

## Literacy Day 1

Here is a link to the book

### **'Where the Forest Meets the Sea'**

<https://www.youtube.com/watch?v=2ZR1pN8MGAo>

**It is about a rainforest in Australia however, it faces with the same issues and problems of other rainforests around the world – including The Amazon Rainforest.**

**Look out for the hints and clues in the pictures that show the following:**

- What a wonderful place a rainforest is with so many trees, plants and animals.
- What a shame it is that trees, that have taken so long to grow, could be chopped down.
- How animals could become extinct because their habitat/home in the rainforest has been chopped down.
- How the beauty of the rainforest could be destroyed with buildings put in their place.

**In years to come, when the boy is a grown-up, will he be able to take his own children to the place he loved so much as a child?**

## Literacy Day 2

In the coming weeks, we will begin writing a speech, or report, to persuade people that rainforests should be protected and not chopped down.

We will start planning this next week.



**To be amazingly persuasive writers, it is important that you know a few features of persuasive writing and useful techniques for effective sentences. This week you will try a few of these.**

# The more, the more.

## The more, the more

*The more, the more* sentences are in 2 parts. The first more should be followed by an emotion word and the second more should be followed by a related emotion.

emotion                      comma                      action related to emotion

The more upset she was, the more her tears flowed.

The more confident she became, the more talkative she seemed to be.

On a separate piece of paper, try to write three of your own sentences. These can be about anything you like.

Here's another example...

**The more** angry she became, **the more** her face reddened.

## Now you try

When you have written your 3 sentences, check out the next page for how we could link this to our rainforest work.

How can we make our 'The more the more' technique work well with our rainforest work?

Remember, the idea is that the sentence helps our reader to understand the problems that deforestation causes, to make them think and to persuade people to do something about it.

**Have look at how 'The more the more' has been used in this sentence.**

**The more trees are chopped down, the more oxygen-starved the world will become.**

**Now it's your turn.**

**Have a try at writing your own 'The more the more' sentence but this time it must be about the rainforest and encouraging people to take better care of them.**

# If, if, if, then sentences

**If, if, if, then** sentences are made up of 3 separate parts:

**If** the alarm had gone off, **if** the bus had been on time, **if** the road repairs had been completed, **then** his day would not have been ruined.

Each sentence has 3 **ifs** and a **then**. Look carefully at where a comma has been used.

On a separate piece of paper, try to write three of your own sentences.

These can be about anything you like.

Here's another example...

**If** Mrs Mitchell had not been looking at her phone, **if** she had looked at where she was going, **if** she had spotted the tree the ahead, **then** she wouldn't have walked straight into it.

## Now you try

**When you have written your 3 sentences, check out the next page for how we could link this to our rainforest work.**

## Literacy – Day 3

How can we make our the 'If, if, if, then' technique work well with our rainforest work?

Remember, the idea is that the sentence helps our reader understand the problems that deforestation causes. It should make them think about this and help persuade people to do something about it.

**Have look at how 'If, if, if, then' has been used in this sentence.**

**If** you care about wildlife, **if** you value the beauty and history of the rainforest, **if** you understand the importance of the trees, **then** you will understand why it is of such great importance that the Amazon Rainforest is protected from deforestation.

**Now it's your turn.**

**Have a try at writing your own 'If, if, if, then' sentence but this time it must be about the rainforest and it needs to help persuade people to take better care of them.**

# Rhetorical Questions



**A Rhetorical Question is a question that does NOT need to be answered but it is intended to encourage the reader, or listener, to think about something – or maybe act upon something.**

**Here are few examples ...**

- Don't you ever think about anyone else?
- Don't you want any cake?
- Are you interested in having more time to relax?
- Do you want your children to live in poverty?
- When will this madness end?
- If we don't stop now, what will be next?

**Now think of some rhetorical questions for these situations. Write these on separate piece of paper.**

1. You want to have your dinner earlier.
2. You forgot your homework and you don't want the teacher to be angry.
3. You want your family to let you watch your favourite TV programme.

**When you have written your 3 rhetorical questions, check out the next page for how we could link this to our rainforest work.**

How can we make our rhetorical questions work well with our rainforest work?

Remember, the idea is that your question makes the reader think?  
Then, they might change their mind about destroying parts of the rainforest.

**Do you want innocent animals to lose their homes?**

**Now it's your turn.**

***Have a try at writing your own rhetorical question (or questions) to help persuade your reader to take care of the rainforest.***