**Day 1 – Can I create a bank of good words and phrases?**

* Rainforests: write down what you already know about rainforests. Then, watch this video by National Geographic <https://www.youtube.com/watch?v=3vijLre760w>
* Learn about the Kapok tree from David Attenborough <https://www.youtube.com/watch?v=nCftbqisA3A>

**Activities day 1 – create a writing jotter, for this you can print the example on the class page (FANTASTICs jotter) or make your own**

* Use the five senses to describe what you think a rainforest might smell like, what might you taste, feel, see and what sounds you may hear?
* What actions took place in the first video, small and big? Think about the small action of the crocodile blinking its large eye for example.
* What would you be thinking if you walked through the forest? How would you feel? Think of some positive words and negative words and write them down. You can magpie some of the example words. Positive: elated, delighted, joyful, glad, satisfied, content. Negative: tense, jittery, spooked, jumpy, edgy, anxious, panicky, terrified. Find shades of meaning like we do in class. Is a word more than or less than another word?

**Day 2 - Can I find persuasive arguments in the text?**

* Read *The Great Kapok Tree* by Lynne Cherry. Here’s a link to a video of someone reading it <https://www.youtube.com/watch?v=kCuRRVdCBZM> and here’s a link to a PowerPoint of the book <https://www.slideshare.net/YenTan1/great-kapok-tree>
* Look at the voices of the animals and how their speech is described, add these to your jotter too.

**Activities day 2 – why should the man not cut down the tree?**

* Write down all the reasons the animals give to man why he should not be cutting down the tree. For example: the bee said his hive was in the tree and he needed to live there to be able to pollinate the forest.
* Create speech for a new animal of your choice. How would it talk, what would it say to persuade the man not to cut down the tree? You can do this in the style of the book, with pictures surrounding your text.

**Day 3 – Can I explore positive and negative intent?**

* Focus in on one page of the book of your choice and analyse how Lynne Cherry makes the writing so descriptive. Identify adverbs, adverbials, adjectives and similes. Use the PowerPoint link from day 2 to re-read a page.
* Did you notice that all the sentences have a positive intent, describing the beauty of the Rainforest? Discuss with your grown-up why you think Lynne Cherry chose to do this?

**Activities day 3**

* Look at the vocabulary used in the book. Add some words and phrases that you like to your writing jotter from yesterday. Complete this activity <https://www.slideshare.net/OrrHeron7/the-great-kapok-tree>
* Write some sentences with negative intent describing the rainforest. Use your jotter and these sentences from Mrs Smout and Mrs Banks as examples:
  + I was hot and clammy when I walked through the forest (negative feeling).
  + The ear-deafening, vicious screech of a monkey made me jump (negative sound).
  + Suddenly, the crocodile lurched forward. I was frozen with fear (negative action).

**Day 4 – Can I find persuasive arguments?**

* With your family, think of arguments that might be put to the man to persuade him to cut down the tree or to leave it standing. Think about the arguments that the logging company might use to persuade the man to continue.

**Activity**

* Divide a sheet into two columns. Write headings for each column. Arguments for and Arguments against cutting down the tree. List all the reasons you can think of, even if you don’t agree with them. You can use the arguments the animals gave the man too from day 2.
* Write what you would do if you were the man and why.