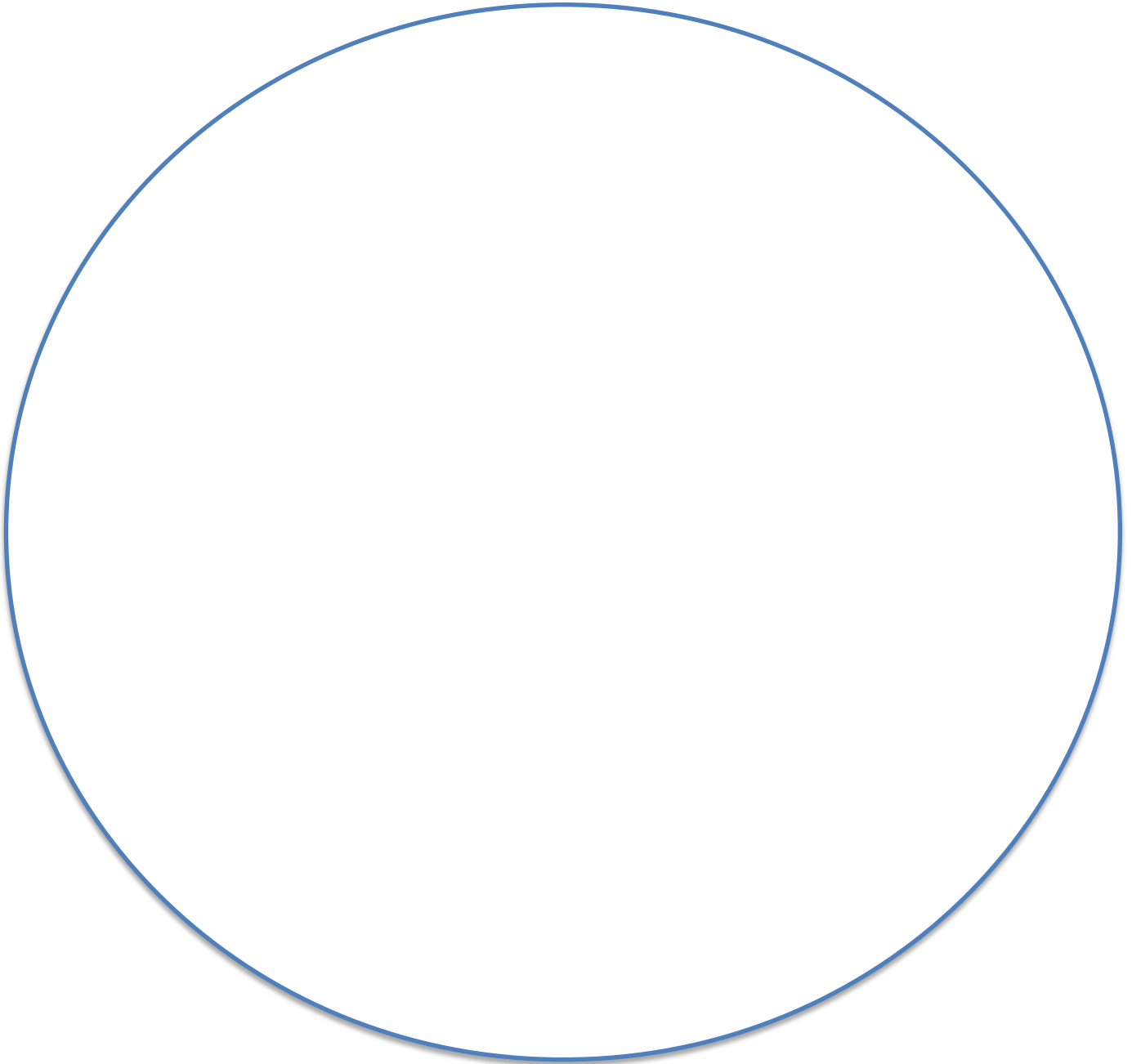


Let's be explorers!



Imagine we have gone through the wardrobe together and we are in a new jungle. If I passed you my telescope, an instrument that makes far away objects look closer, what would you see through it? What would the new jungle be like? What weird and wonderful things would be in this new place?

★ Creative challenge: In the circle below, draw what you would see through my telescope.



★ Give your new jungle a name: _____

Your Log

- ★ Now let's imagine we have explored our new jungle and you are going to write your explorer's log. Follow the same pattern as mine and use this planner to jot down the ideas for yours.

Underlying structure	New ideas
State when the exploring happened, sum up the day & tell reader how you felt, e.g. <i>Today has been amazing. I was so ...</i>	
What you did before you set off, e.g. <i>I put on my ...</i>	
Event 1 – what happened? <i>First, ...</i>	
Event 2 – what happened? <i>Next, ...</i>	
Event 3 – what happened? <i>After a short break, ...</i>	
Event 4 – what happened next? <i>Following that, ...</i>	
Round off your report and tell the reader what you did at the end of the day. <i>Finally, ...</i> <i>When I got back ...</i>	



Now for some grammar

Before you write your log, let's practise some sentences that will help you to write like an explorer.

More detail please

★ You can add detail to your sentences by using the simple joining words *and* or *but*. For example:

1. I trudged through the dense forest *and* collected samples of the plant life.
2. I tried to catch a fish *but* they were too fast for me.



Create sentences about your jungle and add detail using *and* or *but*.

Add in 'When'

★ The log uses sentence signposts to tell the reader when something happened in the journey. The ones used in the log are known technically as 'fronted adverbials' – adverbs (or phrases beginning with adverbs) that are placed at the front of sentences to show us **WHEN**. These include:

First, Next, After that, Then, Afterwards, After a while, Finally, When ... ,

For example:

1. *Next*, I trekked to a clearing and found a beautiful plunge pool.
2. *Finally*, I headed back to camp because the sun began to set.



Redraft your sentences, using fronted adverbials to show **WHEN** things happened.

Explain a bit more, please

- ★ Now try practising some sentences that will help you explain what you were doing, using *because* to enable you to explain.

For example: *Finally, I headed back to camp because it was getting late.*



Take sentences from your ideas above but try adding *because* to explain why you did something. Start your sentence with a fronted adverbial again. Remember, you can spin your sentence round and start with *because*, as well. For example:

1. *First*, I set out early *because* the jungle was far away.
 2. *Because* the jungle was far away, the first thing I did was set out early.
 3. *After that*, I packed my camera *because* I wanted to photograph the flowers.
-
-
-
-
-



Write away!

Now you're ready to write your first Jungle Log!

- ★ Use your plan (and the model for Atanti if it helps) to draft your log on a separate piece of paper.

Remember to:

- add detail to your sentences by using *and* or *but*;
- add explanation to your sentences using *because*;
- use fronted adverbials like *After that* or *because*, to start some sentences;
- check your capital letters at the start of sentences, full stops at the end and commas after a fronted adverbial or the phrase introduced by the fronted adverbial.



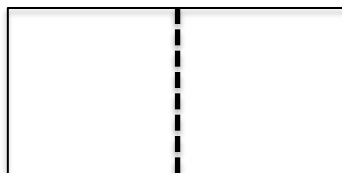
★ Don't forget to read your work and check it flows and makes sense.

Well done! How about publishing your log? Follow the instructions below to make a fold-out log. Draw your jungle on the front and write your log inside!

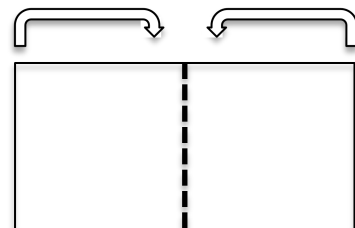
How to make an explorer log



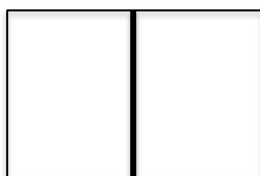
A4 paper



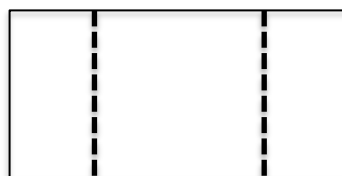
Fold it in half



Fold each side into the middle



You have a log!



Write inside and draw your jungle on the front



Our final mission: studying a Soupee bird!

In my poem, I had the feather from a Soupee bird. I'd love to photograph one for my collection but they are very shy creatures and always hide away. However, I have a cunning plan that would allow me to see one up close!

Here are the instructions:

Listen to a recording of the text below here:

<https://soundcloud.com/talkforwriting/soupee/s-NGvL24j8TWf>

How to uncover a Soupee bird

Are you mesmerised by the rare Soupee bird? Would you love to photograph this magnificent creature up close? If so, read on to find out how!

What you need:

- A long rope
- A net full of chocolate buttons
- Classical music (saved on your phone or iPod)
- Perfume that smells like flowers
- Dry leaves from the jungle
- A good camera

What you do:

1. First, trek deep into the jungle where the trees are dense. Always make sure you wear sturdy boots to do this.
2. Next, choose a tree with a wide trunk and loop your rope over the lowest branch.
3. After that, carefully tie your net of chocolate buttons to both ends of the rope so it hangs from the branch. Check the knot is tight.
4. Then, crouch behind the tree, spray yourself with the perfume and cover your hat with leaves. This will camouflage you.
5. As soon as you are hidden, play the classical music.

6. Next, wait patiently. The Soupee will be so tempted by the aroma of chocolate buttons and the beautiful sound of the classical music, it will leave its hiding place. It will discover the buttons and will peck at them whilst enjoying the music.
7. Finally, peek around the tree and take your chance to photograph the bird. Make sure you are really quiet or you will scare it away.
8. Now you have your precious photograph!

Warning: Never use white chocolate buttons as they might attract giant jungle pythons.

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Glossary

Here are the definitions of some of the technical vocabulary:

crouch: bend your knees and curl yourself in to get your body as low as possible

camouflage: a way of hiding by covering yourself so you blend into your surroundings

classical music: serious music following a long tradition

tempted: to be attracted to do something that you probably shouldn't.

aroma: the smell of something, usually something pleasant.



Let's innovate!

★ What mysterious, rare thing would you love to see up close? What would you like to photograph? A fairy? A giant? A wizard? A Pokemon? A minotaur? A T-rex? A mermaid? A unicorn? Something else? Write it below:

I would like to see a ...

★ **Design Challenge:** What would tempt them out of their hiding place? On the next page, use the space to draw and label a trap to tempt your creature out of its hiding place.

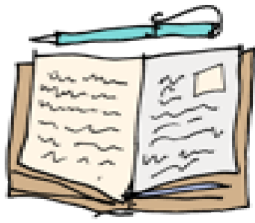


Now write your instructions. Let's imitate the language and structure of mine to help you write yours.

- ★ **Ask 2 questions to introduce the instructions:** **Are you** mesmerised by the rare Soupee bird? **Would you** love to photograph this magnificent creature up close?
- ★ **Use fronted adverbials to order the steps for the reader:** **First**, trek deep into the jungle where the trees are dense. **Next**, wait patiently.
- ★ **Tell your reader what to do by using bossy, imperative verbs:** **trek** deep into the jungle, **peek** around the tree, **choose** a tree with a wide trunk, **play** the classical music
- ★ **Extend detail with a sentence of 3 things:** Then, **crouch** behind the tree, **spray** yourself with the perfume and **cover** your hat with leaves
- ★ **Round off with a warning:** Never use ... Beware ... Do not ...

- ★ Now plan your instructions for setting up the trap. Use the planner below (and my instructions) to help you.

Underlying structure	Jot down your ideas in note form
<p>Ask a question to the reader to draw them in, e.g.</p> <p><i>Are you ...</i></p> <p><i>Would you ...</i></p>	
<p>What you need:</p> <p>List of items needed for the trap</p>	
<p>What you do:</p> <p>The steps you need to set up the trap. Use your adverbs to show the order</p> <p><i>First,</i></p> <p><i>Next,</i></p> <p><i>After that,</i></p> <p><i>Then,</i></p> <p><i>Now,</i></p> <p><i>Finally,</i></p>	
<p>Final word of warning</p>	



Write away!

Now you're ready to write your instructions! Use your plan and draft them on a separate piece of paper and don't forget to check the punctuation and flow. Does it sound bossy enough?



Well done! You've done a great job completing the activities.

Do you want to do more writing?

If you want to do more writing, you could try some **INVENTING** by using what you have learnt at school already. Here are a few ideas:

- ★ Write a story where your main character has an adventure in a magical jungle. Use a story pattern that you know or use this basic structure:

Once upon a time, ...

One day, ...

Unfortunately, ...

Luckily, ...

In the end, ...

- ★ Write another list poem about somewhere else you could explore. Use the title: *Through my telescope, I saw ...*
- ★ Write an information text about the creature that you captured in your trap.
- ★ Write a letter to a friend telling them about your exploring. Ask them to plan a trip with you.

Jungle comprehension answers

★ Here's the answers. How did you do?

Which jungle is going to be explored?

The Atlanti Jungle is going to be explored.

List two things the explorer did before he left camp.

You could have: *packed his bag, put on his boots, checked his camera.*

Give two reasons why the explorer left early at 6am?

You could have any answer along the lines of:

He wanted to make the most of a full day of exploring.

The jungle was far away, so he needed time to get to it.

It was cooler to trek in the morning, before the sun was hot.

He has woken up, so there was no point in waiting to go out.

Which word in the text means the same as *prickly*?

The word thorny.

What did the tiny, yellow flowers smell of?

The flowers smelt of ice cream.

The fish in the plunge pool were hiding. True or false?

False. (They were splashing on the surface).

What useful things might the explorer have in his rucksack for exploring?

You could list any useful exploring things like: *a map, sunglasses, food, a camera, a notebook, bug spray, sun cream, a torch, a water bottle, clean socks, a book to read.*

Why did the explorer measure the trees?

The explorer measured the trees to find out how old they were.

The explorer says: **It reminded me of the beanstalk in a famous children's story.** What story do you think he is talking about?

The story is 'Jack and the Beanstalk'.



So long! We've reached the end of our journey and it's time for me to explore again. I hope you've had fun and enjoyed your writing! Why not rate your journey with me. Put a star along the scale to show how much you enjoyed it:



My favourite parts of the booklet were ...



This booklet helped me learn ...