

# Where Birds and Monkeys Play: Rain Forest Animals

Grade Level: 1- 4

Content Areas: Music, Art, Life Science, Technology, and Language Arts

Time Frame: 90 minutes

## MATERIALS

[Where Birds and Monkeys Play](#) Book

Books, Magazines, and Web Resources About Rainforest Animals

Craft Materials for Reports

## OBJECTIVES

Students will:

- Identify features that help animals survive in their environment
- Write a research report and give an oral presentation about a rain forest animal

## VOCABULARY:

### Key vocabulary

Before reading, focus on vocabulary. Read the glossary words and their definitions.

**Adaptation** - The act or process of changing to better suit a situation

**Creatures** - Living beings

**Camouflage** - Coloring that helps animals hide in their natural surroundings

**Pounce** - To quickly jump on something and grab it

**Prey** - To hunt, catch and eat another animal

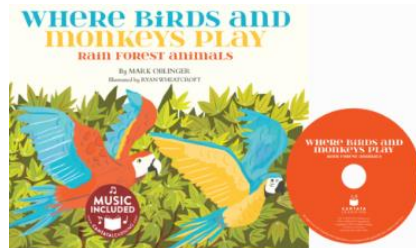
**Slithering** - Sliding along like a snake

**Species** - Animals, plants, or insects that are alike in certain ways

## FREE SONG

[Click here](#) to download or stream the Where Birds and Monkeys Play song.

Find other Cantata Learning songs and books at <http://www.cantatalearning.com>.



## PROCEDURES/ACTIVITIES

### Preparation:

Start this lesson by reading [Where Birds and Monkeys Play](#) with the class.

After you have read the book go over the vocabulary with the students and have them give some examples of the vocabulary words in a sentence. Some other words that you could focus on with students are food chain, carnivore, herbivore and adaptation. Put a special emphasis on adaptation features because the research report will require students to point out their animal's special adaptations.

Tell students that today they are going to be studying a specific rainforest animal of their choice and they are going to be writing a research report on the animal and then share their findings with the class. This activity could also be done in groups.

### Lesson Procedure:

1. Start by going around the room and asking each student to choose a rainforest animal. Make sure that no two students have the same animal. Ask the students to think of animals that have special adaptation features.
2. Have students use encyclopedias, magazines, books, and websites as reference materials to research their animal.
3. Tells students that their report must include an illustration of the animal as well as a written description of the animal's physical characteristics, behavior, adaptive features, habitat, and diet.
4. After the written reports are complete, have students present their findings to the class.
5. To wrap this lesson up ask students to answer the following questions:
  - Why do some animals shed their fur in summer and grow a thicker coat in winter?
  - Why do seals have flippers if they have the bone structure for hands like ours?
  - Why are a duck's feet webbed?

### **Technology Extension:**

As a technology extension, students can create their illustrations using the free digital tool Tux Paint. This can be used online or as an app.

Their written reports and illustrations can be brought together in a digital storytelling tool such as Buncee or FlipSnack. You could even video tape each child presenting their project and animal. The videos could be brought together on a Symbaloo to showcase every one of them...and to share with others.

### **Art Extension:**

The art teacher/department can support this project by collaborating with the teacher and librarian. The illustrations could be done in the art room too.

Student could also construct a rain forest in the library or classroom.

### **P.E. Extension:**

By using this song, you can get the students moving and singing. While listening to the music, have the students move and make noises like the animals do. You might even want to show them first so they can imitate the animals.

PebbleGO Animals would be a great digital resource for this project.

### **Standards:**

Common Core:

First Grade: CCSS.ELA-LITERACY.RI.1.10, CCSS.ELA-LITERACY.RF.1.1, CCSS.ELA-LITERACY.RF.1.3, CCSS.ELA-LITERACY.RF.1.4, CCSS.ELA-LITERACY.W.1.2, CCSS.ELA-LITERACY.W.1.7, CCSS.ELA-LITERACY.SL.1.1, CCSS.ELA-LITERACY.L.1.1

Second Grade: CCSS.ELA-LITERACY.RI.2.10, CCSS.ELA-LITERACY.RF.2.3, CCSS.ELA-LITERACY.RF.2.4, CCSS.ELA-LITERACY.W.2.2, CCSS.ELA-LITERACY.W.2.7, CCSS.ELA-LITERACY.W.2.8, CCSS.ELA-LITERACY.SL.2.1, CCSS.ELA-LITERACY.L.2.1

Third Grade: CCSS.ELA-LITERACY.RI.3.10, CCSS.ELA-LITERACY.RF.3.3, CCSS.ELA-LITERACY.RF.3.4, CCSS.ELA-LITERACY.W.3.2, CCSS.ELA-LITERACY.W.3.7, CCSS.ELA-LITERACY.W.3.8, CCSS.ELA-LITERACY.SL.3.1, CCSS.ELA-LITERACY.L.3.1

Fourth Grade: CCSS.ELA-LITERACY.RI.4.10, CCSS.ELA-LITERACY.RF.4.3, CCSS.ELA-LITERACY.RF.4.4, CCSS.ELA-LITERACY.W.4.2, CCSS.ELA-LITERACY.W.4.7, CCSS.ELA-LITERACY.W.4.9, CCSS.ELA-LITERACY.W.4.10, CCSS.ELA-LITERACY.SL.4.1, CCSS.ELA-LITERACY.L.4.1

Life Sciences:

Students will learn to understand how species depend on one another and on the environment for survival

Students will learn that an organism's patterns of behavior are related to the nature of that organism's environment

Students will learn that organization of simple food chains and food webs.

