Le Grand Kapokier
(Beginning /Intermediate)
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 comprehension of Le Grand Kapokier (The Great Kapok) by acting out the story as it is told in the target language.
Anticipatory Set
Give each student a Snickers bar and tell 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
- Read the story using the Power point presentation
- With visuals retell the story
- 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.

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
- Put the animal in the correct strata of the rainforest where it lives – use visuals or Smart Boards to move animals to the correct places

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.
- Play charades with the names of the animals living in the rainforest.
- Create a rain forest rap.
- "Buffet" the importance of the rain forest vs. progress.

### BODILY-KINESTHETIC

- Construct the rain forest in your classroom.
- "Make a rain forest buffet."
- Conduct a tour of the rain forest in your classroom.

### MUSICAL-RHYTHMIC

- Identify sounds while listening to the CD of the rainforest.
- Debates about how to protect the rain forest.

### INTRAPERSONAL

- Use your own ecology.
- Identify the importance of the rain forest in an editorial.

### INTERPERSONAL

- Create a rain forest as a class project.

### PREPARATIONS

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

### AL-MATHEMATICAL

- Be a Snicker candy bar and relate it to the rainforest.
- Plants, animals and insects found in the rainforest.

### VISUAL-Spatial

- Write and illustrate a rain forest alphabet book.
- Create a diorama.

### OTHER:

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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 Mayans.

There are no specific details or elaboration in the text that provide further information about the Snickers candy bar or its relationship to the rainforests.
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 / map of the rainforests of the world

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