

Life in the Amazon Jungle



Vocabulary

Amazon, boa, canopy, constrictors, diabetes, eagles, ferns, harpy, indigenous, insects, jaguars, jungle, leafy, lizards, macaws, mammal, palms, rainforests, shrubs, sloths, snakes, teems, timber, toucans, tropical, understorey

Before Reading

Motivation / Purpose

The purpose of this text is to describe the features of the Amazon jungle and its rainforest. The text links with the *Science* then the *Life Science*.

Text Type Date / ... / ...

Draw students' attention to the:

- title
- chapter titles, glossary and index
- photographs, labels and captions
- map.

Ask, 'What type of book is this?' (Factual). *How* do you know? What type of factual book is this? (Description).

Visual Literacy Date / ... / ...

Look at the front cover of this text and describe what you see. What do you think this text is about? How does this photograph relate to the content of this text?

How do the background images and colours used relate to the subject matter?

Background Knowledge Date / ... / ...

Show students a map of the world. Ask them to point to where they think the Amazon Jungle is located. Why do you think it is called the Amazon Jungle? What do you think the Amazon Jungle would look and smell like?

Phonological Awareness Date / ... / ...

Make sure students know the following phonological sounds:

- /fer/: thd (p.4), wld (p.6), rth's (p.22), s face (p.22)
- /oo/: toucans (p.11), afterns (p.12), move (p.13), fruit (p.15), through (p.15)
- /or/: floor (p.8), underst! (p.8), four (p.8), nlaavs (p.11)
- /ay/: ain forests (p.6), layers (p.8), pr (p.18), anlazing (p.20)

Write words containing the above phonological sounds on cards. Students group the words into the sound groupings as listed above. Ask, What letters can be used to represent the /or/ sound? Repeat with the other phonological sounds listed.

High Frequency Words

- acre, amazing, brightly, colourful, flowers, layer, least, metres, million, once, products, similar, struggle, surface, third, treat Date / ... / ...
- Students must memorise a word, then race to locate the word in a dictionary. How did you find the word? Was the word listed under its base word? What other words can you find that belong to the same *word* family?

Vocabulary in Context

Write the vocabulary words onto cards. Make sure students are able to read the words. Lay the cards on the floor. Give clues as to their position in alphabetical order (e.g. lam a word in the list that comes in between jungle and lizards). Date / ... / ...

- Place the cards on the table and ask students to make links between the words (i.e. toucans, rain forest, tropical - Toucans live in tropical rainforests).

Checking for Meaning

Literal: Date / ... / ...

What is a tropical rainforest? (A place that is hot and wet all year round where a huge number of different plants and animals live close together.)

Describe the plant and animal life in the different layers of the rainforest. (Upper canopy - different kinds of flowers and fruits grow on which many birds feed; lower canopy - large animals, like spider monkeys, sloths and snakes live here; understory - fewer animals and smaller trees, shrubs, palms and ferns; rain forest floor - only a few small plants grow, but hundreds of kinds of fungi live here, plus spiders, insects and lizards)

How do people use the rainforest? (People use many of the rainforest's plants for food and medicine.)

What is damaging the rainforest? (Clearing of rainforest for farmland)

Inferential: Date / ... / ...

Why do different plants grow in different layers of the rainforest?

Why do different animals live in the different parts of the rainforest?

Why would clearing the land for farmland damage the rainforest?

Make sure students understand the difference between literal and inferential information.

Response: Date / ... / ...

What do you find most interesting about the Amazon Jungle?

What would you tell another person to explain why we need to protect the Amazon rainforest?

Grammatical Patterns Date / ... / ...

Make sure students understand the following components of a description:

- Introduction to the subject of the description: *The Amazon Jungle teems with life.* (p.4)
- Passages to describe characteristics and attributes of the topic: from the treetops to the ground (pp.8-9), the upper canopy (pp.10-11), the rain forest
- floor (pp.16-17)
- Use of general nouns: *Life* (p.4), *world* (p.6), *ground* (p.8)
- Use of technical language: *tropical* (p.6), *canopy* (p.8), *diabetes* (p.21)
- Use of adjectives to describe nouns and build noun groups: *a tropical rainforest* (p.6), *a huge number of different plants and animals* (p.7), *thick* (p.8), *huge colourful beaks* (p.11)
- Use of nouns and noun groups are used as the beginning theme or clause: *Harpy eagles circle above as they hunt ...* (p.11)
- Use of adverbials to provide additional information: *At the top of the rainforest* (p.10), *in a flash of red, blue and yellow* (p.11), *Here, in the early mornings or late afternoons* (p.12)
- Use of summary and final comment: *However, people cause problems for the rainforest* (p.21), *This is what people can do to help save the remaining rainforests* (p.23)

Fluency / Punctuation Patterns

Date / ... / ...

In this text, nouns are separated by commas in a list. *They are being used to treat people with cancer, diabetes, AIDS, and other diseases* (p.21). Demonstrate reading these sentences, pausing at the comma.

Complex noun groups build information, and are read as a group of words: *at least one third of the world's birds* (p.4), *hundreds of species of fungi* (p.16).

These punctuation patterns occur in the text:

- Comma separate words in lists: *smaller birds, monkeys, sloths and other animals of the forest* (p.11)
- Numerals are used to represent numbers: *4000 kinds of trees* (p.4), *between 20°C and 30°C* (p.7)
- Dot points are used to list instructions following a colon: (p.23)

Critical Literacy Date / ... / ...

What was the author's purpose in writing this book?

Why do you think it is important to read and learn about different environments around the world?

Linking Visual and Written Date / ... / ...

Discuss the effect of having four photographs in circles on some spreads. How do they expand on the written text?

Look at pages 8-9 and explain how to 'read' this spread. Discuss the effectiveness of presenting information in this visual way.

After Reading

Read, *The strong branches that hold up the canopy can be seen under the leafy top layer of the rain forest* (p.12). Identify the adjectives and noun groups. What extra information do they provide? Why are noun groups and adjectives important in descriptions?

Activities

Students will:

- choose phrases that best complete sentences
- write words containing common phonological sounds
- write vocabulary words in dictionary order and write definitions
- write adjectives and noun groups in descriptions.

Comprehension (meaning) Vocabulary (structure) Phonics (visual) Writing (structure)

