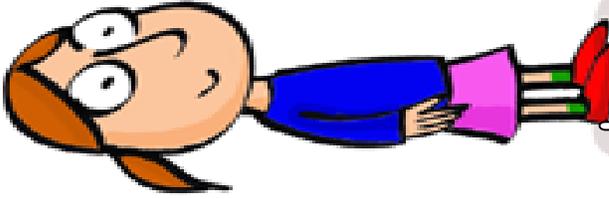


BritLit Primary Kit 4

# Walking through the Jungle



by Carolynne Ardron



Illustrations by Paul Millard

# Introduction

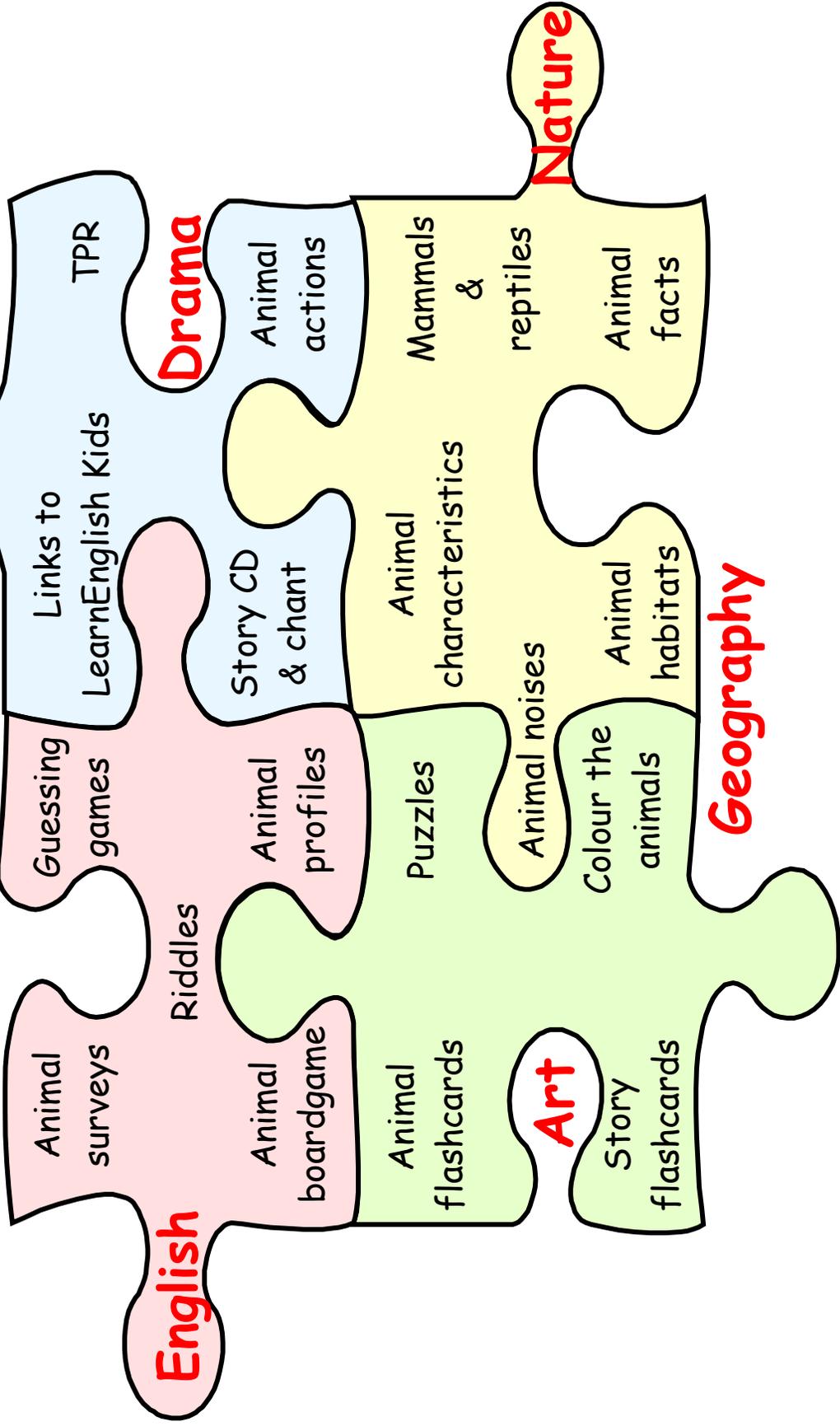
## WALKING THROUGH THE JUNGLE

**Walking through the Jungle** takes children on a whirlwind tour around the habitats of the world, through the jungle to the ocean, up the mountains to the river and the Arctic. As they walk and swim, climb and trek, slip and run, they encounter a whole host of wild animals that roar and growl or snap and howl before chasing them all the way back home!

The BritLit Primary Kit has been designed specifically for use with **Walking through the Jungle**, published by Barefoot Books, chosen not only for its dynamic language structures and catchy beat, but also for its colourful and captivating illustrations. The kit integrates a range of mixed-ability cross-curricular materials including storytelling tips, interactive language activities and links to supplementary online resources.

'**Walking through the Jungle**', illustrated by Debbie Harter, ISBN 1-84148-2-4-8, available from all good bookshops or online at [www.barefootbooks.com](http://www.barefootbooks.com).

# Contents **IT**



## A. WORKING WITH WALKING THROUGH THE JUNGLE

A range of teaching tips: pre-storytelling, while-storytelling and post-storytelling.

## B. WALKING THROUGH THE JUNGLE STORY ACTIVITIES

ACTIVITY SHEET	SUMMARY OF ACTIVITY	SKILLS/ LANGUAGE FOCUS	VOCABULARY	LEVEL
<b>ACTION CHARADES</b>	Individually or in small groups, children mime actions from the story to the rest of the class. The class try and guess what they are doing.	Listening and doing, TPR, speaking e.g. "You're walking (through the jungle)".	You're walking, floating, climbing, swimming, slipping, trekking, running, chasing; through the jungle, on the ocean, in the mountains, in the river, on the iceberg, in the desert, home, after me	not so easy **
<b>ACTIONS &amp; PICTURES</b>	Children match the actions to the pictures.	Reading.	It's walking, floating, climbing, swimming, slipping, trekking, running, chasing	easy *
<b>ACTIONS &amp; PLACES</b>	Children match the actions to the places.	Reading.	walking, floating, climbing, swimming, slipping, trekking, running, chasing; through the jungle, on the ocean, in the mountains, in the river, on the iceberg, in the desert, home, after me	

<b>ANIMAL CARD GAMES</b>	Children play the game of a) Pelmanism b) Snap c) Animal Noises	Reading & speaking TPR	lion, whale, snake, crocodile, polar bear, wolf, colours	*
<b>ANIMAL DESCRIPTIONS</b>	Children are divided into 2 groups: A & B. They read and tick the characteristics that correspond to each animal. Child A tells B about his/her animals.	Reading, e.g. "It's a mammal." "It's got a long body." "It can run." "It eats fish." Speaking & listening, e.g. "The snake's dangerous and it's got a long body."	lion, snake, wolf, bear, whale, crocodile; mammal, reptile, dangerous, scary, body, tail, legs, run, swim, meat, fish.	**
<b>ANIMAL NOISES</b>	Children match the speech bubbles to the animals.	Sight-sound recognition of key animal noises from the book.	roar, howl, snap, hiss, growl, whoosh	*
<b>ANIMAL RIDDLES</b>	In pairs, children read their sentences to each other and guess the animals they are describing.	Reading, speaking, listening, guesswork. e.g. "It's got a long tail" "It's big" "It can run fast".	It has/n't, can't; legs, tail, big, long, dangerous, black, brown, grey, red, white, yellow, blue, multi-coloured, run, swim	**
<b>CAN YOU ROAR LIKE A LION</b>	Children ask 3 other children 6 questions about their abilities.	Speaking & listening e.g. "Can you roar like a lion?"	roar, hiss, howl, growl, swim, walk; lion, snake, wolf, bear, whale, crocodile	**

<b>COLOUR THE ANIMALS</b>	Children colour the animals as they choose. They may then tell each other about their pictures. Alternatively, the children listen and colour the animals following the teacher's instructions.	Listening & speaking e.g. "Colour the lion orange/yellow."	crocodile, lion, polar bear, snake, whale, wolf; colours	*
<b>COLOUR THE A4 ANIMALS/2</b>	Children colour one or more of the animals as they choose. They may like to cut them out and add them to the appropriate habitats to make an animal collage for the classroom.	Colouring	crocodile, lion, polar bear, snake, whale, wolf	*
<b>CROSSWORD</b>	Children complete the crossword using the picture clues.	Recalling & spelling animal & habitat vocabulary accurately.	crocodile, lion, polar bear, snake, whale, wolf, iceberg, desert, jungle, ocean, mountains, river, world	*
<b>LOOK AND SPELL THE ANIMAL WORDS</b>	Children look at the pictures of the animals and unscramble the letters to spell the names.	Spelling key animal vocabulary	crocodile, lion, polar bear, snake, whale, wolf	*
<b>ORDER THE ANIMALS IN THE STORY</b>	a) Children listen to the story of 'Walking through the jungle'. They put the animals in the order they hear them. b) Children complete 2 of the verses with 2 of the animals from the story.	Listening & sequencing, writing.	Walking through the jungle, What do you see? I think I see a ...Chasing after me!	*

<b>VOCABULARY CHECKLIST</b>	Children look, read and repeat key words from 'Walking through the jungle'. Then they fold back the page and write the words. They finally check their spellings with the original words.	Reading, recalling & writing Learner training	desert, iceberg, jungle, ocean, mountains, river, world; crocodile, lion, polar bear, snake, whale, wolf	*
<b>WHAT IS IT?</b>	Children look at the pictures and guess the animals from the body parts. They complete the sentences with the names of the animals.	Recalling and spelling of key vocabulary; guesswork 'It's (a) ...'	crocodile, lion, polar bear, snake, whale, wolf	*
<b>WHAT'S THE ANIMAL?</b>	Children ask and answer various guessing games to find out the names of animals.	Speaking & listening		**
<b>WHERE DO THE ANIMALS LIVE?</b>	Children tick the habitats where the animals live.	Reading and matching animals to their habitats.	Arctic, desert, jungle, ocean, mountains, river; crocodiles, lions, polar bears, snakes, whales, wolves	*
<b>WORDSEARCH</b>	Children highlight 12 words in the wordsearch.	Recognising animal & habitat vocabulary	desert, jungle, ocean, mountains, river, world; crocodile, lion, polar bear, snake, whale, wolf	*

## C. FLASHCARDS

FLASHCARDS	VOCABULARY
ACTIONS	Large A4 visuals to present actions: walk, float, climb, swim, slip, trek, run, chase
ANIMALS, ANIMATED & WITH WORDS	Large A4 visual to present animals: crocodile, lion, polar bear, snake, whale, wolf
CHARACTERS	Boy, girl
HABITATS (WITH WORDS)	The Arctic/iceberg, desert, jungle, ocean, mountains, river, world;
HABITATS & ANIMALS	As above including: toucan, butterfly, tiger; crab, seahorse, octopus, turtle, starfish, seaweed, seagull, boat; camel, lizard, scorpion; Arctic fox, seal, walrus
MINI FLASHCARD PICTURES & WORDS	Smaller visuals of all vocabulary items above to cut out and stick onto card

## D. ADDITIONAL ACTIVITIES

ACTIVITY SHEET	SUMMARY OF ACTIVITY	SKILLS/ LANGUAGE FOCUS	VOCABULARY	LEVEL
<b>ANIMAL BOARDGAME</b>	Children work their way around the board by making the correct animal noises or giving facts about the animals.	Speaking	lion, whale, snake, crocodile, polar bear, wolf; spider, elephant, tiger, seahorse, seal, duck, monkey, crab, scorpion, butterfly, giraffe, lizard, parrot, bird, frog, turtle, camel, fish, goat, gorilla, meercat, rabbit	**
<b>ANIMAL FACT FILE</b>	Children brainstorm what they know about lions. They read the fact file for more information. The fact file may be the model for children to follow in researching an animal of their choice, individually or in groups.	Speaking & reading. Research & writing.	Name, Home, Physical characteristics, Family, Diet, Did you know?	**
<b>ANIMAL FACTS- TRUE OR FALSE</b>	Children read the facts about animals and decide if they are true or false.	Reading e.g. "Lions sleep up to 20 hours a day."	Lions, crocodiles, wolves, cheetahs, giraffes, gorillas, polar bears, anaconda snakes, whales, elephants; are tall, long, bigger than; can walk, run, jump; eat fruit	**

<b>LABEL THE LION</b>	Children label the lion from a list of 8 words.	Recognising & writing animal body parts.	body, claw, ear, eye, leg, mane, tail, tooth	*
<b>MAMMALS OR REPTILES</b>	In groups, children cut up the animals and stick them in the appropriate category-mammals or reptiles. They may read the sentences about the characteristics of mammals and reptiles to help them and/or cut the sentences and stick them next to the words 'mammals' or 'reptiles' (or both) on the page. For homework children can cut and stick the animals to the correct category on the individual copy and complete the matching exercise.	Categorising animals according to their characteristics e.g. "They have fur or hair." "They live on land and in water."	mammal: lion, whale, wolf, camel, elephant, monkey, polar bear reptile: crocodile, snake, turtle, tortoise, lizard	**
<b>MY FAVOURITE ANIMAL</b>	Children draw a picture and write a description of their favourite animal.	Drawing and writing	It..., it's got, it lives, it eats, it can...	**
<b>NAME 3 ANIMALS</b>	As a whole class or teamwork activity, children call out and/or write down 3 animals that have particular characteristics, e.g. "Name 3 big animals."	Speaking & writing	Name 3 dangerous/small animals; with 4 legs, long tails; that live in the jungle, ocean, desert; that can run, swim, climb trees.	*

<b>ODD ONE OUT</b>	Children look at pictures of 4 animals/habitats in a row and say which one is different, and why.	Speaking & gap-filling	habitats, mammals, reptiles, jungle, desert, family, big, small	**
<b>PUT THE ANIMALS IN THEIR HABITATS</b>	In groups, children cut out the animals and glue them in the correct habitats.	Categorising animals according to their habitats	arctic, desert, jungle, mountains, ocean, river, various animals	*
<b>WHAT CAN YOU DO SURVEY</b>	Children ask 4 other children 6 questions about their abilities.	Speaking & listening	Can you...run, swim, float, climb a tree, ride a bike, skate	*

## E. BIBLIOGRAPHY

Title	Author	Publisher	
<b>WALKING THROUGH THE JUNGLE</b> a 32pp picture book with a free audio CD RRP £5.99.	Illustrations by Debbie Harter	Barefoot Books Ltd	ISBN 1-84148-2-4-8 Available from all good bookshops or online at <a href="http://www.barefootbooks.com">www.barefootbooks.com</a>
<b>Resource books</b>			
First Book of Animals	Barbara Taylor	Oxford	ISBN 0-19-910985-0 <a href="http://www.oup.com">www.oup.com</a>
Visual Encyclopedia of Animals The Usborne Living World Encyclopedia	DK	Dorling Kindersley Usborne	ISBN 0-7513-1397-1 ISBN 0-7460-4581-6 <a href="http://www.usborne.com">www.usborne.com</a>
Journey into Africa	Tim Knight	Oxford	ISBN 0-19-910813-7
Journey into the Desert	John Brown	Oxford	ISBN 0-19-910923-0
Jungle	DK Eyewitness	Dorling Kindersley	ISBN 0-7513-6488-6 <a href="http://www.dk.com">www.dk.com</a>
<b>WEB LINKS</b>			
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<a href="#">POLAR ANIMALS</a>			
<a href="#">SEA ANIMALS</a>			