



The Rainforest

Adapted from
[The Great Kapok](#)
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Using children's books meets the following conditions that make it possible for children to learn a language.

1. The learner is immersed in the language.
2. The learner has ongoing demonstrations of language.
3. There is the expectation that language will be learned.
4. The learner is given responsibility to learn.
5. Approximations are acceptable.
6. The opportunity to use language is present often.
7. There is ongoing response to language use.

(Cambourne - 1984)

Standards Met

- 1.1: Communication – Interaction
- 1.2: Communication – Interpretation
- 1.3: Communication – Production
- 3.1: Connections – Reinforce other content areas
- 4.1: Comparisons – Spanish language patterns
- 5.1: Use the target language beyond school

Objectives:

The students will...

- demonstrate knowledge of commands through actions.
- demonstrate comprehension of “El Gran Capoquero” by acting out the story as it is told in the target language.



Anticipatory Set

Give each student a Snickers bar and have them how it relates to the rainforest. Many of the ingredients in a Snickers bar come from the rainforest. Students can then learn the names of the ingredients in the target language.

Activity Sequence

Input

- TPR the words found in *The Great Kapok*
- Read the story *The Great Kapok* using the Power point presentation
- With visuals retell the story of *The Great Kapok*
- Tell the story as the students act it out.

Guided Practice

- Living Order
Students do a living order of the visuals.
- Matching Cards
In small groups, students match the picture with the correct corresponding word in the target language.
- Group Story Sequence
Put all visuals on the floor. As a group, students put the cards in the correct order.
- Story Sequence Cards
In small groups, students sequence the cards in the order they appear in the story.
- Question Activity
Put an animal on the back of each individual. Students try to determine the animal by asking only yes/no questions.
- Retell Story
Using visual prompts, students retell the story as a group.
- In a bag, place pictures of the various animals found in the rainforest. Using the natural method, have the students guess which animal you have. You can give clues in the target language. Ask them simple questions such as does this animal move slowly or quickly.

Extension

- Students create a new version of the story by reordering the events in the story.

Closure

- Alphabet Activity
A-Z - say and repeat the alphabet in Spanish
On the alphabet worksheet, students fill in the words in the target language that they remember.
- The teacher retells the story, and the students fill in the words when the teacher pauses.



Alfabeto

A _____
B _____
C _____
CH _____
D _____
E _____
F _____
G _____
H _____
I _____
J _____
K _____
L _____
LL _____
M _____
N _____
Ñ _____
O _____
P _____
Q _____
R _____
RR _____
S _____
T _____
U _____
V _____
W _____
X _____
Y _____
Z _____

Connections

Social Studies

- Discuss the importance of the rainforest.
- Locate the rainforests of the world.
- Devise your own ecology plan.
- Conduct a tour of the rainforest.
- Research important facts about the rainforest.

Language Arts

- Write and present a skit showing what can be done to preserve the rainforest.
- Create a rainforest rap
- Justify the importance of the rainforest in an editorial.
- Discuss the development of plot:
 - Somebody
 - Wanted
 - But

Art

- Create a diorama.
- Write and illustrate a rainforest alphabet book.
- Create a rainforest in your classroom

Science

- Analyze a Snicker candy bar and how it relates to the rainforest.
- Classify plants, animals and insects found in the rainforest.
- Create a schoolyard garden
- Chart the weather for a week in your home town and also the weather for a town in the rainforest
- Research the animals of the rainforest
- Discuss endangered species

Consumer Science

- Create a rainforest buffet

Logical Thinking

- Using a Venn Diagram, compare and contrast the forests found near your home and rainforests

TOPIC: Rain Forest

TEACHER INSTRUCTIONS

- 1) Show videos or assign class to read articles on the rain forest.
- 2) Discuss locations and importance of the rain forests. Create a map showing locations of the world's rain forests / tropical jungles.
- 3) Divide students into groups and assign each group separate responsibilities in the creation/ construction of the classroom rain forest.
- 4) Upon completion of construction of the rain forest, students will invite other students, faculty and family members to tour the rain forest. During the tours, students will explain what they have learned about the rain forest and why they must be preserved.

VERBAL-LINGUISTIC
Write and present a skit showing what can be done to preserve the rain forest.

Debate the importance of ecology vs. progress.

BODILY-KINESTHETIC
Construct the rain forest in your classroom.

Play charades with the names of the animals living in the rainforest.

Make a rain forest "buffet."

MUSICAL-RHYTHMIC
Identify sounds while listening to the CD of the rainforest.

Create a rain forest rap.

INTRAPERSONAL
Devise your own ecology plan.

Justify the importance of the rain forest in an editorial.

INTERPERSONAL
Create a rain forest as a class project.

Conduct a tour of the rain forest in your classroom.

PREPARATIONS
___ VISUALS
___ LIBRARY BOOKS
___ ART MATERIAL
___ TV/VCR
___ MUSIC TAPE/CD
___ VIDEOTAPE
___ TAPE/CD PLAYER
___ OVERHEAD
___ PROPS/COSTUMES

LOGICAL-MATHEMATICAL
Analyze a Snicker candy bar and how it relates to the rain forest.

Classify plants, animals and insects found in the rainforest.

VISUAL-SPATIAL
Write and illustrate a rain forest alphabet book.

Create a diorama.

OTHER:
___ _____
___ _____
___ _____
___ _____

Snickers From The Rainforests?

How a Snicker Candy Bar relates to the rainforest!!

It contains products from the rainforest:

- **Chocolate** is from cocoa beans from the tropical rainforests in Mexico. Chocolate originated with the Aztecs.
- **Brown Sugar** is from the cane sugar found in the tropical rain forests in Central and South America.
- **Vanilla** is from vanilla beans from an orchid of the rain forest.
- **Peanuts** are grown in the African rain forests.

Discussion:

What other things come from the rainforest?

Paper	Pencil	Rubber Erasers	Rice
Furniture	Wood	Medicine	Fertilizer
Paint	Soap	Oil	Cloves
Perfume	Rubber tires	Balloons	Nutmeg
Bananas	Pineapple	Oxygen	Gum
Ornamental plants	Coffee	Mahogany Wood	Papaya
What else?			

Create a Rainforest

Suggestions:

- **Vines:** Cover ceiling pipes with vines - twist brown paper to look like a vine - add green leaves and hang from ceiling.
- **Make a tree-** cardboard (carpet) cylinders, covered with brown paper and leaves added.
- **Palm leaves-** use wire hangers to support the green paper leaf shapes. Tape/hang on walls, ceilings and the trees that are created.
- **Flowers-** pipe cleaners plus tissue paper
- **Draw animals-** chimpanzee, gorilla, squirrel monkey, birds such as the toucan, hummingbird, macaw, tree frog, poison dart frog, insects, jaguar, turtle, snakes. (you might use the overhead or the enlarger to project pictures onto the wall to make drawing easier).
- **Animal sounds-** there are tropical sounds and animal sounds sold in stores
- **Draw and make butterflies-** tissue paper and pipe cleaners.
- **Waterfall-** regular blue paper in strips with blue cellophane wrap.
- **Waterfall sounds-** use a tiny waterfall/fountain and put it near or behind the paper waterfall
- **Canopy-** green, yellow and light blue tissue paper covers the lights in the room (check for safety).
- **Murals-** tape brown paper all around the room. Students add trees and animals.

Suggested:

Rainforest Vocabulary

Trees	Oxygen
Chocolate	Medicine
Cocoa beans	Coffee
Paper	Nuts
Preservation	Products
Exotic animals	Wood
Monkeys	Birds
Serpents	Frogs
Bananas	Humid
Canopy	Carbon dioxide
Greenhouse effect	Cinnamon
Ginger	Fresh water
Contamination	Resources
Spices	Destroy
Vegetation	Furniture
Gum	Insects
Extinction	Rain
Peanuts	Deforestation
Climate	Plants
Sloth	Environment
Iguana	Butterfly
Jaguar	Ocelot
Jungle	Anteater
Darkness	Parrot
Silence	Floor of jungle
Toucan	Capac tree
Home	Miracle
Perfume of flowers	Rock hen
Waterfall	Tribes
Indians	Clouds
Inches	Fruit
Cures	Survive
Pharmaceutical	Illnesses
Indigenous	Cover
Countries	Organisms
To lose	Ecology
Lungs of the world	protected
Mahogany	Tobacco
Papaya	Rubber
Pineapple	Cloves
Cola nuts	Fertilizer
Rice	Nutmeg

El Bosque de la Lluvia

Arboles – trees	Oxigeno-oxygen
Chocolate-chocolate	Medicina-medicine
Papel-paper	Nueces-nuts
Preservacion-preservation	Productos-products
Animales exoticas-exotic animals	Madera-wood
Monos-monkeys	Aves-birds
Serpientes-serpents	Ranas-frogs
Bananas-bananas	Humedo-humid
Canopy-capula	El bioxido de carbono-carbon dioxide
El efecto del invernadero-greenhouse effect	Canela-cinnamon
Jengibre-ginger	Agua fresca-fresh water
Contaminacion-contamination	Recursos-resources
Especias-spices	Destruir-destroy
Vegetacion-vegetation	Muebles-furniture
Especies-spices	Insectos-insects
Chicle-gum	Lluvia-rain
Energentes-energents	Besboscar-deforestation
Extincion-extinction	Plantas-plants
Cacahuates-peanuts	Ambiente-environment
Clima-climate	Mariposa-butterfly
Perezoso de tres dedos-sloth	Ocelote-ocelot
Iguana-iguana	Hormiguero-anteater
Jaguar-jaguar	Loro-parrot
Selva-jungle	Zona inferior-floor of jungle
Obscuridad-darkness	Capoquero-capac tree
Quietud-silence	Milagaro-miracle
Tucan-toucan	Gallo de rocas-rock hen
Hogar-home	Tribus-tribes
Perfume de las flores-perfume of flowers	Nubes-clouds
Cascada-waterfall	Jungle-jungle
Indios-Indians	Frutas-fruit
Pulgadas-inches	Sobrevivie-survive
Curas-cures	Enfermedades-illnesses
Farmaceuticos-pharmaceuticals	Cubrir-cover
Indigena-indigenous	Microorganismos-micro-organisms
Paises-countries	Ecologia-ecology
Perder-to lose	Protegido-protected
Pulmones del mundo-lungs of the world	

Student Name _____ Date _____

Rain Forest Rubric

	Excellent	Very Good	Satisfactory	Poor
Skit (25)				
Debate (25)				
*Construct rain forest in room (25)				
Buffet (10)				
Rap (10)				
Ecology (10) Plan				
Editorial (20)				
*Rain forest tour (10)				
Classify plants, animals & insects (10)				
Alphabet Book (20)				
Diorama (15)				
Poster (10)				

Requirements marked by *

Students need to accumulate a minimum of 75 points for an A. They must do the required projects, and the remaining points may be accumulated from projects of their choice. Points possible for the project are indicated, but the points earned are determined by the quality of the student's work.

Questions Rainforest

- The rainforest provides what percentage of oxygen.
A. 30% C. 40%
B. 10% D. 60%
- Where can you find the rainforests of the world?
A. Only in South America
B. Only in Central and South America
C. Around the equator
D. Only in the Amazon
- How many acres of rainforest are burned everyday?
A. 10,000 acres C. 50,00
B. 25,000 D. 100,000
- How many different kinds of butterflies exist in the rainforest?
A. 300 kinds C. 500 kinds
B. 50 kinds D. 100 kinds
- What percentage of the world's fresh water supply is found in the rainforest?
A. 10% C. 5 %
B. 20% D. 30%
- What percentage of pharmaceutical products come from the rainforest?
A. between 10 and 20% C. between 15 and 30%
B. between 25 and 40% D. between 1 and 10 %
- Which of the following products does not come from the rainforest?
A. gum C. mahogany
B. cloves D. sunflowers
- How much rain a year is needed to sustain a rainforest?
A. 4 feet C. 8 feet
B. 6 feet D. 10 feet
- What percentage of the earth is covered with rainforest?
A. 2% C. 8%
B. 4% D. 6%
- The rainforest is important for which of the following reasons?
A. water C. oxygen
B. plants D. all of the above

Answers: 1-C, 2-C, 3-D, 4-A, 5-B, 6-B, 7-D, 8-C, 9-D, 10-D

The Rainforest

Write five facts about the rainforest. For each fact that is different from the facts of the other students, you may receive 3 points. All other facts will receive 2 points.

1.

2.

3.

4.

5.

Write 3 products that come from the rainforest.

1.

2.

3.

Write 5 words that are important in the study of the rainforest. Each different word will receive 3 points.

1.

2.

3.

4.

5.

Volunteers In The National Parks

Are you interested in a different type of vacation?

The National Park Service of Costa Rica is offering you the possibility to work as a volunteer in one of its beautiful national parks. You must speak basic Spanish, be at least 18 years of age, and spend a minimum of two months in Costa Rica.

You can work in archeological excavations, help prevent fires, protect the sea turtles, keep the roads clean, present environmental education programs, or assist tourists to the national parks.

The work is hard, long hours and rustic conditions. You need to pay for your food (about \$5.00 per day), transportation, and laundry. In some places there is no electricity and contact is only by a radio.

This is a unique opportunity to have fun, experience nature, and to learn about conservation. These volunteers help to maintain the nature of Costa Rica for generations to come.

If interested write to
ASVO, Servicio de Parques Nacionales
Apartado 11384-1000
San Jose, Costa Rica

Several years ago, a teacher in Switzerland went to the Biological Reserve of Monteverde. She was concerned about the destruction of the forests. She wanted to do something to solve this problem. With the help of the 9 year old students in her class, she began to organize activities to rescue the tropical forests. The children raised money which they sent to Monteverde. The idea expanded from Switzerland to other countries. Today, young people in more than 37 countries work together in the protection of this tropical jungle. You and your students can help by writing to:

Liga Conservacionista de Monteverde phone 645-5003
Apartado 10581-1000
San Jose, Costa Rica

Resources

<http://teacherlink.ed.usu.edu/tlresources/units/Byrnes-celebrations/Earth%20Day-%20Home%20Page> – lesson plan for using The Great Kapok for Earth Day

<http://www.lynncherry.com/work12.htm> - lesson plan for comparative curricula your forest/rainforest

<http://www.sdcoe.k12.ca.us/score/kapok/kapoktg.htm> - wonderful extension ideas in all subject areas and at all grade levels

<http://www.emints.org/ethemes/resources/S00000410.shtml> - interactive student activities plus other links to great sites

http://www.education-world.com/a_tsl/archives/03-1/lesson015.shtml -conflict/resolution lesson plan comparing Three Little Pigs and The Great Kapok

<http://www.harcourtbooks.com/bookcatalogs/bookpage.asp?isbn=0152026142&option=teacher> –activities for across the curriculum

<http://library.uncc.edu/files/5/cimc/pdfs/units/greatkapoktree.pdf> - other ideas for curriculum connections

<http://www.enchantedlearning.com/subjects/rainforest/> - excellent information about the rainforest that children can easily understand

<http://www.rainforestweb.org/> - more information about the rainforest

http://www.nationalgeographic.com/earthpulse/rainforest/index_flash-feature.html - virtual tour of rainforest at night

<http://www.rain-tree.com/facts.htm> - rainforest facts - well organized

<http://www.rainforesteducation.com/> - wonderful pictures and sounds of the rainforest