



Activity Ideas for *Counting Coconuts* (raventreepress.com)

Math

Counting in general. What things do we usually count? What else could we count? Count the windows in your house, the shoes (eyes, toes...) in your family, the number of pockets we have in class today. Count the pockets every day for a week and keep a chart or graph the number of each type of shoe worn by class members each day for a week. Analyze how it changes.

Counting in other languages. In how many languages can you learn to count to ten.

Counting by sets. What comes in pairs? In threes? In fives? In tens? In twelves? Etc. Make a chart.

• Have students use a number line or a 100 chart to practice counting by 1's, 2's, 3's, 5's and 10's. Give each child counters to represent coconuts (pennies, beans, macaroni, raisins, etc.). Have them place a counter on each number as they say it (every other number, every third...).

• Younger children may want to act out the story and do the counting that Monkey does. (For coconuts you could use beanbags, small balls, etc.).

- Give each child/group 24 counters to represent coconuts. Have them sort their “coconuts” into piles of two. How many piles are there? Write a word sentence and a multiplication problem to represent the piles. (E.g. Twelve piles of two coconuts is 24 coconuts; $12 \times 2 = 24$). Then have them sort their “coconuts” into piles of three, four, six, eight and twelve and do the same thing. Make a class chart of the multiplication problems created.

If you are working on division you could have them write a division problem instead of/or in addition to the multiplication problem. (E.g. Twenty-four coconuts split into piles of 2 makes twelve piles; $24 \div 2=12$).

- Do the same activity as above with 100 “coconuts.” Have each small group sort their 100 “coconut” counters into one of the following: piles of 2, 4, 5, 10, 20, 25. Make a chart of the multiplication and/or division problems created.

- If you are working on division with remainders you could reenact Monkey’s counting from the book with 100 “coconut” counters by sorting the “coconuts” into piles of 2, 3, 4, 5 and 10. Counting by which numbers produced even piles? Which ones had leftover coconuts (remainders)? What if Monkey tried sorting his coconuts into piles of 6? 7? 8? 9? Which would have remainders? Write division problems and answers to represent the sorting.

Make a pattern with your “coconut” counters and some other items. Can your partner continue the pattern.

Examine size relationships of characters in the book or of jungle critters in general (i.e. beetles, birds,...). Put them in order from largest to smallest. Tape pictures of 2 side by side with an empty circle between them. Have students decide which symbol (< or > or =) should go in the circle.

Language Arts:

- Have children write a continuation of the story. For example: What does Monkey do with all the coconuts he has gathered? Does anything happen to his piles of 10? What does he do the next time he wants to count something?

Character Analysis: Describe Monkey’s character. What about the other animals? Do you think Monkey will react any differently the next time the animals give him advice? Why or why not?

Write the story from the viewpoint of another character (the little monkey who is helping Monkey, a lizard who watches the whole scenario, etc.)

Science and Social Studies/Geography:

• A multitude of animals are portrayed in *Counting Coconuts / Contando cocos*. Research one animal and do a report or poster on it. Find where it lives on a map.

Locate the Amazon Rain Forest and River on a map. Research information about them and make a wall of “Fascinating Facts”.

Compare the Amazon River to the Nile. Compare a Rain Forest to a Temperate Forest.

Have a tasting table of tropical fruits.

Classify jungle critters into groups: mammals, birds, reptiles, amphibian, fish; number of legs; with or without wings; etc.

Give each student a magnifying glass (if possible). Go outside, get down on your knees and examine the rocks, bugs, leaves, grass, etc. Take notes of your observations. What are their stories?

Art:

• Draw your favorite Amazon animal from *Counting Coconuts / Contando cocos* and color or paint with appropriate colors. Make a “jungle mural” on a wall or bulletin board.

Make leaf prints by collecting leaves, putting them under art paper and rubbing crayon over the top.

Paint a sunset by painting varying shades of orange and red down the paper. Then paint or cut out black silhouette shapes of mountains or animals on the bottom.

• Make your own Amazonian picture book or poster using textural supplies like yarn, beads, paint or construction paper to decorate.

Name _____

Date _____

My Rain Forest Animal Report on the

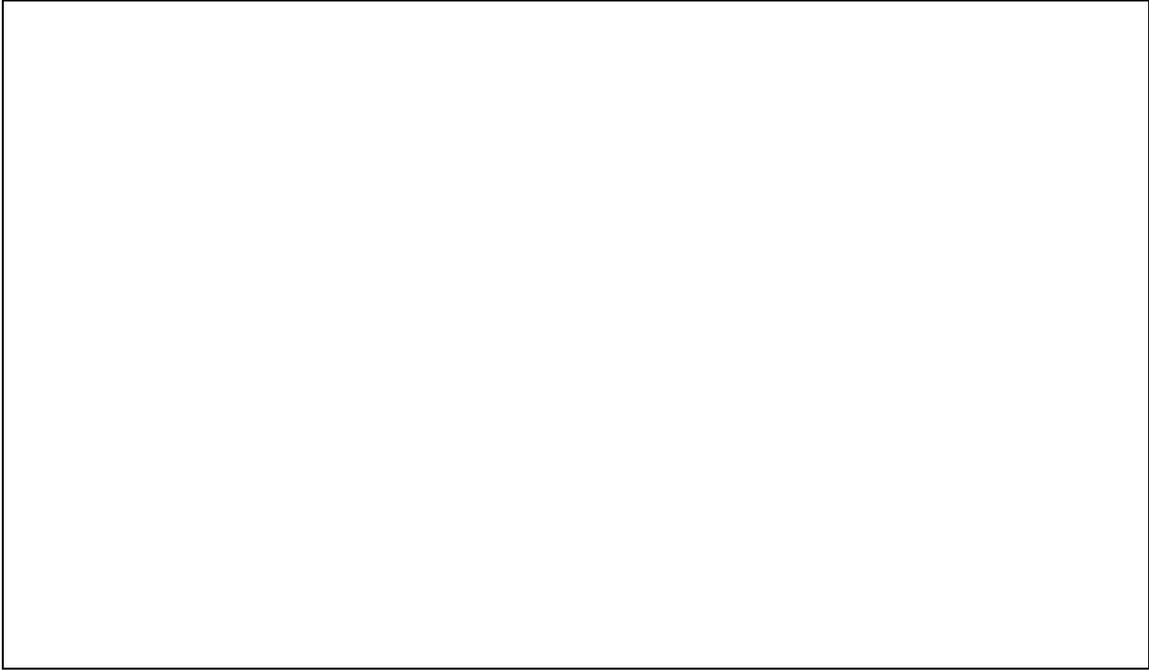
(animal)

What it looks like _____

What it eats _____

Where in the Rain Forest it lives _____

Some interesting things about it _____



A Fascinating Fact about the

(animal)
