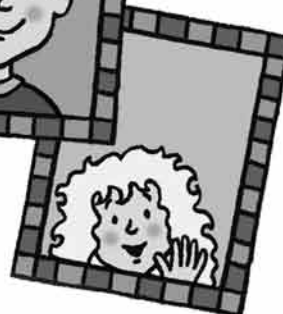




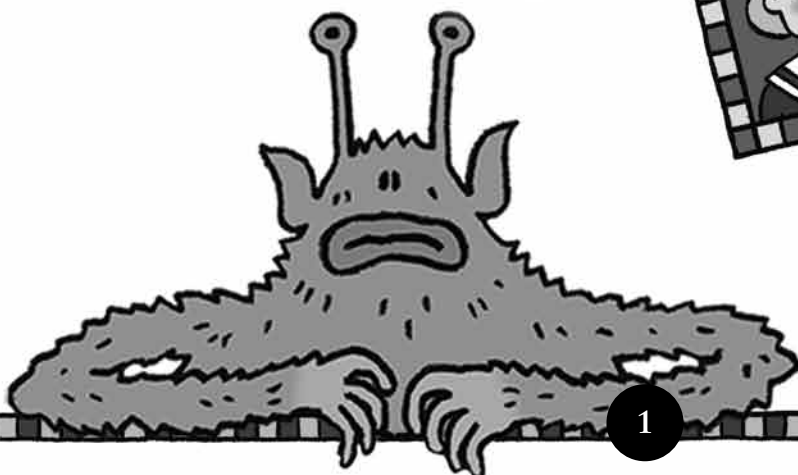
virtually
LIVE



Jacqueline Wilson

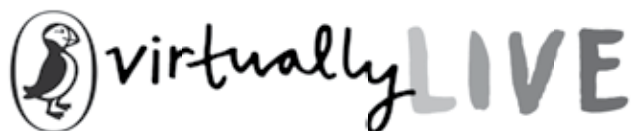
RESOURCE PACK

www.puffinvirtuallylive.co.uk



www.puffin.co.uk
Illustrations © Nick Sharratt

This pack has been created to prepare school children for



Presents **Jacqueline Wilson's Big Picnic**

Hosted by Radio 2's Simon Mayo

Taking place at 11.30am on Thursday 9th May

To register for this event go to

www.puffinvirtuallylive.co.uk

Jacqueline Wilson's latest novel, *Four Children and It*, follows four children as they come across an unexpected and magical creature on their picnic. The novel echoes E. Nesbit's original novel, *Five Children and It*, in which the sand-fairy Psammead grants wishes to children.

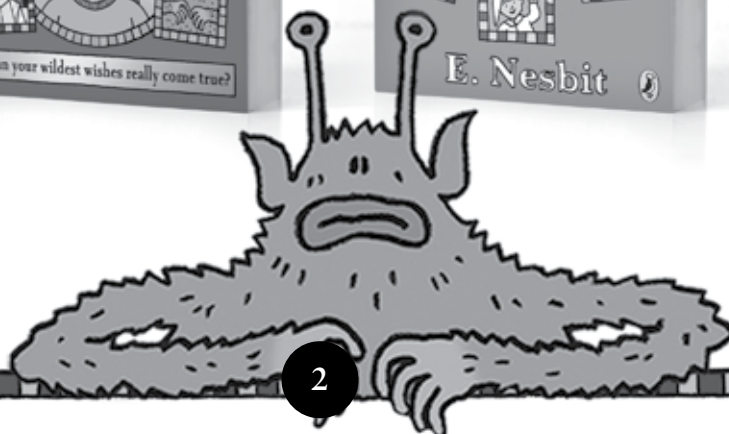
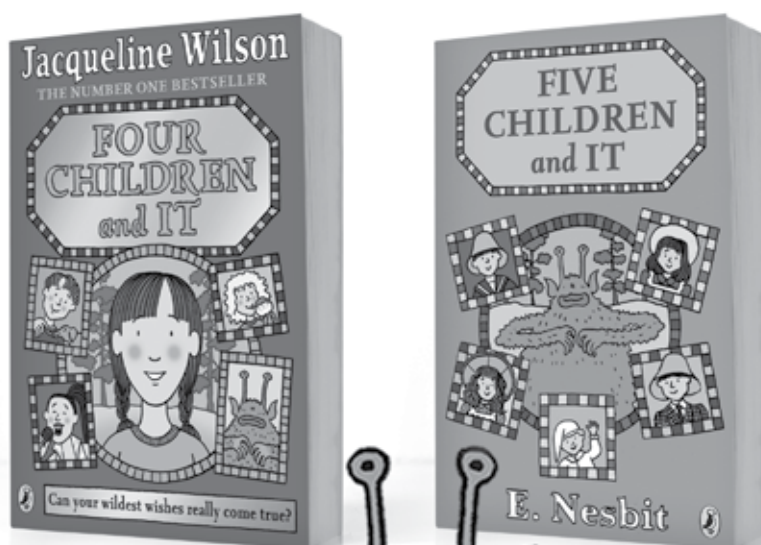
To commemorate 155 years since E. Nesbit's birth, the Puffin Virtually Live event will take place in the grounds of Well Hall in Eltham, where Nesbit used to live. During the event, Jacqueline will read from her own book, talk about E. Nesbit's life and her original novel *Five Children and It*, and share her love of picnics and picnic food in children's books.

This resource pack gives students some background information on both authors, the ideas in their novels, and the links between them. It also encourages students to plan, organise and evaluate their own picnics in preparation for the nationwide Big Picnic celebration.

BOOKS FEATURED:

Four Children and It – Jacqueline Wilson

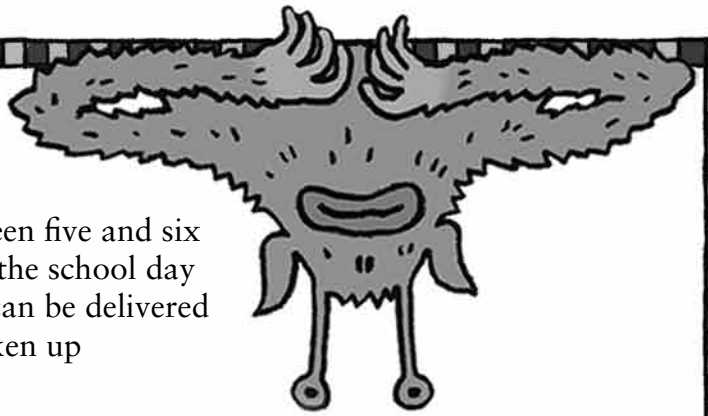
Five Children and It – E. Nesbit



www.puffin.co.uk
Illustrations © Nick Sharratt

GENERAL APPROACH AND CURRICULUM LINKS:

The resource pack provides material for between five and six hours of lessons, which can take place during the school day or as extra-curricular activities. The material can be delivered in sequence as a small scheme of work or broken up into isolated lessons.



THE MAIN OBJECTIVES OF THE PACK INCLUDE:

Literacy

- To improve understanding of text types
- To understand the linguistic conventions of certain text types
- To choose form and content to suit a particular purpose or audience
- To use features of layout, presentation and organisation effectively
- To interpret an author's language and style
- To write creatively using a stimulus

Numeracy

- To plan the budget for a community 'Big Picnic' and to explain and justify decisions
- To select and use appropriate calculation skills to solve problems including data

Drama and Speaking and Listening

- To speak with confidence in a range of contexts, including group work
- To present ideas for the 'Big Picnic' in a group pitch

History

- To carry out research into Edwardian Britain
- To carry out research into cultural, food-orientated traditions across the world

Geography

- To create a map using the appropriate features

Food technology

- To study the layout and content of menus and to create a new menu
- To evaluate recipes and food products

Citizenship

- To identify the customs and traditions of countries across the world

Design technology and Art

- To design and create a lunchbox
- To design and create picnic invitations



First, organise your class into **SIX MAGICAL** groups!
Each group will be responsible for creating their own 'Big Picnic'.

Team 1: THE RED LUNCHBOXES!

Team 2: THE BLUE LUNCHBOXES!

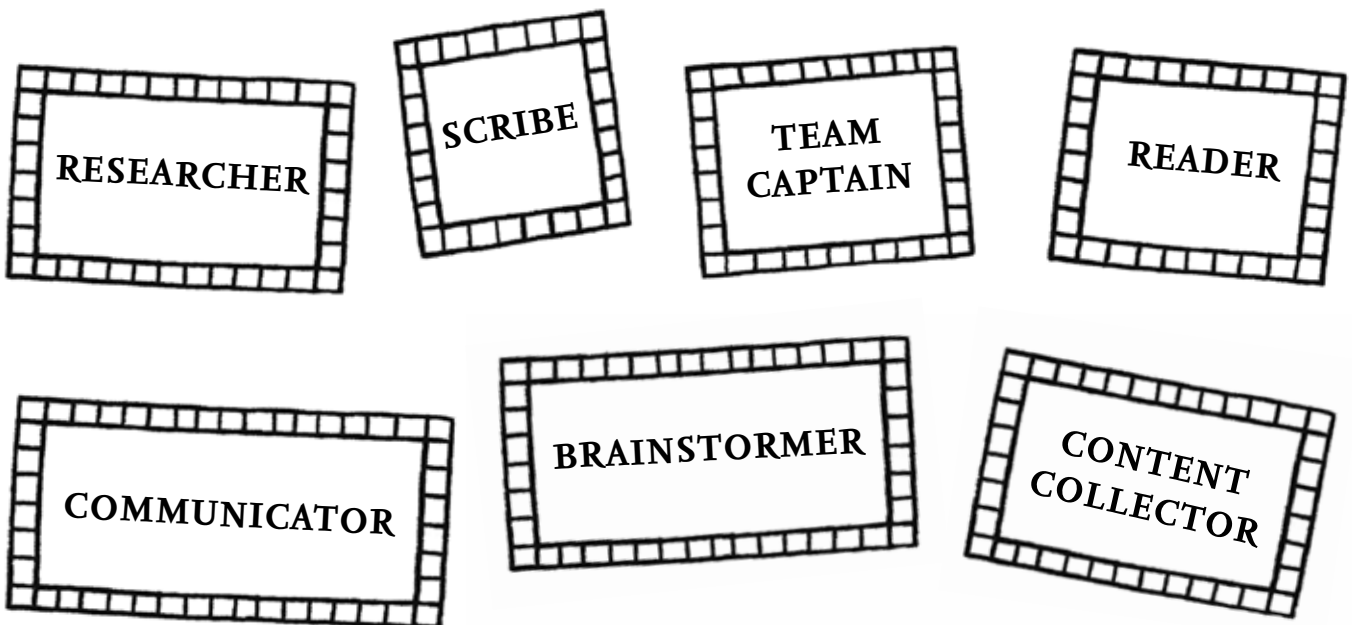
Team 3: THE YELLOW LUNCHBOXES!

Team 4: THE GREEN LUNCHBOXES!

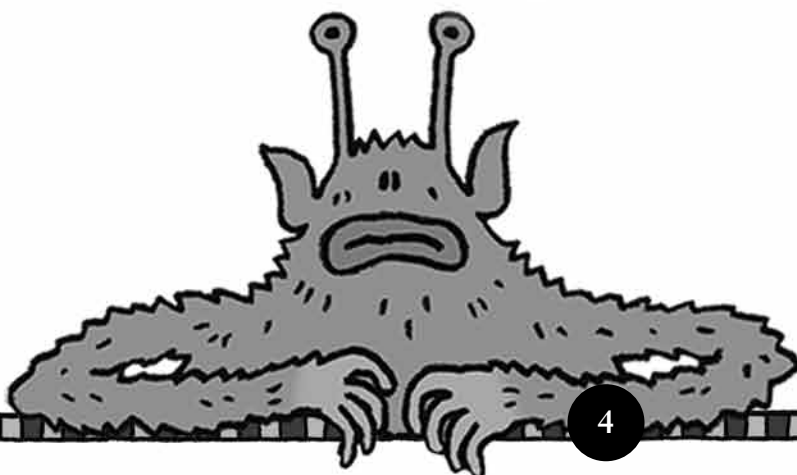
Team 5: THE PURPLE LUNCHBOXES!

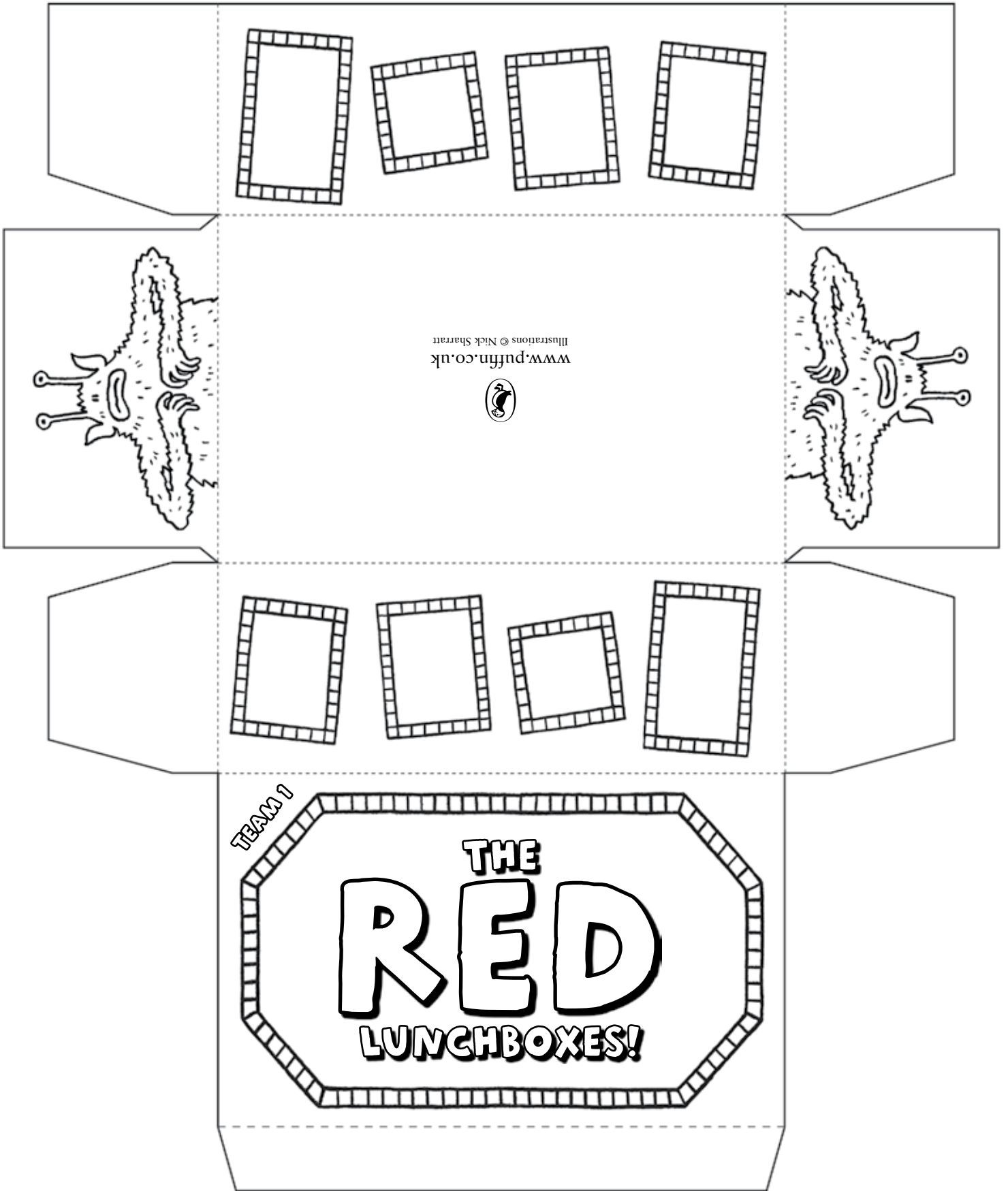
Team 6: THE ORANGE LUNCHBOXES!

You might also want to allocate the following:



Each group should design their lunchbox and keep all of the resources that they collect inside the lunchbox!



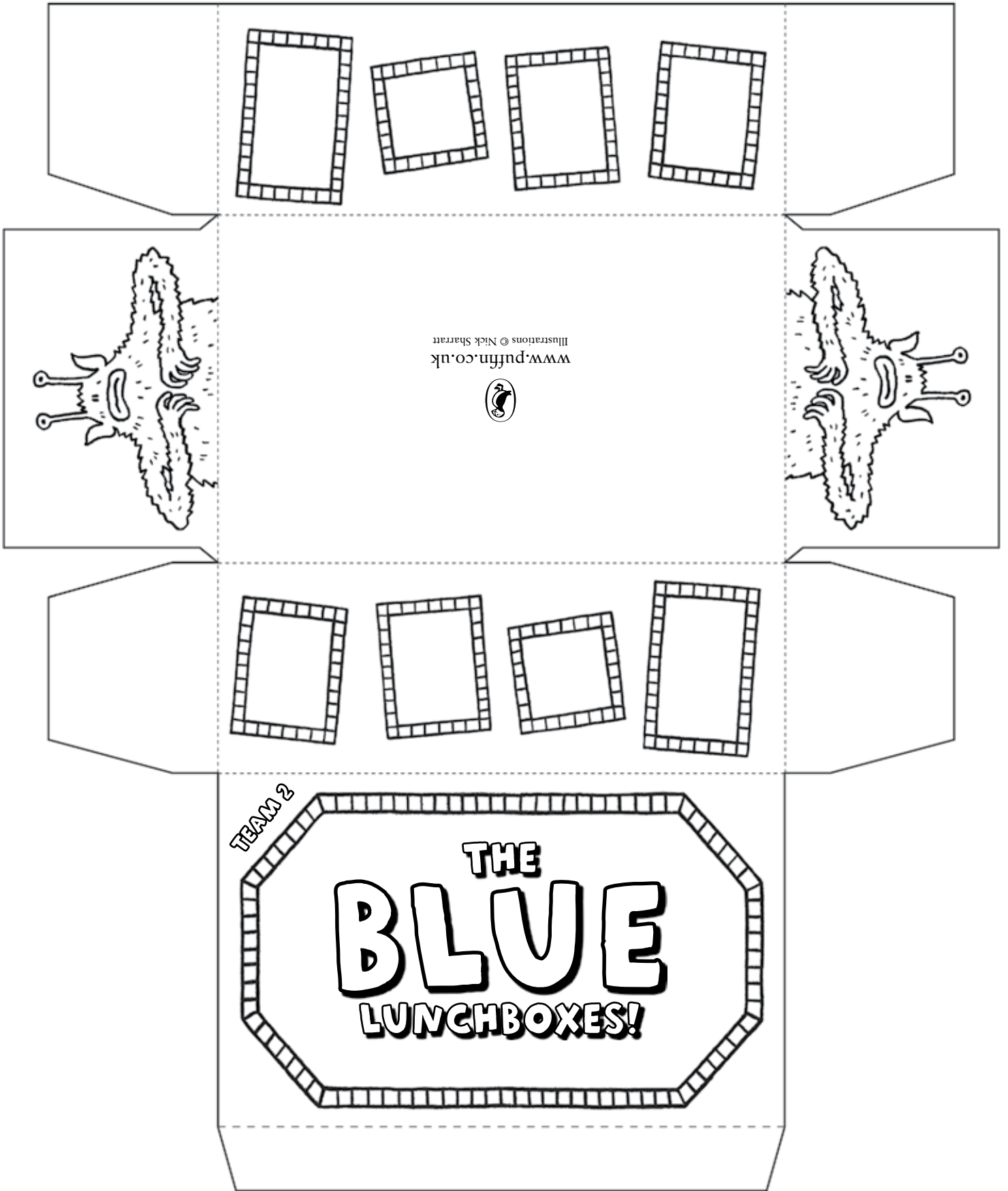


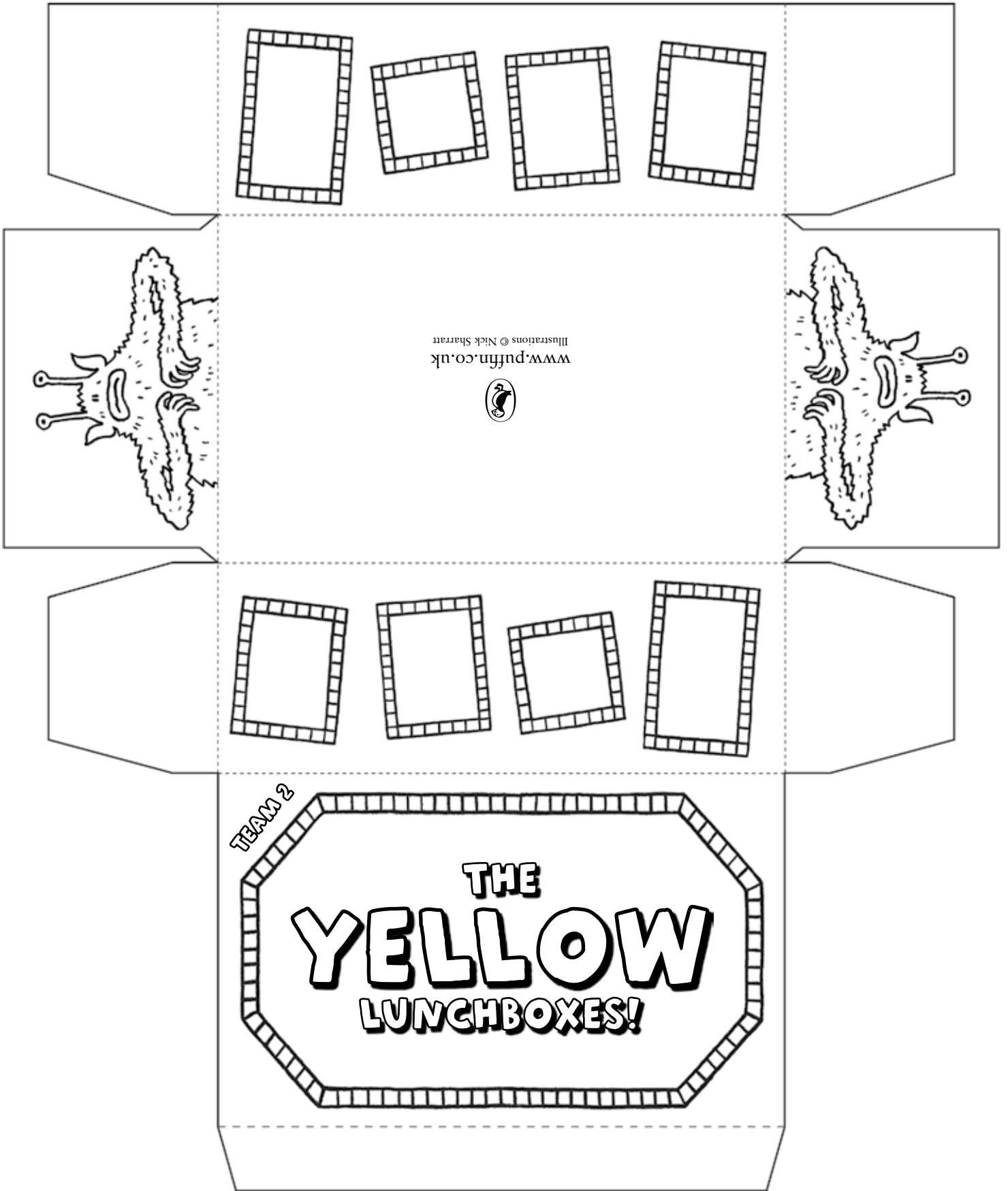
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Illustrations © Nick Sharratt

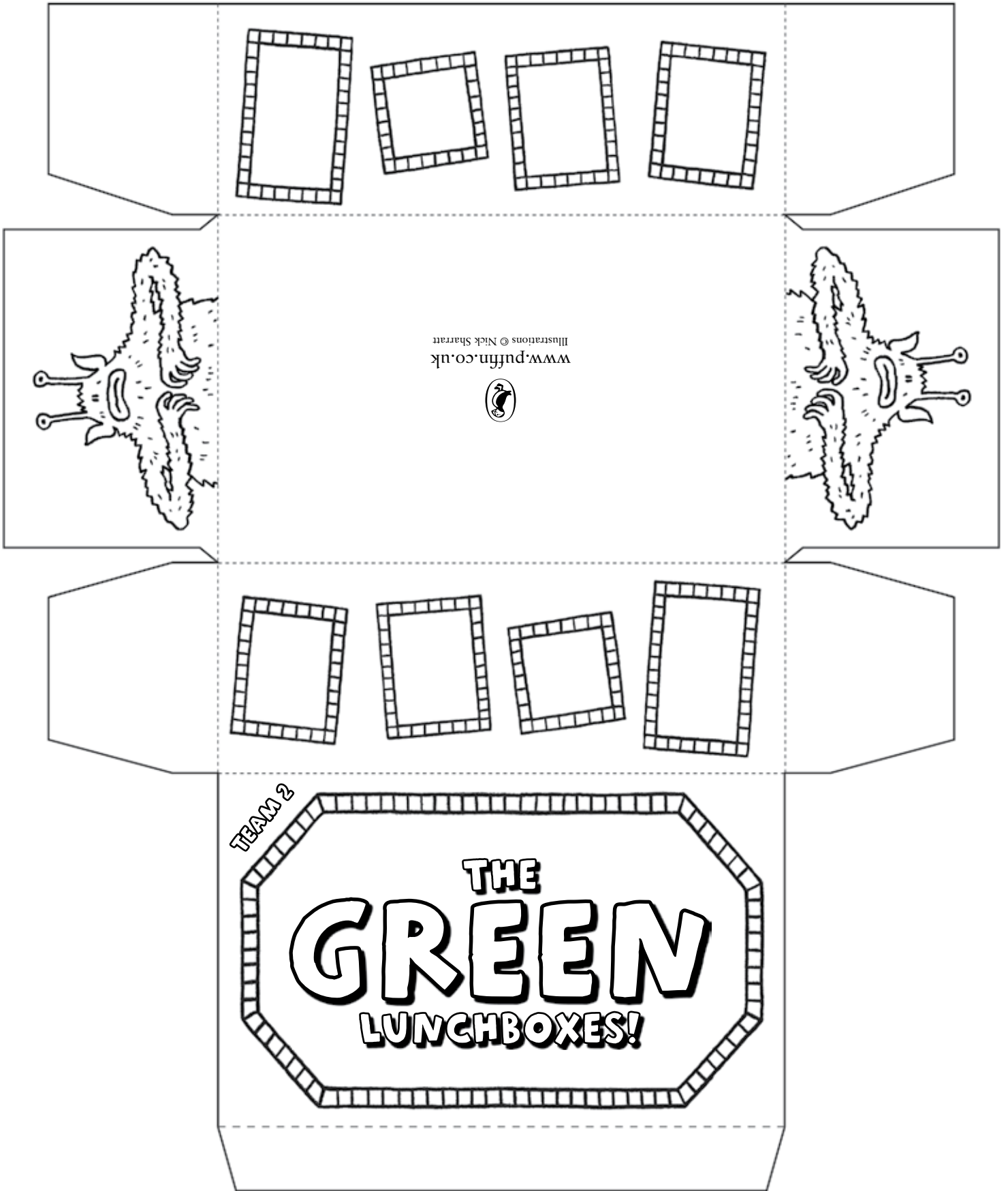


TEAM 1

THE
RED
LUNCHBOXES!





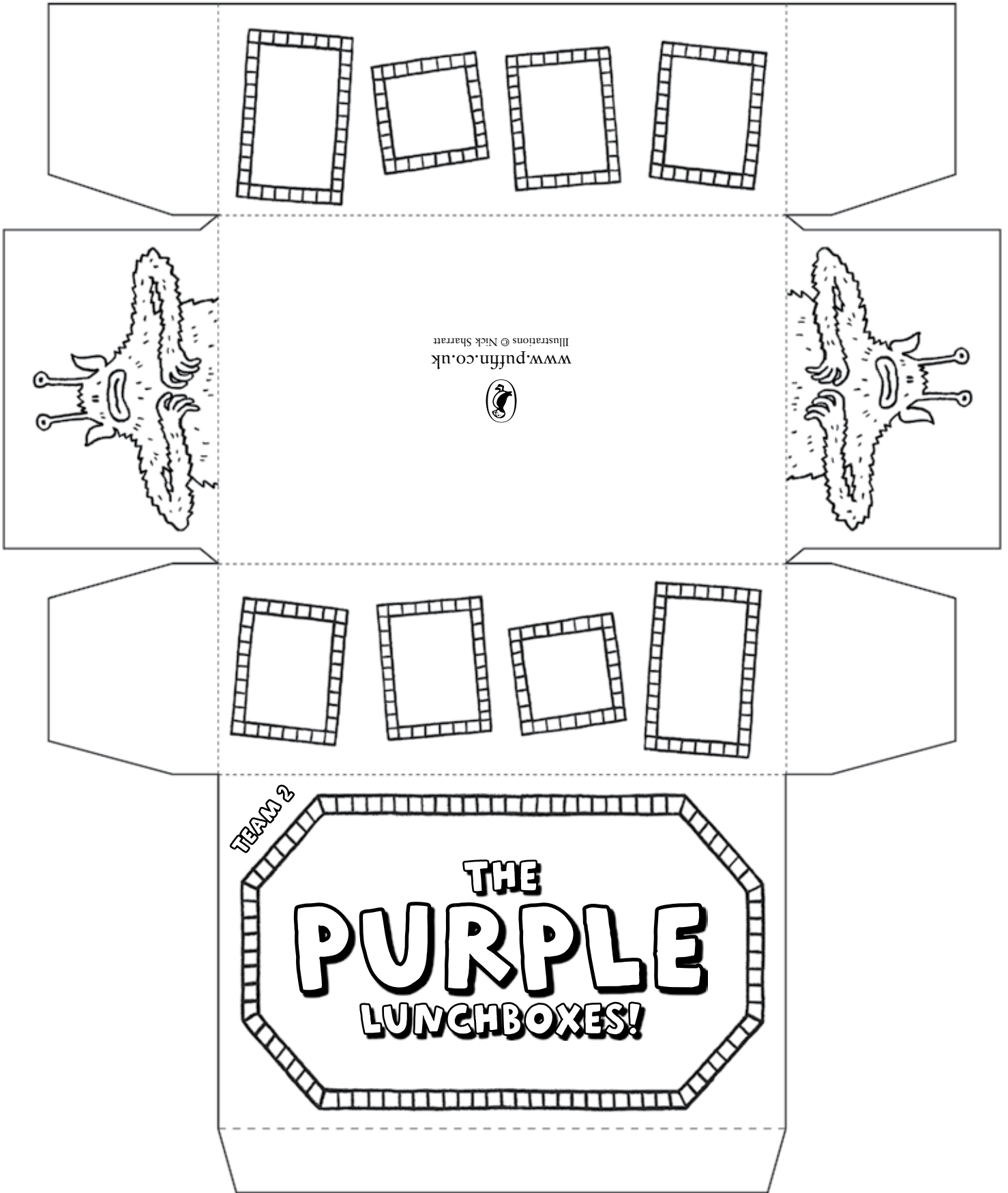


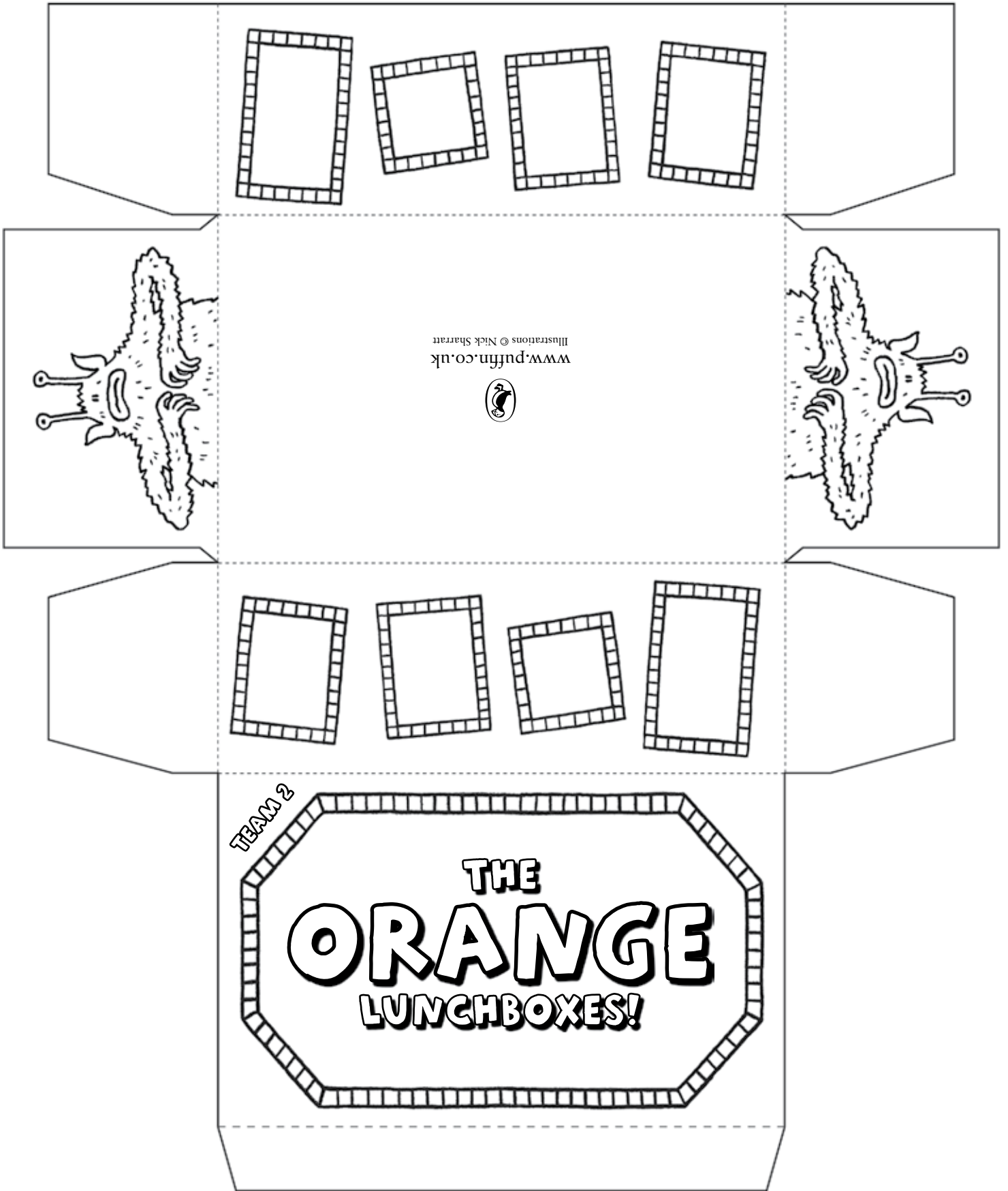
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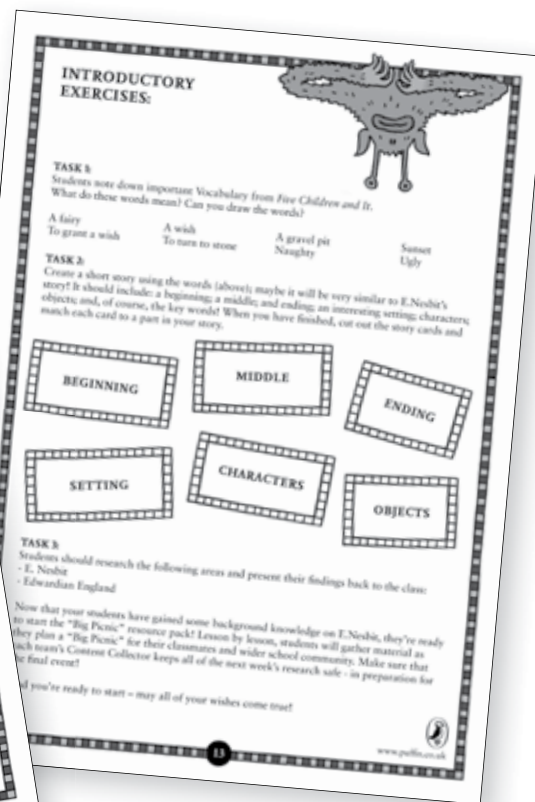


TEAM 2

THE
GREEN
LUNCHBOXES!







INTRODUCTORY EXERCISES:

These tasks give students some background information on *Five Children and It* by E. Nesbit.

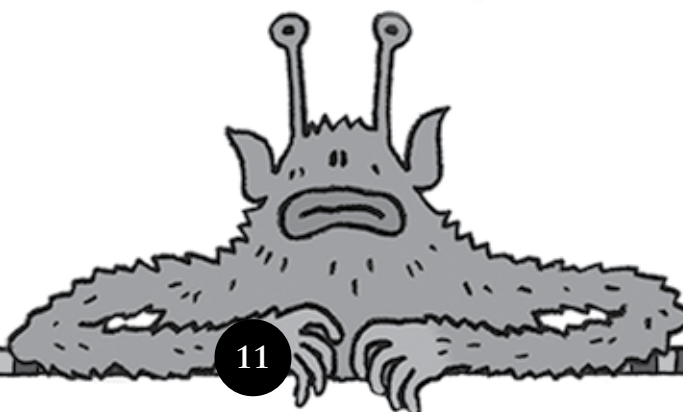
LEAD-IN QUESTIONS:

1. What is magic? Why do we need magic in our lives?
2. If you could have your own wish, what would it be? Why?

Jacqueline Wilson's *Four Children and It* is based on a book written by E. Nesbit with a very similar title: *Five Children and It*. In both books, a group of children go for a simple picnic, only to find a very magical, wish-granting creature called the Psammead.

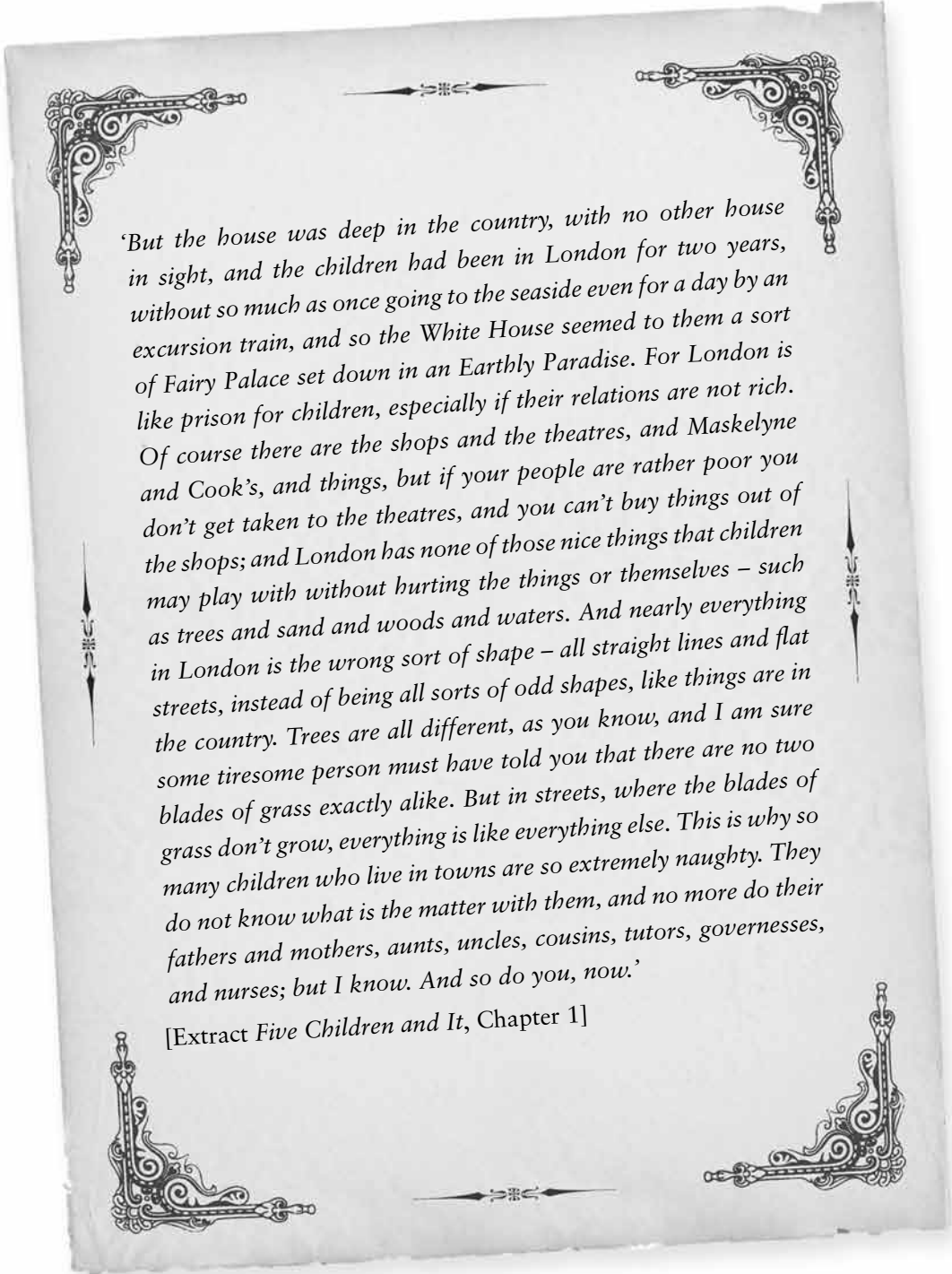
COMPREHENSION QUESTIONS:

1. How does E. Nesbit describe London?
2. How does E. Nesbit describe the countryside?
3. Do you agree with E.Nesbit about why children are naughty?
4. What words stand out to you in the extract?



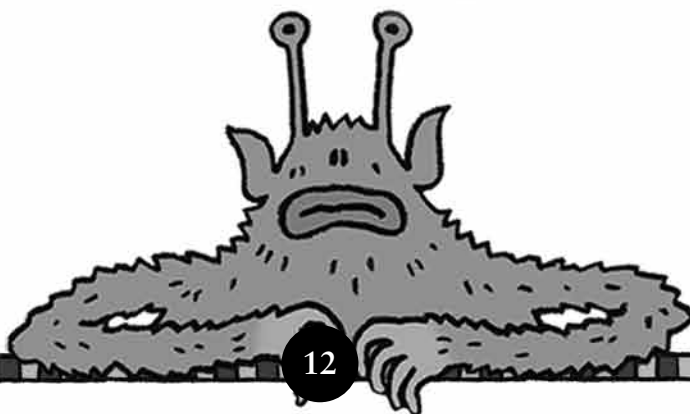
INTRODUCTORY EXERCISES:

E. Nesbit's book is set in Edwardian England. Here is what she says about life in Edwardian London:

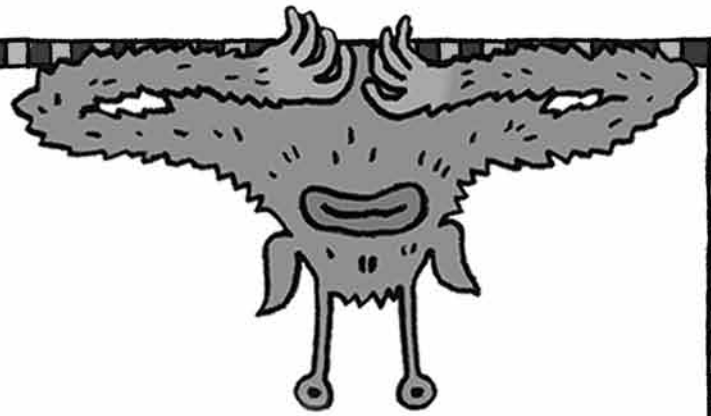


'But the house was deep in the country, with no other house in sight, and the children had been in London for two years, without so much as once going to the seaside even for a day by an excursion train, and so the White House seemed to them a sort of Fairy Palace set down in an Earthly Paradise. For London is like prison for children, especially if their relations are not rich. Of course there are the shops and the theatres, and Maskelyne and Cook's, and things, but if your people are rather poor you don't get taken to the theatres, and you can't buy things out of the shops; and London has none of those nice things that children may play with without hurting the things or themselves – such as trees and sand and woods and waters. And nearly everything in London is the wrong sort of shape – all straight lines and flat streets, instead of being all sorts of odd shapes, like things are in the country. Trees are all different, as you know, and I am sure some tiresome person must have told you that there are no two blades of grass exactly alike. But in streets, where the blades of grass don't grow, everything is like everything else. This is why so many children who live in towns are so extremely naughty. They do not know what is the matter with them, and no more do their fathers and mothers, aunts, uncles, cousins, tutors, governesses, and nurses; but I know. And so do you, now.'

[Extract *Five Children and It*, Chapter 1]



INTRODUCTORY EXERCISES:



TASK 1:

Students note down important Vocabulary from *Five Children and It*. What do these words mean? Can you draw the words?

A fairy
To grant a wish

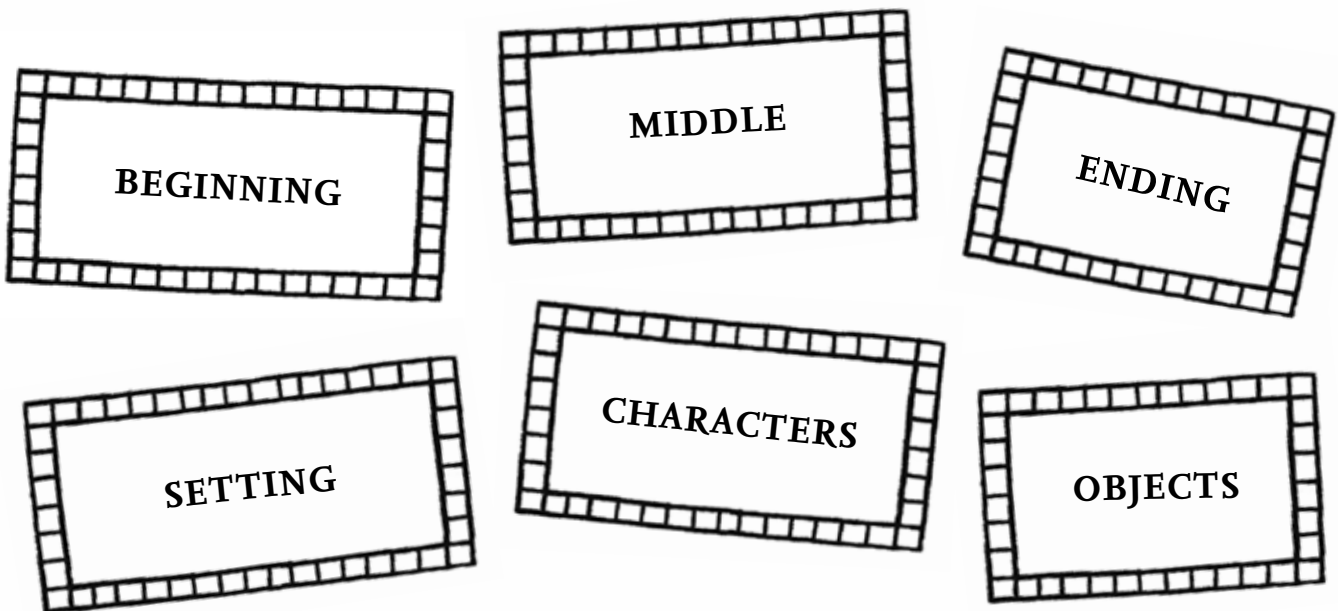
A wish
To turn to stone

A gravel pit
Naughty

Sunset
Ugly

TASK 2:

Create a short story using the words (above); maybe it will be very similar to E.Nesbit's story! It should include: a beginning; a middle; and ending; an interesting setting; characters; objects; and, of course, the key words! When you have finished, cut out the story cards and match each card to a part in your story.



TASK 3:

Students should research the following areas and present their findings back to the class:

- E. Nesbit
- Edwardian England

Now that your students have gained some background knowledge on E.Nesbit, they're ready to start the "Big Picnic" resource pack! Lesson by lesson, students will gather material as they plan a "Big Picnic" for their classmates and wider school community. Make sure that each team's Content Collector keeps all of the next week's research safe - in preparation for the final event!

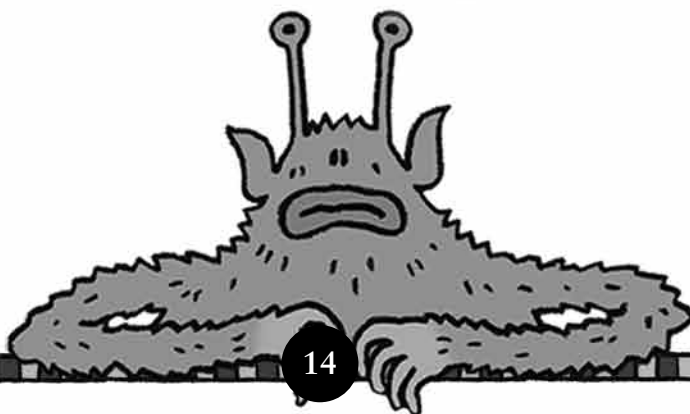
And you're ready to start – may all of your wishes come true!



MAIN EXTRACT

“Cheer up, chum,” said Dad. He gazed into space for inspiration – and then his eyes lit up. “I know! We’ll go on a lovely long tramp in the country (2). It would do the kids good to have a bit of exercise, and I’ll give Maudie a piggyback if she gets tired (3). And we’ll have a picnic. Yes, a picnic! (1) I haven’t had a proper picnic since I was a little kid myself. Sandwiches and hard-boiled eggs and cherry cake and lashings of lemonade (4),” said Dad.’

[Four Children and It Chapter 1]



LESSON 1.

'AND WE'LL HAVE A PICNIC. YES, A PICNIC!'

Objective: To identify customs and traditions of cultural/national food-related celebrations; to identify the key features of a picnic

Outcomes: A list of customs/traditions for cultural/national food-related celebrations; a list of things required for a successful picnic

Resources: Photographs from cultural/national food-related celebrations (Christmas across the world, Pancake day; Thanksgiving; La Tomatina (food fight), Valencia; Burns' Night, Scotland; Ramadan)



LEAD IN BRAINSTORM:

Why is food an important part of life?

Why do we have food-related festivals and celebrations?

Possible answers: healthy lifestyle; community spirit; to enjoy the outdoors; to cook together; to share and experience new food.

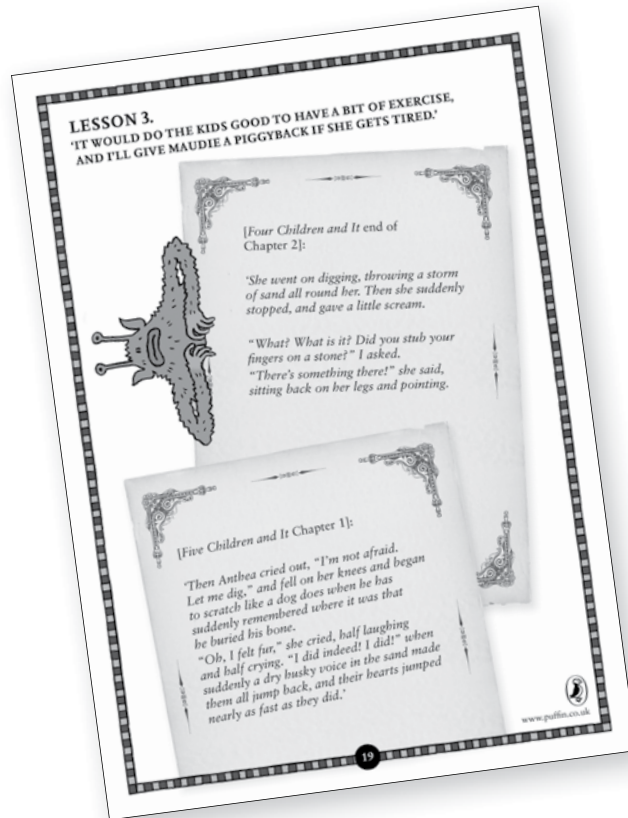
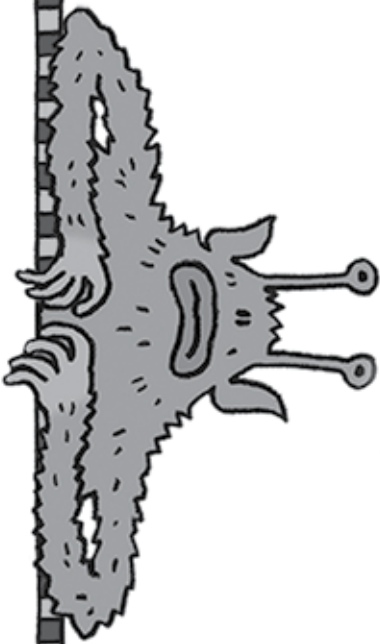
TASK 1:

In *Four Children and It*, Dad decides to take the children on a picnic. Why do you think he is so excited? Pick out all of the words from the extract that make a picnic sound like great fun for everyone.

TASK 2:

Make a list of all the things that you'd need to organise for a 'Big Picnic'.





LESSON 2.

'WE'LL GO ON A LOVELY LONG TRAMP IN THE COUNTRY.'

Objectives: To interpret text in order to create visual representations

Outcomes: Images of two settings in the books; map of 'perfect' picnic location

TASK 1:

Students should draw an image of each setting, labelling it with key words from the extracts. What are the similarities between the two settings?

TASK 2:

Students should create their own 'perfect' picnic location (real or imaginary) considering the following points:

1. The weather
2. The scenery
3. The local facilities
4. Open space for activities
5. Safety

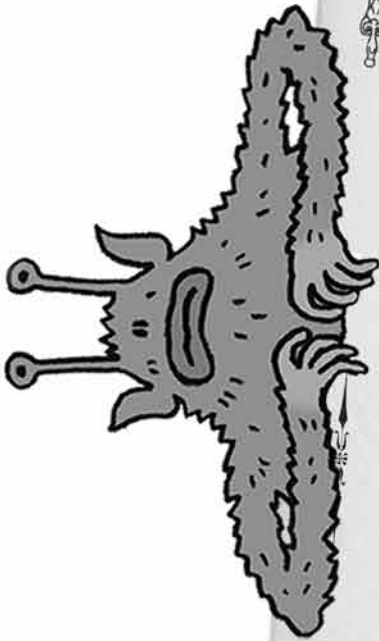
TASK 3:

In groups, students create a map leading their classmates from the classroom to the chosen picnic space.



LESSON 2.

'WE'LL GO ON A LOVELY LONG TRAMP IN THE COUNTRY.'



[*Four Children and It* end of Chapter 1]:

"Right, let's have this picnic. I'm starving," said Smash, sitting down cross-legged.

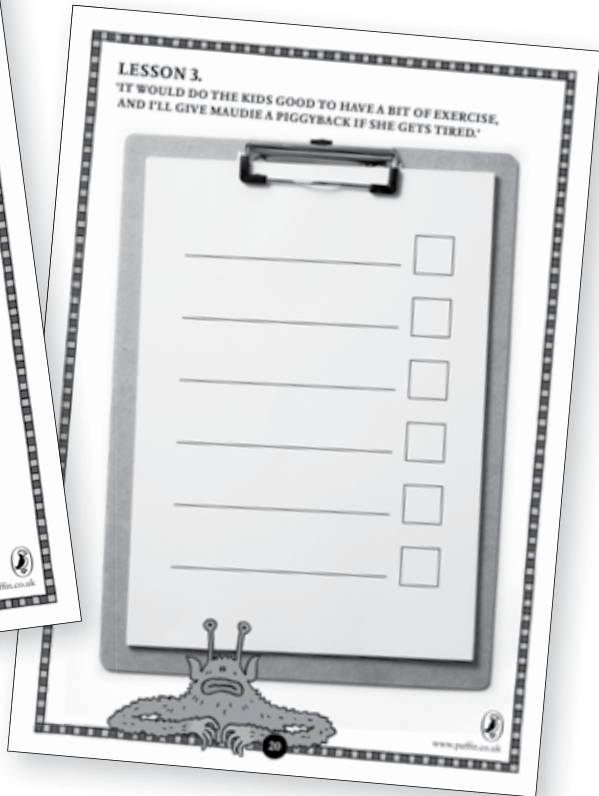
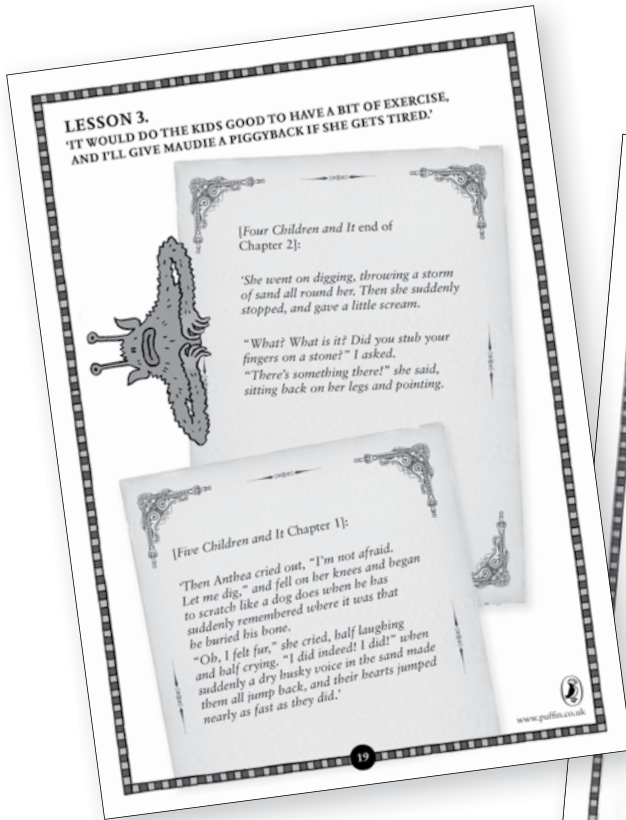
"No, not here, where we can still hear the traffic! We'll go further into the woods. When I was a boy we always had our picnics by a sandpit."

"There's a sandpit in my book," I said. "That's where the children found Psammead."

[*Five Children and It* Chapter 1]:

'But the house was deep in the country, with no other house in sight, and the children had been in London for two years, without so much as once going to the seaside even for a day by an excursion train, and so the White House seemed to them a sort of Fairy Palace set down in an Earthly Paradise.'





LESSON 3.

**'IT WOULD DO THE KIDS GOOD TO HAVE A BIT OF EXERCISE,
 AND I'LL GIVE MAUDIE A PIGGYBACK IF SHE GETS TIRED.'**

*When the children go on their picnic, they climb trees, play games,
 and dig in the sandpit until they find a magical creature!*

Objectives: To analyse how writers build suspense; to creatively extend a piece of writing; to create a list of interesting activities for a picnic

Outcomes: Creative writing; list of ideas for activities

LEAD-IN QUESTIONS:

1. Why are these passages interesting?
2. How does the writer build up suspense and excitement?

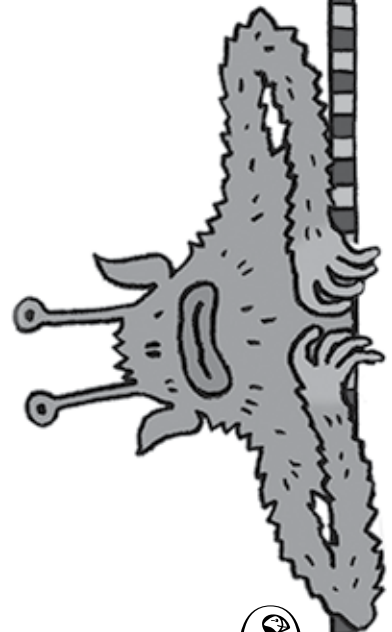
TASK 1:

Students choose an extract and continue the story from where it ends. Alternatively, they could create a suspenseful soundtrack to accompany one of the extracts, considering the following:

1. The dialogue
2. Use of short sentences
3. Use of strong adjectives
4. Use of question marks or exclamation marks

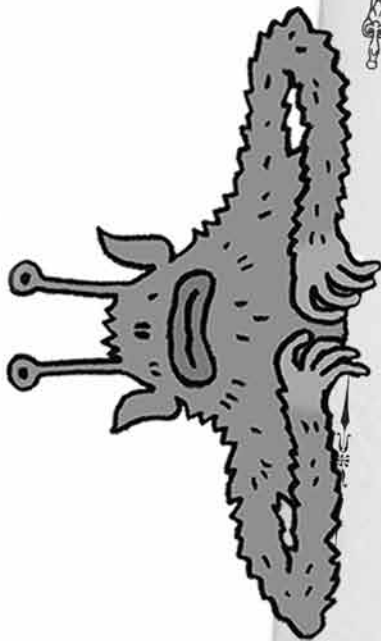
TASK 2:

In groups, students make a list of interesting activities to do at their picnic.



LESSON 3.

'IT WOULD DO THE KIDS GOOD TO HAVE A BIT OF EXERCISE,
AND I'LL GIVE MAUDIE A PIGGYBACK IF SHE GETS TIRED.'



[*Four Children and It* end of
Chapter 2]:

*'She went on digging, throwing a storm
of sand all round her. Then she suddenly
stopped, and gave a little scream.*

*"What? What is it? Did you stub your
fingers on a stone?" I asked.*

*"There's something there!" she said,
sitting back on her legs and pointing.*

[*Five Children and It* Chapter 1]:

*'Then Anthea cried out, "I'm not afraid.
Let me dig," and fell on her knees and began
to scratch like a dog does when he has
suddenly remembered where it was that
he buried his bone.*

*"Oh, I felt fur," she cried, half laughing
and half crying. "I did indeed! I did!" when
suddenly a dry husky voice in the sand made
them all jump back, and their hearts jumped
nearly as fast as they did.'*

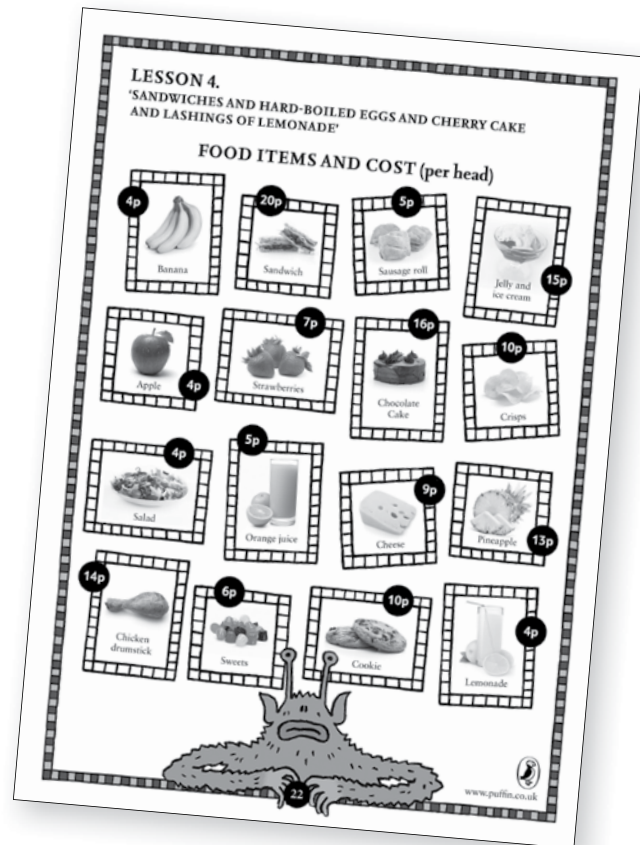


LESSON 3.

'IT WOULD DO THE KIDS GOOD TO HAVE A BIT OF EXERCISE,
AND I'LL GIVE MAUDIE A PIGGYBACK IF SHE GETS TIRED.'

A clipboard with a silver clip at the top, holding a white sheet of paper. The paper has six horizontal lines for writing, each followed by a small empty square box on the right side.





LESSON 4.

'SANDWICHES AND HARD-BOILED EGGS AND CHERRY CAKE AND LASHINGS OF LEMONADE'

Objectives: To analyse menus; to understand the layout of a menu; to create a menu; to calculate cost of the menu

Outcome: A menu for the picnic

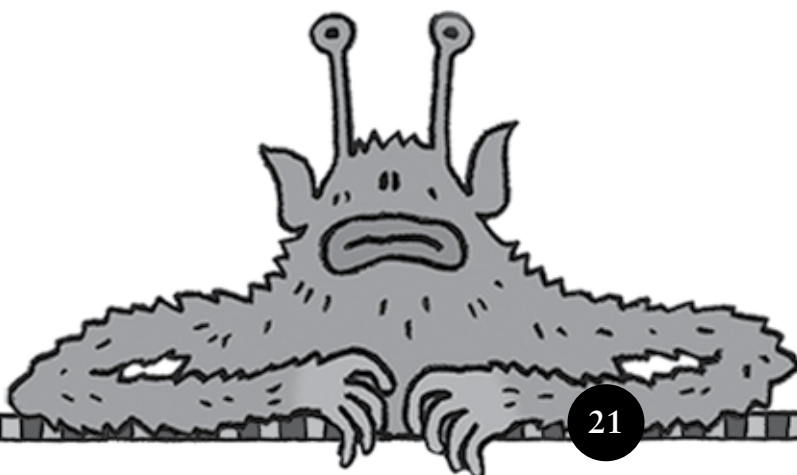
Resources: Menus for analysis

TASK 1:

Students should read a variety of different menus and discuss how effective they are. Students should make a list of layout features of a menu.

TASK 2:

In groups, students should create a menu for their picnic, using the food catalogue. Students should be given a budget. They need to consider how many people will be at their picnic, calculating the cost of the food per head.



LESSON 4.

'SANDWICHES AND HARD-BOILED EGGS AND CHERRY CAKE AND LASHINGS OF LEMONADE'

FOOD ITEMS AND COST (per head)

4p



Banana

20p



Sandwich

5p




Sausage roll

15p




Jelly and ice cream

4p



Apple

7p




Strawberries

16p




Chocolate Cake

10p



Crisps

4p



Salad

5p




Orange juice

9p



Cheese

13p



Pineapple

14p



Chicken drumstick

6p



Sweets

10p

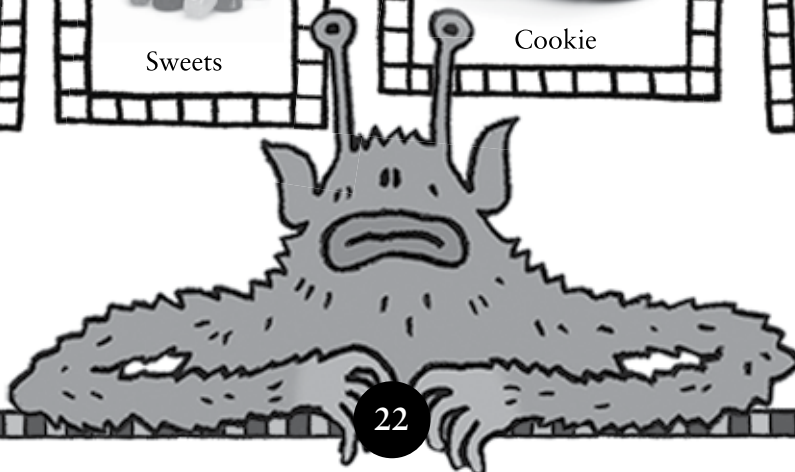


Cookie

4p



Lemonade



LESSON 5.

FINAL PREPARATIONS!

Objectives: To evaluate decisions made so far; to present ideas to the rest of the class; to create invitations for the picnic

Outcomes: Presentations to class

So far, you have collected research in your lunchboxes that includes:

1. Venue
2. Activities
3. Food/Menu
4. Cost

TASK 1:

Students should have a final 'Big Picnic' meeting in groups to evaluate decisions made up to this point. They should then present their 'lunchboxes' (ideas) to the rest of the class.

Use the following questions to organise your presentation:

1. What is the name of your group?
2. Why do you think it is important to have a picnic?
3. Where will you have your picnic? Why?
4. What activities will you host? Why?
5. What food will you provide? How much did it cost?
6. What do you hope people will enjoy about your 'Big Picnic'?

TASK 2:

Students need to create some picnic invitations for their classmates.

Consider: How will you design your picnic invitation? What features can you include to make your invitation stand out?

Who is the WINNER of this year's

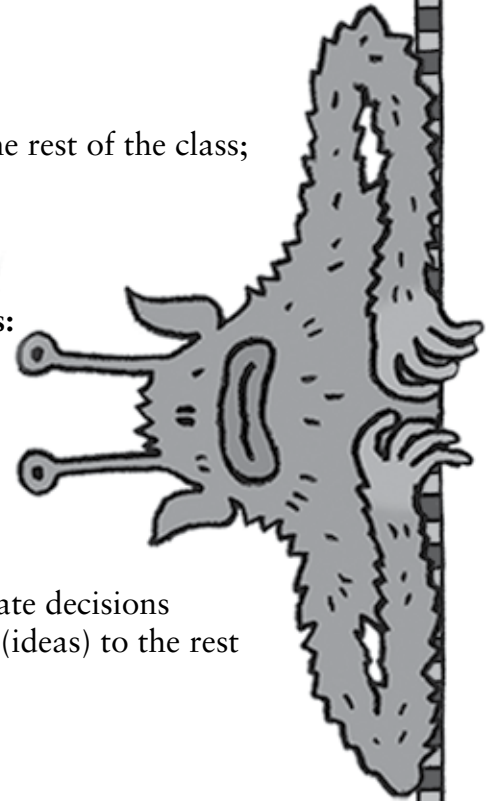
'Big Picnic' challenge?

YOU DECIDE!

- IS IT, Team 1: THE RED LUNCHBOXES?
- IS IT, Team 2: THE BLUE LUNCHBOXES?
- IS IT, Team 3: THE YELLOW LUNCHBOXES?
- IS IT, Team 4: THE GREEN LUNCHBOXES?
- IS IT, Team 5: THE PURPLE LUNCHBOXES?
- IS IT, Team 6: THE ORANGE LUNCHBOXES?

NOW ALL YOU HAVE TO DO IS HOST YOUR PICNIC!

WATCH OUT FOR THE SANDPITS ...



LESSON 5.

FINAL PREPARATIONS!

1. Venue and map

2. Time and date

3. Activities

4. Menu

