
Orangutangled

a teacher's guide

Created by marcie colleen

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Orangutangled

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Orangutangled

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How to Use This Guide

This classroom guide for *Orangutangled* is designed for students in kindergarten through second grade. It is assumed that teachers will adapt each activity to fit the needs and abilities of their own students.

It offers activities to help teachers integrate *Orangutangled* into English language arts (ELA), mathematics, science, and social studies curricula. Art and drama are used as a teaching tool throughout the guide.

All activities were created in conjunction with relevant content standards in ELA, math, science, social studies, art, and drama.

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English Language Arts

Reading Comprehension

Before reading *Orangutangled*,

Help students identify the basic parts of a picture book: jacket, front cover, back cover, title page, spine, end papers, and jacket flap.

The Front Cover and the Title Page~

- Who are the characters? Describe what you see. What situation do the characters seem to be in?
- Describe the illustration on the Title Page.
- Where can you guess the story to take place?
- Can you guess what the story might be about? What are some clues you can find in the cover and title page illustrations?

The Copyright and Dedication pages ~

- Describe what the characters are doing in this spread.
- How does this illustration compare with the cover?
- Does this spread influence what you think the story will be about?

Now read or listen to the book.

Help students summarize in their own words what the book was about.

- How did the orangutans become tangled?
- How did these other animals get involved?
 - Mama Yak?
 - A nosy boar?
 - The tiger?
- How do they finally get untangled?
- How do they celebrate getting untangled?
- What happens to the tiger?
- Describe what happens on the last page.

Let's talk about the people who made *Orangutangled*.

- Who is the author?
- Who is the illustrator?
- What kind of work did each person do to make the book?

Take a close look at the illustrations throughout the book.

Look closely at all of the illustrations.

- How many animals can you find in the first spread? What time of day is it? How can you tell?
- Find the frog in the first 6 spreads. What is he doing in each illustration? How do you think he feels in each? What is he thinking?
- In how many spreads can you find the tiger? Look closely. He's sneaky!

As a class, read *Bubblegum, Bubblegum* by Lisa Wheeler.

- Describe in your own words what the story is about.
- How is this story similar to *Orangutangled*? How is it different?
- How do the animals in each story work together to solve their problem?
- At the end of *Orangutangled* all is better. What about at the end of *Bubblegum, Bubblegum*? Create another page for each book showing what happens after the final page.

Writing Activities

The Silliest Bedtime Ever!

Those silly orangutans started quite a fiasco before bedtime.

Ask your students about their own bedtime rituals (ie. get a drink of water, grab their favorite stuffed animal, being tucked in or pillow fluffed, etc).

Have the students write a story about their own bedtime "gone wrong!" What are some of the silly situations that might arise from getting a drink of water? Or having their pillow fluffed? The crazier the better.

Each story should include a beginning, a middle with 3 different escalations of the situation and an ending.

Optional: Create the story together as a class.

Going on a Mango Hunt ~ Writing Instructions for Problem Solving

Orangutangled is about problems and how to solve them.

Problem #1: The two orangutans want mangos.

Solution #1: When knocking into a tree, several mangos fall to the ground.

Problem #2: The orangutans get tangled up, along with several other animals.

Solution #2: A bath in the ocean untangles them.

Have each student take turns hiding a "mango" within the classroom or school. Students must then create a list of instructions for the others to follow to locate the mango.

Simple instructions like "walk 3 steps" "turn right", "turn left" and "look" must be introduced.

Additional Challenge: Older students can write instructions on "How to Take a Bath" and present them to the class.

Language Activities

It's Rhyme Time

Orangutangled is written in rhyme. Here are some activities to help introduce rhyming to your class.

Engine and Caboose

Introduce the concept of producing rhyming words with train engines and caboose pictures or objects. Explain that when you make rhyming words, the caboose will always stay the same but the engines will be different. Pick a sound for the caboose (e.g., "at") and place many different engines in front to make rhyming words (e.g., h-, m-, c-).

"I Spy"

Start the activity by sitting with the children in a large circle. Provide the children with a sentence containing two rhyming words, e.g. "I spy a chair and a bear." The first object name is something in the room and the second object name doesn't have to be visible in the room. Have the child on your right create her own "I Spy" sentence. You may want to place objects around the room that are easy to rhyme so you can point them out to the children if they need suggestions.

Fill in the Blank

Re-read *Orangutangled* aloud. When you get to the end of a rhyming sentence, pause and have the children raise their hands and give the correct rhyming word to complete the sentence.

For example:

"In the jungle night is falling.

Tigers prowl and birds are _____.

On a treetop branch, reclining,

Two orangutans are _____.

Offer opportunities for the children to make up silly sentences using other words that rhyme but don't make sense. Continue with the rest of the book until all the children have had opportunities to rhyme.

This can be done with other rhyming books, as well.

Rhyming Sounds Cube

For this activity, you'll need several cubes made from wood blocks or foam. Write a different consonant on each side of the cubes. On a piece of paper (or blackboard) write a two-letter combination beginning with a vowel and ending with a consonant, such as "it," "un" or "ed" six times. Have the student roll a cube to reveal a consonant. Have the student write the consonant from the cube in front of one of the two-letter combinations. For example, if the student rolls a "B," she can place it in front of "ed" to create "bed." Repeat the procedure until the student creates six rhyming words.

Math

Word Problems *For younger students, the use of pictures or props might be needed to figure out word problems.*

- 1) The orangutans swing 3 times but they still can't reach the mangos. They swing 2 more times. How many times do the orangutans swing?
- 2) Mama Yak pulls 4 times but the orangutans are still stuck. She pulls 1 more time. How many times does Mama Yak pull?
- 3) The animals find 6 mangos on the beach. They eat 5 mangos. How many mangos are left?
- 4) There are 4 animals stuck together. 1 animal floats away. How many animals are left?
- 5) 2 orangutans were tangled. 3 more animals got tangled, too. How many animals are tangled?

Twister Math

This is a math “twist” on the classic party game “Twister”.

Note: If multiple Twister boards are available, spread the students around the room on various boards with 3-4 students on a board and use one spinner for all of them. Or, cut colored circles and tape them to the floor to make a LARGE Twister board that will encompass the entire class.

Assign a number to each circle. Numbers 0-9 work best.

Students should stand around the playing space. The teacher will then spin the spinner. “Left foot 2”. Students should place their left foot on a circle with a number 2 on it.

This game practices number recognition.

Variation: The “spinner” calls out “right foot 2+2”. Students will then have to solve a mathematical equation in order to know what circle to step on.

Science

Orangutans live in the rainforest. Here are several science-based activities for students to explore and research orangutans, their habitat and other animals that call the rainforest home.

Let’s Go to the Rainforest!

Rainforests are lush jungles which receive lots and lots of rain. In fact, it is typical that it rains every day in the rainforest. Because of the rain, these forests have very dense trees and foliage. Rainforests also are homes to many animals.

- The trees in the rainforest grow in different layers. Some of the trees in the rainforest are very, very tall. *(Have the students reach up tall to touch the sky.)*

The trees that grow really tall get blown by the wind, so in order to blow about and not fall down, they have to support themselves with wide bottoms. *(With hands above their heads and feet spread wide, have students blow about from side to side.)*

There is also a layer of trees in the rainforest that aren’t quite as tall, but they grow very, very thick covering the forest floor like an umbrella. This layer is so thick that almost no sunlight gets through. *(Students should hold their arms a little lower and touch each other’s hands to represent the canopy.)*

The next layer of the rainforest contains vines that climb up tall. *(Have students get on their knees and move their arms in climbing motion to represent the vines.)*

The forest floor is very still and very quiet. The trees and plants that grow above drop leaves and flowers and nuts and things. *(Students should take their hands and wiggle their fingers above their heads down to the floor.)*

- Using YouTube, find some audio selections of rainforest sounds. What do the students hear? What kinds of animals? What other sounds?
- Make a list of animals of the rainforest. Using YouTube, research what the “call” of each animal is. Practice mimicking each call. Assign an animal call to each student and create the sounds of the rainforest in the classroom.
- Next, create the sounds of a thunderstorm, from beginning to end:

Snap fingers.

Pound floor. (Thunder rumbling.)

Clap hands together in an irregular cadence.

Slap hands on legs. (Flick light switches on and off or turn flashlights on and off to represent lightning.)

Stomp feet.

Slap your hands on your legs and stomp your feet. (Height of the storm.)

Stomp feet.

Slap hands on legs. (Flick lights or flashlights less frequently.)

Clap hands together in an irregular cadence. (A little softer now.)

Pound floor, a few times.

Snap fingers. (Quietly and slowly.)

Open palms. (Be still.)

- Add all of the above together to create a rainforest ballet with sound and movement.

Rainforest Friends Research Project

Assign each student or pairs of students a rainforest animal to research on the Internet.

Information to be gather must include:

- Type of animal
- What it eats
- Where it lives
- Draw a picture
- Write 3 words that describe your animal
- Interesting fact #1
- Interesting fact #2
- Interesting fact #3

Once all of the needed research is done, students must create a poster visual with all of the necessary information and present their findings to the class.

How do the characters in *Orangutangled* compare to orangutans and other rainforest animals in the natural world? What are the similarities? What are the differences?

Nature's Umbrella

The rainforest is like an "umbrella" because it shelters and protects so many unique unusual plants and animals.

Give an umbrella to each student.

Taking turns, each student is to open up their umbrella say, "I am a rainforest and I shelter (insert a rainforest plant or animal)."

Once all umbrellas are open, students should stand closely together to create the rainforest canopy. Notice how little light gets to the floor.

One by one, remove each umbrella. Students whose umbrellas are taken should say, "I am a rainforest, without me there is no (insert the same name of a rainforest plant or animal)." Continue until all umbrellas are gone.

Read *The Great Kapok Tree* by Lynne Cherry. Why would someone destroy the rainforest? What would happen if the rainforests disappeared? Discuss and research answers.

Further study: This activity can be used as a springboard for discussion about impacts and how what we do impacts the world around us.

Create a Rainforest Library

Gather fiction and non-fiction books, newspaper articles, internet clippings, videos and any other form of media about the rainforest and its inhabitants.

Related book suggestions:

The Great Kapok Tree by Lynne Cherry (Harcourt, 1990). Fiction with strong Nonfiction elements.

Nature's Green Umbrella by Gail Gibbons (HarperCollins, 1997). Nonfiction.

A Rainforest Habitat (National Geographic School Publishers, 2010). Nonfiction.

The Umbrella by Jan Brett (Scholastic, 2004). Fiction picture book.

Over in the Jungle: A Rainforest Rhyme by Marianne Berkes (Dawn Publications, 2007). Nonfiction.

"Slowly, Slowly Slowly," said the Sloth by Eric Carle (Puffin, 2007). Fiction picture book.

All about Mangos

It is quite possible that some of the students may have never tried a mango before. So, slice one up to share, along with these fun mango facts.

- Mangos are considered the King of Fruits.
- A mango tree doesn't produce fruit until it is four years old.
- Mangos are picked when they are mature, turning more green than yellow.
- Mangos belong to the same family as the cashew and pistachio nut.
- Mangos are grown in most tropical countries and are abundant in northern Australia.
- Mangos are the most popular fruit in the world.
- Mangos were first grown in India over 5,000 years ago.
- A basket of mangos is considered a gesture of friendship in India.

Social Studies

Kid-Tangled Challenge

Just like the animals in *Orangutangled* it is important to learn to work together to solve a problem.

Ask a group of 6 or more people (even numbers works best) to form a circle. Each person should hold out their right hand and grab the right hand of the person cross

from them as though the two were shaking hands. Then each person should hold hands (left hands) with a person standing next to them. Each person should be holding hands with two different people.

Goal of the Game:

The goal of this warm up is for the students to untangle themselves from their situation so that a human circle is formed.

Rules:

The physical hand to hand contact that you have with your partner cannot be broken in order to facilitate an "unwinding movement". Sometimes the people in the final circle will end up facing alternating directions. This is OK.

If the group has been struggling with a tangle for a long time, offer "Tangled First Aid." Let the students decide amongst the group, which grip needs first aid. This pair of hands may then be temporarily undone and re-gripped in order to help the group.

Additional Challenge: Students can attempt to untangle themselves without the use of words.

Lending a Hand: a lesson on community

As a class, define "selfish" and "selfless".

Selfish: thinking only of one's own wants and needs.

Selfless: thinking of other's needs over one's own.

Explain that you are going to read two stories. Whenever the students hear of a character being "selfish" they are to hide their hands in closed fists behind their backs. Whenever they hear of a character being "selfless" they are to hold their hands out palms up.

Read *The Little Red Hen*. Were most of the characters "selfish" or "selfless"? Students should explain their answer in their own words.

Read *Orangutangled*. Were these characters more "selfish" or "selfless"? Have students explain their answers in their own words.

As a class, define "community". Which characters in either story who are focused on community? These are the characters who are the opposite of selfish because they think about what others need and not just their own needs.

What happens to the characters in either story who are "selfish"?

What happens to the characters in either story who are "selfless"?

Have students brainstorm ideas on how they can be "selfless" in their communities. In their school? At home? On the playground?

Ask students to trace their hand on a piece of paper and cut it out.

On the hand, students should write how they will be "selfless" and lend a hand this week.

Create a bulletin board displaying all of the hands.