



## Reading Through Rainforests

**Summary:** Students will learn about rainforests, habitats and ecosystems through listening to non-fiction texts read by the Instructor. Then the students will read non-fiction books at their Guided Reading Level about the same topics and do appropriate follow-up activities at their level.

**Background Information:** The instructor will need to have some basic understanding/background knowledge of a rainforest and its layers. It would also be useful to know of a few species of plants and animals that live in each layer. The instructor will also need to gather a number of books (at appropriate levels) on the subjects of rainforests, islands, and ecosystems. I would suggest using only non-fiction books at first until the students have the background knowledge to distinguish fact from fiction. There are a few great non-fiction picture books available to use.

### Materials:

- Gather several books to be read by the instructor and also some to be read by the students. Here is a partial list of a few books that I would recommend to use or have used.  
Teacher read-alouds  
**The Sea, the Storm, and the Mangrove Tangle**  
by Lynne Cherry (This is a wonderful story for island research)  
**The Great Kapok Tree** by Lynne Cherry  
**The Living Rain Forest an Animal Alphabet**  
By Paul Kratter  
**Rain Forest** DK Eye Wonder, by Elinor Greenwood  
More reference type book  
Student read books at Guided Reading Level (when avail.)  
**What Plant is this?** Leroy Taylor (NF) B  
**Nests, Nests, Nests** by Susan Canizres/Mary Reid (NF) D  
**Animal Homes** By Betsey Chesson (NF) C  
**Where do Birds live?** Betsey Chesson (NF) D  
**Amazon Sun, Amazon Rain** by Ximena de la Piedra (F) J  
**Rainforest** by Betsey Chesson (NF)  
**Bats**- Gail Gibbons (NF) O  
**Life in the Rainforest** by Lucy Baker (NF) N  
Another great resource for emergent readers would be “Weekly Readers”
- Have student journals ready with pencils
- Have teacher make a specially designed paper for the students to use as a group to make a non-fiction book about Rainforests. The students will write and illustrate **I know this about Rainforests** This book will then be bound and shared with the Title 1 students’ classroom.

**Grade Level:** Title 1 Reading Grades 2-3

**Goal:** The students will learn about rainforests, ecosystems and the importance of saving “our” rainforests through reading and listening to Non-fiction books.

**Key Concepts:** The students will learn vocabulary terms and also about rainforests, and ecosystems. They will also learn about what lives in rainforests and what is needed to survive and the importance of saving the rainforests of the world.

**Objectives:** Upon completion of this lesson, students will:

- 1) Be able to state what a rainforest is.
- 2) Be able to define an ecosystem and what is needed for a healthy habitat.
- 3) Be able to list at least 2 species living in a rainforest.

**Teaching Location:** This lesson will be taught in the classroom.

**Lesson Time:** This activity will take 4 x 25 minute classes for the readings and then at least 2 additional days for them to make their book pages and also re-read in order to read orally as a group.

**Subject Areas for Infusion:** Language Arts, Reading, Science and Social Studies

**Standards:**  
English Language Arts Standards  
Reading/Literature A.4.1, A.4.3  
Writing B.4.3  
Oral Language C 4.1, C. 4.2, C. 4.3  
E.E. Energy and Ecosystems B. 4.4

Set-Up:

The procedure will be the same for the first 3 days.

### **Procedure:**

A step-by-step description of the lesson, including:

#### **Introduction.**

The instructor will present the new unit to the students.

This week we are going to read and learn about rainforests,

Islands, habitats and ecosystems through non-fiction books.

(Instructor may need to do a quick review of fiction/non-fiction).

Each day the instructor will introduce a new book about rainforests ect. The instructor will then discuss the cover and author and then do a picture walk. Next the instructor will read the book stopping for questions and to discuss certain parts of the book.

#### **Day 1/Activity 1.**

1. Read the book **The Great Kapok** Tree- Lynne Cherry
2. Discuss the book and answer questions that the students may have.
3. After reading and discussion period have the students get their journals out. In the journals the students are to write down the title of the book, author and at least one new fact they learned from this book.

#### **Day 2/Activity 2.**

1. 1. Follow the above procedure using the book **The Living Rain Forest an Animal Alphabet**

#### **Day 3/Activity 3**

1. 1. Again follow the above procedure with the book **Rain Forest**

#### **Day 4/Activity 4**

1. The students are going to pick a book (at their GR level) and read it and re-read it until they can read it fluently. Then they again will write one fact down in their journals from their book after first writing down the title and author.
2. The students will read through their notes and pick one fact that they want to write and illustrate.
3. The students will then use the special teacher designed paper to carefully write their fact in a complete sentence with correct spelling.

(I know this about rainforests ...)

After that they will illustrate their sentence. Then when the whole group is finished with this the teacher will then bind the pages into a book for the students' classroom.

4. As a group the students will choose 1 book that they will read together (chorally) to their classroom. Then they will also read the page they made from the book **I Know This About Rainforests**

### **Conclusion.**

### **Assessment:**

The students will be assessed on the facts that they choose from the books (facts must be correct) and also on the sentence structure, and neatness.

### **Adaptations:**

This lesson can easily be adapted for much higher-grade levels by just having more difficult books available for the students to read, and also having them write paragraphs instead of sentences. This lesson could also be geared down for Special Education classes or even Kindergarten or First grade by having them just illustrate a page for the book and then have the instructor help with writing the sentence and not having the reading on their own component, but still have the student do a choral reading or chant about the rainforest or habitat.