

# La Selva Tropical de Costa Rica

## Lesson Overview

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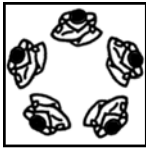
### Summary

In this lesson, students journey through their imaginations to the linguistic, cultural, and geographical world of Costa Rica. During an imaginary visit to a rainforest, students learn about rainforest flora and fauna and sing songs about rainforest animals.

### Communication Objective

- Students use the phrase “*Yo veo \_\_\_\_\_*” to talk about different animals they see in the rainforests of Costa Rica.
- Students use the phrase “*Viajamos a Costa Rica por \_\_\_\_\_*” in the context of an imaginary visit to Costa Rica.

## Circle Time



### Vocabulary and Phrases

Viajamos a Costa Rica.	We travel to Costa Rica.
Caminamos en la selva tropical.	We walk in the rainforest.
¿Qué ves?	What do you see?
Yo veo_____.	I see_____.
Está lloviendo.	It's raining.
el mono	monkey
la rana/el sapo/el coquí	frog
el tigre	tiger
la víbora	snake
el quetzal	the quetzal bird
la mariposa morfo	the morpho butterfly

### Songs and Poems (Track #)

#### Sonrisas CD

Bate, bate, chocolate (8)  
Mamá y papá (13)  
Me volteo (23)  
El sol se llama Lorenzo (15)  
Que llueva (26)

#### CanCIONES CULTURALES CD

Era una vez (1)  
De colores (8)  
El juego de cumpleaños (9)  
Aserrín, aserrán (10)  
La panederita (11)  
Estaba la pájara pinta (13)  
La granja (14)  
Toma maté (15)

## Story Time



### Book Suggestions

¿*Quiero mi plátano!*, by Mary Risk  
¿*Quién es la bestia?*, by Keith Baker and Alma Flor Ada  
*El mosquito zumbador*, by Veronica Uribe and Gloria Calderón  
*Fernando's Gift: El Regalo de Fernando*, by Douglas Keister  
¿*Salta, ranita, salta!*, by Robert Kalan

### Nonfiction About Costa Rica

*Costa Rica*, by Kathleen W. Deady  
*A Ticket to Costa Rica*, by Tracey West  
See Appendix 6, page 146 for more books about Costa Rican rainforests and culture.

## Art Time



El quetzal (see page 80)  
Morfo prints (see page 81)

## 9

## La Selva Tropical de Costa Rica

**Supplies:** *Pasaportes*; U.S., Mexican, Spanish, Cuban, Argentine and Costa Rican flags; a globe or map of the world; pictures of rainforest animals including the quetzal

**First Day**

1. Greeting and Roll Call (1.1, 1.2, 4.2)
2. Circle Time
  - Start with songs, games, chants, and poems to warm up. (1.1, 1.2, 1.3, 2.1, 3.1, 3.2, 4.2, 5.2)
  - Tell students that you will be taking a trip to Costa Rica. Model how to say Costa Rica in Spanish. Show students the globe. Review the locations of the countries you have already learned by asking, “¿Dónde están los Estados Unidos?”, “¿Dónde está México?”, “¿Dónde está España?”, “¿Dónde está Cuba?”, and “¿Dónde está Argentina?” Have students locate each country on the globe. Then ask, “¿Dónde está Costa Rica?” If no one knows where it is, show them. (1.1, 1.2, 1.3, 2.2, 3.1, 4.2)
  - Review the flags of each country you have already learned. Show students each flag and ask, “¿Es la bandera de \_\_\_\_\_?” For each flag also ask, “¿De qué color es la bandera de \_\_\_\_\_?” Review the colors in Spanish. Then show them the flag of Costa Rica and say, “Es la bandera de Costa Rica.” Ask, “¿De qué color es la bandera de Costa Rica?” (1.1, 1.2, 1.3, 2.2, 3.1, 4.2)
  - Talk about the different ways students could travel to Costa Rica. Ask students, “¿Cómo viajamos a Costa Rica?” As students suggest ways they could travel to Costa Rica, reinforce their answers by asking, “¿Viajamos por avión?” “¿Viajamos por barco?” When students decide how they will travel, sing the song “Era una vez” substituting *tren, coche, etc.* for *barco* in the song. (1.1, 1.2, 3.1)
  - Pass out students’ passports. Tell students that when they arrive in Costa Rica, you are going to be the passport agent and you are going to check their passports. Choose one of the passport questions from Lesson 1 to ask the students (see page 41). Model for them what you are going to ask and how they can answer. Have them line up and get on the imaginary plane, boat, etc. Announce, “¡Viajamos a Costa Rica!” and pretend you are taking the imaginary trip. When you arrive in Costa Rica, check students’ passports by asking the chosen question. (1.1, 1.2, 1.3, 5.2)
  - Give students a small Costa Rican flag to color (see Templates, page 127). During Art Time, they will glue this flag on the next blank page of their passports and write “La bandera de Costa Rica.”
3. Story Time (1.2, 2.1, 3.1, 3.2)
4. Art Time: Color the small Costa Rican flag, glue it in the passport, and label it “La bandera de Costa Rica.” (1.3, 2.2, 4.2)
5. Good-bye (1.1)

**Second Day**

1. Greeting and Roll Call (1.1, 1.2, 4.2)
2. Repeat Circle Time from the first day’s lesson with the following variations:
  - Tell students that when you arrive in Costa Rica, you are going to take a sightseeing trip through the rainforest.
  - Hang up pictures of rainforest animals on the board or around the room.
  - While in Costa Rica, take a sightseeing trip through the rainforest. Go around the room, pointing at the pictures of rainforest animals and repeat the phrase, “Yo veo el mono,” “Yo veo la víbora,” “Yo veo el quetzal,” etc. Then ask students, ¿Qué ves? and have them answer appropriately. (1.1, 1.2, 1.3, 2.1, 3.2)
  - Ask students “¿Hay monos, víboras, quetzales, etc. en (name of your town)?” (4.2)
  - Tell students that the *quetzal* is a rare and endangered bird that you only see in the rainforests in Central America. Tell them they are going to draw (or color) a picture of the *quetzal* that they saw on their sightseeing trip. If you choose to do the *morfo* print, show students a picture of a *morfo* instead. You may also extend your study of Costa Rica and do both projects.
3. Story Time: This can be done before or after the sightseeing trip. (1.2, 2.1, 3.1, 3.2)
4. Art Time (3.1, 3.2)
5. Good-bye (1.1)

## Art Project Procedure



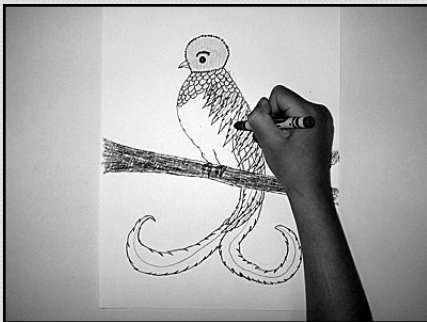
# El Quetzal

### Materials

A photograph of a quetzal bird  
*El quetzal* photocopy (see Templates, page 129)  
Construction paper  
Crayons

### Procedure

1. Show the photograph of the quetzal to students and talk about its colors. If you do not have a photograph of a quetzal, show a colored copy of the quetzal photocopy to the students.
2. Have students draw a picture of a quetzal or have them color the photocopy.
3. Have students label the picture: "*Yo veo el quetzal.*"



Encourage students to draw the quetzal in a realistic setting, i.e., sitting on a branch in the rainforest. As students are working, ask them, "*¿Qué ves?*" and have them answer, "*Yo veo el quetzal.*" Depending on the age of your students, you may find it more effective to have them draw their own picture of a quetzal as opposed to coloring the photocopy.

# Home Report: La Selva Tropical de Costa Rica

Date \_\_\_\_\_

Student \_\_\_\_\_

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## Story Time



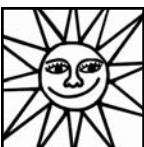
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## Home Enrichment



Talk with your child about the differences and similarities between the animals that live in Costa Rica and the animals that live around your hometown. Talk about how the geography and climate of where you live can give you clues as to why the animals might be similar or different to those in Costa Rica. Have your child use the phrase “*Yo veo \_\_\_\_\_*” to spot different animals that live around your home. (4.2, 5.1, 5.2)