



Le Grand Kapokier

Adapted from
The Great Kapok
By Lynne Cherry

Using children's books meets the following conditions that make it possible for children to learn a language.

1. The learner is immersed in the language.
2. The learner has ongoing demonstrations of language.
3. There is the expectation that language will be learned.
4. The learner is given responsibility to learn.
5. Approximations are acceptable.
6. The opportunity to use language is present often.
7. There is ongoing response to language use.

(Cambourne - 1984)

Standards Met

- 1.1: Communication – Interaction
- 1.2: Communication – Interpretation
- 1.3: Communication – Production
- 3.1: Connections – Reinforce other content areas
- 4.1: Comparisons – French language patterns
- 5.1: Use the target language beyond school

Objectives:

The students will...

- demonstrate knowledge of commands through actions.
- demonstrate comprehension of “**Le Grand Kapokier**” by acting out the story as it is told in the target language.



Anticipatory Set

Give each student a Snickers bar and have them how it relates to the rainforest. Many of the ingredients in a Snickers bar come from the rainforest. Students can then learn the names of the ingredients in the target language.

Activity Sequence

Input

- TPR the words found in *The Great Kapok*
- Read the story *The Great Kapok* using the Power point presentation
- With visuals retell the story of *The Great Kapok*
- Tell the story as the students act it out.

Guided Practice

- Living Order
Students do a living order of the visuals.
- Matching Cards
In small groups, students match the picture with the correct corresponding word in the target language.
- Group Story Sequence
Put all visuals on the floor. As a group, students put the cards in the correct order.
- Story Sequence Cards
In small groups, students sequence the cards in the order they appear in the story.
- Question Activity
Put an animal on the back of each individual. Students try to determine the animal by asking only yes/no questions.
- Retell Story
Using visual prompts, students retell the story as a group.
- In a bag, place pictures of the various animals found in the rainforest. Using the natural method, have the students guess which animal you have. You can give clues in the target language. Ask them simple questions such as does this animal move slowly or quickly, “**Il se déplace lentement ou vite?**”.

Extension

- Students create a new version of the story by reordering the events in the story.

Closure

- Alphabet Activity
A-Z - say and repeat the alphabet in French.
On the alphabet worksheet, students fill in the words in the target language that they remember.
- The teacher retells the story, and the students fill in the words when the teacher pauses.



L'Alphabet

A _____
B _____
C _____
D _____
E _____
F _____
G _____
H _____
I _____
J _____
K _____
L _____
M _____
N _____
O _____
P _____
Q _____
R _____
S _____
T _____
U _____
V _____
W _____
X _____
Y _____
Z _____

L'ALPHABET FRANÇAIS (*French alphabet sounds*)

A (ah)

B (bay)

C (say)

D (day)

E (euh – like in earth)

F (F)

G (jay)

H (ah-sh)

I (ee)

J (gee)

K (caw)

L (L)

M (M)

N (N)

O (O)

P (pay)

Q (coo)

R (air)

S (S)

T (tay)

U (oo)

V (vay)

W (doo-bleuh vay)

X (eeks)

Y (ee-grec)

Z (zed)

Connections

Social Studies

- Discuss the importance of the rainforest.
- Locate the rainforests of the world.
- Devise your own ecology plan.
- Conduct a tour of the rainforest.
- Research important facts about the rainforest.

Language Arts

- Write and present a skit showing what can be done to preserve the rainforest.
- Create a rainforest rap
- Justify the importance of the rainforest in an editorial.
- Discuss the development of plot:
 - Somebody
 - Wanted
 - But

Art

- Create a diorama.
- Write and illustrate a rainforest alphabet book.
- Create a rainforest in your classroom

Science

- Analyze a Snicker candy bar and how it relates to the rainforest.
- Classify plants, animals and insects found in the rainforest.
- Create a schoolyard garden
- Chart the weather for a week in your home town and also the weather for a town in the rainforest
- Research the animals of the rainforest
- Discuss endangered species

Consumer Science

- Create a rainforest buffet

Logical Thinking

- Using a Venn Diagram, compare and contrast the forests found near your home and rainforests

TOPIC: Rain Forest

TEACHER INSTRUCTIONS

- 1) Show videos or assign class to read articles on the rain forest.
- 2) Discuss locations and importance of the rain forests. Create a map showing locations of the world's rain forests / tropical jungles.
- 3) Divide students into groups and assign each group separate responsibilities in the creation/ construction of the classroom rain forest.
- 4) Upon completion of construction of the rain forest, students will invite other students, faculty and family members to tour the rain forest. During the tours, students will explain what they have learned about the rain forest and why they must be protected.

Snickers From The Rainforests?

How a Snicker Candy Bar relates to the rainforest!!

It contains products from the rainforest:

- **Chocolate** is from cocoa beans from the tropical rainforests in Mexico. Chocolate originated with the Aztecs.
- **Brown Sugar** is from the cane sugar found in the tropical rain forests in Central and South America.
- **Vanilla** is from vanilla beans from an orchid of the rain forest.
- **Peanuts** are grown in the African rain forests.

Discussion:

What other things come from the rainforest?

Paper	Pencil	Rubber Erasers	Rice
Furniture	Wood	Medicine	Fertilizer
Paint	Soap	Oil	Cloves
Perfume	Rubber tires	Balloons	Nutmeg
Bananas	Pineapple	Oxygen	Gum
Ornamental plants	Coffee	Mahogany Wood	Papaya
What else?			

Create a Rainforest

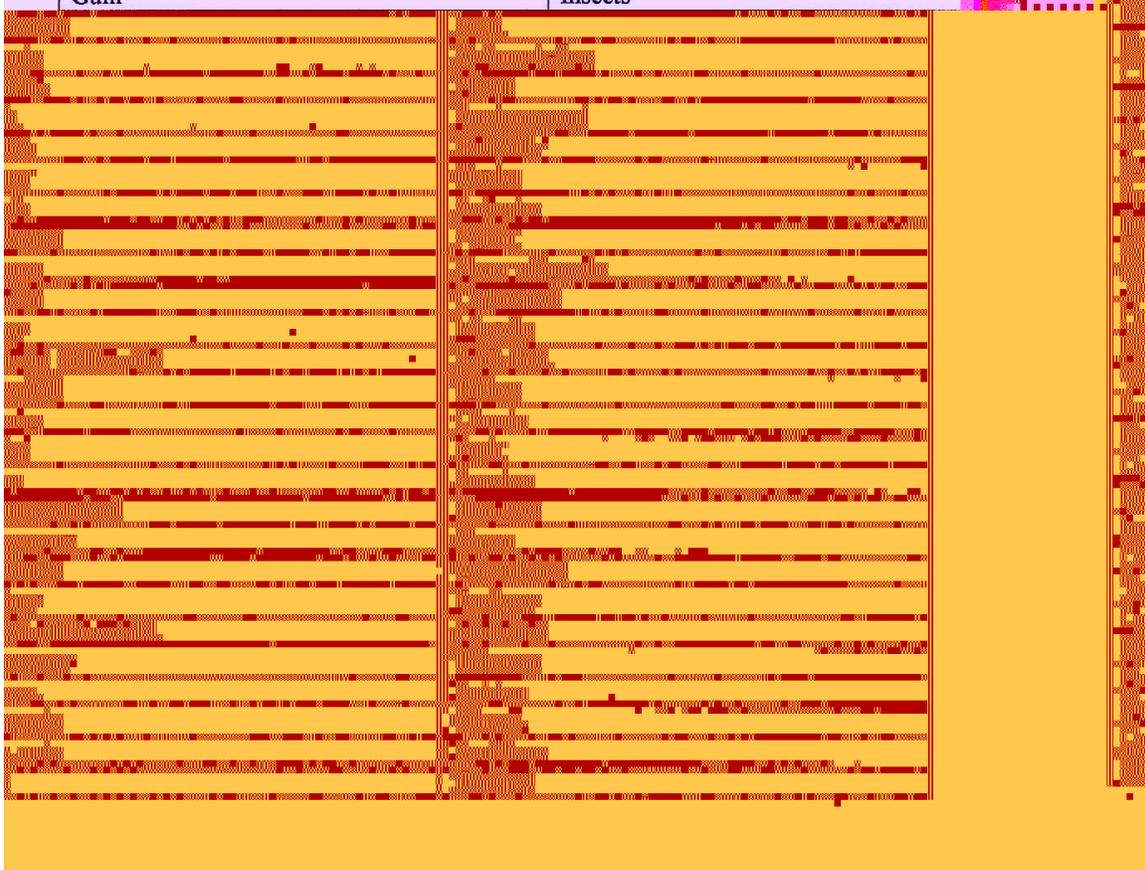
Suggestions:

- Vine 

Suggested:

Rainforest Vocabulary

Trees	Oxygen
Chocolate	Medicine
Cocoa beans	Coffee
Paper	Nuts
Preservation	Products
Exotic animals	Woods
Monkeys	Birds
Serpents	Frogs
Bananas	Humid
Canopy	Carbon dioxide
Greenhouse effect	Cinnamon
Ginger	Fresh water
Contamination	Resources
Spices	Destroy
Vegetation	Furniture
Gum	Insects



La Forêt Tropicale Humide

les arbres – trees	l' oxygène -oxygen
le chocolat -chocolate	les médicaments -medicine
le papier - paper	les noix -nuts
la préservation -preservation	les produits -products
les animaux exotiques -exotic animals	le bois -wood
les singes -monkeys	les oiseaux -birds
les serpents -serpents	les grenouilles -frogs
les bananes -bananas	humide -humid
la voûte -canopy	le bioxyde de carbon -carbon dioxide
l' effet de serre -greenhouse effect	la cannelle -cinnamon
le gingembre -ginger	l' eau douce -fresh water
la contamination -contamination	les ressources -resources
les épices -spices	détruire -destroy
la végétation -vegetation	les meubles -furniture
le riz - rice	les insectes -insects
la gomme -gum	la pluie -rain
la papaye - papaya	le déboisement -deforestation
l' extinction -extinction	les plantes -plants
les cacahouètes -peanuts	l' environnement -environment
le climat -climate	le papillon -butterfly
le paresseux de trois orteils -sloth	l' ocelot -ocelot
l' iguane -iguana	le fourmilier -anteater
le jaguar -jaguar	le perroquet -parrot
la jungle -jungle	la zone inférieure -floor of jungle
l' obscurité -darkness	le kapokier -capac tree
le silence -silence	le miracle -miracle
le toucan -toucan	le coq de roche -rock hen
la maison -home	les tribus -tribes
le parfum des fleurs -perfume of flowers	les nuages -clouds
la chute d'eau -waterfall	la jungle -jungle
les Indiens -Indians	les fruits -fruit
les pouces -inches	survivre -survive
les remèdes -cures	les maladies -illnesses
les pharmaceutiques -pharmaceuticals	couvrir -cover
indigène -indigenous	les micro-organismes -micro-organisms
les pays -countries	l' écologie -ecology
perdre -to lose	protégé -protected
les poumons du monde -lungs of the world	

Student Name _____ Date _____

Rain Forest Rubric

	Excellent	Very Good	Satisfactory	Poor
Skit (25)				
Debate (25)				
*Construct rain forest in room (25)				
Buffet (10)				
Rap (10)				
Ecology (10) Plan				
Editorial (20)				
*Rain forest tour (10)				
Classify plants, animals & insects (10)				
Alphabet Book (20)				
Diorama (15)				
Poster (10)				

Requirements marked by *

Students need to accumulate a minimum of 75 points for an A. They must do the required projects, and the remaining points may be accumulated from projects of their choice. Points possible for the project are indicated, but the points earned are determined by the quality of the student's work.

Questions Rainforest

1. The rainforest provides what percentage of oxygen.
A. 30% C. 40%
B. 10% D. 60%
2. Where can you find the rainforests of the world?
A. Only in South America
B. Only in Central and South America
C. Around the equator
D. Only in the Amazon
3. How many acres of rainforest are burned everyday?
A. 10,000 acres C. 50,00
B. 25,000 D. 100,000
4. How many different kinds of butterflies exist in the rainforest?
A. 300 kinds C. 500 kinds
B. 50 kinds D. 100 kinds
5. What percentage of the world's fresh water supply is found in the rainforest?
A. 10% C. 5 %
B. 20% D. 30%
6. What percentage of pharmaceutical products come from the rainforest?
A. between 10 and 20% C. between 15 and 30%
B. between 25 and 40% D. between 1 and 10 %
7. Which of the following products does not come from the rainforest?
A. gum C. mahogany
B. cloves D. sunflowers
8. How much rain a year is needed to sustain a rainforest?
A. 4 feet C. 8 feet
B. 6 feet D. 10 feet
9. What percentage of the earth is covered with rainforest?
A. 2% C. 8%
B. 4% D. 6%
10. The rainforest is important for which of the following reasons?
A. water C. oxygen
B. plants D. all of the above

Answers: 1-C, 2-C, 3-D, 4-A, 5-B, 6-B, 7-D, 8-C, 9-D, 10-

The Rainforest

Write five facts about the rainforest. For each fact that is different from the facts of the other students, you may receive 3 points. All other facts will receive 2 points.

1.

2.

3.

4.

5.

Write 3 products that come from the rainforest.

1.

2.

3.

Write 5 words that are important in the study of the rainforest. Each different word will receive 3 points.

1.

2.

3.

4.

5.

Resources

<http://teacherlink.ed.usu.edu/tlresources/units/Byrnes-celebrations/Earth%20Day-%20Home%20Page> – lesson plan for using The Great Kapok for Earth Day

<http://www.lynecherry.com/work12.htm> - lesson plan for comparative curricula your forest/rainforest

<http://www.sdcoe.k12.ca.us/score/kapok/kapoktg.htm> - wonderful extension ideas in all subject areas and at all grade levels

<http://www.emints.org/ethemes/resources/S00000410.shtml> - interactive student activities plus other links to great sites

http://www.education-world.com/a_tsl/archives/03-1/lesson015.shtml -conflict/resolution lesson plan comparing Three Little Pigs and The Great Kapok

<http://www.harcourtbooks.com/bookcatalogs/bookpage.asp?isbn=0152026142&option=teacher> –activities for across the curriculum

<http://library.uncc.edu/files/5/cimc/pdfs/units/greatkapoktree.pdf> - other ideas for curriculum connections

<http://www.enchantedlearning.com/subjects/rainforest/> - excellent information about the rainforest that children can easily understand

<http://www.rainforestweb.org/> - more information about the rainforest

http://www.nationalgeographic.com/earthpulse/rainforest/index_flash-feature.html - virtual tour of rainforest at night

<http://www.rain-tree.com/facts.htm> - rainforest facts - well organized

<http://www.rainforesteducation.com/> - wonderful pictures and sounds of the rainforest