MARIE SELBY
BOTANICAL
GARDENS

Selby Gardens Rainforest Field Studies
Grades K-2

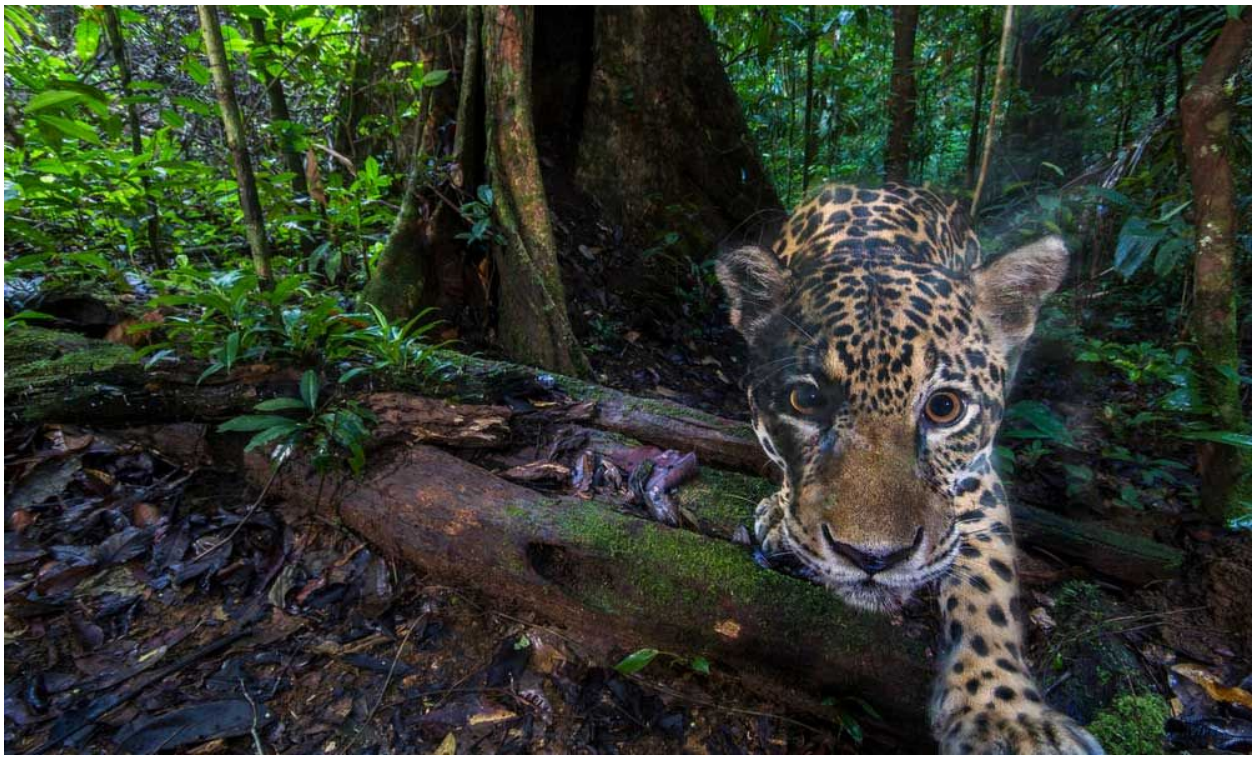

Photo: Emmanuel Rondeau / WWF France

Kindergarten: What Lives in the Rainforest?
First Grade: Recording the Rainforest
Second Grade: Observing the Rainforest

Curricular units designed & prepared by Erica Brusoe

DOWNTOWN SARASOTA
1534 Mound Street, Sarasota, Florida 34236
TEL 941.366.5731

SELBY.ORG

HISTORIC SPANISH POINT
337 N. Tamiami Trail, Osprey, Florida 34229
TEL 941.966.5214

MARIE SELBY BOTANICAL GARDENS

Kindergarten: What Lives in the Rainforest?
First Grade: Recording the Rainforest
Second Grade: Observing the Rainforest

K-2 Content Activities:
Reading/Writing
Math
Science
Art

K-2 Resources (websites):

- http://lessonplanspage.com/ssmdrainforestunitk-htm/
- http://www.cpalms.org/RESOURCES/URLresourcebar.aspx?ResourceID=1p7uHYRwcQ=
- 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&tbm=isch&sa=X&ei=Z5PIUZWDMo6K9ASGrIC4Cg&ved=0CAkQ_AUoAQ&biw=1366&bih=643#tbm=isch&sa=1&q=basic+leaf+shapes&oq=basic+leaf+shapes&gs_l=img.3..0.17420.17420.2.17657.1.1.0.0.0.0.73.73.1.1.0...0.0...1c.1.17.img.vKYTMcgncjI&bav=on.2,or.r_qf.&bvm=bv.48293060,d.eWU&fp=ab5a299b85229736&biw=1366&bih=643

K-2 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

MARIE SELBY BOTANICAL GARDENS

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 for 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 under CCSS.

Tree-mendous Selby Vocabulary for Kindergarten

- *canopy layer*- The third layer of the rainforest that forms the roof; most of the rainforest's plants and animals live here; 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 environment where a plant or animal naturally or normally lives and grows.
- *stem*- The main body part of the 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*- The second layer of the rainforest. Many animals live here; there is little sunlight.

MARIE SELBY BOTANICAL GARDENS

Pre Visit Activity: Singin' in the Rainforest

Objectives
Students will:

- Understand that rainforests 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 rainforest

NGSSS:
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: go to http://lessonplanspage.com/ssmdrainforestunitk-htm/

Procedure:

1. Introduce 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 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 the 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, vine).
6. Read the book *The Rainforest Grew All Around* by Susan K. Mitchell. Although written as a book, this is actually an adaptation of a song, "The Green Grass Grew All Around" Compare and contrast the lyrics to the songs "Layers of the Rainforest" with "The Rainforest Grew All Around", as well as the plants and animals in each song.

MARIE SELBY BOTANICAL GARDENS

Pre Visit Activity: Fiction in the (Rain) Forest

Objective
Students will classify animals based on their habitat.

NGSSS:
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 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

Procedure:
1. The teacher will read the story aloud to students, asking comprehension questions throughout the reading with a focus on identifying fiction and non-fiction components.
2. Using animal and plant picture cards, the class will classify organisms 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."

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 for 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: go to http://www.cpalms.org/RESOURCES/URLresourcebar.aspx?ResourceID=1p78uHYRwcQ=
- individual plants that grow quickly (for example, annual flowers)
- straws
- tracking paper
- pencil
- scissors

Procedure:

1. Each student (or group of students) has 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:

4. 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.
5. 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.

MARIE SELBY BOTANICAL GARDENS

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 teams 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

Common Core standards are listed in each lesson under CCSS.

Tree-mendous Selby Vocabulary for 1st Grade:

- *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 that 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; anchors the plant and helps absorb food and water

- *stem*- The main part of a plant; offers support and moves food and water from roots to the top

Pre Visit Activity: Recording the Rain

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

NGSSS:
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:
- Rain gauge
- Recording sheet (1 per student)
- Pencil or pen (1 per student)

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: In Florida, the optimum time frame for this activity is the rainy season: April-October).
3. Discuss trends noticed, such as abundance or lack of rain and the impact of this trend on the plants in the area.

<u>Extension:</u>

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

MARIE SELBY BOTANICAL GARDENS

Pre Visit Activity: Plant Rubbings

Objective
Students will identify the major parts of a plant.

NGSSS:
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.
CCSS:
LACC.1.SL.1.1, LACC.1.SL.2.5

Materials:
- Blank paper (at least one sheet per student)
- Crayons (flat crayons or the sides of unwrapped ones are best)
- Access to an outdoor area in which students can pick leaves/plants freely and safely
- Clipboards (one per student)

Procedure:
1. Prior to the lesson, complete a few rubbings to use as examples. Be sure to include rubbings of whole plants with a stem, roots, leaves and flowers. Place the plant or plant part in the middle of a piece of paper folded in half, rub paper with crayon to reveal the plant shape and 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, including 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=Z5PIUZWDMo6K9ASGrIC4Cg&ved=0CAkQ_AUoAQ&biw=1366&bih=643#tbm=isch&sa=1&q=basic+leaf+shapes&oq=basic+leaf+shapes&gs_l=img.3..0.17420.17420.2.17657.1.1.0.0.0.0.73.73.1.1.0...0.0...1c.1.17.img.vKYTMcgncjI&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 write an essay 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.

MARIE SELBY BOTANICAL GARDENS

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 sheets (one per student or team)
- Pencil or pen (one per student)
- Outdoor area where students can freely and safely observe animals at their school site.
- *A Rainforest Habitat* by Molly Aloian

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 have students 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 at Selby Gardens.

Extension:
7. Discuss the similarities and differences between any young and adult animals observed.
8. Download Marie Selby Botanical Gardens' K-2 unit "*Exploring Life Cycles with the Very Hungry Caterpillar"* at www.selby.org for more activities surrounding the concepts of life cycles and habitats.

MARIE SELBY BOTANICAL GARDENS

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 conclusions 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

Common Core standards are listed in each lesson under CCSS.

Tree-mendous Selby Vocabulary for 2nd Grade:

- *debris* - the remains of something, especially when broken down or destroyed

- *decompose*- to break down or go away over time
- *dropping*- waste from animals
- *grow*- to spring up or develop into maturity
- *inorganic*- something man-made, or not living
- *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; to multiply. For plants, propagation refers to growing new offspring by various means (seeds sprouting, rooting cuttings, etc.)
- *Sand* - 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).

Pre Visit Activity: Spectacular Soil

Objective: Students will compare and contrast soil.

NGSSS:
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
- 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 into a separate cup. Be sure to label the soils, as well as note it for yourself.
2. In small groups, allow students to study and 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 the samples and reasons to explain their match-ups. Consider other habitats such as coastal and desert.
3. Discuss and predict which type of soil is in the rainforest, and will be seen at Selby Gardens.
4. Discuss and predict which kinds of plants would grow in each distinct type of soil.

Extension:
5. 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. Make sure all other growth conditions (light, water, etc.) are the same.
6. Watch a video from BrainPop to review types of soil, as well as other types. http://www.brainpopjr.com/science/land/soil/grownups.weml.

Pre Visit Activity: Beans and Butterflies

Objective: Students will review the life cycle of a plant.

NGSSS:
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 (1 per student)
- paper towels
- dry lima beans (5 per student)
- cold water
- spray bottle

Procedure:
1. Discuss with students that when visiting Selby Gardens, 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.
2. Beans must be soaked overnight in cold water. Soak enough beans so each student can have five, to ensure at least a couple will sprout.
3. Give each student one bag and the prepared beans. Lay beans between sheets of paper towels.
4. Use the spray bottle to soak the paper towel layers surrounding the beans. Place the beans and paper towels in the bags. Leave some air in the bags, then seal them closed.
5. Choose a place to hang or set the bags so the plants will receive sunlight each day.
6. Check the plastic bags every day to observe the plant life cycle.

Extension:
7. Students keep a plant life log, illustrating and writing about their observations every day.
8. Raise caterpillars in the classroom to observe their life cycle.Discuss differences and similarities between the plant and butterfly life cycles.

9. Read aloud the book *How a Seed Grows* by Helen J Jordan. Compare the seed from the book to their lima bean seed.
10. Download Marie Selby Botanical Gardens' K-2 units, "*Exploring Life Cycles with the Very Hungry Caterpillar" or "Native Florida Plants"* at www.selby.org for more activities surrounding the concepts of life cycles, habitats, and plant growth.

Post Visit Activity: Temperature and Rainfall Trackers

Objective
Students will track temperature and draw conclusions about the environment.

NGSSS:
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:
- Internet access: got to http://www.cpalms.org/Resources/PublicPreviewResource13394.aspx
- Thermometers (one per team)
- Pencils or pens (one per student)
- Outdoor area that students can freely and safely observe and explore at their school site.
- 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.
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 write a paragraph "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 words from the book to describe the weather experienced at the school site or Selby

Gardens.