

Jungle Islands: My South Sea Adventure

written by Maria Coffey and Debora Pearson • photographs by Dag Goering

genre: NON-FICTION, TRAVEL

themes: SOLOMON ISLANDS
RAINFOREST
OCEAN LIFE
ENVIRONMENT
JOURNAL WRITING
MULTICULTURAL

suitable for: GRADES 4–7

This is a non-fiction account, using words, maps and photographs, of a Canadian couple's adventures traveling around the Solomon Islands in a kayak. An index and inserts about life on the Solomon Islands help expand the reader's general knowledge about the rainforest and ocean life, and the main text tackles the questions asked when two different cultures meet.

Maria Coffey bio: Maria Coffey and husband Dag Goering have traveled the world together, writing and photographing their adventures. They presently live in British Columbia.

Debora Pearson bio: Debora Pearson is the author of several children's books and the former editor of OWL Magazine. Under her direction the magazine won rave reviews from kids and high honors from the Parents' Choice Foundation and the Education Press Association of America.

The following activity ideas ...

... are only a start. There are many possibilities for helping students construct meaning from text.

Comprehension activities:

- help readers to extend their general knowledge from prior experience
- develop reading strategies for comprehension
- bring relevance to the act of reading
- foster discussion and reflection through response to the text and illustrations

Before

STARTING THE BOOK

Activities to set the tone or introduce the topic of the book, establish prior knowledge and interest, and develop predictions of what the text will be about.

- A1. •Through words, photographs and films, teach about rainforests and ocean life to develop basic knowledge under topics such as:
- jungle animals
 - ocean animals
 - rainforest geography
 - ocean geography
- A2. •Consider a major event that could leave a person afraid of something for the rest of his or her life. Often it is a tragedy where events go out of control, leading to injury, death or trauma..
- Interview family members or study the daily newspapers for examples of this sort of occurrence. Remember to be sensitive to the feelings of people you talk to and ask questions only with their permission, such as:
 - What is something you are currently afraid of or were once very afraid of?
 - Did something happen to make you this way?
 - How do you deal with it?
 - Has anything happened to change your fear? Who helped you?
 - Read the beginning of *Jungle Islands* to find out what happened to the author.

While

READING THE BOOK

Activities to check on comprehension, stimulate interest, involve readers in reflection as they read, and encourage consideration of other readers' reactions.

- B1.
- As the students are reading, pause at a double-page layout of photographs, such as the one of boats on pages 38 and 39. Using the photographs as the primary source of reference, ask students to consider characteristics that are the same or different about the subjects in the pictures.
 - Record their answers through a Venn diagram, with the common characteristics listed in the overlapping section and the different characteristics in separate sections.
 - Ask students to do the same activity on their own in small groups using another photo spread as the primary reference, such as the one of different kinds of housing on pages 44 and 45.

After

READING THE BOOK

Activities to inspire continued reflection and response to the text, bring conclusion to the experience of reading this particular text, and stimulate further extensions.

- C1. In the acknowledgements on the last page, Maria Coffey and Dag Goering tell us:
- ... what we most enjoy about traveling are the people we meet en route—people who open windows into different cultures, and who teach us about other ways of living and of seeing the world.*
- Select a passage in the book that describes a daily routine, such as cooking (page 37) or shopping for food (page 59), and compare it with how this activity is carried out in your own home.
 - Find someone who grew up in a different location in your country or in a different country and write another comparison.
 - Display the different reports in the appropriate places on a world map.
 - What generalizations can you make about the needs of people and their ability to adapt to the environments they live in?
- C2.
- As a class or group, brainstorm a list of questions to ask about life in the Solomon Islands.
 - Categorize the questions under headings such as food, climate, travel, habitat, etc., and round out each category with at least five specific questions.
 - Assign pairs or small groups to find answers using a variety of sources, including the websites listed at the end of the book.
 - Ask students to prepare reports on their findings for the class or another group under a title such as “If You Were To Visit the Solomon Islands ...”