



Deforestation

Students learn about the effects of deforestation and do oral presentations.

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Grade Level 6-8
Duration 1-3 class periods

ELL Adaptation by M. Barbara Stout

SIOP Elements		
Preparation Adapting content Linking to background Linking to past learning Strategies used	Scaffolding Modeling Guided practice Independent practice Comprehensible input	Grouping Option Whole class Small groups Partners Independent
Integrating Processes Reading Writing Speaking Listening	Application Hands on Meaningful Linked to objectives Promotes engagement	Assessment Individual Group Written Oral

TESOL Standard(s)

ESL: English For Content

Through The Use Of ESL Methodologies, The Student Will:

EFC-A. Create, read and interpret visual information relating to science, social studies and math.

A5. Create visuals to present information.

EFC-D. Communicate clearly using math, science, and social studies target vocabulary.

D2. Participate in small and large groups.

EFC-E. Comprehend reading materials.

E4. Distinguish between fact and opinion.

E6. Scan material for relevant information.

Arizona ELP Standard

Stage IV

Basic

Reading

Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. The student will demonstrate knowledge of reading comprehension by:

B-23: locating information in print and electronic reference sources (e.g., *encyclopedia, atlas, almanac, dictionary, thesaurus, periodicals, website, and textbooks*) periodicals for a specific purpose.

B-30: identifying fact and opinion in persuasive text.

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Stage IV

Basic

Writing

Standard 1: The student will express his or her thinking and ideas in a variety of writing genres. The student will express his or her thinking and ideas by using a variety of writing genres, as demonstrated by:

B-3: taking notes using a teacher selected and student created graphic organizer or cloze notes.

B-6: writing a variety of functional text (e.g., *instructions, directions*) that addresses the audience, stated purpose and context.

Overview

Everything humans do, both intentional and unintentional, affects the natural systems in which we live. We frequently try to modify our environment in an attempt to improve our lives in various ways. While the modifications may benefit some, rarely do they benefit all. This most often results in a debate as to how beneficial or detrimental the modifications are.

Key Vocabulary

Deforestation - Cutting down, burning, and damaging of forests

Slash and Burn - Cutting down and burning trees

Logging - Cutting down trees

Debt - Owe money

Tropical - Found around the equator where it is warm and wet

Temperate - Found in cooler coastal areas further north or south of the equator

Emergent layer - Tallest tree in the rainforest some 200 feet above the forest

Canopy Layer - Forms the roof or umbrella over the two remaining layers

Understory Layer - Little sunshine reaches this area. It is right below the canopy

Additional Materials Needed for ELL

- Seven Important Sentences “Tropical Deforestation” and Answer Key
- Deforestation True False Questions and Answer Key

- Memo frame for writing and Answer Key
- Article on “Tropical Deforestation”
- Layers of a Rainforest teacher overhead
- Layers of a Rainforest Quiz
- Earth Observatory-Rainforests Questions and Answer Key

Additional Details on ELL Strategies

Strategies to use with the Twelve Important Sentences

- Find each sentence in the text and complete organizer
- Chant or recite the sentences (teacher models first)
- Draw or illustrate each sentence (individually or partners)
- Match each sentence to its “student generated” drawing
- Use at starters for Cornell Note taking format
- Use to complete a T-chart organizer (right side) details (left side)
- Think Pair share: Choose a sentence and relate it to something personal to you
- Act out or dramatize each of the sentences
- Determine whether each sentence is a fact or an opinion
- Paraphrase each sentence into simpler language

Procedures

SESSION ONE

1. Place the “Layers of a Rainforest” on the overhead or give out to the students to read in pairs and underline at least two facts about each layer. (**Preparation: Adapting content**)
2. Model the first layer with the students. (**Scaffolding: Modeling**)

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3. Have the students practice the layers of the Rainforest. (**Application: Promotes engagement; Scaffolding: Independent practice**)
4. Remind them they will have a quiz the following day on the four layers.
5. Have the students find the Seven Important Sentences in the story "Tropical Deforestation and write the page, paragraph, and line numbers. (**Grouping: Independent; Integrating Processes: Reading, writing**)

SESSION TWO

1. Divide the students in small groups or pairs and have them draw pictures of the sentences. Make sure all seven sentences have pictures. (**Grouping: Partners**)
2. Have students individually answer the true false question. (**Assessment: Individual**)
3. Read the "Earth Observatory-Rainforests" in pairs and have students answer the four questions.

SESSION THREE

1. Read how to write a MEMO to the students.
2. Read the directions on the MEMO frame for writing.
3. Have the students do on the MEMO frame. (**Integrating processes: Writing**)

Assessment

Beginning ELL 5 out of 7 =mastery on the Seven Important sentences.
Intermediate ELL 6 out of 7= mastery on the Seven Important Sentences.

Beginning ELL 4 out of 7=mastery on True and False.
Intermediate ELL 5 out of 7=mastery on True and False

Beginning ELL 2 out of 4 = mastery on Earth Observatory--Rainforests Questions.
Intermediate ELL 3 out of 4 = mastery on Earth Observatory--Rainforests Questions.

Beginning ELL mastery is 9 out of 12 on MEMO.
Intermediate ELL mastery is 10 out of 12 on MEMO.