



Activities and Questions to  
Accompany Lungs of the Earth



Scarlet Macaw



Red-eyed Tree Frog



Blue Morpho Butterfly



Spider Monkey

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# Activities by Skill Prior to Reading

1. Read the preface, and have students talk briefly about a special place they have visited or a place they would like to go.
2. Prepare a KWL chart titled Rain Forests. The first two parts can be used in the first chapter.
3. Find a map of Costa Rica.
4. Many rainforest plants and animals are mentioned throughout the book. Having pictures available would enhance student interest. They could be shown prior to reading (and wouldn't need to be only those mentioned in the book) or shown as they are introduced. Here are a few examples: howler monkey, leaf-cutter ants, scarlet mccaaw, purple-throated mountain gem, spider monkey, caiman, *guaria morada* (national flower), jaguar, blue morpho butterfly
5. Establish author purpose (entertainment and informative)

# During Reading

## Inferences

**Chp. 1** (Questions always followed by how do you know?)

How is Jamal feeling in the opening paragraph?

Why does Jamal want to throw the weights?

What does Jamal's trip wish tell you about him?

Why did Lupe react the way she did when introduced to Jamal?

How is Tien feeling when Jamal is announced as leader?

**Chp. 2**

What have you learned about Jamal's mom?

What more have you learned about Jamal?

**Ch. 3**

How is Jamal feeling after his talk with Tien?

## Chp. 5

How is Jamal feeling when he arrives at school?

## Predicting

### Chp. 1

Why isn't Jamal's life normal?

What is going to happen between Tien and Jamal?

### Chp. 2

What kind of leader do you think Jamal will be?

### Ch. 3

The tension is building between Tien and Jamal. What do you think will happen?

## **Ch. 5**

When Tien leaves the room, what do you will happen?

## **Chp. 6**

(When they are waiting for Alexis) Why isn't she there?

## **Imaging**

### **Chp. 1**

Draw a picture of birds and butterflies you are imagining. (This is also prediction.)

## **Chp. 2**

Students should be encouraged to picture the scenes at the house, the confrontation between Jamal and Tien, and the bathroom scene.

## **Ch. 4**

Be sure to visualize the scene at the supper table.  
How would the fall trees look?  
Can you visualize the frogs?

## **Chp. 5**

Can you picture Dr. McCutchen?

# Comparisons

## Ch. 4

How has Jamal's attitude toward being team leader changed since chapter 1? Why do you think it has changed?

Would the adult in your house have handled Jamal's questions the same way as his mom did? In what ways alike or different?

How is Jamal's life different that it was two years ago?

## Chp. 5 (end)

How has Jamal's attitude changed?

## Ch. 6

Which of the families is most like yours? (Discussion, Venn diagram, or a couple of paragraphs)

Why the difference in mood at the cafeteria and the airport?

## Questioning

Provide students with strips of Post It notes and have them place on in the text where they have a question. They could be discussed at the end of each class period in small or whole group.

## Big Idea vs. Detail

### Ch. 3

What is the big idea in this chapter? (Jamal is starting to exercise his role as leader.) Work in pairs or small groups to list several details that support this.

## Imagery and Figurative Language

These are just a few examples.

### Chp. 1

Tien reminded Jamal of a lap dog begging for a treat.

### Chp. 3

his stomach twisted like one of those knots he learned to make in Boy Scouts

## **Chp. 5**

its delicate leaves in shades of purple looked too delicate to touch

## **Chp. 6**

The next two weeks went by with the speed of an Indy 500 winner.

the child ran at him head down like a Falcon's tackle  
Jamal felt like howler monkeys were using his intestines for tree branches

# After Reading

1. Complete KWL chart.

2. Write a paragraph summarizing the story.

3. Use Venn diagrams to a) compare one student at the beginning of the book with the same student at the end, or b) compare two students, or c) compare yourself to one of the students

# Activities by Chapter Prior to Reading

1. Read the preface, and have students talk briefly about a special place they have visited or a place they would like to go.

2. Prepare a KWL chart titled Rain Forests. The first two parts can be used in the first chapter.

3. Find a map of Costa Rica.

4. Many rainforest plants and animals are mentioned throughout the book. Having pictures available would enhance student interest. They could be shown prior to reading (and wouldn't need to be only those mentioned in the book) or shown as they are introduced. Here are a few examples: howler monkey, leaf-cutter ants, scarlet mccaaw, purple-throated mountain gem, spider monkey, caiman, *guaria morada* (national flower), jaguar, blue morpho butterfly

5. Establish author purpose (entertainment and informative)

# During Reading

## Chapter 1

### Inferences

(Questions always followed by how do you know?)

How is Jamal feeling in the opening paragraph?

Why does Jamal want to throw the weights?

What does Jamal's trip wish tell you about him?

Why did Lupe react the way she did when introduced to Jamal?

How is Tien feeling when Jamal is announced as leader?

### Predicting

Why isn't Jamal's life normal?

What is going to happen between Tien and Jamal?

### Imaging

Draw a picture of birds and butterflies you are imagining. (This is also prediction.)

## Questioning

Provide students with strips of Post It notes and have them place on in the text where they have a question. They could be discussed at the end of each class period in small or whole group.

## Comparisons

## Big Idea vs. Detail

## Imagery and Figurative Language

Tien reminded Jamal of a lap dog begging for a treat.

## Chapter 2

### Inferences

What have you learned about Jamal's mom?  
What more have you learned about Jamal?

### Predicting

What kind of leader do you think Jamal will be?

### Imaging

Students should be encouraged to picture the scenes at the house, the confrontation between Jamal and Tien, and the bathroom scene.

## Questioning

Provide students with strips of Post It notes and have them place on in the text where they have a question. They could be discussed at the end of each class period in small or whole group.

## Comparisons

## Big Idea vs. Detail

## Imagery and Figurative Language

## Chapter 3

### Inferences

How is Jamal feeling after his talk with Tien?

### Predicting

The tension is building between Tien and Jamal. What do you think will happen?

### Imaging

### Comparisons

## Questioning

Provide students with strips of Post It notes and have them place on in the text where they have a question. They could be discussed at the end of each class period in small or whole group.

## Big Idea vs. Detail

What is the big idea in this chapter? (Jamal is starting to exercise his role as leader.) Work in pairs or small groups to list several details that support the big idea.

## Imagery and Figurative Language

his stomach twisted like one of those knots he learned to make in Boy Scouts

# Chapter 4

## Inferences

## Predicting

## Imaging

Be sure to visualize the scene at the supper table.  
How would the fall trees look?  
Can you visualize the frogs?

## Comparisons

How has Jamal's attitude toward being team leader changed since chapter 1? Why do you think it has changed?

Would the adult in your house have handled Jamal's questions the same way as his mom did? In what ways alike or different?

How is Jamal's life different that it was two years ago?

## Questioning

Provide students with strips of Post It notes and have them place on in the text where they have a question. They could be discussed at the end of each class period in small or whole group.

## Big Idea vs. Detail

## Imagery and Figurative Language

# Chapter 5

## Inferences

How is Jamal feeling when he arrives at school?

## Predicting

When Tien leaves the room, what do you will happen?

## Imaging

Can you picture Dr. McCutchen?

## Comparisons

How has Jamal's attitude changed? (end of chapter)

## Questioning

Provide students with strips of Post It notes and have them place on in the text where they have a question.

They could be discussed at the end of each class period in small or whole group.

## **Big Idea vs. Detail**

## **Imagery and Figurative Language**

its delicate leaves in shades of purple looked too delicate to touch

# Chapter 6

## Inferences

### Predicting

(When they are waiting for Alexis) Why isn't she there?

### Imaging

### Comparisons

Which of the families is most like yours? (Discussion, Venn diagram, or a couple of paragraphs)

Why the difference in mood at the cafeteria and the airport?

## Questioning

Provide students with strips of Post It notes and have them place on in the text where they have a question. They could be discussed at the end of each class period in small or whole group.

## Big Idea vs. Detail

## Imagery and Figurative Language

The next two weeks went by with the speed of an Indy 500 winner.

the child ran at him head down like a Falcon's tackle  
Jamal felt like howler monkeys were using his  
intestines for tree branches

# After Reading

1. Complete KWL chart.

2. Write a paragraph summarizing the story.

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