To introduce the rainforest to your students, fill up several brown paper bags for each table or small groups with the following items: a rubber band, a tea bag, a lemon, a banana, a Hershey’s Kiss®, bubble gum, a cinnamon stick and stickers. Let the students take the items out of the bag and discuss them, and have students record their ideas on paper. Then open up a discussion to talk about what all of the items have in common.
Do you know the rainforest is also the world's largest treasure chest? Look at the list of things that come from the rainforests. Put a check mark next to each thing that is found in your home. As an additional activity, graph out the ten most common items as a class.

WOODS
Look at furniture, floors, doors, toys, cabinets and models
❑ balsa
❑ mahogany
❑ rosewood

FOOD PRODUCTS
❑ avocado
❑ banana
❑ Brazil nuts
❑ cashew nuts
❑ coconuts
❑ coffee
❑ cola
❑ grapefruit
❑ guava
❑ heart of palm
❑ lemon
❑ lime
❑ macadamia nuts
❑ mango
❑ orange
❑ papaya
❑ passion fruit
❑ pepper
❑ pineapple
❑ plantain
❑ tangerine
❑ tapioca
❑ tea

HOUSEPLANTS
❑ African violet
❑ begonia
❑ bird's nest fern
❑ bromeliad
❑ Christmas cactus
❑ corn plant
❑ dieffenbachia
❑ fiddle-leaf fig
❑ orchid
❑ philodendron
❑ rubber plant
❑ snake plant
❑ umbrella tree
❑ zebra plant

OILS
Look in medicines, insect repellents, suntan lotions, soaps, candles, snack foods and perfumes
❑ camphor
❑ coconut
❑ lime
❑ palm
❑ rosewood
❑ sandalwood

SPICES AND FLAVORS
❑ allspice
❑ black pepper
❑ cardamom
❑ cayenne
❑ chili pepper
❑ chocolate or cocoa
❑ cinnamon
❑ cloves
❑ ginger
❑ nutmeg
❑ paprika
❑ turmeric
❑ vanilla

GUMS AND RESINS
❑ chicle
❑ rubber

“Activity #2
TREASURES FROM THE RAINFOREST”
ACTIVITY #3
CREATE YOUR OWN GLOSSARY

Choose ten words from the following list and create a glossary. Use resources at the library or the internet. State the sources.

<table>
<thead>
<tr>
<th>WORD</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
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<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
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<tr>
<td>5.</td>
<td></td>
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<tr>
<td>6.</td>
<td></td>
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<tr>
<td>7.</td>
<td></td>
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<tr>
<td>8.</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td></td>
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<tr>
<td>10.</td>
<td></td>
</tr>
</tbody>
</table>

“Giant bamboo plants can grow up to nine inches a day.”
“There are native tribes who have lived in the rainforest for thousands of years without causing any long-term damage.”

**ACTIVITY #4 WORD SEARCH**

Search for the words listed below. Words can go up and down or across.

- IPECAC
- CANOPY
- SHAMAN
- UNDERSTORY
- SLOTH
- EMERGENT
- TOUCAN
- EQUATOR
- ETHNOBOTANIST
- ECOSYSTEM
- ECOTHUMB
- ENDANGERED
- SLASH
- BURN
- INDIGENOUS
- ARBOREAL
- TOPSOIL
- SURINAME
- ACT
- TRIBES
- EPiphyte
- SPECIES
- NUTRIENTS
- ENVIRONMENT
- CLIMATE
- TROPICS

**Word Search Grid**

```
C D A F P I G E I N D I G E N O U S P M
A R B O R E A L P K O E Z S R E J R K C
N N H F S H I J E A I M E Q U A T O R L R
O G C G L F F T P S E T L N Q M O I Q L
P R H M A C A W A D A O P E F A C T Z M
Y E B I S N G D C O R U P Y E Z U T L A
E U W D H V C X A T B C U D Z O Z A B T
E N V I R O N M R N T A C M U H L C S E
A B Z D E U F B G N K N U T R I E N T S
M A E C O T H U M B H J V S P E C I E S
T F M I V X U R E A M J E N E S T H
O M E I O N C H O P K Q W R A S N U A Y
P L R E T H N O B O T A N I S T D R B O
S K G H I J F B V N E N C D E T A I U S
O T E C O S Y S T E M U O W I W N N O L
I Y N S X R D T E Q A P V P M V G A N O
L K T U L N S J W E P I P H Y T E M H T
G A M U N D E R S T O R Y G U R E G H
M K V W C H E V J Q R S T R I B E S T R
T I T R O P I C S U P T L O O F X D Y E X
```
“The Amazon gets nine feet of rain every year.”

**ACTIVITY #5**

**RAINFOREST IN A JAR**

Collect the following items to create a rainforest in a jar:
Large round jar with a lid, a large spoon, soil or compost, gravel, small plants and water.

Put a layer of gravel at the bottom of the jar, and add three to four inches of soil or compost. Plant the smallest plant you have first. Poke a hole in the soil and put the roots of the plant in the hole. Fill the hole around the roots with dirt, then repeat with other plants.

Lightly water plants and put the lid on the jar. Keep the jar in a warm place out of direct sunlight.
“There are at least 80 different species of monkeys in the rainforest; one is so tiny that it can fit in a teacup.”

**ACTIVITY #6 PUZZLE**

Cut out the pieces and glue them down to make a rainforest picture.
ACTIVITY #7
WORLD RAINFOREST MAP

“The rainforests around the world are in a wide band near the equator.”

QUESTION #1
Which continent does not have any rainforest?

QUESTION #2
Which continent has a rainforest north of the Tropic of Cancer?
On the map, label the following in the boxes: equator, North America, South America, Africa, Asia, Europe, Australia, Antarctica, Pacific Ocean, Atlantic Ocean, Indian Ocean and the Arctic Ocean.

See where the rainforests are located, then answer the questions below. Use resources at the library or the Internet. State the sources.

QUESTION #3
If you traveled east from the Amazon rainforest in South America, which continent would be the first one you reach that has a rainforest?

QUESTION #4
How many continents have rainforests?

QUESTION #5
Which continent has over half of the world’s rainforest?
ACTIVITY #8
RAINFALL GRAPH

Research how much rainfall there is annually in each location (see list on graph below). Complete the graph. Please state the sources.
Research the layers of the rainforest and fill a description for each layer. Remember to include details. Please state the sources.

EMERGENT TREES
FOREST FLOOR
UNDERSTORY
CANOPY
Write a report about an animal that lives in the rainforest. Include the following information: family it belongs to, what it looks like, habitats, what it eats, which layer it lives in, if it is endangered, its enemies and any other interesting facts—and why we should be concerned about the future of this animal. Please state the sources.
Rainforests can be found on every continent except Antarctica. They can be found in Central America, South America, Africa, Southern Asia and Australia. Compare the animal families that live in the different rainforests to see if any species can be found in more than one rainforest. Please state the sources.

<table>
<thead>
<tr>
<th>Central America</th>
<th>Amazon</th>
<th>Africa</th>
<th>South Asia</th>
<th>Australia</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mammals</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reptiles</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Amphibians</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Birds</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Insects</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
We experience our world through sensory imagery. Good writers use their five senses (sight, sound, smell, taste and touch). Think about what it might be like to be an animal in the rainforest, or a tree, or a child in a tribe. Choose one of these options and write a story from that perspective using good word choice and sensory imagery.
ACTIVITY #13
THE OTTO TREE

Trying to visualize a tree that is 225 feet tall is pretty hard. This activity will make imagining that possible.

Have each student cut a five-foot long string. Then take students to the gym or outside. Bring a tape measure and two markers such as cones or small empty trash cans.

Have students lay the strings end-to-end in a line. Place the marker at one end. Ask students, “How many feet of string do we have?” (answer: 25)

Now, have students mark spot where the string ends, leaving the original marker in its place. Then have them take the five strings end-to-end out 25 more feet. Repeat this seven more times and place the second cone at the new endpoint.

Explain to students that the canopy is about 150 feet above ground, and have students use a tape measure to mark this spot. Discuss what lives in this layer. Then, have two students measure 30 feet from the original marker; explain that this is the understory. Discuss what lives in the understory.

Other fun related activities:
• Have students try to guess how long it would take to walk from one end to the other. Select one student to walk from one end to the other, then have the class count together and see who was the closest.
• Encourage children to discuss it in related terms. For example, how many stories of an office building would that be?

The Otto tree is usually 12 feet in diameter. Have the class hold hands in a circle and estimate that; then, actually measure the formed circle. Have students calculate the circumference of the tree.
Indigenous people have lived in the rainforest for thousands of years. Many of these groups live their daily lives differently than we do.

Research one of the tribes below.

Include topics like food, education, leisure, lessons from ancestors, jobs, shelter, specialty, holidays, etc. Please include your source in the assignment.
**Activity #15  World Jobs**

Discuss how jobs in the rainforest are different than jobs where you live. Fill in the sheet below.

**How Does Where You Live Affect Jobs?**

<table>
<thead>
<tr>
<th>Your Home</th>
<th>Amazon Rainforest</th>
</tr>
</thead>
<tbody>
<tr>
<td>Father</td>
<td></td>
</tr>
<tr>
<td>Mother</td>
<td></td>
</tr>
<tr>
<td>Son</td>
<td></td>
</tr>
<tr>
<td>Daughter</td>
<td></td>
</tr>
<tr>
<td>Grandparents</td>
<td></td>
</tr>
</tbody>
</table>

If you lived in the rainforest, what job would you want to do?

<table>
<thead>
<tr>
<th>Job</th>
<th></th>
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<tbody>
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<td></td>
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</tr>
</tbody>
</table>
ACTIVITY #16
CROSSWORD

Fill in the crossword puzzle below using the clues.

DOWN
1. An ecological community together with its environment, functioning as a unit.
2. This has beautiful blue wings with black around the edges and will fly above the treetops warming itself in the sun. (2 words)
4. This animal lives high in the rainforest going from tree to tree. If it loses a tail, it grows a new one. (2 words)
6. Originating or living naturally in an area or environment.
7. The tallest trees live in this layer. They can tower as much as 200 feet high.
8. A species present in such small numbers or whose numbers are decreasing so quickly that it is at risk of extinction.
10. This beautiful flower grows up high in trees and uses its long roots to soak up moisture from the air.

ACROSS
3. There are more than 100 kinds of this species. They are bright in color and their skin contains poison. (3 words)
5. A dense evergreen forest occupying a tropical region with an annual rainfall of at least 2.5 meters.
11. This brightly colored bird uses its beak to collect fruits and berries.
12. Delicious fruit that grows in bunches can be found on this tree. (2 words)
13. This animal will hang in a tree for hours, wrapping itself around the tree trunk or hanging upside down.
14. This unusual insect hides in flowers and its arms make it look like it is praying. (2 words)

For the crossword puzzle answers, visit the website at www.amazonteam.org.
ACTIVITY #17

CREATIVE ESSAY

Read a book of your choice about the rainforest. Create a mobile or story cube highlighting the important facts you learned in the book. Use illustrations and words to express your ideas.

Draw your own pictures or locate some in magazines. Cut and paste them on lightweight cardboard for your mobile or story cube.

BOOK: ______________________________________________

MOBILE

STORY CUBE
ACTIVITY #18  CREATE A POEM

Write an acrostic poem about the rainforest. Each sentence should begin with the letter on the left.

______________________________

______________________________

______________________________

______________________________

______________________________

______________________________

______________________________

______________________________
ACTIVITY #19
INTO THE FUTURE

Have students break up into small groups. Provide construction paper, markers, scissors and basic art supplies. Have the students discuss what kind of product they would make to help preserve the planet. Have students list out why their product would help the earth and rainforest as well as draw or design a picture or prototype of their product. Students should elect one person to get up in front of the class and discuss their product. Have students vote on which product would be the best.
Climb to the top of the rainforest by answering each math problem.

3 + 3 + 3 = ______ number of feet of rain in the Amazon each year.

20 + 10 + 5 + 5 = ______ number of different kinds of toucans.

(100 x 10) + 100 = ______ estimated number of tributaries flowing into the Amazon River.

5 x 4 + 60 = ______ different species of monkeys in the rainforest.

1 + 0 = ______ amount of people it takes to make a difference!

622 - 100 = ______ % estimated % of rainforest covering the Earth today.

1431 - 100 = ______ % estimated % of rainforest that once covered the Earth.

200 ÷ 2 + 37 = ______
Estimated number of plants, animals and insects we are losing every day.

6000 ÷ 2 = ______ number of fruits in all rainforests.
(Only 200 in use today!)

6000 ÷ 2 = ______ number of fruits in all rainforests.
(Only 200 in use today!)

5 x 4 + 60 = ______ different species of monkeys in the rainforest.

1 + 0 = ______ amount of people it takes to make a difference!
Read the book *The Shaman's Apprentice* to your students. Have students answer question number one before reading the book.

1. What questions might you have before reading *The Shaman's Apprentice*?

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

2. What changes took place when the people from the outside world came to the Trio village?

   **POSITIVE**
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

   **NEGATIVE**
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

3. Who do you think was the most important character in this book and why?

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

4. What lessons can be learned from this story?

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

5. How did this story affect your opinion of the rainforest people?

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
“The Amazon gets nine feet of rain every year.”

ACTIVITY #22
WHAT IF...?

Every year an area of rainforest the size of Illinois is lost. In your group, record what would happen if all the rainforests were destroyed. Have students come together as a class and share ideas. Brainstorm on what they can do to help save the rainforest (e.g., collect change, conserve, make posters, read books).
“It is believed that one hectare (2.47 acres) of rainforest can contain over 750 types of trees and 1500 species of higher plants.”

**ACTIVITY #23  DESIGN-A-SHIRT**

Design a t-shirt that delivers the message of saving the rainforest. Remember to include a catchy saying. Be creative with the art.