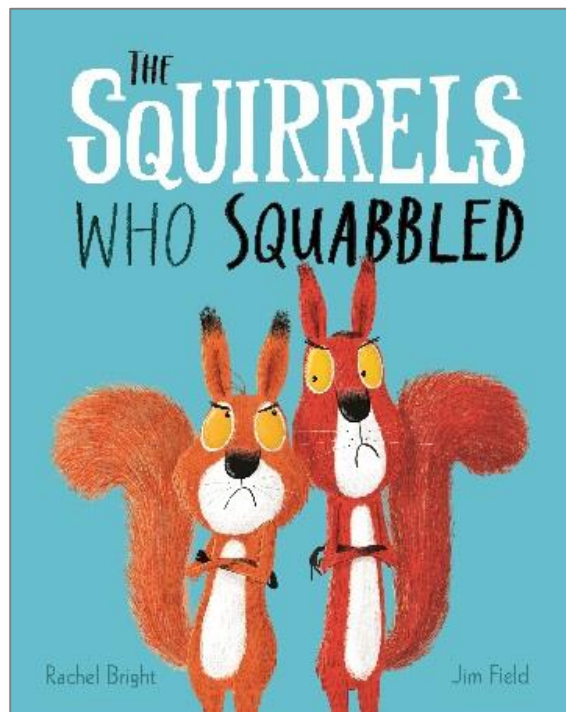


This book was shortlisted for



# Picture Books



# ACTIVITY PACK

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*Rachel Bright and Jim Field*

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# Lesson Plan 1

## The Squirrels Who Squabbled

Rachel Bright and Jim Field

### Objectives

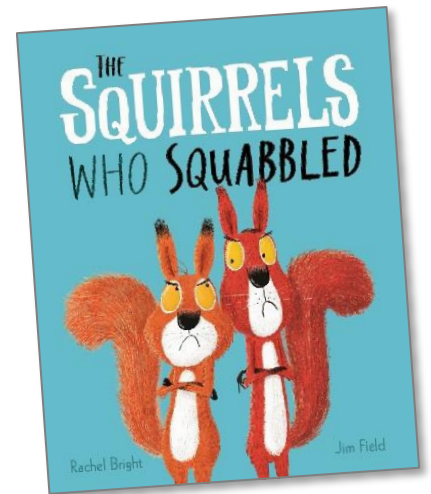
- To understand the importance of sharing with others.
- To divide an object or group of objects into two equal parts.

### 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.



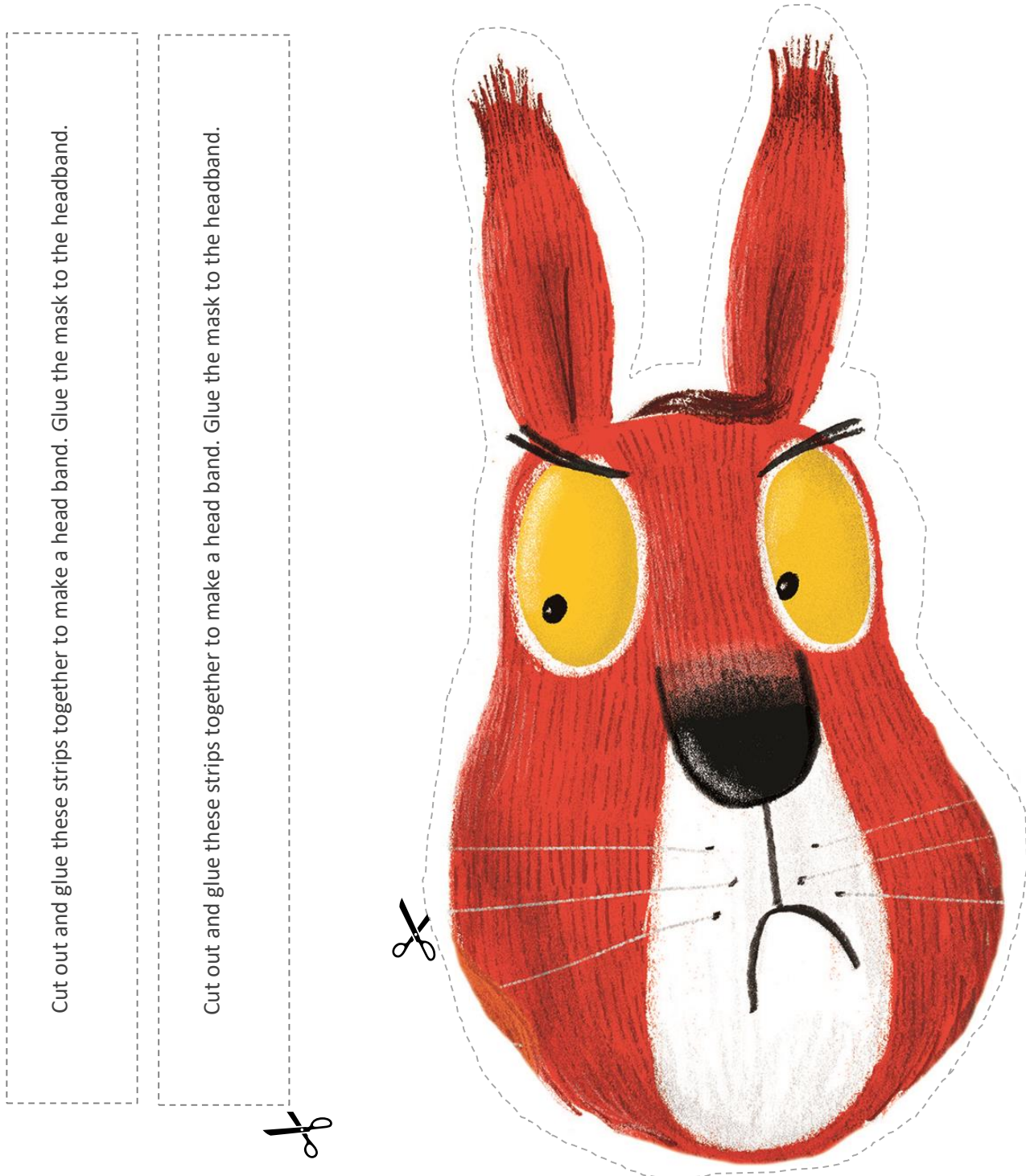


## Lesson 1: Resource Sheet 2

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.

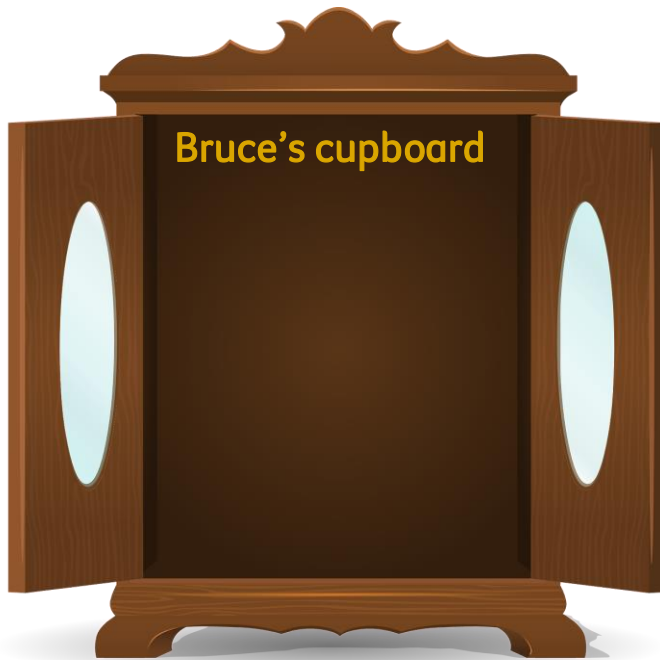


# Lesson 1: Resource Sheet 3

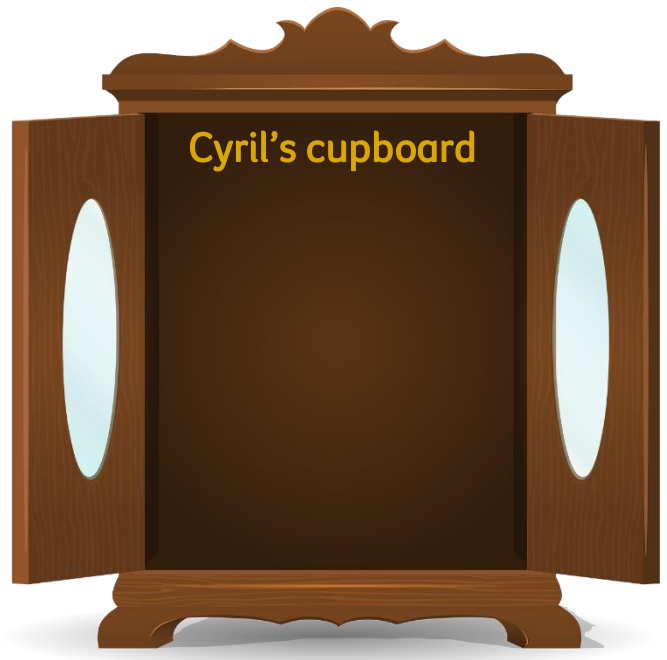
The Squirrels Who Squabbled  
*Rachel Bright and Jim Field*

## One For Me, One For You

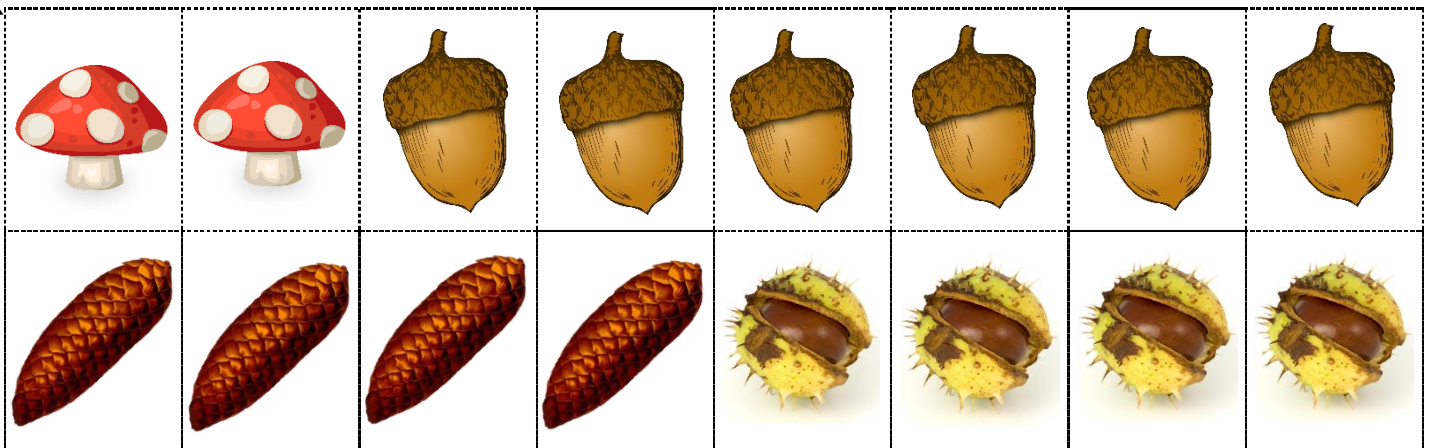
Help 'Plan-Ahead Bruce' share his mountain of bounty with 'Spontaneous Cyril'.



Bruce has  food items.



Cyril has  food items.

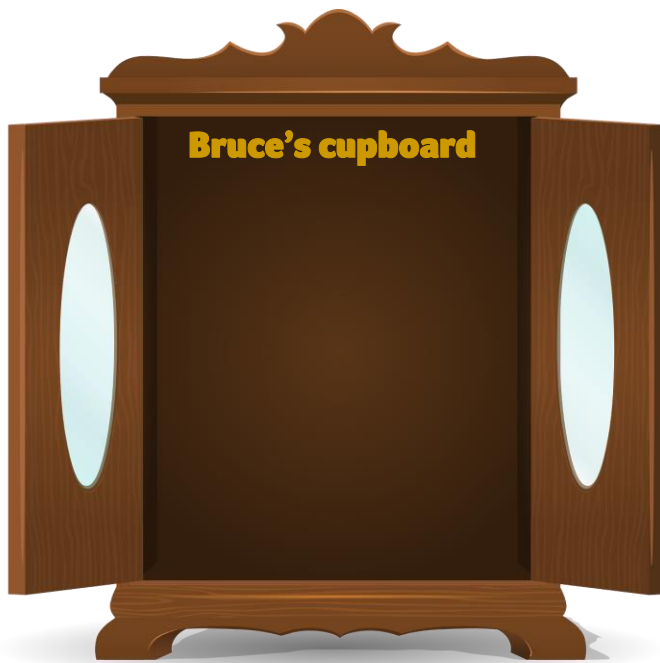


## Lesson 1: Resource Sheet 4

The Squirrels Who Squabbled  
*Rachel Bright and Jim Field*

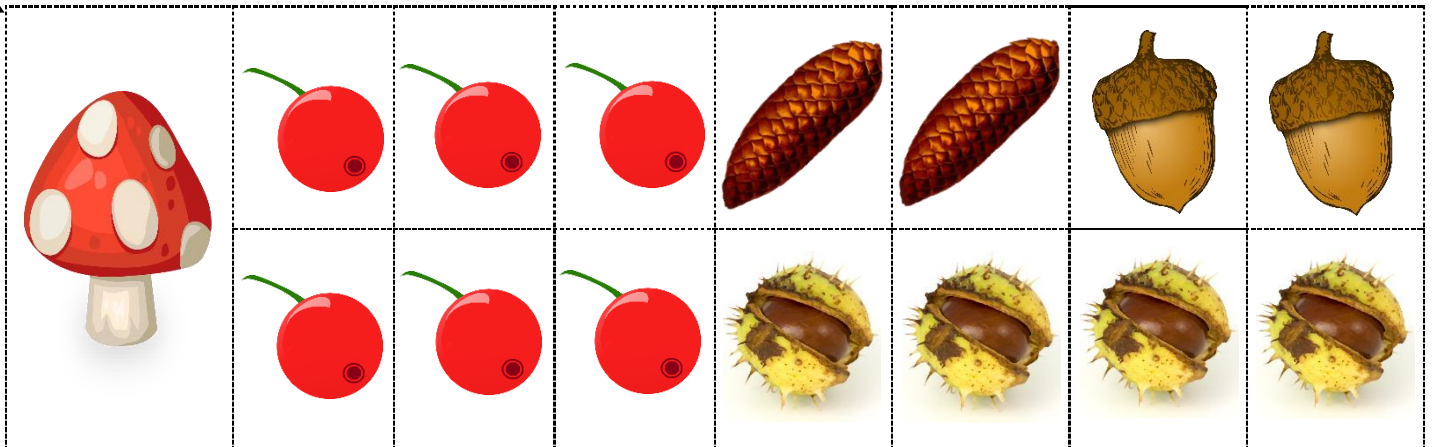
### Half For Me, Half For You

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



Bruce has  food items.

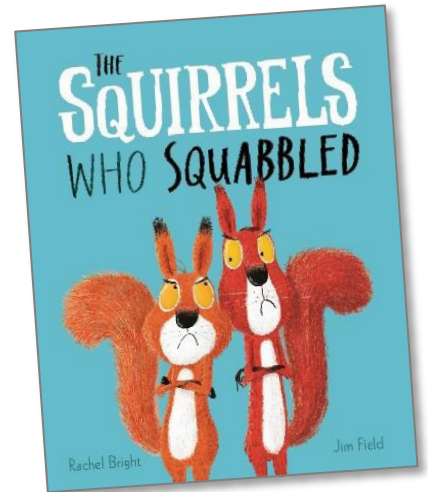
Cyril has  food items.



# 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.