

ARCTIC ANIMALS NON-CHRONOLOGICAL REPORT

THE WAY HOME FOR
WOLF

Choose an Arctic animal from *The Way Home for Wolf* and find out more about it. Complete the sheet below and use it to make your own non-chronological report.

Animal: _____

Appearance: (What does it look like?)

Diet: (What does it eat?)

Location: (Where does it live and what habitat does it choose?)

Did You Know? (Any other interesting facts)



ANIMAL FACT FILE

THE WAY HOME FOR
WOLF



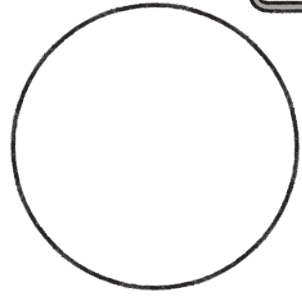
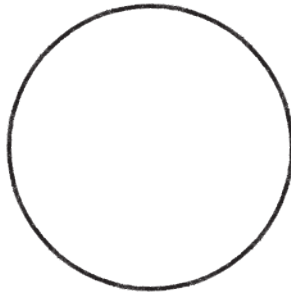
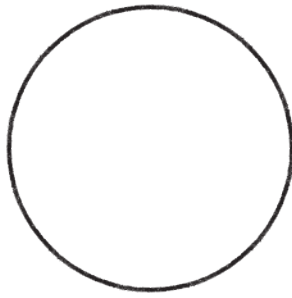
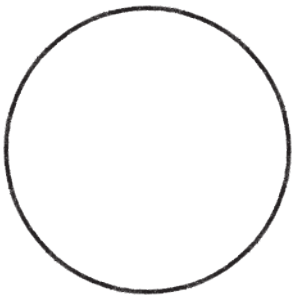
Name of animal:

Location:



Diet:

Find four foods this animal eats and draw them inside each circle.



Did you know?

ASKING FOR HELP

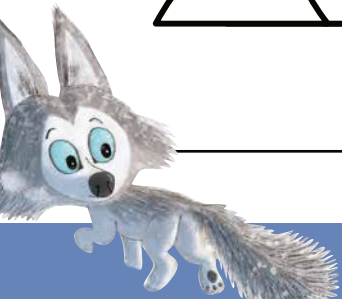
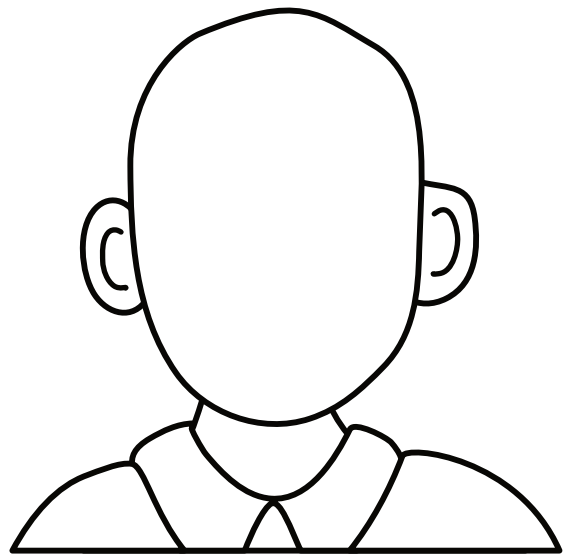
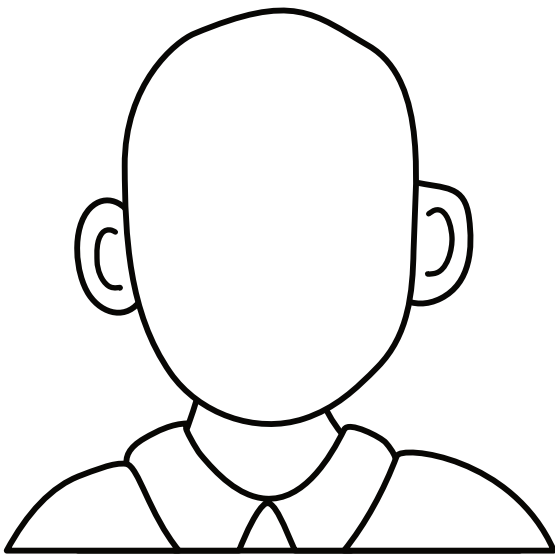
I can ask
for help!

I ask for help when I...



Asking for help
makes me feel...

Helping someone
else makes me feel...



RHYMING CARDS

Cut out the rhyming cards and see if you can find the matching rhyming words.
Can you think of any other words that they rhyme with?



night

Resources based on the *The Way Home for Wolf* by Rachel Bright and Jim Field



brave

Resources based on the *The Way Home for Wolf* by Rachel Bright and Jim Field



cave

Resources based on the *The Way Home for Wolf* by Rachel Bright and Jim Field



moose

Resources based on the *The Way Home for Wolf* by Rachel Bright and Jim Field



front

Resources based on the *The Way Home for Wolf* by Rachel Bright and Jim Field



white

Resources based on the *The Way Home for Wolf* by Rachel Bright and Jim Field



tight

Resources based on the *The Way Home for Wolf* by Rachel Bright and Jim Field



grunt

Resources based on the *The Way Home for Wolf* by Rachel Bright and Jim Field



goose

Resources based on the *The Way Home for Wolf* by Rachel Bright and Jim Field



night

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CURRICULUM MAP

Literacy

Speech and Thought Bubbles

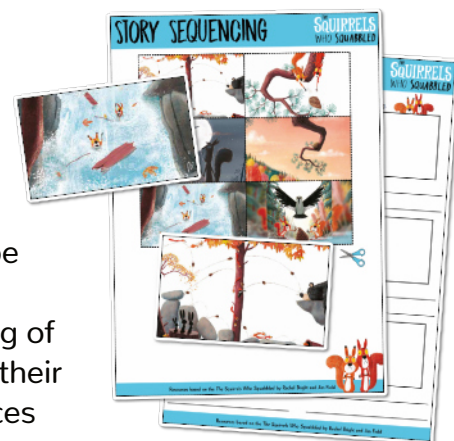
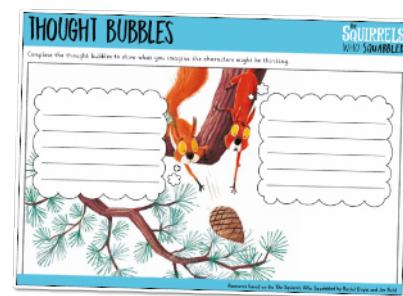
Using scenes from *The Squirrels Who Squabbled* with blank speech and thought bubbles, children must come up with appropriate words and phrases that characters might say or think, helping to expand their vocabulary. By imagining what a character might say or think, children practise using language expressively, which is key to both spoken and written communication. It will also encourage children to understand the characters' emotions, motivations, and actions, deepening their comprehension of the story.

Story Sequencing

Children will be given a selection of images from the book which must be sequenced in the correct order to layout the key points of the story. By arranging pictures in the correct order, children develop an understanding of narrative structure—beginning, middle, and end. This is fundamental to their comprehension of how stories are constructed. This activity also reinforces children's ability to recall and retell a story accurately, which is a key comprehension skill.

Rhyming

This matching activity will require children to be given rhyming words from the book that are written on cards. They will need to find the words that rhyme and pair them together. It will strengthen children's ability to decode unfamiliar words by recognising familiar sound patterns. This will also expand their vocabulary as they encounter less common words that rhyme with familiar ones.



Discussion Questions

These questions will encourage children to understand the plot, characters and themes of *The Squirrels Who Squabbled* more deeply.

What were the two squirrels chasing? Why did they have different reasons to chase it? Who do you think deserved it more?

How do the two squirrels talk to each other as they chase the pine-cone? What should they do differently?

Why did the squirrels fall over the waterfall? What would have happened if they had worked together from the start?

What did Cyril and Bruce learn from what happened? Can you think of a time when you have been successful because you worked as a team?

Vocabulary

The two squirrels really want to get the last pine-cone! They get really cross with each other! Later, they realise how silly they have been and together they are happy.

Read these words and phrases to the children. Model what the words mean by acting them out using gesture and facial expressions to show the feeling: squeal with delight, shaking with rage, laughing, squabbling, giggling, in despair, in dismay, fighting each other.

Help the children order the words and phrases from full of delight to cross as can be.

CURRICULUM MAP

Diary of a Squirrel

In The Squirrels Who Squabbled, Cyril and Bruce have a dramatic chase as they try to catch the last pine-cone.

Give children the task of writing a diary entry from the perspective of Cyril or Bruce which describes the dramatic events that happened as they both tried to catch up with the pine-cone.



Phonics

Phase 4: Long or short vowel sound?

- Say the words: frost, short, fresh, teeter, sweep, drift.
- Ask the children to listen carefully and decide if the word has a long or short vowel sound.
- After you have said each word ask the children to call out long or short!



Phase 5: Reading multi-syllabic words

- Write these words on cards: squirrel, flighty, adventure, hungry, shouted, exclaimed – do not show the words to the children yet.
- Ask the children to say the words with their hand under their chins. Each time their jaw lowers it is the end of a syllable. Ask the children to work out how many syllables in each word. Take feedback.
- Use this method to work out where each syllable ends and mark each syllable on the cards with a line e.g. ad/ven/ture.
- Mark the sound buttons and underline the digraphs where appropriate.
- Read each syllable in order and then blend the whole word. Repeat for all the words.
- Ensure the children understand the meaning of each word.

PSHE

Being a Good Friend

In this activity, children can write about the qualities they think make a good friend. You can then pause to discuss the feelings that they might feel when they meet a new friend and these qualities are shown – i.e Sharing with my friends makes me feel happy. They can then write the name of someone in the class they would like to be friends with and a sentence on how they could show that person they are friendly.

Friendship Tree

You could create an interactive display in the classroom using brown paper and cut out leaves to create a friendship tree. On the leaves, the children can write down the qualities that make a good friend.



CURRICULUM MAP

THE
SQUIRRELS
WHO SQUABBLED

Topics

Geography – Where is the book set?

In this activity, children will have to analyse one of the illustrations from the book and use it to estimate what kind of habitat they think it is. They should be encouraged to discuss what they see in the illustration, such as physical features and other wildlife. They will then match their location to one of the habitat cards provided and write about the evidence that's drawn them to that choice.



Geography – Come and Visit Cyril!

In this activity, the children will need to use the scenes from the book to reflect on what the characters' habitat is like. They could write several descriptive words to describe the habitat and then use these words in sentences to create a letter from this character's perspective, inviting someone to come and visit their habitat.

Science – Animal Fact File

In this activity, children will need to research one of the main animals from within the book. They will need to find out what animal it is, where they can be found and several other interesting facts about that animal.

Science – Animal Specific Adaptation

Children need to research and find out why the animal from the book is well suited for its habitat. You could discuss their physical attributes, diet and their daily life.

PE

Create a dance routine that tells the story and shows the emotions that the characters feel throughout the book. This could be completed in small groups, or you could break the book up into sections to perform the whole story as a class.

Autumn Collage

Take the children outside or into the local park for a nature hunt. Gather lots of autumn leaves, conkers and sticks and return to the classroom to create an autumn inspired collage art piece.

An Autumn Tree

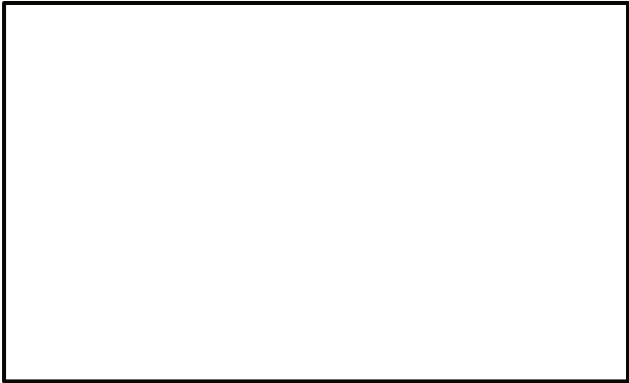
Create a tree outline on a piece of paper and then ask the children to think about what colours are featured within the book. Using paints of these shades, ask the children to use their fingertips to add colour to their tree and create an autumn scene fit for a squirrel to call home.

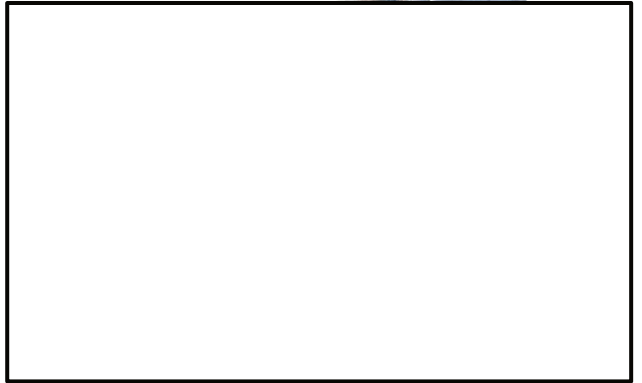


STORY SEQUENCING

Cut out the pictures and put them in order.

Write a caption for each picture to explain what is happening.







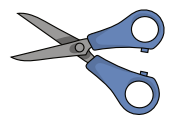
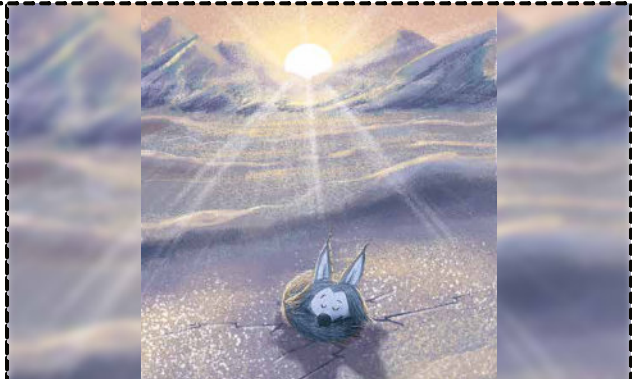
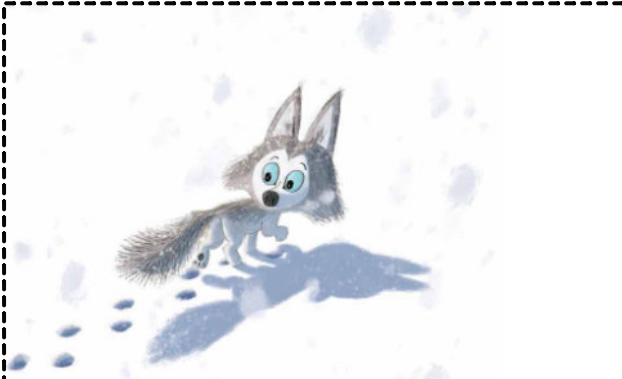






STORY SEQUENCING

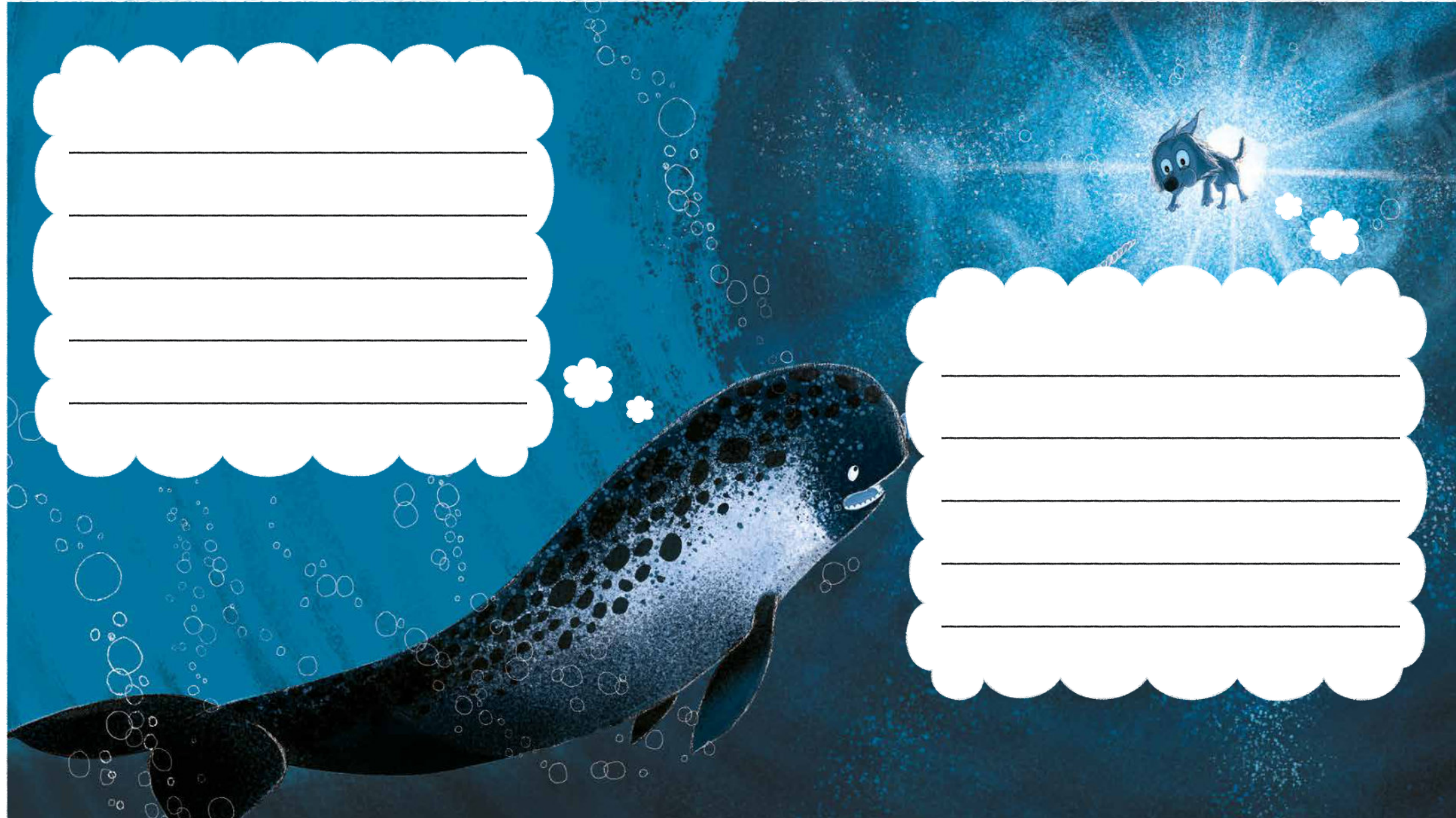
THE WAY HOME FOR
WOLF



THOUGHT BUBBLES

THE WAY HOME FOR
WOLF

Complete the thought bubbles to show what you imagine the characters might be thinking.



WHERE IS THE STORY SET?

THE WAY HOME FOR
WOLF



WHAT CAN YOU SEE?

WHAT ANIMALS CAN YOU SPOT?

WHAT COLOURS ARE USED?

I think this book is set in... _____

I think this because...



HABITAT – DESERT

THE WAY HOME FOR
WOLF



Resources based on the *The Way Home for Wolf* by Rachel Bright and Jim Field

HABITAT – MOUNTAINS

THE WAY HOME FOR
WOLF



Resources based on the *The Way Home for Wolf* by Rachel Bright and Jim Field

HABITAT – SAVANNA

THE WAY HOME FOR
WOLF



Resources based on the *The Way Home for Wolf* by Rachel Bright and Jim Field

HABITAT – TROPICAL

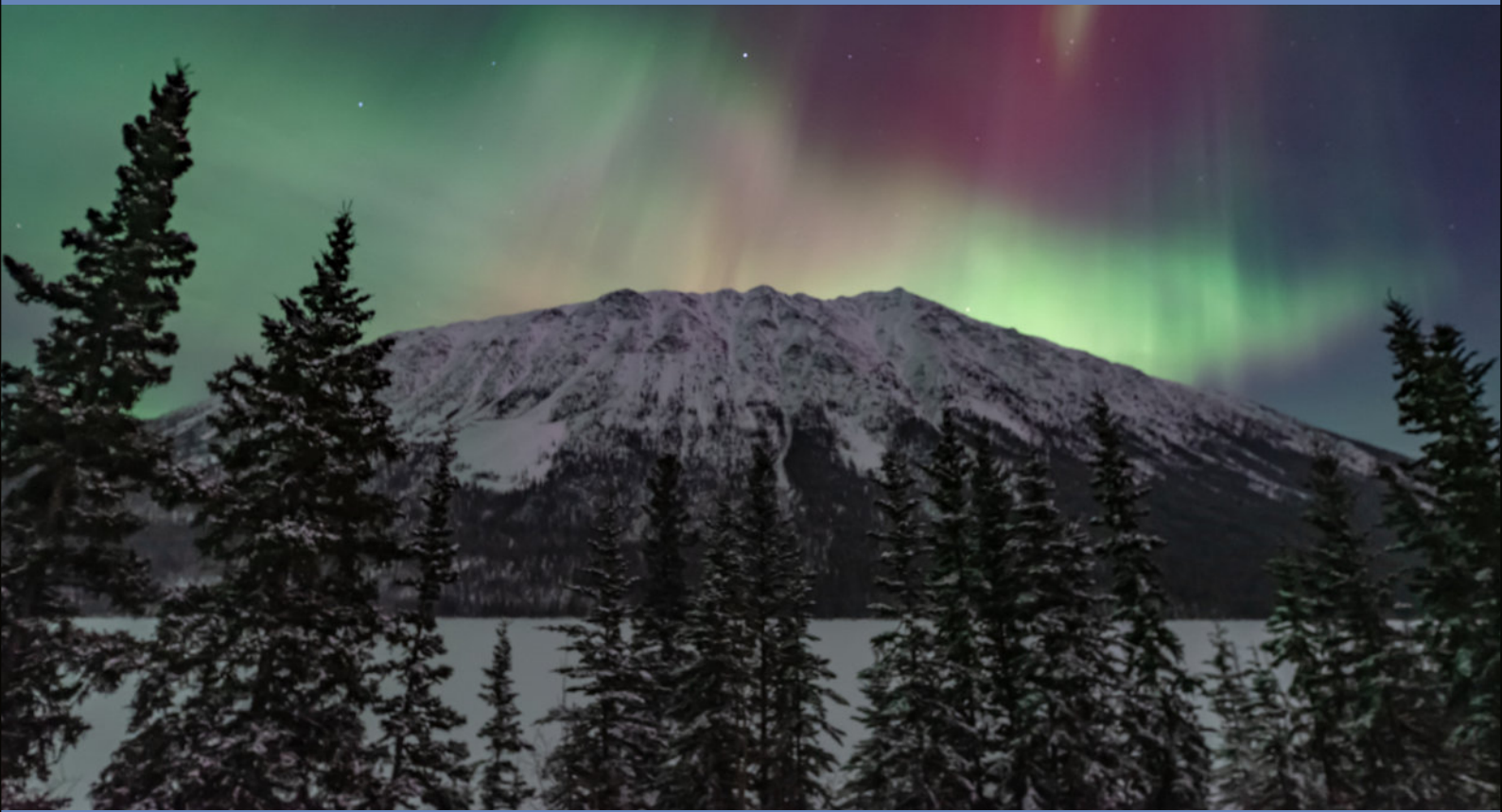
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Resources based on the *The Way Home for Wolf* by Rachel Bright and Jim Field

HABITAT – BOREAL FOREST

THE WAY HOME FOR
WOLF



Resources based on the *The Way Home for Wolf* by Rachel Bright and Jim Field

HABITAT – WOODLAND

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Resources based on the *The Way Home for Wolf* by Rachel Bright and Jim Field

HABITAT – OCEAN

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Resources based on the *The Way Home for Wolf* by Rachel Bright and Jim Field

HABITAT – OUTBACK

THE WAY HOME FOR
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