



Mowgli lived with the wolves in the jungle. But the wolves did not want him. “You are not strong because you are not a wolf,” they said.

CEFR Level A1  
 YLE Movers  
 Text type: traditional tale  
 Word count: 586  
 Lexile measure: 430L

## Lesson objectives

### Vocabulary focus

Animals: *bear, buffalo, kite, monkey, panther, python, snake, tiger, wolf*  
 Places: *jungle, village*  
 Adjectives: *afraid, angry, bad, big, fast, little, loud, red, safe, sorry, strong, tired, young*

### Grammar focus

Adjectives

### Reading skills

Identifying characters in a story

### Cross-curricular connections

Music (song)  
 IT (online research on animals)  
 Science (animals, the jungle)

### Resources

Reader  
 Activity Book  
 Flashcard download 1–11  
 Audio download (UK/US) tracks 1, 2, 4

### Timing: 40–60 minutes

This is to be used as a general guide and will depend on group size, the pace of learning, and the children’s language ability.

We would suggest 10 minutes for **Before reading**, 20 minutes for **During reading** and 10 minutes for **After reading**. Additional time can be used for further activities.

## Lesson plan

### Before reading

Show the children the cover of the Reader but hide the title. Focus on the background and ask: *Where is this?* Establish that it is a jungle. Ask questions about jungles, for example:

*What can you see in a jungle? Is it an exciting place? Would you like to live in a jungle?*

Reveal the title and ask:

*What is this story about? What kind of animals are in the story?*

Ask if any of the children have seen a film of The Jungle Book. Ask: *Did you like it? Why?*

Ask the children to look at Reader pages 4–5. Introduce the characters and vocabulary to them. Describe the pictures and encourage the children to guess which one you are referring to. Ask questions, for example:

*Which picture shows a bird? Which picture shows an animal like a big black cat?*



## During reading

Read out or play the recording of the story (Audio track 1) and ask the children to follow in their Reader. After every couple of pages, stop and help the children differentiate between the various characters:

*Who is this? What kind of animal is Baloo/ Bagheera/Kaa? What is the tiger called?*



Read out or play the story again and focus on the main events. Encourage the children to compare the two settings in the story – the jungle and the village. Ask questions, for example:

*Is Mowgli happier/safer in the village or the jungle? Why does he leave the jungle?*

Make sure the children understand what happens at the end of the story. Ask:

*Why are the people in the village angry with Mowgli? Where does he go?*

## After reading

Display some adjectives, for example: afraid, angry, (not) safe. Ask the children to go through the Reader and find a character the adjective could be applied to, for example, Mowgli on pages 14–15. Ask: *Why is Mowgli afraid?* and elicit *Because the monkeys are taking him with them.* Ask: *Who does Bagheera say is not safe?* and elicit *The monkeys.*

Display the Flashcards with the animal characters one by one. Ask the children: *What does this animal do in the story?*

Encourage them to retell the parts of the story that feature the character. For example, show Flashcard 4 (Bagheera) and elicit:

*Bagheera is Mowgli’s friend. He helps Mowgli a lot. He is worried about Mowgli because the jungle is not safe. He tells Mowgli to go to the village.*

The children can do the following activities to focus on the characters:

- Reader activities: 1, 2, 3, 6, 9, 11, 12, 13, 14
- Activity Book activities: 1, 2, 3, 6 (Audio track 2), 9, 14

To reinforce the sequence of events in the story, play the song (Audio Track 4) on Activity Book page 16 a couple of times, and encourage the children to follow in their book and join in.

Divide the class into two groups. Ask one group to sing the first verse and the other group to sing the second verse.

## Differentiation

### Extra support

Before the children do the Reader and Activity Book activities, reveal each of Flashcards 1–11 gradually. Ask: *Who/ Where is this?* Elicit the character’s name and, where appropriate, the type of animal.

If time allows, select some pages, for example, pages 12 and 13, which show several characters and ask the children to point to and identify them.

### Extension

Fast finishers can choose one of the animals in the story and research it online. They should draw a picture and write a short description of their animal. They could include information about what it looks like, where it lives, what it eats and any other interesting facts.