

Rainforest Friends

El Bosque Lluvioso

MODULE OVERVIEW

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| Target Language: English | Grade Level: K-1 |
| Proficiency Level: Junior Novice Low | |
| Summary: Students will discover the uniqueness of a rainforest and the life forms within. | |
| Enduring Understanding: A rainforest is a unique environment with a variety of life forms. | |
| Essential Questions: What is a rainforest? What can you find in the rainforest? Where can you find a rainforest? | |

| Standards Targeted | |
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| 5C – World Language Standards | 5E – STEM Standards |
| <p>Communication</p> <ul style="list-style-type: none"> • Answer simple questions related to the rainforest (1.1) • Interpret basic vocabulary of rainforest life forms (1.2) • Present wildlife that lives in the different layers of the rainforest (1.3) <p>Cultures</p> <ul style="list-style-type: none"> • Use vocabulary and basic structures to increase graphing concepts in mathematics (3.1) <p>Connections</p> <p>Students access new information and reinforce existing knowledge of other content areas through the target language (3.1)</p> | <p>1.SF Structure and Function</p> <p>Students who demonstrate understanding can:</p> <ul style="list-style-type: none"> • Observe and analyze the external structures of animals to explain how these structures help the animals meet their needs. • Ask questions to define a problem and design an object that replicates the function (use) of a structure (part) present in an animal or a plant to address the problem. <p>Measurement and Domain</p> <ul style="list-style-type: none"> • 1.MD.4 Answer questions related to the circle graph <p>Technology</p> <ul style="list-style-type: none"> • 3.A.1 Create a computer-generated rainforest animal <p>Mathematics</p> <ul style="list-style-type: none"> • 1. MD.4 Display data regarding the likes and dislikes of the class about rainforest animals in a circle graph |

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| Knowledge: Students will know... | Skills: Students can... |
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| Vocabulary <ul style="list-style-type: none"> Use appropriate vocabulary to describe life in the rainforest. Expressions and patterns <ul style="list-style-type: none"> How to make simple statements | <ol style="list-style-type: none"> Tell which animals live in different levels of the rainforest. Tell the differences between the layers of the rainforest. Graph data regarding likes and dislikes in relations of animals of the rainforest. land on Earth |

Module Duration and Lessons: Five 30-Minute lessons

- Lección 1 - ¿Qué es un Bosque Lluvioso?
- Lección 2 - ¿Dónde vive el Señor Coquí?
- Lección 3 - ¿Quiénes son mis amigos?
- Lección 4 - ¿Quién es este animal nuevo?
- Lección 5 - ¿Cuál es nuestro nuevo animal favorito?

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| Performance Assessment: | What culminating performance tasks will provide evidence that students have achieved the program learning objectives? Consider providing opportunities for students to be assessed for each mode of communication through interpretive, interpersonal and presentational performance tasks. However, for students at this age group, assessment may be integrated. |
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Materials/Resources:

- Video clip of *Río* by Pixar
www.youtube.com/watch?v=5vQPRgjuVIE
- Frog - puppet or stuffed animal
- Sound clips of the rainforest
<http://www.rainforesteducation.com/FunNGames/canuseethem.htm>
- Choose one way to simulate humidity
 - Small baby humidifier
 - Prior to lesson, cover plants with cellophane supported by straws placed into the soil. Water plant well and place in sunlight.
 - Microwave a glass of water
- Sound bites <http://www.rainymood.com/>
- Rainmaker
 - http://www.ehow.com/how_4884442_make-rainmaker-musical-instrument.html
 - Paper towel tubes, pre-cut paper plates, tape, and rice
- Pre-made labels for each level of the rainforest (should include visual cues and written vocabulary)
- Large poster of the rainforest that depicts the four layers of the rainforest or a self-made mural (**Worksheet 2a**)
- Large pictures of a parrot, a snake, a monkey, and a jaguar

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- Small pictures of a parrot, a snake, a monkey, and a jaguar (enough for all students)
- Large animal picture cards
- Build your own wild self: <http://www.buildyourwildself.com>
- Worksheets:
 - 1a - Regional Climate Pictures
 - 2a - Picture of Rainforest (to identify layers)
 - 2b - Picture of sun
 - 3a - Animals of the Rainforest
 - 5a - Survey of Favorite Animals
- Rainforest Journal (Included as separate PDF file)

STEM Background for teachers:

Rainforests are dense forests that are found in tropical areas around the world, which receive at least 160 inches of rain each year. Humidity is always 77-88%. Tropical rainforests are in South America, Africa, and Southeast Asia. The temperature is almost always very warm (ranging from 68°F at night to 93°F during the day) allowing plants grow all year long. Trees are broad-leaved and evergreen, and the vegetation tends to grow in four very thick layers: undergrowth (forest floor), intermediate trees and shrubs (understory), very tall trees (canopy), and a few extremely tall trees that hover as much as 200 feet above the forest floor (emergent).

Even though only 6% of Earth's surface is covered by tropical rainforests, they contain nearly 75% of all known species of animals and vegetation. As many as 30 million species of plants and animals call the rainforests home. Many things that we use come from the rainforests. Nearly two thirds of all medicine originate from the plants located here. Other useful things that come from rainforests include chocolate, sugar, cinnamon, rubber, and pineapples.

Plants: Although this module does not include specific rainforest vegetation in its lessons, it is important to understand that more than two thirds of the world's plant species are found in the tropical rainforests—plants that provide shelter and food for rainforest animals and take part in the gas exchanges which provide much of the world's oxygen supply.

Rainforest plants live in a warm, humid environment that allows an enormous variation rare in more temperate climates; some, like the orchids, have beautiful flowers adapted to attract the profusion of forest insects.

Animals: There are too many types of animals living in the rainforests to address each one individually. However, some of the more common animals are monkeys, frogs, birds, and snakes.

The Coquí, highlighted in this module, is a species endemic to Puerto Rico, the Virgin Islands, Central and South America, and Hawaii. This frog-like creature belongs to the *Eleutherodactylus* genus, which in Greek means "free toes."

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Lesson 1 – What is a Rainforest ¿Qué es un Bosque Lluvioso?

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| Lesson 1 of 5 | | Duration: 30 Minutes |
| <i>Objectives</i> | <p>I Can</p> <p>Oral language:</p> <ul style="list-style-type: none"> Using pictures of various geographic regions, students will be able to tell if the regions are humid or not. <p>Literacy:</p> <ul style="list-style-type: none"> Students will recognize the words <i>Humid</i> and <i>Not Humid</i>. <p>STEM and Other Subject Areas:</p> <ul style="list-style-type: none"> Students conclude a rainforest is hot, humid, and rainy. | |
| <i>Performance Assessment Task</i> | Students will identify particular weather patterns (rain and humidity) that distinguish a rainforest from other geographic regions. | |
| <i>Vocabulary and Expressions</i> | <p>Recycled:</p> <p>Vocabulario del salón de clase</p> <p>Me llamo...</p> <p>Los números 1-5</p> <p>Los colores:</p> <ul style="list-style-type: none"> rojo azul amarillo anaranjado verde | <p>New:</p> <p>The rainforest - <i>el bosque lluvioso</i></p> <p>It's humid/not humid - <i>es húmedo/no es húmedo</i></p> <p>It rains a lot - <i>llueve mucho</i></p> <p>plants - <i>las plantas</i></p> <p>trees - <i>los árboles</i></p> <p>live/lives - <i>vive</i></p> <p>Where do you live? <i>¿Dónde vives?</i></p> <p>It's hot. <i>Hace calor.</i></p> <p>It's cold. <i>Hace frío.</i></p> <p><i>coquí</i></p> |
| <i>Materials/ Resources</i> | <ul style="list-style-type: none"> Frog puppet or stuffed animal Sound clips of the rainforest http://www.rainforesteducation.com/FunNGames/canuseethem.htm Choose one way to simulate humidity <ul style="list-style-type: none"> Small baby humidifier Prior to lesson, cover plants with cellophane supported by straws placed into the soil. Water plant well and place in sunlight. Microwave a glass of water | |

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| | <ul style="list-style-type: none"> ○ Picture cards for different geographic regions as related to climate (Worksheet 1a) <ul style="list-style-type: none"> ○ One enlarged set for teacher demonstration. Smaller sets in envelopes for student use (one envelope per student) ○ Teacher – made signs: Humid/ Not Humid ○ Paper folded vertically with words “Humid/ Not Humid” as headers for each column (one per student) <p>Optional</p> <ul style="list-style-type: none"> ○ Video clip of <i>Rio</i> by Pixar ○ www.youtube.com/watch?v=5vQPRgjuVIE |
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| Key Elements | Lesson 1 Procedures |
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| <p><i>Engagement</i></p> <ul style="list-style-type: none"> ● Object, event or question used to engage students. ● Connections facilitated between what students know and can do | <p>Introduction to the Rainforest</p> <p>Prior to lesson, designate a corner of the classroom as a rainforest. Include plants, source of humidity, and rainforest sounds. This should be hidden as best as possible from students. If you do not already have other plants in the classroom, be sure there are additional plants around the room. Have the frog puppet (Señor Coquí) at hand, but hidden from students.</p> <p>T: (Making the sounds of the coquí. Excitedly jump up and produce hand-puppet or other depiction of Little Coquí.) <i>Buenos días Señor Coquí. Amigos, este es el Señor Coquí. Digan “Hola” a nuestro nuevo amigo.</i></p> <p>S: <i>Hola, Señor Coquí.</i></p> <p>P: <i>Hola amigos.</i></p> <p>T: (Demonstrating that el Señor Coquí says “coquí coquí,” by prompting the students to make the sound and sing <i>El coquí</i>, a children’s song in Puerto Rico: http://www.mamalisa.com/?c=92&p=1314&t=ss)</p> <p style="text-align: center;"><i>El coquí, el coquí siempre canta es muy lindo el cantar del coquí por las noches a veces me duermo con el dulce cantar del coquí coquí, coquí, coquí, qui, qui, qui coquí, coquí, coquí, qui, qui, qui</i></p> <p>T: (to puppet) <i>¿Cómo está usted, Señor Coquí? Usted se ve muy triste.</i></p> <p>P: <i>Estoy triste. Tengo frío. Yo extraño mi casa y a mis amigos. Extraño las plantas. Extraño la lluvia.</i> (Begins to cry)</p> <p>T: <i>Plantas y lluvia... Me pregunto dónde vive el Señor Coquí... Señor Coquí,</i></p> |

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| Key Elements | Lesson 1 Procedures |
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| | <p><i>¿dónde vive usted?</i> (puppet sobs louder)</p> <p>T: (louder) <i>Señor Coquí, ¿dónde vive usted?</i> (puppet sobs louder)</p> <p>T: (To class) <i>Vamos a preguntarle todos juntos:</i></p> <p>S and T: <i>Señor Coquí, ¿dónde vive usted?</i> (puppet sobs louder still)</p> <p>T: <i>¡Otra vez!</i></p> <p>S and T: <i>Señor Coquí, ¿Dónde vive usted?</i></p> <p>P: (still sobbing) <i>Yo vivo en el Bosque Lluvioso.</i></p> <p>T: <i>Señor Coquí, llueve en el Bosque Lluvioso?</i></p> <p>P: <i>Sí, llueve, y llueve y llueve... Y hay muchas plantas...</i></p> <p>T: <i>¿Plantas? Tenemos plantas aquí. Mira, esta es una planta...</i></p> <p>(To class) <i>¿Quién puede encontrar otra planta en la sala de clases?</i> (Calls on volunteers to point out another plant) <i>Muy bien. Esta (esa) es una planta. ¿Quién puede encontrar otra planta? ¡Correcto! Esta (esa) es una...</i> (Hesitates, to allow students to supply the word) <i>¡Correcto! ¡Una planta!</i> (Continue with a few more volunteers.)</p> <p>T: <i>En el bosque lluvioso llueve y llueve y hay muchas plantas. Debe ser muy húmedo en el bosque lluvioso.</i></p> <p>P: <i>Sí, es muy húmedo. Hay mucha agua en el Bosque Lluvioso.</i></p> <p>T: <i>Entonces, tenemos un pequeño bosque lluvioso en nuestra sala de clase, y es muy húmedo.</i></p> <p>T: (Pointing to the classroom “rainforest”) <i>¿Qué ven ustedes aquí?</i> (Pointing to plants. If no students respond) <i>¿Ven ustedes unas plantas?</i></p> <p>S: <i>Sí. Veo unas plantas.</i></p> <p>T: <i>Y, (allowing hand to get damp with humidity) ¿Qué es esto? ¿Es agua?</i></p> <p>S: <i>Sí, es agua.</i></p> <p>T: (Gather students near the source of humidity allowing them to experience and feel humidity for themselves.)</p> <p>P: <i>Hay mucha agua en el aire. ¡Está húmedo!</i></p> <p>T: <i>Clase, ¡Es divertido decirlo! Vamos a hacer un coro.</i></p> <p>T: <i>¡Mucha agua en el aire!</i></p> <p>S: <i>¡Mucha agua en el aire!</i></p> <p>T: <i>¡Es húmedo, es húmedo!</i></p> <p>S: <i>¡Es húmedo, es húmedo!</i></p> <p>T&S: <i>¡Mucha agua en el aire! ¡Es húmedo, es húmedo!</i></p> |
| <p><i>Exploration</i></p> <ul style="list-style-type: none"> • Objects and phenomena are | <p>Humid / No humid</p> <p>T: (Having students explore the difference between the humid air in the “rainforest” and the dry air outside the “rainforest”) <i>Aquí es húmedo, Aquí no es húmedo...</i></p> |

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| Key Elements | Lesson 1 Procedures |
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| <p>explored.</p> <ul style="list-style-type: none"> Hands-on activities, with guidance. | <p>T: (To student with hands in the “rainforest”) <i>¿Es húmedo?</i> S: <i>Es húmedo.</i></p> <p>T: (To student with hands outside the “rainforest”) <i>¿Es húmedo?</i> S: <i>No es húmedo.</i></p> <p>T: (To the puppet) <i>Entonces, el bosque lluvioso es húmedo. En el bosque lluvioso, llueve, y llueve, y llueve. El bosque lluvioso tiene muchas plantas. ¿Y cómo es?</i> P: <i>¡Es húmedo y llueve, y llueve, y tiene muchas plantas y hace calor!</i></p> |
| <p>Explanation</p> <ul style="list-style-type: none"> Students explain their understanding of concepts and processes. New concepts and skills are introduced as conceptual clarity and cohesion are sought. | <p>Geography and Humidity</p> <p>T: <i>Me pregunto si podemos encontrar una fotografía (imagen) del Bosque Lluvioso del Señor Coquí. Tiene que ser un lugar húmedo, ¿verdad? Vamos a ver...</i></p> <p>T: (Showing students pictures of different geographic regions Worksheet 1a) <i>¿Es húmedo aquí?</i> S: (Answer accordingly)</p> <p>T: (Putting sign “Humid” and “Not Humid” near the rainforest and another area nearby) <i>Vamos a poner las imágenes de los lugares húmedos cerca de nuestro Bosque Lluvioso. (Help students sort the pictures accordingly.)</i></p> <p>T: <i>¿Es húmedo este lugar?</i> (Point out appropriate sign and have students repeat) S: <i>Sí, es húmedo/No, no es húmedo.</i></p> |
| <p>Elaboration</p> <ul style="list-style-type: none"> Activities allow students to apply concepts in contexts, and build on or extend understanding and skill. | <p>Where Does Sr. Coquí Live?</p> <p>T: <i>Este bosque lluvioso (pointing to the classroom “rainforest”)...es húmedo o no es húmedo?</i> S: <i>Es húmedo.</i></p> <p>T: (Pointing to all the pictures that have been sorted.) <i>¿Cuál piensas que es la imagen del Bosque Lluvioso del Señor Coquí? ¿Qué estamos buscando?</i> S: (Possible responses) <i>Es húmedo. Tiene muchas plantas. Llueve y llueve. Hace calor.</i> (Prompt as necessary, but give students a chance to remember.)</p> <p>T: (Looking at one picture at a time, ask guiding questions, such as “¿Hace calor? ¿Tiene plantas? ¿Es húmedo? ¿Llueve y llueve?” The final picture should be the rainforest picture that meets all the criteria.)</p> <p>T: (To puppet) <i>Señor Coquí, es este su Bosque Lluvioso?</i> P: <i>¡Sí, sí! ¡Es mi Bosque Lluvioso!</i></p> |
| <p>Evaluation</p> <ul style="list-style-type: none"> Students assess their knowledge, | <p>Assessment of Geographic Regions and Humid/ Not Humid</p> <p>T: (Draw on board two columns labeled “Húmedo” “No es húmedo”. Distribute papers with columns titled “Húmedo” “No es húmedo” and envelopes with cut</p> |

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| Key Elements | Lesson 1 Procedures |
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| <p>skills and abilities. Activities permit evaluation of student development and lesson effectiveness.</p> | <p>up pictures from Worksheet 1a)</p> <p><i>Vamos a ver qué recordamos de la lección de hoy.</i></p> <p>T: (Randomly picking up sample picture and approaching the 2 columns on the board. Pointing to “Húmedo” “No es húmedo” on the board.)</p> <p>T: <i>¿ Es húmedo o no es húmedo”?</i></p> <p>S: (Answer accordingly.)</p> <p>T: <i>Aprendimos mucho acerca de los lugares que son húmedos y los que no son húmedos. También aprendimos acerca de el Bosque Lluvioso. Put your pictures in the correct column on your papers: Humid or Not Humid. We learned a lot about places that are humid and not humid! And we learned about the rainforest.</i></p> |

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| Teacher Reflection on Lesson 1 - <i>What Is a Rainforest?</i> | |
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| What worked well? | |
| What did not work well? | |
| What would I do differently | |
| Other comments or notes | |

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Lesson 2 - Where Does Mr. Coquí Live? ¿Dónde vive el Sr. Coquí?

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| Lesson 2 of 5 | | Duration: 30 Minutes | | | | | | | | | | | | | | | | | | |
| <i>Objective</i> | Students will be able to identify and name the four layers of the rainforest: forest floor, understory, canopy, and emergent. | | | | | | | | | | | | | | | | | | | |
| <i>Performance Assessment</i> | Students will be able to use clues in order to infer the level of the rainforest where Sr. Coquí is hiding. | | | | | | | | | | | | | | | | | | | |
| <i>Expressions</i> | <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Las capas del bosque</td> <td style="width: 50%;">layers of the rainforest</td> </tr> <tr> <td>El suelo</td> <td>forest floor</td> </tr> <tr> <td>El sotobosque</td> <td>understory</td> </tr> <tr> <td>La cubierta</td> <td>canopy</td> </tr> <tr> <td>El emergente</td> <td>emergent</td> </tr> <tr> <td>Los árboles</td> <td>trees</td> </tr> <tr> <td>La lluvia/llueve</td> <td>rain/it's raining</td> </tr> <tr> <td>El palo de lluvia</td> <td>rainmaker</td> </tr> <tr> <td>El sol</td> <td>sun</td> </tr> </table> | | Las capas del bosque | layers of the rainforest | El suelo | forest floor | El sotobosque | understory | La cubierta | canopy | El emergente | emergent | Los árboles | trees | La lluvia/llueve | rain/it's raining | El palo de lluvia | rainmaker | El sol | sun |
| Las capas del bosque | layers of the rainforest | | | | | | | | | | | | | | | | | | | |
| El suelo | forest floor | | | | | | | | | | | | | | | | | | | |
| El sotobosque | understory | | | | | | | | | | | | | | | | | | | |
| La cubierta | canopy | | | | | | | | | | | | | | | | | | | |
| El emergente | emergent | | | | | | | | | | | | | | | | | | | |
| Los árboles | trees | | | | | | | | | | | | | | | | | | | |
| La lluvia/llueve | rain/it's raining | | | | | | | | | | | | | | | | | | | |
| El palo de lluvia | rainmaker | | | | | | | | | | | | | | | | | | | |
| El sol | sun | | | | | | | | | | | | | | | | | | | |
| <i>Materials/ Resources</i> | <ul style="list-style-type: none"> ○ Frog puppet ○ Paper towel tubes, pre-cut paper plates, tape, and rice/bean. ○ Rainmaker ○ Premade labels for each level of the rainforest (should include visual cues and written vocabulary) ○ Large poster of the rainforest that depicts the four layers of the rainforest, or a self-made mural (Worksheet 2a) ○ http://www.srl.caltech.edu/personnel/krubal/rainforest/Edit560s6/www/whlayers.html ○ or ○ http://www.kbteachers/weather-and-climate/the-rainforest-worksheet.html ○ Picture of sun (Worksheet 2b) <p>Optional</p> <ul style="list-style-type: none"> ○ Sound clips of rain - http://www.rainymood.com/ or http://www.soundboard.com/sb/RainForest_sounds.aspx | | | | | | | | | | | | | | | | | | | |

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| Key Element | Lesson 2 Procedures |
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| <p><i>Engagement</i></p> <ul style="list-style-type: none"> • Object, event or question used to engage students. • Connections facilitated between what students know and can do | <p>Rain and the Rainforest</p> <p>T: (Dampens the frog so that it feels wet to the touch)</p> <p><i>¡El Sr. Coquí está todo mojado!</i></p> <p>T: <i>Sr. Coquí, ¿por qué estás mojado?</i></p> <p>T: <i>Señor Coquí tiene una clave para ustedes. Cierren sus ojos.</i> (Demonstrate eyes closed).</p> <p>T: (Using “rainmaker” or sound clip: http://www.rainymood.com/)</p> <p><i>¿Qué es eso? ¿Es agua?</i></p> <p>S: <i>Es agua.</i></p> <p>T: <i>Sí, es agua, llueve.</i> (Using rainmaker or sound clip. Use the rainmaker again, and chant) <i>¡Llueve! ¡Llueve, llueve!</i></p> <p>T: (Pass around the rainmaker and encourage students) “<i>Llueve</i>” (each time the rainmaker plays.)</p> <p>T: Guide students to sing the following, based on the melody “Brother John/Frère Jacque”:</p> <p style="padding-left: 40px;"><i>Llueve mucho, Llueve mucho</i></p> <p style="padding-left: 40px;"><i>Estamos en</i></p> <p style="padding-left: 40px;"><i>el bosque tropical</i></p> <p style="padding-left: 40px;"><i>¿Dónde estamos?</i></p> <p style="padding-left: 40px;"><i>¿En qué capa estamos?</i></p> <p style="padding-left: 40px;"><i>Estamos aquí</i></p> <p style="padding-left: 40px;"><i>Estamos aquí</i></p> <p>T: (Pointing to classroom “rainforest”)</p> <p><i>Estamos aquí. Estamos aquí, en el bosque con el Señor Coquí.</i></p> |
| <p><i>Exploration</i></p> <ul style="list-style-type: none"> • Objects and phenomena are explored. • Hands-on activities, with guidance. | <p>Making Our Own Rainmakers</p> <p>T: (Guide students to make their own “rainmaker” using a paper towel tube, pre-cut cardboard circles, tape, and rice/bean.)</p> <p>Instructions found at:</p> <p>http://www.ehow.com/how_4884442_make-rainmaker-musical-instrument.html</p> <p>T: (Guide students to make the sound of rain.) <i>¿Llueve?</i></p> <p>S: (using their rainmakers) <i>Sí, llueve.</i></p> <p>T: <i>¿Llueve en el bosque lluvioso?</i></p> <p>S: <i>Sí, llueve en el bosque lluvioso.</i></p> |

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| Key Element | Lesson 2 Procedures |
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| <p><i>Explanation</i></p> <ul style="list-style-type: none"> Students explain their understanding of concepts and processes. New concepts and skills are introduced as conceptual clarity and cohesion are sought. | <p>Layers of the Rainforest</p> <p>T: (Using Worksheet 2a explain to the students)) <i>El bosque es muy interesante. Tiene muchas capas diferentes. Vamos a contar las capas del bosque.</i></p> <p>T and S: <i>Uno, dos, tres, cuatro.</i></p> <p>T: (Ask student pairs and individuals to count the layers.)</p> <p>S: <i>Uno, dos, tres, cuatro.</i></p> <p>T: <i>Las capas tienen nombres.</i> (Pointing to and naming each layer) <i>Emergente, cubierta, sotobosque, el suelo.</i> (Pointing to and naming each layer)</p> <p>T: <i>¡Vamos a ser el bosque! Repitan lo que yo hago y digo, repitan...</i></p> <p>T: (Crouching down and touching floor) <i>el suelo</i></p> <p>S: (Crouching down and touching floor) <i>el suelo</i></p> <p>T: (Standing up and still bending over a little bit) <i>sotobosque</i></p> <p>S: (Standing up and still bending over a little bit) <i>sotobosque</i></p> <p>T: (Standing up straight with arms spread over head like an umbrella) <i>cubierta</i></p> <p>S: (Standing up straight with arms spread over head like an umbrella) <i>cubierta</i></p> <p>T: <i>Emergent</i> (Standing up on toes and reaching up high) <i>Emergente</i></p> <p>S: <i>Emergent</i> (Standing up on toes and reaching up high) <i>Emergente</i></p> <p>T: (Singing to students to the tune of “If you’re happy and you know it clap your hands!”)</p> <p>http://www.lessonplanspage.com/ssmdrainforestunitk-htm)</p> <p style="text-align: center;"><i>Emergente, cubierta, sotobosque, ¡EL SUELO!</i></p> <p>T: <i>¡Muy bien clase! Ahora vamos a cantarlo de otra manera</i> (Leading song to the tune of If you’re Happy and You Know It Clap Your Hands)</p> <p><i>Very good class. Now let’s sing it another way.</i> (Leading song to the tune of If you’re Happy and You Know It Clap Your Hands)</p> <p style="text-align: center;">Hay cuatro capas en el bosque. ¡4 CAPAS!</p> <p style="text-align: center;">Hay cuatro capas en el bosque. ¡4 CAPAS!</p> <p style="text-align: center;">El suelo, sotobosque, cubierta, emergente. Hay cuatro capas en el bosque. ¡4 CAPAS!</p> <p>T: (Using premade labels, Worksheet 2b), identify each layer of the rainforest.</p> |

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| Key Element | Lesson 2 Procedures |
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| | <p>Have students repeat the name and the motion as you put them in place.) S: (Class repeats names of layers and/or makes the motions while students point to each layer of the rainforest, or hold up cards representing each layer): <i>el suelo, sotobosque, cubierta y emergente.</i></p> |
| <p><i>Elaboration</i></p> <ul style="list-style-type: none"> Activities allow students to apply concepts in contexts, and build on or extend understanding and skill. | <p>Sun and the Forest Floor</p> <p>T: (Holding the picture of the sun, Worksheet 2b, while looking out the window) <i>Este es el sol. Hace sol hoy?</i> S: <i>Hace sol. /No hace sol.</i></p> <p>T: (Holding the picture of the sun, over the picture of the layers of the rainforest, Worksheet 2a) <i>¿Dónde hace sol en el bosque? ¿Hace sol en la capa emergente?</i> S: <i>Sí, hace sol en la capa emergente.</i></p> <p>Repeat with other layers of the rainforest.</p> |
| <p><i>Evaluation</i></p> <ul style="list-style-type: none"> Students assess their knowledge, skills and abilities. Activities permit evaluation of student development and lesson effectiveness | <p>Name and describe the four layers of the rainforest.</p> <p>T: <i>Señor Coquí vive en una de las capas del bosque.</i> P: (Gives students a clue as to where he is.) <i>No hace sol. ¿Dónde vivo?</i> T: <i>¿Dónde vive el Señor Coquí?</i> S: <i>¡El Señor Coquí vive en el suelo del bosque!</i></p> |

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| Teacher Reflection on Lesson 2 - <i>Where Does Mr. Coquí Live?</i> | |
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| What worked well? | |
| What did not work well? | |
| What would I do differently | |
| Other comments or notes | |

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Lesson 3 - Who Are My Friends? ¿Quiénes son mis amigos?

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| Lesson 3 of 5 | | Duration: 30 Minutes |
| <i>Objective</i> | Students can identify external features that allow animals to survive in the rainforest. | |
| <i>Performance Assessment</i> | Students will be able to identify and describe external features of various animals in the rainforest. | |
| <i>Vocabulary and Expressions</i> | <p>Vivo en...</p> <p>El loro La serpiente El mono El jaguar</p> | |
| <i>Materials/Resources</i> | <ul style="list-style-type: none"> ○ Large pictures of a parrot, a snake, a monkey, a coquí, and a jaguar ○ Small pictures of a parrot, a snake, a monkey, a coquí, and a jaguar (class set) | |

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| Lesson Procedures | |
| <i>Engagement</i> | <p>Señor Coquí Is Sad</p> <p>Before class, distribute the cards for the parrot, the snake, the monkey, and the jaguar to four students in different parts of the class. Worksheet 3a</p> <p>T: (Holding puppet in a “dejected” manner) <i>Miren al Señor Coquí. El está triste hoy. Vamos a preguntarle por qué está triste.</i></p> <p>T: <i>¿Por qué está usted triste Señor Coquí?</i></p> <p>P: (Whispers to teacher)</p> <p>T: <i>El Señor Coquí está triste porque no ve a sus amigos. ¿Quiénes son sus amigos? ¿Dónde están sus amigos?</i></p> <p>T: <i>¿El Señor Coquí está contento o triste?</i></p> <p>S: <i>Está triste.</i></p> <p>T: <i>Correcto. El está triste porque no ve a sus amigos. ¿Podemos ayudar al Señor Coquí a encontrar a sus amigos?</i></p> <p>S: <i>¡Sí!</i></p> |
| <i>Exploration</i> | <p>Where Are His Friends?</p> <p>T: (Exploring the rainforest looking for Señor Coquí’s friends in a rainforest mural or other medium.) <i>¿Dónde están sus amigos Señor Coquí? ¿A quién</i></p> |

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| <p>explored.</p> <ul style="list-style-type: none">● Hands-on activities, with guidance. | <p><i>buscamos?</i></p> <p>T: Leading students to sing <i>¿Dónde están los amigos del Sr. Coquí?</i> to the tune of “Way Down Yonder in the Paw Paw Patch”) www.songsforteaching.com/folk/the_pawpawpatch.php</p> <p><i>¿Dónde están los amigos del Sr. Coquí?</i> <i>¿Dónde están los amigos del Sr. Coquí?</i> <i>¿Dónde están los amigos del Sr. Coquí?</i></p> <p>Where is the monkey?</p> <p>P: <i>Extraño mi mono. Mi mono es color café. Es pequeño. Mi amigo es un mono pequeño y café.</i></p> <p>T: Showing picture of monkey. <i>¡Mira! ¡El mono está aquí!</i></p> <p>T: Clase, <i>¿ven ustedes al mono? Señalen al mono. ¿Ve, Señor Coquí, allí está su mono. Tráenos el mono, _____ [name of student].</i></p> <p>P: <i>Gracias. ¡Aquí está mi mono!</i> <i>Thank you. There is my monkey.</i></p> <p>T: <i>¿En cuál capa vive el mono, Señor Coquí?</i></p> <p>P: <i>Él vive en la cubierta. Por favor, pónlo en la cubierta, _____ [name of student].</i></p> <p>Where Is the Jaguar?</p> <p>T: <i>¿A quién más buscamos, Señor Coquí?</i></p> <p>P: <i>Yo extraño el jaguar. El jaguar es dorado y negro. Tiene manchas. El es grande y fuerte.</i></p> <p>T: Clase, <i>¿ven ustedes el jaguar? Señalen el jaguar. Lo ve, Señor Coquí, allí está su jaguar. Tráenos el jaguar, _____ [name of student].</i></p> <p>P: <i>Gracias. Aquí está mi jaguar.</i></p> <p>T: <i>¿En cuál capa vive el jaguar, Señor Coquí?</i> <i>What layer does the jaguar live in, Sr. Coquí?</i></p> <p>P: <i>El vive en el suelo del bosque. Por favor, pónlo en el suelo del bosque, _____ [name of student].</i></p> <p>Where Is the Snake?</p> <p>T: <i>¿A quién más buscamos, Señor Coquí?</i></p> <p>P: <i>Yo extraño la serpiente. La serpiente es anaranjada y verde y azul. (or whatever colors are shown in the snake’s picture). Ella es muy, muy larga.</i></p> <p>T: Clase, <i>ven ustedes la serpiente? Señalen la serpiente. Lo ve, Señor Coquí, allí está su serpiente. Tráenos la serpiente, _____ [name of student].</i> <i>Class, do you see the snake? Point to the snake. See, Sr. Coquí, there is your snake. Bring us the snake, _____ .</i></p> <p>P: <i>Sí, gracias. Aquí está mi serpiente.</i></p> <p>T: <i>¿En cuál capa vive la serpiente, Señor Coquí?</i> <i>What layer does the snake live in, Sr. Coquí?</i></p> |
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| | <p>P: Ella vive en el suelo del bosque y en el sotobosque. <i>Por favor, pónla en el suelo del bosque y en el sotobosque, _____ [name of student].</i></p> <p>Where Is the Parrot? T: <i>¿A quién más buscamos, Señor Coquí?</i> P: <i>Yo extraño el loro. El loro es azul y verde y rojo y amarillo (or whatever colors of the picture). El loro puede volar.</i> T: <i>Clase, ¿ven ustedes el loro? Señalen el loro. Lo ve, Señor Coquí, allí está su loro. Tráenos el loro, _____ [name of student].</i> P: <i>Si, gracias. Aquí está mi loro.</i> T: <i>¿En cuál capa vive el loro, Señor Coquí?</i> P: <i>Él vive en la capa emergente. Por favor, pónlo en la capa emergente, _____ [name of student].</i></p> |
| <p><i>Explanation</i></p> <ul style="list-style-type: none"> • Students explain their understanding of concepts and processes. • New concepts and skills are introduced as conceptual clarity and cohesion are sought. | <p>My Rainforest Journal T: (Ask students to identify the different animals by name and color. Have students place pictures of animals on the rainforest picture (Worksheet 2b)). T: <i>¿Qué animal es?</i> S: <i>Es un....</i> T: <i>¿De qué color es?</i> S: <i>Es....</i> T: <i>¿Dónde vive?</i> S: <i>Vive en.....</i></p> <p>Distribute Rainforest Journals (document is part of the online curriculum). Direct students to:</p> <ul style="list-style-type: none"> • Select and color an animal in their Rainforest Journal. • Trace the animal name. <p>Circulate throughout class to ask questions regarding the student’s selected animal.</p> |
| <p><i>Elaboration</i></p> <ul style="list-style-type: none"> • Activities allow students to apply concepts in contexts, and build on or extend understanding and skill. | <p>Share Your Journal T: <i>Vamos a ver nuestros diarios. (Teacher asks various students to show the animals they colored)¿Cuál animal nos quieres enseñar?</i> S: (Holding up colored picture of the....) <i>La serpiente.</i> T: <i>¿De qué color es tu serpiente?</i> S: <i>Es....</i> T: <i>¿Dónde vive tu serpiente?</i> S: <i>Vive en...</i> T: (Repeat answer. If a student answers “el bosque”, agree as follows) <i>Correcto, la serpiente vive en el suelo del bosque. (Varies depending on the animal that the student wants to show)</i></p> <p>T: (Singing with students to the tune of Brother John for each level of</p> |

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| | <p>rainforest.)</p> <p style="text-align: center;"><i>Llueve mucho, Llueve mucho</i> <i>Estamos en</i> <i>el bosque tropical</i> <i>¿Dónde estamos?</i> <i>¿Dónde estamos?</i> <i>Estamos en ... (state level here)</i></p> <p>Ask additional follow up questions for each animal, such as, “¿Dónde vive el/la...? ¿De qué color es...?”</p> |
| <p><i>Evaluation</i></p> <ul style="list-style-type: none"> • Students assess their knowledge, skills and abilities. Activities permit evaluation of student development and lesson effectiveness. | <p>In What Layer of the Rainforest Do They Live?</p> <p>Each student still has a card with a picture of an animal. Teacher prompts the student to identify the name of the animal, its colors, and the layer in which it lives in the rainforest.</p> <p>Example: Es un mono. Es color café y vive en la cubierta. It’s a monkey.</p> <p>Worksheet 3a</p> <p>T: (Asking student)</p> <p style="text-align: center;"><i>¿Qué animal tienes tú?</i> <i>¿De qué color es?</i> <i>¿Puedes ponerlo en la capa del bosque donde vive?</i></p> |

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| Teacher Reflection on Lesson 3 - <i>Who Are My Friends?</i> | |
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| What worked well? | |
| What did not work well? | |
| What would I do differently | |
| Other comments or notes | |

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Lesson 4 - Who Is This New Animal? ¿Quiénes son estos amigos nuevos?

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| Lesson 4 of 5 | Duration: 30 Minutes |
| <i>Objective</i> | Students can use what they know about elements of a rainforest in order to hypothesize about an imaginary animal that could live in the rainforest. |
| <i>Performance Assessment</i> | Students will be able to identify features of animals in the rainforest in order to create their own <i>wild self</i> that could live in the rainforest. |
| <i>Vocabulary and Expressions</i> | No new vocabulary or expressions are introduced. |
| <i>Materials/Resources</i> | <ul style="list-style-type: none"> • Frog puppet • Layers of the Rainforest (Worksheet 2a) • Large animal picture cards (Worksheet 3a) • Computers • http://www.buildyourwildself.com • Paper and markers to build own wild self (if no computers are available). |

| Key Elements | Lesson 4 Procedures |
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| <p><i>Engagement</i></p> <ul style="list-style-type: none"> • Object, event or question used to engage students. • Connections facilitated between what students know and can do | <p>Little Coquí Looks for New Friends</p> <p>T: <i>El Señor Coquí está diciendo algo.</i> (Making sound) “<i>coquí, coquí.</i>” T: (Engage the students to sing the children’s song “El coquí” http://www.mamalisa.com/?c=92&p=1314&t=ss <i>El coquí, el coquí siempre canta es muy lindo el cantar del coquí por las noches a veces me duermo con el dulce cantar del coquí coquí, coquí, coquí, qui, qui, qui coquí, coquí, coquí, qui, qui, qui</i></p> <p>T: (Puppet whispering to teacher.) ¿Qué dice usted, Señor Coquí? T: <i>El Señor Coquí quiere nuevos amigos. ¿Podemos ayudarlo a encontrar nuevos amigos?</i> S: ¡Sí! T: ¿Quiénes son los nuevos amigos del Señor Coquí? S: (Identify snake, parrot, monkey, etc.) T: (Pointing to layers of the rainforest - Worksheet 2a) ¿Dónde viven? S: (Respond appropriately) T: <i>Vamos a ver dónde viven.</i></p> |

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| Key Elements | Lesson 4 Procedures |
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| <p><i>Exploration</i></p> <ul style="list-style-type: none"> • Objects and phenomena are explored. • Hands-on activities, with guidance. | <p>My Rainforest Journal</p> <p>T: (Distributing students' Rainforest Journals) <i>¿Qué sabemos de las capas del bosque lluvioso?</i></p> <p>Guide students to explore characteristics of each level of the rainforest as designated in journal.</p> <p>T: <i>¿Qué podemos decir de... (Level)? ¿Hace sol?</i> (Continue with the 4 layers) S: (Answer appropriately.)</p> <p>Teacher Reference: suelo – poco sol, plantas, húmedo, animales grandes y pequeños sotobosque – poco sol, plantas, húmedo, animales grandes y pequeños cubierta – más sol, diferentes plantas, animales pequeños y pájaros emergente – hace sol, árboles altos, pájaros</p> |
| <p><i>Explanation</i></p> <ul style="list-style-type: none"> • Students explain their understanding of concepts and processes. • New concepts and skills are introduced as conceptual clarity and cohesion are sought. | <p>Do We Have Any New Animals?</p> <p>T: (Lining up the four animals that were found in the rainforest and asking students to describe each animal emphasizing the colors of the animals.) <i>¿Vemos algún nuevo amigo para el Señor Coquí?</i></p> <p>S: ¡No!</p> <p>T: <i>No, no vemos nuevos amigos, ¡entonces tenemos que hacerlos!</i></p> |
| <p><i>Elaboration</i></p> <ul style="list-style-type: none"> • Activities allow students to apply concepts in contexts, and build on or extend understanding and skill. | <p>Build Your Wild Self</p> <p>T: <i>Vamos a hacer nuevos amigos para el Señor Coquí.</i> http://www.buildyourwildself.com (If technology resources are not available, create a <i>wild self</i>-using paper and drawing tools.)</p> <p>T: (Circulating among students as they work) <i>¿Cómo se llama tu personaje salvaje? ¿En cuál capa del bosque vive?</i></p> |

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| Key Elements | Lesson 4 Procedures |
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| <p><i>Evaluation</i></p> <ul style="list-style-type: none"> • Students assess their knowledge, skills and abilities. Activities permit evaluation of student development and lesson effectiveness. | <p>Sharing Our New Animals</p> <p>T: (The teacher should have created her/his own creature, and then model the description expected of the students.) <i>Ahora vamos a enseñarle a la clase los nuevos amigos del Señor Coquí.</i> (The students tell the name of their creature, tell its colors, and say in which level their creature lives.)</p> <p style="text-align: center;">IMPORTANT! Be sure to save all wild self-images! The students may also complete in writing the following statements:</p> <p><i>Me llamo</i> _____ <i>Yo vivo en</i> _____ <i>Mis amigos son</i> _____ <i>y</i> _____.</p> |

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| Teacher Reflection on Lesson 4 - <i>Who Is This New Animal?</i> | |
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| What worked well? | |
| What did not work well? | |
| What would I do differently | |
| Other comments or notes | |

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Lección 5 - ¡Presentemos nuestros nuevos amigos!

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| Lesson 5 of 5 | Duration: 30 Minutes |
| <i>Objective</i> | Students will be able to discuss living things in the rainforest. |
| <i>Performance Assessment</i> | Students will be able to identify and describe features of animals in the rainforest |
| <i>Vocabulary and Expressions</i> | Assessment |
| <i>Materials/Resources</i> | <ul style="list-style-type: none"> • Print out wild thing creatures from previous day • Worksheet 3a (from lesson 3) • Worksheet 2a enlarged with layers clearly labeled |

| Lesson Procedures | |
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| <p><i>Engagement</i></p> <ul style="list-style-type: none"> • Object, event or question used to engage students. • Connections facilitated between what students know and can do | <p>Little Coquí Wants to Meet Our New Friends</p> <p>T: (Holding puppet and listening to him whisper in her ear) <i>El Sr. Coquí dice algo, "Coquí, Coquí."</i></p> <p>T: (Instructing students to ask Little Coquí what he is saying) <i>¿Qué dice el Señor Coquí?</i></p> <p>T: <i>El Señor Coquí quiere conocer nuestro nuevo amigo. Vamos a presentarle al Señor Coquí nuestros nuevos amigos.</i></p> <p>T: (Instructing students to ask Little Coquí what he is saying)</p> <p>P: (Whispers to teacher)</p> |
| <p><i>Exploration</i></p> <ul style="list-style-type: none"> • Objects and phenomena are explored. • Hands-on activities, with guidance. | <p>Introduce Our New Friends</p> <p>T: (To individual students) <i>¿Quién es tu nuevo amigo?</i></p> <p>The teacher prompts the students to introduce their wild things to Little Coquí.</p> <p>S: <i>Es.... (colors) Vive en..... (level of rainforest). It is.... It lives in.....</i></p> <p>Assessing name of the animals, color, level of rainforest</p> |
| <p><i>Explanation</i></p> <ul style="list-style-type: none"> • Students explain their understanding | <p>Where Do We Live?</p> <p>T: <i>¿Cuáles amigos viven en el suelo del bosque? Vamos a poner nuestros dibujos en el suelo del bosque.</i></p> <p>S: (Students carry their "creatures" to appropriate level (Worksheet 2b))</p> |

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| <p>of concepts and processes.</p> <ul style="list-style-type: none"> • New concepts and skills are introduced as conceptual clarity and cohesion are sought. | |
| <p><i>Elaboration</i></p> <ul style="list-style-type: none"> • Activities allow students to apply concepts in contexts, and build on or extend understanding and skill. | <p>Which is my Favorite Animal?</p> <p>T: (Pointing to the “collage” of images on the board)</p> <p><i>Nuestros amigos estén contentos en el bosque lluvioso. Ahora vamos a ver los animales de nuestro diario.</i> (Referring to My Rainforest Journal)</p> <p>T: <i>¿Cuáles animales vemos aquí?</i></p> <p>S: <i>Un mono, una serpiente, etc.</i></p> <p>T: (Showing thinking and personal preference) <i>¿Cuál es tu favorito?</i></p> <p><i>Mi favorito es... My favorite is the.....</i> (Demonstrate by hugging etc.)</p> <p>T: (To student) <i>¿Cuál es tu favorito?</i></p> <p>S: <i>El loro, etc. The parrot (etc.)</i></p> <p>T: <i>¿A cuántos les gusta el...?</i> (Raise hand to demonstrate)</p> <p>S: (Raise hands)</p> |
| <p><i>Evaluation</i></p> <ul style="list-style-type: none"> • Students assess their knowledge, skills and abilities. Activities permit evaluation of student development and lesson effectiveness. | <p>Which is OUR Favorite Animal?</p> <p>Teacher divides students into groups to complete the table.</p> <p>T: (Using sample of Worksheet 5a) <i>Vamos a escribir nuestros nombres aquí.</i> (Showing where to write names)</p> <p>T: <i>Ahora vamos a ver a quién le gusta cada animal. Dibuja una cara contenta debajo del animal que te gusta más.</i> (Show students how to draw smiley on the line of their own names.)</p> <p>S: (Students complete the survey, counting the number of smiley faces for each animal.)</p> <p>T: <i>Vamos a ver qué piensa tu grupo. ¿Cuál animal tiene más caras contentas, Grupo 1?</i></p> <p>S: (Group representative answers which is group favorite.)</p> <p>T: (Continue with each group.)</p> <p>T: (Using sample Worksheet 5a, put a class smiley under the animals each group calls out to decide on a class favorite.)</p> <p>T: <i>Aquí está el favorito de nuestra clase. ¿Es tu favorito también?</i></p> <p><i>Vamos a repasar.</i></p> <p><i>Let’s review.</i></p> <p><i>Levanta la mano si te gusta el...</i></p> |

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S: *Raise hands.*

T: (Naming student) *¿Es el... tu favorito?*

S: (Answer accordingly.)

T: *¿Cuál es el animal favorito de la clase?*

S: *El... The..... (Name animal).*

T: *¡Buen trabajo!*

Conclusión

T: *Ahora el Señor Coquí tiene que volver a su casa en el bosque lluvioso. El quiere llevar a todos sus amigos con él. Vamos a enseñarle la canción de las capas antes de que se vaya.*

T: *Vamos a decirle gracias y adiós a Señor Coquí.*

S: (Led by teacher) *Gracias Señor Coquí. Adiós.*

P: *Adiós, adiós. ¡Vengan al Bosque Lluvioso, mis amigos!*

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| Teacher Reflection on Lesson 5 - <i>Let's Introduce Our New Friends!</i> | |
|--|--|
| What worked well? | |
| What did not work well? | |
| What would I do differently | |
| Other comments or notes | |