



Second Grade

Amazon Rainforest Conservation, Brazil

National Standards for Second 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

Standard 3 Level 1 Grade K-2

1. Identifies the similarities and differences between persons, places, things and events using concrete criteria.

Mathematics

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

Level 1 Grade K-2

1. Draws pictures to represent problems.
2. 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

2. 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
3. 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.



**Second Grade
Amazon Rainforest Conservation, Brazil**

Lesson 1: Rainforest Complexity and Diversity

Concept

Maintaining interdependence and diversity among plants and animals is essential in sustaining rainforests.

Essential Question

How can so many plants and animals share such a small space?

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 Brazil 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 Story** - The Rainforest Alliance has developed an original story for use with this unit, available in English, Spanish and Portuguese. The story is available to download and print or can be viewed on-screen.

Brothers of the Rainforest

- **Species Profiles** – The species profiles, available to view on screen or download from the beginning of the unit or the Great Resources page, include photos, habitat, foraging behavior, group relationships, threats and many more facts.
 - Heliconia
 - Amazonian Tapir
 - Kapok Tree
 - Leafcutter Ant
 - Amazon River Dolphin
- **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.

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Status Report – What is happening to the rainforest

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- **Venn Diagram Template** – Print out a photocopy-ready Venn diagram for use in this unit.
- **Certificate of Accomplishment** – Print out colorful rainforest certificates for your students to commemorate their completion of these units.

Informational Introduction for the Teacher

In nature, diversity is the total amount of different living things in a place. Diversity is a result of the environmental conditions present in the rainforest areas. The rainforest has particularly extraordinary amounts of diversity. Rainforests are complex.

There is a fantastic variety of rainforest plant life. A typical 10km square area contains 1,500 kinds of flowering plants and 750 tree species. These plants form a system of layers in the rainforest called the forest floor, understory, canopy and emergent layer.

The rainforest is an ideal place for many types of animals to live. There is plenty of water, shelter and food, and it is warm all year. These conditions mostly benefit the insects that can grow and reproduce the year round, unlike the annual cycle in colder climates. Some insects grow very large. "Walking sticks" reach lengths of over 12 inches. Beetles can be as large as your hand and some moths are the size of small birds. But the really amazing thing about them is their variety. One tree in the Amazon can house 200 different types of insects; not 200 insects but 200 different types! Scientists believe many insect types have yet to be named and catalogued.

It is important to understand that the rainforest animals play a vital role in maintaining their habitat. Because there is no wind in the lower layers to carry pollen from one flower to another, many plants depend on insects for pollination. The 900 varieties of fig tree is a good example of this process as there are 900 different kinds of wasps that pollinate them. In order for plants, like the fig tree, to survive they need fruit-eating birds, mammals and even fish to help spread their seeds.

Informational Introduction for the Students

Tall, mighty trees, millions of insects, constant sounds, monkeys climbing overhead and more birds than you've ever seen in one place --Tropical rainforests are places of tremendous amounts of life. How can so many things share such little space? Rainforests are complex systems. Our exploration of how they work will involve understanding the weather, the structure of the forest, the way that each plant and animal depends on another...basically how complex and fragile a rainforest is.

Step 1 - CONNECT (The Concept to Prior Knowledge)

Challenge

Students understand the diversity and complexity of different biomes including their particular biome and that of the rainforest system. The diversity and complexity of the rainforest will emerge by comparing plants and animals of their own neighborhoods to what they have learned about the rainforest.

Materials (per class)

- Paper and pencils
- Access to daily weather report (i.e., newspaper or Internet)
- Large chart for Bio Profile of the schoolyard
- Rainforest Alliance species profiles and slideshow

Procedure

1. Students participate in a BioBlitz of their neighborhood or schoolyard by observing and recording every plant and animal within a designated area. The area should be observed by all separately so they can combine their findings and designate objects as rare or common, depending on how many students observe that particular species.
2. The BioBlitz (an activity coined by author Lynne Cherry) should be done three consecutive times over the course of a week. It can be done out of the windows of a school classroom as long as the area is the same as the area observed directly (on the ground). At least one session should be out of doors.
3. Every object observed should be recorded – insects, weeds, birds, squirrels, etc. The weather (temperature, wind, humidity) should be recorded as well.
4. All of the information is transferred to a large chart that is prominently displayed in the classroom as the "Bio Profile for the Schoolyard."
5. Reviewing Web sites for the rainforest and reading reference books and resources from the Rainforest Alliance Learning Site, students prepare a chart of the rainforest to hang next to their own BioBlitz that records the plants and animals they would observe if they did a similar BioBlitz in the rainforest.
6. Students compare and contrast the two charts, choosing the one that has the most diversity and complexity.
7. Have students guess at reasons that allow this diversity to exist in a small area.
8. Discuss the layers of the rainforest and how each story is filled with a different interdependent world. Discuss the temperature and rainfall and how they impact the range of species that live in the rainforest.

Step 2 - LITERATURE/DISCUSS (Give Expert Information Book; Ask Questions)

Challenge

Students will understand and be able to identify the relationship among different species in geographical locations.

Materials (per class)

- Large world map
- Smaller map of Brazil
- Book: **The Great Kapok Tree** by Lynne Cherry

Procedure

1. Take one or two of the animals that were mentioned in the local BioBlitz. Discuss the shelter, food sources, water, safety/protection, the way they move and their range of movement, animals they get along with, animals that prey on them, etc.
2. Discuss with children what would happen to a squirrel (or other local animal) if one source of food was taken away or if the source of materials for their shelter disappeared.
3. Using a large map, locate the Brazilian rainforest. Move from a large global map to show where the children live to a smaller map of Brazil. Show the equator and how that influences the weather. As one moves closer to the equator, the sun has a greater effect on rainfall and temperature.
4. Visualize with children how it would feel and sound to walk in the rainforest.
5. Read Lynne Cherry's book, **The Great Kapok Tree**. Discuss the inhabitants that are mentioned in the book.
6. Talk with students about how the different animals depend on one another to survive. Take three different animals, preferably including the tapir and the toucan, and list all the things children noticed about them. List all of the things that each animal needs to survive; food, shelter, safety/protection, animals or plants they depend on, where they live in the rainforest (forest floor, canopy, etc.), water, the way they move.
7. Pose the questions: What would happen if the water disappeared? How important is the kapok tree to these animals? Who and what do they depend on for survival?

Step 3A – PRACTICE (Math and Learning Centers)

Challenge

Students will understand that annual ranges of temperature and exposure to the sun are factors in the complexity of a biological system.

Materials

- Lined or graph paper
- Pencils
- Access to Weather Channel Web site

Procedure

1. Students record data about the annual temperatures and rainfall in their geographical area from the Weather Channel Web site. Temperatures from December, February, April, June, August and October should be recorded.
2. Students record data about the annual temperatures and rainfall from Brazil's Amazon rainforest for the same months.
3. Using the two graphs, students will analyze the differences in rainfall and temperature and draw conclusions about growing seasons and lifecycles of different animals and plants in the two locations.
4. Discuss what would happen if the temperature levels for the two places were reversed.

Step 3B - CREATE (Performance Tasks Related to Standard Indicators)

Challenge

Students will realize the importance of keeping all aspects of a temperate and rainforest ecological system intact for the health and safety of the animals and plants.

Materials

- Book: **The Great Kapok Tree** by Lynne Cherry
- Rainforest Alliance species profiles
- Drawing paper
- Drawing/coloring utensils

Procedure

1. Using **The Great Kapok Tree** by Lynne Cherry as a model and resources including the species profiles provided on the Rainforest Alliance Web site at <http://www.rainforest-alliance.org/resources/forest-facts/species-profiles/index.html>, students will research one of the species (plant or animal) mentioned in Lynne Cherry's book.
2. Students will draw a picture that begins with their species in the middle of the page.
3. Students fill out the page with all of the plants and animals that are important to that animal for shelter, food, water, safety, friendship, survival and health.
4. Children will display pictures in a gallery and make observations about how other pictures are the same or different than their own. Which animals are repeated in different pictures, which only appear once, etc.

Step 4 – PRESENT

The pictures and the student observations are collected and bound into a book.

LESSON 1 ASSESSMENT RESULTS:

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

Assessment Guidelines	3 = P (Proficient)	2 = S (Satisfactory)	1 = NW (Needs Work)
1. Student describes the diversity in their schoolyard/neighborhood by developing a catalogue of plants and animals within their schoolyard/ neighborhood in their Bio Profile.			
2. Student locates Brazil and the location of their school on a globe.			
3. Student creates a chart that compares and contrasts the plant and animal populations within their neighborhood with that of the Brazilian Rainforest.			
4. Student discusses how the location of each area (their schoolyard and the rainforest) affects the weather, temperature, light, etc.			
5. Student creates a chart that compares the temperature and rainfall in their own geographical area with that of the Brazilian rainforest over a six-month period and notes its influence on species.			
6. Student researches and develops a profile of one animal or plant in the Brazilian rainforest detailing in a drawing the elements necessary for the survival of that species.			



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Lesson 2: Independence and Conservation

Concept

Things change in all environments. The impact of one loss or disturbance may not be visible until the rate of change and impact on diversity threatens the habitat of a particular species so much that their food source, shelter, health or safety disappears. What is the critical threshold?

Essential Question

Does it all collapse when one block is pulled out?

Additional Resources:

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Brothers of the Rainforest

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Step 1 - CONNECT (The Concept to Prior Knowledge)

Challenge

Students identify what they need to live within their present environment and what might happen if those things were absent.

Materials

- Art/drawing supplies
- Large drawing paper or posterboard (1 for each student or group of students)
- Old magazines; other sources of pictures

Procedure

1. Students draw pictures of themselves in the middle of a page. Using magazines or other sources of pictures, they attach pictures of the things that they need to survive (food, shelter, transportation, friends, clothes, etc.).
2. Ask students to write a ‘What if?’ story that places them in the rainforest where they have to find food, shelter, safety, transportation, etc. How will it be different than what they describe in their pictures of home? What might they eat? Where might they live? How would they make themselves safe? How would they have to move through the forest (would their bicycles work there)?

Step 2 – LITERATURE/DISCUSSION (Give Expert Information Book; Ask Questions)

Challenge

Students realize that it is difficult to change environments without making important adaptations. They understand that keeping all the important ingredients to survival intact and working well is important to the survival of all species.

Materials

- Book: **The Salamander Room** by Anne Mazer

Procedure

1. Read the book **The Salamander Room**, by Anne Mazer. Discuss the reasons that the salamander couldn't live with the boy, including their different needs for food, climate and habitat.

Step 3A – PRACTICE (Math and Learning Centers)

Challenge

Students will understand 'tipping points' in an environment.

Materials

- Jenga or similar block-stacking game (1 set per group of students)
- White label stickers or small rainforest photos (for Jenga blocks)
- Glue

Procedure

1. Ask students to compare the boy's experiment with the salamander to a game of **Jenga™**.
2. Have students glue pictures of the different aspects of the rainforest that they used in their previous activity on the Jenga pieces, or label them with words like hot temperatures, humidity, tall trees, vines, tapirs, snakes, insects, etc.
3. Construct a rainforest tower of labeled Jenga blocks. Taking out one at a time, make guesses about how many will have to be pulled out to make the tower fall. Ask the following questions: How do the parts rely on each other? What happens when one part is removed? Why can some pieces be removed without causing problems?
4. To play Jenga with students, start with the wooden blocks stacked as a tight tower. Ask students to remove pieces from the bottom of the tower and stack them on top. Keep stacking until the tower collapses. Discuss the game with the class. Ask students: Why can't we keep building higher? How is the system different at the beginning? What is the benefit of the original structure?

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

Challenge

Students understand that a system needs all of its parts to work effectively.

Materials

- Labeled Jenga pieces from Step 3A
- Glue

Procedure

1. Using the Jenga blocks, construct the perfect, most effective tower that represents a working rainforest. Glue the blocks together so they can't be removed.

Step 4 – PRESENT (Edit Work/Students Orally Present Projects)

Students present their different Rainforest towers to the rest of the class and ask if anyone can identify a missing piece.

LESSON 2 ASSESSMENT RESULTS:

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

Assessment Guidelines	3 = P (Proficient)	2 = S (Satisfactory)	1 = NW (Needs Work)
1. Student constructs a chart that illustrates what he/she needs to survive...food, shelter, transportation, friends, clothes, etc.			
2. Student writes a 'What if?' story that shows how their food, shelter, transportation, clothes, etc. will change if they move to the Brazilian rainforest.			
3. Student plays a Jenga type game to determine the tipping point of change that might occur in an environment when things necessary for survival disappear.			
4. Student constructs a tower of illustrated Jenga type blocks that illustrates the most balanced rainforest environment.			



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Lesson 3: Products from the Rainforest

Concept

Bananas, cocoa, coffee, wood and many more products originate in the rainforests of Latin America. As demand for products from the rainforest increases, more pressure is exerted on these precious ecosystems. With 90% of the world's forests outside of protected areas, the Rainforest Alliance works to protect ecosystems and the people and wildlife that depend on them by transforming land-use practices, business practices and consumer behavior. For instance, companies and communities in Brazil work with the Rainforest Alliance and their partners to harvest wood while ensuring the forest will remain healthy and productive for generations to come.

Essential Question

Is this table someone's old climbing tree?

Informational Introduction for the Teacher

In nature, diversity is the total amount of different living things in a place, and is a result of environmental conditions in that place. Rainforests are complex, and host an extraordinary level of diversity.

Rainforests are home to a fantastic variety of plant life. A typical 10 km square area contains 1,500 kinds of flowering plants and 750 tree species. These plants form a system of layers in the rainforest called the forest floor, understory, canopy and emergent layer.

The rainforest is an ideal place for many types of animals to live. There is plenty of water, shelter and food, and it is warm all year. These conditions mostly benefit the insects that can grow and reproduce the year round, unlike the annual cycle in colder climates. Some insects grow very large. "Walking sticks" reach lengths of over 12 inches. Beetles can be as large as your hand and some moths are the size of small birds. But the really amazing thing about them is their variety. One tree in the Amazon can house 200 different types of insects; not 200 insects but 200 different types! Scientists believe many insect types have yet to be named and catalogued. It is important to understand that rainforest animals play a vital role in maintaining their habitat. Because there is no wind in the lower layers to carry pollen from one flower to another, many plants depend on insects for pollination. The 900 varieties of fig trees require 900 different kinds of wasps to pollinate them. In order for plants, like the fig tree, to survive they need fruit-eating birds, mammals and even fish to help spread their seeds.

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Step 1 CONNECT – (The concept to Prior Knowledge)

Challenge

Students identify the countries of origin for many products they currently use everyday.

Materials

- Rainforest items/foods—See <http://www.rainforestalliance.org/resources/forest-facts/lives.html> for examples (12 items per small group)
- Internet or encyclopedia access
- Paper/pencils

Procedure

1. Students are divided into small groups.
2. Each group has 12 items that are common to everyday life including but not limited to: balsa, bamboo, raffia, coconut, plantains, tangerine, sesame seeds, vanilla, chocolate, chewing gum and rubber balls. These items are mixed with locally (United States) grown foods and products.
3. Students sort the items into 'local' or 'exotic' foods.
4. Students search the Internet for the countries that produce these items. Visit <http://www.rainforestalliance.org/resources/forest-facts/lives.html>.
5. Once the country of origin is found, a chart of where the items originate is made.

Step 2 - LITERATURE/DISCUSSION (Give Expert Information Book; Ask Questions)

Challenge

Students begin to understand how many items they use individually come from the rainforest and how the amount of resources may impact the integrity of a landscape.

Materials

- Book: **Rain Forest Plants**, by Pamela Dell
- Internet or encyclopedia access
- Paper/pencils

Procedure

1. Read **Rain Forest Plants**, by Pamela Dell. There is a section in this book that describes products we commonly use that come from rainforests. This book demonstrates our reliance on rainforests. Use this book to introduce how indigenous people live in the rainforest and how they depend on its healthy existence. This text will open the opportunity to discuss the importance of

conservation of these resources and how we still may be able to harvest products while keeping the rainforest safe.

2. Students take two items from their 'exotic' column that are from the rainforest. Using the Internet, students find out where their items are from and how they are harvested or farmed.
3. Students write a story of the journey one item must make to get to their home and some of the experiences they might have along the way. This should be role-modeled by the teacher so that each different type of transportation and their possible routes is talked about with children.

Step 3A - PRACTICE (Math and Learning Arts)

Challenge

Students take the product from their story and follow its journey on a map from point of origin to their home.

Materials

- Maps of North and South America with roads and rivers
- Colored stickers or markers (to chart distances on the map)

Procedure

1. Using maps of South America and North America that show major riverways, oceans and some major roads, help students trace the route that their product might take to get to their home.
2. Have students research the distances 'as the crow flies' in a straight line from Brazil to their home.
3. Challenge the students to chart how it might have moved across land or over waterways to get to their home in the US. These might be marked in different colors on the maps. Does this journey take more time? Is it a longer distance to go over water or land routes?

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

Challenge

Students recognize that the product they have in their home comes from a place where another person their age may live.

Materials

- Story: **Brothers of the Rainforest**, from the Rainforest Alliance
- Paper, pencils

Procedure

1. Read **Brothers of the Rainforest**, an original Rainforest Alliance story, to students.
2. Discuss how the resources from their products may have come from the home of an Amazon villager.
3. Discuss how the Rainforest Alliance and their partners are working to protect the forest while harvesting the products we all use daily. In addition to protecting the endangered ecosystems, these sustainable enterprises also help the local people earn money to support their livelihoods.
4. Have the students write a letter to the Rainforest Alliance thanking them for giving us the opportunity to protect the rainforest and boost the income of local people by buying Rainforest Alliance certified products.

5. Additional References:

Adventures of Riley: Amazon River Rescue by Amanda Lumry and Laura Hurwitz

Step 4 – PRESENT (Edit Work/Students Orally Present Projects)

Students either read their story of the journey that the item took from the rainforest to their home or read the letter to the Rainforest Alliance.

LESSON 3 ASSESSMENT RESULTS:

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

Assessment Guidelines	3 = P (Proficient)	2 = S (Satisfactory)	1 = NW (Needs Work)
1. Student sorts and identifies 12 items of common usage by their country of origins on a chart.			
2. Student creates a guide to the origin and harvesting, processing and transportation/distribution of 2 common items found in their homes.			
3. Student writes a story (through narrative with pictures) of the journey their consumer item might take from Brazil to their home.			
4. Student charts the movement of a consumer item from Brazil to the consumer sale location in North America on a map to calculate the distance it traveled.			
5. Student writes a letter to the Rainforest Alliance describing how they will act as a consumer to conserve the rainforest.			