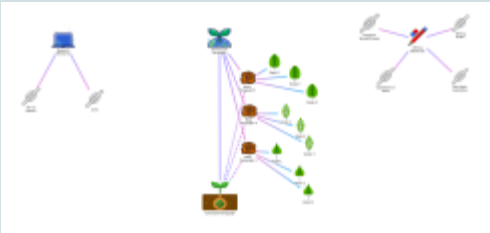


Teacher: Ms. W	Class: ELA	Period: 1	Date: 5.22.24 to 5.24.24
Unit Title: Informative Writing Lesson Title: Deforestation of the Amazon Rainforest: Where have all the trees gone?		Standards: CCSS.ELA-LITERACY.W.5.2 (A-E) CCSS.ELA-LITERACY.W.5.4 CCSS.ELA-LITERACY.W.5.6 CCSS.ELA-LITERACY.W.5.7 CCSS.ELA-LITERACY.W.5.8 CCSS.ELA-LITERACY.W.5.10	
Objectives: Explain the impact of deforestation in the Amazon Rainforest in a well-developed essay			
Learning Target(s): I can... -clearly introduce a topic and group information logically -develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic -use precise language and domain-specific vocabulary to explain the topic. -provide a concluding statement related to the information or explanation presented			
Vocabulary: rainforest, deforestation, biodiversity, extinction, ecosystem, global warming, indigenous			
Bell Ringer: Review the image on the board. What do you notice? What do you wonder?			
			
Reference: https://www.rainforest-alliance.org/insights/our-360-approach-to-stopping-rainforest-destruction/			

Learning Activities		
	Support Needs	Proficient
Activity #1 Goal(s): Understand the meaning of deforestation and how it affects the Amazon Rainforest.		
Mini-Lesson	The teacher will review the 'bell ringer' with the students, guiding them to the definition of deforestation and write it on the board. Next, the student will read the article, "Understanding Tropical Deforestation" from the NewsELA link provided. Students should be actively annotating the passage. Reference: https://newsela.com/view/ck9noofbs03q30iqj57tdl65u/?levelId=ck7ecvmnj0jh114p7l9lwod90	
Activity	Level the reading based on the students lexile. For students who get read aloud, have them go to https://ttsmaker.com/ for access to text-to-speech. Have them copy/paste into the text box. Make sure they have headphones. Along with the digital version, provide a hard copy for annotation. Have highlighters for annotation and the annotation "cheat sheet" available if needed. And have a reference sheet with vocabulary you anticipate to be difficult.	Allow students to read on grade level lexile and use the annotation tool on the digital passage.
Check for Understanding	CFU 1 - Circulate making sure students are highlighting relevant information. If extra support is needed, partner them with a proficient	CFU 1 - Circulate making sure students are highlighting relevant information. CFU 2 - True/False (thumbs up/down) -Deforestation can lead to floods.

	student to share what both have learned. CFU 2 - True/False (thumbs up/down) -Deforestation can lead to floods. -Animals are not affected by deforestation. -Deforestation can lead to less rainfall. -Deforestation helps reduce carbon emissions. ***Push to show where the evidence is in the text.	-Animals are not affected by deforestation. -Deforestation can lead to less rainfall. -Deforestation helps reduce carbon emissions. ***Push to explain why, if the answer is false.
Activity #2 Goal(s): Research and create a mind map to explain, "How does deforestation impact the Amazon Rainforest?"		
Mini-Lesson	The teacher will present a model of an exemplar on the board of what a completed mind map should look like. Students are engaged to ask questions as the teacher goes over the expectations. Students will work independently to research the topic and begin creating a mind map on Ideamapper.	
Activity	Use the internet and teacher provided resources to research the topic. Use the teacher created "Support" on Ideamapper, which gives students an outline and guide to writing an informative essay -students should use it based on performance level —using the outline in its exact format —or using it as a model in which they can modify it	Use the internet and teacher provided resources to research the topic. Create their own essay outline using Ideamapper or choose from one of the Ideamapper templates that they can modify

	 Provide: -a list of helpful/relevant links -access to https://ttsmaker.com/ for read aloud -give explicit criteria for how many facts/quotes/details you expect	
Check for Understanding	CFU - a completed mind map made in Ideamapper	CFU - a completed mind map made in Ideamapper
Activity #3 Goal(s): Write an essay answering the question "How does deforestation impact the Amazon Rainforest?" using the mind map as a guide.		
Mini-Lesson	Teacher will review the rubric for the essay. Then go over a model 5th grade essay, "What can you do to save water?" on the board.	

	Saving Water Did you know that you can save your homes water by just by doing things each day? You can put a bucket outside to cath rainwater or use wipes to wash tables instead of water. <u>There are many ways to save water, you can do things outside and inside to help save water. Here are some ideas.</u> <u>There are many things to do inside your house to help save water.</u> You can change your toilet, facet, and shower head to low flow. Also, you can take small, short showers instead of baths. you can turn off the facet when brushing your teeth and when lathering soap in your hands. When waiting for water to warm up save the water and reuse. over all there are alot of things you can do inside to save your homes water. <u>There are many things to do outside your house to help save water.</u> First you can go to an automated carwash or use a waterless car wash. When you do a car wash at home you waste more water. Also you can dump out your water bottle on plants and grass insted of dumping it down the drain. Reuse water outside as much as possible. You can also put a bucket of water outside to catch rainwater and use for watering plants or grass. Over all there are alot of ways to save water outside of your house. There are many ways to save your homes water outside and inside. Kids and adults can make a big difference to save water. Imagine if everyone in the cantry turned of the facet when brushing thier teeth, we could save enogh water to refill a lake! Over all it is important to save water inside and outside your house. Students will then begin the writing process using their mind map. Reference: https://sdwdp.cms4schools.net/staff/K5_Literacy/assessments/grade5/Gr5InformativeRubricClassroomUse.pdf?_cf_chl_tk=5VgS8eEP4d2DdWkEj3nHVmhHbTq7HKaUb_fbII5fXTs-1716386010-0.0.1.1-1429 https://portal.ct.gov/-/media/sde/ct-core-standards/2014/05/elo_k-5_module_3_informative_writing_samples.pdf
Activity	Using their mind map to complete their essay. Using their mind map to complete their essay.

Exit Slip:	Mind map and essay.
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