

toucan

boa
constrictor

macaw

spider
monkey

sloth

Animals of the Rainforest

tree
snail

morpho butterfly

poison-arrow
frog

rhinoceros
beetle

Jennifer Kling
ED 416
Thematic Unit
May 3, 2011

I have designed a preschool unit for students aged three to five year olds in a inclusion setting. My integrated unit design is the rainforest and this are explored through many facets for maximum understanding for the students.

Goals:

- Students will be able to name levels of the rainforest.
- Students will be able to name animals that live in the rainforest.
- Students will be able to describe environment and weather of the rainforest.
- Students will be able to make and or extend patterns using colored materials provided by classroom teacher.
- Students will be able to name different fruits that grow in the rainforest.

Vocabulary:

- Emergent layer
- Forest floor
- Understory
- Canopy

- Jaguar
- Toucan
- Red eye tree frog
- Boa constrictor
- Coconut
- Sloth
- Ulysses Butterfly
- Toucan
- Howler monkey

Introduction of Activities:

Student will be exposed to the unit by transforming the room into the rainforest by using plants arranged around the room. We will have an open discussion about their prior knowledge of rainforest.

Home/School connection

I will send home a newsletter informing parents of the unit and topics covered and home connections. Parents who have been to the rainforest are invited to class to share experiences and artifacts to the class.

Literature with summaries

1. The Frog with the Big Mouth by Teresa Bateman
 - a. The frog in the story catches a huge fly, and it is not enough to eat the fly he goes through the rainforest to brag to the other animals. At the end he comes to meet a jaguar who wants to eat him.
2. The Parrot Tico Tango by Anna Witte
 - a. The parrot Tico Tango goes through the forest taking animals food in the forest from them and at the end loses all his food however finds a way to make it up to the other animals.
3. Little Monkey Lost by Keith Duquette
 - a. The little monkey gets tired of napping all day in the trees, decides to take an adventure through the forest to meet new monkeys, and eventually finds his way home.
4. The Rainforest Romp by Tony Mitton and Ant Parker
 - a. A group of explores trek through the rainforest to meet different animals along their way.
5. Way up High in the Tall Green Tree by Jan Peck
 - a. A little girl climbs up a tree meeting new animals along the way however she never left the comfort of her bedroom.
6. The Rainforest Grew All Around by Susan K. Mitchell
 - a. Follow the journey of a little seed and learn about a variety of animals and plants in the rainforest.
7. The Mixed up Chameleon by Eric Carle

- a. The chameleon discovers that he can change both his color and size of his body to match other animals in the zoo but ends up with mixed results.
8. The Great Kapok Tree
- a. A man's journey through the rainforest to meet different animals and the importance of not cutting down the trees of the rainforest because of the effects it would have on the wild life.
9. Rainforest Animals by Paul Hess
- a. Animals are depicted in the rainforest environment with colorful pictures and rhyming word.
10. Tropical Rainforests
- a. Children will be exposed to all the animal and levels of the rainforest through beautiful picture.

Assessments:

Observation checklist

- Gross motor and general

Collection of work for the unit

- Art, sequence and photos

Skill	Yes	Not yet	no
Run 10 feet without falling			
Crawl though tunnel			
Hop on one foot			
Stand of one foot for 10 seconds			
Hop with both feet together			
Follow directions given			

Skill	Yes	Not yet	no
able to create a pattern and extend			
Can cut with scissors			
Use writing tools with correct grip			
Uses two-three dimensional media to create art projects			
Express ideas through art			
Use imagination during play with or without peers			
Interacts with peers through play			
Shows interest in listening to books and looking at books			
Able to explain what he/she drew in art			

Resources

1. YMCA of Rochester Y-Tots
2. www.dltk.com
3. www.prekinders.com
4. www.cybraryman.com
5. www.everythingpreschool.com
6. www.123child.com

Preschool Lesson Plan

Teacher: Jennifer Kling		Date:		Theme: Rainforest	
Concept: patterns, rainforest levels, weather and animals			Skills: New vocabulary, counting, sequencing		
Centers/Activities	Monday	Tuesday	Wednesday	Thursday	Friday
Morning group			Scavenger hunt through the rainforest		
Afternoon group	Make patterns with our rainforest fruit				
Language/literacy	<i>The Great Kapok Tree</i>	<i>Five Green and red eyed frogs</i>		<i>Way Up High in Tall Green Tree</i>	<i>Rainforest Animals</i>
Art	Rainforest music art		Rainforest butterflies		
Music & Movement	<i>Rainforest Levels</i>	<i>Follow directions with exercise</i>	<i>Going on a Lion Hunt</i>	<i>Jungle, Jungle</i>	<i>Going on a Lion Hunt & Jungle, Jungle</i>
Dramatic Play	Boat ride through the Amazon		Going on a Rainforest Adventures		
Math	Rainforest graph			Bug Sequence	
Science	Rainforest fruits	Rainforest Levels		Rainforest animals	
Social Studies			The Parrot Tico Tango Share		Rainforest weather
Blocks Build a home for your rainforest animals with stuff animals and vegetation.		Outdoor/Large Muscle Rainforest obstacle course		Transitions Move to next activity like one of our rainforest animals	
Sensory Centers ➤ Leaves with tropical flowers ➤ Plastic snakes, bugs		NOTES		Technology: Clip from YouTube on rainforest animals and environment.	

Books: <ul style="list-style-type: none">• The Frog with the Big Mouth• The Parrot Tico Tango• The Lost Monkey• Rainforest Romp• Way Up High in the Tall Green Tree• The Rainforest Grew All Around• The Mixed Up Chameleon• The Great Kapok Tree• Rainforest Animals• Tropical Rainforests		
Special Activities: Diego Rainforest episode and journal		

Lesson Plan

Name of Activity: Rainforest Animals	Teacher: Jennifer Kling	Age group: 3-5
# of children in group: 2-4	Learning center: Small table group	Date of Activity:
Brief Description: Student will listen to. the story and journal about one on their favorite animal.	Space & Materials: <ul style="list-style-type: none"> Rainforest Animals Crayons, markers Journal notebooks Visual pictures of animals 	
Objectives: Students will listen to the story and draw their favorite animal from the book.	Guidance: Verbal and visual prompts as needed	
Is the Activity multicultural/anti-biased & inclusive Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> If not what can you do to make it so.	Is it developmentally appropriate for this age group? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> If not what can you do to make it so.	
Procedure: <ul style="list-style-type: none"> Read story Talk about different animals Have students draw a picture of their favorite animal from the book Have student explain what they drew 		
Evaluation and Follow – Up: <ul style="list-style-type: none"> Fine more skills Literary recall on characters in book 		

Lesson Plan

Name of Activity: Rainforest Paint	Teacher: Jennifer Kling	Age group: 3-5
# of children in group: 0-16	Learning center: Large table group	Date of Activity:
Brief Description: Children will use the music to inspire their painting.		Space & Materials: <ul style="list-style-type: none"> • Paint • <i>Rain Forest Birds</i> by Nature Sound Natural Music • Paint brushes • paper
Objectives: Students will listen to the music and use the music to inspire their art.	Guidance: Verbal prompts of animals they heard in the music. <ul style="list-style-type: none"> • Birds • Water • monkeys 	
Is the Activity multicultural/anti-biased & inclusive Yes <input checked="" type="checkbox"/> No _____ If not what can you do to make it so.	Is it developmentally appropriate for this age group? Yes <input checked="" type="checkbox"/> No _____ If not what can you do to make it so.	
Procedure: <ul style="list-style-type: none"> • students will set in small groups • listen to music • brainstorm about different sounds they heard • give students paper, paint, and brushes • start painting • replay the music • prompt the different sound/animals out for children who are struggling 		

Evaluation and Follow – Up:

- looking about fine motor skills
- ask them what they painted (write what they drew)
- Ask: What was their favorite sound?

Lesson Plan

Name of Activity: Rainforest butterflies	Teacher: Jennifer Kling	Age group: 3-5
# of children in group: 3-4	Learning center: Small group	Date of Activity:
Brief Description: Students will make a two handprints using paint and switch with another student. In the story it makes us feel happy to share with our friends.		Space & Materials: <ul style="list-style-type: none"> • Paint • Scissors • Tongue depressors • Glue • paper
Objectives: Students will paint their hands and stamp on paper. Then share their hands with peer and glue to tongue depressor		Guidance: Help students with painting hands and stamping
Is the Activity multicultural/anti-biased & inclusive Yes <input checked="" type="checkbox"/> No _____ If not what can you do to make it so.		Is it developmentally appropriate for this age group? Yes <input checked="" type="checkbox"/> No _____ If not what can you do to make it so.
Procedure: <ul style="list-style-type: none"> • Review that story The Parrot Tico Tango and sharing • Tell students what they are going to be doing • Have students paint hands • Stamp on paper • Cut out hands • Glue to tongue depressors 		
Evaluation and Follow – Up: <ul style="list-style-type: none"> • Fine motor skills 		

Lesson Plan

Name of Activity: Three Frolicking Red Eyed Tree Frogs	Teacher: Jennifer Kling	Age group: 3-5
# of children in group: 0-14	Learning center: Large group	Date of Activity:
Brief Description: Students will listen to the story and learn the new song and pick out the rhyming words		Space & Materials: <ul style="list-style-type: none"> • <i>The Frog with the Big Mouth</i> • <i>Three Frolicking Red Eyed Tree Frogs</i> • Finger frog puppets
Objectives: Students will participate in the singing the song and pick out he rhyming words.		Guidance: Verbal prompts as needed
Is the Activity multicultural/anti-biased & inclusive Yes <input checked="" type="checkbox"/> No _____ If not what can you do to make it so.	Is it developmentally appropriate for this age group? Yes <input checked="" type="checkbox"/> No _____ If not what can you do to make it so.	
Procedure: <ul style="list-style-type: none"> • Read book • Talk though the song first using finger puppets • Then sing it twice • Review rhyming words 		
Evaluation and Follow – Up: <ul style="list-style-type: none"> • Did the students enjoy the song • Able to pick out rhyming words 		

Lesson Plan

Name of Activity: Rainforest Fruit	Teacher:	Age group: 3-5
# of children in group: Small group	Learning center: Snack time	Date of Activity:
Brief Description: Student will make a pattern with their fruit and decorate fruit with mini chocolate chips. Students will try new fruits by smelling, licking, and taking small bites.	Space & Materials: <ul style="list-style-type: none"> • Wood skewers • Pineapple • Bananas • Coconut • Mini chocolate chips 	
Objectives: Students will make a two to three part pattern using fruit.	Guidance: <ul style="list-style-type: none"> • Model of patterns • Prompt when needed 	
Is the Activity multicultural/anti-biased & inclusive Yes <input checked="" type="checkbox"/> No _____ If not what can you do to make it so.	Is it developmentally appropriate for this age group? Yes <input checked="" type="checkbox"/> No _____ If not what can you do to make it so.	
Procedure: <ul style="list-style-type: none"> • Introduce students to the new fruits • Model a pattern and have students copy • Students will construct their own pattern • Then student will be able to eat snack after completing or extending a pattern three consecutive times. 		
Evaluation and Follow – Up: <ul style="list-style-type: none"> • General checklist for observation on math objectives 		

Lesson Plan

Name of Activity: Bug Sequence	Teacher: Jennifer Kling	Age group: 3-4
# of children in group: 2-4	Learning center: Small group	Date of Activity:
Brief Description: Using bugs students will make patterns with either colors or types.		Space & Materials: <ul style="list-style-type: none"> • Colored bugs of different types • Sample patterns so students can copy or extend
Objectives: Students will make or extend a pattern using colored bugs or bug types with 80% accuracy.		Guidance: Will prompt when needed
Is the Activity multicultural/anti-biased & inclusive Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> If not what can you do to make it so.	Is it developmentally appropriate for this age group? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> If not what can you do to make it so.	
Procedure: <ul style="list-style-type: none"> • Some animals and insects have patterns <ul style="list-style-type: none"> ▪ Tigers ▪ Frogs ▪ Birds ▪ Bees ▪ Butterflies • Model two different patterns by color or by bug type • Have students first try to copy pattern then extend the pattern • Students 		
Evaluation and Follow – Up: <ul style="list-style-type: none"> ▪ Check list <ul style="list-style-type: none"> • copy pattern • extend a pattern • 2 part pattern • 3 part pattern 		

Lesson Plan

Name of Activity: Rainforest Graph	Teacher: Jennifer Kling	Age group: 3-5
# of children in group: 0-16	Learning center: Large table group	Date of Activity:
Brief Description: Students will choose their favorite animal and as a class make a graph of them.		Space & Materials: <ul style="list-style-type: none"> ▪ Large graph ▪ Pictures of animals for the each group
Objectives: Students will make a prediction on which animal will be the class's favorite and cast a vote for their animal.		Guidance: Prompt when needed
Is the Activity multicultural/anti-biased & inclusive Yes <input checked="" type="checkbox"/> No _____ If not what can you do to make it so.		Is it developmentally appropriate for this age group? Yes <input checked="" type="checkbox"/> No _____ If not what can you do to make it so.
Procedure: <ul style="list-style-type: none"> ▪ Put the graph on the board ▪ Talk about the different animals <ul style="list-style-type: none"> • Frog • Jaguar • Butterfly • Toucan • Boa constrictor ▪ Have students predict what animal will be the classes favorite and call on a few students to answer ▪ Have student bring up their animal and put in the correct column ▪ Discuss the results and predictions 		

Evaluation and Follow – Up:

Observation checklist

- Match animal or correct column
- Participate in discussion in predictions and results

Lesson Plan

Name of Activity: Rainforest Obstacle Course	Teacher: Jennifer KLing	Age group: 3-5
# of children in group: 0-16	Learning center: Outside large area	Date of Activity:
Brief Description: Student will complete an obstacle course will have students move their body through tree trunks, and across rivers.		Space & Materials: <ul style="list-style-type: none"> • Swim noodles in brown/green • Nylon tunnel • Going down a pole • 3 hula hoops
Objectives: Students will participate in the obstacle course as much as they are able.		Guidance: Verbal, visual and physical prompts and help as needed.
Is the Activity multicultural/anti-biased & inclusive Yes <input checked="" type="checkbox"/> No _____ If not what can you do to make it so.		Is it developmentally appropriate for this age group? Yes <input checked="" type="checkbox"/> No _____ If not what can you do to make it so.
Procedure: <ul style="list-style-type: none"> • Explain expectations for students <ul style="list-style-type: none"> ▪ Follow directions ▪ Need to take a break if they break the rules ▪ Ask for help if they need it • Explain the obstacle course <ol style="list-style-type: none"> 1. Jump on each lily pad (hula hoop) 2. Crawl through tree trunk 3. Swim across river 4. Act like a monkey 5. Slide down the trees 		

Evaluation and Follow – Up:

Observation check list

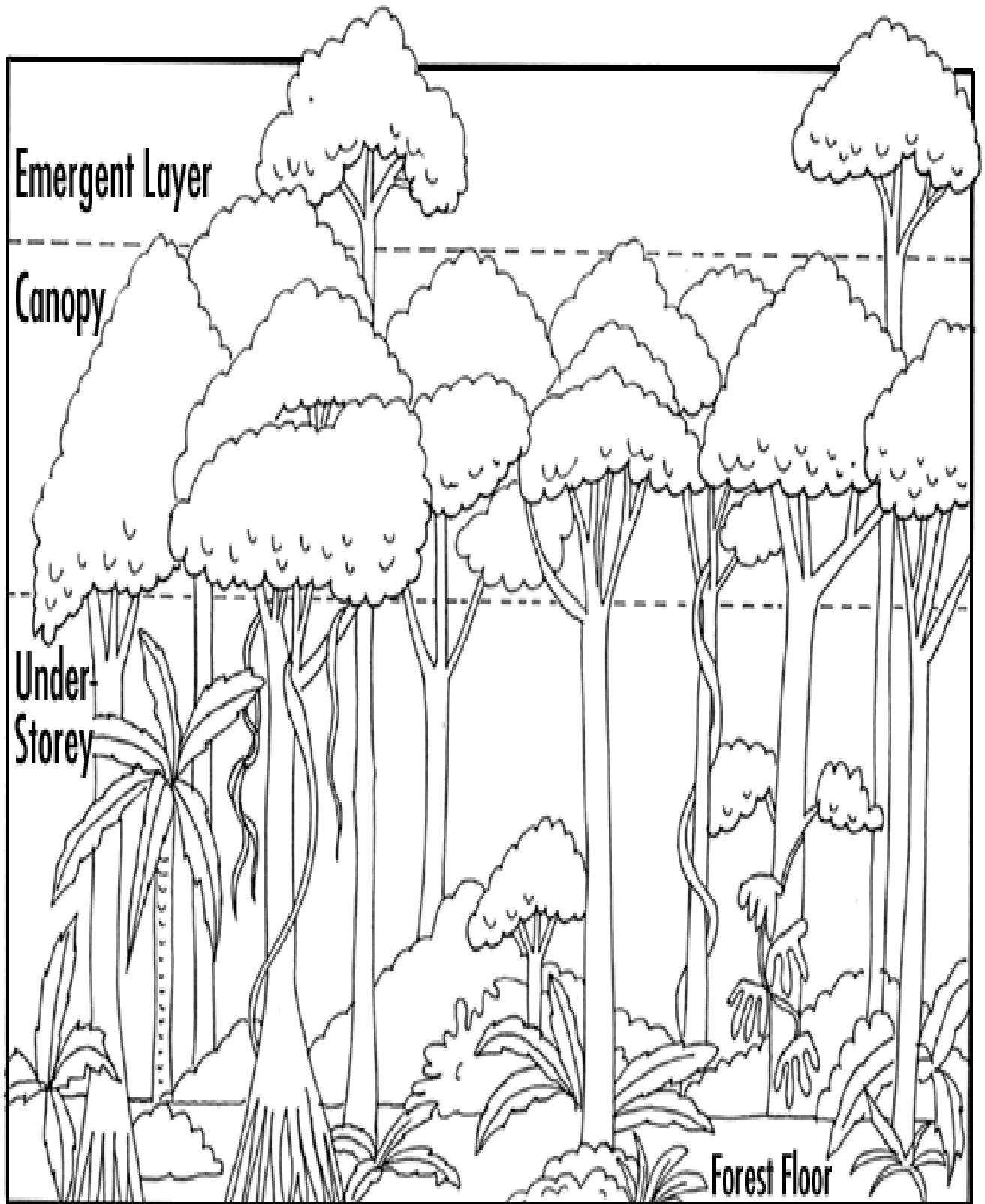
1. Jump with feet together
2. Follow directions
3. Run 10ft w/o falling

Lesson Plan

Name of Activity: Scavenger Hunt	Teacher: Jennifer Kling	Age group: 3-5
# of children in group: Large group	Learning center: Classroom	Date of Activity:
Brief Description: Students will find objects hiding in classroom by verbal clues from teacher.	Space & Materials: <ul style="list-style-type: none"> • Paper Clues with object • Pineapple • Banana • Coconut • Toucan • monkey 	
Objectives: Student will find and name an object given three clues from the teacher.	Guidance: Prompt with more clues as needed.	
Is the Activity multicultural/anti-biased & inclusive Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> If not what can you do to make it so.	Is it developmentally appropriate for this age group? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> If not what can you do to make it so.	
Procedure: <ul style="list-style-type: none"> • Explain to students that we are going on a scavenger hunt given three clues • Explain rules if students get out of control they will need to take a break • Read clues and as a group find the object • Come together in large group area and discuss what we found 		
Evaluation and Follow – Up: <ul style="list-style-type: none"> • Children response • More clues needed 		

Lesson Plan

Name of Activity: MY Rainforest	Teacher: Jennifer Kling	Age group: 3-5
# of children in group: 3-4	Learning center: Small table group	Date of Activity:
Brief Description: Students will listen to the book and create their own rainforest from materials given.		Space & Materials: <ul style="list-style-type: none"> • Tissue paper in greens and browns • Paper • Glue • Makers • “The Great Kapok Tree
Objectives: Students will be able to name one of the four layers of the rainforest will less than one prompt.	Guidance: Teachers will give verbal or visual prompts to point students in the correct direction.	
Is the Activity multicultural/anti-biased & inclusive Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> If not what can you do to make it so.	Is it developmentally appropriate for this age group? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> If not what can you do to make it so.	
Procedure: <ul style="list-style-type: none"> • Read book in large group during circle time • Review the layers of the rainforest and animal that live in those layers <ul style="list-style-type: none"> ▪ Floor: no vegetation or sunlight Animals: giant anteater ▪ Understory: boa constrictor, red eye tree frog, blue poison arrow frog, jaguar, bees ▪ Canopy: ▪ Emergent: fruit bat 		
Evaluation and Follow – Up: <ul style="list-style-type: none"> • Point to a layer of the rainforest they made and name it • What type of animal might live there? • Were they able to follow directions and make a rainforest given materials? 		



Layers of Rainforest

Lesson Plan

Name of Activity: Way Up High in the Tall Green Tree	Teacher: Jennifer Kling	Age group: 3-5
# of children in group: 0-14	Learning center: Large group	Date of Activity:
Brief Description: Students will listen to the story and listen for rhyming words.	Space & Materials: <ul style="list-style-type: none"> Way Up High in the Tall Green Tree Felt animals in the story 	
Objectives: Students will listen to the story and with prompts pick out the rhyming words.	Guidance: Verbal prompts for rhyming words	
Is the Activity multicultural/anti-biased & inclusive Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> If not what can you do to make it so.	Is it developmentally appropriate for this age group? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> If not what can you do to make it so.	
Procedure: <ul style="list-style-type: none"> Read the book Using animals set up the sequence of the order Emphasizing the rhyming word Review the rhyming words after the story Ask students to retell the story with the animals 		
Evaluation and Follow – Up: <ul style="list-style-type: none"> Were students able to pick out rhyming words Were students able to retell the story 		

Lesson Plan

Name of Activity: Rainforest Weather	Teacher:	Age group: 3-5
# of children in group: 2-4	Learning center: Small group	Date of Activity:
Brief Description: Given information make comparisons of rainforest and local weather	Space & Materials: <ul style="list-style-type: none"> • <i>Panther Dream: A Story of the African Rainforest</i> • <i>Map of where the rainforests reside</i> • <i>Tape measure</i> 	
Objectives: Students will be able to describe weather of the rainforest.	Guidance: Verbal prompts when needed	
Is the Activity multicultural/anti-biased & inclusive Yes <input checked="" type="checkbox"/> No _____ If not what can you do to make it so.	Is it developmentally appropriate for this age group? Yes <input checked="" type="checkbox"/> No _____ If not what can you do to make it so.	
Procedure: <ul style="list-style-type: none"> • Read book • Give facts on <ul style="list-style-type: none"> ○ rainfall (78 inches) layout tape measure ○ temperature very humid 80 degrees ○ animals: toucan, jaguar, red eyed frogs alligators • have them describe weather today • Point out differences and similarities in the weather 		
Evaluation and Follow – Up: Where students able to make comparisons on our weather climate and rainforest climate given verbal prompts?		

Lesson Plan

Name of Activity: Tico Tango Share	Teacher: Jennifer Kling	Age group:
# of children in group: Large group	Learning center: Circle time	Date of Activity:
Brief Description: Students will listen to the story and participate in discussion of sharing with others.	Space & Materials: <ul style="list-style-type: none"> • <i>The Parrot Tico Tango</i> by Anna Witte • Pictures of fruit in the book • Picture of Tico Tango 	
Objectives: Students will be able to explain how the animals and Tico Tango felt at specific parts in the book with less than two prompts.	Guidance: Verbal prompts when needed to remind them of the plot of the story.	
Is the Activity multicultural/anti-biased & inclusive Yes <input checked="" type="checkbox"/> No _____ If not what can you do to make it so.	Is it developmentally appropriate for this age group? Yes <input checked="" type="checkbox"/> No _____ If not what can you do to make it so.	
Procedure: <ul style="list-style-type: none"> ▪ Read <i>The Parrot Tico Tango</i> by Anna Witte ▪ Use flannel or pictures of the fruit and Tico Tango to follow along with the story <ul style="list-style-type: none"> • How would you feel if someone took something from you? • How did Tico Tango feel when he lost all his fruit that he took? • What did Tico Tango say to the other animals? • How did Tico Tango feel at the end of the story? 		
Evaluation and Follow – Up: <ul style="list-style-type: none"> ▪ Did she/he attend to the story? ▪ Did she/he participate in the discussion? ▪ Did it carry over to play time? 		

