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Title: The Rainforest  
Subject: Science  
Grade level: Grade 2

Description & Follow-up Activities: The students will study about the 5 different layers of the rainforest, the animals in each layer and will learn about food chains. The students will use the computer and complete a report (report form included) on a specific rainforest animal of their choice and by using Kids Pix, will demonstrate the food chain for that animal. To extend the project, the students will then design and construct a model, using the materials listed below, showing the 5 layers of the rainforest canopy.

Faith Integration: We will discuss how God and Jesus are artists and how They love colour and variety. God and Jesus created all the creatures for our pleasure. Not only have They created us as unique individuals and that we are each “one of a kind”, but the colourful creatures of the rainforest are just as unique and wonderfully created. So lets have fun and discover a few of our “wild” pets.

Curriculum Benchmarks (NETS):

Students will be able to name and describe a rainforest animal and explain how it lives.

Students will be able to demonstrate a food chain for their selected animal.

Students will be able to demonstrate and construct the 5 layers of the rainforest.

NETS 2b- Students will practice responsible use of technology systems, information, and software.

NETS 3a- Students use technology tools to enhance learning, and promote creativity.

Materials/ Hardware/ Software:

Computer

Printer

Primary Science Resource Guide “Life in the Rainforest”, by Millikin Publishing Co., 1997

Evan-Moore “In the Rainforest” by Evan-Moore Educational Publishers 1993

Kids Pix Deluxe CD Rom, Broderbund, The Learning Co. 2000

Student’s rainforest report form (sample included)

Teacher’s Rainforest Rubric (Week 6 Rubric project)

Student Personal Assessment form (sample included)

1 large tagboard (as the base for the rainforest model)

Tools & Materials: scissors, glue, pencil, markers, variety of coloured construction paper, paper tubes of varying sizes, yarn, textured brown and green

fabric, green shredded paper, wood sticks, small branches and twigs, small inexpensive artificial flowers and plants, and anything else the students can come up with.

Teacher Preparation:

Collect and provide materials, which are listed above, and familiarize self with information to be taught to the students.

Create the student's worksheet which the students will be completing for their rainforest animal report.

Create the Rainforest Rubric (already created for Week 6 "Do It" project)

Create the Student's Personal Assessment form

Create a letter informing the parents of the project, asking them to assist their child in finding information of the Internet. ( no copy of this is supplied)

Secure enough Kids Pix CDs for half of the students (while ½ are typing their report, the other ½ will be making their food chain with Kids Pix)

Decorate the room and create a bulletin board on the Rainforest.

Student Preparation:

Students need to know how to logon and off the computer properly.

Students need to know how to locate the Kids Pix program on the computer and how to use the Stamper.

Students will need to help collect materials for their Rainforest Model.

Students will need to listen and retain the information regarding the rainforest layers, the rainforest animals, and food chains.

Students will need to know how to use the Internet, with an accompanying parent or adult, to locate additional information regarding their selected animal for their report.

Activities/Procedure:

First, we will discuss the rainforests, where they are located (what continents), the different types of rainforests, the animals that live in the varying layers of the rainforest, and what a food chain is. I will have a video on the rainforest and I will point out different aspects of the rainforest that we have previously discussed.

Next, the students will write in their Journal what they liked about the movie and what they had learned, followed by an illustration. (If we were far enough along in our technology class, the students could make a slide show, instead of writing in their Journal.)

The students would choose the animal that they would like to report on and the following 2-3 evenings, the students will gather information from the Internet. I would write a note to the parents regarding the assignment asking for their cooperation in assisting their child with this part of the project. When the information is gathered, we will go to the computer lab and the students will complete the Rainforest Animal Report form with the information they had gathered.

While half of the class is typing their report, the other half of the class will be creating their food chain on Kids Pix.

Lastly, to include all styles of learners, the students will do a “hands on” project by designing and creating a 3-D model of the 5 layers of the rainforest canopy. Students can choose to work with a partner or work alone. If students work with a partner, they must split the jobs equally between the two of them and show me, on paper, which person is doing what job.

Assessment/Evaluation:

Rubric attached (if not, Rubric can be located on Week 6 “Do It”)  
Student Personal Evaluation

## Rainforest Model Student Assessment

(Circle the correct number you think your project should have.)

**Student's Name:** \_\_\_\_\_

### Content:

1. I showed all 5 layers of the rainforest in my 3-D model.

Low    1        2        3        4        High

### Materials:

2. I used at least 5 different materials to show the 5 different layers of the rainforest.

Low    1        2        3        4        High

### Neatness:

3. I used care and showed neatness when I made my model. I paid attention to details.

Low    1        2        3        4        High    .

### Use of time:

4. I used my time well when I was working on my project and I completed my project on time.

Low    1        2        3        4        High

# An Animal of the Rainforest

By

Name \_\_\_\_\_

The name of my animal is \_\_\_\_\_.

It lives on the continent of \_\_\_\_\_.

The colour of my animal is \_\_\_\_\_.

My animal is \_\_\_\_\_ tall or \_\_\_\_\_ long.

My animal lives in the \_\_\_\_\_ layer(s) of the rainforest.

My animal is the predator of \_\_\_\_\_ or eats \_\_\_\_\_

\_\_\_\_\_.

My animal is the prey of \_\_\_\_\_ or is afraid of \_\_\_\_\_

\_\_\_\_\_.

My animal is special because \_\_\_\_\_

\_\_\_\_\_.

Here is a picture of my animal: (When you have printed your completed report form, draw and colour your animal.)

## Building A Structure : A Rainforest Leveled Canopy Model

Teacher Name: **Tamara Larsen**

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
<b>Content</b>	Student's model contains the 5 levels of the rainforest: forest floor, shrub level, understory, canopy, and emergent level.	Student's model contains 4 of the 5 levels of the rainforest.	Student's model contains 3 of the rainforest levels.	Student's model contains insufficient number of rainforest levels.
<b>Materials</b>	Student creatively used an assortment of (at least 5) materials to clearly represent the 5 varied levels of the rainforest.	Student creatively used an assortment of (only 4) materials to clearly represent the 5 varied levels of the rainforest.	Student used insufficient assortment of (only 3) materials to clearly represent the 5 varied levels of the rainforest.	Student did not sufficiently represent the 5 varied levels of the rainforest.
<b>Neatness</b>	Student demonstrated care, neatness, and paid attention to detail in constructing the rainforest model.	Student demonstrated care and neatness in constructing the rainforest model.	Student could demonstrate a little more care and neatness in constructing the rainforest model.	Student did not demonstrate care and neatness in constructing the rainforest model.
<b>Use of Time</b>	Student efficiently used time in creating the rainforest model and completed it on time.	Student efficiently used their time in creating the rainforest model, but did not complete it on time.	Student did not efficiently use their time, but completed the project on time.	Student did not efficiently use their time, and did not complete the project on time.
<b>Personal assessment</b>	Student honestly completed the personal assessment form and added comments for their project.	Student honestly completed the personal assessment form for their project.	Student completed the personal assessment form for their project.	Student did not complete the personal assessment form for their project.