ActionAid’s ‘Explore Brazil’ resources bring the rainforest into the classroom and introduce the plants, animals and people that live there.

**Objectives:**
- To locate Brazil and the Amazon rainforest
- To identify features of the landscape
- To explore how land is being used and how this is changing
- To understand the connections between Brazil and the UK

**Curriculum links:**

**Geography:**
- Locate South America, Brazil, Manaus, river, equator, rainforest, ocean/sea
- Identify key physical features of the rainforest
- Use aerial photographs to recognise landmarks and basic human and physical features
- Use simple compass directions and locational and directional language to describe the location of features and routes on a map

**Science:**
- Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- Identify and name a variety of plants and animals in their natural habitat

**PSHE:**
- Living in the wider world, learning about different groups and communities
- Learning about the importance of respecting and protecting the environment

**English:**
- Writing poetry
- Sequencing sentences to form short narratives

**Resources**
1. Brazil fact poster
2. Rainforest photopack
3. Fact bookmark
4. Icon sheet

**Activities**
1. Map key
2. What is the rainforest like?
3. Plants in the rainforest
4. Animals quiz
5. Build a rainforest
6. Who lives in the rainforest?

Why not try our NEW workshop ‘The Lost Suitcase: Explore Brazil’? More information can be found at [actionaid.org.uk/schools/book-a-talk](http://actionaid.org.uk/schools/book-a-talk) or call us on 01460 238 000
# KS1 Rainforest Animals

## Teachers Notes

<table>
<thead>
<tr>
<th>Learning Objective</th>
<th>Learning Outcomes</th>
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| To understand that animals have different patterns and markings on their bodies. To know the purpose of the patterns and markings (camouflage, warning). | All children to be able to:  
- Describe the patterns of the rainforest animals  
- Illustrate their observations of the animals markings  
Some children to be able to:  
- Describe the purpose of the animals patterns and markings |

## Curriculum Links

Science: Sc2. 2a – Pupils should be taught to recognise and compare the main external parts of the bodies of humans and other animals.  
Art and Design 1a – Pupils should be taught to record from first-hand observation and explore ideas.

## Activity notes

### What colours and patterns do these rainforest animals have?

This activity is for the children to find out what colours and markings some of Marwell’s rainforest animals have, and colour them in on the provided sheet.

A help sheet with a picture of what each animal should look like has also been provided, should you wish to use it.

An extension to this activity would be to get the children to describe why the animals may have particular markings. Are they camouflaged? Or is it to show that they are poisonous?
Rainforest Animals

What colours and patterns do these rainforest animals have? Colour in the patterns of the animals on these outlines.

- Madagascar tree boa
- West African dwarf crocodile
- Green and black poison dart frog
- Tokay gecko

Do any of these animals have patterns or colours which they can use to camouflage themselves?
Rainforest Animals
Help Sheet

Madagascar tree boa

West African dwarf crocodile

Green and black poison dart frog

Tokay gecko
Activity 1 - Where is the Amazon rainforest?
The rainforest - how places change

A simple outline map of South America encourages pupils to begin investigating the different symbols and markings found on maps. This activity includes a ‘complete the key’ task and a second reveal sheet. Why not use the marked equator to discuss why it might be hotter in Brazil than the United Kingdom?

Curriculum links:

Geography:
Locate South America, Brazil, Manaus, Amazon, rainforest, river, equator, city, ocean/sea

Starter questions:
Where have you been on holiday?
Has anyone been to Brazil?
Can you find Brazil on a globe?

You might need:
A globe - to locate Brazil and the countries you would have to fly over to get there

Works with:
Resource 1 - Brazil fact poster

This might help:
Equator - the National Geographic has an excellent encyclopedic entry on the equator along with a useful photo gallery:
education.nationalgeographic.co.uk/

Published September 2014.
Take a close look at this map of South America. Brazil is highlighted in yellow and green. Here is a key for this map:

A key shows us what different things on the map mean. This key has symbols for different features.

1. What do you think the blue square stands for?
2. What is the dotted black line?
3. What could the blue curvy line be?
4. What is the green area around the blue line?
5. What is the red dot?
The capital of Brazil is Brasilia, you can see it marked in the centre with a red dot. The Amazon rainforest is the world’s largest remaining rainforest and over half of it is in Brazil. Brazil is found on the continent of South America which is highlighted in grey.

Can you name any other countries in South America?
Activity 2 - What is the rainforest like?
The Rainforest - how places change

This activity enables pupils to begin labelling photos with geographical terms. Pupils can then imagine what they might see, hear, smell and feel in the rainforest by using the activity sheet to write a poem.

Curriculum links:
Geography:
- Identify key physical features of the rainforest
- Use aerial photographs to recognise landmarks and basic human and physical features

Starter questions:
- What is a forest?
- What do you think a rainforest is?

Works with:
Resource 2 - Rainforest photopack

This might help:
Facts - the National Geographic has its own amazing Amazon facts along with photos of some Amazon animals. ngkids.co.uk/did-you-know/amazon-facts

Published September 2014. Sources: National Geographic, BBC, Economist, Greenpeace (The Amazon’s silent crisis), Live science, Guardian, WWF.
Activity Sheet - What is the rainforest like?

Carefully cut out the clouds below and put them onto to the photos where you think they match what you can see.
Imagine you are in the middle of the Amazon rainforest. What would you see, hear, smell and feel? Write a poem using the lines below.

I see __________________________

I hear __________________________

I smell __________________________

I feel __________________________
Activity 3 - Plants in the rainforest
The Rainforest - how places change

Use this activity to get pupils thinking about the diversity of plant species that grow in the Amazon rainforest. The activity sheet asks pupils to describe flowers, fruits and nuts and then have a go at completing their own sentences.
(*Bananas are 75% water)

Curriculum links:
Science:
Identify and name a variety of plants and animals in their habitats

English:
Sequencing sentences to form short narratives

Starter questions:
Can you name a plant?
What is your favourite flower?
Can you describe it?
Activity Sheet - What grows in the rainforest?

Look at the photos below. All these plants grow in the rainforest. Use the words on the right to describe each fruit. You could make up a sentence about each one.

These are bananas.
- pale green
- smooth
- bunch
- juicy
- oval
- vitamin c
- soft
- citrus fruit
- sweet
- 75% water

These are oranges.

This is a mango tree.
Activity Sheet - What grows in the rainforest?

Look at the photos below. All these plants grow in the rainforest. Use the words on the right to describe each fruit. You could make up a sentence about each one.

**This is an orchid.**

______________________________

______________________________

______________________________

**This is a flower called a bromeliad.**

______________________________

______________________________

______________________________

**This is a cashew nut on a cashew tree.**

______________________________

______________________________

______________________________
Activity 4 - Animals of the rainforest quiz
The Rainforest - how places change

This quick animal quiz will help learners to identify and name a variety of common animals. Can your pupils spot the animal which doesn’t live in the rainforest? The activity includes 10 high-resolution animal photos, facts about each animal and additional questions.

Curriculum links:
Science:
Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals

Starter questions:
Does anyone have any pets?
What is a wild animal?
Do the same animals live all over the world?

This might help:
WWF provide more in depth information on some of the incredible animals that live in the rainforest:
http://wwf.panda.org/what_we_do/where_we_work/amazon/about_the_amazon/wildlife_amazon/

Published September 2014. Sources: National Geographic, BBC, Economist, Greenpeace (The Amazon’s silent crisis), Live science, Guardian, WWF.
Animals of all shapes and sizes live in the rainforest. Can you help answer some questions about these animals and reveal the secret facts? One of these animals doesn’t live in the Amazon rainforest. Can you work out which one?
Q. The name of this animal is...

A. jaguar

Jaguars are the largest of Brazil’s big cats and the third largest in the world after lions and tigers. Unlike many other cats, jaguars don’t avoid water and are actually quite good swimmers!

A. cheetah

What can you see in this picture?

A. panther

What colour is the water?

Why do you think jaguars like to be in water during the middle of the day?
Q. Is this parrot a...

- Mammal
- Bird
- Fish

A.

Parrots are birds. This type of parrot is called a Yellow-Headed Amazon parrot. It can live for up to 60 years.

What can you see in this picture?

What colours can you find?

How old do you think this parrot is?
Q. This insect is a...

- Butterfly
- Moth
- Dragonfly

A. The rainforest has some of the world’s biggest insects. This is an Amazon Blue Morpho butterfly. Its wings can be as wide as 18 cm which is probably bigger than your hand!

What can you see in this picture?

What colours can you find?

Have you ever seen a butterfly?
Q. This monkey is a...

- Reptile
- Bird
- Mammal

A. Monkeys are mammals. This monkey is a spider monkey. It wraps its tail around trees like an extra arm. There are so many species of monkey in the Amazon scientists keep discovering new ones.

- What can you see in this picture?
- What do you think the monkey is doing?
- Which is longer, the monkey’s arm or its tail?
Q. This name of this animal is a..

- Cow
- Zebra
- Donkey

A.

These cows live in the rainforest but it is not their natural home. They were brought here to help farm the land and provide milk and other dairy products.

What can you see in this picture?

Look at picture 1 again. What do you notice about the water here that is different?
This is a caiman, a type of crocodile. These animals are carnivores, which means they eat meat. Caimans have scaly skin and are mostly nocturnal. Some can grow to be around five metres long!

What can you see in this picture?

How is this caiman different from the spider monkey?

How many teeth can you count?
Q. This turtle has a hard...

A. Turtles have hard shells to protect them from predators. The Giant Amazon River Turtle can have a shell longer than 70cm and can weigh as much as 100kg, more than most men!

What can you see in this picture?
What do you notice about the turtle’s feet?
What type of animal is a turtle?
A tapir uses its long snout to:

- Smell animal scents
- Clean itself
- Pluck fruit from trees

Tapirs are herbivores, meaning they eat plants and fruit. They use their long snout to pluck fruit from trees. They are related to horses and rhinoceroses. Tapirs enjoy water and like to swim and wallow in mud.

What can you see in this picture?

Does this tapir remind you of any other animals?

What are the Tapir’s feet like?
Q. A dragonfly is an insect...

True

False

A.

Dragonflies are insects. This dragonfly is a Flame-tailed Pondhawk. Over 90% of animals in the rainforest are insects. Dragonflies can fly backwards, change direction in mid-air and hover for over a minute.

What can you see in this picture?

How big do you think this insect is?

What is the same and different as other animals?
You’ve spotted it! Giraffes don’t live in the Amazon rainforest. They are the tallest animal in the world and might like eating leaves from the tall trees. However, giraffes live in Africa.

Which is your favourite animal? Why do you like it?
Activity 5 - Build a rainforest
The Rainforest - how places change

In this activity pupils cut out, colour and construct their own rainforest. Each cut-out is a different element of the rainforest, enabling pupils to learn how the different parts of a rainforest fit together. Some of the animals from the quiz can also be added to the rainforest. For higher learners, the KS2 rainforest bank contains activities about deforestation that can work as a follow-on.

Curriculum links:

Geography:
- Identify key physical features of the rainforest

PSHE:
- Living in the wider world, learning about the importance of respecting and protecting the environment

Starter questions:
Where do you see trees?
What colour are trees?
Are all tree the same size?

This might help:
Photo 3 in the Rainforest photopack shows the different layers of the rainforest from river up to the tallest trees.

Published September 2014.
Activity Sheet - Build your rainforest

Cut out each layer carefully, colour in and stick on the base in the right order.

1. Tallest Trees
2. Canopy
3. Under Canopy
4. Shrub Layer
5. River

www.actionaid.org.uk/schools
My rainforest

Stick your cut-outs along here. In the boxes label the river, roots, trunk, branches, leaves, canopy, tallest tree and shrub layers.
Activity Sheet - Animals in the rainforest

Cut out and colour in the animals below. Put them in your rainforest where you think they would live.
Activity 6 - Who lives in the rainforest?
The Rainforest - how places change

Use this activity to get your pupils thinking about where they live, what they do and where they go each day. It will encourage pupils to use directional language and develop their map skills.

Curriculum links:

Geography:
Use simple compass directions and locational and directional language to describe the location of features and routes on a map

PSHE:
Living in the wider world, learning about different groups and communities

Starter questions:
Where do you live?
What type of home do you live in?
What else is near your home?
How close do you live to your school?
Elaine lives in the Amazon rainforest with her family. Carefully cut out Elaine’s activities and put them in the right places on the map of her village.

- Feeding the chickens
- Playing with friends
- Walking to school
- Sweeping the house
- Getting water
- Washing up
- Visiting uncle’s house
- Going to Xingu market
### Activity Sheet - Giving directions

In pairs, give each other instructions on how to move from one location to another on the map. You will need to think about which way they should turn (right, left or straight), how far they should go, and any landmarks to look out for.

<table>
<thead>
<tr>
<th>Where are you?</th>
<th>Instructions</th>
<th>Where did you get to?</th>
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</thead>
<tbody>
<tr>
<td>Old house</td>
<td>Turn right. Walk a short distance.</td>
<td>The river.</td>
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Activity Sheet - **My map**

Now think about where you live. Draw your own map showing your neighbourhood and the places that you go to. Start with your house and draw places nearer to your house first. Try to get things in the right place.

Which of the things on Elaine’s map can you find in your neighbourhood? Which things are different?

<table>
<thead>
<tr>
<th>Same</th>
<th>Different</th>
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