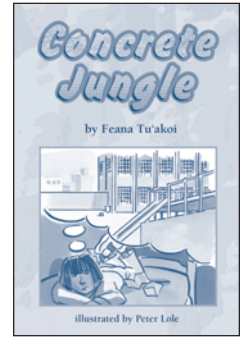


Concrete Jungle

by Feana Tu'akoi

illustrated by Peter Lole



Book Summary

Maria is envious of her cousin's school in the country because it has trees to climb and a garden, while her school is all concrete. She comes up with a plan to make her school playground colorful and exciting.

Features of the Book

- Colloquial language – *awesome, concrete jungle, cool, wow*
- Direct speech
- Ellipses and hyphens
- Specialized vocabulary – *artist, brainstorm, creek, hardware, mural, permission, waterfall*
- Third-person narrative

Word Study Opportunities

- Compound words – *bookbag, brainstorm, outline, paintbrushes, waterfall*
- Double vowel “oo” – *good, school, shook*
- Verb ending “ed” – *asked, grumbled, painted*
- “ly” word ending – *excitedly, nervously*
- Multisyllabic words – *colorful, dinosaurs, grandparents, permission*
- Regular and irregular plurals – *bushes, butterflies, houses, ideas*

Purpose

Concrete Jungle can be used to introduce and reinforce the following standards-related skills:

- S** relating the characters, settings, and plot to real-life situations;
- S** reading aloud with expression;
- S** forming and supporting opinions about a text;
- S** exploring dialogue;
- Ph S** exploring word families;
- S** writing using capital letters and punctuation appropriately.

The Guided Reading Lesson

- S** Relating the characters, settings, and plot to real-life situations
- S** Reading aloud with expression
- S** Forming and supporting opinions about a text

Materials needed

- A copy of the text for each child and one for the teacher
- A dry-erase board or chart paper and markers
- Optional: the blackline master and a pencil for each child

Introducing the text

- *What do you like about our school playground?*
- *What do you dislike?*
- *If you could add or change anything, what would it be?*

Read the title of the book, the names of the author and illustrator, and the blurb on the back cover together.

- *What is a jungle?*
- *What is a concrete jungle?*
- *Why are schools and playgrounds often made from concrete?*

Reading and discussing the text

This can be taken over two days. If your group can read the book with less support, adjust the lesson plan accordingly.

Day One

Ask the children to read pages 3 to 7 silently.

- *What does Dad mean when he says “There are good things about both places”?*
- *Is our playground similar to Maria’s or Eric’s playground? How?*
- *Is it important to have grass and trees in a school playground? Why?*

Encourage the children to read aloud Maria's dialogue on pages 3, 4, and 5 in a way that shows how she is feeling.

Ask the children to read pages 8 and 9 to find out why Maria is looking happier.

- *When have you found it useful to write a list?*
- *How did it help?*

Ask the children to read chapter 2 to find out what Maria does at school the next day.

- *Who do you think Ms. Jackson is?*
- *Why does Mr. Rico need to ask her permission?*

Ask the children to read pages 13 to 19 silently.

- *What ideas did the other children have about making a garden at school?*
- *Were they practical? Why?*

The children can now read to the end of the chapter.

- *Why was Maria upset?*
- *What was her solution?*
- *What else could she have done?*

Day Two

Ask the children to work in pairs. Have them find dialogue in the first three chapters of the story that summarizes what has happened so far. Encourage them to read the dialogue aloud with appropriate expression to show how each character is feeling.

Read the chapter heading on page 22.

- *What do you think their plan will be?*
- *When have you made a plan?*
- *How did it help?*

Ask the children to read chapter 4 silently.

- *What do the words "artist" and "mural" mean?*
- *Why do people sometimes give free help and materials to schools?*

The children can now read silently to the end of the story.

- *Why was paint-a-garden day successful?*
- *How will the mural change the playground for the children?*
- *What would be easy about organizing an event like this? What would be difficult?*

Revisiting the Text

The activities below can be used immediately after the guided reading lesson or during later reading sessions as mini-lessons or individual activities.

S Exploring dialogue

Write the following sentences on the board or chart paper:

"Like I said," she grumbled, "it's just not fair!"
"What's not fair?" he asked.

- *Why do you think the author has used the words "asked" and "grumbled" rather than "said"?*

Ask the children to practice reading each sentence with a partner, using a grumbling or questioning voice. The children can then look for examples of the word "said" in the story and think of other words that would be more interesting.

Ph S Exploring word families

Write the word "paint" on the board. Ask the children to reread pages 21 to 32 to look for words that have "paint" in them. List the children's suggestions on the board (paints, paintbrushes, paint-a-garden, painting, painted).

- *How do word families help us to figure out new words?*

Encourage the children to make word-family lists for other words in the story.

S Writing using capital letters and punctuation appropriately

Write the following sentences on the board:

"what do you like about our school playground"
"how could our school playground be improved"

Ask the children to add the appropriate capital letters and punctuation. Write an answer for each of the questions in lowercase letters and with no punctuation. Ask the children to correct the punctuation.

B The children can complete the blackline master on page 76.