# Grade 4: Unit 6, Lesson 29

**Title:** *Save Timber Woods*

**Essential Question:** Why are Timber Woods important to the children and the community?

**Week 1**

Questions drawn from **Text X-Ray** and **Thinking About the Text** to ask and discuss while reading:

**What do the children think about the deer?**

*Gina is upset that the deer have started eating her family’s trees. Hector says they are looking for food because people are building on the land where they used to live. Lucas shows sympathy (says “the poor deer”).*

**What is a developer?**

*A developer is a person or company that buys land and builds on it.*

**What do the friends decide to do for their project and why? What do they decide to do about Timber Woods?**

*Hector reads in the newspaper that land developers plan to cut down Timber Woods and build more townhouses. The children do not want to lose the woods because they use the area for science class, camping trips, and picnics. They are also worried about animals losing their homes. They write a report and convince the council to preserve the land.*

**What new problems do the friends face? How do they deal with it?**

*The new problem is the cost of the land and where the money will come from. Lucas says there are environmental costs with building on the land. The friends decide to do more research.*

**What does Hector present is at the town meeting? What is the outcome?**

*At the meeting, Hector explains why the woods are important and is able to convince the council to give the town three months to try to raise enough money to buy the woods and turn them into protected parkland. The children plan to work with their class to find ways to raise the money.*

**Written Response**

What did Lucas, Laura, Hector, and Gina learn about preserving their community? How did they accomplish their goal?

**Sample Student Response**

 *Lucas, Laura, Hector and Gina learn a great deal about preserving their community. At first, Gina only sees the fact that she has a problem with the deer population eating her family’s trees. After she and her friends read more and discuss the issue, they realize that the real problem is that developers are taking over the land where the deer live. They find out that this doesn’t only impact the deer. They learn that Timber Woods, a place where they have had science class and camping trips, may be built over to create townhomes. The four friends decide to try to get their class to support them and work to stop this from happening.*

 *First, the students present information to their class. They ask for their classmates to join them at the town meeting. They make signs and do research to be sure they are informed.*

 *Next, Hector gives a presentation at the town hall. He is able to convince the council to give the community time to save money and protect the woods.*

*Lucas, Laura, Hector and Gina accomplish their goal by working together. They also make sure to do research and learn about the topic. Finally, they involve others. As Gina says, “Everyone will benefit if we can save Timber Woods, so we should all work together!” Working as a team is the best way that they are able to accomplish their goal.*

**Week 2, Building Knowledge: Extending the Topic**

**Essential Question:** How are people impacting their environment? What can they do to preserve their communities?

|  |
| --- |
| Cumulative Activities – The following activities should be completed and updated after reading each resource this week. The purpose of these activities is to capture knowledge building from one resource to the next, and to provide a holistic snapshot of central ideas of the content covered in response to the essential question. *It is recommended that students are required to complete one of the Cumulative Activities (Rolling Knowledge Journal or Rolling Vocabulary) for the week.* |

**Rolling Vocabulary: “Sensational Six”**

* Read each resource then determine the 6 words from each text that most exemplify (show best) the central idea of the text.
* Next use your 6 words to write about the most important idea of the text. You should have as many sentences as you do words.
* Continue this activity with EACH selection in the text set.
* After reading all the selections in the Expert Pack, go back and review your words.
* Now select the “Sensational Six” words from **ALL** the word lists.
* Use the “Sensational Six” words to summarize the most important learning from this text set.

**Sample Student Response**

|  |  |
| --- | --- |
| **Title** | **Six Vocabulary Words & Sentences** |
| *Save Timber Woods* | **Words: developer, current, council, absorb, protected, preserve****Sentences:** 1. A land **developer** wants to build new houses or buildings where there aren’t any.
2. Clearing land to build is a very **current** news issue.
3. The town **council** decides what to do about important issues that face the town.
4. Some types of soil **absorb** water better than others.
5. A **protected** area cannot be built up by developers.
6. To **preserve** nature, people have to decide to stop building and changing it.
 |
| *Following Muir: A Persuasive Essay* | **Words: Protector, wilderness, peaks, impressed, bill, towering****Sentences:**1. John Muir was known for being a **protector** of nature.
2. He wanted to protect the **wilderness** and keep it natural.
3. He saw beauty in the mountain’s **peaks**.
4. President Roosevelt was **impressed** by him.
5. President Roosevelt signed a **bill** protecting Yosemite.
6. Muir was impressed with Yosemite’s **towering** peaks.
 |
| *Deforestation and Habitat Loss PSA (Video)* | **Words: deforestation, habitat, acres, biodiversity, decline, species****Sentences:**1. **Deforestation** is the process of clearing the land of trees.
2. This destroys the natural **habitats** of many animals.
3. Many **acres** of land have been cleared of all trees.
4. The **biodiversity** of our planet is threatened by this.
5. The populations of some plants and animals are in **decline** and going down.
6. There are many different **species** of plants and animals.
 |
| *Grand Canyon Visitors May See Less Nature, More Stores* | **Words: development, generations, tourists, canyon, tribal, shortage****Sentences:**1. Possible **development** of the area near the Grand Canyon may block views.
2. **Generations** of tourists have come to see the Grand Canyon over time.
3. Developers hope that the construction will bring more **tourists**.
4. A **canyon** is a large natural rock formation.
5. The Navajo **tribal** government must approve the project.
6. A water **shortage** means there is not enough water for all of the people.
 |
|  *Where forests are cut down, more people get disease from monkeys* | **Words: increase, malaria, parasite, deforestation, edge effect, climate****Sentences:**1. There has been an **increase** in the number of people getting sick from malaria.
2. **Malaria** is a rare and dangerous disease.
3. **Parasites** are animals that feed off of other animals.
4. **Deforestation** is happening frequently in the rain forest.
5. The **edge effect** is what happens when forests remain but clearing has created some change in the area.
6. The **climate** change in the area may have also contributed to the problem.
 |
| *To Save the Amazon, we must protect the water and trees, scientists say.* | **Words: freshwater, ecosystem, protection, dams, downstream, fossil fuels****Sentences:**1. The **freshwater** found in rivers and lakes is what many animals drink.
2. The Freshwater **Ecosystem** in the Amazon is bodies of water where many plants and animals live together and depend on one another.
3. This ecosystem needs **protection** from development by humans.
4. Natural and manmade **dams** block the rivers’ water flow.
5. When fish swim **downstream** they follow the flow of the river.
6. Burning **fossil fuels** is one way to create problems that harm the water supply.
 |
| **Sensational Six**: **preserve, development, deforestation, habitat, protection, impressed** |
| **Summary:** There are many elements of nature that are currently in danger due to the **development** of natural areas by builders. The natural **habitats** of many plants and animals are threatened by this problem. **Deforestation** is only one example of human impact on nature. In order to **preserve** the natural environment and offer **protection** to the plants and animals that live there, people must be **impressed** by the beauty and importance of nature. |

**Rolling Knowledge**

1. Read each selection in the set, one at a time.
2. After you read *each* resource, stop and think what the big learning was. What did you learn that was new *and important* about the topic from *this* resource?
3. Write, draw, or list what you learned from the text about (topic). Then write, draw, or list how this new resource added to what you learned from the last resource(s).

**Sample Student Response**

|  |
| --- |
| **Write, Draw, or List** |
| **Title** | **New and important learning about the topic** | **How does this add to what I learned already?** |
| 1. *Following Muir: A Persuasive Essay*
 | John Muir was concerned with preserving nature. He went on long hikes and wrote about the beauty of nature, which inspired others.  | Inspiring others to preserve the nature in their community can stop them from building over or destroying it. Like the kids in the play, Muir inspired people to protect natural areas. |
| *2. Deforestation and Habitat Loss PSA (Video)* | Deforestation is causing habitat loss for many different animals. Cutting down too many trees is harming many species. | The deer lost their habitat in Timber Woods, which caused them to move to people’s homes and yards. Many additional animals are threatened by this problem. |
| *3. Grand Canyon Visitors May See Less Nature, More Stores* | Developers want to build restaurants, hotels, and shops for tourists very close to the Grand Canyon. | This is another example of people building and destroying nature.  |
| 4. *Where forests are cut down, more people get disease from monkeys* | A new kind of malaria which used to only be found in monkeys is now being spread to humans. This problem can be traced to deforestation in the rain forest, which is making humans and mosquitoes closer together. | This is yet another dangerous problem that can be linked to the way people are impacting nature. In this case, clearing trees (deforestation) is directly causing disease. |
| 5. *To Save the Amazon, we must protect the water and trees, scientists say.* | This article is about the damage done to freshwater ecosystems by human development. Dams, mines, and fossil fuels cause problems for the natural flow of the river and water levels, which many plants and animals are dependent on. | This article moves beyond just the impact of deforestation (which is referenced) and shows the problems caused for the environment by human development damaging the water supply. |

**Week 2 Written Response** **(optional)**

Describe the impact humans are having on the environment and the ways in which people can preserve it.

**Sample Student Response**

 *There are many ways that humans are impacting the environment. Most have to do with building and developing land rather than leaving natural areas alone. Humans can stop this by protecting important natural areas, and building less. Do you want to see nature destroyed for future generations?*

 *For example, deforestation is a common problem. In fact, cutting down trees may actually be causing people to get a kind of malaria now that used to just be found in monkeys. People are getting sick because they’ve cut down trees and now the mosquitoes are in contact with the people!*

 *Another example is that building is ruining natural areas. Have you ever seen the Grand Canyon? Would you want to see hotels and stores right in front of your view? Well, developers are trying to build more for tourists, so this might happen.*

*The Deforestation and Habitat Loss video says “every 6 seconds an entire acre gets destroyed.” In the article “To Save the Amazon”, the author stated “Clearing rain forests can also cause it to rain less and make droughts worse.” Deforestation has to stop, and people have to work together in order to make sure it decreases before too many habitats are destroyed.*

|  |
| --- |
| Note to Teacher: *The play in week 1 is rather simple and will be easy for students to understand. Be sure to focus more on the ideas behind preserving nature and deforestation, as those are central to the following week.* |

# Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_

**Title:** *Save Timber Woods*

**Essential Question:** Why are Timber Woods important to the children and the community?

*This is a note taking form for you to collect thoughts and evidence during your reading and class discussions. You can use this when you write your essay later.*

What do the children think about the deer? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What is a developer? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What do the friends decide to do for their project and why? What do they decide to do about Timber Woods? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What new problems do the friends face? How do they deal with it? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What does Hector present is at the town meeting? What is the outcome? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Week 1 Written Response**

What did Lucas, Laura, Hector, and Gina learn about preserving their community? How did they accomplish their goal?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Building Knowledge: Extending the Topic**

**Essential Question:** How are people impacting their environment? What can they do to preserve their communities?

**Rolling Vocabulary: “Sensational Six”**

* Read each resource then determine the 6 words from each text that most exemplify (show best) the central idea of the text.
* Next use your 6 words to write about the most important idea of the text. You should have as many sentences as you do words.
* Continue this activity with EACH selection in the text set.
* After reading all the selections in the Expert Pack, go back and review your words.
* Now select the “Sensational Six” words from **ALL** the word lists.
* Use the “Sensational Six” words to summarize the most important learning from this text set.

|  |  |
| --- | --- |
| **Title** | **Six Vocabulary Words & Sentences** |
| *Save Timber Woods* | Words: Sentences: 1.2.3.4.5.6.  |
| *Following Muir: A Persuasive Essay* | Words: Sentences:1.2.3.4.5.6.  |
| *Deforestation and Habitat Loss PSA (Video)* | Words: Sentences:1.2.3.4.5.6.  |
| *Grand Canyon Visitors May See Less Nature, More Stores* | Words: Sentences:1.2.3.4.5.6.  |
| W*here forests are cut down, more people get disease from monkeys* | Words: Sentences:1.2.3.4.5.6.  |
| *To Save the Amazon, we must protect the water and trees, scientists say.* | Words: Sentences:1.2.3.4.5.6.  |
| **Sensational Six:** |
| **Summary:** |

**Rolling Knowledge Journal**

1. Read each selection in the set, one at a time.
2. After you read *each* resource, stop and think what the big learning was. What did you learn that was new *and important* about the topic from *this* resource? Write, draw, or list what you learned from the text about (topic).
3. Then write, draw, or list how this new resource added to what you learned from the last resource(s).

|  |
| --- |
| **Write, Draw, or List** |
| **Title** | **New and important learning** **about the topic** | **How does this resource add to what I learned already?** |
| 1. *Following Muir: A Persuasive Essay*
 |  |  |
| 1. *Deforestation and Habitat Loss PSA (Video)*
 |  |  |
| 1. *Grand Canyon Visitors May See Less Nature, More Stores*
 |  |  |
| 1. W*here forests are cut down, more people get disease from monkeys*
 |  |  |
| 1. *To Save the Amazon, we must protect the water and trees, scientists say.*
 |  |  |

**Week 2 Written Response (optional)**

Describe the impact humans are having on the environment and the ways in which people can preserve it.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_