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Introduction and Sample Lessons

A good book can touch the lives of children like a good friend. The pictures, words, and characters can inspire young minds as they turn to literary treasures for companionship, adventure, and guidance. Great care has been taken in selecting the books and unit activities that will challenge, build skills, and create interest. Teachers can use all of these ideas or only some to supplement their own valuable ideas.

A Sample Lesson Plan

The sample lessons below provide the teacher with a specific set of lesson plan suggestions. Each of the lessons can take from one to several days to complete and can include all or some of the suggested activities. Refer to the “Suggestions for Using the Unit Activities” on pages 6–9 for information related to the unit activities.

A Unit Planner

For the teacher who wishes to tailor the suggestions on pages 6–9 in a format other than the Sample Lesson Plan, a blank unit planner is provided on page 4. Reproduce copies of the Unit Planner as needed.

Sample Lesson Plan

Lesson 1

- Introduce the book by using some or all of the unit activities 1–6 on page 6.
- Read “About the Author” on page 5.
- Read the story aloud.
- Send the art activity letter home to prepare for the Super Invention activity. (pages 29–30)

Lesson 2

- Read the story a second time.
- Prepare the pocket charts and use the “Story Questions” and activities to involve students in critical thinking. (pages 10–13)
- Do “Pocket Chart Activities” 2 and 3. (page 11)
- Use the pocket chart “Story Summary Sentence Strips.” (pages 14–17)

Lesson 3

- Complete activity 5 on page 8.
- Reproduce page 19 for each student
- Make a “J” Word Search.” (pages 20 and 21)
- Sing a song about “John Jacob Jingleheimer Schmidt.” (page 35)
- Play “A Walk on the Wild Side.” (pages 24–26)

Lesson 4

- Make a class pop-up book. (pages 22–23)
- Practice division maths skills by using manipulatives, as described on page 8, activity 11. (pages 36 and 37)
- Compare animals to people. (page 38)
- Create crayon resist drawings. (pages 39–40)

Lesson 5

- Explore boredom—read *Bored—Nothing to Do!* and choose activities from page 27.
- Have a class discussion about overcoming boredom. (page 28)
- Begin practicing Readers’ Theatre. (pages 31–34)

Lesson 6

- Build a Super Invention using materials gathered from home. (page 29)
- Complete invention description. (page 30)
- Perform the Readers’ Theatre play for some guests or use it as part of the culminating activities.

Lesson 7

- Culminating Activity: Take a journey to *Jumanji*, activities 1–4, page 9. Interests: Centres are described on pages 41–47.

Suggestions for Using the Unit Activities

Use some or all of the following suggestions to introduce students to *Jumanji* and to extend their appreciation of the book through activities that cross the curriculum. The suggested activities have been divided into three sections to assist the teacher in planning the literature unit.

The sections are the following:

- *Before the Book:* includes suggestions for preparing the classroom environment and the students for the literature to be read
- *Into the Book:* has activities that focus on the book's content, characters, theme, etc.
- *After the Book:* extends the readers' enjoyment of the book with culminating activities

Before the Book

1. Before you begin the unit, prepare the vocabulary cards, story questions, and sentence strips for the pocket chart activities. (See samples, patterns, and directions on pages 10–17.)
2. Prepare a bulletin board display area where interest centre projects can be displayed. A cover of the book can be placed there until the projects are completed.
3. If you teach thematically, this book will work well with the themes of *Jungles*, *Ecology*, or *Animals*.
4. Introduce the story by connecting it to previous experiences or knowledge. Ask these questions as a springboard to discussion:
 - Have you been to the zoo? What animals have you seen?
 - What kind of vegetation would you find in a jungle? How do you know that?
 - Why is it important to follow directions?
 - What is the difference between real and make-believe? Can you give some examples?
5. Reproduce copies of *Can You Guess the Meaning?* on page 18. Divide the class into cooperative groups or work in pairs on this vocabulary activity. Have students guess which meanings are correct. Then, have a class discussion about the real meanings, using a dictionary or context clues. Correct any errors.
6. Look at the cover of *Jumanji*. Ask students to make a prediction about the trouble the children in the story may be facing. Ask if they think the story is going to be real or make-believe. Why?



Story Questions

The following questions are based on Bloom's Levels of Learning.

Prepare the rhinoceroses as directed on page 11. Write a different question from the Levels of Learning on each of the rhinos. Use the rhinos with the suggested activities in the unit.

I. Knowledge (ability to recall learned information)

- Name some of the characters that appear in Judy and Peter's home.
- Where do Judy and Peter find the game box?
- What are Peter and Judy doing when they find the game box?
- Where does the snake appear?

II. Comprehension (basic understanding of information)

- Do you think the game's instructions are important?
- Do you think it is a good idea to take the game home and play it?
- What do you think might have happened if Judy and Peter had not finished the game?
- Why do you think Judy and Peter are happy to work on the picture puzzle again?

III. Application (ability to do something new with information)

- Do you think Judy and Peter will take something that does not belong to them in the future?
- How do Judy and Peter feel when animals and people appear in their living room?
- If Judy and Peter's parents had come home during the game, what do you think they would have said?
- What do you do when you are bored?

IV. Analysis (ability to examine the parts of a whole)

- Why is it so important to read the instructions?
- Why do the monkeys appear in the kitchen instead of the living room?

V. Synthesis (ability to bring together information to make something new)

- Do you think that Danny and Walter Budwing will read the instructions?
- What do you think will happen to Danny and Walter Budwing?

VI. Evaluation (ability to form and defend an opinion)

- Do you think that Judy and Peter will ever complain about being bored again? Why or why not?
- Have you learned anything about following instructions? Explain.
- Who do you think put the game in the park, and why did they do it?
- Would you recommend this story to a friend? Why or why not?