

Rainforest Project

Plan for Project: _____ Rainforest Ecosystem

Generalizations for Project:

- 1 Ecosystems, such as rainforests, are interdependent.
- 2 The world is interconnected, such as what we buy at grocery stores.
- 3 It is our responsibility to take care of the special areas of the world.

BONUS Keep **bold** words in your generalizations.

Level 1 Recall

Level 2 Apply

- 1 Design fact cards with Details and illustrations For each animal In the rainforest

Demonstrate how each of Your animals work in the Specific ecosystem of the rainforest

- 2 Create a survey to ask what rainforest products your classmates purchase

Show the different paths how the products we purchase From the rainforest get to our homes

**Depth of Knowledge
Multiple Intelligences**

Rubric About Rainforest Unit

Christian Drosten



Rubric About Rainforest Unit:

Researching Tropical Rainforests Caroljean Willie, Cindy Nottage, Virginia Morse, 2004 Complete primary IIM units on Rainforests Multiple Intelligences and Instructional Technology Walter McKenzie, 2005 Demonstrates how multiple intelligences theory can be teamed with technology to produce curriculum that inspires students to learn

Multidisciplinary Units for Grades 6-8 Susan Pauline O'Hara, Maureen McMahon, 2003 Contains multidisciplinary units featuring the use of computer and other educational technologies and based on the National Educational Technology Standards for Students devised by ISTE creativity X 4: Using the Common Core Standards Carolyn Coil, 2013 The

Common Core State Standards based lesson planning formats to use to develop creativity and thinking **Integrating Instruction** Judy McKee, Judy Spitler McKee, Donna Ogle, 2005-05-05 Current research suggests that active study of science reinforces thinking language and reading skills Presenting the necessary tools to integrate literacy with science this hands on book contains valuable instructional ideas and activities that make science less daunting especially for teachers

Guardians of the Brazilian Amazon Rainforest: Environmental Organizations and Development Luiz C. Barbosa, 2015-05-08 The Amazon region is the focus of intense conflict between conservationists concerned with deforestation and advocates of agro industrial development This book focuses on the contributions of environmental organizations to the preservation of Brazilian Amazonia It reveals how environmental organizations such as Greenpeace Friends of the Earth WWF and others have fought fiercely to stop deforestation in the region It documents how the history of frontier expansion and environmental struggle in the region is linked to Brazil's position in an evolving capitalist world economy It is shown how Brazil's effort to become a developed country has led successive Brazilian governments to devise development projects for Amazonia The author analyses how globalization has led to the expansion of international commodity chains in the region particularly for mineral ores soybeans and beef He shows how environmental organizations have politicized these commodity chains as weapons of conservation through boycotting certain products while other pro development groups within Brazil claim that such organizations threaten Brazil's sovereignty over its own resources

Harcourt Science: Earth science [grade] 6, units C and D, teacher's ed, 2000 *Exemplary Science in Grades 5-8* Robert Eugene Yager, 2006 This volume is the third in NSTA's Exemplary Science monograph series which provides the results of an unprecedented national search to assess how well the Standards vision has been realized nine years after the National Science Education Standards were released *Cooperative Work Groups* Scott M. Mandel, 2003-06-18 Prepare your students for the modern day workplace by implementing cooperative work groups in the classroom In today's political climate where the value and success of the educational process is directly linked to publishable test scores cooperative learning experiences have been either de-emphasized or ignored This has created a learning environment diametrically opposite to the requirements of the real work world leaving our students unprepared for the future challenges they will face

Mandel outlines how educators can design meaningful learning experiences that will address standards and utilize modern day cooperative learning brain research and the Internet to effectively develop a student's ability to thrive in the twenty first century's workforce. Key features include Benefits of cooperative work groups and how students accomplish tasks in groups Application of brain research in the classroom to maximize learning Integration of technology into the curriculum even when computer accessibility is extremely limited Classroom tested ready to use unit plans Modification strategies for learning disabled and English Language Learners Reproducible forms Multiple Intelligence assessments group and individual assessment strategies and grading rubrics Numerous references and Web resources for further support including the author's weekly updated Web site The cooperative learning techniques put forth in Cooperative Work Groups are designed to emphasize the student's best learning styles and integrate the newest technology into their work ensuring their success as individuals working together in groups on long term projects in today's work society

Journal of Technology Education, 2001

Using Technology with Classroom Instruction that Works Howard Pitler, Elizabeth Ross Hubbell, Matt Kuhn, 2012

Learn how to improve instruction by Collecting the right data the right way Incorporating relevant data into everyone's daily life Resisting the impulse to set brand new goals every year Never settling for good enough Anticipating changes big and small local and federal Collaborating and avoiding privatized practice Involving all stakeholders in identifying problems setting goals and analyzing data Agreeing on what constitutes high quality instruction and feedback The challenge is to understand that data not intuition or anecdotal reports are tools to be used in getting better at teaching students And teaching students effectively is what schools are all about Following the guidance in this book overcome uncertainty and concerns about data as you learn to collect and analyze both soft and hard data and use their secrets for instructional improvement in your school

Science Readers: A Closer Look: Basics of Matter Kit, 2010-11-09 Help elementary students discover the solids liquids and gases that make up the world around them Science Readers A Closer Look Basics of Matter Complete Kit includes Books 6 titles 6 copies each 32 pages per book data analysis activities audio recordings digital resources and a Teacher's Guide

Igniting Creativity in Gifted Learners, K-6 Joan Franklin Smutny, S.E. von Fremd, 2008-10-29 Contains priceless examples of teachers sharing their particular expertise on how to bring creativity and excitement back to our classrooms Best of all the strategies are integrated with required standards Susan Winebrenner Author and Staff Development Specialist Education Consulting Service Inc There are many books that establish the importance of providing creative stimulating learning experiences but here is a book that provides strategies for exactly how that can be done Barbara Clark Professor Emeritus California State University Los Angeles Provide exciting enriching learning experiences for gifted students through proven strategies from master teachers How can I motivate my gifted students using the resources I already have How can I stimulate their imaginations to further their learning This book is packed with practical activities that allow students to bring their insights observations imaginations and experiences to the

classroom Igniting Creativity in Gifted Learners K 6 helps elementary school teachers use creative methods to enhance gifted students learning and stimulate higher level thinking discovery and invention Linked to curriculum standards these ready to use strategies activities and examples help teachers Inspire students in reading writing social studies mathematics science and the arts Tie creative processes to learning outcomes Incorporate technology into instruction where appropriate Encourage students to explore new avenues for thinking and learning Use these contributions from experienced educators to make creativity a vital ingredient in classroom instruction and the learning process

Equitable Access for English Learners, Grades K-6 Mary Soto, David E. Freeman, Yvonne S. Freeman, 2019-12-20 Plain and simple until our English learners have equitable access to the curriculum they ll continue to struggle with subject area content And if you re relying on add on s to fit in from your language arts basal or a supplementary program Mary Soto David Freeman and Yvonne Freeman are here to equip you with much more effective efficient and engaging strategies for helping your English learners read and write at grade level One assurance right from the start Mary David and Yvonne are not suggesting you reinvent your curriculum Instead Equitable Access for English Learners Grades K 6 focuses on how to fortify foundational practices already in place First you ll learn more about the Equitable Access Approach then it s time to dive into the book s four units of study Drawing on each unit s many strategies you ll discover how to apply them to any unit in your own language arts curriculum and start differentiating How to draft and implement language objectives to help English learners meet academic content standards How to make instructional input comprehensible including translanguageing strategies that draw on your students first languages when you don t know how to speak them How to utilize the characteristics of text to support readers along with a rubric for determining a text s cultural relevance How to build students academic content knowledge and develop academic language proficiency Each unit addresses a commonly taught topic in today s language arts programs and comes with ready to go review and preview activities key strategies grade level adaptations reflection exercises and printable online resources Taken as a whole they constitute an all new approach for providing that equitable and excellent access our English learners so rightfully deserve When you adopt our Equitable Access Approach your students will not only thrive they ll also find your language arts curriculum much more meaningful and engaging Mary Soto David E Freeman and Yvonne S Freeman

North America: Human and Environmental Interactions Gr. 5-8 Irene Evagelelis and David McAleese, 2016-07-01 This is the chapter slice Human and Environmental Interactions Gr 5 8 from the full lesson plan North America Travel from the northern tundra all the way down to the Yucatan Peninsula while exploring North America See the physical features that characterize the continent on a map Find countries in North America and list them in order of most northerly to most southerly Locate where many of North America s largest cities were developed and why they were set up there Decide whether a situation is either a positive or a negative human environment interaction based on the scenario Compare the different kinds of transportation used on a fishbone graphic organizer Collect facts about the Rocky Mountains

like physical characteristics and vegetation on a web organizer Review a detailed region map of the United States to see transportation routes from one end to the other Aligned to your State Standards and the Five Themes of Geography additional maps crossword word search comprehension quiz and answer key are also included **North America: Regions Gr. 5-8** Irene Evagelelis and David McAleese,2016-07-01 This is the chapter slice Regions Gr 5 8 from the full lesson plan North America Travel from the northern tundra all the way down to the Yucatan Peninsula while exploring North America See the physical features that characterize the continent on a map Find countries in North America and list them in order of most northerly to most southerly Locate where many of North America s largest cities were developed and why they were set up there Decide whether a situation is either a positive or a negative human environment interaction based on the scenario Compare the different kinds of transportation used on a fishbone graphic organizer Collect facts about the Rocky Mountains like physical characteristics and vegetation on a web organizer Review a detailed region map of the United States to see transportation routes from one end to the other Aligned to your State Standards and the Five Themes of Geography additional maps crossword word search comprehension quiz and answer key are also included North America: Movement Gr. 5-8 Irene Evagelelis and David McAleese,2016-07-01 This is the chapter slice Movement Gr 5 8 from the full lesson plan North America Travel from the northern tundra all the way down to the Yucatan Peninsula while exploring North America See the physical features that characterize the continent on a map Find countries in North America and list them in order of most northerly to most southerly Locate where many of North America s largest cities were developed and why they were set up there Decide whether a situation is either a positive or a negative human environment interaction based on the scenario Compare the different kinds of transportation used on a fishbone graphic organizer Collect facts about the Rocky Mountains like physical characteristics and vegetation on a web organizer Review a detailed region map of the United States to see transportation routes from one end to the other Aligned to your State Standards and the Five Themes of Geography additional maps crossword word search comprehension quiz and answer key are also included *The Americas Big Book Gr. 5-8* Irene Evagelelis,David McAleese,2007-03-01 Take a road trip with our Americas 2 book BUNDLE Start off by traveling the northern tundra all the way down to the Yucatan Peninsula in North America Locate where many of the continent s largest cities were developed Decide whether a situation is either a positive or a negative human environment interaction based on the scenario Collect facts about the Rocky Mountains on a web organizer Then become aware of the endangered environment and wildlife that inhabit South America Describe the relative location of Chile using the features around it Discover how the Andes Mountains and the Pampas are different Compare an ancient civilization with the one that exists there now on a graphic organizer Each concept is paired with blackline and color maps Aligned to your State Standards and the Five Themes of Geography additional crossword word search comprehension quiz and answer key are also included

Information-Powered School Sandra Hughes-Hassell,Anne Wheelock,2001-06 Provides articles and tools for school

librarians to teach children information literacy discussing such topics as curriculum mapping collection mapping information powered professional development community engagement and resource development North America: Place Gr. 5-8 Irene Evagelelis and David McAleese, 2016-07-01 This is the chapter slice Place Gr 5 8 from the full lesson plan North America Travel from the northern tundra all the way down to the Yucatan Peninsula while exploring North America See the physical features that characterize the continent on a map Find countries in North America and list them in order of most northerly to most southerly Locate where many of North America s largest cities were developed and why they were set up there Decide whether a situation is either a positive or a negative human environment interaction based on the scenario Compare the different kinds of transportation used on a fishbone graphic organizer Collect facts about the Rocky Mountains like physical characteristics and vegetation on a web organizer Review a detailed region map of the United States to see transportation routes from one end to the other Aligned to your State Standards and the Five Themes of Geography additional maps crossword word search comprehension quiz and answer key are also included

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