



## Animals of the Rain Forest

### Lesson Plan Grades K–2

#### ISTE NETS S Standards

- III. Technology productivity tools
- IV. Technology communications tools

#### Language Arts, Composition Focus

Students will learn about rain forests and rain forest animals. They will work in small groups to create trading cards about their favorite rain forest animals.

#### Content Standards

- Use a variety of strategies and opportunities to understand word meanings and to increase vocabulary.
- Understand, acquire, and use new vocabulary.
- Read, comprehend, interpret, analyze, and evaluate informational text.
- Compose in a variety of forms, selecting language appropriate for a particular audience and purpose.

#### Learning Objectives

- Communicate information and ideas about animals of Guyana, including Guyana Shield rain forest animals.

#### Technology Components

- Computer with LCD projector and color printer
- Access to Internet for teacher based research
- Discovery Education *unitedstreaming* account <http://www.unitedstreaming.com>
- Presentation software such as Microsoft PowerPoint
- Graphic organizing software such as Inspiration (optional)
- Classroom performance system (optional)
- Student computers with word-processing software and clip art

#### Lesson Starter

- Begin the lesson by showing students where Guyana is located on a world map. You can find a map online at <http://www.worldatlas.com/webimage/countrys/samerica/gy.htm>. Point out that Guyana is on the northeast coast of South America and is about the size of Idaho.
- Tell students that Guyana has the largest undisturbed rain forest in the world. It is called the Guyana Shield. Animals seem to come in large sizes here; there is a giant river turtle, a giant toad, and giant river otters. Explain to students that because the rain forest is undisturbed and habitat has not been lost, animals grow to large sizes.

#### Prior Knowledge

Discuss what students already know about animals' fur types, habitat, diet, or other attributes and behavior. Consider using a graphic organizer, such as Inspiration, to generate interest and demonstrate the use of an organizer tool to collect and communicate information. Have students choose an animal



trait such as fur, then solicit answers from the students, getting them to name all the animals they can think of that have that trait. Describe how a graphic organizer tool allows for the organization of material and thoughts.

### **Prior Technology Skills Knowledge**

Students should already be familiar with using a mouse, using the keyboard to enter text, starting and stopping a program, and saving a file. In addition, for this specific lesson, students should be able to use word-processing software to compose basic text and design shapes using basic drawing tools, and import and manipulate graphics.

### **Present New Content**

- Use Microsoft PowerPoint to create a presentation on the Guyana Shield rain forest. Include video and images.
  - Show students segments one and two of *The Jeff Corwin Experience: Guyana Rain Forest Ecosystem*. Pause the video segments to point out animals you have been discussing.
  - For additional background information, show the *unitedstreaming* video *Elementary Video Adventures: Habitats of the World*, “Tropical Rain forest” segment.

### **Independent Learning Experience**

- Divide the students into teams of two or three. Explain that because Guyana is a unique place with so many unusual animals, students will explore some of the animals, learn facts that apply to each animal, and create trading cards about them. Provide each team with pictures of the animals and a list of facts presented in the video segments. Student teams work collaboratively to match the fact with the picture of the animal.
- Use PowerPoint and eInstruction CPS (optional) to present a slide show of the same animal pictures; have students vote on the correct fact for each animal.
- Have students use Microsoft Word to create a publication of a trading card that includes a rain forest animal and three facts about it. Students will start a blank Word document, select their animal picture from the predetermined set of pictures, insert their picture, then describe the animal, using criteria determined by the teacher.
- As part of this piece of the lesson, the teacher will discuss the ethical use of collecting and using images from online. It is important to begin this conversation at an early age, so as students progress, more detailed conversations can occur surrounding educational copyright issues.

### **Feedback**

Circulate around the room; provide feedback to small groups.

### **Assessment**

Score the cards based on a rubric shared with the students in advance.

### **Transfer**

Students can create additional cards based on animals in their region and compare and contrast animal characteristics and habitat.



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## Citations

*Jeff Corwin Experience, The: Guyana: Rain Forest Ecosystem.* Discovery Channel School (2005), *unitedstreaming*, <http://www.unitedstreaming.com/>.

*Elementary Video Adventures: Habitats of the World.* Discovery Channel School (1999), *unitedstreaming*, <http://www.unitedstreaming.com/>.