

THE LION INSIDE

Resources for Reception

PHONICS

- Look at a page with lots of animals, such as the one where lion shows off how strong he is. Make the sounds of some of the animals and ask children to match those sounds to animals in the book: lion (roar); mouse (squeak); bird (tweet); trumpet (elephant).
- Sing favourite animal-themed nursery rhymes and songs e.g. Hey Diddle Diddle, Three Blind Mice, Hickory Dickory Dock, Pussy Cat Pussy Cat, An Elephant Goes like This and That, The Animal Fair.
- Use instruments with the children to make LOUD and quiet sounds to accompany different moments as you read the book. Then think about different instruments you could use to represent each animal e.g. a tiny bell for the mouse, a big drum for the lion, a horn for the elephant, castanets for the impala trotting.
- Find and talk about the rhyming words in the story e.g. house/mouse; rock/o'clock; tough/stuff; squeak/meek; all/small; toes/nose; nice/mice. What other words can you think of that rhyme?
- Ask the children to imagine they are the little mouse. Ask the children to listen to the action words you are going to sound out. They must respond by doing the actions e.g. sit, hop, nod, nip, chat, squeak, hush, nap.

THE LION INSIDE

Resources for Reception

COMPREHENSION

- Where do you think this story is set? What clues can you find in the book? In the images, we can get information from the landscape and the animals. The book sets the scene with phrases such as “dry dusty place where the sand sparkled”. (It is the African savannah)
- Talk about how the little mouse’s feelings change throughout the story e.g. frightened, sad, inquisitive, motivated, hopeful, worried, scared, tired, awestruck, nervous, timid, happy, confident, loved.
- Do any of the children know the famous story of *The Lion and the Mouse*, one of Aesop’s fables? (This would be a useful traditional tale to read to the children alongside this book.) Do you think the author got the idea of this animal duo from that story or is it a coincidence?
- Explore the meaning of the carefully crafted sentence on page 22-23, where there’s a close up of lion’s face, “ A silence befell that twinkling plain.”

THE LION INSIDE

Resources for Reception

VOCABULARY

- This book is full of rich wonderful words: craggy, meekest, toothsome, impressed, slumbering, reclining. Find the words in the book. What do they mean?
- The author Rachel Bright is playful with words. Sometimes she creates new words to enhance the text. Explore and talk about the following words in the story: tinyful, weeniest, a-fumble. What do they mean? What words could you use instead?
- Have fun talking about collective nouns for the different animals – some of them are extraordinary! e.g. a pride of lions, a herd of elephants, a nest of mice, a flock of birds, a dazzle of zebras, a crash of rhinoceroses, an implausibility of wildebeest etc.

THE LION INSIDE

Activity Sheet for Reception

1. PHONICS: INITIAL LETTER SOUNDS

Match the letters to the pictures.

M



L



E



Z



H

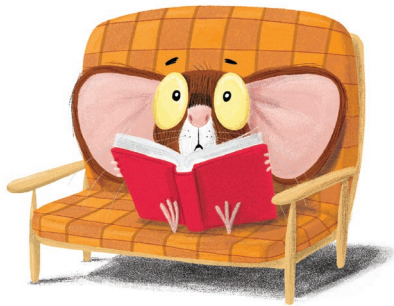


THE LION INSIDE

Activity Sheet for Reception

2. COMPREHENSION: SEQUENCING EVENTS

Put the pictures in the correct order to retell the story.



THE LION INSIDE

Resources for Key Stage 1

PHONICS

Phase 4: Reading words blending adjacent consonants

- Make cards with the words: must, press, clever, jump, strong, gulp, slumber, plain, fright. With each card:
 - Sound out the word e.g. g-u-l-p
 - Ask the children to repeat the sounds and blend them in to the word: g-u-l-p gulp
 - Show the children the card. Get the children to help you put a dot under each sound/ phoneme.
 - Ask the children to read the word.
 - With the words with long vowel sounds: ask the children to find the long vowel sound. Underline it. Dot under each phoneme/sound.

Phase 5: Alternate spelling of the long /igh/ sound

- Write these words on cards: lion, inside, night, mice, life, nice, find, climbed, reclining.
- Show the children the card. Ask the children to find the long /igh/ sound. Underline it. Ensure the children link this new grapheme with the sound /igh/.
- Dot each phoneme/sound.
- Ask the children to read the word.

THE LION INSIDE

Resources for Key Stage 1

COMPREHENSION

The mouse realises: If you want things to change you first have to change you!

- Ask the children to think out loud about finding the lion inside themselves, so that they can then make a change – about themselves or something wider. Take feedback.
- Model thinking out loud about finding the Lion Inside so that you could make a change. *I am a bit scared of the dark and I would like to sleep without a night light. So, I am going to find the lion inside and sleep with the door open and my night light off! Maybe I can sleep without a night light and the door closed one day!*
- Give the children the activity sheet and ask them to fill out the thought bubble. Ask them to think about: What do they want to do? What will they need to do it?

THE LION INSIDE

Resources for Key Stage 1

VOCABULARY

How do you speak?

- Tell the children that the lion and the mouse speak in different ways.
- Act out each of these words and then ask the children to act them out: squeak, roar, eek, whimper, peeped, shout, gulp.
- Ask the children to think of other ways the lion and mouse could speak. Take feedback.
- Say each word and ask the children to shout if it belongs to the lion, the mouse or both of them!