

# Somebody Woke Wilson

*Written by environmental expert Sarah Roberts*

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# Somebody Woke Wilson

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## Somebody Woke Wilson by Sarah Roberts EYFS Lesson Plan 1

### OBJECTIVES

- To identify the use of senses in developing language
- To recognise different environments have different settings

### OUTCOMES

- Children will create verbal sentences describing what they can see/hear/feel/touch and taste in different settings from the text

### RESOURCES

- *Somebody Woke Wilson* book by Sarah Roberts and Hannah Jayne Lewin
- *Resource sheet 1: 'Senses'*
- *Resource sheet 2: 'Senses sentences'*

### LEAD IN

Read the entire book with the children with a focus on the types of places Wilson finds himself. Discuss with the children how each place is different. Explore how the children's senses might be affected. For example, which sense would be most used in each place - smell in the cow perhaps, hearing under the ground etc.

From here the children could think about the different places that Wilson finds himself in the book and explore how each sense might be affected. Using *Resource sheet 1: 'Senses'* as a stimulus to support their talk.

### EXTENSION

Following the activity above the children can then complete the sentences 'I can see...,' 'I can hear...,' for one of the settings in the book.

# Somebody Woke Wilson

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## Somebody Woke Wilson by Sarah Roberts EYFS Lesson Plan 2

### OBJECTIVES

- To explore the difference between renewable and fossil fuels.
- To recognise some things affect the environment more than others

### OUTCOMES

- Children will be able to understand the difference between renewable and fossil fuels
- Children will be able to categorise renewable and fossil fuels

### RESOURCES

- *Somebody Woke Wilson* book by Sarah Roberts and Hannah Jayne Lewin
- *Resource sheet 1: 'Renewable or fossil fuels'*
- *Resource sheet 2: 'Make your own vehicle!'*

### LEAD IN

Discuss with the children what Wilson might be. This is a tricky concept given he is a molecule of a fossil fuel! Allow the children to explore ideas of what he might be, coal, oil, gas etc. Explain to the children how when we use fuels like that they can only be used once. That means once we have used it, we need to find more - until it runs out. Contrast this with renewable forms of energy like wind, sunlight (solar), the sea (wave), which will always be there, we just need to find ways of using it.

Using *Resource sheet 1: 'Renewable or fossil fuels'* get the children to group the objects and words into renewable or fossil to help them understand this idea.

### EXTENSION

Discuss with the children the idea that vehicles of the future could be run on renewable energy. Some of their parents/carers may already have electric cars. Get them to think about what a vehicle might look like if it ran on sunlight or wind power or another renewable energy source - it might fly or float! From this they could draw their vehicle using *Resource sheet 2: 'Make your own vehicle'* and then make it using recycled materials.

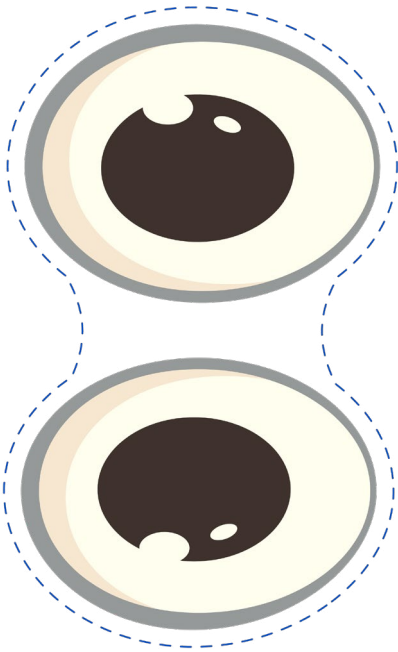
# Somebody Woke Wilson

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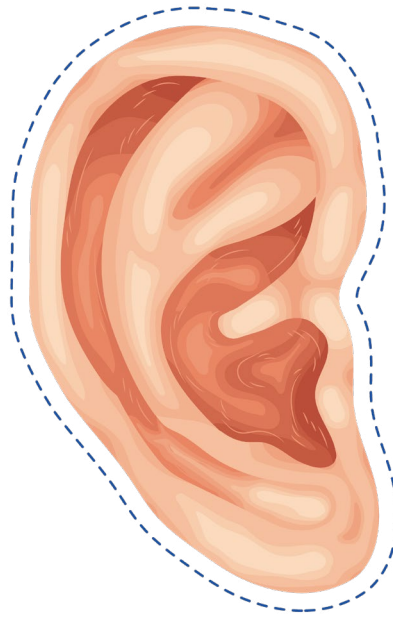
## Somebody Woke Wilson by Sarah Roberts - EYFS Lesson Plan 1 Resource sheet 1: 'Senses'

Imagine you are Wilson in some of the places he went to on his journey. Think about what you could have seen, heard, touched, smelled and tasted.

SEE



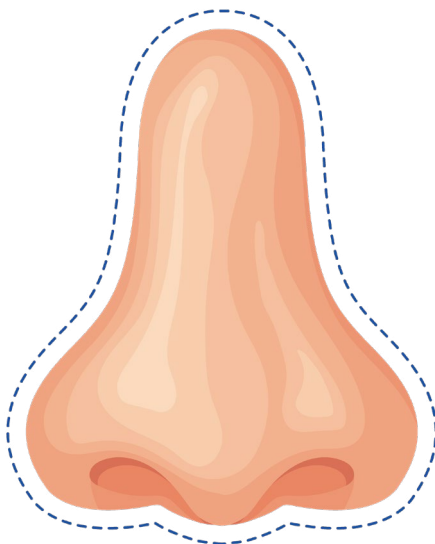
HEAR



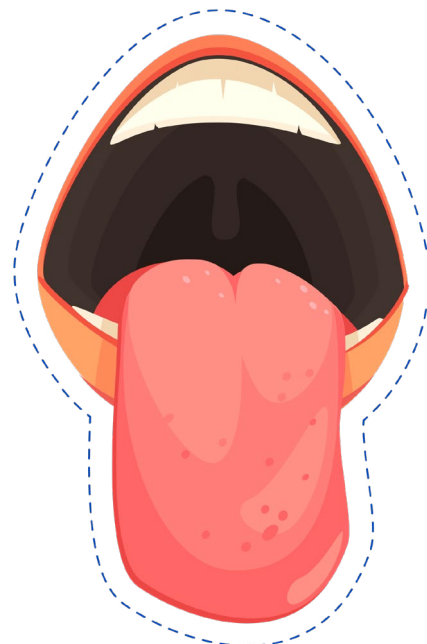
TOUCH



SMELL



TASTE



# Somebody Woke Wilson

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## Somebody Woke Wilson by Sarah Roberts - EYFS Lesson Plan 1 Resource sheet 2: 'Senses sentences'

Wilson went to the following places during his journey: underground, in a car, in a field, inside a cow and back into the ground.

Using your senses ideas complete the sentences below for one of the places Wilson went to:

I can SEE...	
I can HEAR...	
I can TOUCH...	
I can SMELL...	
I can TASTE...	

# Somebody Woke Wilson

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## Somebody Woke Wilson by Sarah Roberts - EYFS Lesson Plan 2 Resource sheet 1: 'Renewable or fossil fuels'

Put all the fossil fuels together in a group and all the renewable fuels in a group.  
Is there anything you notice about them?

GAS



THE SEA



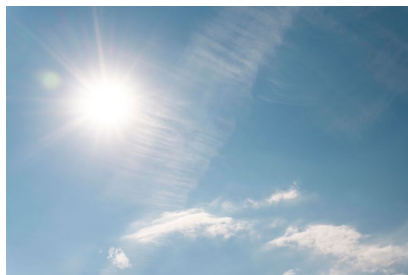
COAL



RAINFALL



SUNLIGHT



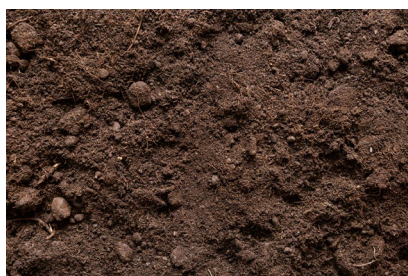
WIND



PLANTS



SOIL



OIL



# Somebody Woke Wilson

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## Somebody Woke Wilson by Sarah Roberts - EYFS Lesson Plan 2 Resource Sheet 2: 'Make your own vehicle'

Think about what a vehicle of the future might look like. What will power it – sunlight, wind, plants? Where will it travel – in the air, on roads, on the sea? Draw it underneath and then make it using materials in your classroom!



# Somebody Woke Wilson

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## Somebody Woke Wilson by Sarah Roberts KS1 Lesson Plan 1

### OBJECTIVES

- To understand the use of rhyme as a technique in poetry
- To create imagery using poetry

### OUTCOMES

- Children will recognise words that rhyme
- Children will create their own verse using rhyming techniques

### RESOURCES

- *Somebody Woke Wilson* book by Sarah Roberts and Hannah Jayne Lewin
- *Resource sheet 1: 'Rhyming words'*
- *Resource sheet 2: 'Wilson's secret verse'*

### LEAD IN

Read through the book and discuss with the children what they notice about the way in which the author uses words to keep the 'rhythm' of the text going. Can the children give any examples of this e.g. some of the words are in bold or capitalised for effect in the book, and the poem itself is almost entirely rhyming couplets e.g. sky and by.

Using the text and *Resource sheet 1: 'Rhyming words'* get the children to list all of the rhyming couplets they can find in the book.

### EXTENSION

Using the examples of the rhyming words the children have found in the book now introduce the children to 'Wilson's secret verse'. The book has him underground, in a car, in a field, inside a car and then back in the ground. Where else could he have gone - the sea/a lake, in another vehicle like an aeroplane. Using these or any other settings the children can think of and using *Resource sheet 2: 'Wilson's secret verse'* get the children to create their own verse with rhyming words. They can use some of the ones that are already in the text or new ones they can think of themselves. It should have at least two lines but if they can create a four line verse that would be even better.



# Somebody Woke Wilson

Written by environmental expert Sarah Roberts

## Somebody Woke Wilson by Sarah Roberts KS1 Lesson Plan 2

### OBJECTIVES

- To identify that plants and animals are living things
- To learn that all living things grow and change

### OUTCOMES

- Children will understand the different parts of a plant and what they are called
- Children will understand that plants need water, sunlight and nutrients to grow

### RESOURCES

- *Somebody Woke Wilson* book by Sarah Roberts and Hannah Jayne Lewin
- *Resource sheet 1: 'Parts of a plant'*
- *Resource sheet 2: 'Growing plants'*

### LEAD IN

Read the text from the page that starts 'Fossil fuels don't belong here...' to the end. Discuss with the children what this means. Encourage the children to identify that it is important that fossil fuels like Wilson should stay in the ground to not only protect the environment but also to make sure the plants that grow in the ground have the right type of nutrients in the soil to help them. Using *Resource sheet 1: 'Parts of a plant'* get the children to correctly piece together and label the different parts of the plant to aid their understanding that what they can see in a plant is not the whole of it.

### EXTENSION

Using the knowledge gained from above the children can then create their own experiment and grow their own plants. This could be a short, medium or long term experiment depending on the time to conduct it. Experiment 1 (Short) - using cress seeds on cotton wool, water daily keeping them in a warm environment and allow them to grow. Experiment 2 (Medium) - using popular flower seeds e.g. Sweet Peas, Nasturtium, Marigolds, plant in small pots and ensure they have enough water and sunlight to grow over a few weeks. Experiment 3 (Longer term) - plant sunflowers in an area of the school grounds (or larger pot) and ensure it is fed and watered regularly.

Cont...

# Somebody Woke Wilson

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*Cont...*

This could be measured weekly as it grows so the children can see its development.

**Resource sheet 2: 'Growing plants'** will help with each of these experiments.

To extend further, the children could place the same types of plants in different parts of the classroom; 1 in the dark, 1 with no water and assess the results in terms of growth. This would aid in understanding the need for water, sunlight and nutrients to exist for a plant to truly grow properly.





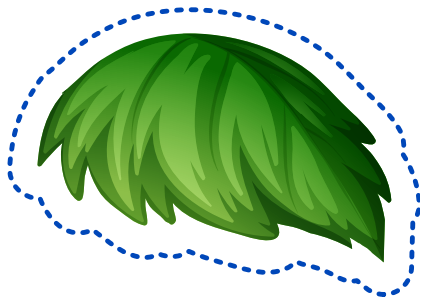
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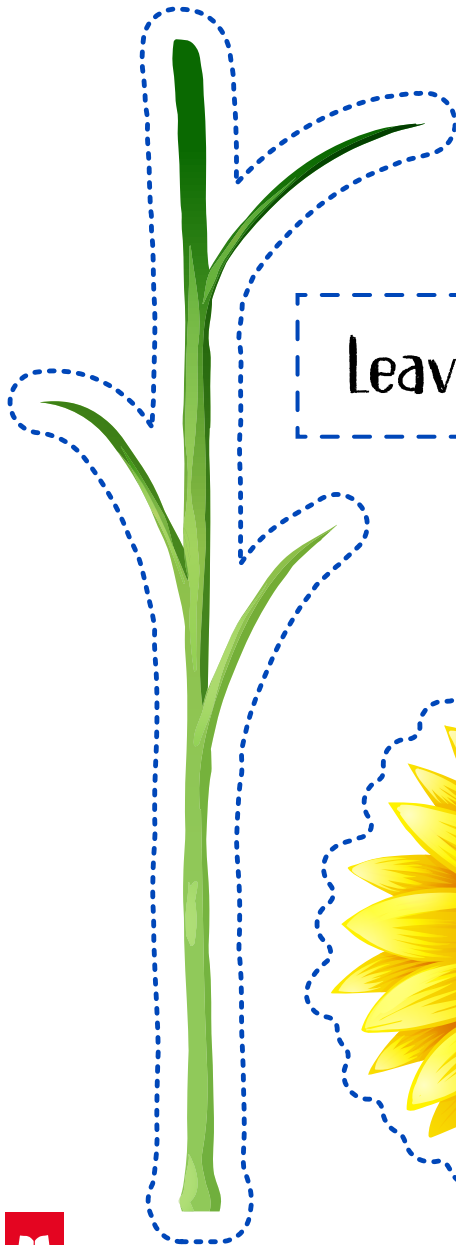
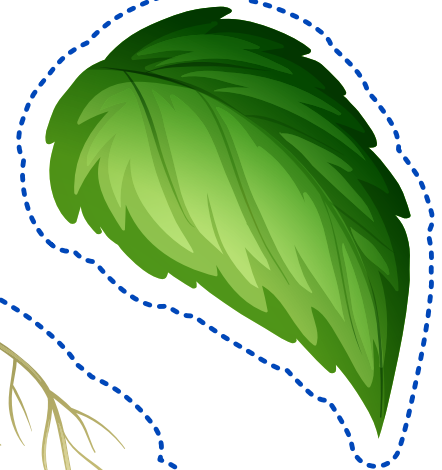
## Somebody Woke Wilson by Sarah Roberts - KS1 Lesson Plan 2

### Resource Sheet 1: 'Parts of a plant'

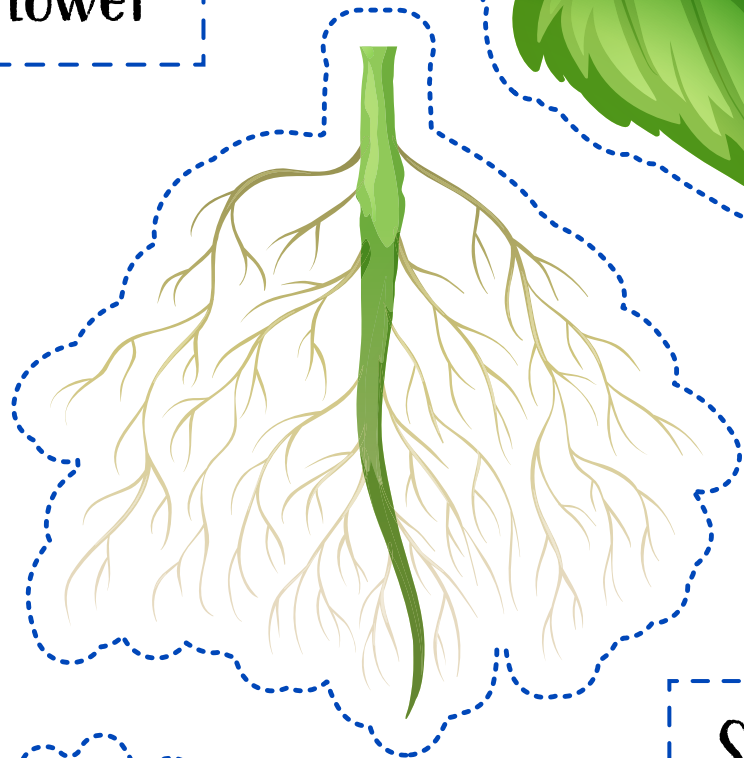
Cut out the different parts of a plant and their labels. Put them in the correct order from top to bottom and place the labels at the side of them.



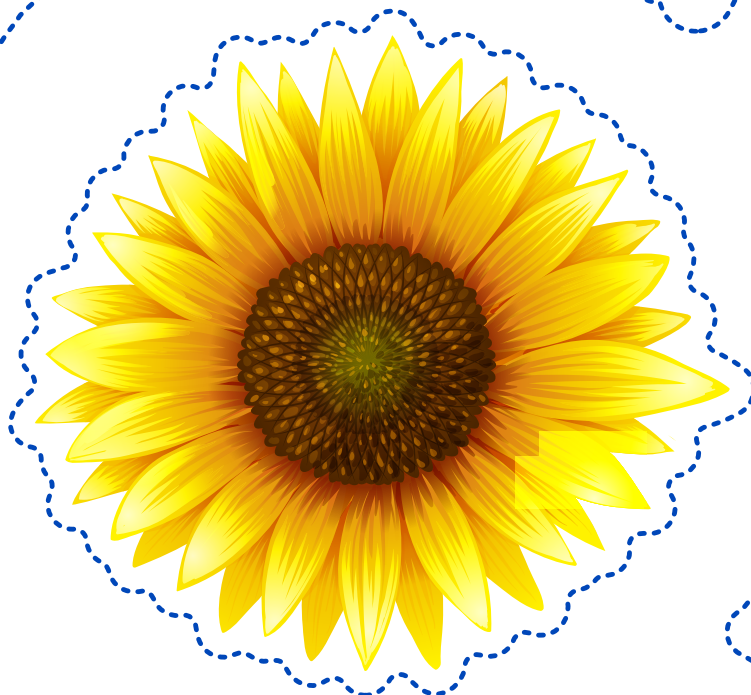
Flower



Leaves



Stem



Roots



# Somebody Woke Wilson

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## Somebody Woke Wilson by Sarah Roberts - KS1 Lesson Plan 2 Resource Sheet 2: 'Growing plants'

Plants need 3 things to grow; water, sunlight and nutrients (food).



Plant some cress seeds on cotton wool, water every day. Keep them warm and watch each day as they grow.



Plant some flower seeds in small pots. Make sure they have enough water and sunlight to grow over a few weeks. Take photos of them growing!



Plant sunflower seeds in an area of your school grounds (or a larger pot) feed and water them regularly. As they grow measure them. How high can they grow to? Will they be taller than your teacher?



# Somebody Woke Wilson

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## **EYFS Curriculum Links for Somebody Woke Wilson by Sarah Roberts**

### **EARLY YEARS COMMUNICATION AND LANGUAGE**

- Children listen attentively in a range of situations
- Children listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions and actions
- Children develop their own narratives and explanations by connecting ideas or events

### **EARLY YEARS LITERACY**

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

### **EARLY YEARS PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

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

### **EARLY YEARS UNDERSTANDING THE WORLD**

- Children know about similarities and differences between objects and materials and living things
- Children make observations of animals and plants
- Children select and use technology for particular purposes

### **EARLY YEARS EXPRESSIVE ARTS AND DESIGN**

- Children safely use and explore a variety of materials, tools and techniques.

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## KS1 Curriculum Links for Somebody Woke Wilson by Sarah Roberts

### ENGLISH

KS 1 ENGLISH: Pupils should be taught to:

#### SPOKEN LANGUAGE

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- give well-structured descriptions

#### READING – COMPREHENSION

- develop pleasure in reading, motivation to read, vocabulary and understanding
- 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 and other pupils
- read aloud their writing clearly enough to be heard by their peers and the teacher

### SCIENCE

KS 1 SCIENCE: Pupils should be taught to:

- identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
- identify and describe the basic structure of a variety of common flowering plants, including trees
- observe and describe how seeds and bulbs grow into mature plants
- find out and describe how plants need water, light and a suitable temperature to grow and stay healthy