

# THE JUNGLE BOOK

## Pedagogical proposal

THIRD AND FOURTH COURSE OF PRIMARY EDUCATION



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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 fun and effective way to help children learn English. Since *The Jungle Book* is a well-known tale, students will easily follow the story and connect with the characters.

This version is designed to be both entertaining and educational, supporting the objectives of the English as a Foreign Language area. The language is simple and includes vocabulary and structures used in Third and Fourth Course of Primary Education.

It's important to prepare your class before watching the play. We recommend working on the suggested activities, which will help students achieve the learning goals for English. You can include them in your regular lesson plans or use them as a complete teaching unit. The play and its songs offer a fun way for children to learn.

Below, you'll find the educational objectives of this project, aligned with the MEFPD and regional education laws.

## 2. *The 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 suggest working on the play through simple, engaging activities that help students understand the story and feel involved on the day of the performance.

All materials are now available for download from the website, making it easier for teachers to plan and adapt the activities to their group's level and needs.

You'll find activities to do before the show and others to do afterwards, each with a specific purpose. The before-the-show activities aim to motivate students, introduce the story and songs, and build key vocabulary. The after-the-show activities help reinforce comprehension, encourage reflection, and develop memory and critical thinking.

We recommend listening to the songs in class before attending the performance so that children can participate more actively during the show. A picture dictionary is also included to support vocabulary learning and make the worksheets easier to complete. You could download them from our web page [www.recursosweb.com](http://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, remember that the last song of the show is “Think Teatring!”, which all children will sing together with the actors at the end of the performance. You can download this song, along with the rest of *The Jungle Book* songs, from our website.

## 4. ACTIVITIES



### BEFORE THE PLAY ACTIVITIES

FIRST ACTIVITY. *THE JUNGLE BOOK* STORY

6

SECOND ACTIVITY.

1

*Earth Songs*

7

THIRD ACTIVITY.

2

*Snake Eyes*

9

FOURTH ACTIVITY. *MONKEY'S CONGA*

3

*I Wanna Be You*

11

FIFTH ACTIVITY. *I'LL BE THERE*

4

*Last Song*

13

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



### AFTER THE PLAY ACTIVITIES

SIXTH ACTIVITY. *TELLING THE STORY*

15



## First Activity: *The Jungle Book Story*

To help students understand the play before seeing it, we provide the same version of The Jungle Book that will be performed at the theatre. You can download it from our website, [www.recursosweb.com](http://www.recursosweb.com).

We suggest reading the story together using the story cards available online. For younger students, first tell the story, check their understanding, and then make puppets as an activity. Once the puppets are ready, tell the story again, asking children to raise the right character and repeat some lines according to their levels.

### You will need:

- ✓ The play
- ✓ Story Cards

45 minutes



### 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.



## THE JUNGLE BOOK SONGS

The following activities focus on the songs from the play. Working with them in class is very important, as it allows children to take part in the performance by singing along with the actors and the audience.

We suggest listening to the songs, which can be downloaded from our website, while completing the worksheets to help students prepare better for the show.



### 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.



## Second Activity. *Earth Song*

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.

### EARTH SONG 1

*Look at me and you will see,  
Put your hands in the air,  
Up and down, right and left,  
Make a jump, very well!*

*The tree I will see...  
But first, you must learn.  
But first, you must learn.  
But first, you must learn!*

*Look at me and you will see,  
Put your hands in the air,  
Up and down, right and left  
Make a jump, very well!*

*Yoy must study at school,  
Do the homework before the moon,  
Take the pencil very soon,  
So you are very good!*

*The tree I will see...  
But first, you must learn.*

You will need:

- ✓ Song
- ✓ Worksheet 1

45 minutes



### WORKSHEET 1.

After telling the class the version of the story they will see at the theatre, we suggest this activity to help them get to know the characters. First, they colour the characters, then collect green leaves and stick them in the spaces provided.



# Meet the Jungle

Let's explore the exciting world of the jungle! In this activity, you'll match descriptions with the correct jungle words. Read each clue carefully and think about what it describes. Is it an animal? A place? Something in nature?

1

## Big and Orange

It is dangerous and lives in the jungle.

Write: → \_\_\_\_\_

2

## Long and Green

It has no legs and slithers on the ground.

Write: → \_\_\_\_\_

3

## Makes Honey

This animal loves to eat what it produces!

Write: → \_\_\_\_\_

4

## Many Trees

It's a place where wild animals live.

Write: → \_\_\_\_\_

5

## Night Light

It shines brightly in the sky when it's dark.

Write: → \_\_\_\_\_

 **Expected answers:** tiger / snake / bear / jungle / moon

**Language focus:** nouns and descriptive adjectives

**Time:** 15 minutes



### Third Activity. *Snake Eyes*

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:

- ✓ Songs
  - ✓ Worksheet 2
  - ✓ Coloured film
  - ✓ Rubber band
- 45 minutes



#### SNAKE EYES



*Listen, Mowgli! What I tell you,  
rule the kingdom cannot be true.*

*See your future, and see your destiny,  
See your future, and see your destiny,  
You were born as a second miserable,  
you are a person, incompatible,  
Weak, skinny, and kitten-like, sound like "miau!"  
I'm sure that I am better than you*

*Do you want something now?  
Go and get your dream!  
Go and get your dream!  
Go and get your dream!  
Go and get your dream!*

*See your future, and see your destiny,  
It's time to sleep,  
It's time to dream  
Rest time...*

*Mowgli! This is your place!*

*Follow me*

*There is no other way, sleep! Sleep!*

*This is your place!*

*Listen, Mowgli, what I tell you,  
rule the kingdom cannot be true,  
See your future, and see your destiny,  
I'm sure that I am better than you*

*Do you want something now?  
Go and get your dream!  
Go and get your dream!  
Go and get your dream!  
Go and get your dream!*



#### WORKSHEET 2.

Colour the snake's face green. Punch around the edge of the eyes and stick coloured film behind them. Then punch out the holes to make a mask.



# Order the Story

Stories happen in a special order, and so does Mowgli's adventure! Read these five sentences carefully. Can you work out which event happens first, second, third, fourth, and fifth? Write the numbers 1–5 in the boxes.

Mowgli meets Baloo.

Shere Khan wants to attack Mowgli.

Mowgli lives in the jungle with the animals.


Mowgli fights Shere Khan.

Mowgli learns with Bagheera.

## Think carefully!

Which events happen at the beginning? Which ones come later in the story?

Then answer:

 *Who helps Mowgli?* \_\_\_\_\_

 **Time:** 20 minutes | **Language focus:** sequencing, logical connectors



### Fourth Activity. *I wanna be like you*

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:

- ✓ Songs
- ✓ Worksheet 3

45 minutes



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#### I WANNA BE LIKE YOU 🎵3

Come on, put your hands on your head,  
and start to think, let's try again.

From the "one" to the "ten,"  
tell me the numbers you know, oh yeah.

Come on, put your hands on your head,  
and start to think, let's try again.

From the "one" to the "ten,"  
tell me the numbers you know, oh yeah.

One two, three four, five six,  
seven eight, nine ten, oh yeah!

And you, and you must learn,  
and you, and you must learn.

Come on, we like to learn,  
come on, we like to learn.

One two, three four, five six,  
seven eight, nine ten, oh yeah!

And if you want me to grant your wish,  
you have to tell me the ABC.

From "A" to "Z,"  
tell me the letters you know. Let's see!



#### WORKSHEET 3.

Your students need to connect each character with its silhouette.



# Complete the Dialogue

Bagheera and Mowgli are having an important conversation! Some words are missing from their dialogue. Look at the word box below and choose the correct word for each blank space. Think about what makes sense in each sentence.

## Word Box

learn • jungle • fire • afraid • strong

**Bagheera:** You must \_\_\_\_\_, Mowgli.

**Mowgli:** But I am not \_\_\_\_\_.

**Bagheera:** You are brave. You can live in the \_\_\_\_\_.

**Mowgli:** Shere Khan is coming!

**Bagheera:** Don't be \_\_\_\_\_, I will protect you.

**Mowgli:** Thank you, Bagheera! But... what is the red \_\_\_\_\_?



**Time:** 20 minutes | **Language focus:** verbs, comprehension, contextual vocabulary



## Fifth Activity. In the Jungle

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 those actions worked in the worksheet proposed.

### You will need:

- ✓ *Canta y Haz Teatring 3 CD*
- ✓ *Worksheet 4*

45 minutes



### IN THE JUNGLE 4

*In the jungle, the mighty jungle,  
the bear sleeps tonight  
In the jungle, the mighty jungle,  
the Bear sleeps tonight  
...eeeeeeee,eeeeeee um  
mubaway...*

*...eeeeeeee,eeeeeee um  
mubaway...*

*Near the village, the quiet village,  
Mowgli sleeps tonight  
Near the village, the quiet village,  
Mowgli sleeps tonight  
...eeeeeeee,eeeeeee um  
mubaway...*

*...eeeeeeee,eeeeeee um  
mubaway...*

*Hush my darling, don't fear my  
darling, Bagheera sleeps tonight  
Hush my darling, don't fear my  
darling, Bagheera sleeps  
tonight ...eeeeeeee,eeeeeee um  
mubaway...*

*...eeeeeeee,eeeeeee um  
mubaway...*



### WORKSHEET 4.

The students need to circle the objects which belong in the jungle.



# Character Feelings

## How Do They Feel?

Choose the right emotion word for each sentence!

happy

sad

angry

scared

brave

01

Mowgli is \_\_\_\_\_ when Shere Khan appears

02

Baloo is \_\_\_\_\_ when he eats honey

03

Bagheera is \_\_\_\_\_ when Mowgli doesn't listen

04

Akela is \_\_\_\_\_ when he sees his son safe

05

Mowgli is \_\_\_\_\_ when he fights the tiger

## Now It's Your Turn!

I feel \_\_\_\_\_ when \_\_\_\_\_.

**Time:** 15–20 minutes | **Language focus:** emotions, simple sentence writing



### 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 *The Jungle Book*.



#### WORKSHEET 5.

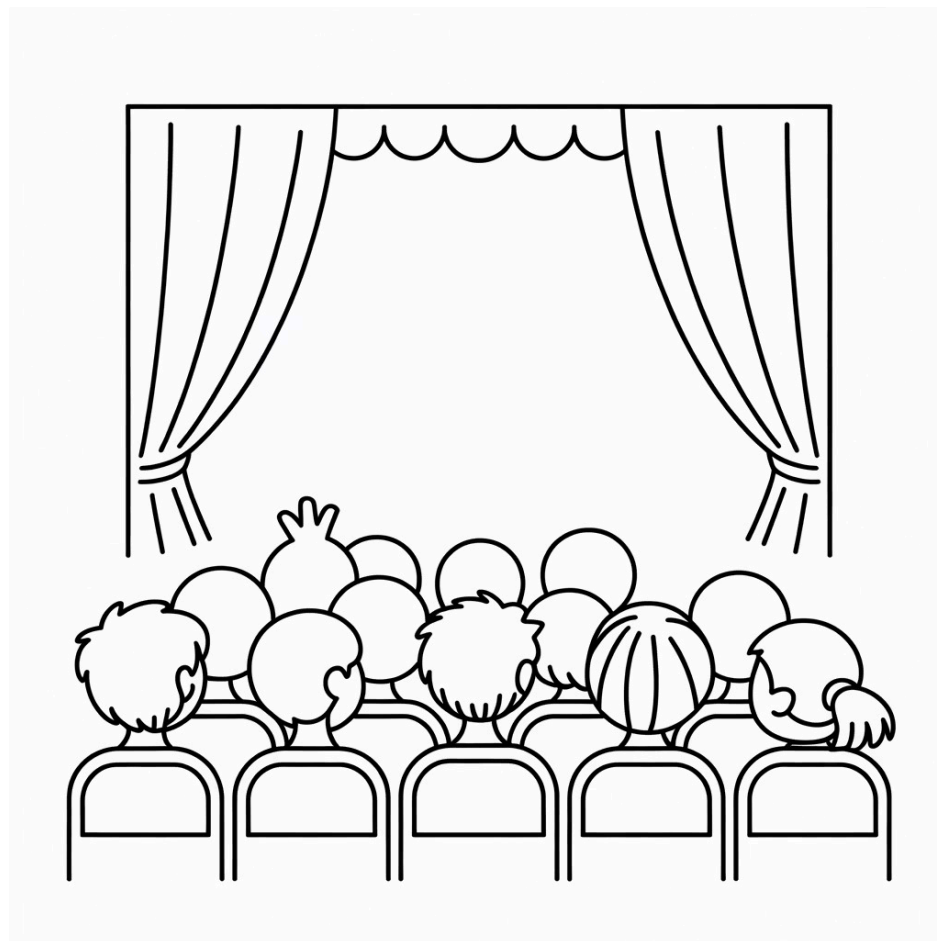
The aim of this activity is to make children think (within their possibilities) about the play, not only from a performance point of view, but also about the characters, music, lights...

Ask your students to colour the most appropriate face according to their level of satisfaction about the following aspects of the play.



# My Opinion About the Play

Well done! You've completed all the activities about *The Jungle Book*. Now it's time to share YOUR thoughts and feelings about the play. Answer these questions in English using complete sentences.



## 1 Play Title

What is the name of the play?

→ \_\_\_\_\_

## 2 Favourite Character

Who is your favourite character?

→ \_\_\_\_\_

## 3 Story Summary

What happens in the story?

→ \_\_\_\_\_

## 4 Best Moment

What was your favourite part?

→ \_\_\_\_\_

## 5 Your Feelings

How did you feel during the play?

→ \_\_\_\_\_

## Draw Your Favourite Moment

Use the space below to draw a picture of your favourite scene from the play!

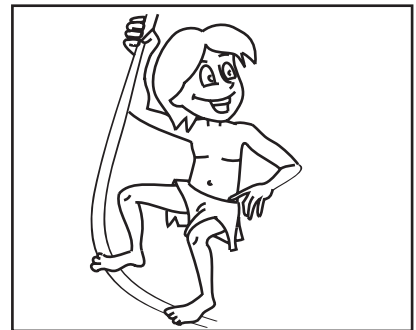
5. GRAPHIC DICTIONARY



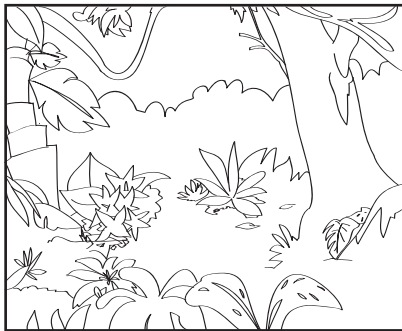
Bear



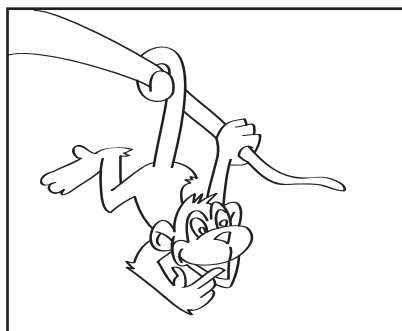
Fire



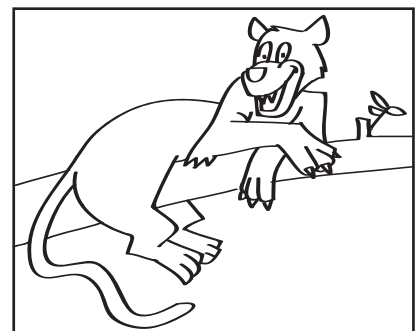
Human



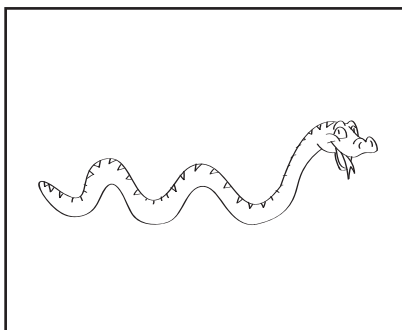
Jungle



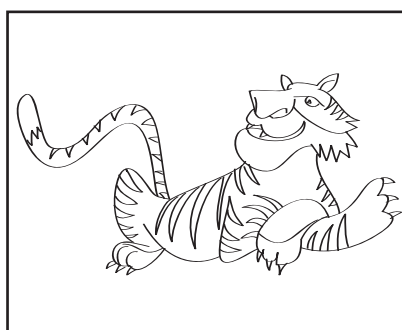
Monkey



Panther



Snake



Tiger



Village

## OTHER SHOWS

THIRD AND FOURTH COURSE OF  
PRIMARY EDUCATION

Cenicienta solo quiere bailar

Ugly Duckling *(In English)*

Jingle Bells *(In English)*

A Christmas Carol *(In English)*

## The Jungle Book

Didactic Project developed by  
Elena Valero Bellé



Join Mowgli on this thrilling journey through the jungle and roar with excitement! With the help of talkative Baloo, wise Bagheera and a jungle full of singing, dancing and mishaps, you will experience a wild adventure learning English through growls and laughter. A thrilling musical, with catchy beats, brilliant dialogue and plenty of surprises. Come down to the jungle and discover how learning English can be the wildest part of the school year! Howwwwwwwlllllllll...!!!!!!

