

The Tropical Rainforest

A thematic curriculum unit about the tropical rainforest for beginning English Language Learners



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The Tropical Rainforest:

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for beginning English Language Learners*

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Unit Objectives

Colors

- 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.

Animals

- 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.

Nature

- 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.

Fruit

- The students will recognize some fruit 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.
- 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: Colors

Language

vocabulary

red

yellow

purple

white

pink

green

brown

frog

orange

blue

black

phrases and structures

questions:

who?

what?

why?

where?

how?

verbs:

to bring

to have

to be

commands:

put

point to

give

color

Materials:

- activity sheet #1
- magic box
- poison dart frog drawings 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.
 - c. As each colored frog card is pulled from the box, the teacher asks the following questions:
 - a. *Who has the red frog?*
 - b. *Does Alex have the red frog?*



- c. *Does Alex have the red frog or the blue frog?*
 - d. *What does Alex have?*
(repeat for all objects in the box)
 - d. The teacher continues to practice the color words by interspersing these commands throughout the lesson:
 - a. *Point to the red frog.*
 - b. *Put the red frog on your head.*
 - c. *Give the red frog to Michelle.*
- 4. Continue the practice of the colors by asking the students "Who is wearing something red today?" (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: Colors

Language

vocabulary:

red

pink

orange

yellow

green

blue

purple

brown

black

white

frog

jaguar

monkey

iguana

ocelot

tree sloth

toucan

boa

butterfly

anteater

parrot

parakeet

phrases and structures:

questions:

who?

what?

verbs:

to have

to be

commands:

put

cut out

Materials:

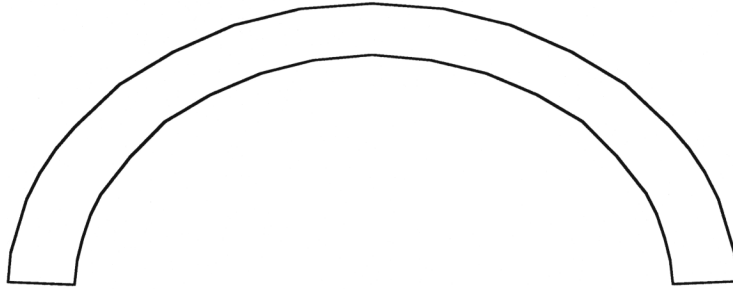
- activity sheet #1
- activity sheet #2
- magic box
- small frog cards
- 10 "rainbow strips" cut out from large paper
- old magazines

Activity:

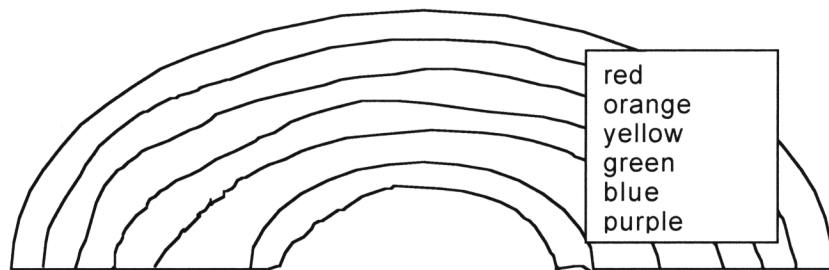
1. In pairs, the students go over the homework (activity sheet #1) by first pronouncing all the names of the items and the colors they each used. Students can each ask each other:



- a. *What color is the flower?*
 - b. *What color is the tree? (etc.)*
2. Divide the students into several small groups. Give each group a colored frog 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 *who has the red strip?* (repeat with all colors).
4. The strips are connected to form a rainbow and labeled with the color words. (This rainbow 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: Animals

Language

vocabulary:

red

yellow

purple

white

pink

green

brown

orange

blue

black

frog

iguana

toucan

anteater

jaguar

ocelot

boa

parrot

monkey

tree sloth

butterfly

parakeet

phrases and structures:

questions:

verbs:

who?

to have

what?

to be

commands:

put

point

cut out

give

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. *Who has (i.e.:) the toucan?*
- b. *Does Alex have the toucan?*
- c. *Does Alex have the toucan or the jaguar?*
- d. *What does Alex have?*

3. The teacher continues to practice the animal words by interspersing these commands throughout the lesson:

- a. *Point* to the frog.
- b. *Put* the jaguar on your head.
- c. *Give* the toucan to Michelle.

4. Continue the practice of the animals (and the colors) by asking the students "*What color is the toucan?*" (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: *"I have a jaguar, a butterfly and a jaguar."*

Student #2: *"I have a butterfly, a boa and a jaguar."*

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

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: Animals

Language

vocabulary:

frog	jaguar	monkey
iguana	ocelot	tree sloth
toucan	boa	butterfly
anteater	parrot	parakeet

phrases and structures:

verbs:	to be	
adjectives:	big/small	beautiful/ugly
	ferocious/calm	favorite
commands:	to put	to cut

- 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: *What color is the ocelot?* 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. *Is the frog small?*
- b. *Is the frog big?*
- c. *Is the frog big or small?*
- d. *Is the frog beautiful?*
- e. *Is the frog ugly?*
- f. *Is the frog beautiful or ugly?*

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

ANIMAL	<i>big</i>	<i>small</i>	<i>beautiful</i>	<i>ugly</i>
<i>boa</i> <i>frog</i> <i>ocelot</i> <i>iguana...</i>				

5. The students then create a "language experience story" using the information from the chart: i.e.: *The boa is big and ugly. The frog is small and beautiful... 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 *big/small*, 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: Animals

Language

vocabulary:

frog	jaguar	monkey
iguana	ocelot	tree sloth
toucan	boa	butterfly
anteater	parrot	parakeet

phrases and structures:

verbs:	to be	
adjectives:	big/small	beautiful/ugly
	ferocious/calm	favorite
commands:	pass	color draw

- 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 "*Her/His favorite animal is_____.*" 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.



Her/His favorite animal...	is...	and is...	and also is...
boa ocelot iguana...	ugly	big	ferocious

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 "*pass the red marker*" etc.
5. After completing their tiles, each student should briefly describe the animal they have created:
 - a. *It is an ocelot.*
 - b. *It is beautiful.*
 - c. *It's small.*
 - d. *It is ferocious.*
 - e. *It is my favorite animal.*
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: Nature

Language

vocabulary

leaf	tree	flower	plant
bush	water	earth	air
seed			

phrases and structures

questions:	where?	who?	
verbs:	to be	to have	to live

- 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

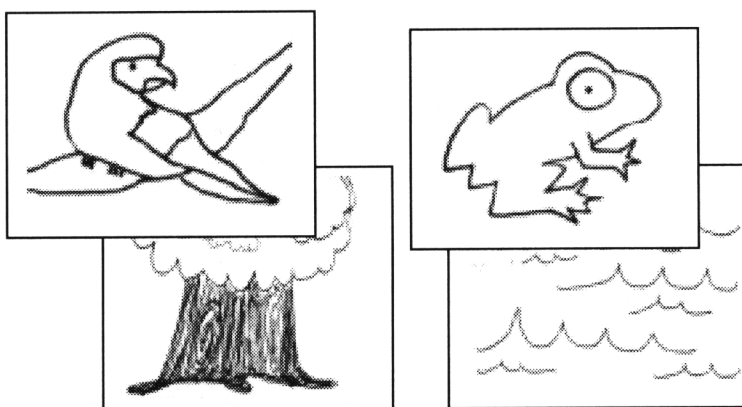
- Activity:**
1. The teacher asks for volunteers to pull the various "secret" items from the magic box.
 2. As each plant/"zone" is pulled from the box, the teacher asks the following questions:
 - a. *Who has the seed?*
 - b. *Does Michelle have the seed?*
 - c. *Does Michelle have the seed or water?*
 - d. *What does Michelle have?*



3. The teacher reviews the answers to the homework sheet by asking *Where does the parrot live?*", (until all animals are covered).

The students answer by saying "*The parrot lives in the tree.*", 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.: "*The frog lives in the water*", 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: Nature

Language

vocabulary:

leaf	tree	flower	plant
bush	water	earth	air
seed			

phrases and structures:

questions:	where?		
verbs:	to be		
positions:	in front	behind	next to
	under	on top	
	to the right	to the left	
commands:	put		

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

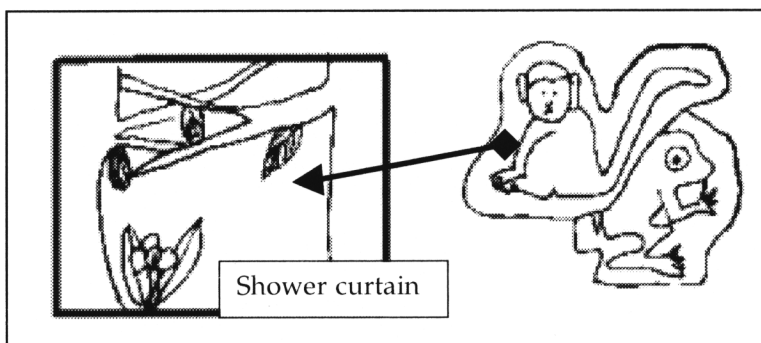
Activity:

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.

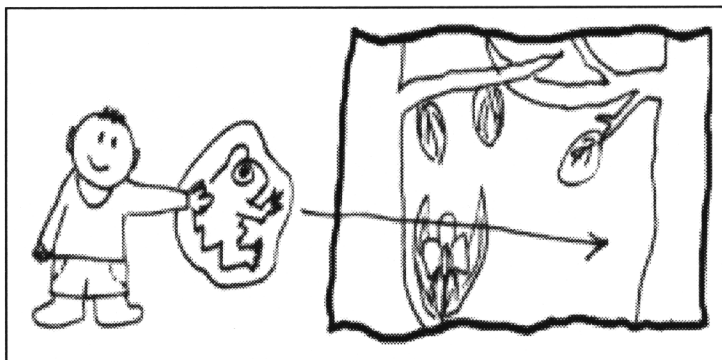


3. The teacher should then arrange the students into two groups:

Group A will draw scenes of the rainforest on the shower curtain with markers and *Group B* will draw and cut out rainforest animals



4. After hanging the curtain on the wall, the students should command each other to place the different animals in the rainforest scene: i.e.: "*Put the jaguar to the right of the tree*", etc.



5. The teacher then asks the students where the animals are: *Where is the ocelot?* (repeat with all animals)

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

Lesson #8: Nature



Language

vocabulary:

leaf	tree	flower	plant
bush	water	earth	air
seed			

phrases and structures:

questions:	where?		
verbs:	to be	to have	to live
positions:	in front	behind	next to
	under	on top	
	to the right	to the left	
commands:	put		

- 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: *Where is the parrot?*

Student #2: *It is in the tree.*



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

Put the frog on top of the desk.

Put the frog under your book., 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: *Where is it?*
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. The boa is to the left of the tree.
- b. The frog is on top of the flower... etc.

<i>animal</i>	<i>location</i>	<i>plant</i>
<i>boa</i> <i>frog</i> <i>monkey...</i>	<i>to the left of</i>	<i>the tree</i>

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



Lesson #9: Fruit

Language

vocabulary:

papaya	mango	apple	peach
lulo*	pineapple	avocado	banana
strawberry	lemon	watermelon	pear

**lulo is a small, green tropical fruit*

phrases and structures:

questions:	who ?	what?	where?
verbs:	to be	to have	
positions:	in front	behind	next to
	under	on top	
	to the right	to the left	

Materials:

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

Activity:

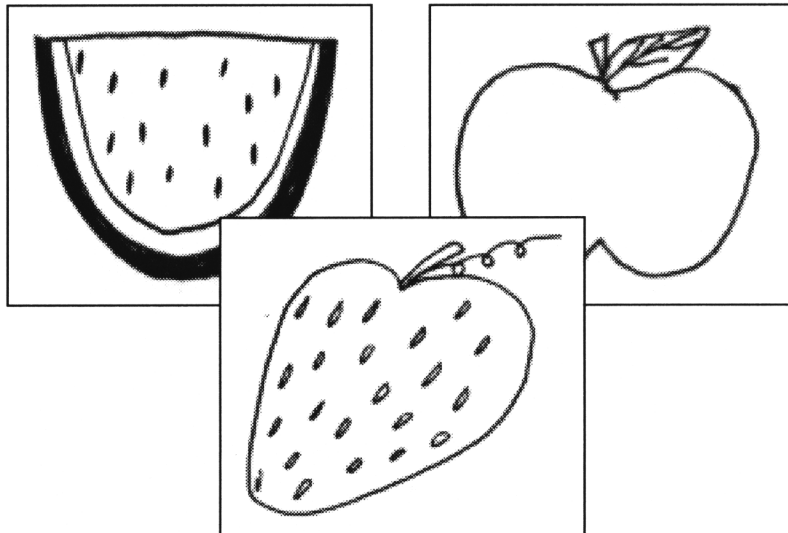
1. The teacher asks for volunteers to pull the various "secret" items from the magic box.
2. As each fruit is pulled from the box, the teacher asks the following questions:
 - a. *Who has (i.e.:) the papaya?*
 - b. *Does Alex have the papaya?*
 - c. *Does Alex have the papaya or the mango?*
 - d. *What does Alex have?*



3. The teacher reviews the answers to the homework sheet by asking "*Where is the mango?*", (until all fruits are covered). The students answer by saying "The mango is next to the 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.:

The strawberry is red.

The lemon is yellow., etc.



red fruit

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: Fruit

Language

vocabulary:

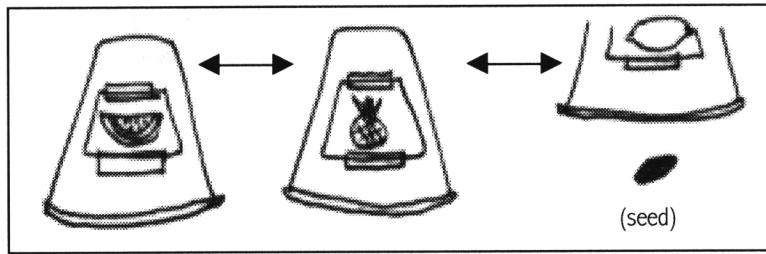
papaya	mango	apple	peach
lulo	pineapple	avocado	banana
strawberry	lemon	watermelon	pear

phrases and structures:

questions:	where?		
verbs:	to be		
positions:	in front	behind	next to
	under	on top	
	to the right	to the left	
commands:	taste		
adjectives:	sour	sweet	

- 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: *Where is the seed?*

Student #2: *It's under the pear...*

Student #1 (lifts the pear): *No! It's under the 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.: *the papaya on top of the mango*).
6. The teacher starts by commanding one student: *"try the fruit to the right of the mango."* That student then decides whether the fruit is sweet or sour 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: Fruit

Language

vocabulary:

papaya	mango	apple	peach
lulo	pineapple	avocado	banana
strawberry	lemon	watermelon	pear

phrases and structures:

verbs:	to be	to taste	
commands:	wash	cut	open
	mix	taste	pour
adjectives:	sour	sweet	

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.

fruit	sour	sweet
strawberry		✓
mango		✓
lemon	✓	
papaya...		



2. The teacher uses a Gouin series to create a South American-style fruit salad as follows:
 - a. first present the series orally with props.
 1. *Wash the papaya.*
 2. *Cut the papaya.*
 3. *Put the papaya in the bowl.*
(continue with all the fruits)
 4. *Pour the milk on top of the fruit.*
 5. *Mix the fruit and the milk.*
 6. *Try the fruit salad.*
 - 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 ("*It tastes sweet.*" or "*It tastes sour.*").

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: Fruit

Language:

vocabulary:

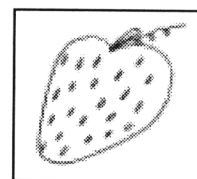
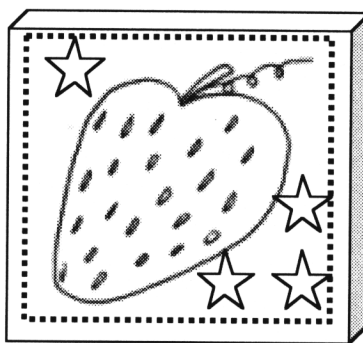
papaya	mango	apple	peach
lulo	pineapple	avocado	banana
strawberry	lemon	watermelon	pear

phrases and structures:

adjectives:	big/small	beautiful/ugly	
	ferocious/calm	favorite	sweet/sour
questions:	why?	where?	
verbs:	to like	to be	to know
commands:	pass	paint	color

- 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 "*My favorite fruit is_____.*" 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 "*pass the red marker*" etc.
4. After completing their tiles, each student should briefly describe the fruit they have created:
 - a. *It is a mango.*
 - b. *The mango is beautiful.*
 - c. *The mango is small.*
 - d. *It tastes sweet.*
 - e. *The mango is my favorite fruit.*
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: The Rainforest



Language

vocabulary:

papaya	mango	apple	peach
lulo	pineapple	avocado	banana
strawberry	lemon	watermelon	pear
red	pink	orange	yellow
green	blue	purple	brown
black	white		
leaf	tree	flower	plant
bush	water	earth	air
seed			
frog	jaguar	monkey	iguana
ocelot	tree sloth	toucan	boa
butterfly	anteater	parrot	parakeet

phrases and structures:

adjectives:	big/small	beautiful/ugly	
	ferocious/calm	favorite	
questions:	why?	where?	who?
	what?		
verbs:	to live	to be	
commands:	walk	listen	look

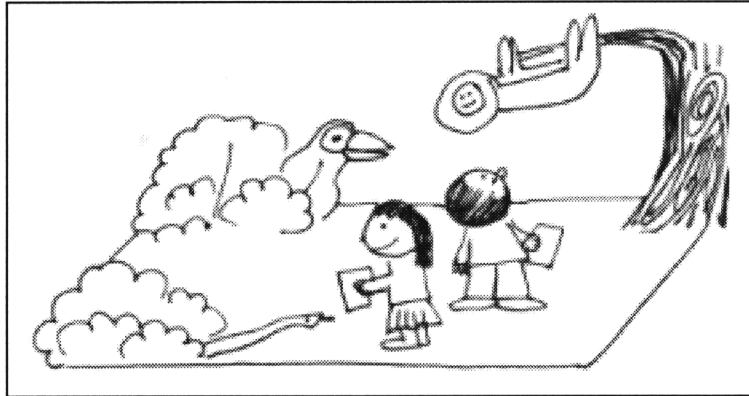
- Materials:**
- activity sheet #16
 - activity sheet #17
 - the student-made animals (see lesson #8)
 - fruits (drawings or real ones)



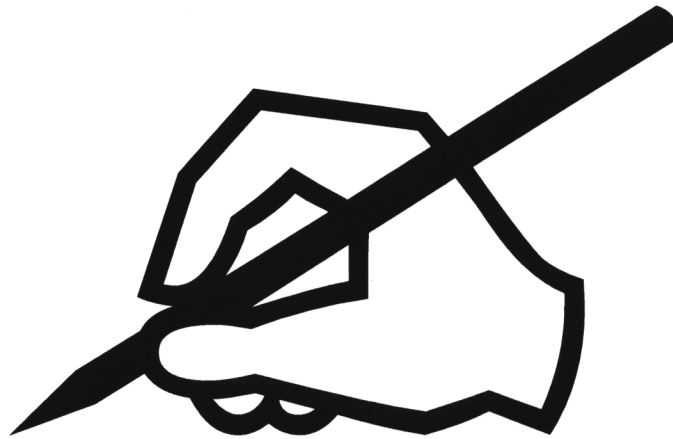
[-permission to use outdoor area]

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 "rainforest", 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

Name: _____

Date: _____

Activity #1

Color this drawing of the tropical rainforest:



Now fill in the spaces with the colors that you used in the drawing:

1. The tree is _____ and the boa is _____.
2. The leaf is _____.
3. The flower is _____ and the ocelot is _____.
4. The monkey is _____.
5. The butterfly is _____.
6. The parrot is _____ and the frog is _____.
7. The anteater is _____.

Name: _____

Date: _____

Activity #2

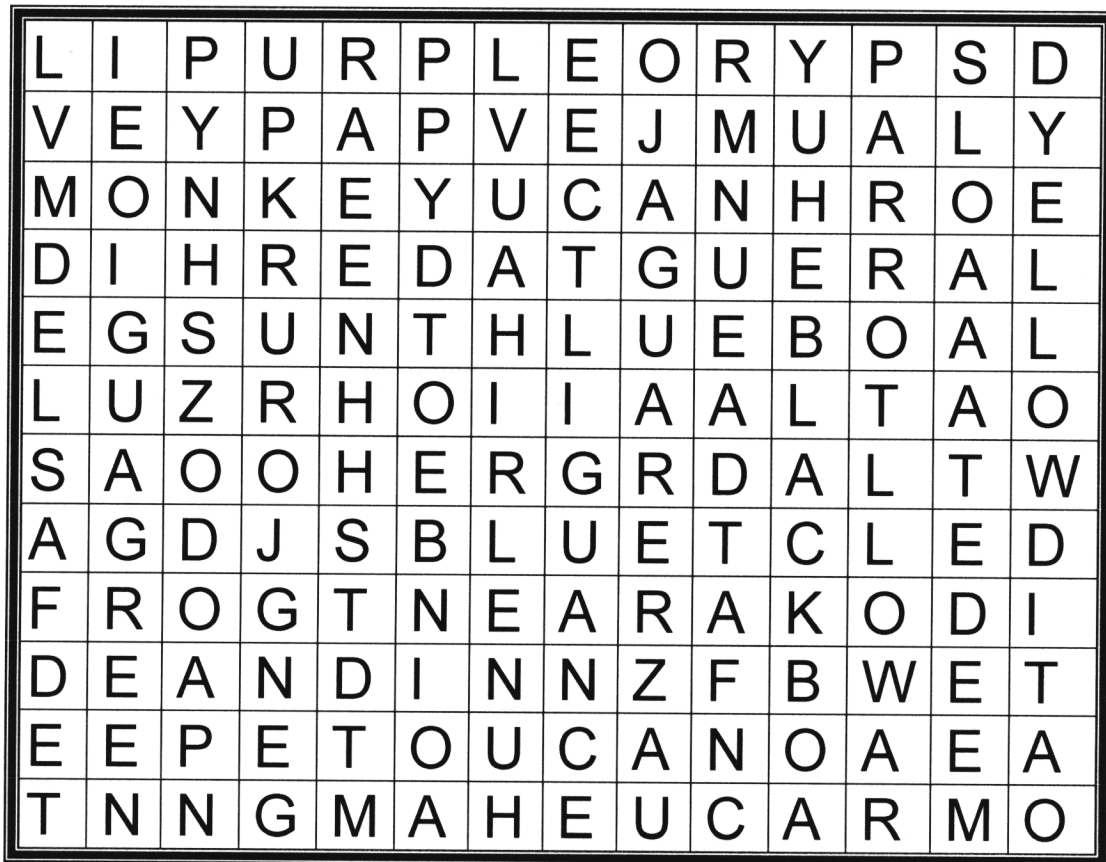
Re-arrange these letters to form a word about the tropical rainforest. Then find each word in the puzzle below.

animals:

monkey _____ frog _____
parrot _____ iguana _____
toucan _____ boa _____

colors:

blue _____ green _____
black _____ red _____
yellow _____ purple _____

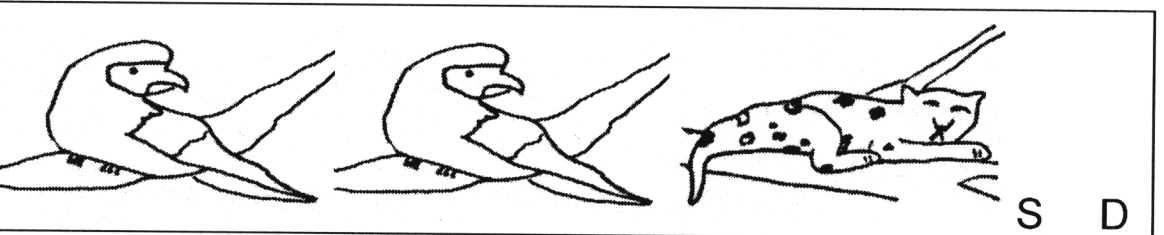
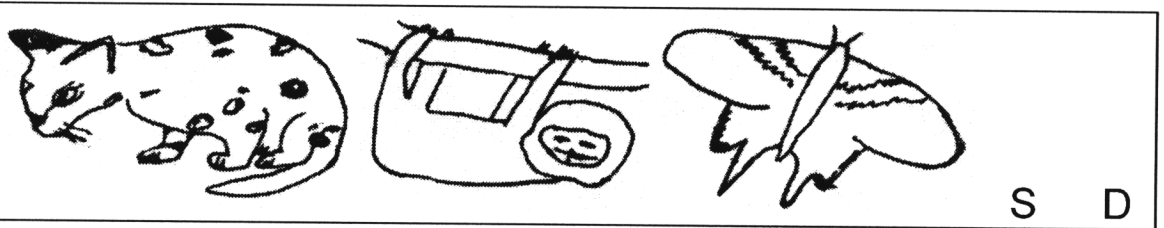
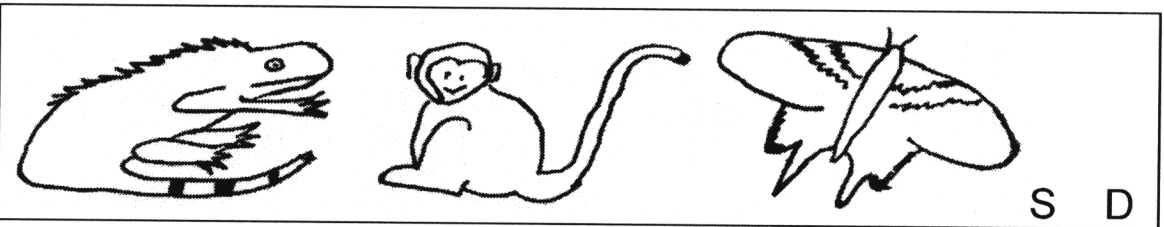
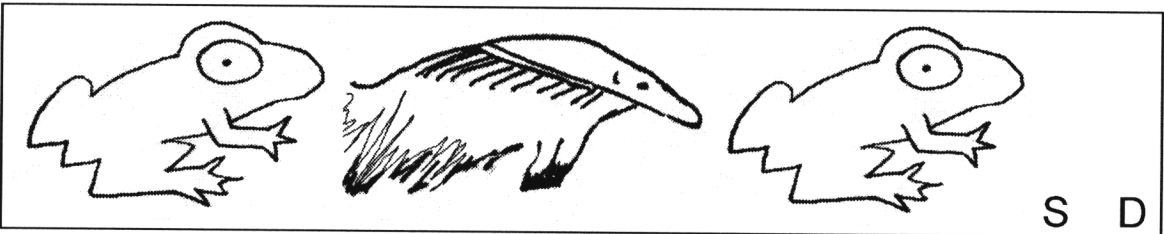
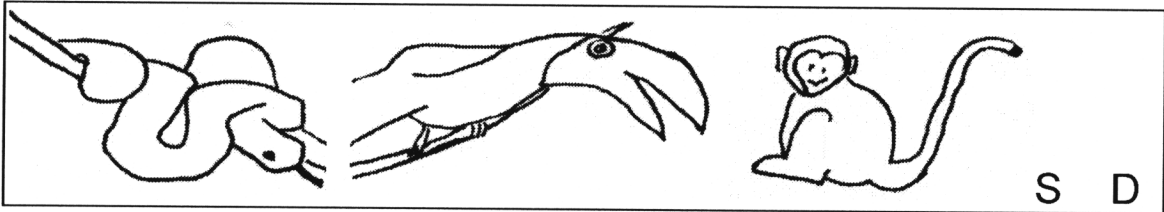


Name: _____

Date: _____

Activity #3 (a)

Describe the drawings that you have on your sheet to your partner. If your partner has the same drawings, put an "x" through the letter "S" (= same). If your partner has different drawings, put an "x" through the letter "D" (= different).

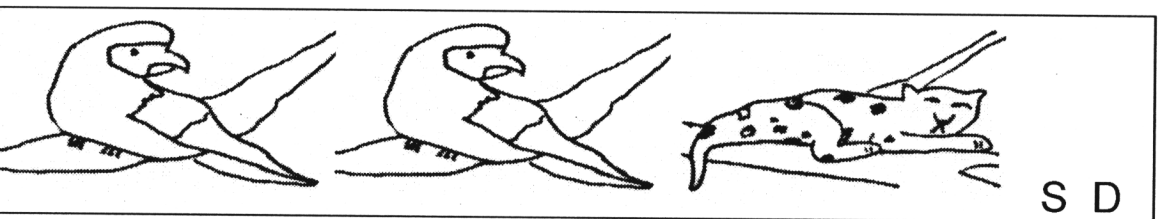
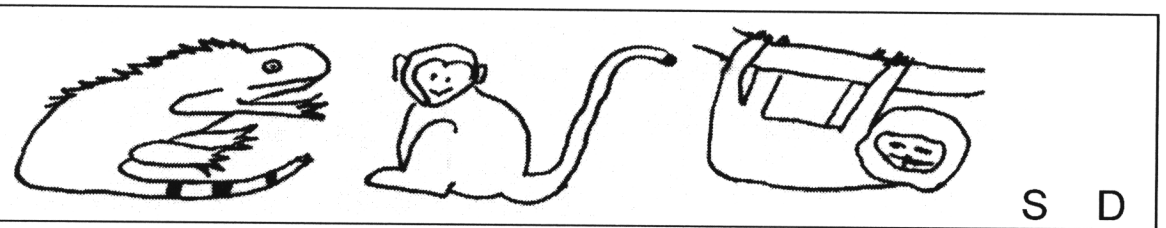
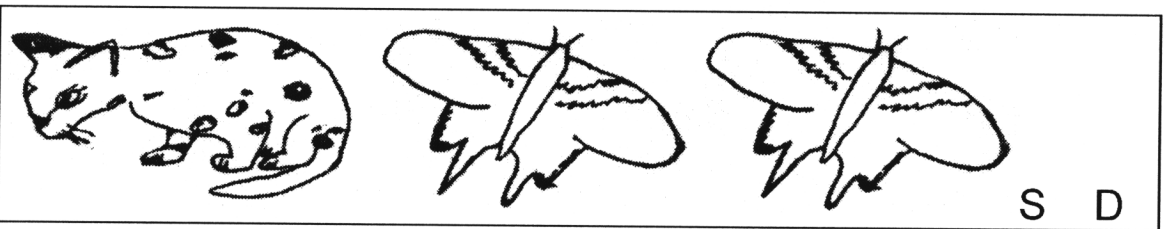
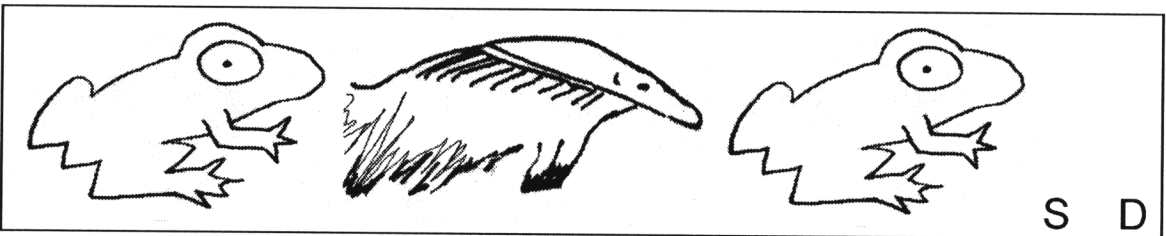
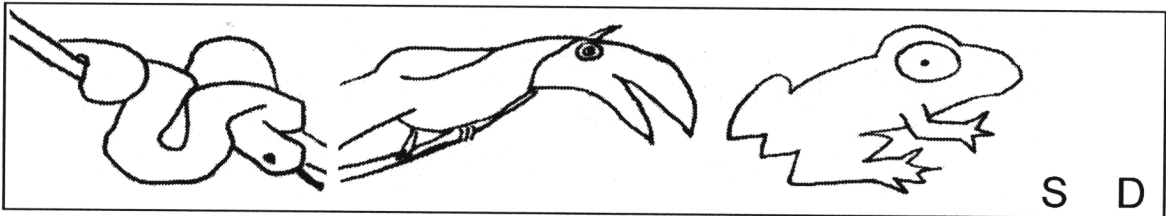


Name: _____

Date: _____

Activity #3 (b)

Describe the drawings that you have on your sheet to your partner. If your partner has the same drawings, put an "x" through the letter "S" (= same). If your partner has different drawings, put an "x" through the letter "D" (= different).

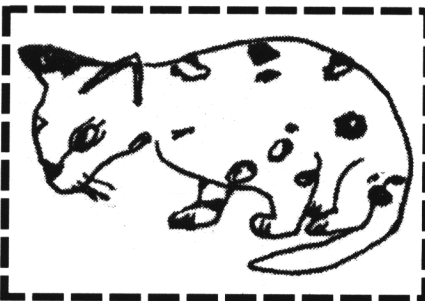
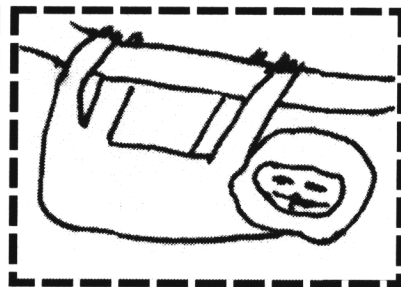
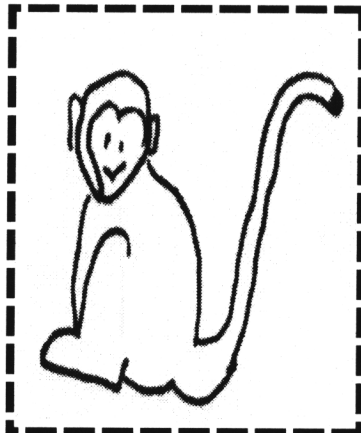
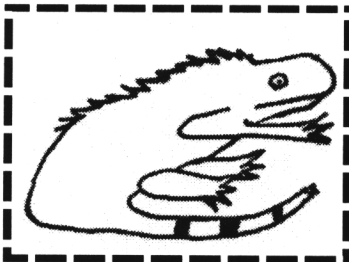
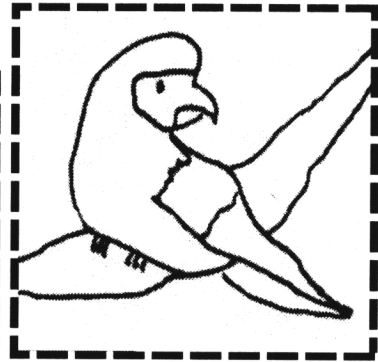
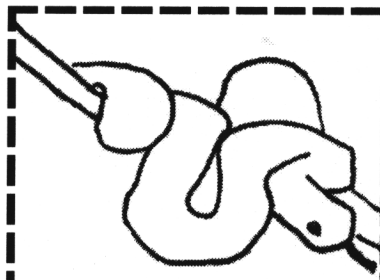
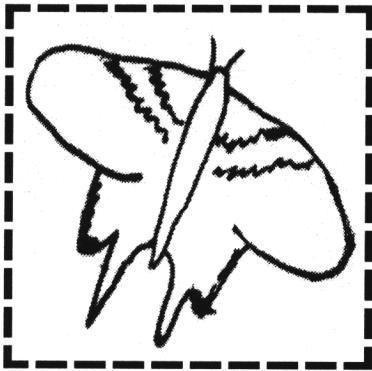


Name: _____

Date: _____

Activity #4

Color in these animals. Cut them out and paste them into the scene in the worksheet for *Activity #5*.



Name: _____

Date: _____

Activity #5

The Tropical Rainforest



Name: _____

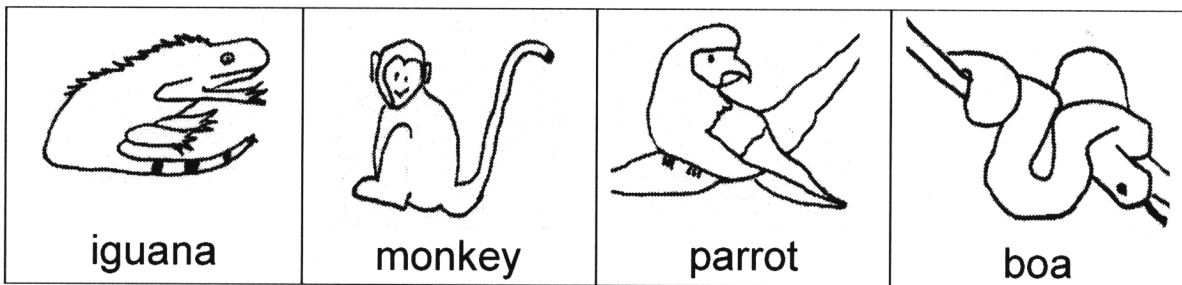
Date: _____

Activity #6

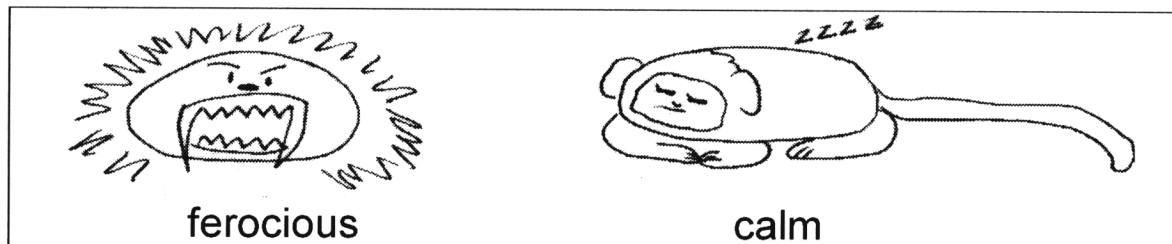
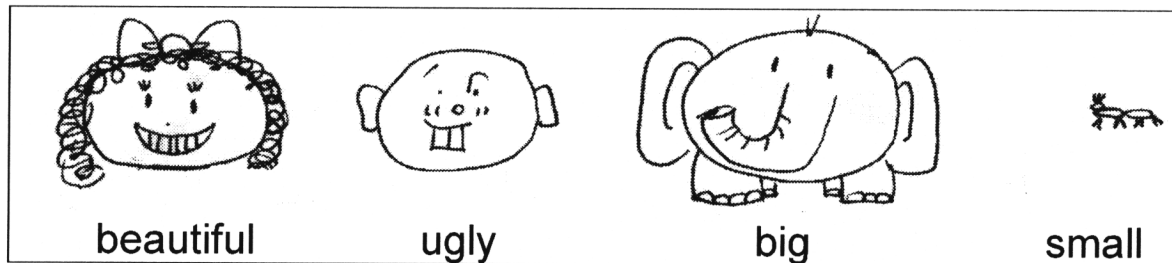
SURVEY: Ask a friend or relative to take this survey. Put a circle around the drawing that best answers each question.

Name: _____ Relationship: _____

Which is your favorite animal?



Why do you like that animal?



Now fill in the blanks with information from the survey:

His/Her favorite animal is _____.

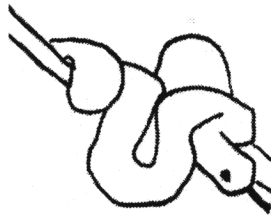
He/She likes it because it's _____ y _____.

Name: _____

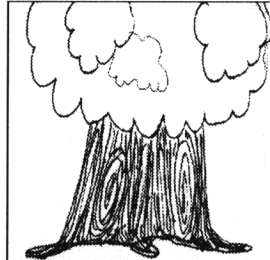
Date: _____

Activity #7

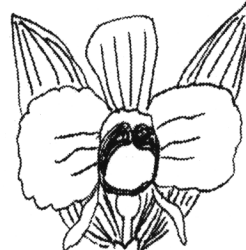
Guess where these animals live. Put an "x" on the drawing of the habitat of each animal:



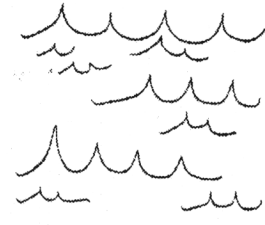
the boa



a tree



a flower



the water



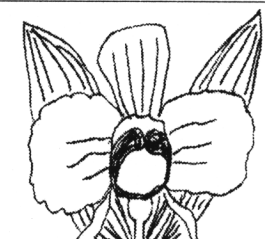
the parrot



the air



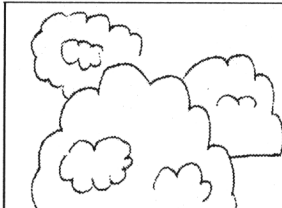
a leaf



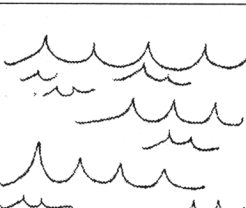
a flower



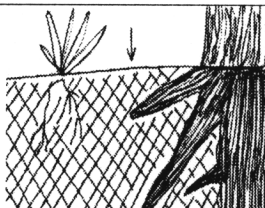
the anteater



the air



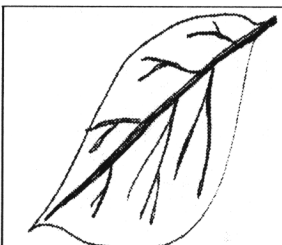
the water



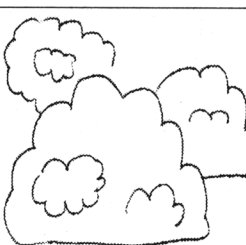
the earth



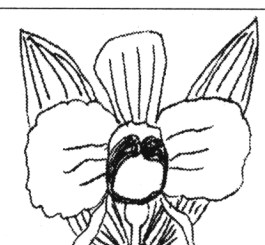
the frog



a leaf



the air



a flower

Name: _____

Date: _____

Activity #8

Write your own "Silly Story". Fill the spaces with the appropriate type of word.

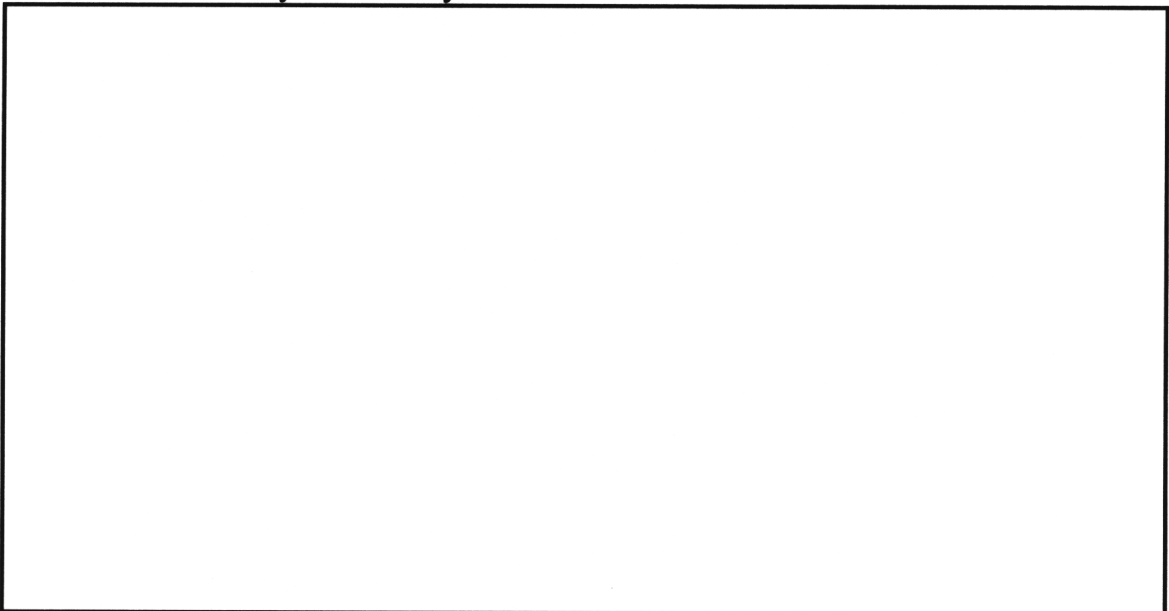
_____ lives
animal *color*

in _____, or sometimes
plant/habitat

_____. It is _____ but it is
plant/habitat *adjective*

not _____.
adjective

Now illustrate your story:

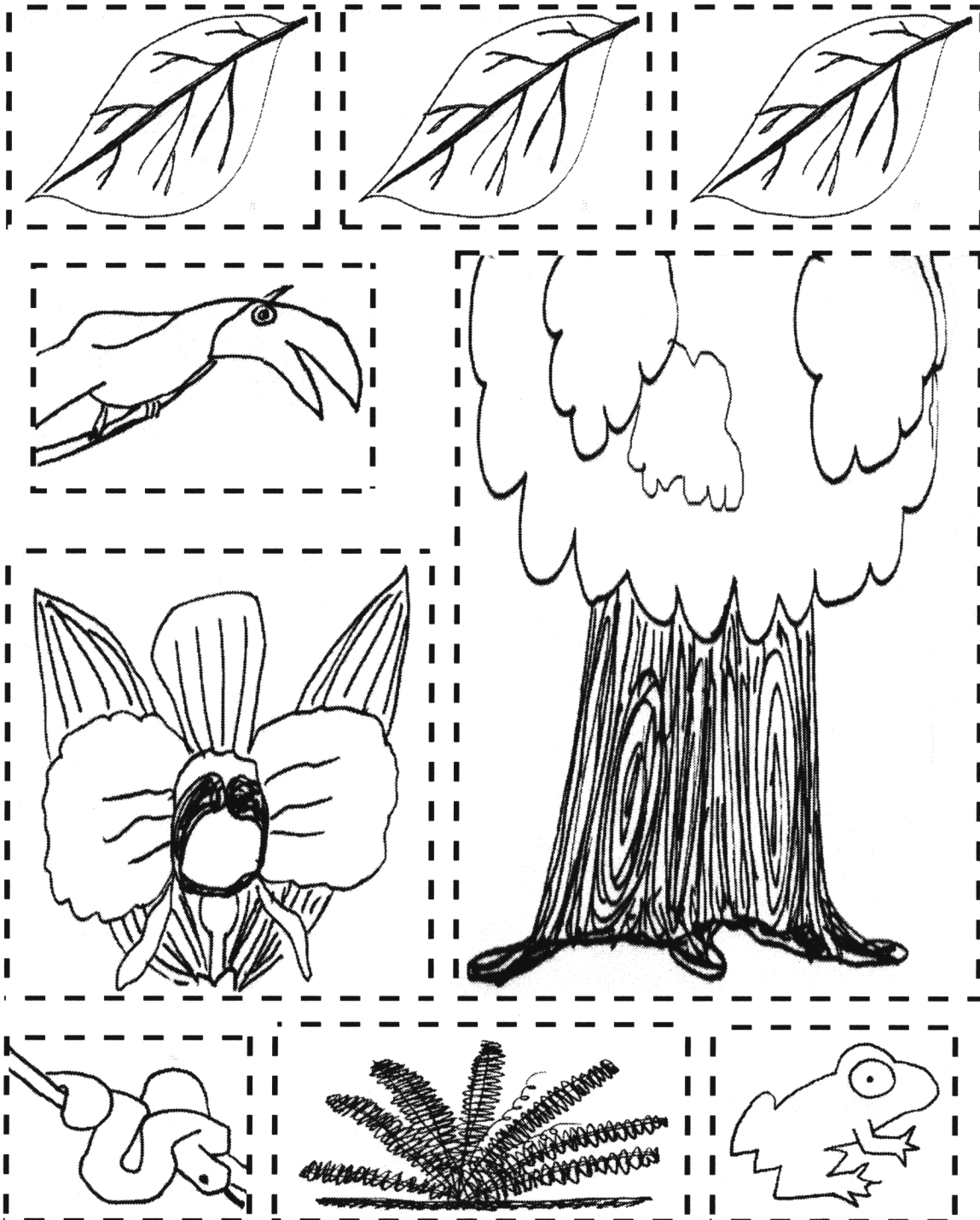


Name: _____

Date: _____

Activity #9

Cut out and color in these animals and plants. Make a rainforest diorama by arranging the figures in a box.



Name: _____

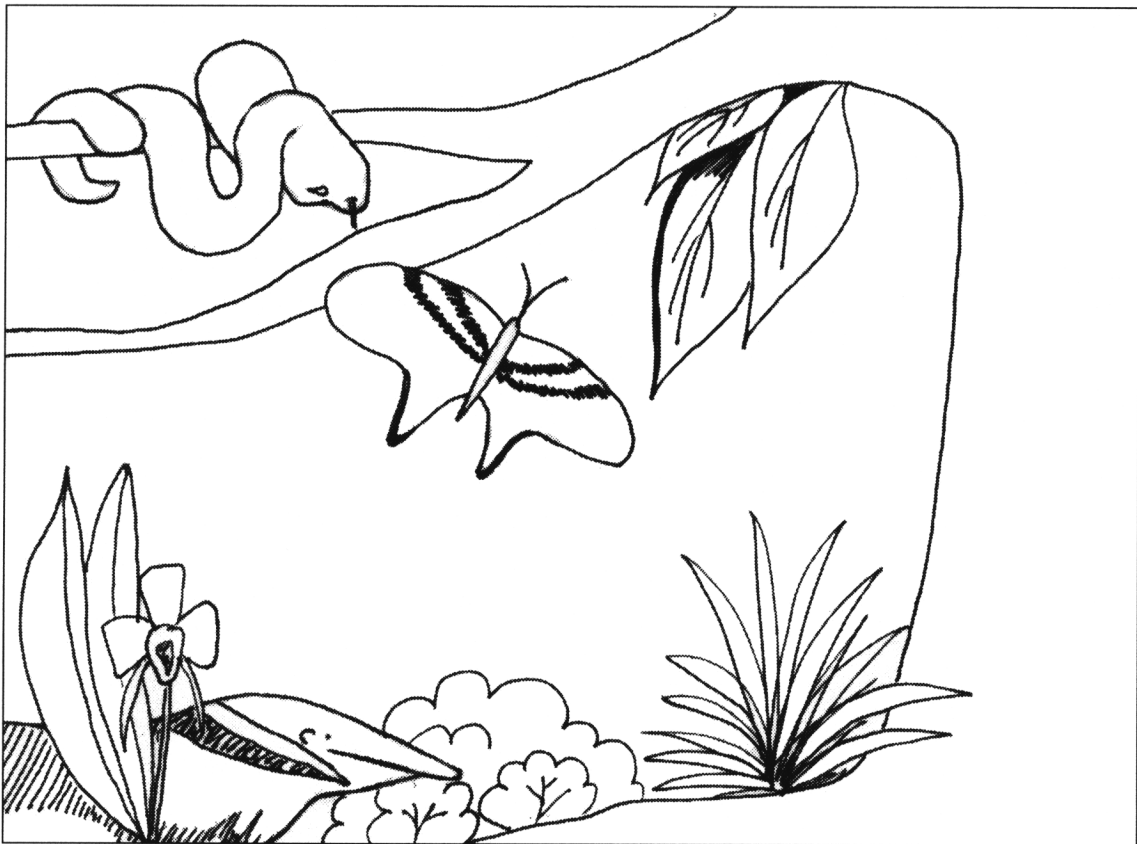
Date: _____

Activity #10 (a)

Ask your partner where the animals are in his/her drawing. Answer your partners questions about your drawing. If an animal does not appear in the drawing, write "none".

In your drawing....

1. Where is the ocelot? It is _____.
2. Where is the boa? It is _____.
3. Where is the butterfly? It is _____.
4. Where is the anteater? It is _____.
5. Where is the jaguar? It is _____.
6. Where is the parrot? It is _____.



Name: _____

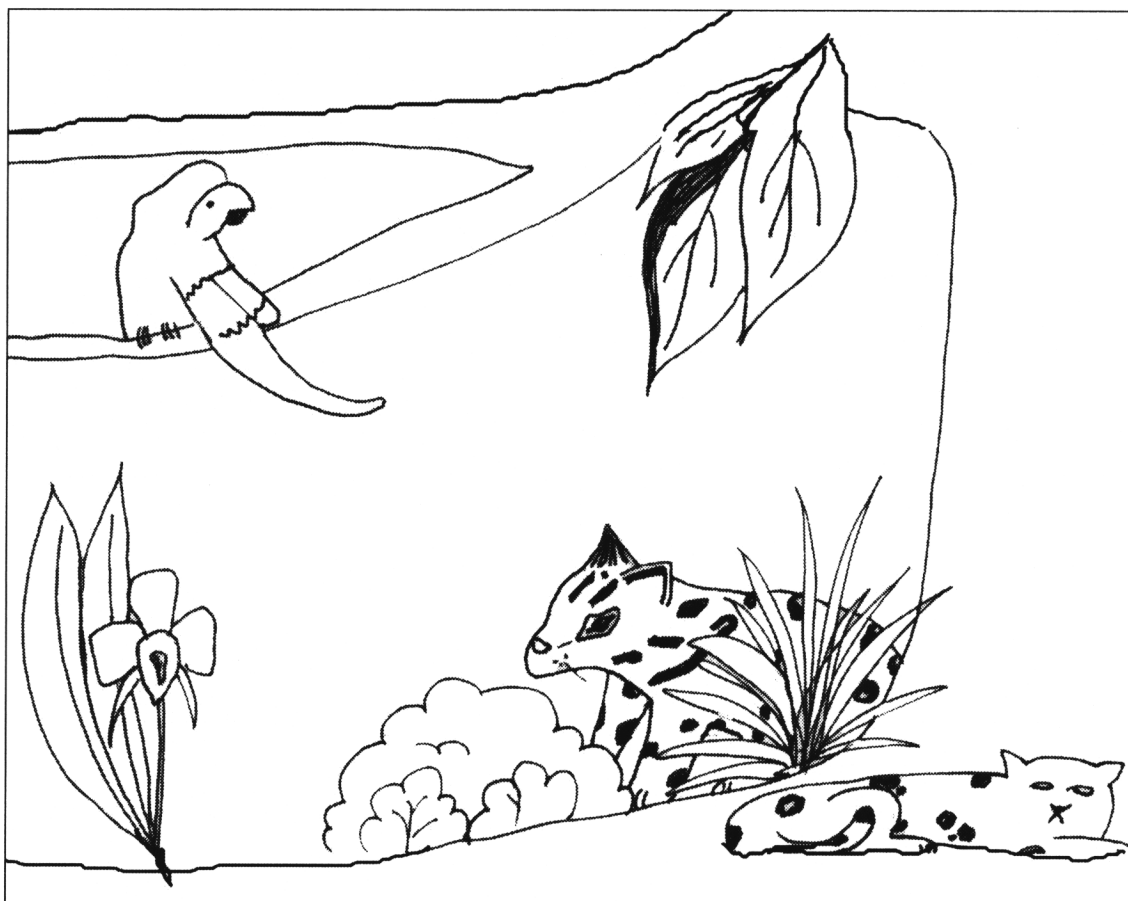
Date: _____

Activity #10 (b)

Ask your partner where the animals are in his/her drawing. Answer your partners questions about your drawing. If an animal does not appear in the drawing, write "none".

In your drawing....

1. Where is the ocelot? It is _____.
2. Where is the boa? It is _____.
3. Where is the butterfly? It is _____.
4. Where is the anteater? It is _____.
5. Where is the jaguar? It is _____.
6. Where is the parrot? It is _____.



Name: _____

Date: _____

Activity #11

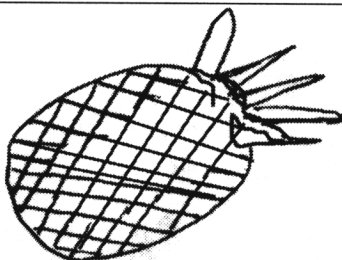
Color in and cut out these drawings of fruit. Paste them into the boxes below according to the descriptions.

The apple is to the right of the pineapple. The pear is under the mango.

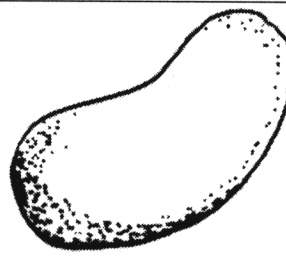
The lulo is to the left of the pear. The pear is on top of the avocado.



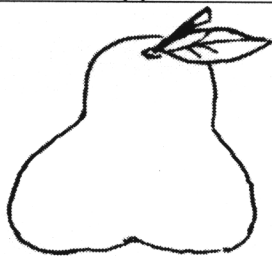
apple



pineapple



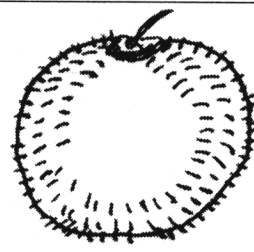
mango



pear



avocado



lulo

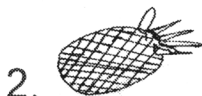
Name: _____

Date: _____

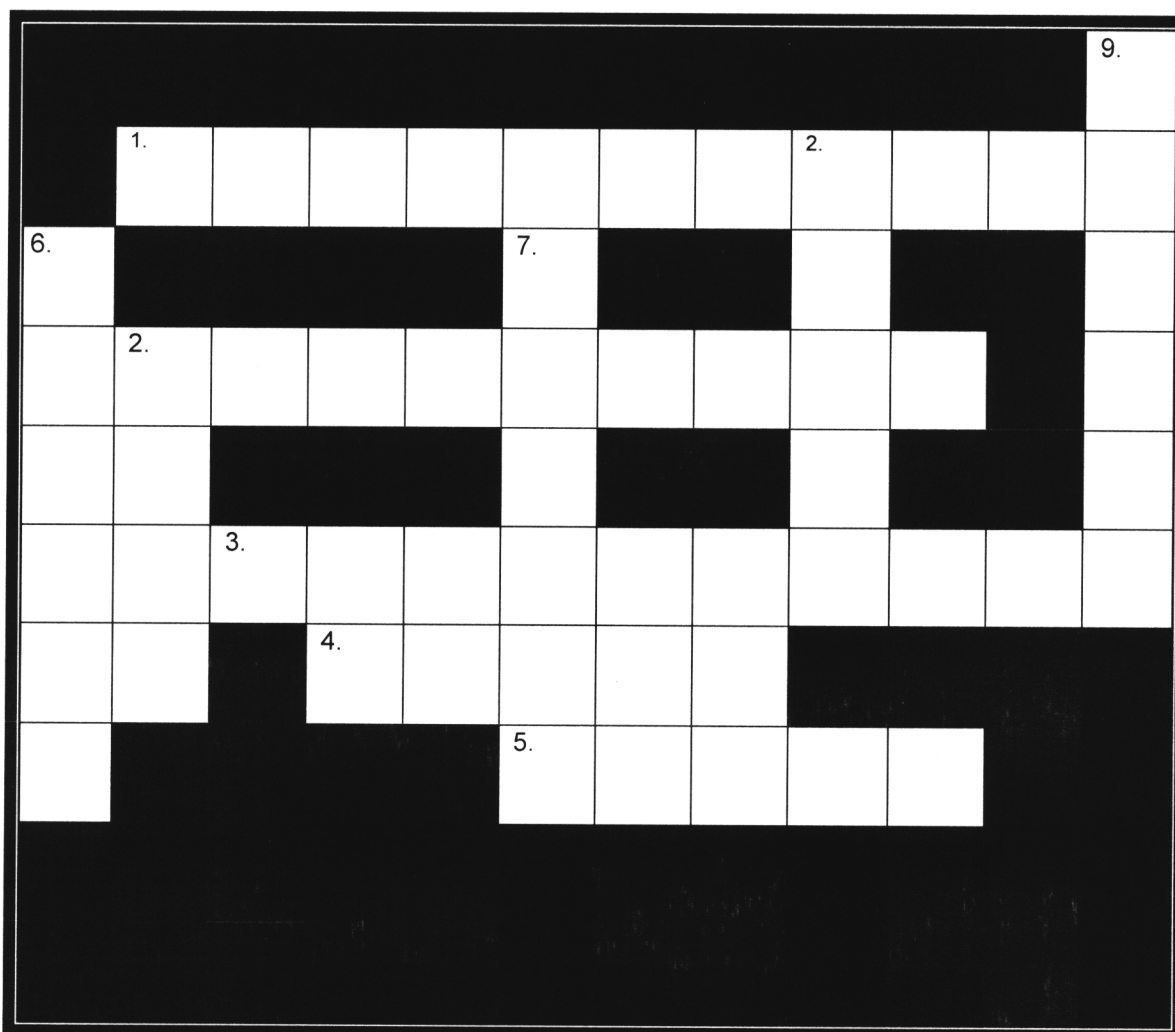
Activity #12

Fill in this crossword puzzle with the names of the fruits.

HORIZONTAL:



VERTICAL:

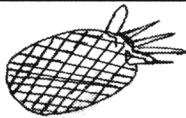




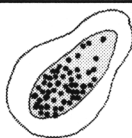

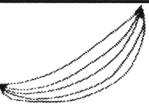





Name: _____

Date: _____

Activity #13

What do you think? If you think that a fruit is sweet, put an "x" in the first column. If you think that the fruit is sour, put an "x" in the second column.

	sweet	sour
 pineapple		
 strawberry		
 pear		
 watermelon		
 mango		
 papaya		
 lulo		
 banana		
 lemon		
 apple		
 avocado		

Name: _____

Date: _____

Activity #14

sour

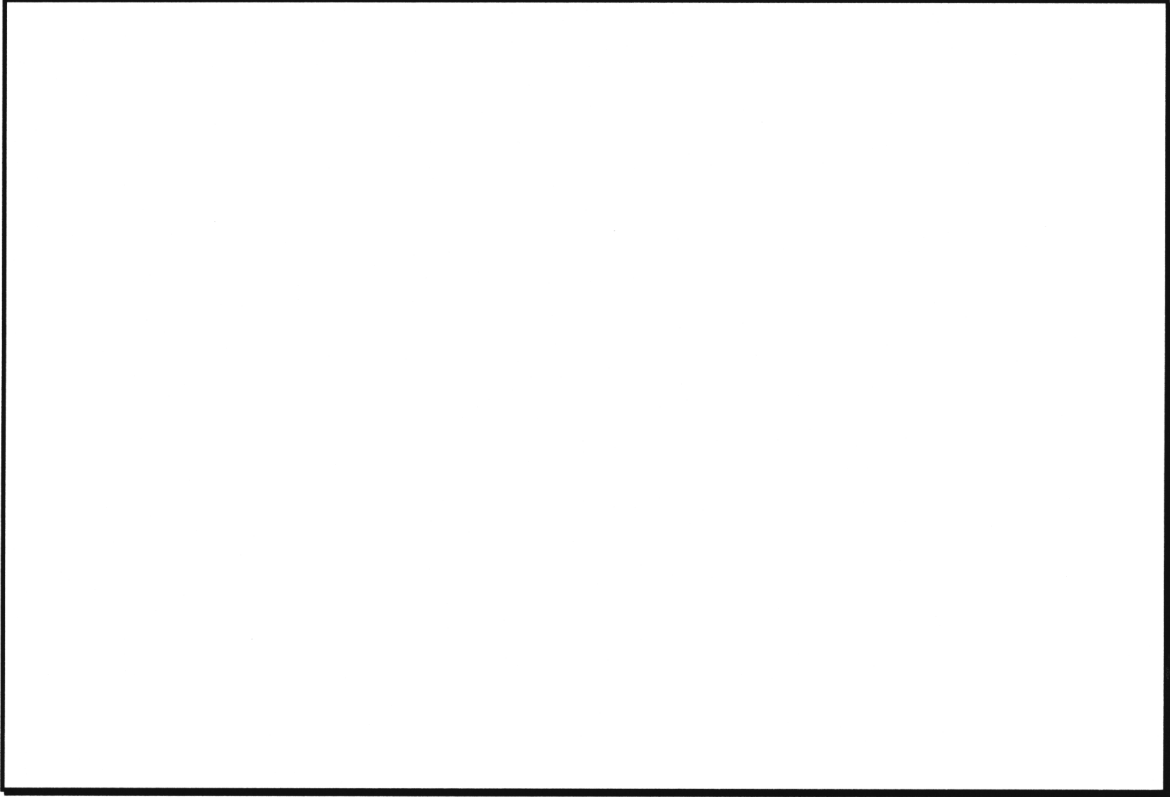
sweet

Name: _____

Date: _____

Activity #15

My favorite fruit:



Name: _____

Date: _____

Activity #16

Fill in the spaces with your personal information. Cut out the passport and paste it onto cardboard or cardstock. Bend the passport in the middle and draw a symbol from your school or class on the front.

Passport number:	<input type="text"/>
Last name	<input type="text"/>
First name	<input type="text"/>
Nationality	<input type="text"/>
Date of birth:	
<input type="text"/>	
Place of birth:	
<input type="text"/>	
Authority, date and place (for your teacher to sign)	
<input type="text"/>	

✂✂✂✂✂ cut it out! ✂✂✂✂✂

Name: _____

Date: _____

Activity #17

Fill in the chart as you walk through the rainforest:

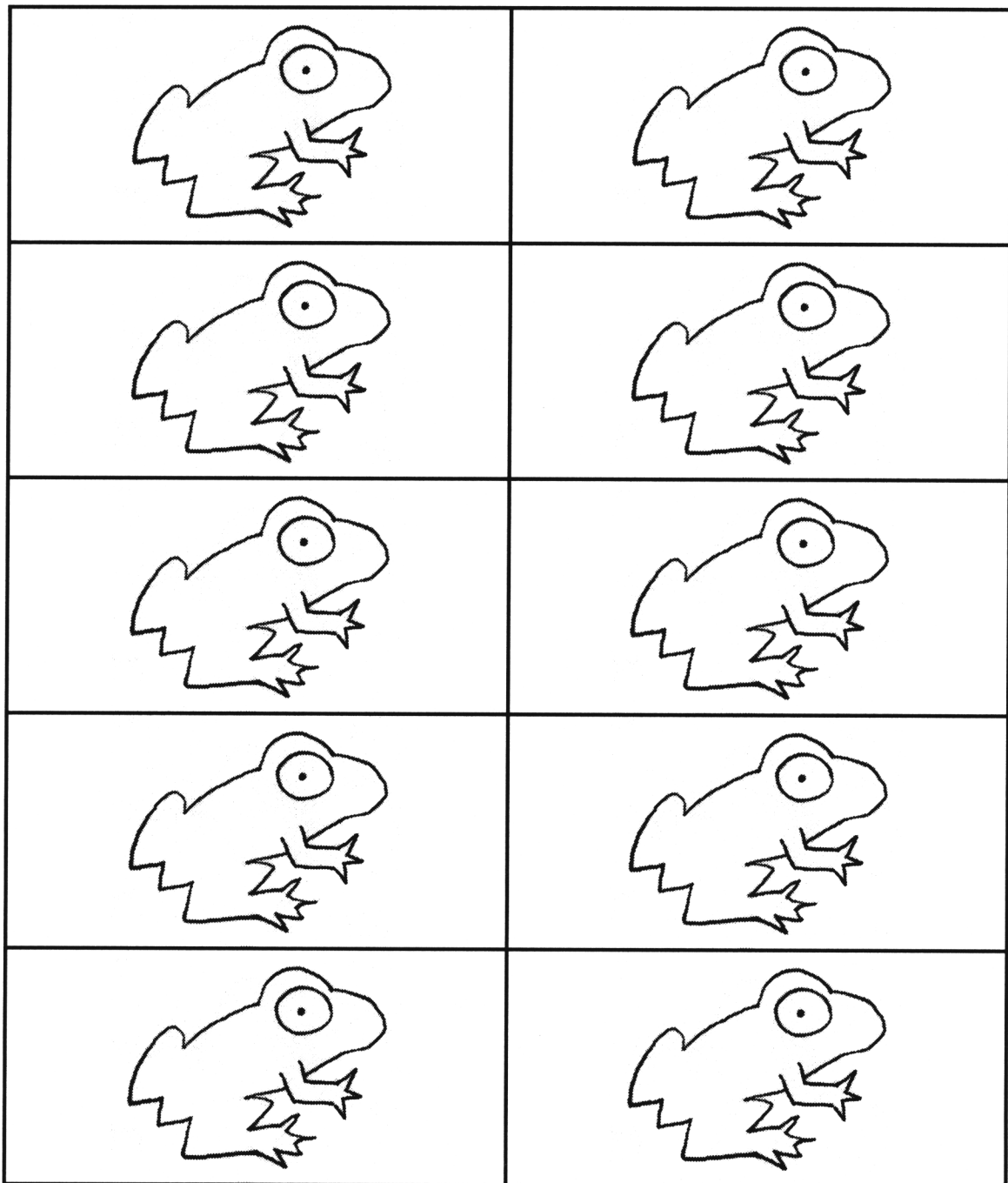
	Which is your favorite?	Why is it your favorite?	What color is it?	Where is it?
<i>animal</i>				
<i>plant</i>				
<i>fruit</i>				

Now write a short story with the title "My favorites in the tropical rainforest":



APPENDIX A: Small Frog Cards

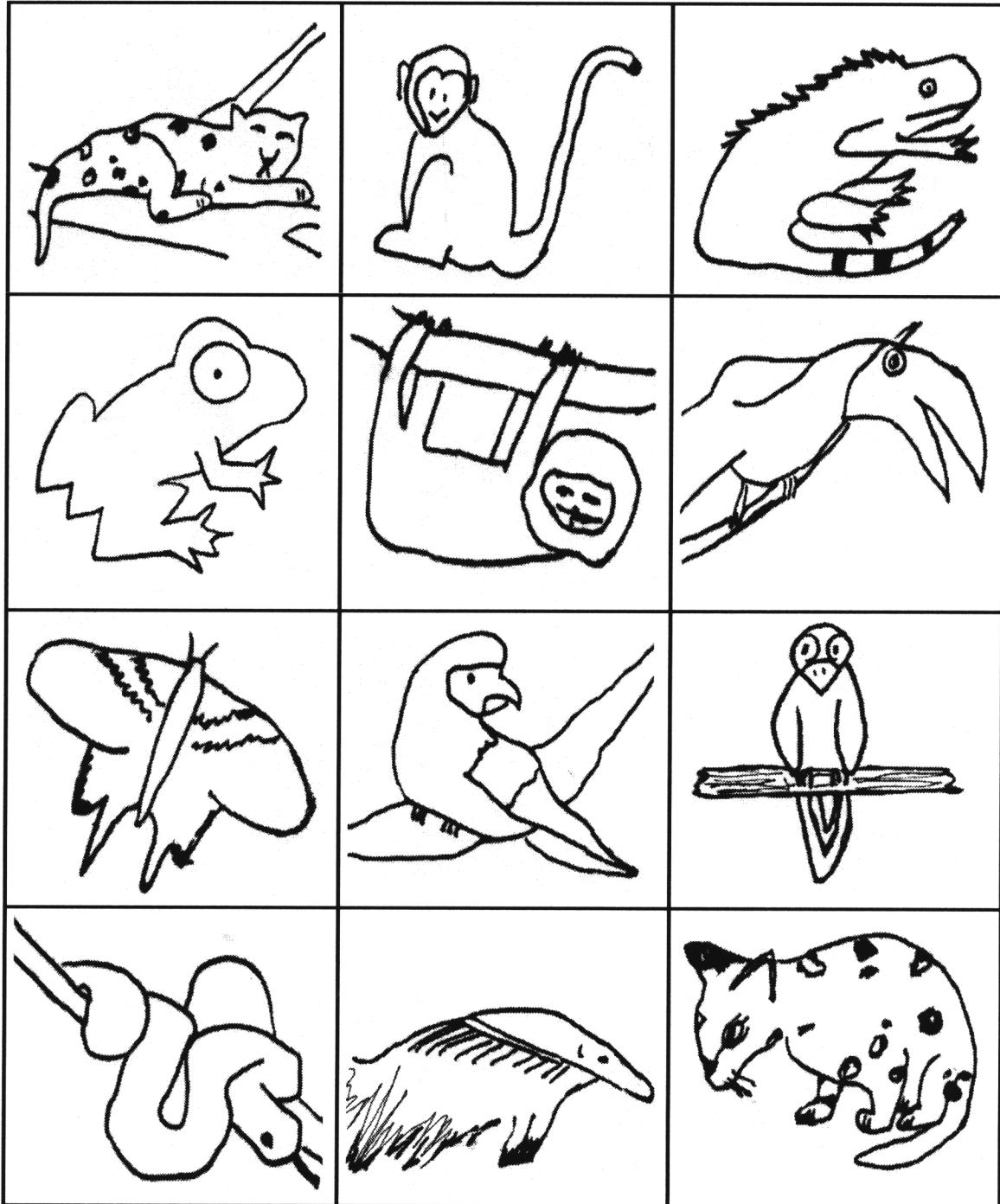
Color and cut these cards. You can ask your students for help in the coloring. You might want to make a many copies of this page so that all your students may have a set of cards.





APPENDIX B: Small Animal Cards

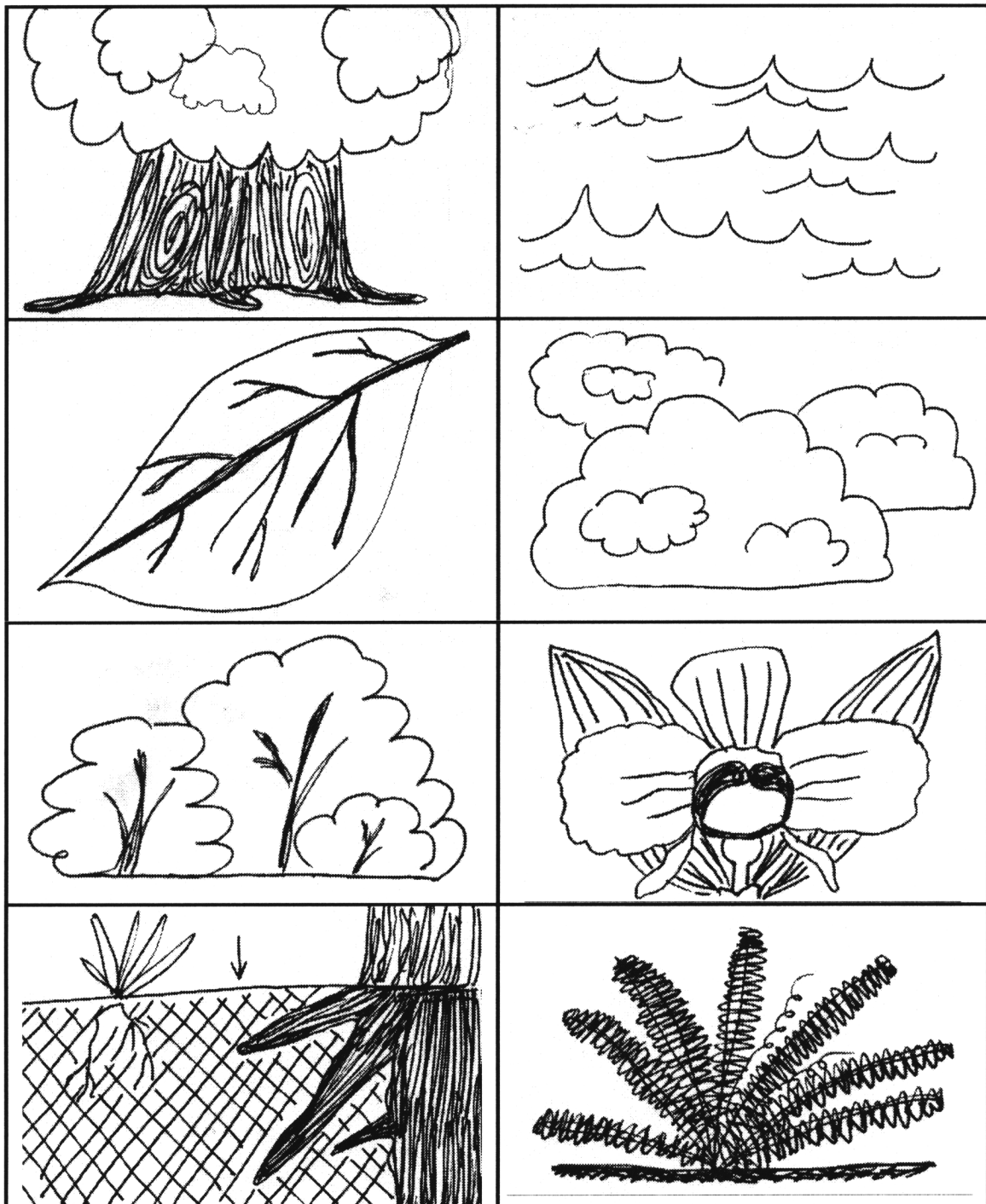
Color and cut these cards. You can ask your students for help in the coloring. You might want to make a many copies of this page so that all your students may have a set of cards.





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.

