



## 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 preserved.

VERBAL-LINGUISTIC

Write and present a skit showing what can be done to preserve the rain forest.

Debate the importance of ecology vs. progress.

BODILY-KINESTHETIC

Construct the rain forest in your classroom.

Play charades with the names of the animals living in the rainforest.

Make a rain forest "buffet."

MUSICAL-RHYTHMIC

Identify sounds while listening to the CD of the rainforest.

Create a rain forest rap.

INTRAPERSONAL

Devise your own ecology plan.

Justify the importance of the rain forest in an editorial.

INTERPERSONAL

Create a rain forest as a class project.

Conduct a tour of the rain forest in your classroom.

PREPARATIONS

- VISUALS
- LIBRARY BOOKS
- ART MATERIAL
- TV/VCR
- MUSIC TAPE/CD
- VIDEOTAPE
- TAPE/CD PLAYER
- OVERHEAD
- PROPS/COSTUMES

LOGICAL-MATHEMATICAL

Analyze a Snicker candy bar and how it relates to the rain forest.

Classify plants, animals and insects found in the rainforest.

VISUAL-SPATIAL

Write and illustrate a rain forest alphabet book.

Create a diorama.

OTHER:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## 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?			

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## Create a Rainforest

Suggestions:

- **Vines:** Cover ceiling pipes with vines - twist brown paper to look like a vine - add green leaves and hang from ceiling.
- **Make a tree-** cardboard (carpet) cylinders, covered with brown paper and leaves added.
- **Palm leaves-** use wire hangers to support the green paper leaf shapes. Tape/hang on walls, ceilings and the trees that are created.
- **Flowers-** pipe cleaners plus tissue paper
- **Draw animals-** chimpanzee, gorilla, squirrel monkey, birds such as the toucan, hummingbird, macaw, tree frog, poison dart frog, insects, jaguar, turtle, snakes. (you might use the overhead or the enlarger to project pictures onto the wall to make drawing easier).
- **Animal sounds-** there are tropical sounds and animal sounds sold in stores
- **Draw and make butterflies-** tissue paper and pipe cleaners.
- **Waterfall-** regular blue paper in strips with blue cellophane wrap.
- **Waterfall sounds-** use a tiny waterfall/fountain and put it near or behind the paper waterfall
- **Canopy-** green, yellow and light blue tissue paper covers the lights in the room (check for safety).
- **Murals-** tape brown paper all around the room. Students add trees and animals.

Suggested:

## Rainforest Vocabulary

Trees	Oxygen
Chocolate	Medicine
Cocoa beans	Coffee
Paper	Nuts
Preservation	Products
Exotic animals	Wood
Monkeys	Birds
Serpents	Frogs
Bananas	Humid
Canopy	Carbon dioxide
Greenhouse effect	Cinnamon
Ginger	Fresh water
Contamination	Resources
Spices	Destroy
Vegetation	Furniture
Gum	Insects
Extinction	Rain
Peanuts	Deforestation
Climate	Plants
Sloth	Environment
Iguana	Butterfly
Jaguar	Ocelot
Jungle	Anteater
Darkness	Parrot
Silence	Floor of jungle
Toucan	Capac tree
Home	Miracle
Perfume of flowers	Rock hen
Waterfall	Tribes
Indians	Clouds
Inches	Fruit
Cures	Survive
Pharmaceutical	Illnesses
Indigenous	Cover
Countries	Organisms
To lose	Ecology
Lungs of the world	protected
Mahogany	Tobacco
Papaya	Rubber
Pineapple	Cloves
Cola nuts	Fertilizer
Rice	Nutmeg

## La Forêt Tropicale Humide

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