

Jungle Trek

Small Group Reading

Before reading

Ask students to look at the front cover and make predictions about the story line. For example, where does the story take place, who are the characters, and is this a modern story or one from the past? Preview Reading vocabulary and discuss word meanings.

During reading

Ask students the following questions as you read each chapter together.

CHAPTER 1

- What is the capital of Papua New Guinea? (literal)
- Why do you think David doesn't want to go with his mother? (inferential)

CHAPTER 2

- What does David enjoy the most about the flight? (literal)
- How would you feel being the only kid in a group of adults? (personal response)

CHAPTER 3

- Explain why the title of chapter 3 is "Too Easy?". (inferential)

CHAPTER 4

- Why is David's mom worried about the humidity? (literal)

CHAPTER 5

- Why does David's mom "try to smile" when he asks if she is OK? (inferential)
- Why does it take David so long to get to sleep, even though he is exhausted? (inferential)

CHAPTER 6

- Does David enjoy being with the village kids? How do you know? (inferential)

CHAPTER 7

- Why does David's mom have "tears in the corners of her eyes" when he shows her the beetle? (inferential)

CHAPTER 8

- What do you think David learns by the end of the story? What did you learn? (personal response)

After reading

Students can complete BLMs 1 and 2 after you explain the instructions for each activity.

Spelling At the top of BLM 1, tell students to form compound words by joining two smaller words.

Understanding cause and effect Tell students to think about the effect of different events in the text and complete the "Cause and effect" chart on BLM 1.

Grammar Remind students that proper nouns always begin with a capital letter. Tell them to unscramble the proper nouns on BLM 1 and find them in the text. **(BLM 1)**

Have students imagine they are David. Using BLM 2, tell them to create a postcard to send to their class from the village.

(BLM 2)

Fluency Model reading aloud with expression pages 4–5 from the story. Ask volunteers to follow along in the book and identify changes in the tone of your voice when you read a question or an exclamation. Ask volunteers to read passages from the story, using proper expression.

➔ Compound words

Compound words are words that have at least two separate parts, each of which is a word on its own.

Example: air + lift = airlift

Match the words in the first column with words in the second column to form compound words. Write the compound words on the lines.

air	↗	pack	_____
back		way	_____
pain		lift	_____
super		life	_____
wild		killers	_____
run		sonic	_____

➔ Cause and effect

As you read, think about what the consequence or “effect” was for each of the listed “causes.”

Cause	Effect
David’s mother falls and sprains her ankle.	_____
David visits the village school.	_____
The plane is unable to land because of the mist.	_____

➔ Unscramble

Unscramble these proper nouns and see if you can find them in the text.

doakKok _____	tPor ebsoMry _____
uapPa wNe enuGai _____	geJlun kerT _____

