**Pre-Activities Grade 6: Ferngully**

In the weeks leading up to the movie:

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| **Grade** | **Curriculum Expectations** | **Activity** |
| **6** | **Social Studies: Unit B. *People and environments: Canada’s interactions with the global community***  **B1.3** explain why some environmental issues are of international importance and require the participation of other regions of the world, along with that of Canada, if they are to be effectively addressed (e.g., issues such as global warming, carbon dioxide and sulphur dioxide emissions, ownership and availability of fresh water, deforestation, overfishing, invasive species, habitat protection of migrating species, or disposal of electronic waste)  **Science: Unit: *Understanding Life Systems—Biodiversity***  **3.2** demonstrate an understanding of biodiversity as the variety of life on earth, including variety within each species of plant and animal, among species of plants and animals in communities, and among communities and the physical landscapes that support them  **3.3** describe ways in which biodiversity within species is important for maintaining the resilience of those species  **Language: *Writing***  **1.4** sort and classify information for theirwriting in a variety of ways that allowthem to view information from differentperspectives and make connectionsbetween ideas  **1.3** gather information to support ideas forwriting, using a variety of strategies anda range of print and electronic resources  **2.2** establish an appropriate voice in their writing, with a focus on modifying language and tone to suit different circumstances or audiences (e.g., use a serious tone in a letter to the editor, a humorous tone in a letter to a friend)  **2.3** use some vivid and/or figurative language and innovative expressions to add interest  **Language: *Oral Communication***  **2.3** communicate orally in a clear, coherentmanner, using appropriate organizingstrategies and formats to link andsequence ideas and information  **2.4** use appropriate words and phrasesfrom the full range of their vocabularyincluding inclusive and non-discriminatory language, and stylistic devicesappropriate to the purpose and context,to communicate their meaning accuratelyand engage the interest of their intended audience  **2.7** use a variety of appropriate visual aids,(e.g., video images, maps, posters, charts,costumes)to support or enhance oralpresentations  **The Arts: *Visual Arts***  **D1.2** demonstrate an understanding of composition, using selected principles of design to create narrative art works or art works on a theme or topic | **Minds On:**  \*In groups, pairs or individually, ask students to brainstorm what they know about how different animals and plants depend on each other for survival  \*Once students have had chance to give the question some thought talk about their answers as a class, if students have thought of the idea that some animals eat other animals or plants relate this to simple food chains, discuss how animals survive in their habitats (adaptations they might have, what they eat that helps them survive, working with other plants/animals)  **Food Chain Pre-assessment/Activity**  **\***Depending on whether you want to use this as a pre-assessment or an activity will determine whether you choose to show students an example of a food web first: examples can be found in the **Food Chain Example** document  \*Ask students to come up with their own simple food chain, tell them they can focus on any animals or plants, this is just designed to see what they already know about how a food web works—this should be a review from what they have learned in Grade 4  \*Ask them to share their ideas after—through a gallery walk or show and share  \*Ask them to then label the animals and plants in their food chain a “producer” a “consumer” ask them if they remember these terms and what they mean from Grade 4—producers are plants which get their energy from the sun and a consumer is an animal  \*Show them some other example of food webs if necessary, the **Food Chain Example** document has one example with producers and consumers labelled  **Activity 1: Research Project**  \*Have a discussion with students prior to starting the project about what a habitat is, what an adaptation is and what biodiversity means:   * The environment in which an animal lives is called its *habitat.* * In order to survive and thrive in their habitats, animals have developed specific traits that help them cope with the environmental conditions, keep them safe from predators, help them get food, and raise their young. * These animal adaptations have evolved over millions of years and are a response to what traits are advantageous to the survival of the species. * An adaptation is a way that animals become more and more efficient at living in their habitats, meeting their basic daily needs, and staying safe from predators. Ask students if they have ever noticed how certain features of an animal make it well suited to live in a specific environment. Perhaps they have noticed how a bat's echolocation helps it navigate at night or how a poison dart frog warns potential predators with bright colors? * Biodiversity is defined as “the variety of life in the world or in a particular habitat or ecosystem” * How do different animals contribute to the diversity of a habitat? (Having many different kinds of plants and animals means there are many species to help others survive, if there were only a few species in a particular habitat what would that mean for the environment around them?)   \*Ask students to focus on a particular animal or plant species and they will fill out **Grade 6 Biodiversity Project** handout about whatever species they have focused on  \*They can take their researched information and turn it into an oral presentation by creating a PowerPoint presentation, Bristol board presentation, poster presentation or creating their species habitat using different art mediums (clay, cardboard, paint, etc) to create a 3D project.  **Activity 2: Learning about the Rainforest** from Teachers Vision   1. Background about rainforests for your own knowledge can be found under the**Teacher Background about Rainforests** document 2. **A Visual Overview:** Show the slideshow or photos to your class from **The Amazing Rainforest** PowerPoint or PDF document. Each has a descriptive caption and kid-friendly copy for your students to read. (Please note that there is also more extensive teacher note copy just for you in the **The Amazing Rainforest Teacher Notes** document.) 3. **Creative Caption Review:** Once you've been through the slideshow for an overview, go back through it again. This time ask students to explain why the captions do (or do not!) work. *(Example: Do you think the caption Wet and Wild is a good one for the first photo? Why or why not?)* 4. **Continue the Conversation:** Ask students if they have seen TV shows about the disappearing rain forests. Talk about the advantages of eco-tourism—where animals and their environment are protected but indigenous people can still make money. 5. **Write about it:** Ask students to write a few sentences describing what they might hear in the rain forest. Remind them that there are both living and nonliving things in the ecosystem! 6. Ask students to consider whether the Rainforest seems like a highly diverse habitat—write a few sentences about whether they think it does or doesn’t and evidence from what they’ve learned to back up their point of view. 7. Get students to complete the **Reading Rainforests** worksheet.   **Activity 3: Pre Movie Discussion**  1. Discuss with students that they will be going to see an animated movie about the rainforest and the wildlife that lives within it and the impact humans have on the environment.  2. Discuss the pre movie questions as a class or get students to fill out their own responses to them:  a) From what we have learned and your own knowledge what makes a rainforest so important?  b) What kind of species do you expect to see in the film?  c) In what way do you thing humans will be portrayed in the movie? Do you think they will be seen a positive or negative way?  d) If the rainforest disappeared do you think it would matter? Why? What impact would it have on the species that live in? What impact would it have on humans?  e) What do you wonder about the movie? |