

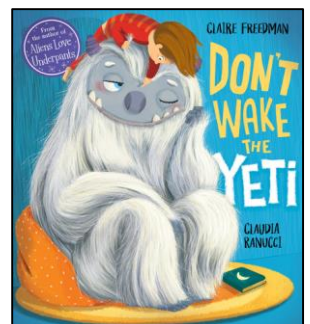


Don't Wake the Yeti!

**Written by Claire Freedman and illustrated
by Claudia Ranucci**

1 – Introducing the book

- Ask children if they have ever seen something in their room at bedtime that looks a bit scary, and then realised it's just an ordinary object that looks different in the dark, and it's not really frightening after all.
- If you have an interactive whiteboard in the classroom, use the spotlight tool to allow children to explore different sections of a picture in detail without revealing the whole image. You could use photos of various familiar classroom objects to see if children can guess what they are. This activity could culminate with a picture of the yeti from the story. How would you describe what you can see?
- Read the first few pages of the story (up to 'too huge for a cat'), then look in detail at the illustrations of the bedroom shelves at the beginning of the book. There are all sorts of objects on the shelves – bats, unicorns, a lion, a dinosaur and pots of sea monsters, tall monsters and fairy monsters. Do you think one of those could be under the bed instead?



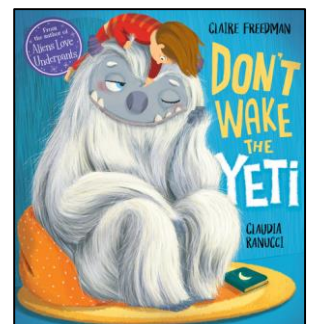


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1 – Introducing the book

- Tell children that a yeti is a giant apelike creature that is supposed to live in the Himalayan mountains of Tibet, although no-one knows if it really exists or not. Look on a map to show where the Himalayas are. Explain that in Tibetan, the word yeti means ‘magical creature’.
- Continue reading the next page of the story: “Oh yikes it’s a yeti”. See if children can complete other, similar exclamatory sentences with different creatures. For example: “Oh help it’s a H...”, “Oh dear it’s a D...”, “Oh no it’s a N...”, “Oh goodness it’s a G...”.
- The yeti fills different spaces in the little girl’s bedroom, from under the bed to on top of the lampshade. Place another toy in different places within the classroom and practice using positional language to describe its location.
- The yeti has a bath with ice cubes. Why do you think he likes it like this? What helps him stay warm given that he lives in a very cold climate?
- The story ends: “And things could be much worse, if under your bed you find a huge dinosaur hiding instead.” Ask children to imagine what they would do if they found a dinosaur under their bed? What adventures do you think you might have together?



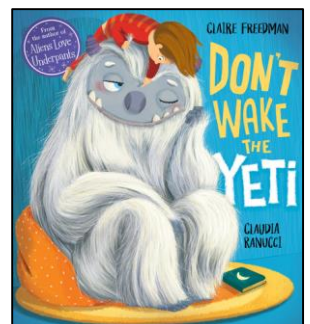


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2 – Me and my shadow

- If you have sunny weather (?!), encourage children to go outside and look carefully at their shadows. Invite them to watch how the shadows change as they run, jump and move around. What happens if you stand in front of someone else? Are your shadows bigger or smaller at different times of the day?
- Set up some play figurines in the classroom (dinosaurs, lego characters, playmobil, small world etc) on a table in front of a white background created from a large piece of paper or white sheeting. Explore moving the position of a light source such as a small lamp or torch. Can you make the shadows bigger? How much bigger? Agree that this is just like the shadow of the yeti's arm on the bedroom wall. NB ensure children know that lamps can become very hot, and they need to take care.
- Children could also explore making shadow puppets either from cardboard cut-outs mounted on straws, or just by using their hands to make different shapes in front of a white cloth with the light source behind them.



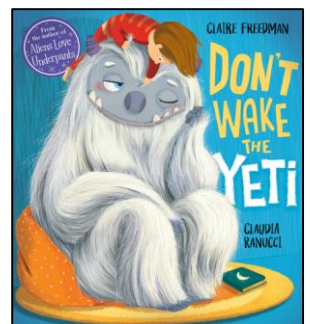


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2 – Me and my shadow

- If space allows, you could consider setting up a 'dark den' in the classroom using black-out fabric, and fitting it out with torches, fairy lights and glow sticks to give children further opportunities to explore concepts of light and shadows.
- A den for the yeti could also be created under a table (in the same way that he lives under the little girl's bed). By fixing paper to the underside of the table, children could be encouraged to write the yeti's diary, describing his impressions and experiences of life with the little girl.





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3 – Mind your manners

- In the story, the little girl has to beware of the yeti's behaviour when she takes him to school. It seems that he doesn't have any table manners, although he does excuse himself when he makes 'loud, embarrassing noises'. Discuss good manners that are expected at school overall, and at the table in particular. You could hold a monster picnic in the classroom, ensuring all the 'little monsters' uphold the highest standards of behaviour as if they were modelling this for the yeti.
- The little girl also has to keep an eye on the yeti's personal hygiene. The story therefore provides a good opportunity to talk about aspects of cleanliness such as brushing teeth and washing hands properly. You could use disclosing tablets to show children where they need to be more effective in their tooth brushing, and demonstrate how germs spread by mixing a small amount of glitter in some baby lotion and asking children to rub it into their hands (ensure there are no skin allergies first). Children will have to use soap, and wash very carefully to ensure they remove all the 'germs' from their skin.

