

Rainforests

Green tasks could be completed in school or at home

Purple tasks demonstrate IDL

Please note that these are **suggestions** and by no means prescriptive. Teachers are welcome to use and adapt plans and resources to suit their needs.

Suggested Blocks of Learning	Suggested In School Activities	Suggested At Home Activities	CfE Experiences and Outcomes
<p>Introduction - Geography</p>	<p>1. Watch 'National Geographic - Rainforests 101'. LIT 2-04a</p> <p>1a. Having viewed the Introduction to Rainforests PPT, pupils should complete the 'locating tropical rainforests' worksheet. LIT 2-04a, LIT 2-05a, LIT 2-06a, SOC 2-08a, SOC 2-12a, SOC 2-14a</p> <p>2. View the photostory showing the complex and changing world of the rainforest. Use the description cards to generate class discussion. LIT 2-04a, LIT 2-05a, LIT 2-06a, SOC 2-08a, SOC 2-12a, SOC 2-14a</p>	<p>Watch BBC 'Seven Worlds, 1 Planet' Series 1.3 'South America' Available on BBC i-player until 19th November 2020 Relevant from 16min25secs onwards.</p> <p>Pupils should:</p> <ul style="list-style-type: none"> -describe the features of a rainforest. -state the location of the Amazon rainforest -describe the human activities that threaten the Amazon Rainforest <p>LIT 2-04a, LIT 2-05a, LIT 2-06a, SOC 2-08a, SOC 2-12a, SOC 2-14a</p> <p>Pupils build a glossary of Rainforest terms by completing the A-Z of the Rainforest Sheet. They</p>	<p>Listening and Talking</p> <p>As I listen or watch, I can identify and discuss the purpose, main ideas and supporting detail contained within the text, and use this information for different purposes. LIT 2-04a</p> <p>As I listen or watch, I can make notes, organise these under suitable headings and use these to understand ideas and information and create new texts, using my own words as appropriate. LIT 2-05a</p> <p>I can select ideas and relevant information, organise these in an appropriate way for my</p>

		<p>can use the Rainforest word search to help, using a dictionary to find the meaning of each word.</p>	<p>purpose and use suitable vocabulary for my audience. LIT 2-06a</p> <p>Social Sciences I can discuss the environmental impact of human activity and suggest ways in which we can live in a more environmentally responsible way. SOC 2-08a</p> <p>To extend my mental map and sense of place, I can interpret information from different types of maps and am beginning to locate key features within Scotland, UK, Europe or the wider world SOC 2-14a</p>
	<p>3. Complete the 'Tropical Rainforest' fill in the blanks reading activity. ENG 2-17a</p>		<p>Reading - Understanding, Analysing and Evaluating To show my understanding, I can respond to literal, inferential and evaluative questions and other close reading tasks and can create different kinds of questions of my own. ENG 2-17a</p>

	<p>4. Pupils use the Climate Data information to plot a bar chart of Average monthly rainfall for Manaus compared to Rio De Janeiro.</p> <p>A pre scaled graph may need to be provided to support less able children. More able children may be able to plot both sets of data (Manaus & Rio De Janeiro) on the same graph.</p> <p>Extension option to research monthly rainfall of Glasgow and plot data for comparison with Manaus MTH2-21a, SOC 2-12a</p>	<p><u>Information Handling</u> I can display data in a clear way using a suitable scale, by choosing appropriately from an extended range of tables, charts, diagrams and graphs, making effective use of technology. MTH 2-21a</p> <p><u>People Place and Environment.</u> By comparing my local area with a contrasting area outwith Britain, I can investigate the main features of weather and climate, discussing the impact on living things SOC 2-12a</p>
	<p>5. Pupils can make their own rainforest in a bottle. They can observe changes and record observations of the water cycle over the course of their topic.</p>	<p><u>Science</u> I can apply my knowledge of how water changes state to help me understand the processes involved in the water cycle in nature over time. SCN 2-05a</p>
<p>The Layers of the Rainforest and Animals https://drive.google.com/drive/u/1/folders/13CiRIBit</p>	<ul style="list-style-type: none"> ● Rainforest layers PowerPoint (LIT 2-04a) ● Rainforest layers diagram to complete 	<ul style="list-style-type: none"> ● Which layer sorting activity <p><u>Listening and Talking</u> As I listen or watch, I can identify and discuss the purpose, main ideas and supporting detail contained within the text, and use</p>

ebQQxQiWVA8X3a3-aW Yc4iTc			this information for different purposes. LIT 2-04a
	<ul style="list-style-type: none"> Animals of the rainforest Quiz PowerPoint 	Plants of the rainforest descriptions task	
	<ul style="list-style-type: none"> Rainforests as habitats PowerPoint 	<ul style="list-style-type: none"> Rainforest animal/plant fact files (TCH 2-02a) 	<u>Technologies</u> I can use digital technologies to search, access and retrieve information and are aware that not all of this information will be credible. TCH 2-02a
	<ul style="list-style-type: none"> Sorting which layer animals are found activity 	Rainforest information cards and worksheet	<u>Science</u> I can identify and classify examples of living things, past and present, to help me appreciate their diversity. I can relate physical and behavioural characteristics to their survival or extinction. SCN 2-01a
	<ul style="list-style-type: none"> Build a Borneo glider activity Make a pygmy bank 		<u>Science</u> By investigating how friction, including air resistance, affects motion, I can suggest ways to improve efficiency in moving objects SCN 2-07a

	<ul style="list-style-type: none"> ● Rainforest food chains PowerPoint ● Rainforest food paper chains activity 		<p><u>Listening and Talking</u> I can show my understanding of what I listen to or watch by responding to literal, inferential, evaluative and other types of questions, and by asking different kinds of questions of my own. LIT 2-07a</p> <p><u>Science</u> I can use my knowledge of the interactions and energy flow between plants and animals in ecosystems, food chains and webs. I have contributed to the design or conservation of a wildlife area. SCN 2-02a</p>
	<ul style="list-style-type: none"> ● Build a shoebox rainforest https://www.firstpalette.com/craft/rainforest-diorama.html or build a rainforest layered habitat http://afaithfulattempt.blogspot.com/2017/01/science-habitat-sculptures.html?m=1 (TCH 2-09a) 	<p><u>Technologies</u> I can extend and enhance my design skills to solve problems and can construct models. TCH 2-09a</p>	
<p>Rainforest Tribes</p> <p>https://drive.google.com/open?id=1eM5AWQFFwKBeXGuZHJebjF4PIfXCsqaw</p>	<ul style="list-style-type: none"> ● Rainforest Tribes comprehension – answer questions based on what you have read. (Three levels of differentiation) (LIT 2-16a) (ENG 2-17a) 	<p><u>Reading</u> To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text and use supporting detail. LIT 2-16a</p>	

		<p>To show my understanding, I can respond to literal, inferential and evaluative questions and other close reading tasks and can create different kinds of questions of my own. ENG 2-17a</p>
	<ul style="list-style-type: none"> ● Discuss learning from comprehension – what did you learn? (LIT 2-04a) ● Rainforest Tribes Powerpoint – discuss (LIT 2-04a) (LIT 2-07a) ● Rainforest Tribes – Uncontacted Tribes in the Amazon – watch video and answer questions. (LIT 2-16a) (ENG 2-17a) 	<p><u>Listening and Talking</u> As I listen or watch, I can identify and discuss the purpose, main ideas and supporting detail contained within the text, and use this information for different purposes. LIT 2-04a</p> <p>I can show my understanding of what I listen to or watch by responding to literal, inferential, evaluative and other types of questions, and by asking different kinds of questions of my own. LIT 2-07a</p> <p><u>Reading</u> To show my understanding across different areas of learning, I can identify and consider the purpose and</p>

			<p>main ideas of a text and use supporting detail. LIT 2-16a</p> <p>To show my understanding, I can respond to literal, inferential and evaluative questions and other close reading tasks and can create different kinds of questions of my own. ENG 2-17a</p>
	<ul style="list-style-type: none"> ● Letter from child in Awa tribe. Read the information and make a comparison to your own life. (SOC 2-13a) (LIT 2-14a) <p>(2 levels of follow up task)</p> <ol style="list-style-type: none"> 1. Answer the questions - Why is the Rainforest valuable to tribes? How do tribes impact on the Rainforest? (ENG 2-17a) 2. “Tribal people of the rainforest lead a life that is much worse than ours. They don’t have electricity and all the goods that go with them. They don’t have cars, heated houses, Facebook, Internet, shops and banks”. To what extent do agree with this statement. (Target 100 words) (LIT 2-18a) (LIT 2-29a) 		<p>I can explain how the physical environment influences the ways in which people use land by comparing my local area with a contrasting area. SOC 2-13a</p> <p><u>Reading</u> Using what I know about the features of different types of texts, I can find, select and sort information from a variety of sources and use this for different purposes. LIT 2-14a</p> <p>To show my understanding, I can respond to literal, inferential and evaluative questions and other close</p>

		<p>reading tasks and can create different kinds of questions of my own. ENG 2-17a</p> <p>To help me develop an informed view, I can identify and explain the difference between fact and opinion, recognise when I am being influenced, and have assessed how useful and believable my sources are. LIT 2-18a</p> <p><u>Writing</u> I can persuade, argue, explore issues or express an opinion using relevant supporting detail and/or evidence. LIT 2-29a</p>
	<ul style="list-style-type: none"> Based on what you have learned, create a factfile on a tribe or tribes of your choice to present to the class. Your factfile can be a Powerpoint, leaflet, poster etc... Consider the layout to make your factfile eye-catching for the reader. <p>The CfE link will depend on what the children produce. For example - PowerPoint = (TCH 2-01a) Poster/leaflet = (LIT 2-24a) (LIT 2-26a)</p>	<p>I can extend and enhance my knowledge of digital technologies to collect, analyse ideas, relevant information and organise these in an appropriate way. TCH 2-01a</p> <p><u>Writing</u> I consider the impact that layout and presentation will have and can combine</p>

		<p>lettering, graphics and other features to engage my reader. LIT 2-24a</p> <p>By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience. LIT 2-26a</p>	
	<ul style="list-style-type: none"> • Rainforest Tribes Art – Powerpoint (LIT 2-04a) (LIT 2-07a) 	<ul style="list-style-type: none"> • Create piece of Art inspired by what you have learned about the tribes (EXA 2-02a) (EXA 2-04a) 	<p><u>Listening and Talking</u> As I listen or watch, I can identify and discuss the purpose, main ideas and supporting detail contained within the text, and use this information for different purposes. LIT 2-04a</p> <p>I can show my understanding of what I listen to or watch by responding to literal, inferential, evaluative and other types of questions, and by asking different kinds of questions of my own. LIT 2-07a</p> <p>Art</p>

			<p>I have the opportunity to choose and explore an extended range of media and technologies to create images and objects, comparing and combining them for specific tasks. EXA 2-02a</p> <p>Through observing and recording from my experiences across the curriculum, I can create images and objects which show my awareness and recognition of detail. EXA 2-04a</p>
<p>Deforestation, Climate Change and Affects of Man</p> <p>Teacher Information Sheet</p>	<p>1a - Pupils view and respond to ‘Forests under attack’ stimulus sheet. Introduce the term ‘Deforestation’ and generate class discussion to elicit prior knowledge and/or misconceptions.</p> <p>Watch - ‘National Geographic - Deforestation 101’.</p> <p>Watch BBC Teach ‘Deadly Dilemmas - Deforestation’.</p>	<p>Read ‘Threats to the Rainforest’. Complete multiple choice quiz and short answer questions.</p> <p>ENG 2-17a</p>	<p>Social Sciences</p> <p>I can discuss the environmental impact of human activity and suggest ways in which we can live in a more environmentally responsible way. SOC 2-08a</p> <p>I can consider the advantages and disadvantages of a proposed land use development and discuss the impact this may have on the community.</p>

	<p>Focus questions for discussion: What are the social and economic drivers of deforestation?</p> <p>What are the environmental effects of deforestation?</p> <p>Can pupils suggest more sustainable methods of logging and farming?</p> <p>SOC 2-08a, SOC 2-08b, LIT 2-04a</p> <p>1b Individually or in groups, pupils complete 'Rainforest in trouble' activity ranking 9 impacts of deforestation from <i>most</i> important to <i>least</i> important.</p> <p>LIT 2-02a, LIT 2-07a, SOC 2-08a, SOC 2-08b</p>		<p>SOC 2-08b</p> <p><u>Listening and Talking</u> When I engage with others. I can respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking.</p> <p>LIT 2-02a As I listen or watch, I can identify and discuss the purpose, main ideas and supporting detail contained within the text, and use this information for different purposes.</p> <p>LIT 2-04a I can show my understanding of what I listen to or watch by responding to literal, inferential, evaluative and other types of questions, and by asking different kinds of questions of my own. LIT 2-07a</p> <p><u>Reading</u> To show my understanding, I can respond to literal, inferential and evaluative questions and other close</p>
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			reading tasks and can create different kinds of questions of my own. ENG 2-17a
	2. Pupils can complete ' Causes and effects of deforestation ' comprehension activity. ENG 2-17a		<u>Reading</u> To show my understanding, I can respond to literal, inferential and evaluative questions and other close reading tasks and can create different kinds of questions of my own. ENG 2-17a
	3. Possible Experiment . Cress plants grow quickly and could be used.		<u>Science Inquiry Skills</u> All <i>Inquiry and Investigative Skills</i> can be addressed. <u>Skills and attributes of scientifically literate citizens</u> -Expresses informed views about scientific and environmental issues based on evidence.
	4. As a class, view the Powerpoint ' Threats to Malaysia's Rainforests '. Pupils can complete associated comprehension activity in class or at home. ENG 2-17a		To show my understanding, I can respond to literal, inferential and evaluative questions and other close reading tasks and can create different kinds of questions on my own. ENG 2-17a

	<p>5. As a class, view and debate the ‘rainforest solutions’ to deforestation. Pupils should consider and evaluate different viewpoints, attending to and building on the contributions of others.</p>		<p>Listening and Talking When I engage with others, I can respond in ways appropriate to my role, show that I value others’ contributions and use these to build on thinking LIT 2-02a</p> <p>Reading To show my understanding, I can respond to literal, inferential and evaluative questions and other close reading tasks and can create different kinds of questions on my own. ENG 2-17a</p> <p>People place and environmen I can discuss the environmental impact of human activity and suggest ways in which we can live in a more environmentally responsible way. SOC 2-08a</p> <p>Skills and attributes of scientifically literate citizens -Presents a reasoned argument based on</p>
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			<p>evidence, demonstrating understanding of underlying scientific concepts, and engages with the views of others.</p> <p>-Expresses informed views about scientific and environmental issues based on evidence.</p>
	<p>6. Pupils complete the ‘Talking Tapir’ activity. They should create a text from the perspective of an organism living in the Amazon rainforest. Their text should be descriptive of the sights and sounds of the rainforest and include a message of sustainability. LIT 2-20a, LIT 2-21a, LIT 2-22a, LIT 2-23a, LIT 2-25a, ENG 2-27a.</p>		<p>Writing: I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience.</p> <p>LIT 2-20a I can spell most of the words I need to communicate, using spelling rules, specialist vocabulary, self-correction techniques and a range of resources.</p> <p>LIT 2-21a In both short and extended texts, I can use appropriate punctuation, vary my sentence structures and divide my work into paragraphs in a way that makes sense to the reader.</p> <p>LIT 2-22a Throughout the writing process I can check that</p>

		<p>my writing makes sense and meets its purpose.</p> <p>LIT 2-23a</p> <p>By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience.</p> <p>LIT 2-25a</p> <p>I am learning to use language and style in a way which engages or influences my reader.</p> <p>ENG 2-27a</p>
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Rainforests Maths games - Coordinates, compass points, 24 hour time.

<https://education.abc.net.au/home#!/search/rainforest///interactive>