

**MANIC STREET  
TEACHERS**

**15-MINUTE SENTENCE SKILLS  
RAINFORESTS**



NAME:

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# Planning Overview

<b>Day 1 - Read the Text</b>	<b>Day 2 - Multiple-Choice Quizzes</b>
Read aloud to the class. Allow the class to read it to each other or aloud themselves. Supplement with videos and discuss sticking points/vocabulary.	Model how best to answer multiple-choice questions. Allow them to refer to the text. Check for comprehension and discuss further sticking points.
<b>Day 3 - Sentences and Fragments 1</b>	<b>Day 4 - Sentences and Fragments 2</b>
Discuss the difference between a fragment and a sentence. Ensure as many of the children in class are heard orally first. Children identify F/S and then the fragments in the passage.	Teacher takes a fragment from yesterday and models how to turn it into a sentence. Children do the same and those that can are asked to expand further.
<b>Day 5 - Unscramble the Sentences</b>	<b>Day 6 - Running Sentences</b>
Discuss what makes a full sentence rather than just a fragment. Model how to unscramble a sentence first, crossing out words used. Children can work independently or in pairs depending on how challenging it is for them.	Explain that the sentences do not have full-stops or capital letters and that they need reading carefully to identify where the sentence ends and begins. Teacher could model the task using the first passage.
<b>Day 7 - Sentence Types 1</b>	<b>Day 8 - Sentence Types 2</b>
Discuss the differences between statements, commands, explanations and questions. Children identify the sentence types and then have a go at writing their own. These may need editing/re-drafting or marking for accuracy.	Remind children of lessons learned from the previous session. Model 1a, 2a and 3a if necessary, before children complete the work independently. Again, work may need to be edited/re-drafted or marked for accuracy.
<b>Day 9 - Conjunctions 1</b>	<b>Day 10 - Conjunctions 2</b>
Discuss the purpose of because, but and so and ensure children are clear on how they are used. Teacher may wish to model an alternative first before children complete. Children edit/re-draft and teacher marks as necessary.	Discuss the format of a sentence that starts with a subordinating conjunction and share the meaning of the chosen subordinating conjunctions. Children edit/re-draft and teacher marks as necessary.
<b>Day 11 - Appositives</b>	<b>Day 12 - Combining Sentences 1</b>
Discuss the definition of an appositive and give examples if necessary. Children draw lines from the nouns to the appositives. They could do this in pairs. Using the appositive from the first section, children fill in the first missing gap. They then complete the last two independently.	Teacher models how to use conjunctions, appositives or subordinating conjunctions to combine the two sentences before children then have a go. Share good examples with the class and discuss errors.
<b>Day 13 - Combining Sentences 2</b>	<b>Day 14 - Expanding Sentences 1</b>
Teacher models how to use conjunctions, appositives or subordinating conjunctions to combine the two sentences before children then have a go. Share good examples with the class and discuss errors.	Using the information text if needed, the teacher models where to find the information and what to record. Teacher models using the information to create the expanded sentence. Children then have a go independently.
<b>Day 15 - Expanding Sentences 2</b>	<b>Further Opportunities</b>
Using the information text if needed, children work in pairs to fill in the information. They then consider the previous day to help create their own expanded sentence.	Children could have an opportunity to complete a paragraph using our Slow Writing guide focusing on practiced sentence types or they could write a short essay based on a question with success criteria.



# DAY 1

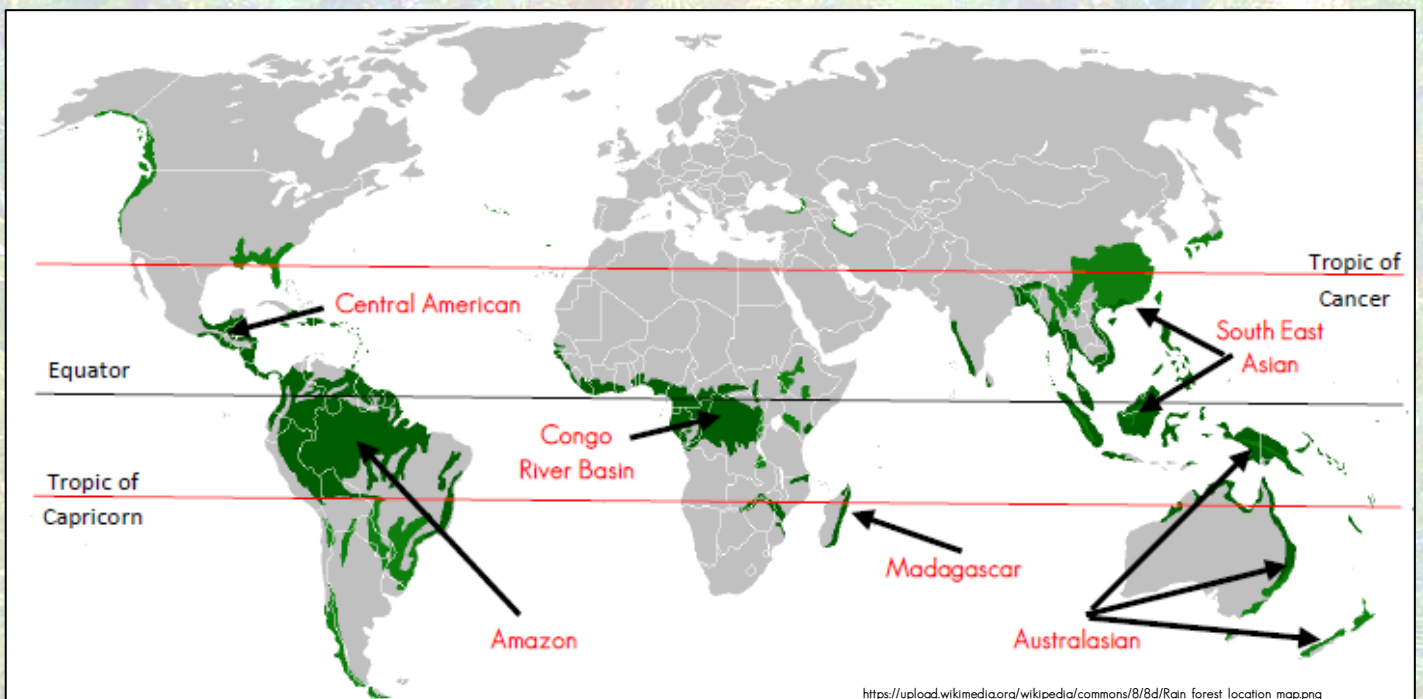


## About Rainforests

Rainforests are a kind of forest habitat that can be found in warm places. They are full of tall trees and leafy plants. It is called a 'rainforest' because it also gets a lot of rain every year, helping all the plants grow.

Rainforest habitats are forests located around the tropics, which is a zone around the equator, and are mainly found in Africa, Asia, Australia, Central America and South America. The largest rainforest habitat in the world is the Amazon rainforest in South America. Temperate rainforests are not as warm so there aren't as many plants. These are located along the northwest coast of North America, and in parts of Chile, New Zealand and Australia.

### Where in the World?



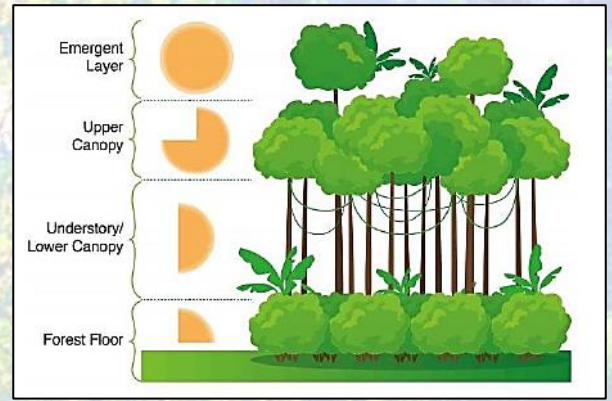
### Rainforest Tribes

The way of life for indigenous people in rainforests has gone on uninterrupted for centuries, but it is now under threat because of the invasion of the rainforest by outsiders - logging companies, mining operations and ranchers looking to make a profit. It is estimated that the Amazon rainforest supported about six million tribal people before 1500AD. By 2000, there were less than 250,000 of them left. Over 90 tribes are thought to have disappeared from the Amazon alone during the 20th Century. Many were wiped out when western settlers brought diseases they had never encountered before - like measles - which wiped out thousands of tribespeople.



## Layers of the Rainforests

Emergent Layer	This layer receives the most sunlight and plenty of rain. It is very windy here and trees can rise to 70m in height. There are plenty of animals such as birds and monkeys in this layer (e.g. scarlet macaws, harpy eagles, canary-winged parakeets, morpheo butterflies and capuchin/squirrel monkeys).
Upper Canopy	This layer still gets plenty of sunlight and rain but it is less windy. Wide leaves and thicker branches create a roof which stops light getting to lower layers. It is home to a range of wildlife (e.g. toucans, sloths, howler monkeys, iguanas and tree snakes).
Understory / Lower Canopy	This layer only gets a small amount of light and is a damp and warm environment filled with smaller shrubs and trees which provide shelter and food for other animals (e.g. tree frogs, jaguars and the praying mantis).
Forest Floor	This layer is dark, damp and very warm with virtually no sunlight reaching the floor. Leaves fall to the floor and start to rot. It is filled with rodents, insects and insect-eating animals (e.g. click beetles, worms, giant centipedes, giant anteaters and leaf-cutter ants).



### Animals and Reptiles

Animals and reptiles in the rainforest include the following: boa constrictor, capybara, forest elephant, giant anteater, jaguar, macaw, marmoset poison dart frog, sloth, spider monkey, tamarin, tapir, toucan, tree frog and many, many more!



### The Loss of the Rainforests





Half the world's rainforests have been destroyed in a century and at this rate you might even see them vanish altogether in your lifetime! More than 20% of the world's oxygen is produced in the Amazon Rainforest. Deforestation is in fact considered the second major cause of climate change, responsible for up to 25% of global carbon dioxide emissions. Every year about 18million hectares of forest - an area the size of England and Wales - is cleared!

### Resources from the Rainforest

We get so many things from rainforests: bananas, chocolate, coffee, nuts, coconuts, cinnamon and rubber are some examples. About 25% of the medicines we use come from plants in the rainforest. We only know a little bit about the natural medicines that the rainforest holds and there is still so much more to learn.



## Deforestation

<p>Logging</p> 	Trees are cut down to sell and make furniture with. They are also turned into charcoal. Huge areas of forest are cut down in one go. Roads are created which causes even more damage.
<p>Cattle Ranching</p> 	Forests are being burned down to make way for cattle farming, supplying beef to the rest of the world. Soil soon becomes dry and cattle farmers have to move on leaving a trail of destruction behind.
<p>Mining and Oil Companies</p> 	The demand for minerals and metals such as oil, aluminium, copper, gold and diamonds mean that rainforests are destroyed to access the ground below. Chemicals used can often end up in rivers, polluting water supplies.
<p>Dams</p> 	Large dams are used to help with the creation of electricity. This is seen as 'clean' energy but has resulted in the flooding of large areas of rainforest.



# DAY 2



## Multiple-Choice Quiz

1.) What animal does not live in a rainforest?

- a.) ostrich
- b.) poison tree frog
- c.) capybara

2.) Which resource is NOT taken from the rainforest?

- a.) bananas
- b.) pasta
- c.) coffee

3.) Where might howler monkeys be found?

- a.) emergent layer
- b.) upper canopy
- c.) lower canopy

4.) How many tribes people were left in the rainforest by 2000?

- a.) 6,000,000
- b.) 15,000
- c.) 250,000

5.) What is the chopping down of trees called?

- a.) cattle ranching
- b.) logging
- c.) mining

6.) Where might you find a rainforest?

- a.) Congo
- b.) Russia
- c.) Spain

7.) What might you find in the emergent layer of the rainforest?

- a.) 10%
- b.) 20%
- c.) 30%

8.) What might you find on the forest floor?

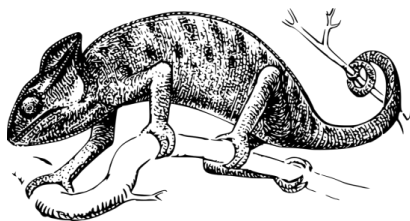
- a.) tree snakes
- b.) jaguars
- c.) giant anteaters

9.) What do large dams help produce?

- a.) oil
- b.) gas
- c.) electricity

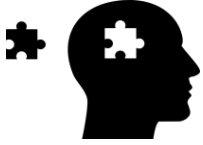
10.) 25% of what comes from rainforests?

- a.) medicine we use
- b.) coconuts we eat
- c.) coffee we drink

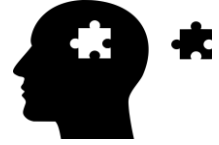


Total Score

\_\_\_ out of 10



# DAY 3



## Sentences and Fragments 1

### Task 1 - Speaking in Sentences

Your teacher will say the fragments below.

Using these fragments, can you come up with a sentence to say out loud?

- 1a.) tall trees
- 1b.) around the tropics
- 1c.) is the Amazon rainforest

### Task 2 - Identify the Fragments

Write F (Fragment) or S (Sentence) for each one.

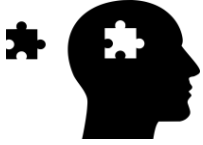
*There is no punctuation here on purpose.*

- 2a.) tropic of cancer and tropic of capricorn \_\_\_\_
- 2b.) there are many plants and trees \_\_\_\_
- 2c.) rain helps plants grow \_\_\_\_
- 2d.) the enormous Amazon rainforest \_\_\_\_
- 2e.) it is hot and often rainy \_\_\_\_

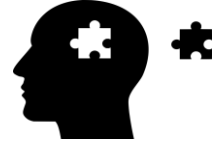
### Task 3 - Finding the Fragments

Underline the fragments in the passage below.

The Amazon rainforest covers nine countries. 5.5 million square kilometres. Brazil, Peru, Colombia, Venezuela, Ecuador, Bolivia, Guyana, Suriname and French Guiana. It stretches from the Atlantic Ocean almost as far as the Pacific. Rainforests are often called the lungs of the planet. Absorb carbon dioxide. Running through the north of the rainforest is the Amazon River. Most scientists agree that the Amazon is the world's second longest river. After the River Nile. Many hundreds of waterways. It stretches 6,840km.



# DAY 4



## Sentences and Fragments 2

### Task 1 - Strengthen the Sentence

Turn the fragments from the previous activity into simple sentences below.

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# DAY 5



## Unscramble the Sentences

1.) the people in live rainforest Indigenous

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2.) them brought Western diseases with people

---

3.) used live six people Amazon to in million the tribes

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Challenge: decline to have and miners loggers contributed their ranchers all

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# DAY 6



## Running Sentences

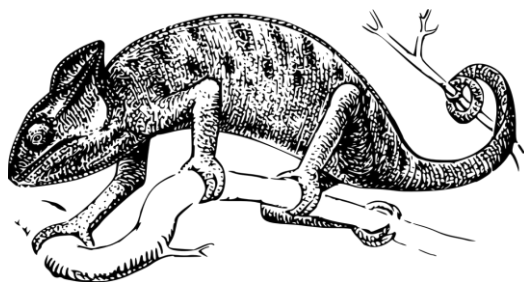
These are sentences which run for too long because there are not enough full-stops.  
Can you spot where they should go?

1.)

The 'Upper Canopy' layer of the rainforest still gets plenty of sunlight and it is less windy wide leaves and thicker branches form a roof which stops light getting to lower layers. It is home to a range of wildlife such as toucans, sloths, howler monkeys, iguanas and tree snakes the canopy is full of nuts and fruit all year round. It is said the canopy layer is home to 90% of animals in the rainforest.

2.)

The 'Emergent Layer' of the rainforest receives the most sunlight and plenty of rain it is incredibly windy here trees can rise to well over 70m in height animals such as birds and monkeys live here in this layer such as: macaws, harpy eagles, parakeets, morpho butterflies and squirrel monkeys birds and insects are also plentiful here they are important for the well-being of the rainforest as they pollinate the plants.





# DAY 7



## Sentence Types 1

You will need to know how to use *statements*, *commands*, *questions* and *exclamations*.

### Task 1 - Searching for Sentence Types

Put the correct piece of punctuation at the end of each sentence to indicate if it is a statement, command, question or exclamation.

- 1a.) shrubs are in the Understory \_\_\_\_\_
- 1b.) Is it a damp and warm environment \_\_\_\_\_
- 1c.) Beware of jaguars that roam the Understory \_\_\_\_\_
- 1d.) Very little light reaches the forest floor \_\_\_\_\_
- 1e.) Do rodents and insects live on the forest floor \_\_\_\_\_
- 1f.) Giant centipedes can reach a whopping 30cm in length \_\_\_\_\_

### Task 2 - Trying Sentence Types

Have a go at writing your own sentences following the instructions below.  
Remember your punctuation.

2a.) Use the phrase *Emergent Layer* in a statement sentence.

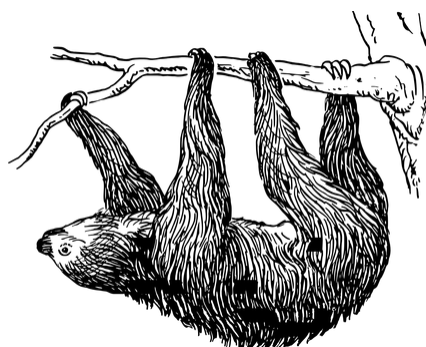
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2b.) Use the word *Upper Canopy* in an exclamation sentence.

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2c.) Use the phrase *Understory* in a question sentence.

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# DAY 8



## Sentence Types 2

### Task 1 -Sentence Type Turn-a-Round

Change the following statements into questions below.

1a.) Deforestation causes 25% of global carbon emissions.

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1b.) An area the size of England and Wales is cleared every year.

---

### Task 2 -Sentence Type Turn-a-Round

Change the following questions into statements below.

2a.) Have half the world's rainforest been destroyed in the last 100 years?

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2b.) Do groyne protect a beach from being washed away?

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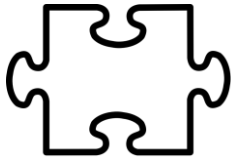
### Task 3 - Jeopardy

Use the two answers to come up with two questions.

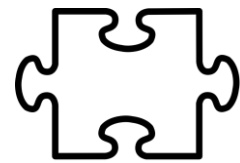
Answer 3a = logging / Answer 3b = cattle ranching

3a.) \_\_\_\_\_

3b.) \_\_\_\_\_



# DAY 9



## Conjunctions 1

### Complete the Clause

Think carefully about how to correctly use the conjunctions *because*, *but* and *so*.

1.) Rainforests are important because

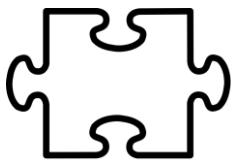
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2.) Rainforests are important but

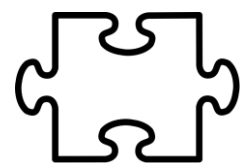
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3.) Rainforests are important so

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# DAY 10



## Conjunctions 2

### Subordinating Conjunctions

Think carefully about how to correctly use the following subordinating conjunctions.

1.) Since dams have been built,

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2.) Unless mining stops soon,

---

3.) Although trees are cut down to make furniture,

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# DAY 11



## Appositives

### Task 1 - Matching Nouns to Appositive

An appositive is a noun or a noun phrase that sits next to another noun to rename it or to describe it in another way.

logging	when areas are burned for land
cattle ranching	whose population has declined
mining	built to create electricity
dams	the chopping of trees
indigenous tribes	digging up the ground

### Task 2 - Add in an Appositive

- 1.) Cattle ranching, \_\_\_\_\_, causes huge amounts of destruction in order to sell beef across the world.
- 2.) The Amazon, \_\_\_\_\_, covers much of the northern part of South America.
- 3.) The Tropics, \_\_\_\_\_, have high amounts of rainfall and warm temperatures all year round.



# DAY 12



## Combining Sentences 1

### Task 1 - Combining Two Sentences

Think about how you might combine these two sentences. You might use conjunctions, appositives or subordinating conjunctions. You can amend the sentences slightly to help.

1.) Combine the following sentences:

We get resources from the rainforest.

Plants can be used as medicine.

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# DAY 13



## Combining Sentence 1

### Task 2 - Combining Three Sentences

Think about how you might combine these three sentences. You might use conjunctions, appositives or subordinating conjunctions. Join two at the least. You can amend the sentences slightly to help.

2.) Combine the following sentences:

Rainforests have a variety of creatures.

They are being cut down.

There are things we can do to help.

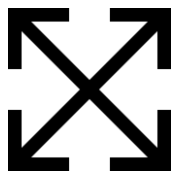
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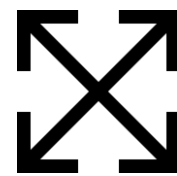
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# DAY 14



## Expanding Sentences 1

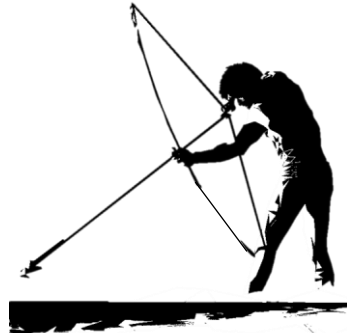
Indigenous tribes are nearly all gone.

When .....

Who .....

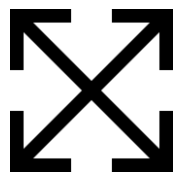
Where .....

What .....

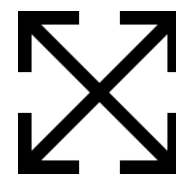


Expanded sentence: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



# DAY 15



## Expanding Sentences 2

The Amazon needs to be protected.

Who .....

Where .....

Why .....

What .....



Expanded sentence: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_