



CHEERING UP THE KING

Story Synopsis

Cheering Up the King is a play that features patterned language and offers several speaking parts, including the role of narrator. It tells the story of a group of animals who pool their talents to help a friend feel better. Lion, king of the jungle, is miserable because his loose tooth is bothering him. Under the guidance of Parrot, Lion's friends come to the rescue: Hippo dances; Tiger sings; Baboon reads a story; Gorilla does magic tricks; and Monkey tells jokes. Lion laughs and claps so hard that his loose tooth falls out, and the play ends with the promise of a visit from the tooth fairy!

LITERACY ELEMENTS

patterned language
and repetition
question mark
contractions
script conventions

WORDS TO DISCOVER

narrator
tooth
cheer
lion
parrot
hippo
tiger
baboon
gorilla
monkey
dance/dances
sing/sings
read/reads
tell/tells

ESL CONSIDERATIONS

Familiarize the children with the animals in the story: show them various pictures of the animals from other sources, and talk about them in terms of their size and behaviour.

Overall Learning Opportunities



Students will:

- demonstrate an understanding of some basic elements of drama and dance
- communicate their response to music in ways appropriate to this grade
- use a range of independent and collaborative art-making strategies



Students will:

- read aloud in a way that communicates the text's meaning
- use some conventions of written materials to help them understand what they read
- interact with sensitivity and respect

ACTIVITY MENU

Shared Reading, page 66

Exploration: Putting on a Show, page 67

Guided Reading, pages 68–70

As a Group, pages 71–73



- *Hippo's Dance*: creating a dance from a series of tableaux

- *Jungle Story*: writing a story for performance

- *Making Masks*: making paper-plate masks of animals

- *Jungle Scenery*: painting a mural of jungle foliage



- *Make a Rhyme*: creating simple rhyming couplets

- *What Am I?*: spelling character names, focusing on consonants

Independent Work, pages 74–77



- *BLM 25*: drawing a picture in response to a story created by the class

- *BLM 26*: reflecting on mural-making



- *BLM 27*: completing sentences to reinforce details from the story

- *BLM 28*: matching characters with their talents



LEARNING OPPORTUNITIES

Students will:

- reread all or parts of a written piece to clarify their understanding of its meaning
- use pictures and illustrations to determine the meaning of unfamiliar words
- recognize that volume of voice needs to be adjusted according to the situation

OBSERVING FOR ASSESSMENT

During shared reading, observe and make note of the student's specific reading behaviours. Does the student:

- use knowledge and experience to increase understanding?
- use punctuation to help her or him understand what she or he reads?

TEACHING tip

Encourage the students to look for the commas, periods, and question marks to help make their reading more meaningful.

Getting Ready to Read

Explain to the children that the story they'll be reading is about the animal that is considered to be "the king of the jungle," and ask them to guess what it is.

Show the children the cover of the book, and ask:

- Why do you think such a strong animal might need to be cheered up?

When the children understand that the lion seems to be sick, talk about how he must be feeling, and ask the children what they think he might do to feel better.

Examine the cover art together. Ask:

- What does the picture tell us about the story?

Invite a child to read the title while another child points to the words.

First Reading

Tell the children that this story is a play. Talk about some of the features of a play (such as actors playing characters on a stage). Then, show the children how the play is formatted on the pages of this book: the name of the character is followed by the words the character says. Explain that the *narrator* of a play is a storyteller who does not appear as a character within the play.

Read *Cheering Up the King* aloud, pointing to the words as you read them and to details in the pictures that support the printed text.

Returning to the Story

Engage the children in talk about the story, asking open-ended questions such as:

- What was your favourite part of the story? Why?
- Which character was your favourite? Why?

To help the children recall specific details, ask questions such as:

- Which animal was the first to know that Lion was not feeling well? That's right, it was Parrot.
- What did Gorilla do well? That's right, Gorilla was good at magic tricks.

Second Reading

To prepare for the second reading, invite a volunteer to point to and read aloud the title of the book. Invite another volunteer to show the page on which the story begins. Ask a third volunteer to point to the first word (*Narrator*) and, if possible, identify it. Remind the children that the narrator is the storyteller.

Reread the book aloud, encouraging the children to join in whenever they feel comfortable.

Extending the Reading Experience

Read the book as a play by assigning various reading roles to different groups. For example, a group of four children could be Lion, another group of four could be Monkey, and so on. For the first reading, those children who do not have another reading part could be the narrator.

Practise with each group so that the children are ready to read their respective parts fluently, with expression, and as one voice.

Invite individuals to take on each of the parts and, after practice and rehearsal, to present the story as a Readers' Theatre.



Putting on a Show

LEARNING OPPORTUNITIES

Students will:

- identify ways in which the voice and body can be used to convey thoughts and feelings
- communicate their responses using elements of drama
- use music and movement to describe personal experience

YOU WILL NEED

- chart paper and marker
- cheerful music
- space for movement

OBSERVING FOR ASSESSMENT

Does the student:

- demonstrate an awareness of purpose and audience?
- work collaboratively with classmates to rehearse and perform?

TEACHING tip

The activities on page 71 provide detailed instructions for preparing two different kinds of performances: a dance (Hippo's Dance) and a story (Jungle Story).

Reading the Story

After reading the story, together make a list of all the different strategies the animals used to try to cheer up the king. List the strategies on chart paper. Ask:

- Who gathers the lion's friends together? (parrot)
- What does Hippo do? (dances)
- What does Tiger do? (sings)
- What does Baboon do? (reads a story)
- What does Gorilla do? (does magic tricks)
- What does Monkey do? (tells jokes)

Starting the Exploration

Once you and the children have reviewed the animals' strategies, guide the discussion to explore the children's ideas. Ask:

- Have *you* ever needed to be cheered up? What made you feel better?
- If someone you knew was sick in bed with a miserable cold, what could you do to cheer up him or her?

On chart paper or the chalkboard, write down the different strategies the children suggest. Say:

- The animals in *Cheering Up the King* put on a special show to make Lion feel better. We're going to put on our own Cheer Up Show.

Ask the children if they have any other ideas to add to the list. Encourage as wide a variety of suggestions as possible.

Working on the Show

Tell the children that they can work in pairs or groups to create a performance for the show. Each group should choose one idea from the list and develop a brief performance. Remind them that their goal is to help someone smile or laugh or feel better.

To help establish the proper mood, play different kinds of cheerful music in class while the children are preparing (see *Grade 1 Audio CD Tracks 14, 17, 22*). Encourage the children to think of music that could accompany their performance.

Give the children time to plan and rehearse. Help each group to think of ways to enhance its performance through props, costumes, music, sound effects, and so on.

Sharing

As the "director" of the show, help out with any required music, and create a list to show the order of the performances. You can make the Cheer Up Show as simple or elaborate as you wish. A simple show would involve each group doing its performance for the rest of the class. A more elaborate show could include scenery and lighting and could be performed for an audience.

Extension

Explain that people often send greeting cards to cheer up someone who isn't feeling well. If possible, have one or two cards available as models. Invite the students to create their own greeting cards. Consider working with the children to create simple pop-up cards.

This Exploration works well with Stand-Alone Activity 9: "Nature Dance" on page 129, Stand-Alone Activity 20: "Strike Up the Band" on page 140, and Stand-Alone Activity 21: "Stencil Shapes" on page 141.

LEARNING OPPORTUNITIES

Students will:

- use their knowledge and experience to understand what they read
- predict what may happen next in a story, and revise or confirm predictions
- identify some different types of print texts

OBSERVING FOR ASSESSMENT

During the independent reading, does the student:

- follow along when his or her partner is reading aloud?
- read aloud with expression and a degree of fluency?
- finger- and/or voice-point?

Setting the Scene

Hold a conversation with the children about times they didn't feel well (for example, when they had a cold) and what helped them get better (for example, medicine, rest).

Tell the children that the lion in this book isn't feeling well. Show them the cover and ask:

- What is the lion's problem? How can you tell?
- Have you ever had a toothache? What did you do to try to make it better?

As you point to the words, tell the children the title of the book. Ask:

- What would you do to cheer up the king?

Encourage many children to volunteer suggestions. Tell the children that the king's animal friends try to help him feel better.

Reading the Story

Have the children turn to page 2. Ask:

- What is different about the way this story looks compared with the way most stories look? Yes, that's right, the characters' names are separated from the main part of the story.

Explain that the names show which character is talking. Ask:

- Do you know what kind of story this is? That's right, this story is a play.

Look at the picture. Ask:

- Where is the lion? What is he doing? Why? How does he look?

Say:

- He is lying in bed and has a loose tooth that hurts a lot.
- Read this page to find out how Lion, king of the jungle, is feeling.

Point to the picture on page 3. Say:

- Lion's friend, Parrot, hears the king talking. Read this page to find out why Lion wants his friends to visit.

Have the children turn to page 4. Say:

- Parrot flies off to find some friends. Which animal does Parrot meet first? That's right, Parrot meets Hippo first.

Look at page 5. Say:

- Parrot is telling Hippo that the king has a sore tooth. Parrot is asking Hippo what they can do to cheer him up.

Ask:

- What do you think Hippo says she can do to cheer up the king? Read this page to find out.

Have the children turn to page 6. Say:

- Parrot and Hippo head off to visit the king and cheer him up. But on the way, they meet another animal friend. Who is it? Yes, that's right, it's Tiger. Read this page to find out what Tiger asks Parrot and Hippo.

Look at page 7. Say:

- Hippo tells Tiger that she's going to dance for the king. Read this page to find out what Tiger says he can do to cheer up Lion.

Turn to page 8. Say:

- Off they go to visit the king. Look at the picture. Who do they meet on the way? That's right, they meet Baboon.

Ask:

- What do you think Baboon asks them? Read this page to find out.

Look at page 9. Say:

- Tiger says, "We're going to cheer up the king. Hippo will dance. I will sing."
- Look at the picture. What do you think Baboon says he can do to cheer up the king? Read this page to see if you're right.

Have the children turn to page 10. Ask:

- What animal do they meet next? That's right, they meet Gorilla. And what do you think Gorilla asks? Read this page to find out if you're right.

Look at the picture on page 11. Say:

- Baboon is telling Gorilla where they're going.

Ask:

- Where *are* the animals going? That's right, they're going to cheer up the king. Then Baboon tells Gorilla what each of them is going to do.
- What will Hippo do? (dance)
- What will Tiger do? (sing)
- What will Baboon do? (read a story)

Say:

- Look at the picture. What do you think Gorilla can do to cheer up the king? Read this page to find out.

Turn to page 12. Say:

- Which animals are following Parrot? That's right: Hippo, Tiger, Baboon, and Gorilla.
- Which animal do they meet now? That's right, they meet Monkey. Read this page to find out what Monkey asks them.

Look at page 13. Say:

- Gorilla tells Monkey where they're going and what each of them is going to do to cheer up the king. Read this page to find out what Monkey can do.

Have the children turn to pages 14 and 15. Ask:

- Where are the animals now? That's right, they're at the king's bedside. And they tell the king that they've come to cheer him up. Read these pages to find out what each of the animals does to cheer up Lion.

Turn to page 16. Say:

- Look at the picture. What's the king holding? Where do you think it came from? Read this page to find out why the king's loose tooth falls out and how the king feels now.

Say:

- Lion knows who will be visiting tonight. Raise your hand if you think you know who that will be. Yes, Lion expects that the Tooth Fairy will visit.

Independent Reading

Because the play format will not be very familiar to the children, organize them into pairs so they can alternate reading aloud to each other, page by page. Provide as little assistance as possible.

After Reading

Say to the children:

- In the story, each of the animals did something different to help cheer up the king. In your mind, pick one of the animals from the story. Tell us what you did to cheer up the king, and we'll guess which animal you're pretending to be.

TEACHING tip

You might wish to leave the last sentence ("And I know who will visit me tonight!") for each student to interpret on his or her own, as students may have strong but very different ideas about whether the tooth fairy is real!

Revisit the Story

Discuss the story using open-ended prompts to engage the children in conversation. Ask:

- What part of the story did you like best? Why?
- On which page is your favourite illustration? Why is that your favourite?
- Which of the characters did you enjoy most? Why?

Engage the children in recalling specific information from the story. Ask:

- Which of the characters liked to do magic tricks (tell stories, dance, and so on)?
- Which of the animals was the only one who didn't do anything to cheer up the king? Why?
- Why did the king's tooth fall out? That's right, because he laughed and clapped so hard.

Reinforce the Story

Walk the children page by page through the story. As each character is introduced, ask the children to identify it. Select one child for each role. You may want to assume the role of the narrator for the first read-through in order to hold the storyline together, to establish a reading pace, and to model the appropriate expressiveness.

Give the children an opportunity to practise their respective parts. If there are more children in the group than there are parts, invite the other children to join in when the script reads, "All the animals."

Distribute **BLM 27**. Have the children join the words to make sentences in order to solidify their understanding of story details.



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As a Group

LEARNING OPPORTUNITIES

Students will:

- demonstrate control of their bodies when moving
- use music and role-play to interpret their world

YOU WILL NEED

- instrumental music
- space for movement

OBSERVING FOR ASSESSMENT

Can the student:

- identify ways of moving that convey thoughts and emotions?

Activity: Hippo's Dance

Working within the children's movement range, help them to develop a movement vocabulary by exploring terms such as *shape*, *energy* (strong or soft), and *speed*.

Invite the children to create Hippo's dance. Ask them to use their bodies to create their own interesting shape that Hippo might make. Tell them to freeze their shapes at your hand clap. Call this Shape 1.

Ask the children to create another shape. Tell them to freeze again at your hand clap. Call this Shape 2. Repeat the procedure to create Shape 3.

Choose some instrumental music (see *Grade 1 Audio CD Track 18*) and play it at a low volume. Invite the children to assume Shape 1. Tell them to move very slowly from Shape 1 to Shape 2, holding Shape 2 for about ten seconds. They

should then move as slowly as possible to Shape 3 and freeze. Repeat until they are comfortable moving with the music from Shape 1 to Shape 2 to Shape 3.

Students can perform their dance individually or in groups.

Extension

Help the children develop longer, more complex slow-motion movements between each shape. Provide them with a context for the movement, for example:

- Starting with Shape 1, show me the animal moving through the jungle. End at Shape 2.

This Extension works well with Stand-Alone Activity 2: "Elements of Movement" on page 122.

LEARNING OPPORTUNITIES

Students will:

- demonstrate an understanding of different points of view
- identify the meaning of symbols used in their dramatic exploration of stories

YOU WILL NEED

- five interesting objects
- chart paper and marker
- space for movement

Activity: Jungle Story

Remind the children that Baboon told Lion a story to cheer him up. Invite them to work together to create the story. Print it on chart paper as they write it.

First, ask them to select five objects from the classroom that will appear in their story. Next, have them choose two animals (one male, one female) that the story will be about. Together, devise an opening line introducing the two main characters, for example:

- One day, in the jungle, (Animal A) and (Animal B)...

Hold up the first object. With the children, create a plot development that works this object into the story. Ask:

- How could the animals use this _____?

Help the students develop dialogue by asking:

- What would this animal say when that happened?
- What would the second animal say?

Continue until all of the objects have been included in the story.

Divide the children into groups and encourage each group to practise reading the story expressively.

Extension

To incorporate a drama element, ask the groups to create movements for each plot development in the story.

Give out copies of **BLM 25** to the children. Invite them to draw a picture of the animals using one object, including a description of the action.





As a Group

LEARNING OPPORTUNITIES

Students will:

- use a range of materials and processes
- make artistic choices in their work

YOU WILL NEED

- paper plates, scissors, and glue
- coloured paper scraps
- colouring materials
- cool glue gun and yarn

OBSERVING FOR ASSESSMENT

Does the student:

- reflect on the art-making process?

LEARNING OPPORTUNITIES

Students will:

- work individually and with others in art-making
- identify, in a plan, the subject matter, tools, and materials they will use to produce an art work
- identify strengths and areas for improvement

YOU WILL NEED

- photos of jungle environments
- large mural paper
- paints, large brushes, newspaper, smocks

Activity: Making Masks

Have the children make paper-plate masks for each character in the play. As you review the illustrations together, focus on the facial characteristics that distinguish each animal. Say:

- Tell me about [Tiger's] face. Does it have whiskers? Is it narrow or wide? What colours does it have? What patterns do you see?

Ask the children to choose one of the animals for their own mask. (Some children may wish to make a mask for either the narrator or the “mysterious visitor” who will visit the king.)

Show students how to cut eyeholes in the paper plate. (Cutting a horizontal strip as an opening is often easier for children than trying to align single eyeholes.)

Show the children the materials available for mask decoration. Encourage them to be creative in the materials and colours they use — their mask doesn't have to match the book illustration.

Set the materials in a centre and have students rotate through the activity. When the masks are finished and the glue is dry, fit the masks to the children. Use a cool glue gun to attach yarn ties (or strips of thin elastic, available at sewing stores). Or use masking tape to secure the mask to a stick or ruler. Use the completed masks in conjunction with the performance-related activities.

Extension

Students can create costumes using coloured blankets or pieces of clothing from the dress-up box.

Activity: Jungle Scenery

Turn to pages 6–7 of *Cheering Up the King*. Ask:

- What clues are there that the animals live in a jungle?
- What shapes do you see in the leaves and plants?
- What colours do you see? Show me some light values and dark values of green.

Show the children some photos of jungles and have them compare the photos with the illustrations.

Tell the students that they will be painting a jungle mural as a backdrop for the play (or for the Cheer Up Show). Do some planning as a class. Ask:

- What could we put in the background? Middle ground? Foreground?
- Who would like to paint the sky? Trees? Flowers?

Discuss issues such as how many people should work on the mural at once and who will take turns washing the brushes. Create a plan/schedule.

As groups of children paint the mural, encourage them to add white, black, yellow, blue, or red to the green in order to create different tints and shades.

For children with limited motor ability, cut a sponge into a leaf shape. The children dip the sponge into the paint and then print the shape onto the mural.

After the mural is finished, have the children use **BLM 26** to reflect on their experience.



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Extension

Introduce the children to the jungle paintings of the French artist Henri Rousseau. (They are available online or at many public libraries.)



As a Group

LEARNING OPPORTUNITIES

Students will:

- notice and respond to unusual features of language
- engage in informal oral presentations

YOU WILL NEED

- simple couplets ending with a blank
- chart paper and marker

OBSERVING FOR ASSESSMENT

Does the student:

- assist with the completion of the couplets?
- hear rhyme?
- join in with the reading of the couplets?

LEARNING OPPORTUNITIES

Students will:

- use phonics as an aid in learning new words
- use facial expressions and gestures to communicate ideas

YOU WILL NEED

- name cards
- black marker

OBSERVING FOR ASSESSMENT

Does the student:

- demonstrate a developing sense of the sounds of consonants in the initial, medial, and final positions?
- participate with enthusiasm in role-playing?

Activity: Make a Rhyme

Invite the children to help you make up silly rhyming couplets about the animals in the story.

Print the start to each couplet on chart paper, and then read each one aloud in turn, for example:

The big ba-boon
Jumped up to the _____
(moon)

The quick little mon-key
Sat up in the tall _____
(tree)

The very friendly ti-ger
Sat quickly down _____
(beside her)

Invite the children to complete each couplet verbally as you read it, and then write their suggested rhyming word in the blank. When the children have completed all the couplets, have them clap the beat as they recite the couplets aloud.

Extension

Read the second lines and then invite the children to chime in with the first lines. For example, you say, "Jumped up to the moon," and the children say, "The big baboon."

Activity: What Am I?

Ask the children to recall the names of the animals in the story. Invite them to help you with the spelling of each as you prepare a set of six word cards.

Say each name, emphasizing the consonants in the initial, medial, and final positions (for example, Ba-Boo-N).

Ask the children to sit in a circle, and invite a volunteer to choose a card from the pile. Ask the child to whisper the animal's name to you. Encourage the child to role-play the animal using movement and sound, and then to challenge the other children to guess which animal it is.

Next, have the volunteer show the name on the word card, and encourage the children to chorally spell the word aloud. Continue the activity until all the children have had a turn.

Extension

Invite the children to use **BLM 28** to match the animals from the story with what they can do. Children can cut and paste each name with its matching action.



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My name is _____ .

Choose one object from your story.

Here is a picture of the animals using the object.

Here is a description of what they are doing.

My name is _____.

Our Jungle Mural

1. I mixed the colour _____
with the colour _____
to get _____.

first colour

second colour

third colour

<input type="text"/>	+	<input type="text"/>	=	<input type="text"/>
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2. My favourite shape in the mural looks like this:

Cheering Up the King

BLM 27

My name is _____.

Join the words to make sentences.

Lion has a loose tooth that _____ king of the jungle.

Lion is the _____ dance.

Hippo can _____ hurts a lot.

Tiger _____ magic tricks.

Baboon can _____ jokes.

Gorilla can do _____ can sing.

Monkey can tell _____ read a story.

Cheering Up the King

My name is _____

Paste the animal's name above its picture.

can tell jokes.



can do magic tricks.



can read a story.



can dance.



can sing.



can laugh and clap.



Baboon

Hippo

Lion

Tiger

Monkey

Gorilla