



# Jack and the Jungle

MALACHY DOYLE

ILLUSTRATED BY PADDY DONNELLY



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**BOOK BAND: PURPLE**

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## BEFORE YOU START

Prepare a **group journal** to help you record group discussions and responses to the text as you work through the book.

Prepare an outline of the character Jack, ready to complete using the **Role on the Wall** technique.

# SESSION 1: CHAPTER ONE



## Focus: Thinking Aloud, Predicting and Questioning

Read the title of the book and share the front cover with the children. Ask them to predict what the story could be about.

Ask them to justify their responses, drawing out any connections they make to other stories. Record the children's responses in the **journal**. Once you have recorded their predictions you can return to these as you read the book, comparing the children's initial thoughts to how the story actually unfolds.

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Support the children in making personal connections to the text by asking them to discuss and share their own knowledge of jungles and other books or films about jungles.

- What do you notice about the picture on the cover?
  - Who do you think these people might be?
  - What clues make you think that?
  - What do you know about jungles?
  - Do you know any films or stories about jungles?
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Read the blurb and invite the children to speculate further on the story they are about to read.

- Does the blurb give you any more insight into the characters on the front cover?
- What do you think the illustration (of a tiger) on the back cover adds to what you have been thinking?
- Why do you think Jack's garden is 'new'? Why do you think he might have no one to play with? Do you know any stories about moving house?
- What do you think might happen in the story?

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Read Chapter One and ask the children to share their initial responses, with the help of the **four basic questions**. These questions can be used as a basis for discussion throughout the sessions.

- Tell me... was there anything you liked about this text?
- Was there anything that you particularly disliked... ?
- Was there anything that puzzled you?
- Were there any patterns... any connections that you noticed... ?

As children respond it can be useful to write down what they say under the headings 'likes', 'dislikes', 'puzzles' and 'patterns'. Record the children's responses in the **journal** and return to any queries as the sessions continue.

Encourage the children to refer to the illustrations as well as the text.



Ask the children to predict what will happen next.

- How do you think you know that Jack has moved house?
- Why do you think he is bored?
- Have you ever moved house or started at a new school and had to make new friends? What was it like?
- Do you know or visit any wild, overgrown areas? How does it feel to be there?
- Do you ever pretend there are wild animals around?
- Jack immediately assumes there are wild animals in the 'jungle'. What impression does this give you of Jack's character?
- Do you ever play sport and lose the ball over the fence? How do you get the ball back?
- What do you think Jack should do to get his ball back?
- What do you think will happen next?



## SESSION 2: CHAPTER TWO



### **Focus: Summarising, Questioning and Clarifying**

Read Chapter Two, and ask the children to summarise what has happened.

- What is your first impression of Abbie?
- What do you think Jack makes of her?
- Do you think Abbie and Jack could be friends? Why / why not?
- What is your reaction when Abbie says she is busy 'chasing snakes'?  
What does the illustration on page 12 tell you about Jack's reaction to this?
- Do you like snakes? Do you think Jack is right to feel worried about them?
- How do you think Jack feels when Abbie says the ball has been taken by a 'deadly, dangerous wolf'?
- What do you know about wolves? Do you think he is right to be scared of them?

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Following this discussion, introduce the outline of Jack to be added to using the **Role on the Wall** technique. Ask the children to come up with words or phrases to describe Jack's feelings and personality or his outward appearance and behaviour. For example, they might comment on how he is bored and a bit lonely having moved house, or that he is fearful about the wild animals that might be in the 'jungle' of the garden next door. Revisit the **Role on the Wall** outline at key points in the story as they find out more about Jack.

You could also create a **Role on the Wall** for Abbie, to compare the two characters and chart the beginning of their friendship.

## SESSION 3: CHAPTERS THREE AND FOUR



### **Focus: Clarifying, Thinking Aloud and Empathising**

Read Chapters Three and Four, stopping at different points to clarify the children's understanding and allow for discussion around the **four basic questions**.

- What other events happen in these chapters? What do they tell you about Jack and Abbie?
- What kind of person do you think Abbie is? Why do you think this?
- Why do you think Jack hides when he hears a giant is coming for Abbie? What do you think he imagines is happening?

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Encourage the children to discuss the illustrations, especially on pages 12, 14, 16, 18 and 20.

- How do the pictures help you to understand what is happening in the story?

- Do they simply show what is happening? Or might the illustrator be doing something more with them?
- What insights into Jack's personality do you get from the illustrations?
- Do you think the illustrations show what's really happening or just what is happening in Jack's imagination?

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Return to the **Roles on the Wall** for Jack and Abbie, adding any further information about them. Consider how Jack tends to fear the worst and imagine terrible things happening, and how Abbie seems quite fearless about the terrifying scrapes she is getting into. Use this as a springboard to talk to the children about fears they may have and how it is sometimes easy to fear the worst.

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Discuss what the children can do if they have fears. Use this as a stimulus to **shared write a note of advice** to Jack to help him to cope with his anxiety about the snakes, wolves, tigers and giants. You may want to return to the sections in the book in which his fears paint the worst possible picture. Re-read the letter as you write and again as a whole when it is complete so that the children hear what a **note of advice** sounds like.



## SESSION 4: CHAPTER FIVE



### **Focus: Questioning, Re-reading and Close Reading**

Read Chapter Five, stopping at different points to clarify the children's understanding and allow for discussion.

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Identify key turning points in the story, such as: Jack kicking the ball over the wall; Abbie's head appearing over the fence; her hand touching his shoulder; their advance through the 'jungle'; and Jack's discovery that the wild animals and giant were not what he had feared. Ask the group to create **freeze frames** to represent Jack and Abbie at these different moments.

**Thought-track** each scene and note Jack and Abbie's feelings at each key point in the **journal**. Consider photographing each of the **freeze frames** so that the children can add speech or thought bubbles on a computer, to record the emotions in the **freeze-framing / thought-tracking** activity.

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Reflect on the following sentences and discuss the children's responses to them:

The 'giant': "I hope my daughter hasn't been teasing you."

Abbie: "I was only teasing you because I like you."

- Do you think it was right of Abbie to tease Jack? Do you think her mum should tell her off?
- How do you think Jack feels when he finds out the truth? Do you think Abbie and Jack will be good friends?
- Do you think Jack has changed over the course of the story or learned anything from meeting Abbie?



## SESSION 5: WHOLE BOOK



### **Focus: Re-reading, Empathising and Summarising**

Re-read the whole text from the beginning. Discuss the children's responses to this ending using the **four basic questions**.

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Through modelling, ask the children to describe their favourite part of the story. Provide the children with an oral scaffold, for example: *the most memorable part of the story was... because... ; my top moment in the story was... because...* and ask them to identify their favourite part of the story in pairs. Encourage the children to give reasons for their choices and invite some to share them.

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Discuss how the children felt about the book compared to their original expectations.

- When you first saw this book, what kind of book did you think it was going to be? What made you think this?
- Now you've read it, was it as you expected?
- Have you read other books like it? How is this one the same? How is it different?
- Would you recommend this book to a friend?

# IDEAS TO SUPPORT THE SESSIONS



These are areas you could further develop depending on your professional judgement of the children's learning needs and their interests.

## Developing wider reading experiences

Read and explore stories which address fear and friendship; children may also enjoy titles such as:

- *Little Mouse's Big Book of Fears* by Emily Gravett – Two Hoots
- *The King Who Banned the Dark* by Emily Haworth-Booth – Pavilion
- *The Girl with the Parrot on Her Head* by Daisy Hirst – Walker Books
- *On Sudden Hill* by Linda Sarah, illustrated by Benji Davies – Simon and Schuster
- *The Dark* by Lemony Snicket, illustrated by Jon Klassen – Orchard Books
- *Ruby's Worry* by Tom Percival – Bloomsbury
- *Me and My Fear* by Francesca Sanna – Flying Eye Books
- *There's a Tiger in the Garden* by Lizzy Stewart – Frances Lincoln
- *Orion and the Dark* by Emma Yarlett – Templar

## Supporting reading fluency

- While reading with the group, model skills and strategies such as predicting, sampling, confirming, self-monitoring, self-correcting, 'thinking aloud', interpreting things which are only implied, and the full range of cueing systems (semantic, syntactic and graphophonic).
- Occasionally, you could hide some words with a post-it note, asking the children to refer to the illustration for ideas. You could give another clue by revealing the first syllable or letter.
- You could make a pairs game to develop visual memory and book language, creating cards using laminated images from the book. Make pairs of cards, one card for an illustrated location or character and one for matching words from the story. Spread these out face down. Children take turns to turn over two cards. If they match, they can keep them. If not, they have to turn them back over again. The game proceeds until all the pairs have been found.
- You could create a simple jigsaw by writing questions with corresponding answers directly underneath on one side of a piece of paper, then printing an illustration on the reverse and cutting the sheet of paper up to separate the questions and answers. The children lay out the questions and answers in order. They can check their layout by turning them over to see if they have created the illustration correctly.

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## Vocabulary building

- The children could make **word collections** which describe a particular character and their feelings or a place, event or situation.
- You could ask the children to look at the adjectives used to describe the various scary things in the story, such as the wolf and the giant. Encourage them to come up with as many adjectives as they can to describe their impressions of these.



## Opportunities to revisit the text independently

- With the children, make a set of magnetic or stick story props to use in a retelling of the story and to support children in their own independent retellings. If possible, provide extra copies of the book to support this.
- If the children have a good memory of the text through repeated readings, they can be given copies of the story to read to partners. This helps children to see themselves as readers.
- Allow the children to re-enact the story through play. Revisiting stories through a range of play-based experiences helps children to step into the world of the book and to explore it more completely.
- Create **freeze frames** of key events or scenes in the book. When presenting the **freeze frame**, one of the group could act as a commentator to talk through what is happening, or individual characters could speak their thoughts out loud.
- Use **hot-seating** to explore the main character further. One member of the group **role-plays** a character and is interviewed by the other children. This activity involves children closely examining a character's motivation and responses.
- Make a **story map** as a way of retelling the story. This breaks the story down into episodes and sequences its events. This kind of graphic representation helps children to hold on to the shape of the story more confidently.
- Encourage the children to take the book home to read alongside a parent or carer and suggest that they use the 'Tips for grown-ups' pages to support their discussions.

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## Experiences linked to the text

- Encourage the children to invent their own imaginary world through play. They could base the world they invent on this book or another book they are all familiar with. They could take it in turns to describe aspects of the world or play different characters.
- Encourage children to talk about their own experiences of friendship, making friends and being in situations that are new to them.

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These resources were created by Bloomsbury and The Centre for Literacy in Primary Education (CLPE). For more teaching resources, visit:

[www.bloomsburyguidedreading.com](http://www.bloomsburyguidedreading.com)

[www.clpe.org.uk](http://www.clpe.org.uk)