

“A FOREST IN THE RAIN” ACTIVITIES

THEME: *Protecting the environment helps us to build an appreciation for the world we live in.*

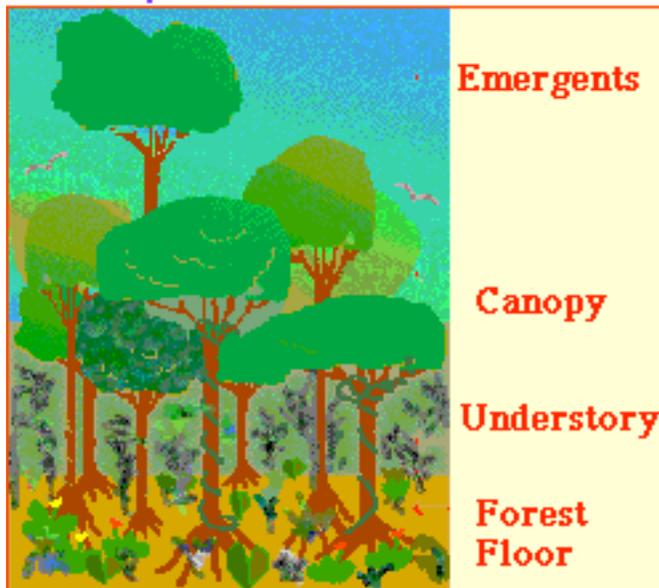
SOCIAL STUDIES: Ask students what a forest is (an area with many trees). Explain that rain forests differ from other forests. Rain forests are warm year-round and receive a great deal of rainfall. They also contain more types of trees and more kinds of animals than any other place on the earth. Many products people use, such as medicines, nuts and rubber, come from the rain forest. Point out the equator on the globe, and explain that most rain forests are near the equator.

Tell students that the rain forests are disappearing because people are clearing the land for homes, farming, or to retrieve the lumber. Have each group of students create a short skit that teaches people the importance of rain forests.



SCIENCE: On a large bulletin board, label the four layers of the rain forest:

Tropical Rainforest Strata



est: the **forest floor** at the bottom, the **mid layer/understory layer** in the middle, the **canopy** near the top, the **emergent layer** at the very top. As a class, research rain forest vegetation and create a rain forest scene on the bulletin board. Students may also draw the animals of the rain forest that they have found in their research and place them on the bulletin board in the appropriate layer where each animal can be found.

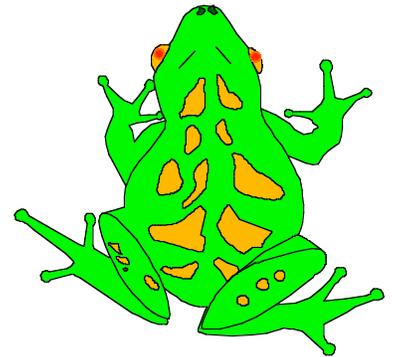
“A FOREST IN THE RAIN” ACTIVITIES (continued)

SCIENCE: Create a miniature rain forest (also known as a terrarium) with a plastic soda bottle, soil, plants and water. Take the clear plastic of the bottle out of the colored bottom, and then cut off the spout (this will be used as the cover). Now fill the dark plastic bottom with soil and small plants. After watering the plants, invert the clear plastic over this small garden so the plants will be covered. The cover will insure that the moisture stays in and will help keep the plants alive.



LANGUAGE ARTS: Ask students to discuss how they would create an ideal environment/habitat (i.e. food, water, space, shelter) for various animals. Remind them that, like people, animals like to be comfortable, although what they need for comfort may not appeal to us. What would they include in an ideal environment for themselves?

LANGUAGE ARTS/DRAMATIZATION: Ask students what kinds of animal wildlife are common to their area and list their answers on chart paper. Make a second list of animals that are common to a tropical rain forest. Discuss the similarities (need for food, shelter and climate) and the differences in the animals on the two lists. Students can play a guessing game by having one student pantomime the actions of one of the animals listed and letting the others guess which animal is being dramatized.



RELATED LITERATURE:

Jungle Is My Home / L. Fischetto

Rain Forest / H. Cowcher

At Home In The Rain Forest / D. Willow

Rain Forest Secrets / A. Dorros

Wonders of the Rain Forest / J. Craig

Rain Forest Animals / M. Chinery

Amazing Tropical Birds / G. Legg

Tropical Rain Forests / J. Hamilton

Tropical Rainforests Around the World / E. Landau

The Great Kapok Tree: A Tale of the Amazon Rain Forest / L. Cherry