

# JUNGLE DROP



## SCHEME OF WORK

### PERFECT FOR:

Students aged 9+; a thrilling story full of heart, magic and danger; diary writing; drama and roleplay; exploring plant growth; researching the effects of global warming; understanding the structure of a rainforest; joining two brave children and a talking parrot on an exciting adventure in a glow-in-the-dark rainforest teeming with golden panthers, enchanted temples and dark magic!

### KEY FOR CROSS-CURRICULAR OBJECTIVES:

English: Reading Comprehension; Poetry; Creative Writing; Writing to Entertain and Inform

Drama, Speaking and Listening

Design Technology & Art

Music

Science

Geography

Maths

ICT and Computing

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SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p><b>Reading: Comprehension</b> - Analyse an author’s style of writing and identify different techniques and vocabulary used.</p> <p><b>Maths</b> - Use a Venn Diagram to compare and contrast characters.</p> <p><b>Writing to Inform and Entertain</b> - Write a persuasive advert and newspaper report.</p> <p><b>Geography</b> - Research the impact of droughts and global warming.</p> <p><b>ICT and Computing</b> - Design a presentation, including animations and transitions.</p>	<ol style="list-style-type: none"> <li>1. Before beginning, create a spider diagram of words, ideas and themes linked to ‘wisdom’. Do you agree that the older you get, the wiser you get?</li> <li>2. Look at the names and places introduced on page 1. What do they suggest? What sort of place do you think Mizzlegurg will be? Do you think Bickery Towers is a happy place to live?</li> <li>3. How does the author engage the reader at the end of Chapter 2? Is it successful? Do you want to read on? What do you predict will happen?</li> <li>4. Use the information on page 26 to draw and label a picture of the antiques shop. What impression are you given of the shop?</li> <li>5. Who do you think the old man in the shop might be? What role might he play in the story? (page 28)</li> <li>6. Why are ‘you’ and ‘magical’ written in italics? How should these words be read? (page 30)</li> <li>7. Read page 33. Why do you think Fibber follows Fox? What might both of the twins be feeling at this point in the story?</li> <li>8. Look at page 37. Do you notice anything interesting about how ‘TICKET INSPECTRE’ is spelt? Why might this be?</li> <li>9. Look at page 45 – how do the snugglers reflect the twins’ personalities? What sort of snuggler do you think you’d have?</li> <li>10. What are your impressions so far of Fibber and Fox? Do you like them? Would you like to be friends with them? Do they remind you of any other storybook characters?</li> </ol>	<p>Plan and design a product to be sold by either Squabble Sauces or Petty Pampering and then create a poster or leaflet to advertise your product. Remember to include alliteration, rhetorical questions, powerful adjectives and persuasive phrases.</p> <p>Use a Venn Diagram to compare Fox and Fibber. How are they similar? How are they different? Use evidence throughout the story to add to your diagram. Do you find that they have more in common as the story progresses?</p> <p>Research an area in the world suffering from drought and write a newspaper article about it. Consider how it affects people and the environment. Remember to include a headline, paragraphs, a photograph and witness statements.</p> <p>Research global warming and then create a PowerPoint presentation about its affects and dangers. Try to include animations, interesting slide transitions and sound clips.</p>

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<p><b>Reading: Comprehension</b></p> <ul style="list-style-type: none"> <li>- Define vocabulary, thinking carefully about its meaning and impact.</li> <li>- Retrieve information to sequence events.</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>- Create an illustrated science report about an imaginary animal, including information about its diet and adaptations.</li> </ul> <p><b>Geography</b></p> <ul style="list-style-type: none"> <li>- Create a 3D model to represent the structure of the rainforest.</li> <li>- Understand how animals have adapted to their habitat.</li> </ul> <p><b>Maths</b></p> <ul style="list-style-type: none"> <li>- Solve worded number problems relating to ratio and proportion.</li> </ul>	<ol style="list-style-type: none"> <li>1. Write a definition of the following words from Chapter 5: <i>detest, incontinent, incompetent</i>.</li> <li>2. How might you respect a jungle? How would you behave? What would you do? (page 52)</li> <li>3. What does it mean if you heckle someone? How is heckling similar to shouting? How is it different? Why might Heckle be a good name for the parrot? (page 55)</li> <li>4. Look at, 'Her heart wobbled at the idea.' What does this mean? Why is Fox feeling like this? (page 62)</li> <li>5. Which words and phrases are particularly successful at capturing the movement and speed of the unicycles? (pages 68 and 69)</li> <li>6. How is Goldpaw similar to the twins' parents? How is she different? Use evidence from the story and your own ideas to help you. (page 74)</li> <li>7. Are any words or phrases repeated on page 77? Why might this be? Try reading the last paragraph in this chapter out loud – what do you notice?</li> <li>8. How is Fibber beginning to change? What has caused this to happen? Find a phrase that supports your opinion. (page 80)</li> <li>9. Which item in the satchel do you think will be the most useful and why? (page 83)</li> <li>10. What is the name of the enchanted map that Fox and Fibber use and how does it work? Do you know any other stories that have a magical map in them? (page 89)</li> </ol>	<p>The children find a book called <i>Navigating Jungledrop and all its Quirks</i>, which has full-page illustrations of some of the animals found in this magical jungle, including whitegrumps, swiftwings and trunklets. Create an illustrated report about one of these animals, including information about its appearance, diet, habitat and how it has adapted to living in Jungledrop.</p> <p>What can you find out about the layers of the rainforest? Use a shoebox to create a 3D diorama of a rainforest setting and add labels to your model to show the forest floor, understory, canopy and emergent layers. You could also include information about the animals found in each layer.</p> <p>We learn on page 61 that one year in the Faraway is equal to thirty years in the Unmapped Kingdom. Create some worded maths problems relating to ratio and proportion around this fact. For example: what would fifteen years in the Unmapped Kingdom be equal to in the Faraway? What about six months or ninety years?</p>

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<p><b>Reading: Comprehension</b> - Use clues from the text to infer information about a character and what they might be thinking and feeling. - Use an Emotions Graph to explore a character's thoughts.</p> <p><b>Drama, Speaking and Listening</b> - Create a Conscience Alley to explore a character's thoughts and feelings and what motivates them to make a difficult decision.</p> <p><b>Writing to Inform</b> - Use formal language and imperative verbs to write a set of instructions.</p>	<ol style="list-style-type: none"> <li>1. What might Fox be thinking and feeling as she shouts 'Excuse me!' at the tantrum tree? What does the verb 'roared' imply about her? (page 94)</li> <li>2. Why do you think Fibber decides <u>not</u> to barge Fox out of his way? (page 97)</li> <li>3. Why does Fibber interrupt Heckle on page 97? Why does his face redden?</li> <li>4. Read to the end of page 103. What do you think the rest of the description about the snoozenut says? Why?</li> <li>5. Read Chapter 9 and then describe Morg in one word. Explain your word choice to a partner. Perhaps you can use the information to draw a picture of her, too?</li> <li>6. The author describes Fibber as 'ruthlessly composed'. What evidence has there been so far to support this description? Has he done anything that goes against this idea? (page 108)</li> <li>7. Explain why Fox feels 'embarrassed and cross and jealous'. Have you ever felt like this? Why? (page 112)</li> <li>8. Why has the author included a set of brackets on page 115? What effect do they have?</li> <li>9. What does the phrase 'pouring out of it' suggest about the movement and volume of monkeys? (page 128)</li> <li>10. Imagine you are the twins riding on Total Shambles. What can you see, hear, taste, touch and smell? (page 134)</li> </ol>	<p>Create an Emotions Graph to plot Fox's changing thoughts and feelings throughout these chapters. You may wish to refer to: <i>escaping from the tantrum tree, eating an omnifruit, picking the snoozenut, meeting the boglet.</i></p> <p>Read page 119 and create a set of instructions for a magical spell to summon up lost things. Remember to use imperative verbs, bullet points, numbered steps and brackets to add extra detail. You could include things like: <i>First, sprinkle a handful of muddled stinkhorn into your bowl to ensure your spell is on time...</i></p> <p>Look at page 126 - what should the twins do do? As a class, create a Conscience Alley. One side of the class should be voices persuading the twins to run. The other side of the class should persuade them to save Doogie. Take it in turns to play either Fox or Fibber walking through the alley of voices. How do you feel? Write a paragraph exploring your feelings and decision.</p>

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<p><b>Reading: Comprehension</b> - Identify evidence from the text to support theories and opinions. - Use clues to make predictions.</p> <p><b>Music</b> - Use your voice and instruments to create a soundscape that captures the terror of an ambush.</p> <p><b>Writing in Role</b> - Empathise with characters by writing an inner monologue. - Explore the difference between what a character says and does.</p> <p><b>Design Technology &amp; Art</b> - Use a range of materials to create a sketchbook to record observations of your local area.</p>	<ol style="list-style-type: none"> <li>1. Look at these words and phrases from the beginning of Chapter 13 and use them to make a prediction about what will happen: <i>out of control, screeched, ravine, crash-landed</i>.</li> <li>2. Read to the end of page 141. What do you predict the message will say?</li> <li>3. Roleplay the conversation between Fox and Fibber on pages 146 and 147, thinking carefully about their body language and facial expressions.</li> <li>4. How is trust like a shoelace? Can you explain this idea to a partner? Can you think of any other ways to describe and represent trust? (page 148)</li> <li>5. Fibber turns into a monkey. True or false? (page 156)</li> <li>6. Explain why Fibber raises a 'sceptical eyebrow' on page 163. Can you show a partner what this might look like?</li> <li>7. What important things do you think Fox has learnt about herself and her brother by the end of Chapter 14? How is she developing as the story progresses?</li> <li>8. What do you think 'a fury of talons and feathers' means? Can you draw a picture of the image you have in your head? (page 168)</li> <li>9. Read to the end of page 178. What kind of boat do you think it will be? Draw a picture.</li> <li>10. Predict what will happen in the next chapter and write the opening to Chapter 16, trying to emulate the author's style.</li> </ol>	<p>Look at page 138, as the nightcreeks surround the children. Create a spooky, tense soundscape to accompany this scene, using your voices and body percussion. You could even use some tuned and untuned instruments to represent the creaking, terrifying sounds.</p> <p>What might Fibber and Fox be thinking and feeling as they argue on pages 145 and 146? Choose one of the characters and write an inner monologue to show their thoughts and feelings. Now, act out the scene in pairs, taking time to pause and share your inner monologue. Is there a difference between what your character is saying and feeling?</p> <p>On page 156 we discover that Fibber has many paintings in his briefcase. Spend some time looking out of a window and use watercolours to capture the landscape and scenes you see over a period of time. You could use 'Window' by Jeanie Baker as inspiration. Like Fibber, you may also wish to create some observational drawings of important people in your life, using charcoal.</p>

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<p><b>Reading: Comprehension</b> - Explore vocabulary and carry out role-play to understand the relationship between characters.</p> <p><b>Writing to Entertain</b> - Write a diary in role, thinking carefully about the layout and features needed for this type of writing.</p> <p><b>Design Technology &amp; Art</b> - Create a piece of artwork in the style of Henri Rousseau, depicting the setting and character of Deepglint.</p> <p><b>Drama, Speaking and Listening</b> - Interpret and perform a poem, using expression, actions and musical instruments to convey meaning.</p>	<ol style="list-style-type: none"> <li>1. Find and copy a word on page 179 that is similar in meaning to 'recoil' or 'shrink'.</li> <li>2. How might the passages on page 181 appeal to a reader's senses and create a tense, fearful atmosphere?</li> <li>3. Morg says that 'worlds are built by people of power, not by insignificant little girls'. What does she mean? Do you agree with her? Can you think of any women who have changed the world? (page 184)</li> <li>4. The author compares the panther to a 'golden boulder'. Explain why, referring to both words. (page 193)</li> <li>5. Use the information in Chapter 18 to compare and contrast Fox and Deepglint. How are they similar/different?</li> <li>6. What are your first impressions of Deepglint? Which words and phrases help you to visualise him? What role do you predict he will play in the story? (page 201)</li> <li>7. Look at page 203. What do you think the letters will spell out? What might the missing letters be?</li> <li>8. Do you agree that Fox has a 'heart full of faith and kindness'? Can you find any evidence that supports this? (page 205)</li> <li>9. Look at 'Morg's dark magic will <u>swallow</u> the whole kingdom' How would the meaning of this sentence change if 'swallow' was replaced with 'ruin'? (page 210)</li> <li>10. What do you predict Fox's plan will be? How does Deepglint's support and belief help Fox in this situation? (page 220)</li> </ol>	<p>Write a diary in role as Deepglint about when you rescued and met Fox. Describe your first impressions of her. Do you remember anything about your previous life? Make sure you use informal, chatty language and write in the first person. Think about how to show Deepglint's thought and feelings in your diary.</p> <p>Look at page 188 and then spend some time exploring 'Tiger in a Tropical Storm' by Henri Rousseau and use this, and the description, to create a painting of the panther in the cave setting. What colours could you use to capture the glittering glow-worms? How will you show the intricate patterns on the plants?</p> <p>Look at the poem <i>Extinct</i> by Mandy Coe. Discuss what you like and dislike about it, anything that puzzles you and what the poem reminds you of. How does it link to the story? Work in small groups to perform the poem, thinking about how you can use your voice, actions and musical instruments to convey the feeling of the poem.</p>

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<p><b>Reading: Comprehension</b></p> <ul style="list-style-type: none"> <li>- Identify and discuss the main themes in the story.</li> <li>- Create character profiles, exploring how the characters have developed.</li> <li>- Retrieve and summarise information.</li> </ul> <p><b>Geography</b></p> <ul style="list-style-type: none"> <li>- Create a class display, using mixed media, to celebrate the role we can play in conservation.</li> <li>- Describe and understand the key aspects of the water cycle.</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>- Explore the requirements of plants for life and growth</li> </ul> <p><b>Creative Writing</b></p> <ul style="list-style-type: none"> <li>- Write a sequel based on the story, using the style and language features employed by the author.</li> </ul>	<ol style="list-style-type: none"> <li>1. Summarise the events in Chapter 21 in six sentences. Now summarise them in three sentences, then one.</li> <li>2. How did you feel as you read page 224? Were you excited? Scared? Summarise your response in a few sentences, explaining your feelings.</li> <li>3. Use the information on pages 226 and 227 to draw and label a picture of the courtyard in the temple.</li> <li>4. Fox is to blame for the capture of Iggy and Doogie. Do you agree? Why? Why not? (page 231)</li> <li>5. How are the Night Garden and Forever Fern similar to Fox? Can you draw any parallels between their transformations? (page 248)</li> <li>6. Summarise all the ways in which Fox learns to care for Fibber, Heckle and Deepglint. (page 242)</li> <li>7. How do you think the story might have changed if Fibber <u>wasn't</u> turned into a sloth? What does this event lead to in terms on Fox's character development?</li> <li>8. Who do you think has developed, grown and changed the most over the course of the story: Fox or Fibber?</li> <li>9. Which of these do you think is the most important theme in the story? Think of examples in the story where each of these themes is pivotal: <i>family, magic, looking after the natural world, manners, the weather, fear, trust.</i></li> <li>10. Describe each of these characters using one word and explain your word choice: <i>Morg, Fox, Flibber, Deepglint, Iggy, Heckle, Doogie, Goldpaw, Total Shambles.</i></li> </ol>	<p>Create a colourful class display with the title 'How to Save the World by Being Kind and Brave'. What parts of the world are you particularly passionate about looking after? You could include stories, artwork, posters, diaries, poems and photographs in your display.</p> <p>Draw and label a diagram to show the processes that take place during the water cycle, referring to evaporation, condensation, precipitation and transpiration. Now, write a short explanation text about the importance of water in our lives and what might happen if it no longer rained.</p> <p>Morg grows an evil plant from a seed wrapped in poison. What do plants need to grow? Grow a plant or herb from a seed, and make observational drawings to track its progress.</p> <p>Write a new adventure that takes place in Crackledawn or Silvercrag, thinking about how to emulate the author's writing style.</p>