TEACHER READING GUIDE

Rumble in the Jungle

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illustrated by David Wojtowycz

Essential Question: How does listening to the sounds that words make help me to identify rhymes?

BOOK SNAPSHOT

Selected from Florida's ELA B.E.S.T. Standards Sample Text List

Text Type: Poetry

Genre: Poem

Themes/Topics: Animals

Lexile: AD1010L

SKILLS ALIGNED WITH FLORIDA'S ELA B.E.S.T. STANDARDS

Word Work
ELA.K.F.1.4
Recognize and read grade-level high-frequency words.

Vocabulary
ELA.K.V.1.1
Use grade-level academic vocabulary. (Tier 2)

Comprehension
ELA.K.R.1.4
Identify rhyme in a poem.

BUILDING BACKGROUND

Complete a **picture walk** to preview the text, discuss illustrations, activate prior knowledge, make connections, and set the purpose for reading.

- Model **thinking aloud** what you notice when looking at the pages.
- Identify important **text features**, such as the poem headings.
- Incorporate **vocabulary** from the text in your discussion with students.
- Ask who, what, where, and why **questions** about the animals in the text.
- **Respond** to students without confirming or denying the information with answers such as:
  - "That's very possible!"
  - "What makes you think that?"

STUDENT LEARNING TARGETS

Today I am: identifying words that have the same middle and ending sound.

So that I can: understand rhyming words.

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WORD WORK — HIGH-FREQUENCY WORDS

Explicit instruction in learning high-frequency words is crucial for building foundational reading skills. These words appear frequently across texts, and students must recognize them quickly to support fluency and comprehension. The B.E.S.T. Standards provide additional grade-level Dolch and Fry word lists on p. 207 - 208. Follow the steps below to teach high-frequency words found in the story.

ELA.K.F.1.4: Recognize and read with automaticity grade-level high-frequency words.

can	up	but	big	find

1. Write the high-frequency word on a whiteboard or chart paper. Run your finger under the word as you say it, and ask students to repeat the word.
   - Say, "This word is *can*. Say the word *can*."
2. Write the word in a sentence, and underline the target word to provide context. Ask students to generate additional sentences using the word.
   - Write: I *can* leap up so high. Say, "In the story, the gazelle tells us that he *can* leap, or jump, very high. I have underlined our word of the day: *can*. What is another sentence starting with *I can* …?"
3. Segment the individual phonemes by tapping the sounds with your fingers.
   - Say, "Now we will say each sound in the word *can* and hold up a finger for each sound. /k/ /a/ /n/. There are three sounds in the word: *can*."
4. Blend the phonemes together to say the whole word.
   - Say, "Now I will blend those sounds together to say the whole word: *can*."
5. Ask students to identify the word as you read the story together.
   - Say, "Be on the lookout for our word of the day, *can*, as we read the story. Put your finger on your nose when you hear the word. You might hear it more than once!"

TALK ABOUT NEW AND INTERESTING WORDS

Tier 2 vocabulary words, paired with student-friendly definitions, can be used for explicit vocabulary instruction. It is important to provide background information and learning opportunities to help students make connections to the words.
Examples of Tier 2 vocabulary words for this text are:

ELA.K.V.1.1: Use grade-level academic vocabulary appropriately in speaking and writing.

rumble (p. 1): A **rumble** describes a low noise that goes on for a long time. There's a **rumble** in the jungle.

munch (p. 5): If you **munch** on something, you eat it. If the chimpanzees can't find nuts to eat, they **munch** on each other's fleas.

prey (p. 12): **Prey** describes an animal that is caught and killed for food. The boa constrictor squashes and swallows his **prey**.

polite (p. 22): When someone is **polite**, they show good manners to others. If you meet a hungry leopard, be sure to be **polite**.

Vocabulary Extension Activity
- *Rumble in the Jungle* uses descriptive language to describe the animals. Provide opportunities to identify and explain the descriptive words in the text. **(ELA.K.R.3.1)**
  - For example:
    - Elephant: All big and fat and round (p. 7)
    - Rhinoceros: But his skin is all baggy and flappy (p. 16)
    - Tiger: But his eyes shine like lights in the blackest of nights (p. 22)

- **ELA.K.R.1.4:** Identify rhyme in a poem.
- **ELA.K.F.1.2:** Demonstrate phonological awareness.
  b. Identify and produce alliterative and rhyming words.

Before:

Rumble in the Jungle is a poetry book made up of 17 individual poems that tell the story of jungle animals. It can be read as a whole or broken down into individual poems to practice rhyme. In either setting, students will identify rhyme and read text with a complete meaning. Utilize this resource to support the needs of your classroom.

The purpose of this read aloud is to identify **rhyming words** throughout the poems in *Rumble in the Jungle*. **Rhyming words** are words that have the same middle and ending sound, like *town* and *frown*. Review **rhyming words**, and remind students that when determining if two words **rhyme**, focus only on the sound, not the spelling—for example, *sun* and *done*. Use the **rhyming** picture cards below to engage students in a **rhyme** game. Students will listen to the name of each picture as you say them out loud. They will determine which card is the "odd one out" or the word that does not **rhyme**.

During:

- **First Read:** Read the text for enjoyment, modeling automaticity and prosody to engage students in the mood that each poem creates for the animal. For example, the chimpanzee poem represents fun as they swing from the trees, while the lion's poem represents fear.
- **Second Read:** Reread the text *Rumble in the Jungle*. Engage students in a thumbs-up, thumbs-down rhyming activity.
  - Explain that anytime they hear words that rhyme, they will give a thumbs-up.
  - For the purpose of this lesson, students will only practice this activity when reading the animal poem.
- **Model:** Chimpanzee and Lion poems
  - Say, "I am going to read the poem 'Chimpanzee.' As I read, I will listen for rhyming words, which are words that have the same middle and ending sound. When I think I hear words that rhyme, I am going to give a thumbs-up."
  - Read "Chimpanzee," and place emphasis on the words *trees* and *fleas*. When you read the word *fleas*, hold a thumbs-up in front of the students.
  - Say, "As I read, I heard two words that rhyme: *trees* and *fleas*. They both have the same middle and ending sound: /eez/."
  - Show students that rhyming words in these poems are at the end of the line. Tell students that you will continue to look for words that rhyme at the end of the lines of the poem as you read.
  - Repeat the think-aloud process with the poem "Lion."
    - Rhyming words: paws / jaws, shivers / quivers
- **Guided (whole group):** Elephant, Snake, and Giraffe (Avoid Zebra, as it contains slant rhymes.)
  - Ask students to listen for rhyming words as you read and remind them to give a thumbs-up when they think they hear words that rhyme.
  - Read the poem. Monitor students' responses.

- Discuss:
  - What rhyming words did you hear?
  - What word rhymes with _____?
  - Which word has the same middle and ending sound as _____?
  - Do _____ and _____ have the same middle and ending sounds?
  - Where are the rhyming words located in the line—the beginning, the middle, or the end?
- **Guided (partner):** Hippo, Crocodile, Rhino, and Gazelle
  - Students will work with a partner. Identify who their partners are before beginning the activity.
  - Read the poem, and remind students to give a thumbs-up when they hear rhyming words.
  - Partner Discussion:
    - After reading, instruct students to talk to their partners about the rhyming words they hear in the poem.
    - Encourage students to recall the words they heard, and identify the rhymes.
    - Reread the lines with rhymes as needed to support thinking.
    - Monitor the discussion, and scaffold as needed to ensure students make connections to the words that rhyme.
- **Independent:** Gorilla, Leopard, and Tiger
  - Students will identify which word rhymes with a given word.
  - For example: Gorilla
    - Say, "In the poem 'Gorilla,' there is a word that rhymes with *hairy*. Repeat the word back to me, *hairy*." Students repeat.
    - Say, "As I read, I want you to listen for the word that rhymes with *hairy*. When you hear the rhyming word, hold up your thumb."
    - Read the poem. Monitor who is or is not holding up their thumb when you read the rhyming word *scary*. Confirm or correct students' thinking based on their responses.
    - Repeat this process with the "Leopard" and "Tiger" poems.

After:
Students will produce words that rhyme with words from the text.
Example:
- The word *hot* is used in the *Hippopotamus* poem and is a CVC word that contains a familiar word family.
- Students may:
  - Orally produce a word that rhymes with hot,
  - Draw a picture of a word that rhymes with hot, or
 - Write a word that rhymes with hot.

Students will continue to practice producing words that rhyme with the following words from the text: *tree*, *can*, *big*, *fat*, *run*, and *snake*.
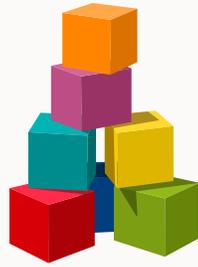

Did You Know?

Rumble in the Jungle has an AD1010L. When AD, or "Adult Directed," appears in front of a Lexile Level, the text is best suited for a read aloud by an adult rather than being read independently by a child. Texts can be labeled as adult directed for reasons such as:
- Challenging Vocabulary
- Text Complexity
- Design Elements
- Layout of Text

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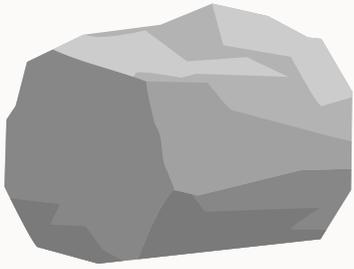
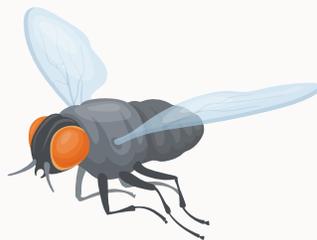|		
rock	block	car
sea	bun	key
light	two	bite
cry	fly	car
hair	bear	book