

Fluent Lesson Plan

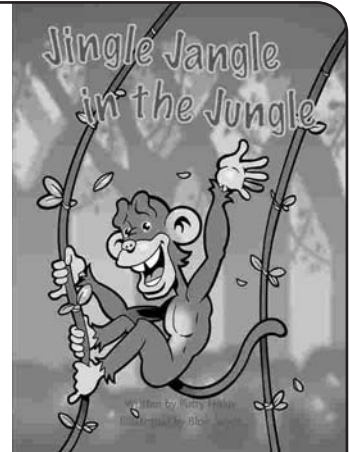
Jingle Jangle in the Jungle

Fluent Level 15

Lesson rationale

The students will

- Use information from the text and from personal experience to make inference
- Use information from the text to draw conclusions



Before the lesson

Read and familiarize yourself with the book, lesson plan and follow-up activity.

Prepare the follow-up activity, gathering resources and materials you may need.

Reading and thinking

Discuss with the students the strategies they will be focusing on today. Remind them that today they will need to use the information and 'stuff' they already know and join it with the information they will get from the book to make themselves very clever readers and thinkers.

Introduce the book to the students by showing them the cover and reading them the title.

Open the book to pages two and three. Talk about and name the animals that are illustrated. Read the text.

Read pages four, five, six and seven. Ask the students to guess at what the mischief could be.

Read pages eight and nine.

Turn to page 10 and talk about the illustration. Read the text. Ask the students, *Why do you think the elephant may have liked Zebra's stripes? Do you think he looks good in them? How do you think he is feeling? Who can tell me what the monkey's mischief is?*

Read and discuss the text and illustrations on pages 12 and 13. Ask, *Why would the giraffe want elephant's long trunk? Do you think Giraffe made a smart choice?*

Continue to read through the following pages and continue to discuss the animals' transformations, *Why they might like to change? Is the change a good one? Would they be happy with the choices they have made? How do you think the animals feel about their changes? What would happen if they stayed like that for a very long time?*

Continue the reading and discussion until the end of page 21.

Ask the students, *What do you think the lion will do?*

Read and enjoy the end of the story.

More thinking

Using some of the ideas in the story ask the students to choose an animal that they can change one thing about. They may choose to stay close to the animals featured in the story but the option is there to 'branch out' if they wish. Their task is to illustrate their new animal and be able to tell you why they have made the changes and if the change is good for the animal.

It may be that the students will be able to write their ideas themselves or it may be better just to discuss their work with you. Either way is appropriate, but the best option will allow you to measure the depth of thinking that each student is undertaking (BLM 5).