

# We're Roaming in the Rainforest

## RIF EXTENSION ACTIVITIES FOR EDUCATORS

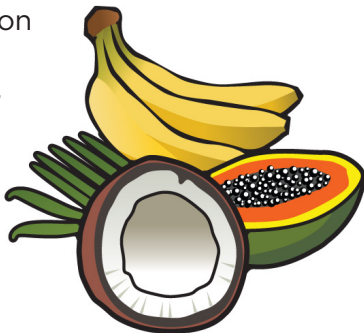
STEAM-THEMED: SCIENCE, TECHNOLOGY, ENGINEERING, ART, MATH

### SCIENCE

#### RAINFOREST TASTE TEST

Tell students that they are going to taste test some foods typically found in a rainforest. Encourage them to use their senses to smell, taste, and feel the texture of the foods. Suggested foods to try: banana, mango, papaya, star fruit, coconut, macadamia nuts, cashews, chocolate. Collect data on the class's favorites and graph their preferences.

\*Be sure to check for any food allergies before this activity.



### TECHNOLOGY

#### RAIN MACHINE

Create a sensory experience for your students with the sounds of the rainforest. Visit <http://schools.rainforestsos.org/free-resources/rainforest-multimedia/rainforest-sounds> for rainforest sounds spanning from morning to night. Have students find a personal space to lie down and close their eyes. Encourage them to visualize the animals making the sounds they hear.

### ENGINEERING

#### BUILD YOUR OWN RAINFOREST

Materials per student: 2 large clear plastic cups, potting soil, small pebbles, 1 small plant, ruler, water, measuring cup, glue

Put a one inch layer of small pebbles in the cup. Pour in two inches of potting soil. Place a small plant in the potting soil. Add 1/4 cup of water to the soil. Place six small dots of glue around the cup lip; put the second cup on top to make a dome. Label each "rainforest" and put them in a sunny place near a window. Observe for a week and record observations.



### ART

#### RAINFOREST SCULPTURES

Learn about different rainforest animals by visiting [www.rfadventures.com/Rainforest\\_animals.htm](http://www.rfadventures.com/Rainforest_animals.htm). Let children choose an animal to sculpt with the clay. After sculptures are finished, allow them to dry for a few days. Revisit the website above. Have children study the color and patterns of their chosen animal and paint their sculptures to match. Talk about why each animal looks the way it does. Why are some brightly colored, some spotted, etc.?



### MATH

#### POISON FROG FLING

Materials: plastic frogs (red/yellow plastic chips will work instead), container, pencil, paper

Place a minimum of 10 frogs in a container. Have students shake the frogs up. Turn the container over and let frogs fling to the floor. Students should count how many frogs landed on their feet and how many on their backs. Add the two numbers together. Continue this process until all fact families for 10 have been found. For an added challenge, increase the number of frogs.

