

Objective:

1. The students will be able to read an editorial article and determine its essential message.

Sunshine State Standards Benchmarks:

SS.B.1.2.3 – SS.B.1.2.5 – SS.B.2.2.3 – SS.B.2.2.4

Vocabulary:

monument persuade preservation factor monotonous

indirectly quantities principally ornament enhance

harmony drab utility utmost

Suggested Activities:

1. Have the students complete a Think-Pair-Share activity, posing the argument of tree conservation vs. development. This activity involves posing a question or a problem to the students. The students think about the question/problem independently first, making notes on their paper. Then they pair with another student and discuss what they have written. The pair then writes their shared notes on the paper. Finally, the pairs share with the entire class their notes about the question/problem, and write down some new things learned through the all-class share.
2. Take a walk around the school campus, identifying and counting the different trees that are seen. Graph the data in the classroom. Leaves can also be collected during this time, and used later for classifying and sorting activities, as well as leaf rubbings.
3. Have the students create a Bookmark shaped like a tree, with tree information and facts written inside it.
4. Complete and review FCAT questions.

(Note: Actual FCAT practice passages are written at the students' independent reading level. These Florida History selections are written at the students' instructional reading level. Therefore, students should not be asked to complete the questions until after receiving class instruction on the vocabulary and content of the passage. Students should also read the Florida History selection independently before answering the FCAT questions and be permitted to return to the selection for rereading as they answer.)