

Forests

PM Levels 22/23

Gold

Text Type Information Report / Procedure

Running Words 651



Preparing for Guided Reading

Orientation to the text

- Ask, *Why are forests important?* Encourage students to think about what it would be like if there were no forests left.

Prior knowledge

- Forests provide natural resources upon which people, animals and plant life depend. This text explores how the landscape, and all those who depend upon it, would be affected if our forests were destroyed.

Building the Balanced Reader

Vocabulary

Key vocabulary

area, cleared

Content Words

Aborigines, coniferous, conifers, cork, deciduous, destroyed, interesting, plantation, redwood, steamy

Decoding

- Attempt to decode unfamiliar words by utilising knowledge of text types, language features and vocabulary related to the theme of the text. Provide support and encouragement when necessary.

Focusing on the story – guided reading

- Emphasise the importance of forests, i.e. as a resource that people use; as a home to many animals, birds and plants; as a deterrent to soil erosion, etc. Discuss the advantages and disadvantages of forests being cleared to make farms.
- Talk about how climatic conditions determine the kinds of forests that grow in different parts of the world. Turn to the glossary on p. 24 and read the meanings of *conifer*, *deciduous* and *evergreen*. Look in an atlas and explain how the colouring used in relief maps is an indication of whether a place is hot or cold, covered with vegetation or a desert.
- Talk about why some trees – just like some mountains, oceans, glaciers and deserts – are given names. Read and discuss the *Did you know?* statement.

- Reinforce why the forest is home to many birds and animals. Discuss the reasons why environmental groups are committed to saving all types of forests.
- Discuss the process of making paper. Turn to the glossary on p. 24 and read the meaning of *paper mill*. Talk about how the word *forest* can be put ahead of a noun, e.g. *forest plants*, *forest trees*, etc. Read and discuss the *Did you know?* statement. Read the email. Discuss this form of communication, e.g. sent and received instantly. Study the formal style of this email and talk about why it was written in this way.
- Talk about animals and plants that are now protected as a result of their homes being destroyed. Inform students of alternative ways to procure land for farming, e.g. the Dutch polders made out of reclaimed land from the sea and drained swampland where decayed matter makes the soil very fertile. Discuss the adverse effects of erosion and how the planting of trees controls the washing away of soil.
- Revise the purpose of procedural texts. Re-read the procedural text on p. 23 and highlight sentence starters that reinforce recommended behaviours, e.g. *Ask* and *Tell*. Have students refer to this example as they write their own procedural texts about important safety issues, e.g. going fishing, boating or swimming.

Comprehension

- What are some different types of forests? (*Literal*)
- What will happen to birds and animals if the trees they live in are removed from the forest? (*Inferential*)
- Other than campfires, how else can forest fires start? (*Applied Knowledge*)

Follow-up activities

- Make posters or brochures that promote the importance of 'keeping our forests safe places for birds and animals'. Ask students to include instructions on how not to damage the homes and habitats of the wildlife.

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Learning Intentions

- We are learning to apply a complex range of skills to decode unfamiliar words in the text.
- We are using our knowledge of text types, language structures and vocabulary to gain a deeper understanding of the text.

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Success Criteria

- I can use a wide range of skills to assist me in reading unfamiliar words in the text.
- I can use my knowledge of text types, language structures and vocabulary to gain a better understanding of the text.

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Guided Reading Notes

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