Special groups of no more than 28 students can book the following activities either in addition to their Journey through the Jungle tour or separate from the tour. Not all activities require the same amount of time.

**Grades K-2**

**Parent/Baby Match**

Students will match pictures of adult animals and their offspring. This activity takes about 15 minutes.

- **L.HE.E.1 Observable Characteristics- Plants and animals share many, but not all, characteristics of their parents.**
- **Speaking and Listening Standards K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.**
- **Speaking and Listening Standards K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.**
- **Speaking and Listening Standards K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.**
- **Speaking and Listening Standards K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.**
- **Speaking and Listening Standards K.6 Speak audibly and express thoughts, feelings, and ideas clearly.**
- **Speaking and Listening Standards 1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts.**
- **Speaking and Listening Standards 1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.**
- **Speaking and Listening Standards 1.3 Ask or answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.**
- **Speaking and Listening Standards 2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.**
- **Speaking and Listening Standards 2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.**
- **Speaking and Listening Standards 2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.**

**The Great Kapok Tree**

Students will learn that many animals in the rainforest are dependent upon the kapok tree as they listen to and interact with the story, *The Great Kapok Tree*, by Lynn Cherry. Students will also learn about the problem of deforestation. This activity can also include a writing experience. This activity takes about 15 minutes.
• L.O.L.E.1 Life Requirements- Organisms have basic needs. Animals and plants need air, water, and food. Plants also require light. Plants and animals use food as a source of energy and as a source of building material for growth and repair.

• Speaking and Listening Standards K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

• Speaking and Listening Standards K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

• Speaking and Listening Standards K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

• Speaking and Listening Standards K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

• Speaking and Listening Standards K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

• Reading Standards for Literature K.1. With prompting and support, ask and answer questions about key details in a text.

• Reading Standards for Literature K.3 With prompting and support, identify characters, settings, and major events in a story.

• Speaking and Listening Standards 1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts.

• Speaking and Listening Standards 1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

• Speaking and Listening Standards 1.3 Ask or answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

• Reading Standards for Literature 1.1 Ask and answer questions about key details in a text.

• Reading Standards for Literature 1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

• Reading Standards for Literature 1.3 Describe Characters, settings, and major events in a story, using key details.

• Reading Standards for Literature 1.7 Use illustrations and details in a story to describe its characters, setting or events.

• Speaking and Listening Standards 2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

• Speaking and Listening Standards 2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

• Speaking and Listening Standards 2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

• Reading Standards for Literature 2.1 Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.

• Reading Standards for Literature 2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

• Reading Standards for Literature 2.3 Describe how characters in a story respond to major events and challenges.

• Reading Standards for Literature 2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
Grades 3-4

Plant/Animal Classification
Students will experience classification as something that scientists do and will classify plants and animals individually and in small groups into several different categories. This activity takes about 30 minutes.

- L.O.L.E.4 Classification- Organisms can be classified on the basis of observable characteristics.
- S.I.A.E.1 Inquiry includes an analysis and presentation of findings that lead to future questions, research, and investigations.
- Speaking and Listening Standard 3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.
- Speaking and Listening Standard 3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- Speaking and Listening Standard 3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- Speaking and Listening Standard 4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.
- Speaking and Listening Standard 4.3 Identify the reasons and evidence a speaker provides to support particular points.
- Speaking and Listening Standard 4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Rainforest Food Chain/Food Web
Students will learn how several animals in the rainforest are dependent upon the kapok tree and will form food chains and food webs as they listen to the story, *The Great Kapok Tree*, by Lynn Cherry. Students will also learn about the problem of deforestation. This activity can also include a writing experience. This activity takes about 20 minutes without the writing activity.

- L.O.L.E.1 Life Requirements- Organisms have basic needs. Animals and plants need air, water, and food. Plants also require light. Plants and animals use food as a source of energy and as a source of building material for growth and repair.
- L.E.C.E.1 Interactions- Organisms interact in various ways including providing food and shelter to one another. Some interactions are helpful; others are harmful to the organism and other organisms.
- Reading Standards for Literature 3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- Reading Standards for Literature 3.3 Describe characters in a story and explain how their actions contribute to the sequence of events.
- Reading Standards for Literature 4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- Reading Standards for Literature 4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- Speaking and Listening Standard 3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.
**Grades 5-6**

**Rainforest Food Chain/Food Web**
This is a much more complex activity than the one for grades 3-4. Students will simulate food chains and food webs, mutualistic relationship, and what happens in the tropical rainforest if a species is removed. This activity takes 45 minutes.

- **L.EV.M.1** Species Adaptation and Survival- Species with certain traits are more likely than others to survive and have offspring in particular environments. When an environment changes, the advantage or disadvantage of the species’ characteristics can change. Extinction of a species occurs when the environment changes and the characteristics of a species are insufficient to allow survival.

- **L.O.L.M.5** Producers, Consumers, and Decomposers – Producers are mainly green plants that obtain energy from the sun by the process of photosynthesis. All animals, including humans, are consumers that meet their energy needs by eating other organisms or their products. Consumers break down the structures of the organisms they eat to make the materials they need to grow and function. Decomposers, including bacteria and fungi, use dead organisms or their products to meet their energy needs.

- **L.EC.M.2** Relationships of Organisms- Two types of organisms may interact with one another in several ways: they may be in a producer/consumer, predator/prey, or parasite/host relationship. Some organisms may scavenge or decompose another. Relationships may be competitive or mutually beneficial. Some species have become so adapted to each other that neither could survive without the other.
• L.EC.M.4 Environmental Impact of Organisms- All organisms (including humans) cause change in the environment where they live. Some of the changes are harmful to the organism or other organisms, whereas others are helpful.

• Speaking and Listening Standard 5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.

• Speaking and Listening Standard 5. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

• Language Standard 5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.

• Reading Standards for Information Text 6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

• Speaking and Listening Standard 6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts and issues, building on other’s ideas and expressing their own clearly.

• Speaking and Listening Standard 6.2 Interpret information presented in diverse media and formats.

• Speaking and Listening Standard 6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts and details to accentuate main ideas and themes; use appropriate eye contact, adequate volute, and clear pronunciation.

• Speaking and Listening Standard 6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge with considering a word or phrase important to comprehension or expression.

• Reading Standards for Literacy in Science and Technical Subjects 6.1 Cite specific textual evidence to support analysis of science and technical texts.

• Reading Standards for Literacy in Science and Technical Subjects 6.2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

• Reading Standards for Literacy in Science and Technical Subjects 6.3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.