

Day 1: Introduction to the Rainforest

Objective: Students will identify characteristics of the rainforest and name at least one rainforest animal.

- **Book:** *The Great Kapok Tree* by Lynne Cherry
- **Phonemic Awareness:** Clap syllables in animal names (e.g., jag-u-ar = 3 claps)
Standard: RF.K.2b – Count, pronounce, blend, and segment syllables in spoken words
- **Letter Recognition:** Introduce the letter "R" for "Rainforest"
Activity: Use playdough to form uppercase and lowercase R
Standard: RF.K.1d – Recognize and name all upper- and lowercase letters
- **Math:** Count how many animals are in the book; match numbers to quantities using animal counters
Standard: K.CC.B.4 – Understand the relationship between numbers and quantities
- **Hands-on Activity:** Create a rainforest mural (add trees, rivers, and clouds)
Standard: K-ESS3-1 – Use a model to represent the relationship between needs of different plants or animals and their environments

Day 2: Rainforest Birds

Objective: Students will describe rainforest birds and recognize the beginning sound /b/.

- **Book:** *Parrot Tico Tango* by Anna Witte
- **Phonemic Awareness:** Identify initial sounds – sort animal pictures by beginning sound /b/ vs. other sounds
Standard: RF.K.2d – Isolate and pronounce the initial sounds in spoken words
- **Letter Recognition:** Focus on letter "B" for "Bird"
Activity: Rainbow-write the letter B
Standard: RF.K.1d
- **Math:** Sort bird feathers by color and count how many in each group
Standard: K.MD.B.3 – Classify objects and count the number in each category
- **Hands-on Activity:** Create a parrot with cut paper and feathers
Standard: VA:Cr1.2.Ka – Engage in self-directed play with materials

Day 3: Rainforest Mammals

Objective: Students will identify and describe mammals found in the rainforest.

- **Book:** *Looking for Jaguar* by Cathryn Sill
- **Phonemic Awareness:** Blend onset and rime (e.g., /j/ + /aguar/ = jaguar)
Standard: RF.K.2b
- **Letter Recognition:** Focus on letter "J" for "Jaguar"
Activity: Find letter J in a jungle-themed letter hunt
Standard: RF.K.1d
- **Math:** Use nonstandard units (e.g., cubes) to measure jaguar tail pictures
Standard: K.MD.A.2 – Describe and compare measurable attributes
- **Hands-on Activity:** Use brown paper bags to make jaguar puppets
Standard: VA:Cr2.1.Ka – Through experimentation, build skills in various media and approaches

Day 4: Rainforest Reptiles and Amphibians

Objective: Students will compare rainforest reptiles and amphibians.

- **Book:** *Tree Frogs* by Julie Murray
- **Phonemic Awareness:** Rhyming word match (e.g., frog/log, snake/lake)
Standard: RF.K.2a – Recognize and produce rhyming words
- **Letter Recognition:** Focus on letter "S" for "Snake"
Activity: Snake letter maze – find and color all the S's
Standard: RF.K.1d
- **Math:** Create patterns with green/yellow frog counters
Standard: K.OA.A.2 – Solve addition problems using objects and drawings
- **Hands-on Activity:** Make a paper plate frog that jumps
Standard: VA:Cr1.1.Ka – Engage in exploration and imaginative play

Day 5: Rainforest Review and Assessment

Objective: Students will recall key rainforest animals and complete a review activity.

- **Book:** *Way Up High in a Rainforest* by Jennifer Ward
- **Phonemic Awareness:** Segment phonemes in short rainforest animal words (e.g., frog = /f/ /r/ /o/ /g/)
Standard: RF.K.2e – Segment spoken one-syllable words into phonemes
- **Letter Recognition:** Review letters R, B, J, and S
Activity: Letter-animal match game
Standard: RF.K.1d
- **Math:** Rainforest animal graph – which animal is your favorite? Tally and count class responses
Standard: K.MD.B.3
- **Hands-on Activity:** Add all the animal drawings or puppets to the rainforest mural
Standard: K-ESS3-1

Assessment:

- **Simple Assessment Idea:**
Create a rainforest "passport" where each student draws or names 4 rainforest animals and matches them with their beginning sounds and a number (e.g., "B – bird – 2 feathers")
Assesses comprehension, phonemic awareness, letter recognition, and basic math