



Our Jungle



Written by Melaina Faranda
Illustrated by Stevie Mahardhika





Reading Tools

DESCRIBE CHARACTER TRAITS

As we read a story, we pay attention to who the people are in the story. We can figure out characters' traits, or what they are like, by paying attention to what they say and do.

- Who are the characters in the story?
- What are they like?
- How can you tell?
- What do the characters do at the end of the story?

DESCRIBE STORY STRUCTURE

Some stories are split into chapters, or parts. As we read, we pay attention to how each chapter builds on the last.

- What happens in each chapter?
- How do the chapters build on each other?

See **Talking Tools** on the inside back cover for support with talking about the text.

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Chapter 1

The Wild Jungle



It was a hot day and the class was restless during recess, so Ms. Ralston told them to go play in the jungle.

The “jungle” was a small park next to their school. It had trees, vines, and shrubs as well as a stream running through it.

“Let’s pretend to be explorers!” Arika said.

“I’d rather be a pirate,” Rico said.

“But explorers discover exciting new things,”
Arika said.

Rico was stubborn. “I want to find buried treasure.
Jonas can be my first mate,” he said.

Jonas looked up then quickly buried his head back
in his book.

Everyone laughed. Jonas could never be a pirate—
he was as quiet as a mouse.



As the junior explorers scattered into the shrubs, Jonas slipped away and hid behind his favorite tree. He preferred to read rather than run around in the heat.

Mali was standing on a rock, cupping her hands around her eyes. She was pretending she had binoculars. Mali was moving her head slowly from side to side when something unusual made her stop.

“Come over here!” she shouted. “Quickly!”



Chapter 2

A Threat to the Jungle



Everyone came thundering toward Mali. Even Jonas peered out from behind his tree.

Ms. Ralston hurried over, too. “What is it?” she called out.

Everyone was silent as they looked around. Wooden stakes with bright pink tape marked out a stand of trees. A big yellow bulldozer sat in a clearing.

“What’s that for?” Arika asked.





Collaborative Conversations

Use the **We Talk** graphic organizer.

WHAT DO YOU THINK?

- How does Jonas change over the course of the story?
- Think about the challenge that the class faced. How do you think facing this challenge affected Jonas?



TALK TOGETHER

- Can you add to what your friends say?
- Share another example that supports your friends' ideas.

Talking Tools

The characters in the story are _____ .

The character _____ is _____ .

I can tell because _____ .

In the end _____ .

DESCRIBE CHARACTER TRAITS

In this chapter, _____ .

Then in _____ , we learn that _____ .

In the last chapter, _____ .

DESCRIBE STORY STRUCTURE

I also think _____ is another reason why _____ .

Another example is _____ .

TALK TOGETHER

See **Reading Tools** on the inside front cover for support with thinking about the text.

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When the students' favorite park is threatened,
they must think of a way to save it.
Can they hatch a plan to save their "jungle"?

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Our Jungle

READ

SESSION 1 Describe the characters in a story and explain how their actions contribute to the sequence of events. (RL.3.3)

SESSION 2 Describe how each part of the story builds on earlier sections. (RL.3.5)

SESSION 3 Evaluate a character's behavior and actions. (RL.3.3)

TALK

SESSION 1 Talk to construct meaning about characters and their actions using academic language. (SL.3.1)

SESSION 2 Exchange ideas about how parts of a story build on earlier sections using academic language. (SL.3.1)

SESSION 3 Evaluate characters' actions using academic language; link comments to others' comments. (SL.3.1c)



G3 • Level O • 620L
Realistic Fiction

Summary: When Ms. Ralston's class finds out that their favorite place to play is going to be turned into a parking lot, they work together to save it. It looks like their efforts will fail, until Jonas finds the solution—a tiny endangered frog.

Vocabulary: endangered, habitat, actions, central message

Session 1 RL.3.3, SL.3.1

Previewing the Text

Have students read the title, author, credit, and back cover.

What do you think this book is going to be about after reading the back cover?

I think this book is going to be about students trying to save their park because the back cover says that it is threatened and they think of a way to save it.

Prompts below increase in level of support from low to high. Use as needed.

SUPPORT COMPREHENSION Title and Cover

Talk about what "hatch a plan" means. What does it tell you about what the book will be about?

Let's reread the back cover. What problem are the students facing? What do you think the book will be about?

EXPAND ACADEMIC LANGUAGE Title and Cover

When you talk about why you think something, you can say: I can tell ___ because ___.

Let's say why we think that: I can tell because it says the students want to save the park. Try it with me.

PURPOSEFUL TALK

If a student's thinking is muddled, help to clarify by saying:

So, what I think I hear you saying is... Do I understand you correctly?

Reading the Text

Introduce the Session 1 lesson focus and ask students to read pages 2–5.

In fiction, we read to find out what the characters are like and understand how their actions keep the story moving. We pay attention to what the characters say and do to better understand them. Let's read to page 5 to find out about the characters in this story.



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THINK ALOUD



Let me reread this part to you... On page 4, I read that Jonas is "quiet as a mouse." On page 5, it says he would rather read than play. Those are important details that help me understand Jonas.

Reading the Text (continued)

Discuss the characters and their traits with students.

What key details did we learn about the characters and what they are like in the beginning of the story?

The characters love playing together in the jungle. Jonas is shy. It says he is "quiet as a mouse" and he wants to read instead of playing the game.

SUPPORT COMPREHENSION Character Traits

What are the characters doing in the beginning of the story? What does that tell you about the characters?

What is Jonas doing in the beginning of the story? What do the other characters say about him? What does that tell you?

Let's reread pages 4 and 5 to find details about what Jonas is doing.

EXPAND ACADEMIC LANGUAGE Character Traits

When you talk about the characters, you can say how you know: I think ___ is ___ because ___.

We can link your ideas together like this: I think Jonas is shy because it says he is "quiet as a mouse." Now you try.

Try it with me: I think Jonas is shy because he wants to read, not play.

If students can apply the learning focus, have them continue reading, focusing on the characters and their actions. If not, use the Think Aloud for additional modeling.



To fuel students' engagement, give them an opportunity to react in an open way. Ask:

What surprised you most about this story?

Discussing the Text

Ask the Wow! question to help engage students in the conversation. Then discuss the characters and how their actions kept the story moving.

Let's think more about what the characters are like and how their actions move the story forward. Who can describe the characters and their actions in this part of the story?

The class is upset when they find out about the park, so they decide to do something. Jonas says that if they find a rare plant or animal, they can't build a parking lot. At the end, Jonas finds a rare frog and the park is saved.

SUPPORT COMPREHENSION Character Traits and Actions

How do you think the characters feel when they find out that the park is going to be turned into a parking lot? What do the characters do? What happens as a result?

Let's reread pages 14–17. What does Jonas do on these pages? What do the other characters do? What happens next?

EXPAND ACADEMIC LANGUAGE Character Traits and Actions

When we talk about the characters and their actions, we can use words like "so" and "because" to explain what happens as a result.

We have identified what Jonas did. Can we add what happens as a result? Jonas tells everyone that they can't build a parking lot if they find a rare plant or animal, so ____.

RESPONSIVE QUESTIONING



Comprehension

As students return to the text to gain understanding, listen and observe their reading and thinking to gain insight into their reading and thinking behaviors.

As you wrap up the discussion, remind students that thinking about what the characters are like and how their actions keep the story moving helps us better understand the story.

Session 2 **RL.3.5, SL.3.1**

Returning to the Text

Ask students to summarize by telling what they think the story was mostly about.

Rereading the Text

Explain the Session 2 lesson focus to students before rereading.

Today, we are going to look at the structure of the story and how each chapter builds on the chapter before to tell the complete story.

Discussing the Text

Discuss the structure of the story with students.

What important event happened in each chapter? How did each event build on the one before it?

Work with students to identify how the story problem is introduced, how each chapter advances solutions to the problem, and finally, how the problem is resolved. Discuss with students how understanding the structure of a story helps them better understand this chapter book.

Session 3 **RL.3.3, SL.3.1c**



Collaborative Conversations

Use the What Do You Think? prompts in the student book to launch the collaborative conversation. Students can use the We Talk graphic organizer (p. 4) to help frame their thinking.

The *Talk About Books Guidebook* provides support for facilitating these conversations.

WHAT DO YOU THINK?

Evaluate a Character's Actions

How does Jonas change over the course of the story?

Jonas became more involved in the class. In the beginning, he sat by himself.

I agree that he became more involved because it was his idea to look for a rare plant or animal.

Think about the challenge that the class faced. How do you think facing this challenge affected Jonas?

I think that Jonas became braver because he participated more in class.

I think he realized he had good ideas because his idea saved the park.

TALK TOGETHER

I also think ____ is another reason why ____.
Another example is ____.

STORY STRUCTURE

Chapter 1: Introduction of characters; Chapter 2: Introduction of problem; Chapter 3: Attempts to solve the problem; Chapter 4: Jonas has a solution; Chapter 5: Problem is resolved

ACADEMIC LANGUAGE

Story Structure

In this chapter, ____.

Then in ____, we learn that ____.

In the last chapter, ____.

Write About It

Have students write a response to this prompt: *What do you think the central message of this book is? Use details from the text to support your answer.*

(RL.3.2, W.3.8)

WE TALK **Our Jungle**

Take notes about the story to use during your conversation.

Challenge faced by the class...

Challenge faced by Jonas...

How the challenge affected Jonas...

What do you think now? How did the conversation change your thinking?
