



The Jungle Book

Author: Rudyard Kipling (1865–1936)

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Information about assessment and curriculum links can be found at the end of these Teaching Notes.

Synopsis

The Jungle Book creates a magical world in which animals can talk and reason. It tells the tale of a young human baby, Mowgli, found in the wilderness by a family of wolves and raised as one of their own. He makes many friends and several enemies along the way, but Mowgli's strongest relationships develop with Bagheera and Baloo. They help Mowgli to survive as he struggles with the threat of Shere Khan, the tiger. The story weaves a tale through the jungle as Mowgli grows and learns. Finally, he becomes restless and feels the pull of the man village.

Social and historical context

The original 1894 version of *The Jungle Book* was a collection of stories that Kipling had already published in magazines. Kipling had lived in India as a child and returned there as a journalist. At this time India was part of the vast British Empire and people in mainland Britain were keen to hear about the exotic far away places that formed part of the empire.

Kipling did a lot of travelling and in the nineteenth century this was the privilege of the wealthy. *The Jungle Book* evokes the different customs and ways of life in India in a way that is human and familiar, so that anybody can relate to the story no matter where they live.

Group or guided reading

Introducing the book

- (Predicting) Talk to the children about the title of the book. Children may have pre-conceived ideas about the book because of the cartoon film. Discuss what they know about the story. Can they name the main characters that they might discover?
- (Deducing) Ask: *What can you deduce about the image on the front cover? How might the panther be important to the story? What do you think the relationship between the panther and the boy is like?*

During reading

- Focus on the opening sentence. Why do the children think the author has chosen to open in this way?
- Read to the end of Chapter 1 with the children. Ask them to notice the vocabulary that has been used to describe the movement of the tiger, Mowgli and other animals, e.g. 'prowled', 'slunk' etc. Children could categorise the vocabulary into strong and weak movements.
- (Imagining) Act out some of the movement words to try to visualise the power of the movement of the different characters.
- (Deducing) Consider how the author has tried to use the vocabulary to describe movement as a way of hinting at the characteristics of the animals and to suggest a power relationship.

Assessment:

- Can the children read between the lines to explain the feelings behind an action?

Independent reading

- Ask the children to read to the end of Chapter 3.
- (*Deducing*) As they are reading ask them to try to build a clear picture of Mowgli's characteristics as he develops and grows.
- Infer writers' perspectives from what is written and from what is implied.
- (*Clarifying, Questioning*) Why do the children think that the author used a monkey as such a problematical character? Can children understand that the author is deliberately trying to challenge pre-conceived ideas?

Assessment: Check that children:

- can use the strategy of re-reading the text to gain different levels of meaning
- can comment on the development of the characters.
- Ask the children to finish reading to the end of the story independently.

Returning and responding to the text

- (*Summarising*) When the children have read the whole story, ask them to summarise it to a friend who has not read the story.
- (*Clarifying, Deducing*) Ask: *What sort of character is Mowgli? What clues are there in the text to suggest this?* Explore the underlying message about prejudice with the children.

Assessment:

- Can the children understand and recall the main points and themes of the text?

Speaking, listening and drama activities

Objective: Present a spoken argument, sequencing points logically, defending views with evidence and making use of persuasive language.

- Divide the children into two groups. Ask one group to prepare a spoken argument that persuades the wolf pack that Mowgli should be allowed to stay with them. The other half should argue against him staying. Encourage children to defend their points of view with evidence from the text.

Writing activities

Objective: Create multi-layered texts, including use of hyperlinks and linked web pages.

- Discuss the use of instructional language and focus on the use of imperative verbs.
- Ask the children to think of their own jungle laws, such as, 'Never trust a monkey'. (Refer to Chapter 2.)
- Now ask them to think of why that statement is important, for example, 'Never trust a monkey because they are all liars.'
- Ask the children to devise and type their own jungle laws using connecting words to clarify why they must carry out that law.
- Once the statements have been created, ask the children to find a suitable picture, movie, sound clip or website on the internet that they can create a hyperlink to, for each law.

Assessment:

- Can the children make choices about presentation, appropriate to purpose and audience?



Classics

Whole class reads

Books on a similar theme:

- *Just So Stories* by Rudyard Kipling
- *Tarzan of the Apes* by Edgar Rice Burroughs
- *Jungle* (DK Eyewitness Book) by Theresa Greenway

Cross-curricular links

Art

- Use *Henri Rousseau's Jungle Book – Adventures in Art* by Doris Kutschbach to explore deceptively simple works of art on a jungle theme.

Geography

- Study a locality that is less economically developed.
- Recognise how people can improve damage to the environment, e.g. that has been caused by deforestation.

I.C.T.

- Compile a class book about the jungle by researching on the internet (ensure that the children only have access to child-friendly sites) and using word processing or other software packages to present it.

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The Jungle Book (Oxford Level 15) curriculum coverage chart

Links to Oxford Reading Criterion Scale:

- Can refer to the text to support opinions and predictions. (R/D) [ORCS Standard 5, 7]
- Can use clues from action, description and dialogue to help establish meaning. (D) [ORCS Standard 5, 8]
- Can identify the effects of different words and phrases to create different images and atmosphere, e.g. powerful verbs, descriptive adjectives and adverbs. (E) [ORCS Standard 5, 17]
- Can sometimes explain different characters' points of view. (D) [ORCS Standard 5, 23]

Comprehension strategies

- Comprehension strategies are taught throughout the Teaching Notes to enable pupils to understand what they are reading in books that they can read independently. In these Teaching Notes the following strategies are taught: *Predicting, Questioning, Clarifying, Summarising, Imagining, Deducing*

ENGLAND The National Curriculum in England: Years 3–4

Spoken language	Pupils should be taught to articulate and justify answers, arguments and opinions (SpokLang.4) Pupils should be taught to participate in discussions, presentations, performances and debates (SpokLang.9)
Reading: Word reading	Pupils should be taught to apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in Appendix 1, both to read aloud and to understand the meaning of new words that they meet (Y3/4 ReadWord.1)
Reading: Comprehension	Pupils should be taught to develop positive attitudes to reading and understanding of what they read by increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally (Y3/4 ReadComp.1iv) Pupils should be taught to understand what they read, in books they can read independently, by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence (Y3/4 ReadComp.2iii) Pupils should be taught to understand what they read, in books they can read independently, by predicting what might happen from details stated and implied (Y3/4 ReadComp.2iv) Pupils should be taught to understand what they read, in books they can read independently, by identifying main ideas drawn from more than one paragraph and summarising these (Y3/4 ReadComp.2v) Pupils should be taught to participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say (Y3/4 ReadComp.4)
Writing: Composition	Pupils should be taught to plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar (Y3/4 WritComp.1i) Pupils should be taught to draft and write by organising paragraphs around a theme (Y3/4 WritComp.2ii)

SCOTLAND Curriculum for Excellence: Literacy and English experiences and outcomes – Second level

Listening and talking	As I listen or watch, I can identify and discuss the purpose, main ideas and supporting detail contained within the text, and use this information for different purposes (LIT 2-04a) To help me develop an informed view, I can distinguish fact from opinion, and I am learning to recognise when my sources try to influence me and how useful these are (LIT 2-08a)
Reading	I regularly select and read, listen to or watch texts which I enjoy and find interesting, and I can explain why I prefer certain texts and authors (LIT 2-11a) I can select and use a range of strategies and resources before I read, and as I read, to make meaning clear and give reasons for my selection (LIT 2-13a) I can make notes, organise them under suitable headings and use them to understand information, develop my thinking, explore problems and create new texts, using my own words as appropriate (LIT 2-15a) To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text and use supporting detail (LIT 2-16a) To show my understanding, I can respond to literal, inferential and evaluative questions and other close reading tasks and can create different kinds of questions of my own (ENG 2-17a) I can discuss the writer's style and other features appropriate to genre (ENG 2-19a)
Writing	I consider the impact that layout and presentation will have and can combine lettering, graphics and other features to engage my reader (LIT 2-24a) By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience (LIT 2-26a)

WALES Programme of Study for English: Year 4

Oracy	Learners are able to contribute to group discussion and help everyone take part (Y4_OracColl.1) Learners are able to explain information and ideas using supportive resources, e.g. on-screen and web-based materials (Y4_OracSpea.1)
Reading	Learners are able to accurately identify the main points and supporting information in texts (Y4_ReadComp.1) Learners are able to deduce connections between information, e.g. sequence, importance (Y4_ReadComp.2) Learners are able to use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, syntax, text organisation and prior knowledge of context (Y4_ReadStrat.1) Learners are able to read texts, including those with few visual clues, independently with concentration (Y4_ReadStrat.2)
Writing	Learners are able to explore and use appropriately the different forms of writing on-screen to interact with others, e.g. websites, e-mails, blogs (Y4_WritMean.5) Learners are able to use visual information, e.g. illustrations, diagrams and graphs, which is clear and relevant to the written text (Y4_WritStru.4)

NORTHERN IRELAND Levels of Progression in Communication across the curriculum: Primary Level 3

Talking and listening	Pupils can follow the main points of discussions and make contributions which show understanding (L3_com_talk.2i) Pupils can explain their views/thinking (L3_com_talk.3i)
Reading	Pupils can recognise, understand and sequence main points (L3_com_read.1i) Pupils can choose and use reading strategies independently (L3_com_read.2) Pupils can make deductions using information from the text (L3_com_read.4ii) Pupils can express opinions and give reasons (L3_com_read.5)
Writing	Pupils can use the form appropriately (L3_com_writ.3)