

Teacher Edition

My Grandpa Plants the Rainforest



alphakids

Written by Sarah O'Neil Photography by Michael Curtain



Horwitz Education
A Division of Horwitz
Publications Pty Ltd
55 Chandos Street
St Leonards NSW 2065
Australia

Horwitz Gardner
Education
Unit 53, Cressex
Enterprise Park
Lincoln Road
High Wycombe,
Bucks, HP12 3RL,
United Kingdom

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How to use this book

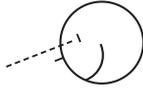
Before reading: Talkthrough

Talk through the book with the children. Encourage them to predict the text from the cover and pictures, and to think about the information they provide. Direct the children's attention to aspects of the text that may challenge them. Support the children to deal with these challenges by asking the Talkthrough questions on each page.



During reading: Observe and support

Observe the children as they read. Encourage them to monitor their own reading as they comprehend the text. As needed, support children by assisting them to discover and use reading strategies and cues to solve problems and respond to reading challenges that arise in the text. Interruptions to the child's reading should be minimal and focused on a specified learning need.



After reading: Comprehension, returning to the text, responding and writing links

To further develop children's understanding of the text, select from activities found on page 12 and the inside back cover. These whole text, sentence and word level activities reinforce the teaching focus of this book. Assessment ideas are provided to assist with planning for further teaching.



Text highlights:

- Information about rainforests is provided in the text and photographs
- Text written in the first person

Vocabulary

rainforest, people, houses, animals, trees, roots, soil, rain, forest, seeds, pots, water, ground, food, hot, wet, fruit

Setting the context

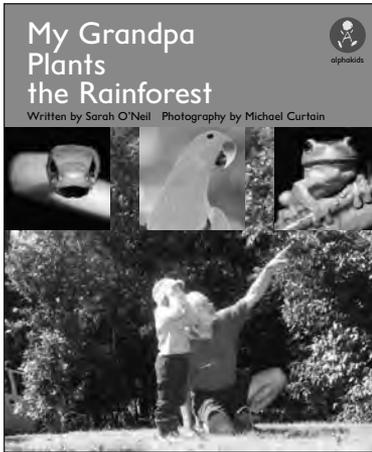
Show the children pictures of rainforests. Ask: *What happens if a rainforest is cut down? What happens to the land? What happens to the animals? How can the rainforest be put back?*

Background information

The existence of rainforest is crucial to the survival of many plants and animals. When rainforest is cut down the soil washes away. Revegetation programs are seeking to reverse the decline in rainforests.

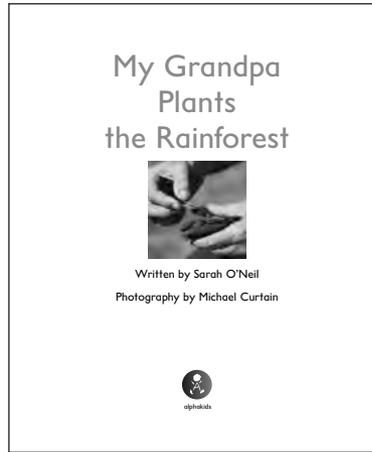
Introducing the book

This book is called, 'My Grandpa Plants the Rainforest'. It is about a man who replants trees and plants in a rainforest. It tells us what happens when a rainforest is cut down and what the man does to replant it.



Front cover

Why are these animals on the cover? Where might they live? What are the grandpa and the girl looking at? What does all of this have to do with rainforest?



Title page

What is the grandpa doing now?
Talk about the information on the title page.



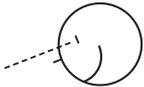
Talkthrough

Point out the girl on the left-hand page. Explain that she is telling us the story.

Once rainforest grew all over the place where the girl lives.

Look at the photograph on page 3.

What has happened to the rainforest? Why has it been cut down?



Observe and support

Can the child understand the literal meaning of the text?

Why do people cut down rainforests?



My grandpa told me that once upon a time, rainforest grew all over the place where we live.



He said that a lot of the rainforest was cut down so that people could build houses and use the land for farming.

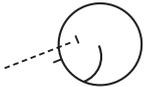




Talkthrough

Look at the photograph.

What has happened to the forest? The girl tells us that the roots of rainforest trees stop soil from being washed away when it rains. She says that it rains a lot where she lives. What would happen to the soil in this photograph when it rains next?



Observe and support

Does the child use their knowledge of phonics to support their reading?

Read the word 'rains'. Does the child recognise that /ai/ represents a sound?

Can you show me the part of this word that makes the sound /a/?

It rains a lot where we live.
The rainforest trees are important
because their roots hold the soil
together. This stops the soil from
washing away in the rain.



If the forest is cut down the rain washes
the soil away.



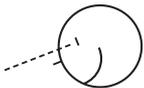


Talkthrough

Point out the photographs of the animals on pages 6–7.
Can you name the different animals that need the rainforest to stay alive? Why is cutting down the rainforest bad for these animals?

Turn to pages 8–9.

Look at the seeds. These are seeds from rainforest plants. Where does Grandpa collect them from? He only collects a few seeds from each place so that new plants will grow in the old rainforest too.



Observe and support

Does the child monitor their own reading, noticing when errors occur?

What did you notice? Why did you read that again? How do you know that you are right this time?



Many animals need the rainforest to stay alive. Grandpa says it is harder for animals to find food and places to live where the forest has been cut down.

Grandpa says that cutting down the rainforest is bad for the animals.

Grandpa is planting new trees on his farm. He is growing a rainforest



6

7



Grandpa gets the seeds of rainforest plants in the old rainforest.



He only takes a few seeds because he wants new plants to grow in the old forest too.

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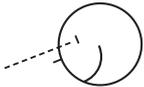


Talkthrough

Now the girl tells us how her grandpa grows the plants. What can you see him doing? Why does he plant the seeds in little pots? When they are big enough he plants them in the ground. The girl says that he gives them food and water.

Turn to pages 12–13.

It is very hot and wet in the rainforest. This makes the plants grow very quickly. Animals come into the new rainforest to eat the fruit.



Observe and support

Does the child pay attention to the punctuation to support expressive reading?

Point to a full stop. What does this tell you? What could you do to show that this sentence is finished?

Grandpa plants the seeds in little pots and looks after them until they are growing well.

Then he plants them in the ground and gives them food and water.



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12

The plants grow quickly because it is hot and wet where we live.

Animals come to live in the new rainforest. They eat the fruit and spread the seeds.

Soon the forest can look after itself.



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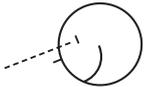
Talkthrough

Look at the photograph on pages 14–15.

What do you think Grandpa and the little girl are looking at?

How do you think Grandpa feels?

Point out the ellipses. Discuss their use.



Observe and support

Does the child understand language related to time and sequence?

Which word tells you that Grandpa is talking about the future?

Grandpa takes me to see some of
the new trees he has planted.

He says that one day, when I come to
visit this forest, I will be able to tell my
friends ...



that my grandpa planted this rainforest.

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Being a meaning maker

Encourage the children to support their answers with evidence from the book as they discuss these questions:

What do rainforests need?

Why have rainforests been cut down?

What happens to the land when the forest is cut down?

Why does the grandpa only take some seeds? What would happen if he took them all?

Why does the grandpa plant the rainforest?

What might happen if no-one replanted rainforest?

Being a code breaker

Children may like to explore the following language features:

- The blend 'gr': grandpa, grow, grew, ground.
- The use of an ellipse to indicate a sentence is not finished.

Being a text user

What did this book help you to learn about rainforests?

What did this book help you to learn about replanting rainforests?

Being a text critic

Do all people agree with what the grandpa says about rainforests? Who might disagree? What do you think about cutting down rainforests?

Responding to text



Children could work in cooperative groups to make models that show the different stages of replanting a rainforest. Provide Plasticine, sticks, leaves, soil and coloured paper. Encourage children to label their models to explain each stage.



Children could make a poster about the importance of rainforests. Encourage the children to write and draw to explain their point of view.



Children could make a vocabulary list of words about rainforests. Each word could be illustrated and kept as a writing resource.

Assessment

Can the child:

- Identify the parts of the text that explain what rainforests need to survive?
- Explain why conservation of forests is important?
- Use punctuation to support fluent oral reading?

Writing links

Shared writing

Discuss how the book is an explanation.

As a group, brainstorm all of the things that children know about rainforests. Discuss ways that these ideas could be grouped together. For example, what a rainforest is; what a rainforest needs; reasons rainforests are being cut down; animals that live in rainforests; ways rainforests are being replanted.

Discuss a possible order these things could be written about in a report.

Independent writing

Ask the children to write a short explanation about rainforests.

Alternatively, different children could write a paragraph to contribute to a class book.



whole text activity



sentence activity



word activity



Teacher Edition

Topic: Rainforests

Curriculum link: Studies of Society and the Environment

Text type: Explanation

Reading level: 17

Word count: 269

Vocabulary: rainforest, people, houses, animals, trees, roots, soil, rain, forest, seeds, pots, water, ground, food, hot, wet, fruit

Possible literacy focus

Understanding the language used and the structure of an explanation.

Interpreting the text to discuss conservation in general.

Summary

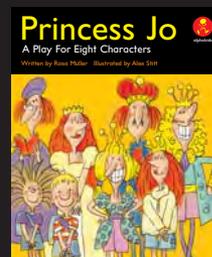
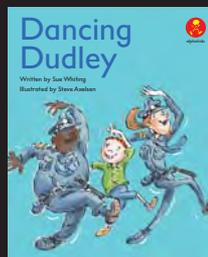
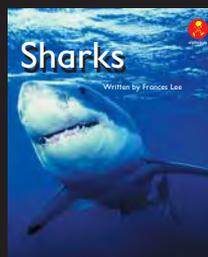
This book is about a man who replants trees and plants in a rainforest. It tells us what he does to replant it.

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Other books at this level



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