

Forests and Trees

Literacy Level 25 • Maths Level 3 • Statistics

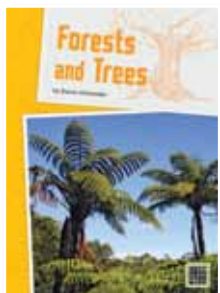
Wise Up!



Inquiry Learning
for Years 5 and 6

Inquire to Learn!

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There are many ways in which *Forests and Trees* can be used as a base for Inquiry Learning. This is just one suggestion. Links could also be made with Social Sciences units relating to industry and community-based projects.

Literacy Achievement Objective:

Become familiar with texts that contain abstract ideas and complex sentences.

Specific Literacy Learning Outcomes:

Use concrete examples in the text to understand abstract ideas.

Read sentences that vary in length and structure.

Numeracy Achievement Objective:

Investigate summary and comparison questions by using the statistical inquiry cycle.

Specific Numeracy Learning Outcomes:

Gather, sort, and analyze data.

Interpret graphs, maps, and charts.

Additional Achievement Objective –

Science: Living World

Explain how living things are suited to their particular habitat and how they respond to environmental changes, both natural and human-induced. (Level 3)

Specific Science Outcome:

Gain understanding of the interaction between living things and their habitat.

Additional Achievement Objective –

Social Sciences

Understand how people make decisions about access to and use of resources. (Level 3)

Specific Social Sciences Outcome:

Gain understanding of the importance of forests to the planet, and the effects of deforestation.

Session 1: Using the Big Book, share-read *Forests and Trees*, stopping at natural points for discussion. Draw on the students' prior knowledge of forests and trees, especially the importance of trees to the welfare of the planet.

Session 2: Using the Big Book, work through the Literacy Focus questions. Guide the students towards achieving the Specific Literacy Learning Outcomes.

Literacy Focus:

1. *Recall:* Ask: Why are trees important? [They clean water, take carbon dioxide out of the air, produce oxygen, provide food, shelter, and firewood, prevent erosion, make soil healthier.]

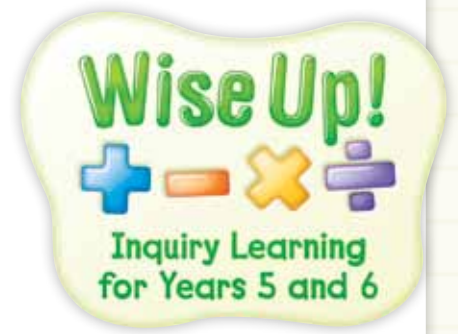
2. *Comprehension:* Ask: Why do you think the author sometimes uses dashes rather than commas (pages 3, 4, 6, 16)? [It makes the sentences easier to read than commas would.]
3. *Vocabulary:* Ask: Write *water cycle* on the board. Reread page 10. Ask the students if they can work out what *water cycle* means from the text. Write suggestions on the board. Have someone look up a dictionary definition. Write that definition on the board. Have the class decide on a glossary definition for *water cycle*.

Continued on page 2

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Forests and Trees

Teacher's Notes continued



Session 3: Using the Small Books, have the students reread *Forests and Trees*. Model answering the Wise Up! on page 5. In their maths groups, have the students answer the Wise Up! questions on pages 6, 9, 11, 13, 15, 16, 19, 20, and 22. Help individual groups as necessary.

Session 4: Have the students complete the challenge on page 18 individually.

Inquiry Learning Extension:

1. Have the students work on the challenge on page 24.
2. Have the students complete the challenge on page 4.
3. Students work in small groups. Each student chooses his/her favourite from a list of several trees e.g. pohutukawa, oak, apple, beech, pine. The group tallies how many students like each tree and then makes a bar graph of the results.