



Walker Books Teacher Resources

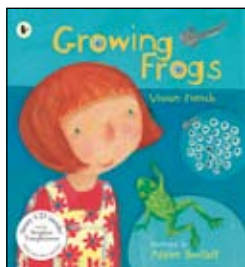


Created by the Centre for Literacy in Primary Education (CLPE) www.clpe.co.uk

Nature Storybooks

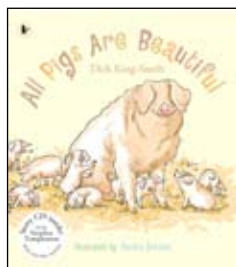
Supports National Curriculum Key Stage 1 and 2

January 2008



Growing Frogs

9781406311730 • PB + CD • £6.99
9781406312065 • PB • £5.99
9780744562699 • Big Book • £12.99



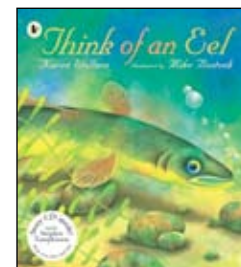
All Pigs are Beautiful

9781406311952 • PB + CD • £6.99
9781406311969 • PB • £5.99



One Tiny Turtle

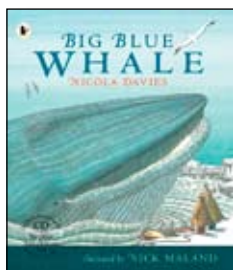
9781406311976 • PB + CD • £6.99
9781406311983 • PB • £5.99



Think of an Eel

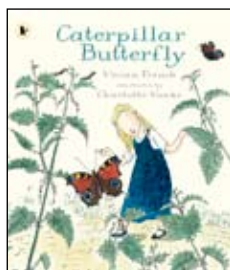
9781406312027 • PB + CD • £6.99
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9780744569308 • Big Book • £12.99

April 2008



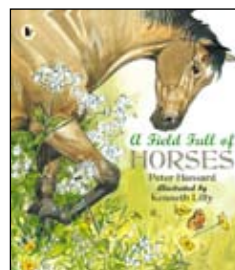
Big Blue Whale

9781406312607 • PB + CD • £6.99
9781406312577 • PB • £5.99
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Caterpillar Butterfly

9781406311617 • PB + CD • £6.99
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A Field Full of Horses

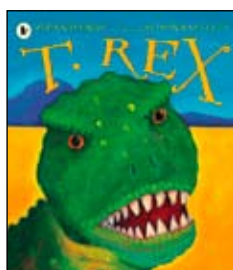
9781406312782 • PB + CD • £6.99
9781406312805 • PB • £5.99



Bat Loves the Night

9781406312744 • PB + CD • £6.99
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August 2008



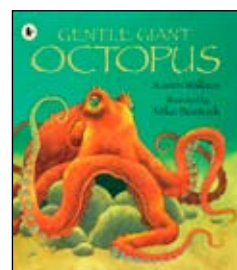
T. Rex

9781406312911 • PB + CD • £6.99
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Surprising Sharks

9781406312881 • PB + CD • £6.99
9781406312874 • PB • £5.99



Gentle Giant Octopus

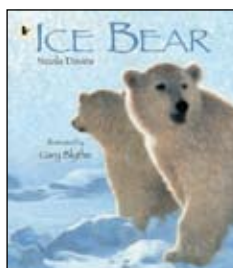
9781406312829 • PB + CD • £6.99
9781406312843 • PB • £5.99



Tigress

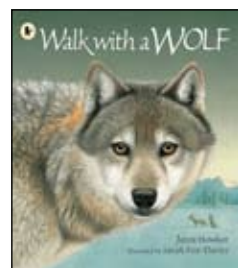
9781406312959 • PB + CD • £6.99
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December 2008



Ice Bear

9781406313031 • PB + CD • £6.99
9781406313048 • PB • £5.99



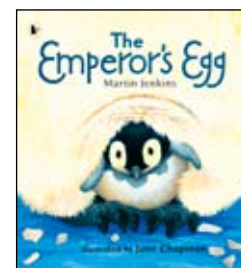
Walk with a Wolf

9781406313093 • PB + CD • £6.99
9781406313086 • PB • £5.99



White Owl, Barn Owl

9781406313116 • PB + CD • £6.99
9781406313123 • PB • £5.99



The Emperor's Egg

9781406312997 • PB + CD • £6.99
9781406313017 • PB • £5.99
9780744578461 • Big Book • £14.99



Introduction

This beautifully illustrated, award-winning collection of nature stories provides memorable reading experiences for children in Key Stages 1 and 2 (Years 1-4) and an opportunity for them to deepen their experience of the narrative information form.

The focus on animals has strong appeal for children, and the books provide many learning opportunities for exploring the topic, through both the written and visual elements. By working with the stories either individually or together, children can respond to the animal world and experience and develop their understanding through a variety of activities, including drawing and painting, small-world play and role play, talk and writing. The books provide a rich starting point for further research and for developing children's knowledge of information genres.

Nature Storybooks can support the literacy curriculum in a variety of ways. They can be:

- the focus for a whole class topic
- used as high quality texts for guided reading
- part of the class read-aloud programme
- included in the book provision for developing children's individual reading interests

The accompanying CDs provide further opportunities for children to explore the subject creatively through the additional information, poetry and songs.

Learning aims

To encourage children to:

- read and discuss an information book
- become familiar with the genre through talk, reading and writing
- develop a deeper understanding of the lives of animals through small-world play, role play and dance
- respond to the meanings through talk, writing and painting

To enable children to:

- read and write for purpose and meaning, using an information book
- read and write independently and creatively for a range of purposes on paper and on screen, combining words with images
- respond imaginatively using different strategies to engage with texts
- read independently for purpose, pleasure and learning



Primary National Strategy tables

Nature Storybooks support the following objectives:	
Year 1 core learning in literacy	Year 2 core learning in literacy
Speaking 1.1 Tell stories and describe incidents from their own experience in an audible voice 1.2 Retell stories, ordering events using story language 1.3 Interpret a text by reading aloud with some variety in pace and emphasis 1.3 Experiment with and build new stores of words to communicate in different contexts	1.1 Speak with clarity and use appropriate intonation when reading and reciting texts 1.3 Explain ideas and processes using imaginative and adventurous vocabulary and non-verbal gestures to support communication
Listening and responding 2.1 Listen with sustained concentration, building new stores of words in different contexts 2.2 Listen to and follow instructions accurately, asking for help and clarification if necessary 2.3 Listen to tapes or videos and express views about how a story or information has been presented	2.1 Listen to others in class, ask relevant questions and follow instructions 2.2 Listen to talk by an adult, remember some specific points and identify what they have learned
Group discussion and interaction 3.1 Take turns to speak, listen to each other's suggestions and talk about what they are going to do 3.2 Ask and answer questions, make relevant contributions, offer suggestions and take turns	3.1 Ensure that everyone contributes, allocate tasks, and consider alternatives and reach agreement 3.2 Work effectively in groups by ensuring that each group member takes a turn challenging, supporting and moving on 3.3 Listen to each other's views and preferences, agree the next steps to take and identify contributions by each group member
Drama 4.1 Explore familiar themes and characters through improvisation and role-play	4.1 Adopt appropriate roles in small or large groups and consider alternative courses of action 4.2 Present part of traditional stories, their own stories or work drawn from different parts of the curriculum for members of their own class 4.3 Consider how mood and atmosphere are created in live or recorded performance
Understanding and interpreting texts 7.1 Identify the main events and characters in stories, and find specific information in simple texts 7.4 Recognise the main elements that shape different texts 7.5 Explore the effect of patterns of language and repeated words and phrases	7.1 Draw together ideas and information from across a whole text, using simple signposts in the text 7.2 Give some reasons why things happen or characters change 7.3 Explain organisational features of texts, including alphabetical order, layout, diagrams, captions, hyperlinks and bullet points 7.4 Use syntax and context to build their store of vocabulary when reading for meaning 7.5 Explore how particular words are used, including words and expressions with similar meanings
Engaging with and responding to texts 8.2 Visualise and comment on events, characters and ideas, making imaginative links to their own experiences 8.3 Distinguish fiction and non-fiction texts and the different purposes for reading them	8.2 Engage with books through exploring and enacting interpretations 8.3 Explain their reactions to texts, commenting on important aspects



Primary National Strategy tables (continued)

Year 1 core learning in literacy	Year 2 core learning in literacy
Creating and shaping text 9.1 Independently choose what to write about, plan and follow it through 9.2 Use key features of narrative in their own writing 9.3 Convey information and ideas in simple non-narrative forms 9.4 Find and use new and interesting words and phrases, including story language 9.5 Create short simple texts on paper and screen that combine words with images (and sounds)	9.1 Draw on knowledge and experience of texts in deciding and planning what and how to write 9.2 Sustain form in narrative, including use of person and time 9.3 Maintain consistency in non-narrative, including purpose and tense 9.4 Make adventurous word and language choices appropriate to the style and purpose of the text 9.5 Select from different presentational features to suit particular writing purposes on paper and on screen
Text structure and organisation 10.1 Write chronological and non-chronological texts using simple structures 10.2 Group written sentences together in chunks of meaning or subject	10.1 Use planning to establish clear sections for writing 10.2 Use appropriate language to make sections hang together
Sentence structure and punctuation 11.1 Compose and write simple sentences independently to communicate meaning 11.2 Use capital letters and full stops when punctuating simple sentences	11.2 Compose sentences using tense consistently (present and past) 11.3 Use question marks, and use commas to separate items in a list
Presentation 12.1 Write most letters, correctly formed and orientated, using a comfortable and efficient pencil grip 12.2 Write with spaces between words accurately	12.1 Write legibly, using upper and lower case letters appropriately within words, and observing correct spacing within and between words 12.3 Word process short narrative and non-narrative texts

Year 3 core learning in literacy	Year 4 core learning in literacy
Speaking 1.2 Explain process or present information, ensuring that items are clearly sequenced, relevant details are included and accounts are ended effectively 1.3 Sustain conversation, explain or give reasons for their views or choices	1.1 Offer reasons and evidence for their views, considering alternative opinions 1.2 Respond appropriately to the contributions of others in the light of differing viewpoints 1.3 Tell stories effectively and convey detailed information coherently for listeners
Listening and responding 2.1 Follow up others' points and show whether they agree or disagree in whole-class discussion	
Group discussion and interaction 3.1 Use talk to organise roles and action 3.2 Actively include and respond to all members of the group 3.3 Use the language of possibility to investigate and reflect on feelings, behaviour or relationships	
Drama 4.2 Use some drama strategies to explore stories or issues	



Primary National Strategy tables (continued)

Year 3 core learning in literacy	Year 4 core learning in literacy
Understanding and interpreting texts 7.1 Identify and make notes of the main points of section(s) of text 7.2 Infer characters' feelings in fiction and consequences in logical explanations 7.3 Identify how different texts are organised, including reference texts, magazines and leaflets, on paper and on screen 7.4 Use syntax, context and word structure to build their store of vocabulary as they read for meaning 7.5 Explore how different texts appeal to readers using varied sentence structures and descriptive language	7.1 Identify and summarise evidence from a text to support a hypothesis 7.2 Deduce characters' reasons for behaviour from their actions and explain how ideas are developed in non-fiction texts 7.3 Use knowledge of different organisational features of texts to find information effectively 7.5 Explain how writers use figurative and expressive language to create images and atmosphere
Engaging with and responding to texts 8.2 Empathise with characters and debate moral dilemmas portrayed in texts	8.2 Interrogate texts to deepen and clarify understanding and response
Creating and shaping text 9.3 Write non-narrative texts using structures of different text-types 9.4 Select and use a range of technical and descriptive vocabulary 9.5 Use layout, format graphics and illustrations for different purposes	9.1 Develop and refine ideas in writing using planning and problem-solving strategies 9.3 Summarise and shape material and ideas from different sources to write convincing and informative non-narrative texts 9.4 Show imagination through the language used to create emphasis, humour, atmosphere or suspense 9.5 Choose and combine words, images and other features for particular effects
Text structure and organisation 10.1 Signal sequence, place and time to give coherence 10.2 Group related material into paragraphs	10.1 Organise text into paragraphs to distinguish between different information, events or processes
Sentence structure and punctuation 11.2 Compose sentences using adjectives, verbs and nouns for precision, clarity and impact	11.1 Clarify meaning and point of view by using varied sentence structure (phrases, clauses and adverbials)
Presentation	12.1 Write consistently with neat, legible and joined handwriting



General activities

These can be selected as appropriate to the literacy and learning needs and experience of the class and the book chosen:

Activity 1: Talk and Visualizing

Before reading the book, talk with the children about what they already know about the animal you are focusing on. Ask them to tell the child sitting next to them and then to draw one quickly on a whiteboard.

Show them some images of the animal on the IWB or give laminated photos to groups to discuss. Do the images match their experience?

Make notes of children's responses and comments around the pictures or on a flip chart, e.g:

"I like the way the penguins snuggle up together to keep warm!" (see image A, page 8)

"I didn't know bats' wings were like hands." (see image B, page 9)

Introduce technical vocabulary as you talk together where useful (species, habitat, lifecycle, etc.)

As a class group, talk together about the animal and list the children's ideas under key headings on a large sheet of paper like this:

What do we know about (the focus animal)?

Where they live	What they look like	What they eat	Their life cycle	Other interesting facts we know

Explain that they can add anything else to the poster that they find out later, using Post-its placed under the right heading.

Ask children what they would like to know more about. Scribe their ideas as questions and display them as speech bubbles around the chart for further investigation, e.g:

"How do whales feed their babies?"

"How many eggs do frogs make?"

"Why do eels need to swim to the other side of the world?"

Homework:

Ask the children to see what they can find out at home.

Where in the world
do polar bears live?

What colour is
an octopus?

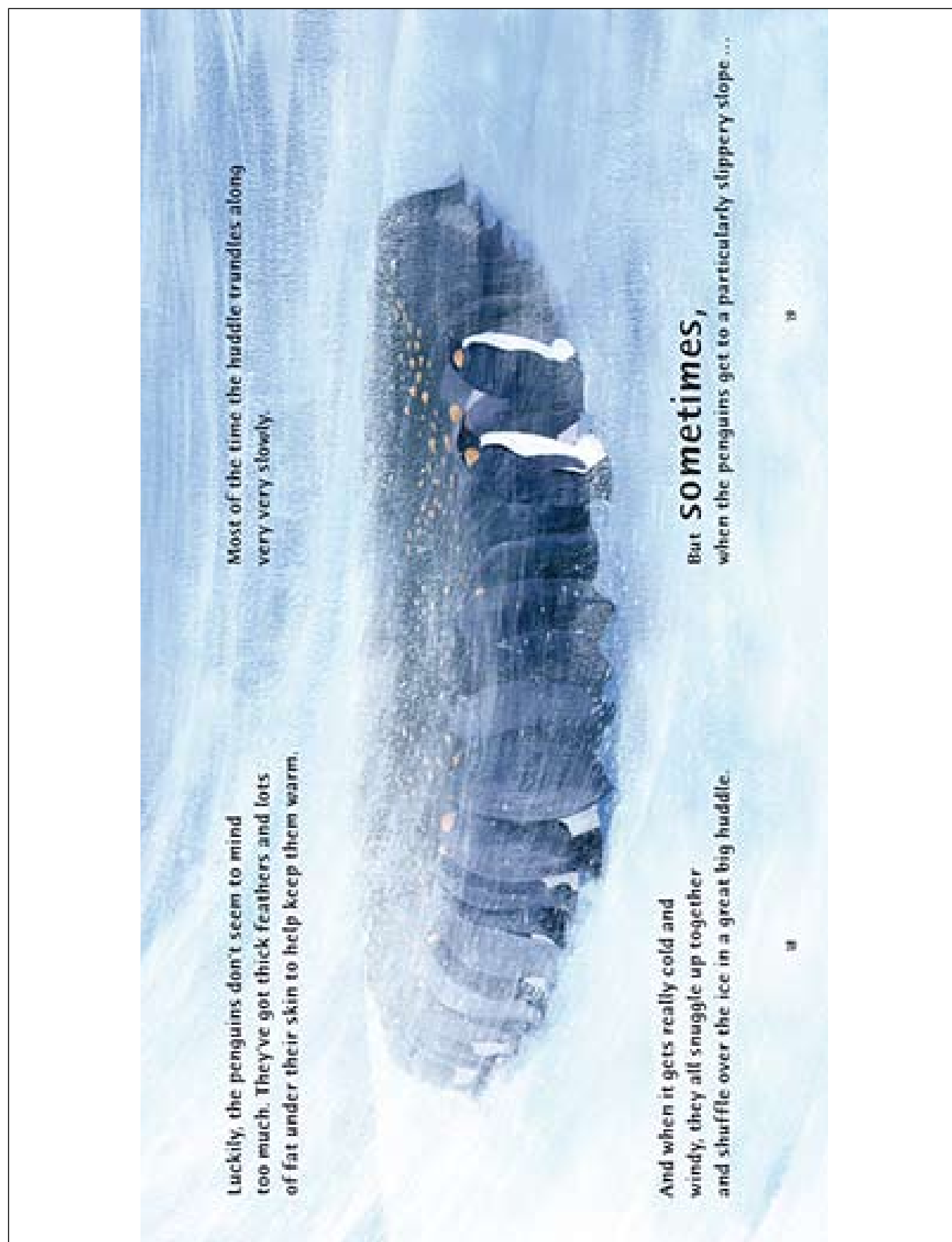
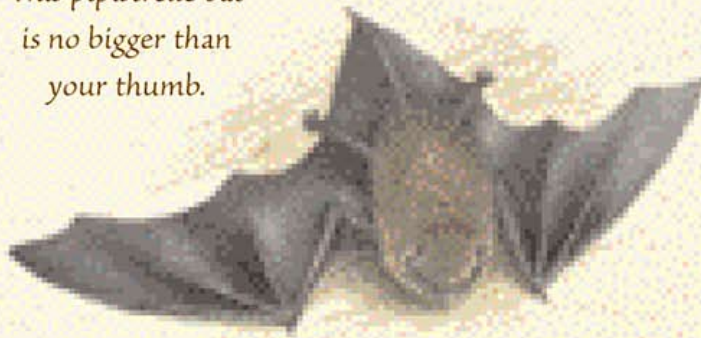


Image A: *The Emperor's Egg* • © 1999 Jane Chapman



She unfurls her wings,
made of skin so fine the finger bones
inside show through.

This pipistrelle bat
is no bigger than
your thumb.



A bat's wing is its
arm and hand.
Four extra-long fingers
support the skin of the wing.



Activity 2: Reading aloud and discussion: fact v. fiction

Read the book aloud and explain to the children that an animal expert helped to write it so they can be confident that what it says about the animal is factually accurate. Discuss with them their responses to the book.

Was there anything that surprised or puzzled you?

"Is that the real size?" (see image C, page 11)

"I don't understand why polar bears have black skin to soak up heat when they are covered in white fur."
(see image D, page 12)

Revisit the *What do we know about...?* chart to add to or amend the information it contains and to generate new questions to research.

Activity 3: Finding answers, making a poster

Organize the children into groups and ask each group to decide on a different question to research:

"What do barn owls eat? How do we know?"

"What eats barn owls?"

"How far can barn owls fly?"

"Where do owls live?"

"What does a barn owl do all day?"

(see image E, page 13)

They can find information using the internet, carefully chosen factual books and other information resources such as photographs and illustrations. Suggest children work in pairs and use drawing or writing to record what they find out. You can pair less experienced writers with more confident writers, or with an adult in a guided reading/writing group.

Each group should combine their findings to create a poster, with their question clearly visible as a heading, taking turns to present it to the other groups in the class.



Image C: *Think of an Eel* • © 1993 Mike Bostock

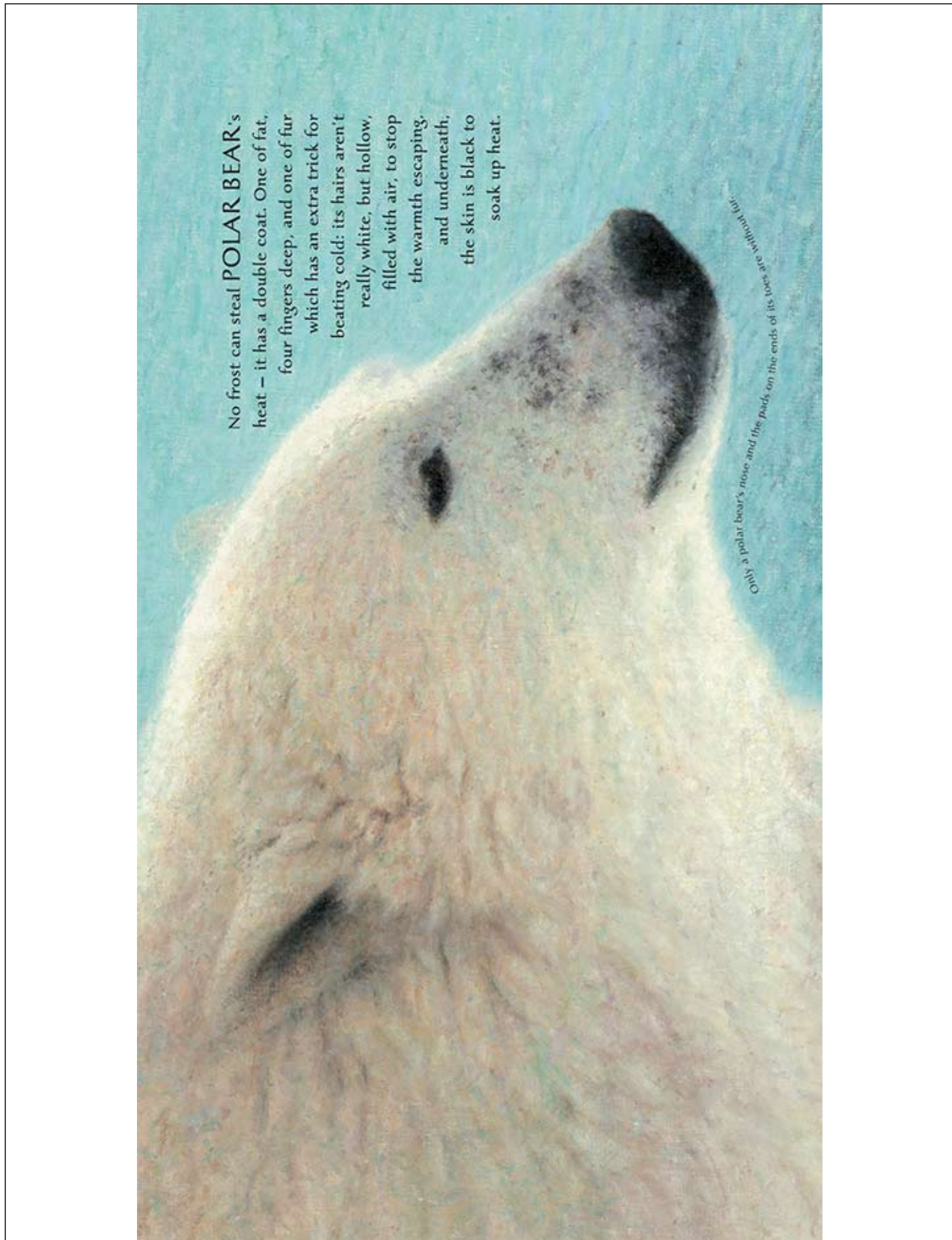


Image D: Ice Bear • © 2005, 2006 Gary Blythe

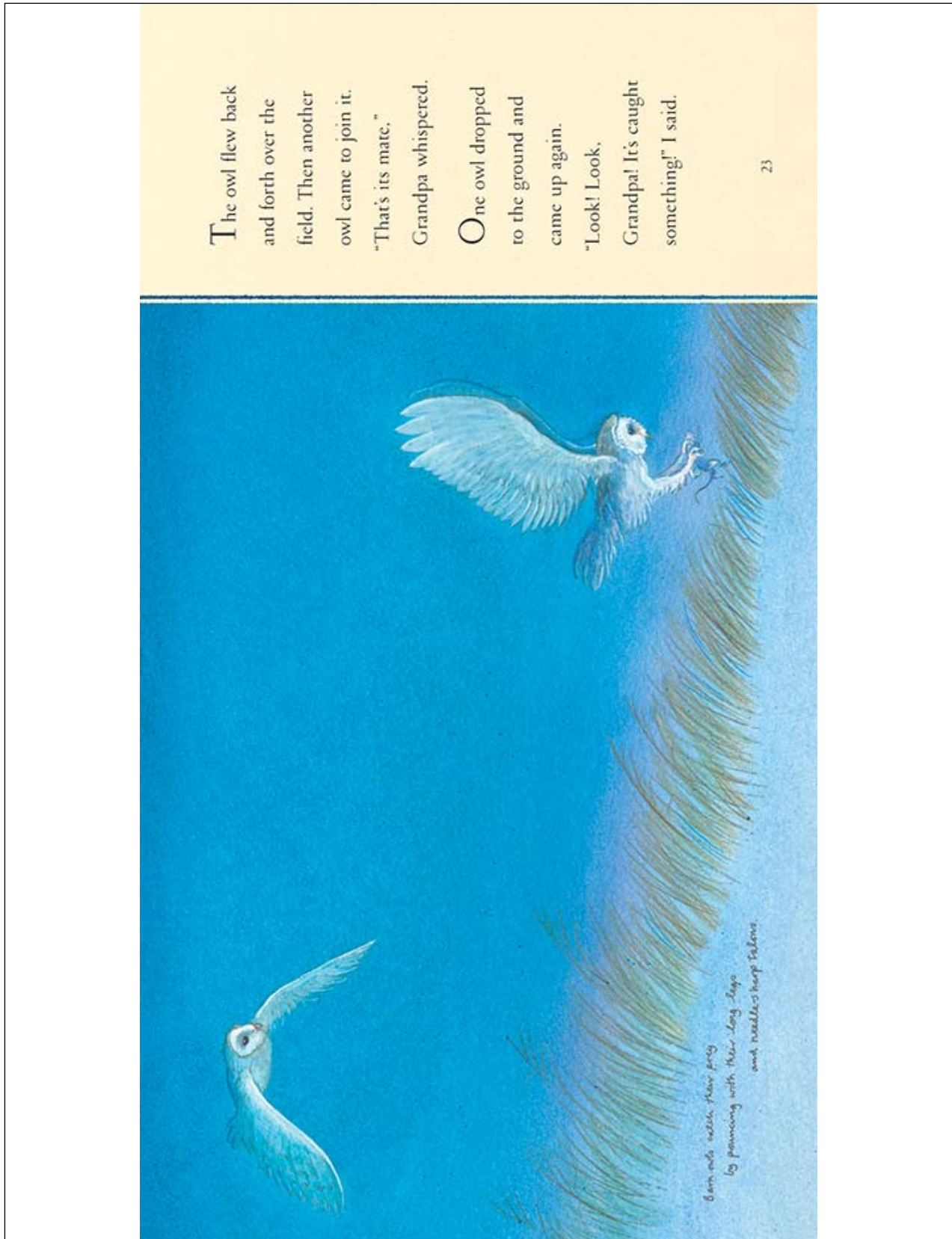


Image E: *White Owl, Barn Owl* • © 2007 Michael Foreman



Activity 4: Observing animals

Where possible, take a trip to an aquarium/zoo/nature reserve to see living animals in their natural/protected habitat. The children will already have questions that they want to explore more fully and could be challenged to find out answers to specific queries on the day.

Activity 5: Creating an animal's world in paint, collage, pastel

Turn one wall of the classroom into an underwater/landscape scene, drawing on the children's experience from the trip, as well as other information sources, to paint or draw the animals and the plants in their habitat accurately.

Where appropriate, challenge children to camouflage their animals within the scene.

They can go on to write a key to help onlookers identify the individual creatures in the scene, and display it alongside. This key will also act as a word bank for children to draw on when writing.

Activity 6: ICT: finding and saving photos

In the computer suite take children carefully through the process of making a photo file: searching for images, selecting, and saving. They will be able to draw on this later when presenting their work.

Activity 7: Making an information book

Make a class information book about an individual animal. Think together about what it should be about and make a list of the book's contents as a shared writing activity, e.g. habitat, a map showing where it lives, food, dangers, life cycle, a "did you know" section... Individuals or pairs of children can then go on to write and illustrate chapters together. It can be helpful to organize this into single or double page spreads.

Depending on the class' access to and capability in ICT, this book might first be handwritten and then word processed in ICT, using a format such as a preset table or a programme such as Publisher. It is helpful to first make a picture file using children's scanned illustrations, or images from the internet for them to draw on and insert into their own work.



Activity 8: Movement and dance; composing music

Read aloud pages of the book describing what it's like to be the animal and what its world is like, for example:

A mother giant octopus

Slides over the seabed.

Her body stretches like toffee over the stones.

Her skin ripples like seaweed...

(Taken from pages 16/17 of *Gentle Giant Octopus*: © 1998 Karen Wallace)

What are the important words or phrases that help the children to imagine this scene?

Re-read the text, this time asking children to move as if they were the animal, then organize them into groups to improvise a dance sequence to music (for example, for sea creatures use Handel's *Water Music* or Debussy's *La Mer*, inviting the children to dance as if they were seaweed, predatory fish such as the shark, or whales, penguins, octopi, turtles and eels).

Alternatively the children could compose their own music to accompany the dance using a variety of pitched and percussive instruments.

Activity 9: Writing poems

In this session, ask children to respond to the book by writing a poem using the following open structure. Write one poem together first, using shared writing; this will provide an opportunity to share ideas and to remind children that poems are often better if they don't rhyme, e.g.

I am... I am the fiercest fish in the sea

I have... I have the scariest, sharpest teeth and a cavernous, smiling mouth

I like... I like swaggering in the ocean deep, like a big bully

I... I terrify everything in my path

I am... I am... SHARK!

I am shark, the fiercest fish in the sea.

(see image F, page 16)

When they have finished their own poems, ask each child to join with another child, to read them aloud to each other and to work on them together to rehearse for presentation, as a pair, to the rest of the class.

When they are finished, each child can write a final draft of their poem, illustrate them and "publish" them in a class anthology or as part of a class display.



Image F: *Surprising Sharks* • © 2003 James Croft



Activity 10: Debate and argument

Choose one of the statements below most appropriate to the book:

- a) Many people, including scientists, believe that humans threaten the survival of a growing number of animals. For example, some are sold to exotic animal collectors for their particular properties (skin/ivory/oil/shell) or to zoos, and others die out because forests are destroyed for logging or mining. But animal collectors and zoos argue that they help to protect the animals.

or

- b) Many people believe that animals are badly used by humans for selfish reasons or commercial interests (food/medical experiments/cosmetics). On the other hand many others argue that this is necessary.

What do the children think?

As a shared writing activity, make a comparison chart to summarize both arguments. Then set up a "conscience alley" activity where a child role-plays finding an animal and has to decide whether to let it go free or to let farmers/scientists keep it. The rest of the class can take sides to persuade with their arguments as the child walks slowly along the "alley".

Arguments (some examples):

Let it go free	Keep it
a) Animals need to be in their natural habitat	It will be cared for in a zoo and can breed
It might die travelling in a crate	In a zoo it can be protected from hunters
It will be badly treated	When people see animals, then they will understand how important it is to protect them
b) Animals suffer in medical tests	Children's lives can be saved through animal experiments to cure diseases
Animals need to be with their own kind	Lots of people survive only because they eat these animals

Activity 11: Board game

Make a board game based on the book which includes both "Chance" cards, that use the **actual text** from the narrative strand of the book, and "True or false?" cards, that are based on the facts in the text. Players should pick up either a "Chance" card or a "True or false?" card depending on whether they throw an odd or even number. They pass it to the player next to them to read it out (answers are noted below the question).

For example:

True or false?	Frogs live most of their lives under water.	True or False? (Answer: False)	Move forward 1 space if right.
	Frogs' eggs hatch into tadpoles ten days after they are laid.	True or False? (Answer: True)	Move forward 2 spaces if right.
Chance card:	A hungry heron wants to eat you.	Stay still and miss a turn.	
	You slide off a stone back into the pond.	Move back 1 space.	
	You catch a juicy dragonfly for breakfast.	Move forward 2 spaces.	

Some cards can be written with the children during either shared or guided writing and a group can be asked to write "Instructions for play" for others to use when playing. These can be tried out by the players and redrafted where necessary.



Activity 12: Fiction links for independent reading

Collect together a box of storybooks and information books about the animals for children to browse, read and talk about together during independent reading time.

Activity 13: Using the Nature Storybook CDs

Each CD is read by the actor Stephen Tompkinson and is structured in four easy-to-use sections:

1. Reading aloud (the narrative text)
2. Music and song
3. Additional information
4. A read-along format, enabling children to follow the text on the page

The additional material enables children to revisit and explore the book in different ways:

- **Hearing the story read aloud** provides children with independent access to the book and a chance to hear it read in another voice with its own particular interpretation. Children are encouraged to listen attentively as individuals and may also listen as a group activity, recording what they have learnt on a large piece of paper. It will be interesting to see the different information that children tune into and recall.
- **Music and song** sections can be used as part of a dance and movement session, to support children's interpretations and expressions of the topic. Children can also join in with the song and go on to compose their own lyrics and music.
- **Additional information** also encourages concentrated listening skills. As part of a group activity, children can record information that they are interested in and remember. They can be shown how to record their interesting facts in diagrams, annotated drawings and lists.
- **The read-along format** supports children who are building independence as readers. A signal prompts page-turning and the reading is unhurried. Children can match the words they hear to those on the page and this enables them to develop fluency as readers.



Individual title activities



Growing Frogs - January 2008

Author: Vivian French © 2000
Illustrator: Alison Bartlett © 2000
ISBN: 9781406311730 (Paperback + CD)
Other editions available: 9781406312065 (Paperback) and 9780744562699 (Big Book)
Available at all good bookshops, your school and library supplier, and at www.walkerbooks.co.uk

This is a highly accessible, informative story about the life cycle of frogs, told in an engaging first-person narrative (by the child character in the story) with bright, appealing illustrations.

Activities

- **Keep a frog log**

Collect frogspawn from a local pond, following the care instructions in the book. Observe the changes over time, keeping a diary or log of development using words and pictures.

- **Make a mind map**

After several readings of the book, children can create their own "concept" or "mind" maps to show what they have learned.

- **Create a drama performance**

Present a performance of the frog's life cycle, with narration, for another class.

Begin by making an agreed list of the main stages of development (eggs, tadpoles, growing legs, frogs) with groups, improvising the different stages and deciding how each should be described for an audience.

Music and percussion, performed by the children, can provide added drama.

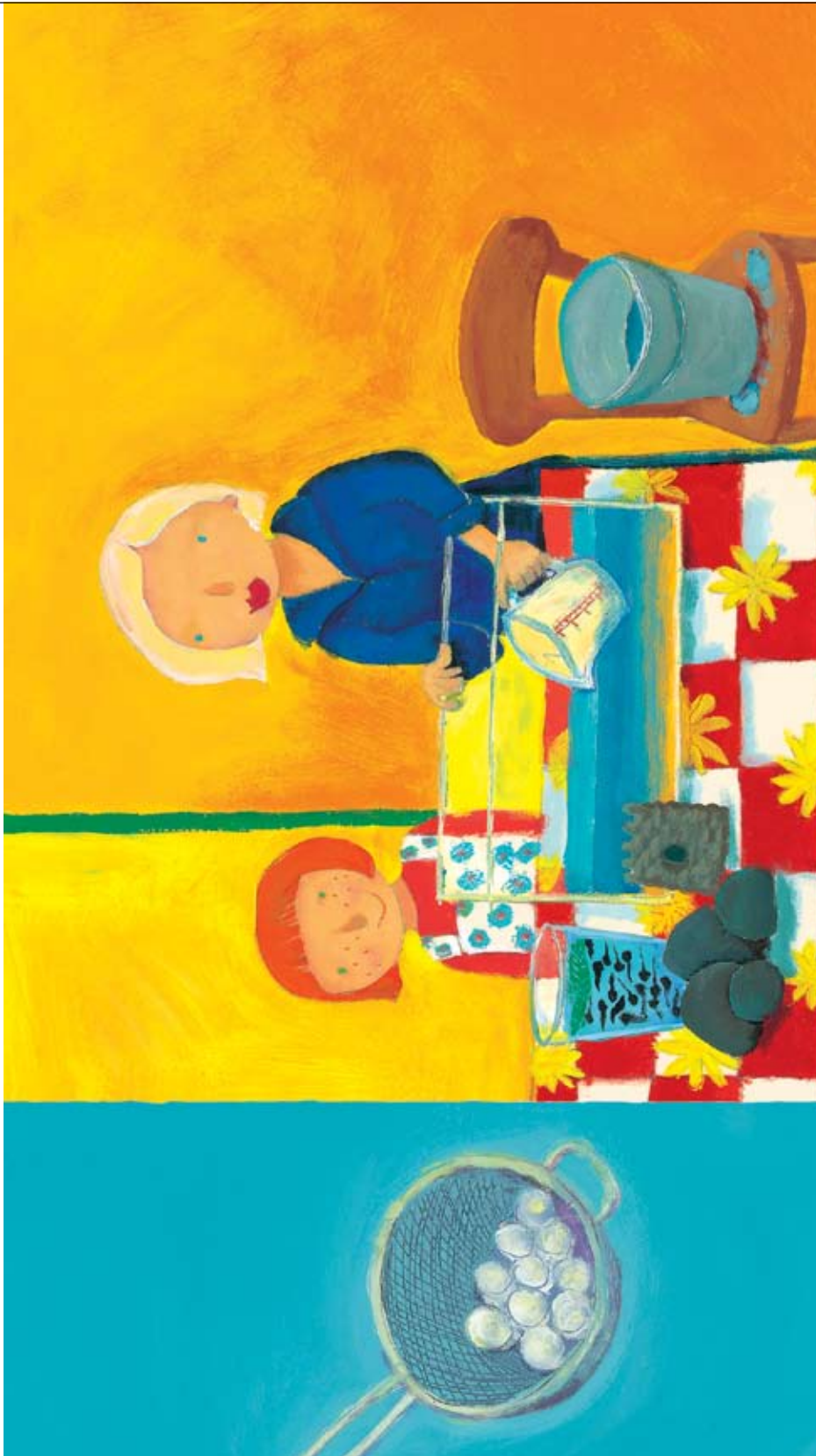


Image G: *Growing Frogs* • © 2000 Alison Bartlett



All Pigs are Beautiful - January 2008

Author: Dick King Smith © 1993 Foxbusters Ltd

Illustrator: Anita Jeram © 1993

ISBN: 9781406311952 (Paperback + CD)

Other editions available: 9781406311969 (Paperback)

Available at all good bookshops, your school and library supplier, and at www.walkerbooks.co.uk

This delightful first person account of keeping pigs, in all their variety, captures the understanding and affection of a farmer towards his animals. The story provides a wealth of knowledge about pigs, their life cycle, habitats and habits, from an expert on the subject who is also a well-loved writer of stories for children.

Activities

- **Make a chart**

In a chart, list all the ways pigs are similar to humans and how they are different. This can begin as a shared writing activity, for example:

Similar

Different

People	Pigs	People	Pigs
Mammal – feed their young milk	Mammal – feed their young milk	People usually have 1-4 young	Pigs have 8-12 young at the same time
Like chatting	Like chatting	Babies are born after 9 months	Piglets born after 3-4 months
Intelligent	Intelligent	People have feet and toes	Cloven hooves or trotters
Skin, hair, eyelashes	Skin, hair, eyelashes	No tails	Tails

- **Design a poster**

Draw and write a poster to convince the audience that pigs are beautiful. Children can draw pictures of pigs, note all the reasons why the author likes them and add in their own.

- **Research**

Virtually the whole of a pig can be used for food. Research all the different names for food made from pigs. Are there other things we use from pigs?

- **Visit a farm**

Visit a farm. Take sketch-pads to describe and draw the pigs that you see.

- **Write a shared poem**

Write a shared poem about pigs. Start by making a list of ideas, then select favourite ones to develop into one or more lines of the poem, and decide on the best order. You may need to elaborate or redraft the poem together to “polish” it.

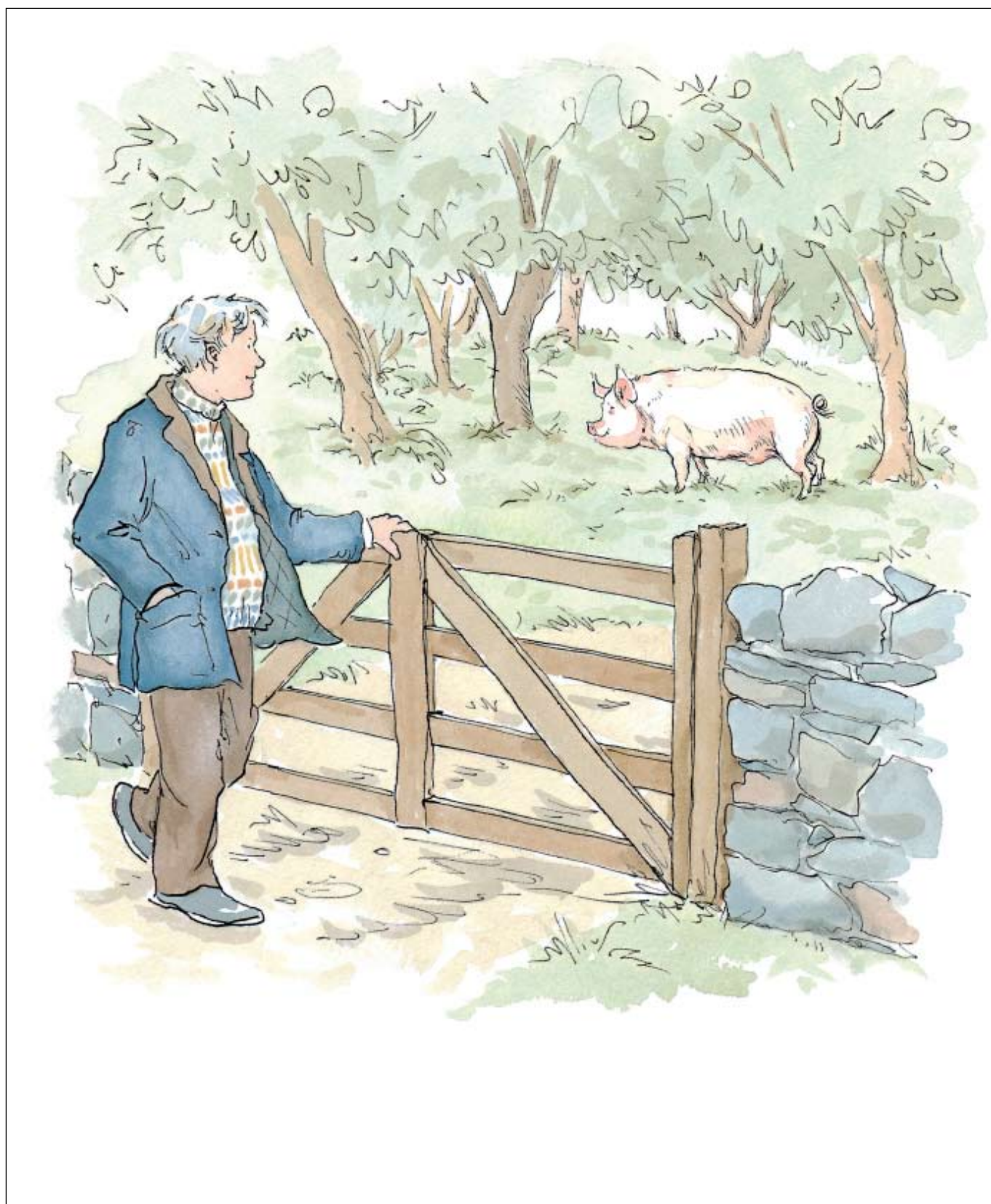


Image H: *All Pigs are Beautiful* • © 1993 Anita Jeram



One Tiny Turtle - January 2008

Author: Nicola Davies © 2001

Illustrator: Jane Chapman © 2001

ISBN: 9781406311976 (Paperback + CD)

Other editions available: 9781406311983 (Paperback)

Available at all good bookshops, your school and library supplier, and at www.walkerbooks.co.uk

This book provides an insight into the life of a rare creature, painting a picture in words of the journey of a turtle over thousands of miles, from birth to parenthood.

Activities

- **Draw a map**

In groups and using large sheets of paper, children can create a map showing the journey of the turtle from the beach of her birth and back to where she lays her eggs. Children can sketch their ideas on rough paper first to get the shape of their map or diagram. Notes indicating distance, time and events (e.g. eating crabs, nesting, storms) can be added and illustrated.

- **Make "scale" drawings**

The book gives good clues about the size of the turtle as she grows.

Children can make a chart illustrating the turtle's growth at different stages and research the book for information, e.g. *"not much bigger than a bottle top"*, and *"as big as a dinner plate"*... They could go on to make scale drawings or life-size pictures.

- **A day in the life of a turtle**

In pairs children can act out a day in the life of a turtle, choosing a stage that particularly interests them, e.g. hatching and scurrying to the sea to avoid predators, searching for food in the ocean depths, or returning to the beach of their birth. They can then write a first-person account of their experience.

- **Paint an ocean cross-section**

Using paint or coloured inks, children can illustrate the habitat of the turtle, including beach, ocean depths and the sky where predators lurk. They can include rich visual details of the turtle's world, researching further information on the internet or from books.



A year or two later she turns up close to land.

Bigger than a dinner plate now,
she's not a fish snack anymore.

Her shell is hard as armour,
her head is tough as a helmet.

She's grown into her name: Loggerhead.

She has come to eat crabs.

Millions swim up from deep water
to breed in the shallows.

Their shells crack as easily as
hens' eggs in her heavy jaws.

But in a week the feast is over
and Loggerhead disappears again.

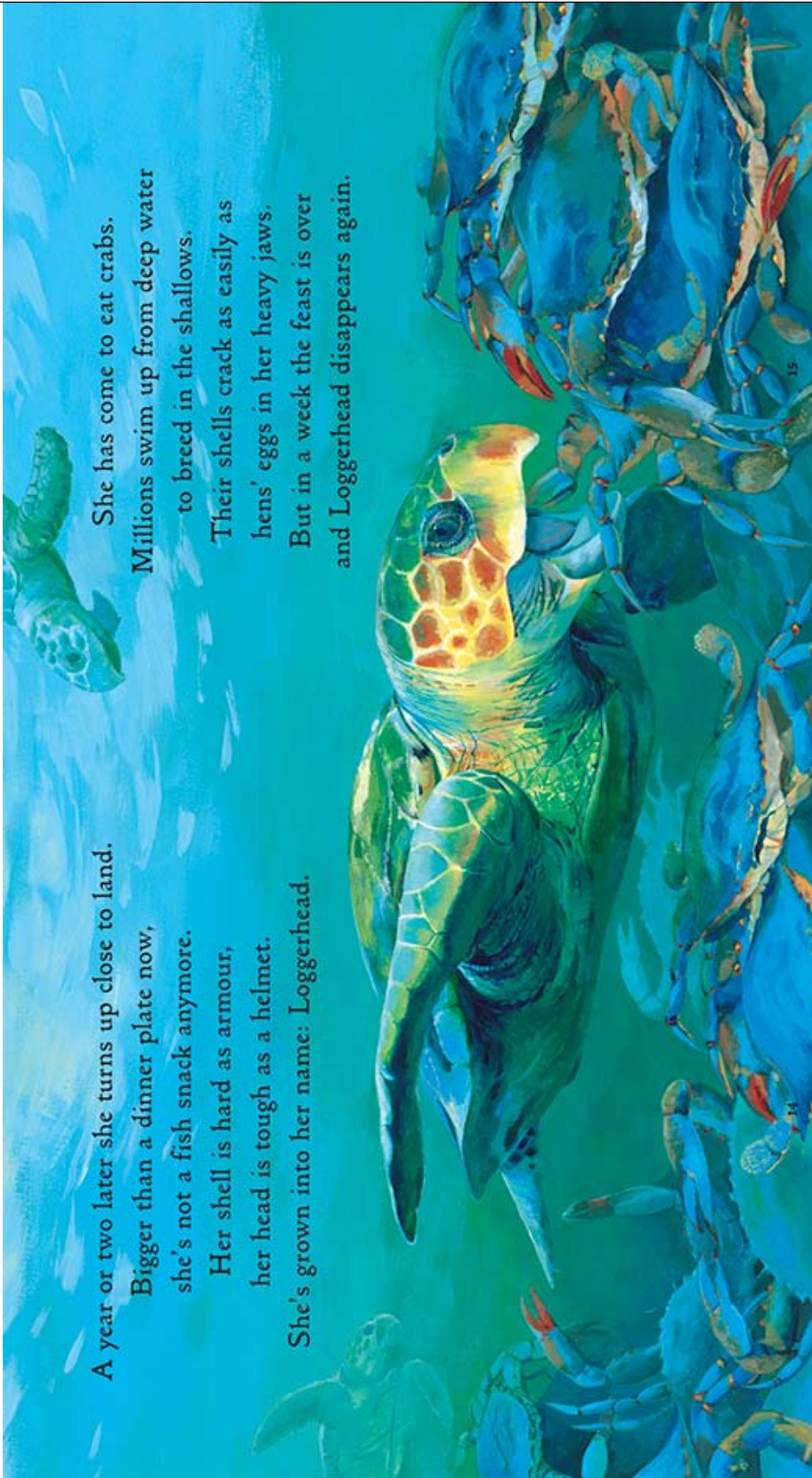
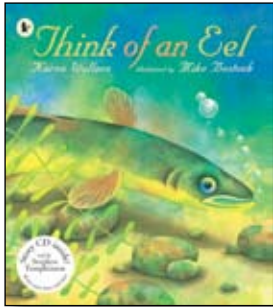


Image 1: One Tiny Turtle • © 2001 James Chapman



Think of an Eel - January 2008

Author: Karen Wallace © 1993
Illustrator: Mike Bostock © 1993
ISBN: 9781406312027 (Paperback + CD)
Other editions available: 9781406312010 (Paperback) and 9780744569308 (Big Book)
Available at all good bookshops, your school and library supplier, and at www.walkerbooks.co.uk

A wonderfully poetic account of an eel, packed with interesting details about this amazing creature. Children are helped to imagine the mysterious life of an eel through the subtle telling and beautiful illustrations. Together they provide a fascinating account of the remarkable journey of an animal few have encountered.

Activities

- **Collect "golden lines"**

There are wonderfully vivid descriptions of the eel in the book. Children can comb through the text to find memorable phrases and words that help them to build a good picture of the creature, e.g. *"looks like a shoelace made out of glass"*. They can share their lists in small groups or as a whole class, and use them to create a *"shape poem"* in the form of an eel, perhaps using silvery ink pens on dark blue/green/black background for dramatic effect.

- **Reader's theatre**

The language of this book is so rich; it is perfect for presenting aloud as a dramatic reading. Divide the book into natural sections (p6-9, p10-13, p14-17, p18-19, p21-23, p24-26, p29) and the class into the same number of groups (if there are six groups, a group can work on p6-9 and p29 to begin and end the story). Make *one* photocopy of each section and give each group a section of the text to work on.

After reading it through, they can mark up the copy by underlining in different colours the lines or phrases to be read by each group member. They can choose to read some lines in pairs or as a whole group to emphasize particular meanings. They can add percussion or sound effects too. When each group has rehearsed their section, they can take it in turns to perform them seamlessly in sequence.

- **Create a PowerPoint presentation or big book**

In groups, children can decide on the main stages or events in an eel's life and create a slide/page for each one, with illustrations and written descriptions. Working on a storyboard as a draft can be a useful way to start. These can be shared with the whole class.

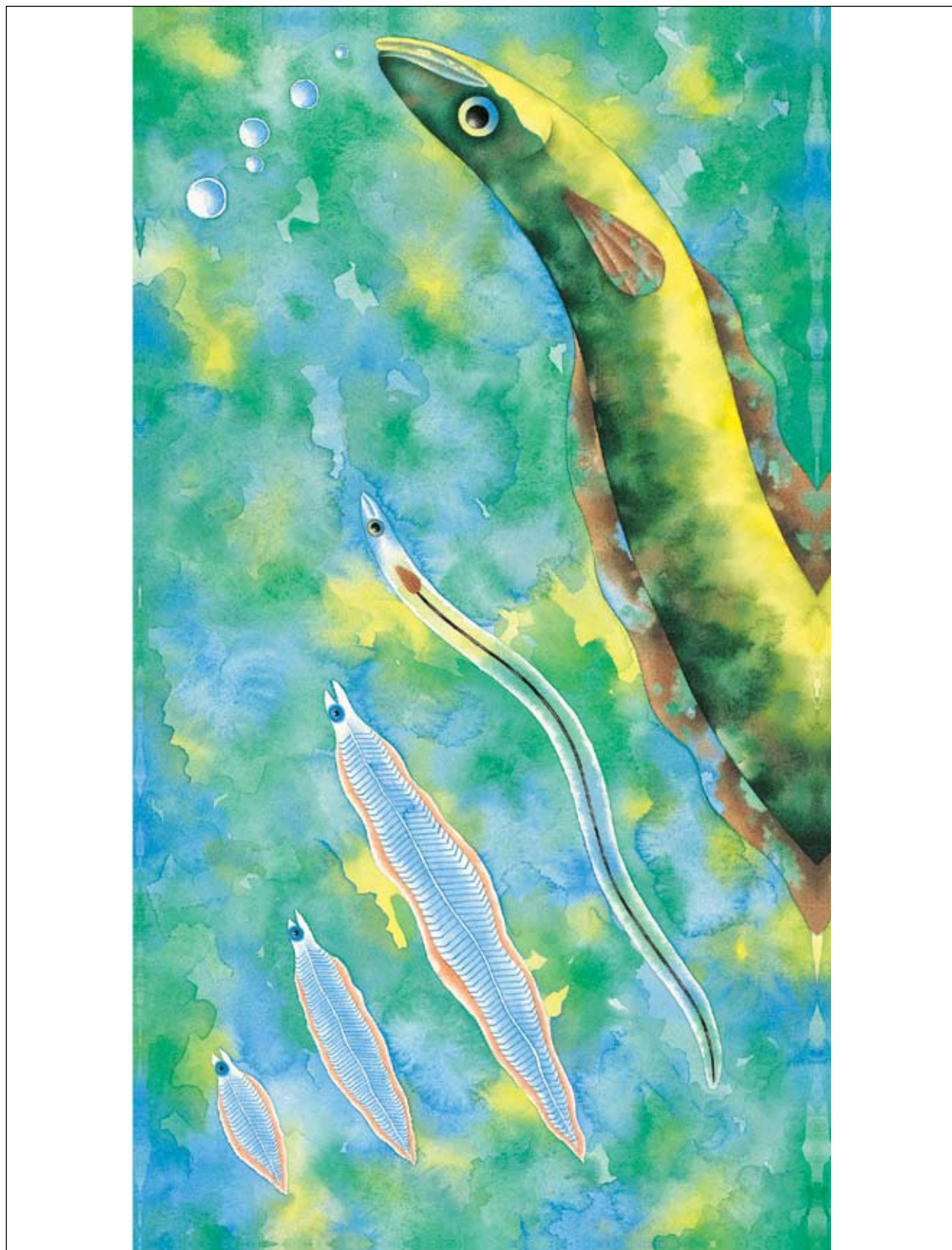
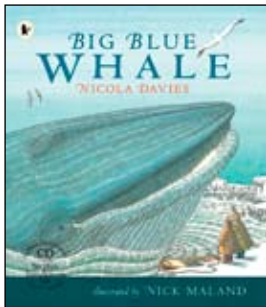


Image J: *Think of an Eel* • © 1993 Mike Bostock



Big Blue Whale - April 2008

Author: Nicola Davies © 1997
Illustrator: Nick Maland © 1997
ISBN: 9781406312607 (Paperback + CD)
Other editions available: 9781406312577 (Paperback) and 9780744569292 (Big Book)

Available at all good bookshops, your school and library supplier, and at www.walkerbooks.co.uk

The blue whale is the biggest creature that has ever lived on Earth. This book takes the reader on a voyage to explore the world of the "sea giant" and discover how it lives, breathes and sings, and what it feels, sounds and smells like.

Activities

- **Create a storymap**

In groups, children can make a storymap to chart a year in the life of a blue whale, drawing on information from the book. Using pictures and annotation, they can show the main events in the whale's journey from the ice cap to the warm seas and back again.

- **Make a quiz game**

Using fascinating facts from the book, children can work in pairs to create a quiz game with cards, each with a question about the blue whale and a choice of three possible answers (e.g. A blue whale eats: **a)** crabs, **b)** krill, **c)** fish, with the correct answer underlined).

When they have a collection of 6-10 cards each, they can challenge each other to a contest. In turn, each child can read out a question to their partner. They might like to carry out more research into whales to add more cards to their collection.

- **Write a letter of protest**

Despite bans against whale hunting, it still continues. Children can discuss the reasons against the hunting of blue whales and write a letter to a newspaper explaining why these whales need protecting and how they can be helped to survive. This could be carried out as a shared writing activity or children could be supported by planning and beginning the letter together in shared writing.

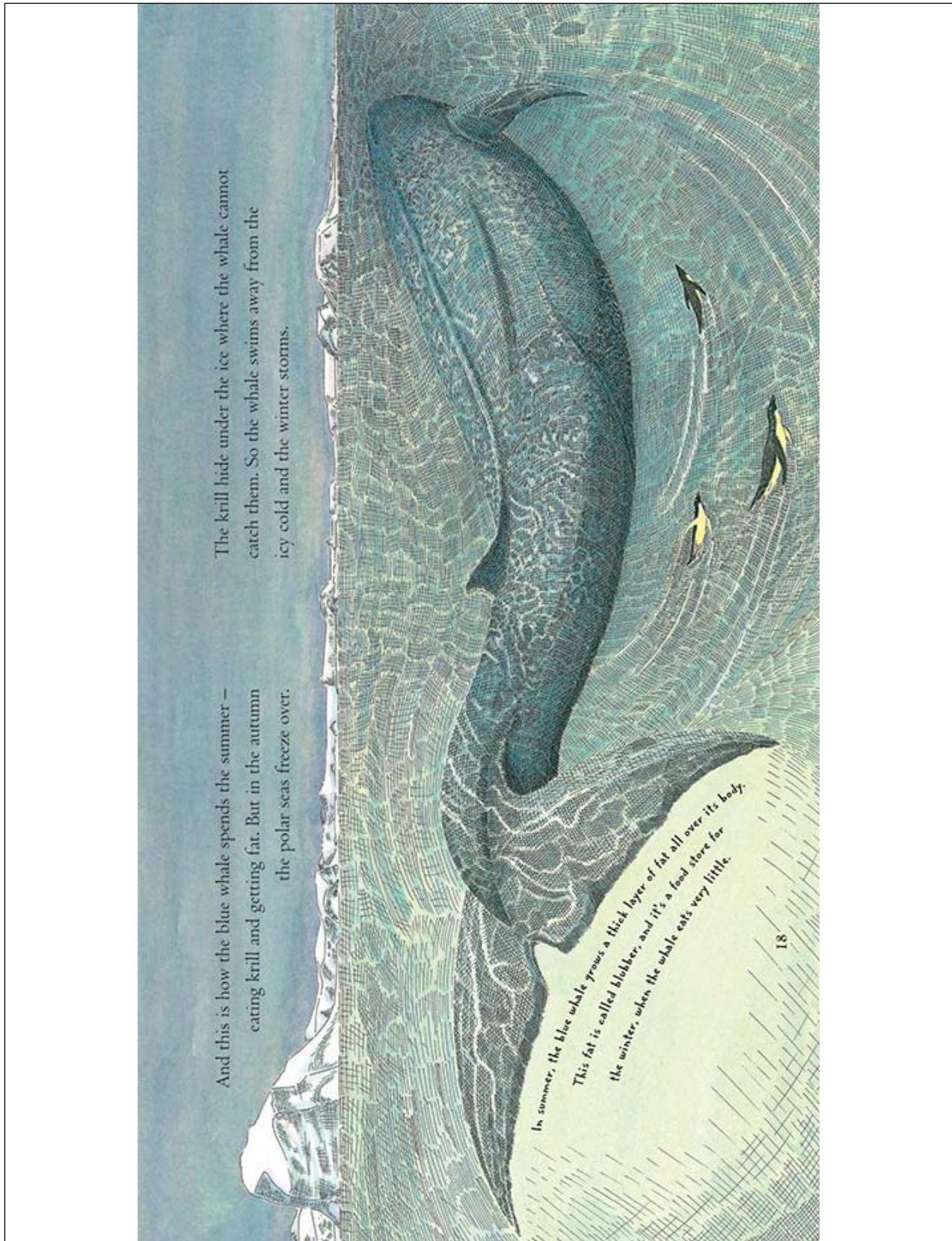
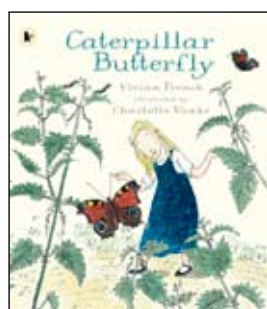


Image K: Big Blue Whale • © 1997 Nick Maland



Caterpillar Butterfly - April 2008

Author: Vivian French © 1993
Illustrator: Charlotte Voake © 1993
ISBN: 9781406311617 (Paperback + CD)
Other editions available: 9781406312775 (Paperback)

Available at all good bookshops, your school and library supplier, and at www.walkerbooks.co.uk

The magical transformation of a tiny egg into a beautiful butterfly is presented through a winning combination of childhood reminiscence and delicate sketchbook observations.

Activities

- **Create a pop-up book**

The life cycle of a butterfly can be planned as pop-up book, with leaf-flaps opening to reveal the different stages of development.

- **Make a poster**

Caterpillars and butterflies have many ways of avoiding capture by their prey. Children can work in pairs or small groups to make a "Keep off!" poster explaining, in words and pictures, how they use special powers and disguises to avoid capture.

- **Make observational sketches**

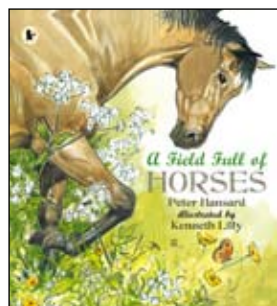
Using a sketchbook, children can make observational drawings of caterpillars, pupae or butterflies from summer walks, museum artefacts or photographs from the internet.

- **Invent and paint a butterfly**

Children can invent and design their own butterfly. They could paint a symmetrical picture of their butterfly by painting one wing and folding it to make a print. Then they can create a name, description, habitat and even a story about it.



Image L: *Caterpillar Butterfly* • © 1993 Charlotte Voake



A Field Full of Horses - April 2008

Author: Peter Hansard © 1993
Illustrator: Kenneth Lilly © 1993
ISBN: 9781406312782 (Paperback + CD)
Other editions available: 9871406312805 (Paperback)

Available at all good bookshops, your school and library supplier, and at www.walkerbooks.co.uk

A book that draws the reader into the world of horses by providing a close-up view of their lives, features and care, and the variety of horses that exist around the world.

Activities

- **Drama activity: Move like a horse**

There are a variety of moods and movements captured in the pictures and text. Children can be encouraged to act out the movements and to create "freeze frames" in groups, staying still until asked to describe what they are doing, feeling or seeing.

- **Research paintings of horses**

There are many paintings of horses in art galleries throughout the world and the painter, William Stubbs, specialized in painting horses. Children can carry out their own research on the internet, in books, or by visiting a local art gallery. They can select a favourite painting, drawing or sculpture and explain what they like about it and what it tells us about horses. Why do they think there are so many art works of horses?

- **Draw a horse**

Children may like to have a go at drawing, painting or making a collage or print of a horse, using images they have collected as a starting point. These can be given titles and displayed in a classroom "gallery".

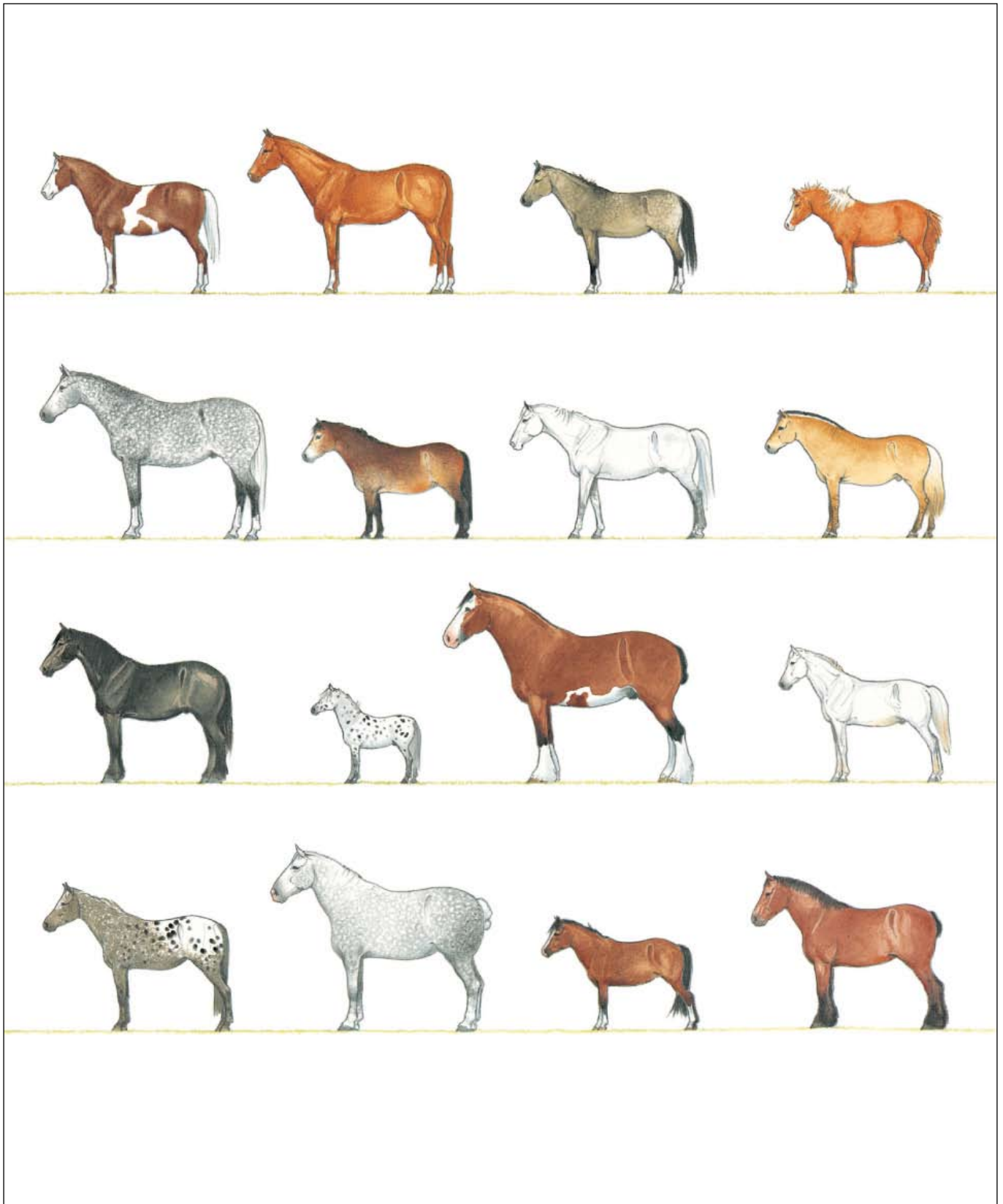


Image M: *A Field Full of Horses* • © 1993 Kenneth Lilly



Bat Loves the Night - April 2008

Author: Nicola Davies © 2001
Illustrator: Sarah Fox-Davies © 2001
ISBN: 9781406312744 (Paperback + CD)
Other editions available: 9781406312751 (Paperback)

Available at all good bookshops, your school and library supplier, and at www.walkerbooks.co.uk

This is a fascinating account of an intriguing animal. The life of a bat is documented clearly and in detail, with fine illustrations to bring the bat and its mysterious world up close.

Activities

- **Make a detailed drawing**

Make a large (hand-sized) drawing of a bat, leaving space around it for labelling and describing the different parts of the body.

- **Collect descriptions**

Children can collect descriptions from the book of the different parts of the bat's body, e.g. "coathanger feet", and add these in words and pictures to their drawing.

- **Make a collage**

It might be fun to make a collage of the bat, using the materials (or near approximations) referred to in the descriptions.

- **Shared write-a-poem**

Re-read and show the section about the moth's flight (p11-22). As a shared writing activity, create a poem together capturing the sensations, drama and purpose of the flight.

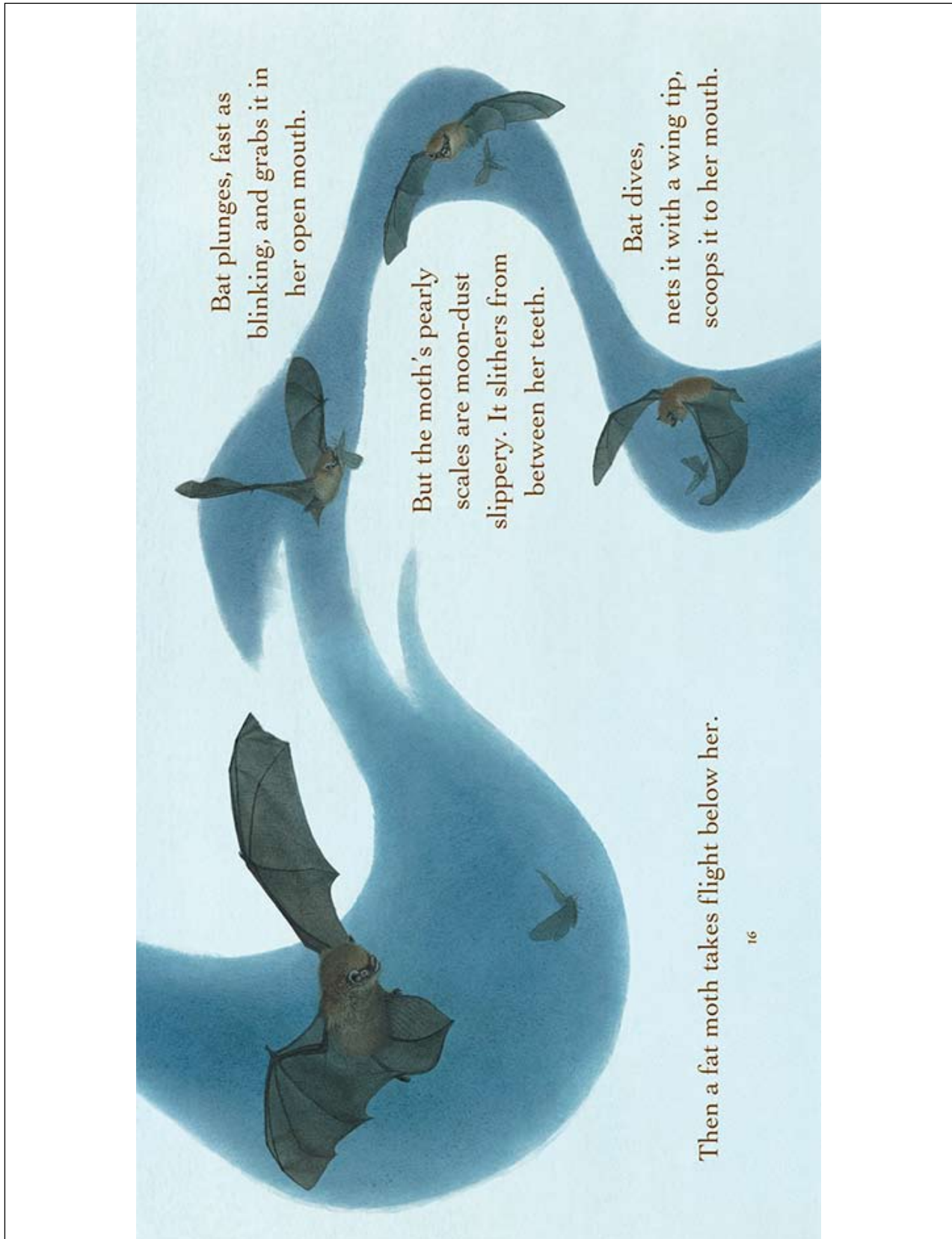
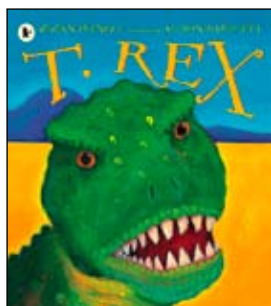


Image N: *Bat Loves the Night* • © 2001 Sarah Fox-Davies



T. Rex - August 2008

Author: Vivien French © 2004
Illustrator: Alison Bartlett © 2004
ISBN: 9781406312911 (Paperback + CD)
Other editions available: 9781406312904 (Paperback)

Available at all good bookshops, your school and library supplier, and at www.walkerbooks.co.uk

A rhythmic and rhyming information book, it begins with an "egg the size of your head" and ends with an unsolved puzzle. In lively language and vibrant illustrations, it tells the story of this well-known dinosaur and manages to add interest and new information.

Activities

- **Make a book of fascinating facts**

Use the illustration on p14-15 to record fascinating facts about T. Rex. Ask children what they know about these giants of prehistory and note them on the green body. After reading and sharing the book with the class, record their new knowledge around the outside. Are there any changes that need to be made to their initial ideas?

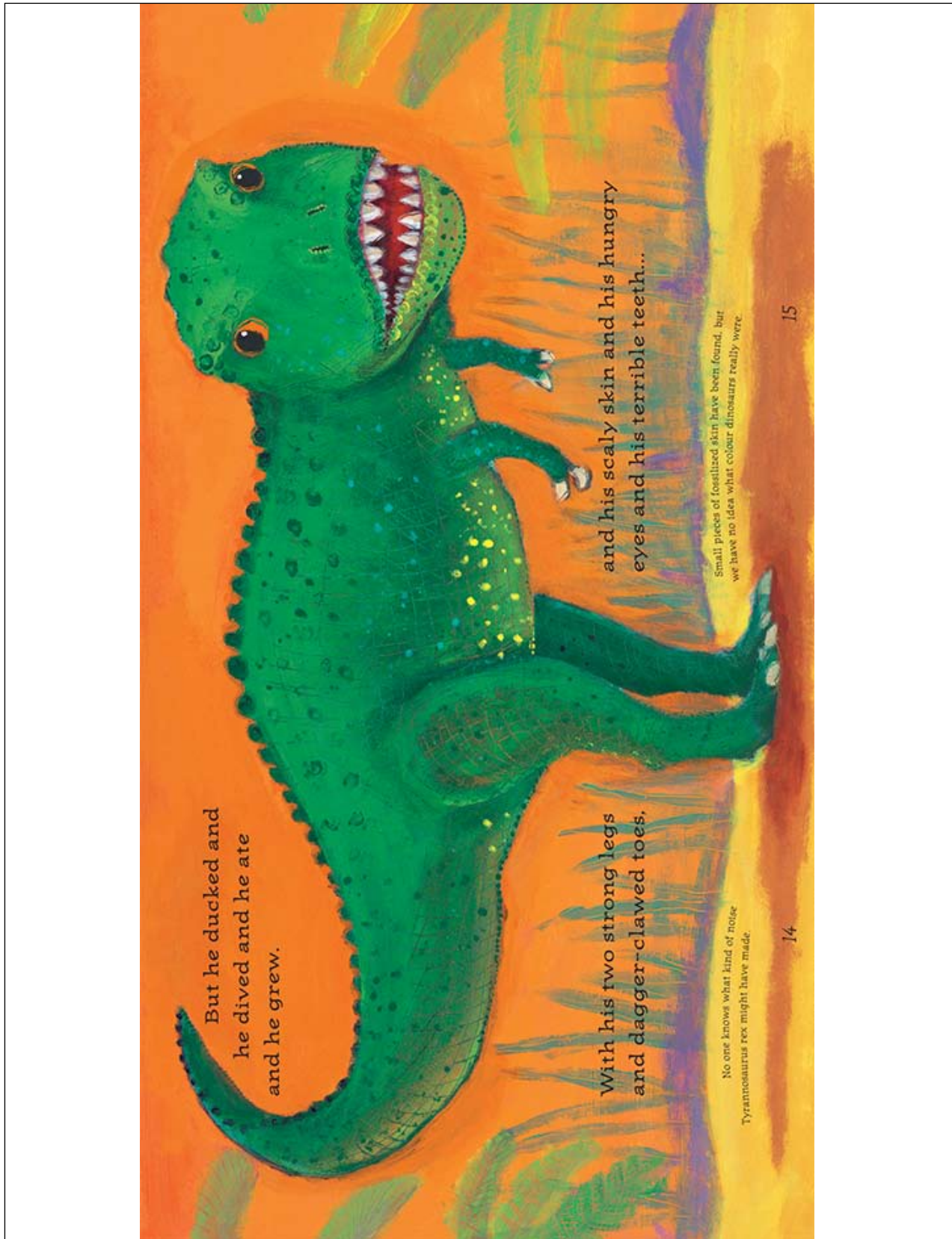
Add questions that children would like to find out answers to. They can investigate using the internet or book resources at school and at home.

- **Be a T. Rex!**

Invite children to get inside the skin of a T. Rex through movement and dance. You may find some suitable music or percussion to help them into role. Read aloud relevant sections of the book to help them experience life as a carnosaur, "*His scaly skin and terrible teeth*", "*Did he rip and roar as he charged and leapt?*"

- **Tell the true T. Rex Story**

Children can imagine a T. Rex coming alive in the museum. What would it say about its life, millions of years ago? Working in pairs, children can take on the roles of a T. Rex and the person who discovers it has come to life. What would they say to each other? After the conversation between the two characters, children can write a story in role as the T. Rex.



But he ducked and
he dived and he ate
and he grew.

With his two strong legs
and dagger-clawed toes,

No one knows what kind of noise
Tyrannosaurus rex might have made

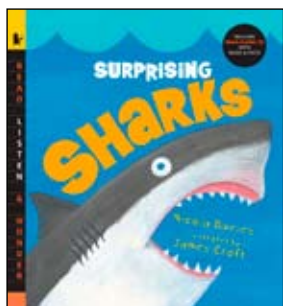
and his scaly skin and his hungry
eyes and his terrible teeth...

Small pieces of fossilized skin have been found, but
we have no idea what colour dinosaurs really were

14

15

Image O: T. Rex • © 2004 Alison Bartlett



Surprising Sharks - August 2008

Author: Nicola Davies © 2003
Illustrator: James Croft © 2003
ISBN: 9781406312881 (Paperback + CD)
Other editions available: 9781406312874 (Paperback)

Available at all good bookshops, your school and library supplier, and at www.walkerbooks.co.uk

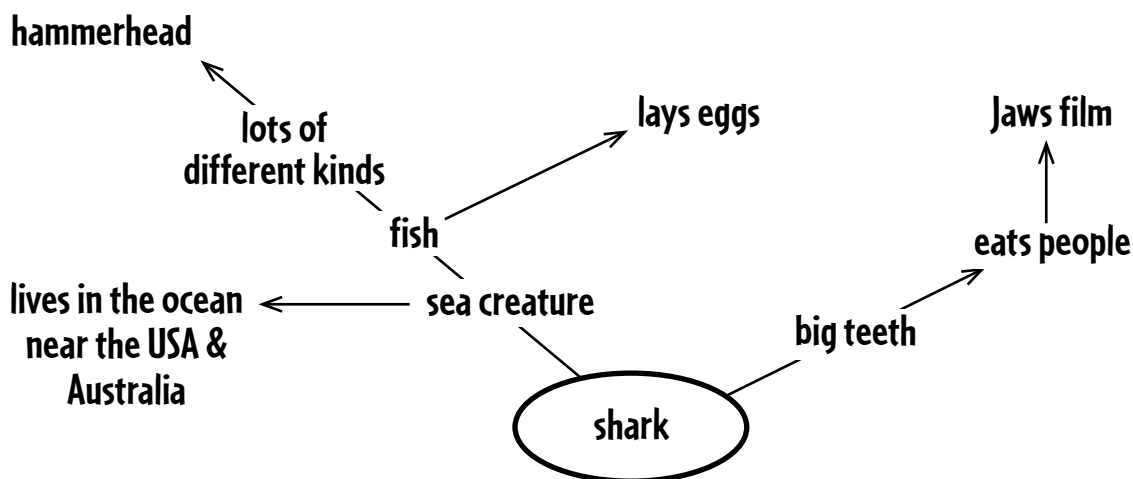
A book of surprising facts about sharks, which goes deeper into the reality and variety of these big fish with a largely undeserved reputation.

Activities

• Make a mind map

Talk together about sharks. What do children “know” about sharks? Make a class record in the form of a mind-map (like a “star” or “spider” diagram), linking ideas together on a flip chart.

e.g. SHARK—big teeth—eats people—Jaws — lives in the ocean near the USA & Australia —meat eater—lays eggs



After reading the book aloud, and showing the pictures, ask children to work in small groups on A3 sheets to construct a new mind map, referring to the book when needed. What do they notice when comparing the two? Have any ideas changed?

• Make a “surprising facts” information poster

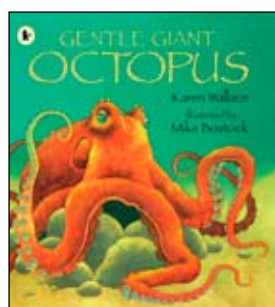
What surprising facts did children learn about sharks? On folded A5 card, children can write “Did you know...?” on the front and lift the flap to write their surprising fact inside.

e.g. **Front:** Did you know?
TEETH

Inside: Sharks have rows and rows of teeth so that when one falls out the next one moves forward to fill the gap.



Image P: *Surprising Sharks* • © 2003 James Croft



Gentle Giant Octopus - August 2008

Author: Karen Wallace © 1998
Illustrator: Mike Bostock © 1998
ISBN: 9781406312829 (Paperback + CD)
Other editions available: 9781406312843 (Paperback)

Available at all good bookshops, your school and library supplier, and at www.walkerbooks.co.uk

A vivid account of a lesser-known creature of the deep, in which memorable illustrations and poetic descriptions convey the life of this sea giant.

Activities

- **Create a chart**

Draw a chart and list descriptions of the features and habits of the giant octopus.

Giant octopus features	Like a...
Shape	spaceship
Sinking	huge rubber flower

- **Shape a poem**

In groups, children can create a shape poem, making a word picture of the gentle giant using felt pens in octopus colours.

- **Make a collage**

Using tissue paper, inks or paint, children can create a watery seascape and the giant octopus moving gracefully within it.

- **Move like an octopus**

During a hall session, children can use the space to move and behave like a giant octopus, with prompted reading from relevant sections of the book.

- **Design patterns of eight**

Children can research in books and on the internet to collect pictures of octopi and create "giant" eight-sided shapes or patterns using squared paper, inks, collage and paint.



Image Q: *Gentle Giant Octopus* • © 1998 Mike Bostock



Tigress - August 2008

Author: Nick Dowson © 2004
Illustrator: Jane Chapman © 2004
ISBN: 9781406312959 (Paperback + CD)
Other editions available: 9781406312966 (Paperback)

Available at all good bookshops, your school and library supplier, and at www.walkerbooks.co.uk

A beautifully illustrated book with vivid descriptions detailing the inside story of a tigress and the rearing of her young.

Activities

- **Collect rich descriptions**

What does a tigress look like? Write "TIGRESS" in the centre of a flip chart page and collect children's descriptions around it. Read the book together and ask children for any memorable words, lines or images to add to the chart.

- **Create a camouflage picture**

Using appropriate colours and materials, children can use paint and collage to create a picture of the tigress to show her natural disguise.

- **Make an instruction guide**

What does a tigress need to do to look after her young? Begin as a shared writing activity by listing all the different ways a tigress needs to care for and protect her young.

Children can then work on mini-guides for tigresses to help them look after their cubs. They can illustrate their suggestions and add a contents page and cover.

- **Draw a timeline**

Working in groups, children can refer to the book to create a timeline to show the growth of tigers from cubs to adults, plotting the stages of development. e.g. at eight weeks, six months, a year. They can add pictures and annotations to make it clear for the reader. These can be shared with other groups.

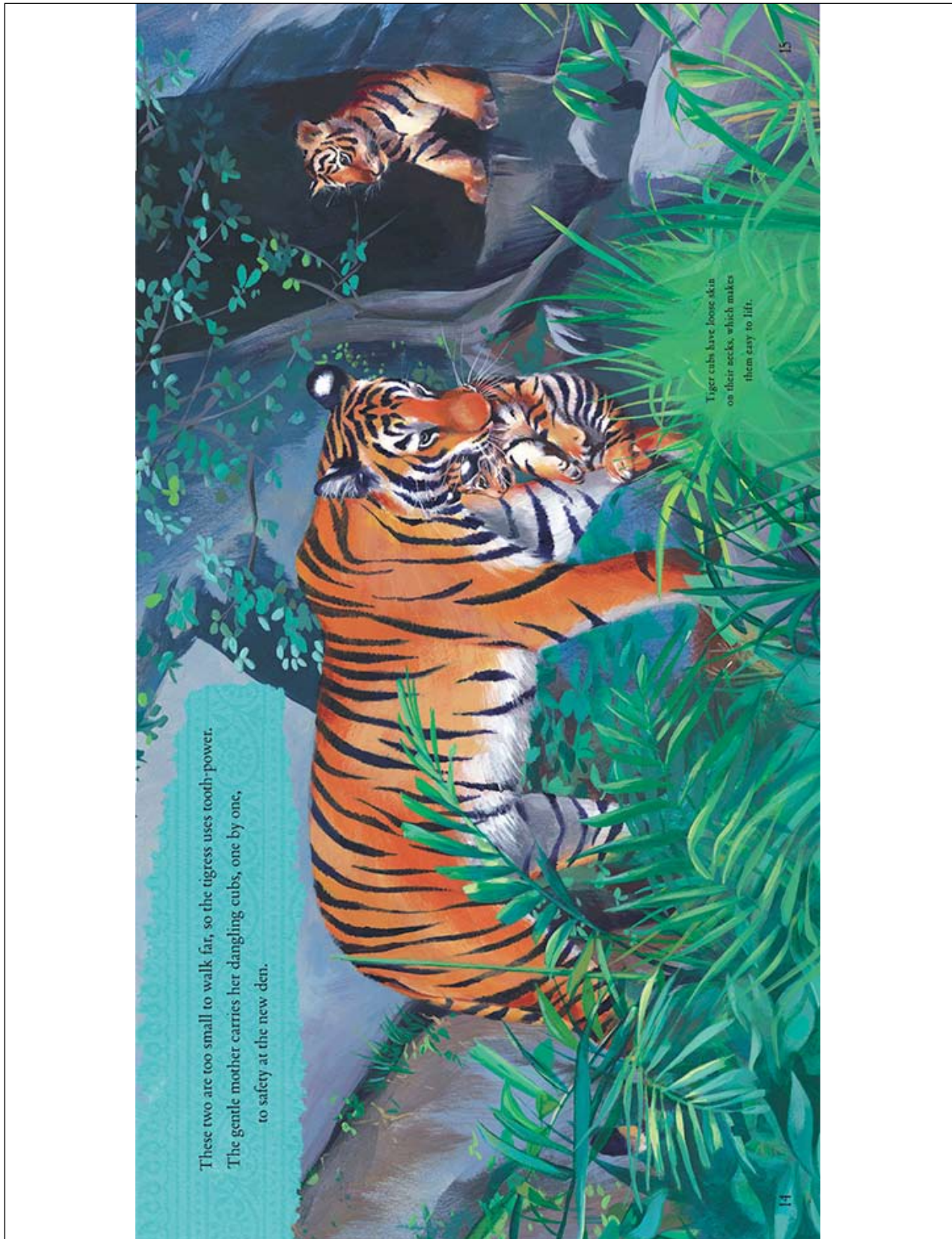
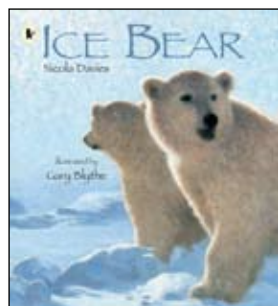


Image R: *Tigress* • © 2004 Jane Chapman



Ice Bear - December 2008

Author: Nicola Davies © 2005

Illustrator: Gary Blythe © 2005, 2006

ISBN: 9781406313031 (Paperback + CD)

Other editions available: 9781406313048 (Paperback)

Available at all good bookshops, your school and library supplier, and at www.walkerbooks.co.uk

A tale of a magnificent survivor, the polar bear. Wonderful illustrations evoke the cold beauty of the landscape and the majesty of this powerful, yet threatened, creature of the north.

Activities

- **Talk about the book**

After reading the book aloud, talk together about ice bears and what is special about them. In what ways are they different from other bears? Compile a list of features and how they have adapted to their icy habitat.

- **Paint a picture**

Painting in groups, create scenes from an Arctic landscape depicting different times of year and different aspects of the bear's life (hunting, playing, washing, swimming, mothering, roaming). Provide appropriate colours and large sheets of paper. These can be arranged in sequence and displayed with annotations.

- **Make a life-sized drawing**

Using the hall floor or playground, measure out and draw an outline of the ice bear to show its true dimensions. You can stick sheets of paper together (newspaper will do) to map and cut out the bear and display it on a wall of the classroom, a corridor or hall. Talk together about children's responses to this activity.

- **Bear facts**

There are lots of facts and figures about polar bears in this book. Children can create a chart in a shared writing activity, researching the information and adding it to the chart. e.g.

Polar Bear Facts

Weight:	as much as 10 men
Number of coats:	2
Length:	3 metres
Number of cubs:	1 - 3

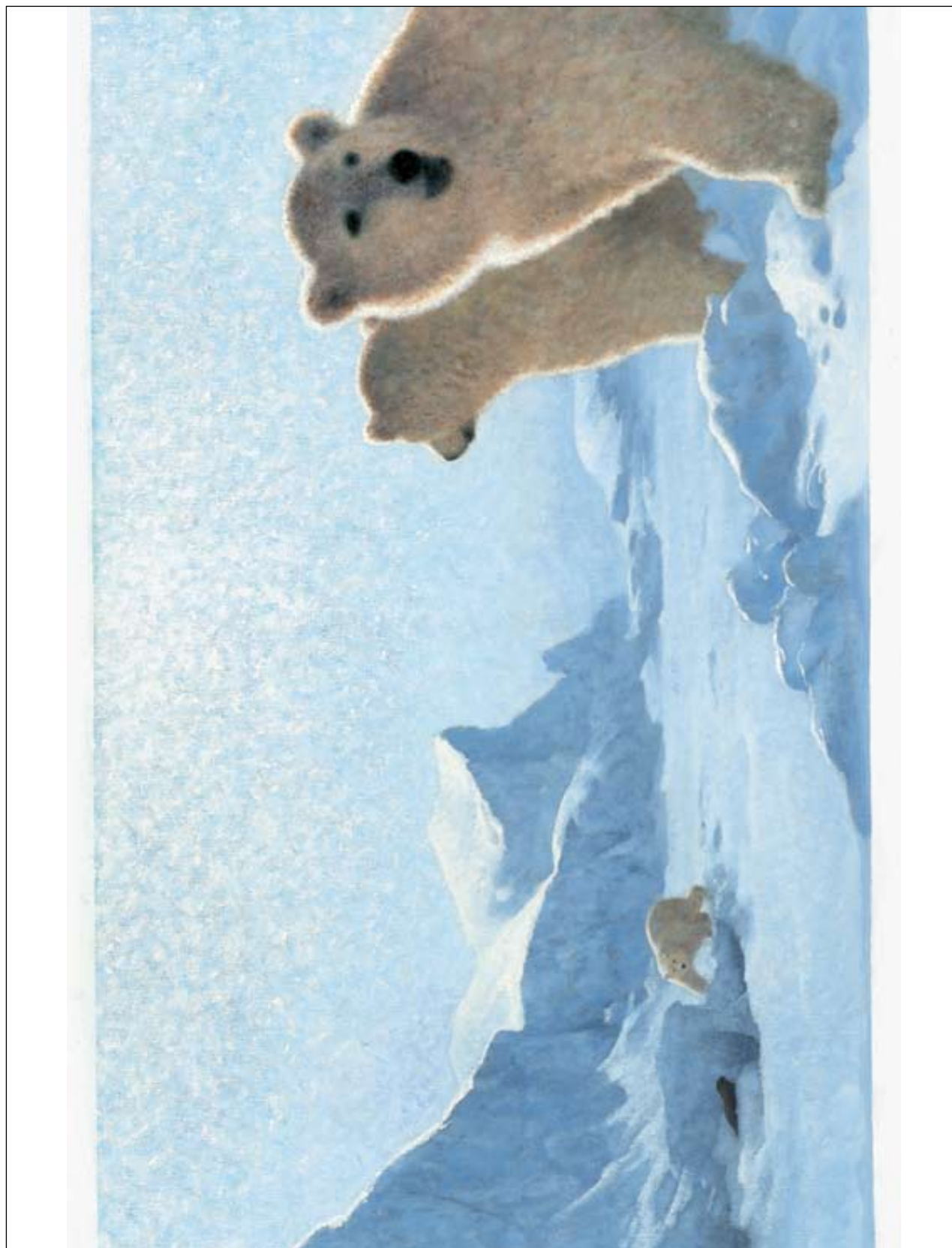
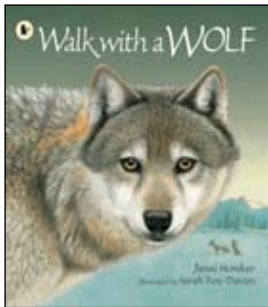


Image S: Ice Bear • © 2005/2006 Gary Blythe



Walk with a Wolf - December 2008

Author: Janni Howker © 1997
Illustrator: Sarah Fox-Davies © 1997
ISBN: 9781406313093 (Paperback + CD)
Other editions available: 9781406313086 (Paperback)

Available at all good bookshops, your school and library supplier, and at www.walkerbooks.co.uk

A stunning prize-winning book with haunting illustrations and a powerful text. It takes the reader on a memorable journey into the relatively unknown world of the wolf.

Activities

- **Collect "golden lines"**

There are wonderfully vivid descriptions of the wolves and the landscape in the book. Focus children's attention on this rich language by asking them to select the words and phrases that they like. What helps them to picture the animal and really get a sense of it?

- **Perform a dance of wolves**

The book is structured with key actions that define the pattern of a wolf's existence.

Help children to explore these different aspects of a wolf's life through dance and movement, reading the sections of the book to guide their interpretation:

Walk with a wolf

Charge with a wolf

Dream with a wolf

Hunt with a wolf

Run with a wolf

Rest with a wolf

Sleep with a wolf

- **Storyboard poem**

In pairs, children can create a storyboard poem. Folding an A3 sheet into eight sections, they can choose four of the headings above to write and draw the life of the wolf. e.g.

1 Picture (Children can draw their own pictures)	2 Picture
1 Run with a wolf <i>Through the snowy wilderness</i>	2 Hunt with a wolf <i>Sniffing food to feed my hungry cubs</i>
3 Picture	4 Picture
3 Charge with a wolf <i>Attacking before it can hurt me</i>	4 Rest with a wolf <i>Licking my lips and with a full belly.</i>



Walk with a wolf in the cold air before sunrise.
She moves, quiet as mist,
between spruce trees and birches.
A silent grey shadow, she slides between boulders
and trots over blue pebbles to the edge of the lake.

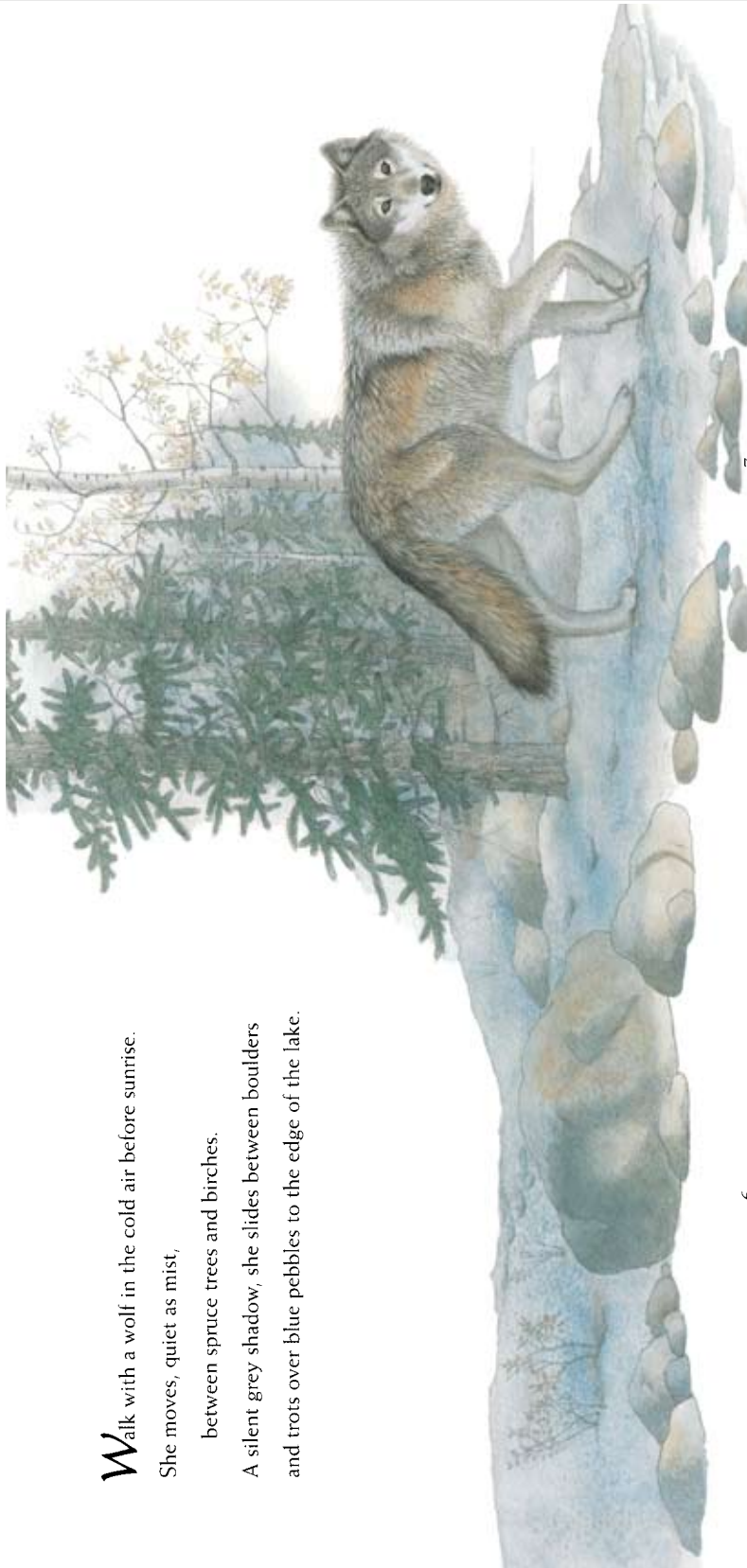
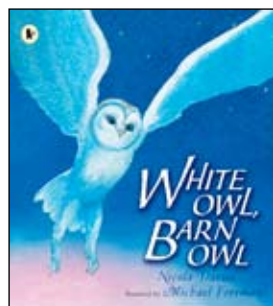


Image T: *Walk With a Wolf* 6/7 • © 1997 Sarah Fox-Davies



White Owl, Barn Owl - December 2008

Author: Nicola Davies © 2007
Illustrator: Michael Foreman © 2007
ISBN: 9781406313116 (Paperback + CD)
Other editions available: 9781406313123 (Paperback)

Available at all good bookshops, your school and library supplier, and at www.walkerbooks.co.uk

Michael Foreman's hauntingly beautiful illustrations capture the majesty of the barn owl in this engaging story. The owl is viewed through the eyes of a child who, with her grandfather, makes a nesting box so they can watch it closely. The story is simply told, with detailed information about the lives and habits of this fascinating night creature.

Activities

- **Make a nesting box for small-world play**

Use a shoe-box to make a model nesting box for the owl. What is needed to make the owlets comfortable? What else would be found inside the nest? Children could make owls from papier mâché or fabric to put inside and use the box for small-world play. They can go on to write and illustrate their own owl stories.

If appropriate to the school setting, children can learn to research instructions on how to construct and position a real nesting box, and patiently wait for an occupant!

- **Research and draw owls**

Children can research owls using information books or internet sources and use these to study, draw or paint a barn owl or a different member of the owl family.

- **Owl Babies**

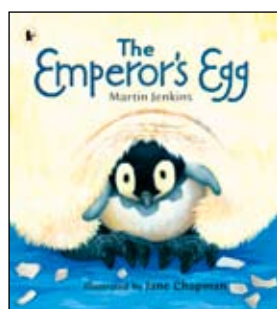
Read the story of *Owl Babies* by Martin Waddell, illustrated by Patrick Benson.

Talk together about the book. What do they like about the book? What differences do they notice between *Owl Babies* and *White Owl, Barn Owl*?

In a shared writing activity, children can explore what life is like for an owl baby, listing their ideas and beginning a shared story. In pairs or individually, they can go on to write their stories in role as an owl baby.



Image U: *White Owl, Barn Owl* • © 2007 Michael Foreman



The Emperor's Egg - December 2008

Author: Martin Jenkins © 1999
Illustrator: Jane Chapman © 1999
ISBN: 9781406312997 (Paperback + CD)
Other editions available: 9781406313017 (Paperback) and 9780744578461 (Big Book)
Available at all good bookshops, your school and library supplier, and at www.walkerbooks.co.uk

This beautifully illustrated, narrative information book about the male Emperor penguin protecting both the egg and the young, provides a memorable reading experience for young children. A prize-winning picture book, it offers many learning opportunities for exploring both the topic and the visual form.

Activities

- **Make a poster and respond to illustration**

Put together a short set of images to display on the IWB that depict what Antarctica is like, inserting slides of pages 26 and 27 from the book as the final ones.

Read aloud the first page of the book and play the sequence of images to the children, freezing it on the final slide. Talk with the children about their responses and what ideas and feelings these pictures give them about what this region of the world is like. List their ideas and any interesting words and phrases that they offer on a poster that can be pinned up onto the display as the beginning of a word bank for them to draw on later in their writing. Alternatively you might write their comments onto the IWB images.

- **Visualize and paint a picture**

Ask the children to shut their eyes and imagine what the penguin can see and feel. Ask them to describe to each other what they can see, before working in pairs or as individuals to paint large pictures of what Antarctica is like, selecting, mixing and thinning colours to convey their impressions.

- **Ask questions, find out more**

After reading aloud to the end of the book, talk together about the children's responses, asking what they have found most interesting or surprising. Read some of these parts out loud again for them to hear the original language.

Sketch an outline of a penguin onto a large piece of paper and ask the children: *What do we now know about Emperor penguins?* As the children offer suggestions write them down inside the penguin: *What would we like to know (or find out more about)?* Write these suggestions around the outside edge of the penguin.

Talk with the children about how they might sort these ideas under different headings, for example: *What do penguins eat? What are they like? Where do they live? Do penguins have enemies?* Introduce technical vocabulary for these where useful as you talk together with the class (habitat, lifecycle, etc). Children can find out answers to their questions at home or school, and add them to the chart.

- **Measure and paint to scale**

What are Emperor penguins like? In pairs, ask children to measure, draw and paint life-size male penguins and their chicks and to find things that are of a similar height to them. There will be a mass of things that they can compare the real size of these large birds with, including each other! Children can now go on to paint a large Antarctic landscape to place the penguins against.



Image V: *The Emperor's Egg* • © 1999 Jane Chapman