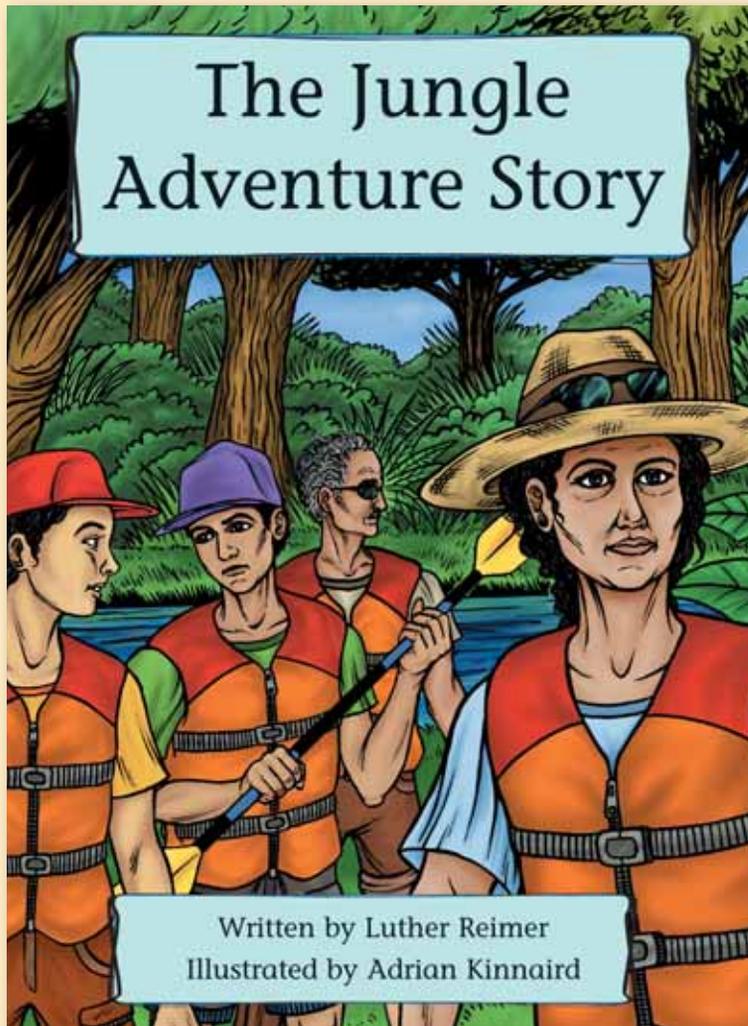




# Level 25

## Book a

The Jungle  
Adventure Story



Surviving in  
the Tundra

Accident on the  
Bike Track

Rice - From Paddy  
Field to Plate

Eat Your Vegies

So You Want to  
Be a Teacher?

The Little Mermaid

Nocturnal Animals

Level	25
Word Count	734
Text Type	Narrative (Realistic Fiction)
High-Frequency	sound, story
Word/s Introduced	



We have designed these lesson plans so that you can have the plan in front of you as you teach, along with a copy of the book. Suggestions for teaching have been divided into questions and discussion that you may have with the students before, during, and after they read. However, you may prefer to explore the meaning and language in more detail before the students read. Your decisions will depend on the gap between the students' current knowledge and the content, vocabulary, and language of the book they are about to read. The more information the students have up front, the easier it will be for them to read the text. However, this does not mean that you should read the text to them first.

We have addressed four areas we think are important in developing good readers. As well as comprehension and decoding, we have addressed the issue of the students being able to analyse and use texts they read. The symbols below guide you to the type of question or discussion.



*This symbol relates to decoding  
(code breaker)*



*This symbol relates to use  
(text user)*



*This symbol relates to comprehension  
(meaning maker)*



*This symbol relates to critical analysis  
(text critic or analyser)*

## BEFORE READING

Have the students read the title and the names of the author and illustrator on the front cover. Ask the students – *What does the illustration tell you about this story? What do you know about jungles?*

## DURING READING

Set the students a purpose for reading, with a focus question for each page or several pages. Explain to the students that you will be asking a question before they read the text, and that they should read silently. They should be ready to answer when they have finished reading the page or pages.

Before the students read each section, ask –

**Pages 2–3** *What are the names of the five characters in this story?*

**Pages 4–7** *Which country is the setting for the story? What is the only sound the characters can hear?*

**Pages 8–9** *Where does Jade imagine they are paddling? In which country is the river?*

**Pages 10–13** *What two things have caused a real adventure to happen?*

**Pages 14–15** *What is Nan's plan? Why is it good to have the current with them?*

**Pages 16–21** *Why did the children get so tired? Can you guess what the humming sound might be?*

**Pages 22–24** *What was making the humming sound? How did Charlotte know that the family might need help?*

## AFTER READING

Ask the students to work with a partner. Have them each reread aloud half the book.

Have the students note down the main events in the plot.

Ask the students to work with their partner to write four or five sentences that summarise the plot.

## CODE BREAKER



### Developing Specific Skills

Word patterns – *kayak* – words that are spelt the same forwards and backwards

Have the students scan the text to find further examples, then complete the BLM.

## TEXT USER



Ask the students – *Have you ever been in a kayak? What other watercraft could you use to travel along the river? What would you have done if this adventure had happened to you? Would your plan have been different from Nan's plan?*

See the BLM.

## MEANING MAKER

Look closely at the illustrations and make a list of all the equipment that the family had for their kayak trip.

Ask the students – *Do you think they were well prepared?* Have the students explain their answers. Then ask – *What else could they have taken along to help them when Pop had his accident?*

## TEXT CRITIC

At the beginning of the story the author tells us that Pop only has one leg. Ask the students why they think the author included this detail. Ask – *Is it important later in the story? What do you think about the title of this story? Can you think of a different title?*

**25a The Jungle Adventure Story**    **Name** \_\_\_\_\_

Some words are spelt the same forwards and backwards, like *kayak*. Read through the book *The Jungle Adventure* and write down any other words with this pattern. (Hint – two of the characters' names have this pattern!)

---

---

---

---

---

Now write down some other examples of words with this pattern. Compare your list with your partner's and write any extra words they might have written. Here are two examples – noon, Bob.

---

---

---

---

---

Use your dictionary to find the meaning of the word *kayak*. Write it below.

---

---

---

## 25a The Jungle Adventure Story    Name \_\_\_\_\_

Reread the section of the book in which Nan explains her plan to the others. Think about the advantages (good things) and disadvantages (bad things) of Nan's plan. Complete the table below.

### Nan's Plan

Advantages	Disadvantages

Think about another way that the family could have coped with their dilemma. Discuss your plan with a partner. They may have some good suggestions. Then complete the table of advantages and disadvantages for your plan.

### Your Plan

Advantages	Disadvantages

## 25a The Jungle Adventure Story    Name \_\_\_\_\_

This story is called a *jungle adventure* but it does not really happen in a jungle. Jade imagined paddling up the Amazon River. Find out about the Amazon River from an encyclopedia, atlas, or the Internet. Write down four facts that you learn.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_

The Daintree Rainforest is also mentioned in the story. Find out about the Daintree from an encyclopedia, atlas, or the Internet. Write down four facts that you learn.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_