



Play. Plant. Grow.
Selby Gardens Rainforest Field Studies K – 2

Content Activities:

Reading/Writing
Math
Science
Art

Curriculum Guide Titles

Kindergarten: What Lives in the Rainforest?

1st Grade: Recording the Rainforest

2nd Grade: Observing the Rainforest

Sources:

- <http://lessonplanspage.com/ssmdrainforestunitk-htm/>
- <http://www.cpalms.org/RESOURCES/URLresourcebar.aspx?ResourceID=1p78uHYRwcQ=>
- <http://www.brainpopjr.com/science/land/soil/grownups.weml>
- <http://www.cpalms.org/Resources/PublicPreviewResource13394.aspx>
- http://www.abcteach.com/free/m/memorygame_rainforest_animals.pdf
- <http://www.ourbestbites.com/2012/02/how-to-make-muffin-tin-crayons-and-a-printable/>
- https://www.google.com/search?q=basic+leaf+shapes&source=lnms&tbn=isch&sa=X&ei=Z5PIUZWDMo6K9ASGrlC4Cg&ved=0CAkQ_AUoAQ&biw=1366&bih=643#tbn=isch&sa=1&q=basic+leaf+shapes&oq=basic+leaf+shap&gs_l=img.3..0.17420.17420.2.17657.1.1.0.0.0.0.73.73.1.1.0...0.0...1c.1.17.img.vKYTMcgncjl&bav=on.2,or.r_qf.&bvm=bv.48293060,d.eWU&fp=ab5a299b85229736&biw=1366&bih=643

Resources (literature):

- A Rainforest Habitat by Molly Aloian
- From Seed to Plant by Gail Gibbons
- How a Seed Grows by Helen J Jordan
- Rain by Robert Kalan
- The Leaf Men by William Joyce
- The Rainforest Grew All Around by Susan K. Mitchell
- Way Up High in a Tall Green Tree by Jan Peck and Valerie Petrone
- Weather Words and What They Mean by Gail Gibbons

Play. Plant. Grow.
Selby Gardens Rainforest Field Studies K – 2
Kindergarten: What Lives in the Rainforest?

- *Amazing Animals and Plants*
- *Rainforest Recipe Ingredients*
- *Irreplaceable Roles of Plants in our Lives & in Our World*

Kindergarten NGSSS Benchmarks/IFC

Big Idea #1: The Practice of Science

[SC.K.N.1.1](#) Collaborate with a partner to collect information.

[SC.K.N.1.2](#) Make observations of the natural world and know that they are descriptors collected using the five senses.

[SC.K.N.1.3](#) Keep records as appropriate of investigations conducted.

[SC.K.N.1.4](#) Observe and create a visual representation of an object which includes its major features.

[SC.K.N.1.5](#) Recognize that learning can come from careful observations.

[SC.K.L.14.1](#) Recognize the five senses and related body parts.

[SC.K.P.8.1](#) Sort objects by observable properties, such as size, shape, color, temperature (hot or cold), weight (heavy or light) and texture.

Fusion Connections: Unit 1- Lessons 1, 2, 3

Big Idea #14: Organization & Development of Living Organisms

[SC.K.L.14.2](#) Recognize that some books and other media portray animals and plants with characteristics and behaviors they do not have in real life.

[SC.K.L.14.3](#) Observe plants and animals, describe how they are alike and how they are different in the way they look and in the things they do.

Fusion Connections: Unit 2- Lessons 4, 5, 6, 7, 8

[SC.K.L.14.3](#) Observe plants and animals, describe how they are alike and how they are different in the way they look and in the things they do.

Fusion Connections: Unit 3- Lessons 9, 10, 11, 12

Common Core standards are listed in each lesson where it says CCSS.

Kindergarten: What Lives in the Rainforest?

Tree-mendous Selby Vocabulary

canopy layer- The third layer of the rainforest that forms the roof, many plants and animals live here and there is a lot of sunlight.

emergent layer- The top, tallest layer of the rainforest that has the most sunlight. There are many more plants than animals in this layer.

forest floor- The first layer of the rainforest; there is almost no sun and very few plants and animals live here.

graph- To turn information into a picture as a way to better understand the material.

habitat - The place or environment where a plant or animal naturally or normally lives and grows.

stem- The main trunk of plant that supports the plant and helps it get the food and water it needs.

track- To gather information on a regular basis, such as once a day or once a week.

understory layer- The second layer of the rainforest, many animals live here although there is little sunshine.

Kindergarten: What Lives in the Rainforest?

Pre Visit Activity: Singin' in the Rain-forest

Objective

Students will:

- Understand that rain forests have four distinct layers: forest floor, understory, canopy and emergent
- Study the different animals and plants that live in each layer.
- Create a class mural showcasing the distinguishing features of each layer in the rain forest

NGSS:

[SC.K.L.14.3](#) Observe plants and animals, describe how they are alike and how they are different in the way they look and in the things they do.

CCSS: LACC.K.SL.1.1, LACC.K.W.3.8, LACC.K.SL.2.6

Materials:

- "Layers of the Rainforest" song on the ActivBoard with vocabulary words highlighted
- Internet access from the website <http://lessonplanspage.com/ssmdrainforestunitk-htm/>

Vocabulary: *habitat, forest floor, understory, canopy, emergent*

Procedure:

1. Introduce key vocabulary: *habitat, emergent layer, canopy layer, understory layer, forest floor*.
2. Have students read the "Layers of the Rainforest" song as a whole group first. (This can be done in one sitting or many sittings depending on the needs of the class).
3. Ask the students to think of animals and plants that live in the different layers.
4. Sing the song 3-5 times as a whole group. Ask students to help create light movements to accompany song. This can also be sung every day as a way to review the name of the layers as they are studied.

Extension:

5. Pass out a set of animal cards for each student to color and cut. Students can work in small groups to classify the animals by the appropriate layer of rainforest. The rainforest cards are from http://www.abcteach.com/free/m/memorygame_rainforest_animals.pdf

Note: to extend learning and connect this game to Selby Gardens, have students create plant cards as well (i.e.: bromeliad, orchid, fern, and vines).

6. Read the book [The Rainforest Grew All Around](#) by Susan K. Mitchell. Although written as a book, this is actually a song. Compare and contrast the lyrics to the songs "Layers of the Rainforest" with "The Rainforest Grew All Around", as well as the animals in each song.

Kindergarten: What Lives in the Rainforest?

Pre Visit Activity: Fiction in the (rain) Forest

Objective

Students will classify animals based on their habitat.

NGSS:

[SC.K.L.14.2](#) Recognize that some books and other media portray animals and plants with characteristics and behaviors they do not have in real life.

[SC.K.L.14.3](#) Observe plants and animals, describe how they are alike and how they are different in the way they look and in the things they do.

CCSS: LACC.K.RI.4.10, LACC.K.W.3.8, MACC.K.MD.2.3

Materials:

- Picture cards of animals that live in the rainforest from the website http://www.abcteach.com/free/m/memorygame_rainforest_animals.pdf
Note: to extend learning and connect this game to Selby Gardens, have students can create plant cards as well (i.e.: bromeliad, orchid, fern, and vines).
- Copy of the book Way Up High in a Tall Green Tree by Jan Peck and Valerie Petrone
- 2 column chart on ActivBoard for whole group use

Vocabulary: habitat, classify

Procedure:

1. The teacher will read the story aloud to students, asking comprehension stories throughout the reading with a focus on identifying fiction and non-fiction components.
2. Using animal (and plant) picture cards, the class will classify animals into two categories: “lives in the rainforest” and “does not live in the rainforest”.

Extension:

1. Break the students into small groups and give them 3 more pictures. Have the students classify the three animals (and/or plants) into the same two groups as before.
2. Each student should choose one animal/plant from the diagram. The student should write one complete sentence telling why this animal/plant lives in its habitat. Example: “A polar bear does not live in the rainforest because a rain forest is not cold.”

Kindergarten: What Lives in the Rainforest?

Post Visit Activity: Plotting Our Plants

Objective: Students will track the growth of plants

NGSSS:

[SC.K.N.1.1](#) Collaborate with a partner to collect information.

[SC.K.N.1.2](#) Make observations of the natural world and know that they are descriptors collected using the five senses.

[SC.K.N.1.3](#) Keep records as appropriate of investigations conducted.

[SC.K.N.1.4](#) Observe and create a visual representation of an object which includes its major features.

CCSS: MACC.K.MD.2.3, MACC.K.MD.1.2,

Materials: internet access to CPALMS website, individual plants that grown quickly, plastic straws, tracking paper, pencil, scissors

CPALMS website: <http://www.cpalms.org/RESOURCES/URLresourcebar.aspx?ResourceID=1p78uHYRwcQ=>

Vocabulary: graph, track, stem

Procedure:

1. Each student (or group of students) have their own plant to track. Each week, students will use a straw to measure the height of their plants.
2. After cutting the straws to show the height of their plant, students will glue the straws on the paper to make a graph.
3. Discuss the trends that impacted plant growth, such as the weather.

Extension:

1. Students use the data to make other graphs, such as line graphs, bar graphs, etc.
2. Students will write a sentence to draw a conclusion, telling what influences helped or hurt their plant's growth.
3. Read aloud the book [From Seed to Plant](#) by Gail Gibbons. Students should list the stages of growth they noticed using terms from the book.

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Selby Gardens Rainforest Field Studies K – 2

1st Grade: Recording the Rainforest

- *Biodiversity of the Rainforest,*
- *Physical Characteristics of the Rainforest,*
- *Irreplaceable Roles of Plants in our Lives & in Our World*

1st grade NGSSS Benchmarks/IFC

Big Idea #1: The Practice of Science

[SC.1.N.1.1](#) Raise questions about the natural world, investigate them in team through free exploration, and generate appropriate explanations based on those explorations.

[SC.1.N.1.2](#) Using the five senses as tools, make careful observations, describe objects in terms of number, shape, texture, size, weight, color, and motion, and compare their observations with others.

[SC.1.N.1.3](#) Keep records as appropriate – such as pictorial and written records of investigations conducted.

[SC.1.N.1.4](#) Ask “how do you know?” in appropriate situations.

Fusion Connections: Unit 1- Lessons 1, 2, 3, 4, 5

Big Idea #6: Earth Structures

[SC.1.E.6.1](#) Recognize that water, rocks, soil, and living organisms are found on Earth’s surface.

[SC.1.E.6.2](#) Describe the need for water and how to be safe around water.

[SC.1.E.6.3](#) Recognize that some things in the world around us happen fast and some happen slowly.

Fusion Connections: Unit 3- Lessons 1, 2, 3, 4

Big Idea #14: Organization & Development of Living Organisms

[SC.1.L.14.1](#) Make observations of living things and their environment using the five senses.

[SC.1.L.14.2](#) Identify the major parts of plants, including stem, roots, leaves, and flowers.

[SC.1.L.14.3](#) Differentiate between living and nonliving things.

Fusion Connections: Unit 1- Lessons 1, 2, 3, 4, 5

Big Idea #16: Heredity and Reproduction

[SC.1.L.16.1](#) Make observations that plants and animals closely resemble their parents, but variations exist among individuals within a population.

Fusion Connections: Unit 7- Lessons 1, 2

Big Idea #17: Interdependence

[SC.1.L.17.1](#) Through observation, recognize that all plants and animals, including humans, need the basic necessities of air, water, food, and space.

Fusion Connections: Unit 8- Lessons 1, 2, 3

1st Grade: Recording the Rainforest

Tree-mendous Selby Vocabulary

flowers- The part of a plant that blossoms

habitat- The place or environment where a plant or animal naturally or normally lives and grows.

leaves- A part of a plant the opens outward to absorb precipitation and sunlight

precipitation- Any form of water that falls from the sky, such as rain or snow

record- To write something down

roots- The part of a plant that is usually underground, provides support and helps absorb food and water from the ground

stem- The main trunk of a plant that offers support and helps move food and water from the roots to the top

1st Grade: Recording the Rainforest

Pre Visit Activity: Recording the Rain

Objective

Students will observe and record rain in their area and discuss the importance and uses of rain.

NGSS:

[SC.1.N.1.2](#) Using the five senses as tools, make careful observations, describe objects in terms of number, shape, texture, size, weight, color, and motion, and compare their observations with others.

[SC.1.N.1.3](#) Keep records as appropriate – such as pictorial and written records of investigations conducted.

[SC.1.N.1.4](#) Ask “how do you know?” in appropriate situations.

[SC.1.E.6.2](#) Describe the need for water and how to be safe around water.

[SC.1.L.17.1](#) Through observation, recognize that all plants and animals, including humans, need the basic necessities of air, water, food, and space.

CCSS: [MACC.1.MD.1.2](#); [MACC.1.MD.3.4](#), [LACC.1.W.3.8](#)

Materials:

Vocabulary: *precipitation, record, measure*

Procedure:

1. Prior to the lesson, choose a location for the rain gauge. Be sure to choose a place in which the gauge can remain for at least one week (or longer if you desire). Show students this gauge and discuss why this location was chosen.
2. Each day, travel as a whole group to the rain gauge. Students should record this measurement on their recording sheet. (Suggestion: the optimum time frame for this activity is January through April and July through October).
3. Discuss trends noticed, such as abundance or lack of rain and the impact of this trend on the plants in the area.

Extension:

1. Use the data collected to make graphs (line, bar, etc).
2. Pair up with a class from another school/state/country to compare their findings from a similar experiment.
3. Read the book Rain by Robert Kalan. Students can sequence events from the story based on their knowledge of rain.

1st Grade: Recording the Rainforest

Pre Visit Activity: Leaf Rubbings

Objective

Students will identify the major parts of a plant.

NGSS:

[SC.1.L.14.1](#) Make observations of living things and their environment using the five senses.

[SC.1.L.14.2](#) Identify the major parts of plants, including stem, roots, leaves, and flowers.

[SC.1.L.14.3](#) Differentiate between living and nonliving things.

CC: [LACC.1.SL.1.1](#), [LACC.1.SL.2.5](#)

Materials:

- Blank copy paper, at least one sheet per student, folded in half
- Crayons (flat are best – can melt old crayons in muffin tin) <http://www.ourbestbites.com/2012/02/how-to-make-muffin-tin-crayons-and-a-printable/>
- Access to an outdoor area in which students can pick leaves/plants freely and safely
- Clipboards (one per student)

Vocabulary: *Stem, roots, leaves, flowers*

Procedure:

1. Prior to the lesson, complete a few rubbings to use as examples. Be sure to include rubbings of plants with a stem, roots, leaves and flowers. Place leaf in the middle of a piece of paper folded in half, rub paper with flat crayon to reveal the leaf's texture.
2. Once students have viewed and discussed the examples, go outside to collect plants for the rubbings.
3. Bring plants inside to complete the rubbings.
4. Once the rubbings are complete have students label the parts of the plants in their picture.
5. Discuss that all plants have these basic parts, even plants from the rainforest. Here are some basic leaf shapes that could be used during the discussion:
https://www.google.com/search?q=basic+leaf+shapes&source=lnms&tbm=isch&sa=X&ei=Z5PIUZWDMo6K9ASGrlC4Cg&ved=0CAkQ_AUoAQ&biw=1366&bih=643#tbm=isch&sa=1&q=basic+leaf+shapes&oq=basic+leaf+shapes&gs_l=img.3..0.17420.17420.2.17657.1.1.0.0.0.73.73.1.1.0...0.0...1c.1.17.img.vKYTMcgncjl&bav=on.2,or.r_qf.&bvm=bv.48293060,d.eWU&fp=ab5a299b85229736&biw=1366&bih=643

Extension:

6. Students cover the labels on their pictures with post-its and trade with a partner to quiz each other on plant parts.
7. Students will complete a writing telling how the plant they chose is special.
8. Read aloud the story [The Leaf Men](#) by William Joyce. Using the text and knowledge of leaves, compare a leaf to the old woman in the story.

1st Grade: Recording the Rainforest

Post Visit Activity: Habitats at Home

Objective

Students will identify animals and their habitats at their school site.

NGSSS:

[SC.1.L.14.1](#) Make observations of living things and their environment using the five senses.

[SC.1.L.16.1](#) Make observations that plants and animals closely resemble their parents, but variations exist among individuals within a population.

[SC.1.L.17.1](#) Through observation, recognize that all plants and animals, including humans, need the basic necessities of air, water, food, and space.

CCSS: LACC.1.W.3.8, LACC.1.W.3.7

Materials:

- Recording sheet
- Pencil
- Outdoor area that students can freely and safely observe animals at their school site.
- [A Rainforest Habitat](#) by Molly Aloian

Vocabulary: *habitat*

Procedure:

1. Read aloud the book [A Rainforest Habitat](#) by Molly Aloian.
2. Discuss with students some plants and animals they observed while visiting the rainforest habitat.
3. Brainstorm some habitats close to their school and animals that may live there.
4. Pass out the materials to each student.
5. Go outside and allow students to record the plants and animals they observe, as well as the habitats observed.
6. As a whole group, compare and contrast the plants and animals observed at school with the animals observed on the rainforest trip.

Extension:

7. Discuss the similarities and differences between any young and grown animals observed while outside.

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Selby Gardens Rainforest Field Studies K – 2
2nd Grade: Observing the Rainforest

- *Biodiversity of the Rainforest,*
- *Physical Characteristics of the Rainforest,*
- *Irreplaceable Roles of Plants in our Lives & in Our World*

2nd grade NGSSS Benchmarks/IFC

Big Idea #1: The Practice of Science

[SC.2.N.1.1](#) Raise questions about the natural world, investigate them in teams through free exploration and systematic observations, and generate appropriate explanations based on those explorations.

[SC.2.N.1.2](#) Compare the observations made by different groups using the same tools.

[SC.2.N.1.3](#) Ask "how do you know?" in appropriate situations and attempt reasonable answers when asked the same question by others.

[SC.2.N.1.4](#) Explain how particular scientific investigations should yield similar conclusion when repeated.

[SC.2.N.1.5](#) Distinguish between empirical observation (what you see, hear, feel, smell, or taste) and ideas or inferences (what you think).

[SC.2.N.1.6](#) Explain how scientists alone or in groups are always investigating new ways to solve problems.

Fusion Connections: Unit 1- Lessons 1, 2, 3, 4, 5

Big Idea #6: Earth Structures

[SC.2.E.6.2](#) Describe how small pieces of rock and dead plant & animal parts can be the basis of soil and explain the process by which soil is formed.

[SC.2.E.6.3](#) Classify soil types based on color, texture (size of particle), the ability to retain water, & the ability to support the growth of plants.

Fusion Connections: Unit 2- Lessons 1, 2, 3

Big Idea #7: Earth System and Patterns

[SC.2.E.7.1](#) Compare & describe changing patterns in nature that repeat themselves, such as weather conditions including temperature and precipitation, day to day and season to season.

[SC.2.E.7.2](#) Investigate by observing & measuring that the Sun's energy directly & indirectly warms the water, land and air.

[SC.2.E.7.3](#) Investigate, observe & describe how water left in an open container disappears (evaporates), but water in a closed container does not disappear (evaporate).

Fusion Connections: Unit 3- Lessons 1, 2, 3, 4

Big Idea #16: Heredity and Reproduction

[SC.2.L.16.1](#) Observe & describe major stages in the life cycles of plants & animals, including beans & butterflies.

Fusion Connections: Unit 9- Lessons 1, 2, 3

2nd Grade: Observing the Rainforest

Tree-mendous Selby Vocabulary

debris - the remains of something broken down or destroyed

decompose- to break down or go away over time

dropping- waste left over from animals

grow- to spring up or develop into maturity

inorganic- something man-made, often involving chemicals

lima bean- An edible flat, light colored bean

meteorology- The study of atmosphere, including weather and how to forecast it.

moisture- Water or other liquid

organic- something made from only animal or vegetable matter

propagate- to spread out and affect a greater number or greater area; to multiply

sandy soil- Soil that is light in color and loose, only certain plants will grow in this type of soil

shell- An external, usually hard, protective or enclosing case or cover

soil- A part of the earth that is made of crushed rock and other materials, usually used to help plants grow..

sprout- noun: a young plant, verb: to spring up or grow

weather- The condition of the air at a particular time and place; how the air moves and what the air is carrying

(such as rain).

2nd Grade: Observing the Rainforest

Pre Visit Activity: Spectacular Soil

Objective: Students will compare and contrast soil.

NGSS:

[SC.2.E.6.3](#) Classify soil types based on color, texture (size of particle), the ability to retain water, & the ability to support the growth of plants.

[SC.2.N.1.1](#) Raise questions about the natural world, investigate them in teams through free exploration and systematic observations, and generate appropriate explanations based on those explorations.

[SC.2.N.1.2](#) Compare the observations made by different groups using the same tools.

CCSS: [LACC.2.SL.1.1](#), [LACC.2.W.3.8](#),

Materials:

- 2 different types of soil in cups, labeled with numbers
- Recording sheet
- pencil
- Clipboards (one per student)
- Hand lenses/magnifiers
- Access to BrainPop website (listed under extension activities)

Vocabulary: *Soil, sandy, shell, debris, droppings, decompose, organic, inorganic*

Procedure:

1. Prior to the lesson, put each type of soil (sandy soil vs. humus/organic soil) into a separate cup. Be sure to label the soils, as well as note it for yourself separately.
2. In small groups, provide the samples to the students and allow them time to freely classify the different soils on their own, labeling each cup with the type of soil. Students must provide reasons for their classification, predictions as to which plants would be a match with certain samples and reasons to explain classification. Consider other habitats such as coastal and desert.
3. Discuss and predict which type of soil is in the rainforest, and will be seen on your field trip.
4. Discuss and predict which kinds of plants would grow in each distinct type of soil?

Extension:

1. After the predictions are made, provide a different sample for each small group of students. Allow each group to plant the same plant (or seed) using both types of soil. Track the growth of the plants, to see if the soil makes a difference in growth.
2. Watch a video from BrainPop to review types of soil, as well as other types. Here is the link: <http://www.brainpopjr.com/science/land/soil/grownups.weml>.

2nd Grade: Observing the Rainforest

Pre Visit Activity: Beans and Butterflies

Objective: Students will review life cycle of a plant.

NGSS:

[SC.2.L.16.1](#) Observe & describe major stages in the life cycles of plants & animals, including beans & butterflies.

CCSS: LACC.2.W.3.7, LACC.2.W.3.8,

Materials:

- Plastic sandwich bags, paper towels, dry lima bean seeds (5 per student), cold water, spray bottle

Vocabulary: *Lima bean, moisture, grow, sprout, propagate*

Procedure:

1. Discuss with students that when visiting Selby Garden's Rainforest exhibit they will see many plants in varying stages of growth. It is important for them to understand the basic stages of a plant's life cycle. The day before beginning the lesson, the seeds will need to be soaked in cold water. Soak enough so each student can have five, to ensure at least a couple will sprout.
2. The next day, pass out materials to students. Give each student 2-3 seeds that were soaked overnight. Lay these seeds between sheets of paper towels, with each layer between 3 paper towels. Choose a place to hang or place the bags so the plants can receive some sunlight each day.
3. Use the spray bottle to soak the paper towel layers surrounding the seeds. Place the seeds wrapped in paper towels, in the plastic bags. Leave some air in the bags, then seal them closed.
4. Check the plastic bags every day to observe the plant life cycle.

Extension:

1. Students may keep a plant life log, illustrating and writing about their observations every day.
2. Simultaneously, bring caterpillars into the classroom to observe their cycle from a caterpillar to a butterfly. Discuss the similarities and differences between the two cycles.
3. Read aloud the book How a Seed Grows by Helen J Jordan. Students can work in pairs to compare the a seed from the book to their lima bean seed.

2nd Grade: Observing the Rainforest

Post Visit Activity: Temperature and Rainfall Trackers

Objective

Students will track temperature and draw conclusions about the environment.

NGSS:

[SC.2.P.8.1](#) Observe and measure objects in terms of their properties, including: size, shape, color, temperature, weight, texture, sinking or floating in water, and attraction and repulsion of magnets.

[SC.2.E.7.1](#) Compare & describe changing patterns in nature that repeat themselves, such as weather conditions including temperature and precipitation, day to day and season to season.

[SC.2.N.1.5](#) Distinguish between empirical observation (what you see, hear, feel, smell, or taste) and ideas or inferences (what you think).

CCSS: LACC.2.W.3.7, LACC.2.W.3.8, MACC.2.MD.4.9

Materials:

- Access to CPALMS website: <http://www.cpalms.org/Resources/PublicPreviewResource13394.aspx>
- Thermometers
- Pencil
- Outdoor area that students can freely and safely observe and explore at their school site.
- Disposable cups with water (2 per student)

Vocabulary: *Temperature, weather, meteorology*

Procedure:

1. Discuss with students the impact the sun has on a habitat, as well as the temperature observed during your trip to Selby Gardens Children's Rainforest Garden.
2. Completing the activity provided by CPALMS, students will use their thermometers to measure temperature in sunny and shady areas of the school, each day for a week.
3. Students will use the recording sheet to track their temperature measurements.
4. Through classroom discussions, students will make inferences about how the temperature of an environment impacts the plants and animals living there (and vice versa).

Extension:

5. Students will write a paragraph to answer the question, "How would the rainforest change if the temperature were different?"
6. Read aloud Weather Words and What They Mean by Gail Gibbons. Students must use at least two of the terms from the book to describe the weather at the school site (or in the rainforest).