

El Bosque Tropical

A thematic curriculum unit about the tropical rainforest for beginning Spanish students



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for beginning Spanish students*

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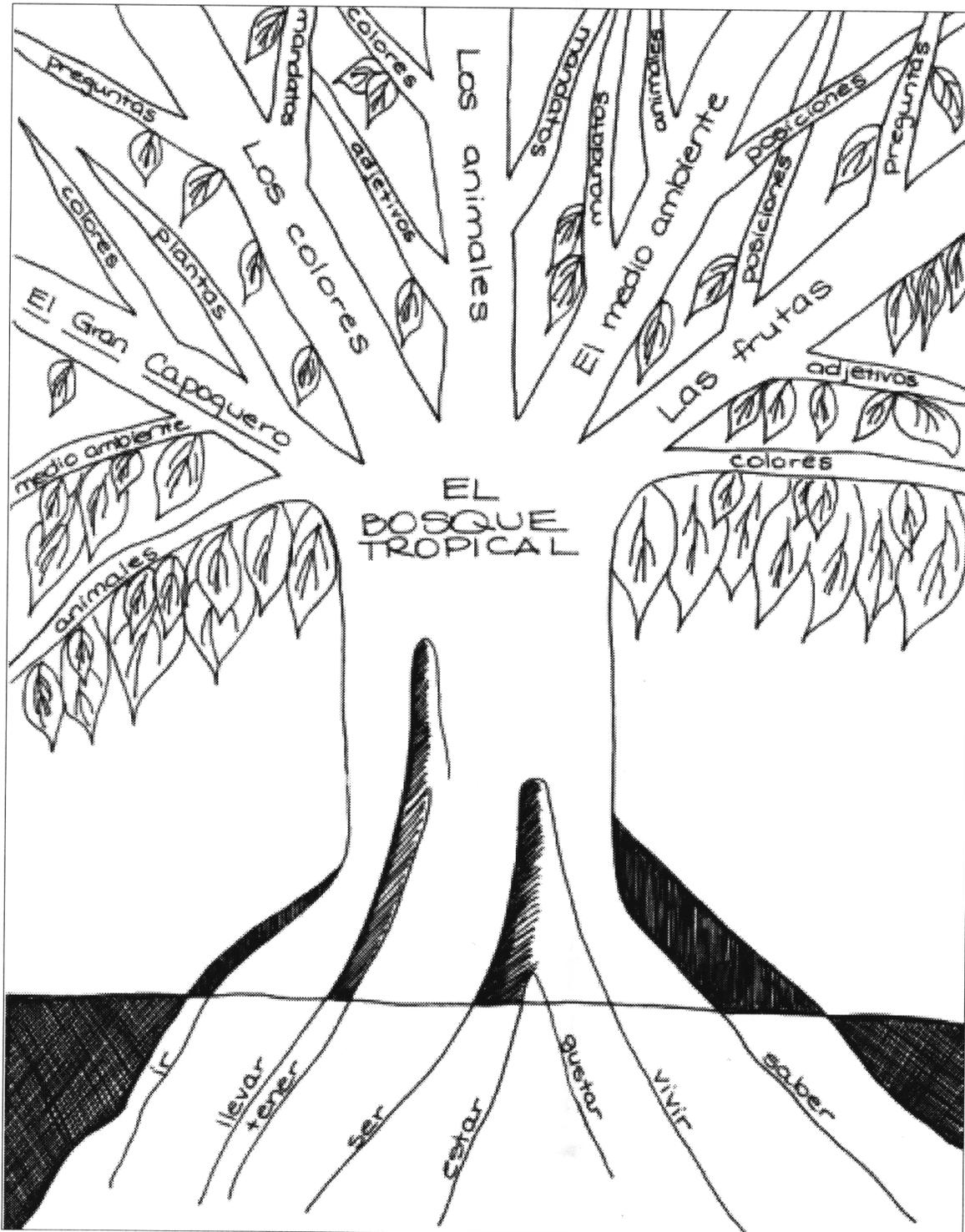
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El Bosque Tropical "lluvia de ideas"





Unit Objectives

Los Colores

- The students will recognize the color vocabulary and be able to use it in communicative/functional situations.
- The students will recognize several commands and be able to use them in communicative/functional situations.
- The students will recognize the question words and be able to use them in communicative/functional situations.

Los Animales

- The students will recognize some animal vocabulary and be able to use it in communicative/functional situations.
- The students will recognize more commands and be able to use them in communicative/functional situations.
- The students will recognize some adjectives and be able to use them in communicative/functional situations.

La Tierra

- The students will recognize the plants and environment vocabulary and be able to use it in communicative/functional situations.
- The students will recognize some vocabulary of position/location and be able to use it in communicative/functional situations.

Las Frutas

- The students will recognize the fruits and be able to use them in communicative/functional situations.
- The students will recognize some vocabulary of position/location and be able to use it in communicative/functional situations.
- The students will recognize the question words and be able to use them in communicative/functional situations.
- The students will recognize some more adjectives (of taste) and be able to use them in communicative/functional situations.



Lesson #1: Los Colores

Language

vocabulary

rojo/a	rosado/a	rana
anaranjado/a	amarillo/a	
verde	azul	
morado/a	color café	
blanco/a	negro/a	

phrases and structures

questions:	¿quién?	¿qué?	¿por qué?
	¿dónde?	¿cómo?	
verbs:	llevar	tener	ser
commands:	pon	señalen	
	da	colorea	

- Materials:**
- activity sheet #1
 - magic box
 - poison dart frog drawings (*ranas*) colored in the various colors and cut into small cards (see appendix A)

- Activity:**
1. The teacher asks for volunteers to pull the various "secret" items from the magic box.
 2. As each *rana* is pulled from the box, the teacher asks the following questions:
 - a. *¿Quién tiene (i.e. :) la rana roja?*
 - b. *¿Juan tiene la rana roja?*



- c. *¿Juan tiene la rana o la rana azul?*
 - d. *¿Qué tiene Juan?*
 3. The teacher continues to practice the color words by interspersing these commands throughout the lesson:
 - a. *Señalen la rana roja.*
 - b. *Pon la rana roja en tu cabeza.*
 - c. *Da la rana roja a Mary.*
 4. Continue the practice of the colors by asking the students "*¿Quién lleva rojo?*" (cover all colors). If the student is wearing red, he/she should stand up.

Homework: Activity sheet #1: The students should color in the drawing of the rainforest. They should then fill in the sentences at the bottom of the page.



Lesson #2: Los Colores

Language

vocabulary:

rojo/a	rosado/a	anaranjado/a	
amarillo/a	verde	negro/a	café
morado/a	color café	blanco/a	azul
jaguar	mono	iguana	
ocelote	rana	perezoso	
tucán	boa	oso hormiguero	
mariposa	loro	guacamayo	

phrases and structures:

questions:	¿quién?	¿qué?
verbs:	tener	ser

<u>commands:</u>	pon	corta
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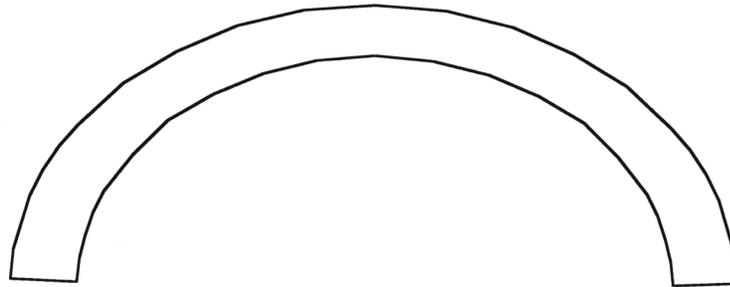
- Materials:**
- activity sheet #1
 - activity sheet #2
 - magic box
 - small *rana* cards
 - 10 "rainbow strips" cut out from large paper
 - old magazines

- Activity:**
1. In pairs, the students go over the homework (activity sheet #1) by first pronouncing all the names of the items and the colors they each used. They can each ask each other:

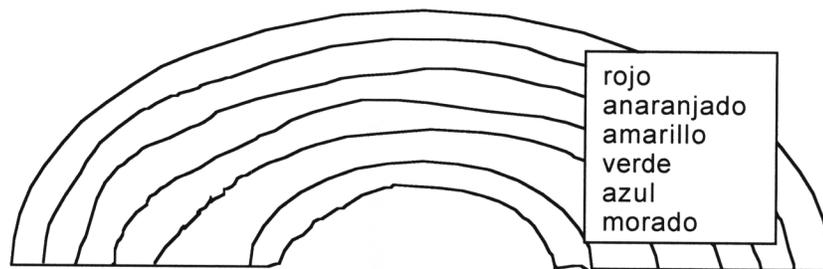


- a. ¿Qué color es la flor?
- b. ¿Qué color es el árbol? (etc.)

2. Divide the students into several small groups. Give each group a colored *rana* card. Ask each group to look for items of that particular color in a magazine and to paste them onto a "rainbow strip".



3. The teacher collects the different strips by asking *¿quién tiene rojo?* (repeat with all colors).
4. The strips are connected to form a rainbow and labeled with the color words. (This *arco iris* can be hung in the classroom for the students to refer to).



Homework: Activity sheet #2: Unscramble the various animal and color words and then find them in the word-search puzzle.



Lesson #3: Los Animales

Language

vocabulary:

rojo/a	rosado/a	anaranjado/a	
amarillo/a	verde	negro/a	café
morado/a	color café	blanco/a	azul
jaguar	mono	iguana	
ocelote	rana	perezoso	
tucán	boa	oso hormiguero	
mariposa	loro	guacamayo	

phrases and structures:

questions:	¿quién?	¿qué?
verbs:	tener	ser

<u>commands:</u>	pon	corta
	señalen	da

- Materials:**
- magic box
 - animal drawings colored-in and cut into small cards (see appendix B)
 - activity sheet #2
 - activity sheet #3
 - activity sheets #4 and 5

- Activity:**
1. The teacher asks for volunteers to pull the various "secret" items from the magic box.
 2. As each animal is pulled from the box, the teacher asks the following questions:



- a. *¿Quién tiene (i.e. :) la rana?*
 - b. *¿Juanita tiene la rana?*
 - c. *¿Juanita tiene la rana o el loro?*
 - d. *¿Qué tiene Juanita?*
3. The teacher continues to practice the animal words by interspersing these commands throughout the lesson:
- a. *Señalen la rana.*
 - b. *Pon la rana en tu cabeza.*
 - c. *Da la rana a Mary.*
4. Continue the practice of the animals (and the colors) by asking the students "*¿Qué color es la rana?*" (repeat for all animals).
5. The students should work on activity sheet #3 in pairs by telling the other the animals they have on their sheets:

Student #1: *"Yo tengo un jaguar, una mariposa y un jaguar."*

Student #2: *"Yo tengo una mariposa, una boa y un jaguar."*

In this case, the partners have different animals so they circle "d" (for *diferente*). If the students have the same animals, they circle "i" (for *igual*).

Homework: Activity sheets #4 and #5: The students should color in the drawings of the rainforest and the animals. They should then cut-out the animals and paste them into the scene as they want.



Lesson #4: Los Animales

Language

vocabulary:

jaguar	mono	iguana
ocelote	rana	perezoso
tucán	boa	oso hormiguero
mariposa	loro	guacamayo

phrases and structures:

verbs:	ser	
adjectives:	grande/pequeño	bonito/feo
	feroz/tranquilo	favorito
commands:	pon	corta

- Materials:**
- magic box
 - small animal cards
 - chart paper for graph
 - activity sheet #5
 - activity sheet #6

- Activity:**
1. In pairs, the students share their homework sheets by asking each other what colors their animals are: *¿Qué color es el ocelote?* etc.
 2. The teacher asks for volunteers to pull the various "secret" items from the magic box.
 3. As each animal is pulled from the box, the teacher asks the following questions:



- a. ¿Es pequeña la rana?
- b. ¿Es grande la rana?
- c. ¿Es grande o pequeña la rana?
- d. ¿Es bonita la rana?
- e. ¿Es fea la rana?
- f. ¿Es bonita o fea la rana?

4. The class then fills out a graph on chart paper with their opinions about the animals.

ANIMAL	grande	pequeño pequeña	bonito bonita	feo fea
la boa la rana el ocelote la iguana...				

5. The students then create a "language experience story" using the information from the chart: i.e.: *La boa es grande y fea. La rana es pequeña y bonita... etc.*
6. The students continue to practice the adjectives by writing an adjective on a piece of paper for their classmate to act-out.
7. The students, organized in pairs, should act out the adjectives for another pair of students. (i.e.: for *grande/pequeño*, one student could crouch down and the other stand on tip-toes)

Homework: Activity sheet #6: The student will survey a member of their family about their favorite animal.



Lesson #5: Los Animales

Language

vocabulary:

jaguar	mono	iguana
ocelote	rana	perezoso
tucán	boa	oso hormiguero
mariposa	loro	guacamayo

phrases and structures:

verbs:	ser	
adjectives:	grande/pequeño	bonito/feo
	feroz/tranquilo	favorito
commands:	pásame	colorea dibuja

- Materials:**
- activity sheet #6
 - activity sheet #7
 - white-colored clay tiles
 - different colored paint pens
 - small animal cards

- Activity:**
1. Go over the homework surveys (#6) by playing "guess who?". In small groups, the students read their essays, leaving out the sentence "*Su animal favorito es_____.*" The other students try to guess the animal by hearing the description only.
 2. The group votes on one story to read to the class and then the students can complete a graph based on the homework surveys.



<i>Su animal favorito es...</i>	<i>Es...</i>	<i>Y es...</i>	<i>Y también es...</i>
<i>la boa el ocelote la iguana...</i>	<i>fea</i>	<i>grande</i>	<i>feroz</i>

3. Each student is given a tile on which to paint his/her favorite animal. Pictures of the animals (small animal cards) should be provided for use as a guide.
4. The students should work in groups to share the paint pens. They should request the pens by saying "*pásame la pluma roja*" etc.
5. After completing their tiles, each student should briefly describe the animal they have created:
 - a. *Es un ocelote.*
 - b. *Es bonito.*
 - c. *Es pequeño.*
 - d. *Es feroz.*
 - e. *Es mi animal favorito.*
6. Display the finished tiles around the classroom.

Homework: Activity sheet #7: The students should place an "x" through the plant or zone in which they think each animal lives.



Lesson #6: La Tierra

Language

vocabulary

la hoja	el árbol	la flor	la planta
el arbusto	el agua	la tierra	el aire

phrases and structures

questions:	¿dónde?	¿quién?	
verbs:	estar	tener	vivir

- Materials:**
- plants and zones drawings colored-in and cut into small cards (see appendix C)
 - activity sheet #7
 - activity sheet #8
 - magic box
 - small animals cards

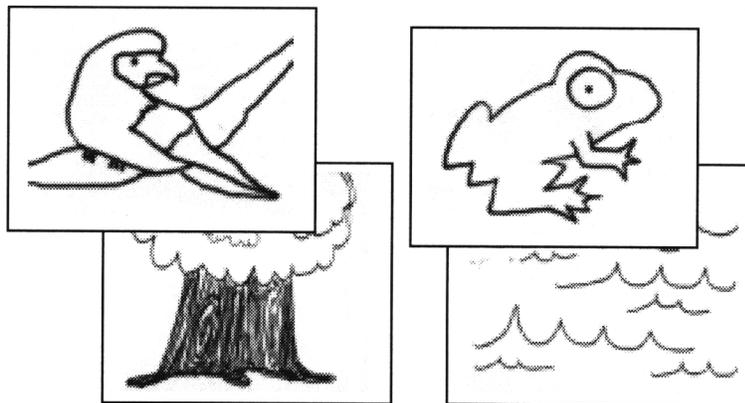
- Activity:**
1. The teacher asks for volunteers to pull the various "secret" items from the magic box.
 2. As each plant/"zone" is pulled from the box, the teacher asks the following questions:
 - a. *¿Quién tiene la semilla?*
 - b. *¿Juana tiene la semilla?*
 - c. *¿Juana tiene la semilla o el agua?*
 - d. *¿Qué tiene Juana?*



3. The teacher reviews the answers to the homework sheet by asking "*¿Dónde vive el ocelote?*", (until all animals are covered).

The students answer by saying "El ocelote vive en la tierra.", etc.

4. In small groups, the students are given a set of the small animal, plants and zones cards. The students are then asked to match the plants and animals to their zones/habitats.



5. The groups then report back to the class" i.e.: "*La rana vive en el agua*", etc.
6. In pairs, the students play "Mad-Libs" (Activity sheet #8) by filling-in the sentences with the appropriate words as indicated.

Homework: Activity sheet #8: The students should complete the sheet by illustrating their Mad-Libs paragraph.



Lesson #7: La Tierra

Language

vocabulary:

la hoja	el árbol	la flor	la planta
el arbusto	el agua	la tierra	el aire

phrases and structures:

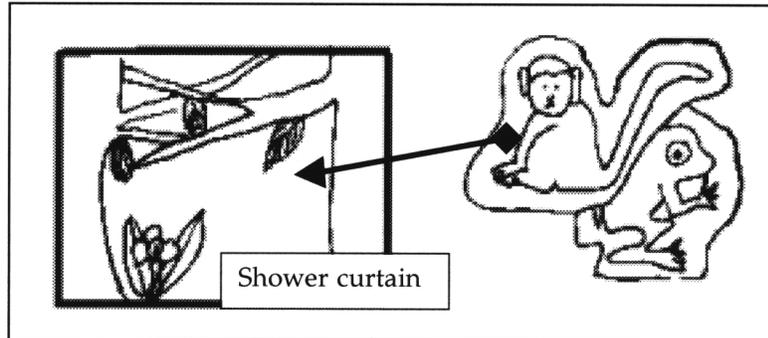
questions:	¿dónde?	
verbs:	estar	
positions:	enfrente de	detrás de
	debajo de	encima de
	a la derecha de	a la izquierda de
commands:	pon	

- Materials:**
- activity sheet #8
 - activity sheet #9
 - white plastic shower curtain liners
 - permanent magic markers
 - small plants and zones cards
 - small animals cards
 - brown paper bags

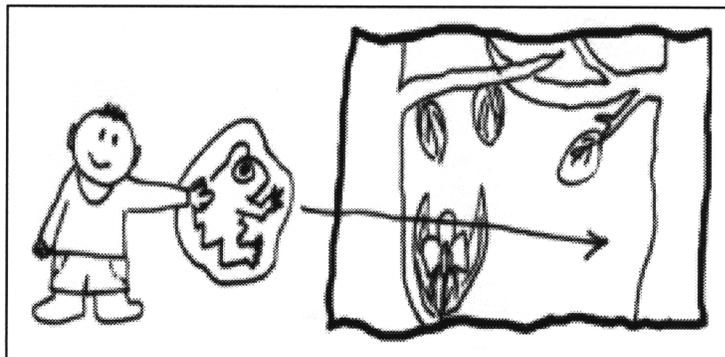
- Activity:**
1. The teacher asks for volunteers to read their Mad-Lib responses and show their drawings to the class.
 2. Using TPR (Total Physical Response), the teacher will act out the positions while asking the students to copy the actions.



- The teacher should then arrange the students into two groups:
Group A will draw scenes of the rainforest on the shower curtain with markers and *Group B* will draw and cut out rainforest animals



- After hanging the curtain on the wall, the students should command each other to place the different animals in the rainforest scene: i.e.: "*Pon el jaguar a la derecha del árbol*", etc.



- The teacher then asks the students where the animals are: *¿dónde está el ocelote?* (repeat with all animals)

Homework: Activity sheet #9: The students cut out and color various animals and arrange them in a diorama.



Lesson #8: La Tierra

Language

vocabulary:

la hoja	el árbol	la flor	la planta
el arbusto	el agua	la tierra	el aire

phrases and structures:

questions:	¿dónde?		
verbs:	estar	tener	vivir
positions:	enfrente de		detrás de
	debajo de		encima de
	a la derecha de		a la izquierda de
commands:	pon		

- Materials:**
- activity sheet #5
 - activity sheet #9
 - activity sheet #10
 - activity sheet #11
 - animal/location graph
 - small frog cards

- Activity:**
1. In pairs, the students share their dioramas by asking each other the locations of the animals and plants: i.e.:

Student #1: *¿Dónde está el loro?*

Student #2: *Está en el árbol.*



2. "*Simón Dice*": The teacher should command the students using the position words and a small frog card for each student: i.e.:

*Pon la rana encima del escritorio.
Pon la rana debajo de tu libro., etc.*

3. The students should go back to activity sheet #5 and, in pairs, point out the positions of all the animals and plants.
4. Activity sheet #10: *¿Dónde está?*
In pairs, the students should try to find the animals in their drawings. The students will have two versions of the pictures with different animals missing. They must end-up with the same picture at the end of the activity. After they are finished they should answer the questions.
5. The pairs should each take turns reporting on the location of one of the animals to the class as the teacher fills in a graph.
 - a. La boa está a la izquierda del árbol.
 - b. La rana está encima de la flor... etc.

<i>el animal</i>	<i>posición</i>	<i>planta</i>
<i>la boa la rana el mono...</i>	<i>a la izquierda de</i>	<i>el árbol</i>

Homework: Activity sheet #11: Students color, cut out and paste the fruit pictures in the positions as indicated.



Lesson #9: Las Frutas

Language

vocabulary:

papaya	mango	manzana	durazno
lulo	piña	aguacate	banana
fresa	limón	sandía	pera

phrases and structures:

questions:	¿quién?	¿qué?	¿dónde?
verbs:	estar	tener	
positions:	enfrente de		detrás de
	debajo de		encima de
	a la derecha de		a la izquierda de

- Materials:**
- magic box
 - fruit drawings colored-in and cut into small cards (see appendix D)
 - activity sheet #11
 - activity sheet #12

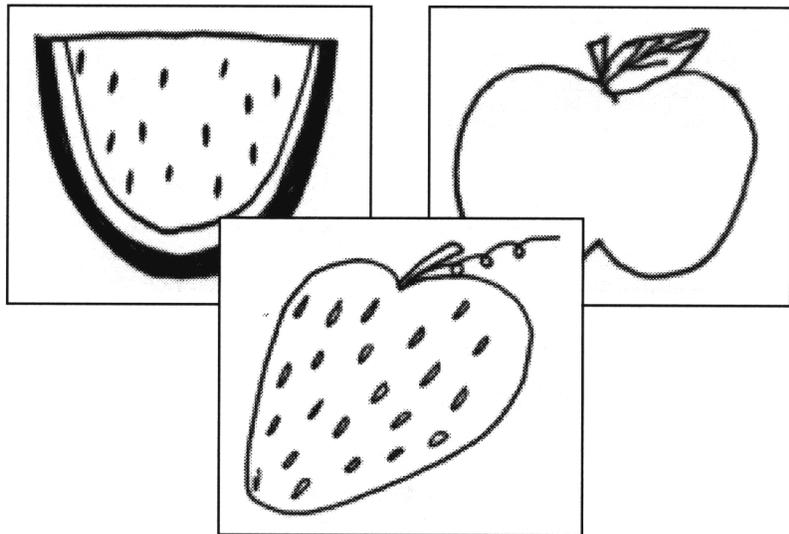
- Activity:**
1. The teacher asks for volunteers to pull the various "secret" items from the magic box.
 2. As each fruit is pulled from the box, the teacher asks the following questions:
 - a. *¿Quién tiene (i.e. :) la papaya?*
 - b. *¿Juana tiene la papaya?*
 - c. *¿Juana tiene la papaya o el mango?*
 - d. *¿Qué tiene Juana?*



3. The teacher reviews the answers to the homework sheet by asking "¿Dónde está el mango?", (until all fruits are covered). The students answer by saying "El mango está al lado de la papaya.", etc.
4. In small groups, the students are given a set of the small fruit cards. The students are then asked to sort the fruits by color.
5. The groups report back to the class –i.e.:

La fresa es roja.

El limón es amarillo, etc.



frutas rojas

Homework:

Activity sheet #12: The students are asked to complete a crossword puzzle by filling-in the blank spaces with the words for fruits, as indicated by the pictures.



Lesson #10: Las Frutas

Language

vocabulary:

papaya	mango	manzana	durazno
lulo	piña	aguacate	banana
fresa	limón	sandía	pera

phrases and structures:

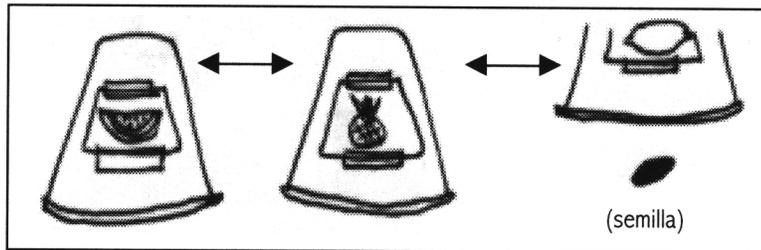
questions:	¿dónde?	
verbs:	estar	
positions:	enfrente de	detrás de
	debajo de	encima de
	a la derecha de	a la izquierda de
commands:	prueba	
adjectives:	amargo	dulce

- Materials:**
- three paper cups
 - small fruit cards
 - some large fruit seeds
 - examples of all the fruits (substitute Goya juices for those fruits which are not readily available.)
 - activity sheet #12
 - activity sheet #13
 - activity sheet #14

- Activity:**
1. Prepare the three cups by taping a different small fruit cards to each of the three cups.
 2. Arrange the students into small groups.
 3. One student hides the seed underneath a cup and moves them in an attempt to confuse



his/her fellow students as to its location.



4. The other students try to locate the seed by guessing under which "fruit" (cup) it is hidden:

Student #1: *¿Dónde está la semilla?*

Student #2: *Está debajo de la pera...*

Student #1 (lifts the pera): *¡No! Está debajo de la papaya. (etc.)*

5. The students should go over the crossword puzzle in pairs while the teacher cuts the fruit into bite-sized pieces and positions the pieces so as to practice all the position phrases (i.e.: *la papaya encima del mango*).
6. The teacher starts by commanding one student: "*prueba la fruta al lado de la papaya.*" That student then decides whether the fruit is sweet or sour (*amargo o dulce*) and proclaims that decision to the class. The students then circle the appropriate choice on their activity sheets (#13). Continue until all fruits have been tasted.

Homework: Activity sheet #14: The students should look for magazine photos (or draw pictures) of sweet and sour foods and place them into the appropriate columns on the chart.



Lesson #11: Las Frutas

Language

vocabulary:

papaya	mango	manzana	durazno
lulo	piña	aguacate	banana
fresa	limón	sandía	pera

phrases and structures:

verbs:	ser	saber	
commands:	lava	corta	abre
	mezcla	prueba	
adjectives:	amargo	dulce	

- Materials:**
- fruits
 - a knife
 - two cans of condensed milk
 - a large mixing bowl
 - sweet/sour chart
 - activity sheet #14
 - activity sheet #15

- Activity:**
1. The teacher should go over the homework by creating a class chart of sweet and sour foods.

<i>¿qué?</i>	<i>amargo</i>	<i>dulce</i>
<i>la fresa el mango el limón el mango...</i>	<i>✓</i>	<i>✓</i>



2. The teacher uses a Gouin series to create a Colombian-style fruit salad as follows:
 - a. first present the series orally with props.
 1. *Lava la papaya.*
 2. *Corta la papaya.*
 3. *Pon la papaya en el bol.*
(continue with all the fruits)
 4. *Pon la leche encima de las frutas.*
 5. *Mezcla las frutas y la leche.*
 6. *Prueba la ensalada.*
 - b. then repeat a second time (orally) as the class joins in with the pantomime.
 - c. the third time, the teacher does not pantomime along with the class.
 - d. now the teacher requests volunteers to pantomime, as the teacher repeats orally.
 - e. Finally, the class performs the steps orally and physically. The students should be organized into small groups, each with a different fruit to cut. As they are working, they should repeat the steps of the Gouin series orally.
3. All students should taste the salad and decide whether it is sweet or sour ("*sabe dulce*" or "*sabe amargo*").

Homework: Activity sheet #15: The students should choose their favorite fruit, draw a picture of it and describe their reasons for liking the fruit in several sentences.



Lesson #12: Las Frutas

Language:

vocabulary:

papaya	mango	manzana	durazno
lulo	piña	aguacate	banana
fresa	limón	sandía	pera

phrases and structures:

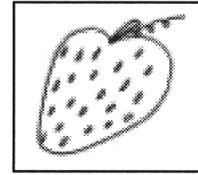
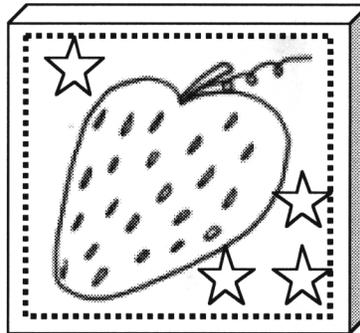
adjectives:	grande/pequeño	feo/bonito	
	feroz/tranquilo	favorito	
	dulce/amargo		
questions:	¿por qué ?	¿dónde?	
verbs:	gustar	ser	saber
commands:	pásame	píntame	colorea

- Materials:**
- activity sheet #15
 - activity sheet #16
 - white-colored clay tiles
 - different colored paint pens
 - small fruit cards

- Activity:**
1. Go over the homework surveys by playing "guess who?". A volunteer student reads his/her essay, leaving out the sentence "*Mi fruta favorita es_____.*" The students try to guess what the fruit is by hearing the description only.
 2. Each student is given a tile on which to paint his/her favorite fruit.



Pictures of the fruits should be provided for use as a guide (use small fruit cards).



fruit card

3. The students should work in groups to share the paint pens. They should request the pens by saying "*pásame la pluma roja*" etc.
4. After completing their tiles, each student should briefly describe the fruit they have created:
 - a. *Es un mango.*
 - b. *El mango es bonito.*
 - c. *El mango es pequeño.*
 - d. *El mango sabe dulce.*
 - e. *El mango es mi fruta favorita.*
5. The tiles should be displayed in the classroom.

Homework: Activity sheet #16: The students should fill-in the necessary information on the "passport" and put it together as indicated. They should be told that they are going on a trip to the rainforest the following day.



Lesson #13: El Bosque

Language

vocabulary:

papaya	mango	manzana	durazno
lulo	piña	aguacate	banana
fresa	limón	sandía	pera
rojo/a	rosado/a	amarillo/a	verde
azul	morado/a	anaranjado/a	café
blanco/a	negro/a		
jaguar	mono	iguana	
ocelote	rana	perezoso	
tucán	boa	oso hormiguero	
mariposa	loro	guacamayo	

phrases and structures:

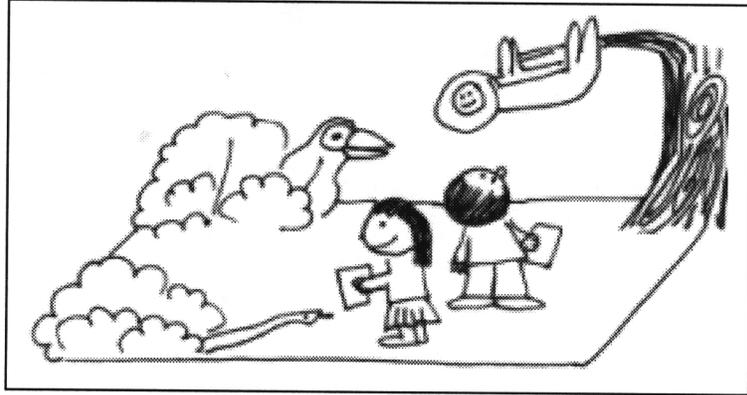
adjectives:	grande/pequeño	feo/bonito	
	feroz/tranquilo	favorito	
questions:	¿por qué ?	¿dónde?	
	¿quién?	¿qué?	
verbs:	vivir	ser	estar
commands:	camina	escucha	mira

- Materials:**
- activity sheet #16
 - activity sheet #17
 - the student-made animals (see lesson #8)
 - fruits (drawings or real ones)
 - [-permission to use outdoor area]



Activity:

1. The animals and fruits should be carefully placed in the trees, on the ground, etc. before the lesson, so as to practice all the position vocabulary.



2. The teacher should go over the passport information on activity sheet #17 by acting as the "border guard" (checking information).
3. Each student is given a list of questions (activity sheet #17) to answer on their "trip".
4. Upon arrival at the "*bosque*", the students should be encouraged to walk around in pairs, answering all the questions on the sheet.
5. The students answers should then be shared with the class.



Activity Sheets

Me llamo _____

Hoy es _____

Actividad #1

Colorea este dibujo del bosque tropical:



Ahora llena los espacios los colores que usaste en el dibujo:

1. El árbol es _____ y la boa es _____.
2. La hoja es _____.
3. La flor es _____ y el ocelote es _____.
4. El mono es _____.
5. La mariposa es _____.
6. El guacamayo es _____ y la rana es _____.
7. El oso hormiguero es _____.

Me llamo _____

Hoy es _____

Actividad #2

Después de poner las letras de estas palabras en orden, búscalas en el rompecabezas (👁 ¡OJO!: No te preocupes por los acentos).

los animales:

onmo _____ áncu _____

unaagi _____ ruagaj _____

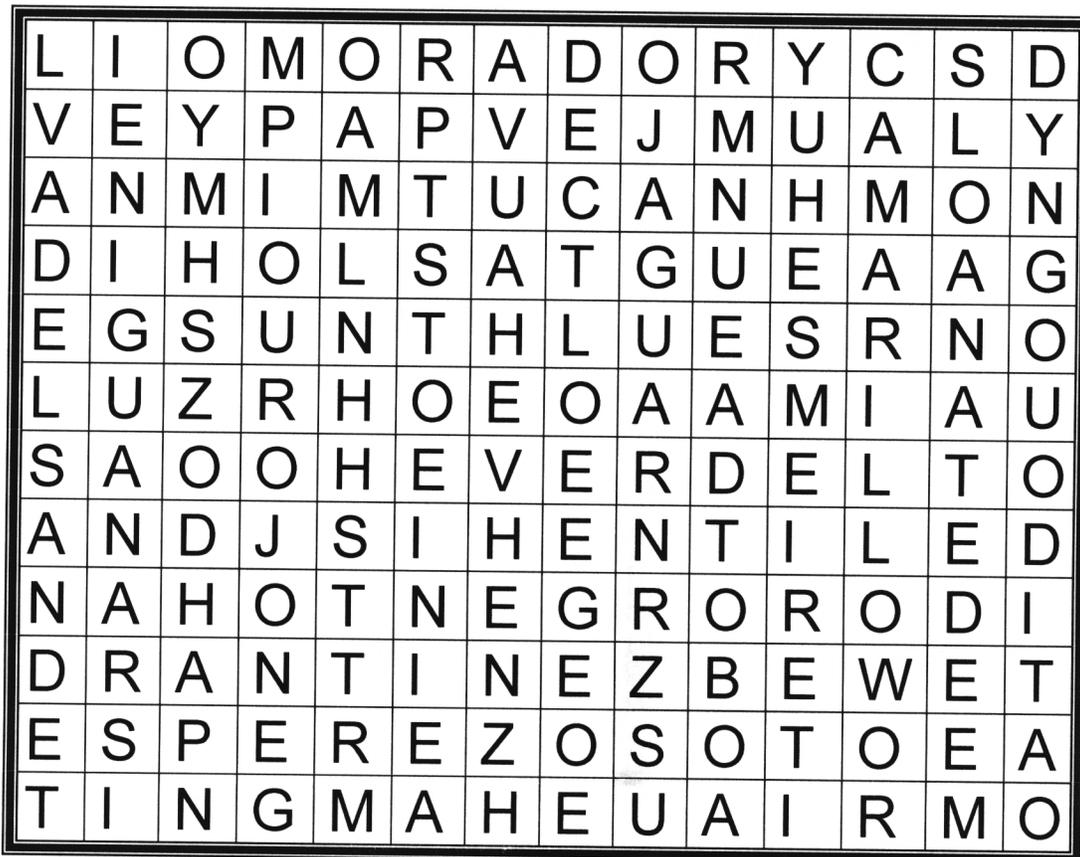
oozseper _____ oab _____

los colores:

zaul _____ erdve _____

engor _____ joro _____

amilloar _____ ormdoa _____

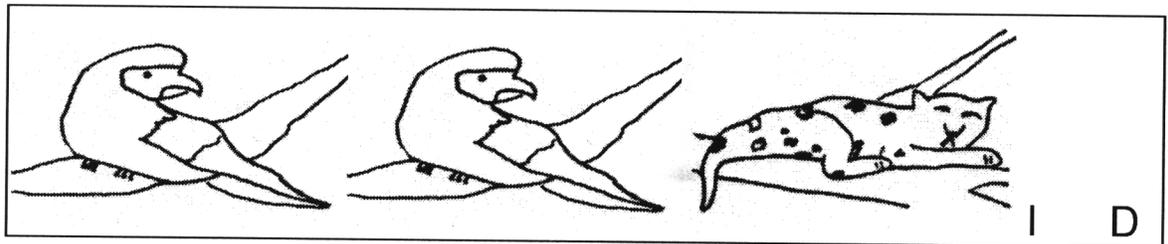
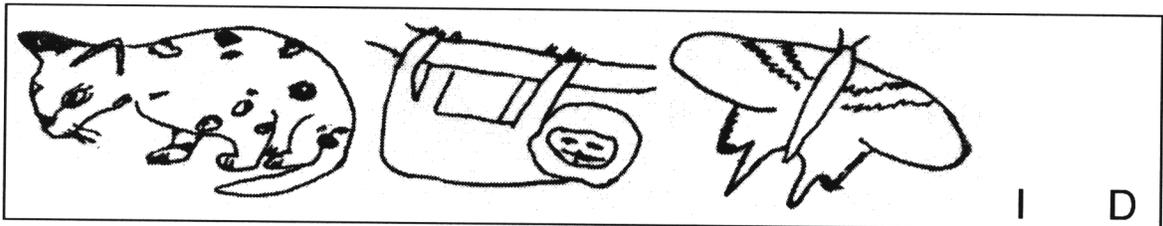
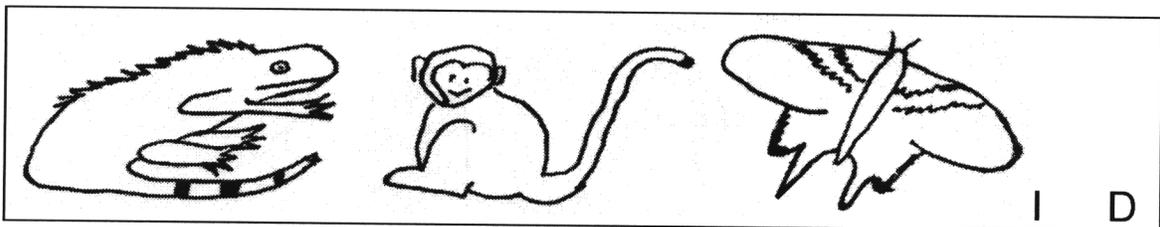
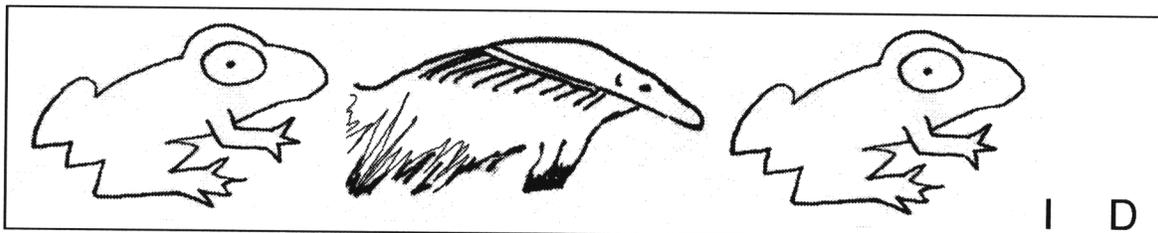
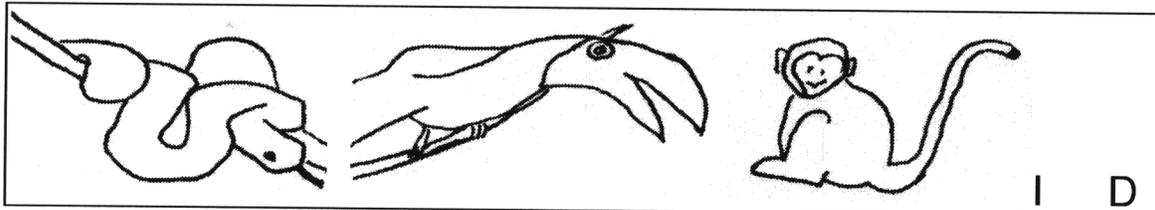


Me llamo _____

Hoy es _____

Actividad #3 (a)

Describe los dibujos que tienes en tu hoja a tu compañero/a. Si tu compañero/a tiene los mismos dibujos, pon una "i" (= igual). Si tu compañero/a tiene dibujos diferentes, pon una "d" (= diferente).

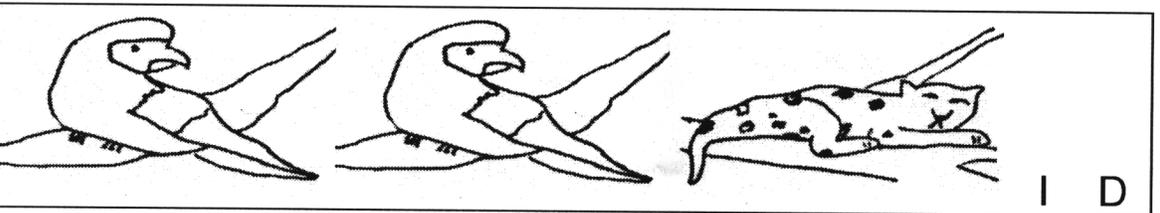
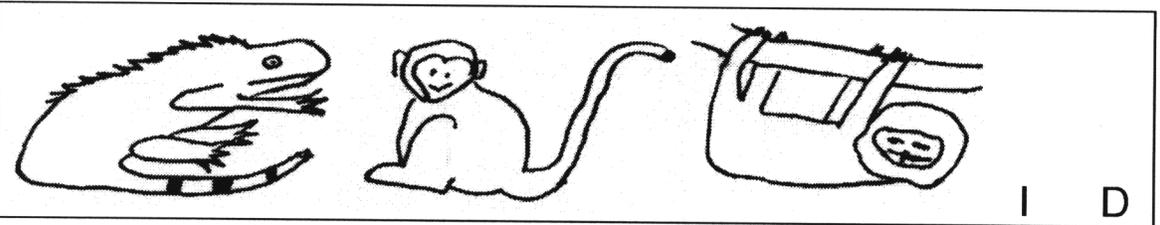
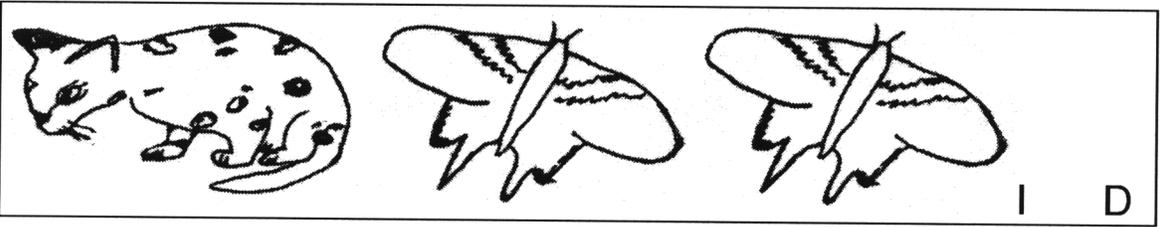
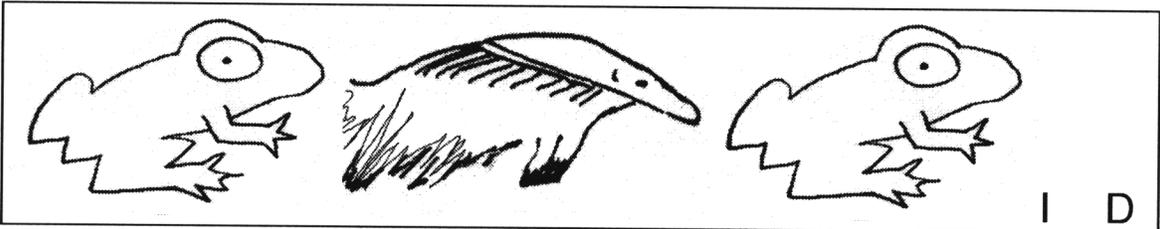
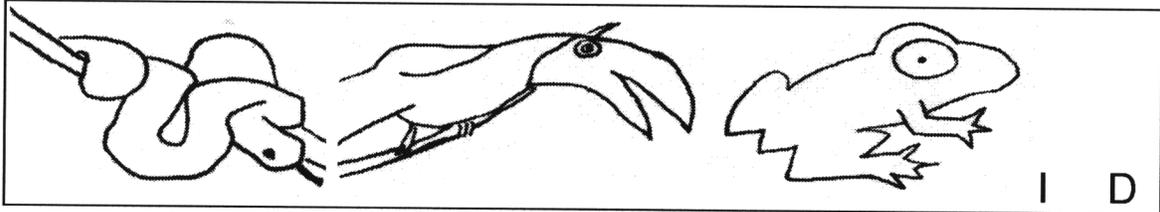


Me llamo _____

Hoy es _____

Actividad #3 (b)

Describe los dibujos que tienes en tu hoja a tu compañero/a. Si tu compañero/a tiene los mismos dibujos, pon una "x" en la "i" (= igual). Si tu compañero/a tiene dibujos diferentes, pon una "x" en la "d" (= diferente).

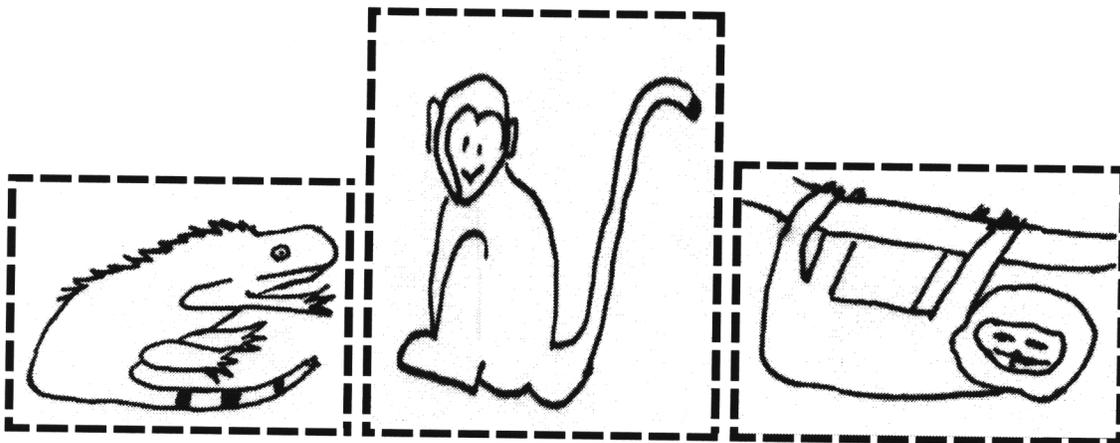
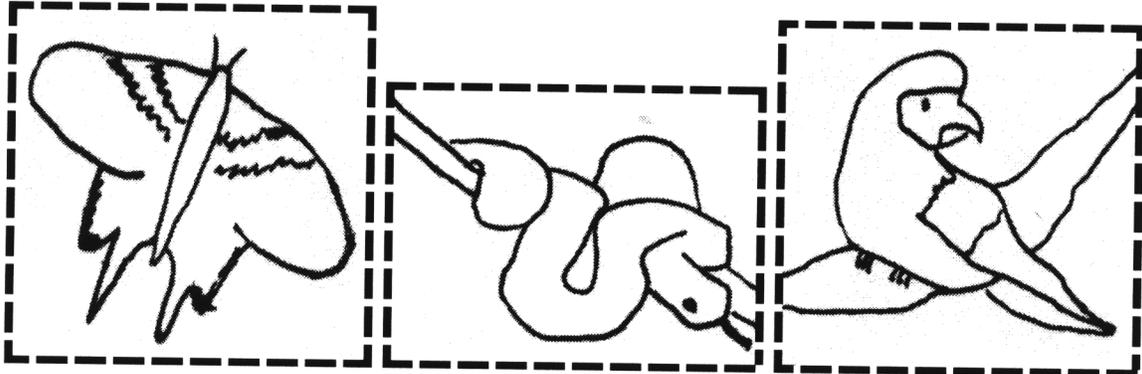


Me llamo _____

Hoy es _____

Actividad #4

Colorea estos animals. Córtalos y colócalos en la escena en la página con *Actividad #5*.



Me llamo _____

Hoy es _____

Actividad #5

El Bosque Tropical



Me llamo _____

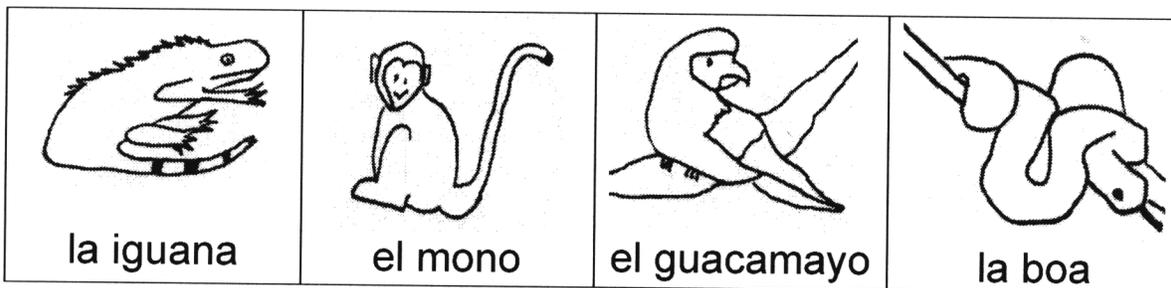
Hoy es _____

Actividad #6

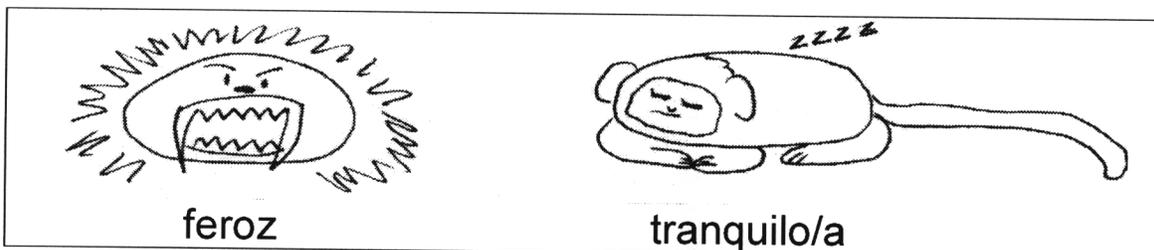
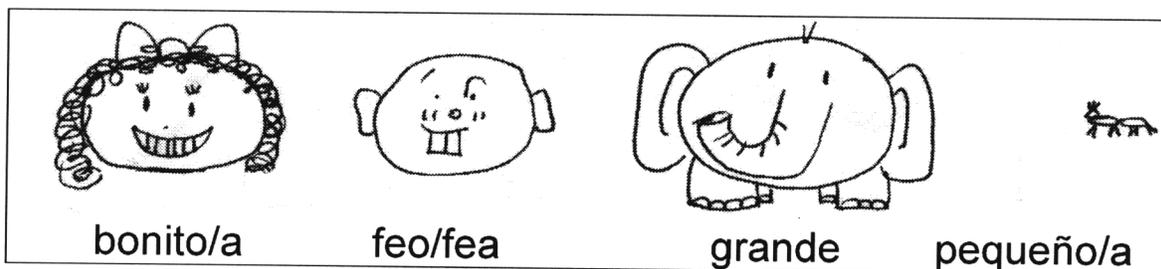
ENCUESTA: Haz estas preguntas a un amigo o pariente.
Pon un círculo alrededor del dibujo que mejor contesta las preguntas.

Nombre: _____ Relación: _____

¿Cuál es tu animal favorito?



¿Por qué te gusta?



Ahora llena los espacios con información de tu encuesta:

Su animal favorito es _____.

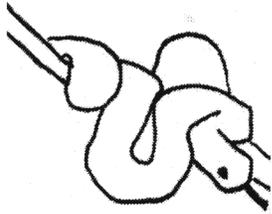
Le gusta porque es _____ y _____.

Me llamo _____

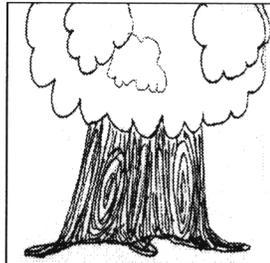
Hoy es _____

Actividad #7

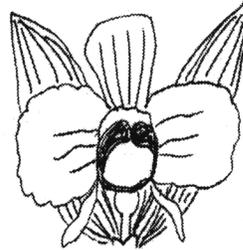
Adivina donde viven estos animales. Pon un "x" en el dibujo de la zona de cada animal:



la boa



el árbol



la flor



el agua



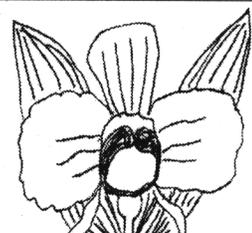
el guacamayo



el aire



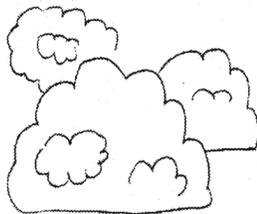
la hoja



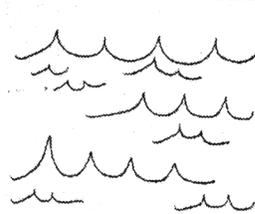
la flor



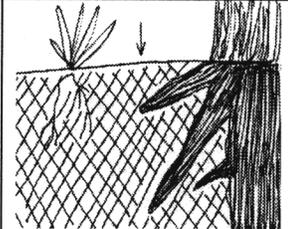
el oso hormiguero



el aire



el agua



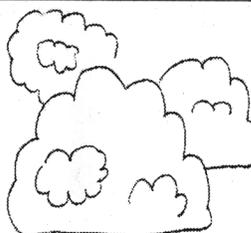
la tierra



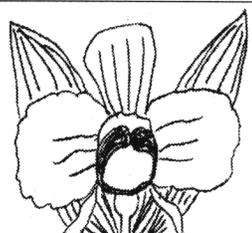
la rana



la hoja



el aire



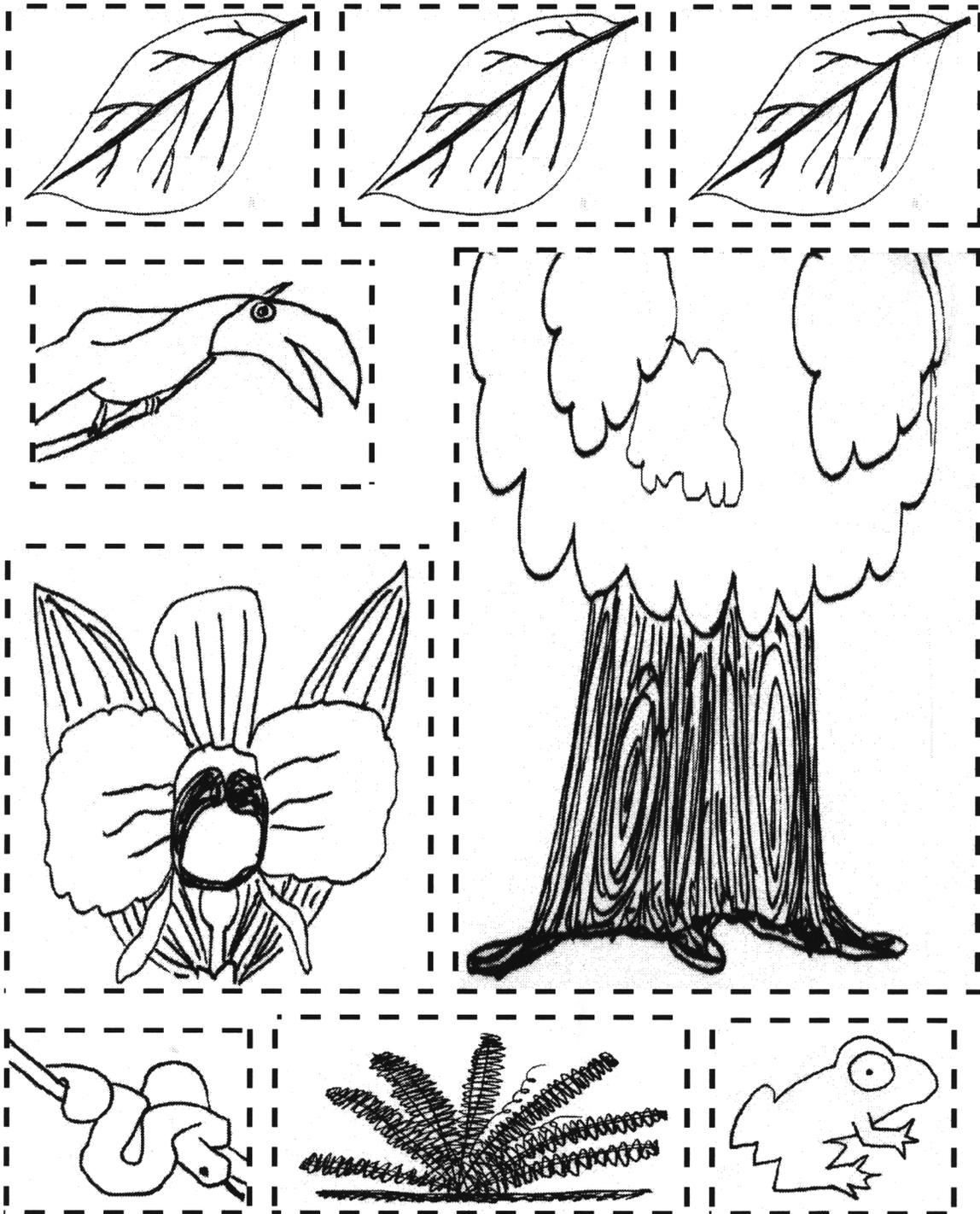
la flor

Me llamo _____

Hoy es _____

Actividad #9

Recorta y colorea estos animales y plantas. Arregla las figuras en una caja para hacer una diorama.



Me llamo _____

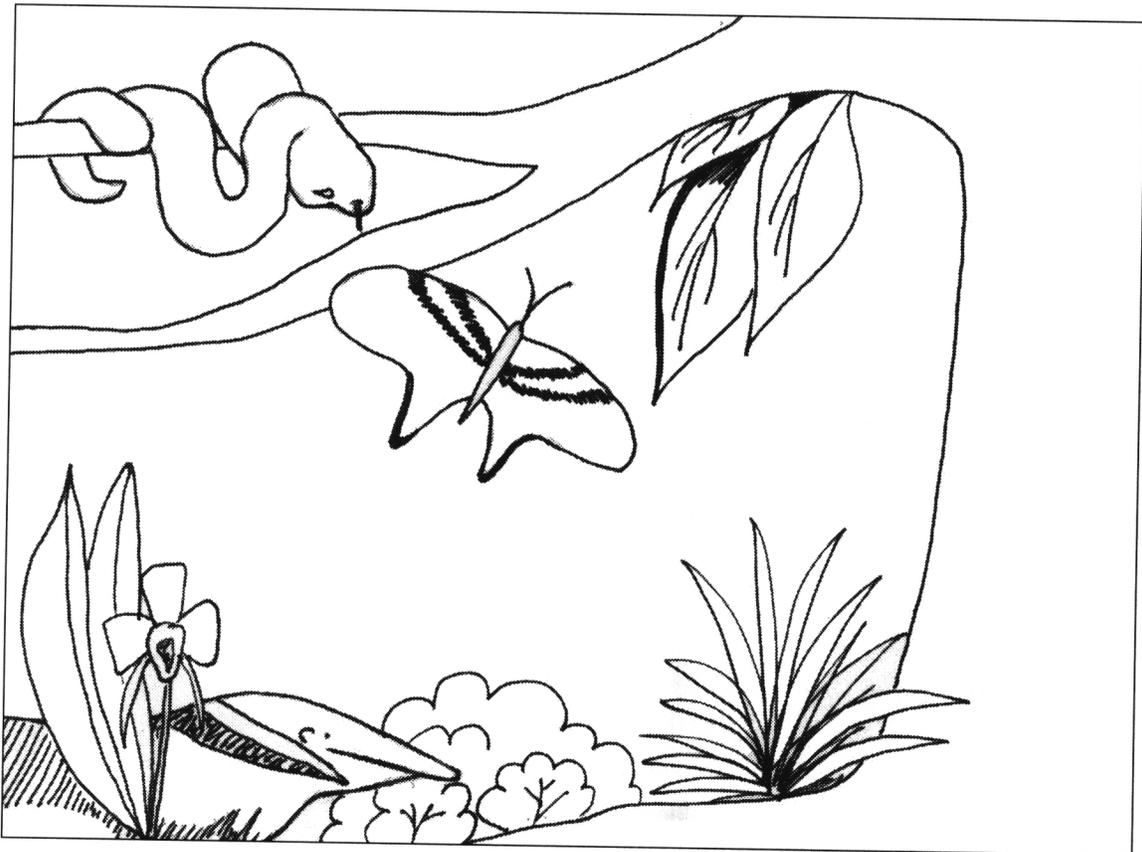
Hoy es _____

Actividad #10 (a)

Pregunta a tu compañero/a dónde están los animales en su dibujo. Contesta las preguntas de tu compañero/a acerca de tu dibujo. Si un animal no aparece, contesta: "no hay".

En tu dibujo....

1. ¿Dónde está el ocelote? Está _____.
2. ¿Dónde está la boa? Está _____.
3. ¿Dónde está la mariposa? Está _____.
4. ¿Dónde está el oso hormiguero? Está _____.
5. ¿Dónde está el jaguar? Está _____.
6. ¿Dónde está el guacamayo? Está _____.



Me llamo _____

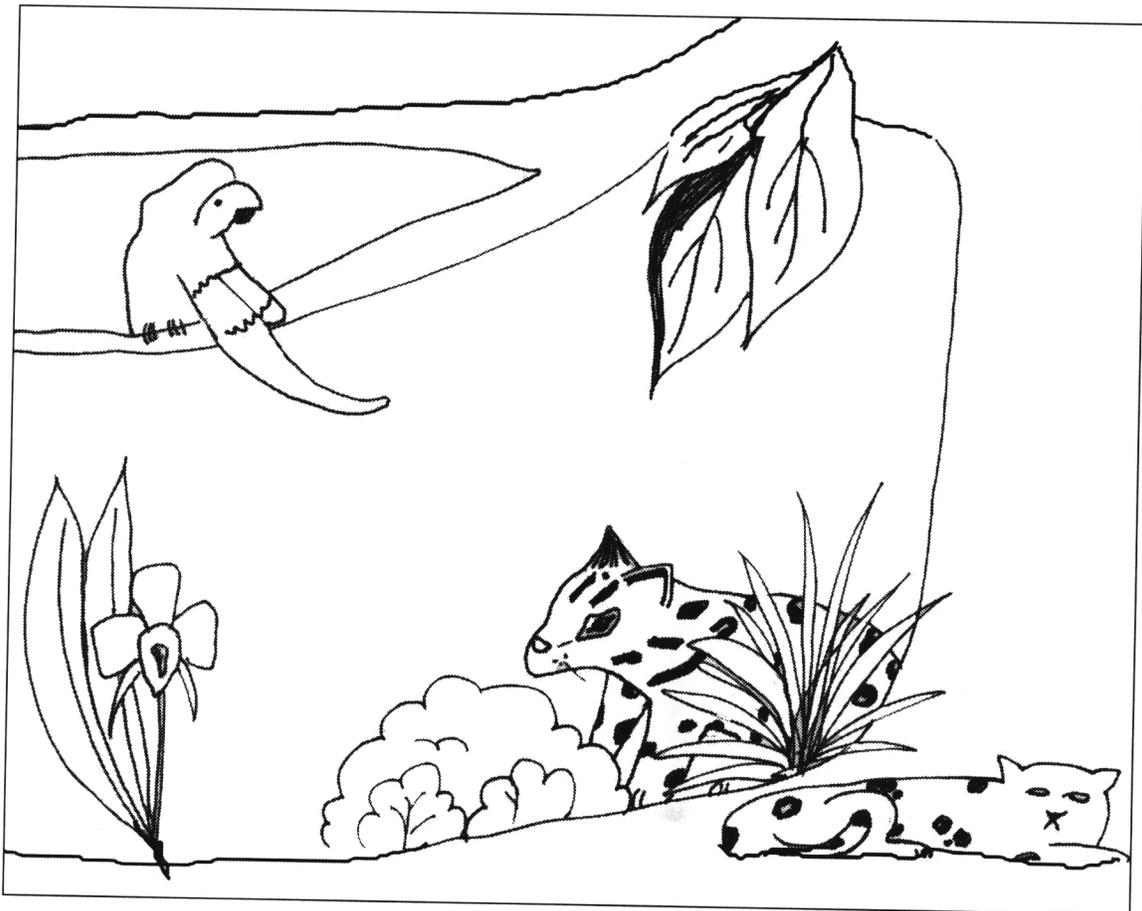
Hoy es _____

Actividad #10 (b)

Pregunta a tu compañero/a dónde están los animales en su dibujo. Contesta las preguntas de tu compañero/a acerca de tu dibujo. Si un animal no aparece, contesta: "no hay".

En tu dibujo....

1. ¿Dónde está el ocelote? Está _____.
2. ¿Dónde está la boa? Está _____.
3. ¿Dónde está la mariposa? Está _____.
4. ¿Dónde está el oso hormiguero? Está _____.
5. ¿Dónde está el jaguar? Está _____.
6. ¿Dónde está el guacamayo? Está _____.



Me llamo _____

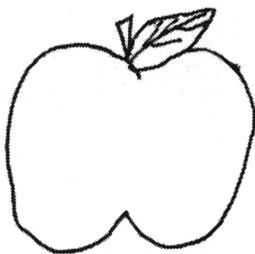
Hoy es _____

Actividad #11

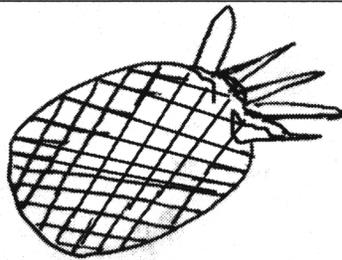
Colorea y recorta los dibujos de las frutas. Pégalos en las cajas según las direcciones.

La manzana está a la derecha de la piña. La piña está debajo del mango.

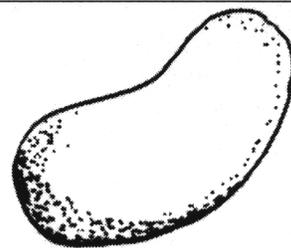
El lulo está a la izquierda de la pera. La pera está encima del aguacate.



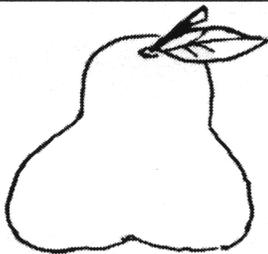
la manzana



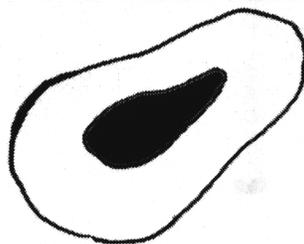
la piña



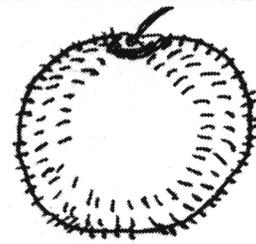
el mango



la pera



el aguacate



el lulo

Me llamo _____

Hoy es _____

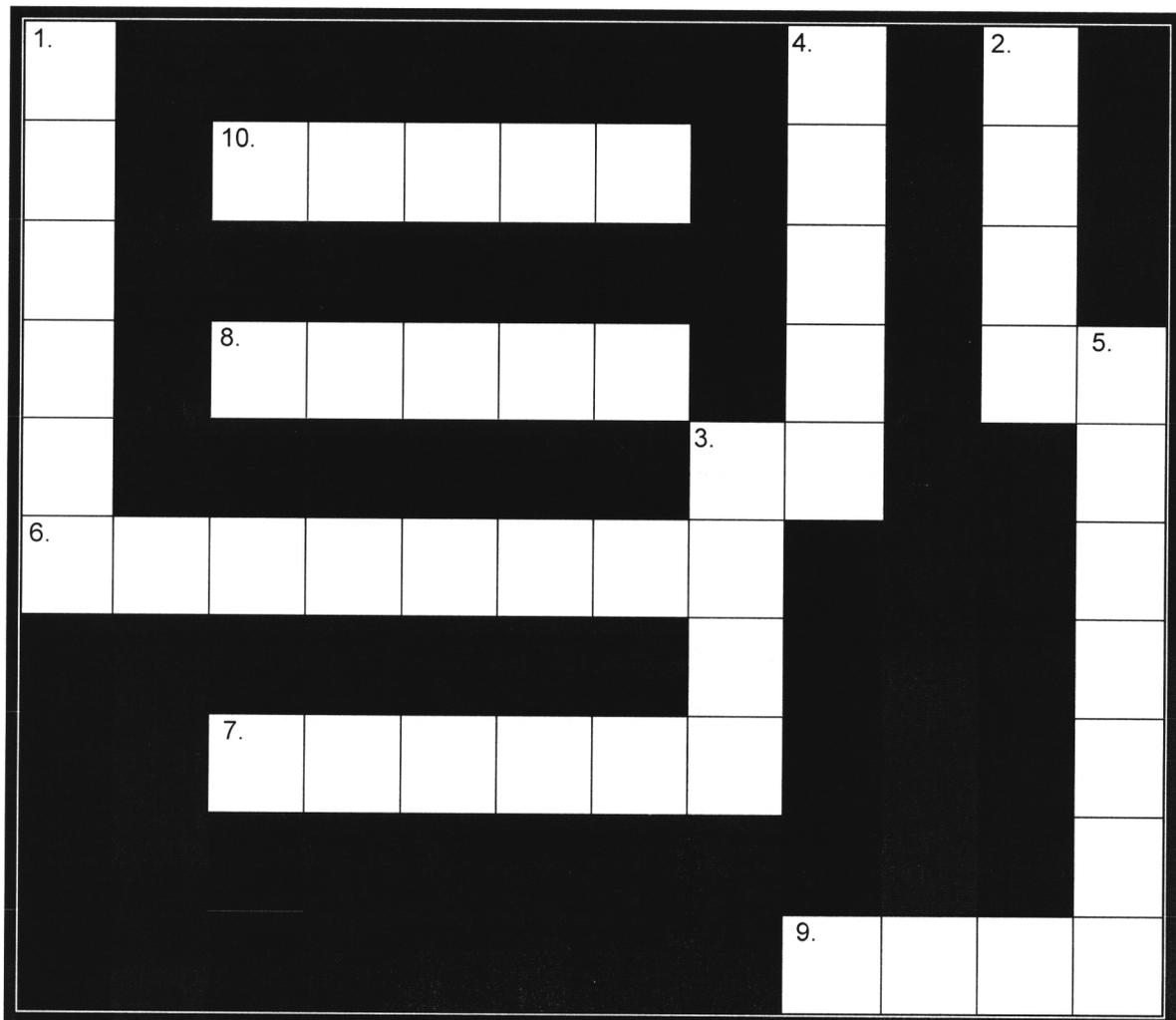
Actividad #12

Llena el rompecabezas con los nombres de las frutas.

VERTICAL:



HORIZONTAL:

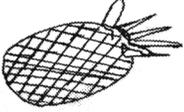
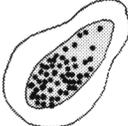
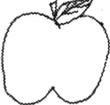


Me llamo _____

Hoy es _____

Actividad #13

Si crees que la fruta es dulce, pon una "x" en la primera columna. Si crees que la fruta es amarga, pon una "x" en la segunda columna.

	dulce	amargo
 la piña		
 la fresa		
 la pera		
 la sandía		
 el mango		
 la papaya		
 el lulo		
 la banana		
 el limón		
 la manzana		
 el aguacate		

Me llamo _____

Hoy es _____

Actividad #14

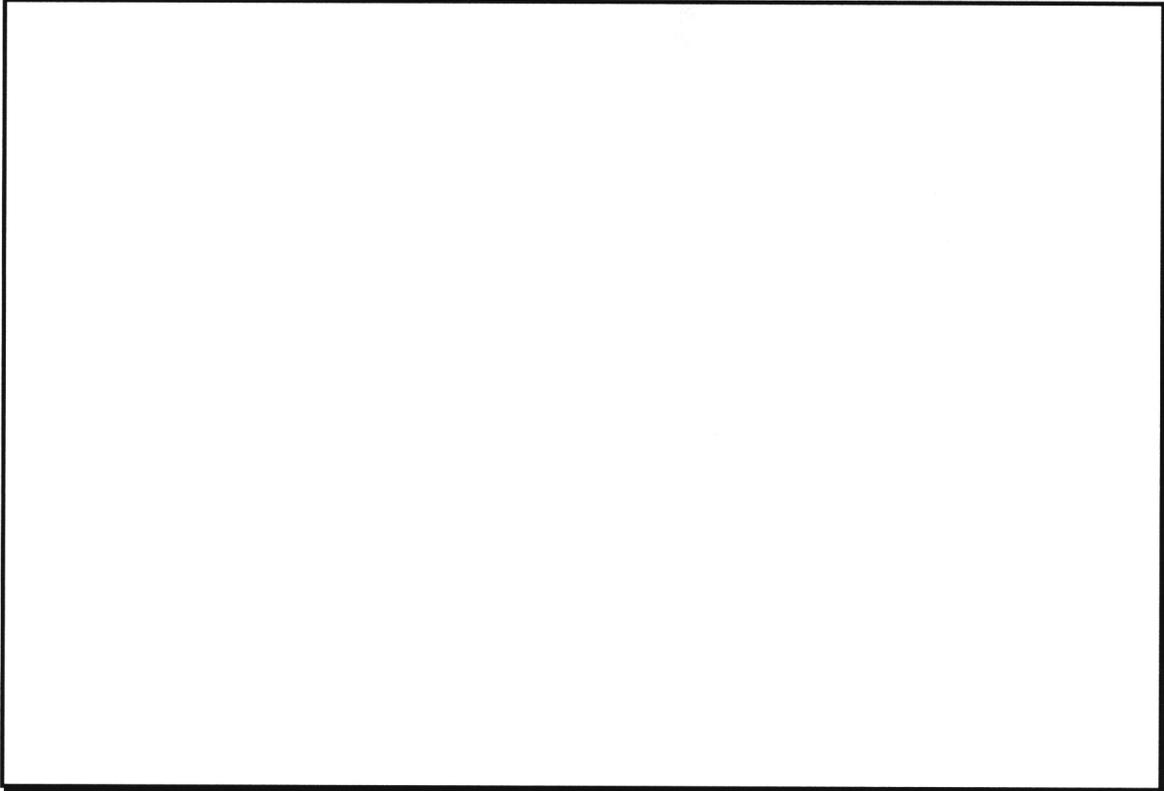
amargo	dulce

Me llamo _____

Hoy es _____

Actividad #15

Mi fruta favorita:



Me llamo _____

Hoy es _____

Actividad #16

Llena los espacios con tu información personal. Recorta el pasaporte y pégalo en cartón o papel grueso. Dobla en la mitad y haz un dibujo en la frente.

Número de pasaporte:	<input type="text"/>
Apellido	<input type="text"/>
Nombre	<input type="text"/>
Nacionalidad	<input type="text"/>
Fecha de nacimiento:	<input type="text"/>
Lugar de nacimiento:	<input type="text"/>
Autoridad, fecha y lugar (para tu profesor/a)	<input type="text"/>

✂✂✂✂✂ ¡recórtalo! ✂✂✂✂✂

Me llamo _____

Hoy es _____

Actividad #17

Llena esta gráfica mientras caminas por el bosque:

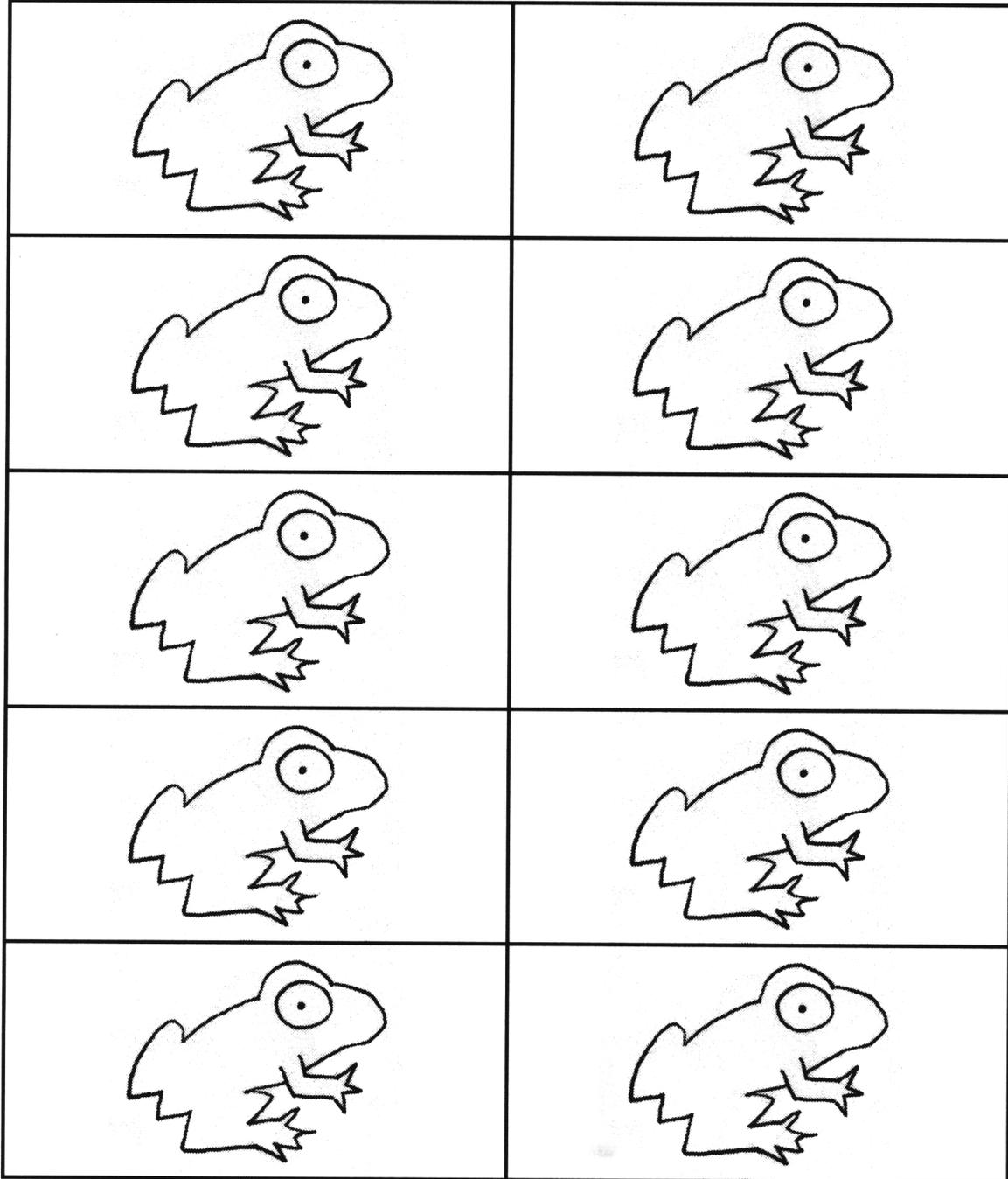
	¿cuál es tu favorito/a?	¿por qué es tu favorito/a?	¿qué color es?	¿dónde está?
animal				
planta				
fruta				

Ahora escribe un cuento con el título "Mis favoritos del bosque tropical":



APPENDIX A: Small Frog Cards

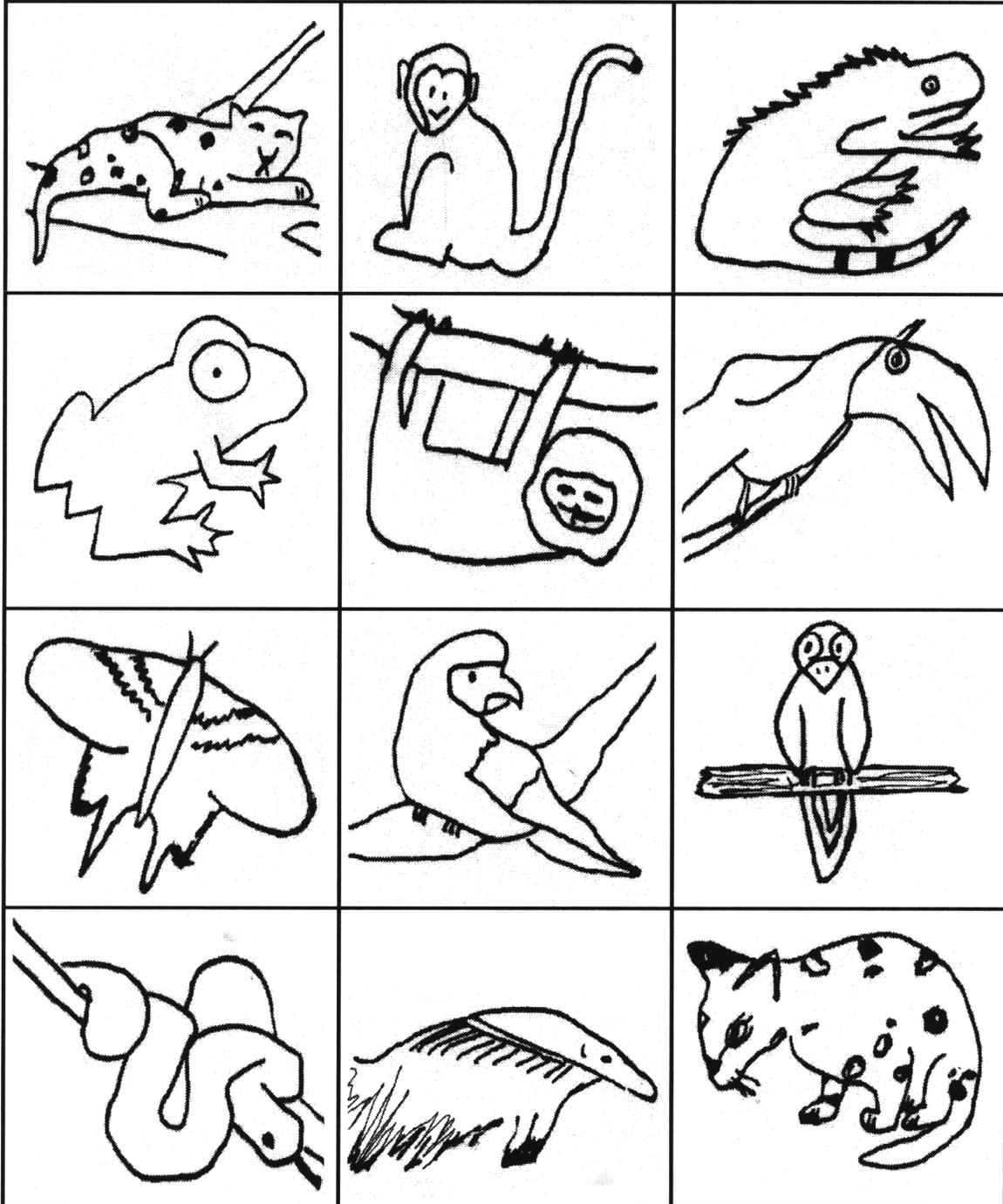
Color and cut these cards. You can ask your students for help in the coloring. You might want to make a many copies of this page so that all your students may have a set of cards.





APPENDIX B: Small Animal Cards

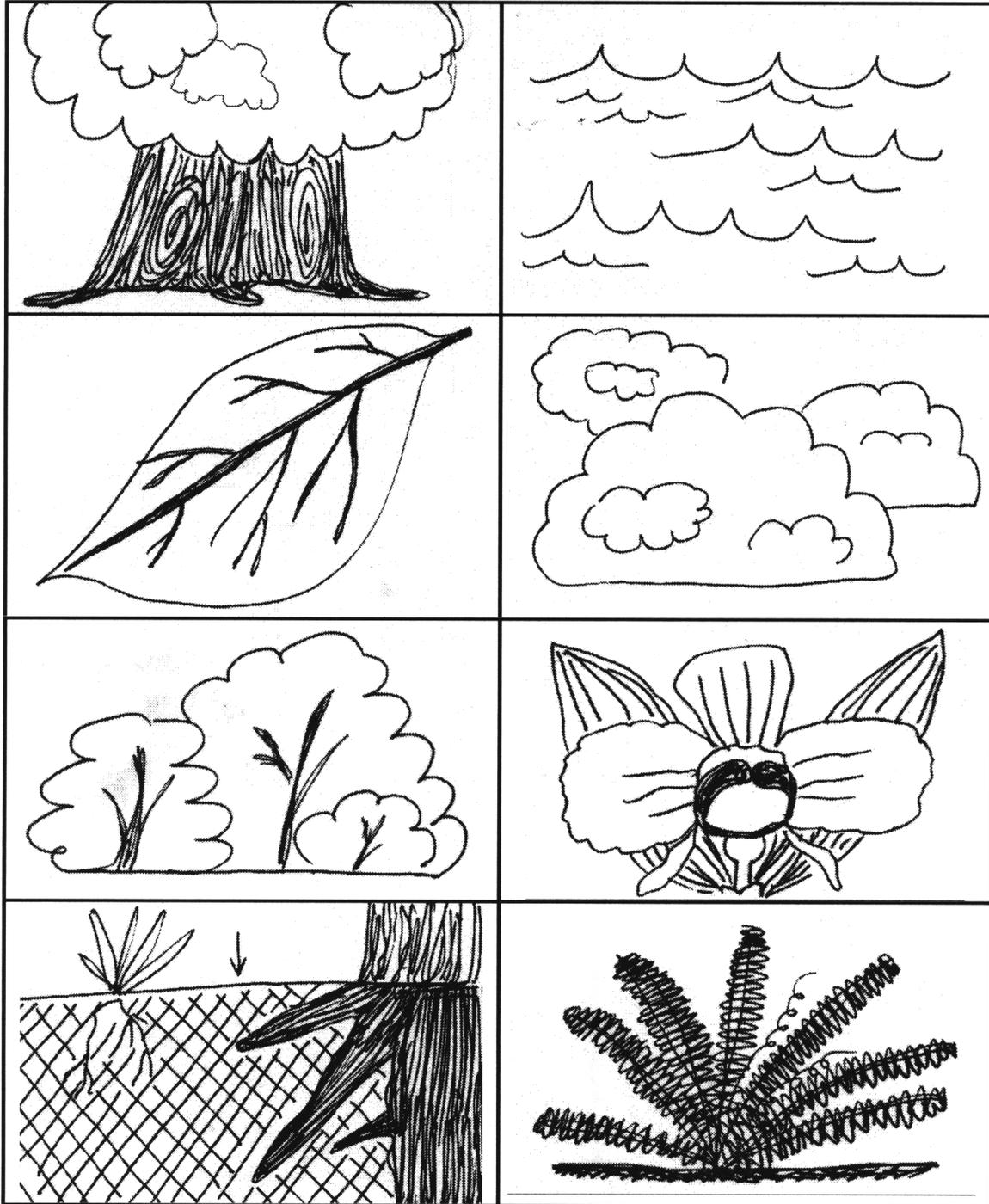
Color and cut these cards. You can ask your students for help in the coloring. You might want to make a many copies of this page so that all your students may have a set of cards.





APPENDIX C: Small Plants and Habitat Cards

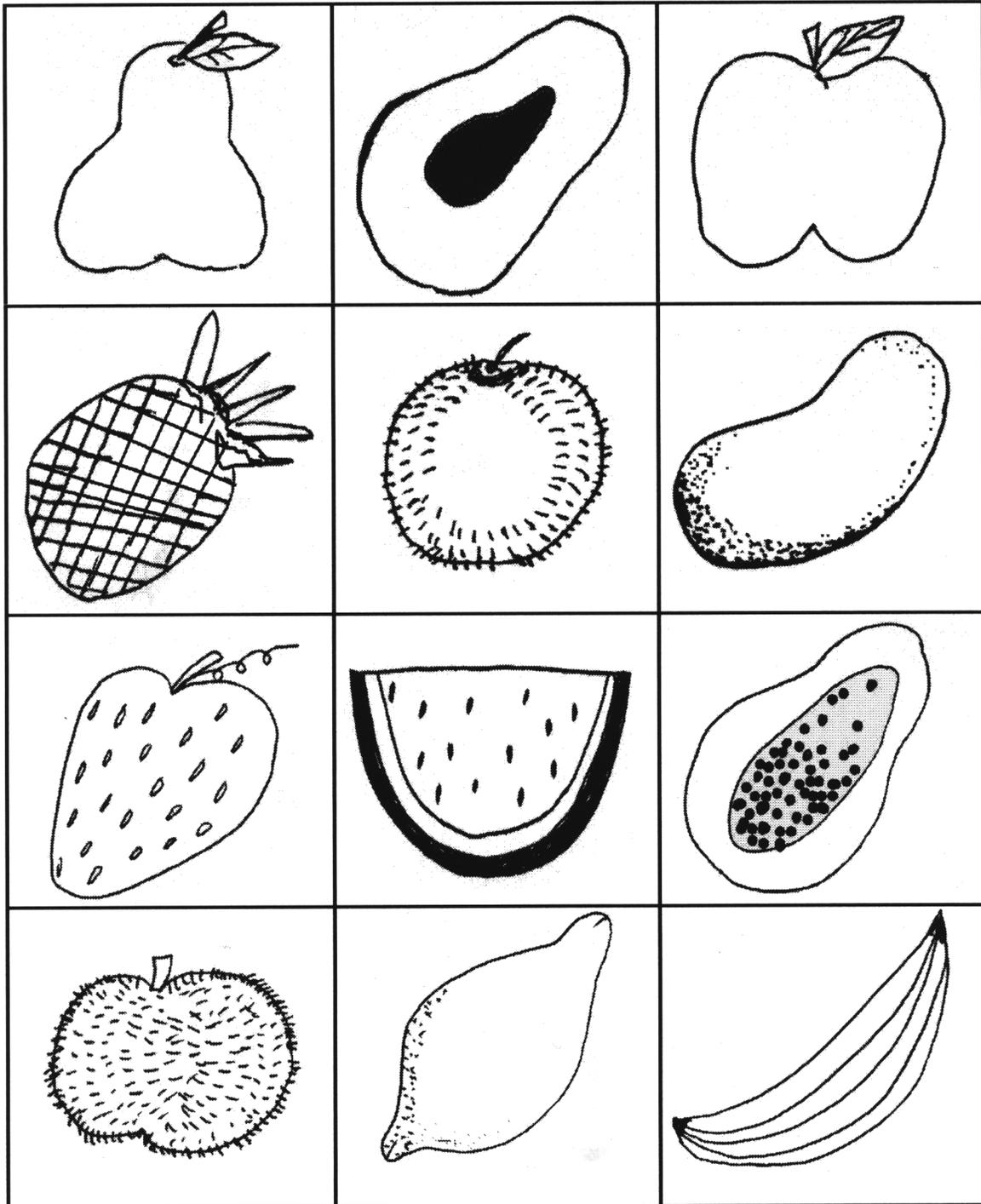
Color and cut these cards. You can ask your students for help in the coloring. You might want to make a many copies of this page so that all your students may have a set of cards.





APPENDIX D: Small Fruit Cards

Color and cut these cards. You can ask your students for help in the coloring. You might want to make a many copies of this page so that all your students may have a set of cards.





Suggested reading list

These are books which have helped in the creation of this unit. Many have served as models for the drawings and visuals.

Cherry, Lynne. *El Gran Capoquero*. New York: Harcourt Brace and Company, 1994.

Colella, Olga. *Abre tus Ojos: Animales de la Selva*. Argentina: Editorial Sigmar, 1992.

Cowcher, Helen. *El Bosque Tropical*. New York: Farrar, Straus and Giroux, 1991.

Mettler, René. *La Selva*. España: Ediciones SM, 1993.

Olaya, Clara Inés. *Frutas Tropicales*. Venezuela: Ediciones Ekaré, 1991.

Parnwell, E.C. and Gaitán, Sergio. *The New Oxford Picture Dictionary*. New York: Oxford University Press, 1989.

Polo, Eduardo. *Gran Libro de la Cocina Colombiana*. Colombia: Instituto Colombiano de Cultura, 1985.

Walker, Colin. *Las Diferentes Clases de Plantas*. Cleaveland: Modern Curriculum Press, 1990.

Walker, Colin. *Protegiendo las Plantas*. Cleaveland: Modern Curriculum Press, 1990.