



Zac's Uncle Globe is no ordinary uncle – he has lots of exciting adventures! What's more, he often needs Zac's help. In *Globe Challenge: Rainforests at Risk*, Globe is in the rainforest and he has a challenge for Zac. Follow Zac as he uncovers a world of creepy critters, powerful predators and flesh-eating fish!

This week we will be learning

- How to make predictions about the Amazon rainforest.
- How to explore features of non-fiction texts.
- How to scan a text for specific information.
- How to form opinions based on given information.
- How to plan and write a diary entry.
- How to check and improve your writing.

Key vocabulary

prediction
blurb
contents
non-fiction
features
fact
opinion
scan
diary
first person
evaluate
revise
present continuous

Tricky words

nutrients orchid algae carnivorous
territorial camouflage malaria
species equator humid canopy submerged


i **First person** is when a writer writes from their own viewpoint, using the pronouns *I* and *we*.

The **present continuous** tense is used to show a continuing action, something that is happening now and hasn't finished yet.

This week I would like help with ...




Write notes in the spaces to show what you have learnt about rainforests.






rainforests





Using your notes, write one true sentence about rainforests and one untrue sentence. Challenge someone you know to say which one is which!



Match the words to the definitions. Write the missing definition.

species

when the air feels warm and wet

equator

cover of leaves and branches

humid

group of similar animals or plants

canopy

food that plants or animals need to be healthy

submerged

under water

nutrients

Write a sentence using one of the words.

Read the 'Ouch!' section on page 17 of *Globe Challenge: Rainforests at Risk* and answer the questions.

What can bullet ants do to injure humans in the rainforest?

What words does the author use to show the number and power of ants in the rainforest?

What do you think about insects? Are there any types that you like or don't like? Why?

Read Zac's diary extract from *Globe Challenge: Rainforests at Risk*. Circle all the words that show it is written in the first person.

12th May

I enjoyed reading about the rainforest animals, especially all the creepy-crawlies! I'm beginning to think I might write something about the Amazon rainforest for school. Anyway, it took me ages to decide on my Top Five Most Dangerous Animals in the Rainforest but here they are ...

Look at the different verb tenses used. Find examples of:

- present simple
- present continuous
- past simple
- modal verbs (to express possibility).

Present simple _____

Present continuous _____

Past simple _____

Modal verbs _____

Match the bold word in each sentence to its meaning. Look up any words you don't know in a dictionary.

Many kinds of beautiful **orchid** grow well in this atmosphere.

They move so slowly that sometimes **algae** grow on their fur.

These lizards are **carnivorous** and will attack other lizards.

These lizards are very **territorial**.

Instead of using **camouflage** to protect themselves, many tree frogs do exactly the opposite.

Mosquitos carry many horrible diseases such as **malaria**.

colour or pattern on an animal's skin, fur or feathers that hides it in its surroundings

meat-eating

very serious illness that can kill people

tiny plants that grow in or near water

type of flower

very protective of the area where they live

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This week we will be learning

- How to draw out key ideas from given information.
- How to sort and categorise information.
- How to form opinions and prepare arguments for a debate.
- How to present arguments in a debate.
- How to use determiners in writing.



Tricky words

exploit logging grazing debt
 natural resources endanger renewable

Key vocabulary

infer
 argument
debate
 preference
 evidence
 support
 oppose
 convince
 persuasive
 prepare
 rehearse
determiner
 noun

i


A **debate** is a discussion in which people give opinions for and against a subject.

A **determiner** is a word that comes before a noun and helps to make the noun more specific, for example: the, a, this, that.

This week I would like help with ...




Write notes in the spaces to show what you have learnt about natural resources in rainforests.






natural resources in
rainforests





Using your notes, write one true sentence about natural resources in rainforests and one untrue sentence. Challenge someone you know to say which one is which!



Look at the pictures of endangered animals on pages 30 and 31 of *Globe Challenge: Rainforests at Risk*. Research one of them and write a paragraph about why it is endangered. Then draw a picture.

Sample only

What did you like about *Globe Challenge: Rainforests at Risk*?
What two things would you change?

I liked ...



I would change ...

I would change ...

Match the words to the definitions. Write the missing definition.

exploit

use something to your advantage

logging

plants that are grown for food in large amounts

grazing

money that is owed by someone to someone else

crops

cutting down trees

renewable

land where animals eat grass

debt

Write a sentence using one of the words.

Can you remember these determiners from the lesson?
Write two sentences about rainforests, using
each determiner.



some

Handwriting practice area for the determiner 'some'. It features three horizontal lines for writing. A small pencil icon is at the top right corner. A large, diagonal watermark 'Sample Only' is overlaid on the page.

this

Handwriting practice area for the determiner 'this'. It features three horizontal lines for writing. A small pencil icon is at the top right corner. A large, diagonal watermark 'Sample Only' is overlaid on the page.

those

Handwriting practice area for the determiner 'those'. It features three horizontal lines for writing. A small pencil icon is at the top right corner. A large, diagonal watermark 'Sample Only' is overlaid on the page.

our

Handwriting practice area for the determiner 'our'. It features three horizontal lines for writing. A small pencil icon is at the top right corner. A large, diagonal watermark 'Sample Only' is overlaid on the page.



Homework

Draw a picture of your favourite rainforest animal or insect. Use as much detail as you can and add labels to explain the features.



Sample only

Teacher feedback



Globe Challenge: Rainforests at Risk

Zac's Uncle Globe is no ordinary uncle – he has lots of exciting adventures! What's more, he often needs Zac's help. In *Globe Challenge: Rainforests at Risk*, Globe is in the rainforest and he has a challenge for Zac. Follow Zac as he uncovers a world of creepy critters, powerful predators and flesh-eating fish!

This week we will be learning

- How to collect ideas in order to plan and write a biography.
- How to check and improve your writing.
- How to edit and proofread written work.
- How to discuss and share opinions.

Key vocabulary

biography
 chronological
 events
 timeline
 third person
 past tense
 checklist
 evaluate
 edit
 proofread
revise
 redraft
 research

Tricky words

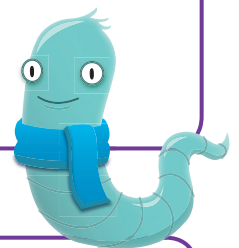
deadly inhabitants effect
 avoid sleeves venture tons



i

A **biography** is the story of someone's life or part of their life, written by another person.

When you **revise** a piece of writing, you work on it several times to correct or improve it.



This week I would like help with ...



What do we know about Uncle Globe? Write three words to describe him and explain why you chose those words.



Uncle Globe



Sample only

Sample only

Sample only

Can you remember when to use these conjunctions?
Write two sentences using each conjunction. Each sentence should be connected to your paragraphs in Globe's biography.



because

so

before

after

Draw a picture of the clothing and equipment Uncle Globe needs for his expedition into the rainforest. Use as much detail as you can and add labels to explain the features.



Sample only

Match the bold word or phrase in each sentence to its meaning. Look up any words you don't know in a dictionary.

Which animals would you be keen to **avoid**?

I probably look a bit overdressed in my hat and long **sleeves**.

Until today, we've been **deep** in the rainforest.

Many of them are hidden from view or else only **venture** out at night.

But my number one would be this small but **deadly** animal – a female Anopheles mosquito.

I want you to find out about the other **inhabitants** of the rainforest.

Find out about the **effect** their presence has on the forest.

risk going somewhere that might be dangerous

very dangerous, could kill someone

result of something happening

people or animals who live in a specific place

being a long way inside a place

stay away from

part of clothing that covers the arms

Think about the conversations you have had about ways to protect the rainforests. What more have you learnt? Complete the activities.



Write three reasons why we should protect the rainforests.

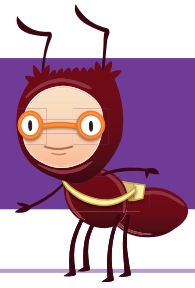
Which idea for protecting the rainforests did you find the most interesting? Why?

What things can you do at home or at school to help save the rainforests? Write your ideas.



Homework

What was your favourite part of *Globe Challenge: Rainforests at Risk*? Why?



My favourite part was ...

I think this because ...

Teacher feedback

