



Teaching Activity Guide

# The Rainforest Grew All Around

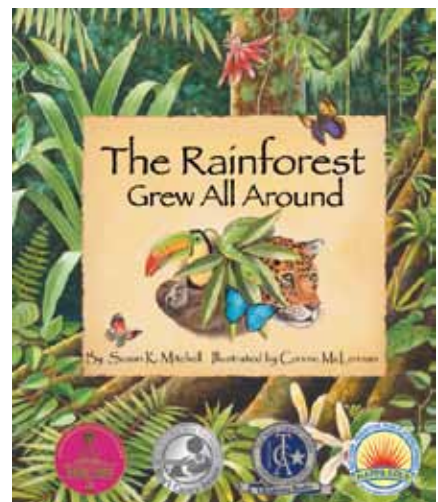
# Table of Contents

---

- 3 How to Use This Activity Guide (General)
- 4 What Do Children Already Know?
- 5 Pre-Reading Questions
- 6 Observation Skills: Art Scavenger Hunt
- 7 Cross-Curricular Vocabulary Activities
- 8 Word Bank
- 9 Cross-Curricular Silly Sentences
- 10 Language Arts: Sequence Sentence Strips
- 12 Word Search
- 13 Edible Sorting and Classifying Activity
- 15 Classifying Animals
- 16 Animal Chart
- 19 Vertebrate Classes
- 20 Animal Sorting Cards
- 23 Math Cards
- 25 Answers
- 26 Appendix A—"What Children Know" Cards
- 27 Appendix B—Venn Diagram
- 28 Rainforest Bingo

Copyright 2007 © Arbordale Publishing  
formerly Sylvan Dell Publishing  
These activities may be copied for  
personal and non-commercial use in  
educational settings.  
[www.ArbordalePublishing.com](http://www.ArbordalePublishing.com)

Arbordale Publishing  
Mt. Pleasant, SC 29464



by Susan K. Mitchell  
illustrated by Connie McLennan

# How to Use This Activity Guide (General)

---

There are a wide variety of activities that teach or supplement all curricular areas. The activities are easily adapted up or down depending on the age and abilities of the children involved. And, it is easy to pick and choose what is appropriate for your setting and the time involved. Most activities can be done with an individual child or a group of children.

**For teachers in the classroom:** We understand that time is at a premium and that, especially in the early grades, much time is spent teaching language arts. All Arbordale titles are specifically selected and developed to get children excited about learning other subjects (science, geography, social studies, math, etc.) while reading (or being read to). These activities are designed to be as comprehensive and cross-curricular as possible. If you are teaching sentence structure in writing, why not use sentences that teach science or social studies? We also know and understand that you must account for all activities done in the classroom. While each title is aligned to all of the state standards (both the text and the For Creative Minds), it would be nearly impossible to align all of these activities to each state's standards at each grade level. However, we do include some of the general wording of the CORE language arts and math standards, as well as some of the very general science or social studies standards. You'll find them listed as "objectives" in italics. You should be able to match these objectives with your state standards fairly easily.

**For homeschooling parents and teachers in private schools:** Use as above. Aren't you glad you don't have to worry about state standards?

**For parents/caregivers:** Two of the most important gifts you can give your child are the love of reading and the desire to learn. Those passions are instilled in your child long before he or she steps into a classroom. Many adults enjoy reading historical fiction novels . . . fun to read but also to learn (or remember) about historical events. Not only does Arbordale publish stories that are fun to read and that can be used as bedtime books or quiet "lap" reading books, but each story has non-fiction facts woven through the story or has some underlying educational component to sneak in "learning." Use the "For Creative Minds" section in the book itself and these activities to expand on your child's interest or curiosity in the subject. They are designed to introduce a subject so you don't need to be an expert (but you will probably look like one to your child!). Pick and choose the activities to help make learning fun!

**For librarians and bookstore employees; after-school program leaders; and zoo, aquarium, nature center, park & museum educators:** Whether reading a book for story time or using the book to supplement an educational program, feel free to use the activities in your programs. We have done the "hard part" for you.

# What Do Children Already Know?

Young children are naturally inquisitive and are sponges for information. The whole purpose of this activity is to help children verify the information they know (or think they know) and to get them thinking “beyond the box” about a particular subject.

Before reading the book, ask the children what they know about the subject. A list of suggested questions is below. The children should write down their “answers” (or adults for them if the children are not yet writing) on the chart found in Appendix A, index cards, or post-it notes.

Their answers should be placed on a “before reading” panel. If doing this as a group, you could use a bulletin board or even a blackboard. If doing this with individual children, you can use a plain manila folder with the front cover the “before reading” panel. Either way, you will need two more panels or sections—one called “correct answer” and the other “look for correct answer.”

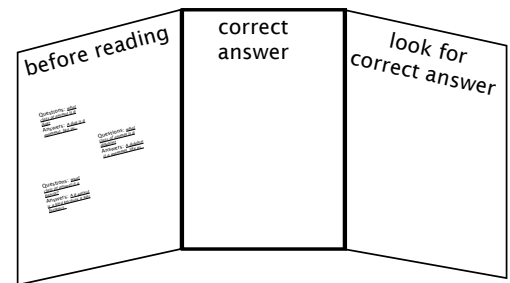
Do the children have any more questions about the subject? If so, write them down to see if they are answered in the book.

After reading the book, go back to the questions and answers and determine whether the children’s answers were correct or not.

If the answer was correct, move that card to the “correct answer” panel. If the answer was incorrect, go back to the book to find the correct information.

If the children have more questions that were not answered, they should look them up.

When an answer has been found and corrected, the card can be moved to the “correct answer” panel.



# Pre-Reading Questions

---

1. What is a rainforest?
2. True or false: all rainforests are tropical.
3. What are some animals that live in a rainforest?
4. What are some plants that grow in a rainforest?
5. What are some things that we eat or use that come from a rainforest?
6. How do plants spread their seeds?

# Observation Skills: Art Scavenger Hunt

*Objective Core Language Arts Integration of Knowledge and Ideas: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).*

*Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.*

*Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).*

The illustrator added a bug or butterfly to each illustration. See if you can find these in the book. Can you find others?



# Cross-Curricular Vocabulary Activities

---

## *Objective Core Language Arts:*

*Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content.*

*Identify new meanings for familiar words and apply them accurately (e.g., duck is a bird & the verb to duck).*

*Use words & phrases acquired through conversations, reading/being read to, and responding to texts.*

*Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade-level topic or subject area.*

*Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.*

*Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.*

*Use frequently occurring adjectives.*

**Vocabulary Game:** This activity is a very general idea and is designed to get children thinking of vocabulary words that will then be used as the beginning vocabulary list for a science lesson.

Select an illustration from the book and give the children a specific length of time (five minutes?) to write down all the words they can think of about the particular subject. It is helpful to project an illustration on a whiteboard. Use eBook or book preview found at [www.ArbordalePublishing.com](http://www.ArbordalePublishing.com).

The children's word list should include anything and everything that comes to mind, including nouns, verbs, and adjectives. At the end of the time, have each child take turns reading a word from his/her list. If anyone else has the word, the reader does nothing. However, if the reader is the only one with the word, he/she should circle it. While reading the list, one person should write the word on a flashcard or large index card and post it on a bulletin board or wall.

At the end, the child with the most words circled "wins." And you have a start to your science vocabulary list. Note: if a child uses an incorrect word, this is a good time to explain the proper word or the proper usage.

**Glossary/Vocabulary Words:** Word cards may be used (see Appendix) or have children write on index cards, a poster board, or on a chalkboard for a "word wall." If writing on poster board or chalkboard, you might want to sort words into nouns, verbs, etc. right away to save a step later if using for Silly Sentences (on the next page). Leaving the words posted (even on a refrigerator at home) allows the children to see and think about them frequently.

**Using the Words:** The following activities may be done all at once or over a period of several days.

- Sort vocabulary words into nouns, verbs, adjectives, etc. and write what they are on the backs of the cards. When the cards are turned over, all you will see is "noun," etc. (these can then be used for the "silly sentences" on the next page).
- After the cards have been sorted, go over the categories to ensure that all cards have been placed correctly. (Mistakes are a great opportunity to teach!)
- Choose two words from each category and write a sentence for each word.
- Write a story that uses at least ten vocabulary words from the word sort.
- Have children create sentences using their vocabulary words. Each sentence could be written on a separate slip of paper. Have children (individually or in small groups) sort and put sentences into informative paragraphs or a story. Edit and re-write paragraphs into one informative paper or a story.

**Silly Sentence Structure Activity:** This "game" develops both an understanding of sentence structure and the science subject. Use words from the "word wall" to fill in the blanks. After completing silly sentences for fun, have children try to fill in the proper words by looking for the correct information in the book.

# Word Bank

Build a word bank using words found in the story or For Creative Minds.

Nouns		adjectives	verbs	adverbs
amphibians	poison	colorful	blow	quietly
ants	predator	fake	camouflage	slowly
bat	prey	flexible	carry	upside-down
birds	rain	green	crawl	
bromeliads	rainforest	green	creep	
bugs	reptiles	large	deforest	
butterflies	seed	lush	fly	
deforestation	sloths	poison	grow	
eyes	snake	rainy	hang	
frogs	sunlight	spotted	hide	
insects	temperate	underground	hold	
jaguar	toucan	wet	hunt	
jungle	tree		poison	
mammals	tropical		rain	
nest	vines		slither	
parasite	wind		wait	
parrot	wings			
pineapple				
poes				



# Cross-Curricular Silly Sentences

---

1. The \_\_\_\_\_ adjective jaguar waits \_\_\_\_\_ adverb for prey.
2. \_\_\_\_\_ noun use their \_\_\_\_\_ adjective necks and strong beaks to help them pluck \_\_\_\_\_ noun from the trees.
3. \_\_\_\_\_ noun are the only mammals that fly.
4. \_\_\_\_\_ noun curved claws help them hold onto tree branches.
5. Leafcutter \_\_\_\_\_ noun pick up and \_\_\_\_\_ verb leaves to a garden in their \_\_\_\_\_ adjective nest.
6. Natives use the \_\_\_\_\_ noun from the dart frog to \_\_\_\_\_ verb.
7. Wind \_\_\_\_\_ verb the kapok \_\_\_\_\_ noun fluff away from the tree so a new \_\_\_\_\_ noun has room to grow.

# Language Arts: Sequence Sentence Strips

---

Cut into sentence strips, laminate if desired, and place in a “center.” Have children put the events in order. Children may work alone or in small groups. Cards are in order but should be mixed up when cut apart.

*Objective Core Language Arts:*

*Use temporal words and phrases to signal event order.*

*Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.*

The seed from the pod

and the pod from the bat

and the bat near the bird,

and the bird near the frog,

and the frog near the plant,

and the plant by the slot

and the sloth near the ant,

and the ant by the snake,

and the snake by the vine

and the cat in the tree

and the tree from the seed



# Word Search

Find the hidden words. Even non-reading children can match letters to letters to find the words! Easy—words go up to down or left to right (no diagonals). For older children, identify the coordinates of the first letter in each word (number, letter).

	A	B	C	D	E	F	G	H	I	J
1	A	G	O	A	R	U	B	B	E	R
2	B	R	O	M	E	L	I	A	D	A
3	A	E	S	E	E	D	S	T	U	I
4	T	W	L	I	F	E	A	J	E	N
5	B	R	O	M	E	L	I	A	D	F
6	K	C	T	O	F	R	O	G	H	O
7	A	D	H	U	N	T	A	U	B	R
8	P	V	I	N	E	S	N	A	K	E
9	O	F	L	U	F	F	T	R	E	S
10	K	T	O	U	C	A	N	A	S	T

ANT

BAT

BROMELIAD

FLUFF

GREW

JAGUAR

KAPOK

RAINFOREST

RUBBER

SLOTH

TOUCAN

VINES

# Edible Sorting and Classifying Activity

---

*Objective Core Language Arts Vocabulary Acquisition and Use: Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.*

*Objects and materials can be sorted and described by their properties. (color, shape, size, weight and texture)*

*Use whole numbers\*, up to 10, in counting, identifying, sorting, and describing objects and experiences.*

Gather a cup of edible “sorting items.” For example:

- As many different kinds of M&Ms as you can find
- Chocolate & peanut butter chips
- Hershey Kisses
- Peanuts or other type of nuts



Ask the children to sort the items into groups. There is no right and wrong, only what makes sense to the child. When finished, ask the child:

What feature or attribute (color, size, ingredient, etc.) did you use to sort the items?

- Were there some items that fit more than one group or don't fit any group?
- If so, how did the child decide which attribute was more important?
- How are various objects similar and different?
- Was it easy to sort or were there some items that were a little confusing?

If more than one person did this, did everyone sort by the same attribute? To extend the learning, graph the attributes used to sort the items (blank graph below).

Graph the attributes that children used to sort their items. (Graph provided on next page.)

What was the most common attribute (size, shape, color, etc.) used?

10				
9				
8				
7				
6				
5				
4				
3				
2				
1				
attribute				

# Classifying Animals

---

*Objective: Classify organisms according to one selected feature, such as body covering, and identify other similarities shared by organisms within each group formed.*

*Describe several external features and behaviors of animals that can be used to classify them (e.g., size, color, shape of body parts).*

*Identify observable similarities and differences (e.g., number of legs, body coverings, size) between/among different groups of animals.*

Just as we sort candy, scientists sort all living things into groups to help us understand and connect how things relate to each other. Scientists ask questions to help them sort or classify animals.

Based on the answers to the questions, scientists can sort the living organisms. The first sort is into a Kingdom. There are five commonly accepted Kingdoms: Monera, Protista, Fungi, Plantae, and Animalia. All of the living things in this book belong to Animalia or the Animal Kingdom.

The next big sort is into a Phylum. One of the first questions that a scientist will ask is whether the animal has (or had at some point in its life) a backbone. If the answer is “yes,” the animal is a vertebrate. If the answer is “no,” the animal is an invertebrate.

Each Phylum is broken down into Classes, like mammals, birds, reptiles, fish, amphibians, insects, or gastropods (snails). Then each class can be broken down even further into orders, families, genus and species, getting more specific.



The scientific name is generally in Latin or Greek and is the living thing’s genus and species. People all over the world use the scientific names, no matter what language they speak. Most living organisms also have a common name that we use in our own language.

Some questions scientists ask:



- Does it have a backbone?
- What type of skin covering does it have?
- Does it have a skeleton? If so, is it inside or outside of the body?
- How many body parts does the animal have?
- Does it get oxygen from the air through lungs or from the water through gills?
- Are the babies born alive or do they hatch from eggs?
- Does the baby drink milk from its mother?
- Is it warm-blooded or cold-blooded?


Using what you know, and information and pictures in the book, see how many Animal Chart squares you can fill in for each animal.

# Animal Chart

	Animals		
<b>Appendages</b>	legs (how many)		
	flippers/fins		
	wings		
	tail/no tail		
	horns/antlers		
<b>Feet or hands: if they have; may have more than one</b>	claws		
	web		
	toes		
	opposable thumbs/toes		
	hooves		
<b>Movement: may do more than one</b>	walks/runs		
	crawls		
	flies		
	slithers		
	swims		
	climbs		
	hops		
<b>Backbone</b>	backbone/vertebrate		
	no backbone/invertebrate		
<b>Skeleton</b>	inside skeleton (endoskeleton)		
	outside skeleton (exoskeleton)		
	no skeleton		
<b>Body covering</b>	hair/fur/whiskers/quills		
	feathers		
	dry scales or bony plates		
	moist scales		
	smooth, moist skin		
	hard outer shell		
<b>Color/patterns</b>	stripes or spots		
	mostly one color		
	skin color changes		
	bright, vivid colors		
<b>Gets oxygen</b>	lungs		
	gills		
<b>Body temperature</b>	warm-blooded (endothermic)		
	cold-blooded (ectothermic)		
<b>Babies</b>	born alive		
	hatch from eggs		
	born alive or hatch from eggs		
<b>Teeth</b>	sharp		
	flat		
	no teeth (bill/beak)		
<b>Food</b>	plant eater (herbivore)		
	meat eater (carnivore)		
	both (omnivore)		



	Animals		
<b>Appendages</b>	Legs (how many)		
	flippers/fins		
	wings		
	tail/no tail		
	horns/antlers		
<b>Feet or hands: if they have, may have more than one</b>	claws		
	web		
	toes		
	opposable thumbs/toes		
<b>Movement: may have more than one</b>	hooves		
	walks/runs		
	crawls		
	flies		
	slithers		
	swims		
<b>Backbone</b>	climbs		
	hops		
<b>Skeleton</b>	backbone/vertebrate		
	no backbone/invertebrate		
<b>Body covering</b>	inside skeleton (endoskeleton)		
	outside skeleton (exoskeleton)		
	no skeleton		
<b>Color/patterns</b>	hair/fur/whiskers/quills		
	feathers		
	dry scales or bony plates		
	moist scales		
	smooth, moist skin		
	hard outer shell		
	hard outer covering		
<b>Gets oxygen</b>	stripes or spots		
	mostly one color		
	skin color changes		
	bright, vivid colors		
<b>Body Temperature</b>	lungs		
	gills		
<b>Babies</b>	warm-blooded (endothermic)		
	cold-blooded (ectothermic)		
	born alive		
<b>Teeth</b>	hatch from eggs		
	born alive or hatch from eggs		
	sharp		
<b>Food</b>	flat		
	no teeth (bill/beak)		
	plant eaters (herbivore)		
	meat eater (carnivore)		
	both (omnivore)		

	<b>Animals</b>	
<b>Appendages</b>	Legs (how many)	
	flippers/fins	
	wings	
	tail/no tail	
	horns/antlers	
<b>Feet or hands: if they have, may have more than one</b>	claws	
	web	
	toes	
	opposable thumbs/toes	
<b>Movement: may have more than one</b>	hooves	
	walks/runs	
	crawls	
	flies	
	slithers	
	swims	
<b>Backbone</b>	climbs	
	hops	
<b>Skeleton</b>	backbone/vertebrate	
	no backbone/invertebrate	
<b>Body covering</b>	inside skeleton (endoskeleton)	
	outside skeleton (exoskeleton)	
	no skeleton	
<b>Color/patterns</b>	hair/fur/whiskers/quills	
	feathers	
	dry scales or bony plates	
	moist scales	
	smooth, moist skin	
	hard outer shell	
	hard outer covering	
<b>Gets oxygen</b>	stripes or spots	
	mostly one color	
	skin color changes	
	bright, vivid colors	
<b>Body Temperature</b>	lungs	
	gills	
<b>Babies</b>	warm-blooded (endothermic)	
	cold-blooded (ectothermic)	
	born alive	
<b>Teeth</b>	hatch from eggs	
	born alive or hatch from eggs	
	sharp	
<b>Food</b>	flat	
	no teeth (bill/beak)	
	plant eaters (herbivore)	
	meat eater (carnivore)	
	both (omnivore)	

# Vertebrate Classes

*Objective: Compare structures (e.g., wings vs. fins vs. legs; gills vs. lungs; feathers vs. hair vs. scales) that serve similar functions for animals belonging to different vertebrate classes*

## Mammals:

hair, fur, whiskers, or quills at some point during their lives  
backbone (vertebrate)  
inside skeleton (endoskeleton)  
lungs to breathe  
most give birth to live young  
produce milk to feed young  
warm-blooded

## Birds:

feathers  
backbone (vertebrate)  
inside skeleton (endoskeleton)  
lungs to breathe  
hatch from hard-shelled eggs  
warm-blooded

## Reptiles:

dry scales or plates  
backbone (vertebrate)  
inside skeleton (endoskeleton); most turtles also have a hard outer shell  
lungs to breathe  
most hatch from leathery eggs  
cold-blooded

*Warm-blooded animals make their own heat and have a constant body temperature*

*Cold-blooded animals' body temperature comes from their surroundings*

## Fish:

most have scales covered with a thin layer of slime  
backbone (vertebrate)  
inside skeleton (endoskeleton)  
gills to breathe  
babies are either born alive or hatch from jellylike eggs  
cold-blooded

## Amphibians:

soft, moist skin  
backbone (vertebrate)  
inside skeleton (endoskeleton)  
most hatchlings (jellylike eggs) are called larvae or tadpoles and live in water, using gills to breathe  
as they grow, they develop legs and lungs and move onto land  
cold-blooded

Using the sorting cards, sort the animals into their class.

# Animal Sorting Cards

---

*Objective: Classify organisms according to one selected feature, such as body covering, and identify other similarities shared by organisms within each group formed.*

*Describe several external features and behaviors of animals that can be used to classify them (e.g., size, color, shape of body parts).*

*Identify observable similarities and differences (e.g., number of legs, body coverings, size) between/among different groups of animals.*

## Animal Card Games:

**Sorting:** Depending on the age of the children, have them sort cards by:

where the animals live (habitat)	tail, no tail
number of legs (if the animals have legs)	colors or skin patterns
how they move (walk, swim, jump, or fly)	animal class
type of skin covering (hair/fur, feathers, scales, moist skin)	
what they eat (plant eaters/herbivores, meat eaters/carnivores, both/omnivores)	

**Memory Card Game:** Make two copies of each of the sorting card pages and cut out the cards. Mix them up and place them face down on a table. Taking turns, each player should turn over two cards so that everyone can see. If the cards match, he or she keeps the pair and takes another turn. If they do not match, the player should turn the cards back over and it is another player's turn. The player with the most pairs at the end of the game wins.

**Who Am I?** Copy and cut out the cards. Poke a hole through each one and tie onto a piece of yarn. Have each child put on a "card necklace" without looking at it so the card hangs down the back. The children get to ask each person one "yes/no" question to try to guess "what they are." If a child answering the question does not know the answer, he/she should say, "I don't know." This is a great group activity and a great "ice-breaker" for children who don't really know each other.

**Charades:** One child selects a card and must act out what the animal is so that the other children can guess. The actor may not speak but can move like the animal and imitate body parts or behaviors. For very young children, you might let them make the animal sound. The child who guesses the animal becomes the next actor.

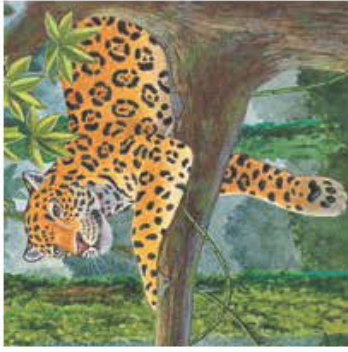
# Leafcutter Ants

Kingdom: Animal  
Phylum: Arthropoda  
Class: Insect



# Jaguar

Kingdom: Animal  
Phylum: Chordata  
Class: Mammal



# Toucan

Kingdom: Animal  
Phylum: Chordata  
Class: Aves (Bird)



# Emerald Tree Boa

Kingdom: Animal  
Phylum: Chordata  
Class: Reptile



## Kapok Tree

Kingdom: Plant  
Division: Magnoliophyta  
Class: Magnoliopsida



## Sloth

Kingdom: Animal  
Phylum: Chordata  
Class: Mammal



## Fruit Bat

Kingdom: Animal  
Phylum: Chordata  
Class: Mammal



## Poison Dart Frog

Kingdom: Animal  
Phylum: Chordata  
Class: Amphibian



# Math Cards

---

*Objective Core Mathematics Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (up to 10)*

*Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.*

*Use numbers, up to 10, to place objects in order, such as first, second, and third, and to name them*

*For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.*

## Math Card Games

(Make four copies of the math cards to play these games):

**Tens Make Friends Memory Game** is a combination of a memory and adding game.

- Play like the memory game, above.
- If the animal numbers add up to 10, the child keeps the pair and takes another turn.
- If they do not add up to ten, the player should turn the cards back over and it is another player's turn.

**Go Fish for Fact Families** is a twist on "Go Fish."

- Shuffle cards and deal five cards to each player. Put the remaining cards face down in a draw pile.
- If the player has three cards that make a fact family, he/she places them on the table and recites the four facts related to the family. For example, if someone has a 2, 3, and 5, the facts are:  $2 + 3 = 5$ ,  $3 + 2 = 5$ ,  $5 - 2 = 3$ ,  $5 - 3 = 2$ .
- The player then asks another player for a specific card rank. For example: "Sue, please give me a 6."
- If the other player has the requested card, she must give the person her card.
- If the person asked doesn't have that card, he/she says, "Go fish."
- The player then draws the top card from the draw pile.
- If he/she happens to draw the requested card, he/she shows it to the other players and can put the fact family on the table. Otherwise, play goes to the next person.
- Play continues until either someone has no cards left in his/her hand or the draw pile runs out. The winner is the player who then has the most sets of fact families.

1



2



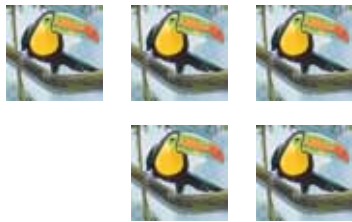
3



4



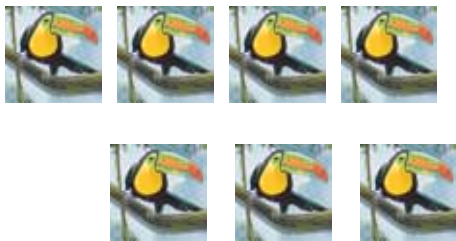
5



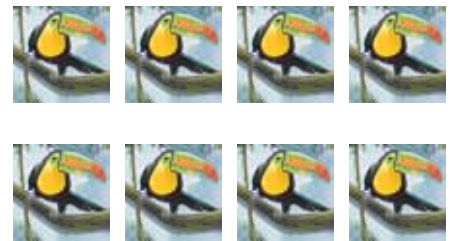
6



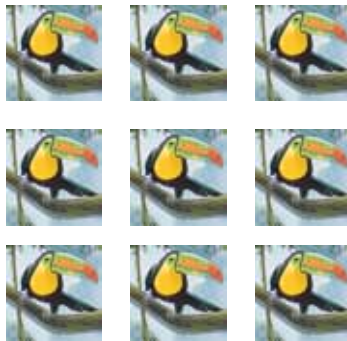
7



8



9





# Answers

---

## Silly Sentences

The spotted jaguar waits quietly for prey.

Toucans use their flexible necks and strong beaks to help them pluck fruit from the trees.

Bats are the only mammals that fly.

Sloths' curved claws help them hold onto tree branches.

Leafcutter ants pick up and carry leaves to a garden in their underground nest.

Natives use the poison from the dart frog to hunt.

Wind blows the kapok seed fluff away from the tree so a new tree has room to grow.

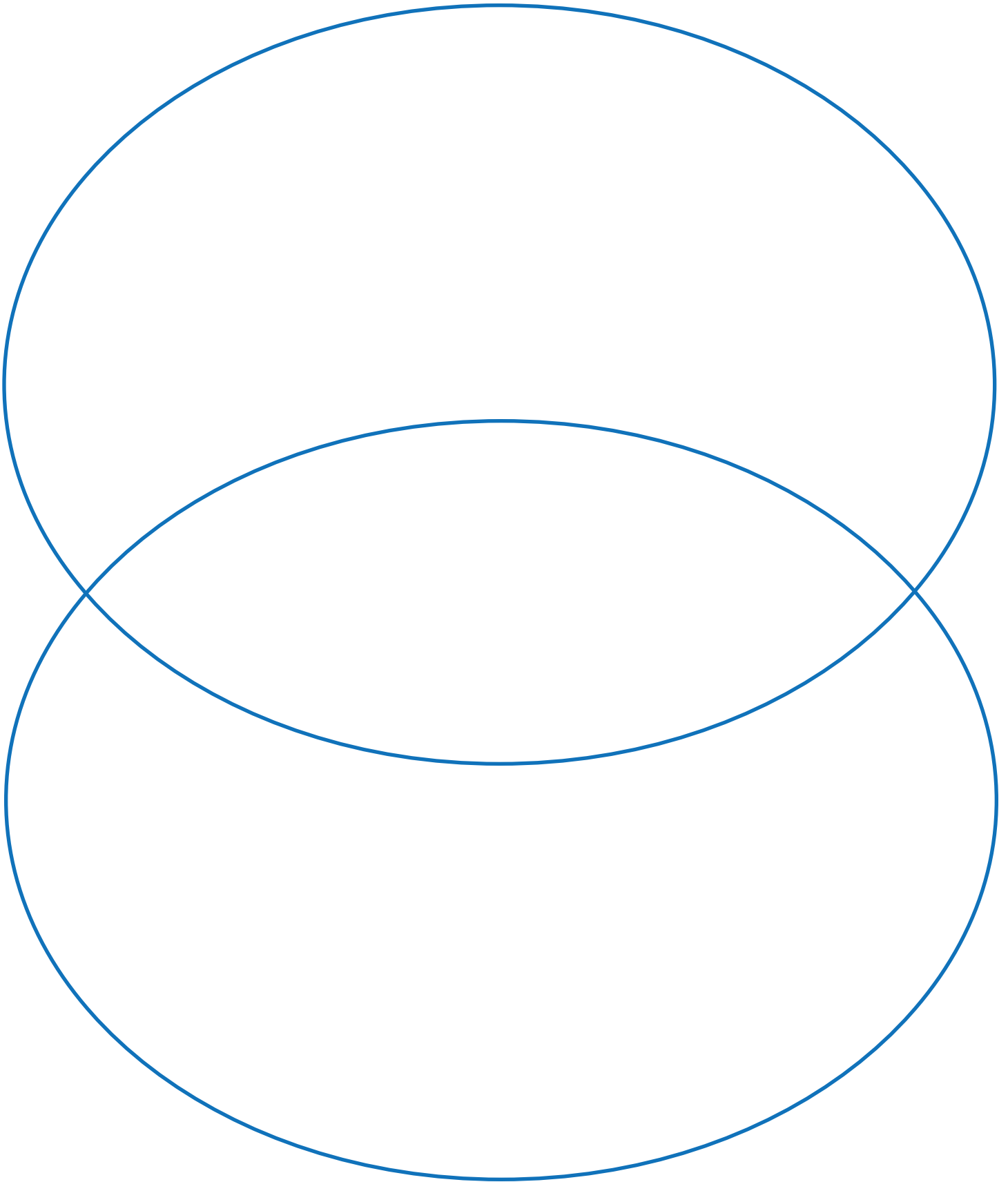
# Appendix A—“What Children Know” Cards

---

<p>Question:</p> <p>My answer:</p> <p>This information is correct! This information is not correct; can you find the correct information?</p>	<p>Question:</p> <p>My answer:</p> <p>This information is correct! This information is not correct; can you find the correct information?</p>
<p>Question:</p> <p>My answer:</p> <p>This information is correct! This information is not correct; can you find the correct information?</p>	<p>Question:</p> <p>My answer:</p> <p>This information is correct! This information is not correct; can you find the correct information?</p>

# Appendix B—Venn Diagram

Compare and contrast two



# The Rainforest Grew All Around Bingo

Term	Definition
adaptation	any structure or behavior that helps a living thing meet its needs for survival
camouflage	any coloring, shape, or pattern that allows a living thing to blend into its surroundings
kapok pod	seed pod of kapok tree, filled with fluff to help carry seeds away from parent tree
ceiba	another name for kapok tree
jaguar	a spotted cat that lives in the Amazon, said to be good luck if you see one
lianas	a type of vine that wraps and curls around plants and trees to climb for sunlight, can be as thick as an adult's arm.
emerald boa	a green snake that hides in trees, sharp teeth to grab and hold prey
leafcutter ants	ants that cut pieces of leaves and use to grow an underground fungus garden
photosynthesis	a process by which plants change light energy from the sun & use it to make sugar
sloth	a slow-moving mammals that lives hanging to tree branches
bromeliad	a type of plant that can grow on other plants without hurting the host plant (pineapple is one)
dart frogs	bright colored, poisonous frogs
ecosystem	all the living & nonliving things in an environment & how they interact
habitat	a place where an animal or a plant lives
producer	a living thing that uses sunlight to make sugar
consumer	a living thing that gets energy by eating plants & other animals
herbivore	a consumer that eats plants
carnivore	a consumer that eats other consumers
omnivore	a consumer that eats both plants and other consumers
toucan	a type of parrot that lives in the rainforest
fruit bat	a bat that eats fruit and helps to spread seeds
food chain	the flow of energy through a community
predator	an animal that hunts and kills other animals for food
prey	the animals that predators hunt
food web	all the food chains in a community

B	I	N	G	O
food web	ceiba	leafcutter ants	dart frogs	herbivore
adaptation	fruit bat	photosynthesis	ecosystem	predator
habitat	lianas	<b>FREE</b>	camouflage	omnivore
kapok pod	emerald boa	bromeliad	producer	food chain
toucan	jaguar	prey	consumer	carnivore

B	I	N	G	O
lianas	producer	emerald boa	kapok pod	omnivore
habitat	leafcutter ants	bromeliad	camouflage	photosynthesis
dart frogs	herbivore	<b>FREE</b>	ceiba	prey
food chain	ecosystem	predator	sloth	adaptation
consumer	carnivore	fruit bat	food web	toucan

B	I	N	G	O
camouflage	sloth	habitat	carnivore	predator
emerald boa	ecosystem	lianas	omnivore	prey
photosynthesis	dart frogs	<b>FREE</b>	leafcutter ants	food web
producer	toucan	herbivore	fruit bat	adaptation
jaguar	consumer	ceiba	food chain	kapok pod

B	I	N	G	O
herbivore	food web	carnivore	producer	ceiba
adaptation	lianas	prey	photosynthesis	ecosystem
toucan	camouflage	<b>FREE</b>	omnivore	bromeliad
kapok pod	emerald boa	dart frogs	fruit bat	jaguar
predator	food chain	leafcutter ants	habitat	sloth



B	I	N	G	O
camouflage	fruit bat	ecosystem	food web	producer
emerald boa	ceiba	carnivore	sloth	dart frogs
predator	consumer	<b>FREE</b>	food chain	adaptation
photosynthesis	toucan	bromeliad	habitat	herbivore
leafcutter ants	jaguar	prey	lianas	kapok pod

B	I	N	G	O
sloth	fruit bat	jaguar	predator	herbivore
habitat	bromeliad	kapok pod	carnivore	lianas
leafcutter ants	producer	<b>FREE</b>	prey	camouflage
photosynthesis	omnivore	food chain	dart frogs	ceiba
ecosystem	food web	consumer	adaptation	toucan

B	I	N	G	O
ceiba	food web	leafcutter ants	dart frogs	herbivore
fruit bat	adaptation	photosynthesis	ecosystem	predator
lianas	habitat	<b>FREE</b>	camouflage	omnivore
emerald boa	kapok pod	bromeliad	producer	food chain
jaguar	toucan	prey	consumer	carnivore

B	I	N	G	O
habitat	leafcutter ants	bromeliad	camouflage	photosynthesis
lianas	producer	emerald boa	kapok pod	omnivore
dart frogs	herbivore	<b>FREE</b>	ceiba	prey
food chain	ecosystem	predator	sloth	adaptation
consumer	carnivore	fruit bat	food web	toucan

B	I	N	G	O
jaguar	consumer	ceiba	food chain	kapok pod
camouflage	sloth	habitat	carnivore	predator
emerald boa	ecosystem	<b>FREE</b>	omnivore	prey
photosynthesis	dart frogs	lianas	leafcutter ants	food web
producer	toucan	herbivore	fruit bat	adaptation

B	I	N	G	O
food web	herbivore	carnivore	producer	ceiba
lianas	adaptation	prey	photosynthesis	ecosystem
camouflage	toucan	<b>FREE</b>	omnivore	bromeliad
emerald boa	kapok pod	dart frogs	fruit bat	jaguar
food chain	predator	leafcutter ants	habitat	sloth

B	I	N	G	O
emerald boa	ceiba	carnivore	sloth	dart frogs
camouflage	fruit bat	ecosystem	food web	producer
predator	consumer	<b>FREE</b>	food chain	adaptation
photosynthesis	toucan	bromeliad	habitat	herbivore
leafcutter ants	jaguar	prey	lianas	kapok pod

B	I	N	G	O
ecosystem	food web	consumer	adaptation	toucan
sloth	fruit bat	jaguar	predator	herbivore
habitat	bromeliad	<b>FREE</b>	carnivore	lianas
leafcutter ants	producer	kapok pod	prey	camouflage
photosynthesis	omnivore	food chain	dart frogs	ceiba



B	I	N	G	O
food web	ceiba	leafcutter ants	herbivore	dart frogs
adaptation	fruit bat	photosynthesis	predator	ecosystem
habitat	lianas	<b>FREE</b>	omnivore	camouflage
kapok pod	emerald boa	bromeliad	food chain	producer
toucan	jaguar	prey	carnivore	consumer

B	I	N	G	O
lianas	producer	emerald boa	kapok pod	omnivore
habitat	leafcutter ants	bromeliad	camouflage	photosynthesis
dart frogs	herbivore	<b>FREE</b>	ceiba	prey
consumer	carnivore	fruit bat	food web	toucan
food chain	ecosystem	predator	sloth	adaptation

B	I	N	G	O
camouflage	sloth	habitat	carnivore	predator
jaguar	consumer	ceiba	food chain	kapok pod
emerald boa	ecosystem	<b>FREE</b>	omnivore	prey
photosynthesis	dart frogs	lianas	leafcutter ants	food web
producer	toucan	herbivore	fruit bat	adaptation

B	I	N	G	O
herbivore	food web	carnivore	ceiba	producer
adaptation	lianas	prey	ecosystem	photosynthesis
toucan	camouflage	<b>FREE</b>	bromeliad	omnivore
kapok pod	emerald boa	dart frogs	jaguar	fruit bat
predator	food chain	leafcutter ants	sloth	habitat

B	I	N	G	O
camouflage	fruit bat	ecosystem	food web	producer
emerald boa	ceiba	carnivore	sloth	dart frogs
predator	consumer	<b>FREE</b>	food chain	adaptation
leafcutter ants	jaguar	prey	lianas	kapok pod
photosynthesis	toucan	bromeliad	habitat	herbivore

B	I	N	G	O
sloth	fruit bat	jaguar	predator	herbivore
ecosystem	food web	consumer	adaptation	toucan
habitat	bromeliad	<b>FREE</b>	carnivore	lianas
leafcutter ants	producer	kapok pod	prey	camouflage
photosynthesis	omnivore	food chain	dart frogs	ceiba

B	I	N	G	O
food web	ceiba	leafcutter ants	herbivore	dart frogs
adaptation	fruit bat	photosynthesis	predator	ecosystem
habitat	lianas	<b>FREE</b>	omnivore	camouflage
kapok pod	emerald boa	bromeliad	food chain	producer
toucan	jaguar	prey	carnivore	consumer

B	I	N	G	O
habitat	leafcutter ants	bromeliad	camouflage	photosynthesis
lianas	producer	emerald boa	kapok pod	omnivore
dart frogs	herbivore	<b>FREE</b>	ceiba	prey
consumer	carnivore	fruit bat	food web	toucan
food chain	ecosystem	predator	sloth	adaptation



B	I	N	G	O
camouflage	sloth	habitat	carnivore	predator
jaguar	consumer	ceiba	food chain	kapok pod
emerald boa	ecosystem	<b>FREE</b>	omnivore	prey
producer	toucan	herbivore	fruit bat	adaptation
photosynthesis	dart frogs	lianas	leafcutter ants	food web

B	I	N	G	O
herbivore	food web	carnivore	ceiba	producer
adaptation	lianas	prey	ecosystem	photosynthesis
toucan	camouflage	<b>FREE</b>	bromeliad	omnivore
kapok pod	emerald boa	dart frogs	jaguar	fruit bat
predator	food chain	leafcutter ants	sloth	habitat

B	I	N	G	O
emerald boa	ceiba	carnivore	sloth	dart frogs
camouflage	fruit bat	ecosystem	food web	producer
predator	consumer	<b>FREE</b>	food chain	adaptation
leafcutter ants	jaguar	prey	lianas	kapok pod
photosynthesis	toucan	bromeliad	habitat	herbivore

B	I	N	G	O
sloth	fruit bat	jaguar	predator	herbivore
ecosystem	food web	consumer	adaptation	toucan
habitat	bromeliad	<b>FREE</b>	carnivore	lianas
photosynthesis	omnivore	food chain	dart frogs	ceiba
leafcutter ants	producer	kapok pod	prey	camouflage

B	I	N	G	O
adaptation	fruit bat	photosynthesis	predator	ecosystem
food web	ceiba	leafcutter ants	herbivore	dart frogs
habitat	lianas	<b>FREE</b>	omnivore	camouflage
kapok pod	emerald boa	bromeliad	food chain	producer
toucan	jaguar	prey	carnivore	consumer

B	I	N	G	O
food chain	ecosystem	predator	sloth	adaptation
lianas	producer	emerald boa	kapok pod	omnivore
dart frogs	herbivore	<b>FREE</b>	ceiba	prey
consumer	carnivore	fruit bat	food web	toucan
habitat	leafcutter ants	bromeliad	camouflage	photosynthesis

B	I	N	G	O
camouflage	sloth	habitat	predator	carnivore
jaguar	consumer	ceiba	kapok pod	food chain
emerald boa	ecosystem	<b>FREE</b>	prey	omnivore
producer	toucan	herbivore	adaptation	fruit bat
photosynthesis	dart frogs	lianas	food web	leafcutter ants

B	I	N	G	O
adaptation	lianas	prey	ecosystem	photosynthesis
herbivore	food web	carnivore	ceiba	producer
toucan	camouflage	<b>FREE</b>	bromeliad	omnivore
kapok pod	emerald boa	dart frogs	jaguar	fruit bat
predator	food chain	leafcutter ants	sloth	habitat



B	I	N	G	O
photosynthesis	toucan	bromeliad	habitat	herbivore
camouflage	fruit bat	ecosystem	food web	producer
predator	consumer	<b>FREE</b>	food chain	adaptation
leafcutter ants	jaguar	prey	lianas	kapok pod
emerald boa	ceiba	carnivore	sloth	dart frogs

B	I	N	G	O
sloth	fruit bat	jaguar	herbivore	predator
ecosystem	food web	consumer	toucan	adaptation
habitat	bromeliad	<b>FREE</b>	lianas	carnivore
photosynthesis	omnivore	food chain	ceiba	dart frogs
leafcutter ants	producer	kapok pod	camouflage	prey