

Topic of Study - Animals in the Jungle

Introduction

Preschool children are fascinated by jungle animals. They enjoy books and songs about them. Many have seen jungle animals on television and in movies. Some children have seen jungle animals when they visited a zoo. While giraffes, elephants and monkeys will be highlighted in this study, children will also be introduced to other animals such as lions, chimpanzees, zebras, crocodiles, and rhinoceros.

Teacher Notes about STEM

- *Early Childhood Educators are now linking together science, technology, engineering, and math into what is called STEM curriculum.*
- *This topic of study, Animals in the Jungle, focuses on the science component of STEM.*

Teacher Notes

Arkansas Minimum Licensing Requirements (Rev. 1.1.15) requires the following:

400 PROGRAM – 401 Program Requirements for all ages

5.a. The facility shall have an appropriate curriculum with weekly activity plans appropriate for the developmental needs of each group of children.

To assist your program in meeting this requirement, refer to Developing Weekly Activity plans for Adventures in Learning for information on how to develop your plans. Feel free to make copies of the plan sheet you select and use it each week. To help you in your planning, there are also 2 samples of completed plan sheets that you may use as guides when developing weekly activity plans for your group of children.

- ***Adventures in Learning** is an Arkansas approved curriculum.*
- *This curriculum guide is a collection of activities that support the Big Ideas listed below. Choose those activities that best meet the needs of the children in your group.*
- *Consider extending this topic of study beyond a one-week period of time. There is so much for children to learn about animals in the jungle. Carry over activities from one week to another because children enjoy and learn best through repetition.*
- *If you do not have some of the featured books, refer to the Additional Books section for other books you can use.*
- *It is important to read the same book several times to children so that they can have a better understanding of theme, plot, characters and the sequence of events. In each of the readings presented here, there is a different focus on what is happening in the story.*

Big Ideas

Here are three big ideas about animals in the jungle you can help children explore:

- Elephants, monkeys and giraffes are wild animals that live in the jungle.
- Jungle animals sometimes live in zoos.
- Each jungle animal has distinctive physical characteristics.

Materials to Collect and Make

- Pictures of “real” jungle animals: elephant, giraffe, monkey, zebra, lion, leopard, chimpanzee, hippopotamus, rhinoceros, gorilla, (not cartoon pictures). Laminate or cover with contact paper for durability.
- Children’s books about jungle animals.
Rumble in the Jungle by Giles Andreae, David Wojtowycz, illustrator
Giraffes Can’t Dance by Giles Andreae, illustrated by Guy Parker-Rees
Caps for Sale by Esphyr Slobodkina
- Storytelling figures (felt or magnetic) for the book, *Caps for Sale*. (See Attachment: [Caps for Sale](#))
- Safari Prop Box
- 10 (felt or magnetic) monkeys, each with numeral from 1 to 10 on chest, (felt or magnetic) bananas (See Attachments: [Teasing Mr. Crocodile and Hungry Monkeys for monkey patterns](#))
- 5 (felt or magnetic) monkeys and a bed (See Attachment: [Five Little Monkeys](#) for bed pattern, monkeys are interchangeable)
- 5 (felt or magnetic) monkeys, a tree and a crocodile (See Attachment: [Teasing Mr. Crocodile](#)), monkeys are interchangeable, or use monkeys and tree from storytelling figures for *Caps for Sale*)
- Felt or magnetic figures of jungle animals (real pictures or from patterns)
- Jungle Safari prop box: jungle animals (stuffed or vinyl), safari hat, binoculars, camera, backpack, portable phones or walkie-talkies, pictures of jungle animals, notepad and paper

Resources

- Check with your local library for the availability of children’s books.
- Children’s books can be purchased online, from school supply catalogs or local bookstores.
- Search websites or reference books for additional information and for pictures of jungle animals.

Introducing and Concluding the Topic

Learning Goals:

CD2.4 Holds and manipulates information in memory (*short term and working memory and long-term memory*)

CD3.2 Engages in symbolic and abstract thinking (*abstract thinking*)

EL3.1 Responds to features of books and print (*print knowledge*)

Introduction: Finding Out What Children Know About Animals in the Jungle

To introduce the topic of “Animals in the Jungle” you need to find out what children already know about the topic. This allows you to build on your children’s experiences. It also helps create an interest in the topic. Here’s how to begin.

- Gather the children in a group. Say, “For the next few days we’re going to be learning about animals in the jungle.”
- Write on chart paper, chalkboard or marker board the words “Animals in the Jungle.”
- Invite children to tell you things they already know about animals in the jungle. You may have to ask questions to stimulate their thinking, questions such as, “What kind of animal do you think live in a jungle?” “Have you ever seen any of these animals?” “Where did you see them?”
- Make a list of all of the things children know about animals in the jungle.
- Review the list with them and say, “You already know a lot of things about animals in the jungle and we’ll find out even more. We’ll be learning about monkeys, giraffes, elephants and many more animals in the jungle”
- Now ask children what they would like to know about animals in the jungle.
- Make a list of things children would like to know about animals in the jungle.
- Keep the two lists until you have completed the topic of study.

Teacher Note: *While the focus will be on monkeys, elephants and giraffes other animals will be introduced.*

What We Know about Animals in the Jungle	What We Would Like to Know About Animals in the Jungle	Things We Learned about Animals in the Jungle

Conclusion: Finding Out What Children Have Learned About Animals in the Jungle

- Gather the children in a group at the conclusion of the study about animals in the jungle.
- Write on chart paper, chalkboard or marker board, “Things We Learned about Animals in the Jungle.”
- Invite children to tell you some things they have learned about animals in the jungle. You may have to ask prompt questions such as “What are the names of some of the animals in the jungle we learned about?” “Which animals were really big?” “What can you tell us about how some of the animals looked?”
- Make a list of all the things children learned about animals in the jungle.
- Read the first two lists you made with the children. Then say, “Here are some new things you found out about animals in the jungle” and read today’s list with the children.

Reading Books with Children

Learning Goals:

CD2.1 Focuses and sustains attention

CD2.4 Holds and manipulates information in memory (*short term and working memory*)

LD1.1 Understands and responds to language (in child's home language) (*vocabulary and language comprehension*)

EL1.1 Shows interest in literacy experiences (*engagement in literacy experiences*)

EL1.2 Engages in read-alouds and conversations about books and stories

EL3.1 Responds to features of books and print (*book knowledge*)

Book #1: *Rumble in the Jungle*, by Giles Andreae, author, illustrated by David Wajtowycz

First Reading of *Rumble in the Jungle*

- Prepare to read the book, *Rumble in the Jungle*.
- Show cover; give title, author and illustrator. (Explain that the author is the person who writes the book and the illustrator is the person who draws the pictures.)
- Invite children to tell you what they think the word rumble means? What is a jungle? Accept all answers.
- Say, "Let's find out about this rumble in the jungle."
- Read the story so all children can see the pictures in the book.
- Follow up by reading the first page and asking questions such as, "Which animal do you think was sweet and kind?" "Which animal do you think is the most frightening; the animal that scared you the most?" "Which is your favorite animal?"

Second Reading of *Rumble in the Jungle*

- Show cover, give title, author and illustrator.
- Read the story so all children can see the pictures in the book.
- Follow up the second reading by going back through the book, showing pictures and helping children understand the meaning of some unfamiliar words such as leopard's **lair** (resting place), boa constrictor's **prey** (animals that the boa hunts to eat), **gangly** giraffe (tall, thin, moves awkwardly, is clumsy), hippos **mooch** in the mud (get food), crocodile **chomping** (bites down on), **ravenous** rhino (very, very hungry), lions **den** (resting place), **ferocious** gorilla (scary).

Third Reading of *Rumble in the Jungle*

- Show cover. Ask children to recall the title of the book. Give the author and illustrator and invite children to tell you what each does.
- Read the story so all children can see the pictures in the book.
- Follow up the third reading by reading the story again, inviting children to help you fill in some of the rhyming words. For example, read the chimpanzee pages and pause before the last word. "We munch each other's _____." (fleas)
- Continue with this through the end of the story.

Additional Learning Goal:

EL2.1 Notices and manipulates the sounds of language (*rhyme*)

Fourth Reading of *Rumble in the Jungle* (Small Group)

- Show cover and involve children in giving the title and discussing author and illustrator.
- Read the story so all children can see the pictures in the book.
- Follow up the fourth reading by reviewing each page as follows:
 - Run your fingers under the name of the animal on a page and invite children to “read” the word.
 - Read the verses after children “read” the name of the animals.
- Invite children to help you fill in some of the rhyming words just as in the Third Reading.
- Thank children for helping you “read” the story.

Additional Learning Goal:

EL3.1 Responds to features of books and print (*print knowledge*)

Book #2: *Giraffes Can't Dance*, by Giles Andreae, illustrated by Guy Parker-Rees

First Reading of *Giraffes Can't Dance*

- Prepare to read the book, *Giraffes Can't Dance*
- Invite children to tell you what they know about giraffes. Ask questions such as, “Did you ever see a giraffe?” “What are some things you noticed about the giraffe?” “How tall do you think a giraffe might be?”
- Show cover; give title, author and illustrator. (Explain that the author is the person who writes the book and the illustrator is the person who draws the pictures.)
- Ask children if they think giraffes can or can't dance and to explain their answers.
- Read the story so all children can see the pictures in the book.
- Follow up with questions such as, “Were you right? Could Gerald the giraffe dance?” How do you think Gerald felt when the other animals called him clumsy and weird?” “How do you think Gerald felt when he danced and the animals said, ‘Gerald’s the best dancer that we’ve ever seen’” “Have children ever called you names that made you sad?”

Additional Learning Goals:

SE2.1 Experiences, expresses, and regulates a range of emotions (*emotion expression*)

SE2.2 Interprets and responds to the feelings of others (*emotion understanding*)

Second Reading of *Giraffes Can't Dance*

- Prepare to read the book, *Giraffes Can't Dance*
 - Invite children to recall the name of the book. Give author and illustrator and invite children to discuss what each does.
 - Read the story so all children can see the pictures in the book.
 - Follow up the second reading by showing each page and inviting children to describe what is happening on that page. For example, show the first page and ask them to describe Gerald. On the next pages, ask what Gerald is good at and what happens when he tries to dance. Continue with children recalling the story as they look at the pictures.
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Third Reading of *Giraffes Can't Dance* (Small Group)

- Gather a small group of children (four to five)
- Show cover, invite children to recall the name of the book. Give author and illustrator and invite children to discuss what each does.
- Read the story so all children can see the pictures in the book.
- Follow up the third reading by showing the pages and invite children to name the animals they see.

Teacher Note: Repeat this activity with other small groups so that all children have an opportunity to see the pictures of the animals up close and name them.

Book #3: *Caps for Sale* by Esphyr Slobodkina, author and illustrator

First Reading of *Caps for Sale*

- Prepare to read the book, *Caps for Sale*
- Wear a checked cap as children come to story time.
- Engage children in a short discussion about the cap. For example, it is a checked cap. Is anyone wearing an article of clothing with checks? Ask if they have seen anyone wearing a cap like this.
- Show cover, give title, author and illustrator. (Explain that the author is the person who writes the book and the illustrator is the person who draws the pictures.)
- Ask children to look at cover and predict what story is about.
- Read from the cover, pointing to the words, “A Tale of a Peddler, Some Monkeys and Their Monkey Business.”
- Ask children if they know who a peddler is. Explain that a peddler is a person who travels from place to place selling things. This peddler is selling caps.
- Ask children what they think *monkey business* means. Accept all answers.
- Say, “Let’s read and find out more about the peddler, the monkeys and their monkey business.”
- Read the story so all children can see the pictures in the book.
- Begin to read the story to children, pausing at the end of the page where the peddler looks for his caps and cannot find them.
- Ask questions such as, “What do you think happened to the peddler’s caps?” “How do you think he felt when he couldn’t find his caps?”
- Read the next page that asks, “and what do you think he saw?” Invite the children to predict what he saw in the tree.
- Continue with the story to the end.
- Follow up by asking questions about the story such as, “What did you like best about the story?” “Was there anything in the book that surprised you?” “How did the peddler feel when the monkeys wouldn’t give his caps back to him?” (angry) “How did the peddler finally get his caps back?”

Second Reading of *Caps for Sale*

- Prepare to read the story, *Caps for Sale*.
- Ask children to recall who a peddler is and what he is selling.
- Show cover, give title, author and illustrator.
- Read the story so all children can see the pictures in the book.
- Follow up the second reading by asking questions that relate to the children’s own experiences. For example, “If you needed a new cap, what would you do?” “Where would you go to get a new cap?” “The peddler was selling his caps for 50 cents. How much do you think you would have to pay for your cap?” “How would you feel if someone took your cap while you were sleeping?” “Where would you wear a cap like this?”

Third Reading of *Caps for Sale* (Small Group)

- Gather a small group of children (four or five)
- Show cover and invite children to recall the title of the book. Discuss with them that Esphyr Slobodkina is both the author and illustrator of the book.
- Read the story so all children can see the pictures in the book.
- Follow up the third reading by inviting children to retell the story in their own words.

Teacher Note: Repeat this activity with other small groups so all children have an opportunity to be involved in the retelling of the story. As children retell stories, guide them to remember details such as the characters, setting and order of events. Help them interpret how the characters feel, speak and act.

Additional Learning Goal:

EL1.2 Engages in read-alouds and conversations about books and stories (*story structure*)

Additional Books

Does a Kangaroo Have a Mother, Too? By Eric Carle (Also available in Spanish)

Elmer by David McKee

Five Little Monkeys Jumping on the Bed by Eileen Christelow (Also available in a bilingual Storybook Treasury)

Five Little Monkeys Sitting in a Tree by Eileen Christelow (Also available in a bilingual Storybook Treasury)

Five Little Monkeys with Nothing to Do by Eileen Christelow (Also available in a bilingual Storybook Treasury)

From Head to Toe by Eric Carle (Also available in Spanish)

Leo the Late Bloomer by Robert Kraus, illustrated by Jose Aruego (Also available in Spanish)

Seven Blind Mice by Ed Young

Slowly, Slowly, Slowly Said The Sloth by Eric Carle

Who Is the Beast? By Keith Baker

Language and Literacy Materials and Activities

Learning Goals:

LD1.1 Understands and responds to language (in child's home language) (*vocabulary and language comprehension*)

EL1.1 Shows interest in literacy experiences

EL2.1 Notices and manipulates the sounds of language (*rhyme*)

Teasing Mr. Crocodile

Five little monkeys sitting in a tree (hold up five fingers)

Teasing Mr. Crocodile,
"You can't catch me! You can't catch me!"

Along came Mr. Crocodile, quiet as can be.

Chomp! (put elbows together & clap hands together,
making the motion of crocodile's jaws snapping shut)

Additional verses as with **Five Little Monkeys**:

Four little monkeys....

Three little monkeys....

Three little monkeys....

Two little monkeys...

One little monkey...

Teacher Note: *Make five (felt or magnetic) monkeys, a tree and a crocodile. Place the tree on the felt or magnetic board and the monkeys on the tree. Place the crocodile below the tree. Remove one monkey as each verse is recited. (See Attachment: [Teasing Mr. Crocodile](#))*

Five Little Monkeys

Five little monkeys jumping on the bed (hold up five fingers)
One fell off and bumped his head. (rub head)
Mamma called the doctor and the doctor said (pretend to make telephone call)
"No more monkeys jumping on the bed!" (shake finger as if scolding)

Four little monkeys jumping on the bed (hold up four fingers)
One fell off and bumped his head. (rub head)
Mamma called the doctor and the doctor said, (pretend to make telephone call)
"No more monkeys jumping on the bed!" (shake finger as if scolding)

Three little monkeys jumping on the bed (hold up three fingers)
One fell off and bumped his head, (rub head)
Mama called the doctor and the doctor said, (pretend to make telephone call)
"No more monkeys jumping on the bed!" (shake finger as if scolding)

Two little monkeys jumping on the bed (hold up two fingers)
One fell off and bumped his head. (rub head)
Mama called the doctor and the doctor said, (pretend to make telephone call)
"No more monkeys jumping on the bed!" (shake fingers as if scolding)

One little monkey jumping on the bed (hold up one finger)
He fell off and bumped his head. (rub head)
Mama called the doctor and the doctor said, (pretend to make telephone call)
"No more monkeys jumping on the bed!"

Teacher Note: *Make five felt or magnetic monkeys and a bed. Place the bed on the felt or magnetic board and the monkeys on the bed. Remove one monkey as each verse is recited. (See Attachment: [Five Little Monkeys](#))*

One Elephant

- Children sit in circle.
- Select one child (leader for the day) to be elephant. Child makes a trunk by extending arms in front of body, putting palms together.
- First elephant walks around the circle while the group sings the song.
- When the group sings, "called for another elephant to come," the first child chooses another to join her and become an elephant.
- Continue the song until all children have joined the elephant parade.

One elephant went out to play,
Out on a spider's web one day.
He had such enormous fun,
He called for another elephant to come.

Additional verses, adding a number as another child joins the elephants.

Two elephants went out to play....
Three elephants went out to play....

Teacher Note: *The three preceding activities support the following Learning Goal:*

Learning Goal:

MT1.2 Explores combining and separating groups (numerical operations) (changes in quantity)

We're Going on a Safari

(Show pictures in the book, *Rumble in the Jungle*, as you and children say rhyme)

<p>I'm going on a safari. What do I see? I see a swinging chimpanzee Looking at me.</p> <p>Swinging chimpanzee, swinging chimpanzee What do you see? I see a roaring lion Looking at me.</p> <p>Roaring lion, roaring lion What do you see? I see a big elephant Looking at me.</p> <p>Big elephant, big elephant What do you see? I see a striped zebra Looking at me.</p> <p>Striped zebra, striped zebra What do you see? I see a slippery snake Looking at me.</p> <p>Slippery snake, slippery snake What do you see? I'll see a gangly giraffe Looking at me.</p> <p>Gangly giraffe, gangly giraffe. What do you see? I see a happy hippo Looking at me.</p>	<p>Happy hippo, happy hippo What do you see? I see a chomping crocodile Looking at me.</p> <p>Chomping crocodile, chomping crocodile What do you see? I see a big strong rhinoceros Looking at me.</p> <p>Big strong rhinoceros, big strong rhinoceros What do you see? I see a scary gorilla Looking at me.</p> <p>Scary gorilla, scary gorilla What do you see? I see a hungry leopard Looking at me.</p> <p>Hungry leopard, hungry leopard What do you see? I see a terrible tiger Looking at me.</p> <p>Terrible tiger, terrible tiger What do you see? I see lots of wild animals Looking at me.</p>
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Teacher Notes:

- *Before doing this activity with the children, discuss with them what it means to go on a safari. Explain that sometimes people go to jungle areas to spot wild animals and to take pictures of them. They ride in jeeps looking for animals. They may use binoculars to spot the animals and cameras to take pictures of them. They sleep in tents. Make sure children understand that the people on the safari are not there to shoot animals.*
- *Invite children to create actions to go with the different animals. For example, pretend to swing from trees like chimpanzee, make roaring noise like lion, put two hands together in front of you and swing them like an elephant's trunk.*
- *Show picture of each animal as it is introduced.*

The Giraffe

I went walking one sunny day
And guess what I saw coming my way?

I saw an animal walking toward me
Eating leaves off the top of a tree.

He had the longest neck I've ever seen
As he ate the leaves that were so very green.

This animal was oh so tall
With legs so thin I thought he might fall.

This strange looking animal was a sight to behold.
This very tall animal was a giraffe, I'm told.

Miss Mary Mack

(Sing or chant and make motions to go with words)

Miss Mary Mack, Mack, Mack
All dressed in black, black, black
With silver buttons, buttons, buttons,
All down her back, back, back.

She asked her mother, mother, mother
For fifty cents, cents, cents,
To see the elephants, elephants, elephants
Jump the fence, fence, fence.

They jumped so high, high, high,
They touched the sky, sky, sky,
And they didn't come back, back, back
'Til the fourth of July, ly, ly.
And they didn't come back, back, back.
'Til the fourth of July, ly, ly.

Learning Goal:

EL1.1 Shows interest in literacy experiences

Storytelling Figures: *Caps for Sale* (See Attachment: [Caps for Sale](#))

- Make felt or magnetic story figures for the book, *Caps for Sale*
- Use the figures and a felt or magnetic board to tell the story to the children
- Tell the children that the story figures and board will be placed in the book area.
- Review with the children the correct way to use the story figures. For example:
Two children at a time use the figures to tell the story.
Keep figures on the board or in the storage bag/folder
- Spend time in the library/book area helping children use the story figures correctly.

Learning Goals:

LD1.1 Understands and responds to language (in child's home language) (*vocabulary and language comprehension*)

ST3.1 Demonstrates knowledge of the characteristics of living things, the earth's environment, and physical objects and materials (*living things*)

Activity: Animal Talk (Small Group)

- Provide a collection of pictures of real animals (no cartoons).
- Allow each child to select a picture, name and describe the animal and say what he or she knows about that animal.
- Ask prompt questions if necessary. For example, ask child to name the color of the animal, talk about any special markings such as stripes or spots, shape of ears.
- Supply words such as "mane" of the male lion, or elephant's "trunk" if children do not know them.
- Add pictures to library area and allow children to look at them independently.

Learning Goals:

CD3.2 Engages in symbolic and abstract thinking (*abstract thinking*)

EL1.1 Shows interest in literacy experiences

EL3.1 Responds to features of books and print (*print knowledge*)

Activity: Take a Listening Walk

- Read the book, *Giraffes Can't Dance*, before going on the walk.
- Discuss the sounds Gerald heard in the jungle: grass and trees swaying, cricket playing the violin.
- Explain to children that they are going on a listening walk. "This means you will need to be really quiet so you can hear all the sounds on your walk."
- Ask children to predict what they might hear on their listening walk.
- Take a walk around the playground, the neighborhood, or the school grounds.
- Return to the classroom and guide children to discuss things they heard on their walk. Ask if their predictions were correct about what they might hear.
- Summarize and record what the children say.
- Invite children to help you read back the list. Run your hands under each word as you and the children read it together.

<u>Things We Heard on Our Walk</u>
Squirrels
Birds
Cars
Airplane
Children

Teacher Note: *You have just involved the children in a Shared Writing experience in which you and the children worked together to write a list of things heard on the walk.*

Science / Discovery and Math

Learning Goals:

SE3.1 Shows awareness of self as unique individual (*preferences*)

EL3.1 Responds to features of books and print (*print knowledge*)

MT1.1 Demonstrates number sense and an understanding of quantity (*connection of number, numeral and quantity*)

Activity: Favorite Animals in the Jungle Graph

- Provide a choice of three animals found in the jungle (elephants, monkeys and giraffes for example)
- Prepare a graph with columns for each animal. Use a picture or drawing of the animal with the word written on it
- Make name cards for each child in a size that will fit on the graph.
- Explain to children that they will choose the animal they like best.
- Invite each child to choose which animal is his or her favorite and tape his or her name card in the correct column on the graph.
- Involve the children in counting the number of children who like each animal.

Our Favorite Animal in the Jungle

7			
6			
5	Jonathan		
4	James		Miguel
3	Kennedy	Trude	Juan
2	Sam	Maria	Sarah
1	Ashley	Elizabeth	Jackson
	elephants	monkeys	giraffes

- Write a summary story.

Our Favorite Animal in the Jungle

Five children like elephants best. Three children like monkeys the best. Four children like giraffes the best.

Learning Goals:

CD3.1 Uses reasoning and planning ahead to solve problems and reach goals (*problem solving*)

MT3.1 Participates in exploratory measurement activities and compares objects (*measurement*)

Activity: How Tall is a Giraffe?

- Discuss with children that a giraffe is a very tall animal. It is so tall that it can eat leaves from the tops of trees.
- Ask children predict how many feet tall a giraffe might be.
- Lay out a string (between 15' and 19' in length) on the floor, if space allows, or outdoors on the ground. Say, "This is how tall a giraffe is. It is 16' tall"
- Ask one child to lay on the string with head on one end.
- Ask another child to lie on the string with head touching the first child's feet.
- Add additional children until the other end of the string is reached.
- Involve children in discussing how many children tall a giraffe is. If children and string do not come out even, use a fraction to state how tall a giraffe is. For example, "The giraffe is 4 ½ children tall."

Teacher Note: *Measure children in the Science/Discovery Center. Discuss with them how tall they are. Be careful not to compare children's heights. Ask children if they think they will ever be as tall as a giraffe.*

Learning Goals:

MT1.1 Demonstrates number sense and an understanding of quantity (*connection of number, numeral and quantity*)

MT3.1 Participates in exploratory measurement activities and compares objects (*seriation*)

Activity: Hungry Monkeys (small group) (See Attachment: [Hungry Monkeys](#))

- Make 10 (felt or magnetic) monkeys and place a numeral from one to 10 on each monkey's chest.
- Make (felt or magnetic) bananas.
- Place a monkey on the felt or magnetic board and invite a child to feed the monkey by placing the correct number of bananas next to the monkey.
- Continue this activity, giving each child a turn.

Teacher Notes:

- *Be aware of individual children's ability to recognize numerals and count objects when deciding which monkey to place on the board for each child. Help children be successful.*
- *Invite children to put the monkeys in order from 1 to 5, then from 1 to 10.*

Learning Goals:

PH2.2 Adjusts grasp and coordinates movements to use tools (*variety of tools*)

ST3.1 Demonstrates knowledge of the characteristics of living things, the earth's environment, and physical objects and materials (*living things*)

Activity: How Elephants Drink Water (Small Group)

- Gather a large baster, a small bowl of water, and a small bowl that is empty.
- Explain to children how an elephant drinks water as follows: An elephant fills his trunk with water and uses the trunk like a hose to pour water into his mouth. He does not drink or eat through his trunk.
- Invite one child at a time to use the large baster to fill the elephant's trunk by sucking up the water, then squeeze the water into the second bowl (elephant's mouth).

Food/ Nutrition Experience

Learning Goals:

PH2.2 Adjusts grasp and coordinates movements to use tools (*variety of tools*)

PH3.1 Demonstrates interest in engaging in healthy eating habit and making nutritious food choices
(*exploration of food experiences*)

Activity: Monkey Snack

- Step 1. Gather the following: bananas (1/2 per child), vanilla yogurt, crispy rice cereal and small craft sticks, plastic knife, small plates and napkins, one per child.
- Step 2. Cut bananas in half crosswise and allow children to peel. Help children insert sticks into the cut ends, pushing stick halfway into banana.
- Step 3. Give each child a tablespoon of vanilla yogurt and a tablespoon of crispy rice cereal.
- Step 4. Ask children to spread vanilla yogurt all over the banana, then roll into crispy rice cereal.
- Step 5. Eat and enjoy with a glass of milk.

Teacher Notes:

- *Allow the children to do as much of the food experience as possible.*
- *Adults and children should always wash hands before doing food experience.*

Movement /Physical Education

Learning Goals:

PH1.2 Shows stability and balance

LD1.1 Understands and responds to language (in child's home language) (*vocabulary and language comprehension, follows directions*)

Activity: Can You Move Like Animals in the Jungle?

- Ask children to hold hands and form a circle, then move back and expand the circle so each child has self space (room to move without touching others)
- Explain to children that you are going to say the name of an animal in the jungle, describe how it moves, and children are to move like that animal.

<p style="text-align: center;">I am a giraffe. I can bend my neck. Can you?</p> <p style="text-align: center;">I am a monkey. I can wave my arms. Can you?</p> <p style="text-align: center;">I am a gorilla. I can thump by chest. Can you?</p> <p style="text-align: center;">I am a crocodile. I can wiggle my hips. Can you?</p> <p style="text-align: center;">I am an elephant. I can stomp my feet. Can you?</p>	<p style="text-align: center;">I am a tiger. I can walk on my toes. Can you?</p> <p style="text-align: center;">I am a zebra. I can kick my legs. Can you? (children with hands and feet on floor and kick backward, first one leg then the other)</p> <p style="text-align: center;">I am a gazelle. I can leap up high. Can you?</p> <p style="text-align: center;">I am a chimpanzee. I can swing through trees. Can you? (arms high above head, swinging back and forth)</p> <p style="text-align: center;">I am a girl/boy I can rest my body. Can you? (children return to designated spot in circle and sit)</p>
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Learning Goals:

LD1.1 Understands and responds to language (in child's home language) (*vocabulary and language comprehension, follows directions*)

CA1.1 Explores through listening, singing, creating, and moving to music (*exploration of music and movement*)

Activity: Jungle Dance

- Explain to children that they will participate in a jungle dance.
- Invite them to talk about the animals and how they danced in the book, *Giraffes Can't Dance*.
- Tell the children that you're going to play some music and invite them to listen to it and move like the music tells them to. Say, for example, "This is a waltz."
- Play one dance tune and observe the children. Do they seem to be responding to the tempo they are hearing?
- Tell the children you're going to play a different tune and invite them to listen to this one and move like the music tells them to move. Say, for example, "This is a tango."
- Observe the children to see if they respond differently to the second tune than they did the first one.
- Play different types of music on other days.
- Observe to see if the children respond to the different musical tempos and styles.
- Ask children to identify their favorite tunes.

Learning Centers

Teacher Note: *As children are involved in the learning centers, they are engaging in activities that support all or most of the domains of child development and early learning:*

- *Social and Emotional Development*
- *Cognitive Development*
- *Physical Development and Health*
- *Language Development*
- *Emergent Literacy*
- *Mathematical Thinking*
- *Science and Technology*
- *Social Studies*
- *Creativity and Aesthetics*

However, there will also be activities included and these will have specific learning goals.

Learning Goals:

PH2.2 Adjusts grasp and coordinates movements to use tools (*variety of tools*)

CA2.1 Explores, manipulates, creates, and responds to a variety of art media (*exploration of art*)

Art

- **Fingerpainting:** Provide black and white fingerpaint and paper for children to paint on. Observe children as they mix the paints together and create gray. Listen to their comments. Ask them what colors of paint they started with and what color they now have. Ask if they remember which jungle animal is gray (elephant).
- **Easel Painting:** Place tempera paint to represent colors of jungle animals: brown, yellow, gold, and black for example.
- **Animal Prints:** Add jungle animal cookie cutters. Place paint in pans (brown, yellow, gold, and black, for example). Children can use the cookie cutters to make animal prints.
- Add play dough and animals in the jungle cookie cutters.

Block Center

- Add vinyl or wood animals in the jungle and small silk or vinyl greenery.
- Add a jeep and small people (for safari)
- Make a sign and place in the center: **Jungle Safari**

Library/Book Corner

- Add books about animals in the jungle
- Add pictures that show animals in the jungle and jungle scenes, (lamine or cover pictures with self stick adhesive)
- Add felt or magnetic board and story figures of the story *Caps for Sale*, *Five Little Monkeys* and *Teasing Mr. Crocodile*.

Learning Goal:

CA3.1 Explores feelings, relationships, and concepts through imitation, pretend play, and sociodramatic play (*exploration of drama*)

Home Living/Dramatic Play

- Add Jungle Safari prop box. Include animals in the jungle (stuffed or vinyl), safari hat, binoculars, camera, backpack, portable phones or walkie-talkies, pictures of jungle animals, notepad and paper.

Teacher Note: *If you can locate a safari picture, show it to the children and discuss it with them, then post it in the Home Living area. If you cannot find a safari picture, post pictures of jungle animals in the center.*

Manipulatives

- Add animals in the jungle puzzles

Water table or tub

- Add large baster, a piece of hose, containers such as plastic cups and bowls

Sand table or tub

- Add vinyl animals in the jungle

Science/Discovery

- Add felt or magnet board with numbered monkeys and bananas
- Add baster, small bowl of water and empty bowl

Learning Goal:

SE2.1 Experiences, expresses, and regulates a range of emotions (*emotion regulation*)

Quiet Corner

- Create a quiet corner in your classroom; a place where children can go to be alone and to get away from the stresses of group living.
- Place soft items in the quiet corner. Carpet on the floor, soft pillows, and soft and cuddly stuffed animals or dolls are examples.
- Discuss with children when they might want to go to the quiet corner. When they are angry and need to get away from the source of their anger? When they are sad and need to be alone? When the room gets too noisy and they need a quiet spot?
- Explain to children that the quiet corner is for one child at a time

Transition Activities

Learning Goal:

CD2.2 Shows flexibility in adjusting thinking and behavior to different contexts (*adjusting behavior to match context*)

Activity: Animal Moves

- Name an animal in the jungle and ask child (or 2 or 3 children) to move like that animal as they go to the next activity.
- Ask children to pretend to be a specific animal in the jungle as the group moves from indoors to outdoors, for example.

Teacher Note: Refer to Movement Activity: *Can You Move Like Animals in the Jungle*, for ideas to use here.

Name This Animal

- Show a picture of an animal in the jungle. Ask selected child to name it, tell you one thing about it and go to next activity.

Family Connection and Engagement

Send home a note to parents stating for the next few days, the children will be learning about jungle animals.

Suggest some ways families can be involved in the topic of study:

- Collect items such as pictures of animals in the jungle, jungle scenes, and safaris. Include the name of the jungle animal to collect.
- Include the titles and authors of some of the children's books about animals in the jungle. Suggest that they look for these books in the local library, check them out and read them with their children.
- Send home to families some of the children's favorite finger plays such as Five Little Monkeys. Include directions. Suggest that the family do the finger plays with their child.