Subject: Science  
Grade Level: Kindergarten  
Time Estimate: 30 minutes

Unit: The Rainforest  
Topic: Welcome to the Rainforest: Modified for GT

Goal(s): TLW learn about the overarching themes concerning The Rainforest (plants and animals).

Objective(s): TLW list some of the plants and animals that are found in the Rainforest, using different sources as references.
- TLW draw plants and animals that are found in the Rainforest.
- TLW classify plants and animals as those that are found in the Rainforest and those that aren’t.

TEKS: 112.11 2D, 3C, 10A

Materials/Resources/Technology needs: soundtrack of Rainforest sounds, *The Great Kapok Tree* by Lynne Cherry, *Rainforest* by Helen Cowcher, projector with ability to connect to computer, speakers, manila paper, markers, Rainforest plants and animals worksheet

**Instructional Procedures**

Focusing Event: Play the soundtrack of Rainforest sounds so the students can hear; ask the students to meet on the class carpet.

Teaching/ Learning Procedures: Once the students are gathered on the class carpet ask them about the sounds that they hear. Call on a few students to provide possible sources for the sounds. Tell that students that the sounds were recorded in a place called The Rainforest. Tell them that we will be learning about The Rainforest and the plants and animals that live there.

Play the Rainforest TEASe video (http://www.youtube.com/watch?v=bZn66woUsFg). Ask students about the plants and animals shown in the video.

Read *The Great Kapok Tree* by Lynne Cherry. Ask the students to name some of the plants and animals that they saw in the book.

Tell the students that they are explorers that are about to go on a journey through The Rainforest. Ask the students to go back to their seats and give each student three pieces of 8 ½ “ x 11” manila paper. Tell the students that they will be creating a book about their adventure through The Rainforest. Tell the students to fold the three sheets of paper hamburger-style to create the booklet and to write the title “The Rainforest” as well as their name on the front cover.
The students are to then choose two of their favorite plants from the video or book and two animals not shown in the video or the book that could possibly be in the Rainforest and draw one on each of the four middle pages (the pages may need to be numbered if there is confusion). Ask the students to turn their books in when they are finished and to pick up the Rainforest Plants and Animals worksheet. Walk around as the students are making their books to help with those that are having trouble.

Explain to GT students that they are to list 5 plants or animals found in the Rainforest, 3 plants or animals found at the zoo and 3 plants or animals found on the farm. They may draw pictures to accompany these lists if they choose to do so. Tell the students that any work they do while we are learning about the Rainforest will go into our classroom Rainforest. Walk around as students are completing the worksheet to ensure it is being done correctly.

Formative Check (ongoing or specific): Walk around as students are completing the assignments to help with the creation and ensure that they are being done correctly.

Reteach (alternative used as needed): Assign only one plant and one animal to be drawn if there is a time issue. Allow students to look though the book again if the students are having problems classifying animals as part of The Rainforest or not part of The Rainforest.

Closure: Gather the students on the class carpet and ask a few students to name one plant and one animal that can be found in The Rainforest. Tell the students that they will be learning more about the different plants and animals of The Rainforest over the next couple of weeks. Ask GT students to develop a question about the Rainforest that they would like to find the answer to during the next couple of weeks.

Assessment/Summative Evaluation: Check the Rainforest Plants and Animals worksheet for correct understanding.

Modifications/Notes: Provide colorful markers for students with attention disorders; allow students to interact with the book so they are able to notice the details.