

A UNIT OF STUDY FOR PRESCHOOL AND KINDERGARTEN



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DORA & DIEGO

LET'S EXPLORE!



**CHILDREN'S
MUSEUM**
INDIANAPOLIS

Anthem
Foundation

Produced by The Children's Museum of Indianapolis in cooperation with Nickelodeon and presented by the Anthem Foundation.

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A Unit of Study for Preschool and Kindergarten



The Children's Museum of Indianapolis is a nonprofit institution dedicated to creating extraordinary learning experiences across the arts, sciences, and humanities that have the power to transform the lives of children and families. It is the largest children's museum in the world and serves more than 1 million people across Indiana as well as visitors from other states and nations. The museum provides special programs and experiences for students as well as teaching materials and professional development opportunities for teachers. To plan a visit or learn more about education programs and resources, visit the Teacher section of the museum's Web site, **childrensmuseum.org**.



The Dora and Diego—Let's Explore! exhibit is produced by The Children's Museum of Indianapolis in cooperation with Nickelodeon and is presented by the Anthem Foundation.

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DORA & DIEGO

LET'S EXPLORE!



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INTRODUCTION



Dora and Diego—Let's Explore! is a museum exhibit with a unit of study based on the “play to learn” educational goals of *Dora the Explorer*®, an animated television series created by Nickelodeon to engage young children in active learning. The unit focuses on the exhibit’s enduring idea and main messages and emphasizes the importance of 60 minutes of active physical play every day. The unit is designed for use in Preschool and Kindergarten classrooms and demonstrates how project-based experiences for young learners can be developed around featured episodes from the television series.

ENDURING IDEA

Dora and Diego help children learn how to care for others by helping, sharing, solving problems, and recognizing everyone’s skills and talents.

MAIN MESSAGES

- ★ Dora and Diego help children learn how to care for others by modeling behaviors like helping, sharing, and being kind. They set goals, overcome obstacles, and solve problems as they help friends, family, and animals.
- ★ Dora and Diego’s adventures inspire children to play and to explore their own skills and talents.
- ★ Dora and Diego help children learn Spanish words and phrases in a context that supports vocabulary development.
- ★ Dora and Diego model active play during their outdoor adventures. They walk, run, dance, jump, and climb.

THE EXHIBIT

Dora and Diego—Let's Explore!

Young children have a natural desire to explore the world and learn about the people and things around them. Based on episodes from *Dora the Explorer* and *Go, Diego, Go!*, the exhibit provides rich environments where children can learn and make new discoveries. In this imaginary world, children can fly a rocketship and take part in Dora's adventures on the Purple Planet or dress the part and join the piggy crew of a pirate ship. They can also visit Dora's friend, Isa, in her garden of flowers, insects, and birds and help Tico collect nuts in the Nutty Forest. There are many adventures to be had as children visit Diego's Animal Rescue Center and learn about rainforest animals. Throughout the exhibit, Dora and Diego serve as role models for intellectual curiosity, healthy activity, respect, friendship, and adventure.

THE UNIT OF STUDY

The unit of study will introduce Preschool and Kindergarten teachers to the instructional potential of *Dora and Diego—Let's Explore!* The unit provides suggestions and resources for extending museum learning into the classroom, with the television characters Dora and Diego serving as role models for intellectual curiosity, healthy activity, and adventure.



Specific learning experiences in the unit feature one area of the exhibit: the rainforest and Diego's Animal Rescue Center. The structure of the unit is similar to that of a *Dora the Explorer* television episode. Like Dora and Diego, children encounter a problem to solve and are inspired to take part in an adventure that provides exciting



physical and cognitive challenges. The main messages that children will receive through unit experiences are:

1. It is important to be a good friend and care for others.
2. Because everyone has different talents and interests, people need to work together to solve problems.
3. It is important to be active so that you can have adventures with your friends.
4. Everyone is responsible for helping take care of the natural environment.
5. To accomplish goals, it is necessary to persevere and overcome obstacles.



INTRODUCTION

MULTIPLE INTELLIGENCES AND ACTIVE PLAY

Based on Howard Gardner's theory of **multiple intelligences**, this unit of study supports the development of young children's multiple skills and talents. Instruction will focus on children's problem-solving abilities through Gardner's eight areas of intelligence: verbal/linguistic, logical/mathematical, musical/auditory, visual/spatial, bodily/kinesthetic, interpersonal (social), intrapersonal (self), and naturalistic (understanding of the natural world).

Due to the multifaceted nature of learning, development in one area will relate to and influence other learning domains. For example, both physical and imaginative play can be key elements in developing cognitive abilities. Children at this age level can also be expected to develop at different rates and demonstrate a wide range of abilities and interests. Instruction will encourage 60 minutes of **active play** every day and focus on the development of children's abilities in problem solving, language (including development of English and Spanish vocabulary in context), math, music, social relationships, and concern for the natural environment.



WEB SITE

Unit of study experiences are designed to connect to online activities on the exhibit Web site at childrensmuseum.org/letsexplore. These interactive experiences include a child-friendly health journal that allows families and students to keep track of active play. They will be able to include an online game, which inspires children to imitate the movements of rainforest animals. A Family Guide for the exhibit also is available on the Web site.

FAMILY GUIDE

The guide helps families understand why Dora and Diego are effective role models and how the television series and interactive exhibit experiences help children develop their skills and talents. Family Guide experiences encourage adults to ask questions and interact with children in ways that support learning before the museum visit, in the exhibit, and at home. The guide also links families to useful resources including Web sites, books, and other media.



WHAT'S AHEAD

This unit of study is project-based and enables students to explore, observe, and gather information to guide choices and decisions. It focuses on one area of the exhibit, Diego's Animal Rescue Center, and inspires children to learn about rainforest animals and their habitats. Teachers will be provided with ideas for using other areas of the exhibit to develop their own units.

❁ **Lesson 1** explores students' background knowledge about Dora and Diego and their friends and examines the question of what it means to be a friend. It introduces a problem and inspires children to seek a solution: What should they do to help a lost rainforest animal? This question leads to the beginning of the **Rainforest Rescue Project** and an adventure. Children will need to become animal experts in order to solve the problem!

- ❁ In **Lesson 2**, students investigate to learn more about rainforest animals and where they live by using picture books, images, posters, and Web sites and by talking with visiting animal experts. As the project develops, there are opportunities for students to do field work and engage in group and individual interests. Throughout the unit, students represent what they are learning through observation, drawing, construction, and active play.
- ❁ **Lesson 3** follows up on students' investigations as they discuss what they have learned, decide on a solution, and determine what they must do to help the rainforest animal they have discovered. If they decide to return the animal to its home, they will use their explorer skills as they travel to the rainforest and find their way to Diego's Animal Rescue Center.

❁ In the **Culminating Experience**, the project closes with a *fiesta*, a celebration of students' success in overcoming obstacles and solving problems. The party provides opportunities to document what they have learned and share accomplishments with parents and others. An **Extending Experience** provides a service learning component to the project by suggesting ways students can help others in the real world close at hand.

VISITING THE EXHIBIT

The timing of a class visit to the exhibit is often determined by school schedules and can be flexible. Some teachers prefer to use an exhibit to introduce a topic to students while others may want a museum visit to be the culminating experience. In the case of *Dora and Diego—Let's Explore!*, it might be most beneficial for students to visit the exhibit just before beginning the unit, during the exploration of the topic in Lesson 1, or just before they begin research for their project in Lesson 2.

INTRODUCTION

WHAT WILL CHILDREN LEARN?

Academic Standards:

This unit of study is based on current research in early childhood learning and designed to support the development of talents and abilities that serve as the foundation for future success in school. The unit uses state and national guidelines as a focus for planning and carrying out learning experiences. For example, preschool experiences will integrate developmentally appropriate skills and competencies such as those described in *Foundations to the Indiana Academic Standards for Young Children from Birth to Age 5*. While there is no one set of national guidelines for preschool, those presented in the Indiana document are very similar to those developed in other states. Kindergarten experiences will be linked to national and state core academic standards.

WHAT WILL CHILDREN BE ABLE TO DO?

Unit Goals

Through the learning experiences in this unit, children will be able to

- ✿ Give examples of how good friends behave, such as being loyal and kind
- ✿ Use new words and phrases in English and Spanish in a context that supports natural vocabulary development
- ✿ Ask questions about topics that interest them and seek answers using a variety of resources
- ✿ Use cognitive organizers to identify sequences of events and organize ideas
- ✿ Use a variety of sources including books and Web sites to find information



- ✿ Use observational and investigative skills and record information
- ✿ Use a variety of art media and processes to express ideas
- ✿ Identify rainforest animals and their habitats
- ✿ Explain why only animal experts should approach wild or lost animals
- ✿ Organize, document, and reflect on what they have learned
- ✿ Discuss thoughts and ideas with each other
- ✿ Work together to carry out a project and solve a problem
- ✿ Engage in active play
- ✿ Celebrate their accomplishments and share what they have learned with others



nickelodeon **Dora's**
Beyond
the **BACKPACK**

Dora the Explorer's Beyond the Backpack is a multi-year, multi-platform program that champions overall kindergarten readiness. Beyond the Backpack provides parents and educators with tools and resources to help preschoolers prepare for educational success.

www.beyonddthebackpack.com

GETTING STARTED**FAMILY CONNECTIONS**

Keep families informed about the project and find out if family or community members have special knowledge about rainforest regions and animals. Some family members may know animal experts who would be willing to visit your classroom and talk with children. Other families may include Spanish speakers who would be willing to share their language skills and culture. Introduce families to the learning opportunities that are available in the *Dora and Diego—Let's Explore!* Family Guide and on the exhibit Web site at childrensmuseum.org/letsexplore. If your school has a Web site, use it to keep parents informed about student progress. It is particularly important to share unit messages about the importance of active play with families.

WHAT DO YOU KNOW?**Anticipatory Web**

You and your students are going to have an adventure! You will be going to a tropical rainforest on an animal rescue mission with Dora and Diego! What do you know about the adventurous stars of the TV programs *Dora the Explorer* and *Go! Diego, Go!?* What do you know about rainforests? What do you want to know? Try making your own anticipatory webs or KWL charts for Dora and Diego. Then explore your knowledge in a similar way for the topic of rainforests and rainforest animals. Talk with your teaching colleagues and consult books and Web sites. This will help you prepare the classroom environment and plan to support children's learning as they carry out their project. Helpful



resources include the Nick Jr.® Web site, nickjr.com/dora-the-explorer. See the **Resources** section of this unit for books and other media for both teachers and students.

Classroom Environment

Create a rich sensory environment in your classroom with travel posters, photographs, maps, realia, picture books, words and phrases in English and Spanish, magazines, music, and musical instruments. Work with children and use their artworks and other products to enhance this environment until it represents a tropical rainforest. Create a **Rainforest Center** with fiction and nonfiction picture books on rainforest topics where students can explore interests. If possible, make sure that Kindergarten students have access to at least one computer to use for gathering information. This can be helpful for preschool students

as well. Most will be able to use the computer with adult assistance. Make plans from the beginning of the project to capture children's knowledge and skills and record their progress as the project develops. Materials and equipment for documenting student learning, including a digital camera, are extremely important. An audio recording device or a flip video camera would be useful for this purpose as well.

LESSON ONE



LESSON 1: LET'S EXPLORE WITH DORA AND DIEGO

In this introductory lesson, students discover what they know about the characters, Dora and Diego, and their friends. The teacher assists by asking prompting questions and helping them document their knowledge. The curriculum focus is on problem solving using multiple intelligences: verbal/linguistic, kinesthetic, musical/auditory, visual/spatial, interpersonal, intrapersonal.

OBJECTIVES

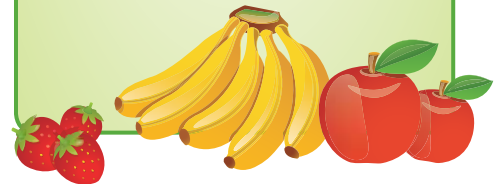
Through learning experiences in this lesson, children will:

- ★ Identify and discuss the characters in a Dora or Diego book or episode
- ★ Use graphic organizers to show relationships among the characters
- ★ Use the Spanish word for friend, *amigo* for a boy, or *amiga* for a girl
- ★ Create a collage showing the concept of being friends
- ★ Discuss activities that are carried out by scientists and explorers
- ★ Select healthy snacks and other items that an explorer would need
- ★ Make rhythmic motions to music
- ★ Participate in active games that require cooperating with at least one other person

YOU WILL NEED ...

Materials

- ★ Dora and Diego storybooks (see **Resources**)
- ★ Whiteboard
- ★ Digital camera
- ★ Felt board or magnetic board
- ★ Paper for drawing
- ★ Crayons or markers
- ★ Magazines for creating a collage
- ★ Glossary of Spanish words and phrases (see **Resources**)
- ★ Materials and equipment for cooperative active play
- ★ Music CD of marching or other rhythmic music
- ★ A small backpack
- ★ Explorer items or pictures of items for backpack, including healthy snacks
- ★ 20"x 36" black foam-core panel



VOCABULARY

- ★ adventure
- ★ explorer
- ★ friend, *amigo/amiga*
- ★ please, *por favor*
- ★ rainforest
- ★ rescue
- ★ rescuer
- ★ scientist
- ★ thank you, *gracias*

★ TEACHER TIP

Say It Two Ways!

In early childhood, most young children are strongly focused on learning the sounds of language and developing vocabulary. The natural ability to learn language at this age extends to learning a second or even a third language.

- Experiences with a new language help children develop both linguistic and social skills as they learn about other cultural traditions.

- It is important to incorporate language learning into classroom content, activities, and events. This allows children to use basic vocabulary and phrases in context.
- Young children easily learn that they can “say it two ways.” For example, if a visitor is coming to your classroom, children might learn a polite greeting in both English and Spanish.
- Listening and repetition are the keys to learning new words and phrases in early childhood. When introducing a word or phrase, ask children to listen first and then repeat the words with you several times until children can pronounce the word or phrase independently.
- It would be ideal to work with a proficient speaker of the target language to develop appropriate pronunciation. Students’ family members, a community member, or another teacher might be willing to help or agree to record the words and phrases you are planning to use.
- The Nick Jr. Web site, the Dora and Diego television programs, and related books provide support for language learning. See the **Resources** section for a glossary of Spanish words and phrases introduced in this unit and for useful books, CDs, and Web sites.

ACADEMIC STANDARDS

Preschool

Foundations to Academic Standards for Young Children (Ages 3-5)

Reading—F.1.42, F.1.43, F.2.3, F.3.7, F.3.20

Social Studies—F.1.8, F.2.9, F.5.9

Visual Arts—F.1.8, F.2.2

Music—F. 1.2, F.1.6

Physical Education—F.1.1, F.1.4

Kindergarten

Common Core Standards, English

Language Arts

Reading: Literature—Standards 2 and 3

Listening and Speaking—Standard 1

National Council for the Social Studies K-4

Individual Development and Identity

National Standards for Arts Education K-4

Dance: Movement—Content Standards 1a and 1b

Music: Singing—Content Standard 1

Theatre: Basic Acting Skills—Content Standard 2

National Association for Sport and Physical Education K-12

Standard 1—Movement

Standard 5—Responsible personal and social behavior

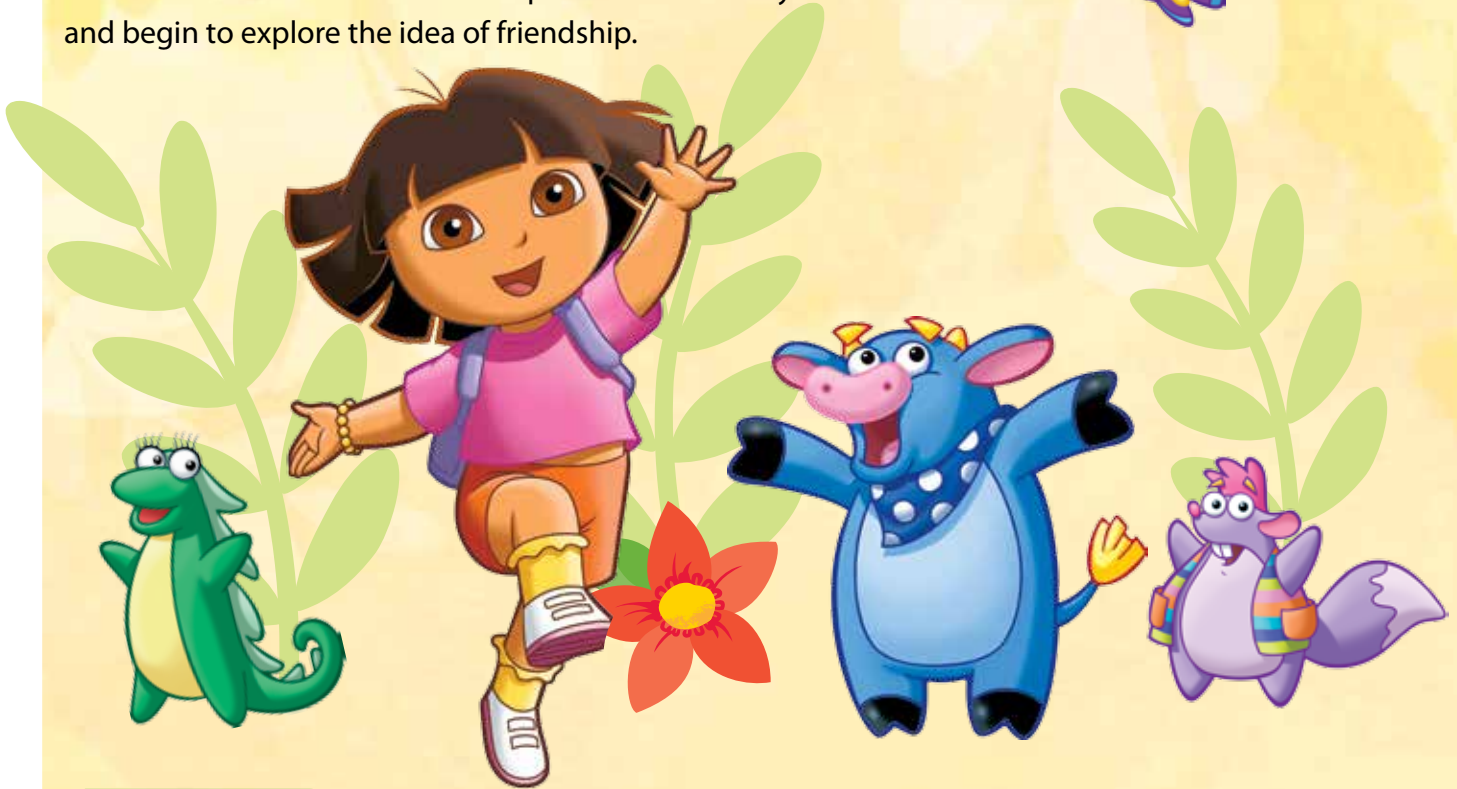


LESSON ONE

EXPERIENCE 1:

Nuestros Amigos, Dora y Diego Our Friends, Dora and Diego

In this preliminary experience, children record their knowledge of Dora and Diego and their friends. Together, the teacher and students build graphic organizers that connect the things they know about the characters and their relationships. Children identify Dora's friends and begin to explore the idea of friendship.



PROCEDURES

- ★ Introduce students to Dora and Diego storybooks, showing them the cover and illustrations and pointing out familiar words. Since *Dora the Explorer* and *Go, Diego, Go!* are cable television programs, some students may not be familiar with the characters. Take a few minutes to read a book such as *Dora the Explorer: The Essential Guide* with children or watch an episode on DVD or on the Nick Jr. Web site. (See the **Resources** section.)
- ★ Prompt students in identifying and discussing the characters in the book or TV episode. Help them establish relationships by writing Dora's name at the top of the whiteboard. As students list each of Dora's friends and family members, add their names to the board.
- ★ Students may identify characters like Swiper or Grumpy Old Troll. Place these names on one side of the whiteboard and discuss the things that these characters sometimes do that are not friendly. Friendship is an abstract concept for young children. At the preschool level most children are starting to understand the idea of shared and not-shared attributes, such as friendly/not friendly.
- ★ Take a photo of the whiteboard to help students document their knowledge at this point. The text from the whiteboard might be transferred to felt or cardboard strips with magnets so that children can use a felt board or magnetic whiteboard to construct

Dora and Diego charts with categories like **Family, Friends, Not Friends**. This allows children to manipulate and organize the names that they have generated.

PLAY AND LEARN

Follow up with experiences that allow children to further develop their linguistic, interpersonal, intrapersonal, and visual-spatial skills.

- **Mi Amigo.** Because Dora and Diego speak both Spanish and English, this experience provides a natural opportunity to introduce the words *amigo* and *amiga*. Some children in the class and their families may be Spanish speakers who would be willing to help enrich the language-learning experience.
- Explain that the word for friend in Spanish is *amigo* for a boy or *amiga* for a girl. Try pointing to an image of Diego and saying *amigo* and to an image of Dora and saying *amiga*. Ask preschool children to repeat several times. Then try pictures of other characters or photos of children and ask children to use the appropriate form of the word.
- Kindergarten students might learn the phrases: *Diego es mi amigo* and *Dora es mi amiga*. They could practice inserting the name of a friend, family member, or pet into the phrase: _____ *es mi amigo* or _____ *es mi amiga*. Write words and phrases on the whiteboard to help children make connections to the written form of the language.

★ TEACHER TIP

Multiple Intelligences

Dr. Howard Gardner, a developmental psychologist at Harvard University, first published his theory of multiple intelligences in 1983. This work challenges the idea that intelligence is a single quality that can be easily measured. Instead it suggests that intelligence is multifaceted and complex and that there are several different pathways to learning. Dr. Gardner has identified eight intelligences; he continues to research and refine his work. To date, Gardner's eight areas of intelligence are: verbal/linguistic, logical/mathematical, musical/auditory, visual/spatial, bodily/kinesthetic, interpersonal (social), intrapersonal (self), and naturalistic (understanding of the natural world).

Teachers have known for a long time that their students have different talents and interests and different ways of looking at the world. These differences influence the way both children and adults learn. Gardner's work has helped to reinforce the idea that it is important to vary teaching strategies to meet students' diverse learning needs. It is just as important to teach children cooperation and teamwork skills. Since each of us has different abilities and perspectives, we can be more effective when we work together.



- **Picture a friend.** Help children find photos and illustrations in books and magazines that represent friends. They can make a collage from magazine cutouts or draw their own pictures and explain their ideas about friends.

LESSON ONE

EXPERIENCE 2: Be a Friend

In this experience, students explore the idea of friendship in more detail by considering what friends do for each other and values such as loyalty and kindness. They make up or act out stories about friendship and practice polite and friendly phrases in English and Spanish. They engage in active play that requires teamwork and cooperation.



PLAY AND LEARN

Follow up discussion with opportunities for children to express learning in drama, stories, and physical movement.

- **Playing a Part.** Preschool students can explore the idea of friendship through the use of puppets or dramatic play, pretending to be a character and interacting with other characters. This provides an opportunity to introduce phrases that show consideration and respect, such as *muchas gracias* (thank you very much) and *por favor* (please). Students can use this new vocabulary as they interact with each other. The **Resources** section lists sources of information about the characters in the television series and provides a glossary of Spanish words and phrases along with a pronunciation guide.
- **Story Makers.** Kindergarten students make up stories or reenact a sequence of events from an episode or book about Dora and her friends. To help them organize their ideas, they create their own “map” with drawings that show what happened first, next, and last. In the context of the stories, they practice polite words and sentences in English and Spanish.
- **It Takes Two to Tango.** Children demonstrate that friends cooperate and work together by doing physical activities, such as a dance, a sack race, or a jump rope competition, that take two or more people to accomplish.

PROCEDURES

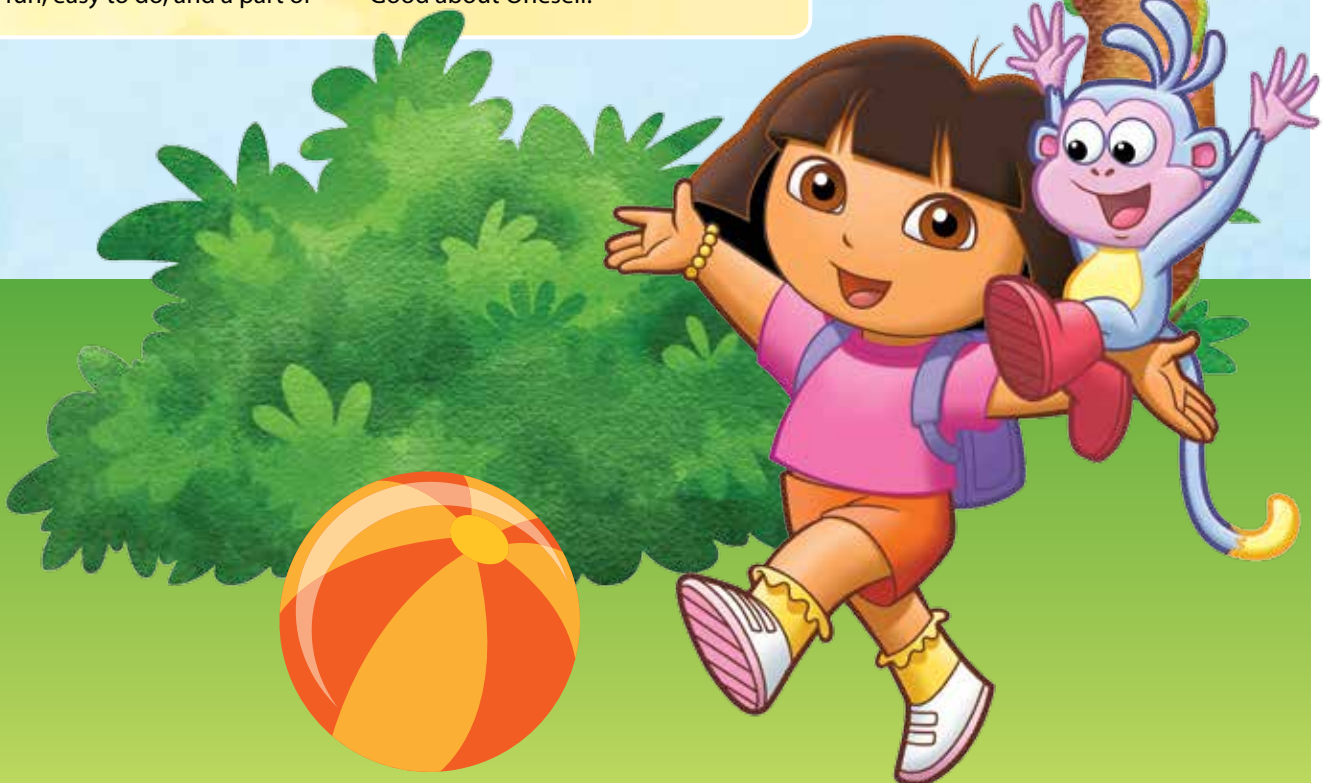
- ★ To help children further develop the idea of friendship, present a read-aloud book about Dora, such as *It’s Sharing Day* or *Dora’s Book of Manners*, and discuss how Dora and her friends treat each other.
- ★ Ask prompting questions to help students discover more things that they know about Dora and Diego’s friends Boots, Backpack, Map, Benny, Isa, and Tico. Questions might include: Who are Dora and Diego’s friends? What special things can they do? (What special abilities do they have?) How do they help each other? What kind of a friend is Dora? How does she treat other people? What does it mean to be a friend? What do friends do for each other?
- ★ To relate the concept of friendship more closely to children’s lives, present some scenarios that present the opportunity to share, be kind, or show loyalty. Ask children: “What would a good friend do?”

★ TEACHER TIP

**Active Play**

Active play involves 60 minutes of moderate to vigorous physical activity every day in order for children to be healthy. This includes activities that can be done outdoors, such as running, jumping, bike riding, and sports, as well as indoor activities like dancing and active games like hopscotch. It is important for children to understand that being physically active is fun, easy to do, and a part of

everyday life. It is also something that can be lots of fun to do together. See the **Resources** section for Web sites and books on active play for children of all abilities and needs. Active play is an important part of being a healthy individual. Season 6 of *Dora the Explorer* emphasizes four areas of wellness, including "Eating Well," "Being Active," "Being Healthy," and "Feeling Good about Oneself."



LESSON ONE

EXPERIENCE 3: Be an Explorer

After experiencing a story or an episode from *Dora the Explorer* or *Go, Diego, Go!*, children use linguistic skills and begin to think about and discuss the meaning of the words **explorer** and **adventure**. Children give examples of the places Dora and Diego visit and the exciting experiences they have. With the teacher's help they focus on adventures with animals and topics to investigate as they consider the question: How do Dora and Diego help and care for animals?

PROCEDURES

- ★ Discuss the idea that an **adventure** is an exciting experience that anyone can have and encourage students to talk about an adventure the class has had together, such as a trip to a museum.
- ★ Introduce a DVD or a storybook based on a Dora or Diego adventure involving animals. A good selection might be *Diego's Great Polar Bear Rescue*. In this episode, Diego, his sister Alicia, Dora, and Baby Jaguar need to save some baby polar bears in the Arctic from melting ice.
- ★ Encourage children to tell about the special abilities Diego, Alicia, and Dora have. Diego and Alicia are animal **rescuers** and animal **scientists** who know a lot about all kinds of animals. Dora is an **explorer**.
- ★ Write these words on the whiteboard and ask children to discuss the skills and abilities of animal rescuers, animal scientists, and explorers. As children make suggestions, write key words on the whiteboard. Be sure to document

children's contributions to the whiteboard at this point by taking notes or a photo. Ask children to continue thinking about why these special abilities are important.

- ★ Encourage children to imitate the characters' movements and actions at key points in the story, such as making a *jump* on to the ice (*¡Salta!*), counting polar bears in English and Spanish, and stretching, stomping, roaring, and swimming like a polar bear.
- ★ At the end of the story, discuss the ways all the characters use their special abilities to help polar bears. For example, Alicia, an animal scientist, is able to use books to find out what scientists know about polar bears. Dora, the explorer, knows how to use a map to find the way. Diego, the animal rescuer, understands how animals behave.

PLAY AND LEARN

Help children practice their explorer skills and use their linguistic, musical, and physical abilities:

- **What's in Your Backpack?** The teacher asks students what they would need to be an explorer and have adventures. What kind of equipment or tools does an explorer use? Students might look at Dora and Diego books and nonfiction picture books to get ideas. Students fill an imaginary or real backpack with things an explorer needs, such as a map, flashlight, camera, notebook, sunscreen, and healthy snacks. When they finish, they can celebrate by singing the words Dora's friend Backpack always sings: "*Anything that you might need, I've got inside for you.*"



- **Take a Trek!** The teacher should remind students that explorers love to keep moving and this helps them stay strong and healthy. With some rhythmic background “trekking” music, students can have fun and practice being explorers by marching and making climbing or swimming motions in time to the music. This is a good opportunity for children to remember to respect each other’s space as they do physical movements.

ASSESSMENT

Document steps in student learning by collecting photos that show students’ thinking processes, such as the whiteboard discussion chart and magnetic board charts, and products, such as the friendship collage and “story map” drawings. Photos should also document experiences such as students engaging in dramatic and cooperative active play, using new words in Spanish, packing a backpack, and trekking like explorers. Mount the photos and products on black foam-core panels. Place the display low enough for children to see easily. Encourage them to talk about each of these experiences and explain that each of these items shows what they are learning so far. Use the school Web site to keep families informed about student progress by introducing the project and sharing what students have created.

★ TEACHER TIP

Everyone Can Be an Explorer

Children of all abilities can be active and engage in both physical and intellectual exploration. Making adaptations to instruction, the learning environment, and materials in order to meet specific needs will enable children who have disabilities to enjoy adventures along with their classmates. Strategies for enabling children with disabilities to learn and develop include modifying activities, peer support, and direct adult support. For example, a child who uses a wheelchair can take part in the backpack, scavenger hunt, and “Take a Trek” experiences. For “trekking,” make sure the classroom allows space to move and have one or two “buddies” march along beside the child in the wheelchair while an adult pushes. The wheelchair contingent might lead the way to make sure the pace and route of the march are appropriate. A child in a wheelchair may be able to make marching movements with hands or feet. Some children may be



able to use their upper bodies to make swimming or stretching motions. The emphasis should be on enjoying the movement and keeping time to the music along with other children. The American Alliance for Health, Physical Education, Recreation, and Dance has useful recommendations for adaptive physical activities on their Web site: aahperd.org.

LESSON TWO

LESSON 2: RAINFOREST ADVENTURE

Students make a discovery and begin an adventure that will inspire them to investigate, gather information and use their skills as explorers! In Experience 1, children find a mysterious animal hiding in the classroom. The teacher encourages students to follow the advice they often hear from Dora and Diego to “stop and think” and to “think like a scientist.” Children generate questions and find information that helps them identify the animal and learn that it makes its home in a tropical rainforest. In Experience 2, children examine more sources of information in order to make good decisions about how to help the animal. In addition to using books and Web sites, they consult with animal experts. Early in this lesson would be an ideal time for the class to visit *Dora and Diego—Let’s Explore!* Children can use the exhibit to begin collecting information they can use back in the classroom. This information will be helpful as they embark on their own journey to the rainforest in Experience 3. The curriculum focus is on problem solving using multiple intelligences: linguistic/verbal, logical/mathematical, kinesthetic, visual/spatial, interpersonal, intrapersonal, and naturalistic.



OBJECTIVES

Through learning experiences in this lesson, children will:

- ★ Use location clues to find an “animal” hiding in the classroom
- ★ Ask questions that will help them identify the animal and learn about its needs
- ★ Make direct observations and record information using sketches, drawings, symbols, letters, and words
- ★ Use tools and instruments, like rulers and magnifying lenses, to enhance observations
- ★ Use nonfiction books, Web sites, museum exhibits, and other sources to find information about rainforest animals
- ★ Identify rainforest animals and their habitats
- ★ Write using pictures, letters, and words
- ★ Use art media to create a mural demonstrating what they have learned about a tropical rainforest and its animals
- ★ Work together to plan and carry out a classroom visit by an animal expert
- ★ Draw conclusions based on the information they have gathered.

VOCABULARY

- | | |
|---------------|--------------|
| ★ expert | ★ measure |
| ★ habitat | ★ observe |
| ★ investigate | ★ rainforest |
| ★ invitation | ★ respect |

YOU WILL NEED ...

- ★ plush rainforest animal toy (see **Resources**)
- ★ animal safety rules (see page 21)
- ★ nonfiction picture books, magazines, Web sites, posters
- ★ sketchbooks, notebooks, or journals
- ★ rulers, tape measure, magnifying lenses
- ★ art supplies for mural
- ★ community expert(s)

ACADEMIC STANDARDS

Preschool

Foundations to Academic Standards for Young Children

Writing—F.4.8, F.4.9

Mathematics—F.1.2, F.3.8

Science—F.2.4, F.3.9, F.3.10, F.3.13

Social Studies—F.3.24, F.3.34, F.5.9

Visual Arts—F.2.2, F.2.5, F.2.9, F.2.19

Music—F.1.2, F.1.6, F.2.6

Physical Education—F.1.1, F.5.4

Kindergarten

Common Core Standards, English Language Arts

Reading: Literature—Standard 3

Reading: Informational Text—Standards 1 and 7

Writing—Standards 2 and 8

Listening and Speaking—Standard 1

Common Core Standards, Mathematics
Counting and Cardinality: Standards 3 and 5

National Academy of Sciences K–4

Scientific Inquiry: Content Standard A

Life Sciences: Content Standard C

National Council for Social Studies K–4
People, Places, and Environments

National Standards for Arts Education
K–4

Dance: Movement—Content Standard 1

Music: Singing—Content Standard 1

Visual Arts: Media, techniques, and processes—Content Standard 1

National Association for Sport and

Physical Education K–12

Standard 1—Movement

Standard 5—Responsible personal and social behavior

EXHIBIT CONNECTIONS

Students might begin their investigation for **Experience 1** by visiting *Dora and Diego—Let's Explore!* Children will meet Dora, Diego, and many of their friends, including Boots, Isa, and Tico. They can join Dora and Diego as they explore and have adventures. Watch out for Swiper and join the Pirate Piggies! Children also will have the opportunity to visit Diego's Animal Rescue Center and help care for injured rainforest animals, discover animals in the Rainforest Maze, climb, cross a stream, and swing on the monkey bars. They should plan to bring materials for sketching and note taking. Encourage them to use observational skills and make quick drawings or field sketches of the animals. These may be simple line drawings that serve as the basis for more detailed memory drawings they will create back in the classroom. A digital camera will be extremely helpful in documenting children's experiences and recording information about the animals they discover in the exhibit. Back at school, children can compare exhibit field sketches and photos to the information they collect in the classroom.

★ TEACHER TIP

Developing Observational and Investigative Skills

This lesson involves investigating and using simple sketch books, notebooks, or field journals to record information that children discover. Using the senses to observe and collect data should be part of daily classroom activities so that it is not an unfamiliar experience when children attempt it in a new setting, such as a museum, or when they apply their skills to a new topic. In the classroom, students might use simple tools and instruments, such as rulers and magnifying lenses, to enhance their observations. Preschool children can record information by making sketches and drawings of their observations on loose pieces of drawing paper that can be put together into a sketchbook later, or they might have a multi-page sketchbook designed so the pages lay flat for easy access. Kindergarten children might have an ongoing notebook or journal where they record their observations of classroom objects and experiences along with related letters, words, and numbers.



RAINFOREST ANIMALS

In Experience 1, the teacher creates a "let's pretend" scenario in which an unidentified animal is hiding in the classroom. Children find the animal and investigate to discover its identity. See the **Resources** section for sources of plush toys that represent baby rainforest animals, including some realistic details. Although the rainforest animal scenario is an imaginary situation, the goal is to inspire children to learn more about real animals and their habitats. For this reason, the animal chosen for the project should display the natural colors and markings characteristic of the actual animal and should have realistic features such as paws with the correct number of toes. It would also be helpful to select an animal that can be found in nonfiction books or other sources. See **Resources** for Web sites. During the Rainforest Rescue Project, treat the animal as if were real. Resist the temptation to give it a cute name and insist that your students investigate and learn the actual name for this type of animal.

LESSON TWO

EXPERIENCE 1: Investigate a Mystery

This experience will “set the stage” and help children begin to put their exploration skills into practice as they embark on a problem-solving adventure. In this scenario, children discover a mysterious animal hiding in the classroom. Through their investigations, they identify the animal and learn that it lives in a tropical rainforest. This animal is a long way from home! What do students already know about the rainforest and rainforest animals? What more do they need to know in order to help the animal?



PROCEDURES

★ Lost and Found!

Identify and obtain a rainforest animal plush toy that would be appropriate for your students to study. Hide the animal in the classroom and create scavenger hunt clues about its hiding place.

- Children pretend that a baby animal is hiding in the classroom and use location words like here/there, over/under, above/below, behind, between, beside, and beneath to find it.

- Make sure children know two important, real-world **animal safety rules**: 1) Children who find an animal that seems to be lost should not try to touch or pick up the animal. They should ask an adult for help. (2) Only animal experts should get close to a wild animal (see page 21).

- When the baby animal is discovered, discuss what children think it needs to survive and be healthy. They may suggest food and water. Remind them that it also needs air to breathe. It also may feel frightened and needs to feel safe.
- Help children understand that they will need to find out what kind of animal it is in order to know what it eats and other needs that it may have. Let it “crawl” into a box where it will be safe until the children can learn more about the mysterious creature. (The box should have an open top or air holes so the animal can “breathe.”) Don’t give away the secret of the animal’s identity or that it comes from a rainforest. Let children investigate and make this discovery on their own.

★ Think like a scientist!

Remind children that Dora often says, “Let’s stop and think!” and Diego says, “Let’s think like scientists!” Help children understand that scientists often ask questions and look for answers.

- Ask children what questions they have about the animal. Some preschool children may have trouble forming their thoughts as questions. Ask them what they wonder about the animal. Help them rephrase these thoughts as questions and write them down on the whiteboard.

- Children may generate questions such as “What does it eat?” “Is it a pet?” “What kind of an animal is it?” “Where does it live?” and “Is it lost?”
- Record questions on a whiteboard. Keep questions on display so children can see them as they begin to investigate.
- Help children understand that to find answers to their questions, they will need to make some careful observations and look for information.
- Let the animal come out of its box so children can make quick observational sketches and photos. Children can follow up with more detailed drawings in sketchbooks or field journals.
- To enhance their observations, children may want to use magnifying lenses to study details or take measurements. Kindergarten students can use rulers to measure the length, width, and height of the animal.
- Encourage children to look for specific characteristics, such as the shape of the tail, ears, legs, feet, and toes. They should also look for and record markings and colors. In addition to their drawings, Kindergarten students may write letters, words, and numbers in their journals that remind them of important information.

★ TEACHER TIP

Animal Safety and Care

The fantasy element of this project allows children to pretend that the plush toy hidden in the classroom is a lost animal. The experience should prepare them to study real animals in the classroom and outdoors. In advance of these experiences, encourage children to learn about and practice animal safety, care, and respect. There are some important **animal safety rules** that children should follow:

- 1 Do not try to touch or pick up an animal that seems lost. Ask an adult for help.
- 2 Never get close to a wild animal. Only an animal expert should approach wild animals.
- 3 Never touch or try to pet an animal, even if it seems tame or friendly, unless an adult says it is OK.

Children will be safer and more responsible around animals if they learn that animals have specific needs and that they deserve respect. Children should remember these **animal care rules**:

- 1 If you are taking care of an animal, be sure it has air, water, the right kind of food, and a safe place to live. Animals need these things to survive.
- 2 Show respect for animals. Sometimes this means giving them space. Even pets need quiet time.
- 3 Animals you find outdoors, even small ones like insects, should not be hurt or bothered. Observe, but don't disturb! Dora and Diego are always very careful to respect and be kind to animals.

LESSON TWO

EXPERIENCE 2: Identify an Animal

Now that they have some good observations about the animal they have discovered, ask children where they would look for answers to their questions. Remind them that in the story *Diego and the Great Polar Bear Rescue*, the explorers looked for answers to their questions by using a book and a computer. Are there other places to look for information as well? To help children start their search, suggest that they might want to look for information about the rainforest because so many animals live there.



PROCEDURES

- ★ **What do you wonder about the rainforest?** Use the whiteboard to help children create a web or concept map showing what they already know about the rainforest and what they wonder about.
 - Record student impressions of the rainforest on the whiteboard. Students may contribute ideas such as “It’s rainy,” “It has lots of trees,” and “It’s hot.”
 - Help children identify questions they have, such as, “What animals live in the rainforest?” Help them record their questions and place the questions where children can see them as they investigate further.
 - Children build on their web or chart by adding information as they use picture books and other resources to learn what tropical rainforest habitats are like and what kinds of animals live there.

★ TEACHER TIP

Educated Guessing Is Good

If children visit the exhibit during **Experience 1** or **Experience 2** and make observations, they may guess that the animal they have found in the classroom is a rainforest animal. Let them know that it is OK to make a guess based on their observations. They can collect more information in the classroom to determine if they have guessed correctly.

★ Rainforest Center

Encourage children to go to the classroom information center and look at picture books and Web sites featuring rainforest animals. Their goal is to see if there is one that looks like the animal found in the classroom.

- As images are located, help children identify the names of animals and write them on the whiteboard.
- Discuss the characteristics of each animal and compare them with children’s observations of the animal in the classroom.
- Use the whiteboard to help children list animals that appear to be similar and those that appear to be different.
- When the classroom animal is identified, praise their efforts and encourage them to use the resources in the Rainforest Center to find out more about the classroom animal and its **habitat**.
- Help them develop a chart or web showing everything that they have learned about the animal.

- Children have solved the mystery! They have discovered the identity of the animal and learned it is from the rainforest. Sing Dora's "We Did It!" song to celebrate.

★ TEACHER TIP

What Is a Rainforest?

A rainforest is an area that supports a constantly green, dense forest with an annual rainfall of at least 100 inches. Rainforests are usually but not always located in warm tropical regions near the equator and provide a home to large numbers of plants and animals. Many of these organisms are unique to the rainforest environment and to specific habitats. There may be animals and plants that live in the forest canopy, the mid-tree level, on or near the forest floor, and in streams and rivers. In temperate zones, rainforests are often located in mountain regions near a seacoast where there is heavy rainfall. For example, cool, wet, temperate rainforests are found on the west side of coastal mountains along the Pacific coast of the northwestern United States and southwestern Canada. For the purposes of this unit, focus on rainforests in tropical regions, perhaps in Central America or South America.

★ Play and Learn Experiences

Follow up investigative experiences with additional opportunities for children to use visual/spatial, verbal, naturalistic, logical/mathematical, and kinesthetic abilities.

● At Home in the Rainforest.

Students document what they have learned about the rainforest and its animals by creating a rainforest mural. The teacher should encourage students to think about the colors, textures, and shapes of the rainforest environment and include them in their work.

- **Keeping Tabs.** Students develop a simple chart of the animals they have learned about and count the number of animals they have studied in English and Spanish. Preschool students record the number using pictures or symbols. Kindergarten students can begin to group animals according to type or habitat and keep notes or draw pictures showing their research in their journals. Their charts should include the type of habitat the lost animal lives in and what it eats.
- **Animal Gym.** Students study footprints and imitate the way rainforest animals move. To stay fit, students get some healthy exercise and practice counting in English and Spanish by visiting the *Dora and Diego—Let's Explore!* Web site to play a game, where they may have to run like a jaguar, flap their wings like a toucan, or jump like a tree frog.



Scientific Investigation Skills

Young Children begin to

- Use senses and simple tools to observe and gather information;
- Observe and discuss similarities and differences and make comparisons;
- Take part in simple investigations to test observations;
- Discuss and draw conclusions and make generalizations;
- Describe and discuss predictions based on experiences.

William Ritz, *A Head Start on Science*, NSTA Press, 2007, p. 331.

LESSON TWO

EXPERIENCE 3: Ask an Expert

In this experience, children explore new ways to learn more about rainforest animals from people in their own community. Students participate in a phone or Internet conversation or help write a letter to a local animal expert inviting that person to visit the classroom. This expert might be a veterinarian, a zookeeper, or a naturalist who can talk about the differences between pets and wild animals, animal safety rules, what animals need to be healthy, how injured animals are cared for, and how wild animals are returned to their natural environment. The visitor might also tell a little about his or her training and experience and how to become an animal expert.



PROCEDURES

- ✦ Ask students if there is more they need to know in order to help the rainforest animal they have found.
- ✦ Help them think about people in the community who could help. For example, ask students who they would ask for help if an animal were sick. Who would be able to tell the class about animals that come from different places around the world?
- ✦ Involve them in planning for a classroom visit from a local expert. Students use their verbal skills to help plan for the visit by developing a list of questions they want to ask. For preschool children, drawings can serve as reminders. For Kindergarten students, drawings combined with letters or words can help them keep questions in mind.
- ✦ **¡Bienvenido!** Students also use their verbal and interpersonal abilities to decide how to make their visitor feel welcome and appreciated.
 - How do you say “Welcome” in Spanish? You say *¡Bienvenido!* or *¡Bienvenida!* Everyone can practice saying the word to an imaginary guest, male or female.
 - Kindergarten students can help make a sign to welcome their real guest by coloring in the word and adding decorations. Now is also a good time to remember polite phrases such as *muchas gracias* and *por favor* from **Lesson 1**. In Spanish-speaking cultures, it is also considered polite to greet a visitor by shaking hands.

- ★ Students will need to decide on the different roles they will play, the questions they will ask their visitor, and how to document the experience.
 - Who will explain the problem and what the class has learned so far? Students can use their mural and field journals to share what they have learned.
 - What questions will they ask? Who will ask specific questions? Who will record information during the visit? Who will take photos?
 - Who will thank their guest at the end of the visit? Who will help write a thank-you message and send it to their visitor?
- ★ After the visit, ask students about their favorite part of the experience. Students discuss what they've learned and add information to their conceptual map, murals, and field journals. They may want to create drawings about the part of the visit that was most important to them.



ASSESSMENT

Collect evidence of student thinking and learning, such as their lists of questions about the rainforest and rainforest animals, observational sketches and notes, memory drawings, field journals, the welcome sign, invitation letter, and cognitive organizers, such as webs and charts. These documents, along with photos showing students in action, can be mounted on a foam-core panel like the one used in Lesson 1. Place the panel where children can see it easily and help them discuss their favorite experiences and what they've learned. Review the new polite phrases they have learned in Spanish. Have students examine products from the first part of the project and reflect on the new things they have learned and done. Student work can be shared with families on the school Web site.

LESSON THREE

LESSON 3: RAINFOREST RESCUE

Based on the information they have gathered, students make a decision about how to help the rainforest animal. They may decide that the best action would be to return the lost animal to the rainforest, perhaps to Diego's Animal Rescue Center. That means they will become explorers and travel to the rainforest. The teacher should ask students to speculate about obstacles or problems they might encounter. What will they need to know and be able to do in order to have a successful trip? What skills and abilities do they have that will help them explore? Who can help? The teacher can remind students that when Dora starts out on an adventure, she always asks for help from two of her best friends, Backpack and Map. The curriculum focus is on problem solving through multiple intelligences: visual/spatial, verbal/linguistic, bodily/kinesthetic, musical/auditory, interpersonal, intrapersonal, and naturalistic.

OBJECTIVES

Students will:

- ★ Use information they have gathered to make a decision and solve a problem
- ★ Use a pictorial map to find a location
- ★ Plan an imaginary trip, including needed items and transportation
- ★ Identify features in a rainforest environment
- ★ Engage in active play as they take an imaginary walk through a rainforest
- ★ Demonstrate responsibility by not littering and by cleaning up trash
- ★ Give examples of things they can do at home and in the classroom to help take care of Earth



YOU WILL NEED ...

- ★ an old physical map of the Americas
- ★ magazines with nature photos
- ★ markers
- ★ a backpack
- ★ travel items (folding map, healthy snacks, sunscreen, etc.)
- ★ music CDs (see **Resources**)
- ★ carpet squares or circles
- ★ crepe-paper streamers
- ★ materials for simple musical instruments (see **Resources**)

ACADEMIC STANDARDS

Preschool

Foundations to Academic Standards for Young Children (Ages 3-5)

Science—F.2.4, F.3.13, F.4.5, F.4.7

Social Studies—F.2.9, F.2.18, F.3.8, F.3.11, F.3.12, F.3.19, F.3.24, F.3.34, F.5.9

Music—F.1.6, F.2.6, F.3.4

Physical Education—F.1.1, F.5.4

Kindergarten

Common Core Standards, English Language Arts K-5

Writing—Standards 2 and 8

Listening and Speaking—Standard 1

National Academy of Sciences K-4

Scientific Inquiry: Content Standard A
National Council for the Social Studies K-4

People, Places, and Environments

National Standards for Arts Education K-4

Dance: Movement—Content Standard 1

National Association for Sport and Physical Education K-12

Standard 1—Movement

Standard 5—Responsible personal and social behavior

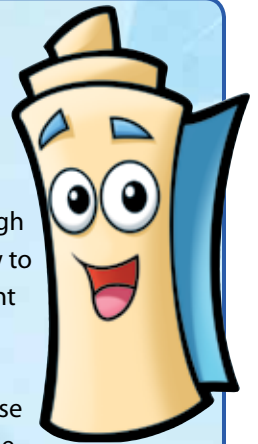
VOCABULARY

- | | | |
|------------|----------|------------------|
| ★ map | ★ rescue | ★ transportation |
| ★ mountain | ★ river | ★ trash |
| ★ obstacle | ★ route | ★ trip |
| | ★ stream | |

★ TEACHER TIP

Finding Your Way

Dora's friend Map always provides useful information and helps her find her way during her adventures. Maps represent parts of Earth's surface. This is a difficult concept for young children, but they can begin to understand through images. Dora's friend Map always uses pictures to show how to get from one place to another. For this experience, you might create a Dora-style map using similar strategies. Start with an old wall map. Try one that shows the continents of North America and South America with land and water features. Use a magic marker to draw a line around each continent and the United States. Find magazine clippings, photos, and other images of plants and animals that are common in your area. Children can help cut out and paste images on the map near the location of your community. Help them identify and say the name of your community and identify some common plants and animals. Determine the locations of rainforest regions in Central America and South America and decide on one that will be the destination for this project. Options might include the country of Costa Rica, in Central America, or Brazil, a Portuguese-speaking nation in South America. Students can help cut out and paste images of rainforest plants and animals in these parts of the map. Now they are ready for an adventure!



LESSON THREE



EXPERIENCE 1: Solve a Problem

In this experience, students come to a conclusion based on the information they have gathered and from discussion with the animal expert. They consider what Dora and Diego would do to help rescue the rainforest animal. They will probably want to use their explorer skills on a trip to Diego's Animal Rescue Center in the rainforest.

PROCEDURES

- ★ Students will probably be able to conclude that their observations and research suggest that they have found a lost rainforest animal. What would be the best thing to do to help the animal? How would Dora or Diego solve this problem?
- ★ Discuss the children's decision. If they have decided to **rescue** the animal and return it to its home, they need to get ready for a journey.
- ★ Ask students: If you are planning a **trip**, what is the first thing you need to know? Help children phrase their thoughts into

questions, such as: Where is the rainforest? How will we get there?

- ★ Ask children what Dora would do if she had to find the way from one place to another. Children will know that she would ask her friend Map, who always says: "If there's a place you need to get, I can get you there, I bet!"
- ★ Students help create a simple pictorial **map** using magazine clippings and locate a rainforest area. They will need to decide how they will travel from their home community to reach the rainforest.
- ★ Help children distinguish land and water on the map and help them find features such as **mountains** and **rivers** that they may have to cross. Discuss what kind of **transportation** and equipment they need for the trip.
- ★ Students use their fingers to trace the **route** they will follow to the rainforest and then mark the location with crayons or markers.
- ★ Discuss what children know about the rainforest environment. Will it be hot? What kinds of **obstacles** will they have to overcome?
- ★ Dora's friend Backpack always has what she needs for her adventures. Students discuss what they will need when they arrive in the rainforest. They pack a backpack with the tools and healthy snacks that will help them in their adventure. Props might include a map that can be folded, a compass, sunscreen, flashlight, reusable water bottle, recycled snack boxes, and faux fruits and vegetables. Backpack would say each of these snacks is *¡delicioso!*

EXPERIENCE 2: ¡Vámonos! Come On! Let's Go!

In this experience, the adventure really begins when students reach their destination! By now the classroom has become a rainforest. Posters and student artwork contribute to the forest environment. Crepe-paper streamers can be vines. Carpet squares or circles can be the rocks students use to jump across streams. Some rainforest music (see **Resources**) should help them find their way!

**PROCEDURES**

- ★ Help students imagine that they are traveling to the rainforest. Large cardboard boxes or even student chairs from the classroom can help them pretend that they are using an airplane, train, bus, car, or whatever mode of transportation they have chosen.
- ★ Once they arrive, students will need to find Diego's Animal Rescue Center deep in the rainforest. They will need to march through the forest, duck under vines, cross streams by jumping across on rocks, and maybe even climb (pretend) trees, using the animal motions that they have learned. If they don't arrive before dark, they may need to use the flashlight in the backpack! It's a good thing they've brought some healthy snacks!
- ★ Students should help each other overcome any physical obstacles. As they meet the challenges of the rainforest, students have to remember to be responsible travelers and take care of the environment. They make sure not to leave snack containers and other items behind and they pick up any **trash** they find along the way.
- ★ To remind other travelers not to leave trash, students create and put up signs using pictures, words, and letters to get the message across. A good explorer leaves only footprints behind!

CULMINATING EXPERIENCE



CULMINATING EXPERIENCE: ¡Fiesta!

When they arrive at Diego's Animal Rescue Center, there is a joyful celebration as rainforest animals, Dora, Diego, family, and friends welcome the explorers and the lost animal back home. Like good guests of honor, students help plan and carry out the *fiesta*.

PROCEDURES

- ★ Students help prepare for the party by deciding whom to invite and which foods to serve. They make invitations, create simple musical instruments, and decide how to share what they have learned. They will want to invite family members and others who have helped with their project. Of course no party would be complete without the Fiesta Trio! They always show up whenever Dora celebrates a success.
- ★ When guests arrive, they are welcomed politely and everybody joins in the "Rainforest Rumba," rhythmic movements to Latin dance tunes. Students can dance along and keep time using instruments such as drums, *la raspa*, *las maracas*, rain sticks, shakers, and tambourines. See **Resources** for suggestions on student-made musical instruments and sources of inexpensive instruments for purchase.
- ★ Students share their knowledge of rainforest animals and habitats by demonstrating the project work that they have created. They receive **Rainforest Rescue** badges recognizing their achievements. (See badges on page 32.) To make the celebration complete, everyone sings Dora's song of success, "We Did It!"

ASSESSMENT

Memory Map

As part of the preparation for the Culminating Experience, help students reflect on all that they have done and the important things they have learned and accomplished. Help them create a memory map showing their steps in the Rainforest Rescue Project and documenting their major accomplishments. The memory map can be made of drawings, photos, and pictures from magazines and Web sites. Children can use their sketchbooks, field journals, and the display of their work mounted on the foam-core panels to help them select milestones for the memory map. The map can be displayed for the *fiesta* and shared with guests. A photo or series of photos can be shared on the school Web site.

EXTENDING EXPERIENCES

An imaginary adventure becomes real as children “return home” and decide how to share what they have learned with the community at large. Their experience in carrying out the Rainforest Rescue Project may suggest a number of ways that they can use their new knowledge and abilities to help others.

- One way to share would be to carry out a service project. For example, if children are concerned about lost animals in the community, they might want to talk with community members who rescue animals. This could lead to a project to collect dog and cat food for a community animal shelter.
- In another project, students might decide to use their active play abilities. For example, with the help of parents they might raise funds for a local charity by having a classroom “Mini-Mini Marathon” where they run, walk, dance, or jump for a cause.
- An art project might become an opportunity to help others by creating friendship bracelets or rainforest artworks for hospitalized children.
- Children can also apply what they have learned about taking care of the natural world. They can be careful not to litter when they are outdoors. At home they can save water and energy by remembering to turn off the faucet when they brush their teeth and turn off lights when they leave a room.
- For more Earth-friendly tips, see the storybook *Dora Celebrates Earth Day!*

CREATING NEW UNITS

Dora and Diego—Let’s Explore! provides excellent opportunities to develop new units around exhibit environments based on *Dora The Explorer* episodes. Each one of these environments offers a focus for creating in-depth classroom themes and learning experiences that enable children to explore, investigate, and solve problems.



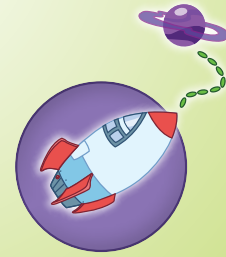
Tico’s Nutty Forest: trees and forest animals; Tico’s car and other vehicles (transportation)



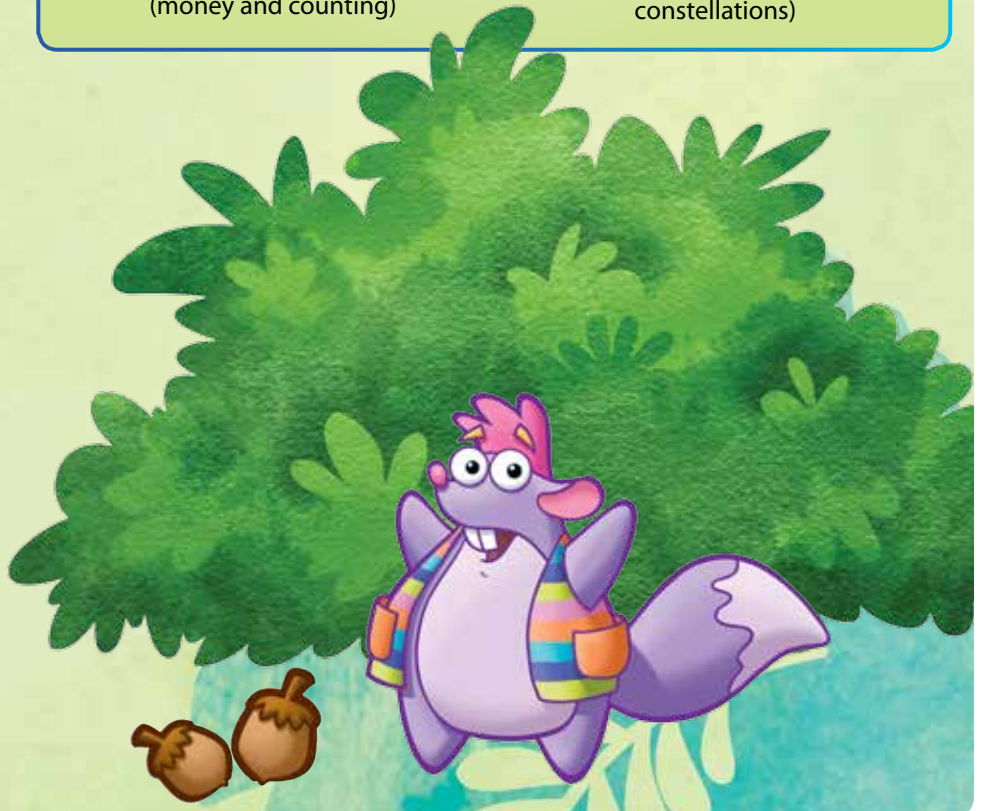
Isa’s Flowery Garden: flowers, insects, and birds



Pirate Ship: boats and boat building, sea animals, and pirate gold (money and counting)



Purple Planet: rockets, flight, and the night sky (the moon, stars, and constellations)



Glossary

Spanish Words and Expressions

amigo (ah-MEE-go) friend (masculine)

amiga (ah-MEE-gah) friend (feminine)

¡**Bienvenido!** (beeyen-veh-NEE-doh)

Welcome! when greeting a male guest.

¡**Bienvenidos!** (beeyen-veh-NEE-dohs), for more than one male guest or male and female guests

¡**Bienvenida!** (beeyen-veh-NEE-dah), when greeting a female guest

¡**Bienvenidas!** (beeyen-veh-NEE-dahs), when greeting more than one female guest

delicioso (deh-lee-see-OH-so) delicious (with a masculine noun; *deliciosa* with a feminine one)

es (ehs) is. For example: *Dora es mi amiga.* Dora is my friend.

mi (mee) my

muchas gracias (MOO-chahs GRAH-see-ahs) thank you very much

nuestro (noo-EHS-troh) our. For example: *nuestro amigo, nuestra amiga, nuestros amigos*

por favor (por fah-VOHR) please

¡**Salta!** (SAHL-tah) Jump!

¡**Vámonos!** (BAH-moh-nohs) Let's go!

A "v" at the start of a Spanish word is a b/v sound pronounced more like the "b" in the English word "boy."

y (ee) and. For example: *Dora y Diego son mis amigos.* Dora and Diego are my friends.

Numbers from 1 to 20 in Spanish

uno (OO-noh) one

dos (dohs) two

tres (trehs) three

cuatro (QWAH-troh) four

cinco (SEEN-koh) five

seis (SEH-ees) six

siete (see-EH-teh) seven

ocho (OH-choh) eight

nueve (noo-EH-veh) nine

diez (DEE-es) ten

once (OWN-seh) eleven

doce (DOH-seh) twelve

trece (TREH-seh) thirteen

catorce (ka-TOR-seh) fourteen

quince (KEEN-seh) fifteen

dieciséis (dee-ETH-ee SEH-ees) sixteen

diecisiete (dee-EHS-ee see-EH-teh) seventeen

dieciocho (dee-EHS-ee OH-choh) eighteen

diecinueve (dee-EHS-ee noo-EH-veh) nineteen

veinte (BAYN-teh) twenty

Books for Children and Families

Dora and Diego

Bromberg, Brian. *Dora the Explorer: The Essential Guide.* New York: DK Publishing, 2006. Join Dora, her family, and friends as they travel to the Purple Planet, have Pirate Adventures, and Dance to the Rescue! Children can revisit Dora's adventures while adults catch up with episodes and characters.

Bromberg, Brian. *Go, Diego, Go! The Essential Guide.* New York: DK Publishing, 2008. Dora's cousin Diego and his family are animal rescuers. Children will enjoy learning about Diego's adventures as he helps animals using his science tools and rescue equipment.

Elya, Susan Middleton. *No More, Por Favor.* New York: Putnam/Penguin Young Readers, 2010. This charming picture book weaves English with Spanish words and phrases into stories of rainforest mamas and their finicky little ones. Illustrations convey the meaning and a glossary and pronunciation guide in the front of the book guides adults as they read to children.

Larsen, Kirsten. *It's Sharing Day!* New York: Simon Spotlight/Nick Jr., 2007. Dora is going to her grandmother's house for a special lunch. Dora and her friends have adventures as they locate the ingredients they need. Finally, everyone brings something to share with Dora's *abuela*.

Rao, Lisa. *Dora's Magic Watering Can.* New York: Simon Spotlight/Nick Jr., 2008. Dora and Boots ask their friend, Map, to help them find their way to Isa's Flowery Garden with a magic watering can. Swiper tries to swipe the watering can and the grumpy Troll has a riddle they must solve. In spite of these challenges, Dora and Boots reach the garden, where the magic water works wonders!

Ricci, Christine. *Dora's Book of Manners.* New York: Simon Spotlight/Nick Jr., 2004. Dora and Boots teach grumpy Mr. Troll polite and friendly phrases, like "thank you" and "please" in English and Spanish.

Ricci, Christine. *Puppy Takes a Bath.* New York: Simon Spotlight/Nick Jr., 2006. This ready-to-read book features Dora as she does something she loves to do: take care of her puppy, Perrito.

Sollinger, Emily. *Dora Celebrates Earth Day!* NY: Simon Spotlight/Nickelodeon, 2009. Dora provides practical ways children and families can reuse, recycle, save water, and use energy efficiently at home and school.

Valdes, Leslie, and Chris Gifford. *Dora's Pirate Adventure.* New York: Simon Spotlight/Nick Jr., 2005. Dora, Diego, and their friends are planning a pirate play but the Pirate Piggies take the costume chest, thinking it's full of treasure. The friends have to sail the Seven Seas, with the help of Map and Backpack, before they can convince the misguided Piggies to return the chest. The pirate play must go on!

Rainforest

Berkes, Marianne Collins. *Over in the Jungle: A Rainforest Rhyme*. Nevada City, CA: Dawn Publications, 2007. This fun and mostly factual introduction to tropical rainforest animals and their natural surroundings encourages children to count and sing as they move, hoot, hop, and squawk to the popular tune “Over in the Meadow.” Resources in the book include the musical notation for the song, suggestions for body movements, and facts about animals and the rainforest community.

Franklin, Carolyn. *Rain Forest Animals*. New York: Children’s Press/Scholastic, 2008. Older children and adults will enjoy the color illustrations, which are enhanced with acetate pages that provide different, layered views of some rainforest scenes.

Krebs, Laurie. *We’re Roaming in the Rainforest: An Amazon Adventure*. Cambridge, MA: Barefoot Books, 2010. Three children roam the rainforest from dawn to dusk and discover the animals, colors, and sounds of the Amazon. Beautiful color illustrations convey the rich rainforest environment while rhymes describe the activities and provide facts about rainforest animals.

McKenzie, Precious. *Rainforests*. Vero Beach, FL: Rourke Publishing, 2011. The high-quality photographs in this book help explain why rainforests are special and features rainforest birds, mammals, reptiles, amphibians, trees, and plants. While it is intended for Grades 3–6, younger children can learn a great deal from the well-selected photos on nearly every other page.

Mitchell, Susan K. *The Rainforest Grew All Around*. Mount Pleasant, SC: Sylvan Dell, 2007. Based on the song “The Green Grass Grew All Around,” this book will help children learn about a variety of animals and plants living in the Amazon rainforest. Large color illustrations give beautiful views of plants and animals while sidebars provide information that adults can share with children. A 2010–2011 Young Hoosier Book Award K–3 Nominee for ages 6 to 8, this is a good book for singing and reading aloud.

Pratt-Serafini, Kristin Joy. *The Forever Forest: Kids Save a Tropical Treasure*. Nevada City, CA: Dawn Publications, 2008. This book tells the true story of how second-grade students in Sweden joined with other children around the world to preserve a Costa Rican rainforest. This is a good book to read with older children. Preschool and Kindergarten students may enjoy viewing the illustrations along with a brief telling of the story.

Sen, Benita. *Rainforest Creatures*. New York: PowerKids Press, 2008. The large, colorful photos and illustrations in this text provide a view of tropical rainforest plants and animals for non-readers. The images, coupled with text for accomplished readers, serve as a useful reference for older children and adults.

Telford, Carole. *Up a Rainforest Tree*. Chicago: Heinemann Library, 2006. This illustrated book for older children and adults includes colored maps and discusses the plants, animals, and environment of the Amazon rainforest. Younger children may enjoy the photos and illustrations.

Books for Teachers and Other Adults

Armstrong, Thomas. *Multiple Intelligences in the Classroom, 3rd ed*. Alexandria, VA: ASCD, 2009. The author, a strong proponent of the multiple intelligences concept, presents practical applications and ideas for adapting instructional approaches to different learning needs.

Armstrong, Thomas. *You’re Smarter Than You Think: A Kid’s Guide to Multiple Intelligences*. Minneapolis, MN: Free Spirit, 2003. Thomas Armstrong looks at multiple intelligences from the perspective of middle school or high school students with the goal of helping them recognize and use their own intelligences to enhance learning accomplishments. Teachers of younger children may find a number of insights into how their students learn.

Gardner, Howard. *Intelligence Reframed: Multiple Intelligences for the 21st Century*. New York: Basic Books, 1999. Gardner summarizes his earlier work and discusses the research that has led to broadening the list of multiple intelligences to include environmental and existential or spiritual attributes.

Helm, Judy Harris, and Lilian G. Katz. *Young Investigators: The Project Approach in the Early Years*. New York: Teachers College Press, 2001. Helm, an early childhood educator, and Katz, a long-time proponent of the project approach in early childhood education, describe a project as an in-depth investigation of a topic that is worth learning more about. The authors point out the differences in teacher-directed inquiry and facilitating children’s investigations. Project work encourages children to take the initiative, make decisions

and choices, and explore their own interests. The book provides numerous examples and strategies for classroom application.

Katz, Lillian G., and Sylvia C. Chard. *Engaging Children's Minds: The Project Approach, 2nd ed.* Stamford, CT: Ablex Publishing, 2000. This publication, by two of the leading scholars in project-based learning, points out the advantages of the project approach and provides useful strategies for classroom teachers, including how to get started, issues surrounding selection of topics, and how to bring projects to a conclusion.

Nickelodeon. *Dora & Diego: Let's Cook.* Hoboken, NJ: Wiley, 2010. Designed to take families on wholesome cooking adventures, this colorful cookbook provides hints for cooking with young children. As children carry out age-appropriate cooking tasks, they learn to measure, count, use new vocabulary, cooperate, and work together. The joy of cooking leads to trying new foods and enjoying good nutrition.

Perlman, Laura d'Angosse, and Mary E. Green. *Speak Spanish with Dora & Diego! Family Adventures!* New York: Pimsleur, 2008. This set of two booklets, with two CDs and a parent manual, helps children and adults learn Spanish together in everyday settings at home and school.

Ritz, William C., ed. *A Head Start on Science: Encouraging a Sense of Wonder.* Arlington, VA: NSTA Press, 2007. Published by the National Science Teacher Association, this book provides 89 tested science experiences for children ages 3 to 7. Early childhood educators serve as facilitators as children investigate and engage in science processes in the classroom and outdoors. This is a wonderful resource for helping children use their natural curiosity to learn about the world around them.

Web Sites

Active Play

kidsatplay.act.gov.au

This site, sponsored by the Australian government, provides a fact sheet (#2) on active play for toddlers and Preschool and Kindergarten students that provides a definition along with suitable types of activity.

Dora the Explorer

nickjr.com/dora-the-explorer

The Nick Jr.® Web site provides books, games, videos, printable activities, recipes, crafts, and games. Some of the Dora and Diego online games that relate to topics in this unit include:

- Diego's Rain Forest Adventure nickjr.com/kids-games/diego-rain-forest-adventure.html
- Dora's Cooking in La Cocina nickjr.com/kids-games/doras-cooking-in-la-cocina.html
- Dora's Say It Two Ways Bingo nickjr.com/games/doras-say-it-two-ways-bingo.jhtml
- Dora's Great Big World nickjr.com/kids-games/doras-great-big-world-game.html

beyondthebackpack.com

Dora the Explorer's *Beyond the Backpack* is a multi-year, multi-platform program that champions overall kindergarten readiness. *Beyond the Backpack* provides parents and educators with tools and resources to help preschoolers prepare for educational success.

Multiple Intelligences

thomasarmstrong.com/multiple-intelligences.php

This site, written by Dr. Thomas Armstrong, provides background information on Howard Gardner's work, resources, and strategies for using the theory of multiple intelligences in teaching.

infed.org/thinkers/gardner.htm

This site analyzes the impact of Howard Gardner's work on multiple intelligences in education theory and practice.

Musical Instruments

lakeshorelearning.com

See the Lakeshore catalogue for musical instruments related to experiences in this unit: *Instruments from Around the World Collection*, item #RE100X.

Project Approach

projectapproach.org

This site provides basic information and resources on project-based teaching and learning (PBL).

Rainforest Animal Toys

thisplaceisazoo.com
folkmanis.com

These sites offer a wide variety of stuffed animals. Folkmanis Puppets creates hand puppets of all kinds, including many animals. In all cases, it is important to research rainforest animals in order to make appropriate selections. For example, not all animals listed as "jungle" animals are from rainforest areas.

Preschool Foundations to Academic Standards for Young Children — Ages 3 to 5

Children are learning when they:

Reading

- F.1.24 Recite or sing a rhyme or song
- F.1.30 Identify common signs or symbols
- F.1.42 Pretend to do something or be someone
- F.1.43 Use new vocabulary learned from experiences
- F.2.3 Tell a simple story from pictures, books, or media
- F.3.3 Watch or listen to a story for more than ten minutes
- F.3.7 Tell something a favorite character does in a story
- F.3.20 Identify two characters that interact in a story

Writing

- F.4.8 Write using pictures, letter, and words
- F.4.9 Use writing or symbols to share an idea with someone

Mathematics

- F.1.2 Count objects
- F.3.8 Draw pictures of symbols to represent a number or amount

Science

- F.2.4 Apply previously learned information to new situations
- F.3.9 Observe characteristics and behaviors of a variety of plants and animals
- F.3.10 Compare characteristics of living things
- F.3.13 Participate in activities related to preserving their environment

Social Studies

- F.1.8 Retell a story in sequential order
- F.1.12 Discuss stories that illustrate the concept of being responsible
- F.2.9 Tell the consequences of a behavior or choice
- F.2.18 Make a choice after considering alternatives

- F.3.24 Listen and respond to stories about different areas or environments in the world (e.g., mountains, deserts, forests)
- F.3.34 Discuss things that do and don't belong in the environment (e.g., litter, trash)
- F.5.9 Use interpersonal skills of sharing and taking turns with others

Visual Arts

- F.1.8 Role-play imaginary events and characters
- F.2.2 Express ideas in dramatic play, story telling, puppetry, or other activities
- F.2.5 Select different art media to express an idea (e.g., selection of specific colors for a painting)
- F.2.9 Use different colors, textures, and shapes to create form and meaning
- F.2.19 Use a variety of materials to create an original work

Music

- F.1.2 Sing along to familiar songs
- F.1.6 Dance, jump, hop, or do other motions to music
- F.2.6 Sing songs from favorite TV shows from memory
- F.3.4 Choose real or improvised instruments to make music

Physical Education

- F.1.1 Perform simple movements (such as running, walking, marching, hopping, jumping, stretching, and climbing)
- F.1.4 Perform basic rhythmic movements (marching, dancing to music or rhythmic sounds)
- F.5.4 Play cooperatively with others

Kindergarten Common Core Standards — English Language Arts

Students will:

Reading: Literature

- Standard 2. With prompting and support, retell familiar stories
- Standard 3. With prompting and support, identify characters, settings, and major events in a story

Reading: Informational Text

- Standard 1. With prompting and support, ask and answer questions about key details in a text
- Standard 7. With prompting and support, describe the connection between illustrations and the text in which they appear

Writing

- Standard 2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic
- Standard 8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question

Listening and Speaking

- Standard 1. Participate in collaborative conversations about Kindergarten topics and texts

Common Core Standards – Mathematics

Students will:

Counting and Cardinality

- Standard 3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0 to 20 (with 0 representing a count of no objects).
- Standard 5. Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration.

**National Academy of Sciences — K–4
Content Standard A — Scientific Inquiry**

- Ask questions about objects, events, organisms, and the environment
- Plan simple investigations, based on observations
- Use simple equipment and tools to gather data and extend the senses

Content Standard C — Life Sciences

- Characteristics of organisms
 - Organisms have basic needs. For example, animals need air, water, and food.
 - Organisms can only survive in environments where their needs can be met.
- Organisms and their environments
 - Organisms patterns of behavior relate to the environment they live in

National Council for the Social Studies — K–4

People Places and Environments —

Learners will be able to:

- Ask and find answers to geography questions
- Gather and interpret information from various representations of Earth

Individual Development and Identity

— Learners will understand:

- Individuals have characteristics that are both distinct from and similar to those of others
- Individuals bring specific abilities, interests, and talents in working with others to make decisions and solve problems

National Standards for Arts Education K–4

Dance: Content Standard 1 —

Identifying and demonstrating movement elements and skills in performing dance. Students:

- a. Demonstrate eight locomotor movements (walk, run, hop, jump, leap, gallop, slide, and skip)
- b. Define and maintain personal space

Music: Content Standard 1 —

Singing alone and with others, a varied repertoire of music

Visual Arts: Content Standard 1 —

Understanding and applying media, techniques, and processes

Theatre: Content Standard 2 — Acting by developing basic skills to portray characters who interact in improvised and scripted scenes

National Association for Sport and Physical Education

Standard 1 — Demonstrates competency in motor skills and movement patterns needed for a variety of physical activities

Standard 5 — Exhibits responsible personal and social behavior that respects self and others in physical activity settings