

## Our topic is: Wild and Wonderful

### The text we are working on again this week is:

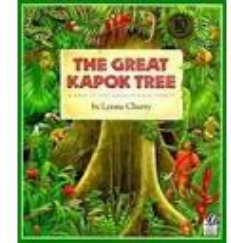
#### The Great Kapok Tree

by Lynne Cherry

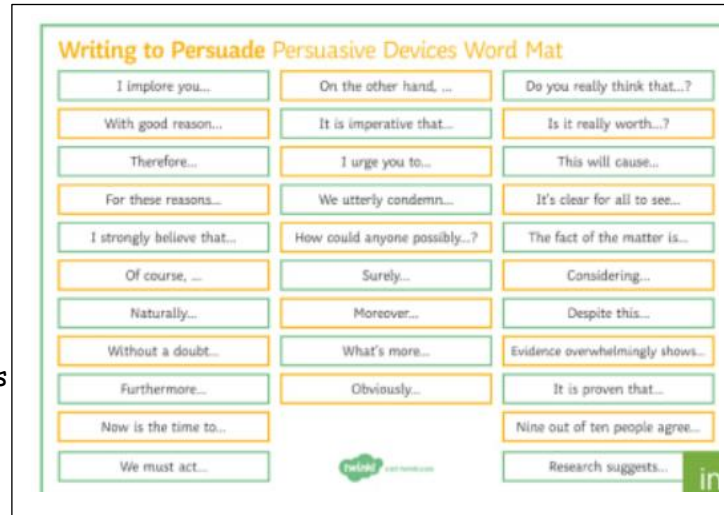
(find it on youtube: <https://www.youtube.com/watch?v=Se7gwjNI7CE>)

Please open using Safeyoutube via this link

<https://safeyoutube.net/>)



Week 11	Learning Objective and Task	Timing
Day 1	<b>We are learning to write a glossary</b>	
	You have learnt so much about rainforests over the last few weeks! Today you are going to show off all the new words you have learnt by making your own rainforest glossary! There is a list of words on the attached sheet. All you need to do is fill in the meaning for each word. You will need to use some of these words for the next activity.	Approx. 30 mins
Day 2	<b>We are learning to create a persuasive poster</b>	
	<p>Begin today's session watching this story called <b>A Trip to the Rainforest by Jenny Dooley...</b>  <a href="https://www.youtube.com/watch?v=9rEBbF6wnSw">https://www.youtube.com/watch?v=9rEBbF6wnSw</a> Please open using Safeyoutube via this link <a href="https://safeyoutube.net/">https://safeyoutube.net/</a></p> <p>If you wanted to, you could also look again at last week's story <b>'The Kapok Tree'</b> too. Talk about why the rainforest is important for all our existence.</p> <p>Today you are going to make a poster to encourage people to save the rainforests. You will need to think about all the things you have learnt about rainforests, including the reasons why they need saving.</p> <p>Although we have found some positive things for cutting down trees, such as creating jobs, you may be able to think of other ways to help with this.</p> <p>Your poster could focus on <b>one reason</b> for saving the rainforests e.g. protecting animals' homes <b>or</b> you could give <b>several reasons</b> to show what you have learnt. In the chart alongside there are some useful persuasive phrases which you could use at the beginning or within your sentences.</p> <p>You could also include some ideas that people could do to help save the rainforests.</p> <p>Of course you'll need some bold rainforest pictures to catch people's attention! There are some examples attached that children in other schools have made or you can search online for 'save the rainforest posters'. There's also a 'rainforest border' you can use if you like. Remember to use some of the words from the glossary you made yesterday!</p>	<p>Approx. 30 - 40 mins</p> <p>If you feel proud of your poster please email this to us or you could send your completed instructions (day 5) instead.</p>



Day 3	<b>We are learning to verbally give, follow and sequence instructions (commands)</b>	
	<p><b>Part 1</b> - Today Mummy or Daddy can give you instructions to get from one part of your house or garden to another. See if you can follow them exactly. Do you need to ask any questions to clarify where to go or are they very clear? Think about what makes them clear, what words are Mummy/Daddy using? Remember bossy words are called 'imperative verbs' we learnt about these in school when we wrote instructions for our vegetable soup, maths board games and how to make an aeroplane. In this first activity you may have heard words like 'walk' 'step' 'turn' these are the verbs that tell you to do something (imperative verbs). When writing commands or instruction sentences you might hear 'Walk forward 3 small steps.' 'Turn right then move towards the tree.' 'Stop at the tree and turn left,' 'Finally walk forwards 2 large steps.'</p> <p><b>Part 2</b> - Now it's your turn. See if you can give clear instructions to direct your mummy or Daddy or brother or sister to a particular place using clear vocabulary. If they get confused think about other ways you could say it so they know exactly what to do and where to go.</p> <p><b>Part 3</b> - In resources there is a sheet with instructions for how to make a jam sandwich, only they are in a bit of a muddle! See if you can cut them out and stick them in the right order.</p>	Approx. 20 – 30 mins
Day 4	<b>We are learning to write instructions for our board game</b>	
	<p>Hopefully by now you have designed and made your own rainforest board game, following the 'Foundation Plans' so you are ready for this task...</p> <p>Today you are going to write some instructions so that other people will know how to play your game (see lined sheet in resources). You could start by creating a list of equipment needed to play the game. For example...</p> <p><b><u>You Will Need</u></b></p> <p><b>A dice</b></p> <p><b>A counter for each player</b></p> <p>Then think about the most important instructions people will need. Remember to start each new instruction on a new line and to use neat handwriting so other people can read it. Example...</p> <p><b><u>How To Play</u></b></p> <p><b>Begin by rolling the die to see who goes first. The person with the highest number starts.</b></p> <p><b>Players take turns to roll the die and to move around the board.</b></p> <p><b>The first player to reach the river wins the game.</b></p> <p><b>On the board there are different hazards to avoid, so be careful. For example, if you land on the 'snake pit' you have to go back three places.</b></p> <p><b>There are also places on the path where you can move forward more quickly. For example, if you land on the vines you can swing forward two squares.</b></p>	Approx. 30 - 40 Mins
Day 5	<b>We are learning to follow and edit our instructions</b>	
	<p>Today you and another member of your family can follow your instructions to play your game. Do you need to add any more instructions to make it clearer?</p> <p>Have you used a capital letter at the beginning of each instruction and put a full stop at the end?</p> <p>Can you include any adjectives or adverbs (carefully, quickly, gently, fairly), to make the instructions more interesting? For example I could put the word <b>slippery</b> before '<b>snake pit</b>' (in the instructions above).</p>	<p>Approx. 30 mins</p> <p>Please email your completed instructions to us or if you preferred your poster from day 2, you could send that instead.</p>