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

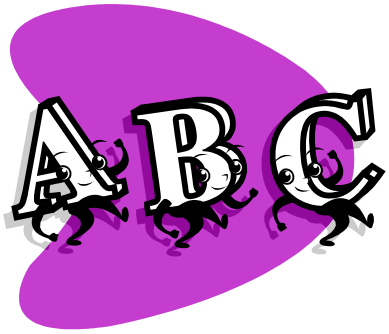
- Living Order
  Students do a living order of the visuals.
- Matching Cards
  In small groups, students match the picture with the correct corresponding word in the target language.
- Group Story Sequence
  Put all visuals on the floor. As a group, students put the cards in the correct order.
- Story 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.

BODILY-KINESTHETIC
Construct the rain forest in your classroom.

MUSICAL-RHYTHMIC
Identify sounds while listening to the CD of the rainforest.

te the importance of
gy vs. progress.

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

Make a rain forest "buffet."

Create a rain forest rap.

Deba
ecolo

RAPERSONAL
se your own ecology

tify the importance of the
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

OTHER:

__ _____
__ _____
__ _____
__ _____

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plan

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AL-MATHEMATICAL
e a Snicker candy bar
w it relates to the rain

plants, animals and
found in the rainforest.

VISUAL-SPATIAL
Write and illustrate a rain forest alphabet book.

Create a diorama.

LOGIC
Analyz
and ho
forest.

Classi
insects

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

Resources

http://www.amazon.com/Great-Kapok-Tree-Amazon-Forest/dp/015200520X - purchase the book

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.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://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 /map of the rainforests of the world

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