



# Mission: Jungle Jump

**Book band: Lime**

Shinoy's visit to the garden centre is interrupted by the Chaos Crew who need his help.

The next thing he knows, Shinoy is on a top-secret mission. He is fired into a jungle along with Merit and Salama in search of a mysterious package. When they find it, they discover it is the RBV – a back-up copy of the entire universe. Getting back to the shuttle isn't entirely straightforward but they eventually make it – accompanied by a very rare monkbear.

## Skills focus

- 1a Draw on knowledge of vocabulary to understand texts
- 1b Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information
- 1d Make inferences from texts
- 1g Read words accurately and fluently

## Guided reading session

### You will need

- Multiple copies of Collins Big Cat *Mission: Jungle Jump*
- Flipchart or whiteboard

### Tune in

Ask children to explore the front cover of the book.

**Ask** the following questions:

- Have you read any other books about Shinoy and the Chaos Crew?
- What can you tell me about them?

Ask them to read the speech bubbles on the back cover.

**Ask** the following questions:

- What do you think is going to happen in this story?
- What do you think 'piece of cake' means?

Focus on the information that this is a graphic novel.

**Ask:** What can you tell me about graphic novels?

Ask children to turn to page 2.

Read the text in the blue box at the top of the page and give children time to explore the characters.

**Ask:** What can you tell me about the Chaos Crew?

Ask children to read the text in the blue box at the top of page 3.

**Ask:** What information does this give us? (*the setting of the story*)

Read pages 3 to 5 aloud, using different voices for each character.

**Ask** the following questions:

- What has happened in the opening of the story?
- What have you read from the illustrations that we weren't told in the text?

Establish that in graphic novels, the story is told through speech and thought bubbles so readers have to find clues in the illustrations to help them really understand what is happening.

Give children time to look back over pages 3 to 5 to find clues in the illustrations.

Discuss what they have found.

**Ask:** What impression do you get of Dad from these pages?

Focus on pages 4 and 5.

**Ask:** Which order do we read panels and speech bubbles in graphic novels? (*left to right, top to bottom*)

### Heads together

Ask children to read pages 6 to 11 focussing on a character each, and practising reading the speech bubbles with appropriate expression.

Remind them to read the illustrations for any clues about their character and what is happening.

### Wrap up

Ask children, as a group, to read pages 6 to 11.

Give feedback on their reading.

Ask them to summarise what has happened in this part of the story.

**Ask:** How do you think the mission is going to go?

## Vocabulary boost session

### You will need

- Multiple copies of Collins Big Cat *Mission: Jungle Jump*
- Flipcharts or whiteboards
- A4 whiteboards and pens

### Vocabulary table

| Focus word  | Child-friendly explanation                                    | Example sentence                                      | Tell me...  |
|-------------|---|---|---|
| secure      | If something is secure, it is safe.                           | I use a lock to keep my bike secure.                  | Tell me about something that you would want to keep secure. |
| approaching | If you are approaching something, you are getting near to it. | I would approach a snake carefully.                   | Tell me about something that you would approach carefully.  |
| entering    | If you are entering somewhere, you are going into it.         | I would love to be entering my nan's house right now. | Tell me about somewhere that you like entering.             |

### Tune in

**Ask** the following questions:

- What can you tell me about graphic novels?
- What has happened so far in the story?

Read pages 12 to 15, briefly explaining the focus words as you read them. You may wish to use the information in the Vocabulary table above to help you.

**Ask** the following questions:

- Which characters have been launched from the shuttle? (*Merit, Salama and Shinoy*)
- How do you think Shinoy is feeling?
- What has happened in this part of the story?

Write up the focus words and example sentences, and ask children to read them. Revisit the meanings of the words as they do so.

### Heads together

Use the 'Tell me' prompts in the Vocabulary table to develop children's understanding of the focus words.

As they respond, ask questions to deepen their understanding of the focus words.

**Ask** the following questions:

- What did Merit say were secure? (*the pod doors*)
- What did Merit say they were approaching? (*jungle treetops*)
- What did Salama say they were entering? (*jungle canopy*)

### Wrap up

Challenge children to develop their own example sentences that include the focus words on their whiteboards. They can then hold them up so that you can check the accuracy of their sentences.

Ask children to choose one of the focus words as their word of the week. Challenge them to use it as often as they can – both at home and at school.

## Follow-up independent sessions

### You will need

- Multiple copies of Collins Big Cat *Mission: Jungle Jump*
- Multiple copies of resource sheet: Book talk

Ask children to choose a character each, and read pages 16 to 21 using appropriate expression.

Children can read pages 22 to 25. They can then answer these questions.

- What is the problem that Shinoy and his friends face?

- On page 22, Shinoy asks the monkbear for help. How do you think the animal helps them?
- Who does Merit think dropped the RBV in the jungle?
- Who do you think is saying 'Take my hand' on page 25?

Children can read pages 26 to 29. They can use Resource sheet: Book talk to note down their thoughts, and then discuss the book.



Name: \_\_\_\_\_

## Book talk

Title: \_\_\_\_\_

What I liked about the book

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What I didn't like about the book

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I have this question about the book

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The book reminds me of

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