

# Rainforest Friends

## Module Overview

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

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

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

**Module Duration and Lessons:** Five 30-minute lessons

Lesson 1 – What is a rainforest?

Lesson 2 – Where Does Little Coquí Live?

Lesson 3 – Who Are My Friends?

Lesson 4 – Who Is This New Creature?

Lesson 5 – Our Favorite Rainforest Animal

<b>Performance Assessment:</b>	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

- 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 it in sunlight.
- Microwave a glass of water.
- Sound bites: <http://www.rainymood.com/>
- Rainmaker – Instructions: [http://www.ehow.com/how\\_4884442\\_make-rainmaker-musical-instrument.html](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 (WS.2)
- Large pictures of a parrot, a snake, a monkey, and a jaguar
- 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>
- Worksheet 1a
- Worksheets 2a, 2b, 2c
- Worksheet 3a

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- Worksheet 4a
- 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.”

# Rainforest Friends

## Lesson 1 - What Is a Rainforest?

Lesson 1 of 5		Duration: 30 Minutes
Objectives	<b>I Can:</b> Oral language: <ul style="list-style-type: none"><li>Using pictures of various geographic regions, students will be able to tell if the regions are humid or not.</li></ul> Literacy: <ul style="list-style-type: none"><li>Students will recognize the words <i>Humid</i> and <i>Not Humid</i>.</li></ul> STEM and Other Subject Areas: <ul style="list-style-type: none"><li>Students conclude a rainforest is hot, humid, and rainy.</li></ul>	
Performance Assessment Task	Students will identify particular weather patterns (rain and humidity) that distinguish a rainforest from other geographic regions.	
Vocabulary and Expressions	<b>Recycled</b> Classroom commands: <ul style="list-style-type: none"><li>My name is...</li><li>counting to 5</li><li>colors</li></ul>	<b>New</b> rainforest humid not humid plants live/lives Where do you live? hot coquí
Materials/Resources	<ul style="list-style-type: none"><li>Frog puppet or stuffed animal</li><li>Sound clips of the rainforest</li><li><a href="http://www.rainforesteducation.com/FunNGames/canuseethem.htm">http://www.rainforesteducation.com/FunNGames/canuseethem.htm</a></li><li>Choose a way to simulate humidity, such as:<ul style="list-style-type: none"><li>a small baby humidifier</li><li>plants covered with cellophane or plastic wrap supported by straws placed into the soil. Water plant well and place in sunlight prior to lesson.</li><li>microwave a container of water</li></ul></li><li>Pictures for different geographic regions as related to climate (<b>Worksheet 1a</b>)<ul style="list-style-type: none"><li>One enlarged set for teacher demonstration. Smaller sets in envelopes for student use (one envelope per student)</li></ul></li><li>Signs: Humid/ Not Humid</li><li>Paper folded vertically with words “Humid/ Not Humid” as headers for each column (one per student)</li></ul>	

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Key Elements	Lesson 1 Procedures
<p><i>Engagement</i></p> <ul style="list-style-type: none"> <li>• Object, event or question used to engage students.</li> <li>• Connections facilitated between what students know and can do</li> </ul>	<p><b>Introduction to the Rainforest</b></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 (Little 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>Good morning Little Coquí. Friends, this is Little Coquí. Say hello to our new friend.</i>  S: <i>Hello Little Coquí.</i>  P: <i>Hello friends.</i>  T: (to puppet) <i>How are you Little Coquí? You look very sad.</i>  P: <i>I am sad. I am cold. I miss my home and I miss my friends. I miss the plants. I miss the rain.</i> (Begins to cry)  T: <i>Plants and rain. I wonder where Little Coquí lives. Little Coquí, where do you live?</i> (puppet sobs louder)  T: (louder) <i>Little Coquí, where do you live?</i> (puppet sobs louder)  T: (To class) <i>Let's all ask him together:</i>  S and T: <i>Little Coquí, where do you live?</i> (puppet sobs louder still)  T: <i>Let's try again!</i>  S and T: <i>Little Coquí, where do you live?</i>  P: (still sobbing) <i>I live in the rainforest.</i>  T: <i>Little Coquí, does it rain in the rainforest?</i>  P: <i>Yes, it rains and rains and rains. And there are a lot of plants.</i>  T: <i>Plants? We have plants here. Look, this is a plant.</i> (To class) <i>Who can find another plant in the classroom?</i> (Calls on volunteers to point out another plant) <i>Good. This is a plant. Who can find another plant? Right! This is a...</i> (Hesitates, to allow students to supply the word) <i>right...a plant.</i> (Continue with a few more volunteers.)  T: <i>In the rainforest it rains and rains and you have a lot of plants. It must be very humid in the rainforest.</i>  P: <i>Yes, it's humid. We have a lot of water in the rainforest.</i>  T: <i>Then we have a little rainforest in our class, and it is very humid.</i>  T: (Pointing to the classroom "rainforest") <i>What do you see here?</i> (Pointing to plants. If no students respond) <i>Do you see plants?</i>  S: <i>Yes. I see plants.</i>  T: <i>And, (allowing hand to get damp with humidity) what's this? Is this water?</i>  S: <i>Yes, this is water.</i>  T: (Gather students near the source of humidity allowing them to experience and feel humidity for themselves.)  P: <i>There is a lot of water in the air. It's humid!</i>  T: <i>Class, that's fun to say! Let's make a chant:</i>  S: <i>A lot of water in the air!</i></p>

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Key Elements	Lesson 1 Procedures
	<p>T: <i>A lot of water in the air!</i>  T: <i>It's humid! It's humid!</i>  S: <i>It's humid! It's humid!</i></p> <p>T&amp;S: <i>A lot of water in the air! It's humid! It's humid!</i></p>
<p><b>Exploration</b></p> <ul style="list-style-type: none"> <li>• Objects and phenomena are explored.</li> <li>• Hands-on activities, with guidance.</li> </ul>	<p><b>Humid / Not Humid</b></p> <p>T: (Having students explore the difference between the humid air in the “rainforest” and the dry air outside the “rainforest”) <i>Here, it's humid. Here, it's not humid.</i>  T: (To student with hands in the “rainforest”) <i>Is it humid?</i>  S: <i>It's humid.</i>  T: (To student with hands outside the “rainforest”) <i>Is it humid?</i>  S: <i>It's not humid.</i>  T: (To the puppet) <i>So the rainforest is humid. It rains and rains. It has lots of plants. What else is it like?</i>  P: <i>It's humid, it rains and rains, it has lots of plants, and it is hot!</i></p>
<p><b>Explanation</b></p> <ul style="list-style-type: none"> <li>• Students explain their understanding of concepts and processes.</li> <li>• New concepts and skills are introduced as conceptual clarity and cohesion are sought.</li> </ul>	<p><b>Geography and Humidity</b></p> <p>T: <i>I wonder if we can find a picture of Little Coquí's rainforest. It has to be someplace that is humid, right? Let's see.</i>  T: (Showing students pictures of different geographic regions <b>Worksheet 1a</b>) <i>Is it humid here?</i>  S: (Answer accordingly)  T: (Putting sign “Humid” and “Not Humid” near the rainforest and another area nearby) <i>Let's put the pictures of humid places near our Rainforest.</i> (Help students sort the pictures accordingly.)  T: <i>Is this place humid?</i> (Point out appropriate sign and have students repeat)  S: <i>Yes it's humid/No, it's not humid.</i></p>
<p><b>Elaboration</b></p> <ul style="list-style-type: none"> <li>• Activities allow students to apply concepts in contexts, and build on or extend understanding</li> </ul>	<p><b>Where Does Little Coquí Live?</b></p> <p>T: <i>This rainforest</i> (pointing to the classroom “rainforest”)...<i>Is it humid or not humid?</i>  S: <i>It's humid.</i>  T: (Pointing to all the pictures that have been sorted.) <i>Which picture do you think is a picture of Little Coquí's rainforest? What are we looking for?</i>  S: (Possible responses) <i>It's humid. It has lots of plants. It rains and rains. It's hot.</i> (Prompt as necessary, but give students a chance to remember.)  T: (Looking at one picture at a time, ask guiding questions, such as “Is it hot?”</p>

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Key Elements	Lesson 1 Procedures
and skill.	<p>Does it have plants? Is it very humid? Does it rain and rain? The final picture should be the rainforest picture that meets all the criteria.)</p> <p>T: (To puppet) <i>Little Coquí, is this your rainforest?</i></p> <p>P: <i>Yes, yes! This is my rainforest.</i></p>
<p><i>Evaluation</i></p> <ul style="list-style-type: none"> <li>Students assess their knowledge, skills and abilities. Activities permit evaluation of student development and lesson effectiveness.</li> </ul>	<p><b>Assessment of Geographic Regions and Humid/ Not Humid</b></p> <p>T: (Draw on board two columns labeled “Humid” “Not Humid”. Distribute papers with columns titled “Humid” “Not Humid” and envelopes with cut up pictures from <b>Worksheet 1a</b>) <i>Let’s see what we remember from today’s lesson.</i></p> <p>T: (Randomly picking up sample picture and approaching the 2 columns on the board) (Pointing to “Humid” / “Not Humid” on the board.)</p> <p>T: <i>Is this humid or not humid?</i></p> <p>S: (Answer accordingly.)</p> <p>T: <i>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>	
What worked well?	
What did not work well?	
What would I do differently	
Other comments or notes	



# Rainforest Friends

## Lesson 2 - Where Does Mr. Coquí Live?

Lesson 2 of 5 <span style="float: right;">Duration: 30 Minutes</span>	
<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 Little Coquí is hiding.
<i>Expressions</i>	layers of the rainforest forest floor understory canopy emergent trees rain/It's raining rainmaker sun
<i>Materials/ Resources</i>	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) <a href="http://www.srl.caltech.edu/personnel/krubal/rainforest/Edit560s6/www/whlayers.html">http://www.srl.caltech.edu/personnel/krubal/rainforest/Edit560s6/www/whlayers.html</a> <a href="http://www.kbteachers/weather-and-climate/the-rainforest-worksheet.html">http://www.kbteachers/weather-and-climate/the-rainforest-worksheet.html</a> Picture of sun (Worksheet 2b)  <b>Optional:</b> Sound clips of rain - <a href="http://www.rainymood.com/">http://www.rainymood.com/</a>

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Key Elements	Lesson 2 Procedures
<p><b>Engagement</b></p> <ul style="list-style-type: none"> <li>Object, event or question used to engage students.</li> <li>Connections facilitated between what students know and can do</li> </ul>	<p><b>Rain and the Rainforest</b></p> <p>T: (Dampens the frog so that it feels wet to the touch) <i>Little Coquí is all wet!</i>  T: <i>Why are you wet Little Coquí?</i>  T: <i>Little Coquí has a clue for you. Close your eyes.</i> (Demonstrate eyes closed).  T: (Using “rainmaker” or sound clip: <a href="http://www.rainymood.com/">http://www.rainymood.com/</a>)  <i>What is it?</i>  T: <i>Is it water?</i>  S: <i>It’s water.</i>  T: <i>Yes, it’s water! It’s raining.</i> (Using rainmaker or sound clip) (Use the rainmaker again, and chant:) <i>It is raining!</i> (Repeat, signaling students to chant <i>It is raining!</i> With you each time.)</p> <p>T: Pass around the rainmaker and encourage students to say “It’s Raining” each time the rainmaker plays.  T: (Guide students to sing the following, based on the melody “Brother John/Frère Jacque”):</p> <p style="text-align: center;"><i>It is raining.</i>  <i>It is raining</i>  <i>In the rainforest.</i>  <i>In the rainforest.</i></p> <p style="text-align: center;"><i>Humid, rainy rainforest</i>  <i>Humid, rainy rainforest</i>  <i>We are here.</i>  <i>We are here.</i></p> <p>T: (Pointing to classroom “rainforest”) <i>We are here. We are here in the rainforest with Little Coquí.</i></p>
<p><b>Exploration</b></p> <ul style="list-style-type: none"> <li>Objects and phenomena are explored.</li> <li>Hands-on activities, with guidance.</li> </ul>	<p><b>Making Our Own Rainmakers</b></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:  <a href="http://www.ehow.com/how_4884442_make-rainmaker-musical-instrument.html">http://www.ehow.com/how_4884442_make-rainmaker-musical-instrument.html</a></p> <p>T: (Guide students to make the sound of rain.) <i>Is it raining?</i>  S: (using their rainmakers) <i>Yes, it’s raining.</i>  T: <i>Is it raining in the rainforest?</i>  S: <i>Yes, it’s raining in the rainforest.</i></p>
<p><b>Explanation</b></p> <ul style="list-style-type: none"> <li>Students</li> </ul>	<p><b>Layers of the Rainforest</b></p> <p>T: <i>The rainforest is very interesting. It has different layers, just like a cake! Look at this cake! How many layers does it have? Let’s count them:</i></p>

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Key Elements	Lesson 2 Procedures
<p>explain their understanding of concepts and processes.</p> <ul style="list-style-type: none"> <li>New concepts and skills are introduced as conceptual clarity and cohesion are sought.</li> </ul>	<p>S: 1-2-3-4 (Repeat with a 3-layer cake, and then another 4-layer cake.) T: (Pointing to the levels of the rainforest, <b>Worksheet 2a</b>) <i>The rainforest has layers, too. Let's count the layers of the rainforest.</i> T and S: <i>One, two, three, four.</i> T: (Ask student pairs and individuals to count the layers.) S: <i>One, two, three, four.</i> T: <i>The layers have names.</i> (Pointing to and naming each layer) <i>Forest floor, understory, canopy, emergent.</i> T: <i>Let's be the rainforest! Do what I do and say what I say:</i> T: <i>Forest floor.</i> (Crouching down and touching floor) S: <i>Forest floor.</i> (Crouching down and touching floor) T: <i>Understory.</i> (Standing up and still bending over a little bit) S: <i>Understory.</i> (Standing up and still bending over a little bit) T: <i>Canopy</i> (Standing up straight with arms spread over head like an umbrella) S: <i>Canopy</i> (Standing up straight with arms spread over head like an umbrella) T: <i>Emergent</i> (Standing up on toes and reaching up high) S: <i>Emergent</i> (Standing up on toes and reaching up high)</p> <p>T: (Using premade labels (<b>Worksheet 2a</b>), identify each layer of the rainforest. 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): forest floor, understory, canopy, and emergent.</p> <p>T: (Sings to students to the tune of "If you're happy and you know it clap your hands!")</p> <p style="text-align: center;"><i>There are four layers in the rainforest.</i> <i>4 LAYERS!</i> <i>There are four layers in the rainforest.</i> <i>4 LAYERS!</i> <i>Forest floor, understory, canopy, emergent.</i> <i>There are four layers in the rainforest</i> <i>4 LAYERS!</i></p> <p>T: Now you sing with me, and do the motions: <a href="http://www.lessonplanspage.com/ssmdrainforestunitk-htm">http://www.lessonplanspage.com/ssmdrainforestunitk-htm</a></p>

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Key Elements	Lesson 2 Procedures
<p><i>Elaboration</i></p> <ul style="list-style-type: none"> <li>Activities allow students to apply concepts in contexts, and build on or extend understanding and skill.</li> </ul>	<p><b>Sun and the Forest Floor</b></p> <p>T: (Holding the picture of the sun, <b>Worksheet 2b</b>, while looking out the window) <i>This is the sun. Is it sunny today?</i>  S: <i>It's sunny/ not sunny.</i></p> <p>T: (Holding the picture of the sun, <b>Worksheet 2b</b>, over the picture of the layers of the rainforest, <b>Worksheet 2a</b>) <i>Where is it sunny in the rainforest? Is it sunny on the emergent layer?</i>  S: <i>Yes, it's sunny on the emergent layer.</i>  Repeat with other layers of the rainforest.</p>
<p><i>Evaluation</i></p> <ul style="list-style-type: none"> <li>Students assess their knowledge, skills and abilities. Activities permit evaluation of student development and lesson effectiveness.</li> </ul>	<p><b>Name and describe the four layers of the rainforest</b></p> <p>T: <i>Little Coquí lives in one of the levels of the rainforest.</i>  P: (Gives students a clue as to where he is.) <i>It is not sunny. Where do I live?</i>  T: <i>Where does Little Coquí live?</i>  S: <i>Little Coquí lives on the forest floor!</i></p>

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Teacher Reflection on Lesson 2 - <i>Where Does Mr. Coquí Live?</i>	
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?

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>Expressions</i>	I live in...  parrot snake monkey jaguar	
<i>Materials/Resources</i>	<ul style="list-style-type: none"> <li>○ Large pictures of a parrot, a snake, a monkey, a coquí, and a jaguar</li> <li>○ Small pictures of a parrot, a snake, a monkey, a coquí, and a jaguar (class set )</li> </ul>	

Key Elements	Lesson 3 Procedures
<i>Engagement</i> <ul style="list-style-type: none"> <li>• Object, event or question used to engage students.</li> <li>• Connections facilitated between what students know and can do</li> </ul>	<p><b>Little Coquí Is Sad</b></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.</p> <p><b>Worksheet 3a</b></p> <p>T: (Holding puppet in a “dejected” manner) <i>Look at Little Coquí. He is sad today. Let’s ask him why he is sad.</i></p> <p>T: <i>Why are you sad Little Coquí?”</i></p> <p>P: (Whispers to teacher)</p> <p>T: <i>Little Coquí is sad because he doesn’t see his friends. Who are his friends? Where are they?</i></p> <p>T: <i>Is Little Coquí happy or sad?</i></p> <p>S: <i>He’s sad.</i></p> <p>T: <i>That’s right. He’s sad because he doesn’t see his friends. Can we help him find his friends?</i></p> <p>S: <i>Yes!</i></p>

## Rainforest Friends

Key Elements	Lesson 3 Procedures
<p><i>Exploration</i></p> <ul style="list-style-type: none"> <li>• Objects and phenomena are explored.</li> <li>• Hands-on activities, with guidance.</li> </ul>	<p><b>Where Are His Friends?</b></p> <p><b>Where Is the Monkey?</b></p> <p>T: (Explores the rainforest looking for Little Coquí's friends in a rainforest mural or other medium.) <i>Where are your friends Little Coquí? Who are we looking for?</i></p> <p>P: <i>I miss my monkey. My monkey is brown. He is little. My friend is a little brown monkey.</i></p> <p>T: <i>Class, do you see the monkey? Point to the monkey. See, Little Coquí, there is your monkey. Bring us the monkey, _____ [name of student].</i></p> <p>P: <i>Thank you. There is my monkey.</i></p> <p>T: <i>What layer does the monkey live in, Little Coquí?</i></p> <p>P: <i>He lives in the canopy. Please put him in the canopy, _____ [name of student].</i></p> <p><b>Where Is the Jaguar?</b></p> <p>T: <i>Who else are we looking for, Little Coquí?</i></p> <p>P: <i>I miss the jaguar. The jaguar is gold and black. He has spots. He is big and strong.</i></p> <p>T: <i>Class, do you see the jaguar? Point to the jaguar. See, Little Coquí, there is your jaguar. Bring us the jaguar, _____ [name of student].</i></p> <p>P: <i>Thank you. There is my jaguar.</i></p> <p>T: <i>What layer does the jaguar live in, Little Coquí?</i></p> <p>P: <i>He lives in the forest floor. Please put him on the forest floor, _____ [name of student].</i></p> <p><b>Where Is the Snake?</b></p> <p>T: <i>Who else are we looking for, Little Coquí?</i></p> <p>P: <i>I miss the snake. The snake is orange and green and blue (or whatever colors are shown in the snake's picture). He is very, very long.</i></p> <p>T: <i>Class, do you see the snake? Point to the snake. See, Little Coquí, there is your snake. Bring us the snake, _____ [name of student].</i></p> <p>P: <i>Yes, thank you. There is my snake.</i></p> <p>T: <i>What layer does the snake live in, Little Coquí?</i></p> <p>P: <i>He lives in the forest floor and the understory. Please put him on the forest floor and the understory, _____ [name of student].</i></p> <p><b>Where Is the Parrot?</b></p> <p>T: <i>Who else are we looking for, Little Coquí?</i></p> <p>P: <i>I miss the parrot. The parrot is blue and green and red and yellow (or whatever colors of the picture). The parrot can fly.</i></p> <p>T: <i>Class, do you see the parrot? Point to the parrot. See, Little Coquí, there is your parrot. Bring us the parrot, _____ [name of student].</i></p> <p>P: <i>Yes, thank you. There is my parrot.</i></p> <p>T: <i>What layer does the parrot live in, Little Coquí?</i></p> <p>P: <i>He lives in the emergent layer. Please put the parrot in the emergent layer, _____ [name of student].</i></p>

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<p><i>Explanation</i></p> <ul style="list-style-type: none"> <li>Students explain their understanding of concepts and processes.</li> <li>New concepts and skills are introduced as conceptual clarity and cohesion are sought.</li> </ul>	<p><b>My Rainforest Journal</b></p> <p>T: (Ask students to identify the different animals by name and color. Have students place pictures of animals on the rainforest picture (<b>Worksheet 2b</b>).</p> <p>T: <i>What is this animal?</i></p> <p>S: <i>It's a ....</i></p> <p>T: <i>What color is it?</i></p> <p>S: <i>It's....</i></p> <p>T: <i>Where does it live?</i></p> <p>S: <i>In the.....</i></p> <p>Distribute Rainforest Journals (document is part of the online curriculum).</p> <p>Direct students to:</p> <ul style="list-style-type: none"> <li>➤ Select and color an animal in their <b>Rainforest Journal</b>.</li> <li>➤ Trace the animal name.</li> </ul> <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"> <li>Activities allow students to apply concepts in contexts, and build on or extend understanding and skill.</li> </ul>	<p><b>Share Your Journal</b></p> <p>T: <i>Let's look at our journals.</i> (Teacher asks various students to show the animals they colored)</p> <p>T: <i>What animal do you want to show us?</i></p> <p>S: (Holding up colored picture of the....) <i>A snake.</i></p> <p>T: <i>What color is your snake?</i></p> <p>S: <i>It's .....</i></p> <p>T: <i>Where does the snake live?</i></p> <p>S: <i>In the...</i></p> <p>T: (Repeat answer. If a student answers "Rainforest", agree as follows) <i>That's right, a ....lives in the.... (Layer) of the rainforest.</i></p> <p>Ask additional follow up questions for each animal, such as, "What color is the...?"</p>



## Rainforest Friends

Key Elements	Lesson 3 Procedures
<p><i>Evaluation</i></p> <ul style="list-style-type: none"><li>• Students assess their knowledge, skills and abilities. Activities permit evaluation of student development and lesson effectiveness.</li></ul>	<p><b>In What Layer of the Rainforest Do They Live?</b></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. Example: It's a monkey. It's brown and lives in the canopy. <b>Worksheet 3a</b></p> <p>T: (Asking student) <i>What animal do you have? What color is it? Where does it live? Can you put it in the level of the rainforest where it lives?</i></p>

## Rainforest Friends

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

# Rainforest Friends

## Lesson 4 - Who Is This New Animal?

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>Expressions</i>	No new vocabulary or expressions	
<i>Materials/Resources</i>	<ul style="list-style-type: none"> <li>○ Frog puppet</li> <li>○ Large animal picture card</li> <li>○ Computers</li> <li>○ <a href="http://www.buildyourwildself.com">http://www.buildyourwildself.com</a></li> <li>○ Paper and markers to build own wild self (if no computers are available)</li> </ul>	

Key Elements	Lesson 4 Procedures
<i>Engagement</i> <ul style="list-style-type: none"> <li>• Object, event or question used to engage students.</li> <li>• Connections facilitated between what students know and can do</li> </ul>	<b>Little Coquí Looks for New Friends</b> T: <i>Little Coquí is saying something.</i> (Making sound) “coquí, coquí.” T: <i>What are you saying, Little Coquí?</i> (Puppet whispers to teacher.) T: <i>Little Coquí wants some new friends. Can we help him find some new friends?</i> S: <i>Yes!</i> T: <i>Who are Little Coquí’s new friends?</i> S: (Identify snake, parrot, monkey, etc.) T: (Pointing to layers of the rainforest - <b>Worksheet 2b</b> ) <i>Where do they live?</i> S: (Respond appropriately) T: <i>Let’s see where they live.</i>
<i>Exploration</i> <ul style="list-style-type: none"> <li>• Objects and phenomena are explored.</li> <li>• Hands-on activities, with guidance.</li> </ul>	<b>My Rainforest Journal</b> T: (Distributing students’ Rainforest Journals) <i>What do we know about the layers of the rainforest?</i> (Guide students to explore characteristics of each level of the rainforest as designated in journal.) T: <i>What can we say about the.... (level)? Is it sunny?</i> (Continue with the 4 layers)

## Rainforest Friends

Key Elements	Lesson 4 Procedures
	<p>S: (Answer appropriately.)</p> <p>Reference:            Forest Floor – little sun, plants, humid, large and small animals            Understory – little sun, plants, humid, large and small animals            Canopy – more sun, different plants, small animals and birds            Emergent – sunny, new growth on tall trees, birds</p>
<p><i>Explanation</i></p> <ul style="list-style-type: none"> <li>Students explain their understanding of concepts and processes.</li> <li>New concepts and skills are introduced as conceptual clarity and cohesion are sought.</li> </ul>	<p><b>Do We Have Any New Animals?</b></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>Do we see any new friends for Little Coquí?</i></p> <p>S: <i>No!</i>            T: <i>We don't see new friends, so we have to make them!</i></p>
<p><i>Elaboration</i></p> <ul style="list-style-type: none"> <li>Activities allow students to apply concepts in contexts, and build on or extend understanding and skill.</li> </ul>	<p><b>Build Your Wild Self</b></p> <p>T: <i>Let's make new friends for Little Coquí.</i>  <a href="http://www.buildyourwildself.com">http://www.buildyourwildself.com</a></p> <p>(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>What is the name of your wild self? In what layer of the rainforest does it live?</i>            S: (Answer appropriately.)</p>
<p><i>Evaluation</i></p> <ul style="list-style-type: none"> <li>Students assess their knowledge, skills and abilities. Activities permit evaluation of student development and lesson effectiveness.</li> </ul>	<p><b>Sharing Our New Animals</b></p> <p>T: (The teacher should have created her/his own creature, and then model the description expected of the students.) <i>Now it's time to tell the class about Little Coquí's new friends.</i> (The students tell the name of their creature, tell its colors, and say in which level their creature lives.)</p> <p>(IMPORTANT! Be sure to save all wild self images!            The students may also complete in writing the following statements: )  <i>My name is _____.</i>  <i>I live in the _____.</i>  <i>My friends are _____ and _____.</i></p>

## Rainforest Friends

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

# Rainforest Friends

## Lesson 5 - Let's Introduce Our New Friends!

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>Expressions</i>	No new vocabulary or expressions	
<i>Materials/ Resources</i>	Print out wild thing creatures from previous day Worksheet 3a (from lesson 3) Worksheet 2b enlarged with layers clearly labeled	

Key Elements	Lesson 5 Procedures
<i>Engagement</i> <ul style="list-style-type: none"> <li>Object, event or question used to engage students.</li> <li>Connections facilitated between what students know and can do</li> </ul>	<b>Little Coquí Wants to Meet Our New Friends</b> T: (Holding puppet and listening to him whisper in her ear) <i>Little Coquí is saying something, "Coquí, Coquí."</i> T: (Instructing students to ask Little Coquí what he is saying) <i>What is Little Coquí saying?</i> P: (Whispers to teacher) T: <i>Little Coquí wants to meet <b>our</b> new friends.</i> Let's tell Little Coquí about our new friends.
<i>Exploration</i> <ul style="list-style-type: none"> <li>Objects and phenomena are explored.</li> <li>Hands-on activities, with guidance.</li> </ul>	<b>Introduce Our New Friends</b> T: (To individual students) <i>Who is your new friend?</i> The teacher prompts the students to introduce their wild things to Little Coquí. S: <i>It is.... (colors) It lives in..... (level of rainforest).</i> (Assessing name of the animals, color, level of rainforest)
<i>Explanation</i> <ul style="list-style-type: none"> <li>Students explain their</li> </ul>	<b>Where Do We Live?</b> T: <i>Which new friends live on the forest floor? Let's put our pictures under the forest floor.</i>

## Rainforest Friends

Key Elements	Lesson 5 Procedures
<p>understanding of concepts and processes.</p> <ul style="list-style-type: none"> <li>• New concepts and skills are introduced as conceptual clarity and cohesion are sought.</li> </ul>	<p>S: (Students carry their “creatures” to appropriate level, <b>Worksheet 2b</b>)</p>
<p><i>Elaboration</i></p> <ul style="list-style-type: none"> <li>• Activities allow students to apply concepts in contexts, and build on or extend understanding and skill.</li> </ul>	<p><b>Which is my Favorite Animal?</b></p> <p>T: (Pointing to the “collage” of images on the board) <i>Our new friends are happy in the rainforest.</i> Now let’s look at the animals from our journal. (Referring to My Rainforest Journal)</p> <p>T: What are the animals we see here?</p> <p>S: <i>A monkey, a snake, etc.</i></p> <p>T: (Showing thinking and personal preference) <i>Which is your favorite rainforest animal? My favorite is the.....</i> (Demonstrate by hugging etc.)</p> <p>T: (To student) <i>Which is your favorite?</i></p> <p>S: The parrot (etc.)</p> <p>T: How many like the....? (Raise hand to demonstrate)</p> <p>S: (Raise hands)</p>

## Rainforest Friends

Key Elements	Lesson 5 Procedures
<p><i>Evaluation</i></p> <ul style="list-style-type: none"> <li>Students assess their knowledge, skills and abilities. Activities permit evaluation of student development and lesson effectiveness.</li> </ul>	<p><b>Which Is OUR Favorite Animal?</b></p> <p>Teacher divides students into groups to complete the table.</p> <p>T: (Using sample of <b>Worksheet 5a</b>) Let's write our names here. (Showing where to write names)</p> <p>T: <i>Now let's see who likes which animals. Make a smiley face under the animal you like best.</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>Let's see what your group thinks. Which animal has the most smileys, Group 1?</i></p> <p>S: (Group representative answers which is group favorite.)</p> <p>T: (Continue with each group.)</p> <p>T: (Using sample <b>Worksheet 5a</b>, put a class smiley under the animals each group calls out to decide on a class favorite.)</p> <p>T: <i>Here is our class favorite. Is this your favorite animal too? Let's review. Raise your hand if you like the.....)</i></p> <p>S: <i>Raise hands.</i></p> <p>T: (Naming student) <i>Is the...your favorite?</i></p> <p>S: Answer accordingly.</p> <p>T: <i>Which animal is the class favorite?</i></p> <p>S: <i>The.....</i> (Name animal).</p> <p>T: <i>Great job!</i></p> <p><b>Conclusion</b></p> <p>T: <i>Now Little Coquí has to go back to his home in the rainforest. He wants to take all his new friends with him. Let's show him our little song about the layers before he goes.</i></p> <p>(Students sing and demonstrate the song.)</p> <p>T: <i>Let's say thank you to Little Coquí and Goodbye.</i></p> <p>S: (Led by teacher) <i>Thank you Little Coquí. Goodbye.</i></p> <p>P: <i>Goodbye, goodbye. Come to the Rainforest, my friends.</i></p>



## Rainforest Friends

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	

## Rainforest Friends