



## RAIN FOREST TEACHER'S MANUAL

The *Rain Forest Coloring Activity Book* Teacher's Manual has been developed to assist in the presentation of Common Core State Standards in an engaging and meaningful way to help children use, apply, and master the skills to be successful.

On pages 2–3, the *Rain Forest Coloring Activity Book* Teacher's Manual provides a correlation of the Common Core State Standards skills that are introduced, practiced, and reviewed in the manual activities.

On page 4 of the manual, the lessons present activities that can be used with each and every page of the book. The Learning Activities begin with Reading exercises to introduce the page, practice the skills, and review the concepts presented. Following the Reading exercises are Speaking/Listening skills and Language skills that present ways to help children practice these key items. After each activity, the Common Core State Standards are listed to identify the skill focus for that section.

On page 5 of the manual, Vocabulary and Writing Activities are presented. After each activity, the Common Core State Standards are listed to assist the teacher in the skill focus for each section. The Vocabulary section integrates academic and domain-specific words that are presented in the activities. The Writing sections engage children in the three key styles of writing found in the Common Core State Standards: Narrative, Informative/Explanatory, and Opinion.



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# RAIN FOREST TEACHER'S MANUAL LESSONS

**CCSS**

## Common Core State Standards

<p><b>Reading Literature or Informational Text</b></p>	<p><b>RL.1.1</b> Ask and answer questions about key details in a text.</p> <p><b>RL.1.2</b> Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p><b>RL.1.3</b> Describe characters, settings, and major events in a story, using key details.</p> <p><b>RL.2.1</b> Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.</p> <p><b>RL.2.2</b> Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p><b>RL.2.3</b> Describe how characters in a story respond to major events and challenges.</p> <p><b>RI.1.2</b> Identify the main topic and retell key details of a text.</p> <p><b>RI.1.5, RI.2.5</b> Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p> <p><b>RI.1.6</b> Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p><b>RI.1.7</b> Use the illustrations and details in a text to describe its key ideas.</p> <p><b>RI.1.9</b> Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p><b>RI.2.3</b> Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p><b>RI.2.6</b> Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p><b>RI.2.7</b> Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p>
<p><b>Foundational Skills</b></p>	<p><b>RF.1.3, RF.2.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><b>RF.1.4, RF.2.4</b> Read with sufficient accuracy and fluency to support comprehension.</p>
<p><b>Writing</b></p>	<p><b>W.1.1</b> Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p><b>W.1.2</b> Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p><b>W.1.3</b> Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> <p><b>W.1.7</b> Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).</p>

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<p><b>Writing, continued</b></p>	<p><b>W.1.8, W.2.8</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p><b>W.2.1</b> Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section.</p> <p><b>W.2.2</b> Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p><b>W.2.3</b> Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p> <p><b>W.2.7</b> Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p>
<p><b>Speaking and Listening</b></p>	<p><b>SL.1.1, SL.2.1</b> Participate in collaborative conversations with diverse partners about <i>grade 1 (grade 2) topics and texts</i> with peers and adults in small and larger groups.</p> <p><b>SL.1.2</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p><b>SL.1.3</b> Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p><b>SL.1.4</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p><b>SL.1.5</b> Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p><b>SL.2.2</b> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p><b>SL.2.3</b> Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p>
<p><b>Language</b></p>	<p><b>L.1.1, L.2.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>L.1.2, L.2.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>L.1.4, L.2.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 (grade 2) reading and content</i>, choosing flexibly from an array of strategies.</p> <p><b>L.1.5</b> With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p>

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## Summary

The book uses games and puzzles to teach children about plants and animals from tropical rain forests.

<b>Learning Activities</b>	<p><b>Introduce the Book</b></p> <ul style="list-style-type: none"> <li>• Show children the cover of the book and have them read the title. Have them identify the three animals on the cover and predict what the book is about. (RI.1.5, RI.2.5)</li> <li>• Read the Note in the beginning of the book to children. Have them tell what kinds of creatures live in the rain forest. (SL.1.1, SL.1.2, SL.2.1, SL.2.2)</li> </ul>
	<p><b>Present a Reading Routine</b></p> <ul style="list-style-type: none"> <li>• Open the book to page 1. Ask volunteers to read the page title and the directions. Have children identify the plants and animals on the page. Have them rearrange the letters to spell the names and write the letters on the lines. (RI.1.5, RF.1.4.c, L.1.2.d, L.1.2.e, RI.2.5, RF.2.4.c, L.2.2.d)</li> <li>• Have children read the directions on other pages and identify the names of the plants and animals from the rain forest. Practice correct pronunciation using phonics and word analysis skills. (RF.1.3, RF.1.4, RF.2.3, RF.2.4)</li> <li>• Have children read the directions on a page. Have volunteers tell what the directions say they are to do. Then have children follow the directions to complete the activities on each page. (RI.1.2, RI.1.6, RI.2.3, RI.2.6)</li> </ul>
	<p><b>Provide Activities for Reading</b></p> <ul style="list-style-type: none"> <li>• Reread pages 2–7. Make a list of animal characteristics on the board: <i>four legs, can fly, can climb, long tails, swims</i>. On each page, ask children to choose an animal and tell which characteristics the animal has and write the animal name on the board. (RI.1.7, L.1.5.b, RI.2.7)</li> <li>• Reread page 16 and have children think of new names for the made-up animals. Encourage children to combine words to form new names such as <i>chimpbird, turtledeer, or fishsnake</i>. Write the words on the board and practice reading them. Have children create sentences that describe their made-up animals. (RF.1.3.g, L.1.2.e, RF.2.3.f)</li> <li>• Reread page 19. Have children conduct research on bats by looking at books, references, or appropriate websites to find bats that look like foxes and that like to eat fruit (flying foxes/ fruit bats). Have them write a sentence describing the bats. (RI.1.9, W.1.7, W.1.8, W.2.7, W.2.8)</li> <li>• Reread the story on pages 20–21. Ask children to retell the story in their own words. Ask why Eagle told Gecko to climb past the canopy. (Eagle was going to eat Gecko.) (RL.1.1, RL.1.2, RL.1.3, SL.1.2, RL.2.1, RL.2.2, RL.2.3, SL.2.2)</li> </ul>
	<p><b>Focus on Language Arts</b></p> <ul style="list-style-type: none"> <li>• <b>Speaking/Listening:</b> Have children play a rain forest animal guessing game. Ask them to think of an animal from the book and give one short clue about the animal. Then let their classmates ask yes or no questions to try to guess the animal. (SL.1.1.a, SL.1.1.b, SL.1.c, SL.1.3, SL.2.1.a, SL.2.1.b, SL.2.1.c, SL.2.3)</li> <li>• <b>Language Skills:</b> Have children write or say sentences describing the pictures on the connect-the-dots pages. Encourage children to expand their sentences to include as much detail as possible. (For example, change <i>The sloth is hanging</i> to <i>The happy sloth is hanging from a tree branch with its baby</i>.) (L.1.1.h, L.1.1.j, L.2.1.e, L.2.1.f)</li> </ul>

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Vocabulary	
<p><b>Summary</b> Have children use the following strategies to understand new vocabulary words related to <i>Rain Forest</i>.</p>	
<p><b>Vocabulary Activities</b></p>	<p><b>Sort Words into Categories</b> Write categories on the board such as <i>birds, mammals, reptiles, plants, and insects</i>. Have children put creatures from the book into the appropriate category. Write each name under the category. Have children describe the animals by their category with a key attribute. Provide the following example: <i>A toucan is a bird with a long beak. A snake is a lizard without legs.</i> (SL.1.4, L.1.5.a, L.1.5.b, SL.2.2)</p>
	<p><b>Using Context Clues</b> Have children make their own crossword puzzle similar to the one on page 36. Have them use the animals from pages 2–7 to write sentences with context clues. Begin with this example: <i>A _____ is slow and hangs upside down.</i> (sloth) Have classmates complete each other’s puzzles. (L.1.4.a, L.2.4.a)</p>
Writing	
<p><b>Summary</b> Have children develop their writing skills by completing the following activities.</p>	
<p><b>Writing Activities</b></p>	<p><b>Narrative Writing</b> Tell children that every story has a beginning, middle, and end. Have children complete the activity on page 26. Then have them write a story about the insect they drew. Be sure they describe the insect and give it a name. Encourage children to include a problem for their insect to solve. Use the following example: <i>The bumble beetle is small and fat. It likes to eat orchid seeds. First, the bumble beetle climbs into the flower. Then it shakes itself to release the tiny seeds.</i> (W.1.3, L.1.1.f, W.2.3, L.2.1.e)</p>
	<p><b>Informative/Explanatory Writing</b> Have children write an informative text about rain forests. Children should include facts about the plants, the animals, and the climate of a rain forest. Have children end their writings with a concluding statement. If needed, use this example: <i>The rain forest is sunny and rainy. Flying squirrels and monster flowers live in the rain forest. Many plants and animals live in the rain forest.</i> (W.1.2, W.2.2)</p>
	<p><b>Opinion Writing</b> Have children create a poster for the animal they believe should be the mascot of the rain forest. Have them choose the animal they feel is the best representative of all rain forest creatures. Then write a text and draw a picture showing why they feel that way. Encourage children to use end punctuation for effect. For example, <i>The tree frog should be the mascot of the rain forest! The tree frog is colorful. The tree frog lives in the trees. The tree frog is a reptile.</i> (W.1.1, SL.1.5, L.1.2.b, W.2.1)</p>

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