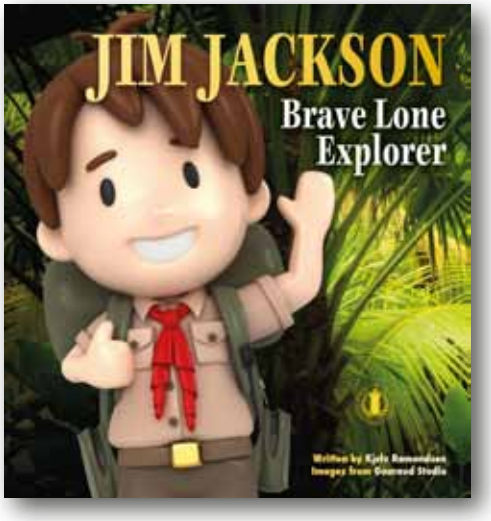


Jim Jackson
Brave Lone Explorer

Activity Sheet
Level 8: Recount

Name .....

Date .....

Student Response

My score for this book is ...../10.

It was a ..... book.

1. Brave Twin Explorers

This morning I explored
a jungle w..... Jim Jackson.

After the j.....,
we explored a dr... desert.

A..... the desert,
we explored a polar island.

It w..... exciting to
explore with Jim Jackson.

My n..... is Jen Jackson.

Jen

2. Draw Jen and Jim Jackson in a jungle.

3. Read, cover, spell!

Read	Cover	Spell
after	after	.....
am	am	.....
me	me	.....
my	my	.....
dry	dry	.....
name	name	.....
this	this	.....
was	was	.....
with	with	.....

You've finished!
What will you read next?

Grusilda

Teaching Unit

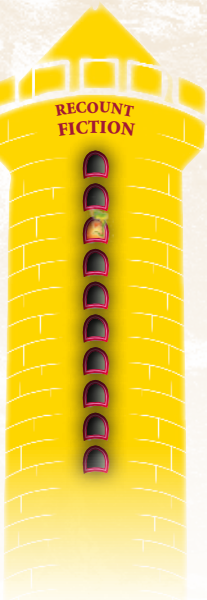
Inside Front Cover: Glossary

Title Page: Story Introduction

Jim Jackson, Brave Lone Explorer

Level 8 Fiction – Recount

Curriculum Topics: English; Geography; Science
Book Synopsis: Jim Jackson explores a range of environments. But being a brave explorer is also lonely – so next time his twin sister will join him!
Non-High Frequency Words: Most words are repeated and supported by clear illustrations.
High Frequency Words: *Jim Jackson Brave Lone Explorer* has a high percentage of high frequency words.
Comprehension: The Teaching Unit's focus is on seven areas of comprehension – connection, inference, importance, questioning, summarising, synthesis and visual. We advise teachers to tailor literal comprehension questions for each group.



Page 2

Recount – Orientation

Introduce the character, time and place.

Language Features

"When" words: This morning ...
"What" phrase: ... I explored a jungle.
Words starting with "ex": explorer, explored

Comprehension – Inference, Synthesis

What makes Jim Jackson a brave lone explorer?
Why do you think he went to a jungle first?
How far away from towns or cities might he be?

Sustainability, Geography and Science Activity

Discuss jungle features and reasons for their protection, e.g. home to a diverse range of animals, help to keep our air clean. Students make or draw plant life for a 3-D model of a jungle.

Page 3

Recount – Event

Jim Jackson describes his experience in the jungle.

Language Features

Adjectives: (The jungle was) warm and rainy; (It was very) green; (It was a bit) scary.
Words starting with "ex": exciting ("explorer", "explored" page 2)

Comprehension – Inference, Connection

Why do you think Jim Jackson wished he had someone with him?
Do you agree that a jungle is an exciting place to explore? Why?

English, Arts and Technology Activity

Students design a hat suitable for wearing in the jungle. Draw an illustration of Jim Jackson in the jungle wearing their hat design. Write a caption or sentence explaining why he must wear a hat.

Pages 4 and 5

Recount – Event

Jim Jackson describes his experience in the desert.

Language Features

"When" words: After the jungle ...
Same sentence structure and repeated text as presented on pages 2 and 3: supports students when reading the new noun (desert) and new adjectives (hot, dry, dusty).

Comprehension – Visual, Question

What question would you like to ask Jim?
How is a jungle different to the desert, e.g. how they look, and how they make you feel?

English, Arts, Geography and Science Activity

Students make a 3-D model of a desert inside a container, such as an old shoe box. Write labels for the features.

Brrrrr ... Jim Jackson likes to explore extreme environments! I think he's brave!

Pages 6 and 7

Recount – Event

Jim Jackson describes his experience on the polar island.

Language Features

"When" words: After the desert ...

Same sentence structure and repeated text as presented on pages 2–3 and 4–5: supports students when they read the new noun (island) and new adjectives (polar, icy, wet, cold).

Comprehension – Inference, Connection

Would you want to explore a polar island? Why? What other words could describe this polar island? What animal life might Jim Jackson meet there?

English, Arts and Geography Activity

Divide an A4 sheet of paper or card in half – draw a polar island and life above and below the surface.

Jim Jackson's recount ends. Although he is a brave explorer, he missed having company. I can't wait for a story about Jen and Jim Jackson's next adventures.

Page 8

Recount – Comment

Jim Jackson's comment infers that he was also a lonely explorer and some company next time would be more fun.

Language Features

"When" words: Next time

Word family: exploring, explorers ("explorer", "explored" on pages 2, 4, 6; "explore" on pages 3, 5, 7)

Comprehension – Summarise, Synthesise

Why was this a better ending for Jim Jackson or Jen Jackson? What kinds of environments might Jim Jackson want to explore with his sister next time?

English and Arts

Write to the author at *The Literacy Tower* explaining which environments you would like to see Jen and Jim explore in the next book.

HISTORY

Female Explorers

There have been many female explorers. In 1975, Junko Tabei was the first woman to climb Mount Everest. In 1895, Annie Kopchovsky was the first woman to cycle around the world!

Student Activity

Student activity sheet (free download/PDF)

DOWNLOAD

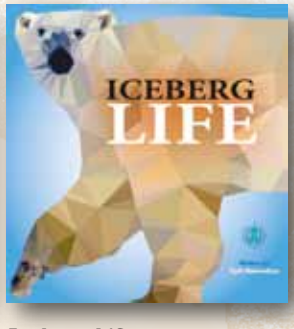
Group Activity

Chart: "Jim Jackson Brave Explorer"

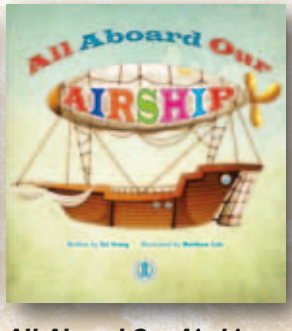
Students draw Jim Jackson in each of the environments – arrange from extreme cold to extreme hot climates. Write captions, e.g. A hot, dry, dusty desert.

Check out these other books for projects about the **exploring new places** and the **environment**.

Snow
Level 8: Non-Fiction, Description



Iceberg Life
Level 9: Non-Fiction, Report



All Aboard Our Airship
Level 10: Fiction, Poetry