

# RAIN FOREST COLORS

By Janet Lawler

Photography by Tim Laman

Curriculum/Parent Guide

[relevant Common Core Standards are noted]



## ABOUT THE BOOK

This non-fiction book combines vibrant color photographs of rain forest animals with simple, informative text to teach children colors while sharing interesting information about tropical rain forest life. RAIN FOREST COLORS can serve as an enjoyable and informative read-aloud and/or as a tool for developing literacy and math skills. These skills can also be developed in the context of science curriculum content (organisms; habitats; life cycles; prey/predator; feeding; reproduction). Below are some suggested approaches for sharing/teaching this book.

## FOUNDATIONAL SKILLS

Text provides many opportunities for understanding: print; spoken words, syllables, and sounds; phonics awareness; and vocabulary in context. A brief glossary defines new words.  
[*ELA.RF.K1-4; ELA.RF.1.1-1.4*]

## PRE-READING DISCUSSION

Show and read book cover.

What is this book about? What are the main topics?

Identify author and photographer and discuss their roles.

Share back cover and title page.

[*ELA.RI.K.2; ELA.RI.K.5-6*]

## INTRODUCTION

Read introduction and the Did You Know? additional information on left side of the title and introduction pages. Discuss in grade-appropriate manner the very large number of animals and plants that live in the rain forest.

## SUGGESTED APPROACH TO TEXT

### Content Comprehension

For each color spread (2 pages each), read main text paragraph, pausing after question posed to have children volunteer possible answers. Discuss text and photographs. Have students ask and answer questions about topic.

[*ELA.RI.K.1; ELA.RI.1.1*]

If children want more information about animal, turn to Animal Facts (pp. 26–27) and read pertinent box.

### Photos and Text as Separate Sources of information

In addition to reading text as recommended above, discuss how information can be conveyed by both photos and text; for example:

#### BROWN Tree Kangaroo (pp.12–13)

Talk about how a photograph captures a moment in time and conveys certain information. Cover all text and ask students what they “see” in this photo. (Most will say two bears.) Read text. Point out how a photograph can “tell” you something while text tells you more (or something different). Discuss how this text is needed to identify these animals (the partial frontal view does not show the kangaroos’ bodies and long tails).

The Did You Know? information provides an additional interesting fact that is not shown or found in the photo. (“A tree kangaroo can safely jump down from more than 50 feet (15m) up in a tree.”)

[*ELA.RI.K.7; ELA.RI.1.6*]

### New Words and Glossary

For each spread, discuss any unfamiliar words, introducing use of glossary, where appropriate; for example:

#### WHITE sulphur-crested cockatoo (pp.14–15)

Ask child/students if they know what sulphur means. Discuss. Turn to glossary on final page. Explain what a glossary is. Read definition of sulphur. Go back to pp.14–15 so students can look at the cockatoo’s yellow crest.

[*ELA.RI.K.4; ELA.RI.1.5*]

## ANIMAL FACTS

### Basic Counting

On Animal Facts spread (pp.26–27) point at each animal fact box and count together with students to figure out how many fact boxes there are (10). [*Math.K.CC.B.4a*]

### New Words and Glossary

Discuss categories of information (Home, Size, Food, Predators, and Babies). Read fact boxes not already read and refer to glossary as necessary. [*ELA.RI.K.4; ELA.RI.1.5*]

### Measurement and Size Concepts

Present/discuss basic measurements for Size category (such as length, height and weight). These are different ways to compare two objects or animals.

Read some or all of Animal fact boxes. Focus on different size comparisons. Ask children to share another comparison for one of the animals, if possible. [*Math.K.MD.A.1; Math.K.MD.A.2*]

## RAIN FOREST WRITING TASKS

### Kindergarten

#### Writing Key Ideas and Details

Have each student write about RAIN FOREST COLORS:

- \* write the title and state what the book is about.
- \*draw a picture of their favorite rain forest animal from the book.
- \*write a favorite fact from the book.

#### Writing with Support from Text

Create one or more questions for children to answer by reference to text.  
(for example: Is a crested iguana always green?)  
[*ELA.RI.K.2; ELA.RI.1.2*]

### K–1<sup>st</sup> grade

#### Writing after More Fact-Finding/Utilizing Additional Resources

Have student (or class together) read another book, or online source, about one of the animals in RAIN FOREST COLORS. Provide each student with assignment sheet:

Animal Name \_\_\_\_\_

Did You Know? \_\_\_\_\_

Have students write something new that they learned about the animal (or do together as a class). Adult can guide additional reading and use of the More Information section on final page.

Above assignment can be completed for a different rain forest animal that interests each child. Have students revise with supervision.  
[*ELA.W.K.5–8; ELA.W.1.2*]

### Reinforcing Counting and Numeral Recognition

For emphasis on numerals, have children draw a number of the same animal about which they write, and have them include the matching numeral and written number on their drawing.

### 1<sup>st</sup>–2<sup>nd</sup> grade

#### Rain Forest Animal Book

Provide students with other sources on several rain forest animals. Assign an animal (or allow children to choose). Have children read sources and create their own “book” about that animal. Pages might include:

- \*A paragraph of text about the animal.
- \*A Did You Know? sentence of additional information.
- \*A fact box for the animal: Home, Size, Food, Predators, Babies.
- \*A drawn picture or public domain photograph of animal.

Review with adult/teacher and add detail or revise. Share with class.  
[*ELA.W.1.2; ELA.W.1.6; ELA.W.1.8; ELA.W.2.5–8*]

## RAIN FOREST MATH ACTIVITIES

### Animal Counting Cards

Create sheet of paper with ten sections, each containing an identical picture/outline of a rain forest animal. (butterfly; fiddler crab, etc; see attached sample)

Give each child/student one sheet. Ask them to: Cut sheet into ten sections/“cards” (with one picture on each). (Optional: create borders on cards/decorate/write name on each card)

#### Addition and Subtraction

Have students use their set of ten cards to undertake simple addition and subtraction problems. Have students write problem out with numbers, such as:  
3 butterflies + 1 butterfly = 4 butterflies; 5 butterflies – 2 butterflies = 3 butterflies; etc.

#### More Practice in Pairs

Pair up two students with different animals. Have students count together up to 10, with each placing on desk the correct number of his or her animal pictures. Have pairs create their own counting, addition, and subtraction problems using their cards. [*Math.K.OA.A.1–5*]

### Rain Forest Math Word Problems

Create rain forest math word addition and subtraction problems. Have students illustrate and show numeric solution. For example: Joe saw three tree kangaroos up in a tree. One jumped down to the ground. How many kangaroos were left in the tree?  $3-1=2$ . [*Math.K.OA.A.2*]

### Rain Forest Math Graphing

Create (or have children create) a bar graph with a large color dot along the bottom axis representing each color in the book. Place numbers on the side axis. Have children vote on their favorite colors and graph the data. Use graph for follow up discussion comparing quantities, such as, “how many more?”, “the most,” “the least,” etc.

[*Math.K.MD.B.3; Math.1.MD.C.4*]

## FURTHER RAIN FOREST EXPLORATION

### Photographer’s message

For students interested in more information, read photographer’s message on page 30 and his biography on back flap. Visit [www.TimLaman.com](http://www.TimLaman.com)

### Author’s writing process

Visit author’s website to learn more about her writing process and how she researched and wrote RAIN FOREST COLORS and OCEAN COUNTING (another book in this series).

[www.JanetLawler.com](http://www.JanetLawler.com)

### Geography

For geography lesson, have students identify the country where each photo was taken, using information in key on map spread (pp. 28–29).

Compare the size of the green rain forest areas to all the world’s land mass areas.

### Environment/Conservation

Research/share information with students about man’s impact on rain forests. Discuss endangered and extinct species. (See books and websites listed on p. 31.)

### Online resources

Explore websites provided in More Information section on p. 31, with guidance from teacher/parent.

## REVIEW

Starred Kirkus Review:

*Stunning animal photos introduce children to 10 basic colors in this latest from National Geographic Kids.*

*From the brilliant blue Ulysses butterfly and yellow orb weaver spider to the scarlet ibis and purple honeycreeper, the colors of these animals are never in doubt...each spread features a single creature, its color in a large and matching type at the top, the animal's name below in the same color along with a brief paragraph that gives a few facts and asks a question of readers (which it then answers): "What do you think the cockatoo is doing?" "Did You Know" boxes on each spread provide another fact....Backmatter includes a spread of fast facts...a map...a "Color Quiz," a note from the photographer, a glossary and a list of resources for finding out more.*

*Readers will not only practice their colors, they'll get an inkling of what a colorful and wonderful world we live in. (Informational picture book. 2-8)*

## COMMON CORE STATE STANDARDS KEY:

Standards for Kindergarten (K) and First Grade (1):

English Language Arts (ELA)

Reading: Foundational Skills (RF)

Reading: Informational Text (RI)

Writing (W)

Math (Math)

Counting and Cardinality (CC)

Operations and Algebraic Thinking (OA)

Measurement and Data (MD)

Counting & Cardinality (CC)

(Example: ELA.R.K.5–6 is: English Language Arts: Reading: Kindergarten: standards 5 and 6)

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