

## Lost in the Jungle

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<p><b>Comprehension strategies</b></p> <ul style="list-style-type: none"> <li>Comprehension strategies are taught throughout the Teaching Notes to enable pupils to understand what they are reading in books that they can read independently. In these Teaching Notes the following strategies are taught: <i>Prediction, Questioning, Clarifying, Summarising, Imagining</i></li> </ul>	<p><b>Tricky words</b></p> <p>air, alligators, angry, behind, birthday, broken, buildings, called, city, explorers, found, full, good, have, jungle, know, lady, love, might, mind, monkey, place, through, throw, waterfall, wonderful, years</p> <p><b>C</b> = Language comprehension</p> <p><b>W</b> = Word recognition</p>
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### Group or guided reading

#### Introducing the book

- C** (**Clarifying**) Look at and discuss the cover with the children. Ask them to read the title and the blurb on the back cover.
- C** (**Prediction**) Encourage the children to say what they think the setting of the story will be.
- C** (**Clarifying**) Look briefly through the story at the illustrations to confirm the children's ideas.

#### Strategy check

Remind the children to break longer words into parts to make them easier to read.

#### Independent reading

- Ask children to read the story. Praise and encourage them while they read, and prompt as necessary.
- C** (**Questioning**) As you listen to children, ask them questions about the story, e.g. on page 13, ask: *How do you think the children are feeling?*
- W** Find the word 'branch' on page 10. Check how the children work out how to read this word and praise them for sounding out and blending the sounds. Repeat for 'alligators' on page 12 and 'explorers' on page 15.

**Assessment** Check that children:

- read high frequency words on sight
- read with expression appropriate to the punctuation.

#### Returning to the text

- C** (**Clarifying**) Turn to page 32, and ask: *Who is Biff referring to when she says 'I know where we can get a monkey too'?*
- C** (**Clarifying**) Ask: *Which setting is the more frightening, the jungle or the Lost City? Why?*
- C** (**Imagining**) The author doesn't give the explorers' names. Ask: *What names would you give the explorers?*
- C** (**Clarifying**) Ask the children to think of several reasons why Biff, Kipper, Chip and Anneena liked the explorers and why they were prepared to help them.
- C** (**Imagining**) Look at page 28. Ask: *How do you think the children felt?* Find the words on page 29 that describe the Lost City and how amazing it is.

- C (Clarifying)** Talk about the different settings in the story. Ask: *Which setting makes a better place to have an adventure?*
- W** Read page 9. Point out the statement, 'That monkey looks cross.' Ask: *Why doesn't Kipper say 'That monkey looked cross'?* Discuss how one is in the present and one is in the past.

## Group and independent reading activities

**Objective** Draw together ideas and information from across a whole text.

- C (Summarising)** Ask the children to close their eyes and picture the different settings in the story ('home', 'jungle', 'Lost City'). Encourage them to add detail and then share their images with a partner.

- Discuss the settings as a group.
- Ask the children to write a sentence describing each setting under the headings: 'home', 'jungle' and 'Lost City'.
- Then ask them to look through the book to find two things found only in each setting/illustration.
- Talk about how the settings in the story influence what the characters do and feel, e.g. in the jungle the children are amazed by what they see around them.

**Assessment** Are the children able to locate evidence in the text to support their ideas?

**Objective** Compose sentences using tense consistently (present and past).

- Write the following sentences on the board or on sentence strips:

Biff gives Mum a plant.

Anneena comes to play.

The magic takes them to a jungle.

The children see a monkey.

They run through the jungle.

They fall into a big net.

- Discuss the verbs and their tenses in the sentences.
- Ask the children to rewrite the sentences as if they were telling a story about something that has already happened.

**Assessment** Are the children able to write the irregular past tense verbs 'came', 'took', 'saw', 'ran' and 'fell'?

**Objective** Spell with increasing accuracy and confidence, drawing on word recognition and knowledge of word structure.

- W** Discuss how the word 'birthday' on page 1 can be split into two smaller words.

- Ask the children to look through the text and collect other examples of compound words: 'greenhouse', 'waterfall', 'nobody', 'everything'.
- Can they think of any other words that are made up of two smaller words?

**Assessment** Are the children able to find words within other words?

## Speaking, listening and drama activities

**Objective** Listen to others in class. Respond to presentations by commenting constructively. Work effectively in groups.

- Talk about what sort of people the explorers are. Encourage the children to each contribute one idea.
- Ask the children to work with a partner and think about how they would describe the explorers in the story. Encourage them to use a dictionary, thesaurus or computer software to find appropriate words and phrases.
- Ask the children to share their ideas and decide which description is the most effective.

**Objective** Respond to presentations by commenting constructively. Adopt appropriate roles in small groups.

- Ask the children to work in small groups. Give each group one of the following scenes from the story to act out:  
Walking out into the jungle  
Seeing the snake  
Stepping out onto the bridge  
Going through the waterfall  
Climbing the steps  
Seeing the Lost City
- Encourage the children to use the appropriate expressions to accurately convey the feelings of the characters.
- Ask groups to present their scene to the rest of the children.
- Praise children who make constructive comments on the performances afterwards.

## Writing activities

**Objective** Maintain consistency in non-narrative, including purpose and tense. Use planning to establish clear sections for writing.

- Look closely together at the illustrations of the jungle in the story.
- Ask the children to suggest words that describe the features of the jungle. Draw up a list of words and phrases.
- Explain to the children that they are going to write a short piece for a travel brochure describing the jungle and what visitors will find there.
- Encourage the children to plan their writing first, e.g.  
Introduction – How to get there  
What it looks like  
What animals can be found  
What there is to do (river trips; Lost City; hunting; animal watching)  
Accommodation (tent)
- Children write and illustrate their article.

**Assessment** Are children able to retrieve information from the text?  
Have the children presented the text effectively?

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