Christmas 2020

Slot Machine Theatre presents

Kipper's Snowy Day

Based on the Kipper books by Mick Inkpen

Education Pack for KS1 and KS2 (3-9 year olds)

Devised and Written by Jane Lees

Norden Farm
Centre for the Arts Maidenhead

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Whatever the Weather

In the story, Tiger tells Kipper there is a warm wind coming and the snow will not last. *Was he right?* People have always tried to predict the weather.

Why might this be important? For making plans, farmers, fishermen, to be prepared for storms etc.

Do we know what the weather will be like tomorrow? How can we find out?

Meteorologists have devised very sophisticated equipment to help them to predict the weather, but, in the past, farmers and shepherds carefully observed the weather and the skies to detect changes and to see patterns. Sometimes, watching the way animals behave can help us to predict changes in the weather.

From centuries of looking at these signs and the weather that follows, we have built up a treasury of **weather lore** - sayings and proverbs about predicting the weather. Some of these have been tried and tested by modern science, others are less reliable!

Do the children know any sayings or proverbs about the weather?

Either bring in a selection of weather folk lore, or help the children to collect some for themselves by asking older family members, by using reference books ('The Story of Weather' by Bill Giles is particularly interesting as a teacher's reference) or, with supervision, using the internet.

Discuss with the children how reliable some of these sayings might be and why/why not.

Extension

Try making up some of your own weather rhymes or sayings. They could be based on observation, or they could be farfetched and silly eg 'If a cat gets jumps and runs, windy weather will come' or 'If my team wins 5-0 today, the sun will surely shine tomorrow!'

Some Folk Lore Sayings to get you started

Rain before seven, fine before eleven.

Evening red and morning grey,
Two sure signs of one fine day.

When the wind is in the East,
'tis neither good for man nor beast.

If bees stay at home, rain will soon come,
If they fly away, fine will be the day.

Three days rain will empty any sky.

Dew on the grass, no rain will come to pass.

When the swallows fly high, the weather will be dry.

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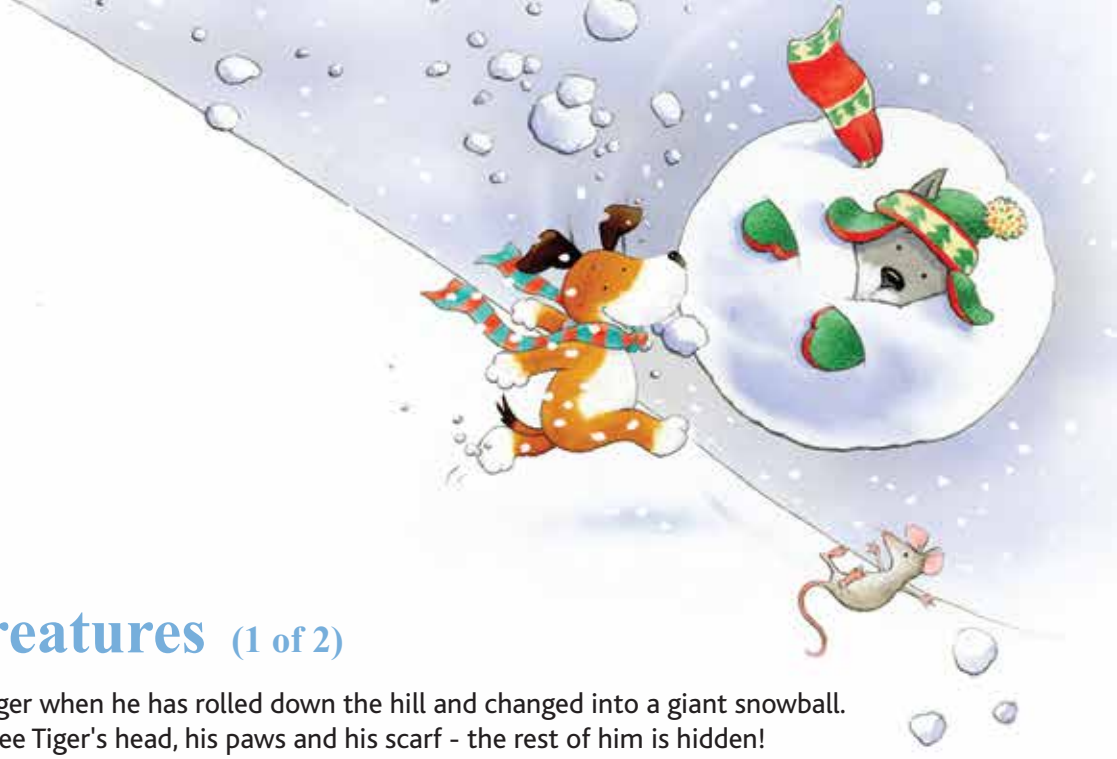

Snowball Creatures (1 of 2)

Look at the illustration of Tiger when he has rolled down the hill and changed into a giant snowball. In the picture, we can only see Tiger's head, his paws and his scarf - the rest of him is hidden!

Imagine and make your own giant snowball with a strange creature hidden inside.

You will need:

- A ball of double knit or thicker white wool; stiff card; scissors; cotton wool (for early years foundation stage)
- Strong string; thin card
- Paints or crayons

Early Years Foundation Stage

- Cut a snowball shape from card and paint it white, or glue cotton wool to the surface.
- Draw a person, monster or other creature onto card and colour or decorate.
- Cut out the head, arms etc. and stick onto the back of the snowball in random positions, so that they appear to be sticking out of the snowball when seen from the front.

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Snowball Creatures (continued)

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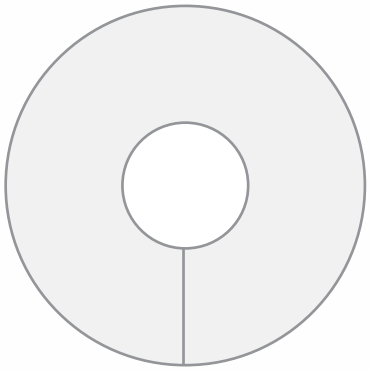

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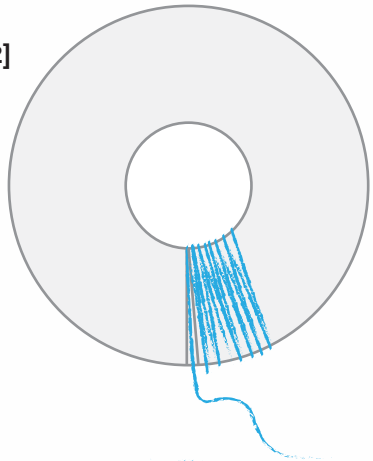

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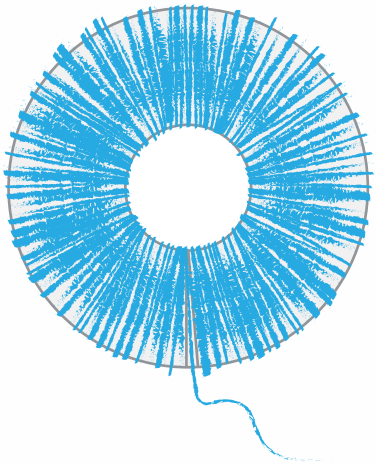

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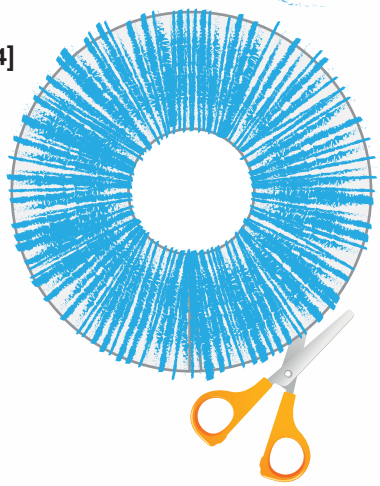

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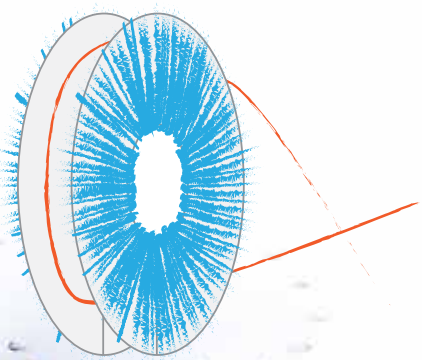


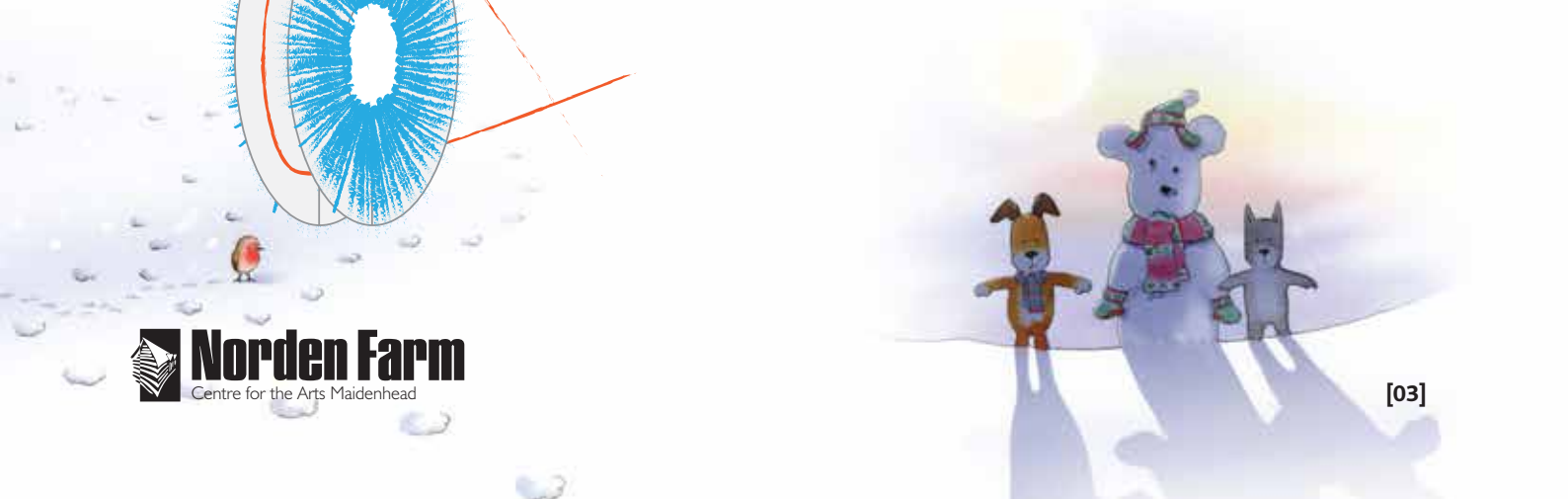
Making a pompom

1. Cut two discs from card with a small hole in the centre and a slit as shown.
2. Put discs together with the slits together.

   Begin wrapping wool through the slit and around both discs of card.
3. Continue wrapping until you have covered the discs in many layers of wool.
4. Turn onto edge and cut through all the wool around the outside edge. Carefully hold card and wool in place as you cut (you will need adult help).
5. Slip a long piece of strong yarn or string betweeb the two discs. Pull very tightly and tie a secure knot in the middle.

   Peel the cardboard discs away from the wool. Fluff up your pompom and trim any long strands of wool.

To make the hidden creature draw a head, arms, legs and/or tail onto card. Colour and decorate, then cut out. Dab some PVA glue onto the head etc. and position into the 'snowball'.



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Make an Anemometer (1 of 2)

By collecting data about the weather, we can record what has happened in the past.
Why might this be useful? Could this help us to predict the weather?

Key Stage 2

An anemometer is an instrument for measuring wind speed.

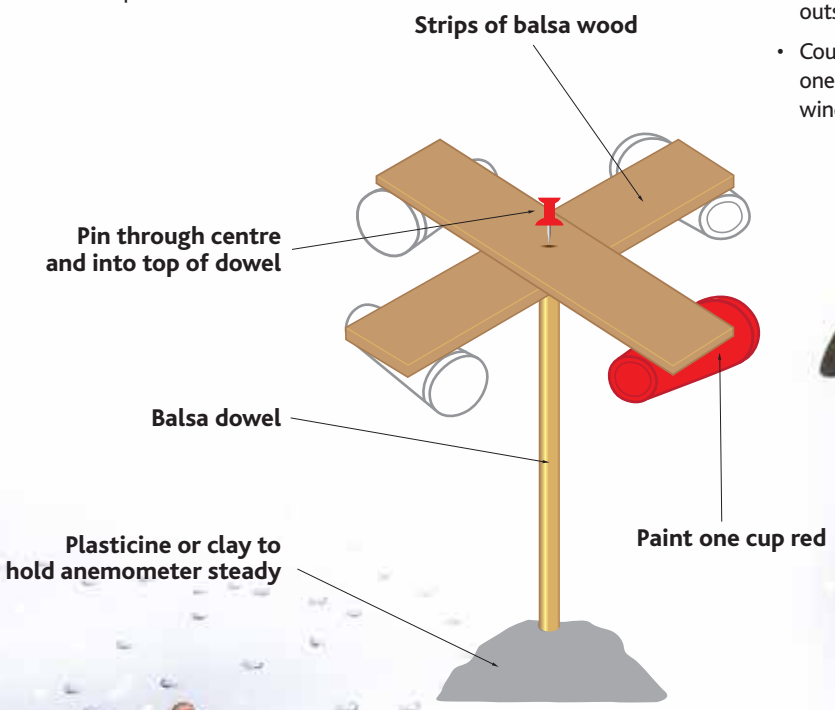
In this activity, you will be able to build a Cup Anemometer, sometimes called a Robinson Anemometer.

You will need:

- Four paper cups
- Scissors
- Duct tape or similar strong tape, or staple gun
- 2 strips of balsa wood about 1-5cms wide and 30-40cms long
- Balsa wood dowel
- Fan (3 speed if possible)
- Stop watch

How to:

- Make an X shape with the balsa wood strips and join them at the centre using staples, tape, or cord tied round in a figure of eight until it is secure.
- Tape or staple one cup onto each end of the balsa strip. Make sure they are in the same position as each other and they are all facing the same way.
- Using a map pin or very small nail, join the cross to one end of the dowel. Turn and wiggle the cross until it spins freely.
- Paint one of the cups red so you can easily see it as it turns in the wind.
- Fix the bottom of the dowel into plasticine or clay, where you want to use it, to keep it steady.
- Place your anemometer in the current from the fan, or outside in the wind.
- Count the number of times the red cup turns a full circle in one minute. Compare with different fan speed, or in different wind conditions.



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Make an Anemometer (2 of 2)

By collecting data about the weather, we can record what has happened in the past.
Why might this be useful? Could this help us to predict the weather?

This anemometer will not give you a wind speed in miles per hour, but you will be able to give the wind a numerical value, and compare it to other wind conditions.

Record wind speed over a period of time and make a bar chart to show your results.

You could also write weather reports for a school magazine, or make bulletins for the notice board.

Extension

At small airports you will see a 'windsock'. This is a tapering tube of textile fabric, attached by wires to a tall pole. On a windy day, the wind blows through the sock and fills it out.

Show pictures of windsocks to the children. By looking at the position of the windsock we can find out quite a lot about the wind. First we can tell where the wind is blowing from by looking at where the sock is pointing. The sock will point away from where the wind is blowing (wind direction always refers to the direction the wind is coming from).

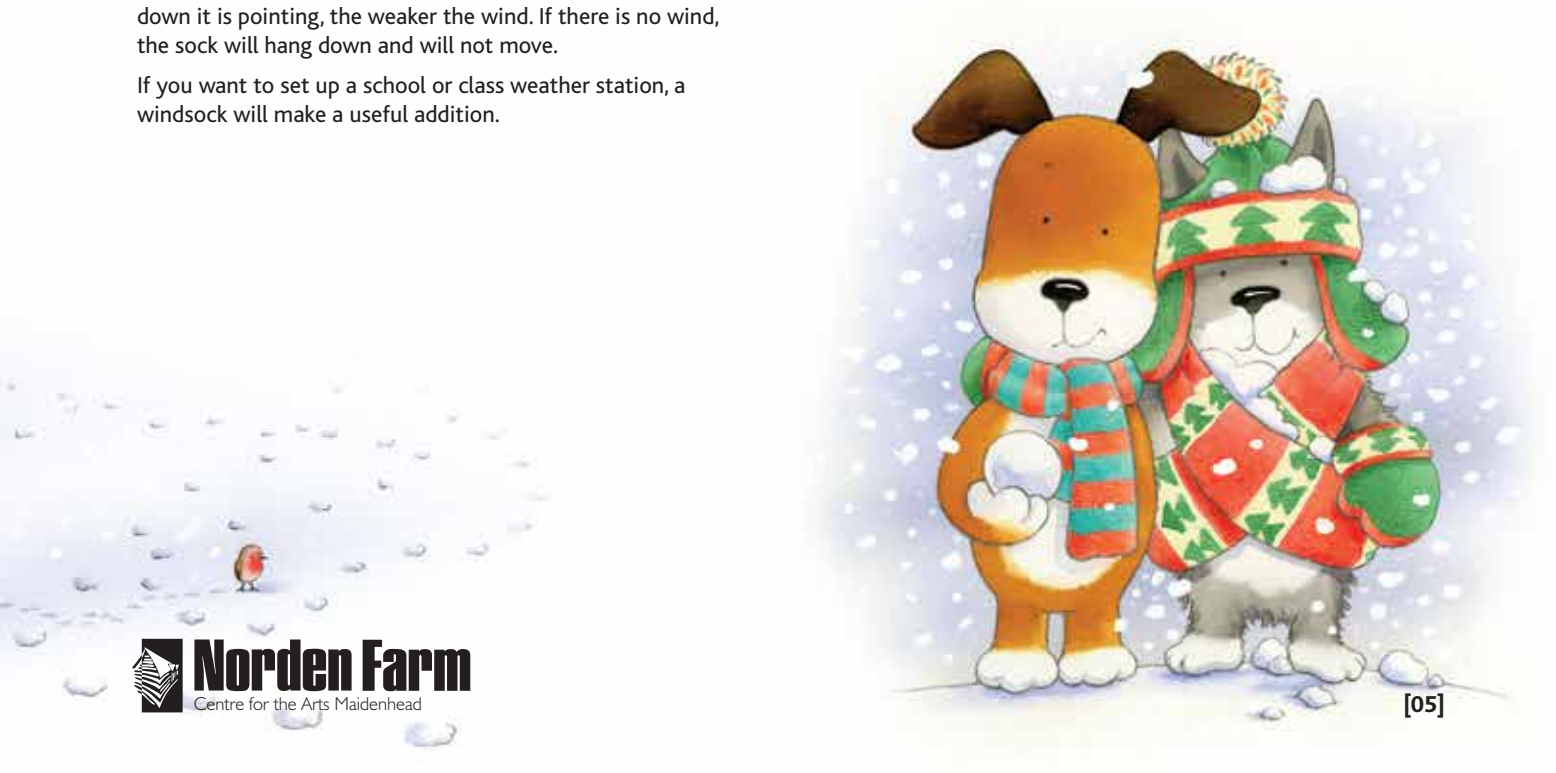
We can also, roughly, gauge the relative strength of the wind. If the sock is horizontal, the wind is very strong. The further down it is pointing, the weaker the wind. If there is no wind, the sock will hang down and will not move.

If you want to set up a school or class weather station, a windsock will make a useful addition.

Younger children can begin to record the weather from observation, making charts and graphs as appropriate. It is important to discuss the importance of comparative descriptors.

For example for temperature, you could agree a scale from icy, to very hot. Icy would be if you could see ice or frost or snow.

Very cold = need to wear gloves.
Warm = no jumper needed.
Very hot = need to stay in the shade.



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Fabulous Footprints

In *Kipper's Snowy Day,* Kipper enjoys making paw prints in the snow. He runs around the garden, making patterns. Talk about what types of footprints you might see in the snow – people (different boots and shoes), birds, foxes, cats, dogs. We might also see the prints from car tyres or sledges. We can make footprints like this in the snow, in sand or mud. These prints make an 'impression' in the snow by pressing down into it.

We can also make footprints by leaving muddy shoes on when we walk on the floor, or by walking with wet feet on a dry surface. Or even by painting our hands and feet and pressing them onto paper! This kind of footprint leaves a mark on the surface.

Early Years Foundation Stage

Make footprints with the children, using poster paint.

This is a messy activity, which is best done with small groups. Demonstrate (using your own hand or foot!) that too much paint, or too little paint, will not give a clear print. Paint the children's feet, and press onto a piece of white card with their name written on the reverse. Cut out the prints and use them to make a display, on a white background, of tracks 'criss-crossing this way and that' to look like Kipper's paw prints in the story.

Extension

Use toy cars to make tracks in different colours across a large piece of lining paper or several sheets of white sugar paper joined together. Make the tracks start one end of the paper and end at the other, but encourage the children to 'criss-cross' the paper (like scribbles). When the prints are dry, pin the paper to the wall, low enough for the children to reach it and ask them to use their fingers to 'trace' a track across the page from start to finish. How could you find out which is the longest track?

KS1 & KS2

Plaster Cast Footprints.

You will need:

- Plastic tray containing sand
- Stiff card to make card 'frames'
- Petroleum jelly Vaseline
- Plaster of Paris
- Mixing jug
- Water
- Pieces of card to level off wet plaster

How to:

- Make card 'frames' approx 4cms deep and large enough to frame a footprint and still give 3-5cm border all round. Smear the inside of the frame with petroleum jelly.
- Fill the tray with sand approx. 8cms deep and level the surface.
- Ask the children to place one foot onto the sand, very carefully, to make a clear footprint (you may need several attempts - sand is easily levelled again). Carefully remove foot from the sand.
- Push the card frame into the sand, leaving approx 2cms showing above the sand.
- Mix plaster of Paris according to instructions and very carefully pour over footprint to fill frame to about 1cm deep. Level with card if necessary.
- Wait until plaster is completely hard (preferably overnight).
- Lift plaster out of sand and turn over to reveal cast of footprint.
- Remove cardboard frame and dust off excess sand.

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Similes to Make You Smile

Using *Kipper's Snowy Day* as a starting point, talk to the children about snow, and ask them to think of as many ways to describe snow as they can. Put their words and sentences onto a whiteboard if you're at school, or just onto a big piece of paper if you're at home. Use two columns or circles - one for adjectives, and one for similes. Don't explain yet what you are doing or why you have two groups.

KS2

Ask the children if they notice any difference between the two groups and help them to recognise that one group (adjectives) directly describes the snow, and the other group (similes) makes you think of something else that is like (similar to) the snow in some way. Similes usually use the words 'like' or 'as ... as'

Look again at the book. When Kipper rushes outside to see the snow, he thinks it looks 'like an empty page waiting to be scribbled on.' **Does that help you to imagine what the snow was like?**

Make a poem or short piece of prose to describe a snowy day, either as shared writing, or individually.

First, choose an adjective and then find or create an interesting, funny or unusual simile to go with it. For example, if your word is 'fluffy' think of as many things that are fluffy as you can (warm bath towel, favourite teddy, kitten or other animal, cotton wool, woolly jumper, dandelion clock).

Snow is as cold as a day in winter with no coat
Or as cold as Rudolf's feet on Christmas Eve
Or even as cold as the inside of our freezer
Snow is as white as blossom on a fruit tree
Snow is as fluffy as my dog after his bath
Snow is as smooth as icing on a birthday cake

The silent snow is like a TV with the volume turned off
The damp snow is like a wet glove
The sparkling snow is like diamonds in a necklace
The exciting snow is like a new toy

Encourage the children to be as imaginative as they can in creating their similes.

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Similes to Make You Smile (continued)

Exaggerated similes

You can have fun with developing similes by thinking of ways to exaggerate the image. For example, if you want to describe something that is very large, you could say 'as enormous as a castle'. How could you improve that idea? What could be larger than a castle? What about a giant's castle. So the simile becomes 'As enormous as a giant's castle'. Or instead of 'roared like a lion' the simile could become 'roared like twenty angry lions'

In *Kipper's Snowy Day,* Mick Inkpen uses just a few similes. See if the children can spot any as you reread the story to them.

Encourage older children to think about adding occasional similes to their own creative writing. Start a 'Seems like Similes' box or word bank, or work book, where similes that children think of can be kept and used for reference or as a starting point for even more ideas. Explain that authors often keep notebooks where they jot down ideas, which can be used later for inspiration.

Follow up Activity

Make 'visual similes' by making a collage.

Paint a snowy background (you could use an illustration from the book as inspiration). Using magazines or the internet find pictures of the objects you have used in your similes eg, a diamond necklace, a tree in blossom, a fluffy dog. Cut out the pictures and arrange them on the background to make a thought provoking and unusual collage.

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Measuring My Foot

A series of measurement and science investigations

These activities introduce the idea of using measurements for making comparisons and develop data handling skills.

Early Years Foundation Stage

Make foot prints (as created in *Fabulous Footprints page* 06). Cut out each child's print. Draw round each child's shoe.

Ask children if they think their foot or their shoe will be longer? Why? (because foot has to fit inside shoe). *How can we check this? What will be a fair way to compare them?* (by putting them on same base line). Ask children in groups to compare the sizes of their footprints/shoes with each other's, and arrange prints (and or actual shoes) in order of size. Discuss shoe-sizing system in UK. *Why is this helpful?*

Extension

It would be fun to invite the teacher/parent or (willing!) visitors to to make prints of their feet for the children to first estimate, and then measure, to investigate which will be longer/shorter.

KS1 & KS2

Begin by gathering data on children's shoe sizes, and explain that you will use this information to find the answers to some interesting questions. First, ask the children to tell the class their shoe size. Write their names and shoe sizes on the white board.

Investigation 1

*What is the smallest and largest size? Introduce the concept of the **range** of sizes. Do you think the sizes would be the same for children in year six? Do you think there would be a wider **range** of sizes in year 6?* (ie more sizes from smallest to largest?) *Why might this be? Can we test this by devising a survey for a Year Six class?*

Make a simple block graph, showing the number of children in the class with each shoe size (shoe size on X axis, number of children on Y axis). Demonstrate that it is easier to answer the question *how many children have shoe size N?* using the graph than using the list. Also show that you can easily find out which is the most/least common shoe size. Further questions could include *Is the most common shoe size in the middle of the range? Why might this be?*

Investigation 2

Do the children with the largest feet also have the largest hands? Ask the children how they could investigate this and to come up with a hypothesis. Agree how you will measure hands consistently (span? length from fingertip to wrist?). Make two columns, one for Shoe Size and one for Hand Size. In each column, ***rank*** the children by name in order of size, largest first. *Can they see from the columns if they are able answer their question?*

Investigation 3

Do the tallest children have the largest hands or feet? Why might this be? Follow same process as above.

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What Are Shadows? (1 of 2)

Reread the section in *Kipper's Snowy Day* where Kipper and Tiger are looking at their shadows.

Have the children ever noticed their own shadows? Do they always look the same? Are they sometimes longer/shorter? Or lighter/darker? Is there any colour in them? Do they know how a shadow is formed? Can they catch their own shadow? Can you have a shadow in the dark?

Darken the classroom or room at home and set up a strong light source. Make some shadow shapes against a wall or screen, using hands and objects. Show the difference between light with no object and light with an object obscuring it, so that the children are aware that a shadow is formed by light being blocked by a solid object. Using shapes with holes in them will show this very clearly. Introduce the idea of a silhouette and explore whether a shadow can have any depth or form.

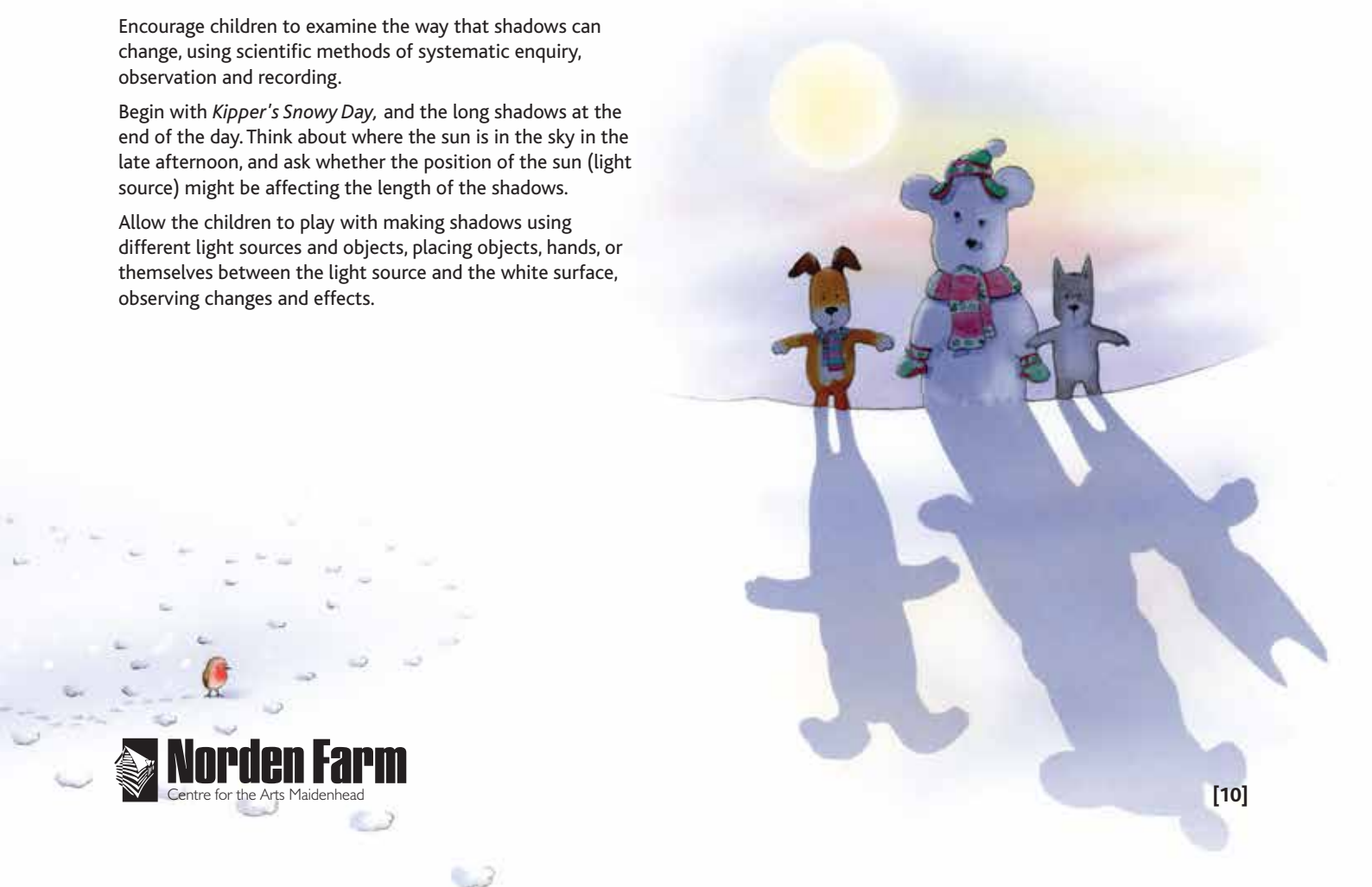
The Science of Shadows

Encourage children to examine the way that shadows can change, using scientific methods of systematic enquiry, observation and recording.

Begin with *Kipper's Snowy Day,* and the long shadows at the end of the day. Think about where the sun is in the sky in the late afternoon, and ask whether the position of the sun (light source) might be affecting the length of the shadows.

Allow the children to play with making shadows using different light sources and objects, placing objects, hands, or themselves between the light source and the white surface, observing changes and effects.

For older children, discuss how you could set up a series of experiments to explore the effects of variable light sources and different types of objects on the shadows they cast. You can work as a whole class or in groups. By moving or changing the light source and changing the objects, the children will observe changes in the shape, size and intensity of the shadows. Use a variety of ways to record their observations - measuring, drawing around shadows, writing descriptions, making tables, charts or block graphs of measurements.



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What Are Shadows? (2 of 2)

Reread the section in *Kipper's Snowy Day* where Kipper and Tiger are looking at their shadows.

You will need:

- Light sources - torches, desk lamps, a window on a sunny and a cloudy day, baking parchment to obscure a light bulb
- Objects - a variety of objects of different shapes. Opaque, translucent and transparent objects should be provided
- Background - a white surface, or white card, horizontal or vertical

Variables in Light Source

Intensity of the light

A brighter light = a stronger shadow
(use dimmer torches or light bulbs, cover the light with a translucent 'curtain' eg baking parchment, use daylight in different weathers)

Position of the light

Light source on one side makes shadow on opposite side of object

Directly overhead = no shadow, or shadow all around

Lower light = longer shadow

Greater distance between light source and object = smaller, clearer shadow

Variables in Object

Colour

Colour of solid object will make no difference. Coloured transparent or translucent objects will project colour.

THIS IS NOT A SHADOW: It is the light passing through the object

Shape

The shape of the shadow will be the same as the shape of the object

Angling the object in the light will change the apparent shape. Why?

Opacity

Opaque objects give strong shadow

Translucent objects give weaker shadow

Transparent objects give no shadow

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Make a Shadow Puppet Show (1 of 2)

This activity can either build on or be used to introduce the science activity on light and shadows. It can also be used as a stand-alone activity.

Set up a light source in a darkened room, shining against a white background. Place solid objects between the light and the wall and ask children to guess what they are (scissors, toy cars, dolls). Encourage them to notice that the shape of the shadow is basically the same as the object, though its size can be manipulated by distance, and by angling the object in the light you can also change the shape of the shadow. Show that translucent objects make lighter shadows and that transparent objects make no shadow. Allow them to conclude that if there is no object, there is no shadow and that the intensity of the light affects the strength of the shadow. Introduce the concept of a silhouette.

Make shadows with your hands, turning them into rabbits, dogs etc. This emphasises that it is the outline shape of the object that will determine the shape of the shadow. Detail and decoration on the surface of an object will not appear in the shadow, nor will colour (however, you can make colours appear on the screen using coloured gels, but these are NOT shadows).

Make a Shadow Puppet Theatre

You will need a screen and a light source

Screen

- This can be a white wall, a sheet, a projector screen. The shadows are projected onto the screen, and the audience sits the same side as the light source (but not blocking the light!)
- You can also make a translucent screen, in a frame, with the audience sitting in front of the screen and the light source behind it. Small translucent screens can be made using greaseproof paper mounted in a cardboard frame. Add flaps to make it stand up, or use a cardboard box with the top, bottom and back removed and cut the frame from the front section
- It is also possible to use overhead projectors and interactive whiteboards

Light source

- Strong torch, desk lamp

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Make a Shadow Puppet Show (2 of 2)

This activity can either build on or be used to introduce the science activity on light and shadows. It can also be used as a stand-alone activity.

To Make a Shadow Puppet Theatre

You will need

- stiff black card - thin enough to cut easily
- scissors or craft knife
- white coloured pencils
- masking tape
- pea sticks
- lollipop sticks
- straws or similar
- paper fasteners

How to

- Using black card, draw the outline of your puppet
- Cutting around children's free hand drawings of animals, monsters trees, flowers etc will work well, or they can use templates if preferred
- Add embellishments to the outline - combs on birds heads, spiny scales for dinosaurs, etc but keep the outline clear and bold
- Add details to cut away from shape eg. eyes, hair, buttons, open mouth with teeth
- Carefully cut out shape including cut-away details
- Use sticky tape to attach stick to back of puppet to make the rod to manipulate it
- To add jointed limbs etc, make sure there is enough overlap between sections, cut small hole through both pieces where joint is to be, and join using split pin paper fasteners. You will need a separate rod for each moving part
- If you wish, add tassels, feathers or other details to make a more interesting and animated silhouette
- Puppets can be made using translucent materials such as some plastics or papers to give less defined shadows (good for ghosts etc!)

For a performance, experiment with ways of making your puppets move across the screen, make them larger or smaller by changing the distance from the light source. Add scenery, such as trees, flowers, hills, clouds etc (which can also be made to move for dramatic effect!). You can also make rain or snow by letting small bits of paper fall in front of the light source.

The theme or subject matter of your performance could be linked to *Kippers Snowy Day* and children can make Kipper and Tiger puppets, as well as snowmen, robins etc, using the illustrations from the book. Children will need to work on a simple script or have a storyline prepared.

Follow up Activity

Look at Javanese, Japanese and other Shadow Puppet traditions, and, by looking at examples of the puppets and how they are made, create your own, more sophisticated, puppets (YouTube is a good resource for this). Make puppets that have several rods to move different parts of the puppet independently. Experiment with making 'cut away' features such as eyes, hair, spots and markings.

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Circle Time Activities

Positive about snow, negative about rain!
Use this activity to explore feelings and develop language and vocabulary for expressing emotions.

Kipper was very positive about snow. Ask the children if they know or can guess what it means to be positive about something. What do they feel positive about? How do you feel when you feel positive about something? What is the opposite of feeling positive? Can you describe something you feel negative about?

Think of an activity, for example, going swimming. Take turns in saying something positive and something negative about swimming. Encourage the children to both describe the positive/negative aspects of the activity, and the emotions they evoke.

Talk about times when you have been looking forward to doing something, or dreading it. Did the actual experience make you change your mind. Did you feel surprised or disappointed?

Extension

Use movement and mime to express positive and negative emotions. You could also listen to (or make) sounds and music that express or evoke positivity or negativity.

Good Friends

Explore the ideas of tolerance and sharing.

Kipper and Tiger are friends. They don't always agree with each other, however. *Can you think of a time when they thought differently about something?* When Tiger says the snow will not last, Kipper does not want to hear that. *Why do you think he threw snowballs at Tiger? Are there times when you disagree with your friends? What do you do about it?*

However, when Tiger rolls down the hill, Kipper quickly goes to see if he is alright. This is because friends care for each other, even if they get cross sometimes.

Ask each child to turn to the person next to them and find out something about them that is different from themselves. It could be appearance, favourite colour, activity or food.

I'd like you to meet...

Children introduce the person next to them in the circle by saying something about them that is different to how they are.

For example, 'I'd like you to meet Sanjay. He is different from me because he has brown hair and I have blonde hair' or 'I'd like you to meet Sarah. She is different from me because she likes cats and I like dogs'

Can you think of how the friends in the story share with each other? Kipper shares his game and shows Tiger how to play it. Tiger shares his 'silly, woolly' clothes so they can play the snowball game. *Have you ever shared something with a friend?* Sometimes you can share your possessions but you can also share a game or activity with someone else by inviting them to join in with you. This is one way of building a friendship.