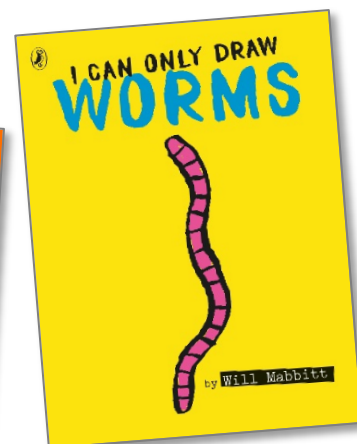
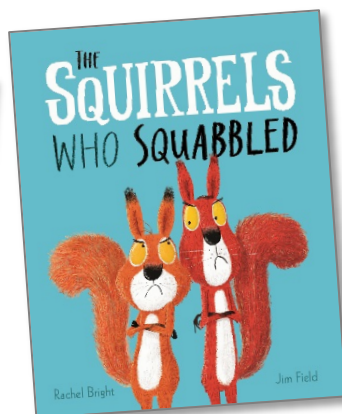
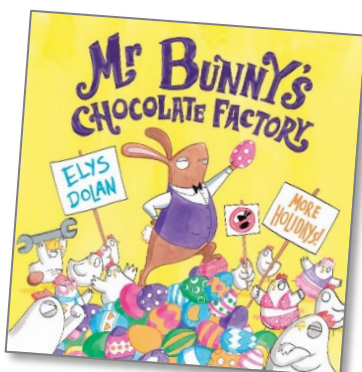




Picture Books

ACTIVITY PACK



Contents

Mr Bunny's Chocolate Factory

Elys Dolan

- Lesson Plan 1
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Continued...

...continued

Oi Cat!

Kes Gray and Jim Field

- Lesson Plan 1
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I Can Only Draw Worms

Will Mabbitt

- Lesson Plan 1
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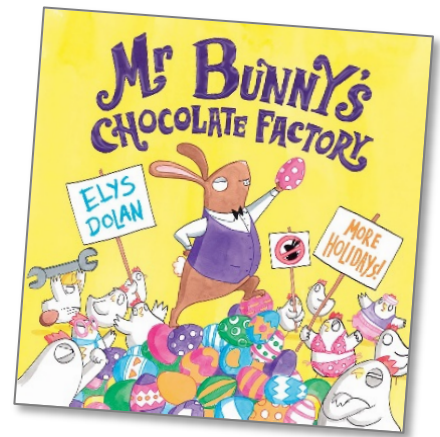
- Lesson Plan 2
 - Resource Sheet 1: *My Worm is Unique*
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- Curriculum Links

Lesson Plan 1

Mr Bunny's Chocolate Factory

Elys Dolan



Objectives

- To add groups together.
- To solve simple mathematical problems using repeated addition.

Outcomes

- Children will add groups together using repeated addition.
- Children will solve repeated addition mathematical problems practically.

Resources

- *Mr Bunny's Chocolate Factory* by Elys Dolan
- Resource Sheet 1: *Eggs-iting Times*
- Resource Sheet 2: *How Many Hens?*
- Resource Sheet 3: *Sweetie Maths*
- Resource Sheet 4: *Lollypops and Jellybeans*

Lead in

After sharing the story, return to the page where Mr Bunny is sharing his plan with the chickens about how he could sell more eggs. For year 1, he shows that three chocolate bars would be fed to each hen and three chocolate eggs would be laid by each hen. Draw a Mr Bunny style diagram on the board and ask the children to work out how many chocolate eggs two chickens would lay. Model this repeated addition and explain that this is also called multiplication or times when the same number is repeated a number of times.

Task

Using Resource Sheet 1: *Eggs-iting Times*, children can use Mr Bunny-style diagrams to work out the answers to different egg-laying scenarios using repeated addition.

Using Resource Sheet 2: *How many hens?* children can apply their repeated addition skills to some egg laying problems. Rather than working out how many eggs would be laid altogether, they can use their skills to work out how many chickens are needed to lay a certain total of eggs if one lays a certain number.

Extension

Lollypops and jellybeans are also featured in the story and can be used to work out repeated addition problems practically. For example, "If one child has three lollypops, how many lollypops would five children have? If one child has five jellybeans, how many jellybeans would ten children have?"

More questions are available on Resource Sheet 3: *Sweetie Maths*. Children can cut out the pictures on Resource Sheet 4: *Lollypops and Jellybeans* to help calculate the answers.





Lesson 1: Resource Sheet 1


Mr Bunny's Chocolate Factory *Elys Dolan*

Eggs-iting Times





Can you help Mr Bunny work out how many **eggs** the hens will lay?
Draw the eggs to help you count.


If **1 hen** lays **3 eggs**, then **3 hens** will lay...

 ,   




 + + = eggs

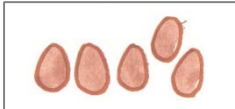
If **1 hen** lays **4 eggs**, then **3 hens** will lay...

 ,   

 + + = eggs

If **1 hen** lays **5 eggs**, then **2 hens** will lay...

 ,  

 + = eggs

Lesson 1: Resource Sheet 2

Mr Bunny's Chocolate Factory *Elys Dolan*

How Many Hens?

Can you help Mr Bunny work out how many **hens** are needed to lay a number of eggs? Draw the hens to help you count.

If **1 hen** lays **3 eggs**, how many **hens** will lay **9 eggs**?



,



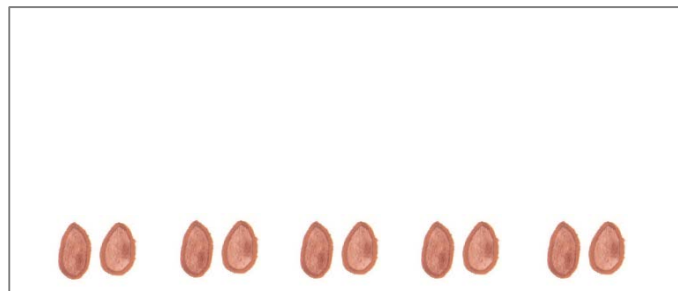
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hens

If **1 hen** lays **2 eggs**, how many **hens** will lay **10 eggs**?



,



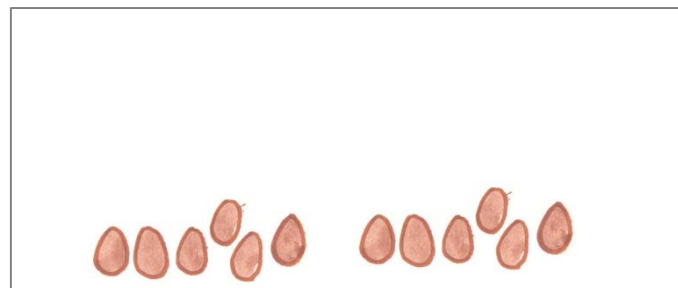
=

hens

If **1 hen** lays **6 eggs**, how many **hens** will lay **12 eggs**?



,



=

hens

Lesson 1: Resource Sheet 3

Mr Bunny's Chocolate Factory *Elys Dolan*

Sweetie Maths

Can you find the answers to these questions? Use some real or pretend lollipops and jellybeans to help you.



10 lollipops are shared between **5 children**.

How many lollipops will each child have?

lollipops



12 lollipops are shared between **3 children**.

How many lollipops will each child have?

lollipops



4 lollipops are shared between **2 children**.

How many lollipops will each child have?

lollipops



20 jellybeans are shared between **5 children**.

How many jellybeans will each child have?

jellybeans



8 jellybeans are shared between **4 children**.

How many jellybeans will each child have?

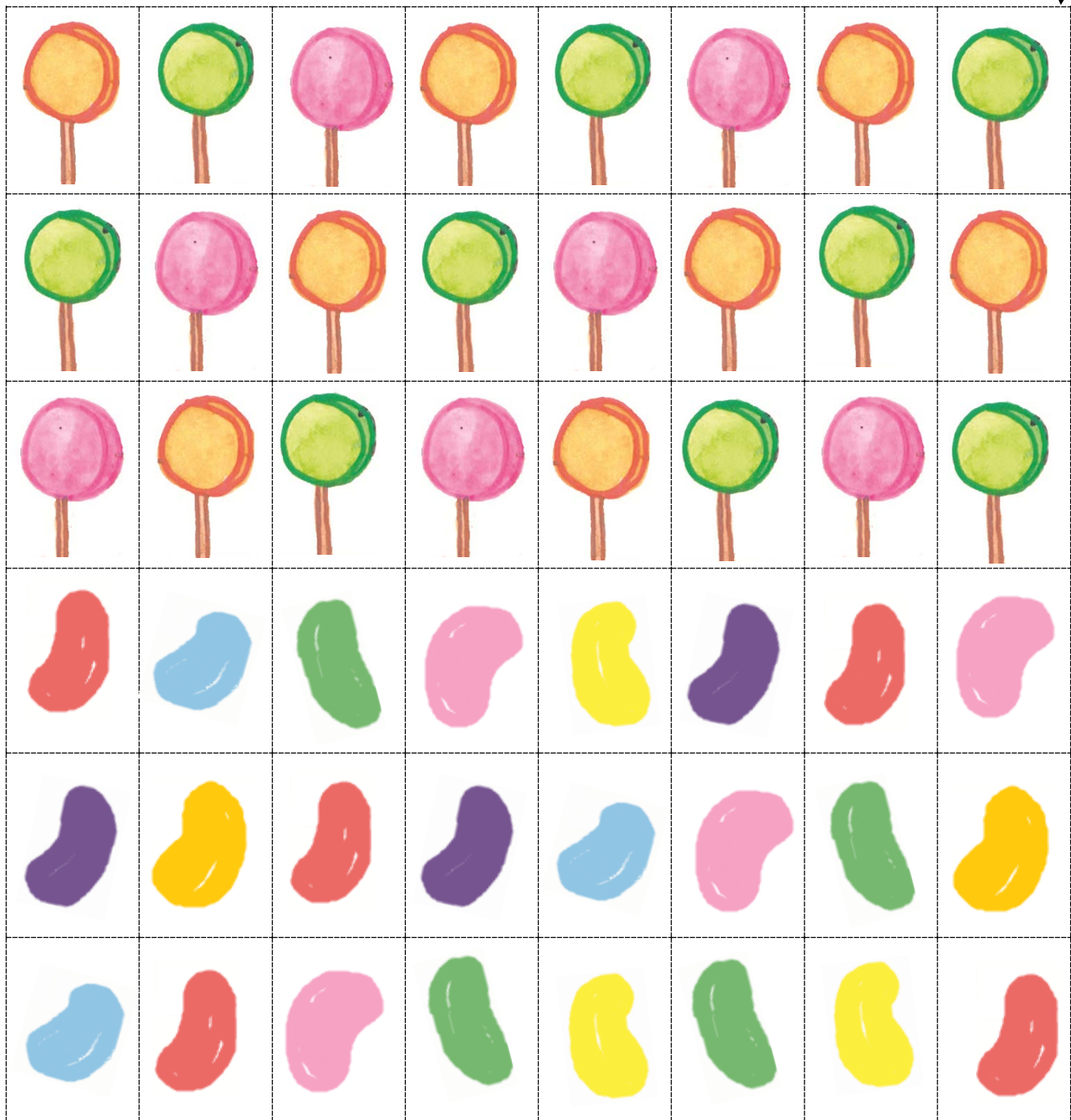
jellybeans

Lesson 1: Resource Sheet 3

Mr Bunny's Chocolate Factory *Elys Dolan*

Lollypops and Jellybeans

Cut out these lollypops and jellybeans and use them to help you work out maths questions.



Lesson Plan 2

Mr Bunny's Chocolate Factory

Elys Dolan

Objectives

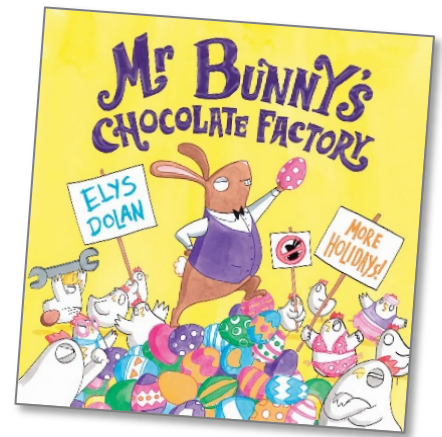
- To design a new sweet for Mr Bunny's Chocolate Factory
- To recognise sweets that are traditional at special times of the year

Outcomes

- Children will design a new sweet with an annotated drawing.
- Children will recognise images that symbolise good/positive behaviour.

Resources

- *Mr Bunny's Chocolate Factory* by Elys Dolan
- Resource Sheet 1: *My Sweet Design*
- Resource Sheet 2: *Eggs-ellent Work*
- Props for role play including chocolate eggs and sweets.



Lead in

Ask the children to think about their favourite sweets. Are they chocolate, jelly or hard candy? Which flavours do they like? Which sweets do they think are most exciting? Are there certain sweets that they have at special times of the year? For example, candy canes, chocolate eggs and seaside rock?

Go back to the page in the story where the chickens are sharing their ideas with a changed Mr Bunny. How do the chickens feel now that Mr Bunny is listening to their ideas? Notice the pictures that the chickens have drawn of their ideas (explain that these are called designs) and how Mr Bunny is writing down their ideas.

Task

Ask the children to imagine that they are the 'new girl' or 'new boy' in Mr Bunny's chocolate factory, just like Debbie in the story. It is their first day at work and Mr Bunny has asked them to work on a new design for a sweet that will remind everyone to be 'good' (just like the chocolate bunny at the end of the story).

Children can complete Resource Sheet 1: *My Sweet Design*, to complete their task. Provide encouragement by asking them to think about things they associate with kindness such as smiles, hearts and sunshine. How could they add this to their new sweet? Will it be small sweets that come in a bag, a bar or a lollipop? Can they add their favourite colours and flavours to their sweet to make it special to them? The children will also need to think of a name for their sweet such as 'sunshine sweets' or 'happy hearts'.

Extension

Children can use their designs to take part in a role-play activity with a teacher dressing up as Mr Bunny and sitting at a desk with a selection of sweets or eggs displayed on it. Each child takes it in turns to visit Mr Bunny and talk to him about their design. Of course, Mr Bunny is a changed bunny and will listen carefully to all of the ideas, giving lots of praise and a promise to use all designs in his factory. As a reward for their work, children could receive a certificate (Resource Sheet 2: *Eggs-ellent Work Certificate*) or perhaps the sweets on Mr Bunny's desk could be shared with the class (*parental permission may be required before giving children sweets and ingredients in the sweets may need to be taken into consideration for some pupils*).

Lesson 2: Resource Sheet 1

Mr Bunny's Chocolate Factory *Elys Dolan*

My Sweet Design

Create your own sweetie to remind you to be good.

Name of sweet:

Colours:
.....
.....
.....

Flavours:
.....
.....
.....



Shape:
.....
.....
.....

Why will this sweet remind people to be good?
.....
.....
.....

Lesson 2: Resource Sheet 2

Mr Bunny's Chocolate Factory *Elys Dolan*

Eggs-ellent Work Certificate

Awarded to

*For designing an eggs-ellent new sweet for
Mr Bunny's Chocolate Factory*

Date

Signed *Mr Bunny*



Curriculum Links – EYFS

Mr Bunny's Chocolate Factory *Elys Dolan*

Early Years Communication and Language

- Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events, and respond to what they hear with relevant comments, questions or actions. They give attention to what others say and respond appropriately, while engaged in another activity.
- Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their narratives and explanations by connecting ideas or events.

Early Years Physical Development

- Children show good control and coordination in large and small movements. They handle equipment and tools effectively, including pencils for writing.

Early Years Literacy

- Children read and understand simple sentences.
- Children use their phonic knowledge to write words in ways that match their spoken sounds.
- Children write simple sentences which can be read by themselves and others.

Early Years Mathematics

- Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects to solve problems.
- Children recognise, create and describe patterns.

Early Years Personal, social and emotional development

- Children are confident to try new activities, and to say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities.

Early Years Understanding the World

- Children know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, among families, communities and traditions.
- Children know about similarities and differences in relation to places, objects, materials and living things. They make observations of animals and plants and explain why some things occur, and talk about changes.

Early Years Expressive Arts and Design

- Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

Curriculum Links – KS1

KS1 English: Pupils should be taught to:

Word Reading

- apply phonic knowledge and skills as the route to decode words.
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.

Reading Comprehension

- develop pleasure in reading, motivation to read, vocabulary and understanding.
- understand both the books they can already read accurately and fluently and those they listen to.
- participating in discussions, taking turns and listening to what other people have to say.
- explain clearly their understanding of what is read to them.

Writing

- write sentences.
- discuss what they have written with the teacher or other pupils.
- read aloud their writing clearly enough to be heard by their peers and the teacher.
- name the letters of the alphabet.
- name the letters of the alphabet in order.
- use letter names to distinguish between alternative spellings of the same sound.

Spoken Language

- participate in discussions, presentations, performances, role play, improvisations and debates

KS1 Art: Pupils should be taught to:

- use a range of materials creatively to design and make products
- use drawing, painting and sculpture to develop and share their ideas, experiences and imagination

PSHE:

- Explore feelings.

KS1 Maths: Pupils should be taught to:

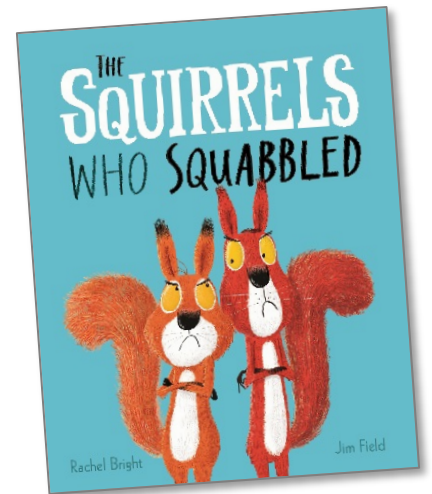
Multiplication and Division

- solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.

Lesson Plan 1

The Squirrels Who Squabbled

Rachel Bright and Jim Field



Objectives

- To understand the importance of sharing with others.
- To divide an object or group of objects into two equal parts.

Outcomes

- Children will be able to divide a group of objects into two equal parts.
- Children will be able to divide one object into two equal parts.

Resources

- *The Squirrels Who Squabbled* by Rachel Bright and Jim Field
- Autumn/forest objects e.g. pine-cones, conkers, acorns (you could include toadstools made from fabric or cardboard and red, wooden beads for berries).
- Resource Sheet 1: *Role-play Headband: Spontaneous Cyril*
- Resource Sheet 2: *Role-play Headband: Plan-Ahead Bruce*
- Resource Sheet 3: *One For Me, One For You...*
- Resource Sheet 4: *Half For Me, Half For You...*

Lead in

Present the children with a 'mountain of bounty' – this could be made of natural objects collected in autumn for example; acorns, conkers, pine cones, fir cones (if possible these should be collected by the class either as a home-learning task or from the school grounds).

Use the squirrel headbands on Resource Sheets 1 and 2 with the children, allowing them take turns with a role-play activity. One should be 'Spontaneous Cyril' the other is 'Plan-Ahead Bruce'.

Explain that 'Plan-Ahead Bruce' has a mountain of bounty but 'Spontaneous Cyril' has none. What could Bruce do to help Cyril? The children will suggest sharing. Ask them how could Bruce share his mountain of bounty? Use vocabulary such as 'fair' and 'equal' and introduce the sharing method of 'one for me, one for you' when dividing a group into two equal parts i.e. halves.

Task

Children use Resource Sheet 3: *One For Me, One For You*, to share the food items equally between two. Remind the children that if both squirrels have the same amount or an equal amount of the food, then they each have half. Encourage the children to focus on sharing one type of food at a time.

Extension

Ask the children 'if there is only one toadstool, how can this be shared equally?' or 'Where could we cut the toadstool, so that Cyril and Bruce each get a fair share?' The children should suggest 'down the middle', allowing for vocabulary such as 'symmetrical' and 'equal' to be explored in the discussion. The numerical way of writing 'a half' can be introduced; explain that $\frac{1}{2}$ means 1 divided or split into 2 equal parts. Children should go on to complete Resource Sheet 4: *Half For Me, Half For You* to develop their sharing skills further.

Lesson 1: Resource Sheet 1

The Squirrels Who Squabbled
Rachel Bright and Jim Field

Role-play headband: Spontaneous Cyril

Cut out and use the 'Spontaneous Cyril' headband for role play.

Cut out and glue these strips together to make a head band. Glue the mask to the headband.

Cut out and glue these strips together to make a head band. Glue the mask to the headband.



Lesson 1: Resource Sheet 2

The Squirrels Who Squabbled
Rachel Bright and Jim Field

Role-play headband: Plan-Ahead Bruce

Cut out and use the 'Plan-Ahead Bruce' headband for role play.

Cut out and glue these strips together to make a head band. Glue the mask to the headband.

Cut out and glue these strips together to make a head band. Glue the mask to the headband.



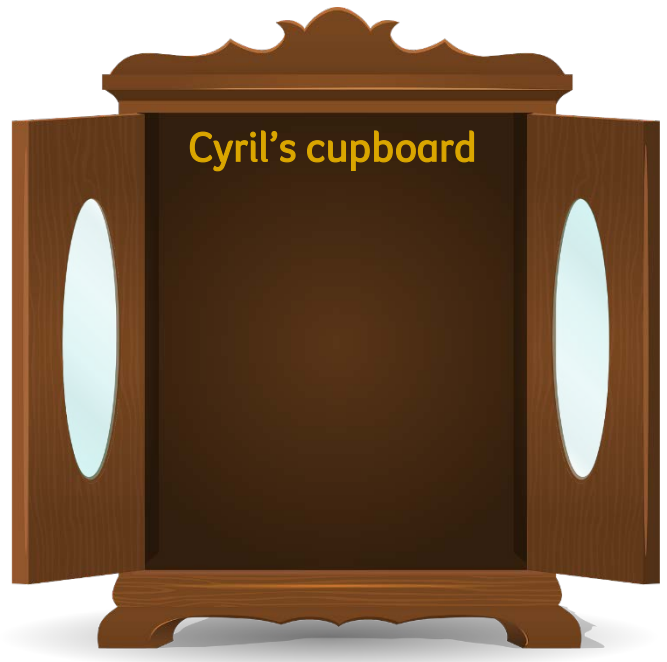
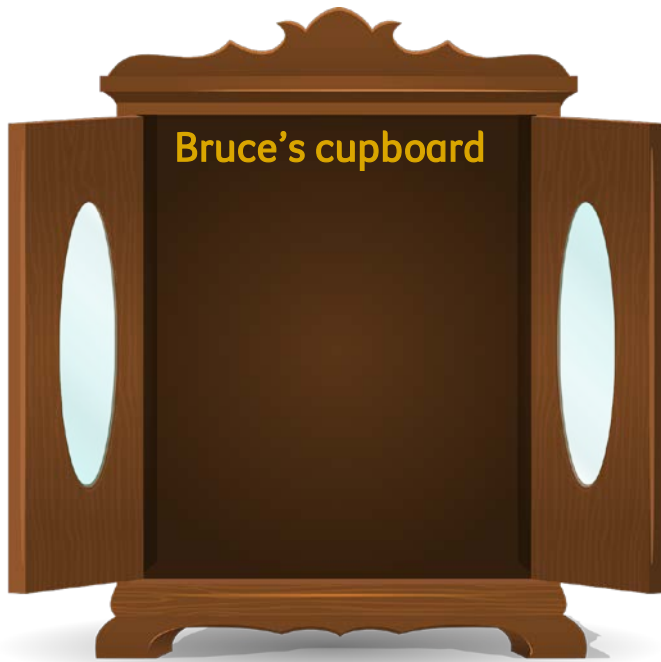
Lesson 1: Resource Sheet 3

The Squirrels Who Squabbled

Rachel Bright and Jim Field

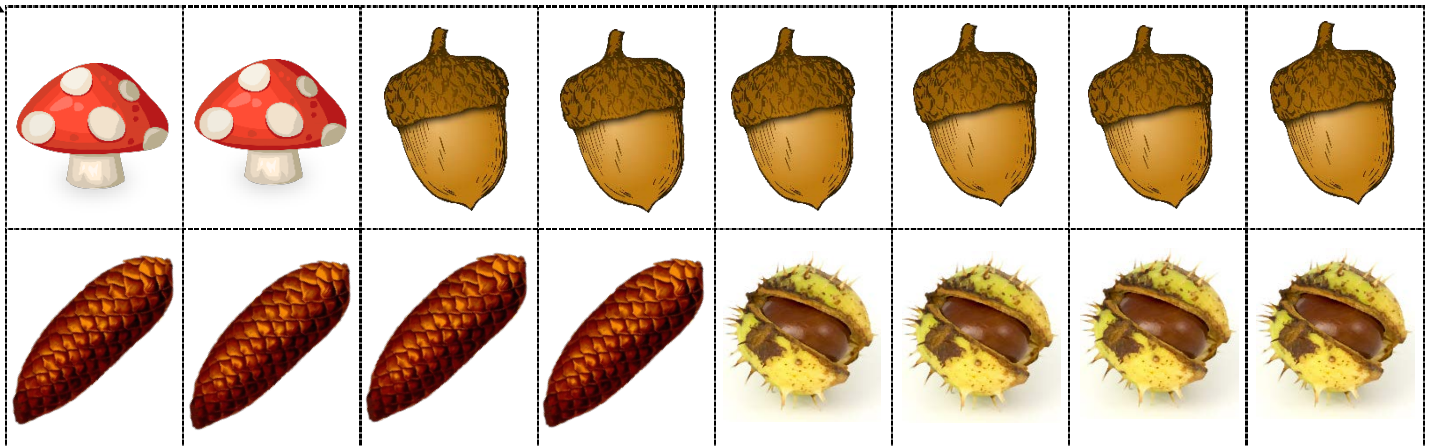
One For Me, One For You

Help 'Plan-Ahead Bruce' share his mountain of bounty with 'Spontaneous Cyril'.



Bruce has food items.

Cyril has food items.

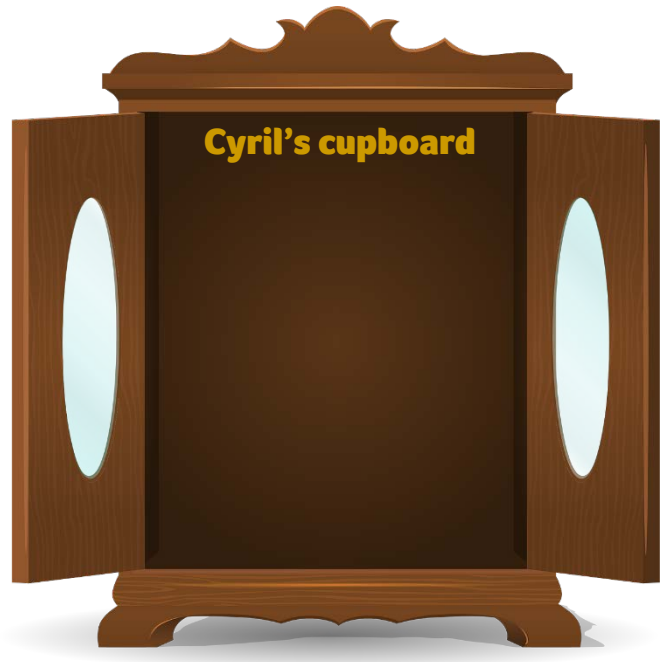
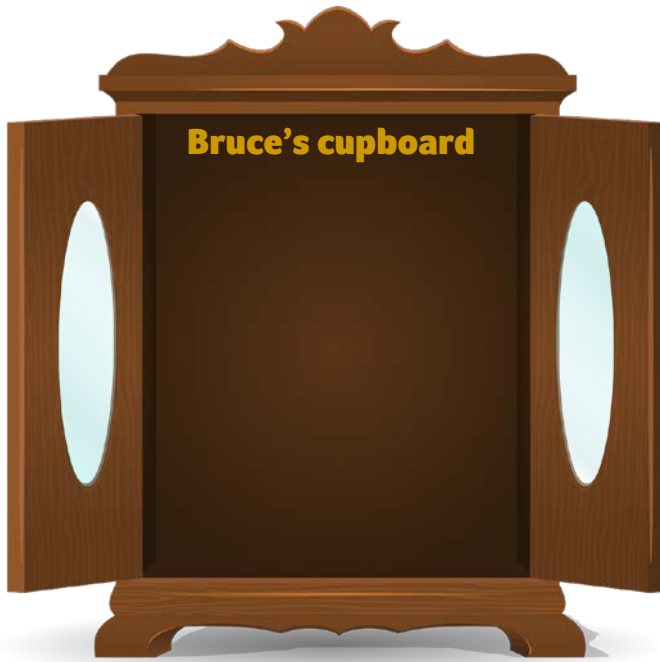


Lesson 1: Resource Sheet 4

The Squirrels Who Squabbled
Rachel Bright and Jim Field

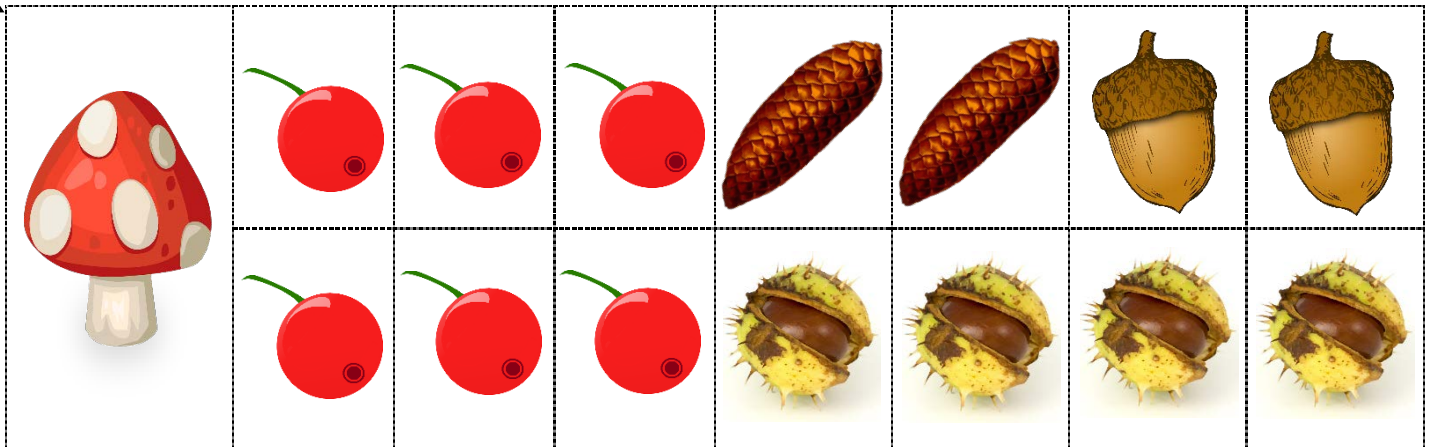
Half For Me, Half For You

Help 'Plan-Ahead Bruce' share his mountain of bounty with 'Spontaneous Cyril'.



Bruce has food items.

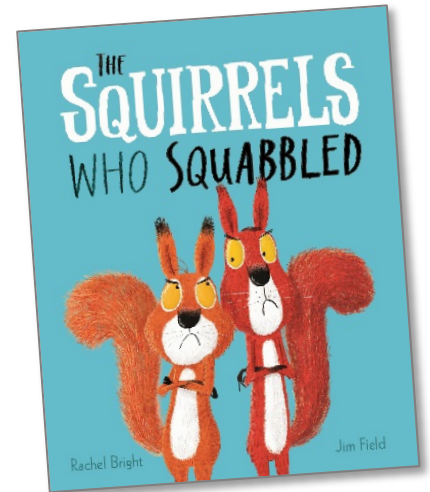
Cyril has food items.



Lesson Plan 2

The Squirrels Who Squabbled

Rachel Bright and Jim Field



Objectives

- To describe sounds using sound words (onomatopoeia).
- To describe movements using verbs.

Outcomes

- Children will describe how a pine-cone sounds and moves as it hits different surfaces.
- Children will write captions and sound words to make a simple cartoon strip.

Resources

- *The Squirrels Who Squabbled* by Rachel Bright and Jim Field
- Resource Sheet 1: *Boing, Bing, Bounce!*
- Resource Sheet 2: *The Pine-cone's Journey*
- Resource Sheet 3: *The Pine-cone Chase*
- Clipboards
- Pine-cones

Lead in

After sharing the story, go back to the page where the pine-cone “came loose”. As a class, make a vocabulary list of the things the pine-cone does when it comes loose. For example, “boinged”, “bounced”, “teetered”, “wobbled”...

Task

Give each child or pair of children a pine-cone to take outside to play with. Ask the children to find out what noises it makes and how it moves when it hits different surfaces such as the ground, a wall, a metal post or grass. Verbs may be generated such as, ‘bump’, ‘bounce’, ‘roll’, ‘spin’, etc. Onomatopoeia (sound) words may be generated such as ‘pop’, ‘thud’, ‘whack’ and ‘bang’. Encourage the children to explore how the pine-cone moves when it is thrown up into the air, for example, does it soar, fall, drop...? A container of water can be used to explore what happens when the pine-cone hits the water for example, plop, splash and float. Highlight that in the story, the boat ‘drifted’. Ask, *does the pine-cone ‘drift’ on the water, too?*

Children can record the ‘action words’ that describe what happens as the pine-cone hits different surfaces using Resource Sheet 1: *Boing, Bing, Bounce!* (using clipboards as required). When you go back into the classroom, add any new words from the children’s own experiences to the list of vocabulary from the story.

Children can then look at the things that happen to the pine-cone once it has come loose from the tree on Resource Sheet 2: *The Pine-cone’s Journey*. They can choose words from the class vocabulary list, or choose new action words to describe how the pine-cone moves when it contacts

each of the things.

Extension

Ask the children to imagine how different the story might have been if it had taken place somewhere else, rather than the forest – perhaps in a town, a park, a beach, a school...

Ask the children to imagine the journey the pine-cone might have made if the squirrels had chased it through any of these places. Talk about the things the pine-cone might have encountered on a chase through a park (park gates, a slide, a boating lake, an ice-cream van, etc.), through a town (bench, rubbish bin, road signs, etc.), a beach (bucket and spade, sand, sea, etc.) or a school (a desk, a chair, a wall display, a child...!). As a class, make new vocabulary lists for the actions and sounds a pine-cone might make on its journey. Encourage the children to think about where they dropped their pine-cones which may be similar the surface of the new things.

Children can look at Resource Sheet 3: *The Pine-cone Chase* for pictures of different environments. What can they see in each setting? What might the pine-cone do on its journey through each setting?

Lesson 2: Resource Sheet 1

The Squirrels Who Squabbled

Rachel Bright and Jim Field

Boing, Bing, Bounce!

Make a list of words to describe how your pine-cone moves and what noises it makes.

| Surface: | Words to describe how it moves: | Words to describe the noises it makes: |
|----------|---------------------------------|--|
| Grass | | |
| Concrete | | |
| Metal | | |
| Wood | | |
| Water | | |
| | | |
| | | |

Lesson 2: Resource Sheet 2

The Squirrels Who Squabbled

Rachel Bright and Jim Field

The Pine-cone's Journey

In the story, the squirrels chase the pine-cone into these things.
Write down your own words to describe its journey.

It _____ over bushes.



It _____ on the nose of a slumbering bear.

It _____ over boulders.



It _____ through a log.

It _____ in the water.



It _____ down the river.



Lesson 2: Resource Sheet 3

The Squirrels Who Squabbled
Rachel Bright and Jim Field

The Pine-cone Chase



Imagine the squirrels chase the pine-cone through these settings. What might the pine-cone do on its journey?



Curriculum Links – EYFS

The Squirrels Who Squabbled *Rachel Bright and Jim Field*

Early Years Communication and Language

- Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events, and respond to what they hear with relevant comments, questions or actions. They give attention to what others say and respond appropriately, while engaged in another activity.
- Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their narratives and explanations by connecting ideas or events.

Early Years Physical Development

- Children show good control and coordination in large and small movements. They handle equipment and tools effectively, including pencils for writing.

Early Years Literacy

- Children read and understand simple sentences
- Children use their phonic knowledge to write words in ways that match their spoken sounds.
- Children write simple sentences which can be read by themselves and others.

Early Years Mathematics

- Children count reliably with numbers from one to twenty.
- Children solve problems including doubling, halving and sharing.

Early Years Personal, Social and Emotional Development

- Children are confident to try new activities, and to say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities.

Early Years Understanding the World

- Children know about similarities and differences in relation to places, objects, materials and living things. They make observations of animals and plants and explain why some things occur, and talk about changes.

Early Years Expressive Arts and Design

- Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

Curriculum Links – KS1

KS1 English: Pupils should be taught to:

Word Reading

- apply phonic knowledge and skills as the route to decode words.
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.

Reading comprehension

- develop pleasure in reading, motivation to read, vocabulary and understanding.
- understand both the books they can already read accurately and fluently and those they listen to.
- participate in discussions, taking turns and listening to what other people have to say.
- explain clearly their understanding of what is read to them.

Writing

- write sentences.
- discuss what they have written with the teacher or other pupils.
- read aloud their writing clearly enough to be heard by their peers and the teacher.
- name the letters of the alphabet.
- naming the letters of the alphabet in order.
- using letter names to distinguish between alternative spellings of the same sound.

Spoken Language

- participate in discussions, presentations, performances, role play, improvisations and debates.

KS1 Maths: Pupils should be taught to:

- recognise, find and name a half as one of two equal parts of an object, shape or quantity.

PSHE:

- Explore feelings.
- Understand the concepts of being fair and sharing.

Lesson Plan 1

Oi Cat!

Kes Gray and Jim Field

Objectives

- To recognise words that rhyme.
- To write a simple sentence using phonics skills.

Outcomes

- Children will select words that rhyme from a short list.
- Children will write simple sentences containing rhyming words.

Resources

- *Oi Cat!* by Kes Gray and Jim Field
- Resource Sheet 1: *Odd One Out*
- Resource Sheet 2: *Where Can We Sit?*
- Resource Sheet 3: *Making Sentences*
- Resource Sheet 4: *Hide and Seek*

Lead in

After sharing the story with the class, explain that frog has got into a bit of a muddle and has used some words that don't rhyme with the animal. Play an 'odd one out' game using the pictures on Resource Sheet 1: *Odd One Out* (alternatively, you could use props, if available). Show a selection of four cards at a time (including one incorrect answer) and ask:

[Display Bunny / Money / Honey / Monkey] "Where **can't** the bunny sit? On some honey? On the monkey? On some money?"

[Display Fox / Socks / Cake / Box] "Where **can't** the fox sit? On the box? On the socks? On the cake?"

Task

Using Resource Sheet 2: *Where Can We Sit?* Children can match the animals to the pictures that rhyme. Then use Resource Sheet 3: *Making Sentences* to develop phonics skills and complete the rhyming sentences, eg. A dog can sit on a log. A fox can sit on a box.

Extension

The cut-out pictures from Resource Sheet 1: *Odd One Out* can be used to play a game of hide and seek that reinforces the rhyming words from the story and the rhyming task. Either outside or in the classroom environment, place all of the animal cards with a rhyming card or prop in front of it. For example, hide the 'Dog' card with the 'Log' card in front of it, hide the 'Frog' card with the 'Clog' card in front of it, hide the 'Cat' card with the 'Mat' card in front of it, etc. When you shout 'Go' children must find as many animals as they can. They should write down which rhyme each animal is hiding behind on Resource Sheet 4: *Hide and Seek*. The first to complete their sheet is the winner!



Lesson 1: Resource Sheet 1

Oi Cat!
Kes Gray and Jim Field

Odd One Out



| | | | | |
|--|---|--|---|--|
|  <p>Dog</p> |  <p>Frog</p> |  <p>Log</p> |  <p>Clog</p> |  <p>Cake</p> |
|  <p>Cat</p> |  <p>Bat</p> |  <p>Mat</p> |  <p>Hat</p> |  <p>Sea</p> |
|  <p>Bunny</p> |  <p>Honey</p> |  <p>Money</p> |  <p>Rocket</p> |  <p>Monkey</p> |
|  <p>Chick</p> |  <p>Tick</p> |  <p>Stick</p> |  <p>Brick</p> |  <p>Brush</p> |
|  <p>Fox</p> |  <p>Box</p> |  <p>Rocks</p> |  <p>Socks</p> |  <p>Horse</p> |
|  <p>Shark</p> |  <p>Bark</p> |  <p>Park</p> |  <p>Tree</p> |  <p>Key</p> |

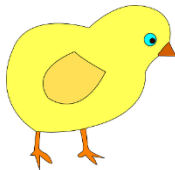
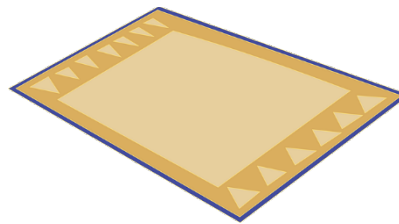
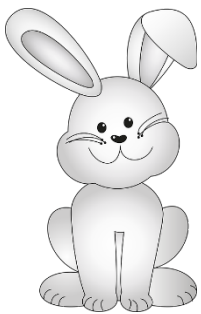
Lesson 1: Resource Sheet 2

Oi Cat!

Kes Gray and Jim Field

Where Can We Sit?

Draw lines to match the animals to the rhyming object they can sit on.



Lesson 1: Resource Sheet 3

Oi Cat!

Kes Gray and Jim Field

Making Sentences

Write in the rhyming words to complete each sentence.



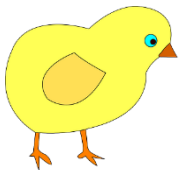
A _____ can sit on a _____.



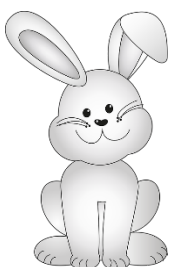
A _____ can sit on a _____.



A _____ can sit on a _____.



A _____ can sit on a _____.



A _____ can sit on some _____.






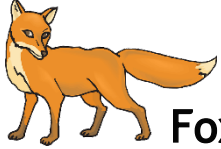
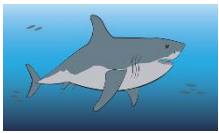

Lesson 1: Resource Sheet 4

Oi Cat!

Kes Gray and Jim Field

Hide and Seek

These animals are hiding behind rhyming objects. Can you find them all?

| Animal: | Where was it hiding? |
|---|----------------------|
|  Dog | |
|  Cat | |
|  Frog | |
|  Fox | |
|  Shark | |
|  Chick | |
|  Bunny | |

Lesson Plan 2

Oi Cat!

Kes Gray and Jim Field

Objectives

- To recognise words that rhyme with cat.
- To write words and draw pictures of things that rhyme with cat.

Outcomes

- Children name one, two and three syllable words that rhyme with cat.

Resources

- *Oi Cat!* by Kes Gray and Jim Field
- Resource Sheet 1: *A Mat for Cat*



Lead in

Explain that in the book, Frog has changed the rules and says “cats used to sit on mats, but now they sit on gnats”. Discuss why Cat is not enjoying sitting on gnats, and why he probably preferred sitting on a mat (the gnats keep biting his bottom, a mat can be a ‘safe’ spot, etc.). Suggest that the class could make their own special mat for Cat, containing lots of words that rhyme with ‘cat’. Ask the children to think of lots of words that rhyme with ‘cat’ and record these as a list which they can refer to in the task. Ask children to use their phonics skills to help you to spell the words when you write them. The children may suggest some simple words such as ‘bat’, ‘rat’, ‘hat’ and ‘gnat’, however, you can develop their vocabulary once they have shared their words, with words such as ‘cravat’, ‘acrobat’ and ‘wombat’.

Task

Using the template of a mat on Resource Sheet 1: *A Mat for Cat*, children can decorate the mat with pictures of as many things as they can think of that rhyme with cat. Encourage the children to write the word next to each picture.

Extension

Play a memory game to reinforce rhyming skills relating to some of the animals in the story. Divide children into small groups of 4–5. Give each child in the group a different picture of an animal (you may wish to use the cards from Lesson Plan 1: Resource Sheet 1) and explain they will take turns at going first.

Child 1 goes first and suggests a rhyming word for their animal by saying the sentence such as “Oi Cat! Sit on a hat...” Child 2 copies, adding their new rhyming word to the pattern, “Oi Cat! Sit on a hat, or a bat...” Child 3 adds their new rhyming word “Oi Cat! Sit on a hat, or a bat, or a mat...” and so on until each child in the group has added a rhyming word, or until they run out of ideas.

Next, Child 2 starts with the first rhyming for their animal, saying the same sentence, eg. “Oi Frog! Sit on a dog...”, Child 3 goes next, and repeat until all children in the group have had a turn at starting the sentence.

Lesson 2: Resource Sheet 1

Oi Cat!

Kes Gray and Jim Field

A Mat for Cat

Design a mat for cat by decorating it with words and pictures that rhyme.

| | | |
|--|--|--|
| | | |
|--|--|--|

How many rhymes words or pictures are on your mat?

Curriculum Links - EYFS

Oi Cat! Kes Gray and Jim Field

Early Years Communication and Language

- Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events, and respond to what they hear with relevant comments, questions or actions. They give attention to what others say and respond appropriately, while engaged in another activity.
- Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their narratives and explanations by connecting ideas or events.

Early Years Physical Development

- Children show good control and coordination in large and small movements. They handle equipment and tools effectively, including pencils for writing.

Early Years Literacy

- Children read and understand simple sentences.
- Children use their phonic knowledge to write words in ways that match their spoken sounds.
- Children write simple sentences which can be read by themselves and others.

Early Years Personal, Social and Emotional Development

- Children are confident to try new activities, and to say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities.

Early Years Understanding the World

- Children know about similarities and differences in relation to places, objects, materials and living things. They make observations of animals and plants and explain why some things occur, and talk about changes.

Early Years Expressive Arts and Design

- Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

Curriculum Links – KS1

Oi Cat! Kes Gray and Jim Field

KS1 English: Pupils should be taught to:

Word Reading

- apply phonic knowledge and skills as the route to decode words.
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.

Reading comprehension

- develop pleasure in reading, motivation to read, vocabulary and understanding.
- understand both the books they can already read accurately and fluently and those they listen to.
- participate in discussion about what is read to them, taking turns and listening to what others say.
- explain clearly their understanding of what is read to them.

Writing

- write sentences.
- discuss what they have written with the teacher or other pupils.
- read aloud their writing clearly enough to be heard by their peers and the teacher.
- name the letters of the alphabet.
- name the letters of the alphabet in order.
- use letter names to distinguish between alternative spellings of the same sound.

Spoken Language

- participate in discussions, presentations, performances, role play, improvisations and debates.

KS1 Art and Design: Pupils should be taught to:

- use a range of materials creatively to design and make products.
- use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.

Lesson Plan 1

I Can Only Draw Worms

Will Mabbitt

Objectives

- To celebrate our differences in appearance, skills and ideas.
- To use different colours and patterns to create a unique worm.

Outcomes

- Children will be able to describe their appearance and identify similarities and differences between themselves and their talk partner.
- Children will draw or paint patterns and use a variety of colours to create a unique worm.

Resources

- *I Can Only Draw Worms* by Will Mabbitt
- Resource Sheet 1: *I Can Draw a Unique Worm*
- Paper, paints, pencils, mirrors.

Lead in

Read the story and return to the page where the author confuses worm TEN and worm ONE. Ask the children to suggest why the author has found it difficult to recognise all of the worms he has drawn. What does the author do so that he can tell worm ONE and worm TWO apart? Children can suggest other ways so that all of the ten worms are easy to recognise. Brainstorm ideas and refer to them while children complete their task.

Ask the children to consider what would happen if the whole class looked the same. Introduce the word, 'identical'. Explain that some twins are identical and it may only be family and friends who can easily tell them apart. Are there any twins or triplets in the school? Have any children found it difficult to tell them apart? In pairs, children can use mirrors to explore their facial features such as eye colour and hair colour. Can they suggest any similarities or differences between themselves and their talk partner?

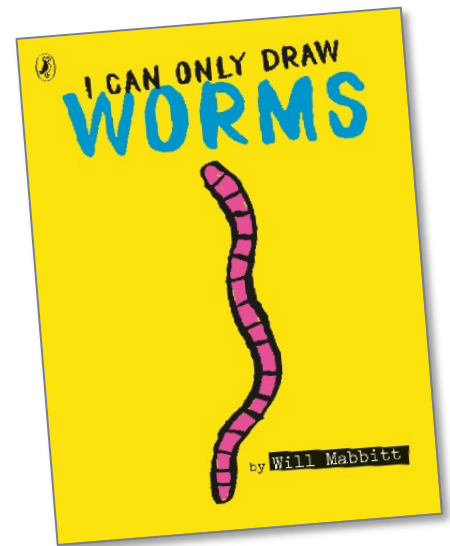
Introduce the word, 'unique'. Explain that every snowflake is unique because there will never be another snowflake that looks the same. You could show photographs of snowflakes under a microscope to highlight their different shapes and patterns. Explain that just like snowflakes, people are all unique, even twins that look identical are different on the inside i.e. they have their own ideas, likes and skills.

Task

Using Resource sheet 1: *I Can Draw a Unique Worm*, each child will decorate the outline of a worm to make it different to all of the other worms. Encourage the children to use different patterns and colours to make their worm 'unique'. Encourage the children to compare their worm to the other worms in their group. Do their worms have any similarities? How are they different?

Extension

Place all of the worms in each group together. Ask the children to look at their own worm when it is among the other worms. Ask the children to turn around or close their eyes, then, jumble the worms up. When the children look at the worms again, how quickly do they recognise their own worm? What was the 'striking feature' that made their own worm stand out from all the others? What makes their own worm unique?

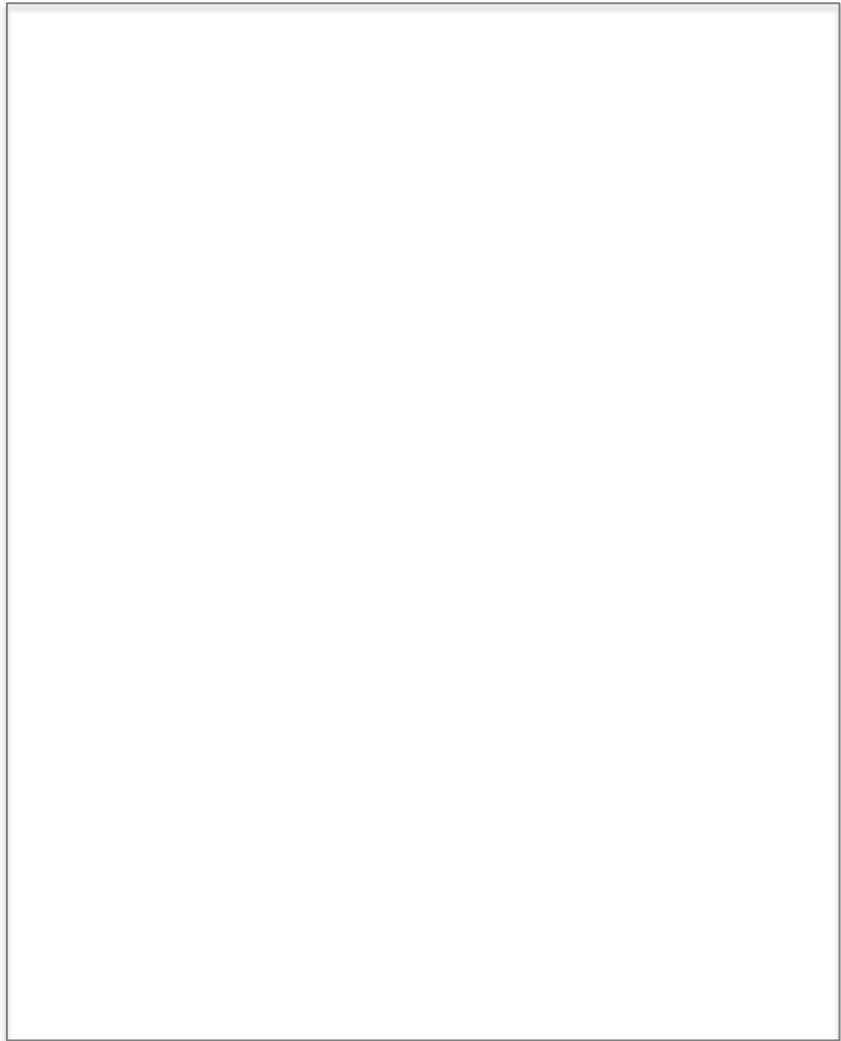


Lesson 1: Resource Sheet 1

I Can Only Draw Worms
Will Mabbitt

I Can Draw a Unique Worm

Create your own worm that is different to all other worms, using colours and patterns.



My worm is unique because.....
.....
.....

Lesson Plan 2

I Can Only Draw Worms

Will Mabbitt

Objectives

- To celebrate differences in appearance, skills and ideas.
- To plan and write an amazing adventure story about a worm.

Outcomes

- Children will be able to describe their appearance of their worm and talk about what it is good at and enjoys doing.
- Children will use their imagination to write a story which will make its readers 'laugh out loud'.

Resources

- I Can Only Draw Worms by Will Mabbitt
- Resource Sheet 1: *My Worm is Unique*
- Resource Sheet 2: *The Amazing Adventure of...*

Lead in

Refer to the page in the story that describes the really exciting part where Worm SIX flies on a flying unicorn to visit Worm SEVEN who lives in outer space. On the way Worm SIX has an amazing adventure but unfortunately as Will Mabbitt can only draw worms, he has skipped this part of the story. Ask the children to share ideas with a partner about what that amazing adventure might have been.

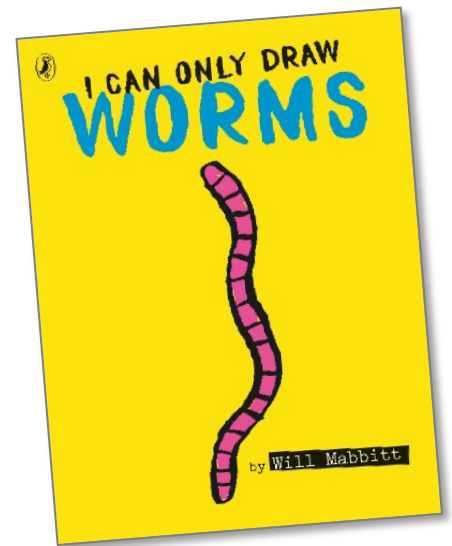
Task

Discuss with the children how the author makes each of his worms unique, which worm do they remember the most for their uniqueness (perhaps worm SIX for flying on a unicorn and having an amazing adventure, or worm SEVEN because it lives in space, etc.). Ask the children, if you created a worm, what could its unique qualities be? Encourage the children to be as funny and imaginative as possible. For example, a special talent of their worm could be deep-sea diving or blowing raspberries.

Children can then work in pairs or individually to complete the fact file on Resource Sheet 1: *My Worm is Unique*. Do any of the class worms have any common interests, likes or dislikes? Thinking about their similarities and differences, which two worms might enjoy being friends? Once again, these ideas should be funny and imaginative.

Extension

Using Resource Sheet 2: *The Amazing Adventure of...* each child will plan what happens to their worm on his or her way to visit their best friend. This can be drawn as a story map, showing the funny and exciting events the worm has on the way. Children can share their ideas with their partner. Ask the children, did the funny bits of your story make your partner 'laugh out loud'? If not, what could be changed/added to your story plan even funnier?



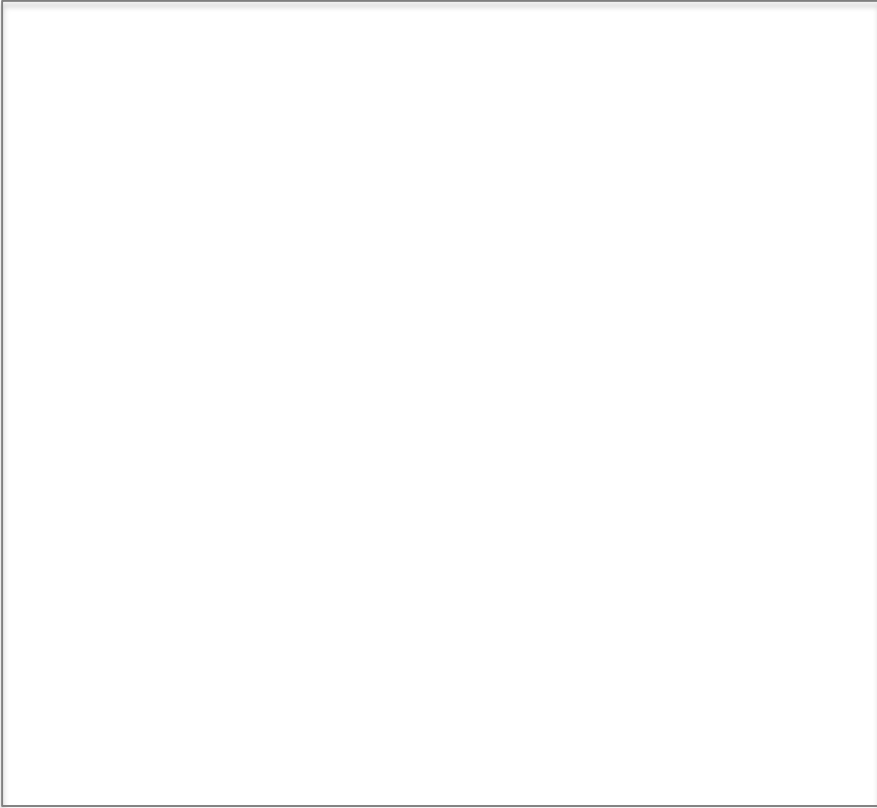
Lesson 2: Resource Sheet 1

I Can Only Draw Worms
Will Mabbitt

My Worm is Unique

What makes your worm different from every other worm? Complete this fact file to describe how extraordinary your worm is.

Name of Worm:



Length:.....cm
Colours and patterns:
.....
.....
.....

Striking feature:
.....
.....

I live.....
I like to.....
My special talent is.....
.....

Lesson 2: Resource Sheet 2

I Can Only Draw Worms
Will Mabbitt

The Amazing Adventure of...

Draw a story map to show the amazing adventure your worm has on the way to visit their best friend.

Characters:

Beginning:

Setting:

Middle:

End:

Curriculum Links – EYFS

I Can Only Draw Worms *Will Mabbitt*

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Early Years Literacy

- Children read and understand simple sentences.
- Children use their phonic knowledge to write words in ways that match their spoken sounds.
- Children write simple sentences which can be read by themselves and others.

Early Years Mathematics

- Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects to solve problems.
- Children recognise, create and describe patterns.

Early Years Personal, Social and Emotional Development

- Children are confident to try new activities, and to say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities.

Early Years Understanding the World

- Children know about similarities and differences in relation to places, objects, materials and living things. They make observations of animals and plants and explain why some things occur, and talk about changes.
- Children know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, among families, communities and traditions.

Early Years Expressive Arts and Design

- Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
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- use drawing, painting and sculpture to develop and share their ideas, experiences and imagination

PSHE:

- Explore feelings.