

OasisInnovation

Making it REAL Family Activities

Things to do, linked to five popular story books for children



Making it REAL Family Activities

Dear Mums, Dads and other primary care givers,

The activities in this book have been compiled to complement five popular story books for children. Your child's school, nursery or pre-school will give or loan these books one at a time so you can read them regularly with your child. You can also loan the books from your local library or purchase them. Your child may already be familiar with many of the books from story times at school or nursery.

We know that children who have regular times reading stories with their parents at home develop a love of books, and this enjoyment results in a love of learning new things. This continues throughout their time in school and these children become confident young people who continue to learn and do well in many subjects.

Within this pack you will find some fun activities or ideas to enjoy together. The activities link closely to the books your child will receive during the year they are in nursery or reception class. We hope you will enjoy reading the books and undertaking the activities with your children. The activities will help your child to:

- **Talk about the story**
- **Remember what happens**
- **Begin to use new words**
- **Make up new stories**
- **Develop the muscles in their fingers and hands.**

Reading together and doing some of the activities will really support your child's language and literacy development and have them ready for their move to reception or Year 1 next September. Look after this booklet so you can return to the activities again during school holiday periods. By having fun with the activities and doing them again and again will ensure your child develops their skills and knowledge and retains it.

Some helpful tips:

- Choose a good time to look at a book with your child. After lunch or after bath time and before bed when you want them to settle down often work well. Make sure you can give enough time to reading and talking about the story. Reduce distractions such as phone calls, turn off the television. Let your child see that you really enjoy story times.
- Read the book again and again. Each time you read a book, you and your child will notice different things, your child may begin to remember the words and will watch you as you point to words or notice things in the illustrations. There may be things you want to find out about, or you may think the story could continue.
- Include others at story times, brothers and sisters, mums and dads. Ask grandparents to share a story when they visit. Telling the story with all the family chanting the words together is so enjoyable.

Be ready to let your child take the lead role.

- They may tell a story in their own words.
- They may point to the words as they tell the story.
- They may recognise some words, especially if they are repeated or written in large text.
- They may respond to the story by acting it out and chanting repeated phrases – see activities for We're Going on a Bear Hunt
- They may enjoy taking turns with you and others – reading a page each.

The activities are fun but can be a bit messy, if you have a plastic tablecloth or even an old shower curtain, put this on the floor or the table where you will be doing the activity.

When doing the activities, let your child see that you really want to join in the activity. Talk about what you are doing. Then listen to what your child is telling you about what they are going to do.

After you have completed an activity think about:

Did you enjoy the activity?

Did your child enjoy the activity?

Are you going to do this again?

Was there anything you found difficult about doing this activity with your child?

Please let your child's teacher know which activity you have done, let them know if you found anything difficult. They may be able to suggest a different way or a new idea, that will help your child to engage more.

Most importantly, enjoy these times together, value the time you have together and know that you are really making a difference to your child's learning and development.

The Very Hungry Caterpillar

By Eric Carle

Activity 1: Looking at the book and reading the story

What your child may learn:

That this book introduces your child to the life cycle of a butterfly. It also encourages children to learn the days of the week and to count.

They will become familiar with the days of the week, different types of fruit and other foods.

What to do:

Look at the pictures in the book and read the story together.

After reading the story, talk about what day it is today – ‘Today it is Monday. On Monday we go to see Grandma.’ Each time you read the story tell your child what day it is, then try to remember what the caterpillar ate that day.

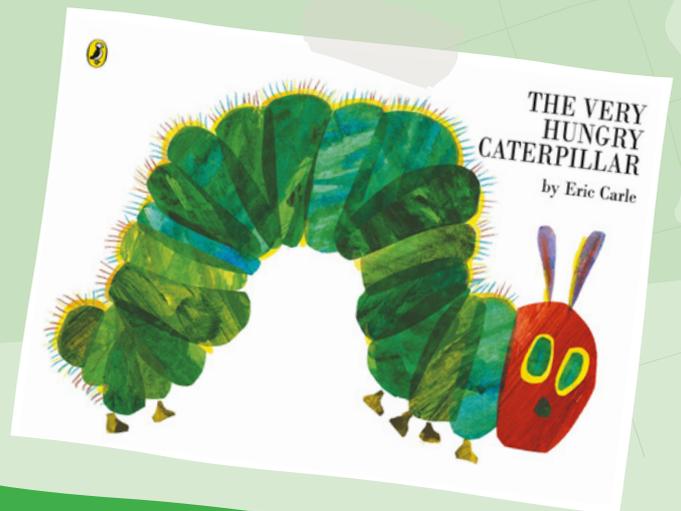
Some questions you may like to think about together:

- On the first page after reading the text, you could ask a question such as, “I wonder where that little egg came from?”
- When you get to the pages with fruit, look for the caterpillar – How do we know the caterpillar has eaten the apple? Can your child tell you? Can you find the caterpillar?
- Guess how many of the fruits he has eaten, then count them carefully.
- On Saturday how many things can you name without looking at the text? Then read the text pointing to the words as you go along.
- Continue to the end of the story. When you find the beautiful butterfly, you could ask, “I wonder what happens next.”

Find out more about caterpillars and butterflies – look online or use your local library (when it re-opens). Some butterflies you may see when you are out and about are:

- Peacock butterfly
- Tortoiseshell butterfly
- Red Admiral butterfly

If you can – take a photograph, then check online to find out which one it was.



Activity 2: Printing with fruit and fingers

What your child may learn:

New ways of using paint - printing. Language to describe their caterpillars such as straight, wavy, curly, long, short.

Your will need:

Paint, paper, felt tip pens and a selection of fruits.

Preparation:

Pour a small amount of paint onto a saucer. Cut the fruit in half and dry the surface on a piece of kitchen roll. Have a bowl of water and a towel near by to wash hands after.

What to do:

- To make the fruit:
- Dip the piece of fruit into the paint or use a brush to paint the cut section of the fruit.
- Gently place the fruit onto the paper to print the shape of the fruit.

To make a caterpillar:

- Dip your thumb in one colour of paint (red, if you want to make it the same as the caterpillar in the book).
- Make your thumb print on the paper.
- Dip your next finger into another colour and print them in a line coming from your thumb print.
- You can make some straight caterpillars and some wavy, some short and some very, very long. When your caterpillars are dry, use your felt tip pens to give your caterpillar feet, antennae (feelers), facial features.



Activity 3: Some caterpillar poems

What your child will learn:

To be interested in new words. You may notice your child responding to the rhythm, the rhyme, or lots of lovely words that begin with the same sounds and are good to get our tongue and mouth muscles around such as creepy, crawly caterpillar. They may pick up the words at the end of each line first such as wriggle, wriggle, munch, munch.

They will find ways to act out the rhymes using their fingers, such as:

Creep, creep or wriggle, wriggle – wriggle your index finger and straighten it to look like a caterpillar moving along.

Munch, munch - curl your hand into a c shape and put your fingers and thumb together then open them to look like a mouth opening and closing.

Spin, spin – using both index fingers spin them around each other.

Flap, flap – Curl your thumbs around each other and make your fingers flap.

You will need:

The rhymes, a quiet time, after the story, when your child finds a caterpillar or sees a butterfly outdoors.

1. The Creepy, Crawly Caterpillar

Creepy, crawly caterpillar creep, crawl, creep.

Creepy crawly caterpillar go to sleep.

Caterpillar by and by,

Tuned into a...

BUTTERFLY!

Creepy, crawly caterpillar, creep, crawl, creep.

2. Tiny Caterpillar on a Leaf

(To the tune of If you're happy and you know it)

There's a tiny caterpillar on a leaf, wriggle, wriggle.

There's a tiny caterpillar on a leaf, wriggle, wriggle.

There's a tiny caterpillar, a tiny caterpillar,

A tiny caterpillar on a leaf wriggle, wriggle.

He will eat the leaves around him till he's full Munch, Munch,

He will eat the leaves around him till he's full, Munch Munch,

He will eat the leaves around him, eat the leaves around him

He will eat the leaves around him till he's full Munch, Munch!

A cocoon is what he's spinning for his home, spin, spin,

A cocoon is what he's spinning for his home, spin, spin.

A cocoon is what he's spinning, cocoon is what he's spinning,

A cocoon is what he's spinning for his home spin, spin.

Then he'll be a butterfly and fly away, flutter, flutter,

Then he'll be a butterfly and fly away, flutter, flutter.

Then he'll be a butterfly, be a butterfly.

He'll be a butterfly and fly away, flutter, flutter.

There's a tiny caterpillar on a leaf

Wriggle, wriggle,

Munch, Munch,

Spin, Spin

Flap, Flap (say these five lines twice - then)

There's a tiny caterpillar, a tiny caterpillar, a tiny caterpillar on a leaf.

Activity 4: Make the story – cutting and sticking.

What to do:

In the activity pack you will find some pictures like those in the book. Have fun cutting and sticking the pictures to make your own book or you could use paper plates like on the picture, then have fun putting them in the correct order. Your child may enjoy writing the numbers and some of the words – please don't worry about the spelling – your child can tell you what it says.

More ways to have fun making caterpillars and butterflies

Use an old shoelace or some string to thread through penne pasta or cereal with holes in the middle. Encourage them to make patterns with the pasta/cereal.

1 pasta, 1 cereal, 1 pasta, 1 cereal

Or 2 pasta, 2 cereal, 2 pasta, 2 cereal

Or 3 cereal, 1 pasta, 3 cereal, 1 pasta

Make up different patterns, see if your child can tell you what comes next.

Use paper plates attached with split pins, to make a long caterpillar, use paint, felt tips or collage materials to decorate your caterpillar.

You could use the paper plate caterpillar to make a name sign for your child's bedroom. Put each letter of their name on a segment of the caterpillar.

Make a butterfly by splattering different colours of paint on paper then folding in half so that the wings are the same each side.

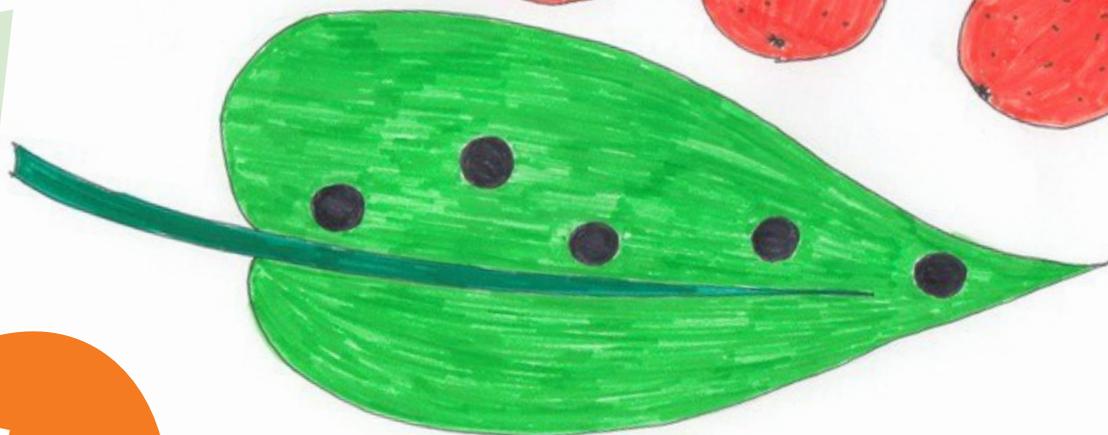
The Very Hungry Caterpillar

By Eric Carle

Activity 4: Make the story – cutting and sticking.

Activity sheets

Cut out



Glue



**Cut
out**



Stick

Count

We're Going on a Bear Hunt

By Michael Rosen

Activity 1: Looking at the book and reading the story

What your child will learn:

To listen, to join in and to remember the story. This story has a lovely rhythm and beat and a repetitive text, which children enjoy, and it helps them to remember the words.

You will need:

The book - We're Going on a Bear Hunt.

What to do:

Choose a quiet time to look at the book. After lunch or bedtime are often a good time. You could hide a teddy in the bedroom.

Look at the pictures in the book together. Look at the front page and the back page - they make one big picture. Who is in this family? Who is looking after baby? Where is the dog?

Which is your favourite picture? What is happening?
My favourite picture is... because...

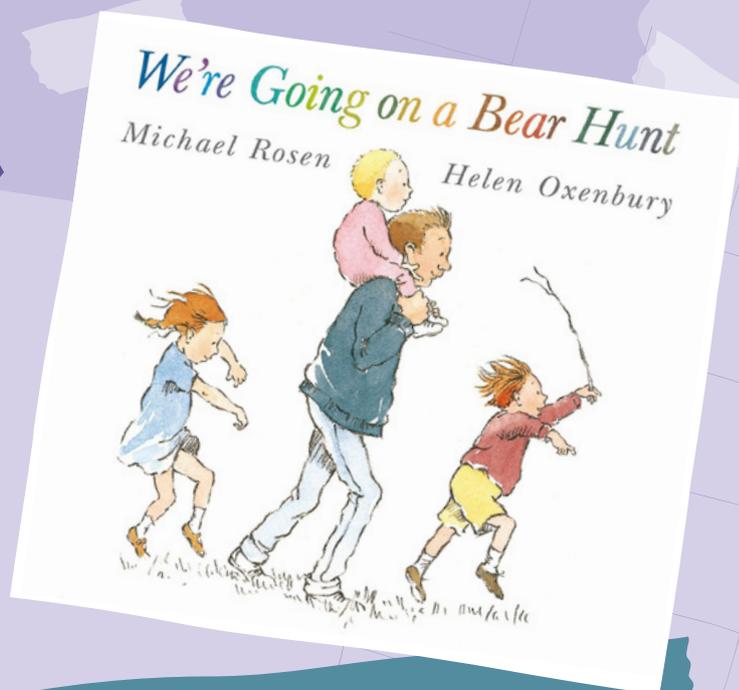
Read the story together and share with other family members.

At the end of a page ask 'What do you think comes next?'

At the end of the story talk about how the bear is feeling as he walks back home to his cave by the sea.

Hunt for the teddy that you have hidden.

If your child wants to do it again - **go for it!**



Activity 2: Making bear puppets and making up stories

What your child may learn:

Making puppets will help your child develop muscle control in their fingers, hands, wrists and arms. You may notice they engage more and concentrate better. Your child will be developing their imagination and learning new words as you both talk about what you are going to use to make your bear and then to make up stories.

You will need:

Paper plates, glue, scissors, felt tip pens, bits of material, wool, bottle tops, coloured paper/card. A shoe box could be made into a dark cave.

Please ask your child's teacher if you are short of any resources.

It's often easier to use a plastic tablecloth or shower curtain on the floor for messy activities.

What to do:

Have fun talking about what you are going to use. You may use some flowery wrapping paper for bears ears!!

Begin to glue them on or draw them on to make your bears face.

Now...

Try tapping your knees to a regular beat: 1, 2, 3, 4, 1, 2, 3, 4.
Then say the rhyme as you tap to the beat.

We're going on a bear hunt.



We're going to catch a big one.



What a beautiful day!



We're not scared.



When you have made your bears face and it has dried, cut another paper plate in half and stick onto the back of the bears face (the top half) making a pocket for your hand to fit into (when it is dry).

Try to resolve any problems. If the plates are not sticking together with the glue, what else can you use.

Leave your puppet to dry before using.

Next:

When your puppets are dry, make up stories about the bears.

Give them a name. Include yourself, your child and other family or friends in the story.

Tell your story to other members of the family.

Activity 3: Go on a bear hunt in your local park or green space

What your child may learn:

That print helps us to find out information. To remember the story in the right order, and to make up new words to the story from things you see at the park. New rhymes about bears.

You will need:

Bags to collect things in. To prepare some food to take with you (picnics make everything so much more enjoyable). Suitable footwear, wellies if muddy or wet and outer wear appropriate for the weather conditions. Something to carry any litter back with you.

What to do:

- Walk or catch a bus to a park or local green space.
- Point out street names and signposts as you walk.
- As you travel you will notice lots of environmental print. The number on the bus, road signs, the signs on supermarkets or petrol stations as you pass them.
- Look for the signs as you enter the park. Are there any showing the way to the pond, the playground, the woods. Is there a map to look at?

When making up a story you need:

A beginning

One sunny day...

Early one morning...

Once upon a time there was a bear called...



Other things to do...

Walk round the park, spend time in the play area then look for areas where you can chant the Bear Hunt story. Long grass; mud; forest; river etc.

You may add new features to the story.

- 'Uh-uh! A bridge a rickety ractory bridge or...
- A cobbled path, a wibbly wobbly path or...
- Ducks, splishy, splashy ducks.

Say some bear rhymes while you are in the woods.
You will find some on the next page.

Collect bits of long grass, twigs and other things you find in the park to talk about when you get home.

A middle

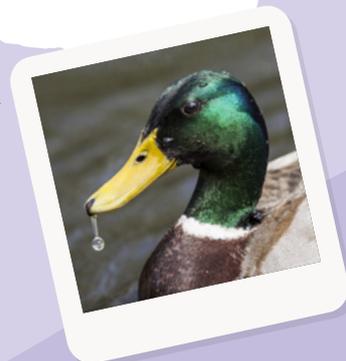
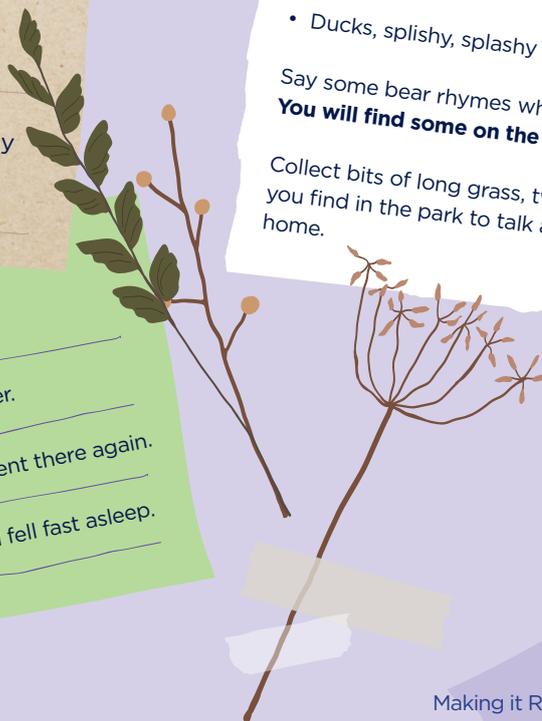
Take turns making up the story. It will probably keep changing.

An end

...and they all lived happily ever after.

...so they all went home for tea, and never went there again.

... bear snuggled up in his cosy bed and fell fast asleep.



Some Teddy bear rhymes

Bears like honey that comes from bees,
Bears like to nap under shady trees.
Bears can be cuddly or big and mean.
My little teddy is the cutest I've seen
He's at my side when I'm happy or blue,
Here's to my teddy bear – 'I love you!'

Teddy bear, teddy bear, turn around,
Teddy bear, teddy bear, touch the ground.
Teddy bear, teddy bear, reach up high,
Teddy bear, teddy bear, wink an eye.
Teddy bear, teddy bear, slap your knees,
Teddy bear, teddy bear, sit down please.
It is fun to do the actions as you say the rhyme

Teddy lost his coat,
Teddy lost his hat.
Teddy lost his rubber boots.
What do you think of that?

Teddy found his coat,
Teddy found his hat.
Teddy found his rubber boots,
He'd left them on the mat



One Gorilla

A counting book

By Anthony Brown

Activity 1: Reading the book and looking carefully at the beautiful pictures

What your child may learn:

To engage with the amazing animals in the book, learn their unusual names and to observe carefully similarities and differences as they count the animals on each page.

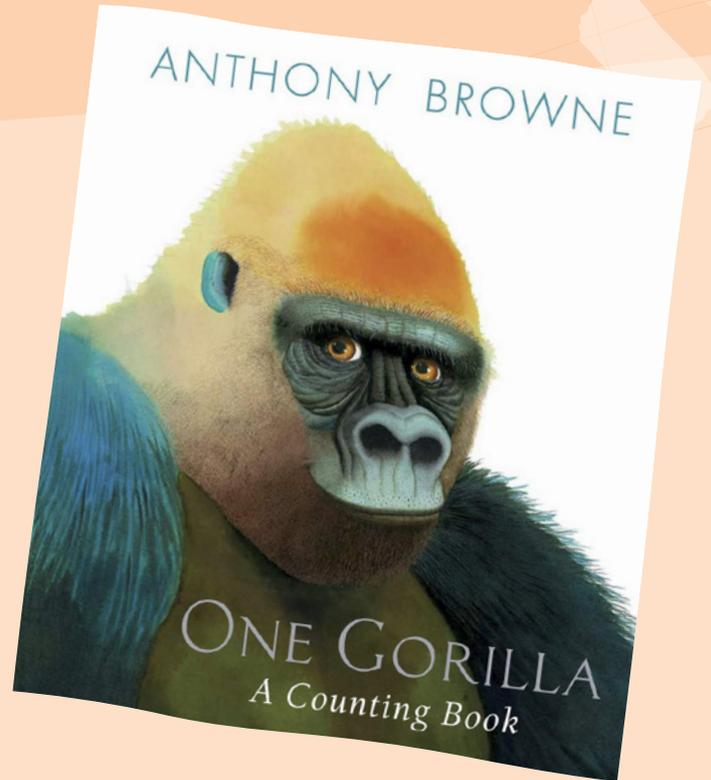
What to do:

Try to reduce distractions by turning off the television and your phone. Let your child see that you really want to join in with this activity.

Make sure you have time to read the book with your child and to repeat several times if they are really enjoying looking at the pictures.

Encourage others to join in, encourage your child to share the book with other important adults as well as brothers and sisters.

Each time you look at the book together, look for things you didn't notice before.



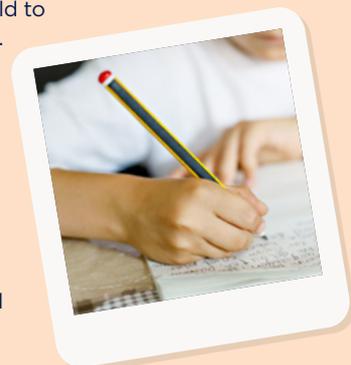
Activity 2: Finding out more...

What your child will learn:

This activity will develop your child's muscles in their wrists, hands and fingers. Do not worry about how your child is writing or if it even looks like letters, it may be squiggles, circles, sticks or some letter shapes like those in their name.

'Pretend' writing is good and an important stage in the development of early writing skills. Ask them what they are writing. This activity helps your child to understand that writing has a purpose. If you write a list at the same time you are acting as a role model for your child and they are more likely to engage with writing.

Your child will also begin to realise that books and computers can be used to find out more information about things they are interested in and they can share this information with friends and family.



For example:

- **The Orang-utans.** How do you think baby is feeling?
- **Look at the baby's hand** - he has a thumb
- **The Mandrills have beards** - Did the chimpanzees have beards?
- **The Macaques** - can you see a grumpy looking Macaque?
- **Talk about your family.** What do you have that is the same? And What is different?
- **Hair and eye colour.** Long noses, tiny noses. Smiley, grumpy. Tall, short.
- **Talk about your favourite pages in the book,** why it is your favourite?

You will need:

- Paper or notepad, a pencil or pen each.

What to do:

First, both write a list on your paper or pad of your favourite primates from the book. Have the pages open so your child can see the word.

This list can be either taken to your local library or the big library in the town centre, when they are able to open again. Ask a member of staff if they can help you find a book about primates.

Or

Go on a computer and put the name of the primate in the search engine. You will need to help your child find the letters on the keyboard.

See if you can find out:

- What they like to eat?
- Where they live – Up a tree? On the ground? In the mountains?
- Do they live in groups or like to be alone?

Activity 3: Making a Primate mask

What your child will learn:

To use their imagination to use a variety of materials to represent their chosen primate and to make up stories.

To control the small muscles in their fingers, hands and wrists.

Words to describe and words to name the resources they are using and the features on the face of their chosen primate.

Awareness of words that begin with the same sounds.

For each person involved making a mask including yourself, you will need:

A paper plate or an empty cereal packet opened flat and a plate to draw round, scissors, glue stick, large lolly sticks, felt tip pens, bits of coloured paper and wool – school may be able to help you with some of the resources.

What to do:

1. Have the page of the book open at the picture of the primate your child wants to make.
2. Draw around a plate on the inside of the cereal packet to make a circle shape (similar size to child's head) or use a paper plate if you have one.
3. As you draw or stick features on your primate faces, use words that describe them. Talk about the colours and shapes of eyes, noses, ears, whiskers, beards.
4. When the face is finished and dry. Glue or tape a large lolly stick to the back. Make up stories about the primates and give them a name that begins with the same sound as the primate such as Gus the Gorilla Olive the Orang-utan, Charlie the Chimpanzee, Mollie the Mandrill.

Activity 4: Six Cheeky Spider Monkeys

What your child will learn:

To control the small muscles in their fingers, hands and wrists when using tools.

The 'Six Cheeky Spider Monkey' rhyme.

To count carefully to six, to count down from six, to be aware of the different combinations of numbers that make six – How many on the bed? How many on the floor?

You will need:

The sheet with monkeys printed on, crayons or felt tip pens, cardboard, lolly sticks, an egg box, a glue stick, sellotape and scissors.

What to do:

1. Share the task of colouring the monkeys.
2. Take turns cutting out the monkeys and glue onto some cardboard to make them stronger.
3. Glue or tape a lolly stick to the back of the monkey
4. Turn the egg box upside down and make a slit in the base of each egg holder. Push the stick on each monkey into the slits.

When the glue has dried, say the rhyme on the next page. Each time a monkey falls off the bed take a monkey out of the box and guess how many are left. Then count the monkeys to see if you are right. Sometimes you can count how many are still on the bed and how many have jumped off to make six altogether.

Six Cheeky Spider Monkeys Jumping on the Bed

Six Cheeky Spider Monkeys jumping on the bed,
One fell off and bumped his head.
Mummy called the doctor and the doctor said,
"No more Spider Monkeys jumping on the bed."

Five cheeky Spider Monkeys jumping on the bed,
One fell off and bumped her head.
Daddy called the doctor and the doctor said,
"No more Spider Monkeys jumping on the bed."

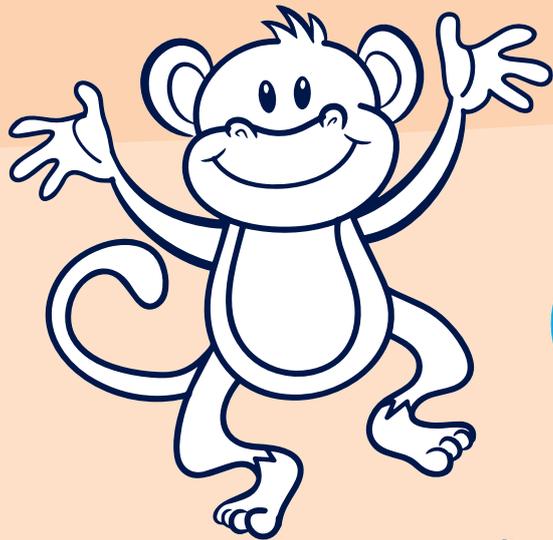
Continue with the rhyme until there are no monkeys in the bed.**After you have completed each of the activities ask yourself:**

- Did you enjoy this activity?
- Did your child enjoy this activity?
- Will you be able to do this activity again?
- Was there anything you found difficult about doing this activity with your child?

Let your child's teacher know which activity you have done, let them know if you found anything difficult. They may be able to suggest a different approach, so your child will engage more with the activity.

Six Cheeky Spider Monkeys Jumping on the Bed

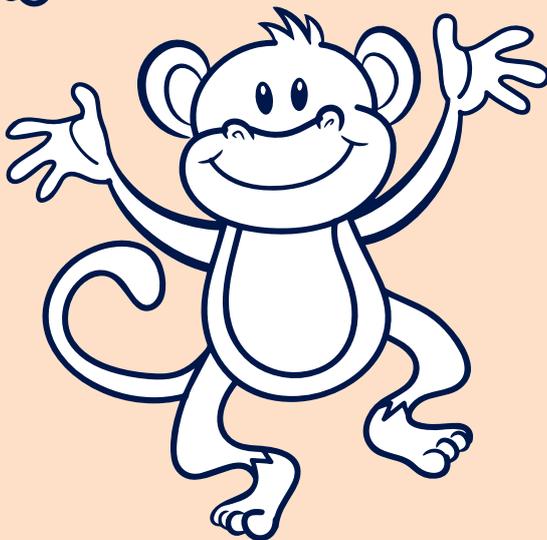
Activity sheet



Colour



Count



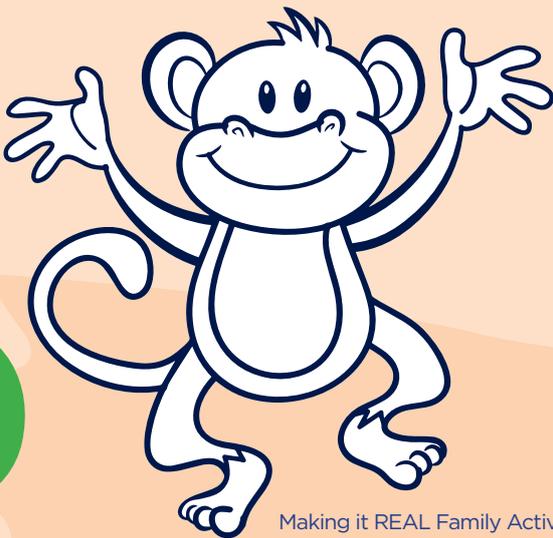
Cut out



Glue



Stick



The Wonky Donkey

By Craig Smith

Activity 1: Reading the book Wonky Donkey Book together

What your child will learn:

They will learn that books can be hilarious and that it is good to share a story with other people. There is a lot a rhyming text which is a valuable skill in helping children learn to read.

Activity:

Have fun reading The Wonky Donkey again and again, your child may begin to remember some of the repetitive text and join in.

How you can help:

Choose a quiet time of day when your child is more likely to engage with you. Perhaps after lunch or after bath time when ready for bed.

The first line on each page is the same so you will soon be saying this together, along with the large text **Hee haw!** Point to this text as you say the words.

You could use clues to help your child remember the next part which describes the donkey, such as:

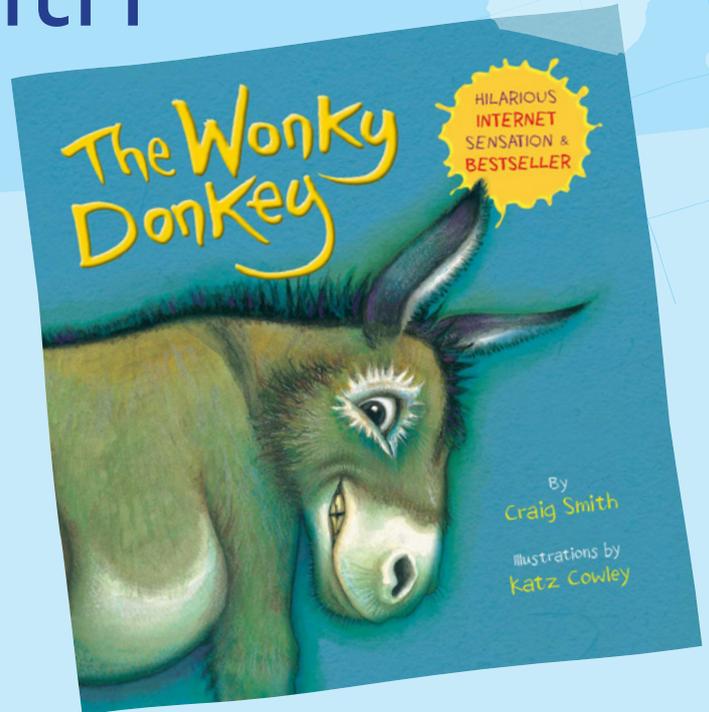
- He only had three legs – Show three fingers.
- One eye – cover one eye with your hand.
- Liked to listen to country music – put your hand behind your ear as if you are listening.
- Quite tall and slim – raise one arm.
- Smelt really, really bad – hold your nose between your thumb and first finger.
- Got up early – Yawn with hand over your mouth.
- Always getting into mischief – waggle your finger.
- Good looking – hands under your chin and smile.

Enjoy!

Activity 2: Make a rhyming story about Aliens

What your child will learn:

- To listen to instructions and concentrate on the activity.
- To develop the small muscles in their fingers, hands and wrists, which supports early writing.
- To listen, understand and use new words to describe things and begin to recognise words that rhyme.



To make a book about Aliens, you will need:

- The pictures of the spaceship and the aliens,
- Crayons or felt tips, a glue stick, scissors and some thin card to make your book.
- Please ask your class teacher if you need help.

What to do:

- Colour your spaceship then cut it out and stick it on the front cover of your book.
- Cut out the first three lines of writing and put on the first page
- Over the next few days decorate the other aliens and stick one on each right-hand page.
- You can draw a picture of you on the left-hand side of each page.
- Next cut out the sentences which describe the aliens and try and find the correct picture to match the description.
- Stick the sentences below your picture of the alien on each page.
- On the last page you can draw your own picture of you having tea with the aliens.
- Look after your book, keep it in a safe place and ask all the people in your family to read it with you.

**Stick this
on page 1**

**Activity
sheet**

**A spaceship landed near my house.
I knocked on the door.
Inside the spaceship I met six aliens.**

Read each sentence to your child, then see if they can find the Alien that matches the description.

Alien Mary was hairy and scary.

Alien Mikey was mean and spikey.

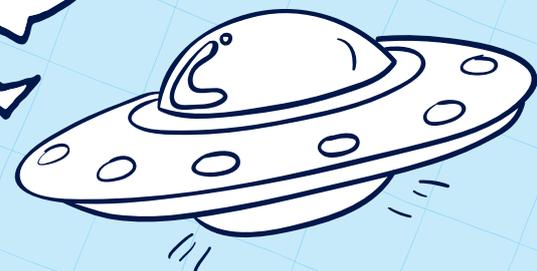
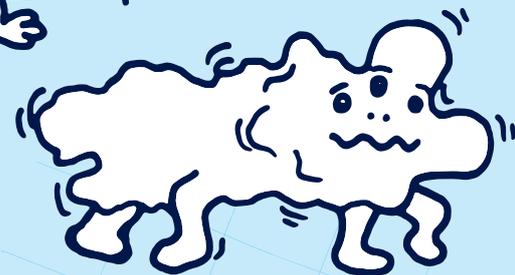
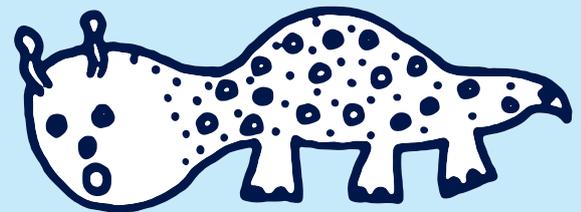
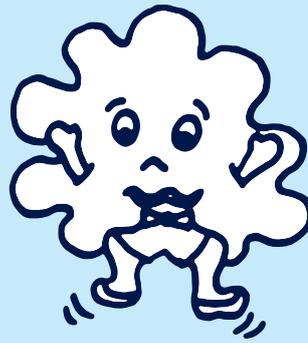
Alien Flumpy was bumpy and jumpy.

Alien Pinky was winky and blinky.

Alien Bertie was squelchy and squirchy.

Alien Lottie was spotty and dotty.

They let me stay for tea.



Activity 3: Make your own Alien model

What your child will learn:

- To persevere and try out new ideas.
- To use their imagination.
- Lots of new language as you talk about what to use, which shapes will be best, how to make them stick, what your alien will look like.
- To recognise words that rhyme and make up new rhyming words.

What you will need:

A selection of recycled materials such as cereal boxes, circular boxes that had cheese triangles in, egg boxes, yoghurt pots, bottle tops, cotton wool, pasta shapes, bits of coloured paper, material or wool, old wrapping paper or wallpaper.

Please cover the floor or table with a plastic cloth to protect the area.

This activity may take several days to complete.

What to do:

Make one each, talk about what you are thinking to use and what part of the aliens body it will be.

The good thing about making aliens is that they can look however you like.

For example, an egg box can make your alien bumpy and lumpy or it may give your alien lots of goggly eyes.

Think of names for your alien.

Alien Davy loves drinking gravy.

Alien Pete danced to the beat.

Make



Boxes

More rhyming fun...

Try making your names rhyme: Daddy Dave lives in a cave. Grandma Mollie is very jolly.

Some names are difficult to rhyme but it's good to make up nonsense rhymes.

Such as: Veronica, Meronica, Teronica fleronica, Zeronica.

Steven, Weeven, Treeven, Preeven.

Just keep the sound at the end of the word the same and change the sound at the beginning.

Children love having fun with rhyme.

Names

Fun!

Owl Babies

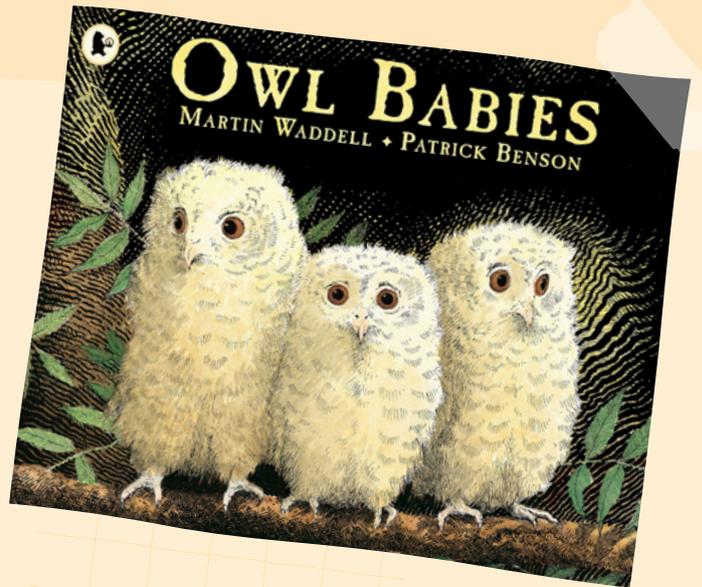
Written by Martin Waddell and Illustrated by Patrick Benson

What your child may learn:

To think about the feelings of others and their own. To talk about how they are feeling. Realise that sometimes they can solve problems. To think about how they can make someone feel better by comforting them.

Activity 1: Read this delightful story snuggled together.

- Your child may begin to join in with some of the words for example, 'I want my mummy!' said Bill.
- Look carefully at the pictures (Illustrations) what can you see.
- Each time you read the story consider how the owls must be feeling.
- How do the owls show their feelings?
- Happy, sad, excited, cross, worried
- What makes you/mummy/daddy feel happy - sad - etc. Ask other friends or family.
- Making wishes - what would you wish for?



Activity 2: Make owls with cardboard tubes and cotton wool small, middle-sized and tall.

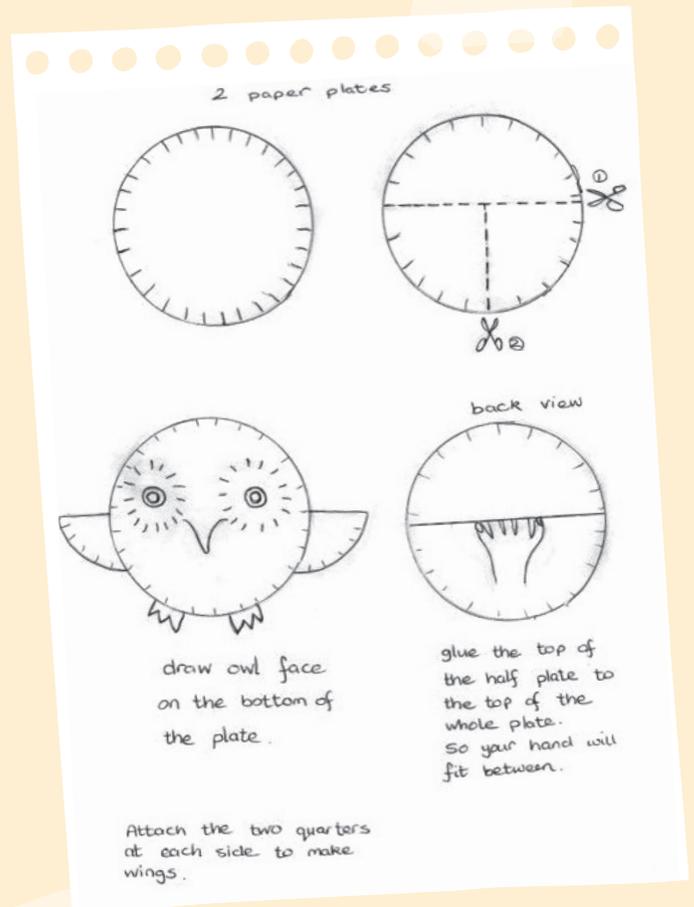


Activity 3: Peep out of your bedroom window at night when it is dark

- Can you see anything at all?
- How would it feel to be snuggled up in a nest, in a hole in the trunk of a tree?



Idea: You could hang your owl up at your bedroom window if you have a curtain pole.



Activity 4: Owl puppets

You will need:

2 Paper plates or paper bags, glue, felt tip pens, collage materials to make eyes, feathers, beak and talons (feet).

What to do:

You could make a puppet using a paper bag. Draw or glue owl features onto your paper bag, when it is dry put your hand inside the bag to make the puppet fly.

To make your owl with paper plates you need two white paper plates.

Cut one of the plates in half and glue one half to the rim of the whole plate. Then cut the remaining half plate in half again making two quarters for the wings.

You can draw the owls features when the glue is dry or cut and stick collage materials.

Put your hand in the semi-circle plate on the back to play with your puppet. Think of a name for your owl and write it on the back.

Activity 5: Make up a story

You will need:

An old roll of lining paper or wallpaper, felt tip pens, best to do this on lino or laminate floor.

Using a roll of wallpaper or lining paper and felt tips draw a picture of the woods with the owls you could introduce new animals or people to your picture. Label some of your drawings. Everyone can contribute to this picture at the same time.

Talk about what you are drawing and what is happening. Make up your own stories as you draw the picture. Try including your child in the story for example: One dark night, when the moon and stars were shining in the sky, Tommy and his Daddy went for a walk across the field. Tommy had a torch to help him find his way...he heard a noise... it was a...

This activity is so much fun it can last quite a while - in fact you may have to stop and carry on the next day!



Activity 6:

Owl Rhymes

You can make up actions to these rhymes.

The Little Brown Owl

The little brown owl sits up in a tree,
And if you look well, his big eyes you may see.
He says "Twit t'whoo" when the night grows dark,
And he hears the dogs howl and the little foxes bark.



The Owl Song

(To the tune of London Bridge is falling down)

Flap your wings and fly around,
Fly around, fly around
Flap your wings and fly around,
Just like an owl.

Open your eyes big and wide,
Big and wide, big and wide
Open your eyes big and wide,
Just like an owl.

Land on the ground and hop along,
Hop along, hop along.
Land on the ground and hop along
Just like an owl.

Turn your head and say "Hoot, hoot,
Hoot, hoot, hoot,
Hoot, hoot, hoot."
Turn your head and say "Hoot, hoot"
Just like an owl.





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