



GRAPHIC NOVEL

**THE
JUNGLE
BOOK**

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USING GRAPHIC NOVELS WITH CHILDREN

A Guide for Teachers

Definition

A graphic novel is a combination of words and images that form a story. It is presented in the form of a book. It consists of dialogues shown in balloons that enable learners to read simple and short texts.

A graphic novel can be an ideal tool for pupils to learn the language. This is because it consists of several unique elements:

- Linear narrative as found in short stories and novels
- Illustrations and images as found in picture books
- Dialogues as found in plays and poetry

Why do we use graphic novels?

Graphic novels can be used in the primary schools for the following reasons:

- Attract pupils' interest to read especially the reluctant readers
- Consist of rich and complex plots which can attract advanced readers
- Colourful graphics in the form of pictures that can attract young pupils
- Help pupils who are struggling with the language as the illustration provides contextual clues to the meaning of the words/sentences
- Expose pupils to literary elements through visual and words

Visual Features of Graphic Novels

Graphic novels consist of various features which one needs to know. These features are elaborated below.

1. Splash Page:

It is a full page illustration which opens and introduces a story. It can also be used to indicate suspense. The splash page usually consists of large, dominant visuals and bold print that function as an attention grabber among young learners.



Figure 1

2. Frames/Panels:

Graphic novels use frames and panels to illustrate the story. The visuals on one page are captured in a big frame. Within a frame, one may find few panels. The panels are boxes that contain each of the scenes. The panels can be arranged on the page in a linear fashion as shown in Figure 1 or in a non-linear fashion as shown in Figure 2.

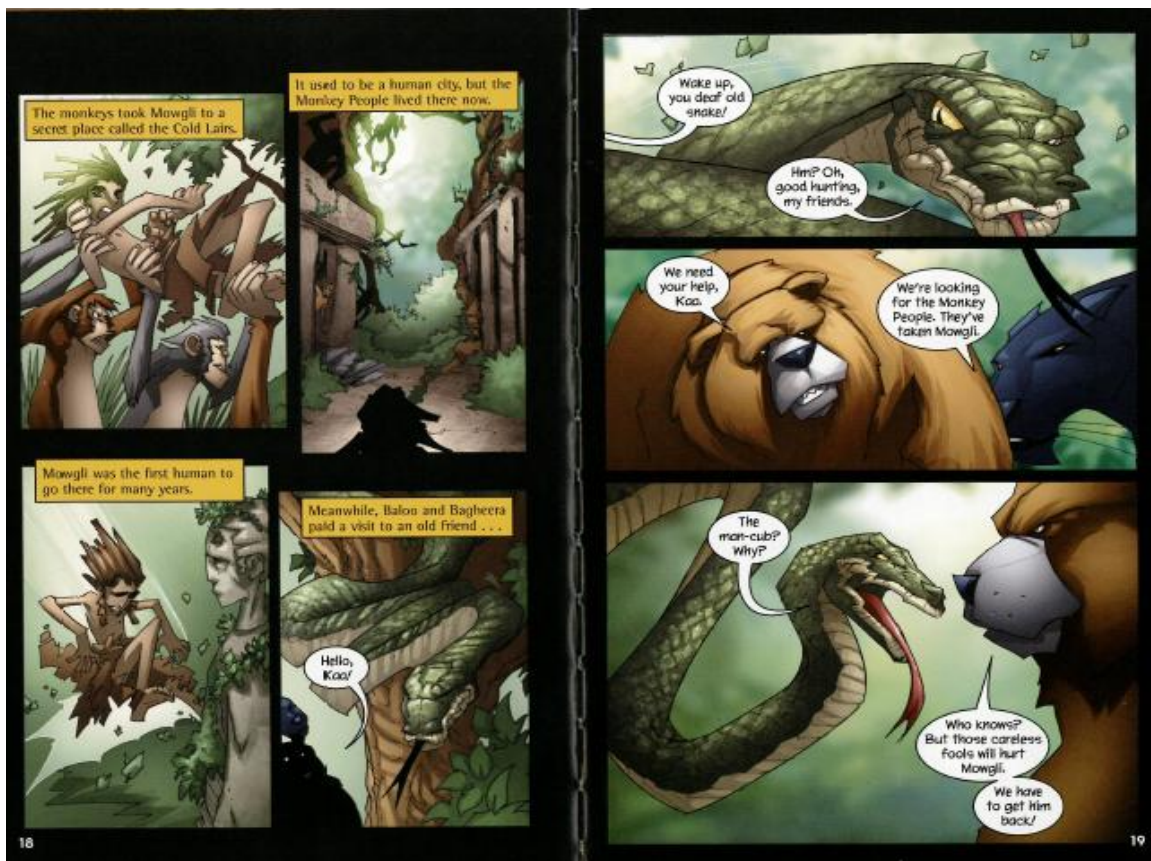


Figure 2

3. Font Sizes, Colours, and Styles:

The texts in graphic novels are differentiated using various font sizes. For example, bigger font size is used to indicate dramatic effect. Different colours are used to differentiate between the narratives and the dialogues. Words can also be used to display sounds and emphasise the action taking place in the story. The use of onomatopoeia in graphic novel is indicated through the use of styles. For example, 'fwoosh' (refer to Figure 3) is written in such a way to follow the movement of the swinging of the torch.



Figure 3


4. Gutters:


The space between the panels is called the gutter. As readers move from panel to panel, they have to make inferences and draw conclusions as to what happens in the gutter—in that tiny space between each scene. The authors use the gutters to move along the action in scenes, to show the passage of time, or to make changes in locations.




5. Word Balloons:

Word balloons are speech bubbles found in graphic novels. These can be in different shapes and sizes throughout the novel. Word balloons indicate the words uttered by various characters in the story.

Reading Direction


Panels


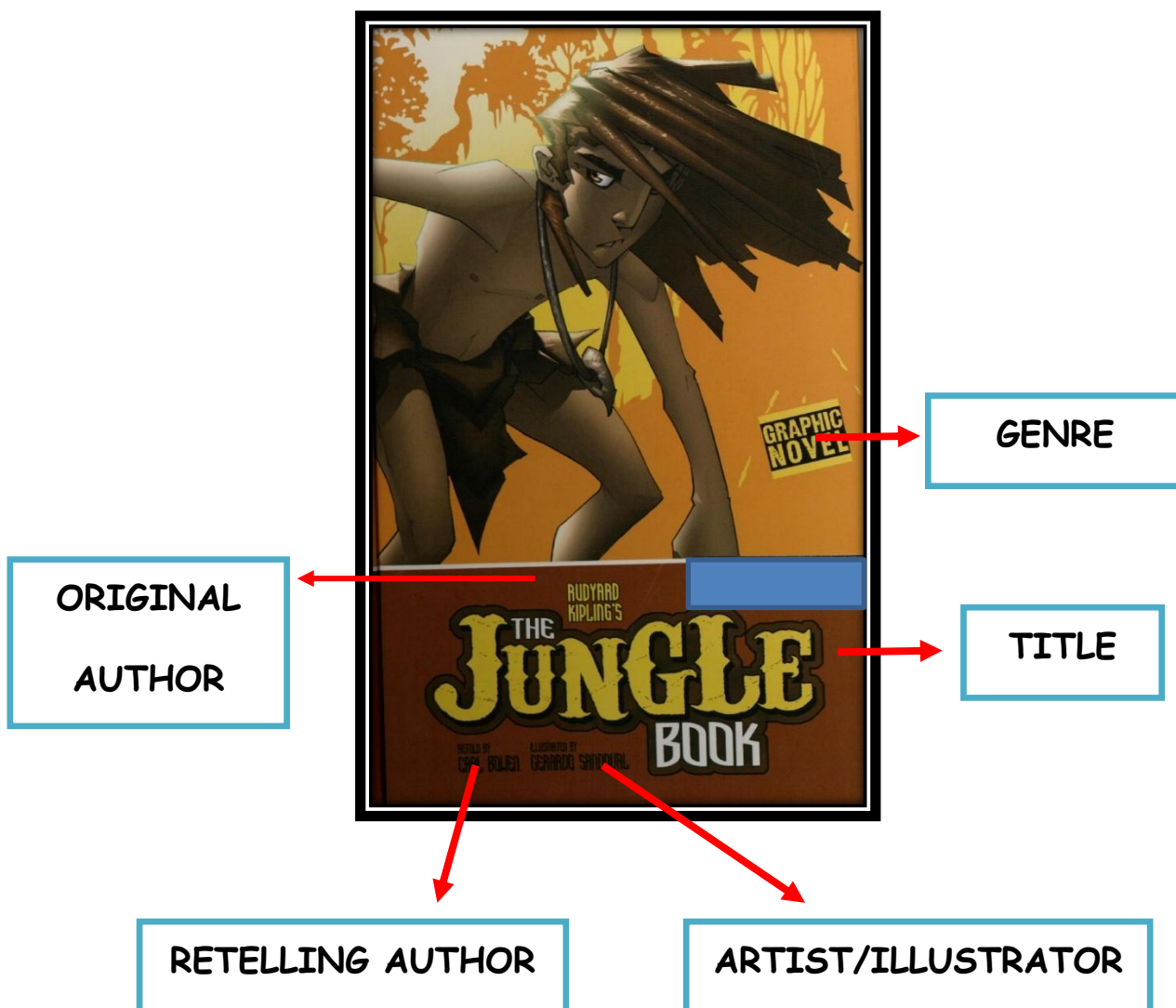
Frames




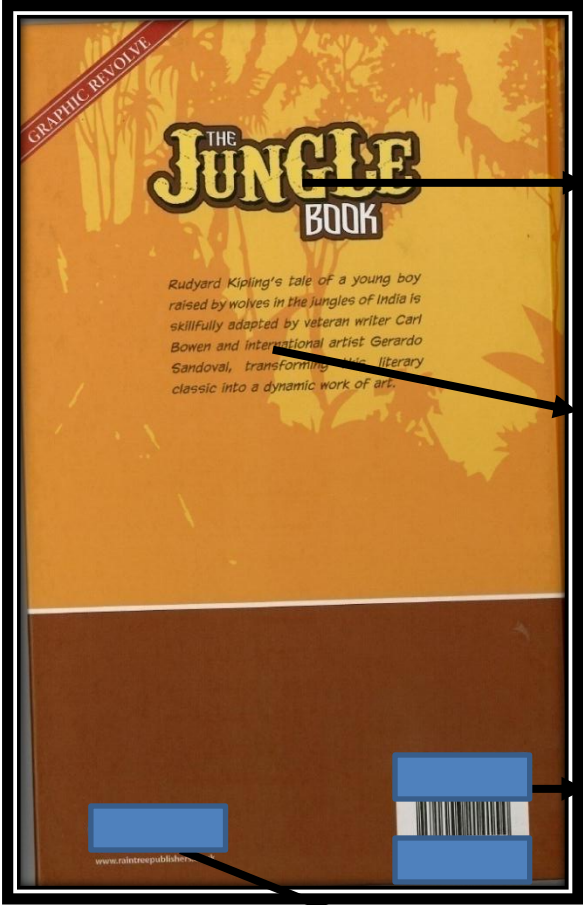
INTRODUCING THE BOOK

REVOLVING AROUND THE TEXT

EXPLORING THE FRONT COVER



EXPLORING THE BACK COVER



TITLE

BLURB

BAR CODE

PUBLISHER

SYNOPSIS

Chapter 1

Mowgli, a little boy, takes refuge in a cave. He is adopted and brought up by two wolves, Father Wolf and Mother Wolf. Shere Khan, the tiger has killed Mowgli's parents and vows to kill Mowgli. Mother Wolf feels the need to keep Mowgli in the pack to protect him. At Council Rock, Akela asks if anyone will speak for Mowgli. Baloo, the bear and Bagheera, the panther suggest that Mowgli should stay.

Chapter 2

Mowgli's new 'parents', Baloo, the bear and Bagheera, the panther, teach Mowgli the ways of the jungle and the laws and customs of the Jungle Folk. Mowgli develops a strong bond with his new friends, Baloo and Bagheera. He grows up into a strong young man. One day, Mowgli is kidnapped by a group of monkeys and taken to the Cold Lairs. Baloo and Bagheera seek help from Kaa, the rock snake and together, they manage to save Mowgli from the monkeys.

Chapter 3

Two wolf-friends warn Mowgli that Shere Khan still wants to kill him. Shere Khan tries to poison the young wolves' minds against Mowgli and Akela. Mowgli goes to the village and steals the Red Flower (a vessel containing fire). He lights a torch, warns the other young wolves not to listen to Shere Khan and accepts Akela as their leader. Shere Khan runs away into the jungle. Mowgli also leaves for the village.

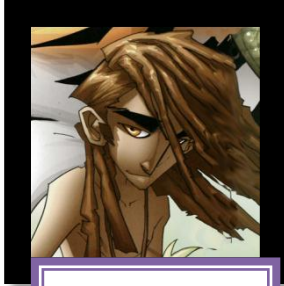
Chapter 4

In the village, a woman named Messua claims that Mowgli is her son. Mowgli is very happy. In the village, he learns to live like a human. Baloo and Bagheera visit Mowgli to tell him that Shere Khan is hiding nearby. Together, they trap Shere Khan and kill him. Mowgli skins Shere Khan's hide and lays it on the Council Rock. The villagers chase Mowgli out of the village because they think that Mowgli is a wolf-child and is dangerous. Mowgli then returns to the jungle.

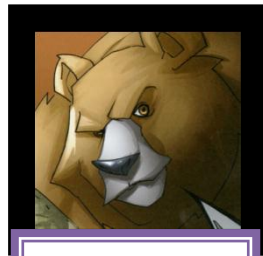
Chapter 5

Mowgli and his close friends share many adventures. One day, the Jungle Folk is attacked by a pack of dholes/red dogs. Mowgli quickly seeks advice from Kaa in his attempt to save the Jungle Folk. Mowgli and Kaa lead the dholes towards the homes of the Little People. The Little People attack the dholes and kill them. After defeating the dholes, Akela dies. Before dying, Akela tells Mowgli that one day, Mowgli will leave the jungle because he does not belong there. Mowgli ponders on Akela's last words but he is not ready at that moment.

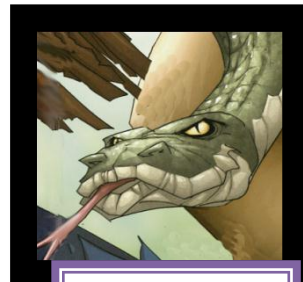
CHARACTERS IN THE BOOK



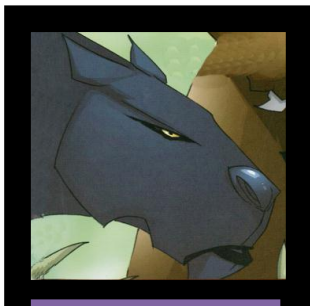
Mowgli



Baloo



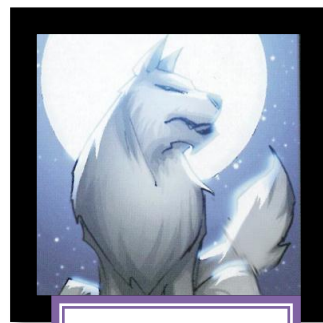
Kaa



Bagheera



Shere Khan



Akela

SUPPORTING CHARACTERS



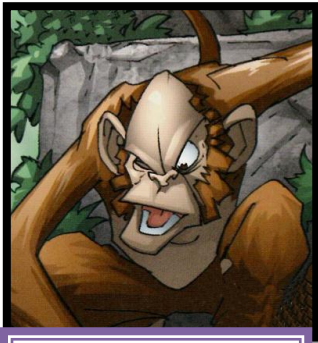
Messua



Won-tolla



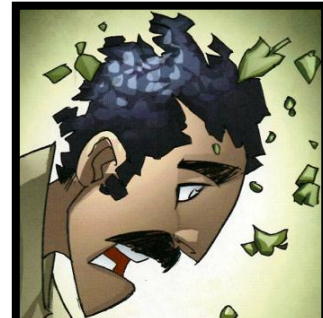
Dholes



The Monkeys



Little People



Buldeo the Hunter

DESCRIPTION

Main Characters

CHARACTER	DESCRIPTION	WHY WE SAY THIS?
Mowgli (The boy who was raised by wolves)	<ul style="list-style-type: none"> • Brave • Determined • Grateful • Intelligent 	<p>- I'm not your prey, Shere Khan! Now get out of my sight! (pg. 32)</p> <p>- I may be a man, but I promised to fight with the pack! Even if I die! (pg. 50)</p> <p>- I have had enough of that tiger. It's time I killed him....I have a plan...(pg. 38)</p>
Baloo (The bear- Mowgli's best friend)	<ul style="list-style-type: none"> • Loving • Protective 	<p>-Who knows? But those careless fools will hurt Mowgli. We have to get him back. (pg. 19)</p> <p>- Leave the man cub alone! (pg. 21)</p>
Kaa (The python)	<ul style="list-style-type: none"> • Helpful 	<p>-Kaa helped us find you. (pg. 22)</p>
Bagheera (Black panther)	<ul style="list-style-type: none"> • Thoughtful • Protective 	<p>-I was once a prisoner myself. (pg. 26)</p> <p>-Or you'll answer us! (pg. 21)</p>
Shere Khan (The evil tiger)	<ul style="list-style-type: none"> • Determined • Vengeful/ revengeful 	<p>-Give me the man-cub! My hunt isn't finished! (pg. 9)</p> <p>-You'll regret this, wolves. I will kill that man-cub. (pg. 11)</p>
Akela (Leader of the wolf pack)	<ul style="list-style-type: none"> • Respected • Fair 	<p>-Akela won't allow a human to be part of the pack. We have to ask. (pg. 11)</p> <p>-If two others speak for him, I will let him stay. (pg. 12)</p>

Supporting Characters

CHARACTER	DESCRIPTION	WHY WE SAY THIS?
Messua (A village woman who claims that Mowgli/Nanthoo is her son)	<ul style="list-style-type: none"> Loving 	-Filled with joy, Messua took Mowgli to her home. She cleaned him up and she taught him human speech. (pg. 35)
The monkeys	<ul style="list-style-type: none"> Mischievous 	-This is a human place, and you are human. You can teach us to be like humans (pg. 20).
Won-tolla (A wolf who warns the other wolves)	<ul style="list-style-type: none"> Concerned 	-The cry was the pheaal. It served as a warning to the Jungle Folk. (pg. 46)
Dholes (Red dogs)	<ul style="list-style-type: none"> Fierce Evil 	-I'll tear out your stomach for that. (pg. 54) -Come down here, hairless ape! Your jungle is our jungle now! (pg. 53)
Buldeo the Hunter	<ul style="list-style-type: none"> Arrogant Furious 	-Stay back wolf-child! (pg. 41)
Tabaqui (The hyena)	<ul style="list-style-type: none"> Evil 	-That's why I sounded the pheaal. (pg. 7)
Little People	<ul style="list-style-type: none"> Wild 	-All the Jungle Folk feared the swarm of the Little People (pg. 57).

SETTING/PLACE OF THE STORY

The Jungle Book takes place in the jungles of India and in a small village.



(Source:

http://www.google.com.my/search?aq=&rlz=1T4AURU_enMY505MY509&q=setting+of+the+jungle+book+by+rudyard+kipling)

EVENTS IN THE STORY

A boy named Mowgli, is raised by a pack of wolves after his parents are killed by the evil tiger, Shere Khan.

Mowgli is kidnapped by some monkeys and is taken to Cold Lairs. He is later saved by Baloo and Bagheera with the help from Kaa.

Shere Khan turns the young wolves against Mowgli and Akela. Mowgli warns the young wolves to accept Akela as the leader.

Mowgli heads to the village and is raised as a human by Messua, who claims that Mowgli is her son, Nanthoo.

The wolves meet Mowgli in the village and tell him that Shere Khan is hiding and waiting to kill him. They trap Shere Khan and Mowgli kills him.

The villagers are threatened by Mowgli's strength so they drive him out of the village. Mowgli returns to the jungle.

A pack of Red Dogs heads to the jungle. Mowgli and Kaa lure them to the Little People's home where most of them are stung to death.

The remaining dogs battle with Mowgli and the wolves. All the dogs are killed and Akela is badly hurt.

Akela thanks Mowgli for his deeds, but tells him that the jungle is not his place. Mowgli is undecided. Mowgli decides to stay in the jungle for the time being.

MESSAGE/MORAL OF THE STORY

Moral values from the story

1. Good over evil
2. Kindness
3. Love
4. Sense of belonging
5. Appreciation
6. Respect

Message from the story

1. We should know how to differentiate between the good and the bad.
2. We should be kind to one another.
3. We should love our family and friends.
4. We should never forget our roots.
5. We should appreciate sacrifices made by others.
6. We should respect others irrespective of their age, gender and background.

SUGGESTED ACTIVITIES

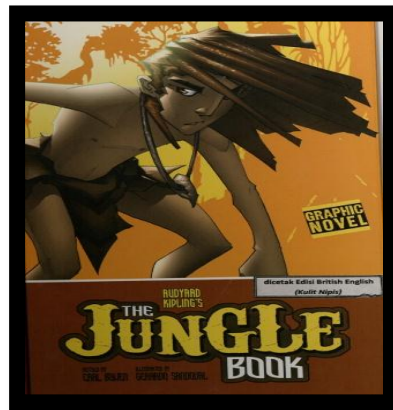
REVOLVING AROUND THE TEXT

WHAT'S ON THE COVER

LS 4.2.1 (a)

Steps:

1. Talk about the cover of the book.



2. Ask pupils to guess the name of the boy in the cover (Let the pupils guess and give a suitable name).
3. Discuss on the facial expression of the boy.
 - *Is he happy? Sad? Angry/furious? Why do you think so?*
 - *Show me your happy/ angry/sad face.*
4. Talk about the attire.
 - *What is he wearing? Why? Who do you think wears clothes like this? Would you wear this?*
5. Talk about the resemblance of the character with other characters.
 - *Name other characters which look like him. (Suggested answers: Tarzan, George of the Jungle, Flintstones)*

**Note: Teacher shows pictures for those who are not familiar with these characters.*

6. Talk about the font size and the title of the book.

- *Look at the title and tell me what comes to your mind?*
- *What can you find in the jungle?*
- *What is the difference between a jungle and a forest?*

*Teacher can discuss the font size of the title of the book by focusing on these aspects:

- Big and small alphabets represent the big and small trees in the jungle.
- The shapes of the alphabets represent the trees.

7. Ask pupils for other books, movies, cartoons or anime with the same words used for the title (E.g.: George of the Jungle).

**Note: Teacher shows pictures for those who are not familiar with the examples provided.*

8. Get pupils to predict the story from the title.



- *From the word 'jungle', what do you think is the story about?*
- *What other characters do you think you can find in this story?*
- *Where do you think the story took place?*

9. Elicit pupils' responses on the posture of the boy as seen on the cover page.

- *Look at how the boy is standing.*
- *Why is he standing this way?*
- *What can you tell about his character?*

10. Ask pupils to complete the diagram based on the cover of the book.

Educational Emphases:

Constructivism

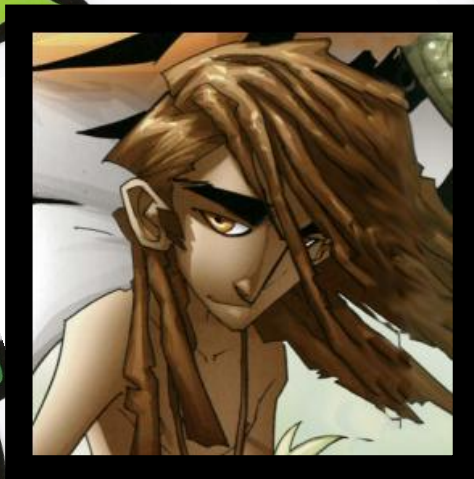
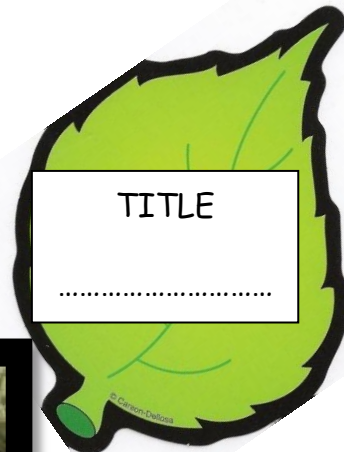
i-THINK Programme - Bubble Map

Multiple Intelligences - Intrapersonal




Thinking Skills (Applying)

Look at the cover of Jungle Book and fill in the details as follows.



i-THINK Programme - Bubble Map

Steps:

1. Pupils work in groups.
2. Distribute a display sheet and an envelope containing jumbled up body parts of five animals that pupils will come across in the novel (bear, wolf, panther, tiger and snake).
3. In their respective groups, pupils are to arrange and paste the body parts correctly on the display sheet provided.
4. Pupils label the body parts of the animals.
5. The group that completes the task first will be rewarded (Teacher can turn this activities into a competition by giving a time frame for them to complete the task).
6. Once completed, pupils display their work.
7. Pupils discuss the features and characteristics of the animals. 

Educational Emphases:

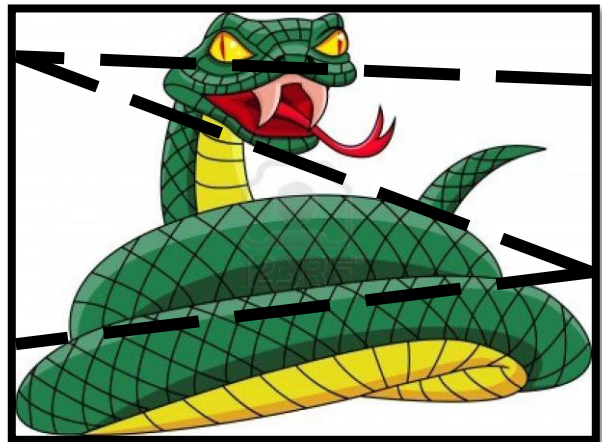
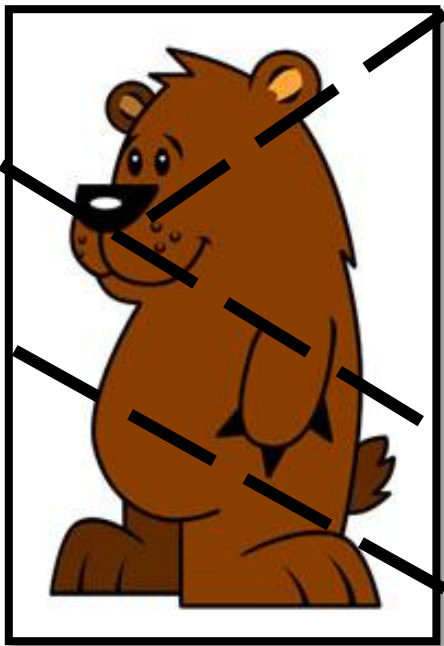
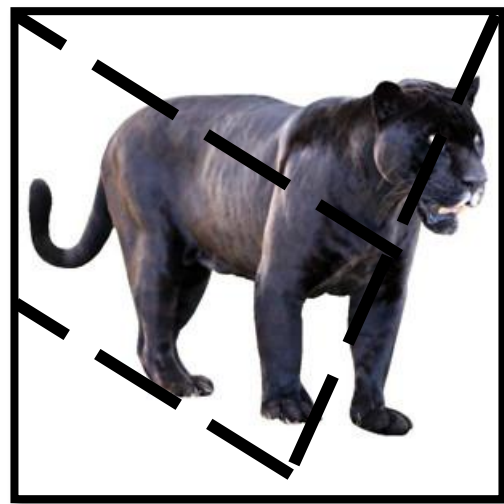
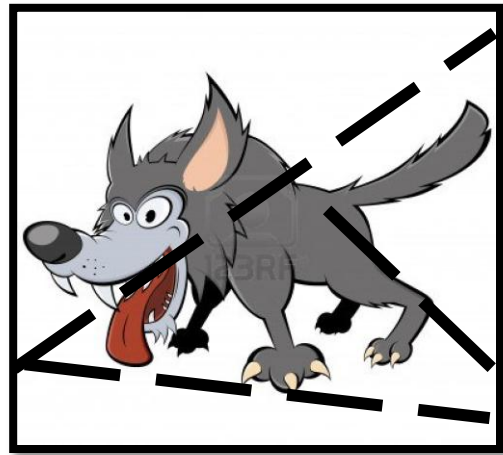
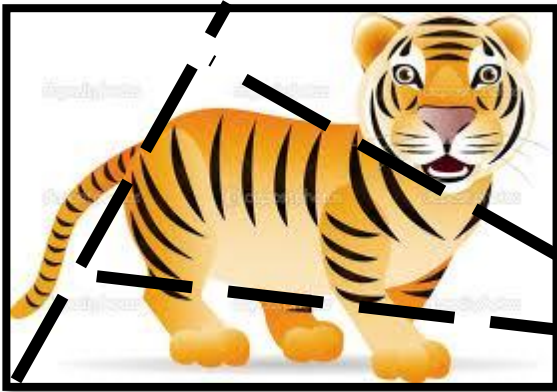
Constructivism

Multiple Intelligences - Visual-Spatial / Bodily-Kinaesthetic



Thinking Skills (Evaluating)

(Picture to be cut out by teacher)



(Images via images.google.com)

Steps:

1. Introduce the sounds of some animals.

(Bring recording of sounds made by various animals)

2. Introduce the words used to describe the sounds made by animals and write them down on the board.
3. Distribute worksheet to pupils to reinforce their understanding on various sounds of animals.

Match the animals to their sounds:

1.	tigers	howl
2.	wolves	chatter
3.	elephants	roar
4.	monkeys	hiss
5.	snakes	trumpet
6.	owls	hoot

4. Assign a few pupils to take the roles of these animals; tiger, wolf, bear, bird,

monkey and snake. 

5. Pupils remember the sound of these animals and repeat them thrice whenever they hear their names.

E.g.: Hoot, hoot, hoot

Hiss, hiss, hiss

6. Choose a pupil/s to be the narrator.

7. The other pupils stand in a big circle and the narrator stands in the centre.
8. As the narrator reads the text, the pupils walk in a circle.
9. When the pupils hear their names (animals) being mentioned in the text, they howl, hiss, roar or growl three times (giving special sound effect).

Educational Emphases:

Contextual Learning

Multiple Intelligences - Bodily Kinaesthetic / Musical



Thinking Skills (Applying)

Text:

The jungle is so peaceful and occasionally you can hear the hooting of the owl,,, 'hoot,' 'hoot' (...), the tiger(...), wolf (...), bear(...), monkey (...) and the snake (...). The ground is so smooth with fine pebbles. The walk is easy. You can feel the cool breeze brushing onto your face. Nearby, the water in the river is rushing down the stream.

Soon, the ground is hard. There are roots and stumps all over. You need to be careful or you may fall and hurt yourself. You can hear the birds (.....) chirping and whistling happily, the tiger (...), the bear (...) and the monkey (.....).

The path into the jungle is without any incident until a sound of the hungry wolf (...) is heard. All the animals become very quiet, wondering if the monkey (...) dares to appear into the path of the hungry wolf (...).

Suddenly, the grizzly bear (...) pounds his heavy feet on the ground and the whole jungle starts to tremble. The sound gets louder and louder. The snake (...) realises that the bear (...) is coming closer. The snake (...) rushes to hide behind some thick bushes. From the chatter of the monkeys (...) you can sense the fear that has been created by the bear.

There! There! The worse is about to happen! The tiger's roar (...) is deafening. He has a disturbed sleep. All the animals (.....) run behind tree trunks and bushes to hide.

Hiss! The snake (...) projects his long head and sensing his environment he too rushes into a thick bush.

(The children scream and return to the seats.)

SYPNOSIS

WHAT HAPPENS NEXT?

LS 4.2.1 (a) (b)

Steps:

1. Pupils work in groups of 4 to 5.
2. Each group is given an envelope containing strips of the synopsis of all five chapters of the story. (Each strip is numbered according to the chapters and folded to ensure that pupils do not read all strips before predicting).



3. In respective groups, one pupil will read the first strip to his/her group members.
4. Then, they discuss and predict what they think would happen next.
5. Pupils write their prediction at the back of the first strip.
6. Another pupil reads the second strip and the members listen.
7. Pupils then compare what is read with their prediction.
8. Steps 3 to 7 are repeated with the following strips until the end of the story.
9. One representative may read out the first strip and continue with their predictions until the end of the story.

Educational Emphases:

Constructivism

Multiple Intelligences- Interpersonal



Thinking Skills (Applying)

Strips of Synopsis

Chapter 1

Mowgli, a little boy, takes refuge in a cave. He is adopted and brought up by two wolves, Father Wolf and Mother Wolf. Shere Khan, the tiger has killed Mowgli's parents and vows to kill Mowgli. Mother Wolf feels the need to keep Mowgli in the pack to protect him. At Council Rock, Akela asks if anyone will speak for Mowgli. Baloo, the bear and Bagheera, the panther suggest that Mowgli should stay.

Chapter 2

Mowgli's new parents, Baloo, the bear and Bagheera, the panther, teach Mowgli the ways of the jungle and the laws and customs of the Jungle Folk. Mowgli develops a strong bond with his new friends, Baloo and Bagheera. He grows up into a strong young man. One day, Mowgli is kidnapped by a group of monkeys and taken to the Cold Lairs. Baloo and Bagheera seek help from Kaa, the rock snake and together, they manage to save Mowgli from the monkeys.

Chapter 3

Two wolf-friends warn Mowgli that Shere Khan still wants to kill him. Shere Khan tries to poison the young wolves' minds against Mowgli and Akela. Mowgli goes to the village and steal the Red Flower (a vessel containing fire). He lights a torch, warns the other young wolves not to listen to Shere Khan and accept Akela as their leader. Shere Khan disappears into the jungle. Mowgli also leaves for the village.

Chapter 4

In the village, a woman named Messua claims that Mowgli is her son. Mowgli is very happy. In the village, he learns to live like a human. Baloo and Bagheera visit Mowgli to tell him that Shere Khan is hiding nearby. Together, they trap Shere Khan and kill him. Mowgli skins Shere Khan's hide and brings it back. The villagers chase Mowgli out of the village because they think that Mowgli is a wolf-child and is dangerous. Mowgli then returns to the jungle.

Chapter 5

Mowgli and his close friends share many adventures. One day, the Jungle Folk is attacked by a pack of dholes/red dogs. Mowgli quickly seeks advice from Kaa in his attempt to save the Jungle Folk. Mowgli and Kaa led the dholes towards the homes of the Little People. The Little People attacked the dholes and killed them. After defeating the dholes, Akela dies. Before dying, Akela tells Mowgli that one day, Mowgli will leave the jungle because he does not belong there. Mowgli ponders on Akela's last words but he is not ready at that moment.

Steps:

1. Make enough copies of pictures based on events in the chapters of the graphic novel (refer to Worksheet 1).
2. Cut the pictures, jumble them up and place them in an envelope.
3. Pupils work in groups of four.
4. Distribute an envelope containing the pictures to each group.
5. Pupils rearrange the pictures in the correct order according to the chapters (There are 2 pictures for each chapter).
6. Pupils paste and colour the pictures on an A4 paper.
7. Pupils present their work.

Educational Emphases:


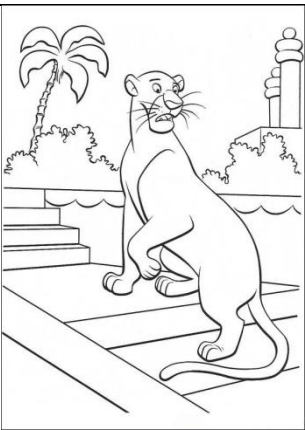




Contextual Learning





Multiple Intelligences - Visual- Spatial / Verbal Linguistic



Thinking Skills (Applying)

Worksheet 1

	
<p>1 (Chapter 1: Mowgli's Brothers)</p>	<p>2 (Chapter 1: Mowgli's Brothers)</p>
	
<p>3 (Chapter 2: Kaa's Hunting)</p>	<p>4 (Chapter 2: Kaa's Hunting)</p>
	
<p>5 (Chapter 3: The Red Flower)</p>	<p>6 (Chapter 3: The Red Flower)</p>

			
<p>7 (Chapter 4: Tiger, Tiger)</p>		<p>8 (Chapter 4: Tiger, Tiger)</p>	
			
<p>9 (Chapter 5: Red Dog)</p>		<p>10 (Chapter 5: Red Dog)</p>	

(Picture source: <http://www.kids-n-fun.com/Coloringpages/Jungle-Book>)

Steps:

*Note: This activity is carried out when pupils have read the whole book.

1. Tell pupils to summarise each chapter into 2 sentences.
2. Facilitate each group and check their sentences.
3. Distribute the "Wheel of the Jungle Worksheet" to the pupils.
4. Pupils write the title and the author's name in the first panel.
5. Pupils copy the summaries done earlier into the panels correctly.
6. Pupils cut and paste pictures (Handout 1) according to the chapters in the correct panels.
7. Have the pupils share their "Wheel of the Jungle" and talk about it with the class.

Educational Emphases:

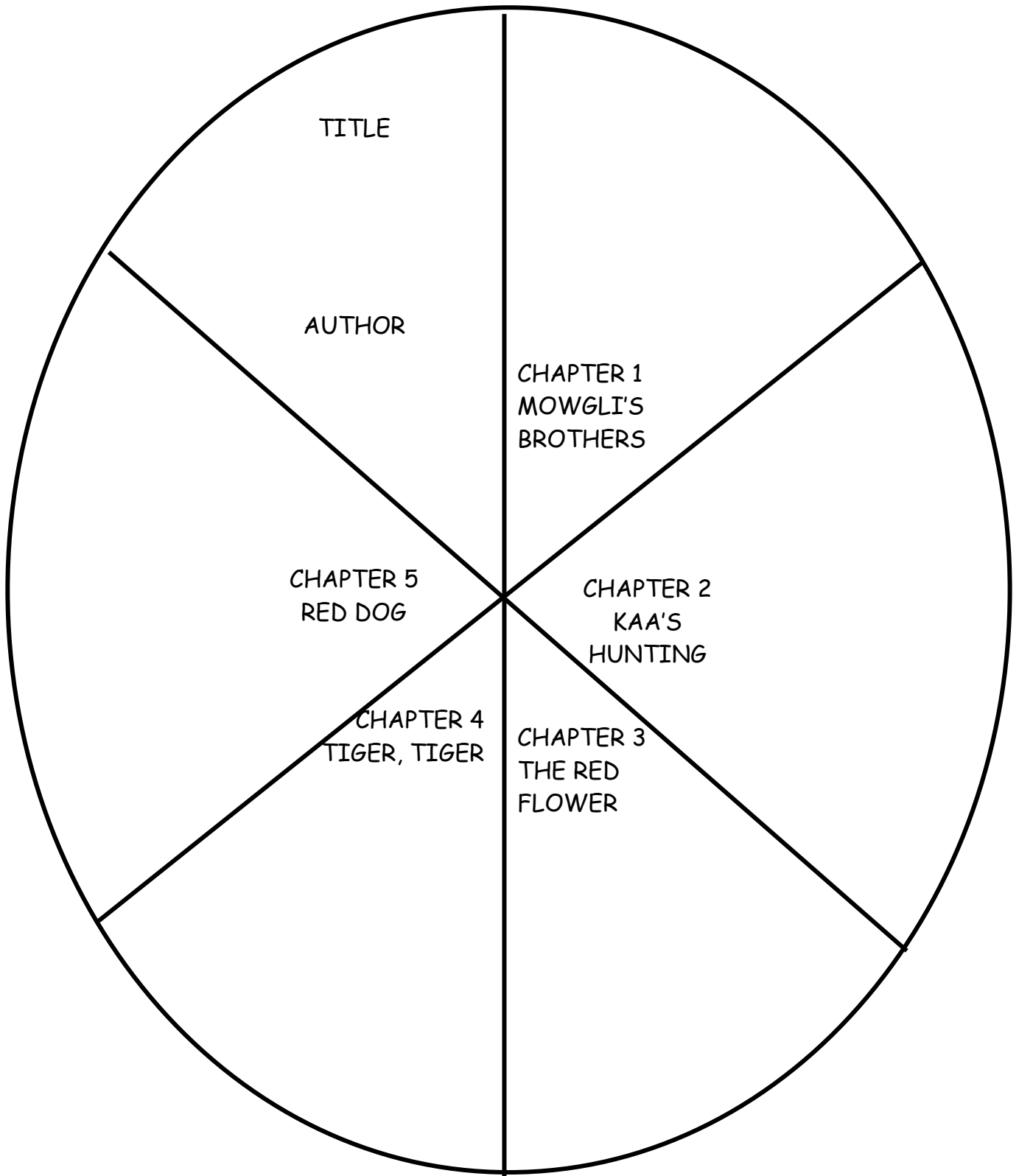
Creativity and Innovation

Multiple Intelligences - Visual-Spatial



Thinking Skills (Creating)

WHEEL OF THE JUNGLE



HANDOUT 1



CHARACTERS IN THE STORY

CHARACTER REPORT CARD

LS 4.2.1 (a)


Steps:

1. Play recording of dialogues of 5 different characters from the story (or teacher can read out the dialogues).
2. After playing/reading each of the dialogues, get pupils to guess the character.
3. After guessing, paste/display the picture of the character and discuss briefly about the characters with the pupils. Ask questions to get them to respond.

E.g.: 1. Who is this? (pointing at the picture)

2. Do you like this character? Why?

3. Can you describe this character in one word?

4. After discussion, distribute two report cards and two sets of Label 1 to each pupil.
5. Tell pupils that one report card is for the character they like and the other is for the character they dislike.
6. Explain to pupils that they need to paste a grade (A, B or C) for each of the two characters. (A being the best character, B representing both good and bad character and C for bad character.)
7. Then, pupils write two adjectives to describe each character.
8. Pupils provide justification/reasons for awarding the specific grades to the characters they chose. 
9. Pupils display their report cards in their classroom.

Educational Emphases:

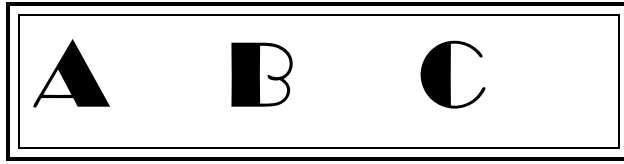
Values and Citizenship

Multiple Intelligences - Visual-Spatial



Thinking Skills (Analysing)

Label 1

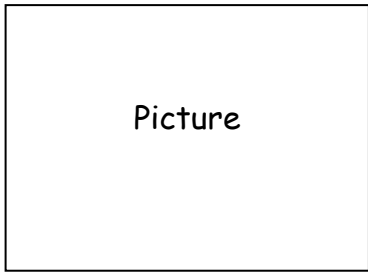


Letters for grading

Report card

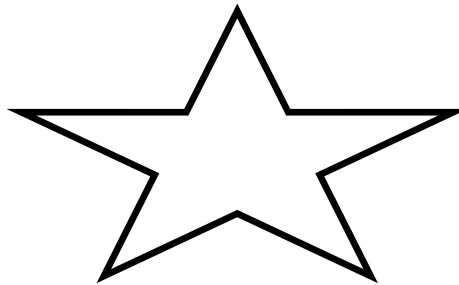
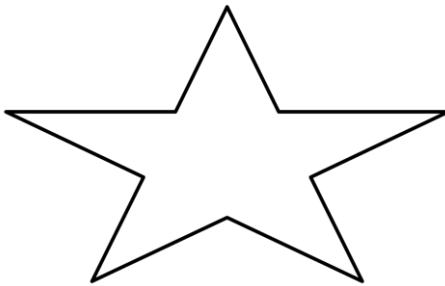
Write the name of the character. Give a grade and write two words describing the character. Give reasons for your grade.

CHARACTER'S NAME:.....



(Paste grade here)

Write two words to describe this character.



Give reasons for your grading.

I graded _____ a/an _____ because

Steps:

1. Pupils work in groups of 4 to 5.
2. Distribute an envelope to each group.
3. Each envelope contains puzzle pieces of a character for pupils to assemble.
4. Once they have completed the puzzle, the representative informs the teacher the name of the character and gets the mask outline of the same character from the teacher.
5. In their respective groups, pupils use the outline given to draw and colour the mask using their own creativity. (Pupils will be told to bring materials like colour pencils/crayons, colour papers and other relevant materials.)



6. Once they have completed, a representative from each group wears the mask and displays it to the whole class.
7. Another member from the same group provides the description of the particular character.

Educational Emphases:

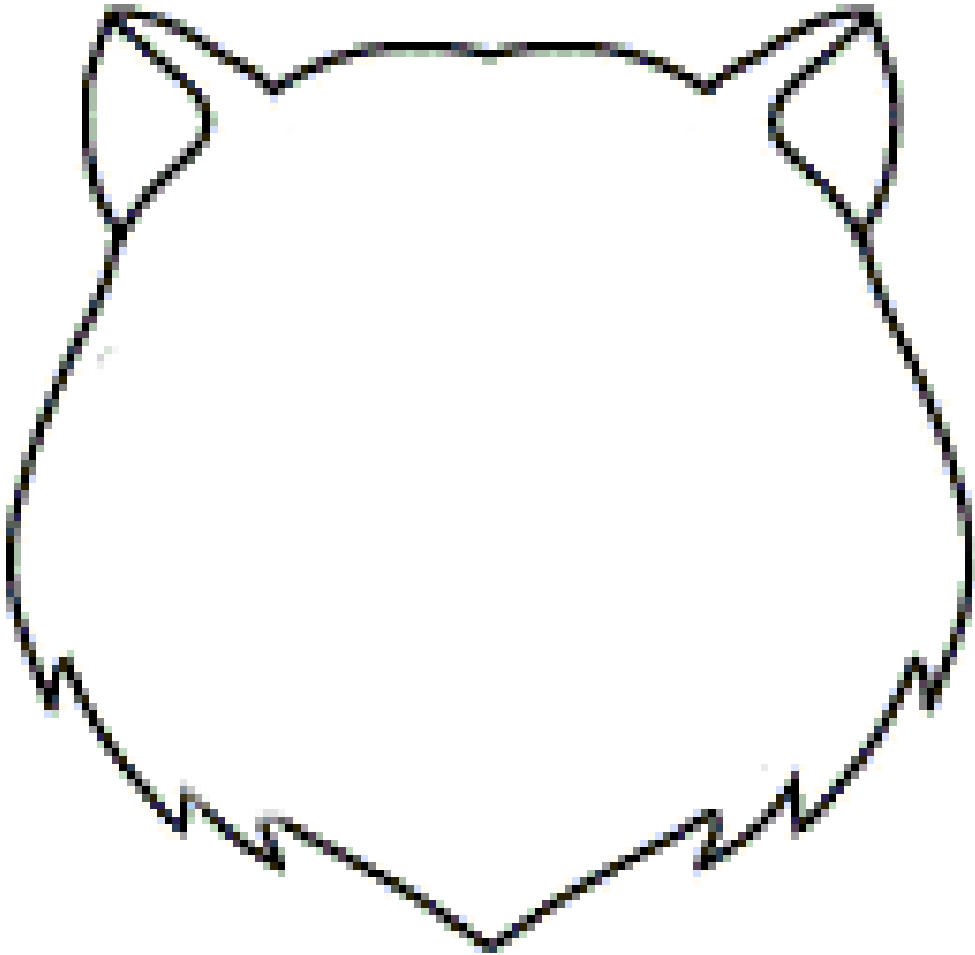
Creativity and Innovation

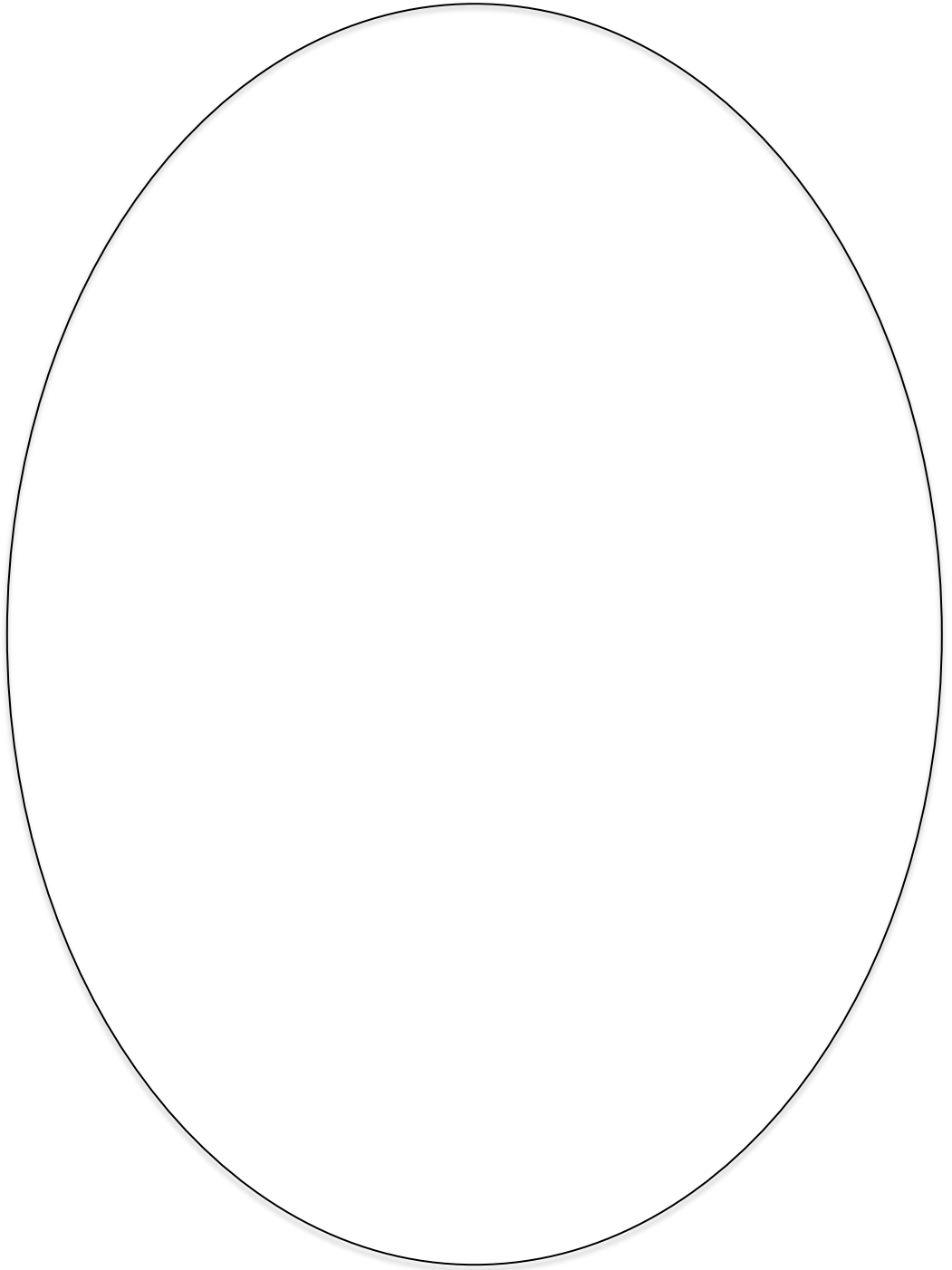
Multiple Intelligences - Visual-Spatial



Thinking Skills (Creating)

MASK OUTLINE - www.firstpalette.com






Jigsaw puzzles



Steps:

1. Divide pupils into five groups and assign a chapter to each group.
2. Ask each group to identify a significant scene from the particular chapter.
3. Each group will perform a freeze frame of the particular scene. 
4. Other groups figure out what is happening with the scene and provide their opinion what the scene is all about.

Note to teacher: A freeze frame is an activity where pupils select a significant scene and act it out. However, they have to freeze a position as a character for audience to understand and figure out what is going on in the scene.

Educational Emphases:

Creativity and Innovation

Multiple Intelligences - Bodily-Kinaesthetic




Thinking Skills (Creating)

Steps:

1. Pupils work in pairs, where one would be pupil A and the other is pupil B.
2. Pupil A is given a sentence strip consisting of one of the scenes found in the story.

e.g.:

- *The monkeys carry Mowgli fiercely to the secret place.*
- *Mowgli fights with Shere Khan.*
- *Monkeys running away from Kaa the snake.*
- *Dholes screaming in pain after being stung by little people.*

3. Pupil A is required to read the sentence strip and identify the emotion (feeling/expression) of the character (e.g. Monkeys - fierce, Dholes - in pain).
4. Pupil A will perform the facial expression and pupil B will follow the expression made by pupil A (mirror). 
5. Next, pupil A becomes the mirror and pupil B performs the facial expression.

Educational Emphases:

Creativity and Innovation

Multiple Intelligences - Bodily-Kinaesthetic




Thinking Skills (Creating)

SETTINGS

WHO LIVES IN THE CAVE?

LS 4.2.1 (b)

Steps:

1. Show pupils a picture of a cave.
2. Ask pupils where they may find caves in Malaysia.
3. Ask pupils to write down 3 animals that live in caves.
4. Ask pupils to fill in the missing letters to find out the animals which live in caves (refer to Suggested List & Answer). Discuss the answers.
5. Ask pupils to imagine standing in a cave. 
6. Elicit their responses by asking the following questions:
 - What can you see?
 - What can you hear?
 - How do you feel?

Educational Emphases:

Knowledge Acquisition

Multiple Intelligences - Bodily-Kinaesthetic




Thinking Skills (Applying)



(Picture source: <http://community.imaginefx.com/forums/3/170776/ShowThread.aspx>)

<p>Suggested list:</p> <ul style="list-style-type: none">a) w _ _ l _ _ esb) _ _ a _ _ sc) b _ _ _ rsd) _ _ i r _ _ s	<p>Answer:</p> <ul style="list-style-type: none">a) wolvesb) batsc) bearsd) birds
--	--

Steps:

1. Show picture to pupils.
2. Ask pupils to look at the picture and guess what Akela is telling to the Jungle Folk at Council Rock.
3. Based on the story, discuss with pupils what the Council Rock is.
 - What is it used for?
 - What usually happens there?
4. Ask pupils to work in fours.
5. Ask pupils to imagine that they are a part of the Jungle Folk. 
6. Ask pupils to think of a complaint to be made at the Council Rock.
7. Place masks of a few animals on the table.
8. Call one pupil to wear the mask of Akela to sit in front of the class.
9. Call one representative to put on the other animal masks.
10. Pupils inform "Akela" of their complaints. "Akela" responds to their complaints by providing possible solutions.

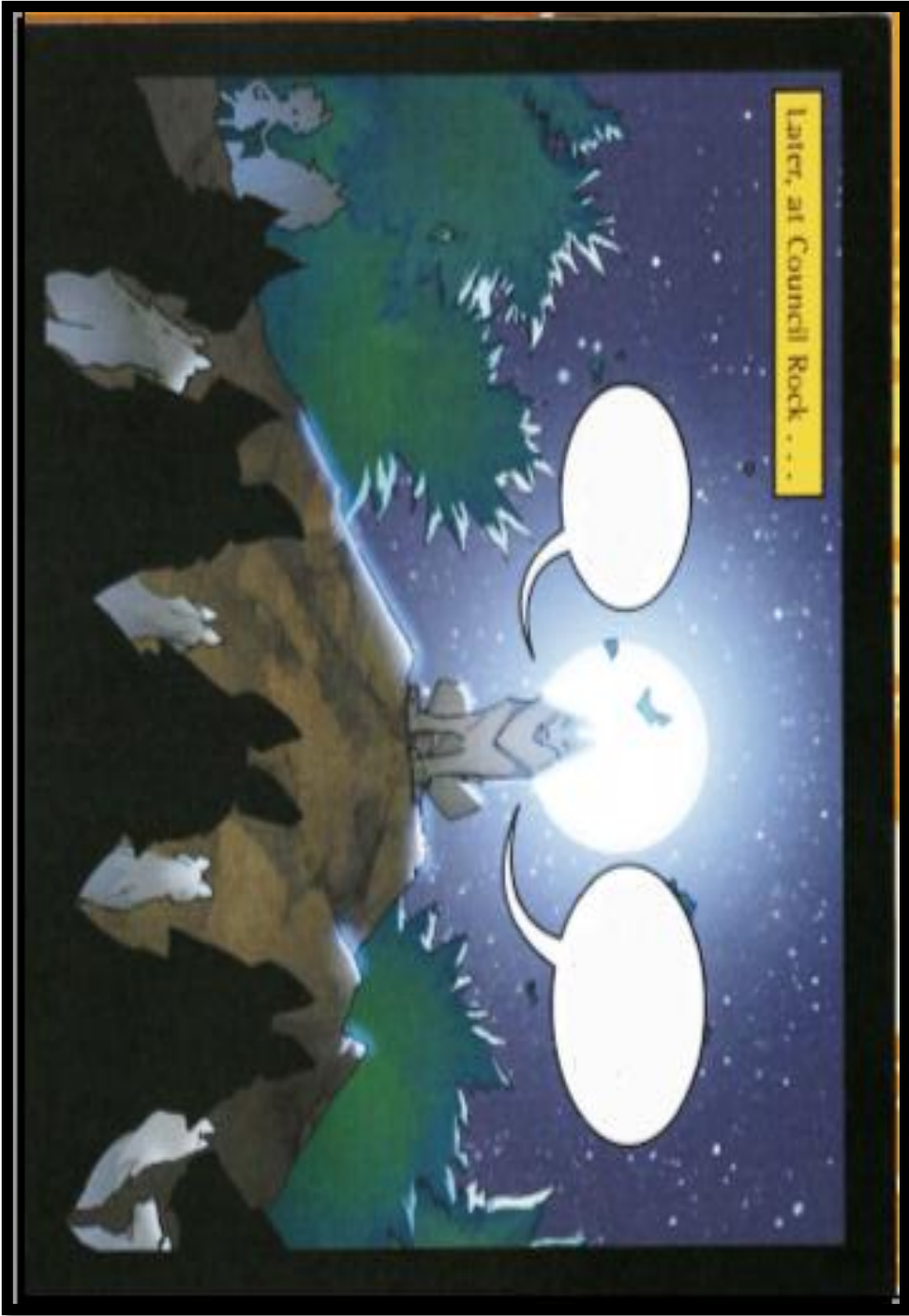
Educational Emphases:

Knowledge Acquisition

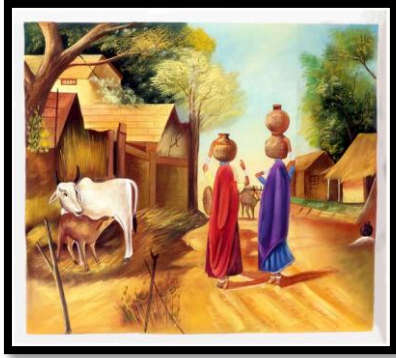
Multiple Intelligences - Bodily-Kinaesthetic



Thinking Skills (Applying)




A Village



A Jungle

**Steps:**

1. Distribute Worksheet 1.
2. Ask pupils to list at least 3 things they can see, hear and smell in a village and in a jungle.
3. Pupils present responses.
4. Call a pupil to sit in front of the class for the Hot Seat activity.
4. Ask the pupil to imagine that he/she is Mowgli. 
5. Ask the pupil at least 2 questions.
 - Do you like living in the jungle? Why?
 - Where do you sleep in the jungle?
 - What do you do when it rains in the jungle?
 - What do you eat in the jungle?
 - Do you like living in the village? Why?
 - What do you eat in the village?

- Which is more comfortable, the village or the jungle? Why?

6. Encourage other pupils to ask questions.

Educational Emphases:

Knowledge Acquisition

Multiple Intelligences - Visual-Spatial




Thinking Skills (Applying)

Worksheet 1

	...in a village?	...in a jungle?
What can you see...?		
What can you smell...?		
What can you hear...?		

Steps:

1. Play sounds of various animals and other relevant sounds that could be heard in the jungle.
2. Pupils close their eyes and listen to the sounds while imagining themselves being in the jungle.
3. Once pupils have heard and guessed the sounds correctly, talk to them about the jungle in general.
4. Link the topic to The Jungle Book by talking about Mowgli living in the jungle.
5. Ask some questions to encourage pupils' participation.
 - Who is the main character in the story?
 - Where does he live?
 - Why does he live there?
6. Pupils then work in groups of 5.
7. Distribute a picture of a jungle in A3 size paper and pictures of Mowgli and the various animals found in the story as well as other relevant pictures to each group.
8. In groups, pupils create their own jungle by pasting various animals in the picture. 
9. Pupils display their work and talk about their jungle.

Educational Emphases:

Creativity and Innovation

Multiple Intelligences - Bodily-Kinaesthetic / Musical



Thinking Skills (Creating)

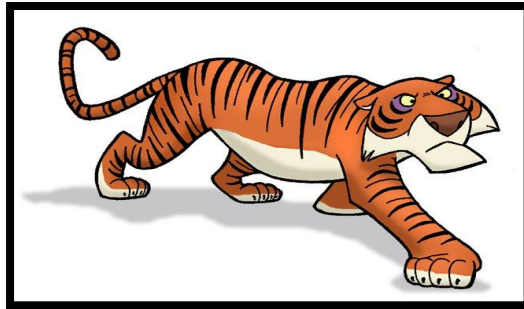
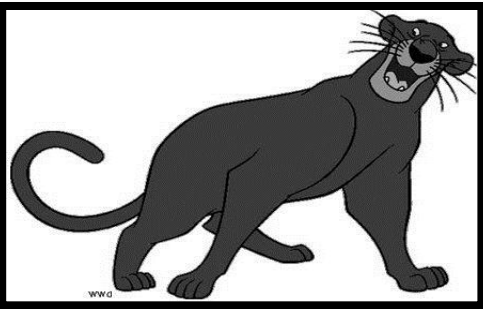
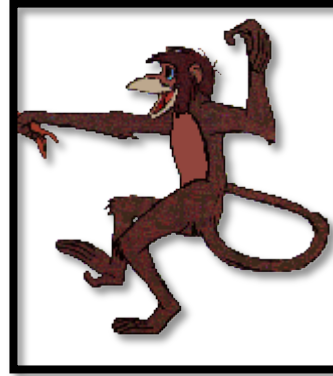
Sample of a jungle



(Source:

<http://www.google.com.my/imgres?q=cartoon+jungle&hl=en&biw=1366&bih=556&tbn=isch&tbnid=AwVLR8pzVvLVwM:&imgrefurl=http://www.cartoonaday.com/cartoon-jungle-illustration/>)

Sample pictures:



*Teacher can use more pictures (any other animals) to make the pupils' jungle more interesting.

Sources:

http://www.zazzle.com/the_jungle_book_baloo_with_grass_skirt_disney_mousepad-144024299876029760

www.comicvine.com

www.tripletsandus.com

www.sphmajor.wordpress.com


www.stlewis.blogspot.com

EVENTS IN THE STORY

ROLE PLAY

LS 4.3.2

Steps:

1. Play video. Link: http://www.youtube.com/watch?v=_Rt6hU58q08
2. Pupils work in groups.
3. Pupils predict what will happen next.
4. Ask each group to prepare a role play based on their predictions.
5. Pupils perform/present. 


Educational Emphases:

Information and Communication Technology (ICT)
Multiple Intelligences - Bodily-Kinaesthetic



Thinking Skills (Creating)

Steps:

1. Pupils read the poem (Handout 1) with appropriate intonation and action.
2. Discuss the content of the poem and talk about monkeys in general.
3. Ask pupils to fill in the blanks with any appropriate words to create their own parallel poem (Worksheet 1). 
4. Pupils to present with the appropriate intonation, action and expression.

Educational Emphases:

Constructivism

Multiple Intelligences - Bodily-Kinaesthetic



Thinking Skills (Creating)



(Handout 1)

MONKEYS

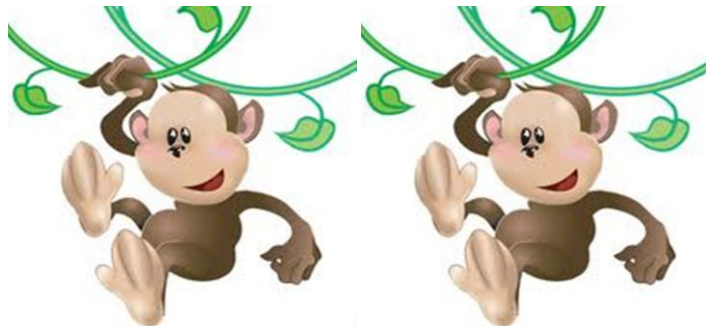
Monkeys can swing from vine to vine.
twisting and craning their own monkey spine.
Taking a deep breath of the clean mountain air,
standing on end is their smooth and soft hair.
Why, oh why do those great monkeys fly?
I wonder how hard those great monkeys try.

(Adapted from <http://blog.minimonos.com/partymaster/2011/12/funniest-monkey-funny-poems.html>)

(Worksheet 1)

MONKEYS

Monkeys can swing from _____ to _____.
twisting and _____ their own monkey spine.
Taking a deep breath of the _____ mountain air,
standing on end is their _____ and _____ hair.
Why, oh why do those _____ monkeys fly?
I wonder how hard those great monkeys try.



Steps:

1. Distribute the text (Activity can be done individually or in groups).
2. Ask pupils to practise reading the text using different voices.
3. Present to the class (masks can be used).

4. Create jazz chant by using verbs found in the text. 

Example:

Jumping, running, chasing

Jumping, running, chasing

Hunting too.

I can jump, I can run,

We can chase, can you too?

Other possible verbs:

Screaming, hiding, crying, howling, catching, fighting, swimming,
cutting, sprinting, diving


Educational Emphases:

Creativity and Innovation

Multiple Intelligences - Musical



Thinking Skills (Creating)

1. Distribute Worksheet 4 to pupils.
2. Ask pupils what the "Red Flower" in the graphic novel represents (Fire/a torch).
3. Ask pupils to draw relevant pictures relating to The Red Flower in the boxes provided. They can colour the pictures. 
5. Call pupils to present and share with the rest of the class.

Educational Emphases:



Constructivism

Multiple Intelligences - Visual-Spatial



Thinking Skills (Creating)

(Worksheet 4)

 <p data-bbox="272 1079 506 1115">The Red Flower</p>	looks like	 <p data-bbox="1003 562 1068 598">Fire</p>

(Source: fire: <http://sweetclipart.com/red-and-yellow-fire-logo-408>, flower: <http://www.saatchionline.com/art/Painting-Acrylic-Red-tulip/391416/224547/view>)

Suggested answers:

Spiky red hair, a bunch of chillies, red apples.

Steps:

1. Ask pupils to refer to the text on page 27 and 28.

2. Ask pupils to complete the exercise based on the text.



3. Pupils write down the things that Mowgli must do.

Educational Emphases:

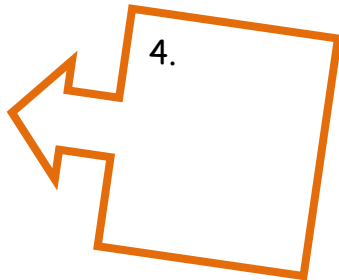
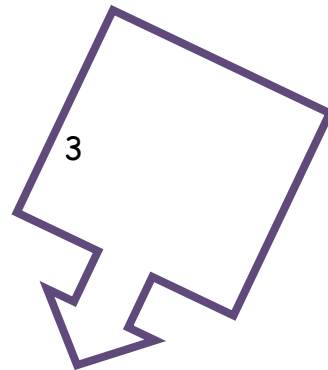
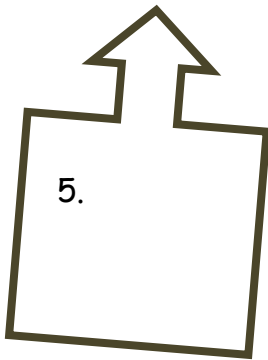
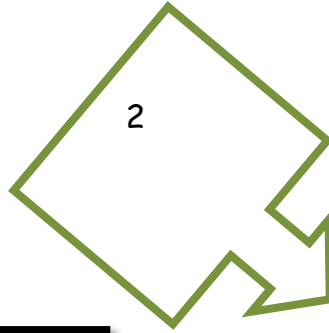
Constructivism

Multiple Intelligences- Visual-Spatial




Thinking Skills (Analysing)

Read pages 27 and 28. Write what Mowgli must do, in the boxes.




Steps:


1. Read Chapter 4.
2. Discuss the following questions with pupils (As seen in Worksheet 1).
3. Distribute Worksheet 1. 
4. Pupils complete the task individually.

Worksheet 1

<p>1. Why did Mowgli leave the jungle?</p> <p>.....</p>
<p>2. How did he feel leaving the jungle?</p> <p>.....</p>
<p>3. Why did Mowgli run back to the jungle?</p> <p>.....</p>

<p>Educational Emphases: Knowledge Acquisition Multiple Intelligences - Intrapersonal</p> <p> Thinking Skills (Analysing)</p>

Steps:

1. Distribute Worksheet 1.
2. Pupils work in groups of 4.
3. Pupils list out steps taken by Mowgli and his wolf-friends to get Shere Khan killed.
4. Ask each group to write each step in the outline of the tiger to create its stripes.
7. Ask each group to prepare a role play based on the scene in Chapter 4.
8. Ask pupils to perform/present. 

Teacher's note: For the weaker group, teacher can provide the pupils with sentence strips and ask them to arrange them in the correct order and form the tiger's stripes.

Educational Emphases:

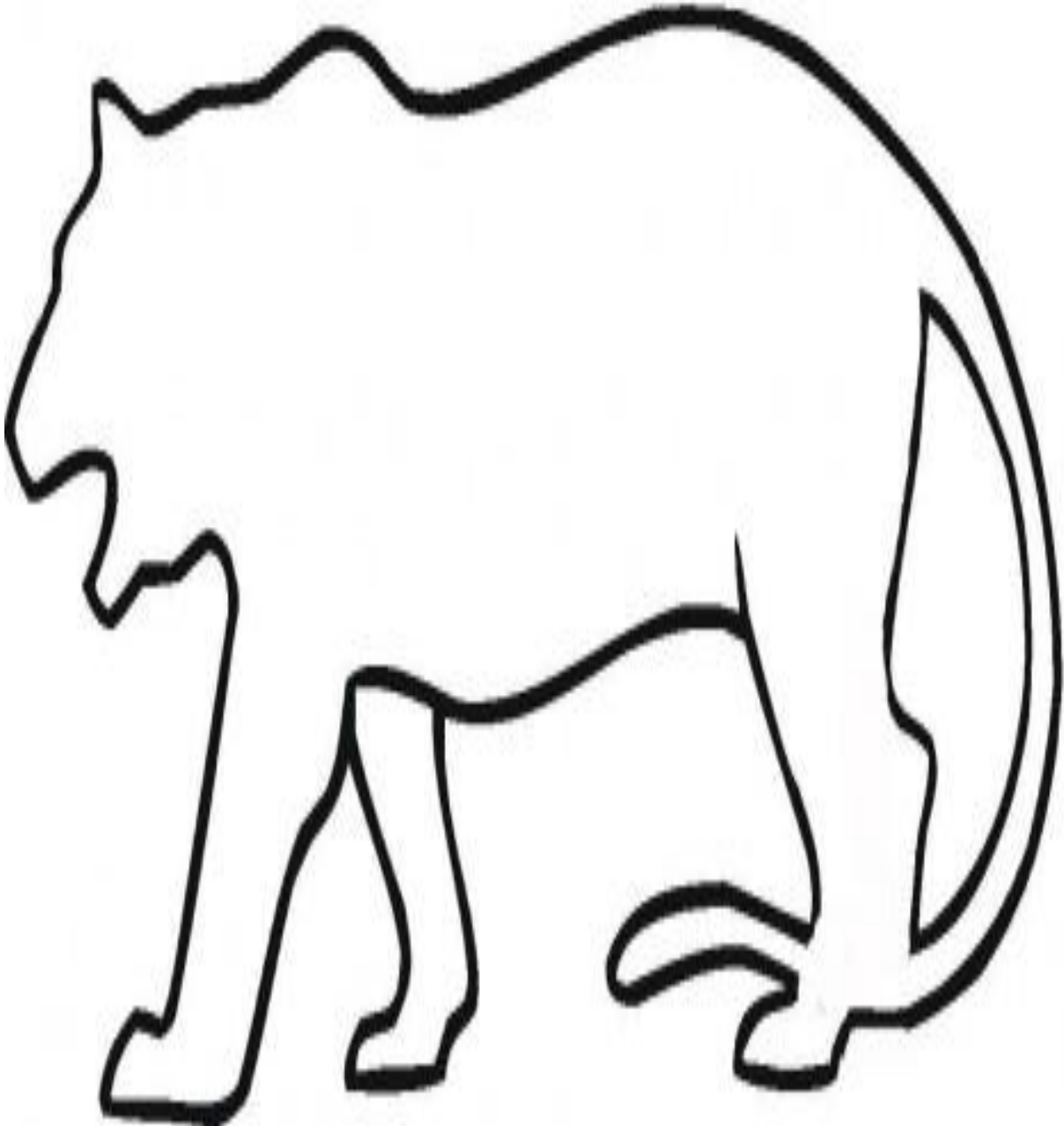
Constructivism

Multiple Intelligences -Interpersonal / Visual-Spatial



Thinking Skills (Creating)

(Worksheet 1)




IN CHAPTER 4: HOW SHERE KHAN IS KILLED

(Source: <http://www.supercoloring.com/pages/tiger-outline/>)

Suggested Answers; 1. Divided the buffaloes into two groups. 2. Led the buffaloes into two different directions. 3. Found Shere Khan hiding between two tall rock walls on both sides. 4. The buffaloes ran through between the rock walls and trampled Shere Khan.

Steps:

1. Demonstrate reciting the poem using the correct pronunciation and intonation, and appropriate expression and action.
2. Pupils recite the poem (Handout 1) with the correct pronunciation and intonation, and appropriate expression and action.
3. Pupils work in groups.
4. Pupils present the poem in groups with the correct pronunciation and intonation, and appropriate expression and action. 

Educational Emphases:

Creativity and Innovation

Multiple Intelligences - Interpersonal / Musical



Thinking Skills (Creating)

Handout 1

To Akela,
I'll miss you every day,
I love you in every single way.


I don't know why you had to die,
It was a very sad goodbye.

I hope you can rest now in the sky,
I will try my best not to cry.

(Poem adapted from: <http://www.familyfriendpoems.com/poem/my-dad-12>)

Picture source: <http://www.listal.com/viewimage/912272>)

Steps:

1. Pupils work in pairs.
2. Ask pupils to discuss whether Mowgli should remain in the jungle or go back to the village. Pupils write their arguments in the worksheet provided (Worksheet 1). 
3. Pupils present their arguments to the rest of the class.
4. At the end of the lesson, get a consensus of what the class thinks Mowgli should do.

Educational Emphases:

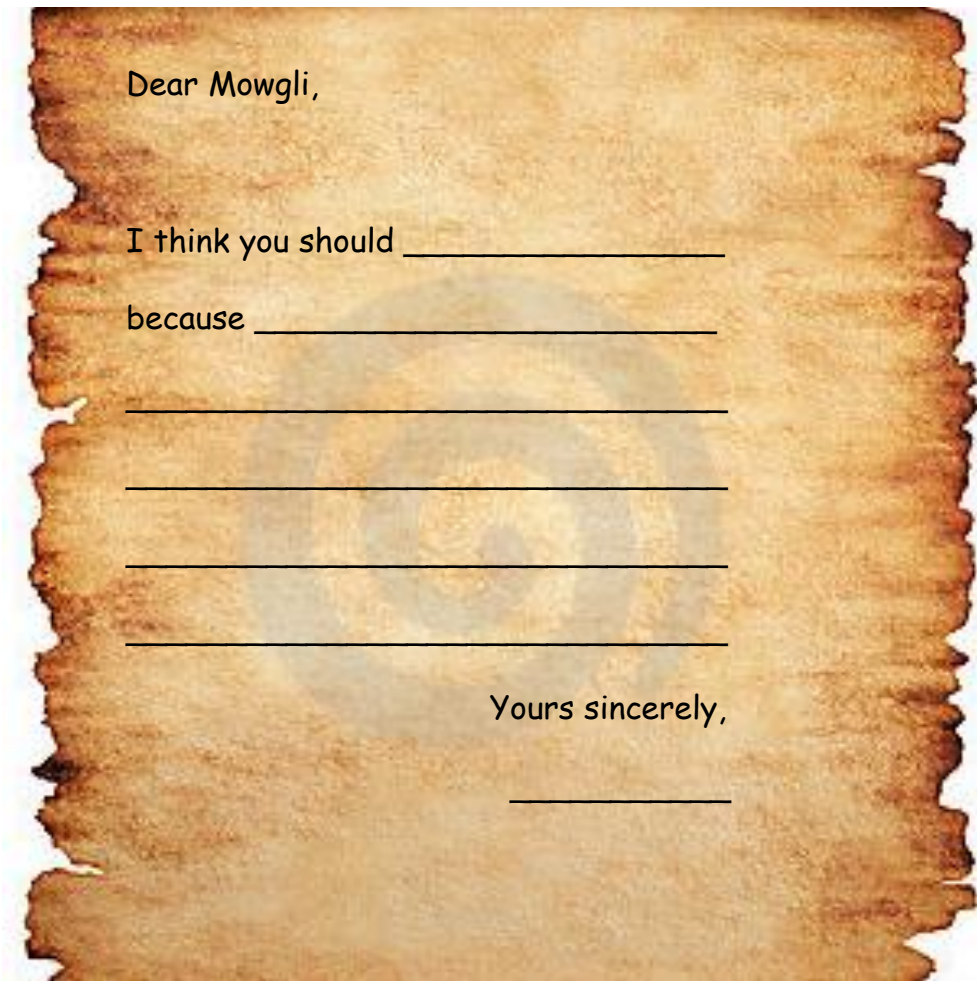
Constructivism

Multiple Intelligences - Interpersonal / Verbal Linguistic



Thinking Skills (Evaluating)

Worksheet 1



Source: <http://www.dreamstime.com/stock-photography-old-parchment-paper-letter-background-image14437142>

MORAL VALUES / MESSAGE OF THE STORY

CHARACTER BINGO

LS 4.2.1 (c)

Steps:

1. Divide the pupils into groups of five.
2. Each group is given a short description of a character in the story. They read out descriptions about the character.

(Handout 1).

E.g.: (Mowgli)

He is brave and high spirited.


He loves his family and is willing to do anything for them.

He has two good friends in the jungle.

3. Pupils in the other groups guess the character.
4. Paste the picture on the board after every guess.
5. Each pupil is given a red and blue card each (Blue represents 'like' and Red represents 'dislike').
6. After the information for each character is read out, ask pupils questions to elicit responses.

E.g.: (Mowgli)

- *Where does Mowgli live?*
- *Do you like Mowgli?*
- *Do you want to be like Mowgli?*

7. For questions that require a 'like' or 'dislike' answers, pupils put up the green or red cards.
8. After reading out and discussing all the characters, discuss the overall moral values/message of the story.
9. Get pupils randomly to share what they have learnt from the story. 

Educational Emphases:

Values and Citizenship

Multiple Intelligences - Interpersonal/Visual-Spatial



Thinking Skills (Evaluating)

Handout 1

Mowgli

He is brave and high spirited.

He loves his family and is willing to do anything for them.

He has two good friends in the jungle.

Akela

He is a wise leader.

He is loving and caring.

He is respected by all in his pack.

Baloo

He is big and strong.

He is loving and also protective.

He is a wise teacher.

Bagheera

He is thoughtful.

He is a skilled hunter.

He is serious and protective.


Shere Khan

He is revengeful.

He is rude and intrusive.

He is evil and cunning.

Steps:

1. Discuss the moral value/message of the story.
2. Write it down on the board for pupils' reference for the later activity.
3. Prepare a cut-out of the main characters on A4 sized papers that pupils can use to design their posters.
4. Individually, pupils design a poster based on the message learnt from the story. 
5. Pupils use the pictures they need for their poster based on the moral values/message that they chose.
6. Pupils write the moral value/message on the poster. Pupils are free to design their poster based on their own creativity.
7. Once pupils have completed their posters, get pupils to display their posters around the classroom.
8. Pupils take a look at their friends' work by using the gallery walk technique.

*Pupils are told to bring necessary materials beforehand.

Educational Emphases:

Values and Citizenship

Creativity and Innovation


Multiple Intelligences - Visual Spatial /Bodily-Kinaesthetic



Thinking Skills (Creating)



Steps:

1. Pupils work in groups of four to five.
2. Distribute short descriptions of each chapter to each group.
3. In their respective groups, pupils discuss and write the moral value/message that they could think related to the short descriptions. 
4. Guide groups in eliciting the moral values.
5. Once pupils have completed, get them to share what they have discussed.

Educational Emphases:

Values and Citizenship

Multiple Intelligences - Interpersonal / Verbal Linguistic



Thinking Skills (Evaluating)

Short Description of 5 Chapters

Chapter 1

Mowgli, a little boy, takes refuge in a cave. He is adopted and brought up by two wolves, Father Wolf and Mother Wolf. Shere Khan, the tiger has killed Mowgli's parents and vows to kill Mowgli. Mother Wolf feels the need to keep Mowgli in the pack to protect him. At Council Rock, Akela asks if anyone will speak for Mowgli. Baloo, the bear and Bagheera, the panther suggest that Mowgli should stay.

(Moral/message : _____)

Chapter 2

Mowgli's new parents, Baloo, the bear and Bagheera, the panther, teach Mowgli the ways of the jungle and the laws and customs of the Jungle Folk. Mowgli develops a strong bond with his new friends, Baloo and Bagheera. Mowgli grows up into a strong young man. One day, Mowgli is kidnapped by a group of monkeys and taken to the Cold Lairs. Baloo and Bagheera seek help from Kaa the rock snake and together, they manage to save Mowgli from the monkeys.

(Moral/message: _____)

Chapter 3

Two wolf-friends warn Mowgli that Shere Khan still wants to kill him. Shere Khan tries to poison the young wolves' minds against Mowgli and Akela. Mowgli goes to the village and steal the Red Flower (a vessel containing fire). He lights a torch, warns the other young wolves not to listen to Shere Khan and accept Akela as their leader. Shere Khan disappears into the jungle. Mowgli also leaves for the village.

(Moral/message: _____)

Chapter 4

In the village, a woman named Messua claims that Mowgli is her son. Mowgli is very happy. In the village, he learns to live like a human. Grey Brother and Akela visit Mowgli to tell him that Shere Khan is hiding nearby. Together, they trap Shere Khan and kill him. Mowgli skins Shere Khan's hide and brings it back. The villagers chase Mowgli out of the village because they think that Mowgli is a wolf-child and is dangerous. Mowgli then returns to the jungle.

(Moral/message : _____)

Chapter 5

Mowgli and his close friends share many adventures. One day, the Jungle Folk is attacked by a pack of dholes/red dogs. Mowgli quickly seeks advice from Kaa in his attempt to save the Jungle Folk. Mowgli and Kaa led the dholes towards the homes of the Little People. The Little People attacked the dholes and killed them. After defeating the dholes, Akela dies. Before dying, Akela tells Mowgli that one day, Mowgli will leave the jungle because he does not belong there. Mowgli ponders on Akela's last words but he is not ready at that moment.

(Moral/message : _____)

Suggested Answers:

Chapter 1: Helping the weak

Chapter 2: Teamwork

Chapter 3: We should know how to differentiate between the good and Bad

Chapter 4: We should help and love our family and friends

Chapter 5: Good over evil

GOING BEYOND THE TEXT

SORT OF SORTS

LS 4.2.1

Steps:

1. Elicit responses from pupils on animals' food.
 - What does a _____ eat?

Animals	Food They Eat
Tiger	Meat
Giraffe	Plants
Crow	Meat and Plants
Bear	Meat and Plants
Buffalo	Plants

2. Write out responses on the board.
3. Point out the differences on the types of food they eat.
4. Introduce the words: CARNIVORES, HERBIVORES AND OMNIVORES.
5. Show pictures of animals and discuss on the characteristics.

Sample questions:

- How does a lion's tooth look?
 - Why do you think it is sharp?
 - Describe its legs.
 - Is a lion's leg similar to a goat's leg?
6. Relate the animals to its category (CARNIVORES, HERBIVORES AND OMNIVORES.)
 7. Distribute Worksheet 1 and instruct pupils to work on it.
 8. Discuss the answers.

Educational Emphases:

Knowledge Acquisition

Multiple Intelligences - Visual-Spatial



Thinking Skills (Analysing)

Worksheet 1

Read the information in the box. Match the type of animals to the information given by writing the numbers correctly.

1. *Has flat teeth to grind food.*
2. *Hunts and eats other animals for food.*
3. *Has long sharp teeth to tear and rip flesh.*
4. *Eats plants.*
5. *Eats both plants and meat.*
6. *Its legs have claws.*
7. *Its legs have hoofs.*



a) carnivore

b) herbivore

c) omnivore

○

○


○

○

○

○

Steps:

1. Divide class into five groups. Tell pupils they will be doing a reader's theatre for each chapter.
2. Get pupils to choose a leader. The leader will choose a chapter.
3. Give a leader a script (refer to the sample script) which is simplified by teacher according to the class ability.
4. Each pupil takes a role from the given script. Some roles can be shared by two pupils if there are more members in a group. Every group is given about 15 minutes to practise reading as a group. 
5. When the group is ready to perform, each pupil can choose a mask to use for the reader's theatre.
6. High stools (science lab stools/ music room stools) can be borrowed and used for this purpose. Every pupil reads his lines in a creative way.
7. This performance can even be used as a competition. Pupils' appreciation of the text can be assessed based on this activity.

Educational Emphases:

Creativity and Innovation

Multiple Intelligences - Interpersonal / Verbal Linguistic



Thinking Skills (Creating)

SAMPLE SCRIPT (CHAPTER 5: RED DOG)

NARRATOR : Mowgli continued living in the jungle with his four wolf brothers.

MOWGLI : Come my brothers. I will teach you how to survive in the jungle.

YOUNG WOLVES : Yeh.. fun, fun, fun in the jungle.

NARRATOR : Soon the young wolves were experts in hunting. Sometimes they were also joined by Bagheera and Baloo. Together they became fearless hunters.

BAGHEERA : Mowgli, I see a rabbit behind the rock. Let's duck in.

MOWGLI : Drat.... missed it. There it is. Come on quick. This way.

YOUNG WOLF 1 : Got it, Big Brother. Yes! Yes!

MOWGLI : Well done, I am so proud of you. Bagheera, Baloo, see how my brothers are so skilful. They will be the most powerful animals in this jungle kingdom.

NARRATOR : Mowgli grows up to be a strong man. Mother Wolf is as proud of him as Mowgli is also a good brother to four young cubs. But one day...

MOTHER WOLF : Mowgli, I will not stay long anymore. Father Wolf is calling me. I want you to take good care of your brothers. They are young. Protect them from hunters and the winds of death. Promise me?

MOWGLI : Mother, you make me really sad. But I promise, my brothers will always be my eyes. I will never leave them. Just as how you protected me when I came to you, helpless and weak.

NARRATOR : With that Mother Wolf dies. Mowgli is deeply saddened. He leaves her in a cave and rolls a big stone to cover the mouth of the cave. Many years later.....

WONTOLLA : Pheal.... Pheal

MOWGLI : Who sounded that? Let's head to the Council Rock.

NARRATOR : All the animals head to the Council Rock. Won-Tolla, one of the young wolves is badly hurt and bleeding.

WONTOLLA : The red dogs are on their way here. They did this to me. They are trailing me here. I came to warn you. Hide somewhere, Mowgli so that they will not find you. The others can stay and fight with them.

MOWGLI : What! Over my dead body. I will never leave my family here. I must fight the enemy. My knife will be a fang for this pack.

WON-TOLLA : It's not easy, Mowgli. There are about two hundred dogs trailing me here. It's impossible.

MOWGLI : I know what to do. I will go south and see what's happening.

NARRATOR : Mowgli ran towards the river. He met Kaa, the snake.

KAA : Where are you heading, Mowgli?

MOWGLI : Didn't you hear the pheeal, the dead shriek a while ago? Won-Tolla has been attacked by the red dogs. He is badly injured and he came to tell us. They are on their way now. We must fight them.

KAA : I have an idea. You must lead the dogs to where the Little People live. This will get the dogs to be swarmed and stung by the Little People.

NARRATOR : They both swim to the place of Death, where the dangerous hornets live. The hornets sting and kill anyone who pass their homes or disturb them.

MOWGLI : Thank you, Kaa. You are very wise. Now go back to the jungle. Tell my pack to wait for me by the river.

NARRATOR : Kaa returns to the jungle. Mowgli swims to the other side, passing the Little People's homes very carefully. He finds a tall

tree and climbs it. From there he sees the dogs. He calls them to the tree.

MOWGLI : Go home you cowards!

RED DOG LEADER : Come down, you weak bones. Your jungle is ours now.

NARRATOR : Mowgli annoyed them further. This angered the leader and he nearly caught Mowgli's leg. But Mowgli was quicker and managed to catch the dog and cut off his tail.

MOWGLI : Ha ha. Go home and cry that a human has done this to you. You know who's stronger now.

NARRATOR : This made them even angrier. By evening, Mowgli left the tree and started towards the Little People's homes. With such speed, he swung from tree to tree and even sprinted on the ground. He was too fast for the dogs.

MOWGLI : The Little People's Homes are here. I must jump carefully without disturbing them.

NARRATOR : But as he jumps over, some stones fall on the homes. The hornets charge and sting the dogs. But Mowgli manages to jump into the river and swim away.

DOGS : Ouch, eeow. Oh Oh. My body aches. What are these? Hornets... aargh. Quick escape! Leave our weak friends here.

NARRATOR : Many of the dogs are dead. Some are too weak to continue the fight. The remaining few however, chase Mowgli. The dogs gather around Mowgli.

RED DOG : The Hunt is over. Time for us to tear your flesh off, human!

MOWGLI : You are wrong. The hunt is about to begin. My brothers are waiting for you.


NARRATOR : The dogs are weak and tired but the wolves are well rested. They fight and howl all night. Akela is badly hurt. Mowgli goes to see him.

AKELA : Mowgli, I won't last long. I cared for you. Now you have paid your gratitude. You must go now to be with your kind. Live among humans. You don't belong here.

MOWGLI : No! I will never. I belong here. Akela! Akela?

NARRATOR : Akela dies. Now, Mowgli is the strongest among his pack. Yet, Akela's words trouble Mowgli's mind. Will he leave the jungle, his home? Maybe. But not today. Someday....perhaps.

Steps:

1. Pupils choose an animal each from the story.
2. Tell them they have to collect as much information about that animal.
3. Information can come from the Internet, encyclopaedia, parents and teachers.
4. Give each pupil a handout on circle map. 
5. Pupils need to write the information on the map.
6. Provide guidance and facilitate this activity to help pupils with this activity.

Educational Emphases:

Information and Communication Technology Skills (ICT)

Learning How to Learn Skills

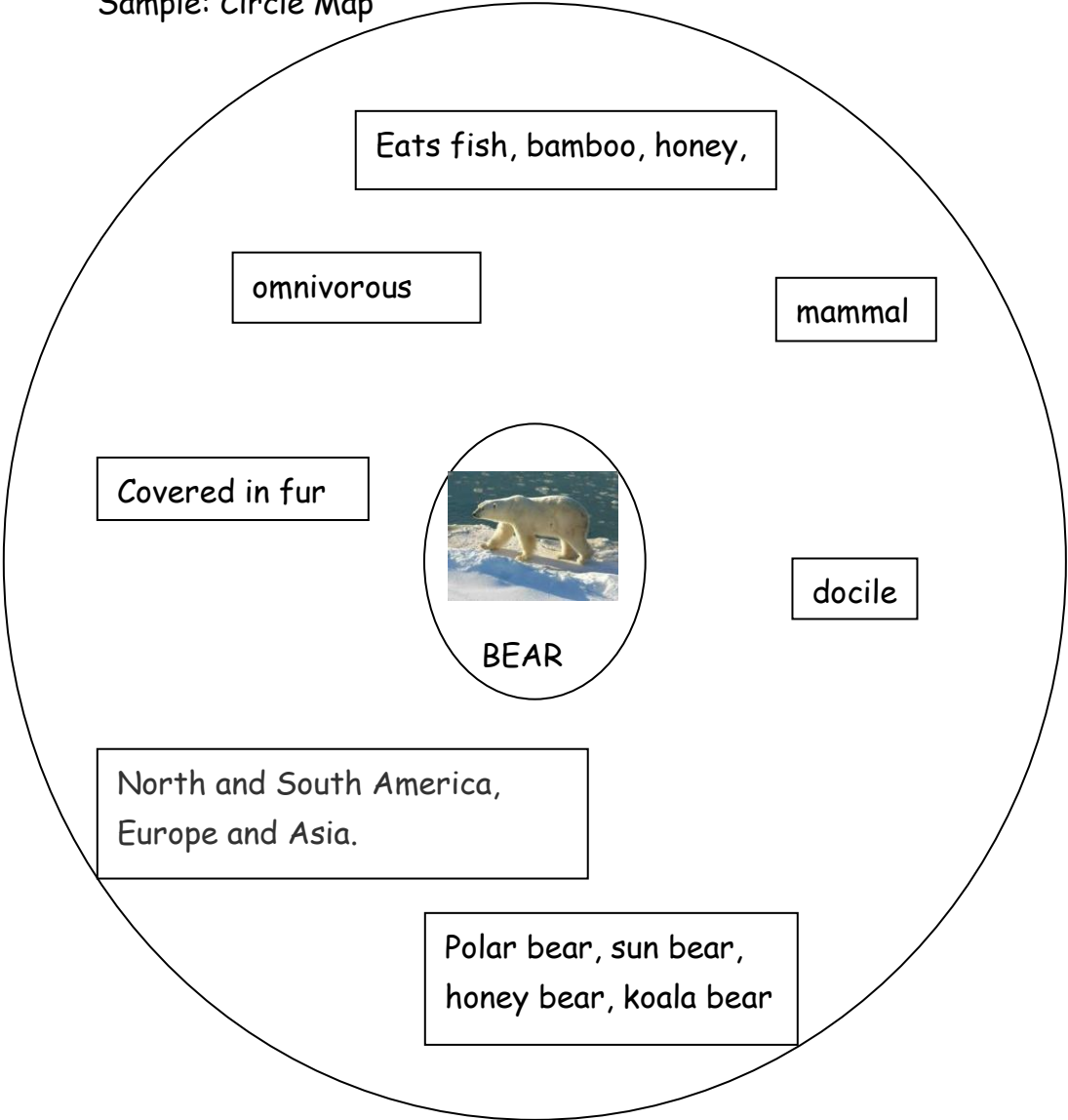
i-THINK Programme- Circle Map

Multiple Intelligences - Visual-Spatial



Thinking Skills (Analysing)

Sample: Circle Map



Steps:

1. Pupils work individually.
2. Distribute a guide for the task that pupils need to do.
3. Explain the task.
4. Using the guide, pupils are to write a short description about their animal.

**Educational Emphases:**

Constructivism

Creativity and Innovation

Multiple Intelligences -Visual-Spatial



Thinking Skills (Analysing)

Guide for Pupils


Using the guide provided below, write a short description about your animal...

- 1) Give your animal a name.
- 2) Describe what the animal looks like (fur, no fur, number of feet, height, weight, features, colour).
- 3) Describe the personality of your animal (playful, gentle, mean, fearful, aggressive, etc.).
- 4) Describe what kind of food your animal eats and why (plants, meat, berries, twigs, etc.).
- 5) Describe where your animal lives (jungle, forest, domestic, cave, hole in the ground, etc.).
- 6) Describe your animal's skills and why these skills are necessary for its survival (hunter, flier, runner, etc.)
- 7) describe the advantages and disadvantages your animal has on a daily basis (sight, night animal, day animal, etc.).
- 8) Draw a picture of your animal.

THEATRICAL VOCABULARY WORD SEARCH (ADVANCED PUPILS)

LS 4.2.1

Steps:

1. Distribute the Worksheet 1 to pupils.
2. In pairs, pupils try to unscramble the letters to form words which are related to stage play/drama. 
3. Check the answers with them.
4. Provide the correct answers.

Educational Emphases:

Contextual Learning

Multiple Intelligences -Interpersonal



Thinking Skills (Analysing)

Worksheet 1

Name: _____

Date: _____

Unscramble the words, based on the theatrical definitions:

1. Someone who comes up with the play's main story

LTHRIAGYPW _____ **(PLAYWRIGHT)**

2. Where the play takes place

GEAST _____ **(STAGE)**

3. The person who is in charge

TCIDORER _____ **(DIRECTOR)**

4. A person who takes on a role

OTCRA _____ **(ACTOR)**

5. Things used in the play

SOPPR _____ **(PROPS)**

6. Worn during the play

UTSCEMO _____ **(COSTUME)**


7. A group of actors in play

SACT _____ **(CAST)**

8. What actors study to know their lines?

TPSICR _____ **(SCRIPT)**

Steps:

1. Brainstorm pupils on the importance of movie posters - to inform people about a movie, information of the movie and the cast.
2. Show pupils samples of movie posters. Tell pupils they have to produce a movie poster on 'The Jungle Book'.
3. Pupils form groups of four. They discuss on what to include in the poster which can be done using A4 paper.
4. Pupils start their project. They can use poster colours, crayons or even print from the Internet. 
5. Display every poster for the whole class to view.

Educational Emphases:


Creativity and Innovation

Multiple Intelligences -Visual-Spatial / Interpersonal



Thinking Skills (Creating)

Steps:

1. Give the choral speaking script to the pupils.
2. Read the lines and get pupils to follow after the teacher.
3. Get them to improvise if they want to. 
4. Give pupils time to rehearse well.
5. Prepare pupils for a presentation during assembly.

Educational Emphases:

Creativity and Innovation

Multiple Intelligences - Musical / Interpersonal



Thinking Skills (Creating)

SAMPLE SCRIPT FOR CHORAL READING/SPEAKING

(Teachers are free to improvise on this script to suit your class potential)

In a dark gloomy cave	(krik krik krik)	}	boys
Deep inside the jungle	(oooh oooh ooh)		
Little Mowgli cries alone	(ngen ngen ngen)		all

Akela comes to the rescue	}	girls
Four young cubs are his brothers now		

The Council Rock	}	
Sits for a meeting		
		boys

"I will teach him the laws of the jungle, shouts Baloo. a boy

"I will bring a fat bull for you a boy

If you keep the man-cub" echoes Bagheera a boy

Big and strong grows Mowgli	}	- (show actions)
Monkeys drag him to Cold Lairs		
A kick and a punch		
Mowgli escapes the stupid monkeys		
		whole class

The Evil One,	a girl
The Bad One	a girl
The Instigator	a girl
None other than Shere Khan	all

Into the jungle Mowgli goes	}	girls
Girl with flower trembles and run		
Hey it's the flower	}	boys
The torch to scare Shere Khan.		
No more threats	}	girls
No more fears		
Only goodness and kindness		all

Mowgli leaves the jungle	}	girls, boys, girls
And heads for the village		
Jungle, village ,jungle ,village		
		alternate

Settle in the village	}	girls
Lives as a human		
Learning how to talk		
And tend the bulls		

Then comes Shere Khan
Revenge, fury, challenge
But Mowgli gets him

} boys \ individual voices for
sound effects

Cornered by bulls
No way to escape
Shere Khan faces death
In Mowgli's hands
His skin covering the rock


} girls

Mowgli rules
Yehh yehh yehh
This is our jungle book

} all

By, Kalaimathy Irene George

Steps:

1. Display a picture of Mowgli on the whiteboard/on LCD.
2. Elicit responses from pupils on Mowgli's attire, physical appearance and his behaviour.
3. Get pupils to share why they think Mowgli behaves and dresses in such way. *(Expected response: It is because he lived in the jungle and is raised by wolves)*
4. Initiate discussion to get pupils to think and compare if Mowgli lives in the human village and is raised by humans. 

Sample question:

- *Imagine Mowgli living in the human village.*
 - *How do you think he would look like?*
 - *What do you think he would wear?*
 - *How do you think he would behave? Will he be as brave as Mowgli in the jungle?*
 - *How about his hair?*
5. Distribute Worksheet 1.
 6. Pupils cut out pictures (up to pupils to choose) from column B and paste it on Mowgli in column A to represent Mowgli who lives in the human village.

Educational Emphases:

Contextual Learning

Multiple Intelligences - Interpersonal

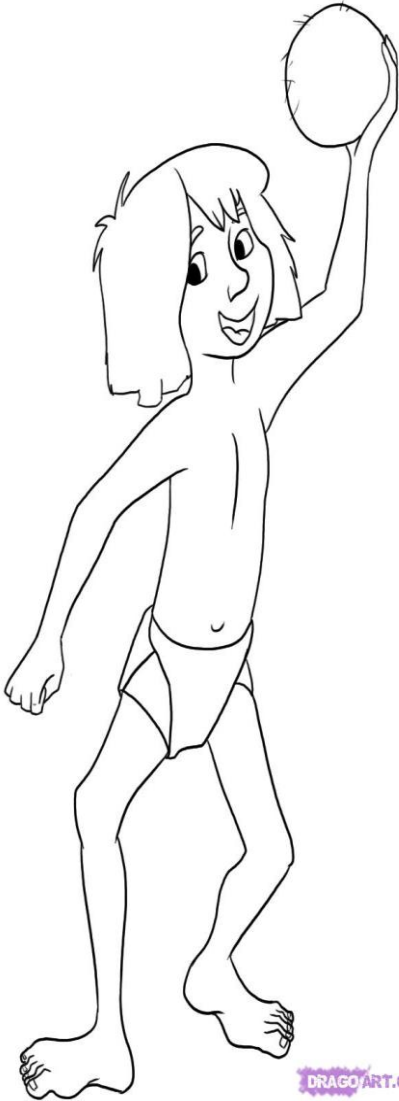
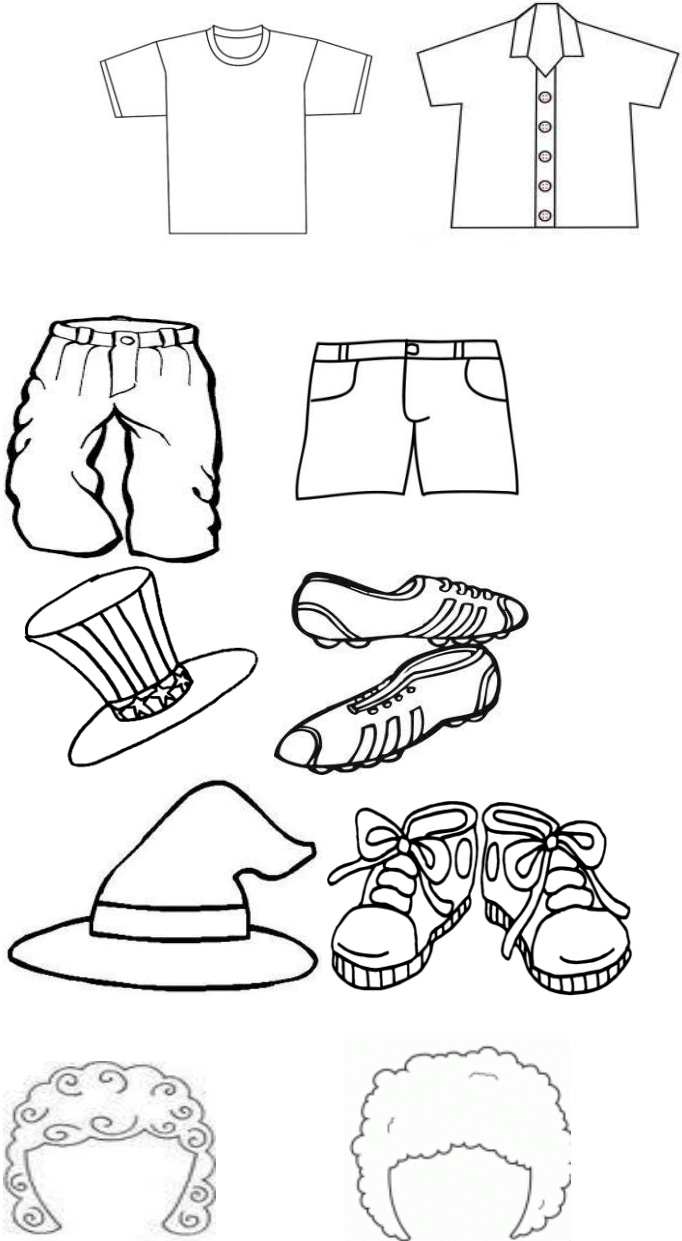


Thinking Skills (Evaluating)

Worksheet 1

Imagine Mowgli does not live in the jungle. How would he look like?

Cut out pictures that you like from Column B and paste them on Column A.

Column A	Column B
 <p>DRAGO/ART.CO</p>	

SAMPLE LESSON PLANS

SAMPLE LESSON PLANS

LESSON PLAN 1

Theme : World of Stories

Topic : The Jungle

Learning Standards :

1.1.2 Able to listen to and enjoy stories.

3.3.1 Able to create simple texts using a variety of media with guidance: (a) linear

4.2.1 Able to respond to literary texts: (b) place and time

Objectives : By the end of the lesson, pupils should be able to:

- (1) Identify and match the setting based on the dialogues.
- (2) Label places on a map that can be found in the story.

Time : 60 minutes

Teaching aids : Handout 1, Handout 2, Worksheet 1, The Jungle Book, Handout 3, Handout 4 and Worksheet 2.

Moral Value : Appreciating the environment

CCE / Educational Emphases : Thinking skills, multiple intelligences, visual/spatial, creativity and innovation.

Steps:

Pre-Reading

1. Play sounds of the music of various animals and other relevant sounds that could be heard in the jungle.
2. Pupils close their eyes and listen to the sounds.

3. Pupils guess and say where they can hear these sounds. Teacher writes the responses on the board.
4. Link the topic to the Jungle Book by talking about Mowgli living in the jungle.
5. Ask some questions on jungle to prepare pupils to the text.
 - Have you been into the jungle?
 - What can you see in the jungle?
 - What can you do in the jungle?

While-Reading

Activity 1

1. Pupils work in pairs.
2. Each pair is given Handout 1 and Handout 2.
3. Pupils are required to cut and paste the characters found in the story (Handout 2) onto the jungle setting (Handout 1).
4. Once they are done, pupils present their work.

Activity 2

1. Distribute Worksheet 1. Pupils attempt the task individually.
2. Pupils identify the setting of the dialogues by matching the dialogues to the pictures (Pupils are allowed to refer to the book, pages 4-13).
3. Discuss the answers. Get pupils to indicate the pages of the dialogues.

Post-Reading

1. Pupils work in pairs.
2. Distribute Handout 3 and Handout 4 to each pair.
3. Pupils cut out the pictures of various places found in the story (Handout 4) and paste them onto the map (Handout 3).

4. Then, pupils label the places by writing the words correctly on the map.
5. Read the **Journey of Mowgli** from chapter 1 to 4. Pupils listen and draw a trail of where Mowgli goes based on what is read by the teacher.
6. Pupils share their outcome with the whole class.

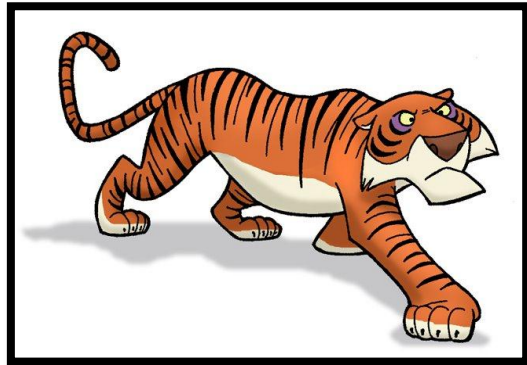
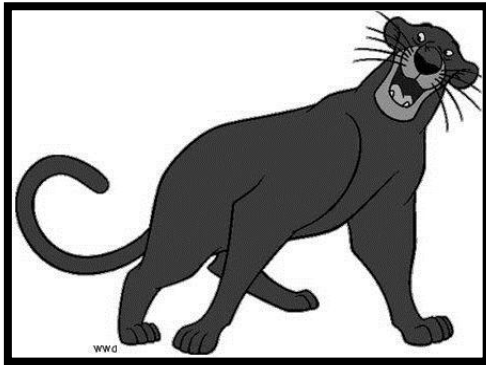
Closure

1. Distribute Worksheet 2.
2. Pupils complete the task individually.

Handout 1



Handout 2



(Source: images.google.com)

Worksheet 1

Identify the setting of the dialogues. Match the dialogues to the correct pictures.

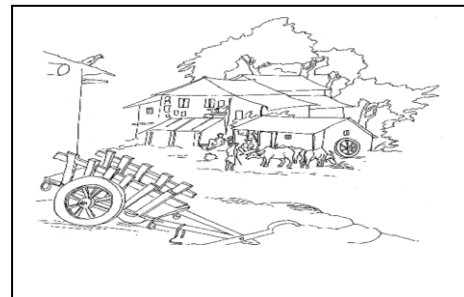
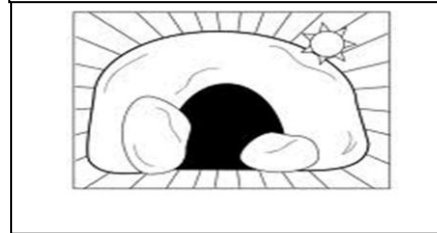
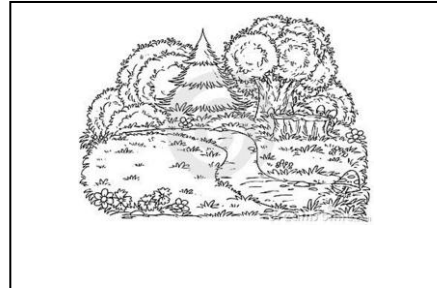
I agree with Baloo. Let the man-cub stay.

A man-cub?
Where did he come from?

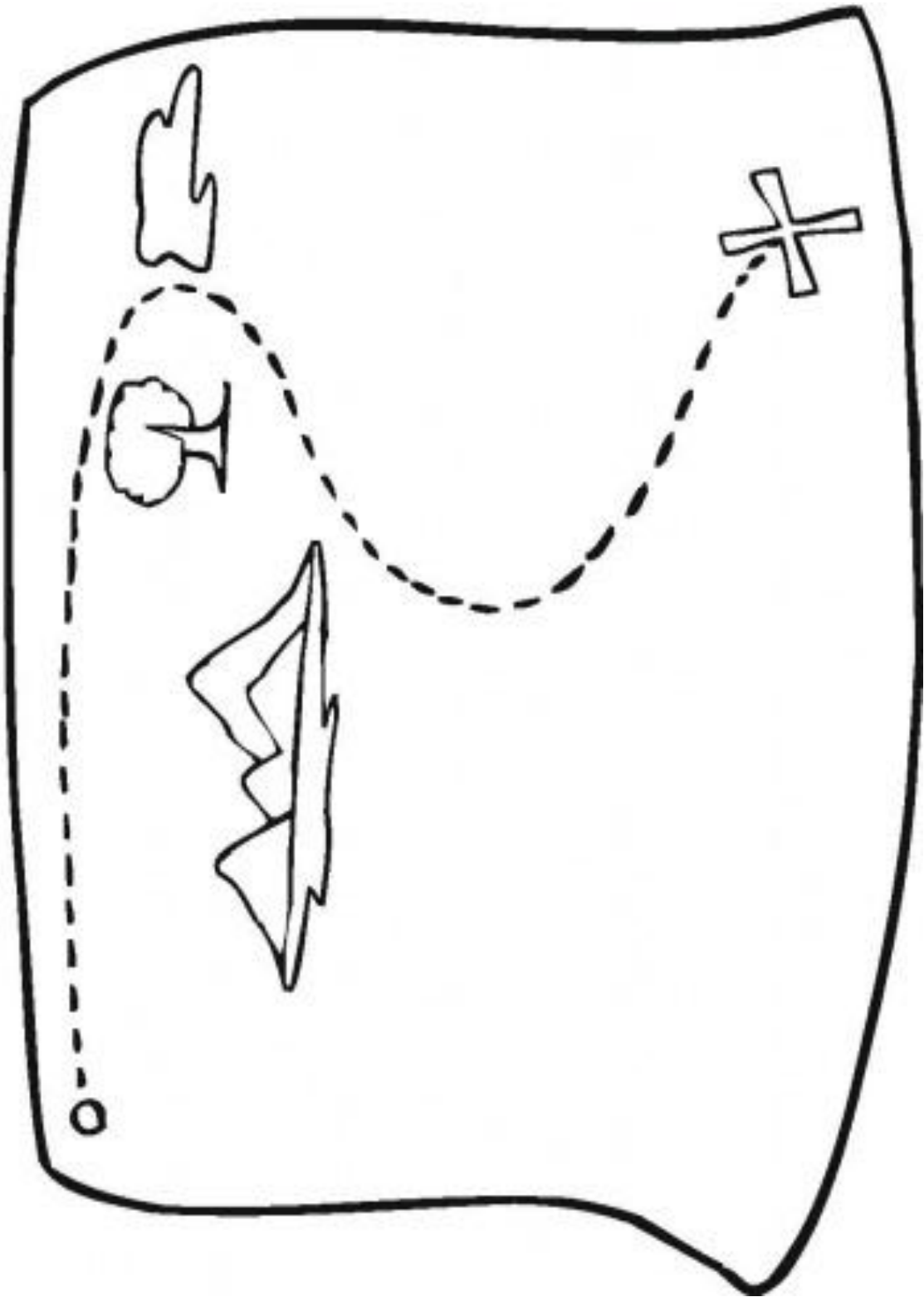
We would raise him with the other cubs.

His name is Mowgli. We want to raise



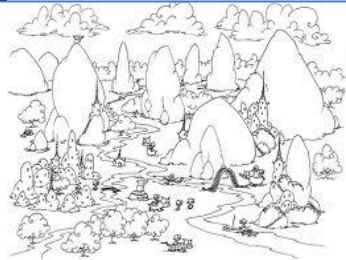


Very well.
Mowgli will stay.



Handout 3



Handout 4

		
Cave	Village	jungle
		
Cold Lairs	Council Rock	

Map Instruction

Cut the pictures and paste them on the map. Follow the instructions below:

1. Put the cave in the middle of the map.
2. Then, paste the village near the mountains.
3. After that, paste the jungle at the starting point.
4. Next, put Cold Lairs behind the mountains.
5. Finally, paste Council Rock on the left side of the tree.

**This instruction is given to pupils.*

Mowgli's Journey (to be read by teacher)

Mowgli's was abandoned in the jungle when he was young. He took refuge in a cave where he was adopted and brought up by two wolves, Akela and Mother Wolf. At Council Rock, Akela asked if anyone will speak for Mowgli. Baloo, the bear and Bagheera, the panther suggested that Mowgli should stay. Years passed and one day, the monkeys kidnapped Mowgli and brought him to the Cold Lairs. Baloo and Bagheera seek help from Kaa and together they managed to save Mowgli from the monkeys. Later on, Mowgli left for the village to live life as a human.

Places in the Jungle Book

D O G E W G Y R O L W E
J C O U N C I L R O C K
I R O G P E T Y O O Q D
M T S C P D O D L I X T
L V F W M I Z D S U L B
I V V U U J L S P B I Z
E T L G O A I U Y F J U
L T J X I L R H R E F S
G Y V R S J B F Z V B X
N O S J T V I L L A G E
U Q A I O S U K J C S U
J Y X H U A G H C R Y Q

1. CAVE
2. JUNGLE
3. COUNCIL ROCK
4. VILLAGE
5. COLD LAIRS

LESSON PLAN 2

Theme : World of Stories

Topic : Who is good? Who is not?

Learning Standards :

1.1.2 Able to listen and enjoy stories

1.1.3 Able to listen to and recite poems, tongues twisters, and sing songs paying attention to pronunciation, rhythm and intonation.

2.2.2 Able to read and understand phrases and sentences from non-linear text.

4.2.1 Able to respond to literary texts: (a) characters

Objectives : By the end of the lesson, pupils should be able to:

- i. Talk about the characters.
- ii. Identify the good characters and bad characters by grading the characters with either A, B or C.
- iii. Give reason why a character is good or bad.

Teaching Aids : 'The Jungle' book, report cards and grading cards, Handout 1.

Moral value(s) : Good over evil

CCE / Educational Emphases : Thinking skills, Values and Citizenship,
Multiple Intelligences

Steps:

Pre-Reading

Activity 1

1. Tell pupils to listen to the dialogues and identify the speakers (5 characters from the story).
 - *You don't belong here Akela. You're old and weak! (Shere Khan, pg. 29)*
 - *Very well. Mowgli may stay. (Akela, pg. 13)*
 - *We're looking for the Monkey People. They've taken Mowgli. (Bagheera, pg. 19)*
 - *This is a human place, and you're human. You can teach us to be like humans! (The monkey, pg. 20)*
 - *I'm part of the pack! That's all I want to be! (Mowgli, pg. 27).*
2. After each guess, show the picture of each character and talk about the characters with the pupils.

Sample questions:

- *What is his/her name?*
- *What is he? (human/bear/wolf/tiger/monkey)*
- *Do you like this character? Why?*
- *Can you describe this character? (Suggested responses: kind, fierce, patient, brave)*

While-Reading

Activity 1

1. Read the story from page 4 to 13 using the correct intonation and expression.
2. Pupils listen and read after teacher.
3. Pick pupils at random and asks them to read with the correct pronunciation and intonation.
4. Tell pupils the importance of using the right intonation when you are reading dialogues of different characters.

Activity 2

1. Distribute two report cards and two sets of grading cards (A, B and C) to each pupil.
2. Tell pupils that one report card is for the character they like and the other one is for the character they dislike.
3. Pupils need to paste a grade (A, B or C) for each of the two characters.
A - Good character
B - Good and Bad character
C - Bad character
4. Pupils give reasons for their choice in simple sentences.

Post - Reading

1. Pupils work in groups of 4 to 6.
2. Each pupil is given Handout 1.
3. Each group is assigned a role.
4. The pupils read the dialogues with the correct expression.

Closure

1. Pupils reflect on their friends' presentation. Give constructive feedback on how they can improve their reading.
2. Discuss the moral value for today's lesson.

Handout 1

Tabaqui : (Loud shriek) Chief of the wolves. Where are you?

Chief of the wolves : May good luck and strong teeth go with your cubs.

Tabaqui : Thank you, Chief of wolves.

Chief of the wolves : Why are you here, Tabaqui?

Tabaqui : We have no food here. We have news that Shere Khan has moved his hunting ground. He will be here soon.

Chief of the wolves : That is not possible. This is our hunting ground. We will be on guard.

Tabaqui : He is planning to hunt humans not animals.

Chief of the wolves : Really! I am surprised because hunting humans is against the jungle laws.

(They heard a sound coming from the long grasses. It was a young boy about 2-3 years old. He was lost.

Chief of the wolves : Where are his parents?

Tabaqui : I think Shere Khan probably killed them.

Chief of the wolves : I have to save this boy-cub. I'll take him to Akela and seek his advice. He will know what to do.

(Out of nowhere, Shere Khan appeared and demanded that the boy should be given to him. Chief of the wolves took the boy to his home in the cave).

Shere Khan : Give me the man-cub!

Chief of the wolves : No.

Shere Khan : He is mine.

Chief of the wolves : No. Go away before you get hurt. I'll call the rest of the herd if you don't.

Shere Khan : I'll go for now, but I'll be back.

(Meanwhile, the boy was playing with the Chief of the wolves' children. His wife wanted to raise the boy as her own.)

Chief of the wolves : I'll bring the man-cub to Akela and seek his permission.

(At the Council Rock)

Chief of the wolves : Akela, I would like to seek your permission to keep this man-cub.

Akela : I'll agree if two of the other animal agree to it.

Baloo : I'll teach the man-cub the laws of the jungle.

Chief of the wolves : Anyone else?

Bagheera : I agree with Baloo. Let the man-cub stay and I'll kill a fat bull for the herd.

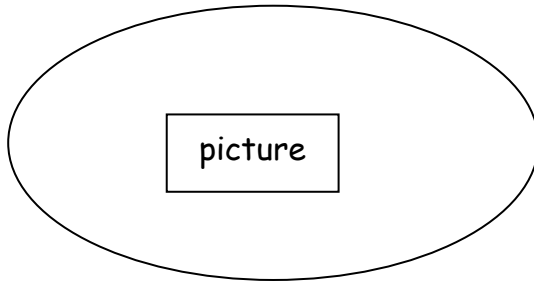
Akela : Vey well, let the man-cub stay. What is his name?

Chief of the wolves : Mowgli.

Report card

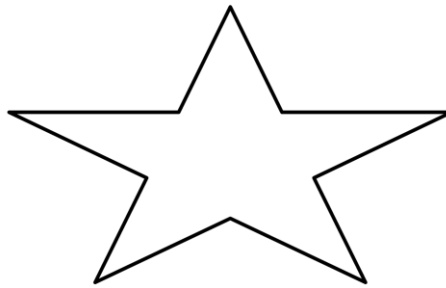
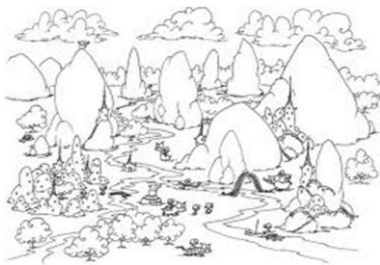
Write the name of the character. Give a grade and write two words describing the character. Give reasons for your grade.

CHARACTER'S NAME:.....



(Paste grade here)

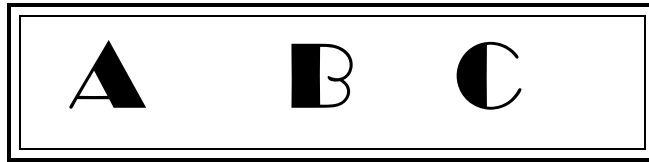
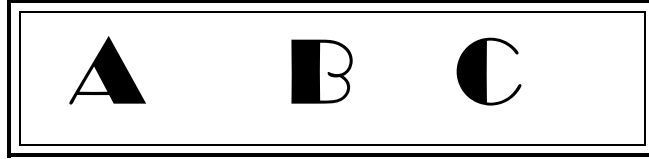
Write two words to describe this character.



Give reasons for your grading.

I graded _____ a/an _____ because

2 Sets of Grading Cards.



LESSON PLAN 3

Theme : World of Stories

Topic : The Jungle

Learning Standards:

1.1.2 Able to listen to and enjoy stories.

2.2.2 Able to read and understand phrases and sentences from non-linear texts.

4.2.1 Able to respond to literary texts: (c) values

4.3.1 Able to produce and display creative works based on literary texts using a variety of media with guidance.

Objectives : By the end of the lesson, pupils should be able to:

- i. express their opinions about good over evil
- ii. design a poster

Teaching Aids : Red and blue cards, character bingo cards on 5 characters, sample poster.

Moral Value : Kindness and love

CCE / Educational Emphases : Thinking skills, Values and Citizenship,
Multiple Intelligences

Steps:

Pre-Reading

1. Play a song on animals and pupils sing along.
2. Pupils identify the characters in the song.

While-Reading

1. Each pupil is given a red and blue card each (Blue represents 'like' and red represents 'dislike').
2. Read out description/information about 5 characters (Handout 1)
3. Pupils identify the characters.
4. Paste the picture/write the name of the character on the board after every answer and ask questions pertaining to the character.

Do you like this character? Why?

Do you think he/she/it is good? Why?

5. For questions that require a 'like' or 'dislike' answers, pupils put up the blue or red cards.
6. After reading out and discussing all the characters, discuss the overall moral value/message of the story.
7. Get pupils to share what they have learnt from the story.

Post Reading

1. Write the moral values/message learnt on the board for pupils' reference.
2. Prepare a cut-out of the main characters on A4 sized papers that pupils can use to design their posters.
3. Individually, pupils design a poster based on the moral values/message learnt from the story.
4. Pupils use the pictures they need for their poster based on the moral value/message that they chose.

5. Pupils are to write the moral values/message on the poster. Pupils are free to design their poster based on their own creativity.
6. Once pupils have completed their posters, get pupils to display their posters around the classroom.
7. A gallery walk is done for pupils to take a look at their friends' work.
**Pupils are told to bring necessary materials beforehand. You can use the template that have been prepared or create your own.*

Closure

1. Sum up the lesson with a brief discussion on the moral value of the lesson.

Handout 1- Character Bingo Card (For teacher's reference)

Mowgli

He is brave and high spirited.

He loves his family and is willing to do anything for them.

He has two good friends in the jungle.

Shere Khan

This character is a four-legged animal.

It is very evil as it wants to kill a boy.

It influenced other animals in the jungle.

Baloo

It is cute and friendly.

It is Mowgli's best friend.

It teaches Mowgli a lot of things in the jungle.

Akela

It leads the wolf pack in the jungle.

It is fair and just.

It dies at the end of the story.

Kaa

It is an animal that slides.

It is also Mowgli's friend.

It helped Baloo and Bagheera find Mowgli.

Red and blue cards



BLUE



RED CARD



STRENGTH

For the strength of the Pack is the Wolf, and the strength of the Wolf is the Pack

EXAMPLES FOR ASSESSMENT



BALOO HERE! TAKE A LOOK AT HOW YOU ARE DOING!

NAME: _____

CLASS: _____

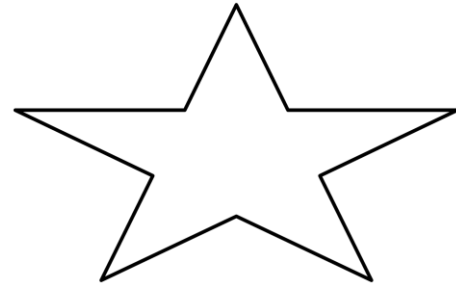
TEACHER'S NAME: _____

Teacher's note: Tick the appropriate column

		Excellent 	Good 	Satisfactory 	Ideas to improve
No	Criteria				
a	Classroom Involvement				
	Not shy to express their own opinion and ask questions				
b	Creative				
	Creative and dare to be different				
c	Imaginative				
	Interesting ideas and able to go beyond the text				
d	Language Delivery				
	Pronunciation and intonation Accurate and fluent in speech				
e	Knowledge and Understanding				
	Able to understand the story and write/talk about it				

Comments:

GROUP WORK



GROUP: _____

CRITERIA	EXCELLENT	GOOD	SATISFACTORY	NEED PRACTICE
	★★★★★	★★★★	★★★	★★
Language Delivery (enunciation, intonation and pronunciation)				
Physical Expression (movements, gestures & expressions)				
Creativity (costume, sound effects)				
Teamwork (cooperation among group members)				
Total Stars				

PUPIL'S SELF REFLECTION

Hi, I am Bagheera. You read about me in the "Jungle Book". Feel free to write to me and tell me what you like about the story.

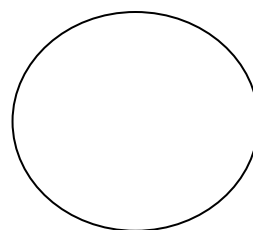


THANK YOU FOR THE LOVELY STORY!

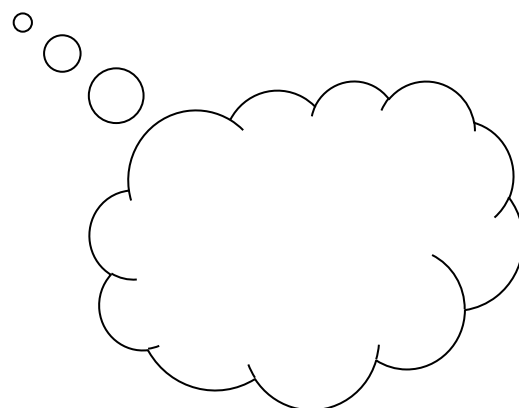
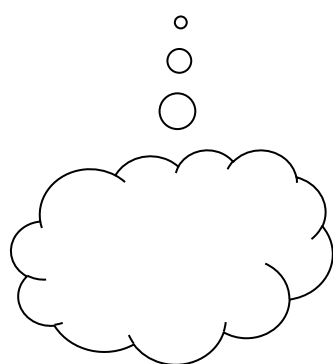
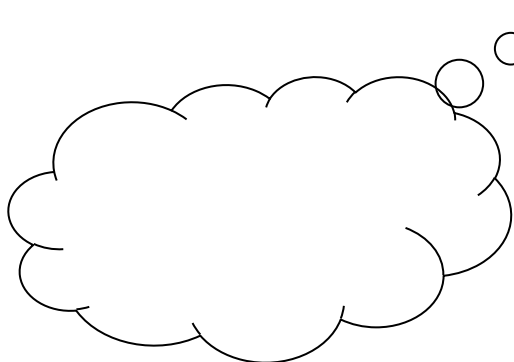
MY NAME IS _____ AND I FEEL



CIRCLE OR DRAW A
FACE!



WHAT I LIKE IN THE STORY



WHAT I DON'T UNDERSTAND IN THE GRAPHIC NOVEL

