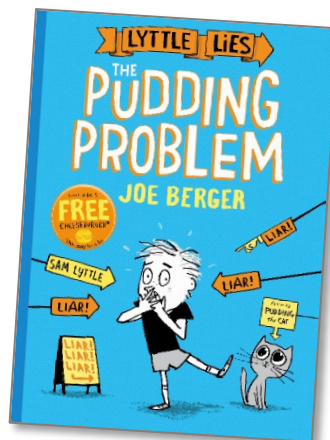
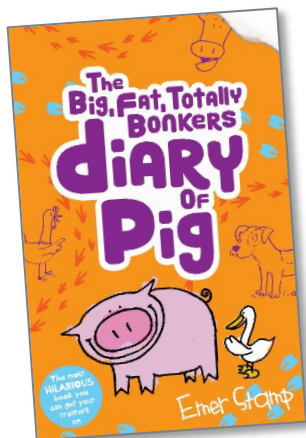
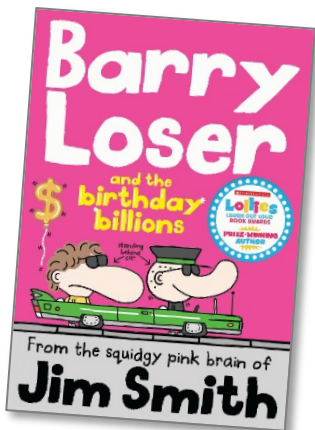




6-8 years

ACTIVITY PACK



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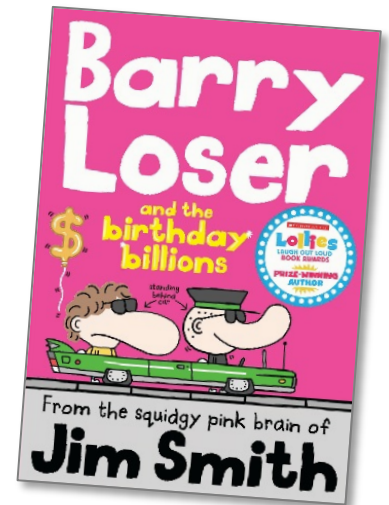
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# Lesson Plan 1

## Barry Loser and the Birthday Billions

Jim Smith



### Objectives

- To design a new invention.
- To use persuasive language to promote a new invention.

### Outcomes

- Children will be familiar with the language and ideas of the book.
- Children will have created their own invention.

### Resources

- *Barry Loser and the Birthday Billions* by Jim Smith
- Resource Sheet 1: *Inspiring Inventions*
- Resource Sheet 2: *Awesome Advert*
- Resource Sheet 3: *Super Scripts*

### Lead in

Introduce the children to the book. Ask if any of them have read any other Barry Loser books. If so, discuss what they liked about them, and what the main character is like. Read the start of the story, up to the end of page 8 where Barry's birthday list is revealed. He has asked for a SHNOZINATOR 9000. Ask the children what they think it might be?

Next, turn to pages 21–22 where there is a short description and picture of the SHNOZINATOR 9000. Were any of the children's predictions correct? From the discussion, draw or scribe on the board the children's ideas.

Read pages 12–13, where we learn about Wolf Tizzler and his ZOOM-E-BROOM. Ask, *what makes the ZOOM-E-BROOM better than a normal broom? Who do you think would like it?*

### Task

The children can design their own inventions that could improve real-life items, using Resource Sheet 1: *Inspiring Inventions*. After this, children can choose their favourite invention and create an advertisement for it using Resource Sheet 2: *Awesome Advert*.

### Extension

Children can use Resource Sheet 3: *Super Scripts* to write a short script for a radio or TV advert, explaining what their invention is and why it would be a great purchase.

# Lesson 1: Resource Sheet 1

Barry Loser and the Birthday Billions *Jim Smith*

## Inspiring Inventions

Design your own inventions that improve on these objects!  
Write or sketch some ideas in the boxes below.

**An umbrella**



**A bicycle**



**A toaster**



**A TV remote control**

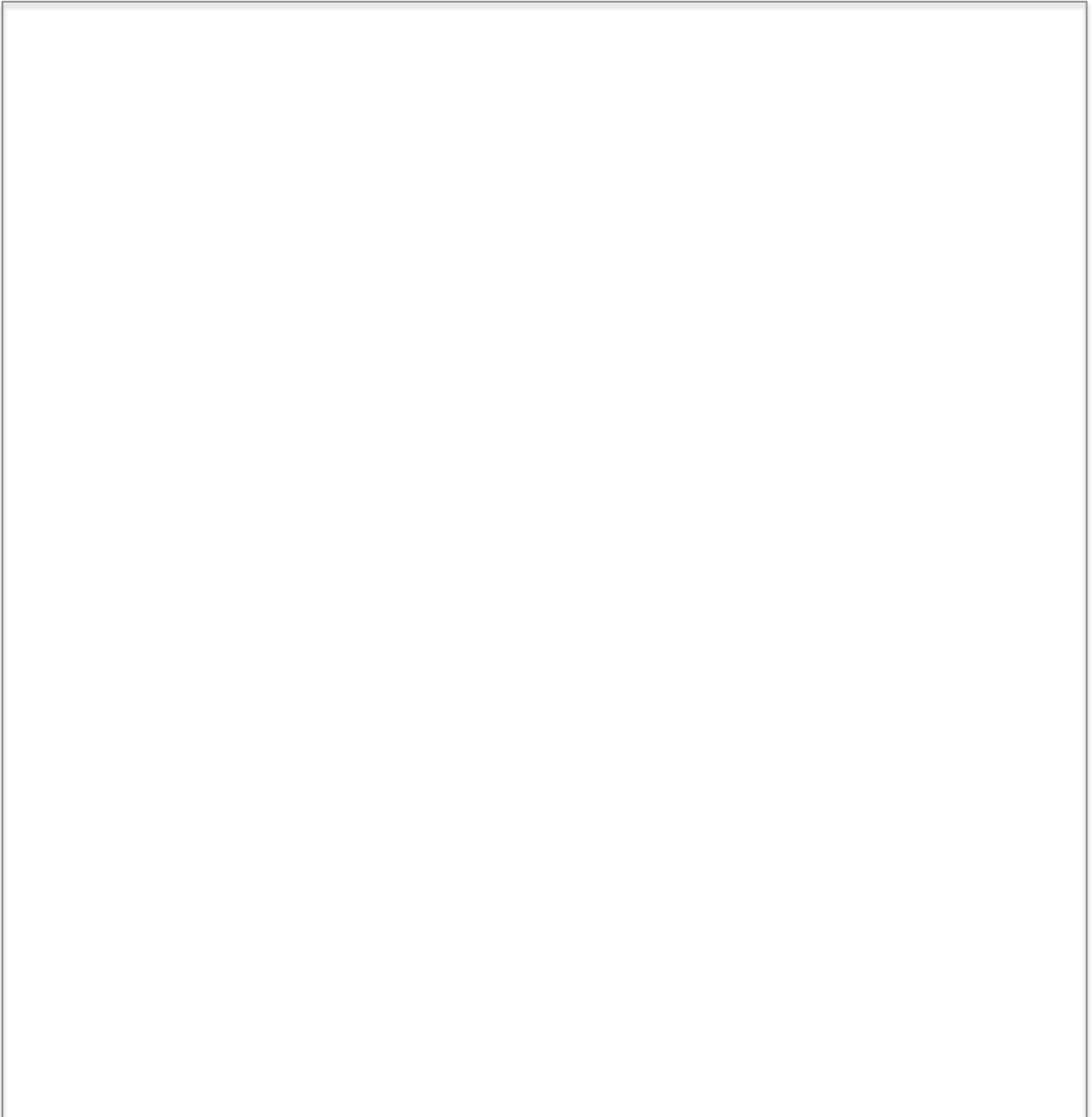


## Lesson 1: Resource Sheet 2

Barry Loser and the Birthday Billions *Jim Smith*

### Awesome Advert

Now you have chosen your perfect invention, draw and label a picture of it below. Give it an exciting name and tell people why this is a fantastic idea!



# Lesson 1: Resource Sheet 3

Barry Loser and the Birthday Billions *Jim Smith*

## Super Scripts

Create a radio or TV advert for your own invention. First, write some persuasive words you want to include in your advert.

Persuasive words:

Write your script in the space below. Remember to write who will be saying each part. (You can use the back of this page if you need to).

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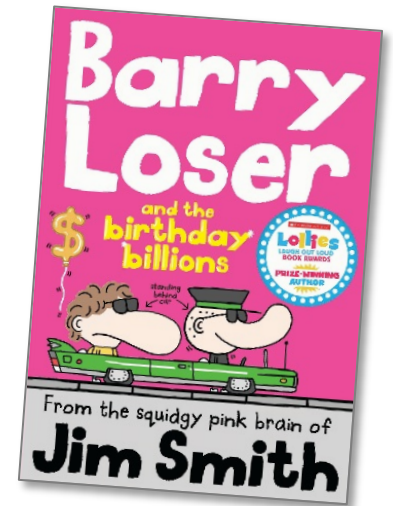
Ideas for music, sound effects, or a jingle to accompany your advert:



# Lesson Plan 2

## Barry Loser and the Birthday Billions

Jim Smith



### Objectives

- To understand what a simile is.
- To use language in interesting ways to create their own similes.

### Outcomes

- Children will be familiar with the language and style of the book.
- Children will understand what a simile is and will create their own.

### Resources

- *Barry Loser and the Birthday Billions* by Jim Smith
- Resource Sheet 1: *Jim Smith's Similes*
- Resource Sheet 2: *Super Similes 1 (Angry)*
- Resource Sheet 3: *Super Similes 2 (Happy)*

### Lead in

Display the similes and their corresponding images from the book using Resource Sheet 1: *Jim Smith's Similes*. Explain that a simile is a way of describing something that compares one thing with another. We can use the word 'like' when writing a simile, for example 'She slept like a log', 'A shark has teeth like razors', etc. Or using the word 'as', for example 'as big as an elephant', 'as cold as ice', 'as bright as the sun' etc. Ask, *which type of simile does Jim Smith use?*

For each simile, ask the children to make the face that they think Jim Smith is describing. Ask, how does each of the characters feel? How does the author's simile help us understand what the character is thinking or feeling?

Give each child a mirror, and ask them to make a surprised face and look at it. Ask, *what does your face look like? What could we compare the shape of your mouth to, or how your eyebrows have moved?* Scribe the children's ideas on the board, helping them to turn them into similes.

### Task

The children can use their mirrors to help them see what their face looks like when they are angry and happy. On Resource Sheet 2: *Super Similes 1 (Angry)* and Resource Sheet 3: *Super Similes 2 (Happy)* the children can draw a picture of what they look like and write their ideas of similes to describe what their face looks like when angry or happy.

### Extension

Children could print out photographs of themselves, adding a caption that includes their best simile.



## Lesson 2: Resource Sheet 1

Barry Loser and the Birthday Billions *Jim Smith*

### Jim Smith's Similes

Similes and corresponding images used in the book.

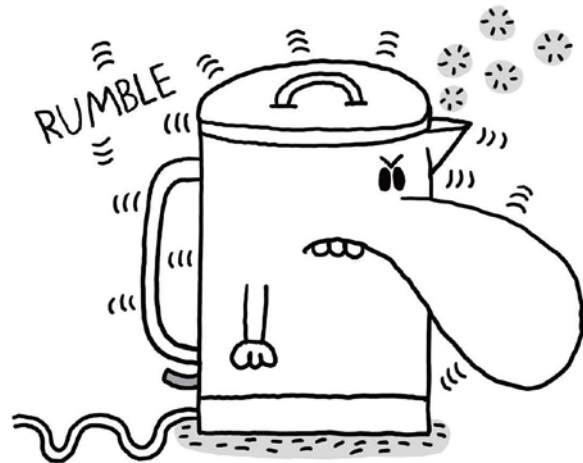
#### Page 9

"My mum did a face like a kangaroo eating a hedgehog."



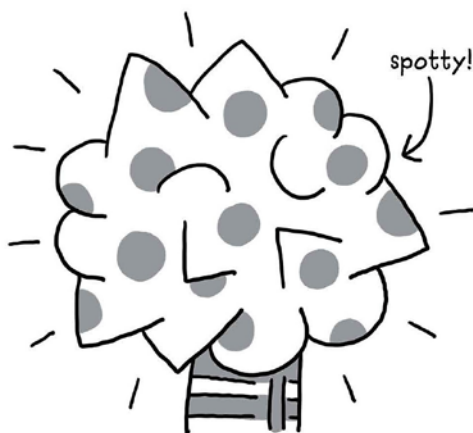
#### Page 35

"My brain cells started to boil like a kettle."



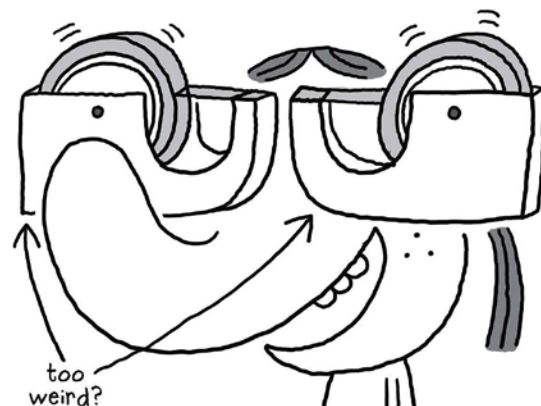
#### Page 52

"You read a BOOK?" said Bunky, screwing his face up like used wrapping paper."



#### Page 53

"Nancy rolled her eyes like a two-wheeled sellotape dispenser."

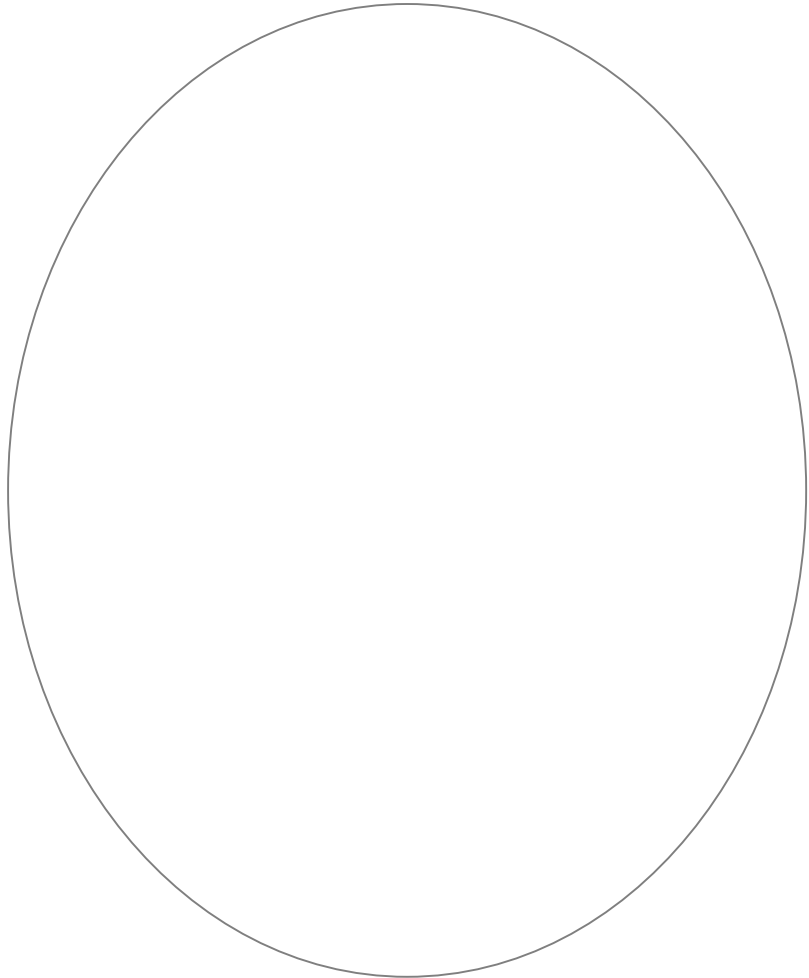


# Lesson 2: Resource Sheet 2

Barry Loser and the Birthday Billions *Jim Smith*

## Super Similes 1 (Angry)

Look in the mirror as you make an angry face.  
Draw your angry face in the oval below.



Write similes which describe your angry face:

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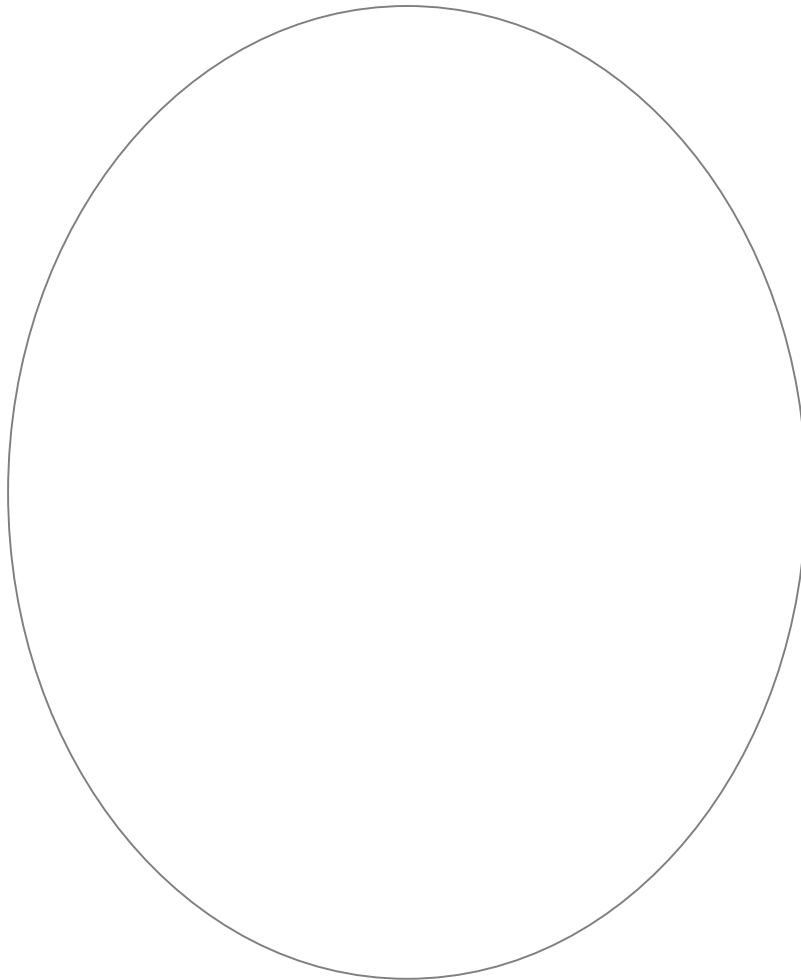
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# Lesson 2: Resource Sheet 3

Barry Loser and the Birthday Billions *Jim Smith*

## Super Similes 2 (Happy)

Look in the mirror as you make a happy face.  
Draw your happy face in the oval below.



Write similes which describe your happy face:

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# Curriculum Links

## Barry Loser and the Birthday Billions *Jim Smith*

### KS1 English: Pupils should be taught to:

#### Reading Comprehension

- discuss their favourite words and phrases.
- predict what might happen on the basis of what has been read so far.
- participate in discussions, taking turns and listening to what other people have to say.

#### Writing

- write down ideas and/or key words, including new vocabulary.

#### Spoken Language

- speak audibly and fluently with an increasing command of Standard English.
- participate in performances and role play.

### KS1 Design and Technology: Pupils should be taught to:

- design purposeful, functional, appealing products for themselves.

### KS2 English: Pupils should be taught to:

#### Reading Comprehension

- discuss words and phrases which capture the reader's interest and imagination.
- predict what might happen from details stated or implied.
- identify how language contributes to meaning.
- participate in discussions about books, taking turns and listening to what others have to say.

#### Writing

- discuss and record ideas.

#### Spoken Language

- speak audibly and fluently with an increasing command of Standard English.
- participate in performances and role play.

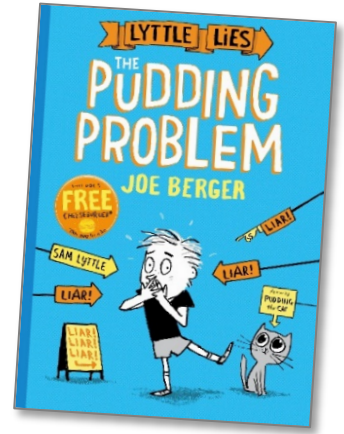
### KS2 Design Technology: Pupils should be taught to:

- generate, develop, model and communicate their ideas through discussion and annotated sketches.

# Lesson Plan 1

## The Pudding Problem

Joe Berger



### Objectives

- To make predictions about the book from details of the illustrations.
- To write and illustrate their ideas in a cartoon-strip format.

### Outcomes

- Children will make predictions about possible characters in the book.
- Children will use the format of a comic strip to share their ideas.

### Resources

- *The Pudding Problem* by Joe Berger
- Resource Sheet 1: *The Pudding Problem Cartoon Strip*
- Resource Sheet 2: *Brilliant Brainstorming*
- Resource Sheet 3: *Make Your Own Comic Strip*

### Lead in

Show the children the four illustrations taken from the start of *The Pudding Problem* by Joe Berger using Resource sheet 1: *The Pudding Problem Cartoon Strip*. Explain that each image is zooming further in on someone's house. Ask the children: *Who do you think the boy might be? What might he like to do? Why might he have a special den? Which room do you think it is in?*

Using Resource sheet 2: *Brilliant Brainstorming*, children can work in pairs to write words and phrases around the picture to describe what Sam might be like, and what might happen in the story.

### Task

Children can use Resource sheet 3: *Make Your Own Comic Strip* to complete a short comic strip featuring the main character, Sam, and what might happen to him in the story.

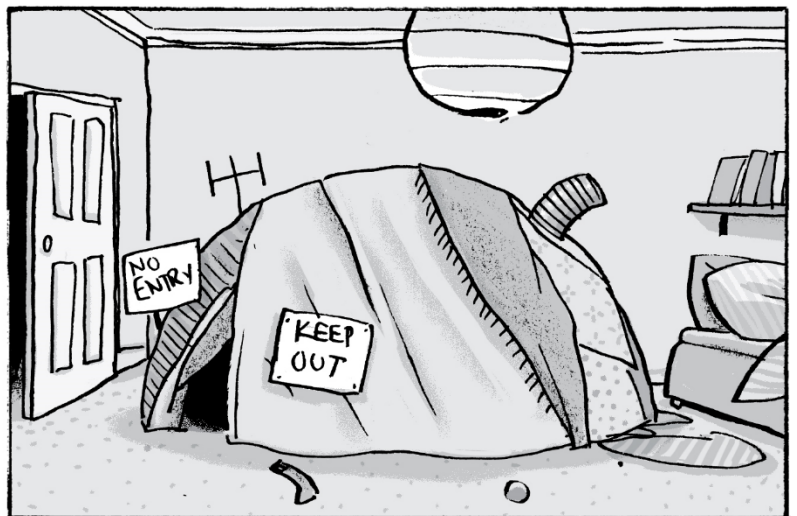
### Extension

Children could write a short story about Sam and the adventures they think he might have. Ask them to make predictions about an adventure based on the book's title "*The Pudding Problem*" before they begin writing.

# Lesson 1: Resource Sheet 1

The Pudding Problem *Joe Berger*

## The Pudding Problem Cartoon Strip

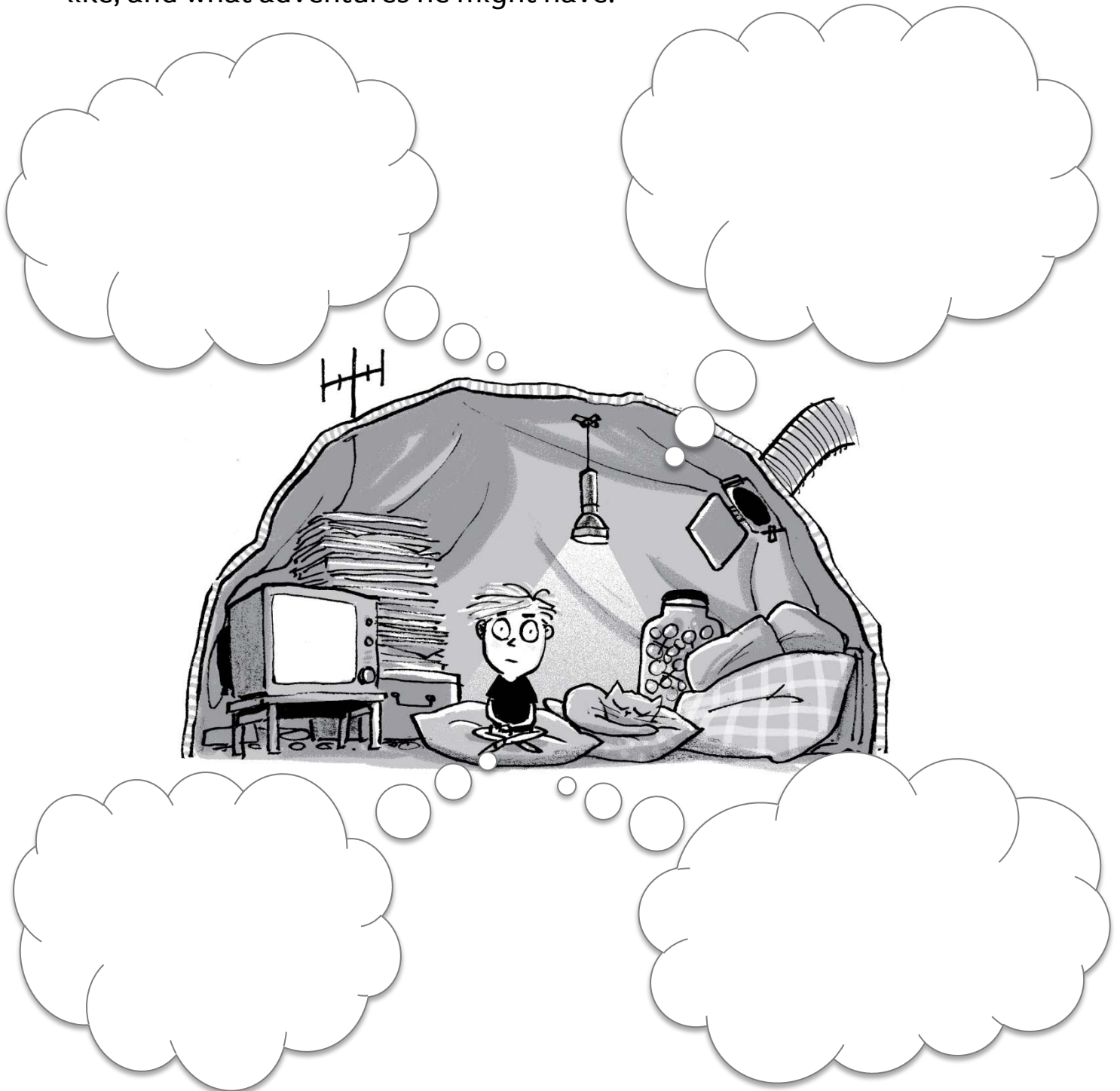


## Lesson 1: Resource Sheet 2

The Pudding Problem *Joe Berger*

### Brilliant Brainstorming

Write down words and phrases to describe what you think Sam might be like, and what adventures he might have.



# Lesson 1: Resource Sheet 3

The Pudding Problem *Joe Berger*

## Make Your Own Comic Strip

Create your own comic strip featuring the main character, Sam. What might happen in the story?

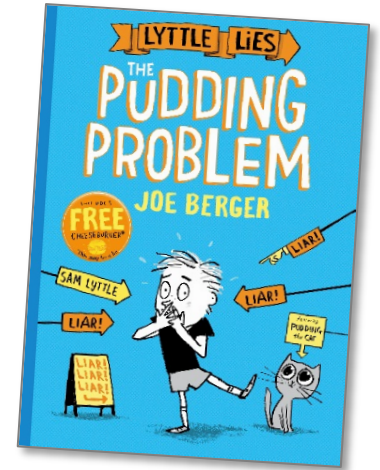





# Lesson Plan 2

## The Pudding Problem

Joe Berger



### Objectives

- To make inferences and justify them with evidence from the text.

### Outcomes

- Children will be able to distinguish between possible truths and lies told by the main character.
- Children will invent their own 'tall tale'.

### Resources

- *The Pudding Problem* by Joe Berger
- Resource Sheet 1: *Tall Tales*
- Resource Sheet 2: *Illustrating Your Tall Tale*

### Lead in

Read up to page 15 of *The Pudding Problem* by Joe Berger to the children. As a class, make a list of the things that Sam has told us. Which do they think are true, and which do they think are lies? Ask the children to work in groups and list the things Sam tells the reader under the headings 'True' and 'False'. When they have finished, they can walk around the classroom to look at the other groups' ideas. Are they exactly the same? If not, why not? Ask the children to explain why they made their decisions.

### Task

Talk about 'big lies' or 'a whopper'. Ask the children to think of some examples such as "An alien spaceship landed in the school playground yesterday" or "Tomorrow I am going for a ride on a flying pig". Using Resource Sheet 1: *Tall Tales*, children invent their own stories that are 'whoppers' – the bigger the better! This activity can be done individually or in pairs. When they have finished, each child/pair should read their short passage to the class. If there is time, organise a class vote so the children can vote on who has managed to tell the 'tallest tale'.

### Extension

After looking at the illustrations on pages 8 and 9 of the book (featured on Resource Sheet 2: *Illustrating Your Tall Tale*) children could illustrate their tall tale in a similar style.

# Lesson 2: Resource Sheet 1

The Pudding Problem *Joe Berger*

## Tall Tales

Write your own whopper of a lie that could fit into Sam's story.

I'm not talking about the more extreme problems that occasionally crop up. Like the time .....

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## Lesson 2: Resource Sheet 2

The Pudding Problem *Joe Berger*

### Illustrating Your Tall Tale

Create an illustration to go with your tall tale, in the style of these pictures in the book.



# Curriculum Links

## The Pudding Problem *Joe Berger*

### KS1 English: Pupils should be taught to:

#### Reading comprehension

- discuss and express views about a wide range of stories.
- make inferences on the basis of what is being said and done.
- answer and ask questions.
- predict what might happen on the basis of what has been read so far.
- participate in discussions, taking turns and listening to what other people have to say.

#### Writing

- write narratives.
- writing down ideas and/or key words.

### KS1 Art: Pupils should be taught to:

- use drawing to develop and share their ideas, experiences and imagination.

### KS2 English: Pupils should be taught to:

#### Reading Comprehension

- discuss a wide range of fiction.
- read books that are structured in different ways.
- draw inferences such as inferring a character's feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- predict what might happen from details stated and implied.
- participate in discussions about books, taking turns and listening to what others have to say.

#### Writing

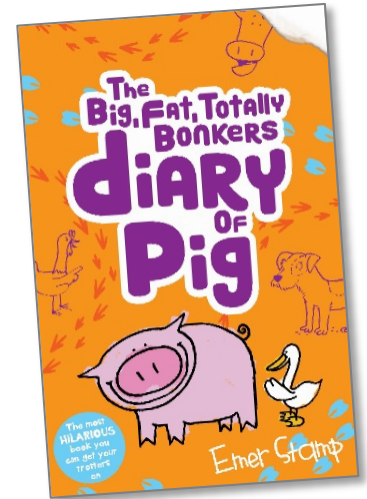
- discuss and record ideas.
- in narratives, create settings, characters and plot.

### KS2 Art: Pupils should be taught to:

- improve their mastery of art and design techniques.

# Lesson Plan 1

## The Big, Fat, Totally Bonkers Diary of Pig Emer Stamp



### Objectives

- To become familiar with the style of the book.
- To understand the difference between Standard English and the style of writing used by Pig.

### Outcomes

- Children will recognise the differences between their normal speech and that of Pig.
- Children will correct writing so that it becomes Standard English.

### Resources

- *The Big, Fat, Totally Bonkers Diary of Pig* by Emer Stamp
- Resource Sheet 1: *Pig's Diary*
- Resource Sheet 2: *Correct Pig's Mistakes*
- Resource Sheet 3: *Writing a Pig Diary*

### Lead in

Read the introduction from the book to the class. Ask the children if they have noticed anything while you were reading; did anything sound unusual? Explain to the children that Pig does not write in Standard English. Sometimes the verbs might be wrong, or sometimes Pig uses words that aren't real words.

Give the children a copy of Resource Sheet 1: *Pig's Diary*. Let the children have some time to try to read the first section of the diary out loud to a partner, before swapping roles for the second person to read. Ask if they found any parts hard to read. Why do you think that is?

### Task

Give children a copy of Resource Sheet 2: *Correct Pig's Mistakes*. The children should highlight which words they think need changing, and then correct them in the space above.

### Extension

Using Resource Sheet 3: *Writing a Pig Diary*, which contains examples of Pig's style of narrative, children could write their own diary of their day in the style of Pig.

# Lesson 1: Resource Sheet 1

The Big, Fat, Totally Bonkers Diary of Pig *Emer Stamp*

## Pig's Diary

Read the passage out loud. Is any of it difficult to read?  
Why do you think that is?

Hello.

Me I is Pig. I is big and pink (sometimes a bit brown if I has been rolling in mud). My best friend **Duck** says I has stopped growing; that I has reached my maximum size. But I don't think this is true. I is sure when I eats a lot I gets a bit bigger and when I don't eat so much, I gets a little bit smaller.

**Duck** and I lives on **Mr and Mrs Sandal's Farm**. We used to live here with just **COW** and all the **Sheeps**. That was until our last adventure, where we was joined by a **Turkey** called **Ki-Ki**.

Since he's arrived, he has lived with me in my house. I never thought I would want to be sharing my house with anyone.

## Lesson 1: Resource Sheet 2

The Big, Fat, Totally Bonkers Diary of Pig *Emer Stamp*

### Correct Pig's Mistakes

Highlight the words that are incorrect. Write what they should be in the space above or below each sentence.

Anyways, **Mr and Mrs Sandal** works very hard.

Every day they works from when the sun comes up, until the sun goes down.

**Duck** says they has got a bad case of "work-o-holism".

I hopes it is not catching. I wouldn't want to be working so hard ALL day.

In fact I doesn't want to be working at all – that would stop me having so much time to play.

# Lesson 1: Resource Sheet 3

The Big, Fat, Totally Bonkers Diary of Pig *Emer Stamp*

## Writing a Pig Diary

Write a diary of your own day in the style of Pig. Here is a reminder of some of the words and phrases he uses.

“I is...”      “We was...”      “I has...”      “I hasn’t...”      “I doesn’t...”

“They makes...”      “To begins with...”      “If you knows...”      “I looks...”

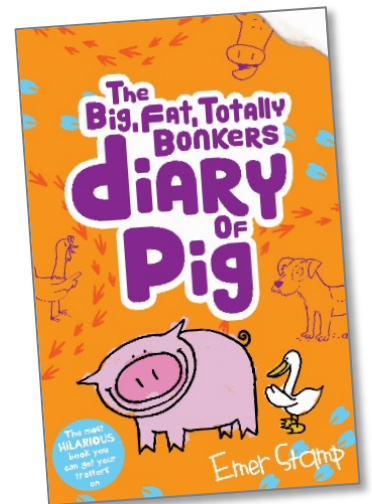
Handwriting practice area with 20 horizontal dotted lines for writing a diary entry.



# Lesson Plan 2

## The Big, Fat, Totally Bonkers Diary of Pig

Emer Stamp



### Objectives

- To become familiar with the writing style of the book.
- To recognise and choose appropriate adjectives and noun phrases to describe a character.

### Outcomes

- Children will draw a picture of a character from the text.
- Children will complete their own piece of writing in the style of the author.

### Resources

- *The Big, Fat, Totally Bonkers Diary of Pig* by Emer Stamp
- Resource Sheet 1: *The Owner of the Camper Van – Description*
- Resource Sheet 2: *The Owner of the Camper Van – Picture*
- Resource Sheet 3: *What Am I Like?*
- Resource Sheet 4: *Daring Descriptions*
- A selection of colouring pens or pencils

### Lead in

Read the description of the camper van lady on page 10 to the class. Ask the children to listen again, but this time draw what they think the lady looks like. Give children time to make their pictures colourful with the pens or pencils that are available. You may like to give the children a copy of the text (Resource Sheet 1: *The Owner of the Camper Van – Description*) so that they can remind themselves of her important features.

When the children have finished, invite them to look around at other people's ideas. Are they all the same? If not, why not?

Finally, show the children the illustration of the camper van owner (Resource Sheet 2: *The Owner of the Camper Van – Picture*). Are they surprised? Is she what they were expecting?

### Task

Children can stick a photograph of themselves onto Resource Sheet 3: *What Am I Like?* and then add words and phrases that describe themselves around it. Using Resource Sheet 4: *Daring Descriptions*, the children can then write a description of themselves in the same style as Pig's description of the owner of the camper van. Remind them of the mistakes in Standard English that Pig makes in his diary (see lesson 1) to see if they can copy the style.

### Extension

Children could choose an image of a famous personality to write a description in the style of Pig. When they have finished, the class should try and guess who they have written about.

## Lesson 2: Resource Sheet 1

The Big, Fat, Totally Bonkers Diary of Pig *Emer Stamp*

# The Owner of the Camper Van - Description

Draw a picture of what you think the owner of the camper van looks like, based on Pig's description.

The owner of the Camper Van is the craziest-looking lady **Farmer** what I has ever seen. She has long grey hair what is piled up on top of her head like a giant bird's nest. She wears a little round pair of glasses, what makes her eyes look bigger than they is, and in her ears she wears these enormous gold hoops. Her clothes is as bright and patterned as her van and she is wearing at least one hundred necklaces and bracelets. On her feet she wears the most **AMAZING** sandals. They makes the ones **Mr and Mrs Sandal** wear look **VERY** boring. They is covered all over in coloured beads and little, dangly, silver circles what makes a jingle-jangle sounds when she walks.



## Lesson 2: Resource Sheet 2

The Big, Fat, Totally Bonkers Diary of Pig *Emer Stamp*

# The Owner of the Camper Van - Picture

Here is a picture of the owner of the camper van. Is it what you expected?



## Lesson 2: Resource Sheet 3

The Big, Fat, Totally Bonkers Diary of Pig *Emer Stamp*

### What Am I Like?

Stick your photograph in the middle of the page. Write words and phrases around the edge to describe yourself.



#### Use these questions to help you:

- What is your hair like?
- What do your clothes look like?
- What are you wearing on your feet?
- Do you wear any jewellery or glasses?
- Do you have any special features such as freckles, long eyelashes, small ears...?



# Curriculum Links

## The Big, Fat, Totally Bonkers Diary of Pig *Emer Stamp*

### KS1 English: Pupils should be taught to:

#### Word Reading

- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.

#### Reading Comprehension

- discuss and clarify the meanings of words.
- check that the text makes sense to them.
- participate in discussion about books, taking turns and listening to what other people have to say.

#### Writing

- write for different purposes.
- write down ideas and/or key words.
- use some written features of Standard English.

#### Spoken Language

- speak audibly and fluently.

### KS2 English: Pupils should be taught to:

#### Reading Comprehension

- listen to and discuss a wide range of fiction.
- read books that are structured in different ways.
- check that the text makes sense to them.
- identify main ideas drawn from more than one paragraph.
- participate in discussion about books, taking turns and listening to what others have to say.

#### Writing

- discuss writing that is similar to that which they are planning to write, in order to understand and learn from its structure, vocabulary and grammar.
- discuss and record ideas.
- propose changes to grammar and vocabulary.

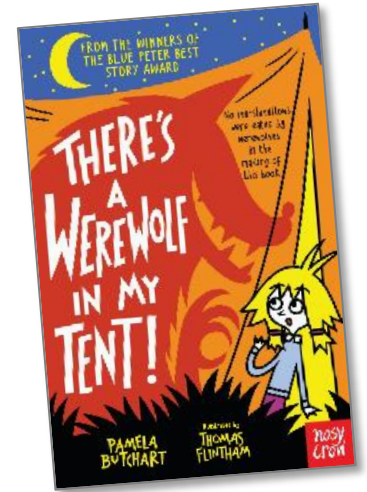
#### Spoken Language

- speak audibly and fluently.

# Lesson Plan 1

## There's a Werewolf in my Tent!

Pamela Butchart and Thomas Flintham



### Objectives

- To make predictions about what sort of story might happen in the book.
- To become familiar with the style of writing.

### Outcomes

- Children will have made a prediction about the events in the story.
- Children will design an eye-catching front cover.

### Resources

- *There's a Werewolf in my Tent!* By Pamela Butchart and Thomas Flintham
- Resource Sheet 1: *Important Words*
- Resource Sheet 2: *My Predictions*
- Resource Sheet 3: *My Front Cover*

### Lead in

Explain to the children that you are going to be reading a new book, and to help them guess what it might be about you are going to show them all of the words that are in capital letters in the first section.

Reveal the words (Resource Sheet 1: *Important Words*) to the children one at a time: FOUR WHOLE NIGHTS, MEGA, WEIRD HOWLING, THE GLOWING EYES, HAIRY LEGS, DEFINITELY, LOST IN THE WILDERNESS, SURVIVAL EXPERTS, BAD, BONES, BEAR SPRAY, OBSESSED, SECURING.

Ask the children which words or phrases really stick out to them. Why is that? In pairs, ask children to talk about what they think might happen in the story just from these important words.

After the children have shared their ideas with the class, reveal the title and front cover of the book *There's a Werewolf in my Tent!* Did any of the children guess something similar to this?

### Task

Children write a summary of what they think will happen in the story from the words that you have shared with them and from the front cover clues, using Resource Sheet 2: *My Predictions*.

### Extension

Children could design a different front cover based on their original idea of the story, before the title and front cover were revealed to them, using Resource Sheet 3: *My Front Cover*.

## Lesson 1: Resource Sheet 1

There's a Werewolf in my Tent! *Pamela Butchart and Thomas Flintham*

### Important Words

These words are written in capital letters in the first chapter. Can you guess what the story is about?

FOUR WHOLE NIGHTS

MEGA

WEIRD HOWLING

THE GLOWING EYES

HAIRY LEGS

DEFINITELY

LOST IN THE WILDERNESS

SURVIVAL EXPERTS

BAD

BONES

BEAR SPRAY

OBSESSED

SECURING



# Lesson 1: Resource Sheet 2

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## My Predictions

Write a short summary of what you think might happen in the story *There's a Werewolf in my Tent!* by Pamela Butchart and Thomas Flintham. Look at the front cover and important words from Chapter 1 to help you.

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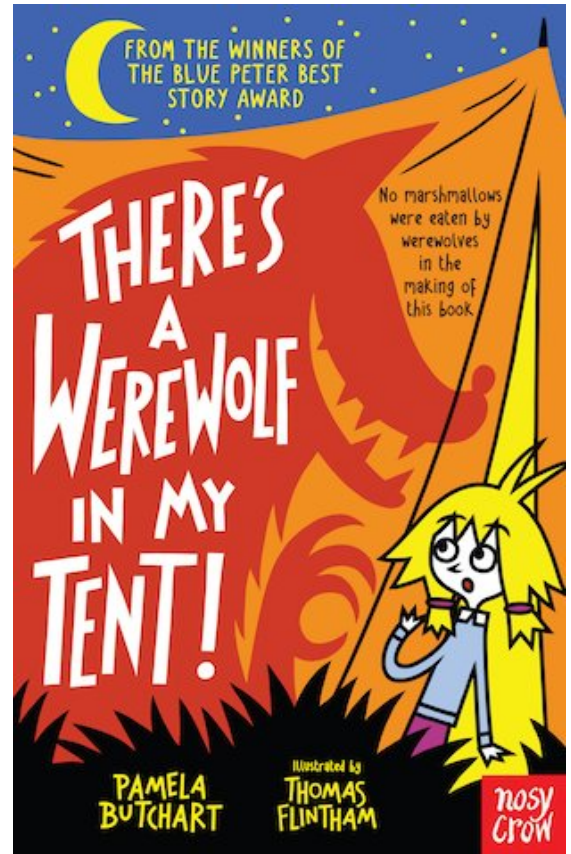
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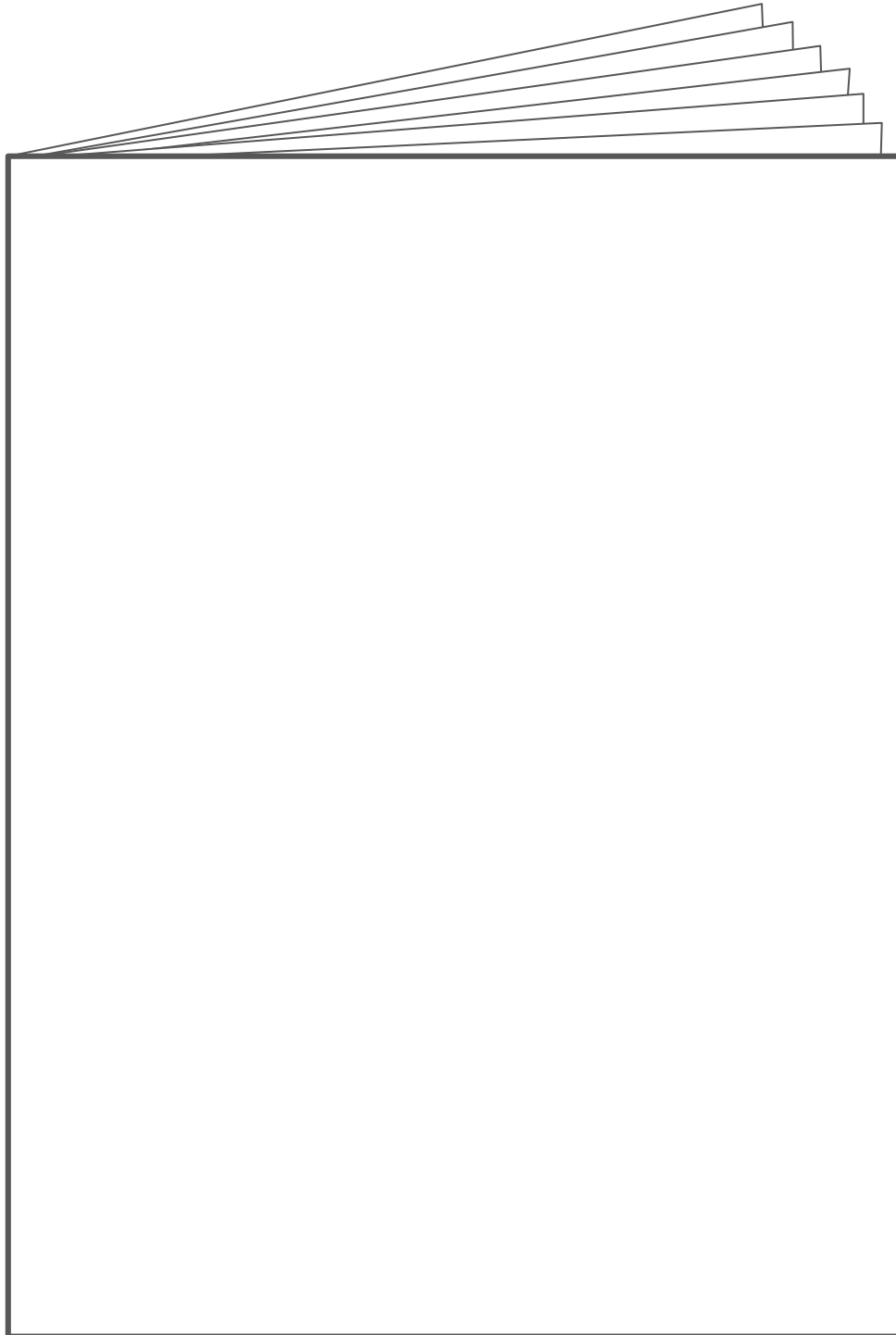
**FOUR WHOLE NIGHTS    MEGA    WEIRD HOWLING    THE GLOWING EYES**  
**HAIRY LEGS    DEFINITELY    LOST IN THE WILDERNESS    BEAR SPRAY**  
**SURVIVAL EXPERTS    BAD    BONES    OBSESSED    SECURING**

## Lesson 1: Resource Sheet 3

There's a Werewolf in my Tent! *Pamela Butchart and Thomas Flintham*

### My Front Cover

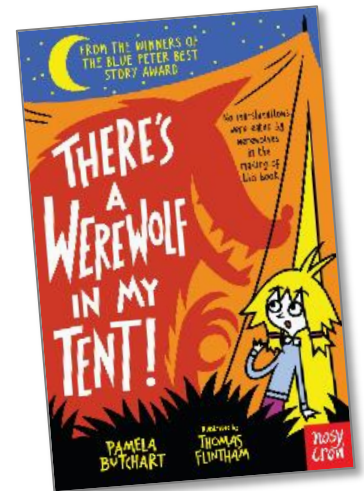
Design your own front cover for your story idea.



# Lesson Plan 2

## There's a Werewolf in my Tent!

Pamela Butchart and Thomas Flintham



### Objectives

- To understand the setting of the story.
- To problem solve and work as a team.

### Outcomes

- Children will understand what it is like to go camping.
- Children will work as a team to create a shelter.

### Resources

- *There's a Werewolf in my Tent!* By Pamela Butchart and Thomas Flintham
- Resource Sheet 1: *Create a Shelter*
- Resource Sheet 2: *Building an Effective Shelter*
- Large sticks such as garden canes, tree branches or metre sticks
- Materials for cover such as old tablecloths, sheets, tarpaulin, old curtains
- String or rope

### Lead in

Read pages 28–31 of the book. This chapter is called '*The Biggest Tent in the World!*'

Ask the children to describe what they think the campsite is like, looking back at the text to help them identify the words that the author has used. Ask, *why do you think they chose to camp where they did? How will the tree protect them?*

### Task

Children work in small groups of 3–4 to design and create their own shelter. If it is dry, this is a great activity to do outside, but it can be adapted to the classroom if the weather is wet. Each group should have access to the same equipment, mainly sticks, fabric and string or rope. Give a time limit (suggest 5–10 minutes), and let the children be creative! When they have completed their tent, children can use Resource Sheet 1: *Create a Shelter* to draw and label their design.

### Extension

The children plan an experiment to see how effective their tent is. For instance, they could leave a measuring beaker inside the tent over several days to see if their tent leaked. At the end of the experiment, children can use Resource Sheet 2: *Building an Effective Shelter* to review their design and rate how effective it would be for a four-night camping trip. The class could use the reviews to rank the tents that they have built from most effective to least effective.

## Lesson 2: Resource Sheet

**There's a Werewolf in my Tent!** *Pamela Butchart and Thomas Flintham*

### Create a Shelter

Draw a picture of the shelter you have created. Label it with the different materials you used and explain why you choose them.

## Lesson 2: Resource Sheet 2

There's a Werewolf in my Tent! *Pamela Butchart and Thomas Flintham*

### Building an Effective Shelter

Review your shelter by rating the categories below. Colour in the stars to give a score out of 5. Explain why you have given each rating.

Category:	Rating:	Why?
Strength		
Warmth		
Dryness		
Size		
Shape		
Protection from wild animals		

# Curriculum Links – KS1

## There's a Werewolf in my Tent! *Pamela Butchart and Thomas Flintham*

### KS1 English: Pupils should be taught to:

#### Reading Comprehension

- listen to, discuss and express views on a range of stories.
- predict what might happen on the basis of what has been read so far.
- participate in discussions about books, taking turns and listening to what other people say.

#### Writing

- write narratives about personal experiences and those of others.
- write down ideas and/or key words, including new vocabulary.

### KS1 Science: Pupils should be taught to:

- observe closely, using simple equipment.
- use their observations and ideas to suggest answers to questions.
- gather and record data to help in answering questions.

### KS1 Art and Design: Pupils should be taught to:

- use drawing to develop and share their ideas, experiences and imagination.

### KS1 Design and Technology: Pupils should be taught to:

- generate, develop, model and communicate their ideas through talking and drawing.
- select from and use a range of equipment to perform practical tasks.
- select from and use a range of materials and components, according to their characteristics.
- build structures, exploring how they can be made stronger, stiffer and more stable.

# Curriculum Links – KS2

## There's a Werewolf in my Tent! *Pamela Butchart and Thomas Flintham*

### KS2 English: Pupils should be taught to:

#### Reading Comprehension

- listen to and discuss a wide range of fiction.
- discuss words and phrases that capture the reader's interest and imagination.
- predict what might happen from details stated and implied.
- identify how language, structure and presentation contribute to meaning.

#### Writing

- discuss and record ideas.
- in narratives, create characters, setting and plot.

### KS2 Science: Pupils should be taught to:

- give reasons for the particular uses of everyday materials.
- set up simple practical enquiries.
- make systematic and careful observations and, where appropriate, taking accurate measurements using standard units.
- report on findings from enquiries.

### KS2 Art and Design: Pupils should be taught to:

- improve their mastery of art and design techniques, including drawing.

### KS2 Design Technology: Pupils should be taught to:

- generate, develop, model and communicate their ideas through discussion and annotated sketches.
- select from and use a range of equipment to perform practical tasks accurately.
- select from and use a range of materials and components according to their functional properties.
- apply their understanding of how to strengthen, stiffen and reinforce more complex structures.