



**First Grade**  
**Maya Mountain Marine Corridor, Belize**  
**National Standards for First Grade Lessons**

Writing

Standard 3 Level 1: K-2

1. Generates questions about topics of personal interest.
2. Uses a variety of sources to gather information.

Reading

Standard 7 Level 1 Grade K-2

1. Uses reading skills and strategies to understand a variety of informational texts.
4. Relates new information to prior knowledge and experiences.

Listening and Speaking

Standard 8 Level 1 Grade k-2

8. Listens and responds to a variety of media.

Thinking and Reasoning

Standard 1 Level 1 Grade K-2

Understands and applies the basic principles of presenting an argument.

Standard 5 Level 1 Grade K-2

Identifies simple problems and possible solutions

Mathematics

Standard 1 Uses a variety of strategies in the problem-solving

Level 1 Grade K-2

A) Draws pictures to represent problems.

B) 4. Makes organized lists or tables of information necessary for solving a problem.

Standard 3 Level 1 Grade K-2

3. Understand basic estimation strategies

Standard 4 Level 1 Grade K-2

1. Understand the basic Measures of length, width, height, weight, and temperature.

Life Sciences

Standard 6 Level 1 Grade K-2

1. Knows that plants and animals need certain resources for energy and growth
2. Know that living things are found almost everywhere in the world and that distinct environmental support the life of different types of plants and animals.

Standard 13 Level 1 Grade K-2

Understands that in science it is helpful to work with a team and share the findings with others.

Standard 12 Level 1 Grade K-2

1. Knows that learning can come from careful observations and simple experiments.

Standard 5 Level 1 Grade K-2

1. Knows the basic needs of plants and animals (air, water, nutrients, light or food, shelter)
2. Knows that plants and animals have features that help them live in different environments.

Standard 4 Level 1 Grade K-2

3. Knows that differences exist among individuals of the same kind of plant or animal.

Standard 7 Level 1 Grade K-2

2. Knows that there are similarities and differences in the appearance and behavior of plants and animals.



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**Lesson 1: Knowing the Essential Elements of a Habitat**

**Concept**

Children will become acquainted with the landscape characteristics of their play space, their neighborhood and their classroom in order to better relate to the Belize landscape.

**Essential Question**

What sounds does your neighborhood make?

**Additional Resources**

- **Resource Index** - Check out this page at <http://www.rainforest-alliance.org/programs/education/teachers/curriculum/resources/index.html> for additional supplemental materials that complement these dynamic units and to access many of the resources listed below.
- **Slideshow** – The Learning Site provides a slideshow and script about Belize that includes background information about the animals, people and landscape of this region. The slideshow can be downloaded for viewing in the classroom, printed out and read as a story, or viewed online with the students.
- **Unit-Specific Stories** - The Rainforest Alliance has developed two original stories for use with these units, available in English, Spanish and Portuguese. The stories are available to download and print or can be viewed on-screen.

**Manny Manatee and the Mystery of the Murky Water  
My Dad the Ranger**

- **Species Profiles** – The species profiles, available to view on screen or download from the beginning of the unit or the Resource Index, include photos, habitat, foraging behavior, group relationships, threats and many more facts.
  - Ocellated Turkey
  - Jaguar
  - Howler Monkey
  - Manatee
  - Scarlet Macaw
- **Ranger Rick Article** - Download "*Rick and the Gang Visit Costa Rica and Go Bananas,*" a colorful article about bananas and coastal wildlife from the National Wildlife Federation's Ranger Rick magazine.

- **Rainforest Poster** – Download and print out this colorful two-page poster, which is available for you to use in explaining the layers of the rainforest, its products and the environmental threats facing many rainforests around the world.

**Inside the Canopy** – Structure and species of the rainforest

**Status Report** – What is happening to the rainforest

- **Rainforest Products** – Visit <http://www.rainforest-alliance.org/resources/forest-facts/lives.html> for a summary of products that we use in our everyday lives that originate in rainforests. Both teachers and students will find information on the products found in their homes and supermarkets that either originated in tropical forests or are currently produced there.
- **Profiles in Sustainability** – Click [here http://www.rainforest-alliance.org/programs/profiles/index.html](http://www.rainforest-alliance.org/programs/profiles/index.html) for case studies on companies who work closely with the Rainforest Alliance to ensure that their practices protect wildlife, workers and communities.
- **Toledo Institute for Development and the Environment (TIDE)** - Check out these online resources for more information about the Rainforest Alliance’s partner group in Belize:  
[www.rainforest-alliance.org/programs/aar/belize.html](http://www.rainforest-alliance.org/programs/aar/belize.html)  
[www.tidebelize.org](http://www.tidebelize.org)
- **Certificate of Accomplishment** – Print out colorful rainforest certificates for your students to commemorate their completion of these units.

### **Step 1 - CONNECT (the concept to prior knowledge)**

#### **Challenge**

Students will capture the essence of the landscape surrounding their school on a map that identifies sensory and landscape information.

#### **Materials**

- 8.5"x11" Outline/map of the area around the school (1 per student; prepared by teacher)
- One larger replica of school area map
- Art supplies

#### **Procedure**

1. Students will be handed a rough outline of the area around their school. They will be oriented to the map by discussing experiences different students might have had walking or playing in those spaces.
2. Students will take the maps outside and add descriptive information to the rough outline. These observations should include plants (drawings), rocks, dirt areas, random items in the landscape, smells, sounds and temperature changes. Each child will fill in what they think is important.

3. Inside the classroom on a large replica of the map of the schoolyard, the teacher will collect and transfer the observations using symbols for common landscape elements, drawings cut from maps and words to describe sensory elements. The class will decorate this map so that it represents their school landscape.

### **Step 2 – LITERATURE/DISCUSS (Give Expert Information Book; Ask Questions)**

#### **Challenge**

Students will begin to see their play space and school as a multi-textured landscape.

#### **Materials**

- Book: **Welcome to the Green House** by Jane Yolen

#### **Procedure**

Visualization: Ask the children to close their eyes and listen as you read **Welcome to the Green House** by Jane Yolen. Ask them to pay special attention to the sounds and visual pictures that are created in their minds by this book.

### **Step 3A – PRACTICE (Math and Learning Centers)**

#### **Challenge**

Students will compare and contrast the map of their schoolyard with different maps that slowly move out in distance encompassing a greater area.

#### **Materials**

- Local, national and world maps

#### **Procedure**

1. As in the Powers of Ten, introduce students to maps that locate their schoolyard within different geographies that are local first and gradually geographically further away.
2. Students carry out a variety of interesting calculations in order to establish the area/dimensions of their playspace/schoolyard in relationship to the city/state they are in.
3. Looking at their own map of the schoolyard, ask students to guess at how to measure their schoolyard and relate how large it is in comparison to their neighborhood, city/town, state and/or country.

### **Step 3B – CREATE (Performance Tasks Related to Standard Indicators)**

#### **Challenge**

Students will write a short 'impression' poem. (This can be a haiku that captures the essence of the 'sitting' place.)

#### **Materials**

- Paper, pencils
- Maps from Step 1

#### **Procedure**

1. Students return to a place that interested them outside around the building.  
Students write a short poem about this place that uses sensory images, landmarks, weather observations, sounds, etc.
2. The poems will be transferred to the map corresponding to the location in the schoolyard.

### **Step 4 - PRESENT (Edit Work/Students Orally Present Projects)**

#### **Challenge**

Students read their poetry aloud to the class.

**LESSON 1 ASSESSMENT RUBRIC:**

Teacher observations of performance tasks with rubrics as listed below, as well as collected work samples.

<b>Assessment Guidelines</b>	<b>3 = P (Proficient)</b>	<b>2 = S (Satisfactory)</b>	<b>1 = NW (Needs Work)</b>
1. Student understands the procedure for mapping a defined area and the differences in scale of a drawing and the actual schoolyard.			
2. Student discusses the sensory elements of the schoolyard and how these help define its character.			
3. Student compares and contrasts the scale drawing of the schoolyard with maps that represent different geographical areas, gradually increasing the scale of the mapped area.			
4. Student captures the character of their schoolyard using poetry or other descriptive narrative.			
5. Student prepares and delivers an oral presentation of their descriptive narrative for their peers.			