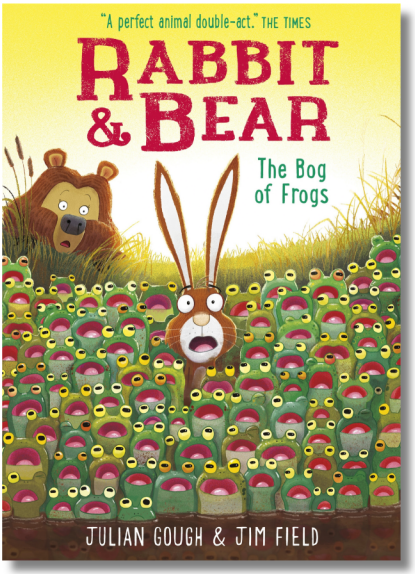


School Resources

Key Stage 1

Themes: Space | Science | Friendship

Purchase

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NORTH AMERICAN BEAVER NON-CHRONOLOGICAL REPORT

RABBIT & BEAR The Bog of Frogs

NORTH AMERICAN BEAVER

Scientific name:

Diagram:

Appearance:

Habitat:



Diet:

Adaptation:

Other interesting facts:



WHAT DID YOU NOTICE ABOUT THE SCIENTIFIC NAME? HAVE YOU SEEN IT SOMEWHERE BEFORE?

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BELONGING
WITHOUT LOSING YOURSELF

RABBIT & BEAR
The Bog of Frogs

At first, Rabbit loves dancing and singing with the frogs. He feels happy to be part of their group. Then he notices what happens when someone wants to do something different. Read the two moments below and think about how the frogs could keep their group welcoming.



MOMENT 1
RABBIT NEEDS A REST

Rabbit has danced happily with the frogs, but his legs get tired. He stops for a moment. The frogs frown and tell him to carry on dancing.

How might Rabbit feel now? Explain why he could feel more than one thing

What could a frog say instead to show that Rabbit still belongs, even while he rests?



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MOMENT 2
FERNANDO HAS A DIFFERENT SONG



Fernando enjoys the frogs' song, but he also wants to sing his own words of thanks to the stars. The frogs will not let him sing anything different.

How might Fernando feel about the frogs' song and about their response to his own?

What could a frog say that welcomes Fernando's song without asking everyone else to stop singing theirs?

A RULE FOR BELONGING

Write one rule the frogs could follow so that they can enjoy doing things together while allowing each frog to make choices of their own.



In our group,

TALK TO A PARTNER: HOW COULD YOUR RULE HELP RABBIT, FERNANDO AND THE FROGS WHO ENJOY SINGING TOGETHER?

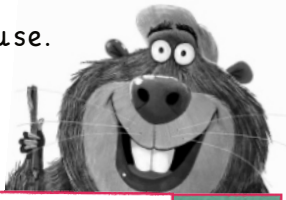
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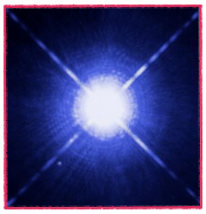
CASTOR'S STAR INVESTIGATION

RABBIT & BEAR
The Bog of Frogs

When Rabbit asks Castor about the stars, Castor names Sirius and Betelgeuse. Both are very far from Earth, so they look like tiny points of light in the night sky. Read their fact cards to discover how different they really are.



SIRIUS A



Colour: Blue-white

Surface temperature: About 10,000°C

Size: Bigger than the Sun, but much smaller than Betelgeuse

Sirius A is the bright star we see when we look at Sirius. It has a much fainter companion called Sirius B.

BETELGEUSE



Colour: Orange-red

Surface temperature: About 3,300°C

Size: A supergiant, about 700 times as wide as the Sun

Betelgeuse has expanded to an enormous size. It can change in brightness over time.

A star's colour gives scientists a clue to its surface temperature. Blue-white stars have hotter surfaces than orange-red stars. A star's size and its surface temperature are different things.

COMPARE THE STARS

1. Which star has the hotter surface? How do you know?

2. Which star is larger? Use a fact from the cards to support your answer.

3. Rabbit thinks that the biggest star must be the hottest. What would you say to him? Use both stars in your explanation.

4. Sirius A and Betelgeuse can both look tiny from Earth. Does that mean they really are tiny? Explain your answer.

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CHARACTER STUDY
RABBIT

RABBIT & BEAR
The Bog of Frogs

While reading *Rabbit & Bear: The Bog of Frogs* by Julian Gough and Jim Field, gather information about Rabbit. Add to each section as the story develops and you learn more about him. Use events from the book to explain your ideas.



What do you know about Rabbit?

How do Rabbit's feelings about the stars and the universe change?

How do Rabbit's relationships with Bear, Castor, the frogs and Fernando develop?

What does Rabbit learn about belonging and being himself?



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DESIGN AN ASTERISM

RABBIT & BEAR
The Bog of Frogs

An asterism is a pattern of stars that people recognise in the night sky. Orion's Belt, made up of three stars in a row, is one example. People have imagined all sorts of shapes and stories in star patterns. Look carefully at the stars on this page and find a pattern of your own inspired by a character or idea from *Rabbit and Bear: The Bog of Frogs* by Julian Gough and Jim Field. Draw lines to show your asterism, give it a name and describe what it represents.



MY ASTERISM

Name: _____

What does it represent? _____

_____

_____



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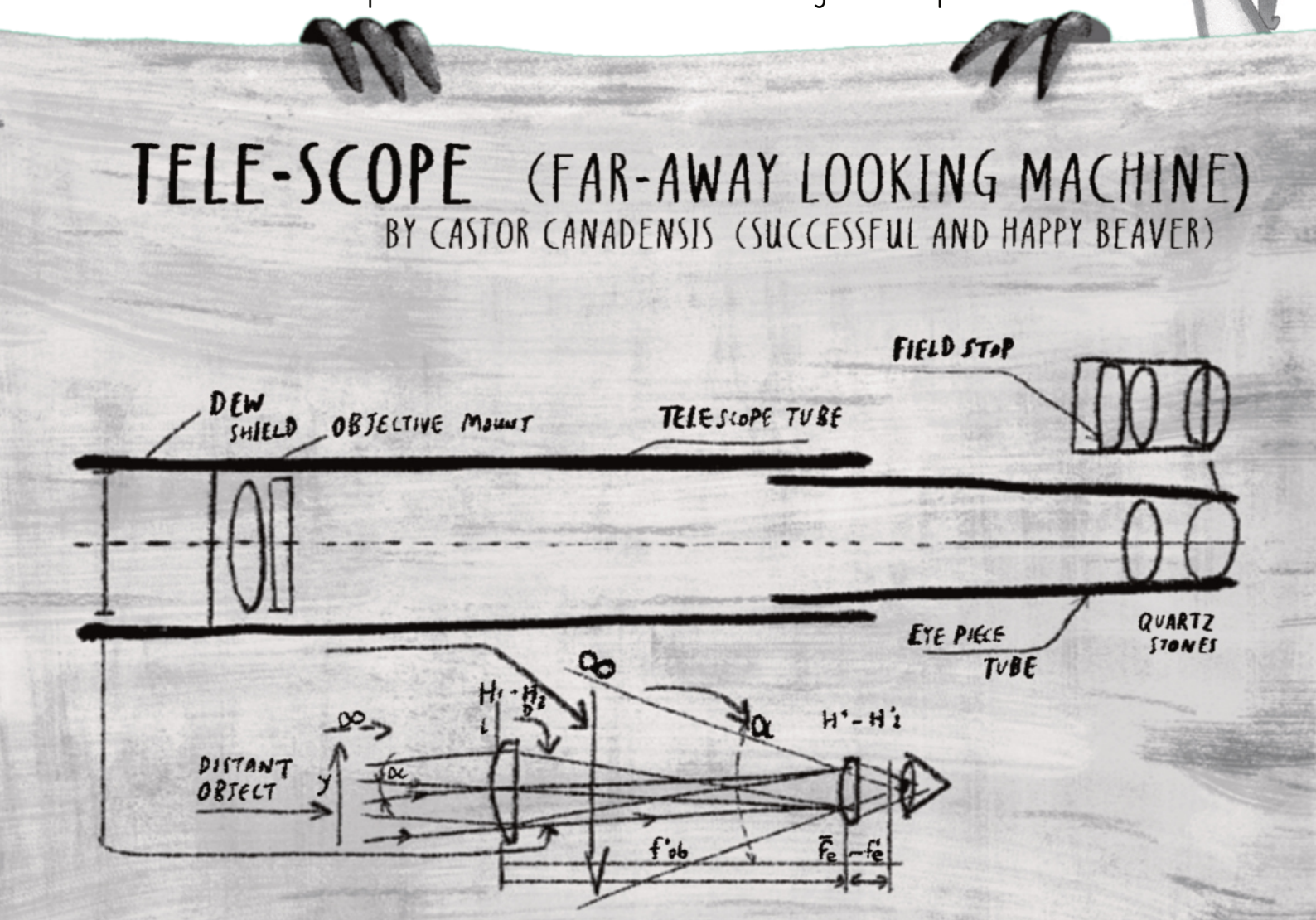
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INVESTIGATE A FAR - LOOKER

RABBIT & BEAR
The Bog of Frogs

HOW CASTOR'S FAR-LOOKER WORKS

In the story, Castor polishes clear quartz stones and places them inside a hollow tube. He explains that their curved surfaces bend light, making distant things look bigger. Rabbit calls his invention the Far-Looker. Scientists call a telescope that uses lenses a refracting telescope.



LOOK CLOSELY AT CASTOR'S PLAN

Find and circle these three labels on the plan:

OBJECTIVE MOUNT

QUARTZ STONES

EYE PIECE TUBE

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INVESTIGATE A FAR - LOOKER

HOW DOES IT WORK?

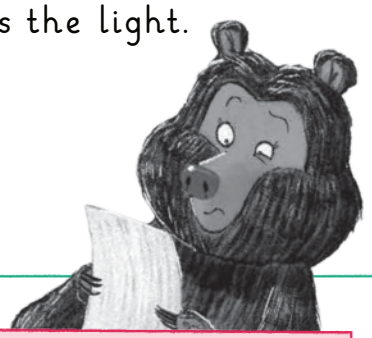
Fill in the blank words. Use the words from Castor's plan:

MOUNT QUARTZ EYE PIECE

Light from a distant object enters the wide end of a simple refracting telescope.

The objective _____ holds a lens that gathers and bends the light.

The _____ stones in the _____ tube help your eye see a magnified view. The tube keeps the lenses in line.



INVESTIGATE ONE LENS

Castor uses more than one carefully shaped piece of quartz in his Far-Looker. Start by investigating what you can see with just one curved lens.

Keep safe: Never look at the Sun through a magnifying glass or telescope. Do not use a lens to focus sunlight.

YOU WILL NEED:

- A hand magnifying glass
- A large printed letter or picture fixed across the classroom
- A smaller printed letter on your desk, and a marked standing point.

MAKE A PREDICTION

What do you think will happen when you look at the distant picture through the magnifying glass?

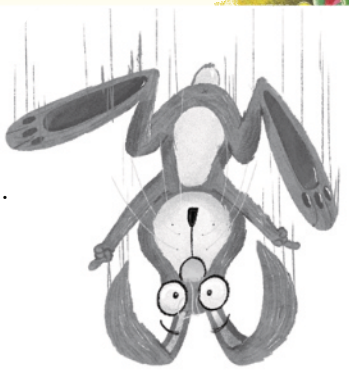
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INVESTIGATE A FAR - LOOKER

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The Bog of Frogs

TEST YOUR IDEA



1. Look at the small letter on your desk through the magnifying glass. Move the lens until the letter looks clear. What do you notice?

2. Stand at the marked point. Look at the distant picture with your unaided eye and record what you can see.

3. From the same point, hold the magnifying glass between your eye and the distant picture. Slowly move the lens nearer to and farther from your eye. Record what changes.

4. Repeat the distant test with a partner. Compare what you observed.

WHAT I LOOKED AT	WHAT I OBSERVED
Small letter through the lens	
Distant picture without the lens	
Distant picture through the lens	



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INVESTIGATE A FAR - LOOKER

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WHAT DID YOU DISCOVER?

Did one lens give you a clear, larger view of the distant picture?
Explain what you actually observed.

A magnifying glass can enlarge a nearby letter. For a useful magnified view of a distant object, a simple refracting telescope uses an objective lens and an eyepiece lens working together.

DESIGN A FAR-LOOKER



Castor says his telescope could be bigger and better and could point to more places. Use his plan and your lens investigation to design a Far-Looker that would help him study distant stars.

My Far-Looker will help Castor by: _____

The improvement I will make to Castor's plan is: _____

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INVESTIGATE A FAR - LOOKER

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SHOW YOUR DESIGN

Draw your proposed Far-Looker below. Label the objective lens, the eyepiece lens, the tube and your improvement. Show how it will be held steady or aimed. Draw arrows to show light travelling from a distant object towards the eye.

Explain how your change would help someone see a distant object more clearly or use the telescope more easily.

How could you find out whether your improvement worked? Say what you would compare and what you would keep the same.



CHECK:

- ☐ I labelled both lenses.
- ☐ I showed where light enters.
- ☐ I explained my improvement.

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RABBIT'S BIG QUESTIONS ABOUT SPACE

RABBIT & BEAR
The Bog of Frogs

When Rabbit first notices the stars, he asks Bear question after question. Some can be investigated through science. Others ask what the stars mean to us. A question beginning with 'why' might even mean different things depending on how it is asked. The questions below are inspired by Rabbit's questions.



Write S beside a question science can investigate, P beside a question about meaning or purpose, or B if it could be asked in both ways.

- ☐ What are stars made of?
- ☐ Where do they go in the daytime?
- ☐ How far away are they?
- ☐ Why are there stars?
- ☐ What do the stars mean to me?
- ☐ How long have stars been there?

Which question could be understood in both ways? Explain the two different meanings.

INVESTIGATE TWO SCIENCE QUESTIONS

Choose two questions from the list that science can investigate. Use reliable books or science websites. Record your source so someone else could check your answer. If scientists are still investigating something, say so; you do not need to invent an unanswered question.

QUESTION 1

What do we know?

How do we know it?

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RABBIT'S BIG QUESTIONS ABOUT SPACE

What do scientists still not know? _____

_____

Source: _____

QUESTION 2

_____

What do we know? _____

_____

How do we know it? _____

_____

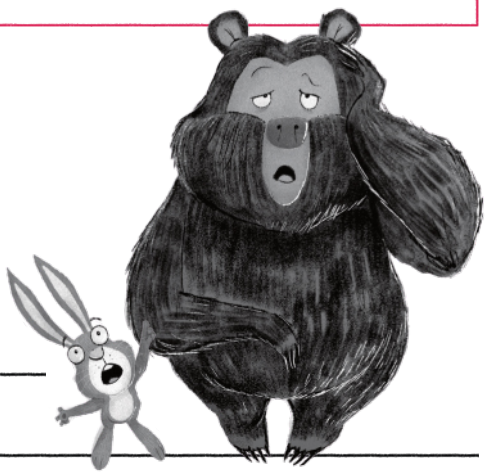
What do scientists still not know? _____

_____

Source: _____

A DIFFERENT KIND OF QUESTION

Choose one question about meaning or purpose.
What is your view?
Can someone reasonably give a different answer?



_____

_____

_____

_____

_____

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