

# 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



Illustrations © Jim Field, 2015

# THE LION INSIDE

Activity Sheet for Reception

## 2. COMPREHENSION: SEQUENCING EVENTS

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



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# 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 into 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!

# 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 digeridoo 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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# KoALA WHO COULD

Resources for Key Stage 1

## PHONICS

### Phase 4: Time challenge

- Make these words into cards: went, it's, from, just, help, this, with, that, then, them, yes, will, an, as, it, in, am, at, dad, can, get, up, not, mum, him, had, dog, on, back, but, big, if, off, and, for, how, now, down, see, look, too.
- Put on a timer and see how many high frequency words the children can read in one minute.

### Phase 5: Soft or Hard G

- Make these words into cards: change, clung, grey, good, strange, dingos, cling, go, gathered, young, great, giant, gem, bridge, danger.
- Tell the children that the letter 'g' normally makes the /g/ sound but sometimes it can make the /j/ sound.
- Say the words (do not show the cards) and ask children to say /g/ or /j/ after each word.
- Show the cards and ask the children to help you circle the 'g' in the words where it makes the /j/ sound.
- Ask the children to read the words.

# KoALA WHO COULD

Resources for Key Stage 1

## COMPREHENSION WHAT IS KEVIN THINKING?

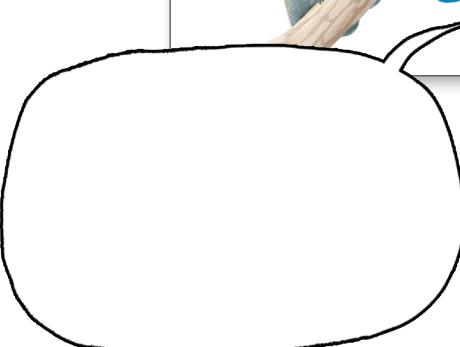
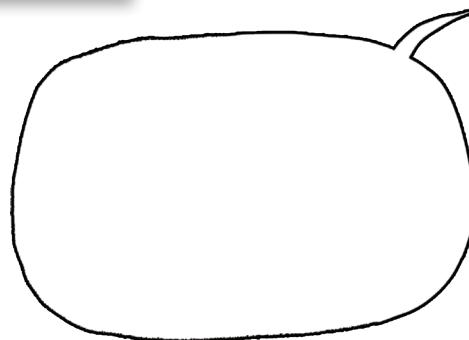
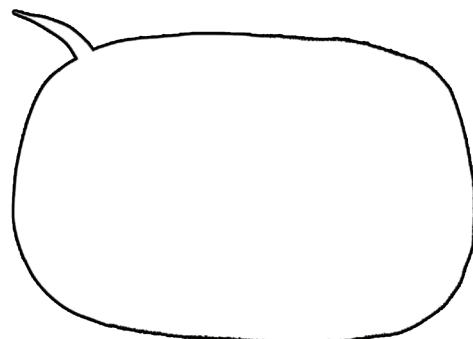
- In this story Kevin seems happy up his tree but there are some clues to show us that he might like to join the other animals. Look through the book with the children to see if you can find them.
- Ask the children if they have ever really wanted to try something new but been a bit scared? Have they ever stopped themselves from doing something?
- Show the children the pictures of Kevin on the activity sheet. Ask them to think about how he might be feeling at each part of the story. Make a thought bubble for Kevin together.
- Ask the children to write their own thoughts for Kevin into the thought bubbles on the activity sheet.
- You can use these pictures as ‘retelling cards’. Cut up the pictures. Put the cards in the correct order. Place each card down and ask the children to tell their partner what is happening in that part of the story.
- Children can have fun matching the pictures to the pictures within the book.

# KoALA WHO COULD

Activity Sheet for Key Stage 1

## WHAT IS KEVIN THINKING?

Write what you think Kevin is thinking in the thought bubbles.



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# KoALA WHO COULD

Resources for Key Stage 1

## VOCABULARY: SOUND EFFECT WORDS

Tell the children that some words make sound effects.  
Go through the book making sound effects for each page.

For example:

SNAP! for the crocodile; pitter patter for the rain; twit-ter-woo for an owl at night; tap tappity tap tap tap for the woodpecker; whoooooompf crash wallop for the tree falling over.

# 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); twitterwoot (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 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.

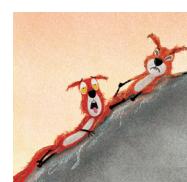
run



box



rock



nut



fish



puff



moon



Illustrations © Jim Field, 2017

# SQUIRRELS WHO SQUABBLED

Resources for Reception

## 2. COMPREHENSION

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



# SQUIRRELS WHO SQUABBLED

Resources for Key Stage 1

## PHONICS

### Phase 4: Long or short vowel sound?

- Say the words: frost, short, fresh, teeter, sweep, drift.
- Ask the children to listen carefully and decide if the word has a long or short vowel sound.
- After you have said each word ask the children to call out long or short!

### Phase 5: Reading multi-syllabic words

- Write these words on cards: squirrel, flighty, adventure, hungry, shouted, exclaimed – do not show the words to the children yet.
- Ask the children to say the words with their hand under their chins. Each time their jaw lowers it is the end of a syllable. Ask the children to work out how many syllables in each word. Take feedback.
- Use this method to work out where each syllable ends and mark each syllable on the cards with a line e.g. ad/ven/ture.
- Mark the sound buttons and underline the digraphs where appropriate.
- Read each syllable in order and then blend the whole word. Repeat for all the words.
- Ensure the children understand the meaning of each word.

# SQUIRRELS WHO SQUABBLED

Resources for Key Stage 1

## COMPREHENSION

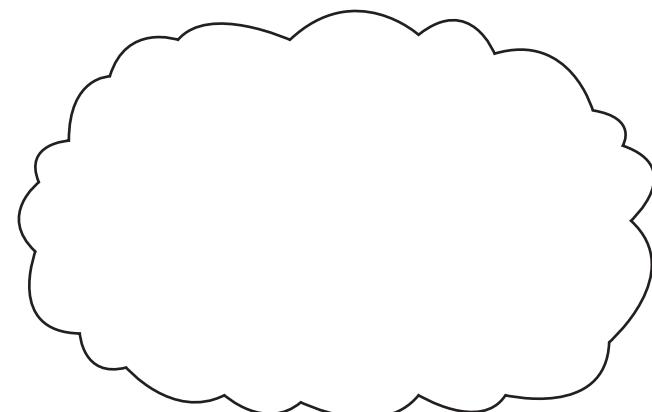
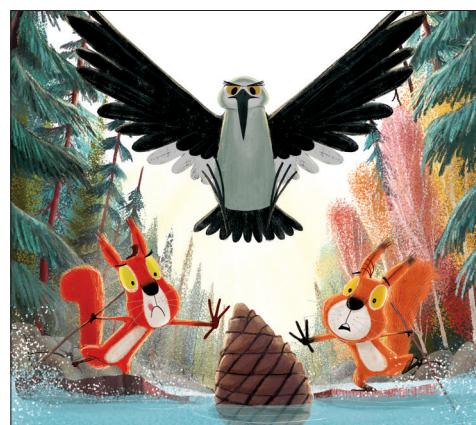
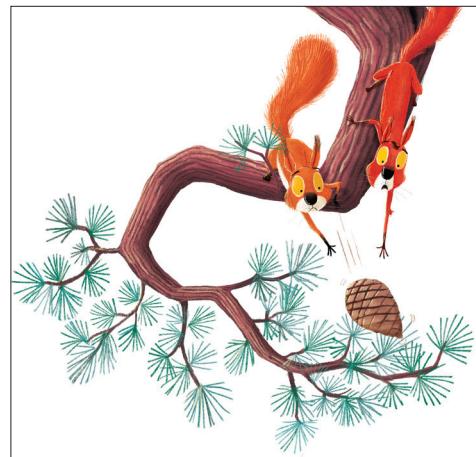
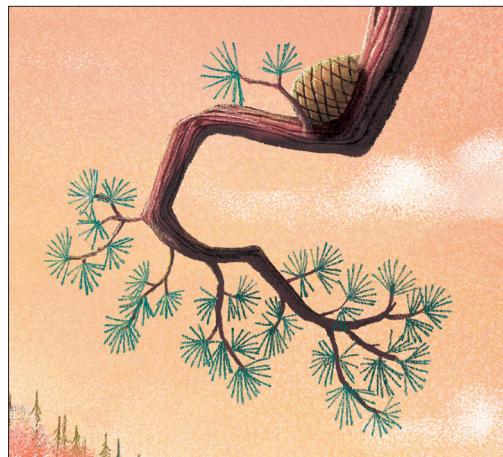
- After you have read the book, ask the children to tell their partner why they think the two squirrels were chasing the pine-cone. Take feedback and establish that the two squirrels had different reasons to want the pine-cone.
- Show the children the sequencing activity sheet. Ask the children to look at the pictures and see if they can remember the order of the events. Use the picture book and guide the children to get the correct order.
- Ask the children to cut up the pictures and put them into the correct order.
- Ask the children what happens next. Take feedback and ask the children to draw the next picture in the story.
- You can use the pictures as 'retelling cards'. Put the cards in the correct order. Place each card down and ask the children to tell their partner what is happening in that part of the story.
- Children can have fun matching the pictures to the pictures within the book.

# SQUIRRELS WHO SQUABBLED

Activity Sheet for Key Stage 1

## 1. SEQUENCING

Cut up the pictures and put them in order. Draw what happens next in the thought bubble.



# SQUIRRELS WHO SQUABBLED

Resources for Key Stage 1

## VOCABULARY FEELING CROSS TO FEELING HAPPY

The two squirrels really want to get the last pine-cone! They get really cross with each other! Later on, they realise how silly they have been and together they are happy.

- Read these words and phrases to the children. Model what the words mean by acting them out using gesture and facial expressions to show the feeling: squeal with delight, shaking with rage, laughing, squabbling, giggling, in despair, in dismay, fighting each other.
- Help the children order the words and phrases from full of delight to cross as can be.