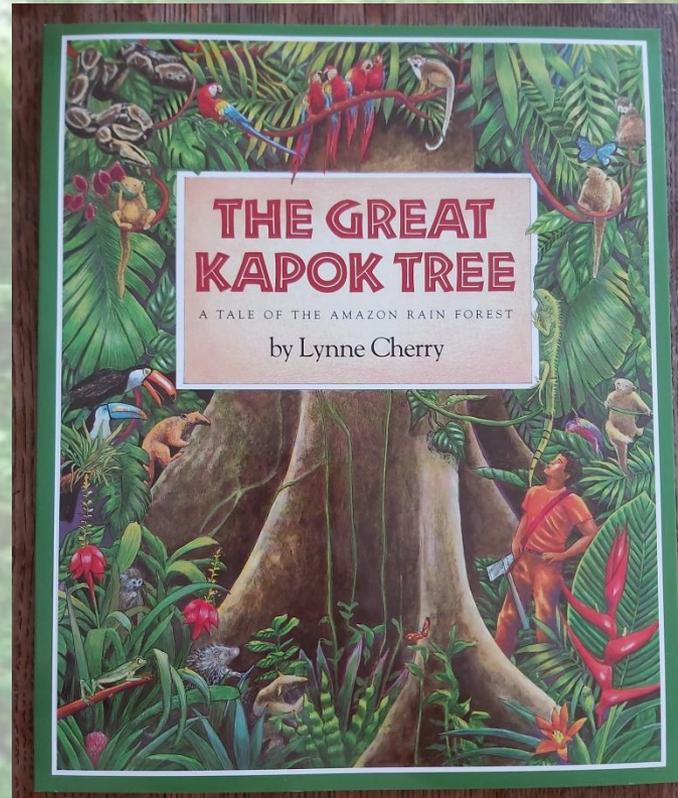


Antelope Class

Writing

Week 1 learning- 20.4.20



Lesson 1

- Here is the blurb for the book:

*In the Amazon rainforest, a man is chopping down a great Kapok tree. **Exhausted from his labours**, he puts down his axe and rests. As he sleeps, the animals who live in the tree **plead** with him not to destroy their world.*

Write down an answer to each question in full sentences:

- What does '**plead**' mean?
- Why would he be '**Exhausted from his labours**'?
- What do you predict the animals might say to the sleeping man to encourage him not to cut down the tree? Write down 3 ideas.

Lesson 1 continued

Listen to the book being read or read it yourself

<https://www.youtube.com/watch?v=J1Teb-jTyl>

Use the PDF document on the Antelope class page to read and / or follow along.

Choose 5 animals that are in the story and write down:

Which animal it is and what their main argument is.

Which argument do you think is best?

(see next slide for an example)

Lesson 1 continued

Example:

The boa, a snake, argued that the tree is his home and it is where generations of his ancestors have lived.

Challenge: write down what you think of the arguments being made.

I think the boa created a good argument because it is personal and will make the man feel sorry for him.

Continue this for 5 of the animals.

A worksheet is provided on the Antelope class page to support with this.

(This should take 20-30 minutes)

Lesson 2

- Re-read The Great Kapok Tree.
- What type of words are used to introduce the animals?
- What types of words are the ones highlighted?

‘A boa constrictor lives in the Kapok tree. He **slithered** down its trunk to where the man was sleeping. He **looked** at the gash the axe had made in the tree. Then the **huge** snake **slid** very close to the man and **hissed** in his ear...’

Lesson 2 continued

- 'A boa constrictor lives in the Kapok tree. He **slithered** down its trunk to where the man was sleeping. He **looked** at the gash the axe had made in the tree. Then the **huge** snake **slid** very close to the man and **hissed** in his ear...'

The words in red are **verbs** (doing words)

The word in blue is an **adjective** (describing words)

Lesson 2 continued

Choose 1 or 2 animals and re-write the paragraph to improve the description.

You can use:

- Powerful adjectives (better description words)
- Adverbs (words to describe doing words, e.g. the boa slithered **carefully** over to the man and **cautiously** hissed)
- Similes (like or as something else, e.g. The boa moved as silent as a feather falling to the ground)
- Metaphors (it is something else, e.g. The snake was a rope wrapped around the branch)

(This should take 20-30 minutes)

Lesson 3

Choose a different animal that lives in the rainforest but is not in the book.

E.g. a butterfly, ant, tiger, gorilla, orangutan, eagle etc.

Write a paragraph to explain how it moves, describe it and create an argument for why it wouldn't want the man to cut down trees in the rainforest.

Use speech marks to show what it says.

(This should take 15-20 minutes)

Lesson 3 continued

The Morpho butterfly flew gracefully over to the man, landing perfectly on the tree beside his head. Her colour was as blue as the ocean and reflected the sunlight that glimmered through the gaps in the trees. Her wings blinked as she whispered to the sleeping man, “Please sir, this forest is our home and I land on this tree to take a rest from flying, I look over the forest each day and watch it come to life from this very tree”.



Lesson 4

We have looked at the story from the point of view of the animals.

Now we are going to think about it from the man's perspective.

1. Why do you think the man is cutting down the tree?
2. How does he feel about it? How does this change at the end of the story?

Lesson 4 continued

Activity:

- Use the worksheet on Antelopes class page or draw an outline of a head with thought bubbles.
- Label him with his thoughts and opinions on what he is doing.



Think about:

- What has he been asked to do?
- Why is he doing it? Why has he been asked?
- What does he think about it?
- What does he hear when he is sleeping?
- How does he feel when he wakes up?

(This should take 15-20 minutes)

Lesson 5

Activity:

Write a diary entry about the man's day, from his point of view.

- Use your ideas from yesterday as your plan.
- What are the events leading up to the beginning of the story?
- What does he think and feel?
- Remember the features of a diary entry (on following slide)

(This should take 30-40 minutes)

Lesson 5 continued

Features of a dairy (Your success criteria)

- Dear Diary,
- First person (use personal pronouns such as I, we, my)
- Reflection- thoughts and feelings.
- Description- 5 senses- see, hear, feel, smell, taste
- Chronological order- time order
- Informal language.
- Past tense

