

# Branch Out World



## Picture Book Explorers The Shark in the Dark

*Picture Book Explorers* are written primarily for use by Home Educating families, but they 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 5 to 10 years but they 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 is not 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.

copyright © **Branch Out World**

The purchaser has permission to print enough copies for personal use only. If used in schools, a teacher may print a copy for use in their own classroom. Permission is not granted for school-wide use. Please contact [branchoutworld@hotmail.co.uk](mailto:branchoutworld@hotmail.co.uk) if you wish to make a bulk purchase. This material is not to be shared digitally.

Thank you.

All rights reserved. Not for resale.

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

Contents:

Introduction- -----	4
Before you start -----	5
Let’s Explore -----	7
Day 1 Explore the setting -----	8
Day 2 Explore the words -----	9
Day 3 Explore the pictures -----	11
Day 4 Explore science -----	13
Day 5 Explore maths, crafts & more -----	14
Appendix -----	17
Make the minibooks-----	21
Bibliography -----	42

*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 with 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. Remember, the aim is to maintain a love of learning and encourage a spirit of curiosity.

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

- Join the library
- Buy/print a map of the British Isles. Find a free download at <http://www.picturebookexplorers.co.uk/freebies.html>
- 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. This can be done in a number of different ways, depending on how you use the packs.

- 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. This can be divided like the ring-binder either into five daily sections, or by title.
- 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 their Logbook. Your older child may want to copy it out again for themselves, either by hand or using a computer, before putting it in their 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 second. Again, they can also use a computer or handwrite their final copy.
- Take plenty of photos. These can be added to any Logbook or lapbook that you make.

## **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 the history and geography of the book.

- **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

### The Main Characters

The main characters in the story are the shark and the squid. This is an opportunity to learn more about these creatures. There are minibooks on [p.34 & p.35](#) for your child to record his findings to add to his Logbook. There are fact sheets on [p40 & p.41](#) to help with research. Older children may prefer to use books from the library or the internet to find out more.

### How light moves through water

Why did the shark get confused by the 'whale' and think it was a small fish? One reason could be because light moves differently through water than through air and that could have made it more difficult for the shark to judge the distance between himself and the 'whale'. This experiment demonstrates how light moves through water.

### **You will need:**

- a glass of water
- a shoe box
- a strong torch
- 2 pieces of white paper

### **Method:**

Make a narrow, vertical slit in the one end of the shoe box.  
Place the piece of white paper on a table top in a darkened room.  
Place the lit torch on the table at one end of a piece of the white paper.  
Observe how the light beam travels across the paper.  
Place the box over the torch so that the slit is immediately in front of it.  
Place the glass of water in front of the slit so the beam of light reaches it.  
Observe what happens to the light and draw it in the minibook. Experiment with the light beam by moving the jar about.  
Hold the other piece of white paper perpendicularly to the table to see how the light hits it at different points along the beam.

### **What is happening?**

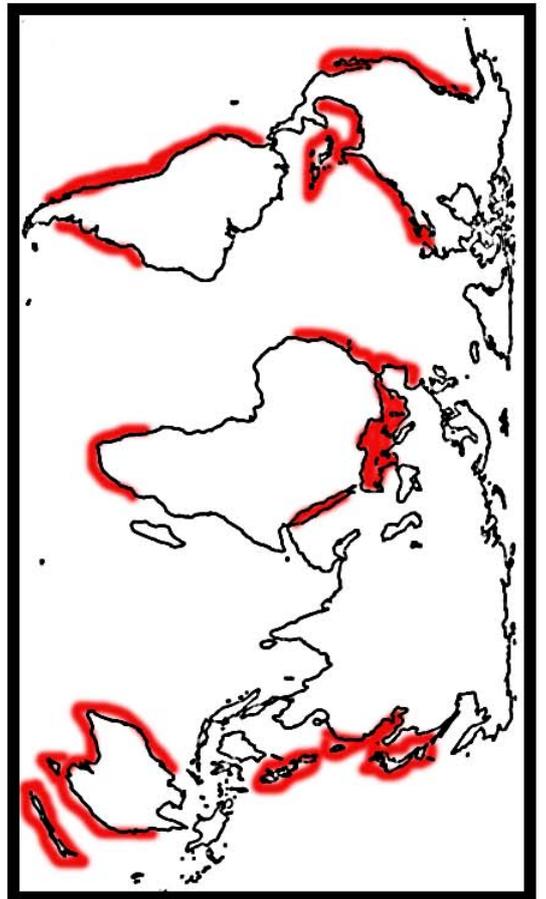
Light travels in straight lines through the slit towards the glass of water. It moves at a constant speed as it travels through the air. Light travels more slowly through water than it does through air. This causes the light to change direction as it moves from the air through the glass to the water. When the light has passed through the glass of water, it changes direction again as it meets the air. It travels at the same speed as before through the air. The change of direction is known as **refraction**.

Use the minibook on [p.36](#) to record the experiment. Younger children can draw pictures to illustrate what they used and did. Older children can write a list of equipment and describe what they did. Children draw what they saw on the final page.

<p><b>Great White Sharks</b></p>	<p>Fold along this line</p> <p><b>Glue Here</b></p> <p>Fold along this line</p>	<p><b>Where Do Live ?</b></p> 
--	---	---

Minibook cover. Cut out in one piece and fold outer panels in to create cover

Cut out around black line and glue inside the middle panel of the minibook cover.



Thank you for your purchase.

I hope you and your child have enjoyed your time exploring with this lapbook and the included activities.

I am always looking to improve my products to give my customers exactly what they want. Your feedback is most welcome. My aim is to help you to 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 [helen@picturebookexplorers.co.uk](mailto:helen@picturebookexplorers.co.uk)

Visit the website for more ideas, activities and updates at [www.picturebookexplorers.co.uk](http://www.picturebookexplorers.co.uk)

Follow Branch Out World on [Facebook](#) and [Pinterest](#)

Connect with other families on [Facebook](#)