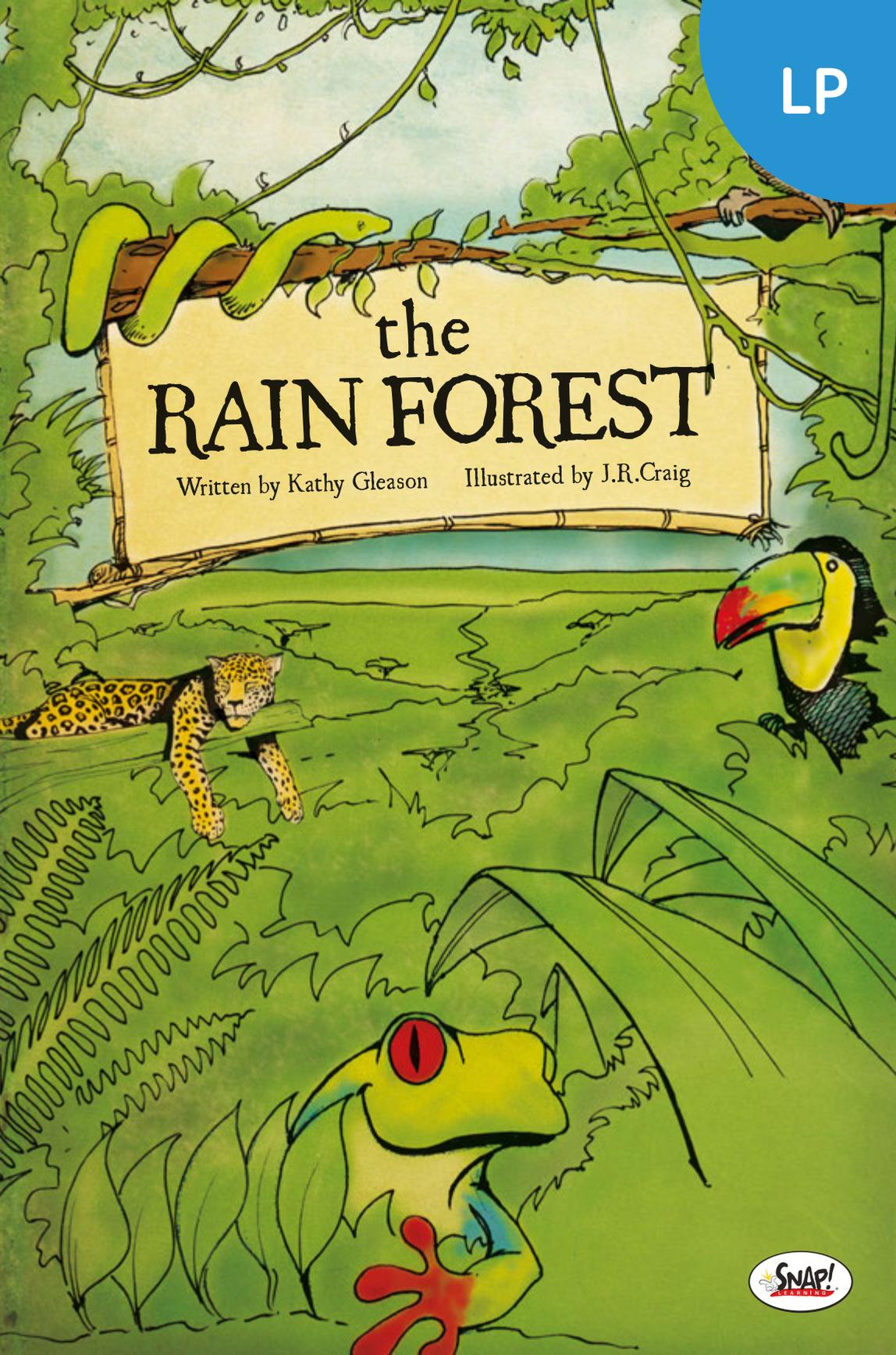


LP

# the RAIN FOREST

Written by Kathy Gleason    Illustrated by J.R.Craig





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# the RAIN FOREST

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## Leveled Books

Beginning with the second grade reading level, lexiles are used to level each book. Other popular leveling systems are provided for comparison. See the back cover.

## Organization

Lesson Plan (LP) books are organized into four sections:



## Before Reading

It is highly recommended that Structured Guided Reading lessons always begin with **word recognition work** and **oral reading fluency practice** as described in the Before Reading section.

## Building Background Knowledge

Teachers introduce unfamiliar concepts, directly teach vocabulary, and explore maps and the geography related to the content of the book.

## Read and Discuss

Teachers guide students as they read aloud, in a **small voice**, each page of text. Teachers follow a systematic and structured instructional protocol.

Instruction is standards-based, with particular emphasis on vocabulary and comprehension skills and strategies, and using evidence in text to support text-dependent questions.

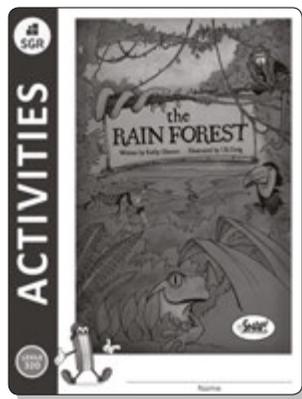
## Extended Activities & Assessments

Multiple activities and assessments are available for every book. Descriptions are at the back of each Lesson Plan Book.

## Activity Pack

Extended activities and assessments are found in the Activity Packs bundled with the Structured Guided Reading sets of books and lesson plans.

The Activity Packs also may be accessed from our website to view, project, and print.



## Structured Lessons

Lessons are structured, systematic, and predictable.

**Black font** color indicates what the teacher says.

**Blue font** color indicates a direction or an answer to a question.

# Before Reading

Ph  
WR

## Word Recognition

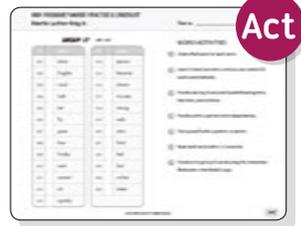
HIGH FREQUENCY WORDS GROUP 17 #11-#25	
#11: done	#14: person
#12: English	#15: become
#13: road	#16: shown
#14: halt	#17: minutes
#15: ten	#18: strong
#16: fly	#19: web
#17: game	#20: store
#18: bus	#21: foot
#19: finally	#22: feel
#20: wait	#23: fact
#21: correct	#24: inches
#22: oh	#25: street
#23: quickly	

Begin each Structured Guided Reading lesson with a few minutes of word recognition work using the word list found at the back of the student book.

These words represent one group of 25 words from *Fry's 1000 Instant Words* and words with the most common affixes and Greek/Latin roots.

The goal is for students to read each word automatically (1-2 seconds). The High Frequency Word Checklist,

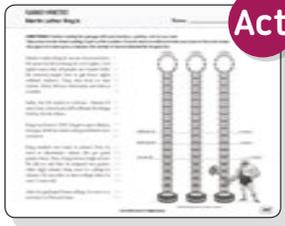
found in the Activity Pack, can be used to assess students. It also includes suggested word activities.



Act

F1

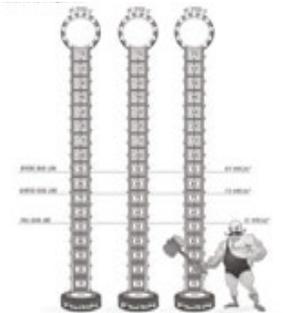
## Oral Reading Fluency



Act

Continue with oral reading fluency practice after word recognition work.

In the Activity Pack is a passage taken from this book with numbered lines and three score towers. On the first day in this book, administer a one-minute timed cold read. Students count the number of words read correctly (WRC) and record the WRC in the first score tower.



On subsequent days, students practice oral reading fluency (choral reading, partner reading, independent reading) for 3-4 minutes. Administer a one-minute fluency assessment. Students count the WRC and record the scores in the second score tower.

Students record the final WRC score in the third score tower.

CD

**Introduce the Book**

Look at the book cover. Read the title of the book and look at the picture on the cover. With your partner, talk about what you think this book might be about.

*Ask follow-up questions as needed.*

**Preview the Book**

Open your book to page 3. *Review the Table of Contents.*

Turn to page 18. *Review the glossary, index, and references.*

TS

**Glossary**

A glossary helps the reader find the meaning of boldface words in the text.

**Index**

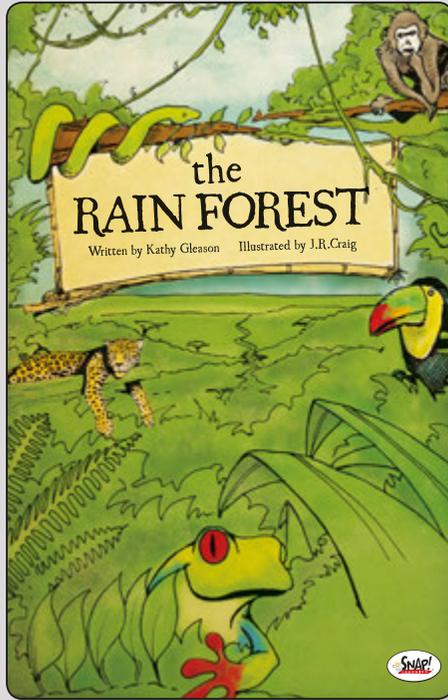
An index helps the reader find information in the text quickly.

**References**

The references list the sources the author uses in writing the text.

Browse the book with a partner.  
With your partner, predict what you will be learning.

*Have students share their predictions.*



# the RAIN FOREST

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STRUCTURED GUIDED READING

## GLOSSARY

**biome** – a type of home for many plants and animals

**canopy** – a covering that gives shade or shelter

**tropical** – from a warm, wet part of Earth

**understory** – a middle layer of plants in a forest

## INDEX

<b>F</b>	<b>M</b>	<b>S</b>
food 12-17	medicines 15-17	sun 13-17
<b>J</b>		
jungle 10-17		

## REFERENCES

Bartholomew, L., & Bartholomew, A. *The Rain Forest Book for Kids*.  
 Rainforest Alliance: [rainforest-alliance.org/kids](http://rainforest-alliance.org/kids)

## rain forest

### Introduce content

Look at the image. What do you see? *Allow time for description.*  
Now, read the words above the image.

*Model the pronunciation (RAIN FOR-est).* Let's say it together. *Rain forest.*

The rain forest is a warm and wet place. Many different plants and animals live there. Some people call the rain forest a jungle. They are the same place. You are going to read about the rain forest and the types of plants that live there.

### CD

**Make connections** Partner talk about the following.

Have you seen any movies with rain forest or jungles?  
*Answers may vary.*

What did you notice about the rain forest?  
*It has many trees and plants that grow close together. The rain forest is home to many animals that are not found in other places.*

## BUILDING BACKGROUND KNOWLEDGE

rainforest



4

## levels

### Introduce content

Look at the image. What do you see? *Allow time for description.*  
Now, read the word above the image.

*Model the pronunciation (LEV-uhlz).* Let's say it together. *Levels.*

The rain forest is divided into four levels. Each has different types of plants and animals. Look at the image. Point to the four levels. You are going to read about the different levels of the rain forest.

**CD**

### Make connections

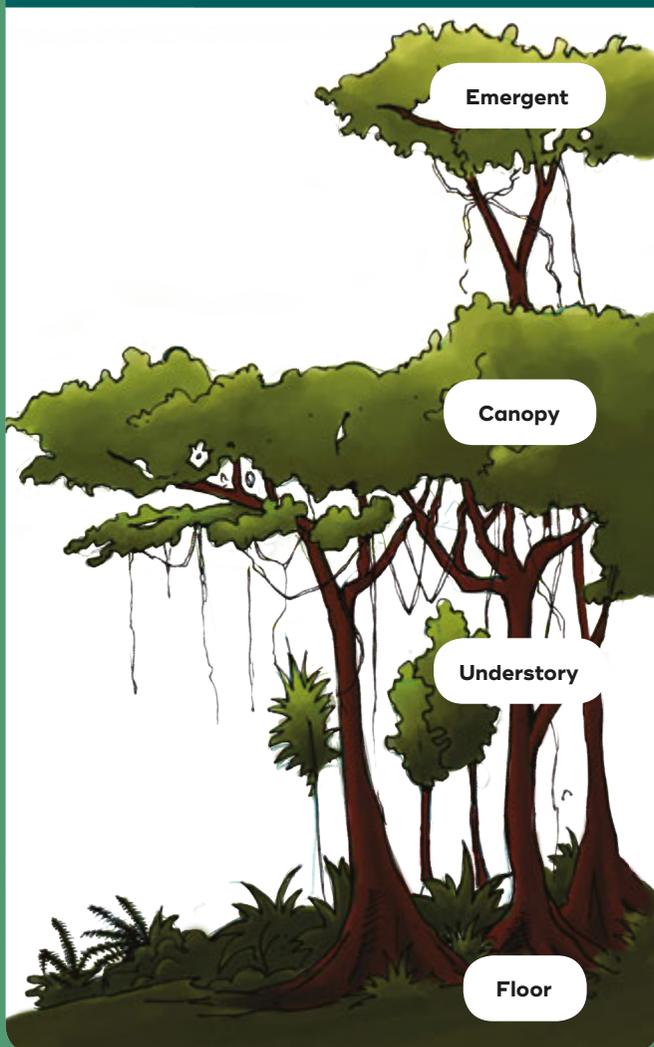
Partner talk about the following.

How might animals that live on the floor differ from those that live in the canopy or emergent levels?

*Animals that live on the floor do not need to climb or fly. They might be larger than those in the canopy or emergent levels.*

## BUILDING BACKGROUND KNOWLEDGE

levels



5

Act



# Building Background Knowledge



**Introduce Vocabulary** *(Only introduce vocabulary words appearing in the day's lesson. Page numbers are noted for each word on the facing page.)*

With your partner, look at the words, the images, and the sentence under each image.

## **Pronounce**

Look at the first word. Listen to me say the word. Let's say it together. Say it one more time by yourself.

## **Define and Explain**

**Climate** (noun) refers to the type of weather in a certain area of the world.

Look at the image.

Some areas have a warm climate and some have a rainy climate.

**Read Sentence** *Read the sentence with students.*

## **Connect**

What connection can you make with the word?

*Repeat the sequence with level.*

**Level** (noun) refers to the height something is above the ground.

Look at the image.

It shows the levels of the rain forest. The floor level is closest to the ground.

The emergent level is the highest level.

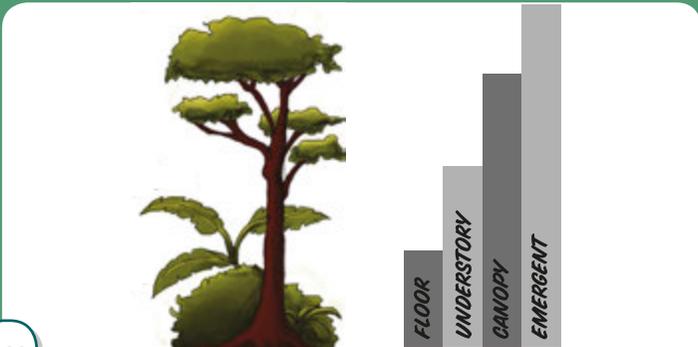
## VOCABULARY



p.9

climate

The land has its own climate.



p.11

level

Rain forests have four levels.



# Building Background Knowledge



**Introduce Vocabulary** *(Only introduce vocabulary words appearing in the day's lesson. Page numbers are noted for each word on the facing page.)*

With your partner, look at the words, the images, and the sentence under each image.

## **Pronounce**

Look at the first word. Listen to me say the word. Let's say it together. Say it one more time by yourself.

## **Define and Explain**

To **protect** (verb) means keep someone or something safe.

Look at the image.

The leaf protects the animal from the rain.

**Read Sentence** *Read the sentence with students.*

## **Connect**

What connection can you make with the word?

*Repeat the sequence with cure.*

To **cure** (verb) means to heal someone.

Look at the image.

The plant is ground and made into a medicine that can cure disease.

## VOCABULARY



p.13

protect

The treetops protect it.



p.15

cure

The plants here can help cure diseases.



VI

## Introduce Map

While reading today, you will learn where rain forests are located in the world.

TF

## Explore Map

Locate the title of the map, the compass, and the map legend (if included). Explain the purpose of each. *Pause.*

There are seven continents. We live on the continent of North America. Point to North America.

## Learn

On what continents are rain forests located?

*North America, South America, Africa, Asia and Australia.*

Which continents does the equator pass through?

*South America, Africa, Asia.*

## Scavenger Hunt

Name the seven continents.

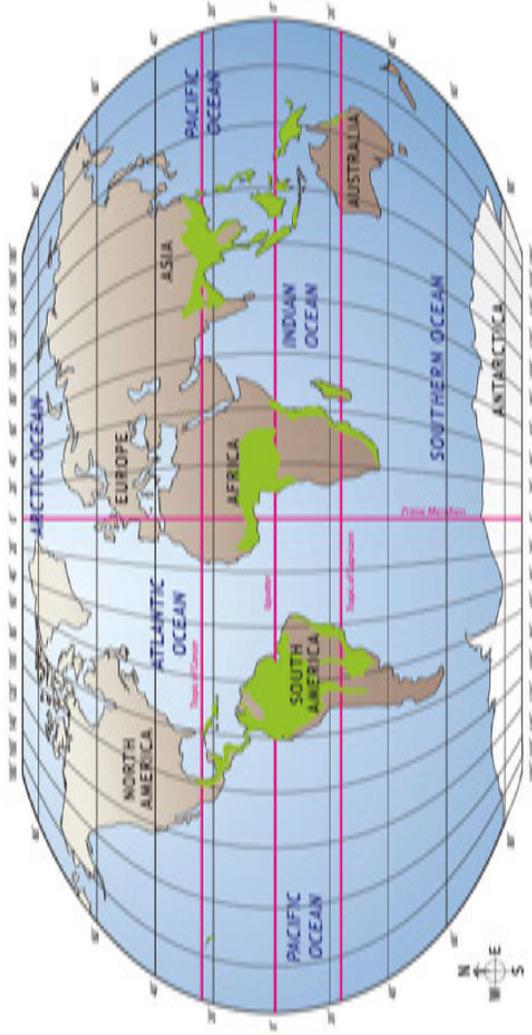
*North America, South America, Europe, Asia, Africa, Australia, and Antarctica.*

Name the five major oceans.

*Pacific, Atlantic, Indian, Arctic, and Southern Oceans.*

## MAPS AND STUFF

### Rain Forests of the World



■ Global rain forest areas

TF

**Explore the Text**

Identify the text features (headings, photographs, images, captions, maps, etc.). Using the text features, predict what you might learn from reading this passage. *Discuss.*

TC

**Read**

Read this passage to learn what the author means by “biome.”  
If you finish reading before the others, read the text again.

DT

CD

**Discuss**

Turn to your partner and discuss what the author means by “biome.”  
Cite examples from the text.

**Text Dependent Questions**

Answer the following questions using evidence from the text to support your answer. *Questions are outlined in either red or blue. If there is textual evidence to support an answer, it is underlined in a corresponding color within the text.*

MI

**Reread paragraph 1.**

Determine the main idea of the paragraph.

What details does the author use to support the main idea?

Explain your answer with evidence from the text.

*The main idea is that the earth has six biomes. Each biome has its own climate, plant, and animal life.*

VI

**Look at the chart.**

How does this chart clarify your understanding of the text?

*The chart labels the six biomes of the earth and has an photograph of each.*

TF



Rainforest



Temperate Forest



Desert



Grassland



Taiga



Tundra

## *Introduction*

- 1 Earth has six major **biomes**. A biome is a special type of place. It has its own climate. Animals and plants live there. Some of them only live in that biome.

TF

**Explore the Text**

Identify the text features (headings, photographs, illustrations, captions, maps, etc.). Using the text features, predict what you might learn from reading this passage. *Discuss.*

TS

**Teach**

Writers use text structure to organize information. This author uses a topic and detail text structure. Details answer questions including, who, what, where, when, why, and how.

TC

**Read**

Read the text to learn details about the topic, rain forest.

DT

Be prepared to identify the details from the text.  
If you finish reading before others, read the text again.

CD

**Discuss**

Turn to your partner and discuss the details about rain forests.  
Cite examples from the text.

**Text Dependent Questions**

Answer the following questions using evidence from the text to support your answer. *Questions are outlined in either red or blue. If there is textual evidence to support an answer, it is underlined in a corresponding color within the text.*

DT

**Reread paragraph 2.**

What is another name for a rain forest?

*A rain forest is also called a jungle.*

Inf

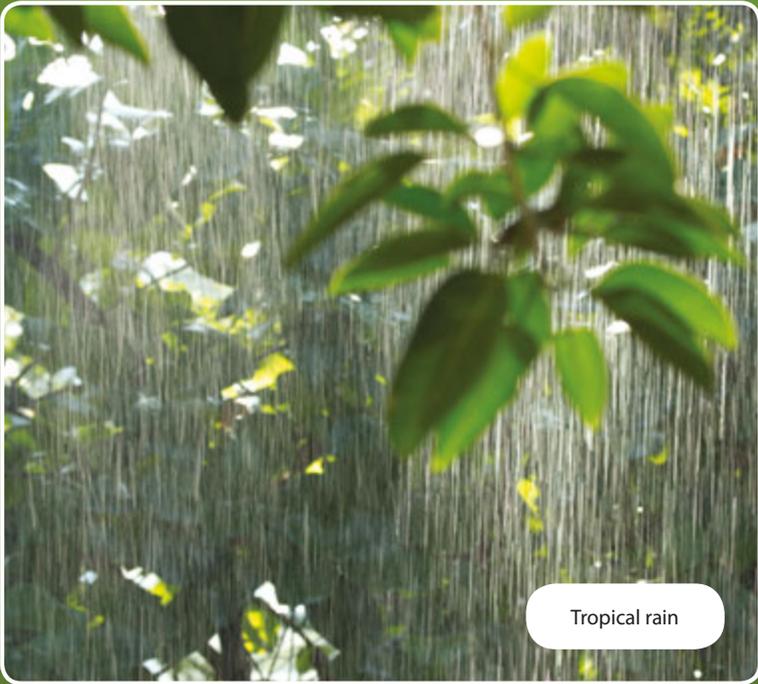
**Reread paragraph 3.**

What fact might explain the name for this region “rain forest”?

*The fact that this region gets more than 70 inches of rain each year might explain why it is called “rain forest.”*

## *The Tropical Rain Forest*

- 2 The **tropical** rain forest is a biome. It's also called the jungle.
- 3 The rain forest is a warm, wet part of Earth. The rain forest gets more than 70 inches of rain each year. The rain forest is home to many living things.



Tropical rain

TF

**Explore the Text**

Identify the text features (headings, photographs, illustrations, captions, maps, etc.). Using the text features, predict what you might learn from reading this passage. *Discuss.*

VI

**Teach**

Writers use text features to add content information and support comprehension. On this page, you see a diagram of the rain forest. This diagram clarifies your understanding of the levels of the rain forest.

TF

TC

**Read**

Read the text to learn how the diagram clarifies your understanding the levels of the rain forest.

VI

TF

Be prepared to identify how the diagram clarifies your understanding of the text. If you finish reading before others, read the text again.

CD

**Discuss**

Turn to your partner and discuss how the diagram clarifies your understanding of the levels of the rain forest. Cite examples from the text.

**Text Dependent Questions**

Answer the following question using evidence from the text to support your answer. *Questions are outlined in either red or blue. If there is textual evidence to support an answer, it is underlined in a corresponding color within the text.*

VI

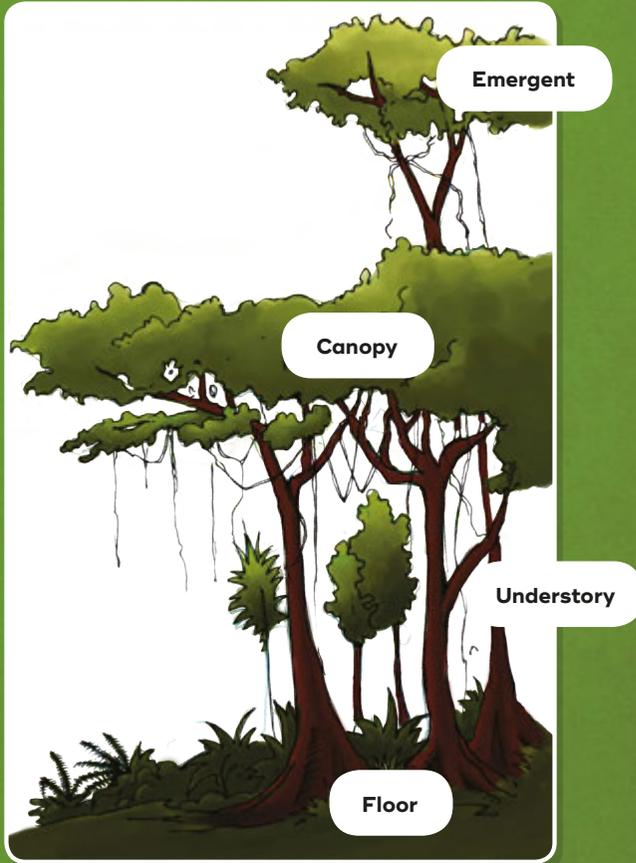
**Study the diagram that accompanies the text.**

Look at the diagram.

TF

How does this diagram clarify your understanding of the text?

*The diagram shows the location of the four levels of the rain forest and has a picture of the type of plants that grow in each one.*



## ***Levels of a Rain Forest***

- 4 Rain forests grow in four levels. The highest one is the emergent layer. In the middle are the canopy and the understory. The lowest is the forest floor.

TF

**Explore the Text**

Identify the text features (headings, photographs, illustrations, captions, maps, etc.). Using the text features, predict what you might learn from reading this passage. *Discuss.*

**Teach**

Good readers use comprehension strategies to help them understand what they read. Questioning is one of these strategies. Good readers ask questions to help them understand what the author is trying to say.

Before reading, they ask themselves what they know about the topic or what they want to know. During reading, good readers ask questions about the author's statements. After reading, they ask questions about what else they would like to know about the topic.

TC

**Read**

Read the text. Use the questioning strategy to help you understand the author's words. If you finish reading before others, read the text again.

CD

**Discuss**

Turn to your partner and discuss how the questioning strategy helped you understand the text. Cite examples from the text.

**Text Dependent Questions**

Answer the following questions using evidence from the text to support your answer. *Questions are outlined in either red or blue. If there is textual evidence to support an answer, it is underlined in a corresponding color within the text.*

Inf

**Reread paragraphs 6 and 7.**

Why are animals in the canopy layer able to move without touching the ground? *Animals are able to move in the canopy layer without touching the ground because the trees grow close together.*

DT

**Reread paragraph 8**

What animals live in the canopy level?

*Monkeys, birds, snakes, and frogs live in the canopy level.*



A capuchin monkey eating fruit.

## ***The Emergent and the Canopy***

- 5 The tallest trees are called emergents. They rise above the canopy. They leave spaces where the sun shines through.
- 6 The canopy is high off the ground. This is where the treetops are. Trees grow close together.
- 7 Animals move from tree to tree. Some of the animals never touch the ground. They find food and water here.
- 8 Monkeys live here. There are also birds, snakes, and frogs.

TF

**Explore the Text**

Identify the text features (headings, photographs, illustrations, captions, maps, etc.). Using the text features, predict what you might learn from reading this passage. *Discuss.*

TC

**Read**

Read the text to learn about the understory level of the rain forest.

DT

If you finish reading before others, read the text again.

CD

**Discuss**

Turn to your partner and discuss the understory level of the rain forest. Cite examples from the text.

**Text Dependent Questions**

Answer the following questions using evidence from the text to support your answer. *Questions are outlined in either red or blue. If there is textual evidence to support an answer, it is underlined in a corresponding color within the text.*

DT

**Reread paragraphs 9 and 10.**

Describe the plants that live in the understory.

*The plants of the understory are dark and green. Young trees grow there. Flowers grow among the leaves and branches.*

VI

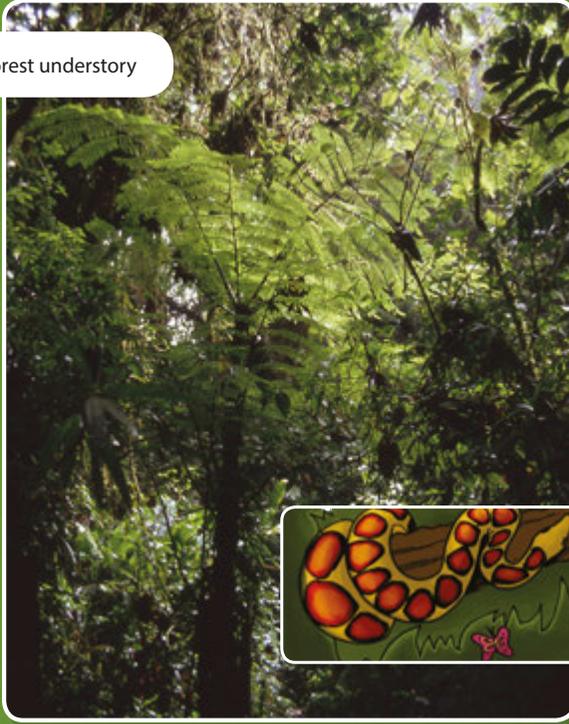
**Study the photograph and illustration.**

How does it help you understand how animals live in the understory?

TF

*The photograph shows how dark and dense the understory is which is why it blocks most of the sun. The illustration shows a snake living in the understory.*

Rain forest understory



## ***The Understory***

- 9 The understory is between the floor and the canopy. Treetops **protect** it. They block most of the sun. Young trees grow here.
  
- 10 Plants here are dark and green. Flowers grow among the leaves and branches. Insects, snakes, and bats live here.

TF

**Explore the Text**

Identify the text features (headings, photographs, illustrations, captions, maps, etc.). Using the text features, predict what you might learn from reading this passage. Discuss.

TC

**Read**

Read the text to learn about the forest floor.

DT

If you finish reading before others, read the text again.

CD

**Discuss**

Turn to your partner and discuss what you learned about the forest floor. Cite examples from the text.

**Text Dependent Questions**

Answer the following questions using evidence from the text to support your answer. *Questions are outlined in either red or blue. If there is textual evidence to support an answer, it is underlined in a corresponding color within the text.*

DT

**Reread paragraphs 11-12.**

How does the author describe the forest floor?

*The author describes the forest floor as dark and wet. She says that dead leaves and animals fall to the forest floor.*

DT

**Reread paragraph 13.**

What examples does the author give to support her statement that many big animals live on the forest floor?

*The author gives elephants and jaguars as examples of big animals that live on the forest floor.*

Rain forest floor



## ***The Forest Floor***

- 11 The forest floor is the bottom level. It is dark and wet here.
- 12 Dead leaves fall to the forest floor. So do dead animals. These dead things are food for plants and animals.
- 13 Jaguars and elephants live here. The forest floor has many big animals.

TF

**Explore the Text**

Identify the text features (headings, photographs, illustrations, captions, maps, etc.). Using the text features, predict what you might learn from reading this passage. *Discuss.*

TS

**Teach**

Writers use text structure to organize information. This author uses a topic and detail text structure. Details answer questions, including, who, what, where, when, why, and how.

TC

**Read**

Read the text to find out why the rain forest is an important part of Earth.

DT

Be prepared to identify the details from the text. If you finish reading before others, read the text again.

CD

**Discuss**

Turn to your partner and discuss why the rain forest is an important part of Earth. Cite examples from the text.

**Text Dependent Questions**

Answer the following question using evidence from the text to support your answer. *Questions are outlined in either red or blue. If there is textual evidence to support an answer, it is underlined in a corresponding color within the text.*

RE

**Reread paragraphs 14-15.**

What details does the author provide to support her claim that the rain forest is important to us?

*The author supports her claim that the rain forest is important to us with the statements that “plants help clean the air,” and that “medicines come from these plants.”*

## ***An Important Part***

- 14 The rain forest is an important part of Earth.  
The plants help clean the air.
- 15 The plants also can help cure diseases. Many medicines come from these plants. They are useful to us.



The Amazon rain forest

TF

**Explore the Text**

Identify the text features (headings, photographs, illustrations, captions, maps, etc.). Using the text features, predict what you might learn from reading this passage. *Discuss.*

TC

**Read**

Read the text to learn how the map extends your understanding that parts of the rain forest still need to be explored. If you finish reading before others, read the text again.

VI

TF

CD

**Discuss**

Turn to your partner and discuss why there is still more to explore in the rain forest. Cite examples from the text.

**Text Dependent Questions**

Answer the following questions using evidence from the text to support your answer. *Questions are outlined in either red or blue. If there is textual evidence to support an answer, it is underlined in a corresponding color within the text.*

MI

**Reread the heading of this page.**

Why did the author title these paragraphs “More to Explore”?

*The author titled these paragraphs “More to Explore” because there are parts of the rain forest that have not been seen. It is hard to get to some parts of the rain forest.*

VI

**Study the map.**

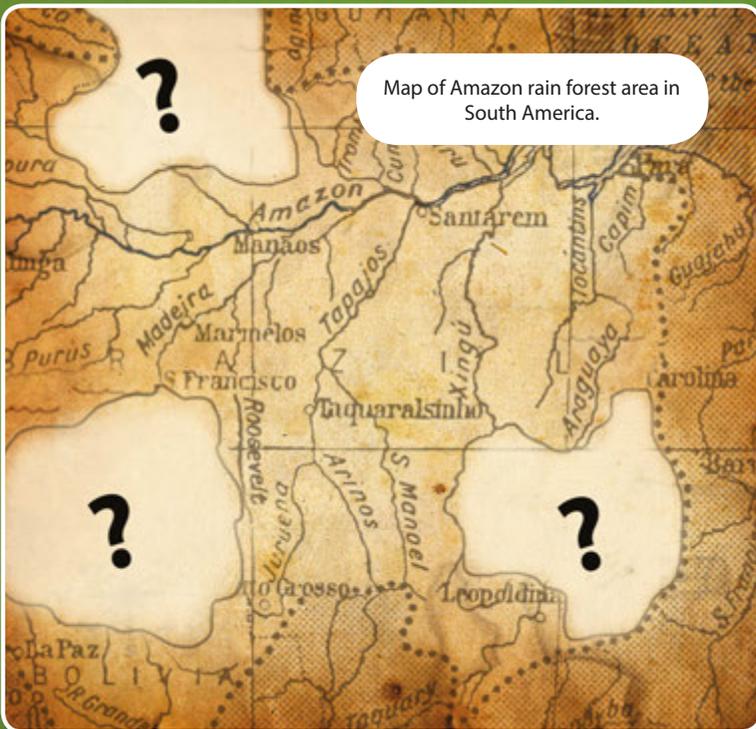
How does the map support your understanding of the text?

*The map shows the rain forest in South America. The areas labeled with question marks have not yet been explored.*

TF

## More to Explore

- 16 Some plants and animals only live in the rain forest. They do not live anywhere else.
- 17 The rain forest is full of life. We have not yet seen it all. It's hard to get to some parts. There is more to explore.





# Read & Discuss 9

TF

## Explore the Text

Identify the text features (headings, photographs, illustrations, captions, maps, etc.). Using the text features, predict what you might learn from reading this passage. *Discuss.*

TC

## Read

Read the Conclusion.

If you finish reading before others, read the text again.

CD

## Discuss

Turn to your partner and discuss why the rain forest is in danger. Cite examples from the text.

## Teach SKILL

WM

### 1. Model

Good readers break long words into prefixes, suffixes, and root words. This helps them read the words and understand their meaning.

For example, think about the word “unhelpful.”

*Write the word for the students.* Cover the prefix un- and the suffix -ful. This is the root word “help.” We all know what help means. Un- means “not” and -ful means “full of.”

Someone who is unhelpful is not much help. They are not full of help. Now it’s easier to read the word un-help-ful.

### 2. Practice

Find the word **useful** in paragraph 15.

Read the sentence. Cover the suffix -ful.

What is the root word? *use.* Use means purpose. -ful means “full of.” Something that is useful is full of use, or very important.

### 3. Discuss the skill

How can the skill of separating a word into its parts help you as a reader?

*It helps to read and understand the meaning of words with added prefixes and suffixes in the text.*



Rain forest where trees have been cut down.

## ***Conclusion***

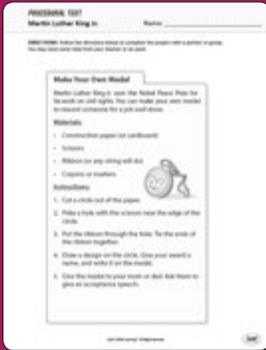
- 18 The rain forest is in danger. People are cutting trees down. This hurts the earth. Animals lose their home.
  
- 19 We need the rain forest. It helps clean our air. It gives us medicines, too. People are trying to protect it. They want to save it before it's gone.





TS

CD



## FOLLOWING DIRECTIONS: PROCEDURAL TEXT

The Following Directions activities provide an opportunity for students to read and demonstrate their understanding of procedural text.

If time permits, have students work with a partner or group to complete the project by collecting the needed materials or ingredients, and following the directions as written. Students may need the help of the teacher or an adult.

The questions provided below can be used to assess the students' understanding of the steps involved and the materials needed.

Research indicates that students need direct instruction in strategies to help them become independent learners when confronted with procedural text.

### SUGGESTED QUESTION STEMS FOR PROCEDURAL TEXT:

- What are the two main components of procedural text?
- What materials (ingredients, tools) are needed for this activity?
- What is the first step, third step, last step, etc... for completing this activity?
- What do you do before (after) you ....?
- Why do you \_\_\_\_\_ before (after) \_\_\_\_\_?

PoI

MM

IE



## BEYOND THE BOOK

The Beyond the Book activities allow students to demonstrate their understanding of the text in a manner they choose.

Students may choose to model, record, show, draw, speak, or write about a topic. Research indicates that students must perform using knowledge to convince us that they really understand material that quizzes and short-answer tests only suggest they understand.

# COLLEGE AND CAREER READINESS Standards

## Literary Text

- DT** Details in Text
- Inf** Inference
- CM** Central Message
- Th** Theme
- CSE** Characters, Settings, and Events
- Wo Ph** Words and Phrases
- SS** Story Structure
- TS** Text Structure
- PoV** Point of View
- IS** Illustrations in Stories
- VI** Visual Information
- CC** Compare and Contrast
- TC** Text Complexity

## Foundational Skills

- Ph WR** Phonics and Word Recognition
- Fl** Fluency

## Speaking and Listening

- CD** Collaborative Discussion
- PoI** Presentation of Information
- MM** Multimedia

## Language

- WM** Word Meaning
- FL WR** Figurative Language, Word Relationships

## Informational Text

- DT** Details in Text
- Inf** Inference
- MI** Main Idea
- Sum** Summary
- Rel** Relationships in Text
- Wo Ph** Words and Phrases
- TS** Text Structure
- Pur** Purpose
- PoV** Point of View
- VI** Visual Images
- TF** Text Features
- RE** Reasons and Evidence
- CC** Compare and Contrast
- TC** Text Complexity

## Writing

- I/E** Informational / Explanatory
- Nar** Narrative
- O/A** Opinion / Argumentative
- CW** Coherent Writing
- WP** Writing Process
- RoW** Range of Writing

LEXILE

GLE\*

FP\*

DRA\*

WORD  
COUNT

320

1

I

16

392

*\*Estimated Level*

GLE: Grade Level Equivalent

FP: Fountas and Pinnell

DRA: Developmental Reading Assessment

