

Antelope Class

Writing

Week 2 learning- 27.4.20

Planning and writing a story based on 'The Great Kapok Tree'

Thank you for all your hard work last week. We will be using that learning to write our own version of 'The Great Kapok Tree'.

You will be persuading a character in the story and the reader to listen to the animal's arguments to not cut down 'The Great Oak Tree'.

I have enjoyed hearing about some of the learning that has been taking place and I look forward to hearing more of that this week. Please send a picture or scan of your story to antelopes@bratton.wilts.sch.uk at the end of the week so I can read your great stories. I would love to see your writing again.

Lesson 1

This lesson I would like you to research what an Oak tree is, why it is valuable to wildlife and how its wood is used.



Use this website to answer the questions on the following slide:

<https://www.woodlandtrust.org.uk/trees-woods-and-wildlife/british-trees/a-z-of-british-trees/english-oak/>

Read the website and answer the following questions in full sentences.

1. What three things grow on an English Oak tree?
2. Where does an English oak tree grow?
3. Who does it supply a food source to?
4. What happens in Autumn?
5. Why are the flower and leaf buds important?
6. What supports the stag beetle and fungi?
7. How do the holes and crevices in the tree bark help nature? Who does it help?
8. How do bats benefit from an English Oak tree?
9. How is the tree special to humans?
10. What are the uses of English Oak?

Now write two sentences to summarise why you think an oak tree is important to nature and to us.

This should take approximately 15 minutes.

Lesson 2

To write arguments using persuasive techniques.

You will write arguments for different animals to tell a wood cutter why an oak tree is valuable to them and persuade him not to cut it down.

You will be using different persuasive techniques to do this.

Persuasive techniques:

- **Rhetorical question-** A question that doesn't need an answer, it makes the reader think. What would you do if you lost your home?
- **Rule of three-** three facts or points in a row, it makes people remember / pay attention. It is my home, my life, my everything.
- **Superlatives-** adjective or adverb that describes something as being more of a particular quality. Prettiest, most wonderful, calmest
- **Exaggeration-** statement that represents something is better or worse than it really is. This is the worst day of my life. The best tree that ever stood.
- **Emotive language-** Word choices or phrases that is used to evoke emotion in the reader, can be happiness, sadness, anger. I will starve if the tree is cut down.
- **Repetition-** repeating something that has already been said. The tree is very old, it has lived for 150 years. It has been around for generations.

Activity

Use the following worksheet to organise your arguments for each animal. (approximately 20 minutes)

Available on Antelopes class page.

Persuasive arguments

| Persuasive technique: | Animal: | Argument: |
|-----------------------|---------|-----------|
| | | |
| | | |
| | | |
| | | |
| | | |

One complete by Miss McMillan is on the next slide.

Persuasive arguments

| Persuasive technique: | Animal: | Argument: |
|-----------------------|-------------|--|
| Rhetorical question | Ants | I live here, we all do. Would you want to lose your home? |
| Exaggeration | Squirrel | I will starve without this tree. The acorns are all I eat. |
| Rule of three | Bat | I use this tree to roost, feed and stay stay safe. Please don't cut it down. |
| Emotive language | Caterpillar | I need the big oak tree to give me nutrients from its flowers and leaf buds. I will not turn into a beautiful butterfly if the tree is cut down. |
| Superlative | Bird | This is the most amazing tree to nest in. It is the tallest and fullest one around. |

Lesson 3

To use apostrophes for possession.

Apostrophes are the punctuation mark ‘

They are used in contractions, like don't, and for possession, to indicate that an object belongs to a certain thing or person.

Today we will be looking at using apostrophes for possession to expand our descriptions of each animal.

Activity 1: Watch the video clip (5 minutes)

<https://www.youtube.com/watch?v=zNFPnVz7JB4>

Have a go at the quiz at the end of the video. Pause it to identify the correct sentence before you find out the answer.

Key information to remember:

Using apostrophes for possession.

Singular (one) = The squirrel's fur was soft and silky.

When it is singular the apostrophe comes before the 's'.

Plural (more than one) = The squirrels' fur was soft and silky.

When the sentence is plural the apostrophes comes after the 's'.

Personal pronouns such as their, his, hers and its do not use apostrophes to form possessives.

Activity 2:

Using the key information to help you, complete the following table to show the singular and plural possession. (10 minutes)

| Singular | Plural |
|---|---|
| The bat's wings wrapped around their body. | |
| | The caterpillars' body moved like a slinky. |
| The bird's beak opened slowly. | |
| | The ants' legs ran as fast as they could. |
| Challenge: The butterfly's colour shone bright in the sunlight. | |

Why is the last one a challenge? Think about how to change the singular 'butterfly' to plural before adding the apostrophe.

Activity 3:

Now, using your persuasive technique plan from yesterday. Identify the five animals you are going to describe.

- For example: From Miss McMillan's plan, she chose ants, a squirrel, a bat, a caterpillar and a bird.
- Try to have one animal and more than one to apply your learning of singular and plural possession.

You are going to write one or two sentences for each animal to describe them.

Use adjectives, adverbs, similes and metaphors to describe how the animal looks, moves and behaves.

Use apostrophes in each sentence.

(30 minutes)

Use Miss McMillan's examples on the next slide to help you.

Miss McMillan's examples:

The ants' legs moved as quick as lightning, down the bark they ran towards the crevice in the branch. Their backs were strong enough to carry one large, emerald green leaf and each ant marched swiftly behind one another.

The caterpillar's body easily curved with each push forward. It had hairs all over it and its pale yellow and green colour meant it camouflaged well against the leaves. The caterpillar's mouth opened wide as he enjoyed each bite of the leaf, chewing carefully and without hurry.

Lesson 4

To plan ‘The Great Oak Tree’.

(Our version of ‘The Great Kapok Tree’)

Today, you will use your research from lesson 1, your persuasive arguments created in lesson 2 and your descriptions from lesson 3 to plan your story of the ‘The Great Oak Tree’.

First, you will need to plan the structure of your story using the template on the following slide. (20 minutes)

Think about:

Where your story will take place.

What will be the order of the animals visiting the sleeping woodcutter?

How will you persuade the woodcutter to not cut down the tree?

The **middle** of your story involves the five animals you have chosen. You will describe them and use speech marks to tell the reader what they each said to the woodcutter to persuade him not to cut down the tree.

'The Great Oak Tree' Story Plan.

Animal 2:

Animal 3:

Animal 4:

Animal 1:

Animal 5:

Beginning:

Ending:

This plan is on the Antelopes class page on the school website.

The **beginning** of your story will be the introduction of your character 'the woodcutter'. He starts cutting the tree down, how is he feeling? What makes him fall asleep?

The **end** of your story is how the woodcutter woke up and saw all of the animals surrounding him. How did he feel? Did he listen to the animals or carry one?

Lesson 5

To use begin writing your story.

In this lesson, you will be writing your story of 'The Great Oak Tree'

Use your plan effectively to write each part of the story.

Remember to use:

Descriptive techniques – adjectives, adverbs, similes, metaphors.

Persuasive devices- exaggeration, rhetorical questions, rule of three, emotive language, superlatives and repetition.

Apostrophes for possession.

You need to answer: Why shouldn't the Great Oak Tree be cut down?

The beginning of Miss McMillan's story:

Two men strolled over to the Oak tree and looked up, admiring the 40 metres of detailed bark and smooth, emerald green leaves. The tree was old but had been standing tall in the woods through many generations.

One man left, leaving the other with an axe in his hand. He struck the trunk of the tree hard. Whack! The tree roared as hundreds of birds flew away at the sound of the first hit. The man wiped sweat that trickled down from his forehead. It was a hot day so the man grew tired quick.

At lunchtime, he appeared to have only made a small dent in the tree. He lent against the tree and put his cap over his face to shade him from the midday sun. A moment later, he was asleep.

A squirrel lived in the Oak tree. She slowly moved down the tree. Her feet gripping the bark as she descended the trunk to where the man led. The squirrel's fur was soft and silky and her bushy tail curled round, gently sitting on her back. She whispered into the man's ear, "Please don't cut down this tree, I will starve without the acorns to eat. This is one of my only sources of food".