

THE EMPERORS AND THE SADDLE-BACKS

ONCE UPON A TIME, SADDLE-BACK TAMARIN AND EMPEROR TAMARIN MONKEYS LIVED APART AND THEY DIDN'T UNDERSTAND EACH OTHER'S CALLS...

AK-AK-AK!

WHAT'S THAT SOUND THE SADDLE-BACK TAMARINS ARE MAKING?

IGNORE THEM, THEY'RE JUST BEING ANNOYING.

AAAH!

COME BACK!

LEAVE HIM ALONE!

SKREK!

AK-AK-AK!

ARE YOU ALRIGHT?

YES, HARPY GRABBED THE BANANA INSTEAD OF ME!

LATER, IN THE...

HI-HI-HI-HI-HI!

THOSE EMPEROR TAMARINS! I CAN NEVER UNDERSTAND A WORD THEY'RE SAYING!

WILL YOU PLEASE BE QUIET? IT'S OUR NAP TIME!

RRR

ZZZ

ZZZ

HI-HI-HI!

HUH? THEY'RE AT IT AGAIN!

RARR!

Y!!!

HI-HI-HI-HI-HI-HI!

THAT WAS CLOSE!

LUCKY THAT RACKET FROM THE EMPEROR TAMARINS WOKE US UP!

LUCKY?

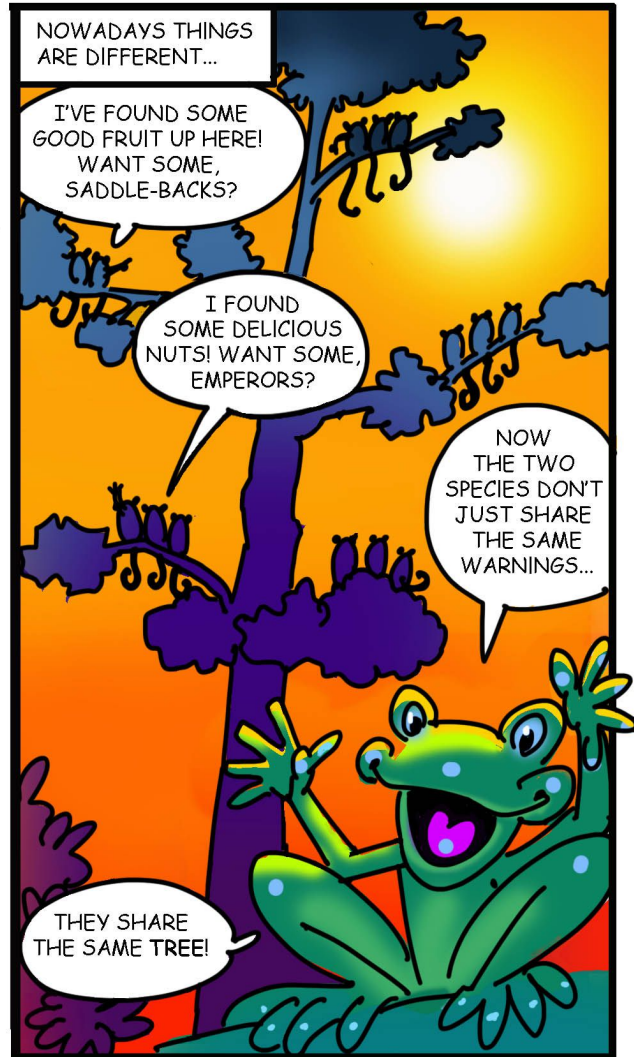
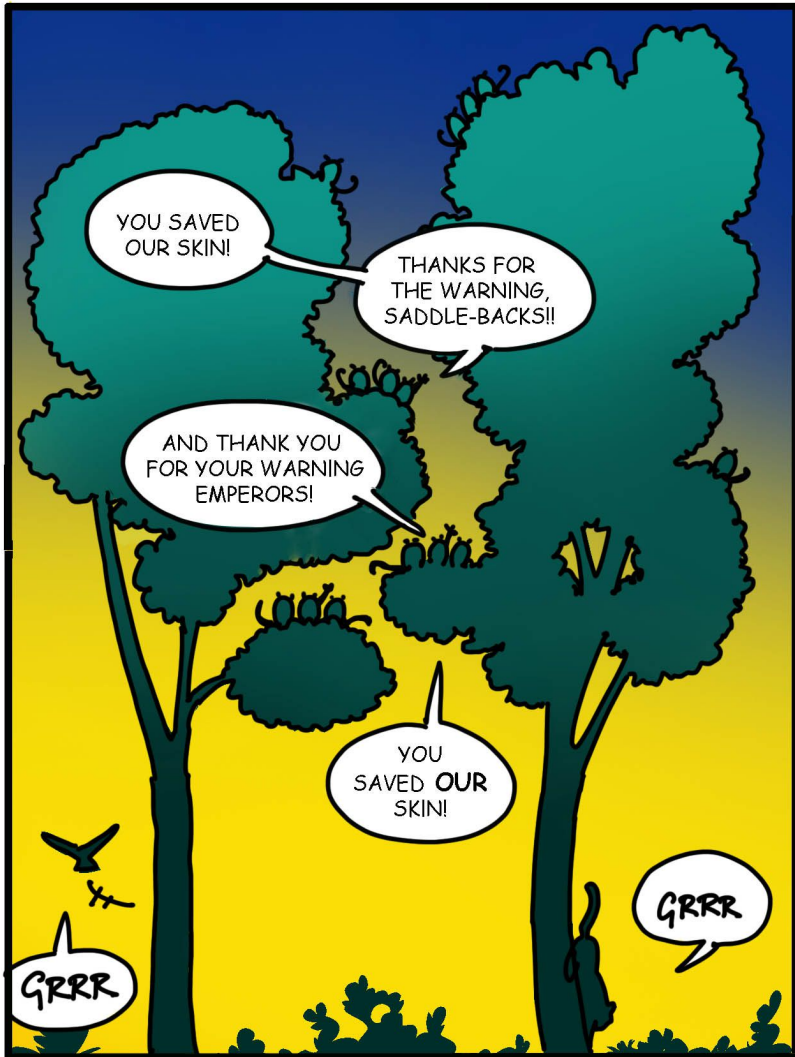
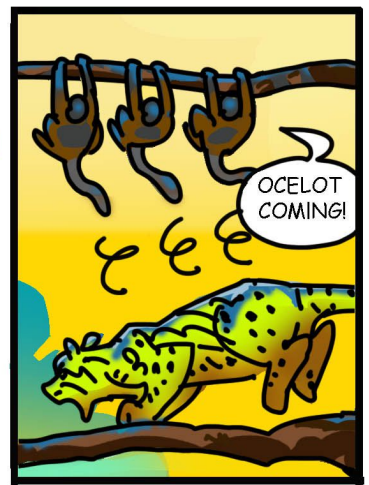
WHAT IF IT WASN'T LUCK?

HEY, EMPEROR! WHAT DOES THAT HI-HI-HI NOISE YOU'RE MAKING MEAN?

IT'S A WARNING: 'OCELOT COMING!'

SO WHAT DOES AK-AK-AK MEAN?

'HARPY EAGLE ABOVE!'



INTERESTING FACT!

Emperor Tamarins and Saddle-back Tamarins really do look for food together. The Saddle-backs are smaller and faster and find the food first. The Emperors follow and being bigger... well, they jump the queue and the Saddle-backs have to wait! (That's nature - not always fair...)

But the larger combined group is better at watching for predators. Also, the Emperors prefer to be higher in the trees than the Saddle-backs ... so they manage to get along in the end!



Some Lesson Plan Ideas using *The Emperors and the Saddlebacks* Story:

1) From the National Curriculum

Year 1 Statutory requirements: Pupils should be taught to identify and name a variety of common animals that are carnivores, herbivores and omnivores

Can you identify which animals in the story are carnivores and which are herbivores or omnivores?

(Answer: Carnivores: Harpy Eagle and Ocelot. Omnivores: the Tamarin monkeys.

Year 2 Statutory requirements: Pupils should be taught to describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

Draw a food chain showing the Ocelot and the Harpy Eagle, the Tamarins and fruit in relation to each other. Draw a food chain using animals you are familiar with that live in this country.

Year 6 Statutory requirements: Pupils should be taught to identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

How are monkeys suited to their environment? How does an ocelot differ from common domestic cats in its adaptation to its environment? How is the rainforest Harpy Eagle different from other eagles? List some other animals that have adaptations suited to their environments.

(Answer: Monkeys have strong arms and hands with long fingers and short thumbs to help them grip branches. Ocelots have flexible 'ankle' and 'wrist' joints that allow them to go down trees as well as up them, something domestic cats are not good at! Harpy Eagles have short, broad wings relative to their body size to allow them to manoeuvre between the branches of rainforest trees. Arctic Foxes and polar bears are white to help them hunt in the snow. Owls can see much better at night than other birds because their large eyes have adapted to low light levels. Stick insects, that live in trees, mimic twigs in order to escape their predators.