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
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 their model was created.
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 rainforests 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?**

<table>
<thead>
<tr>
<th>Paper</th>
<th>Pencil</th>
<th>Rubber Erasers</th>
<th>Rice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Furniture</td>
<td>Wood</td>
<td>Medicine</td>
<td>Fertilizer</td>
</tr>
<tr>
<td>Paint</td>
<td>Soap</td>
<td>Oil</td>
<td>Cloves</td>
</tr>
<tr>
<td>Perfume</td>
<td>Rubber tires</td>
<td>Balloons</td>
<td>Nutmeg</td>
</tr>
<tr>
<td>Bananas</td>
<td>Pineapple</td>
<td>Oxygen</td>
<td>Gum</td>
</tr>
<tr>
<td>Ornamental plants</td>
<td>Coffee</td>
<td>Mahogany Wood</td>
<td>Papaya</td>
</tr>
</tbody>
</table>

What else?

******************************************************************************

Create a Rainforest

Suggestions:
- **Vinegar**
- **Fruit**
- **Leaves**
- **Pebbles**
- **Plants**
- **Nuts**
- **Jelly**
- **Maple Sugar**
- **Flowers**
- **Tea**
- **Fruit Salts**
- **Cocoa**
- **Spices**
- **Herbs**
- **Bark**
- **Balsa Wood**
- **Incense**
- **Soap**
- **Silk**
- **Henna**
- **Oriental电动车**
- **Bamboo**
- **Oriental电动车**
- **Ink**
- **Cotton**
- **Bamboo Lumber**
### Rainforest Vocabulary

<table>
<thead>
<tr>
<th>Category</th>
<th>Example</th>
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</thead>
<tbody>
<tr>
<td>Trees</td>
<td>Oxygen</td>
</tr>
<tr>
<td>Chocolate</td>
<td>Medicine</td>
</tr>
<tr>
<td>Cocoa beans</td>
<td>Coffee</td>
</tr>
<tr>
<td>Paper</td>
<td>Nuts</td>
</tr>
<tr>
<td>Preservation</td>
<td>Products</td>
</tr>
<tr>
<td>Exotic animals</td>
<td>Hoa</td>
</tr>
<tr>
<td>Monkeys</td>
<td>Birds</td>
</tr>
<tr>
<td>Serpents</td>
<td>Frogs</td>
</tr>
<tr>
<td>Bananas</td>
<td>Humid</td>
</tr>
<tr>
<td>Canopy</td>
<td>Carbon dioxide</td>
</tr>
<tr>
<td>Greenhouse effect</td>
<td>Cinnamon</td>
</tr>
<tr>
<td>Ginger</td>
<td>Fresh water</td>
</tr>
<tr>
<td>Contamination</td>
<td>Resources</td>
</tr>
<tr>
<td>Spices</td>
<td>Destroy</td>
</tr>
<tr>
<td>Vegetation</td>
<td>Furniture</td>
</tr>
<tr>
<td>Gum</td>
<td>Insects</td>
</tr>
<tr>
<td>French Word</td>
<td>English Translation</td>
</tr>
<tr>
<td>-------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>les arbres</td>
<td>trees</td>
</tr>
<tr>
<td>le chocolat</td>
<td>chocolate</td>
</tr>
<tr>
<td>le papier</td>
<td>paper</td>
</tr>
<tr>
<td>la préservation</td>
<td>preservation</td>
</tr>
<tr>
<td>les animaux exotiques</td>
<td>exotic animals</td>
</tr>
<tr>
<td>les singes</td>
<td>-monkeys</td>
</tr>
<tr>
<td>les serpents</td>
<td>-serpents</td>
</tr>
<tr>
<td>les bananes</td>
<td>-bananas</td>
</tr>
<tr>
<td>la voûte</td>
<td>-canopy</td>
</tr>
<tr>
<td>l’effet de serre</td>
<td>greenhouse effect</td>
</tr>
<tr>
<td>le gingembre</td>
<td>-ginger</td>
</tr>
<tr>
<td>la contamination</td>
<td>-contamination</td>
</tr>
<tr>
<td>les épices</td>
<td>-spices</td>
</tr>
<tr>
<td>la végétation</td>
<td>-vegetation</td>
</tr>
<tr>
<td>le riz</td>
<td>-rice</td>
</tr>
<tr>
<td>la gomme</td>
<td>-gum</td>
</tr>
<tr>
<td>la papaye</td>
<td>-papaya</td>
</tr>
<tr>
<td>l’extinction</td>
<td>-extinction</td>
</tr>
<tr>
<td>les cacahuètes</td>
<td>-peanuts</td>
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<td>le climat</td>
<td>-climate</td>
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<tr>
<td>les paires de trois orteils</td>
<td>-slope</td>
</tr>
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<td>l’iguane</td>
<td>-iguana</td>
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<tr>
<td>le jaguar</td>
<td>-jaguar</td>
</tr>
<tr>
<td>la jungle</td>
<td>-jungle</td>
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<tr>
<td>l’obscurité</td>
<td>-darkness</td>
</tr>
<tr>
<td>le silence</td>
<td>-silence</td>
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<tr>
<td>le toucan</td>
<td>-toucan</td>
</tr>
<tr>
<td>la maison</td>
<td>-home</td>
</tr>
<tr>
<td>le parfum des fleurs</td>
<td>-perfume of flowers</td>
</tr>
<tr>
<td>la chute d’eau</td>
<td>-waterfall</td>
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<tr>
<td>les Indiens</td>
<td>-Indians</td>
</tr>
<tr>
<td>les pouces</td>
<td>-inches</td>
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<tr>
<td>les remèdes</td>
<td>-cures</td>
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<td>les pharmaceutiques</td>
<td>-pharmaceuticals</td>
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<td>indigène</td>
<td>-indigenous</td>
</tr>
<tr>
<td>les pays</td>
<td>-countries</td>
</tr>
<tr>
<td>perdre</td>
<td>-to lose</td>
</tr>
<tr>
<td>les poumons du monde</td>
<td>-lungs of the world</td>
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</tbody>
</table>
**Rain Forest Rubric**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Excellent</th>
<th>Very Good</th>
<th>Satisfactory</th>
<th>Poor</th>
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</thead>
<tbody>
<tr>
<td>Skit (25)</td>
<td></td>
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<tr>
<td>Debate (25)</td>
<td></td>
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<tr>
<td><em>Construct rain forest in room (25)</em></td>
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<tr>
<td>Buffet (10)</td>
<td></td>
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<tr>
<td>Rap (10)</td>
<td></td>
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<tr>
<td>Ecology (10) Plan</td>
<td></td>
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<tr>
<td>Editorial (20)</td>
<td></td>
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<tr>
<td><em>Rain forest tour (10)</em></td>
<td></td>
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<tr>
<td>Classify plants, animals &amp; insects (10)</td>
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<tr>
<td>Alphabet Book (20)</td>
<td></td>
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<tr>
<td>Diorama (15)</td>
<td></td>
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<td></td>
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<tr>
<td>Poster (10)</td>
<td></td>
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</tr>
</tbody>
</table>

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. 50,000
   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://www.lynnecherry.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://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.rain-tree.com/facts.htm - rainforest facts - well organized

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