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

<table>
<thead>
<tr>
<th>Preparation</th>
<th>Scaffolding</th>
<th>Grouping Option</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adapting content</td>
<td>Modeling</td>
<td>Whole class</td>
</tr>
<tr>
<td>Linking to background</td>
<td>Guided practice</td>
<td>Small groups</td>
</tr>
<tr>
<td>Linking to past learning</td>
<td>Independent practice</td>
<td>Partners</td>
</tr>
<tr>
<td>Strategies used</td>
<td>Comprehensive input</td>
<td>Independent</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Integrating Processes</th>
<th>Application</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>Hands on</td>
<td>Individual</td>
</tr>
<tr>
<td>Writing</td>
<td>Meaningful</td>
<td>Group</td>
</tr>
<tr>
<td>Speaking</td>
<td>Linked to objectives</td>
<td>Written</td>
</tr>
<tr>
<td>Listening</td>
<td>Promotes engagement</td>
<td>Oral</td>
</tr>
</tbody>
</table>

### TESOL Standard(s)

Goal 2, Standard 3
To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge

### Arizona ELL I Reading Standard

Comprehending Text: The student will analyze text for expression, enjoyment, and response to other related content areas.

Beginning: The student will respond to stories dramatized or read to him or her, using a variety of physical actions (e.g., matching objects, pointing to an answer), and by drawing pictures.

Intermediate: The students will respond orally to stories dramatized or read to him or her by answering factual comprehension questions using short patterns of words and phrases.

### Arizona ELL III Reading Standard

Comprehending Text: The student will analyze text for expression, enjoyment, and response to other related content areas.

Beginning: The student will identify main ideas and key details of text.

Intermediate: The student will identify the main ideas, key words, and important details in text that requires some level of inference.

### Arizona ELL I Writing Standard

### Arizona ELL III Writing Standard
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)
- Math 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
Deforestation

• 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)
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.