the destruction that people have caused to the Amazon, as well as some of the work that is being done to save it.

Building the Balanced Reader

Grammatical conventions

- Discuss how the language of the Exposition encourages us to contribute to the conservation of the rainforest, e.g. *people and governments must work to prevent... Another very important reason... Please help to preserve them...*
- Discuss why a list of specific suggestions is a good way to finish this persuasive text.

Vocabulary

Key vocabulary

amphibians, aquatic, arboreal, biodiversity, canopy, commerce, dilemma, dispose, distinctive, diverse, endangered, epiphytes, evidence, evolved, indigenous, paralysing, savanna, subtropical, sustainable, threatened, toxic, tributaries, tropical

Spelling

- Have students analyse the spelling of the names of the South American countries on p. 2. Have them pay particularly careful attention to the spelling of Guyana and French Guiana.

Visual literacy

- Have students look at the map on p. 3 and note how much of South America is currently taken up by the Amazon Rainforest – approximately one-third of it. Note that three countries, Guyana, Suriname and French Guiana, largely consist of rainforest.

Focusing on the book – guided reading

- As they read, have students establish why some rainforest creatures are more endangered than others, e.g. the Golden Lion Tamarin Monkey.
- Discuss the fact that indigenous people have lived in harmony with the rainforest for hundreds of years, and that the large-scale destruction of the rainforest has only happened since the arrival of Europeans into South America.
- Ask students if they are surprised that the Waimiri Atroari people use 32 different kinds of plants just to make their hunting equipment. What does this tell us about their knowledge of the rainforest?
- As they read pp. 8–18, have students discuss which of these animals they did not know came from the Amazon Rainforest. Why do they think some of these animals are so well-known around the world now?
- Have students explain in their own words why saving the Amazon Rainforest is so important in the global fight against climate change.

Comprehension

- How many countries does the Amazon Rainforest extend into? (*Literal*)
- What shows us that Guyana, Suriname and French Guiana consist mostly of rainforest? (*Inferential*)
- How do satellite imagery and data help governments and conservationists prevent new areas of deforestation? (*Applied Knowledge*)

Follow-up activities

- Have students imagine that a group of ecologists has just discovered a new community of indigenous people in the Amazon. Describe the reactions of both groups and explain how they could communicate with each other.
- Have students imagine that they are an explorer entering the Amazon rainforest for the first time. Have them make a list of all the clothing and equipment they would want to bring with them.

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Learning Intentions

- We are learning to apply a range of skills and strategies to gain maximum understanding of both written and visual information in a text.
- We are learning about a range of language effects that add variety and clarity to a text.
- _____

Success Criteria

- I can read written and visual information to better understand information in a text.
- I can read and understand a range of language effects used by the author.
- _____

Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up