Dear Educator,

As an organization that values the arts and education, we have created this Study Guide as a resource for teachers. Our Study Guides are designed to be a valuable tool for teachers in two ways: helping you to prepare your students and enriching and extending their performance experience.

Our goal is to serve principals, teachers and students in their pursuit of Illinois State Standards and to integrate the arts with your core curricular subjects.

The ABS Team

About AlphaBet Soup Productions

Winner of the 2008 Illinois Theatre Association Award of Excellence in Children’s Theatre

Winner of two National Children's Theatre awards for their scripts Beauty and the Beast and Jungle Book.

Winner of the Lewis University’s St. Genesius Award for extraordinary achievement in Children’s Theatre.

Welcome to our 24th Season of Entertaining Children and their Families

Mission Statement
AlphaBet Soup Productions, NFP, exists to provide Chicago area youth, their families and teachers a theatrical experience that will entertain, inspire, and educate through our professional theatre company.

Jungle Book teaches acceptance of others and of yourself.
Pre Production Questions

1. How many of you have experienced a live theater performance? What did you see?
2. What are some of the differences between going to the theater and watching television or going to a movie?
   A. Theater features live on-stage actors. They have spent many weeks rehearsing for the performance.
   B. The audience is a very important part of the performance. Appreciation and enthusiasm for the performers is shown by close attention and participation and applause at the proper times. The success of the play often depends on the audience.
   C. The theater is a very special place. Its atmosphere is entirely different from your home where the television is always available.
   D. It is easy to identify with live actors. You can see how they use their bodies and voices to convey different emotions.
   E. Actors wear clothing and make-up to help create the impression of the characters they play.
   F. There is much more to most live performances than actors. Special sets, effects, lighting, music, costumes, and of course, the audience add to the total experience.
3. Introduce your students to the following theatrical terms:
   Box Office • Reserved Seats • Acts & Scenes • Producer • Program • Overture • Spotlights
   • Costumes • Props • Director • Stage • Curtain Call • Stagehand • Lobby • Usher •
   Musical Theater • Orchestra Pit • Proscenium arch • Playwright • Scenery • Makeup • Actor
   • Balcony • Play
4. Discuss the role of the audience and proper theater etiquette.
   A. Arrive on time so that you do not miss anything and so that you will not disturb the rest of the audience while trying to get comfortable in your seat. After the lights go out finding your seat is very difficult.
   B. It is easier for you (and the rest of the audience) to see and hear the performance if you stay in your seat and listen very carefully.
   C. In this theater you are not allowed to eat or chew gum. Not only does it ruin the theater, but it also distracts from your concentration.
   D. Try your best to remain in your seat once the performance has begun. In long performances, there will be an intermission. There is no intermission in a performance of AlphaBet Soup Productions since they are less than one hour in length.
   E. Although you may wish to say something to the actors while they are on stage, you need to hold your thoughts. You may disturb their concentration.
   F. Sing or participate if and only if you are invited to do so. Your participation is often very important.
   G. Listen to how the music sets the moods and affects your own feelings.
   H. Show the cast and crew your appreciation for their hard work with applause. Do this when you like a song or dance or joke at the end of the show.

AlphaBet Soup Productions
Questions and Answers About the Indian Tiger

1. Q. How many tigers are there in India? How do we count tigers?
   A. No one can count tigers exactly. We can only estimate how many tigers there may be in a forest. In the old days people used to estimate tigers by counting pugmarks (footprints). But we know today that this can lead to errors and that a variety of methods must be used, including pugmarks, visual sightings at waterholes, scats, photo-trapping, etc. Park managers generally conduct tiger estimations in summer, when water is scarce and animals have to visit waterholes. The number of chital, wild boar and other prey species determines how many tigers can be supported in a particular area.

2. Q. When do young cubs start accompanying their mothers on walks?
   A. When they are three to four months old and then too, only for short walks.

3. Q. Do male tigers kill their own cubs?
   A. No. But they may sometimes kill cubs belonging to other males.

4. Q. How often do tigers hunt?
   A. Males that need only to feed themselves may kill around 60 medium-sized deer (or wild boar) in a year. A tigress with two to three cubs to feed needs to kill more prey, perhaps as many as 100 deer.

5. Q. Why save tigers when there are so many poor people in India?
   A. By saving the tiger and its forests, we are actually saving human beings because the tigers’ forests are our best sources for fresh water. These forests soak up the monsoon rain for four months and then release the water for us to use all year round. The tigers’ forests also protect our soils and are the source of wild food seeds that may help humans to avoid starving in the future.

6. Q. Are jaguars found in India?
   A. Jaguars are NOT found in India. They belong to the dense forests of South America, and kill by ambushing their prey. Like the leopards found in India, the spotted patterns on their coats make it very difficult to locate them in their forest homes.

7. Q. Are cheetahs found in India?
   A. They used to be, but have been extinct here since 1948. In the early ’70s a family of cheetahs was filmed near Tabas, in Iran. People want to reintroduce cheetahs in India, but their scrub habitats have been destroyed and reintroduced cheetahs may not survive.

8. Q. Which is the longest and heaviest snake in the world?
   A. The longest snake in the world is the reticulated python. The largest known specimen measured over 10 meters. Reticulated pythons are also found in the Andaman Islands. The heaviest snake in the world is the anaconda, which is found in South America.

AlphaBet Soup Productions
Jungle Book Facts

Author: Rudyard Kipling
Written: Vermont, USA
Published: 1894
The Jungle Book: Consists of 14 fables with a moral ending
Mowgli: Three stories feature the boy raised by wolves, Mowgli
Setting: A village near the jungle in India
Sequel: The Second Jungle Book published in 1895 includes five stories about Mowgli
Film: An acclaimed film version of The Jungle Book made in 1942
Animated Film: The popular Disney animated film made in 1967
Cub Scouts: The Jungle Book" is used as a motivational book by the Cub Scouts of America

AlphaBet Soup Productions
Rudyard Kipling's *The Jungle Book* is a collection of stories set in the jungles of India. The stories are really fables which feature animals and end on a moral note.

Three of the best known stories in the book are about an abandoned boy, Mowgli, who was raised by wolves. Mowgli is taught about "the laws of the jungle" by his animal friends, including his mother and father wolf, the wise black panther, Bagheera, Baloo the sleepy bear, and many others.

His biggest enemy is the tiger Shere Khan, who killed the boy’s parents. In the tradition of the fables, the characters represent a specific trait, quality or value: order, courage, loyalty, stupidity, slyness, etc.

In 1895 Kipling published *The Second Jungle Book* which tells about an older Mowgli who returns to the jungle to become the leader of the wolves.

Along with the Mowgli stories, also well-known are the stories Rikki-Tikki-Tavi, about a brave mongoose and *Toomai of the Elephants* about a young elephant-handler. Each story begins and ends with a short poem.
Activities for K-1
**Post Production Questions**

1. **MUSIC**
   Was music used in the performance? Was it live or recorded? How could you tell? When was the music used? Why? Did it help develop the plot? What types of music was used, or was different types used?
   Can you describe how different kinds of music would make you have different kinds of feelings?
   When a play is a musical, an actor must have additional skills. Can you name some?
   
   A musical costs much more to produce. Can you name some additional expenses?
   (i.e. orchestra members and director, a practice piano, a score, a choreographer, etc.)

2. **SETS**
   Describe the sets used in the play you just saw. What props or details were used to suggest specific times or settings? How could lighting be changed to create a mood, season, time of day, etc.? What materials might have been used in building the sets? How were the sets and props moved on and off the stage? Describe a simple scene (a day in school, a trip to the mall, a ride in the car or on the bus), ask students to describe a basic set for the scene.

3. **COSTUMES**
   What would you need to know to create costumes for a play (Historical research, sewing, theatrical effects, etc.)?
   Why is the right costume important to the character in the play?

4. **DANCE**
   Describe the kind of dancing, if any, in the play. How is it different from the kinds of dancing that the class might know? What purposes could dance have in a play?

5. Make a list of all the personnel needed for a play. (director, actors, musicians, author, designers-set, costumes, lights & sound, stagehands, choreographer, producer, etc.)

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**Reading Standards for Literature**

Key Ideas and Details
1. With prompting and support, ask and answer questions about key details in a text.
2. With prompting and support, retell familiar stories, including key details.

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AlphaBet Soup Productions
ART ACTIVITIES for Jungle Book

Draw a picture of a favorite scene or character.

Draw a picture of what the audience might look like from on-stage.

Re-create a scene from the play using clay forms in a box.

Design a program cover for the play using the title, date, and an illustration inspired by the play.

Draw an advertisement or program cover for the play.

25.A.1d Visual Arts: Identify the elements of line, shape, space, color and texture; the principles of repetition and pattern; and the expressive qualities of mood, emotion and pictorial representation.

Illinois Reading Standards for Literature
Integration of Knowledge and Ideas 7. Use illustrations and details in a story to describe its characters, setting, or events.

AlphaBet Soup Productions
**Rain Forest Facts**

Solve each problem. Write the answer in the box. Then read the amazing rain forest facts.

1. $11 - 3 =$ A tropical rain forest receives 4 to______ meters of rain per year. That’s higher than a two-story building.

2. $7 - 5 =$ Trees in a rain forest grow roots above ground because only______ inches of soil have food for plants.

3. $9 - 3 =$ Hercules beetles can grow to 5 or______ inches long. They look like knights in armor with their large pincers and heavy shells.

4. $11 - 8 =$ This sloth has only _____toes. It crawls upside down on tree branches.

5. $10 - 5 =$ Toucans have_______-inch beaks which are almost as long as their bodies!

6. $9 - 5 =$ Rain forests have ______main layers. Different animals live in each layer.

7. $8 - 6 =$ A spider monkey’s body is only_______ feet long, but its tail is even longer!

8. $12 - 2 =$ Some trees grow to be_______ meters thick. That’s as wide as 6 cars placed side by side.

**Illinois Common Core State Standards for MATHEMATICS**

**Operations and Algebraic Thinking 1.OA**

Represent and solve problems involving addition and subtraction.

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AlphaBet Soup Productions
Illinois Common Core State Standards for MATHEMATICS
Counting and Cardinality K.CC
Know number names and the count sequence. 1. Count to 100 by ones and by tens.

AlphaBet Soup Productions
Mathematics- Classifying and Graphing

Materials:

• Ask each student to bring in 2-3 stuffed animals
• Masking tape (optional)
• Chart paper (optional)

Vocabulary:

• Characteristic / attributes
• Sort
• Classify
• Order

Lesson

Set Up:

• If you do not have a floor with large tiles, make a grid on the floor using tape. If you do have a floor with large tiles, you may want to use tape to mark off the X and Y-axis.

Learning Activity:

As a class...

1. Ask students to tell what is special about their stuffed animals.
2. Ask students to explain how their stuffed animal is different than other stuffed animals in the room.
3. Ask students to explain how their stuffed animal is the same as other stuffed animals in the room.
4. Introduce the word "attribute."
5. Ask one student to stand up and describe one attribute of their stuffed animal.
6. While that student remains standing, ask other students if their stuffed animals have the same attribute.
7. If they do have the same attribute, have them stand, too.
8. Have students sit down.
9. Repeat steps 5-7 using a different student and a different attribute.
10. Instead of having the students sit down this time, ask them to stand together in a group. This group will have Attribute Number 1.
11. Ask everyone in the remaining group if they have a stuffed animal that has an attribute that is different than the attribute of the group that is standing. This will be Attribute Number 2.
12. Ask anyone whose stuffed animal has Attribute Number 2 to stand as well and form a different group.
13. Repeat the steps 11-12 for new attributes until all students are standing as part of a group based on their stuffed animals' attributes.
14. Explain to the students that it is nice to "see" how much of something we have, especially if they are in groups. Tell them that one way to see how much of something we have is to make a graph.
15. Show the students the grid that you made on the floor. (If you have a floor with large tiles, each tile would be a box on the grid.)
16. Identify a column in the grid for Attribute Number 1.

AlphaBet Soup Productions
17. Have each student that has an animal with Attribute 1 place their stuffed animal in a box on the grid in the column for Attribute Number 1. (Make sure stuffed animals are placed in grid boxes that are adjacent to each other, with no empty grid boxes between stuffed animals.)

18. Repeat steps 16-17 for each attribute.

19. Repeat steps 9-18 if time allows and if you feel it is necessary.

Evaluation and Follow-Up

**Assessment Tools and Methods:**

Divide students into small groups and give them the task of identifying similarities and differences between each other's stuffed animals. Students may just classify and sort their stuffed animals into groups or they may try to make a graph as accomplished with the whole class.

Teacher should discuss, with each group, the reasons the animals were sorted into the groups that they were sorted into.

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**Illinois Common Core State Standards for MATHEMATICS**

**Measurement and Data K.MD**

1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.

2. Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.

**Measurement and Data 1.MD**

1. Order three objects by length; compare the lengths of two objects indirectly by using a third object. Represent and interpret data.  

2. Measure lengths indirectly and by iterating length units.  

3. Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.
Activities
Grades 2 & 3
**Post Production Questions**

1. **MUSIC**

Was music used in the performance? Was it live or recorded? How could you tell? When was the music used? Why? Did it help develop the plot? What types of music was used, or was different types used?

Can you describe how different kinds of music would make you have different kinds of feelings?

When a play is a musical, an actor must have additional skills. Can you name some?

A musical costs much more to produce. Can you name some additional expenses? (i.e. orchestra members and director, a practice piano, a score, a choreographer, etc.)

2. **SETS**

Describe the sets used in the play you just saw. What props or details were used to suggest specific times or settings? How could lighting be changed to create a mood, season, time of day, etc.? What materials might have been used in building the sets? How were the sets and props moved on and off the stage? Describe a simple scene (a day in school, a trip to the mall, a ride in the car or on the bus), ask students to describe a basic set for the scene.

3. **COSTUMES**

What would you need to know to create costumes for a play (Historical research, sewing, theatrical effects, etc.)?

Why is the right costume important to the character in the play?

4. **DANCE**

Describe the kind of dancing, if any, in the play. How is it different from the kinds of dancing that the class might know? What purposes could dance have in a play?

5. Make a list of all the personnel needed for a play. (director, actors, musicians, author, designers-set, costumes, lights & sound, stagehands, choreographer, producer, etc.)

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**Illinois Reading Standards for Literature**

**Key Ideas and Details**

1. With prompting and support, ask and answer questions about key details in a text. 1. Ask and answer questions about key details in a text.

2. With prompting and support, retell familiar stories, including key details. 2. Retell stories, including key details, and demonstrate understanding of their central
**ART ACTIVITIES for Jungle Book**

Draw a picture of a favorite scene or character.

Draw a picture of what the audience might look like from on-stage.

Re-create a scene from the play using clay forms in a box.

Design a program cover for the play using the title, date, and an illustration inspired by the play.

Draw an advertisement or program cover for the play

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**Illinois Reading Standards for Literature**

Integration of Knowledge and Ideas 7. Use illustrations and details in a story to describe its characters, setting, or events.

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**25.A.2d Visual Arts:** Identify and describe the elements of 2- and 3-dimensional space, figure ground, value and form; the principles of rhythm, size, proportion and composition; and the expressive qualities of symbol and story.

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AlphaBet Soup Production
Thinking of Themes

Objective:
Using *The Jungle Book* and *Aesop’s Fables*, students become familiar with recognizing themes in a story.

Materials:
- Copies of *Aesop’s Fables*.

Vocabulary:
- Theme

Lesson

Orientation Activity:
Discuss the meaning of theme?

A theme is an underlying message meaningfully created and connected to the story's plot, characters, and setting.

Ask students to take five minutes to think about the theme of the story in *The Jungle Book*. Think about what message the author was trying to send to the reader. Students can then share their opinions about the theme(s) of *The Jungle Book*. Themes will vary from student to student.

Point out that sometimes a book is read for the first time and the reader forms an idea of the initial theme. Later, the same book is read again and a different theme emerges depending on the maturity of the reader.

Choose one of *Aesop's Fables* to read to the class. As the story is being read, ask students to formulate what, in their opinion, is the theme of the fable.

Next, divide students in groups of three or four and ask them to choose one of *Aesop's Fables* to read. Group members should discuss what theme or themes emerge from each fable.

Ask students to choose a particular theme and draw a picture of the scene in which the theme is best articulated to the reader.

Next, students should write a summary explaining the theme, how it is exemplified in the story, and what is drawn on the picture. Ask students to share their summaries and illustrations with the class.

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Illinois Reading Standards for Literature

Key Ideas and Details  Grade 2- Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

Grade 3 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

Writing Standard- Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

AlphaBet Soup Production
A Recipe for Compassion

**Materials:**
- Large index cards

**Vocabulary:**
- Compassion
- Respect
- Responsibility
- Honesty

**Orientation Activity:**
Discuss the meaning of respect, responsibility, and honesty and how they are important in learning about compassion. Define the meaning of compassion. Ask students to give examples of how compassion was shown by the characters in *The Jungle Book*. For example, Raksha showed compassion for Mowgli by taking him in after she found him alone. This was her way of showing that she cared about him. On the other hand, Shere Khan is a perfect example of an animal that does not show compassion. His character traits include greed, cruelty, and insensitivity. When you show compassion, you show you care. Ask for student volunteers to share instances where they have shown compassion in their lives to other people. What does being compassionate look like? Model some common things that people say to one another to show compassion. Students can practice being compassionate with a partner by showing that they care by asking about their partner's life, offering caring gestures, such as a pat on the back, or offering help.

**Learning Activity:**
Next, ask students to brainstorm a list of qualities that make up a caring and compassionate person and write their ideas on the board. Some examples may include kindness, helping others, love, sharing, and understanding. Students will be using their lists to create a recipe for compassion. Show an example of a regular cooking recipe and ask students to describe the format of a recipe.

First, a recipe has a list of ingredients, and then it offers directions for how to make the dish. Students need to decide what ingredients they will choose to use for their compassion recipe and how much of each ingredient is needed.

For example, two and a half cups of honesty or one tablespoon of caring.

Next, students will write the directions for the recipe. For example: Start with a friendly smile. Add three cups of kindness. Sprinkle in one cup of understanding. Add a gallon of hugs. Mix in a tablespoon of love and a tablespoon of hope. Add one pat on the back. Top with frosty compliments.

After students have written their first drafts, they can copy their recipe onto large recipe index cards.

On the back of the recipe card, ask students to write one paragraph explaining one way they will show compassion to another person or animal this week. What will they do? What will they say? What characters traits will be utilized?

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**Illinois Reading Standards**
- **Presentation of Knowledge and Ideas** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- **Writing** Write informative/explanatory texts to examine atopic and convey ideas and information clearly.

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AlphaBet Soup Productions
Be a Dramatist

The Jungle Book was first written as a story by Rudyard Kipling. When stories are written down, we are told them by the writer; when we see a play, stories are told by living characters on the stage in dialogue form.

Dialogue form is where you only write what is actually spoken by the people or characters in the story. Playwrights give the actors dialogue that tells us the story and lets us know all that we need to know so that we can follow the action.

Here is an extract from the original version of The Jungle Book. See if you can turn it into a play script in dialogue form. What things can you leave out of the story? What things do you have to add to make it make sense and be interesting? Baloo is teaching Mowgli – imagine what they actually say to each other and how they behave. What does Bagheera add to the conversation?

It was in the days when Baloo was teaching him the Law of the Jungle. The big, serious, old brown bear was delighted to have so quick a pupil. Sometimes Bagheera the Black Panther would come lounging through the jungle to see how his pet was getting on, and would purr with his head against a tree while Mowgli recited the day's lesson to Baloo. The boy could climb almost as well as he could swim, and swim almost as well as he could run. So Baloo, the Teacher of the Law, taught him the Wood and Water Laws: how to tell a rotten branch from a sound one; how to speak politely to the wild bees when he came upon a hive of them fifty feet above ground; what to say to Mang the Bat when he disturbed him in the branches at midday; and how to warn the water-snakes in the pools before he splashed down among them. Then, too, Mowgli was taught the Strangers' Hunting Call, which must be repeated aloud till it is answered, whenever one of the Jungle-People hunts outside his own grounds. It means, translated, "Give me leave to hunt here because I am hungry." And the answer is, "Hunt then for food, but not for pleasure."

What are the problems encountered by the dramatist when adapting a story for the stage?

Which bits of the passage were easiest to adapt?

Which did you find were the most difficult?

Illinois Writing Standards 3b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

AlphaBet Soup Productions
Be an Actor

Actors have to be good at remembering – remembering their lines and remembering their moves. They also have to be able to change the way they talk and move to play different roles – with lots of people watching too! Some of our actors in our play have to play four different parts! Actors must also be good at speaking and singing clearly so that the audience can always hear what they are saying – otherwise they won’t be able to follow the story!

In the Jungle Book many of the characters are animals. By studying animals the actors might be able to make decisions about how their characters behave and move – and the sorts of voices they might have.

Choose an animal and make a list of words to describe how it moves.

Does it move quickly or slowly?
Strongly or lightly?
Is it a predator?
Which of its senses is most important?
Does it have most of its strength in its front legs (arms) or back legs (legs)?

Try walking around the room as each of these character types. Don’t crawl on all fours – try and find a way of walking upright while still having the qualities on your list. How does it make you walk differently? Imagine a human who walks like this. What job do they have? Give them a voice – how do they talk?

Stay with your animal-human and get into pairs. Improvise little scenes then see if you can swap animal qualities and play the scenes again. How does it change? Which animals do you find it easier to be?

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**Illinois STATE GOAL 26:** Through creating and performing, understand how works of art are produced.
Understand the tools of body, mind, voice and simple visual/aural media and the processes of planning, practicing and collaborating used to create or perform drama/theatre.
Activities
Grades 4-6
Post Production Questions

1. MUSIC
   Was music used in the performance? Was it live or recorded? How could you tell? When was the music used? Why? Did it help develop the plot? What types of music was used, or was different types used?
   Can you describe how different kinds of music would make you have different kinds of feelings?
   When a play is a musical, an actor must have additional skills. Can you name some?
   A musical costs much more to produce. Can you name some additional expenses? (i.e. orchestra members and director, a practice piano, a score, a choreographer, etc.)

2. SETS
   Describe the sets used in the play you just saw. What props or details were used to suggest specific times or settings? How could lighting be changed to create a mood, season, time of day, etc.? What materials might have been used in building the sets? How were the sets and props moved on and off the stage? Describe a simple scene (a day in school, a trip to the mall, a ride in the car or on the bus), ask students to describe a basic set for the scene.

3. COSTUMES
   What would you need to know to create costumes for a play (Historical research, sewing, theatrical effects, etc.)?
   Why is the right costume important to the character in the play?

4. DANCE
   Describe the kind of dancing, if any, in the play. How is it different from the kinds of dancing that the class might know? What purposes could dance have in a play?

5. Make a list of all the personnel needed for a play. (director, actors, musicians, author, designers-set, costumes, lights & sound, stagehands, choreographer, producer, etc.)

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Reading Standards for Literature

1. With prompting and support, ask and answer questions about key details in a text.
2. With prompting and support, retell familiar stories, including key details.

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AlphaBet Soup Productions
Tropical Rainforest Math

Cut apart the cards. Give one to each group to solve. In whole group share the problems and explore the processes the students used to derive their answers. Have students explain which clues helped them decide on the operation to use. Determine if there might be other ways to solve the problem. Check the answers.

1. A tropical rain forest is defined as a forest in the tropics which receives four to eight meters of rain per year.
   a. How many feet is that?
   b. How many centimeters is that?

2. 125 different mammals, 400 kinds of birds, 100 reptiles, and 60 amphibians inhabit a typical four-mile-square patch of tropical rainforest.
   a. How many animal species is that altogether?
   b. Round your answer to the nearest hundred.

3. Rainforests make up only 2% of the earth’s surface.
   a. How much of the earth’s surface is not rainforest?
   b. Write 2% as a fraction in lowest terms.
   c. Write 2% as a decimal.

4. Over 2,250 species of plants and trees can be found in a rainforest.
   a. If 750 of these are trees, how many others are plants?
   b. What percentage of the plant and tree species is just plants?

5. One in four medicines comes from a plant in a tropical rainforest.
   a. What percentage is that?
   b. Write the percentage as a fraction in lowest terms.
   c. Write the percentage as a decimal.

6. Rainforests are often cleared by fires, and in 1987 about 518 million tons of carbon from these fires was emitted into the air.
   a. Write 518 million in numerals and in words.
   b. If the same amount of carbon was emitted in each of three years, how much would that be altogether?

7. One hundred fifty types of butterflies can be found in a rainforest.
   a. If only 17% of them have been studied, how many butterflies is that?
   b. Round off your answer to the nearest one’s place.

8. Seventy per cent of the plants used in cancer treatment are found only in rainforests.
   a. What percentage is found elsewhere?
   b. Write that percentage in words.
   c. Write that percentage as a decimal.

Illinois Common Core State Standards for MATHEMATICS
Ratios and Proportional Relationships 6.RP 3c. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.

Answer Key
1. a) 13.12 ft./26.24 ft.
   b) 400 cm/800 cm
2. a) 685
b) 700
3. a) 98%
b) 1/50
c) .02
4. a) 1500
b) 66 2/3%
5. a) 25%
b) 1/4
c) .25
6. a) 518,000,000 (five hundred eighteen million)
b) 1,554,000,000
7. a) 25.5
b) 26
8. a) 30%
b) thirty per cent
c) .3 or .30
The story The Jungle Book is actually classified as a fable. One of the most famous fable writers was Aesop. Have your students choose one of Aesop’s fables and rewrite it with a modern setting.

Review the elements of a fable (characters, setting, events and moral) with students.

**Pre-writing**
Suggest that the students divide a piece of paper into two columns. In the first column, they should list the elements of a fable; in the second column, they should list the characteristics of their chosen fable that reflect these elements.

**Drafting**
Suggest that the students refer to their charts as they write their first drafts.

**Revising**
Students should work in pairs as they revise their drafts.

**Proofreading**
Remind students to check spelling, capitalization, punctuation, and word usage.

Work with students to develop a checklist or chart outlining the elements of a fable and the outcomes desired when writing a fable.

**Updating a fable**
Review with students the fables they have read. Before students proceed with writing steps, discuss different ways in which each fable might be updated (for example, the characters might be portrayed as animal characters in a television sitcom or cartoon show). As students present their ideas for updating the fable, write these ideas on the board to help the students who may have more difficulty imagining these fables in a modern setting.

**Prewriting**
Tell students to make these entries on a planning list:
- Characters (for example, a cat and a dog)
- Setting (for example, a vacant lot)
- Events (for example, a dog encounters a cat who has a piece of meat)
- Moral (for example, pick on animals your own size)

Encourage students to follow the order of the original fable or the order of events they listed and to begin writing a first draft.

**Drafting**
Direct students to follow the order of the original fable or the order of events they listed and to begin writing a first draft.

**Revising**
Have students pair up and help revise each other’s drafts, using the checklist or chart created with the help of the teacher.
Proofreading
Students should check spelling, capitalization, punctuation and word usage.

Writing an original fable

Using the stages of the writing process, have students write an original fable that teaches one of the following morals:

Pride leads to a fall.
The early bird catches the worm.
Haste makes waste.
A stitch in time saves nine.
Don’t count your chickens before they hatch.
Honesty is the best policy.
You can’t judge a book by its cover.
Look before you leap.

Before they begin writing, have students choose one of the fables and determine the point or moral that it tries to make. If necessary, narrate a fable with animal or human characters involved in the situation in which the moral applies. Remind students that the action of the plot leads up to the lesson of the moral.

When students complete the writing process for their fables, have them split up into small groups to perform the fables. The author of each fable should serve as the narrator, with other students portraying the key characters. Allow time for the students to rehearse.

Have students perform their fables for the class. If time is limited, each small group should choose one fable to perform.

Go to  http://www.aesopfables.com/aesopsel.html

They can also choose to illustrate their fable!

Here is a Web Quest for 5th graders

http://www.swlauriersb.qc.ca/english/edservices/pedresources/webquest/aesop/index.htm

**Illinois Reading Standards for Literature**

**Key Ideas and Details**
Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

**26.B.2b Drama:** Demonstrate actions, characters, narrative skills, collaboration, environments, simple staging and sequence of events and situations in solo and ensemble dramas.

**26.B.2d Visual Arts:** Demonstrate knowledge and skills to create works of visual art using problem solving, observing, designing, sketching and constructing.

AlphaBet Soup Productions
Animals and Symbolism

Each animal has its own individual strengths and adaptations that humans often admire. In literature, animals often serve as symbols of these qualities.

Ask students to brainstorm a list of the animals that were characterized in the production, The Jungle Book, and record the names. Create a graphic organizer with the following headings:

<table>
<thead>
<tr>
<th>Name of animal character in The Jungle Book</th>
<th>What does this animal look like?</th>
<th>How does the animal behave?</th>
<th>What word or words can be used that the animal symbolizes?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sound like?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Next, beside each animal name, ask students to write words that describe the animal including shape, voice, color, and smell.

On the third column, ask students to write words to describe the action and behavior of the animal characters.

Often animals are used as symbols for concepts such as bravery, peace, and wisdom. Ask students to brainstorm, based on their prior knowledge, animals they perceive as having symbolic meaning. Students will work in small groups to review the animal characters that were portrayed in the production, The Jungle Book.

The group members will brainstorm words that symbolize the animal characteristics listed. The teacher will prompt students to think about the kind of things animals can do that people cannot.

For example, monkeys are long, thin, and jump all around. They are also silly, playful and active. Using the information each group will generate one word that symbolizes the characteristics of a monkey. For example, a group may generate the word “mischievous.” If a person is described as “a monkey,” the interpretation may be that a person is mischievous, not necessarily that the person is a long, brown-haired animal with a tail.

Students will use this example to connect the concept of symbolism to The Jungle Book animals. The teacher will further ask about the story and production, “What did Mowgli’s visit with the monkeys represent in the story?” “Why did Mowgli choose to leave the monkeys?” “What was the tiger, Shere Khan’s, purpose in the story?” “What did he symbolize?”
Extension

The class will make a list of animal symbols that are prevalent in American culture. Some examples may include the names of sports teams, electronic devices (Roadrunner, mouse), political parties, and names of cars.

After the discussion, the teacher will ask students to write a story about a person or an animal of their choice.

The story will explain symbolic qualities of the person or animal as the plot develops.

Students will also draw a picture that illustrates the symbolic qualities of their chosen person or animal.

Reading Standards for Literature Key Ideas and Details- Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
Craft and Structure 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
Be an Actor

Actors have to be good at remembering – remembering their lines and remembering their moves. They also have to be able to change the way they talk and move to play different roles – with lots of people watching too! Some of our actors in our play have to play four different parts! Actors must also be good at speaking and singing clearly so that the audience can always hear what they are saying – otherwise they won’t be able to follow the story!

In the Jungle Book many of the characters are animals. By studying animals the actors might be able to make decisions about how their characters behave and move – and the sorts of voices they might have.

Choose an animal and make a list of words to describe how it moves.

Does it move quickly or slowly?  
Strongly or lightly?  
Is it a predator?  
Which of its senses is most important?  
Does it have most of its strength in its front legs (arms) or back legs (legs)?

Try walking around the room as each of these character types. Don’t crawl on all fours – try and find a way of walking upright while still having the qualities on your list. How does it make you walk differently? Imagine a human who walks like this. What job do they have? Give them a voice – how do they talk?

Stay with your animal-human and get into pairs. Improvise little scenes then see if you can swap animal qualities and play the scenes again. How does it change? Which animals do you find it easier to be?

Illinois STATE GOAL 26: Through creating and performing, understand how works of art are produced.  
Understand the tools of body, mind, voice and simple visual/aural media and the processes of planning, practicing and collaborating used to create or perform drama/theatre.

AlphaBet Soup Productions
Puzzling Plots

Students will create a sequential flow chart for the main events of *The Jungle Book* plot. Students will include all of the plot elements in the chart. An example of the sequence is setting, characters, problem, rising action, climax, solution, and falling action. Students will write a sentence or two describing each of the plot elements before beginning the next step of the lesson, drawing accompanying illustrations.

Students will draw a pattern for a puzzle on a blank piece of paper. The puzzle may be any shape or size, but it will have **7 to 8 pieces**, and the pieces are to be large enough to draw a picture inside.

Students will draw a picture for each plot element in the order of the puzzle pieces (left to right, top to bottom). For example:

<table>
<thead>
<tr>
<th>Puzzle Piece 1</th>
<th>Puzzle Piece 2</th>
<th>Puzzle Piece 3</th>
<th>Puzzle Piece 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setting</td>
<td>Characters</td>
<td>Problem</td>
<td>Rising Action</td>
</tr>
<tr>
<td>Puzzle Piece 5</td>
<td>Puzzle Piece 6</td>
<td>Puzzle Piece 7</td>
<td>Puzzle Piece 8</td>
</tr>
<tr>
<td>Rising Action</td>
<td>Climax</td>
<td>Falling Action</td>
<td>Solution</td>
</tr>
</tbody>
</table>

The students will draw pictures for the various plot elements in each puzzle piece, then cut them out, mix up the pieces and place them in plastic baggies. The challenge for each student is to trade puzzles with another student and attempt to put the pieces of the puzzle back together in sequential order by looking at the illustrations. Students will return the puzzles to their owners after having been given time to work another student's puzzle. Next, students will write the sentences they previously constructed explaining each plot element on the back of the corresponding puzzle piece.

Math: Connect this lesson to a problem-solving concept using puzzles in math class. Explore other types of puzzles that could be used to illustrate the plot of a story, e.g., Cryptoquips and Rubix Cubes.

Social Studies: Use the lesson for student creation of time lines for historical events.

Reading Standards for Literature

- **Key Ideas and Details**—Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
- **Integration of Knowledge and Ideas**—Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.

AlphaBet Soup Productions
Writing Activities

1. The story of Mowgli sounds similar to another tale of twin boys named Romulus and Remus. They were all found in the wilderness and protected by wolves. Compare and contrast the story of Mowgli with that of Romulus and Remus.

2. Fate is believed to be chance, fortune, luck, or destiny. Give examples of fate that led to good outcomes for Mowgli.

3. Create a narrative about one of the animals (Hathi, Baloo, Bagheera, or Kaa), who helped Mowgli survive in the jungle.

4. It is known that “the law of the jungle says that if there is a question as to whether a cub is to be accepted into the pact, he must be spoken for by at least two members that are not his mother or father.” As Shere Khan, present your case of arguments to the Animal Council, which prove that Mowgli should not be recognized as Raksha’s new cub, and should be his to do with as he pleases.

5. The final chapter: Tell what happened when Mowgli returned to live with the humans in the village. Did he ever return to see his friends? Did he remember and wisely use the lessons they had taught him?

Writing Standards-Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

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