



Creation Lens

Exploring the World, Discovering God

Grade Level: Grade 3

Title:

Rainforest Animals and Habitat & Human Responsibilities Toward God's Creation

Denomination: Catholic

Lesson ID: LS-G3-12-CA

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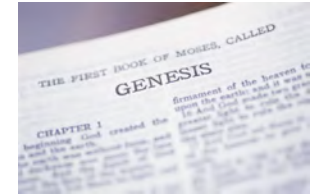
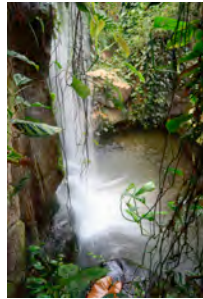
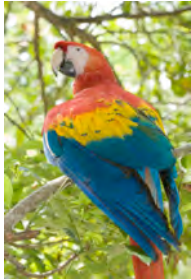
ITEST web site: www.faithscience.org

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Note: Web sites referenced in this lesson were valid at time of publication.

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LIFE SCIENCE – GRADE 3 - CATHOLIC

LESSON TITLE: Rainforest Animals and Habitat & Human Responsibilities Toward God's Creation

SCIENCE LESSON CONCEPT

- Rainforest conditions and habitats
- Rainforest animals and survival

GOAL OF SCIENCE LESSON

- Students will learn what conditions rainforest animals need to live and grow.

OUTCOME EXPECTED

- Students will identify 5 conditions needed for a particular rainforest animal to live and grow.

RELIGION LESSON CONCEPT

- Responsibilities toward God's Creation
- Conscience

GOAL OF RELIGION LESSON

- Students will learn what responsibilities they have toward preservation of the rainforest and all creation.
- Students will take another step in the development of their conscience.

OUTCOME EXPECTED

- Students will identify 5 conditions humans create that impact the rainforest.

- Students will construct a diorama containing a 3-D animal and its habitat.
- Students will give a 5 minute presentation on their diorama project.

MATERIALS NEEDED

- Shoe box no bigger than a milk crate
- Modeling clay or play-dough
- Peat moss
- Paint, crayons, markers
- Glue
- Construction paper
- Wooden craft sticks
- List of approved websites – 1 per student
- Computer access or lab
- Access to library
- Copy of KWL graphic organizer – 1 per student

- Students will identify 3 ways they can positively impact the rainforest through reduce, reuse, and recycle.
- Students will select one of the 3 R's to make a personal commitment to the environment God has given us.
- Students will have a more definite understanding of the conscience and how it functions.

MATERIALS NEEDED

- Copies of the Creation Story in Genesis 1
- Copy of The Great Kapok by Lynne Cherry or similar book
- KWL Chart (see Religious Links section)
- Pencil or pen
- Construction paper
- Scissors

SCIENCE METHODOLOGY

NOTE: This lesson is best done at the completion of a unit on rainforest animals.

- **SAY:** We have learned a lot about the rainforest and its animals. Now you are going to select one rainforest animals and do some research.
- **ASK:** What does the word “research” mean?
- **SAY:** When scientists do research, they have an idea (theory) that they believe might be true. They look for information about that idea. Sometimes they find information that says their idea was true, but sometimes they find out that their idea was not totally true. That is why research is so wonderful! We learn some new facts even if our original idea was not correct.
- **SAY:** You need to find some books or magazines that you can read and bring them to class. We will visit the library to look for some of them, but you may have some at home. We will also use the computer lab (or a computer) to gather additional information. I will give each of you the websites that you may use.
- **GIVE** each student a copy of the graphic organizer (KWL) and explain how to use it.
- **STUDENTS** will use the graphic organizer to outline their research.

RELIGION METHODOLOGY

- **READ** the story of Creation in Genesis 1.
- **ASK:** What did this story from God’s Holy Word – the Bible tells us?
- **RECORD** students’ replies.
- **READ** Genesis 1: 28-30 again.
- **ASK:** What did God tell Adam and Eve about His Creation?
- **READ** The Great Kapok by Lynne Cherry. (see Religious Links section)
- **ASK:** What does this story tell us?
- **ASK:** What is our responsibility – our duty – toward God’s Creation? (preserve, protect, use wisely)
- **ASK:** How do we know what is the right thing to do? (right from wrong, conscience)
- **SAY:** Each of you has a secret inner room in your heart. Here God lives and gives you life each day. This life comes from God’s very self. From this secret room, God tells us what is right and what is wrong. We call this knowing right from wrong our conscience.
- **WRITE** the word conscience on the board.

- **STUDENTS** will use the graphic organizer to identify materials they will bring from home.
- **STUDENTS** will construct their diorama during class time.
- **STUDENTS** will present the diorama and report to the class.
- **DISPLAY** the dioramas and invite other classes in to see them.
- **USE** the dioramas at an Open House or Parent-Teacher Organization meeting.
- **POSIT:** Rainforest animals need certain conditions or habitats so that they can survive.

- **HAVE** the students write the word conscience in their Religion notebook.
- **SAY:** We learn to listen to God to make our conscience work really well in four steps. Here are the four steps:
- **SAY:** Step 1: We pay attention to what is going on around us and to God's voice in our hearts.
- **ASK:** How do I know if you are paying attention or not? (watching me, body posture, able to answer questions, etc.)
- **SAY:** Step 2: We ask questions of people around us and we ask God to make things clear to us.
- **ASK:** If we want to know if something would be good for God's creation, who could we ask? (scientists and other experts)
- **SAY:** Step 3: We find the truth about the situation as best we can.
- **ASK:** How could we find the truth about what is good for God's creation? (read, watch videos, etc.)
- **SAY:** Step 4: We decide what we will do.
- **ASK:** What does decide mean? (make up our mind, choose one thing)
- **SAY:** Then we act. We don't want to skip a step because we might make the wrong decision and choose the

wrong thing. We work with God to form our conscience.

- **ASK:** What is necessary to conserve and protect God's Creation?
- **INTRODUCE** the terms Reduce, Reuse, Recycle.
- **WRITE** the words on the chalkboard or chart paper.
- **DEFINE** each word.
- **GIVE** each student the KWL graphic organizer and have the students identify 5 conditions that humans create that impact the rainforest, 3 ways they can positively impact the rainforest through reduce, reuse, recycle.
- **ALLOW** class time for research using books, magazines, and computer access – using the same websites as the science lesson research.
- **AFTER** KWL graphic organizer is complete, have the students report on their findings.
- **DISCUSS** how their research produced similar findings and how their research produced different findings.
- **HAVE** the students make a drawing of their science project rainforest animal from construction paper.
- **HAVE** the students write one personal commitment using the 3 R's to conserve and protect the environment.
- **DISPLAY** the commitment pledges.

- **POSIT:** It takes every human being reducing, reusing, and recycling to be wise keepers of God's Creation. We need to know the truth in order to make good decisions. We need to have a good conscience to be sure we make the decision God wants us to make.

SCIENCE LINKS

www.bcps.org/offices/lis/curric/elem/EScience.html

[Elementary Science](#) **Science** sites for **elementary** students and teachers...from ... **Rain Forest Rain Forest** Action ... Energy Quest...facts, **conservation** ... Choose Grade 3. One right hand column, select All About Rainforests for Kids and Teachers. Contains activities, coloring pages, songs, skits and more.

www.chenowith.k12.or.us/tech/subject/science/rainforests.html

[Rainforests](#) ... activities for **rain forest** studies by grade level. These categories are available: **Science** ... teachers from the **Rainforest Alliance conservation** ... Select Lesson Plans and keep selecting at bottom of page until pdf of Grade 2-3 and 3-4 appear. Select 3-4. Offers many varieties of activities.

RELIGIOUS LINKS

<http://www.eduplace.com/graphicorganizer/pdf/kwl.pdf>

Download a **KWL Chart (graphic organizer)**

Before you begin your research, list details in the first two columns. Fill in the last column after completing your research...

www.sdcoe.k12.ca.us/score/kapok/kapoktg.htm

[SCORE Teacher Guide: "The Great Kapok Tree"](#) The following activities are based on **Lynne Cherry's** story, **The Great Kapok Tree**, and are designed to supplement a unit focused on South American rain forest themes. ...

www.amazon.com/Great-Kapok-Tree-Amazon-Forest/dp/0152018182 Amazon.com: **The Great Kapok Tree: A Tale of the Amazon Rain ...** \$26.95 **\$20.48** as of Mar 18, 2010 Amazon.com: **The Great Kapok Tree: A Tale of the Amazon Rain Forest (9780152018184): Lynne Cherry: Books**

www.lynnecherry.com The website maintained by **Lynne Cherry**, author of "**The Great Kapok Tree**" and 30 other children's books. Official **Lynne Cherry** site.

www.therealpresence.org/archives/Education/Education_002.htm

[Fr. Hardon Archives - The Art of Forming the Conscience of a ...](#) The single most important element in training **children** is to **form** their **consciences**. How can this be done effectively? To **form a child's conscience** is an art. Good resource to send home to parents.



KEY WORDS

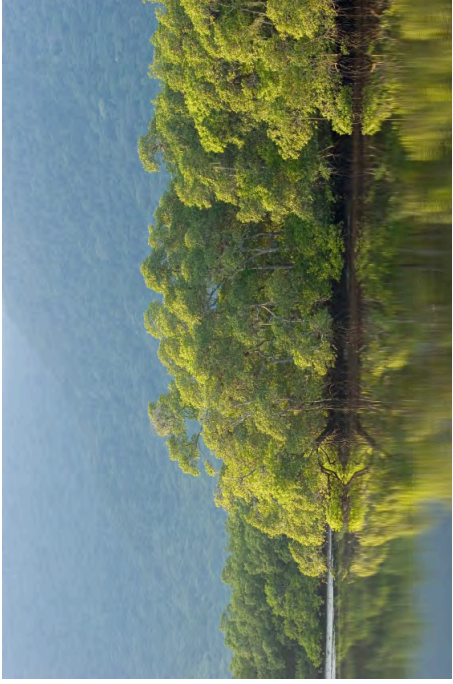
- RAINFOREST
- HABITAT
- CONDITIONS
- SURVIVAL
- DIORAMA
- CONSERVATION
- USAGE



KEY WORDS

- GENESIS
- CREATION
- IMPACT
- KWL – GRAPHIC ORGANIZER
- REDUCE
- REUSE
- RECYCLE
- PLEDGE
- COMMITMENT
- CONSCIENCE
- FORMING
- GOOD DECISION
- EXPERTS

KEY WORDS



RAINFOREST

GENESIS

HABITAT

CREATION

CONDITIONS

IMPACT

SURVIVAL

KWL – GRAPH ORGANIZER

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