

# Down in the Jungle

Children love this book because of the activities which involve them. Liz Rhodes shows how it can be used with year 1

## Learning objectives

- To sing and perform a song; appreciating syncopated rhythm
- Onomatopoeia and alliteration.
- Thinking about words containing 'oo' and about other ways of making the sound using other letter combinations.
- Writing invitations.
- Rhyming words.
- Poetry does not have to rhyme.
- Writing and interpreting poetry.

## You will need

- A big book copy of *Down in the Jungle*.
- Templates for the animal faces and dowelling to attach to them.
- Writing frames for invitations.
- A copy of *The Ning Nang Nong* by Spike Milligan.
- Animal template with speech bubble.

## DAY ONE

### Shared reading

Introduce the story by showing the children the title page. Ask them which animals they can see. There are lots of envelopes in the picture. What might be in them?

Now turn to the back cover and read the blurb. It tells you that something exciting is going to happen in the jungle. But before we find out what this is, there is a song to learn. The tune is written out for you and it's catchy and bluesy. The children will enjoy the rhythm and the actions which go with each verse.

Turn to the title page and it shows that the envelopes contain invitations to a party. Ask the children if they have sent and received invitations. What do they usually look like? What information do they contain? What should you do if you receive one – here's a clue: what does RSVP mean?

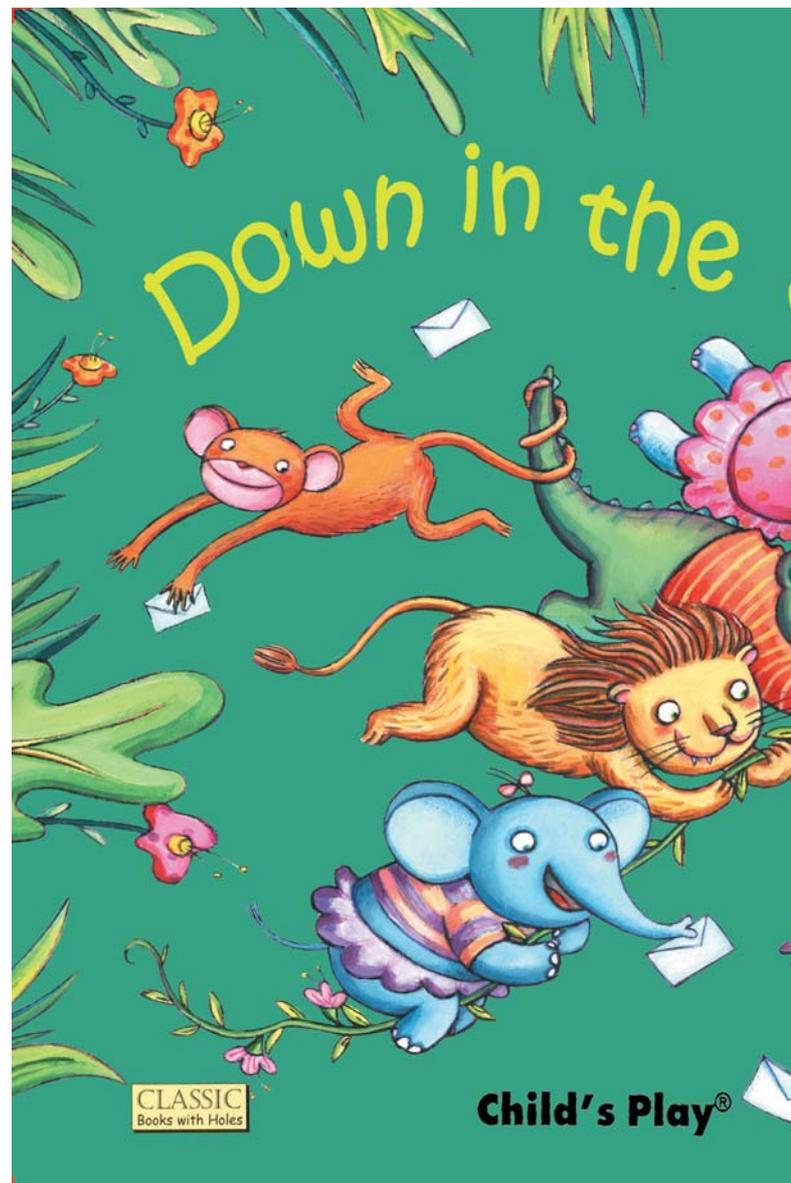
Now sing through the book with the class. Encourage the children (not that they will need much encouragement!) to join in with the repeated phrases and to mime the different actions.

Before each verse, it would be a good idea to have suggestions for the actions.

How does an elephant wash her ears? Finger point to particular words, phrases or initial sounds to reinforce knowledge and left to right directionality. The cut-out holes are cleverly positioned so that they highlight the featured animal on the right-hand page and the actions on the left hand page.

### Word level

Look for phrases with the same initial sounds: 'scritch-scratch', 'flippety-flap'. Ask the children to think of others and write them on a whiteboard. Introduce the idea of onomatopoeia, where the words sound like the things they are describing. Also mention alliteration, where consecutive words begin with the same sounds.



## Independent activity

Explain to the children that at the end of the week they will perform the song to another class or in assembly and so you are going to make masks for the animals who are going to the party.

The illustrations in the book will lend themselves very well to being blown up for templates for lions, crocodiles, parrots, monkeys, hippos, snakes and elephants. They are very simple shapes and will be easy to cut out and colour. Divide them among the class so that there is a similar number of each kind of animal.

Use fairly thick card and pieces of dowelling so that the children can hold the masks in front of their faces.

## Plenary

Have a class showing of all the masks and find somewhere to display and store them safely for the week.

## DAY TWO

### Shared reading

Sing through the book again and, using the masks, start to work out a routine. For example, when singing the verse about the crocodile, all crocodile masked children will hold up their masks in front of their faces and the rest of the children will mime 'rub-a-dub, rub-a-dub'.

When you get to the chorus all the children will want to join in 'Boogie-woogie-woogie', so encourage them to do it in very strict time, like a chorus line.



### Word level

Look at the word 'boogie'. How many other words can the children think of which have 'oo' in them. What other letters or letter combinations can also give you the 'oo' sound?

### Independent activity

As the children are going to perform 'Down in the Jungle' ask them to make invitations for parents or other classes to come and see the performance. Work out with the class what needs to go on an invitation: what the invitation is for, date, time, place and sometimes an RSVP so that you know how many people are coming.

It would be best to provide a writing frame, similar to the

sort of invitations you buy at stationers' for parties, so that the children only have to fill in the details and decorate their invitations.

### Plenary

Look at the invitations and make arrangements for their delivery, depending on whether they are going to parents or other classes.

### DAY THREE

#### Shared reading

Practise the song again. By now the children will know it pretty well, but they will still need to practise their miming and make sure they know when to hold their masks up.

### Word level

Look at the rhyming words in the verses. Some of them are a bit approximate, so it's a good idea to tell the children that words don't have to rhyme exactly, as in the first verse where 'goes' rhymes with 'clothes'.

In fact tell them that poetry doesn't necessarily have to rhyme at all. It's fun if it does, but poetry is first and foremost a way of being able to express yourself. Write on the board 'I like...' and get the children to think of four or five words to write after it. You might end up with

*I like jumping in puddles.*  
*I like running through long grass.*  
*I like looking at white fluffy clouds.*

or something similar. Show the children that from those three lines you can get a picture in your head of someone enjoying themselves outside and that everyone's picture would be a bit different.

### Independent activity

Ask the children to do a detailed picture of how the lines on the board make them think. What do

they see in their 'mind's eye'? Do they think the subject is a child?

### Plenary

Have a look at all the pictures that the children want to share. Ask each child about their picture and notice the similarities and differences.

The differences will be about what was not said in the poem. What was the person like? Where were they? Were they on their own? Make a display of the poem surrounded by the children's pictures.

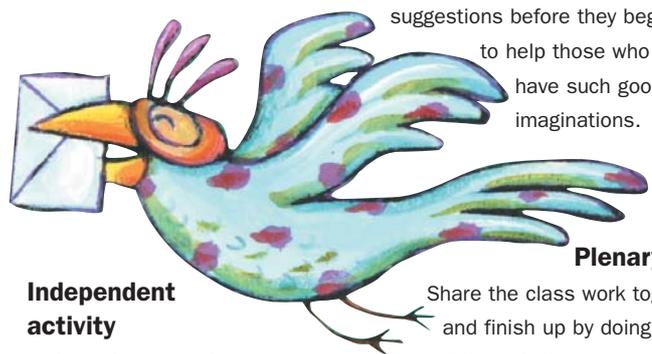
### DAY FOUR

#### Shared reading

Practise the song once more. Make sure that the children know when they are using their masks. In the last verse they will all be using their masks, as that is Party Time!

### Word level

Tell the children that you can base poems on any themes you choose, for example colours, numbers or sounds. They can be complete nonsense. Read 'The Ning Nang Nong' by Spike Milligan. It makes no sense at all; it's just how the poet plays with words and it's fun.



### Independent activity

Write on the board the names of different colours, ie. red, blue, green, purple, pink, yellow. Ask the children to write three different sentences for whichever colour they choose. Model one to start with, for a colour which isn't on the board. Perhaps:

*Brown is the conker I found on the ground.*

*Brown is the bear I cuddle at night.*

*Brown is the colour of my mum's eyes.*

Remind them that they can make up anything they want to, because it is their poem. Ask them to illustrate their poems.

### Plenary

Ask children who want to share their poems to the class to show them. Reinforce the fact that writing poetry is empowering because the poet is always right.

### DAY FIVE

#### Shared reading

This is either the last practice or the performance, depending on how you have decided to arrange the day.

### Independent activity

Give the children an animal picture (the one they made the mask for) with a speech bubble. In the speech bubble they can write the animal's thoughts about the party. Did they enjoy it? What did they do? What did they eat? Was it fun?

Explain that the children can invent answers and ask for suggestions before they begin, to help those who don't have such good imaginations.

### Plenary

Share the class work together and finish up by doing one of the activities suggested by the children for the party. Hokey cokey, anyone?

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*Down in the Jungle* illustrated by Elisa Squillace, published by Child's Play.  
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