

Teaching Notes & Resources

Key Stage 1

Themes: Family | Starting school | Growing Up | Empathy

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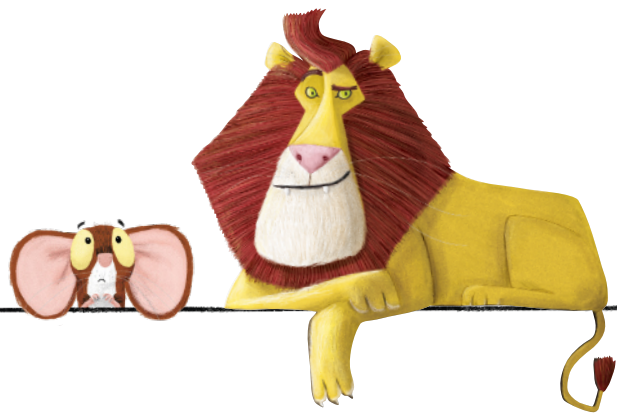
ANIMAL FACT FILE

THE
LION
INSIDE



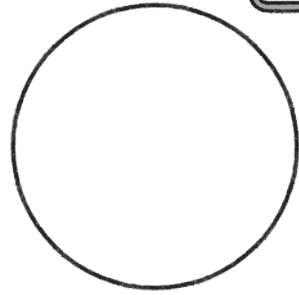
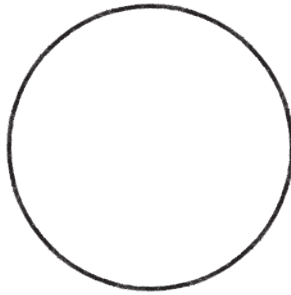
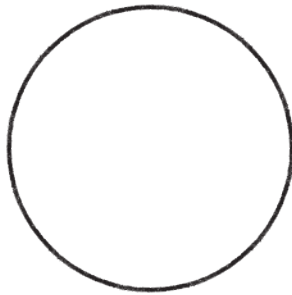
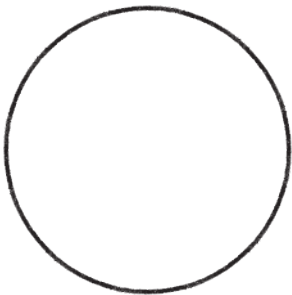
Name of animal:

Location:



Diet:

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



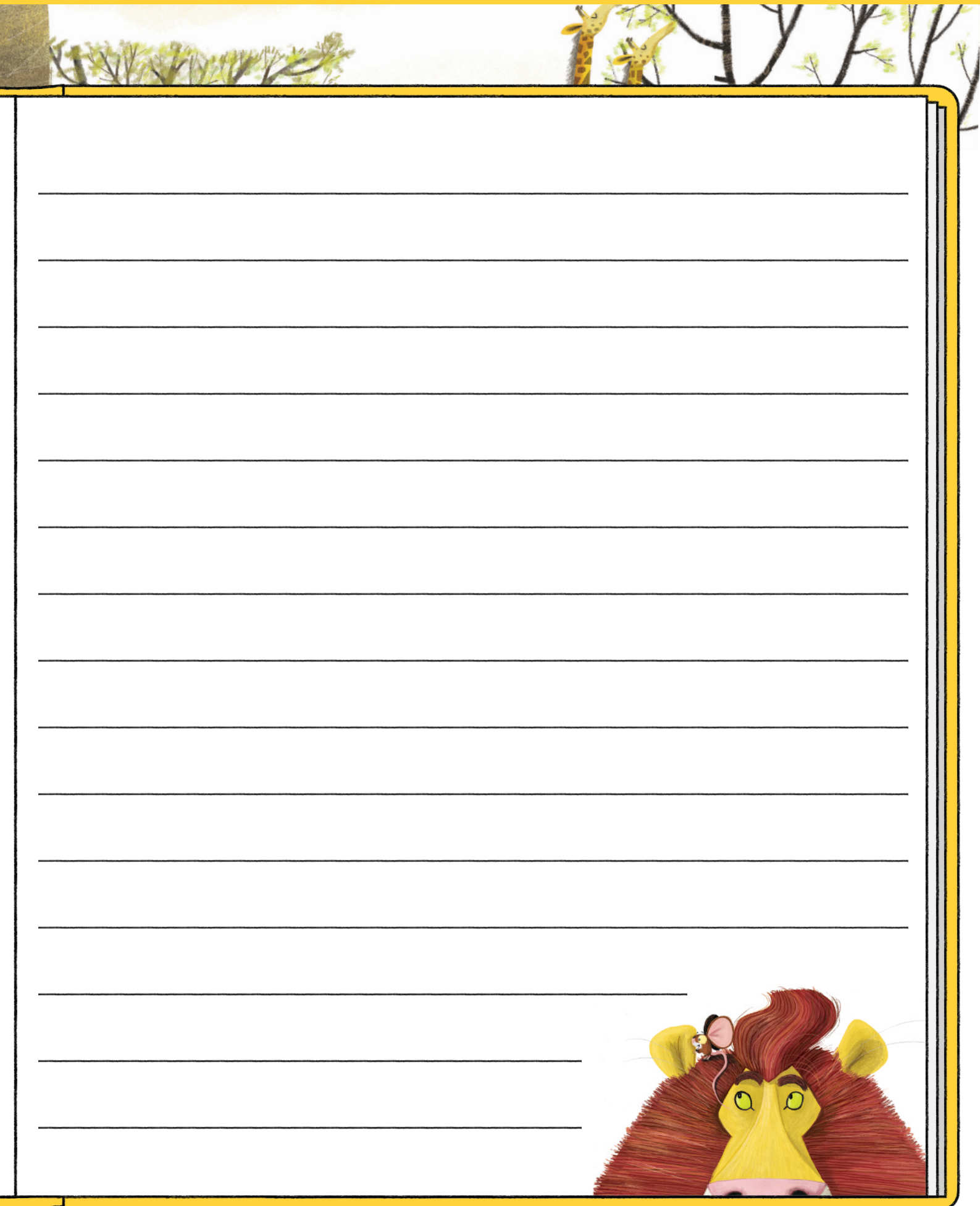
Did you know?

THE LION INSIDE



CHARACTER DIARY

THE
LION
INSIDE



A character diary page with a yellow header and a white body. The header contains the title 'CHARACTER DIARY' and the book title 'THE LION INSIDE'. The body is ruled with horizontal lines. At the top, there is a small illustration of a savanna landscape with trees and giraffes. At the bottom right, there is a cartoon illustration of a lion's face with a red mane and a small mouse on its head.

CURRICULUM MAP

THE
LION
INSIDE

Literacy

Speech and Thought Bubbles

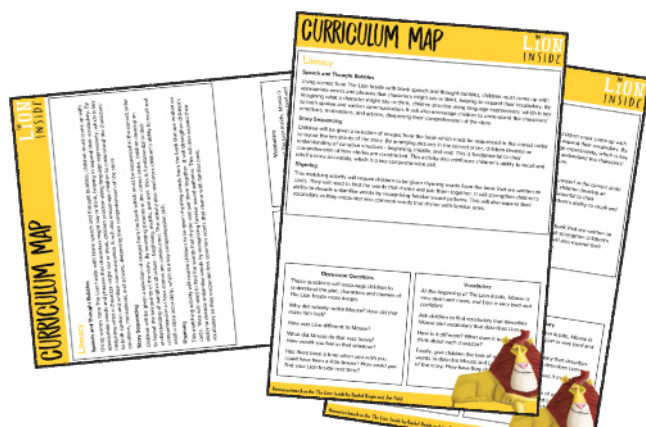
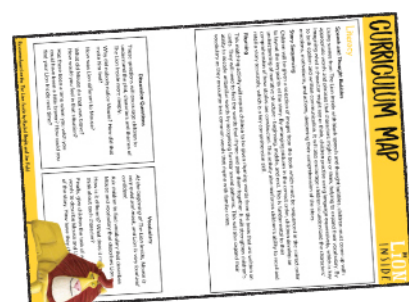
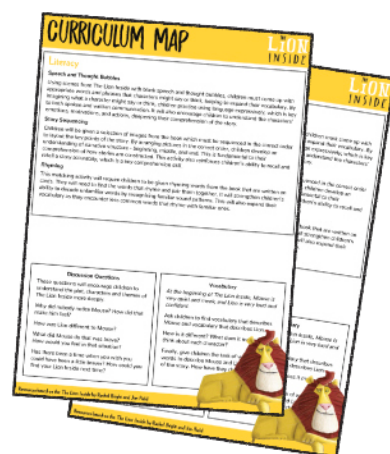
Using scenes from *The Lion Inside* with blank speech and thought bubbles, children must come up with appropriate words and phrases that characters might say or think, helping to expand their vocabulary. By imagining what a character might say or think, children practise using language expressively, 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 Lion Inside* more deeply.

Why did nobody notice Mouse? How did that make him feel?

How was Lion different to Mouse?

What did Mouse do that was brave?
How would you feel in that situation?

Has there been a time when you wish you could have been a little braver? How could you find your Lion Inside next time?

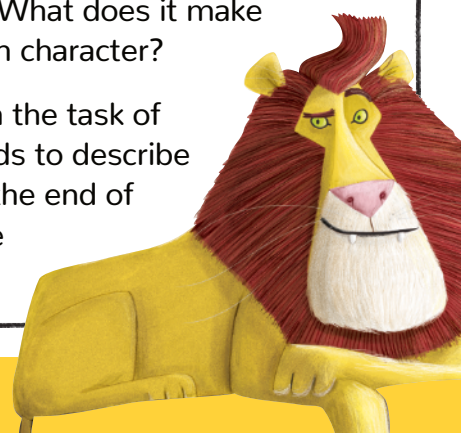
Vocabulary

*At the beginning of *The Lion Inside*, Mouse is very quiet and meek, and Lion is very loud and confident.*

Ask children to find vocabulary that describes Mouse and vocabulary that describes Lion.

How is it different? What does it make you think about each character?

Finally, give children the task of writing a list of words to describe Mouse and Lion at the end of the story. How have they changed?



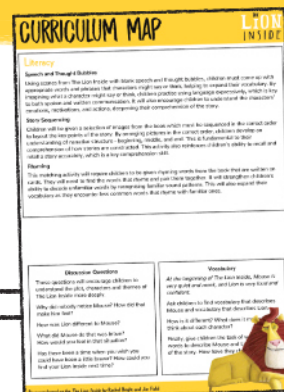
CURRICULUM MAP

THE
LION
INSIDE

Character Diary

In The Lion Inside, the main character Mouse starts off very quiet, timid and not very happy about himself.

Ask children to write a personal diary entry from the perspective of Mouse. They should write as Mouse at the point that he decides to go and see Lion. Children should write about how Mouse feels about himself and why he wants to change.



Phonics

Phase 4: Reading words blending adjacent consonants

Make cards with the words: must, press, clever, jump, strong, gulp, slumber, plain, fright. With each card:

- Make cards with the words: must, press, clever, jump, strong, gulp, slumber, plain, fright. With each card:
- Sound out the word e.g. g-u-l-p
- Ask the children to repeat the sounds and blend them into the word: g-u-l-p gulp
- Show the children the card. Get the children to help you put a dot under each sound/ phoneme.
- Ask the children to read the word.
- With the words with long vowel sounds: ask the children to find the long vowel sound. Underline it. Dot under each phoneme/sound.

Phase 5: Alternate spelling of the long /igh/ sound

- Write these words on cards: lion, inside, night, mice, life, nice, find, climbed, reclining.
- Show the children the card. Ask the children to find the long /igh/ sound. Underline it. Ensure the children link this new grapheme with the sound /igh/.
- Dot each phoneme/sound.
- Ask the children to read the word.



PSHE

What makes you special?

In this activity, children will reflect on the things that makes them special and unique. They can choose to focus on physical attributes or skills they have that they're proud of.

What makes your classmates special?

Children can group in pairs and discuss the qualities that makes the other person special to them. They might choose to discuss any special skills the other has or personality traits that makes them special to that other person – i.e You make me laugh with your jokes.

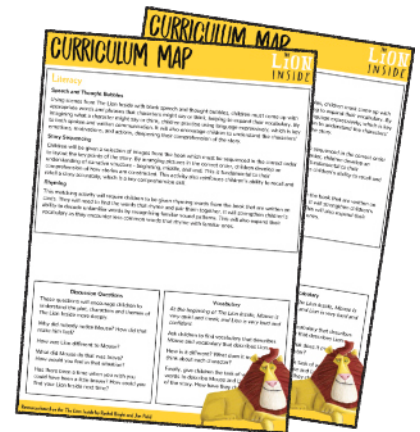
CURRICULUM MAP

THE
LION
INSIDE

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 Mouse!

In this activity, the children will need to use the scenes from the book to reflect on what the character's 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

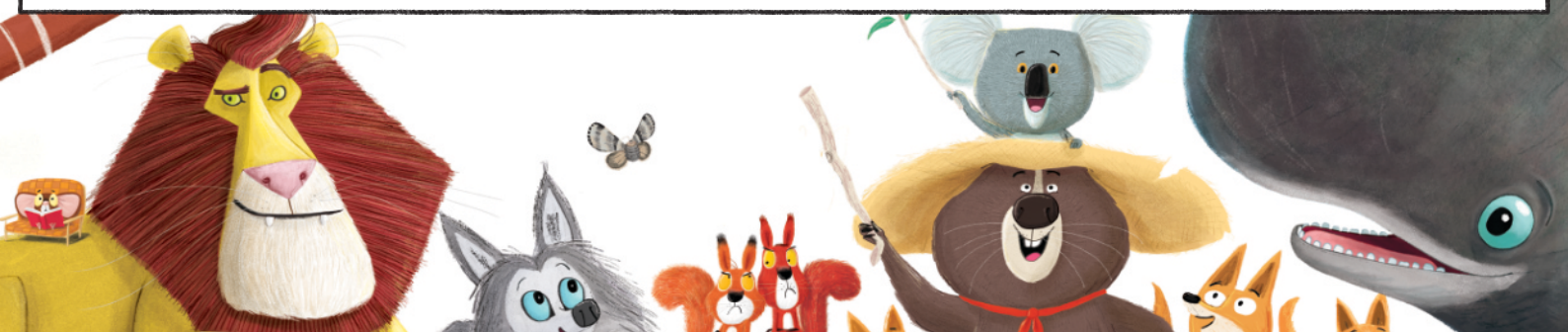
Create a dance routine that tells the story and shows the emotions that the characters feel throughout the book. This could be completed in small groups, or you could break the book up into sections to perform the whole story as a class.

Design

Children design and create lion or mouse masks using various materials. They can plan out their design beforehand, thinking about what colours and materials they will use in their design.

Art

Children create mixed media lion and mouse art, using materials such as wallpaper, newspapers, magazines, or acrylic paper. They will need to draw a large lion face in the centre and cut the strips of materials to stick behind the lion, creating a colourful mane. They can then write a message below their lion about why it's important to show courage.



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?



gold

Resources based on the *The Lion Inside* by Rachel Bright and Jim Field



mane

Resources based on the *The Lion Inside* by Rachel Bright and Jim Field



rock

Resources based on the *The Lion Inside* by Rachel Bright and Jim Field



nice

Resources based on the *The Lion Inside* by Rachel Bright and Jim Field



paw

Resources based on the *The Lion Inside* by Rachel Bright and Jim Field



o'clock

Resources based on the *The Lion Inside* by Rachel Bright and Jim Field




mice

Resources based on the *The Lion Inside* by Rachel Bright and Jim Field



roar

Resources based on the *The Lion Inside* by Rachel Bright and Jim Field



plain

Resources based on the *The Lion Inside* by Rachel Bright and Jim Field



old

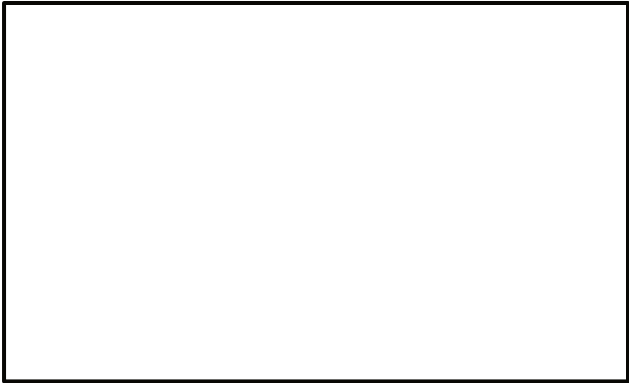
Resources based on the *The Lion Inside* by Rachel Bright and Jim Field

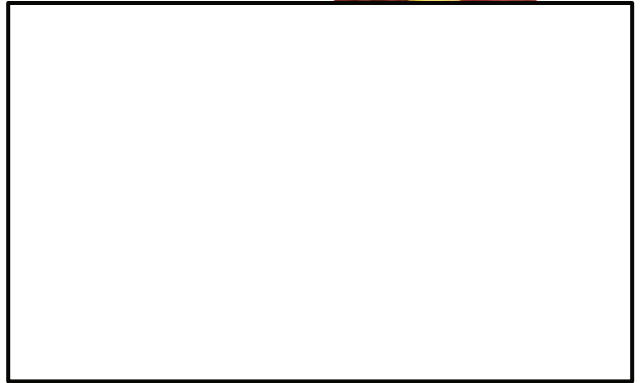
STORY SEQUENCING

THE
LION
INSIDE

Cut out the pictures and put them in order.

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







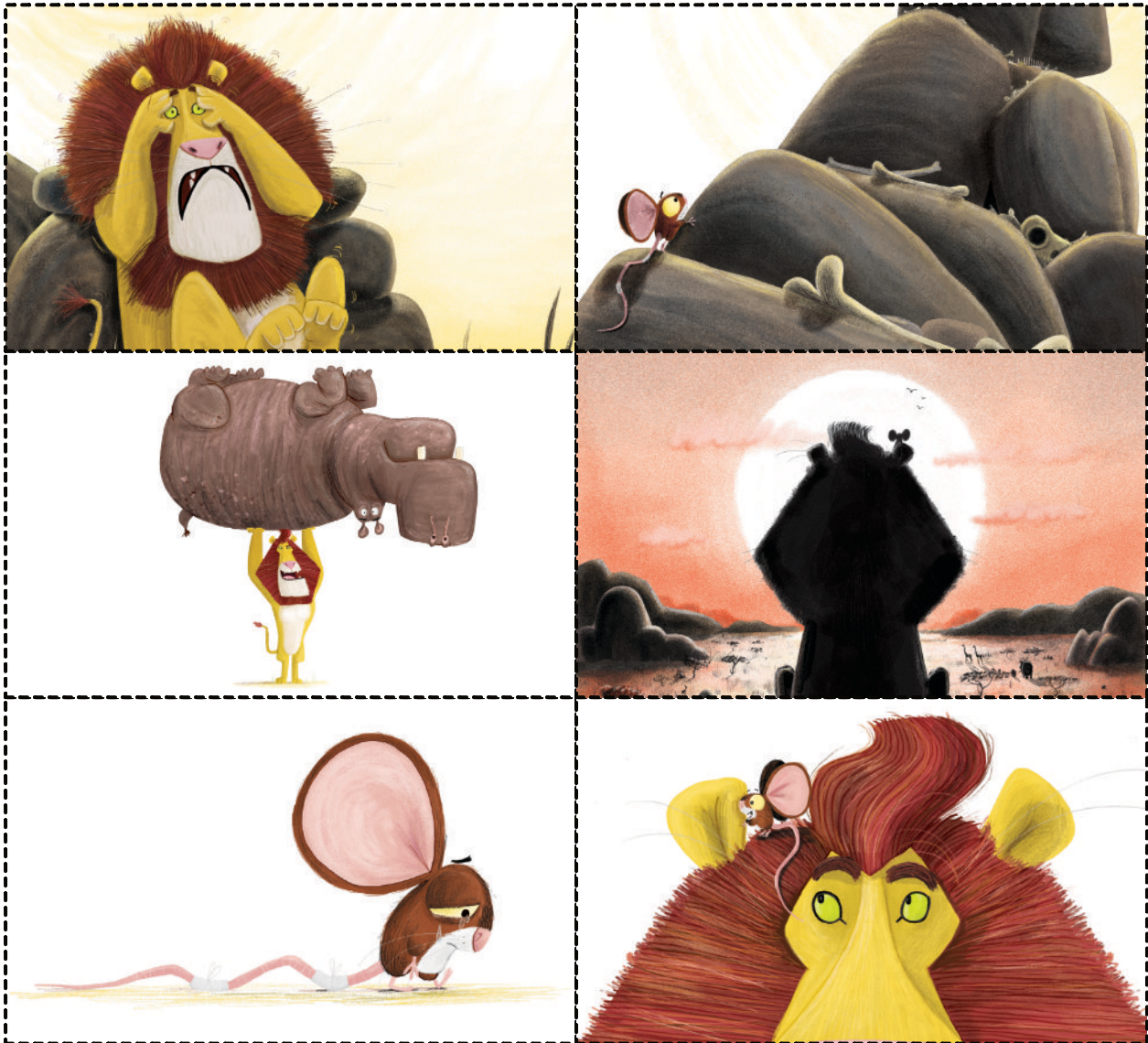






STORY SEQUENCING

THE
LION
INSIDE



THOUGHT BUBBLES

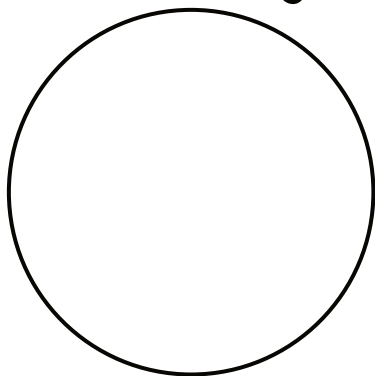
Complete the thought bubbles to show what you imagine the characters might be thinking.



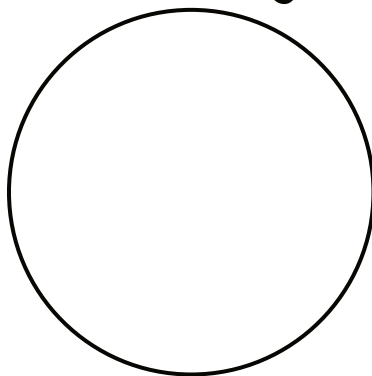
WHAT MAKES YOU SPECIAL?

I am unique!

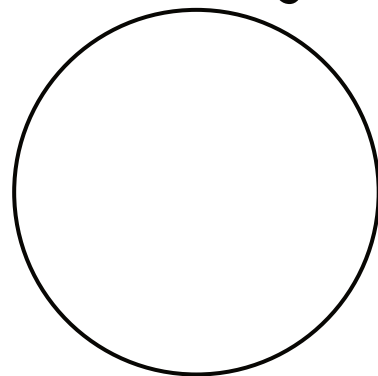
I love my...



I love my...



I love my...



A recent achievement I am proud of...

A skill or talent I have...



WHERE IS THE STORY SET?

THE
LION
INSIDE



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
LION
INSIDE



Resources based on the *The Lion Inside* by Rachel Bright and Jim Field

HABITAT – MOUNTAINS

THE
LION
INSIDE



Resources based on the *The Lion Inside* by Rachel Bright and Jim Field

HABITAT – SAVANNA

THE
LION
INSIDE



Resources based on the *The Lion Inside* by Rachel Bright and Jim Field

HABITAT – TROPICAL

THE
LION
INSIDE



Resources based on the *The Lion Inside* by Rachel Bright and Jim Field

HABITAT – BOREAL FOREST

THE
LION
INSIDE



Resources based on the *The Lion Inside* by Rachel Bright and Jim Field

HABITAT – WOODLAND

THE
LION
INSIDE



Resources based on the *The Lion Inside* by Rachel Bright and Jim Field

HABITAT – OCEAN

THE
LION
INSIDE



Resources based on the *The Lion Inside* by Rachel Bright and Jim Field

HABITAT – OUTBACK

THE
LION
INSIDE



Resources based on the *The Lion Inside* by Rachel Bright and Jim Field

Resources created by



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