

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

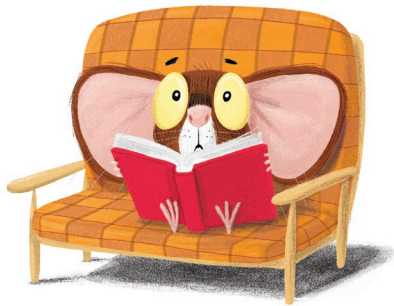


THE LION INSIDE

Activity Sheet for Reception

2. COMPREHENSION: SEQUENCING EVENTS

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



Koala WHO COULD

Resources for Reception

PHONICS

- Imagine you are one of the animals sitting and singing around the campfire. What noises do you think you could hear? e.g. fire crackling, guitar and didgeridoo playing, dingos howling, emus grunting, feet thumping, paws clapping, nocturnal insects chirruping, rustling leaves etc. Use different instruments to try to recreate the sounds.
- Sing the song "If you're happy and you know it" but swap the actions for animal sounds and movements e.g. fly like a bird, snap like a crocodile, bounce like a kangaroo, run like an emu, wiggle like a wombat, scratch like a dingo, swim like a fish etc.
- Find and talk about the rhyming words in the story e.g. free/tree; meet/feet; sun/bun; pace/place; day/play; plant/can't; late/wait; blow/no; pinging/clinging; pass/class; paw/more; plan/can.
- The author uses a variety of alliterative phrases throughout the book to assist with the rhythm and rhyme of the story e.g. "koala called Kevin"; "these three things"; "Kevin was King"; "thanks for the thought". Create your own alliterative phrases with the children e.g. "wombat worried and wished"; "crocodile crept cautiously"; "dingo dug deeply"; "sun set slowly"; "koala clung cleverly".
- Write simple words on the board found from the words and pictures in the book e.g. sun, sit, nap, tap, big, hat, mug, wombat. Can the children find these things in the book?

Koala WHO COULD

Resources for Reception

COMPREHENSION

- Where do you think this story is set? What clues can you find in the book? The words and pictures give us information about the landscape and the animals. (It is the Australian outback.)
- Talk about how Kevin the koala's feelings change throughout the story e.g. tired, relaxed, hungry, reluctant, frightened, risk-averse, wishful, worried, sad, scared, terrified, unconfident, relieved, joyous, happy, confident, jubilant, ecstatic.
- How do the animals try to coax Kevin the koala down from the tree at the beginning of the story? (Wombat asks him to come down and play. The dingos try to reassure him that he has nothing to fear.)
- How do the animals try to encourage Kevin the koala down after the bird has tapped at it? (The crowd of animals gathered and called "Un-cling!". They asked him to leap and got some soft leaves for him to try to catch him safely.)
- Now Kevin the koala has experienced how great it is to try something new, do you think he will ever be frightened again?

Koala WHO COULD

Resources for Reception

VOCABULARY

- Look at the page where the author emphasises how frightening the ground down below seems to Kevin the koala: “too fast”, “too loud”, “too big”, “too strange”. Try changing the words so the meaning stays the same e.g. “too quick”, “too noisy”, “too large”, “too peculiar”.
- Look at the phrase that describes Kevin the koala: “A nicer grey fellow you never would meet”. Try to use this line as a template for creating new phrases about the animals in the story e.g. wombat (a friendlier furry creature you never would find); crocodile (a more frightening green creature you never would meet); kangaroo (a bouncier bold creature you never would see).

Koala WHO COULD

Activity Sheet for Reception

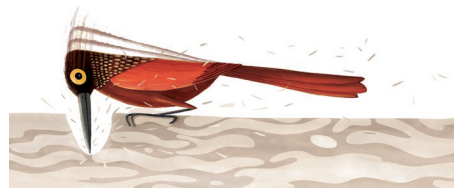
1. PHONICS: SEGMENTING AND BLENDING

Match the words to the pictures. Use the book to help you.

nap



sun



tap tap



wombat



KoALA WHO COULD

Activity Sheet for Reception

2. COMPREHENSION

What do you think the characters are thinking?



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SQUIRRELS WHO SQUABBLED

Resources for Reception

PHONICS

- Look at the different animals in the book. What noises do they make? Make an animal noise and ask the children to guess which animal it is. e.g. squeak (mouse); twitterwoo (owl); growl (bear); squawk (bird); ribbet (frog).
- Sing the song "If you're happy and you know it" but swap the actions for animal sounds and movements e.g. hop like a rabbit; scamper like a squirrel; fly like an owl; leap like a frog; gnaw like a beaver; sleep like a bear.
- Talk about the book's setting. Use instruments to help recreate the environment e.g. bells for sunshine, castanets for nuts falling, maracas for crunchy autumn leaves, drums for rocky boulders crashing, xylophones for the waterfall.
- Find and talk about the rhyming words in the story e.g. been/green; red/bed; needs/seeds; look/nook; reason/season; air/bear; fast/last; win/in; fall/all; land/hand; jiggle/giggle; pair/share; end/friend.
- Ask the children to imagine they are one of the squirrels from the book. Tell the children you are going to use sound talk to sound out some action words. They must listen carefully. When they have worked out what the word is, they must respond by doing the correct action e.g. sit, hop, nod, nip, chat, hush, run, nap.

SQUIRRELS WHO SQUABBLED

Resources for Reception

- Write simple words on the board or on cards using words and pictures from the book. Can the children read these words? e.g. had, red, bit, got, and, fed, that, nut, at, it, win, let, end, puff.
- For children working at Letters and Sounds Phase 3, this is a useful book to focus on the phoneme /qu/. Can children spot /qu/ in the book title "The Squirrels Who Squabbled"? Can they read the following words?: quit, quid, quiz, quiff, quill, quick, queen
- Focus on the phoneme /ee/. Can children hear the phoneme /ee/ in these words from the book as you say them: green, tree, teetered, greed, sweeping. Write the following words on labels, ask children to read the words and write on sound buttons to highlight the graphemes and underline the digraph "ee": been, need, seed, deep, see.

SQUIRRELS WHO SQUABBLED

Resources for Reception

COMPREHENSION

- Where do you think this story is set? What clues can you find in the book? We can see the following clues: mountains, boulders and rocks, lakes, spruce trees, indigenous animals, flowers and plants. (The setting is the Canadian Rocky Mountains or American Rockies.)
- What season is this story set in? What words and pictures can you find to help you?
 - It is the end of the summer and the beginning of autumn.
 - Words that help us: “where summer had been”; “as autumn edged in”; “through the frosting of winter that glittered ahead”. Pictures that help us: colourful leaves on the trees and the ground, hibernating bear, mushrooms, toadstools, acorns, blackberries, conkers.
- Talk about how the squirrels feel at different points in the story e.g. happy, content, worried, sad, hungry, excited, overwhelmed, busy, panicked, competitive, frightened, anxious, angry, argumentative, scared, terrified, desperate, exhausted, brave, determined, hysterical, satisfied, friendly, liked, loved. Use the activity sheet for the children to write what they think the squirrels are saying to each other as they realise how foolish they have been. Let the children write or draw their ideas.
- Look at the last page of the story. Now the squirrels have learned how important and nice it feels to share, do you think they will ever be selfish or greedy again?

SQUIRRELS WHO SQUABBLED

Resources for Reception

VOCABULARY

- The author uses alliteration in the book title "The Squirrels Who Squabbled". What does squabble mean? Can you think of other words that mean squabble? Change the animals and create your own new alliterative book titles with your new words. e.g. The Squid Who Squabbled; The Aardvarks Who Argued; The Bears Who Battled; The Foxes Who Fell Out; The Flamingos Who Fought; The Rabbits Who Rowed; The Bats Who Bickered; The Dingos Who Disagreed.
- Ask children to look at the pages where the pine-cone is being chased by the squirrels at "the start of a wild nutty race...". Talk about the author's use of language to describe how the squirrels are speaking: "shouted Cyril"; "hollered Bruce"; "cried Cyril". Why does the author choose to use to these words when she could write 'said'? What other words could we use? e.g. called, yelled, screamed, bellowed, screeched, shrieked, howled, called, roared.
- Talk about all the animals and foods around the table on the penultimate pages of the story. Can you identify them? Animals: squirrel, hedgehog, owl, mouse, frog, crow, racoon, beaver, heron, northern cardinal bird, skunk, rabbit, weasel. Animals' Food: blackberries, jelly, cherry pie, honey, chestnuts (or conkers?), pine-nuts, mushrooms, acorns and oak leaves, pie, nettles.

SQUIRRELS WHO SQUABBLED

Activity Sheet for Reception

CROSS-CURRICULAR LINK

Expressive Arts and Design: Explore and play with a wide range of media and materials

- Look at the different shapes of leaves in the book. Go on a nature walk and find big leaves. Trace around the leaves or cover them in paint and make leaf prints on paper.
- Look at all the colourful trees in the picture of the squirrels on their raft as the bird flies away with their pine-cone. Try to recreate the colourful leaves by drawing the shapes of trees using a white crayon on black paper. Have different coloured paints on plates/ trays and encourage children to use sponges to re-create the scene. Alternatively, encourage children to do one large tree each and use this page as the template for a large classroom display.

SQUIRRELS WHO SQUABBLED

Activity Sheet for Reception

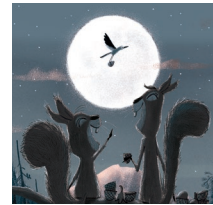
1. PHONICS: SEGMENTING AND BLENDING

Match the words to the pictures. Use the book to help you.

run



box



rock



nut



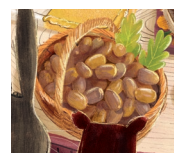
fish



puff



moon

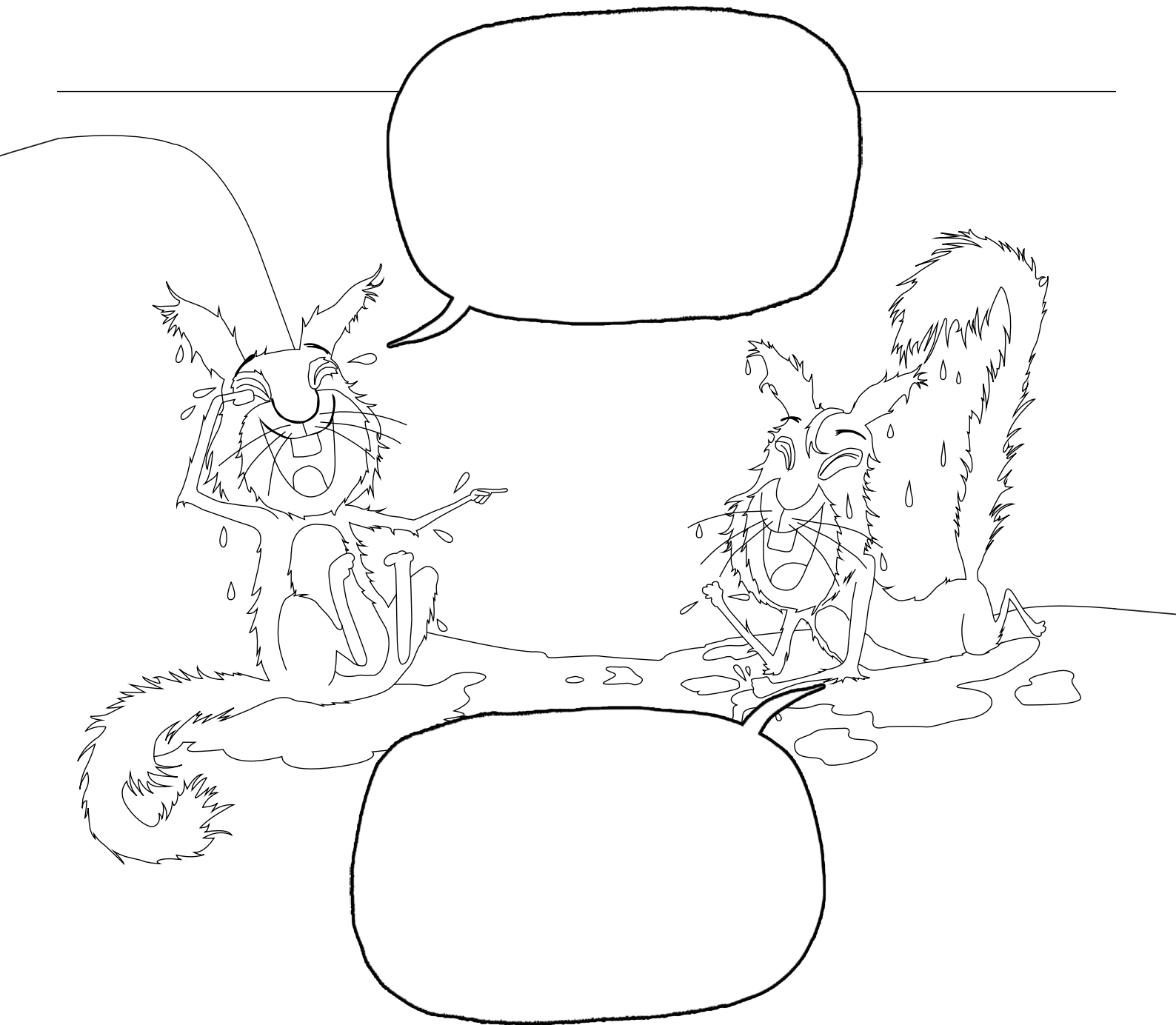


SQUIRRELS WHO SQUABBLED

Resources for Reception

2. COMPREHENSION

What are the squirrels saying to one another? Use the book to help you.



THE WAY HOME FOR WOLF

Resources for Reception

PHONICS

- Look at the pages where Wilf is helped by each animal. Do the children know what these animals are? Have fun making up sounds that the animals could make e.g. clicks for the narwhal, a bellowing sound for the walrus.
- The wolves make lots of sounds too. Wilf likes to howl and grunt, and when he is cross, he huffs. Ask the children to join in making some of Wilf's wolf sounds with you!
- Sing favourite animal-themed nursery rhymes and about journeys and getting lost e.g. Hey Diddle Diddle, Bingo (B-I-N-G-O), Little Bo Peep and The Bear went over the Mountain.
- Use instruments with the children to make LOUD and quiet sounds to accompany different moments as you read the book. Then think about instruments you could use to represent each animal e.g. a cymbal for the narwhal, drum beat for the moose's movements, bells for the bear moth.
- Find and talk about the rhyming words in the story e.g. tune/moon, growl/prowl, lead/need, front/grunt, snort/short and fellow/bellow. What other words can you think of that rhyme?
- Ask the children to imagine they are Wilf. Ask them to listen to the action words you are going to sound out. They must respond by doing the actions e.g. prowl, howl, climb, jump, stretch, curl up and huddle.

THE WAY HOME FOR WOLF

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 'snow as high as their flanks' and 'Dusting diamonds of ice in a desert of white'.
- Talk about how the Wilf's feelings change throughout the story e.g. fierce, aggressive, playful, exhausted, lonely, happy, terrified, hopeful, proud, understood, confident, loved.
- Explore the meaning of the carefully crafted sentence 'A blanket of stars was his bed for the night'. Discuss how can the stars be a blanket.

THE WAY HOME FOR WOLF

Resources for Reception

VOCABULARY

- This book is full of rich, wonderful words: prowl, scaled, breathless, strayed, deafening, rolling, spinning and majestic. Find the words in the book. What do they mean?
- Have fun acting out the verbs e.g. prowl, scaled, rolling and spinning.

THE WAY HOME FOR WOLF

Activity Sheet for Reception

1. PHONICS: INITIAL LETTER SOUNDS

Match the initial letters to the names of the animals in the pictures,

e.g. W for Wolf

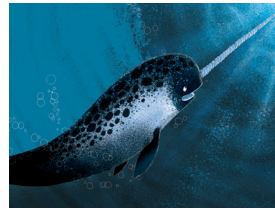
w

f

g

m

n



THE WAY HOME FOR WOLF

Activity Sheet for Reception

2. COMPREHENSION: SEQUENCING EVENTS

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

