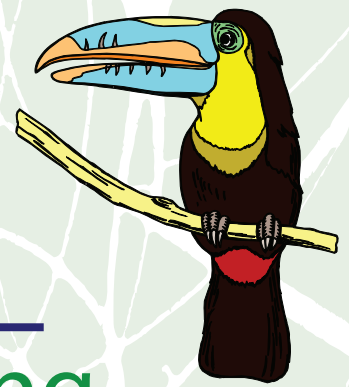


Distance Learning/Videoconferencing  
at the

CENTER FOR  
**PUPPETRY**  
*Arts*



# Rain Forest



Distance Learning  
Study Guide

3th– 5th Grade

Visual Communication  
Equipment provided by:



Dear Educator:

We are scheduled for a Tropical Rain Forest videoconference with your group. You will need to do some preparation prior to the program. Below are the directions necessary for preparation (REQUIRED TO PARTICIPATE IN THE PROGRAM).

1. The materials list is the first thing on the study guide. Each student needs these materials to fully participate in the program.
  2. All templates need to be traced onto construction paper and cut out. Any color is fine to use.
  3. Please bring all pre-cut pieces and other materials to the program. It is helpful if each student has an individual bag with their own puppet parts. You can use small paper lunch baggies or Ziploc baggies.
  4. Pass out all materials PRIOR to program start time. This includes glue, tape and scissors. It is helpful if each student has his/her own glue stick or bottle. Please have 8 strips of clear tape the size of a bandaid precut and ready for each student. You can pre-tear pieces and stick them to the sides of the table, OR stick them to yard sticks (just hold out yard stick and students can take a piece of tape from it—teacher recommended!).
  5. We will lead all students through the puppet building steps and learning activities. The program does not allow time for students to cut out materials.
- The activities in the study guide are for you to use at your discretion as either pre or post activities. We will be doing different activities w/them during the program.
  - Please let us know if you have any questions about how to prepare.
  - If you have any technical questions, please contact us directly at (404) 881-5117.

Thank you!!!



The Distance Learning Team  
Center for Puppetry Arts

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1404 Spring Street, NW at 18th

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[www.puppet.org/edu/distance.shtml](http://www.puppet.org/edu/distance.shtml)

<http://vimeo.com/channels/272008>

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Member of Theatre Communications Group & Atlanta Coalition of Performing Arts

# Videoconferencing Activity

## Tropical Bird Rod Puppet

### Materials List

Each student will need all of the following items:

1 paper towel tube

1/2 sheet of newspaper

1 piece of colored tissue paper approximately 12"X12"(any color)

2 wings (template on pg. 3)

\*1 beak (template on pg. 3)

\*1/2 piece of construction paper (any color) for the tail

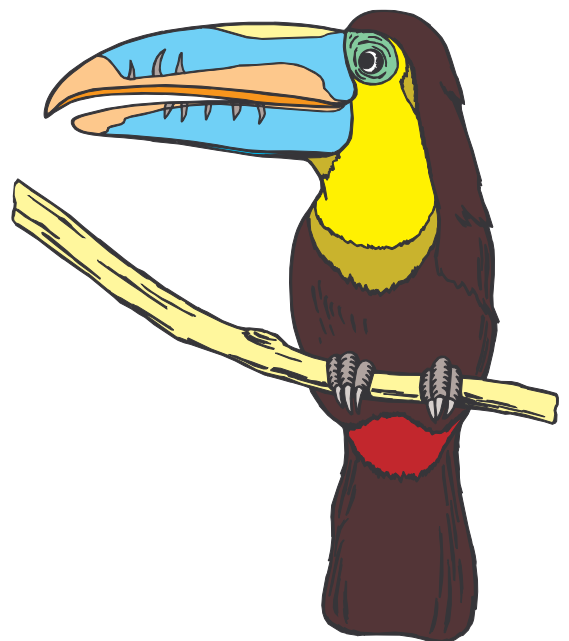
scissors

glue

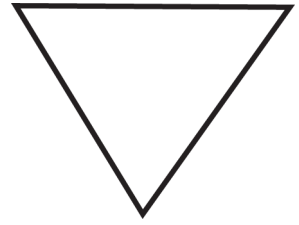
masking tape

extra construction paper (scraps are fine) for eyes\*

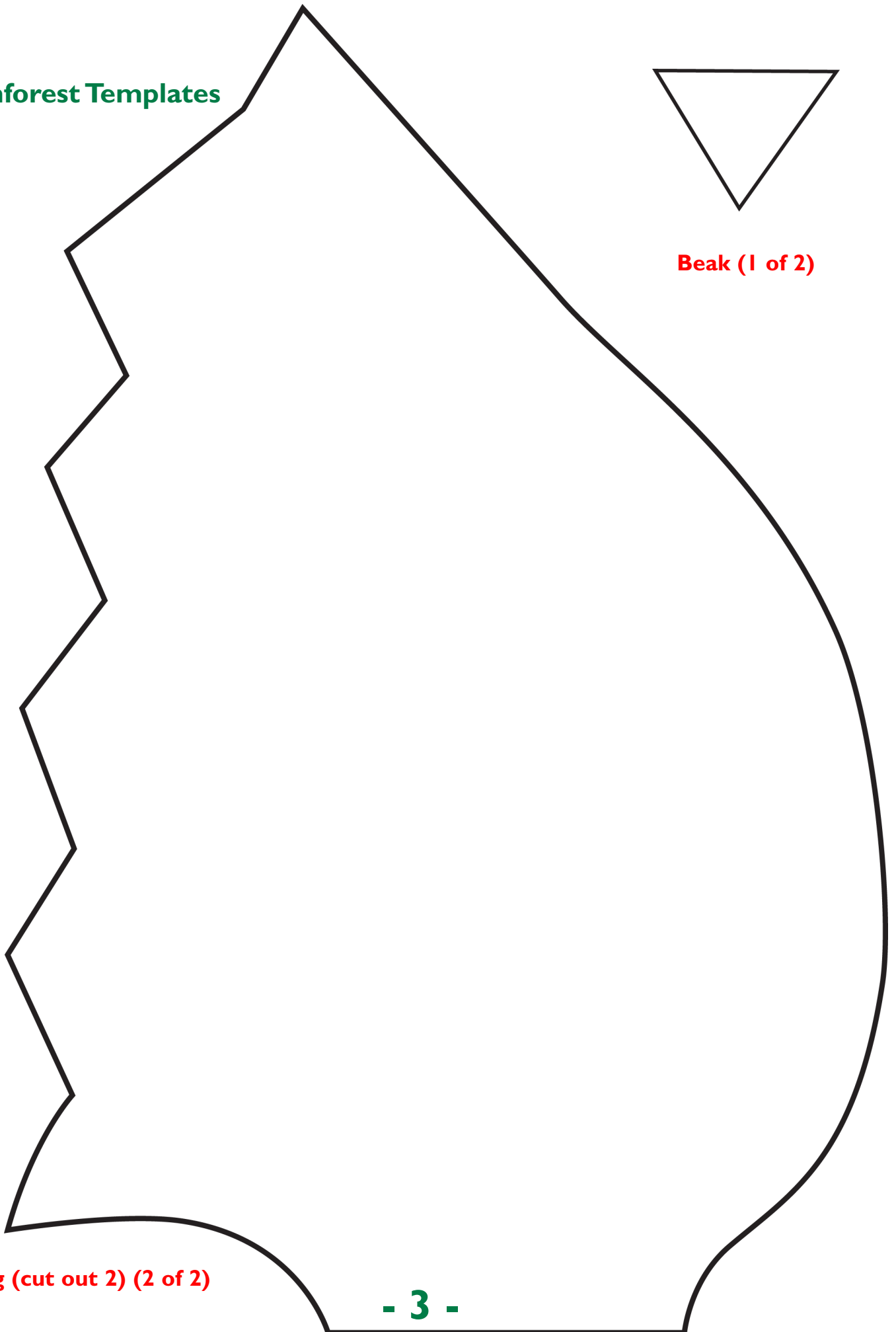
Templates must be pre-cut before the program!



**Rainforest Templates**



**Beak (1 of 2)**



**Wing (cut out 2) (2 of 2)**

# National Curriculum Standards met during live videoconference

Please go to [www.educationworld.com](http://www.educationworld.com) for a complete list of national standards.

## Fine Arts/Visual Arts

[NA-VA.K-4.1](#) Understanding and applying media techniques, and processes

[NA-VA.K-4.2](#) Using knowledge of structures and functions

[NA-VA.K-4.3](#) Choosing and evaluating a range of subject matter, symbols, and ideas

[NA-VA.K-4.5](#) Reflecting upon and assessing the characteristics and merits of their work and the work of others

[NA-VA.K-4.6](#) Making connections between visual arts and other disciplines

[NA-VA.5-8.1](#) Understanding and applying media, techniques, and processes

[NA-VA.5-8.2](#) Using knowledge of structures and functions

[NA-VA.5-8.3](#) Choosing and evaluating a range of subject matter, symbols, and ideas

[NA-VA.5-8.5](#) Reflecting upon and assessing the characteristics and merits of their work and the work of others

[NA-VA.5-8.6](#) Making connections between visual arts and other disciplines

## Technology

[NT.K-12.1](#) Creativity and Innovation

[NT.K-12.2](#) Communication and Collaboration

[NT.K-12.3](#) Research and Information Fluency

[NT.K-12.5](#) Digital Citizenship

[NT.K-12.6](#) Technology Operations and Concepts

## Life Science

[NS.K-4.3](#) The characteristics of organisms; Life cycles of organisms; Organisms and environments

[NS.5-8.3](#) Structure and function in living systems; Populations and ecosystems; Diversity and adaptations of organisms

# Pre- & Post-Videoconference Classroom Activities

## Activity 1: Lifecycles of Rainforest Animals

### National Curriculum Standards met by this activity

Please go to [www.educationworld.com](http://www.educationworld.com) for a complete list of national standards.

NS.K-4.3 Life Science

NS.5-8.3 Life Science

NL-ENG.K-12.4 Communication Skills

NL-ENG.K-12.5 Communication Strategies

NL-ENG.K-12.6 Applying Knowledge

NL-ENG.K-12.7 Evaluating Data

NL-ENG.K-12.8 Developing Research Skills

### Activity

#### Objective:

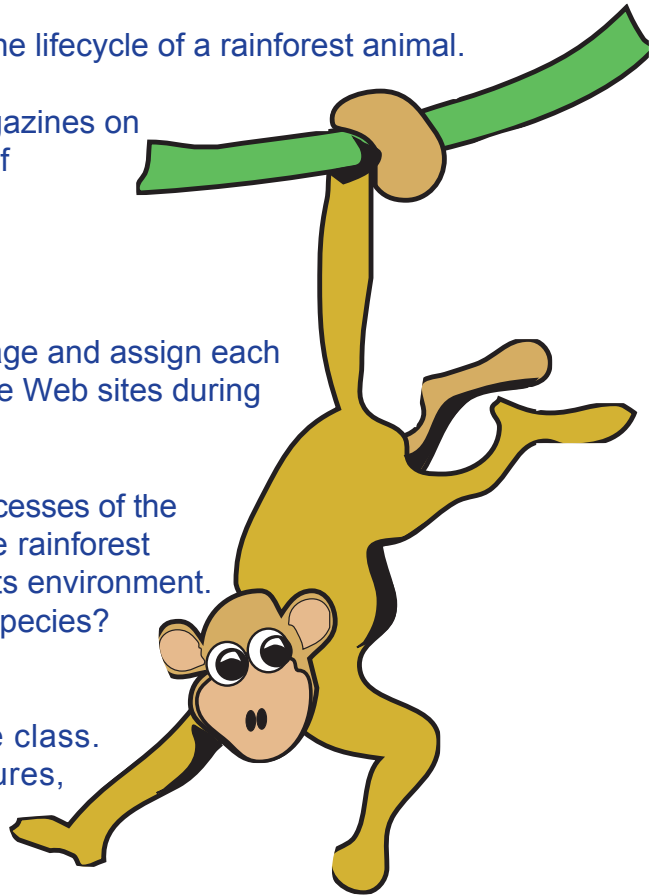
Students will give an oral presentation to the class on the lifecycle of a rainforest animal.

#### Materials:

Computers with Internet access, printer, books and magazines on rainforest habitats, pencils, paper, glue, scissors, a CD of rainforest sounds, CD player.

#### Procedure:

1. Refer to the list of rainforest animals on the next page and assign each student one to research. Encourage students to use Web sites during their research.
2. Instruct students to make notes on the basic life processes of the animal by noting the food it eats, where it lives in the rainforest (canopy, understory, etc.), and how it interacts with its environment. What are the common characteristics found in the species? How do those characteristics help it to survive?
3. Students should orally present the project to the class. Students should use various items such as pictures, books, CDs of rainforest sounds, etc. during their presentation.



Hint: You can find CDs and sound effects at The Nature Store or <http://schools.rainforestsos.org/>

## Word Scramble

Can you identify the following rain forest animals? After identifying, unscramble the underlined letters to reveal the animal that matches the final definition. Refer to the list of rain forest animals on the next page for help.

1. This bird has a bill like a huge lobster claw. Its bill looks heavy, but it has many air pockets inside to make it light
2. This bird is the largest and most powerful of its kind. It builds its nest high in the canopy. It eats monkeys, snakes, and macaws.
3. This animal is related to the raccoon. It has a striped tail and a long snout. It eats turtle eggs.
4. This animal is like a small armored tank. It has bony plates around its back and head. It can curl up into a ball when attacked.
5. Also known as “leafcutters,” they build nests out of dirt, leaves, and flowers. They place leaves in a dark underground room and eat the fungus that grows on top.

1.    \_    o    \_    \_    \_    \_

2.    h    \_    \_    \_    \_    \_    \_    \_    \_    \_

3.    \_    \_    \_    t    \_    \_    \_    \_    \_    \_

4.    \_    \_    \_    \_    \_    \_    l    \_    \_

5.    \_    \_    \_    s

This animal moves slowly through the forest and lives its entire life in the trees of the rain forest. Its slow movements help it to hide from other animals. Green algae and moths live in its hair.

O    H    T    L    S    = \_\_\_\_\_

# Activity 2: Food Chains of the Rainforest

## National Curriculum Standards met by this activity

Please go to [www.educationworld.com](http://www.educationworld.com) for a complete list of national standards.

NS.K-4.3 Life Science

NS.5-8.3 Life Science

NL-ENG.K-12.4 Communication Skills

NL-ENG.K-12.5 Communication Strategies

NL-ENG.K-12.6 Applying Knowledge

NL-ENG.K-12.7 Evaluating Data

NL-ENG.K-12.8 Developing Research Skills

## Activity

**Objective:** Students will construct a rainforest food web.

**Materials:** Computers with Internet access, printer, pencils, 9" x 12" construction paper, magazines, glue, scissors.

### Procedure:

1. Define the term "food web" as a class. Explain how a food web works and give examples.
2. Next, assign a rain forest animal to each student (see list below).
3. Ask students to create a food web using their assigned animal as a starting point.
4. Allow research time and a visit to the library for books and other reference material. Students will need access to computers and the internet.
5. Supply students with magazines, markers, and construction paper to create a visual aid to illustrate the food web.
6. Review and post food webs on bulletin board in the classroom or hallway.

### Rainforest animals

### Where do they live?

Harpy eagle .....	Brazil
Poison-Arrow frogs .....	Panama, Central and South American rain forests
Golden-lion tamarin .....	Brazil
Howler monkey .....	Costa Rica
Indigo macaw.....	Brazil
Leaf-tailed gecko.....	Australia
Keel-billed toucan.....	Brazil
Lemur.....	Madagascar
Mountain gorilla.....	Zaire
Orangutan.....	Indonesia/Borneo
Okapi.....	Various African rain forest
Tiger.....	India
Armadillo .....	Various rain forests
Leafcutter ants .....	Various rain forests
Flying lizards .....	Various Southeast Asian rainforests



# Follow-up Activity: Roll Playing

## National Curriculum Standards met by this activity

Please go to [www.educationworld.com](http://www.educationworld.com) for a complete list of national standards.

NL-ENG.K-12.4 Communication skills

NL-ENG.K-12.5 Communication strategies

NA-T.K-4.1 Script writing by planning and recording improvisations based on personal experience and heritage, imagination, literature, and history

NA-T.K-4.2 Acting by assuming roles and interacting in improvisations

NA-T.K-4.3 Designing by visualizing and arranging environments for classroom dramatizations

NA-T.K-4.8 Understanding context by recognizing the role of theatre, film, television, and electronic media in daily life

NA-T.5-8.1 Script writing by the creation of improvisations and scripted scenes based on personal experience and heritage, imagination, literature, and history

NA-T.5-8.2 Acting by developing basic acting skills to portray characters who interact in improvised and scripted scenes

NA-T.5-8.3 Designing by developing environments for improvised and scripted scenes

NS.K-4.3 Life science

NS.5-8.3 Life science

NSS-EC.K-4.4 Role of incentives

NSS-EC.5-8.4 Role of incentives

## Activity

**Objective:** Students will work in groups to role play rain forest scenarios.

**Materials:** Pencils, paper, assorted art/craft materials ( jumbo craft sticks, paint, paint brushes, cardboard or poster board, colored markers, etc.).

### **Procedure:**

1. Break students into groups of 3-5 and assign one of the following scenarios to each group:

**Scenario 1:** An oil company decided to run a pipeline through virgin rain forest of Brazil. Many of the Amazonian tribes have never had contact with “outsiders” and have moved to avoid contact. The oil company sends representatives to track down the indigenous tribes to garner their support of the project. What is the outcome? Suggested roles: oil company executive, oil company representative, Yanomami Indian, president of Brazil, keel-billed toucan (observing the scene) or other animal(s).

**Scenario 2:** A logging company decides to cut rain forest wood for people to use as fuel. Some loggers cut tropical hardwoods to sell in other countries. Sometimes the logger cuts all the trees in the area. Even though he may try to cut only a few trees, he ends up damaging most of the trees around the one he wants. How does this affect the food web? Suggested roles: logger, various rain forest animals representing all the layers of the forest.

**Scenario 3:** Poachers come to the Rwandan rain forest to illegally collect and kill Mountain Gorillas. They sell fur pelts of the endangered animals for money. They do not care that they have hunted the Mountain Gorilla to near extinction. How does the Rwandan government save and protect the Mountain Gorilla? *Suggested Roles:* hunter from an impoverished village, concerned citizen of Rwanda, government official of Rwanda, Mountain Gorilla.

2. Instruct each group to develop a short script (teacher should determine length) with dialogue for each character.
3. Allow groups to construct simple props if necessary to help illustrate their ideas. The Tropical Bird Rod Puppets built during the live videoconference can be used for this.
4. Allow rehearsal time for groups.
5. Groups should present their scenario to the other students.
6. Have the students identify and discuss the positives and negatives of the outcome.

## Activity 3: Animal Survival Techniques

### National Curriculum Standards met by this activity

Please go to [www.educationworld.com](http://www.educationworld.com) for a complete list of national standards.

[NA-VA.K-4.1](#) Understanding and applying media, techniques, and processes

[NA-VA.K-4.6](#) Making connections between visual arts and other disciplines

[NA-VA.5-8.1](#) Understanding and applying media, techniques, and processes

[NA-VA.5-8.6](#) Making connections between visual arts and other disciplines

[NS.K-4.3](#) Life science

[NS.5-8.3](#) Life science

### Activity

**Objective:** Students will produce a drawing of an “undiscovered” rainforest animal and discuss protective adaptation.

**Materials:** Paper, colored pencils, markers, books on rainforest animals and habitats, rainforest sounds CD(optional), CD player (optional).

#### Procedure:

1. Assign each student a particular rainforest area from around the world.
2. Next, take students to the library to research animals found in their assigned rainforest. Ask students to find at least two examples of animals using protective adaptation to survive. The Okapi from Africa and the tiger from India are two examples.
3. Bring books back to the classroom for further use if necessary.
4. Students should bring in books from the library with color photographs.
5. Have students write three paragraphs describing the animal, its habitat, use of its protective markings, predators, and food.
6. Display in the classroom. Hint: Play a rainforest sounds CD while students are creating their animals. You can find CDs at The Nature Store or <http://schools.rainforestsos.org>.

# Other Resources

## Websites to Explore

<http://www.sci.mus.mn.us/sln/tf/nav/tropicalcluster.html>

If I could recommend only one rain forest Web site for students, it would be the Science Museum of Minnesota. It is excellent. Students can go into “strata” and learn the different layers of the rain forest. They can then click onto eyeballs hidden in the different layers to learn about the animals that live there. Full color photos of the animals will pop-up with a brief description.

<http://www.zoomschool.com/subjects/rainforest/>

This site provides good, basic information on tropical rain forests and is an easy site for students to do research.

<http://www.eduweb.com/amazon.html>

This Web site provides an interesting eco-tourism simulation game that students can play. Also, under Making a Living, students can play the role of a Quichua farmer and learn about slash and burn farming.

## Selected Bibliography

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- Huntley, Beth. *Amazon Adventure*. Gareth Stevens Inc., 1989.
- Landau, Elaine. *Tropical Rainforests Around the World*. Franklin Watts, 1990.
- Taylor, Barbara. *Rainforest*. Dorling Kindersley, 1992.

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P.O. Box  
97180 Washington, D.C.  
20090-7180  
[www.wwf.org](http://www.wwf.org)

Rainforest Action Network  
221 Pine St.,  
5th Floor  
San Francisco, CA 94104  
[www.rainforestweb.org](http://www.rainforestweb.org)

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