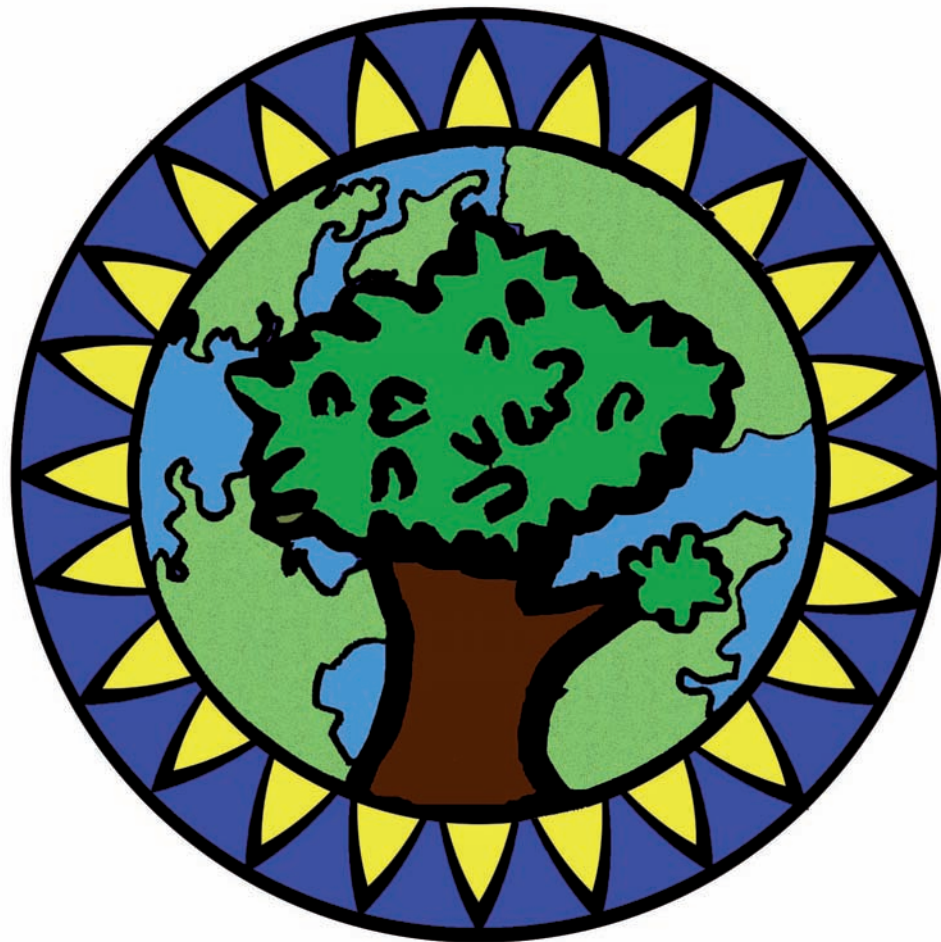


Branch Out World



Picture Book Explorers

The Little Ships

The **Picture Book Explorers** series is written primarily for use by Home Educating families but it will be useful for any parent who wishes to support their child's learning whether they attend school or not. The intended age range is approximately 5 to 10 years but can easily be adapted for older or younger siblings accordingly. This helps to keep Home Education a truly family experience.

This PDF file refers to a single male child throughout. I use this convention merely because it is a shorter and easier way to write this material. It by no means is meant to imply that this material is aimed at boys only, or at one child families. It's not. It's equally as relevant to girls as to boys and can be used in family groups of siblings of mixed ages and abilities with differing interests.

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This material is not endorsed either by the author or the publisher of the picture book being explored. This unit is put together in the hope that your family will enjoy the learning journey that the picture book inspires.

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Branch Out World's 'Picture Book Explorers' are designed to encourage the love of learning in children by making use of one of the most treasured family times - sharing a book. Reading aloud to children brings a closeness between parent and child that helps to enhance the learning experience, making children more receptive and eager to learn. Learning then becomes something to look forward to and enjoy - a time of making beautiful memories for the future.

The premise is a simple one. A particular picture book is read every day for five days and then followed up by activities chosen from a suggested selection. There are five different sections of activities, one for each day you read the book. Preferably, this will take place on five consecutive days, but, if this is not possible, your child will still remain familiar with the story and get to know it in more depth because you read the book every time you sit down to explore together. You may find you have to extend the time frame for some reason, perhaps because of family commitments, or perhaps because your child has shown a particular interest in one, or more, aspects of the exploration. If this is the case, you may want to take a break from the book for a day or two while you look at certain topics in more detail, or, alternatively, you can make a note of your child's interests so that when you have finished the five sections, you and your child can **Branch Out** into further explorations of your own.

For a young child, one activity in each section may be enough, or if you have more than one child, they may each want to complete a different activity. An older child may want to do all the suggested activities in a section. Follow your child's lead in this, don't try to force him to do everything in each section if he doesn't want to. Remember, the aim is to maintain a love of learning.

Don't worry if you don't do all the activities in your five days of reading the book, you can explore each book again and again, just make sure you keep a copy of this file.

A word of warning - from personal experience, keep up the momentum as best as you can. Too long a break during an exploration can result in your child's loss of interest in that particular book. If this happens, it may be best to leave it for a few weeks then come back to it, starting by reviewing briefly any of the completed sections again.

Before you start

- Get a library ticket
- Buy/print a map of the British Isles
- Collect magazine/newspaper photos of places of interest in the UK (travel brochures are good for this)
- Decide how you want to preserve a record of your child's written/art work and buy the appropriate stationery (see below)
- Start collecting modelling & art materials, glue, paint, plasticine etc

How to record your child's work

You may want to keep a record of your child's learning journey with **Picture Book Explorers**. This can be done in a number of different ways, depending on how you use them.

- If your explorations are mainly discussion-based, you can keep a diary or blog of the topics you've discussed and the activities you've done together
- If you are only going to use **Picture Book Explorers** as a one-off, or very occasionally, a lapbook may be a fun way for your child to keep a log of individual exploration journeys.
- Poster-making is another effective way of recording explorations. You can add to this as part of your daily activities, or assemble the poster at the end of the exploration.
- If you are going to work your way through a number of units, it may be worth keeping a logbook of your explorations in a scrapbook or
- on A4 paper kept in a ring-binder, either with 5 subject dividers (one for each day), or with dividers for each book you explore. You will also need page protectors, hole re-enforcers and card-stock.
- An older child may like a spiral-bound notebook to use as a logbook, with five colour-coded subject sections, again, one for each day. (I've bought these in pound-shops and at Lidl).
- Take PLENTY of photos, these can be added to any of the above logbooks
- Be your child's scribe when necessary. If the activities call for written work, let your child dictate his answers to you, ensuring that you insert the appropriate punctuation. For younger children, or those not yet writing independently, this can be put straight into his logbook. Your older child may want to copy it out again for himself, either by hand or using a computer, before putting it in his logbook. If older children are doing their own writing, encourage them to write their answers out in rough so that they can concentrate more on the content first, spelling and punctuation later. Again, they can also use a computer or handwrite their final copy.

Before you start exploring

- Read through the weeks suggested activities
- Decide which activities you want to do with your child and gather all the necessary materials
- Collect together any go-along books/CDs/DVDs
- Gather together any toys/games/go-alongs which may be relevant to the story and put them in a container that is kept just for explorations.

The Daily Sections

Each exploration is divided into five sections, each section covers different subject areas.

- **Day 1 - *Exploring the Setting*** - when and where

This section focuses on history and geography of the setting.

- **Day 2 - *Exploring the Words***

This section looks at themes, literary devices and grammar, as well as providing opportunities for creative writing.

- **Day 3 - *Exploring the Pictures***

This section looks at the illustrations in more detail and suggests ways for your child to create their own artwork.

- **Day 4 - *Exploring Science***

This section looks at scientific topics that come up in the book - from animal studies to hands-on experiments.

- **Day 5 - *Exploring Maths, Crafts and More***

Finally, in this section, your child will lightly touch on maths activities in a way that relates to the story, when applicable. Maths will also often come into the suggested craft activities and recipes that intended to bring a fun ending to your exploration journey.

Day 4 -Exploring Science

Float or Sink?

With your young child, you can do a simple prediction experiment.

You will need:

a tub of water

3 plastic boxes

a selection of items made of different materials that will or won't float

Set up the activity area so that the three boxes are set next to each other.

Put all the objects in the middle box.

Ask your child to predict which objects he thinks will float and which will sink.

Put all the 'float' objects one box and all the 'sink' objects in the other.

When your child has separated all the objects, he can self-check his predictions by placing them into the tub of water.

You can ask him why he thinks they will/won't float. If he has made mistakes, can he work out why his object did/didn't float?

To extend this activity and keep a further record of his predictions, there is a minibook on [p.56](#) .

Suggestions of items to include - apple, pear, pumice stone.

How Do Boats Float?

Look at the pictures of the boats in the book. They are different sizes and made of different materials, some are very large and are made of metal. How do boats stay afloat?

You will need:

narrow jar or glass of water

a tub of water

a lump of plasticine big enough to make into a boat

Half fill the jar with water and mark the level of the water carefully.

Give your child a lump of plasticine and ask him to drop it into the jar of water.

Ask your child these questions:

What happens? (It sinks because it is denser than water.)

Why did it sink? (The plasticine is too heavy; it's the wrong shape or similar.)

What has happened to the level of the water? (It has risen. If the level of water hasn't raised perceptively, use a bigger lump of plasticine.)

Tell your child about Archimedes. The story goes that he got into his bath and it overflowed. He realised that the water was displaced by his body. He was so excited that he jumped out of his bath and ran naked into the street shouting "Eureka!" ("I've got it!").

Archimedes' Principle states that an object will float if it's weight is equal to the weight of the water it has displaced. So, the plasticine is heavier than the water it has displaced and will not float.

Now give him the tub of water and ask him how he can make the plasticine float, without using any other item?

The weight of the lump of plasticine hasn't changed.

Let him explore different shapes and ways of making shallow boats until he can get his plasticine to float.

Can he explain why some of his boats float and others don't?

It could be enough for your younger child to conclude that shape plays an important part in how objects float.

For your older child, the science behind it:

When an object is put into water, it pushes the water out of the way to make room for itself. This is called displacement. The object in the water has two forces acting upon it, gravity pushing it down and buoyancy pushing it up.

Look at the tub of water that you have been using. The water in it is made up of atoms and molecules. The water molecules near the bottom of the tub are under pressure from all the molecules of water above it. The water near the top of the tub is under pressure from the air, but the level of this pressure is lower than the pressure at the bottom of the tub. Gravity is a force that acts only in a downward direction, but water pressure acts in all directions at once, including upward. This is known as upthrust.

When a boat is put into the water, gravity pulls it down but water pressure pushes it up. Water pressure provides the force of buoyancy.

Boats float because the shape of the boat gives a larger surface area for the water pressure to push against.

Take a photograph of your child's boat to include in his Logbook. Keep his boat intact for the engineering activity below.

Engineering Challenge - Refine the Design

You will need:

plasticine boat from above activity

tub of water

small metal washers

How many washers can the boat hold until it sinks?

Challenge your older child to refine his design so that his boat will carry more washers. He will need to gently pat the plasticine dry with a towel between each remodelling.

Make a note of the highest number of washers his boat could hold in the minibook on [p.57](#). If possible, make a sketch or take a photograph of his most effective design to add the Logbook.

Cut out in one piece.

Fold along black solid line.

Your child can include a picture of his design as well as noting the highest number of washers his boat held.



Thank you for purchasing this
Picture Book Explorers unit by **Branch Out World**.
I hope you and your child have enjoyed your exploration
and learnt a few things on the way.

I am always looking to improve my products to give
customers more of what they want. Your feedback is
always welcome. My aim is to help you facilitate your
child's learning journey in a fun and positive way whilst
creating happy memories together.

If you have any questions, or suggestions for future
units, please don't hesitate to contact me by email at
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