The Rainforest
(Beginning /Intermediate)

Adapted from

The Great Kapok

By Lynne Cherry

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 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 tell 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

- Read the story using the Power point presentation
- With visuals retell the story
- Tell the story as the students act it out.

Guided Practice

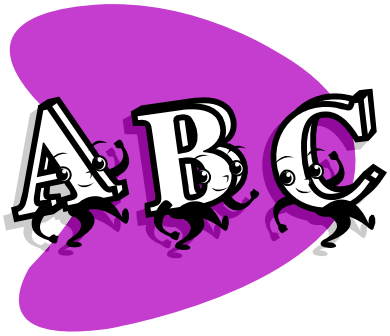
- Living Order
  Students do a living order of the visuals.
- Matching Cards
  In small groups, students match the picture with the correct corresponding word in the target language.
- Group Story Sequence
  Put all visuals on the floor. As a group, students put the cards in the correct order.
- Story 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_____
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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
- Put the animal in the correct strata of the rainforest where it lives – use visuals or Smart Boards to move animals to the correct places

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

OTHER:

__ _____
__ _____
__ _____
__ _____

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.

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?			

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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.

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
Apartado 10581-1000
San Jose, Costa Rica
phone 645-500

Resources

http://www.amazon.com/Great-Kapok-Tree-Amazon-Forest/dp/015200520X - purchase the book

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.lynnecherry.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 /map of the rainforests of the world

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