

The Jungle Book – Y5 Older literature

Prior Knowledge: Check that children can already:

Plan, tell and write complete stories with a clear sequence of events;
use detailed description to evoke setting and portray characters
use conventions for written dialogue
Participate in group discussion by offering reasons for their opinions supported by evidence.

Experience Create a jungle area in the classroom or outdoors. Play jungle sound effects. Ask the children to imagine what they can see, hear, smell and feel. Record responses in note form. Alternatively, use images of the jungle. e.a. Rousseau paintings

Point out that this book was written over 100 years ago and is very different to the Disney film by the same name. Give some background information about Rudyard Kipling e.g. from <http://www.notablebiographies.com/Ki-Lo/Kipling-Rudyard.html#b>

Read the first few pages of *Mowgli's brothers* up to 'Is that a man cub?' said Mother Wolf. 'I have never seen one. Bring it here.' Use open questions to discuss initial responses to the story; *How did the story make you feel so far? Have you read any other books like this? How did they compare? Which parts of the story stay in your mind most vividly? What are you left wondering?*

Using Likes, dislikes, puzzles and patterns grid, record the children's responses so far – in groups or as a class.

Identify the characters in the story so far; Father Wolf, Mother Wolf, Tabaqui and Shere Khan. Use Role on the wall posters to record what we know, what we think we know and what we wonder about each character. Display these on the working wall to be added to as the story continues.

Read up to '... thou wilt hunt Shere Khan as he has hunted thee.' Discuss is Mother Wolf right to keep Mowgli? Why does she want to keep him? Set up a *Conscience Corridor* for Father Wolf. Will he agree to keep Mowgli?

Before reading any further with the class, set up a Pack meeting. Assign children in role as Shere Khan, Mother Wolf, Father Wolf. The teacher or TA plays Akela. The rest of the class role play as the remaining wolf pack. Remind the class about the role on the wall characters – how will this help us decide the role to play? Begin the meeting with Akela saying 'Look well O wolves. What have the free people to do with a man's cub?' Now read the Pack meeting. How does it differ/is the same as the one the class imagined?

Complete Role on the wall posters for Baloo and Bagheera. Add to or amend the posters for the other characters in light of what has been learned.

Continue to read the text as a class reader. The story has skipped for 10 or 11 years. Ask children to keep a journal as Mowgli (or another character) recording his life. They could make diary entries, draw pictures and record notable events. (a good example would be <http://www.walker.co.uk/Archie-s-War-9781406304275.aspx> Archie's war scrapbook).

There are also opportunities for Quick write – e.g. think of 100 ways of describing fire e.g. the red flower; list what else might Mowgli dream of from his early childhood?

Throughout the reading collect 'golden phrases' which demonstrate the authors style of writing. Display on the working wall.

Continue to read the book either as a class book, or a guided reading text or allow children to choose to read the remaining stories independently.

Phase Outcome: Children can discuss their opinions about an older text. They can sustain reading, using a range of strategies to elicit meaning from unfamiliar words. They can use drama strategies to explore text, involving, empathising and predicting.

Experiment with the Golden phrases by keeping the style and sentence structure but changing the words e.g. *scrap-fed wolves* could become *rain-fed river, grass-fed herds*. Challenge children to come up with as many alternative phrases as possible.

Read the beginning of 'Tiger, tiger' up to 'pushed to one side'. Give children copies of this part of the text to text-mark and, in pairs, create a labelled drawing to portray the village setting. Discuss, what would it be like to live in the village? How do people spend their days? What kind of jobs do they do? How do the children occupy themselves? Working in groups, the children will create their own village 'family'. Create role on the wall diagrams to note down information about each character in their family. They will become these characters in the role-play and will be the main characters in their writing.

Use envoys to share information about their families with other groups and get new ideas to improve their own families.

Create a village, using the props you have available. Assign roles of the priest, Mowgli and villagers to the children and staff in the class. Re read the start of 'Tiger, tiger' up to '...pointed at Mowgli'.

Create a freeze frame of the villagers at work/play in the moment Mowgli arrives. on a given signal, they all leave their work and gather at the 'gate'. Use thinking, feeling, saying cards to gather the thoughts, feelings and dialogue of the villagers.

Over several sessions, ask the groups to role play the villagers taking Mowgli back to their home. What would he do? What would they say to him? How would they help him to settle into his new life? Will he be accepted or will he be sent back to the jungle? Give time for groups to watch each others role-plays, take photographs and gather ideas on the working wall. Pay particular attention to appropriate language in the style of the original.

Create a 'story tree' of all the possible events and plots that could happen. Display on the working wall.

Using the story tree ideas, ask each group to create a story map of their version of this part of Mowgli's life. Ensure each group has a clear plot structure and an appropriate ending – e.g he and Shere Khan meet again and fight, Mowgli returns to the jungle, Mowgli decides to stay and is accepted into a family for good. Give children time to tell their version of the story to each other, orally rehearsing the phrases and language they will use in their writing. Use Guided writing to support groups to improve their telling.

Phase outcomes: Children can devise an effective, well structured plot. They can tell a story, maintaining the language style of the original.

Use Shared writing to model writing the story in the style of Rudyard Kipling. Demonstrate how to maintain the appropriate language, historical context and setting. Use Guided writing to focus on key aspects identified for particular groups of children, for example paragraphs, sentence structure or use of language. Encourage children to rehearse sentences orally and reread and check as they are writing, returning to the original text as necessary.

When children have completed their stories, support the process of discussing, proofreading and editing their own writing. Demonstrate how to check and improve sentence construction and punctuation by modelling alternative sentence construction. Talk about the effect of using longer or shorter sentences for dramatic effect at particular points in the story – which sentences sound most like the original text? What effect does each have on the reader?

Consider an audience for the stories and allow children to present their stories.

Phase outcomes: Children can write in the style of a particular author to complete a section of the story. Children can experiment with the order of words or phrases to achieve different effects