



## Before Reading

### □ Motivation / Purpose

The purpose of this text is to entertain the reader with a story about a boy who never helps his father mow the lawn. He is woken one morning by strange events in his backyard - and soon realises he can make money by providing a jungle tour for visitors.

### □ Text Type *Date.../.../.....*

Draw students' attention to the:

- title
- illustrations
- chapter headings.

Ask: 'What type of book is this; (Narrative).

### □ Visual Literacy *Date.../.../.....*

Look at the front cover. What do you think is happening? Where is the jungle referred to in the title? Where do you think this story is set? (1.e. in Thomas's dream) What visual clues lead you to these ideas?

### □ Background Knowledge *Date.../.../.....*

Talk about jungle environments and locate them on a map. Discuss the plants and animals that live in a jungle. Talk about whether or not people can live there. What aspects of the jungle determine their lifestyle?

### □ Phonological Awareness

*Date.../.../.....*

Make sure students know the following phonological patterns:

- /er/: world (p.4), were (p-5), person (p.6), Earth (p-8), squirt (p:9), turned (p. 10)
- /or/: record (p.4), fourteen (p.4), before (p.4), lawns (p.6), roaring (p8), basketballs (p.8), walk (p.9), fault (p 12).

towards (p.14), bought (p.18)

Make some Bingo mats with known letter combinations. The teacher says a word containing one of the sounds and the students identify the combination of letters used in that word and place a counter on the square on the Bingo mat. The first to complete a line of three or four counters is the winner.

Discuss words with consonants followed by 'y', which change the y to an I before adding (ly).

## Vocabulary

awesome, bulged, commotion, complained, deluxe, famous, fantastic, hammock, magnificent, patio, petunias, queue, queuing, record, roaring, sprinted, stormed, success, tour, unbelievable

### □ High Frequency Words *Date.../.../.....*

before, every, grass, money, outside, photos, suddenly, table, walk, world

Make cards using these and other known high frequency words. Cut each card into two pieces. Place cards face down on a table and take turns to turn one card over. The student can orally make a proper word by adding an appropriate beginning or ending to the card, tile card kept and the player has another turn. If not, the card placed face down again. The player with the most cards when all are turned over is the winner.

## During Reading

### □ Vocabulary in Context *Date.../.../.....*

Explain to students that some words have been derived from a language other than English. Discuss the word 'patio', a Spanish word for a courtyard.

Look at the prefix *un-*, which makes a word into its opposite (e.g. unbelievable - not able to be believed). List other words with this prefix (e.g. happy - unhappy - untidy; fair - unfair; fortunate - unfortunate; How does the suffix *-some* (e.g. awesome, wholesome) change the meaning of a word?

## Checking for Meaning

### □ Literal: *Date.../.../.....*

Which world record does Thomas hold? (The world record for sleeping in)

What was the roaring noise Thomas heard in the backyard? (The noise came from a lion.)

Why were people lined up along the streets? (They lined up to see all the animals.)

### □ Inferential:

What do you think caused Dad to spill his coffee? Why did the local newspaper reporter phone Thomas after the photos were emailed?

Who do you think would have been in the helicopters?

Make sure students understand the difference between literal and inferential information.

### Response:

What could Dad do to encourage Thomas to help him mow the lawns next time?

What will Thomas have to do to set a new world record?

## Grammatical Patterns

□ Make sure students understand the following components of a narrative:

- Orientation - introduces the main characters and the setting: (p.<1)
- Complication - the sequence of events develops a problem for the characters: Thomas dreams he makes a lot of money by conducting tours through his jungle backyard. (pp.5-19)
- Resolution - the problem is solved: Thomas wakes to find the episode was only a dream. (pp.20-23)
- Coda - explain how the characters have challenged and what has been learnt: Thomas decides to try to set a new world record. (p.24)
- Use of particular nouns to refer to particular people and things: *record* (p.5), *weekend* (p.6), *animal* (p.8), *adults* (p.15), *skateboard* (p.16)
- Use of abstract nouns to represent ideas we can think about, feel or imagine, but cannot touch: *success* (p.18)
- Use of adjectives to describe nouns: *world* (p.4), *lively* (p.8), *spilled* (p.11), *local* (p.13), *amazing* (p.14)
- Use of time connectives to sequence events through time: *Next* (p.9), *while* (p.13), *Five minutes later* (p.13), *When the crowds went home* (p.18)
- Use of adverbs and adverbial phrases to locate particular events: *before* (p.4), *in the middle of the backyard* (p.8), *outside* (p.10), *By the time* (p.14), *on the patio* (p.16)
- Use of past tense action verbs to indicate the actions: *slept* (p.4), *watched* (p.16), *counted* (p.18), *slumped* (p.19), *waved* (p.22)
- Use of saying and thinking verbs: *moaned* (p.7), *gasped* (p.8), *cried* (p.8), *cheered* (p.9)
- Use of similes to provide details about nouns in the text: *like a wild animal* (p.8), *like basketballs* (p.8)

### □ Fluency / Punctuation Patterns

*Date.../.../.....*

Discuss the purpose and effect of an ellipsis - that is, to show incomplete lines in text, or to show interruption to speech. Study the examples on pages 8 and 11. Model reading the text with expression, to demonstrate the effect of this type of punctuation.

These punctuation patterns occur in the text:

- A dash is used to indicate a pause in the sentence: *He had more important things on his mind - (a.7). There were no animals anywhere - (p.21)*

- A comma is used to separate repeated words in the text: *Dad, Dad, you were right* (p.10), *No, No, No* (p.11), *Roll up, roll up* (p.14)
  - A comma is used to separate items in a list: *a lion, a giraffe, an elephant, a rhinoceros, and some chimpanzees* (p.13)
  - Apostrophes are used to indicate contractions and possession: *wasn't* (p.6), *Dad's car* (p.9), *Don't* (p.11), *Thomas's house* (p.14)
- An exclamation mark is used to indicate surprise, excitement or amazement: *Coal!* (p.9), *Oh, my!* (p.11), *I will be first!* (p.11)

### □ Critical Literacy *Date.../.../.....*

Why has the author written the section about the animals and the tours as a dream?

Do you really think Thomas would be famous 'all over the world'? Why does the author start the story this way?

### □ Linking Visual and Written *Date.../.../.....*

Look at pages 19 and 20. Why do you think Thomas fell asleep in a hammock and woke up in his bed? Describe Thomas's facial expressions on pages 20 and 21.

## After Reading

Talk about occasions when you have slept in for a long time. (Why did you need extra sleep?)

Write or retell an occasion when you had an unbelievable dream. How did you feel when you woke up? Did you feel disappointed or relieved?

## Activities

Students will:

- match sentences with similar meanings and locate page references
- use a spelling generalisation to complete new words
- write vocabulary words using a bank of letters
- identify structural and grammatical elements in a narrative text.

Comprehension (meaning)	Vocabulary (structure)	Phonics (visual)	Writing (structure)
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