

Jungle

Kit contains: Ten Little Monkeys, Rumble in the Jungle books, Monkeys Jumping on the Bed CDs, jungle puzzle, jungle animal finger puppets, go talk button, 5 Little Monkey's Interactive Storybook, and trifold literacy strip.

Activity	Environmental Support	Material Adaptations	Simplify the Activity	Child Preferences	Special Equipment/AT	Peer Support	Adult Support
<p>Oral Expression: Re-tell story using finger puppets.</p> <p>Various jungle animal songs (Attachment 1A)</p>	<p>Visual and Gesture Cues (gestures from finger play and pictures)</p>	<p>Voice output device programmed with some or all parts of the story(e.g., Big Mack, Cheap Talk)</p>	<p>Limit number of gestures Simplify by using repetitive pictures for visual cues</p>	<p>Let students choose what verse comes next.</p> <p>Randomizer could be used for nonverbal child to participate. (program with various parts of the story).</p>	<p>Voice output device (not included in the kit) programmed with parts of the story and songs. Example: Big Mack, Cheap Talk, Tech Talk, etc...</p>	<p>Peer would assist the child to activate the device</p>	<p>Modeling and visual cue</p>
<p>Vocabulary: Read <u>Five Little Monkeys</u> interactive storybook.</p> <p>Monkey See Monkey Do Students imitate different actions. (Attachment 1B)</p> <p>Monkey Dance (Attachment 1C)</p>	<p><i>Five Little Monkey's</i> Interactive Storybook.</p>	<p>Duplicate picture cues for words to be used on the trifold literacy strip.</p>	<p>Teacher will work with small group of students with interactive storybook versus large group.</p> <p>Limit number of actions to imitate.</p>	<p>Students can choose pictures.</p> <p>Students can choose actions.</p>	<p>Duplicate pictures and trifold literacy strip.</p> <p>Randomizer with different actions so that a nonverbal child can participate in leading this activity.</p>	<p>Use peers to assist those who need help.</p>	<p>Tell story using interactive storybook using multiple repetitions and conducting a retelling of the story.</p>
<p>Phonological Awareness: Jungle animal alphabet matching.</p>	<p>Visuals of jungle animals and their names.</p>	<p>Voice output device to include a nonverbal child.</p>	<p>Have students match picture to picture (each picture should</p>	<p>Choice of jungle animal name.</p>	<p>Voice output device and tactile/visual cues. Device</p>	<p>Hand-over- hand. Peer would also assist</p>	<p>Verbal prompting and modeling.</p>

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Students match the name of a jungle animal to its picture.	Sentence strips Pocket chart	Trifold literacy strip with multiple pictures of jungle animals.	include name also)		can be programmed with "it's a match."	student in activating the device if necessary.	
Letter Knowledge: Using stamps students will stamp jungle animal cutouts with their corresponding initial letter.	Visuals of jungle animal with their corresponding names.	Picture cues for words	Extending activity over several days to allow for more instruction	Choose the letter they want to use; choose color of the letter.	Voice output device and choice board. Device can be programmed with various phrases such as "a is for ape, m is for monkey, etc..."	Work as teams using colors.	Modeling correct sound.
Print/Book Awareness: <i>Five Little Monkeys</i> and <i>Rumble n the Jungle</i> books; address illustrator, author, etc.	Manipulatives that represent the story. (Monkeys, tree, alligator, various jungle animals, etc...)	<u>Five Little Monkeys</u> interactive story book.	Use a big book version of <i>Five Little Monkeys</i> and <i>Rumble in the Jungle</i> book.	Child chooses pictures from interactive story book.	Interactive story books. Battery-operated monkey with switch. (not included in the kit). Student will activate monkey during story.	Partner activities. Peer would assist student with activating the device if necessary.	Tell story using interactive book and manipulatives; conduct a retelling of the story.

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<p>Written Expression: Jungle Animal Alphabet Class Book. Students will pick a jungle animal and draw a picture of that animal and label it with its initial letter. (M is for Monkey)</p>	Visuals of jungle animal names.	Provide animal cutouts and place glue on cutouts for student.	Provide letter cutouts from construction paper.	Students choose their jungle animal.	Visuals of jungle animals (Picture This or Boardmaker software). Student can use choice board to pick the animal of their choice.	Hand over hand.	Pre-write or perform letter cutouts of animal name for student and provide hand-over-hand assistance.
<p>Number and Number Sense: Monkey Math Cut 5 monkey shapes from brown felt and 15 banana shapes from yellow felt. Number the monkeys from 1-5 and place them on the flannel board. Have the children identify the number on each monkey and place that many bananas in front of him. Five Little Monkeys song using</p>	Felt cutouts Numerals	Three-dimensional monkey and banana manipulatives.	Tell them how many showing the student the number and they count that amount.	Students choose which manipulative from <i>Five Little Monkeys</i> story to use during song.	Voice output device with numerals programmed with various phrases such as: "this monkey needs 5 bananas."	Use peers to assist those who need help with device and hand over hand during actual matching.	Prompting and hand-over-hand for counting.

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manipulatives for counting.							
Computation: Grouping and counting different types of animals.	Animal manipulatives (finger puppets and stuffed animals) and pictures (Picture This/ Boardmaker).	Three-dimensional manipulatives.	Use fewer manipulatives and pictures.	Let students choose the animal manipulatives they want to use.	Voice output device with pictures of numerals programmed with phrases such as “there are 3 animals in this group.”	Peer would assist student in activating device if necessary. Work in small groups	Modeling and verbal cues.
Measurement: Sort different animals by size (big/little) and measure length of different animal manipulatives.	Animal toys and different pictures of animals.	Visual, tactile cue on rulers.	Limit to comparison of big/little only.	Measure their choice of animals.	Voice output device with pictures and “this one is big/little” responses.	Work in small groups. Peer assist to those who need help.	Model which items are big and little.
Geometry: 3-D monkey craft Use small paper bags, construction paper, brass-t, and popsicle	<i>Five Little Monkeys</i> and <i>Rumble in the Jungle</i> books.	Give students some preassembled parts of the monkey craft.	Limit the number of different steps to the craft by having some	Choose additional decorations for their monkey.	Voice output device programmed with phrases such as “today	Peer assist to students to activate device and participate	Show examples of completed activity.

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sticks. Have the children color the paper bag, add circles for the face and eyes, glue to the stick; add arms, legs, and tail using brass –Ts and stuff the bag with paper. Gather the top of the bag around the popsicle stick head and twist tie/pip cleaner or string tie it shut.	Easel for a book stand		preassembled parts.		we are going to make monkeys;” “monkey sound like this ...” “monkeys like to eat bananas” and “today we are going to make a monkey.” so that the student can help teachers with introduction of activity.	fully in activity if necessary.	
Data Collection: Favorite jungle animals	Chart board or paper. Jungle animal pictures and visuals of students’ names.	Choice board and/or voice output device	Fewer choices of animals.	Child chooses their favorite animal and places it on a chart.	Voice output device with choices of different animals.	Peer assist to students to activate device and place animal on the graph if necessary.	Verbal and Visual prompting.
Patterns and Relationships: Make patterns with the different animals (i.e. monkey, lion,	Three-dimensional manipulatives and pictures of different types	Go Talk button with “Which comes next?” recorded	AB pattern vs ABCD pattern	Choosing which pattern they want to repeat.	Voice output device programmed with pictures and various	Peer assist to those students who may need it.	Modeling and presenting sample patterns.

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snake, etc...) and have students repeat those patterns.	of animals.				phrases such as “this pattern starts with a monkey.”		
Scientific Investigation: Students assist teacher in lining up jungle animals for a “parade” from smallest to tallest.	Stuffed jungle animals.	Pictures of jungle animals.	Limit the number of animals to line up.	Let students choose how to line the animals up.	Voice output device (not included in the kit) programmed with phrases such as “this one is the tallest.” Example: Big Mack, Cheap Talk, Tech Talk, etc...	Peer would assist the child to activate the device. Hand over hand assistance.	Modeling and visual cue
Force, Motion, Energy: Have students touch magnets to items around the room and describe what happened (they stick to some but not others).	Verbal Cues	Use a larger magnet on a stick for easier manipulation.	Limit the number of items tested and place them in a container to avoid having to travel around looking for things in the room.	Let students work in small groups of 2-3.	Use voice output device (not included in the kit) programmed with various phrases such as “I found something that sticks to the magnet.” Example: Big Mack, Cheap	Use peers to assist those who need help	Modeling and visual cues

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					Talk, Tech Talk, etc...		
Matter: Using manipulatives of jungle animals in the story students will describe physical properties such as their color, shape, texture, size, weight, and position.	<i>Rumble in the Jungle</i> book. Easel Pointer	Voice output device to include a nonverbal child.	Provide choice board of words (pictures) that can help students with the vocabulary to describe their item.	Students can choose their manipulative to describe.	Voice output device. (programmed with descriptive words related to the activity.)	Hand-over-hand. Peer would assist student in activating the device if necessary.	Modeling and providing visuals.
Life Processes: Have students grow a plant. Discuss that there are many plants and trees in the jungle.	Provide pictures of steps to this process. Styrofoam cups Seeds Water Soil	Provide student with a smaller cup of grass seeds to pour in their Styrofoam cup rather than having to place the seeds (for a student with limit fine motor skills).	Have a small group of students make a cup rather than one cup per student.	Choose how they want to decorate their cup.	Voice output device with pictures and responses that represent the instructions for the activity so that student can lead others in activity alongside the teacher.	Work as small groups.	Modeling and verbal prompting.
Space Systems: Shadow screen Suspend a sheet between two tables. Place a strong light source behind the screen. Create	Manipulatives of animals from the story.	Use larger manipulatives for easier viewing and identification.	Limit number of manipulatives used.	Child identifies which item they see.	Voice output device for the child to identify the items. Device should have pictures of the various	Peer would assist student with activating the device if	Verbal prompting and modeling.

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several cardboard cutouts of various jungle animals from the story. Cast shadows on the screen by holding the cardboard in front of the light source. Ask children to identify the animals from the story.					props used.	necessary.	
Earth Patterns, Cycles, and Change: Using pictures to sequence animals' growth pattern from baby to adult.	Pictures that represent various animals in the growth process.	Realistic pictures.	Limit the number of pictures used.	Choose what pictures they want to use to sequence.	Literacy strip to be used with pictures that represent animals from the story.	Partner activity.	Modeling and verbal prompting.
Resources: Teach students to recycle. Talk about how paper is made from trees and how important it is to recycle paper to save trees so that the jungle animals have shade.	Recycling bin in the classroom.	Pictures of things that can be recycled.	Limit the number of different recycling bins.	Let students choose which recycling bin items belong in.	Pictures that can be placed on the recycling bins indicating which items belong in that bin.	Use peers to assist those who need helping sorting the items in the right bins.	Modeling.
History Similarities	Jungle animal	Pictures and	Use fewer	Let students	Voice output	Peer would	Modeling

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<p>and Differences: Have children discuss various jungle animals in the story and their similarities and differences. Retell the stories by students acting like certain characters.</p>	manipulatives.	visual boundaries for students to place manipulatives in similar / different categories for visual representation	manipulatives.	choose manipulative to retell the story.	device programmed with portion of story and character that student will be retelling.	assist student in activating device if necessary.	and verbal cues
<p>History Change over Time: Students match pictures of baby animals to mommy animals.</p>	Pictures of baby and mommy jungle animals.	Use stuffed jungle animals rather than pictures. If pictures need to be used use realistic pictures from magazines, etc..	Limit number of pictures for matching.	Child can choose which animals to match.	Voice output device, manipulatives of jungle animals and objects.	Work in small groups. Peer assist to those who need help.	Modeling and verbal prompting.
<p>Geography: Involve children in creating simple representations of the jungle through drawings or block construction. Have the students discuss these and the environment in the story.</p>	Realistic pictures of the jungle from books, magazines, etc..	Pictures that can be used to help create drawing.	Allow student to bring in a photograph that represents their jungle and discuss it.	Choose their drawing or block construction.	Pictures and voice output device programmed with choices such as “I want to make a monkey.”	Students assist those who need support in participating in this activity.	Modeling and redirection if needed.

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Geography Descriptive Words: While reading the story note location, descriptive, direction and attribute words.	Books Easel and pointer.	Choice board or voice output device.	Utilize the pictures in the book and manipulatives for verbal prompting.	Student participates in discussion.	Voice output device with various descriptive words.	Student assist with voice output device.	Models and samples
Economics: Discuss with students different jobs and workers surrounding the jungle and animals.	Pictures and props for workers and worker tools.	Realistic pictures of jobs and workers.	Limit number of jobs discussed.	Students can choose props and pictures to match workers to their job/tools.	Voice output device with pictures of different jobs.	Peer assist to those students who may need it.	Modeling and verbal prompting.
Economics Making Choices: Provide choice board for daily center / work time activities.	Chart board Pictures representing centers and work time.	Choice board and voice output device.	Fewer choices of centers and work time.	Child chooses their center and/or work time.	Voice output device with choices.	Peer assist to those students who may need it.	Modeling.
Civics / Citizenship: Establish class rules and expectations. Start the day with a share time where each child may contribute to the class discussion.	Pictures that represent class rules and expectations.	Provide smaller version of class rules and expectations using pictures for individual student use and reference.	Limit pictures and wording to describe rules and expectations. (Keep it simple)	Students choose whether to follow rules and expectations or not 😊	Voice output device used during sharing time. Device could be sent home daily for parent to program about the students weekend,	Peer assist to those students who may need it.	Modeling, verbal prompting and assistance to parent with learning how to use certain

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					evening, trip, etc..		voice output devices.
Skilled Movement: Move like jungle animals.	Pictures that represent different movements.	Choice board or voice output device.	Fewer choices of movements.	Non-ambulatory child can lead class in movements.	Randomizer to be used to identify the order of movements.	Peer assist student to activate the randomizer if necessary.	Modeling.
Movement Principles and Concepts: Sing different jungle animal songs/fingerplays. (Attachment 1 A – 1B)	Visual and Gesture Cues (gestures from song/finger play and pictures)	Voice output device programmed with some or all parts of the song(e.g., Big Mack, Cheap Talk)	Limit number of gestures Simplify by using repetitive pictures for visual cues	Let students choose which number to start with.	Voice output device (not included in the kit) programmed with parts of the songs. Example: Big Mack, Cheap Talk, Tech Talk, etc...	Peer would assist the child to activate the device	Modeling and visual cue
Personal Fitness: What jungle animals eat activity. Students can discuss and sort different foods, which are eaten by which jungle animal and sort into healthy and non healthy categories.	Pictures and manipulatives of different foods.	Choice board or voice output device for choosing food and deciding which category it belongs in.	Fewer choices	Child chooses the manipulative and/or picture for sorting and discussion.	Voice output device with choices.	Peer assist with voice output device if necessary	Monitoring and support.

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<p>Responsible Behaviors: Discussion of the responsible behaviors associated with having an animal as a pet. Discussion can also include responsibilities of zoo keepers that care for the zoo animals. Students can draw a picture to represent those responsible behaviors.</p>	Discussion of responsible behaviors associated with caring for animals.	Provide cutouts of various items to be used for pictures.	Provide craft materials for drawings.	Students choose the color paper they want to use, craft materials, etc...	Visual support and voice output device programmed with various responsible behaviors discussed.	Peer assist to those students who may need it.	Modeling.
<p>Physically Active Lifestyle: Encourage students to walk, run, jump, hop or gallop around the outdoor recreational area. During this time children should have access to large open spaces and be able to be active on large appropriate recreational equipment</p>	Adult monitoring and support.	Choice board or voice output device for choosing outdoor activities.	Fewer choices of outdoor activities.	Child chooses their outdoor activity.	Voice output device with choices.	Peer assist to those students with motor difficulties.	Monitoring, support, and modeling of good physical activity.

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as well as being able to play with balls and other manipulative objects.							
Self Concept: Provide daily opportunities for students to choose an activity, make a plan, and carry out the plan.	Choice board and pictures that represent choices for students.	Provide individualized, smaller choice board.	Limit number of choices for students.	Students choose activities and plans and how to carry out those plans.	Voice output device to identify choices.	Peer assist to those students who may need it.	Modeling and verbal prompting
Self Control: Model for children what to do when they finish an activity. Have child-size cleaning materials available and teach children how to use them. Teach students a simple song to sing when it is time to transition from one activity to another.	Child size cleaning materials Visual timer for transitions.	Pictures to represent steps of what to do when students are finished with an activity. Visual timer.	Simple song for transitions. Simple instructions for what to do when students are finished with an activity.	Child chooses to follow the instructions for clean up and transition 😊	Visual timer.	Peer assist to those students who may need it.	Modeling and verbal prompting.
Approaches to Learning:	Structured planning time.	Chart that represents order	Provide opportunity for	Students choose their plan and	Pictures and chart for	Peer assist to those	Modeling.

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Students should participate daily in small group planning and discussion.		of students turn for sharing their plans, thoughts, and ideas.	smaller group planning and discussion time.	discussion.	planning time.	students who may need it.	
<p>Interaction with Others: Model appropriate styles of communication with children and adults. Demonstrate interaction strategies through role-play. Use photographs of classroom activities as an opportunity for children to share their thoughts and ideas. Make a class record or graph of their thoughts and ideas.</p>	<p>Photographs of classroom activities.</p> <p>Graph of students thoughts and ideas.</p>	<p>Alternative pictures of appropriate interaction strategies.</p> <p>Use solution kit pictures.</p>	Identify through positive reinforcement models of appropriate communication and interaction in addition to role-play identification.	Child chooses appropriate interaction strategies or not ☺	<p>Voice output device for interaction from a child with limit expressive language skills.</p> <p>Solution kit pictures.</p>	Peer assist with device to those students who may need it.	Modeling and role playing.
<p>Social Problem Solving: Student social story. Provide a social story for students to</p>	Different examples of social stories.	Solution kit and additional pictures that represent social problem	Utilize a simple short social story.	Students choose social story.	Voice output device programmed with various phrases	Peer assist to those students who may need it.	Modeling and verbal prompting. Lead discussion

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discuss, read (by pictures) and color.		solving.			representing the social story.		about the different social stories.

ATTACHMENT 1A

LION SONG

I'm a little lion
 (Tune of I'm a little teapot)
 I'm a little lion
 on the plane(sp)
 Here is my tail
 here is my main
 When I get excited
 you will see
 just how loud my roar can be

I'm a predator
 on my feet
 Here are my claws
 Here are my teeth
 When you come to Africa
 you will see
 just the place that I will be.

ZEBRA SONGS

Nine Little Zebras

Tune: Ten Little Indians
 One little, two little, three little zebras,
 Four little, five little, six little zebras,

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Seven little, eight little, nine little zebras,
Gallop across the plain.

Nine little, eight little, seven little zebras,
Six little, five little, four little zebras,
Three little, two little, one little zebra,
Gallop back again.

I'm a Little Zebra

Tune: I'm a Little Teapot

Swinging by my tail so merrily.
I can leap and fly from tree to tree.
I have lots of fun you see.

I'm a little monkey watch me play.
Munching on bananas everyday.
Lots of monkey friends to play with me.
We have fun up in the tree

I'm a little zebra,
White and black,
Big bushy mane
Riding down my back.
I like to gallop
And run and play
Out on the African plains all day.

Monkey Songs

I'm A Little Monkey: Tune (I'm a Little Teapot)

I'm a little monkey in the tree.
Swinging by my tail so merrily
I can leap and fly for tree to tree.
I have lots of fun you see.
I'm a little monkey, watch me play.
Munching on bananas every day.
Lots of monkey friends to play with me.
We have fun up the tree.

ATTACHMENT 1B

Monkey See Monkey Do

A little monkey likes to do
Just the same as you and you;
When you sit up very tall,
Monkey sits up very tall;
When you pretend to throw a ball,
Monkey pretends to throw a ball;
When you try to touch your toes,

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Monkey tries to touch his toes;
When you move your little nose,
Monkey moves his little nose;
When you jump up in the air,
Monkey jumps up in the air;
When you sit down in a chair,
Monkey sits down in a chair.

Monkey Mania

Played like Hot Potato except you pass around a banana. Whoever has the banana when the music stops must stand up and act like a monkey.

ATTACHMENT 1C

"The monkeys like to dance; yes they really like to dance, Monkey business keeps them busy, the monkeys like to dance."
(Act out...also use...swing, spin, jump, wiggle, shake their heads, rest)

ATTACHMENT 1D

MONKEY COOKIES

Monkey Cookies

2 1/4 cups all-purpose flour
2 teaspoons baking powder
1/4 teaspoon salt
1 cup sugar
2/3 cup butter/margarine, softened
2 eggs

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2 bananas, mashed
1 teaspoon vanilla

Combine flour, baking powder, salt and sugar in a large bowl. Mix well. Add butter or margarine. Mix well. Add remaining ingredients. Mix well. Drop by teaspoonfuls on cookie sheet. Bake in a preheat, 400-degree oven 12 minutes.

Makes about 3 dozen.

ATTACHMENT 2A

ART

Thumbprint monkeys: Give each child a sheet of paper with the outline of a tree drawn on it. Set out inkpads and felt markers. Let children make thumbprint monkeys on the trees. To create monkeys, have them press thumbprints (two, one above the other, connecting) then complete the monkeys by adding faces, arms, tails

FINEMOTOR/EYE-HAND COORDINATION

Play with a Barrel of Monkeys or use the monkeys as manipulatives. You can sort by color, talk about which group is bigger, create patterns, etc.

SNACKS

Banana Splits Provide bowls of nuts, sprinkles, pineapple etc Give each child a bowl of ice cream a plastic knife and a banana. Let them create their own banana split. If the weather is warm enough I recommend this be done outside.

Monkey bread

Pillsbury bread dough 1 or 2 pkg
Butter, sugar, and cinnamon

Dab the butter over the bread dough and sprinkle with sugar and cinnamon and bake. Bake according to directions.

Monkey's Salad ---- Bananas, raisins, peanuts, and shredded coconut - - peel and slice bananas into a small dish, alternate with raisins and peanuts. Top off with shredded coconut.

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Banana Butter

Mash 3 ripe bananas with a fork. Mix 3/4-cup peanut butter. Add 1/4 teaspoon cinnamon, 1 teaspoon shredded coconut, and 1/2 cup of raisins. Blend well. Serve on bread, crackers, fruit