

The Jungle Book: A 4th Grade Literacy Focus Unit
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Featured Selection

The Jungle Book

Written by: Rudyard Kipling

Publisher: New York: Modern Publishing A Division of Unisystems Inc., 2004.

Summary: This is a book written at the fourth grade reading level. It is about a young, boy named Mowgli who is left in the jungle after his father is killed by a tiger. A pack of wolves take Mowgli in and raise him as one of their own kind. In the story Mowgli goes on many adventures with other characters of the book such as Shere Khan the tiger, Baloo the bear, and Bagheera the panther. As Mowgli grows he learns the ways of animal life and takes these lessons back into the world of man.

Lexile Reading Level: 740L – 4th grade level

Related Materials

1. *Rain Forests*

Written by: Will Osborne and Mary Pope Osborne

Publisher: New York: Random House, Inc., 2001.

Summary: This is a non-fiction book that provides readers with information about the rain forest. It provides pictures, interesting facts, and details about the people who live in the rain forest that allows the text to relate to featured selection.

Lexile Reading Level: 730L - 4th grade level

2. *One Day in the Tropical Rain Forest*

Written by: Jean Craighead George

Publisher: New York: HarperCollins Publishers, 1990.

Summary: This is fiction book about an Indian boy, Tepui, who lives in the rain forest and is asked to help a group of scientists find a new species of butterfly in the rain forest. The book gives readers another example of how a young boy lives and survives in the rain forest

Lexile Reading Level: 880L – 5th grade level

3. *Rain Forests at Risk*

Written by: Jen Green

Publisher: United States: Chrysalis Education, 2003.

Summary: This is a non-fiction book on the rain forest. It provides excellent pictures and facts about the rain forest. It allows readers to get a close look at how people live and survive in the rain forest with the wildlife.

Lexile Reading Level: not on lexile, but is at 4th grade level

4. *The Shaman's Apprentice: A Tale of the Amazon Rain Forest*

Written by: Lynne Cherry

Publisher: New York: A Gulliver Green Book Harcourt Brace & Company, 1998.

Summary: In this fictional book the reader steps into the Amazon Rain Forest. The reader will learn about the Shaman people of the rain forest and how their knowledge about the medical values of rain forest can help all people.

Lexile Reading Level: AD 890L – 5th grade level

5. *The Great Kapok Tree: A Tale of the Amazon Rain Forest*

Written by: Lynne Cherry

Publisher: New York: A Gulliver Green Book Harcourt Brace Jovanovich, Publishers, 1990.

Summary: In this fictional book the reader journeys through the Amazon Rain Forest. There is a man in the story who is chopping down the great Kapok tree. When the man falls asleep under the tree all the animals of the rain forest and a young boy, Yanomamo, whisper in his ear in hopes that he will not cut down the tree. The story shows the importance of the rain forest to the animals and people who live in it.

Lexile Reading Level: 670L – 4th grade level

Goals

- Students will examine the literature elements in *The Jungle Book*. (plot, characters, setting, theme)
- Students will see through reading about the main character, Mowgli, the true meaning of friendship.
- Students will gain a better understanding of the rain forest through a variety of activities.
- Students will improve their writing skills through writing a story about what it would like if they lived in the rain forest.

Standards

English/Language Arts

4.1.4. Read aloud grade-level appropriate narrative text and expository text with fluency and accuracy and with appropriate timing, changes in voice, and expression.

4.2.1. Use the organization of informational text to strengthen comprehension.

4.2.2. Use appropriate strategies when reading for different purposes.

4.2.3. Make and confirm predictions about text by using prior knowledge and ideas presented in text itself.

4.3.2. Identify the main events of the plot, including their causes and the effects of each event on future actions, and the major them from the story action.

4.3.3. Use knowledge of the situation, setting, and a character's traits, motivations, and feelings to determine the causes for that character's actions.

4.4.2. Select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements for a piece of writing.

4.4.10. Review, evaluate, and revise writing for meaning and clarity.

4.4.11. Proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.

4.4.12. Revise writing by combining and moving sentences and paragraphs to improve the focus and progression of ideas.

4.5.1. Write narrative (stories).

4.5.5. Use varied word choices to make writing interesting.

4.6.2. Use simple sentences and compound sentences in writing.

4.6.3. Create interesting sentences by using words that describe, explain, or provide additional details and connections.

4.7.11. Make narrative (story) presentations.

Math

4.6.2. Interpret data graphs to answer questions about a situation.

Science

4.4.6. Explain how in all environments, organisms are growing, dying, and decaying, and new organisms are being produced by old ones.

History/Geography

4.3.1. Use latitude and longitude to locate places in Indiana and other parts of the world.

Unit Plan

Pre-Reading

Activity:

1. Teacher will bring in pictures of the rain forest and/or show a video clip about the rain forest.
2. Students as a group will make predictions about what they believe will take place in the book. The teacher will write the students' predictions on poster paper.
3. The teacher will introduce new vocabulary that will be used in the book.

4. Students will locate where rain forest are located on a map. The teacher will give students maps and on the large classroom map introduce to the students where different rain forests are located. Students will color in on their maps the rain forest areas.

Accommodations: Students with reading difficulties will be given outline of main events of the book and list of the characters in the book. This will allow the students to have a resource to use to guide their reading. In buddy reading students will be in mixed ability pairs. In independent reading the teacher will monitor those students with reading difficulties by providing one-on-one time with them to discuss what they have read. Each accommodation made will depend on the need of the child.

Grouping: whole group, individual

Assessment: This will be done by the teacher observing and monitoring the students during this activity. In addition, students will turn in their colored map of where rain forests are located. The teacher will check to see if the students have colored in the correct areas.

Reading

Activity:

1. Teacher will read aloud the first chapter of the book. After the first chapter of the book the students will read the rest of the story independently or with a buddy.
2. The teacher will give students at least one quickwrite a week to check for students' understanding of the book.
3. Students will participate in grand conversations on different chapters of the book.
4. Students will discuss the characters, plot, setting, and theme of the book. The students will make a graphic organizer to represent the above elements. (Will use a story map and character trait graphic organizer)
5. Music: Students will sing as a class "That's What Friends are For" and then discuss the topic of friendship and its role in the book.

Artist: The Jungle Book Lyrics
Song: That's What Friends Are For Lyrics

We're your friends
We're your friends
We're your friends to the bitter end

When you're alone
Who comes around
To pluck you up
When you are down
And when you're outside, looking in
Who's there to open the door?
That's what friends are for!

Who's always eager to extend
A friendly claw?
That's what friends are for!

And when you're lost in dire need
Who's at your side at lightning speed?
We're friends of every creature
Comin' down the pike
In fact we never met an animal
We didn't like, didn't like

So you can see
We're friends in need
And friends in need
Are friends indeed
We'll keep you safe
In the jungle forevermore
That's what friends are for!

6. Art: Students will draw a picture to represent a scene from the book. The scene they choose to represent will come from either chapter 1 “Mowgli Finds a Family”, chapter 10 “Bagheera and Kaa to the Rescue”, chapter 11 “Mowgli Finds a New Family”, Chapter 18 “An Evil Plot”, or chapter 23 “The Dance of the Elephant”. Students can make their drawings with markers, crayons, construction paper, or other art supplies. The drawings will then be hung on a classroom bulletin board.
7. PE/Movement: Students will learn about the different layers of the rain forest through a movement activity. The students will learn about the four layers of the rain forest
 - a. Rain forest movement activity: lesson idea from http://www.saskschools.ca/curr_content/rbtboxes/rforest/unit/lesson4.html
 - i. Reach and Stretch up on your toes - Emergent Layer
 - ii. Put your arms over your head like an umbrella - Canopy
 - iii. Stand up and bend over a bit – Understory
 - iv. Crouch - Forest Floor
 - b. Will discuss as a class the layers of the rain forest and make a class drawing on the layers to display in the classroom.
8. Math: The students will create bar graphs comparing local precipitation levels to precipitation levels in another nation that contains rain forests, such as Costa Rica, Brazil, or Ecuador. They will also be able to make comparisons based upon the graph that they create. The teacher will provide the students with the data.
 - a. Lesson idea from: <http://www.lessonplanspage.com/RainForestUnitA.htm>

Accommodations: In buddy reading students will be paired with different leveled readers. This will help weaker readers because the stronger reader can give the student support. The teacher will give the lower leveled readers an outline of the main events and characters in the book to

allow a student to follow along with the details of the book. It will also give the reader support as they read. The accommodation will depend on the need of the student.

Grouping: whole group, individual, buddy reading

Assessment: The teacher will assess students by their participation in class. In addition, students are responsible for turning in their activity assignments that the teacher will check. The teacher will observe and monitor the students during the activities. The quickwrites and grand conversations will be a way to assess students understanding of the book and to make sure students are keeping up on their reading.

Responding

Activity:

1. Students will keep a reading journal. They will write in it at least 3 times a week. The teacher will introduce topics for the students to write about in their journal. Topics may include: “What do you think it would be like to live in the rain forest?”, “How is Mowgli able to survive in the rain forest?”, “Who are Mowgli’s friends in the story?”, “How is Mowgli’s friendship with the animals like or different from a friendship you have?”, etc.

Accommodations: Students who have disability with writing may orally address the journal topics to the teacher. The student will talk to the teacher about the topic. The teacher will write what the student says to allow the student to see what good writers do.

Grouping: individual

Assessment: The teacher will read the students’ reading journals each week to check for their understanding of the book and to monitor their reading progress. Spelling and grammar will not be counted off in their reading journals, but if an error is persistent the teacher will address it one-on-one with the student.

Exploring

Activity:

1. Create a word wall for the book. The word wall will be made by the students. Add new words to it that students identify while reading. Students will write the new word wall word on a sheet of paper and staple to the word wall bulletin board. The students will identify the meaning of the word and draw a picture to go with the word. The picture will provide a visual representation of the word for the visual learners in the class.
2. Science: Students will study about the people of the rain forest. Students in pairs will examine several non-fiction books such as *Rain Forests* and *Rain Forests at Risk* to gain a better understanding about the lives of people in the rain forest. Each pair of students will be responsible for finding at least 5 facts about the people who live in rain forest from the non-fiction book they choose. The students will share the facts they find with the class. (Students will see how the people of rain forest interact with their environment

and depend on it) In addition, the teacher will also display pictures and a video on the topic.

3. **Written Language:** After studying about the people of the rain forest the students will create their own fictional story about what it would be like if they lived in the rain forest. The 5 stages of writing will be applied in this activity. All the stories will be put in a class book for each student to have at the end of the unit.
4. **Oral Language:** Students will share with the class their story about what their life would be if they lived in the rain forest. There will be a class author chair for this activity.

Accommodations: will pair students with different abilities together. Student with writing difficulty will receive assistance from the teacher or resource teacher. The exact accommodation will depend on the need of the student.

Grouping: partners, individual, whole group

Assessment: The teacher will assess the work that the students turn in (5 facts and story). Each student is responsible for one new word wall word. When the student puts a word wall word up the teacher will put a check on the assignment checklist to denote completion. Each story written by a student will be checked for grammar, punctuation, and clarity. The teacher will observe and monitor the students' progress.

Applying

Activity:

1. **Culminating Activity:**
 - a. There are 5 sections to the book
 - b. The class will be divided into 5 small groups
 - c. In the groups the students will design costumes, create a skit for the section they are assigned, and create a script (with the help of the teacher) to perform for the class
 - d. The skit will be performed over 5 days. One group will go each day. The groups will go in order of the sections of the book
2. Students will take short answer test to check for their comprehension of the book.

Accommodations: will group students with different abilities together. For the short answer test a student may be given more time or a different format will be created if necessary. The accommodation will depend on the need of the student.

Grouping: small group

Assessment: The teacher will assess each individual student's participation in the group skit. This will be done by the teacher through observing and monitoring. Students will be assessed on their understanding of the book through a short answer test given by the teacher at the completion of the book.

Time Schedule

- See Attached Paper
- Reading will take place in the morning
- Other activities will take place in the afternoon

Assignment Checklist

- **Prereading**

_____ Map of where rain forest is located

- **Reading**

_____ Weekly quickwrites

_____ Student participates in grand conversation

_____ Graphic organizer: story map

_____ Graphic organizer: character traits

_____ Student participates in the singing of “That’s what friends are For”

_____ Drawing of a scene from the book

_____ Student participates in movement activity

_____ Rain forest precipitation graph

- **Responding**

_____ Journal entries written during the unit

- **Exploring**

_____ Each student responsible for adding at least 1 new word to the word wall

_____ 5 facts for the partners (Each pair must have a total of 5 facts)

_____ Student with their partner shares with the class the interesting facts they found

_____ Student written story on: “What it would be like if I lived in the rain forest”

_____ Writing Process Procedure checklist (students must turn in rough draft, peer editing, revisions, etc.)

_____ Student reads aloud their written story

- **Applying**

_____ Each group turns in script for their skit

_____ Student participates in skit

_____ Short Answer test

Ideas for Focus Unit taken from

- Rain Forest Theme Box
http://www.saskschools.ca/curr_content/rbtboxes/rforest/unit/lesson4.html
- Exploring the Rain Forest through print, graphics, and sound
<http://www.lessonplanspage.com/RainForestUnitA.htm>
- My own original ideas