

Jungle Trek

PM Level 30

Sapphire

Text Type Narrative

Running Words 3161



Preparing for Guided Reading

Orientation to the Text

- David is not looking forward to trekking through a muddy, mosquito-infested jungle with his mother, a wildlife photographer. As the trek continues, he finds it isn't as bad as he thought it would be. He makes an unexpected new friend and learns about the differences in daily life, in a culture removed from his own.

Prior Knowledge

- Ask students to look at the front cover. What text type is *Jungle Trek*? What textual features suggest this? Why do you think the author chose the title *Jungle Trek*? What do you predict this book will be about? Have you ever been trekking or hiking? Give the students the story synopsis. Ask them to predict the vocabulary they might expect to find in the text. Record these words to review after the first reading.

Building the Balanced Reader

Grammatical Conventions

- Identify expressive verbs, e.g. *gasped*, *whispered*, *groaned*.
- Locate temporal and causal conjunctions, e.g. *after*, *but*, *because*, *then*, *when*, *while*.

Vocabulary

Key vocabulary

altitude, antennae, article, attendants, carapace, commissioned, confirming, endangered, enthusiasts, essentials, evacuation, fanatics, grimace, humidity, interruption, porters, proboscises, supersonic

Spelling

- Revise contractions, e.g. *hasn't*, *we'll*, *we've*, *you've*, *they've*.
- Identify compound words, e.g. *airlift*, *airstrip*, *backdrop*, *daypacks*, *painkillers*, *supersonic*, *wildlife*.
- Locate hyphens to link words that belong together, e.g. *mosquito-infested*, *mini-bus*, *check-in*, *ear-popping*, *fifteen-seater*.
- Recognise letter-sound relationships, e.g. *morning*, *exhausted*, *squawking*, *blackboard*.

Visual Literacy

- Looking at all the illustrations, why do you think green tones have been used so strongly? What feeling is the illustrator trying to create within the reader?
- Look at p. 14. How do you think David and his mother are feeling?

Focusing on the Story – Guided Reading

- Discuss place names in the text, and revise the use of capital letters to begin each one. What is the capital of Papua New Guinea?
- David enjoyed the flight. What did he like most?
- Ask students to describe how they would feel being the only child in a group of adults. Talk about why no other children were on the hike.
- Explain why the title of chapter 3 is *Too Easy*. What was 'too easy'?
- Discuss why David's mum was worried about the humidity.
- Ask students why David's mum tried to smile when he asked if she was *okay*. What does this tell the reader about the relationship between David and his mum?
- Talk about how David would have felt to be able to help the children at the village school. Make a list of things he could send them to make their lives more interesting.
- Discuss David's enjoyment being with the village kids. What tells you about how he felt?
- Talk about why David's mum had 'tears in the corners of her eyes' when he showed her the beetle.

Comprehension

- Why didn't David want to go with his mother? (*Literal*)
- Why did it take David so long to get to sleep, even though he was exhausted? (*Inferential*)
- What do you think David learnt by the end of the story? What did you learn? (*Applied Knowledge*)

Follow-up Activities

- Ask students to imagine they are David and create a postcard to send to their class from the village.
- Create a survival pack. If you were going on a 'jungle trek' what essential items would you take and why? Remember that you have one backpack that you have to carry for long periods of time.

Learning Intentions

- We are learning to understand that many people share their experiences to help others.
- We are learning to understand more complex language effects in narrative texts.

Success Criteria

- I can learn from the experiences of others and share my experiences with them.
- I can understand and use more complex language effects when I write narrative texts.

Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up