recursos

Pedagogical proposal

THIRD AND FOURTH COURSE OF PRIMARY EDUCATION

Jungle Book



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In this didactic guide you will find all the guidelines and recommendations to work with the adaptation of the classical tale *Jungle Book* in your class.

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In this didactic guide you will find all the guidelines and recommendations to work with the adaptation of the classical tale *Jungle Book* in your class.

1. PEDAGOGICAL PROPOSAL: JUSTIFICATION

Using classic stories is a useful and motivating way to get your children to learn English. Thanks to the fact that *Jungle Book* is a classic tale and a well-known story for them, they will easily understand the storyline, establishing that complicity needed between actors and children to make them feel involved.

The version we are presenting is intended to be entertaining, but also a learning tool for developing the objectives established for the English Foreign Language area and the stage. The language used is simple and include those structures, contexts and vocabulary normally used in the Third and Fourth Course of Primary Education.

It is quite important that you prepare your class carefully for understanding the play. We suggest that you work with them on the proposed activities, as they will help your children achieve some of the specific objectives established for the English subject area. You can easily fit them into your planning, or if you prefer, you can use the whole proposal as an independent didactic unit. The performance of the play, which will constitute closure of the unit and the songs are a fun excuse for your students to learn.

You will find below the didactic objectives included in this project. These objectives have been defined taking into account the MECD and the different Regional Education Laws.

2. *Jungle Book* OBJECTIVES

GENERAL OBJECTIVE:

To contribute to the students´ development of the Foreign Language communicative competence, initiating them in the experimental use of the language.

SPECIFIC OBJECTIVES:

- To develop a positive attitude towards the foreign language.
- To focus the teaching of the foreign language in the oral expression and comprehension.
- To carry out the teaching process of the foreign language through motivating activities such as games and songs.
- To foster an interest in participating in oral interactions using the foreign language in common and well known communicative situations.
- To express oneself with a good intonation and pronunciation.
- To acquire Basic vocabulary contextualised in a well known situation for the children.
- To understand simple messages, questions and commands.
- To foster the use of social rules to initiate, carry out and end a conversation.
- To understand and reproduce songs.

3. METHODOLOGY

We propose working on the play through activities which help students to understand the text in preparation to understand the text, motivating and giving them the chance to feel involved on the day of the performance.

The didactic material has been prepared taking into account the linguistic level of the students, their interests and needs, but also teachers´ needs, to facilitate their job.

We propose some activities to be completed before seeing the play and some others to be completed with the students afterwards. They are classified into three levels of difficulty. The teacher will be able to choose the level he or she considers more suitable for his or her students.

We highly recommend the students get to know the play and the songs before the performance, if they have sung the songs beforehand, on the day they attend the theatre, they will be able to participate actively. We suggest listening to the CD of the play with the songs as they carry out the activities.

The **"before the play"** activities are intended to motivate students, to help with the understanding of the story and the acquisition of basic vocabulary. Most of them are centred on the songs that you will find in the HAZ TEATRING 3 CD that we send to your school or if you prefer you could download them from our web page www.recursosweb.com.

The **"after the play"** activities are intended to contribute to the development of sequential memory, association of ideas and the capacity for critical judgement in children.

At the end of this guide you will find a picture dictionary; this basic vocabulary can help your students to understand the songs and do the worksheets.

Finally, we suggest you indicate the beginning and the end of the activities connected with the play, using the CD with the songs. We propose the **Think Teatring** song Track 23 it is the final song they will sing together with the actors at the end of the performance. This song is included on the **HAZ TEATRING 3 CD** provided with the other *Jungle Book* songs.

4. ACTIVITIES

B Before — BEFORE THE PLAY ACTIVITIES

FIRST ACTIVITY. *JUNGLE BOOK* STORY 6
Get to know the tale of *Jungle Book* .
Teachers will tell the RECURSOS version of the classical tale to their students.

SECOND ACTIVITY. BALOO BLUES 7
Baloo Blues 19

THIRD ACTIVITY. SNAKE DANCE 9
Snake Dance 20

FOURTH ACTIVITY. MONKEY'S CONGA 11
Monkey´s Conga 21

FIFTH ACTIVITY. I'LL BE THERE 13
I´ll be there 22

THE PERFORMANCE: *THINK THEATRING*. Enjoy the play!

A After — AFTER THE PLAY ACTIVITIES

SIXTH ACTIVITY. TELLING THE STORY 15

B
Before

First Activity:
Jungle Book Story

You will need:

✔ The Play
✔ Story Cards

45 minutes

Considering the importance of the previous knowledge the students have about the play they are going to see on the day of the performance, we provide a version of the classical ***Jungle Book Story*** adaptation they will see at the theatre. It is important you work with this version as it is the one we are going to perform at the theatre.

You can download it from our web page **www.recursosweb.com.** We suggest you read the students the play transcript attached, using the story cards you can obtain there.

Once the children have made their puppets, tell the story again asking them to lift up the character who speaks and repeat the sentences you consider suitable according to their level.

STORYTELLING GUIDELINES:

- Remember the story must be interesting and amusing for the children.
- Create a relaxing and confident atmosphere.
- Foster listening habits.
- Vary your intonation, volume, voice, speed and body gesture to catch children attention.
- “How” the story is told is as important as the “what” is said.
- Foster student interaction with the story.

B Before

JUNGLE BOOK SONGS

The following activities are focused on the songs included in the play. Working with the songs in class is of great importance as it will allow children to participate on the day of the performance singing together with the actors and the audience.

As they complete the worksheet, we suggest they listen to the songs included on the accompanying HAZ TEATRING 3 CD to provide better preparation.

GUIDELINES FOR SINGING

- Make sure they know and understand all the key words in the song.
- Start working with short clips then gradually work up to using the whole song.
- If you find the lyrics too difficult for your students, focus only on the chorus or significant parts.
- Associate physical movements with the lyrics.

B Before

Second Activity. *Baloo Blues*

You will need:
✓ Can*ta y Haz Teatring 3 CD*
✓ Worksheet 1

45 minutes

Once they have learnt some parts of the song, hand out the relevant worksheet and ask your students to complete it as they listen to the song again.

BALOO BLUES 19

If you want to be like me,
first you have to learn.

If you want to be like me,
If you want to walk like me,
If you want to learn
how to be a bear.

If you want to dance like me,
If you want to eat at like me,
You only have to see.

I wanna be like you.
I wanna walk like you.
I can eat bananas
And I can eat some fruit.

If you want to speak like me,
If you want to sing like me,
If you want to learn how to be a bear,
If you want to swim like me,
If you want to sleep like me,
You only have to see.

I wanna be like you,
I wanna walk like you,
I can eat bananas,
And I can eat some fruit.

WORKSHEET 1.
The students need to draw, cut out and stick the pictures in the correct order, to make their own jungle book. Encourage them to make their own cover for the book.

Worksheet 2. Jungle Book.

SHERE KAN ATTACKS MOWGLI AND HIS PARENTS IN THE JUNGLE.	BAGHEERA RESCUES MOWGLI FROM SHERE KAN'S CLAWS.	MOWGLI LIVES IN THE JUNGLE WITH BAGHEERA AND BALOO.
THE JUNGLE IS VERY DANGEROUS, BUT MOWGLI DOES NOT WANT TO LEAVE.	MOWGLI UNDERSTANDS THAT HE MUST GO BACK TO THE HUMANS.	MOWGLI IS VERY HAPPY LIVING WITH THE HUMANS.

B Before

Third Activity.
Snake Dance

Once they have learnt some parts of the song, hand out the relevant the worksheet out asking your students to complete it as they listen to the song again.

You will need:
✓ Can*ta y Haz Teatring 3 CD*
✓ Worksheet 2

45 minutes

SNAKE DANCE 20

Trust in me, look into my eyes.
You're going to sleep all night,
You're going to dream.

Trust in me, look into at eyes my friend.
Close your eyes,
Get ready to dance.

To dance the snake dance,
To dream the snake dance,
To dance the snake dance,
To sleep, to sleep, my friend.

Look into my eyes, trust in me,
You are going to sleep all night.

Trust in me, look into my eyes my friend.
Close your eyes,
Get ready to dance.

To dance the snake dance,
To dream the snake dance,
To dance the snake dance,
To sleep, to sleep my friend.

WORKSHEET 2.
Listen to the song and underline the words which do not belong.

Worksheet 2. Listen to the song and underline the lines which do not belong.

SNAKE DANCE

Trust in me, look into my eyes.
You're going to sleep all night,
You're going to see,
You're going to dream.

Trust in me, look into at eyes my friend.
Look at me,
Close your eyes,
Get ready to dance.

To dance the snake dance,
To dream the snake dance,
To dance the snake dance,
To sing the snake dance,
To sleep, to sleep, my friend.

Look into my eyes, trust in me,
You are going to sleep all night.

Trust in me, look into my eyes my friend.
Close your eyes,
Get ready to dance.
Dream my dance.

To dance the snake dance,
To dream the snake dance,
To dance the snake dance,
To sleep, to sleep my friend.

B Before

Fourth Activity.
The Characters.

Once they have learnt some parts of the song, hand out the relevant worksheet asking your students to complete it as they listen to the song again.

You will need:
✓ Can*ta y Haz Teatring 3 CD*
✔ Worksheet 3

45 minutes

MONKEY'S CONGA

21

In the jungle you can hear
The sound of distant drums.
It's the music of the monkeys.
It's the conga dance.

If you want to dance with us
You have to learn two things.
Go first to the left,
And then, to the right.

Uh! Uh! Conga!
Uh! Uh! Conga!
Uh! Uh! Conga!
It's the conga dance!

In the jungle you can hear.
The sound of an old guitar.
It's the music of the monkeys.
It's the conga dance.

If you want to dance with us
You have to learn two things.
Go first to the left,
And then to the right.

Uh! Uh! Conga!
Uh! Uh! Conga!
Uh! Uh! Conga!
It's the conga dance!

WORKSHEET 3.
Listen to the *Monkey's Conga* song and put the words in the correct order.

Worksheet 3. Listen to the song and put the words in the correct order.

MONKEY'S CONGA

In the jungle you can hear
sound/the/of drums/distant _____
It's the music of the monkeys.
conga/dance/the/It's_____

If you want to dance with us
have/you/to learn/things/two_____
Go first to the left,
And then, to the right.

Uh! Uh! Conga!
Uh! Uh! Conga!
Uh! Uh! Conga!
It's the conga dance!

In the jungle you can hear.
of/the/sound/an/guitar/old _____
It's the music of the monkeys.
It's the conga dance.

you/if/ want/with/ to dance/us_____
You have to learn two things.
Go first to the left,
And then to the right.

B Before

Fifth Activity.
I'LL BE THERE

Once they have learnt some parts of the song, hand out the relevant worksheet asking your students to complete it as they listen to the song again. Listen to the song using physical movements to help understanding, focus on the actions included on the worksheet.

You will need:
✓ Can*ta y Haz Teatring 3 CD*
✓ Worksheet 4

45 minutes

I'LL BE THERE 22

In the jungle you can have
A lot of friends;
You only have to call their name.

Whatever you do,
Wherever you go,
You'll never be alone.

When you need a friend
I'll be, I'll be, I'll be there.
When you need a friend
I'll be, I'll be, I'll be there.

In the jungle you can have
A lot of friends;
Call me and I'll be there.

When you need a friend
I'll be there.
You only have to say my name.

Whatever you do,
Wherever you go,
You'll never be alone.

WORKSHEET 4.
Listen to the song and conjugate the verbs correctly.

Worksheet 4. Fill in the blanks using the correct part of the verb in brackets.

I'LL BE THERE

In the jungle you (to be able) _____ have
A lot of friends;
You only have (to call)_____ their name.

Whatever you (to do)_____,
Wherever you (to go)_____,
You'll never be alone.

When you need a friend
I'll be, I'll be, I'll be there.
When you (to need)_____ a friend
I'll be, I'll be, I'll be there.

In the jungle you can have
A lot of friends;
Call me and I'll be there.

When you need a friend
I'll be there.
You only (to have) _____ to say my name.

Whatever you do,
Wherever you go,
You'll never be alone.

A
After

Sixth Activity:
Telling the story

After seeing the play, the children will have experienced the magic of the theatre. They will have seen the characters and will have sung with them. Their motivation will be at maximum level, we must take advantage of this moment to develop certain activities.

We propose two activities: the first one is to get the children to analyse the story by sequencing it or working with values; the second is to foster their critical sense, encouraging them to give opinions about the play from their own point of view.

Recall the play with your students setting some oral questions about ***Jungle Book.***

OTHER SHOWS
THIRD AND FOURTH COURSE OF PRIMARY EDUCATION

Magic Beans ***(In English)***
Be Cool ***(In English)***
La vuelta al mundo en 80 días

Jungle Book

Didactic Project developed by
Elena Valero Bellé





Bagheera, Baloo and Mowgli. What better company to have an adventure to the beat of the jungle? A magical show which becomes the perfect show for making your English classes more fun. Especially adapted to their level, the students won't miss a single detail of all the surprises and songs we've prepared for them. Bring your smallest students to the theatre and share these unforgettable memories with them.

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