

Congratulations!

You have been chosen to join a team of scientists who are going on a dangerous expedition into the unknown territories of a rainforest.

Your mission is to gather data about the rainforest. You are to use your time in the rainforest to study and investigate the plants and animals which live there. You will also need to report on how humans affect life in the rainforest.

You will need to:

- a. Design a cover page for your research journal.
- b. Describe one animal that lives in the rainforest (what it looks like, what it eats, where it lives).
- c. Describe one plant that lives in the rainforest (what it looks like, where it lives).
- d. Investigate what plants need to survive. Describe what happens if a "necessary ingredient" is missing.
- e. Describe some rainforest products that are part of our daily lives.
- f. Describe how humans are affecting the rainforest.
- g. Produce a piece of artwork in response to the sights and sounds of the rainforest. (This can be your cover page, or a separate piece of artwork.)

As a scientist, using your senses to make observations is very important. (Just remember to be safe!) Be sure to describe your findings in detail!

Good luck!

And Now What? Ideas to Continue Learning...

You have finished your research early... what now? Here are some ideas to continue your discovery...

- ☀ Why are rainforests important to us, even if we don't live near one and may never visit?
- ☀ Why do you think the rainforest is in danger? What can kids do to make a difference?
- ☀ What do you think would happen if all the rainforests were destroyed?
- ☀ Would you like to live in the rainforest? Why or why not?
- ☀ Imagine you are a rainforest animal or plant. If you could speak to humans, what would you say?
- ☀ Describe "a day in the life" of a rainforest scientist. Use your senses to describe what you notice.
- ☀ Make a rainforest terrarium. What will you plant? What will it need to survive?
- ☀ Learn more about the people who live in the rainforest.
- ☀ Design a rainforest trivia or board game.
- ☀ Prepare a Public Service Announcement (a radio or television ad) about the rainforest and how we can help protect it.
- ☀ Design Rainforest puzzles (crossword, find-a-word, riddles, etc.)
- ☀ Anything else you can imagine...!

Rainforest Journal, Day 1:

Today I saw this new animal in the rainforest: _____. This is my description:

Rainforest Journal, Day 2:

Today I saw this new plant in the rainforest: _____. This is my description:

Rainforest Journal, Day 5:

Today I noticed that humans can both help and harm the rainforest:

Of all the things we use at home, this is my favourite: _____.
Different scientists in our class had different favourites:

_____ scientists liked _____ best.

_____ scientists liked _____ best.

_____ scientists liked _____ best.

_____ scientists liked _____ best.

_____ scientists liked _____ best.

8					
7					
6					
5					
4					
3					
2					
1					

Rainforest Journal, Day 3:

I have been doing an experiment,
to see what plants need to survive.
This is what I have noticed:

(next page)

Rainforest Journal, Day 4:







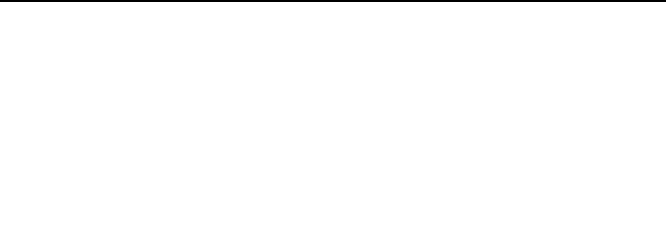
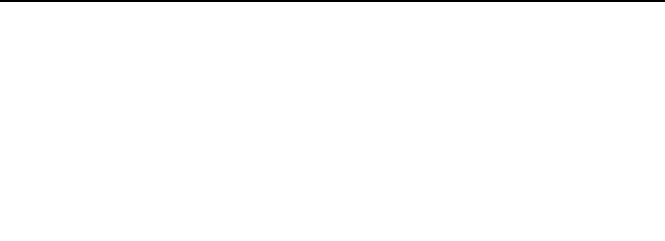
Today I saw many things in the rainforest that we use in our daily lives at home:

Food from the Rainforest !

Many of the foods we eat come from the rainforest.

Today you saw, smelled and tasted some of them.

How many can you name? Draw a picture for each one.

 _____ grows in the rain-forest. I used my sense of _____	 _____ grows in the rain-forest. I used my sense of _____
 _____ grows in the rain-forest. I used my sense of _____	 _____ grows in the rain-forest. I used my sense of _____
 _____ grows in the rain-forest. I used my sense of _____	 _____ grows in the rain-forest. I used my sense of _____
 _____ grows in the rain-forest. I used my sense of _____	 _____ grows in the rain-forest. I used my sense of _____

Rainforest Products

- Medicines (curare, quinine, ipacac, anti-leukemia, etc.)
- Woods (bamboo, mahogany, etc.)
- "House plants" (Christmas cactus, African violet, fern, begonia, bromelia, hibiscus, periwinkle...)
- Metals & minerals (gold, copper, etc.)
- Oil
- Rubber
- Cotton
- Vanilla
- Chocolate
- Coffee
- Tea
- Sugar (cane)
- Fruits (bananas, plantains, oranges, lemons, limes, grapefruit, papaya, pineapples, figs, passion fruit, guava, mango, etc.)
- Spices (ginger, cloves, cardamom, cinnamon, peppers [black, chili, jalepeño, cayenne, sweet, etc.], tumeric, nutmeg, etc.)
- Nuts (Brazil, cashew, peanut, macadamian, coconut, etc.)
- Cassava / manioc / yam
- Avocado
- Eggplant
- Cucumber
- Tomato
- Artichoke
- Sweet potato
- Tapioca
- Gum (chewing gum)

Rainforest Websites

A = includes information about animals

P = includes information about plants

H = information about humans & the rainforest

W = webquests, games and interactive websites

	A	P	H	W
Enchanted Learning www.enchantedlearning.com/subjects/rainforest/animals/Rfbiomeanimals.shtml	✓			
Survival Test - Plants http://library.thinkquest.org/5393/quiz_plants.html		✓		
Rainforest Education http://www.rainforesteducation.com/lake/frogintro.htm	✓	✓	✓	
What's It Like Where You Live? http://mbgnet.mobot.org/sets/rforest/index.htm	✓	✓		
Journey into Amazonia http://www.pbs.org/journeyintoamazonia/	✓	✓		✓
Welcome to the Rainforest from Rain-Tree http://www.rain-tree.com/			✓	
Amazon Interactive: The Ecotourism Game http://www.eduweb.com/ecotourism/ecol.html			✓	✓
How Rainforests Work http://science.howstuffworks.com/rainforest.htm	✓	✓	✓	

Rainforest Word Search

L A A B C C Z A E S U A H F N S M T B E E
 E E I E A H N O E N M N R S E N S A K V L
 O R E N T T L L O P I I D T I L I P L R I
 D O O C E A P A H L L N Y E E F R I S E T
 B P T A I P L I M L O H I O R T U R T S P
 Y A T A A R B O E Y P G P U O S O D N N E
 T E N E K I T D C I C A I L Q W T N E O R
 R C N A A C L C P O R O E S A D O O G C E
 B I E N N I O E E D H C S C T E C S R S V
 P V S S Z A Y C Q L O C A A S F E H E Y A
 S T R A N G L E R S E M N W U O T E M I M
 Z J R T S I N A T O B B A M H R O F E T P
 X D M O S Q U I T O O R C O A E U D C N I
 B O A C O N S T R I C T O R B S C S Z E R
 E E T A N A M P U E S U N M I T A E N C E
 A N A U G I E Z M L C Z D A T A N I L A B
 V A N I L L A L E Z D O A N A T C H A I A
 Y E K N O M R E L W O H L G T I G T M M T
 R U B B E R I X U C U T A O D O O O M A D
 T Q R T A R A N T U L A I E G N R L A N C
 S A I L E M O R B D R C M U G Y F S M U M

Amphibian
 Anaconda
 Anteater
 Banana
 Bird
 Boa constrictor
 Botanist
 Bromelias
 Caiman

Canopy
 Chlamydosaurus
 Chocolate
 Cockatoo
 Conserve
 Deforestation
 Ecology
 Ecotourism
 Electric eel













Emergents
 Epiphytes
 Fish
 Frilled lizard
 Habitat
 Howler monkey
 Iguana
 Insect
 Lemur

Leopard
Macaw
Mammal
Manatee
Mango
Medicine
Mosquito
Ocelot

Pineapples
Quinine
Reptile
Rubber
Sloth
Strangers
Tarantula

Toucan
Understory
Vampire bat
Vanilla
Zoologist

Student Self Assessment Rubric

	Level 1	Level 2	Level 3
Attitude means I acted appropriately when I worked on this project.			
Focus means I concentrated on what I needed to do and I finished the task.			
Quality of Work means I tried to do my best work.			
Cooperation with Others means I worked well with others in class.			

Next time I do a similar project, I want to improve my work by:

This is how I feel about doing this project: