

Special Ed

# FOREST BIOME

TEMPERATE, RAINFOREST,  
TAIGA



ALSO INCLUDES GOOGLE SLIDES

Special Needs for Special Kids



*This unit was created with this guy in mind. He has autism and an intellectual disability. He is a non-reader, has a very short attention span, and struggles to sit still. With some support he is able to do this unit, and enjoys the challenge. He is my tester!!*

# Biomes: Forests

By  
Christa Joy  
Special Needs for Special Kids



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Also included in this resource as separate files:

- Lesson plans
- Links and directions to digital activities
- PowerPoint (this is the book in the lesson plan)
- Voice recorded PowerPoint
- Activities in black and white

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This unit contains over **200 pages** of material plus **38 google slides**. I have included a detailed lesson plan to help you make the most of everything in this unit including how to add some group activities.

It comes in 2 separate files. One in color and one in black and white.

# Forest Biome Lesson Plan

## Preparation

- Print out a vocabulary board for each student to use throughout unit
  - Laminate or place in page protector
- Vocabulary cards
  - Print out a set of cards onto cardstock and laminate
  - Make one set for each student and also one for the teacher to use in I Spy games
- Book
  - Print out, laminate, and bind
  - Also available as a recorded PowerPoint and video in the directions for digital activities pdf
- Who am I activity cards
  - Print out a set of cards onto cardstock and laminate
  - Make one set for each student and one for the teacher to use
- Bingo cards
  - This unit comes with a set of Bingo cards.
  - They are in color and BW
  - Print on cardstock and laminate.
  - Suggestions for use included in unit.

## Preassessment (do day 1 before starting lesson)

- Use the fact sheet to assess what your students may already know
- I cannot emphasize enough how important this step is. If you want to see growth, this preassessment is so important!!

## Teaching Tips

1. *Color Coding:* this is a really easy way to add more structure to a matching activity. Outline or color in an empty box or sorting label. Outline or color in the corresponding picture symbols the same colors. Becomes a color matching task.
  - a. For more info, read more here:  
<https://specialneedsforspecialkids.org/2015/09/05/using-color-coding-for-differentiation/>
  - b. I also have a blog post on differentiating one activity 3 ways:  
<https://specialneedsforspecialkids.org/2018/10/22/differentiating-1-activity-3-ways-easily-and-effectively/>
2. *Make you own copies of the activities:* Every day I review the activity we did yesterday. For that reason:

The lesson plans contain:  
  
Overall tips for teaching  
students with significant  
needs

## Quick Look

Day	Activity	Day	Activity
1	<ul style="list-style-type: none"><li>• Book</li><li>• Vocabulary activity</li><li>• Circle map</li></ul>	8	<ul style="list-style-type: none"><li>• Book</li><li>• Bingo</li><li>• Writing Prompt</li></ul>
2	<ul style="list-style-type: none"><li>• Book</li><li>• Vocabulary activity</li><li>• Circle map</li></ul>	9	<ul style="list-style-type: none"><li>• Book</li><li>• Vocabulary cut and paste</li><li>• Sudoku puzzle</li></ul>
3	<ul style="list-style-type: none"><li>• Book</li><li>• Vocabulary activity</li><li>• Circle map</li></ul>	10	<ul style="list-style-type: none"><li>• Book</li><li>• Vocabulary cut and paste</li><li>• Word search</li></ul>
4	<ul style="list-style-type: none"><li>• Book</li><li>• Vocabulary activity</li><li>• Sorting activity</li></ul>	11	<ul style="list-style-type: none"><li>• Book</li><li>• Bingo</li><li>• Close worksheet</li></ul>
5	<ul style="list-style-type: none"><li>• Book</li><li>• Vocabulary activity</li><li>• Sorting activity</li></ul>	12	<ul style="list-style-type: none"><li>• Book</li><li>• Vocabulary activity</li><li>• Close worksheet</li></ul>
6	<ul style="list-style-type: none"><li>• Book</li><li>• Who am I?</li><li>• Forest maps</li></ul>	13	<ul style="list-style-type: none"><li>• Book</li><li>• Vocabulary activity</li><li>• Close worksheet</li></ul>
7	<ul style="list-style-type: none"><li>• Book</li><li>• Who am I?</li><li>• Deforestation collage</li></ul>	14	<ul style="list-style-type: none"><li>• Book</li><li>• Vocabulary activity</li><li>• Close worksheet</li></ul>
	<ul style="list-style-type: none"><li>•</li></ul>	15	<ul style="list-style-type: none"><li>• Assessment</li></ul>

*The lesson plans contain:*

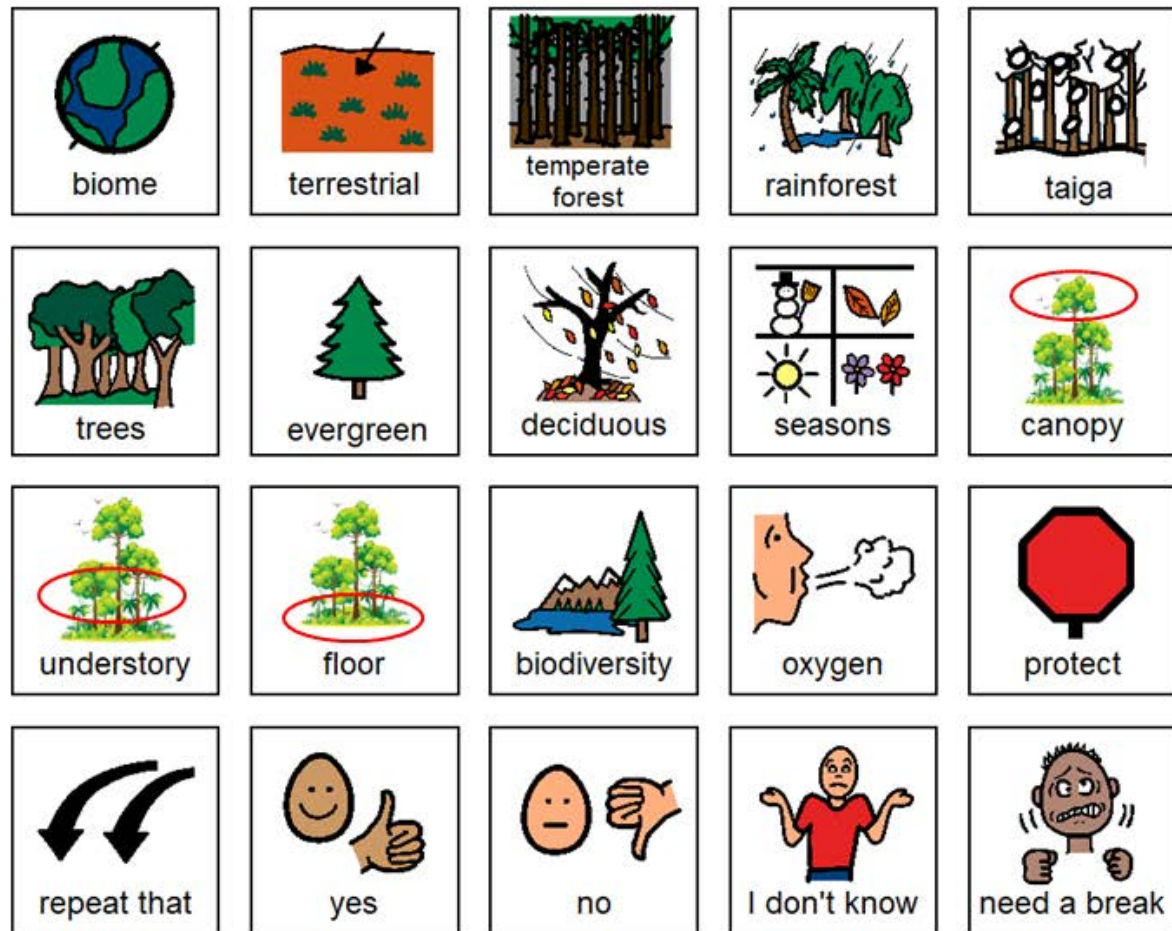
*A quick look at what you will do each day*

## Day 6

Activity	Notes	Materials
Read or listen to the book (10 minutes)	<ul style="list-style-type: none"><li>• Read through the story, asking lots of questions</li><li>• Continue to make connections between book and vocabulary board</li></ul>	<ul style="list-style-type: none"><li>• Book</li><li>• Vocabulary board</li></ul>
Who am I activity (10 minutes)  <i>***DIRECTIONS ON HOW TO PLAY***</i>	<ul style="list-style-type: none"><li>• Give each student a set of Who am I cards</li><li>• Various options/ways to play, but the goal is to have students hold up the card you are talking about. Sometimes there can be more than one correct answer</li><li>• <b>Things you can do:</b><ul style="list-style-type: none"><li>○ Hold up a vocabulary card</li><li>○ Show a page from the book</li><li>○ Point to a symbol on the vocabulary board</li><li>○ Verbally describe something about that card</li></ul></li><li>• Tell a story as though you were a plant or animal living in the forest. What do you see? Where do you live? What are you eating?</li></ul>	<ul style="list-style-type: none"><li>• Who am I cards (2 sets)</li></ul>
Sorting review (5 minutes)	<ul style="list-style-type: none"><li>• Review the sorting activity completed yesterday</li></ul>	<ul style="list-style-type: none"><li>• Worksheet completed yesterday</li></ul>
Map (10 minutes)	<ul style="list-style-type: none"><li>• Students will color in the areas of the three forest regions on separate maps.</li><li>• Each map has the correct areas outlined to show where students should color.</li><li>• <b>Take time to find those regions on maps and globes you normally use in the classroom.</b></li></ul>	<ul style="list-style-type: none"><li>• Map</li><li>• Crayons</li><li>• Maps</li><li>• Globe</li></ul>
Sharing (10 minutes)	<ul style="list-style-type: none"><li>• Each student shares their finished maps with the group using the communication method of their choice</li></ul>	<ul style="list-style-type: none"><li>• Completed maps</li><li>• Communication devices</li></ul>

The lesson plans contain:

Detailed instructions on how that day's lesson should run



This unit comes with a vocabulary board.

Vocabulary boards are great for ALL students to assist with participation and engagement in group discussions.

Tips on how to use in the unit!!



The understory is the middle layer and contains smaller trees, saplings, and shrubs. The floor is where you find mosses, ferns, flowers, and mushrooms. We will look at each of these layers more closely in each type of forest including which animals live in each layer.



understory



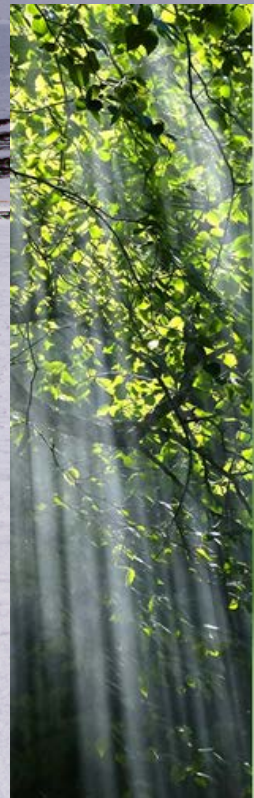
floor

©ChristaJoy, SNSK

There is a 43-page book with simple text and engaging photos.

It comes in a PowerPoint version as well as a voice-recorded PowerPoint (so you don't have to print it out.)

There is also a movie version you can use in google slides.



Most of the trees in these temperate forests are **deciduous**, which means they lose their leaves each fall. The trees also use sap to keep the roots from freezing in the winter and to deliver nutrients and energy.



©ChristaJoy, SNSK



### forest

Region dominated by trees and woody plants.



### canopy

Very top layer of the forest.



### understory

Middle layer of the forest made up of younger and smaller trees.



### floor

Bottom of the forest covered with vegetation.



### biodiversity

Variety of different plant and animals species living in an area.



### temperate forest

Forest biome with 4 seasons and lots of rain.



### rainforest

Tropical forest biome near the equator.



### taiga

Forest biome far north, mainly covered with snow.

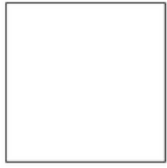


There are 12 vocabulary cards that come in color and black and white.

Included are suggestions for group activities to do with these each day.

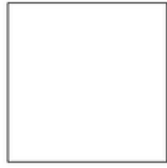
### forest

Region dominated by trees and woody plants.



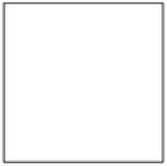
### canopy

Very top layer of the forest.



### understory

Middle layer of the forest made up of younger and smaller trees.



### floor

Bottom of the forest covered with vegetation.



There is an activity where students will match either the picture to the definition or the definition to the picture (harder).

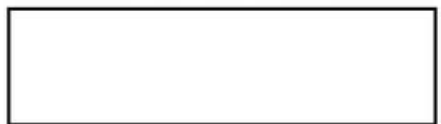
### deciduous



### evergreen



### deforestation



### urbanization



Middle layer of the forest made up of younger and smaller trees.

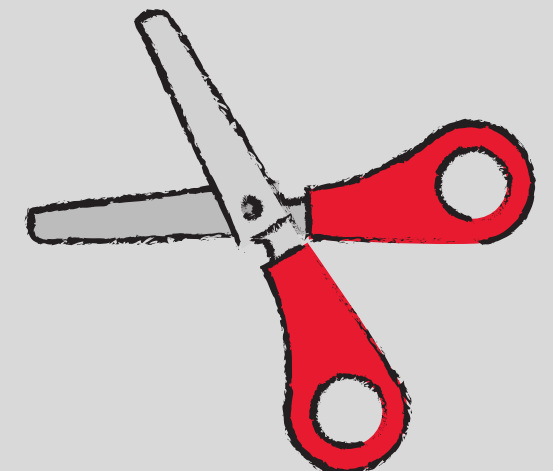
Changing more of the country into a city where fewer plants can grow.

Variety of different plant and animals species living in an area.

Region dominated by trees and woody plants.

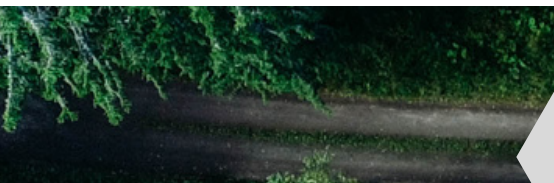
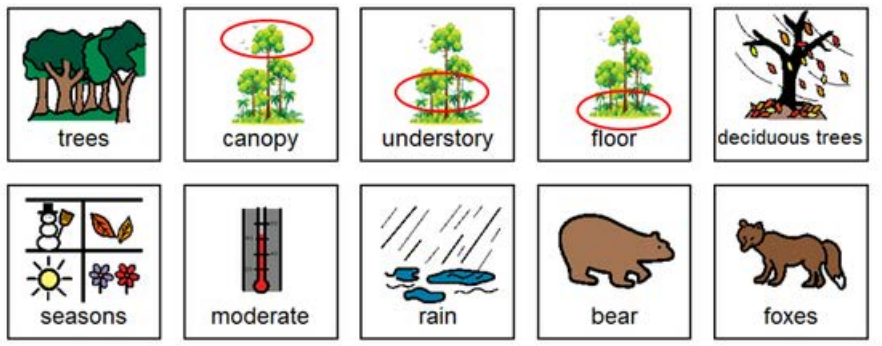
Region covered with trees that have needles each year.

Trees that do not have needles each year.

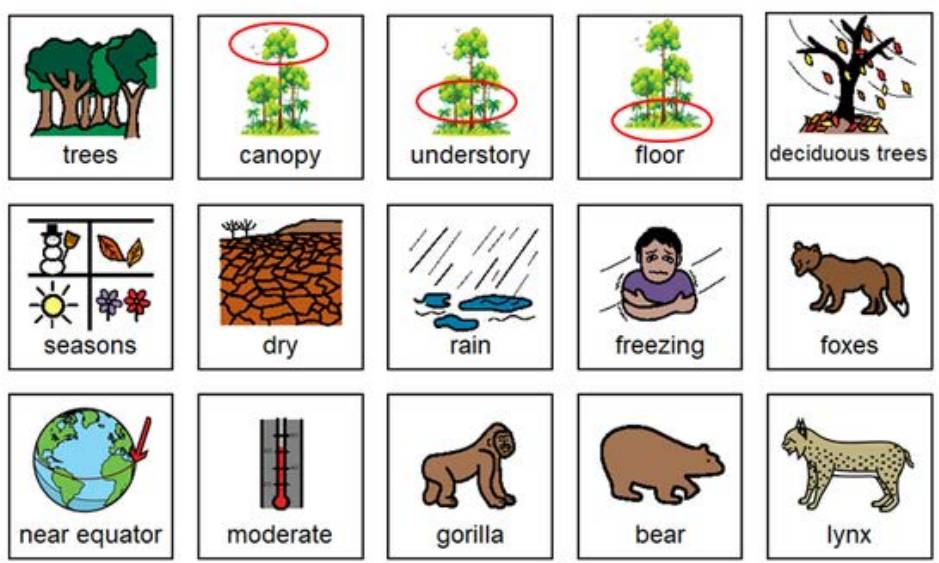


errorless

Cut apart pictures and place in circle map showing facts about the temperate forest.



Cut apart pictures and place in circle map **ONLY IF** they relate to the temperate forest.



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There are 3 circle maps, one for temperate forests, rainforests, and one for the taiga.

Circle maps are a great way for students to see the concept at a glance. There are 2 versions:

- One is errorless
- One has wrong answers mixed in students will have to set aside



rainforest



rainforest



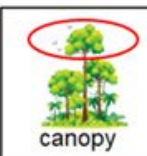
taiga



taiga



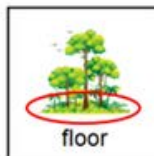
freezing



canopy



understory



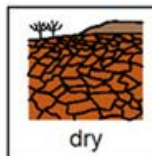
floor



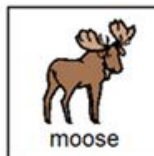
a lot of rain



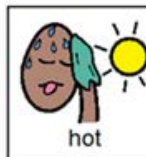
near equator



dry



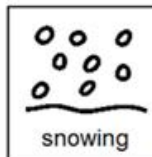
moose



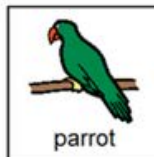
hot



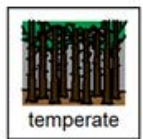
trees



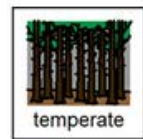
snowing



parrot



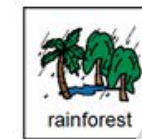
temperate



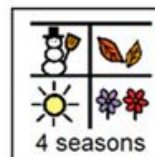
temperate



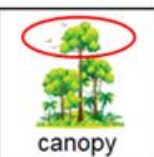
rainforest



rainforest



4 seasons



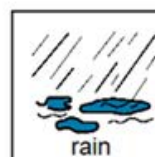
canopy



understory



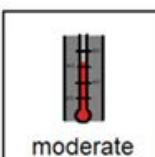
floor



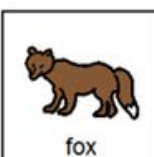
rain



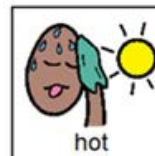
near equator



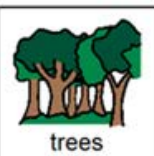
moderate



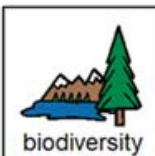
fox



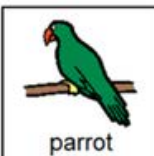
hot



trees



biodiversity



parrot

There are 2 sorting activities comparing the different forests. Suggestions for differentiation are included.

Color in the area of the temperate forests.



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Color in the area of the rainforests. Color in the Amazon rainforest in red.



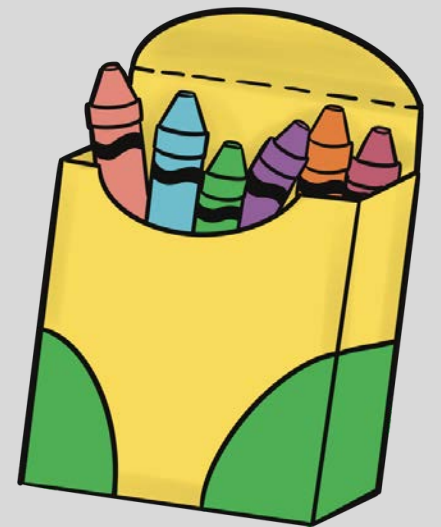
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Color in the area of the taiga.

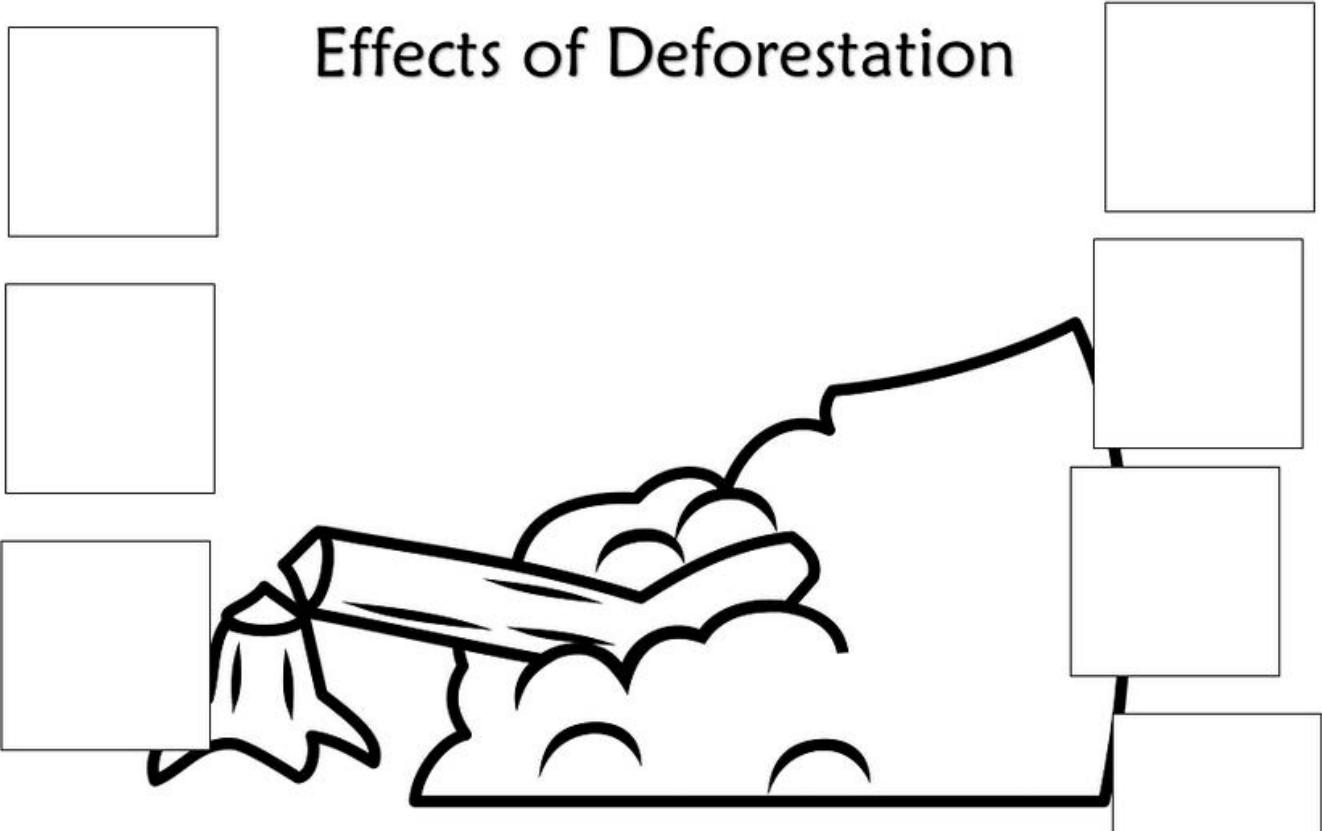


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There is a map for students to color in the areas of each type of forest. It is differentiated with the area already outlined.

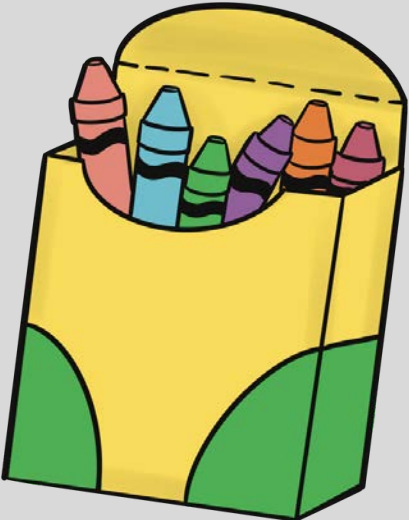
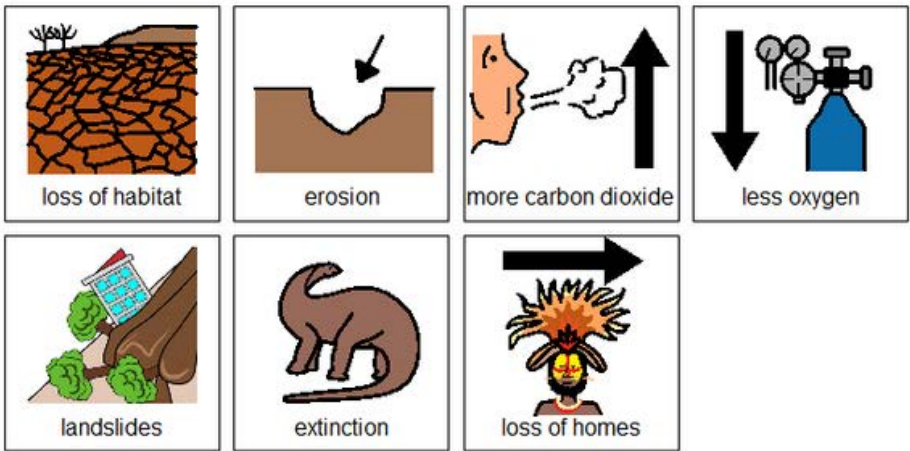


# Effects of Deforestation



There is a collage to illustrate the effects of deforestation. Like the circle maps, it comes with an errorless version and one with wrong answers mixed in.

Cut out symbols and place on the image depicting the effects of deforestation.



# What I saw in the forest

I went for a walk last night in the forest with my

It was  outside.

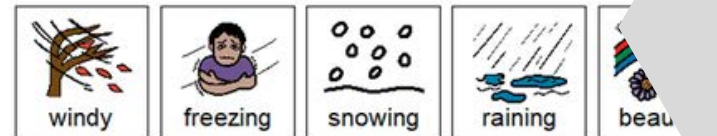
We used  to see the path.

I heard a(n)  in the night.

As we looked up, we saw a huge  go by.

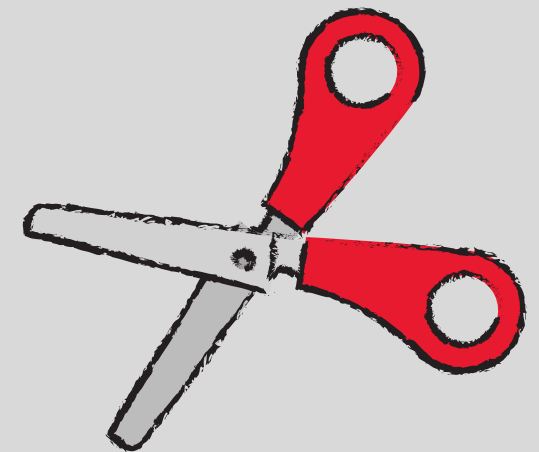


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There is a writing prompt about going on an adventure in the forest. This is an errorless activity and gives students a chance to write their own stories with support.

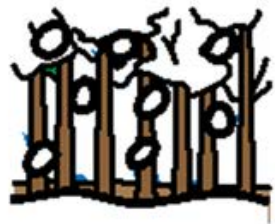




temperate



rainforest

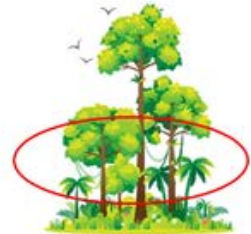


taiga

Chr  
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canopy



understory



floor

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There are large cards and directions for playing a "Who am I?" group activity.



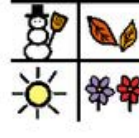






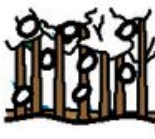







## Bingo cards



- Included are 10 Bingo cards in color and 10 Bingo cards in BW.
- Place the cards in page protectors or laminate for long term use.
- **Cut one board apart to use as calling cards.**
- This is a great way to practice the new vocabulary included in this unit.
- Cut apart a set of the vocabulary cards to use as the calling cards.
- Options:
  - Show students the picture for them to match
  - Read the definition and see if students can find the matching picture
  - Work as teams
  - Vary the "winning" patterns.
    - Cover all
    - Cover corners
    - Row across or down
    - Cover the edges
  - Vary the ways to mark the card
    - Place in page protector or laminate and use dry erase markers
    - Stickers
    - Post-it notes
    - Dot markers

## Forest

 deciduous	 biome	 seasons	 hibernate
 urbanization	 temperate	 floor	 deforestation
 migrate	 taiga	 rainforest	
 evergreen	 biodiversity	 canopy	

There are 10 color and 10 black and white Bingo cards included plus 10 different ways to use them and play Bingo. There are calling cards included. This is a great way to review vocabulary.



temperate



rainforest






















taiga



forest

















Calling cards included

# Forests









	 rainforest		 canopy	
 deforestation				 biodiversity
 biodiversity		 temperate	 deforestation	
 canopy	 deforestation		 temperate	 taiga
 temperate	 biodiversity			 canopy
 rainforest	 canopy	 taiga	 te	 te

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Place the following images in the empty squares on the previous page, completing the sudoku puzzle.

 temperate	 temperate	 rainforest	 rainforest
 rainforest	 rainforest	 taiga	 taiga
 taiga	 taiga	 canopy	 canopy
 biodiversity	 biodiversity	 deforestation	 deforestation

# Forests

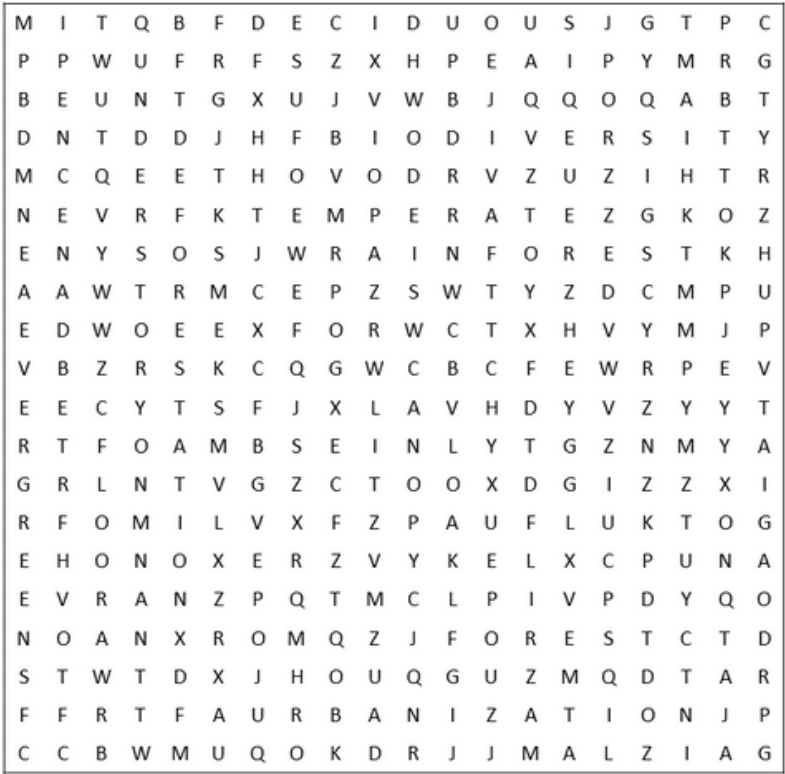
 biodiversity	 rainforest	 temperate	
 taiga		 rainforest	
 temperate	 biodiversity		 rainforest

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There is a Sudoku puzzle in this unit as well. This is a great way to work with the new vocabulary!!

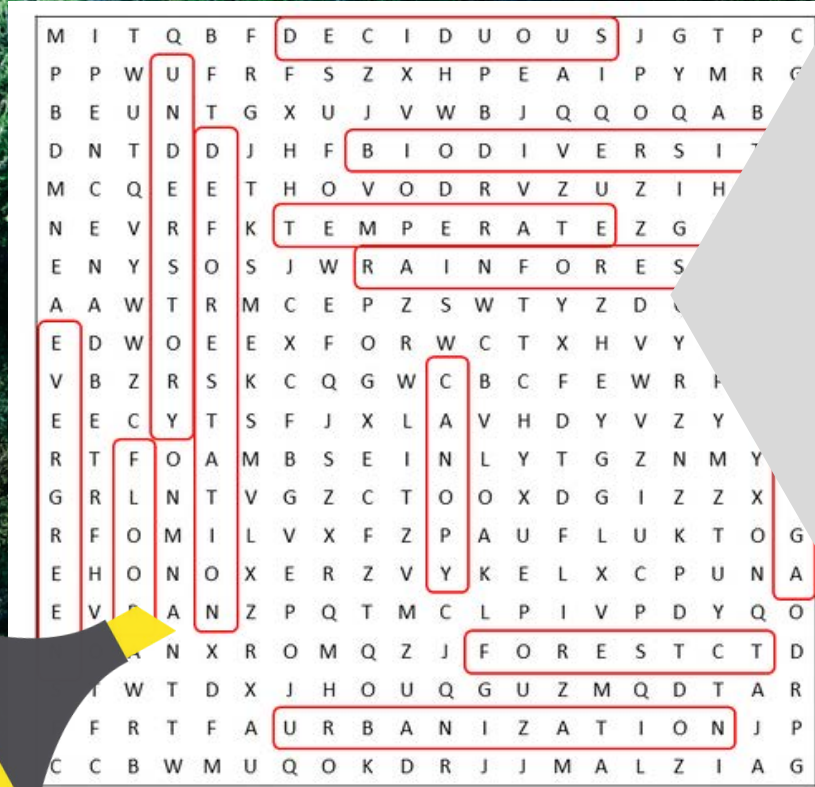
There are 2 versions plus answer keys.





floor	rainforest	taiga
evergreen	deciduous	urbanization
canopy	temperate	forest
deforestation	understory	biodiversity

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floor	rainforest	taiga
evergreen	deciduous	urbanization
canopy	temperate	forest
deforestation	understory	biodiversity

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There is also a word search to work with vocabulary. If your students cannot do a word search, have them highlight the circle words on the answer key.



## Forests

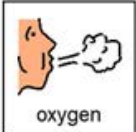
1. The main plants found in all forests are .

2. Forests have  main layers.

3. Forest are the  biome.

4. Forests provide the  we breathe.

5. The  in forests help keep the ecosystem balanced.



oxygen

3



trees



biodiversity



largest

## Taiga

1. The taiga are located in places that are very .

2. The taiga is the  of all the forests.

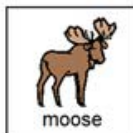
3. The taiga get very little .

4. There are mainly  trees in the taiga.

5.  live in the taiga.



evergreen



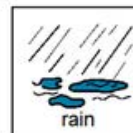
moose



cold

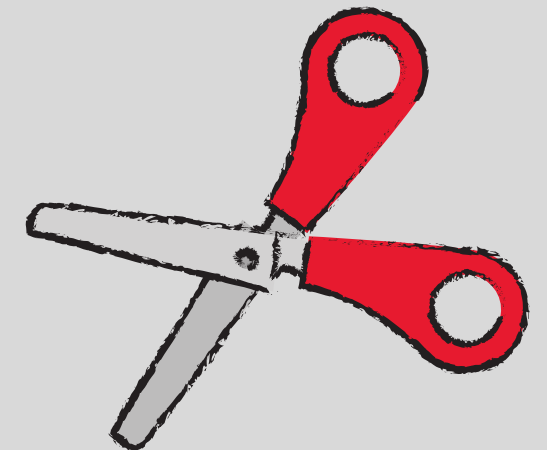


largest

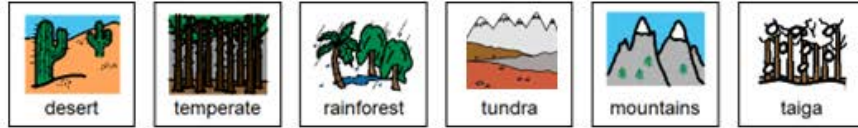


rain

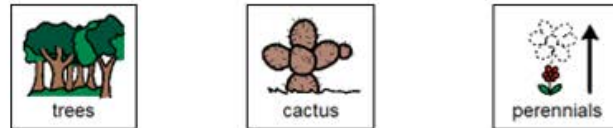
There are 3 fill-in-the-blank worksheets. These allow you to review and focus on one forest at a time.



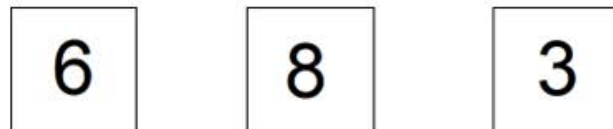
1. Circle the different types of forests:



2. What is the main plant found in all forests?



3. How many layers are there in the forest?



4. Both temperate and rainforests get a lot of what?



5. Which is the only forest that has 4 seasons?



There is a 10 question assessment.

There are 3 versions. This version has 10 questions with 3 picture choices for each question.

Answer key included.

Print onto cardstock or mount on index cards. Cut pictures apart and show student answer choices for each question.

Q 5



temperate

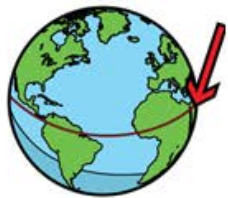


rainforest



taiga

Q 6



equator



North Pole



Antartica

With this version, you cut out the answer choices and glue them on index cards. Ask the student the question, and they point to the correct answer.

1. Circle the different types of forests:  
A. Desert      D. tundra  
B. Temperate    E. mountains  
C. Rainforest    F. taiga
2. What is the main plant found in all forests?  
A. Trees  
B. Cactus  
C. Perennials
3. How many layers are there in the forest?  
A. 6  
B. 8  
C. 3
4. Both temperate and rainforests get a lot of what?  
A. Wind  
B. Rain  
C. Drought
5. Which is the only forest that has 4 seasons?  
A. Temperate  
B. Rainforest  
C. Taiga
6. What are the rainforests located near?  
A. Equator  
B. North pole  
C. Antarctica

*This is your traditional multiple choice version. It can also be used as a recording sheet if your students are using the version with index cards.*

Listen to the  
book on the  
Forest  
Biome read  
aloud



*This unit also includes digital versions of the activities.*

*Students can watch a movie book version of the book rather than printing it out.*





rainforest



rainforest



taiga



taiga

Sort the characteristics of each forest into the correct column.



a lot of rain



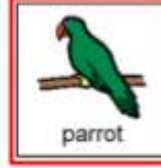
trees



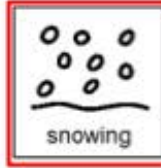
floor



dry



parrot



snowing



freezing



hot



near equator



canopy



understory

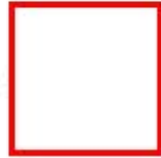


moose

Each activity is set up so students can click and drag answers. No typing is required.

## Rainforests

1. Rainforests are located near the



2. Rainforests are very



and

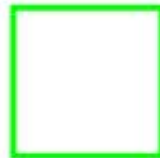


3. Rainforests get the most



of any of the forests.

4. There is more



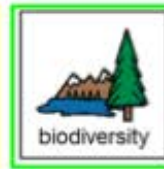
in rainforests than any other place.

5.

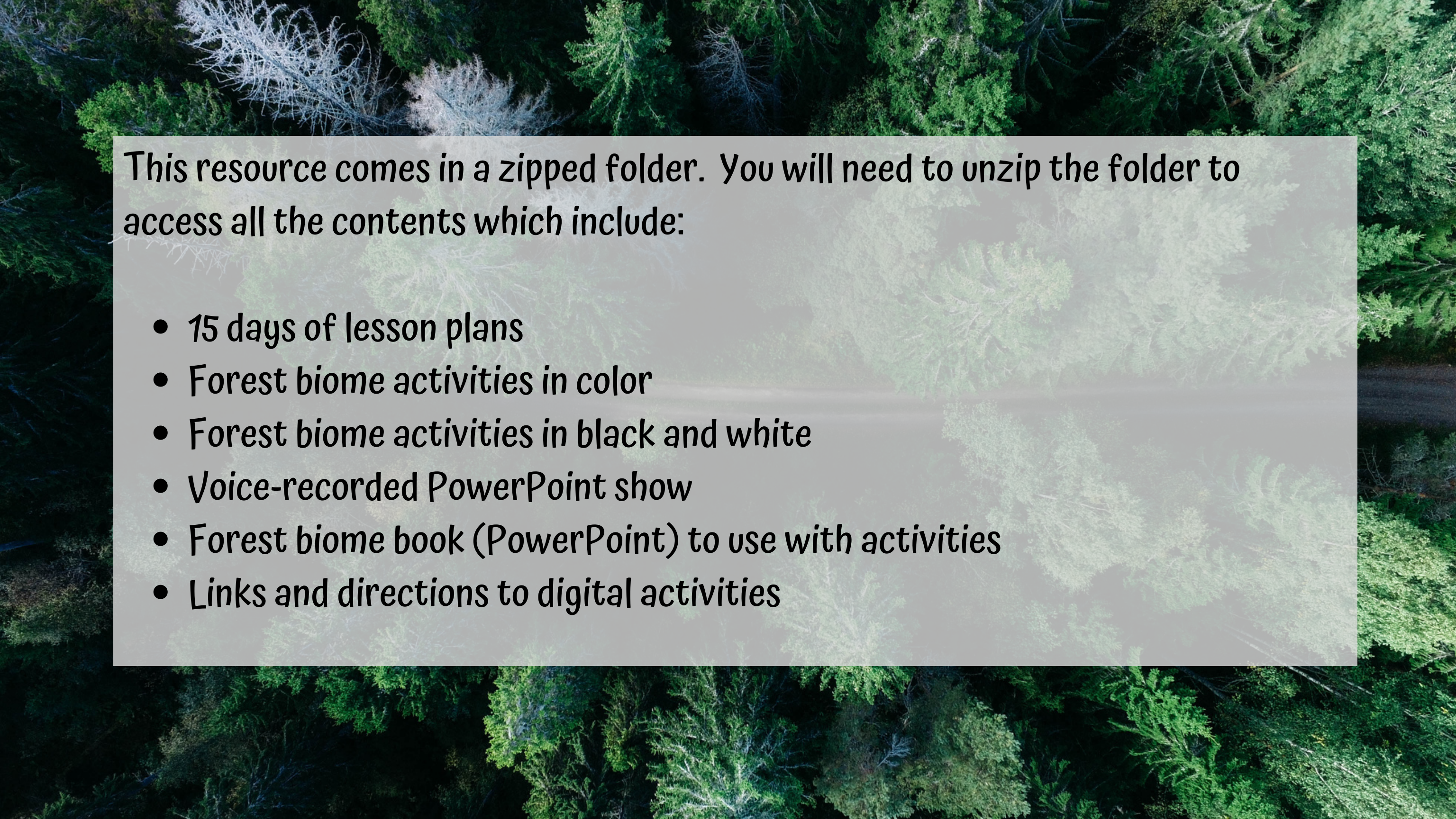


live in rainforests.

Choose the best picture to finish each sentence.



The second set of slides uses color for differentiation and extra support for students who may need it. Mix and match slides from both sets to make the perfect set for each student.

An aerial photograph of a dense forest, showing a mix of green and greyish-brown trees. A semi-transparent white rectangular box is centered over the image, containing text and a list of items.

***This resource comes in a zipped folder. You will need to unzip the folder to access all the contents which include:***

- ***15 days of lesson plans***
- ***Forest biome activities in color***
- ***Forest biome activities in black and white***
- ***Voice-recorded PowerPoint show***
- ***Forest biome book (PowerPoint) to use with activities***
- ***Links and directions to digital activities***

I also have a resource that is an overview of the 4 terrestrial biomes

- Forests
- Grasslands
- Desert
- Tundra

**CLICK HERE**



I also have a unit on Saltwater and Freshwater Ecosystems

**CLICK HERE**

