



BIODIVERSITY:
PLANTS AND ANIMALS

THE GUARDIANS OF THE RAINFOREST

LESSON 1

SUBJECT	English
AGE / CYCLE	6-9 years, First Cycle
OBJECTIVES	<ol style="list-style-type: none"> 1. Recognize specific information about wild animals and their habitats. 2. Respond in predictable patterns to simple questions about familiar things.
ESTIMATED TIME	40 minutes
MATERIALS	<i>Annexes 1, 2, 3, scissors for children</i>
ESSENTIAL QUESTION OR SCENARIO	<i>How does nature help us? Humans, animals, and plants are living things that need each other.</i>
LEVEL - UNIT	Second Grade, Unit 5
KEY WORDS	squirrel, butterfly, snake, fish, frog, bird, monkey, sloth, turtle
TYPES	PDF, PPT
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EVALUATION GOALS

Students will be able to:

- 1 Identify the names of rainforest animals and where they live.
- 2 Match pictures of rainforest animals and say their names.

DEVELOPMENT

1 WARMUP

10 mins.

Ask students what animals live in the rainforest and write their answers on the board. Then play the following video and have students pay close attention to the animals.

https://www.youtube.com/watch?v=em1e_GOohc8

Ask students to name the animals they saw and write any new animals on the board with the others.

(Partial list of animals in the video: sloth, frog, monkey, jaguar, fish, ants, lizard, toucan, capuchin monkey, parrot, bird, peccary, racoon, coati, crocodile, iguana, turtle, snake, spider, butterfly, whale.)

2

10 mins.

Make sure all of the animals listed here are on the board; focus on these animals for the rest of the lesson.

Squirrel
Butterfly
Snake
Fish
Frog
Bird
Monkey
Sloth
Turtle

Using Annex 1 PowerPoint slides 2-10, repeat the animal's names with students three times, practicing pronunciation. Slides 12-20, practice the names and where they live in the rainforest. Slides 22-30 no words on them; students name the animals and where they live.

Annex 1



3

5 mins.

Use the pictures of air, water, trees, and ground in Annex 2 and place them on the board high (air) middle (trees), ground and water (low.) Give out pictures of the animals to students and ask them to come up one by one and place the picture in the area where the animals live in the rainforest. Everyone should practice saying the name of the animal and the place where it lives together.

Annex 2

4

15 mins.

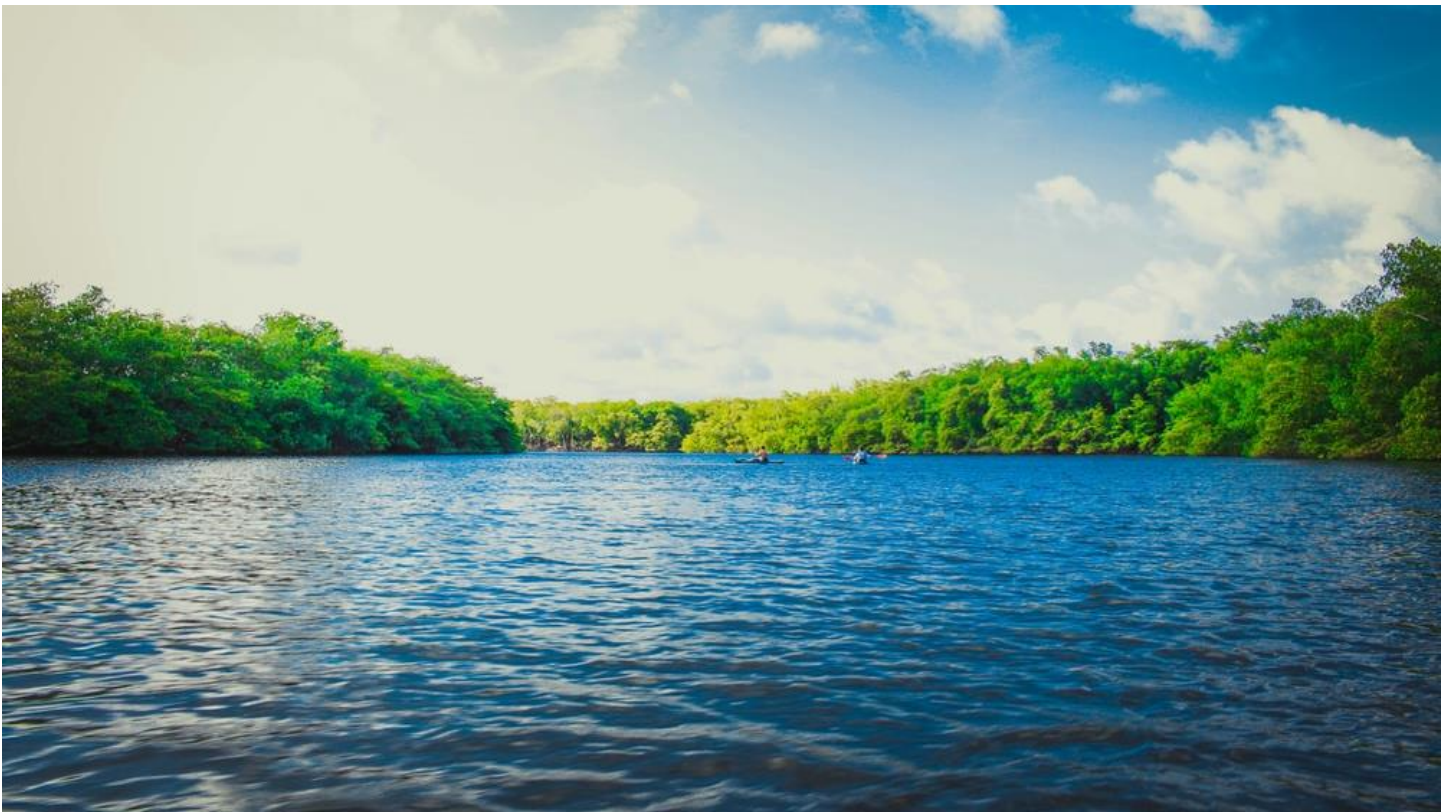
Print two pages for each group of four children. Cut pages into two pieces and give a piece to each child and tell them to cut out the pictures. They should have two pictures of each animal. (Teacher can cut out the sets of pictures before class if you don't have enough scissors.)

Have the children arrange the 18 pictures, all mixed together and picture side down, on the floor or a table in rows for a memory game. One child turns over a square and says the name of the animal, then chooses another square and says the name of the animal, looking for a match. If they find a match, they keep the squares; if not, they turn the pictures over again and the next child chooses. Play continues until every picture has been matched.

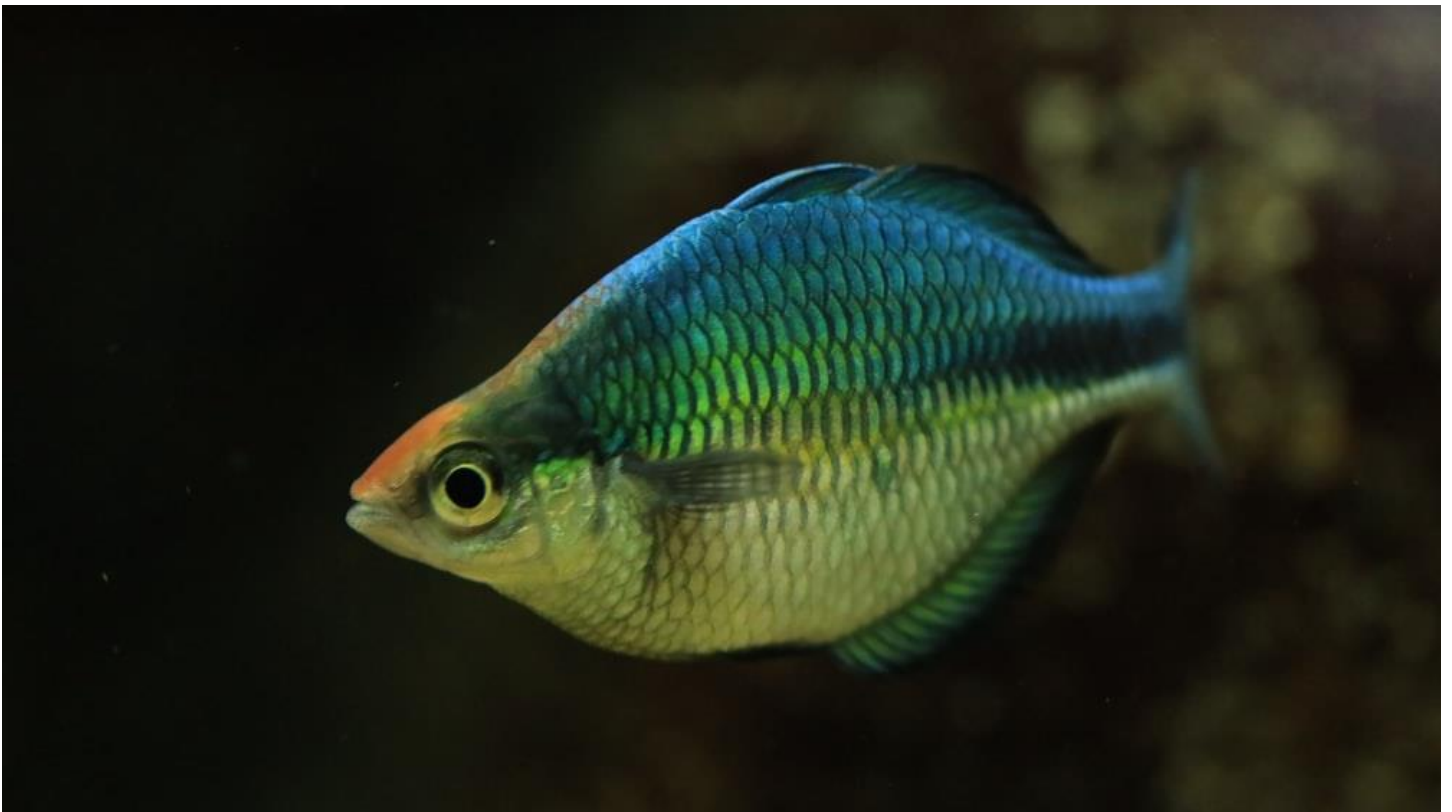
*Annex 3, small
scissors for children*

ANNEX 2















ANNEX 3

