



3. Mowgli, the man-cub

Objective

To explain and discuss their understanding of what they have read.

What you need

Copies of *The Jungle Book*, large pieces of paper.

What to do

- After reading the first three chapters, ask: *What is Mowgli like?* With each adjective that a child suggests, encourage them to relate the description to a particular event in the story.
- After sharing a few suggestions, ask the children to work in pairs to create a list of adjectives for Mowgli, with evidence from the text. For example: 'brave' (he walks into the wolves' lair smiling), 'clever' (he learns the animal and human words quickly), 'vain' (he is flattered by the monkeys), 'fun-loving' (he enjoys being swung through the trees), 'fierce' (he attacks Shere Khan and his followers with fire), 'cunning' (he traps and kills Shere Khan), 'loveable' (Bagheera, Baloo and Mother Wolf all love him fiercely), 'polite' (he is polite to Chil, to Kaa and to the snakes in the pit), 'part-wolf' (follows the laws of the wolves), 'part-man' (can weave and use fire).
- Ask the children to draw an annotated picture of Mowgli; tell them to draw Mowgli in the centre and surround him with sentences that use the adjectives they've collected.

Differentiation

Support: Provide children with adjectives for Mowgli (as suggested above) and examples on slips of paper. Ask them to match the adjectives with the evidence and stick them onto their picture.

Extension: Encourage children to move on do the same activity for Kotick and Toomai. When they have finished, encourage them to compare the characters.

4. Battle of the Cats

Objective

To discuss and evaluate how authors use language, considering the impact on the reader.

What you need

Copies of *The Jungle Book*, photocopiable page 30 'Battle of the cats'.

What to do

- Read the scene where Shere Khan roars through the mouth of the cave. Ask: *How does this scene make you feel?* (*scared, apprehensive, annoyed, upset*)
- Together create a list of adjectives for Shere Khan, separating them into 'scary' and 'not scary' such as 'powerful', 'lame', 'cunning', 'obsessed', 'manipulative', 'clever'.
- Ask pairs to hunt for the names Shere Khan is called, for example: 'the Big One', 'Lungri' (the 'Lame One'), 'My Lord', 'striped cattle-killer', 'frog-eater', 'fish-killer', 'singled jungle-cat' and so on. Add these to the board.
- Ask the pairs again to find longer lines about Shere Khan, such as: 'Fool Fool!... Eaten and drunk too', 'all long tail and loud talk like Mor the Peacock', 'whimpered and whined', 'He has missed'. Now search for descriptions of Bagheera, for example at the Council Rock, watching Mowgli, admiring his 'steel-blue, ripping-chisel talons', fighting the monkeys and so on.
- Provide the children with photocopiable page 30 'Battle of the cats' and ask them to write descriptions of the two cats, drawing on vocabulary from the book.

Differentiation

Support: Provide the children with the names, adjectives and quotations on cards. Use the cards to start a discussion in pairs about the two cats.

Extension: Challenge the children to focus on comparing the two cats (Bagheera has chosen Mowgli because he sees his potential power while Shere Khan whispers into the ears of the young wolves; Bagheera has Baloo while Shere Khan has Tabaqui).