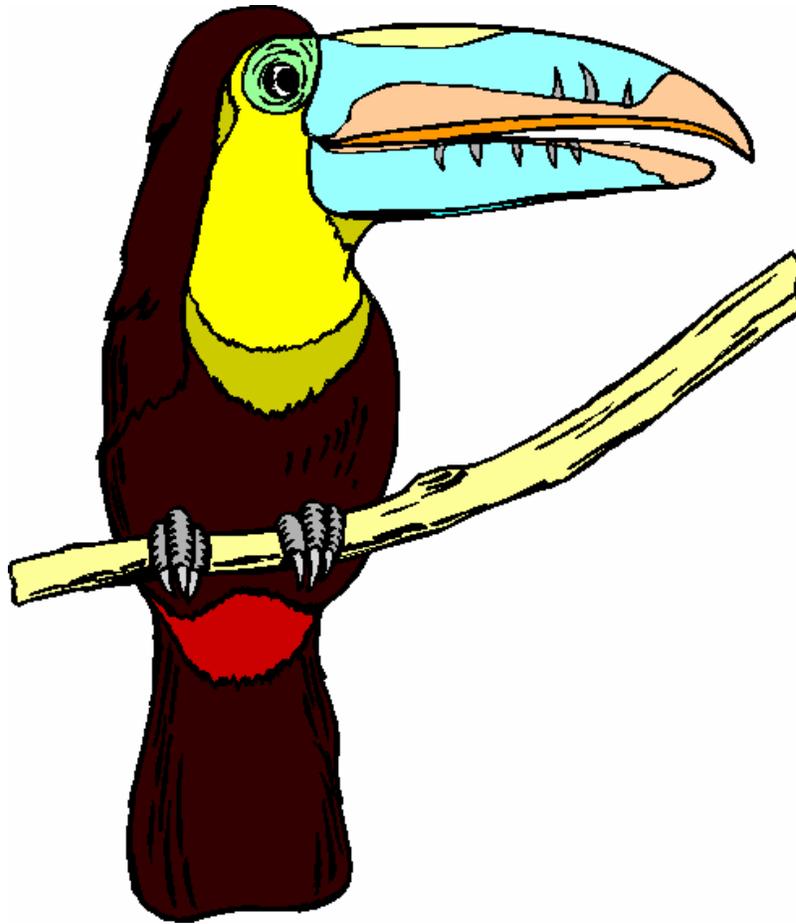


Rain Forest Research



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Authors' Note

Welcome to the Rain Forest, a second grade experience at Wheatfield Elementary. We are a team of teachers exploring experiences available to our students using Universal Design. This unit will focus on writing about animals of the rain forest.

The teacher implementing this unit has been teaching second grade for ten years. If you have questions she can be reached at 219-956-3221 or

twhitaker@kv.k12.in.us.



Standards

Keeping aligned with Indiana State Standards for Language Arts, this lesson is addressing writing process and applications.

- 2.4.1 Create a list of ideas for writing.
 - 2.4.2 Organize related ideas together to maintain a consistent focus.
 - 2.4.3 Find ideas for writing stories and descriptions in pictures or books.
 - 2.4.4 Understand the purposes of various reference materials
 - 2.4.5 Use a computer to draft, revise, and publish writing.
 - 2.4.6 Review, evaluate, and revise writing for meaning and clarity.
 - 2.4.7 Proofread one's own writing, as well as that of others, using an editing checklist or list of rules.
 - 2.4.8 Revise original drafts to improve sequence (the order of events) or to provide more descriptive detail.
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- 2.5.2 Write a brief description of a familiar object, person, place or event that:
 - Develops a main idea.
 - Uses details to support the main idea.
 - 2.5.5 Use descriptive words when writing.
 - 2.5.6 Write for different purposes and to a specific audience or person.

Regarding LISTENING AND SPEAKING:

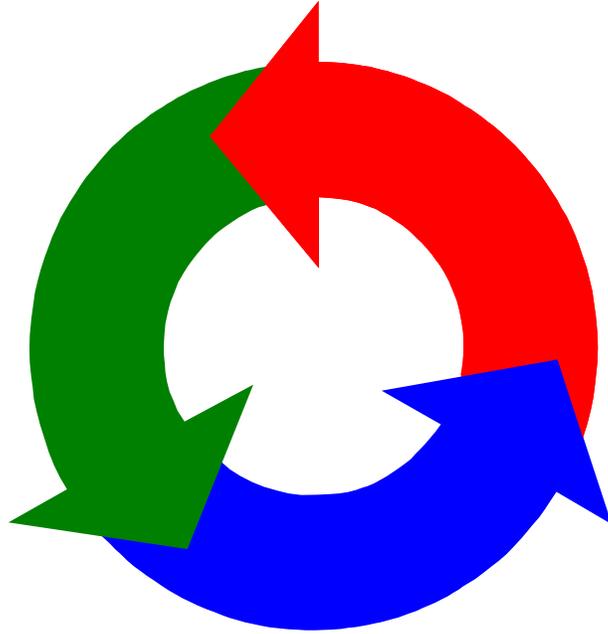
- 2.7.5 Organize presentations to maintain a clear focus.
- 2.7.6 Speak clearly and at an appropriate pace for the type of communication.
- 2.7.9 Report on a topic with supportive facts and details.

Keeping aligned with Indiana Standards for Science, this lesson also addresses the living environment.

- 2.4.1 Observe and identify different external features of plants and animals
And describe how these features help them live in different environments.

- 2.4.2 Observe that and describe how animals may use plants, or even other animals, for shelter and nesting.
- 2.4.3 Observe and explain that plants and animals both need to take in water animals need to take in food, and plants need light.
- 2.4.4 Recognize and explain that living things are found almost everywhere in the world and that there are somewhat different kinds in different places.

Planning “Circle”



Some students will know

- Sentence structure, complete sentences, punctuation, spelling, and organization of related ideas

Most students will know

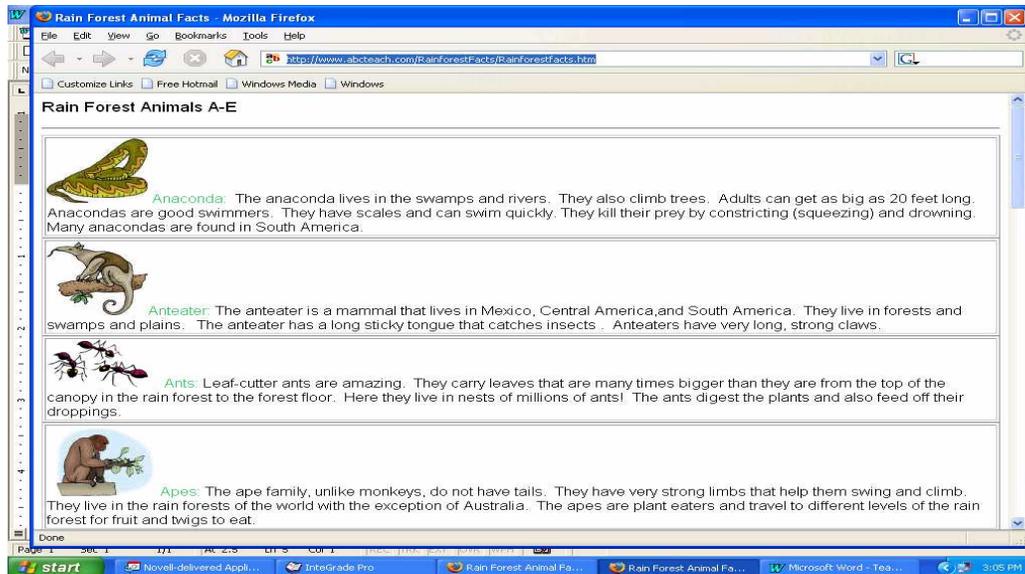
- Sentence structure, punctuation, and spelling

All students will know

- Sentence structure, punctuation

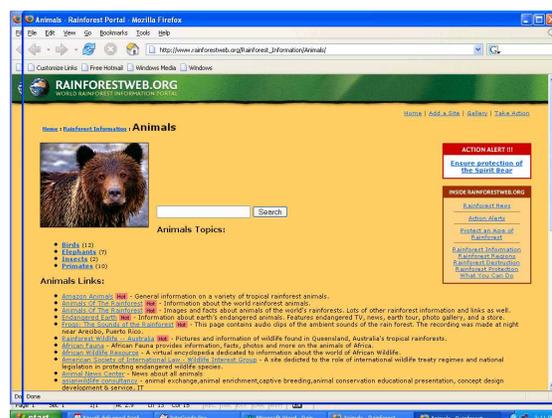
Teacher Resources

<http://www.abcteach.com/RainforestFacts/Rainforestfacts.htm>



This site provides the teacher with easy to read facts pertaining to many rain forest animals. These can be printed and distributed to the students.

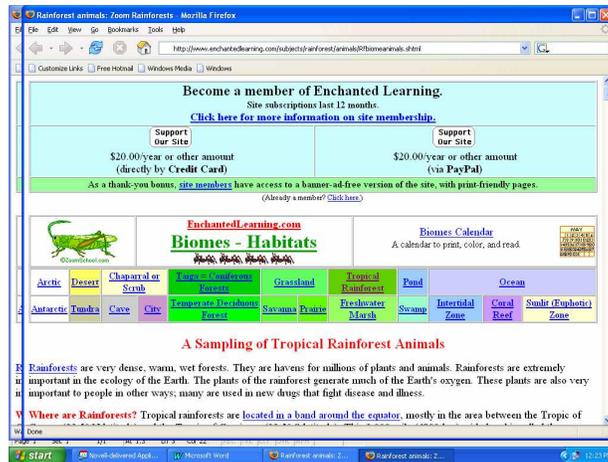
[http://www.rainforestweb.org/Rainforest Information/Animals/](http://www.rainforestweb.org/Rainforest%20Information/Animals/)



This site provides the teacher with an array of ability level readings pertaining to rain forest animals.

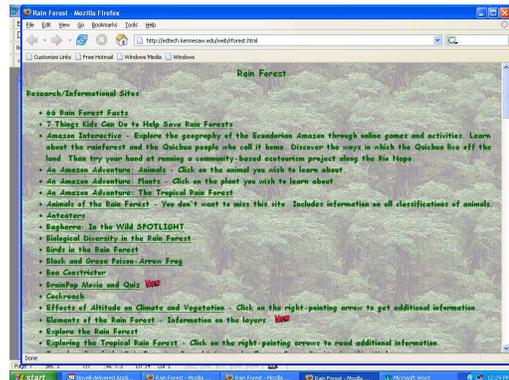
Learner Activities

<http://www.enchantedlearning.com/subjects/rainforest/animals/Rfbiomeanimals.shtml>



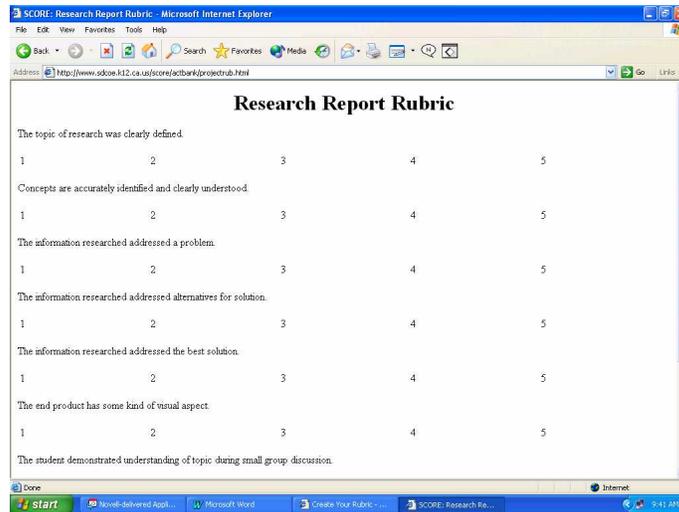
This site provides the students with opportunities to research many facets of the rain forest.

<http://edtech.kennesaw.edu/web/rforest.html>



This site also provides the students with many facets of the rain forest.

Assessment



The screenshot shows a web browser window titled "SCORE: Research Report Rubric - Microsoft Internet Explorer". The address bar shows the URL "http://www.sdcoe.k12.ca.us/score/factbank/projectrub.html". The main content is a rubric titled "Research Report Rubric" with seven criteria, each followed by a scale from 1 to 5.

Criteria	1	2	3	4	5
The topic of research was clearly defined.					
Concepts are accurately identified and clearly understood.					
The information researched addressed a problem.					
The information researched addressed alternatives for solution.					
The information researched addressed the best solution.					
The end product has some kind of visual aspect.					
The student demonstrated understanding of topic during small group discussion.					

This rubric assesses the basic writing skills for students researching to write.

Additional Help!

Rubrics, Rubric Maker

http://teachers.teach-nology.com/web_tools/rubrics

RubiStar

<http://rubistar.4teachers.org>

Modifications

Planning for Academic Diversity

Learning Barrier: Student cannot read at grade level

Possible Solutions: Text to speech and word talk.

Web Link Resources:

<http://www.donjohnston.com>

<http://www.kurzweiledu.com/>

<http://www.kidspiration.com>

Learning Barrier: Student has difficulty comprehending the material

Possible Solutions: Picture clues and summarizing.

Web Link Resources:

<http://www.kidspiration.com>

Learning Barrier: Student struggles with written expression

Possible Solutions: Use technology to help student become more independent.

Web Link Resources:

<http://www.donjohnston.com>

<http://www.texthelp.com>