

Preparation:

Before the first lesson, take time to familiarise yourself with the story.

The Story – In the Jungle

Professor Green decides to go to the jungle with his parrot to see the animals. In the Jungle, there is a river. Professor Green makes a raft. He and the parrot travel down the river. The parrot flies into the jungle. The Professor goes down the river on his raft, and looks for the parrot. He finds a monkey. The monkey has not seen the parrot, but agrees to help. The monkey jumps on the raft, and they continue to look for the parrot. They find a lion. The lion has not seen the parrot, but agrees to help. The lion jumps on the raft, and they all continue to look for the parrot. Then they find an elephant bathing in the river. The elephant has not seen the parrot, but agrees to help. The elephant jumps on the raft, and they all fall into the river. Then crocodiles come to eat them. They cry, 'help, help', and the parrot and the parrot's friends come and pull them out of the river. The Professor says, 'Thank you' and then they have a picnic. The End.

Make 11 wordcards, one each for the following words: **the jungle, a parrot, a river, a raft, jumped, a monkey, a tree, a lion, an elephant, pulled** and **help**.

Example wordcard:

a letter

In the Jungle (Young Explorers 1)

Seating: The children should be seated on the floor in a semi-circle, and the teacher should be seated in a chair in front of them.

Talking about the cover and contents page (10 minutes)

Hold up the book and point to the cover. Read the title to the class. Read it again and ask the children to repeat it after you. Teach the word **jungle** in English. Ask the children to repeat it after you.

Point to the picture. Ask, **What can you see in the picture? [an elephant, a lion, a monkey, an old man (Professor Green), a raft, a river]** If they do not know the English words, ask for the Arabic names.

Ask the children what Professor Green is doing. Say, **What is he doing?** [looking for something] If they do not know the English words, ask them to tell you in Arabic. Teach them the question in English.

Point to the elephant and say, **This is an elephant**. Say it again and have the children repeat after you. Follow the same procedure with **the lion, the monkey, Professor Green, the raft** and **the river**.

Open the book at the contents page. Read the title. Read it again and ask the children to repeat it after you. The man in the picture is Professor Green. Point to Professor Green. Say, **This is Professor Green**. Ask the children to repeat the sentence after you. Point the parrot and say, **This is a parrot**. Ask the children to repeat the sentence after you.

Ask, **Where are they?** [in the jungle] If they cannot say it in English, ask them to tell you in Arabic.

Reading the story (10 minutes)

Read the story to the children (pages 2 – 21). Turn the pages slowly and give the children time to look at the pictures on each page. Look at the children while you are reading. Check after you have read each page that the children are following the story.

If you can, make the story come alive by using different voices for **Professor Green, the parrot, the monkey, the lion, the elephant** and **the other parrots**.

Choose suitable places in the story to pause and ask the children to predict what might happen next. For example, after reading page 15, pause and ask the children, **What is the elephant going to do?** [jump onto the raft]; after reading page 17, pause and ask the children, **What is going to happen?** (in English and Arabic). [The crocodiles are going to eat them, but the parrots save them.]

After reading (10 minutes)

Close the book and talk to the children about the story. Ask them if they liked it. Ask them what they liked about the story. Ask them if they can remember some of the characters. Ask them to tell you what happened in the story.

Hold up the wordcard for **the jungle**. Ask the children to repeat it after you. Open the book at pages 6 and 7. Ask the children to point to the **jungle** in the picture. Repeat the word again. Follow the same procedure with the wordcards for a **parrot, a river, a raft, jumped, a monkey, a tree, a lion, an elephant, pulled** and **help**. Hold up each wordcard in turn, say the word and ask the children to repeat it. Then find a page which contains a matching picture in the book, e.g. a **parrot – p.6, a river – p.6, a raft – p.6, jumped – p.17, a monkey – p.17, a tree – p.9, a lion – p.11, an elephant – p.15, pulled – p.19** and **help – p.19**.

If there is time, and if the children are interested, read the story again.

Second Session

Sample Lesson 2

- Second Reading and Development of Language Activities

Preparation:

Make wordcards for each for the following words: **Here, is, a, river**. Choose two or three other sentences from the list below and prepare wordcards for each of the words in them.

- Professor Green made a raft.
- The parrot flew into the jungle.
- The monkey jumped onto the raft.
- They looked for the parrot.
- He saw a monkey.
- I can help you

In the Jungle (Young Explorers 1)

Reviewing characters and events in the story (10 minutes)

Without opening the book, ask the children if they can remember the title of the story, and the characters in the story. Ask them to describe the characters. Then ask them to tell you what happens in the story. Hold up the 11 word cards from the previous lesson and ask them to repeat the words. Ask the children if they can remember what each word means.

Turn to page 22. Point at Professor Bungle. Say, **This is Professor Bungle**. Ask, **Where is he?** [in the jungle] Read the title. Point at the words as you read. Read it again and ask the children to repeat after you.

In the first picture, point at the Monkey and ask, **What is this?** [a monkey] Ask, **What is the monkey doing?** [eating a banana] Point at Professor Bungle. Say, **What is he doing?** [looking at the monkey]

In the second picture, point at the snake and ask, **What is this?** [a snake] Ask the children to tell you in Arabic if they do not know the English word. Teach the word **snake**. Ask the children what sound a snake makes. Say, **The snake is hissing**. Teach the English word **hissing**.

Turn to page 23. In the first picture, point at the giraffe. Ask, **What is this?** Ask, **What is Professor Bungle doing?** [looking at the giraffe]

In the second picture, point at the crocodile. Ask, **What is this?** Point at Professor Bungle. Ask, **What is he doing?** [running]

Then beginning at the top of page 22, read the chant. Point at the words as you read. Read it again and ask the children to repeat after you.

Reading the story again (10 minutes)

Open the book and read the story again. Encourage children's active participation. Use different voices for Professor Green, the parrot, the monkey, the lion, the elephant and the other parrots. Ask the children to repeat the sentences after you. Pause from time to time and ask the children questions about the pictures. For example, before you read page 5, ask, **What is Professor Green doing?** [making a raft]

Ask children if they can remember what happens next. For example, after you finish page 9 and before you turn the page, ask, **What happens next?** [**The monkey jumps onto the raft**]; after you finish page 15 and before you turn the page, ask, **What happens next?** [**The elephant jumps onto the raft./They fall into the river.**]

After reading (10 minutes)

Write the words **jump**, **tree**, **help** and **monkey** on the board. Say each word out loud as you write it and ask the children to repeat it after you. Read through the words together. Select four children. Give each of the four children one word card with one of these words on it. Ask them to match their word card with the correct word on the board.

On the board, write **Here is a river**. Say each word out loud as you write it. Ask the children to repeat it after you. Read the complete sentence with the class. Give four children one word card each with one of the four words from the sentence. Ask them to match their card with the correct word on the board. Arrange the children with their word cards in a line at the front of the class in the same order as the words in the sentence.

Select the other sentences from the book for which you have prepared word cards. Follow the same procedure with these sentences. Write them on the board and read the complete sentence with the children. Then give the appropriate number of children a word card each and ask them to match their card with the correct word on the board. Arrange the children in the same order as the words in the sentences.

Ask children if they can say the word on their word card or the first sound of their word.

Select different pages and ask them what they can see on the pages. For example, **Professor Green**, **the parrot**, **a jeep**, **a river** and **the jungle** are on page 4.

Third Session

- Review and Follow-up Activities

Sample Lesson 3

Preparation:

Preparation will depend on the follow-up activities that you choose. You may need to prepare all or some of the following items: wordcards, material to make puppets and masks, material for drawing pictures.

In the Jungle (Young Explorers 1)

Reviewing the story (10 minutes)

Read the story to the children again. By now they should be familiar with it. Let them share in the retelling, using different voices for Professor Green, the parrot, the monkey, the lion, the elephant and the other parrots for fun.

Follow-up activities (20 minutes)

Choose two or three follow-up activities from the suggestions below.

- 1 Allocate ONE wordcard to each child in the class. The wordcards should have the following 11 words: **the jungle, a parrot, a river, a raft, jumped, a monkey, a tree, a lion, an elephant, pulled** and **help**. In a class of 33, for example, three children will be allocated the word **the jungle** three children will be allocated the word **a parrot**, and so on. Tell the children they are going to hear the story again. Ask them to stand up and sit down when they hear their word mentioned. Read the story again.
- 2 Divide the class into five groups – Professor Green, the parrot, the monkey, the lion and the elephant. Read the story again. Each group should repeat their character's words after you read them. Choose one child from each group to come and act out their character's part in front of the class (while you read the relevant section). Repeat with the other children so that as many as possible have a turn at acting out the story.
- 3 Choose words from the following list: **a parrot, a monkey, a tree** and **a lion**. Say the words and ask the children to draw pictures of the words you say. If the children can cope, add more challenging words such as **a raft, an elephant, a crocodile** and **a snake**.
- 4 Show children how to make puppets or masks of characters in the story. These can be used in role play.
- 5 Ask children to draw a picture of their favourite character from the story and write the name of the character at the top of their picture. Display the pictures round the classroom.