

IN THE JUNGLE



Story Synopsis

This measuring book begins with the monkey claiming to be king of the jungle. The lion questions this. The monkey then claims to be the strongest in the jungle. The gorilla questions the second claim. The story continues on through the longest, fastest, heaviest, and oldest in the jungle. In the end, the monkey is happy to learn that he is the funniest. Children will enjoy the monkey's antics and the jungle setting.

LITERACY ELEMENTS

superlatives: strongest, longest, fastest
boldface type
quotation marks

WORDS TO DISCOVER

I
am
the
jungle
animal names

MATH CONNECTIONS

MEASUREMENT
measuring and comparing
length and mass

ESL CONSIDERATIONS

Play the first reading of *In the Jungle* on the audio CD as you point to the words and the illustrations.

Overall Learning Opportunities



Children will:

- demonstrate understanding of a variety of written materials that are read to them
- make sense of written materials using reading strategies that are appropriate for beginners
- use and respond to a variety of media materials



Children will:

- measure and compare the length and mass of objects

Activity Menu

Shared Reading, page 88

Read the story to the class or a small group. The repeated pattern of the story will quickly make children feel comfortable joining in the reading.

Guided Reading/Picture Walk, pages 89–90

Meet with children who are at Instructional Level D to guide them through the text, using discussion, a Picture Walk, Independent Reading, and Revisit and Reinforce the Story.

As a Group, pages 91–92



Who Am I? – Children identify animal names, then act out animals for others to guess.

Freeze Frame – Children move and freeze like the animals in the story.



Which Is the Longest? – Children compare and order 3 objects by length.

Heavier or Lighter? – Children compare the mass of 2 or more objects.

Independent Work, pages 93–96



Blackline Master 37 asks children to match pictures to sentences.

Blackline Master 38 provides practice identifying a word from its first letter.

Blackline Master 39 asks children to draw something shorter and longer than a standard.



Blackline Master 40 provides practice in determining relative mass.



LEARNING OPPORTUNITIES

Children will:

- listen to stories for enjoyment and information
- make connections between their own experiences and those of storybook characters
- demonstrate awareness of some conventions of written materials

YOU WILL NEED

- cards made from coloured paper
- colouring materials

OBSERVING FOR ASSESSMENT

During *Shared Reading*, note whether the child:

- differentiates between and among a letter, word, and sentence.
- understands that printed text is organized in a variety of ways: sentences, lists, labels, and so on.
- demonstrates understanding that letters represent sounds.

TEACHING tip

During *Second Reading*, play the first track of *In the Jungle* on the audio CD.

Getting Ready to Read

Ask children about their knowledge of animals:

- Who knows the name of an animal that is a pet? That lives in a zoo? That lives in the jungle?
- What is your favourite animal? Why?
- If you could have any animal as a pet, which one would you choose? Why?

Read the title of the book, pointing to each word as you read. Show the cover of the book and ask:

- What do you think the story might be about? How do you know?

First Reading

Read the story, pointing to the words and pictures as you read.

On page 15, pause after reading “Oh well,” said the monkey.” Ask:

- If the monkey isn’t the king, if he isn’t the strongest, if he isn’t the longest, the fastest, the heaviest, or the oldest, what could he be?

Encourage the children’s guesses.

Turn to page 16, point to the picture and focus on the monkey’s medal. Then read the text on the page.

Returning to the Story

Ask open-ended questions, such as:

- Which animal did you like best? Why?
- Which animal would you not want to meet in person? Why?

Ask children questions to help them recall specific details, such as:

- Which animal was the oldest? The heaviest? The strongest?

- Why was the monkey unhappy after meeting the lion?

- Why was the monkey happy at the end of the story?

Second Reading

To prepare for the second reading, invite a volunteer to point to and read the title of the book. Point out that some of the letters are uppercase and some are lowercase and talk about why.

Invite another volunteer to show the page on which the story begins. Have a third volunteer show where the first word begins and where it ends.

Reread the story aloud. Encourage the children to chime in with the reading where they feel comfortable.

Extending the Reading Experience

- Have children make word cards of the animals from the story. Focus on the initial consonants and encourage children to help you with spelling. Children can call out the letters in the animals’ names by referring to the spellings in the big book.

Distribute the cards. Read the book again and have children hold up the name of their animal when it appears in the story.

- Have children match the picture to the sentence on Blackline Master 37.
- Read the story, stopping to let children add the animal names each time.



LEARNING OPPORTUNITIES

Children will:

- listen to stories for enjoyment and information
- demonstrate understanding of a story by making predictions
- demonstrate understanding that written words convey meaning
- recognize that words often consist of beginning, middle, and final sounds

Setting the Scene

Create a 4-column chart with the following headings: Fast, Long, Strong, Heavy. Have children name animals that belong in each column of the chart. Record their responses.

Tell the children the title of the book. Show the book cover and focus the children's attention on the picture. Ask:

- What do you think the story will be about?

Encourage many predictions. Ask:

- Which of these animals do you like best? Why?
- If you could be one of these animals, which one would you choose to be? Why?

Reading the Text

Picture Walk

Have the children turn to pages 2–3. Say:

- The monkey is saying proudly, "I am the king of the jungle. Yes, I am!" What might the lion, who is the king of the jungle, be wondering?

Turn to pages 4–5. Ask:

- The monkey knows that the lion is the king, so what does the monkey think he is now?
- And because he's so sure of himself, he says, "Yes, I am!"
- Is the monkey the strongest animal in the jungle?

Turn to pages 6–7. Ask:

- Who is the strongest animal?
- So the gorilla, knowing he's the strongest, asks, "Oh, really?"
- The monkey knows that the gorilla is the strongest, so what does the monkey think he is now?

Turn to pages 8–9. Ask:

- And what would the snake ask?

Point to page 9. Ask:

- If he's not the king, if he's not the strongest, if he's not the longest; then what does he say he is?
- What animal do you think will be in the picture on the next page?

Turn to pages 10–11. Ask:

- What animal asks, "Oh, really?"

Point to page 11. Ask:

- If the monkey is not the king, not the strongest, not the longest, and not the fastest, then what does he think he is?
- What animal do you think will be in the picture on the next page?

Turn to pages 12–13. Ask:

- What do you think the elephant asks?

Point to page 13. Ask:

- If he's not the king, not the strongest, not the longest, not the fastest, and not the heaviest, then what does he think he is now?
- What animal do you think will be in the picture on the next page?

Turn to pages 14–15. Ask:

- And which is the oldest animal?

Point to page 15. Ask:

- How is the monkey looking?
- How is he feeling? Why is he feeling sad?
- He's not the king, the strongest, the longest, the fastest, the heaviest, or the oldest.

Turn to page 16. Say:

- But the animals think he is the ____.
- Does this make the monkey happy? How do you know?

OBSERVING FOR ASSESSMENT

During *Independent Reading*, assess specific reading behaviours and make anecdotal notes of your observations. For example, does the child:

- show an interest in reading the book independently?
- self-correct?
- observe punctuation?

YOU WILL NEED

- chart paper
- colouring materials

Independent Reading

Have the children read the whole book independently.

After Reading

Have the children look at page 16. Say:

- There is something special about each of these animals: the lion is the king, the elephant is the heaviest, the python is the longest, and so on. People are special, too. What makes you special?
- Which of the animals in the story do you think you are most like? Why do you think so?

Revisit the Story

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

- What made this story sad?
- What made this story happy?
- What part of the story did you enjoy the most?
- Which picture did you enjoy the most?

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

- Which animal was the fastest? The heaviest? The longest?
- The lion is said to be “the king.” What does that mean?

Focus children on the way the story is told through language. Ask:

- If you could be one of the words used to describe the animals, which would you be? King? Longest? Heaviest? Fastest? Oldest? Funniest? Why?
- Which would you not want to be? Why not?

Reinforce the Story

• On chart paper, print the first and last letters of each of the animals’ names from the story. Encourage children to identify the animals from the letters. Do the same with the descriptive words, such as k___g, f___t, h___t, and so on.

Encourage children to identify the words by saying:

- Find the word on page 3 that begins with k and ends with g and tells us what the lion is.

Invite children to help you to fill in the missing letters to complete the words.

• To extend this activity, use **Blackline Master 38** to reinforce the importance of the first letter of a word in recognizing the word and in unlocking it. Encourage children to use the first letter, along with the descriptive word, to help them identify the animal they are to draw in each space.



LEARNING OPPORTUNITIES

Children will:

- recognize that words often consist of beginning, middle, and final sounds
- identify most letters of the alphabet and show understanding that letters represent sounds

YOU WILL NEED

- index cards
- colouring materials
- paper, scissors, and glue

PLANNING AHEAD

Prepare extra sets of animal name cards so that each child can choose one and keep it.

Activity: Who Am I?

Ask children to recall the 7 animals from *In the Jungle* and have them help you spell the names as you prepare a set of 7 word cards. As you say each animal's name, emphasize the consonants in the initial, medial, and final positions, such as t-r-t-l. With children in a circle, invite 1 child to choose a card from the pile. Have him/her whisper the animal name to you. Encourage the child to role-play the animal, using movement and sound, and challenge the other children to guess the animal. To confirm, the child shows the class the name of the animal on the word card. Have the whole class spell the word

out loud together. Continue the activity over a few days until all children have had a turn.

Extension

With their word card as a reference check, children can cut out the name of their animal from **Blackline Master 38**, glue it on a sheet of paper, and draw a picture of the animal.



Page 94

LEARNING OPPORTUNITIES

Children will:

- use non-verbal means to communicate more effectively

YOU WILL NEED

- a tambourine

Activity: Freeze Frame

In an open area of the kindergarten or during physical education period, have the children recall an animal from *In the Jungle* and, when they hear the sound of the tambourine or your handclap, freeze silently in the posture of that animal.

To help children recall the various animals, move around the group quickly at each freeze, identifying 2 or 3 of the animals you see. Then signal the children

to start walking again as they think of the next animal they will become. Continue the routine until the children have all had the opportunity to pose as all 7 animals.

Extension

Extend the activity by including other animals not in the story, such as a crocodile, giraffe, or polar bear. Invite the children to suggest an animal for a freeze frame.



As a Group

LEARNING OPPORTUNITIES

Children will:

- use simple measurement terms correctly
- order two or more objects according to size

YOU WILL NEED

- 3 pieces of coloured yarn, cut to different lengths
- a variety of objects that vary in length
- paper
- drawing, writing, or colouring materials

Activity: Which Is the Longest?

Remind children that the python proved the monkey was not the longest in *In the Jungle*.

Present 2 pieces of yarn. Say:

- Let's pretend one is the monkey and one is the python. How could you compare their lengths to prove who is longer?

Guide children in placing the 2 pieces of yarn side by side using the same starting point. Ask:

- Which is longer? Which is shorter?

Present a third piece of yarn and continue the story:

- Along comes another snake and says, "I am longer than you both! I am the longest." Which do you think is the longest?

Guide the children in comparing the third piece of yarn to the other 2.

Place the 3 pieces of yarn in order. Ask:

- Which is the shortest? Which is the longest?

Provide sheets of paper and a variety of objects that vary in length. Challenge children to select 3 items, lay them down on the paper using the edge as a starting point, and then place them in order from shortest to longest. Children record what they discovered using pictures, words, or tracings. Encourage children to share their comparisons or recordings. Ask:

- Which was the longest? Which was the shortest?

Extension

Blackline Master 39 offers additional practice in comparing length. Children draw something that is shorter than the monkey and something that is longer than the monkey. As children share, ask:

- What is the longest thing in your picture? The shortest?
- What is shorter than the monkey?



Page 95

LEARNING OPPORTUNITIES

Children will:

- order two or more objects according to mass
- use simple measurement terms correctly
- use some standard measuring devices appropriately

YOU WILL NEED

- balance scales
- 2 different balls
- a variety of objects that vary in mass

Activity: Heavier or Lighter?

Remind children that the gorilla proved the monkey was not the heaviest in *In the Jungle*.

Present a balance scale and have children infer by asking:

- If we put the monkey and the gorilla in this balance scale, what do you think will happen? Why?

Present 2 balls, such as a tennis ball and a rubber ball. Ask:

- Which ball do you think is heavier?
- What do you think will happen to the balance scales when we place the balls in it?

Place each ball in the pans of the balance scale and ask:

- How does this balance show which ball is heavier?

Extension

Set up an area with the balance scale and a collection of objects that vary in mass. Invite children to compare 2 objects to determine which is heavier and which is lighter. **Blackline Master 40** can be used to record their findings. Encourage children to share their discoveries.










Page 96

Name _____

Name _____

Match.

	I am the lion.
	I am the elephant.
	I am the snake.
	I am the cheetah.
	I am the monkey.
	I am the gorilla.
	I am the turtle.

Name _____

Match and colour.

oldest t	strongest g	heaviest e
funniest m	fastest c	king l
longest s		



turtle	snake	cheetah	
lion	elephant	gorilla	monkey

In the Jungle

BLM 39

Name _____

longer



shorter

Draw.

Name _____

Compare.

heavier

lighter