

FAMILY, FRIENDS AND FURRY CREATURES

by LIZ PICHON

Lesson plan for lower key stage two

OBJECTIVES

- Collect, analyse and present data and information effectively.
- Draw on understanding of characters in the story to design a product that will meet their needs.
- Use a close understanding of the text and characters to predict what might happen next, writing in a similar style to the author.

OUTCOMES

- A survey to collect data about their classmates which can be analysed.
- A database of information about the children in the class.
- A range of one-step and two-step maths problems based on the class data.
- Design for a pair of shoes for one of the characters in the story.
- An interview with 'The Wrinklies' adopting the style and tone from the text.

RESOURCES

- Activity sheet 1: All about us - a class survey
- Activity sheet 2: Recording data
- Activity sheet 3: Investigating shoe designs
- Activity sheet 4: Designing a super-snazzy pair of shoes
- Activity sheet 5: Interview with the Wrinklies

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 SCHOLASTIC


LEAD IN - WOULD I LIE TO YOU?

In advance of session, ask children to prepare two interesting facts about themselves or their family. One of these facts should be true, and the other one pure fiction. NB it helps if the true fact is actually pretty unbelievable or surprising! Suggest children think of something they have done, an unusual job that a member of their family has had, an interesting person they have met, or somewhere unexpected that they have been. They should also be prepared to answer questions about these facts. Taking turns, children can choose to share either the true fact, or the fact they've made up. Their classmates can ask three questions, and then must decide whether the person is telling the truth or a lie.


At the end of the exercise talk about the things children have been really surprised to learn about their classmates (including perhaps an ability to lie convincingly!), and stories they would like to know more about. Liz Pichon obviously has lots of fun in this book inventing lots of facts about Tom's friends and family.

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ACTIVITY ONE - All about us




For his school project, Tom makes a list of interesting questions he would like to ask his friends and family. For example, he wants to know about their favourite biscuit, whether they have any pets and which super power they would choose if they could.




Explore the responses of children in the class to one of these questions, for example which superpower. From the discussion, make a list of five options, for example invisibility, super strength, the ability to fly, x-ray vision or telepathy, and then explain that they will have a class vote to see which response is the most popular. Tell children they can vote just twice. Go through each power in turn and count the responses there are. Model how to record this data using a tally, ensuring children recognise tallies are useful to help you count quickly.



Now use this data to create a 'human bar graph': One child (preferably one of the tallest) should be the y-axis. Look at the number of votes collected for each superpower, and agree on appropriate intervals for the y-axis scale - should it go up in twos? in fives? Stick post-it notes onto the y-axis child's body to mark these intervals from toe to head. Then choose five children to represent the five superpowers on the x-axis. They should each have a whiteboard with their superpower written on it and should crouch down as low as they can to show they are at zero. Taking each superpower in turn, ask the child representing it to 'grow' to the right height on the y-axis. Repeat until your bar chart is complete. Which superpower is the most/least popular? What is the benefit of using a bar chart to show this?

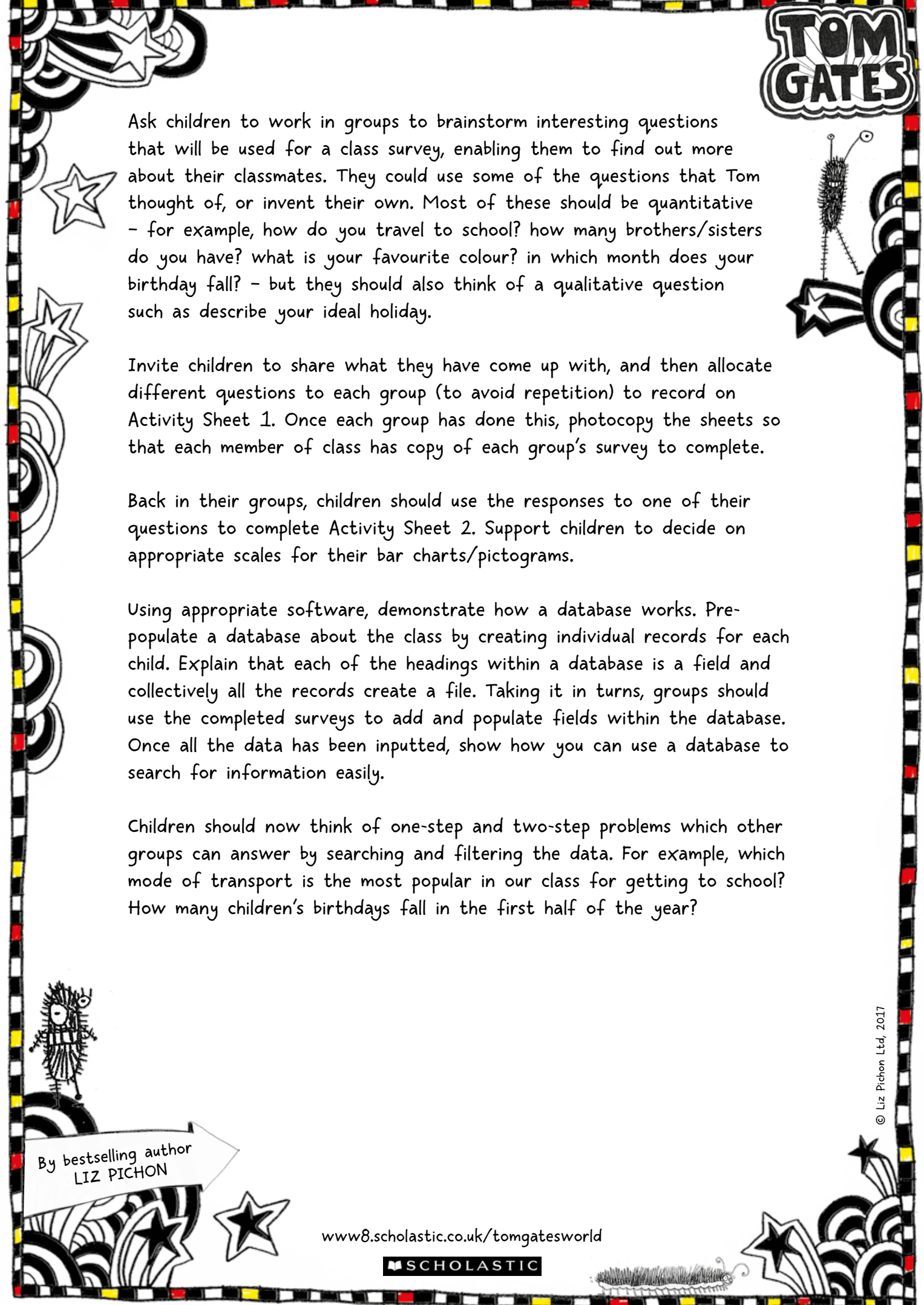


Discuss the need to narrow the options children voted for to just five in order to make the bar chart meaningful. Explain that this sort of data, which can be counted, is known as quantitative data, but that some of the questions Tom had on his list - such as 'tell me a good joke' or 'what's your best homework-avoidance tip?' generate answers that can't be analysed in this way. These questions provide qualitative data, which is interesting to collect but cannot be easily compared in the same way.



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Continued...




Ask children to work in groups to brainstorm interesting questions that will be used for a class survey, enabling them to find out more about their classmates. They could use some of the questions that Tom thought of, or invent their own. Most of these should be quantitative – for example, how do you travel to school? how many brothers/sisters do you have? what is your favourite colour? in which month does your birthday fall? – but they should also think of a qualitative question such as describe your ideal holiday.

Invite children to share what they have come up with, and then allocate different questions to each group (to avoid repetition) to record on Activity Sheet 1. Once each group has done this, photocopy the sheets so that each member of class has copy of each group's survey to complete.

Back in their groups, children should use the responses to one of their questions to complete Activity Sheet 2. Support children to decide on appropriate scales for their bar charts/pictograms.

Using appropriate software, demonstrate how a database works. Pre-populate a database about the class by creating individual records for each child. Explain that each of the headings within a database is a field and collectively all the records create a file. Taking it in turns, groups should use the completed surveys to add and populate fields within the database. Once all the data has been inputted, show how you can use a database to search for information easily.

Children should now think of one-step and two-step problems which other groups can answer by searching and filtering the data. For example, which mode of transport is the most popular in our class for getting to school? How many children's birthdays fall in the first half of the year?



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ACTIVITY TWO - Super-Snazzy shoes

At the start of the story, Tom's noisy shoes cause him lots of embarrassment, which only gets worse when he has to borrow a pair of gym shoes that are so dazzlingly white you need sunglasses. Explain to children that their task is to design a pair of shoes for Tom, or for one of the other characters in the story.

Start by looking at examples of lots of different types of shoes (for example trainers, ballet shoes, school shoes, sandals, heels, wellies, slippers etc.) and look closely at what materials they are made from, how they fasten, how they look and how suitable they are for their purpose. Children should record their findings on Activity Sheet 3.

Now invite children to decide on the design criteria for their shoe design and draw their design on Activity Sheet 4. They should think carefully about what their chosen character would want from a shoe and what would make it appealing to them. For example, a shoe for Delia might be all black and definitely wouldn't have any fur on it because of her allergies. Tom's mum might like to have some glamorous shoes for a special night out, while Tom's might be customised with lots of fun doodles.

Children could make a prototype of their design using card and craft materials. They could draw round their own shoe to give the shape of the sole and then use paper cut-outs to explore what shapes they would need for the shoe's uppers and straps. These designs should be evaluated once they see their designs starting to come to life, noting any revisions they would make to their original concept, for example strengthening a particular part of the shoe

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ACTIVITY THREE - Interviewing the Wrinklies

The Wrinklies, also known as Tom's mum's parents, only arrive at the end of the book, although Tom starts to find out snippets of information about them before this. Invite children to share what we do know about them. For example, they are retired teachers, they have been going around the world having adventures for the last seven years, including swimming with sharks and jumping out of aeroplanes. They occasionally send postcards from their travels. Their full names are Petula Rita Bark and Tony John Bark. Tom's mum is their only child. Their dog once bit Delia and they may or may not secretly be spies.


Ask children to help Tom complete his project by filling in the missing information about the Wrinklies. Start by 'hot-seating' different children as Petula and Tony, imagining how they might respond to the questions Tom would ask them. Then, using Activity Sheet 5, children can record these responses in the same way that Tom has done so far in his project, with lots of doodles, cartoons, speech bubbles and annotations.

Children could also write Tom's interview with the Wrinklies in the form of a narrative, incorporating cartoons and speech bubbles within the text. The interview with Aunty Alice or Uncle Kevin on pages 156-7 is a good model for this

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Extension activities

- The class survey could be extended to incorporate aspects of measuring, for example how close to a target children can throw a bean bag, or children could measure their stride length or height.
- Children could extend their work on shoe design to explore examples of shoe advertising and packaging. They could decorate an old shoebox to display their shoes in for a display, and could make posters or film their own shoe adverts.
- In addition, they could explore the properties and durability of a range of materials they could use to make their shoes, designing investigations to see which materials are most waterproof, or resistant to scuffs when rubbed with coarse material; which are most flexible and do not crease or tear when bent, and which would provide the best grip when in contact with different surfaces.
- Children could look on a world map to find destinations visited by the Wrinklies, and could use the internet to research key landmarks and tourist attractions they might have seen. They could then write postcards to Tom and his family in role as the Wrinklies, describing the adventures they have had.



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CURRICULUM LINKS

SPEAKING AND LISTENING

Pupils should be taught to:

- listen and respond appropriately to adults and their peers.
- ask relevant questions to extend their understanding and knowledge.
- articulate and justify answers, arguments and opinions.
- participate in discussions, presentations, performances, role play, improvisations and debates.

READING COMPREHENSION

Pupils should be taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding by being encouraged to link what they read or hear read to their own experiences.
- understand both the books they can already read accurately and fluently and those they listen to by making inferences on the basis of what is being said and done, and predicting what might happen on the basis of what has been read so far.

WRITING COMPOSITION

Pupils should be taught to plan their writing by:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.
- discussing and recording ideas.

DESIGN TECHNOLOGY

Pupils should be taught to:

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.
- generate, develop, model and communicate their ideas through discussion, annotated sketches, prototypes and pattern pieces.
- investigate and analyse a range of existing products
- apply their understanding of how to strengthen, stiffen and reinforce more complex structures.

COMPUTING

Pupils should be taught to:

- use software to design and create content to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

MATHS (STATISTICS)

Pupils should be taught to:

- interpret and present data using bar charts, pictograms and tables.
- solve one-step and two-step questions using information presented in scaled bar charts and pictograms and tables.

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ACTIVITY SHEET 1

All about us - a class survey

Fill in your questions on this sheet,
and then ask each of your classmates to answer them.

Respondent's name: _____

Question 1 _____

Answer (please tick one only)

- | | | |
|--------------------------------|--------------------------------|--------------------------------|
| <input type="checkbox"/> _____ | <input type="checkbox"/> _____ | <input type="checkbox"/> _____ |
| <input type="checkbox"/> _____ | <input type="checkbox"/> _____ | |

Question 2 _____

Answer (please tick one only)

- | | | |
|--------------------------------|--------------------------------|--------------------------------|
| <input type="checkbox"/> _____ | <input type="checkbox"/> _____ | <input type="checkbox"/> _____ |
| <input type="checkbox"/> _____ | <input type="checkbox"/> _____ | |

Question 3 _____

Answer (please tick one only)

- | | | |
|--------------------------------|--------------------------------|--------------------------------|
| <input type="checkbox"/> _____ | <input type="checkbox"/> _____ | <input type="checkbox"/> _____ |
| <input type="checkbox"/> _____ | <input type="checkbox"/> _____ | |

Question 4 _____

Write your answer in the box:

ACTIVITY SHEET 2

Recording data



Choose one of the questions from your class survey, and record the responses in different ways on this sheet.

1. TALLY CHART

Title _____

OPTION	TALLY	TOTAL

2. BAR CHART

Show the data in your tally chart in a bar chart.
Think carefully about the scale for your y-axis.

Title _____

Again, use the data from your tally chart to create a pictogram.

Key

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ACTIVITY SHEET 3

Investigating shoe designs

Look closely at the different types and designs of footwear in front of you. Complete the table below to help you think about how well their design meets their purpose.

Draw the shoe and label the parts (you can use a separate page if you wish!)	When would you wear it?	What features of the design make it good for this purpose?	What materials have been used?	Does it look good? Which aspects of the design are appealing?	How do you fasten this shoe?

ACTIVITY SHEET 4

Designing a super-snazzy pair of shoes

Draw your shoe design as seen from
the side. Label the different features.

DESIGN CRITERIA

My shoes are for: _____

They need to be: _____

Materials used: _____

Draw your shoe design as seen from above.
Label the different features.

USEFUL WORDS

fastenings

laces

comfortable

hard-wearing

sole

straps

non-slip

waterproof

upper

buckle

cool

glamorous

sensible

zip

heel

strong

colourful

ACTIVITY SHEET 5

All about the Wrinklies



My grandmother		
My question	Answers	My comments

My granddad		
My question	Answers	My comments