

REAL Project: Why Should We Save The Amazon Rainforest?

Week 1	Week 2	Week 3	Week 4
<i>The Great Kapok Tree by Lynne Cherry</i>	<i>The Great Kapok Tree by Lynne Cherry</i>	<i>The Great Kapok Tree by Lynne Cherry</i>	<i>The Great Kapok Tree by Lynne Cherry</i>
<ul style="list-style-type: none"> Listen to the sounds of the rainforest while looking at the front cover and end papers of "The Great Kapok Tree" by Lynne Cherry; Discuss the clues in the text which help us to identify the real-life setting of the story; Start a "Working Wall" grid detailing "What I know" "What I want to know" and "How I can find out more"; Throughout the topic, create lists of words and phrases about the rainforest; Watch a short video about life in the rainforest. Write words/phrases on post-it notes then turn the collection into a class poem; Read the first page and discuss it in detail (character relationships, what the children think could be happening, etc.). Read page two – were our predictions correct? 	<ul style="list-style-type: none"> Group Performance Poetry using Sally Garland's "Storm in the Rainforest" (https://earth2mother.wordpress.com/2013/12/21/the-storm-an-amazon-rainforest-poem/) – play rainforest ambient sound in the background. These poetry performances could be recorded and uploaded to Youtube; Discuss issues surrounding deforestation – watch https://youtu.be/nUstYj4o2VQ and/or https://youtu.be/yvdfgrnvu6Q – create group/pair concept maps; Read up to the part of the text where the bee buzzes. Share facts about the jaguar (WWF website) – discuss why the jaguar might not want the men to cut down the tree. If the animals could talk, what would they say? Work in groups to create short dramas which show how a range of forest animals would respond to the men. 	<ul style="list-style-type: none"> Class debate about the issues of deforestation / logging. Are there any advantages? What are the negative impacts? Look at an example of an argument text. Use it to identify the features of an effective piece of work (rubric); Model writing an argument text, sampling the views of the class. Focus on different types of language; Children will write their own argument texts, taking up one specific point of view; Use Peer Critique techniques (Kind, Specific, Helpful) to help partners to improve their work; Children will type out their argument texts; Watch an excerpt from David Attenborough's documentary about plant life in the jungle (https://youtu.be/H9MV5CgPgIQ) The children write short films sharing the issues surrounding deforestation and logging. The mini-films should be a balance of differing views. 	<ul style="list-style-type: none"> Read the whole book, up until, 'He turned and looked at the animals and the child.' on the penultimate page. Discuss the book so far. What do we think the man will do? Create a "Thought Tunnel" drama where one person walks between two lines of people expressing opposing views – which points can they remember? In groups, Role Play what could happen when the man wakes up; Write the next part of the story; Use Peer Critique techniques (Kind, Specific, Helpful) to help partners to improve their work; Complete the alternative ending narratives, and type them up using Word Processor software.

Items highlighted in **green** indicate that children are producing work which could be incorporated in their published book.

For further information about REAL Projects, access this website: www.real-projects.org/about-real-projects/how-do-real-projects-work/

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Week 5	Week 6	Week 7	Week 8
<i>"If I Ran The Rainforest" by Dr Seuss</i>	<i>"If I Ran The Rainforest" by Dr Seuss</i>	<i>"If I Ran The Rainforest" by Dr Seuss</i>	-
<ul style="list-style-type: none"> Read the first few pages – what type of text is this? Identify the facts found in these pages; Identify potential chapters for our own non-chronological text, eg. <i>What is a rainforest?</i> <i>Amazon Rainforest</i> <i>People of the Rainforest</i> <i>Amazon plant life</i> <i>Amazing animals</i> <i>The future</i> Children will research facts for each different chapter (each group could have a different heading to research – facts could be shared so that everyone benefits from the research); Look at an effective example of a non-chronological text. Use it to identify the features of an effective piece of work (rubric); Create first draft; Complete first draft. 	<ul style="list-style-type: none"> Look at the first drafts finished last week. Use Peer Critique techniques (Kind, Specific, Helpful) to help partners to improve their work; Children will type out their non-chronological texts; Focus on the following elements of a non-fiction book: <i>Contents</i> <i>Glossary</i> <i>Index</i> Children will think about the facts that they have found/written – which words do they think would need to be explained to a younger child? Create definitions for these words which a younger child would understand; Animals are free to roam about in the rainforests, however many countries choose to keep wild animals in zoos or animal parks – discuss the reasons why this takes place (education, conservation, breeding, etc.); Write a non-chronological report text about how animals are kept in zoos/animal parks (do not allow opinion to creep in). 	<ul style="list-style-type: none"> Look at headings and subheadings, diagrams and "Did you know?" boxes; Children will need to type these non-chronological texts into a word processor; Return to the Argument text type – what are the advantages and disadvantages of zoos and animal parks? Show the children an ineffective, poorly balanced example and ask them to Peer Critique it using the rubric written previously; Children will write their own argument texts in favour of, or against zoos; Children will type up their work, adding in a suitable image from a copyright free website such as Pixabay; Create vocabulary maps based on the rainforest: images, sounds, etc.; Write poetry inspired by the rainforest (using interesting vocabulary); Type up the poetry into a word processor and add a copyright free image. 	<ul style="list-style-type: none"> Discuss the fact that their work will be published as a book – how could we "launch" our new book? Write a playscript for a video advert which would advertise the Class Book, and could be uploaded to Youtube; Rehearse and record the video advert; Create posters and leaflets for the forthcoming "Book Launch" event; Send out posters and leaflets to parents, governors and the local community; When your book has been published, hold your "Book Launch" event to celebrate the children's amazing creativity.

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