

**REACHING
OUT!**

MUSEUM EDUCATION PARTNERSHIP
FOR NORTH HAMPSHIRE



HAMPSHIRE
CULTURAL
TRUST



Gilbert
White
THE
OATES
COLLECTIONS

Winchester's
Military
Museums



Gilbert White

Literacy Resource Pack

KS1



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ENGLAND**

Writing Resource 1: Advert Poster

Teacher Notes

Gilbert's gardens and grounds contain many different types of habitats and wildlife. There are so many areas for animals to live. If you were an insect/mammal/invertebrate which home would you choose? Take on the challenge of becoming a habitat estate agent and create an advert for prospective animals.

Writing Outcome

To write a descriptive estate agent advert.

Resources Required

Provided in Pack:

- Habitat Match - Resource Sheet 1a
- Habitat Advert - Resource Sheet 1b

Provided by School:

- Nature walk and note taking

Class Activity

Set the Scene:

Take the class outside on a nature walk. Find examples of different habitats and make descriptive notes in each location about the habitat. What makes it a suitable home for insects/mammals? What adjectives would you use to describe it? Remember to use all your senses.

Introduction:

Using Resource sheet 1a- Can the pupils match the habitat to the animal?

Writing Task:

Become a habitat estate agent.

Choose a habitat that you discovered on your nature walk and an animal that would like to live there.

Write an estate agent advert to advertise this home to the animal or insect. What is the indoor space like? How about the outdoor space? What makes it perfect for your chosen animal?

E.g. advertise a warren to a rabbit or a pile of sticks to a woodlouse.

Writing Resource 2: Letter

Teacher Notes

Watch out - Predators are about! The field mice that live in the meadow near Gilbert's home are under threat. So many predators are waiting to attack but they haven't seemed to notice. Take on the challenge of writing to Mrs Tigs, the harvest mouse, to warn her of what is happening.

Writing Outcome

To write a letter to the harvest mouse.

Resources Required

Provided in Pack:

- Predator odd one out – Resource Sheet 2a
- Letter frame – Resource Sheet 2b

Class Activity

Set the Scene:

Watch the video of the harvest mice. What is their habitat like? How can they stay safe within it?

<https://www.youtube.com/watch?v=2L93Yh-Obj8>

Introduction:

Introduce the concept of predators and prey. You may wish to discuss food chains in additions to this.

Using resource sheet 2a –can the pupils spot the animal that is not a predator of field mice?

What animals that live in the habitats at Gilbert White's house might want to eat Mrs Tigs the harvest mouse?

Writing Task:

Mrs Tigs, the harvest mouse, is in danger. There are so many predators in the meadow where she lives.

Write a letter to her to warn of the dangers. Who are her predators? How can she spot them? What clues or tracks might they leave behind? Would she be able to hear them? What time of day should she be most careful? What should she do if she sees one coming? Offer her some tips on how to stay safe in her habitat.

Writing Resource 3: Poetry

Teacher Notes

Being a naturalist, Gilbert loved to be outside in amongst nature. He would have used all his senses to help observe what was around him. Take on the challenge to write a structured poem inspired by the animals he would have seen in his garden.

Writing Outcome

To write a structured poem about nature using similes.

Resources Required

Provided in Pack:

- Poem Example – Resource Sheet 3a
- Writing frame - Resource Sheet 3b

Provided by school:

- Paper for Final neat poem

Class Activity

Set the Scene:

Take the class outside on a nature walk. Find examples of different habitats and make notes in each location about the sorts of animals that might live there. How could you describe them?

Introduction:

Look at the example of the Gilbert's Garden poem using resource sheet 3a.

What is the structure of the poem? Can you underline the adjectives, nouns, similes and verbs?

Writing Task:

Can you create a poem in this style using the animals that you have discovered on your nature walk?

Remember to think of interesting similes to describe your chosen animals.

Use resource sheet 3b as a writing frame for your poem.

Writing Resource 4:

Cartoon Story

Teacher Notes

Gilbert inherited a beloved pet tortoise, named Timothy, from his aunt. Timothy enjoyed having lots of adventures in Gilbert's large garden. Take on the challenge of writing a cartoon story about one of Timothy's adventures.

Writing Outcome

To write a short cartoon adventure story.

Resources Required

Provided in Pack:

- Timothy Information - Resource Sheet 4a
- Timothy adventures - Resource Sheet 4b
- Cartoon frame- Resource Sheet 4c

Class Activity

Set the scene:

Play some slow, plodding music and ask the pupils to travel around the classroom pretending they are a tortoise. What might they be doing as they travel around?

Introduction:

Look at the adventures that Timothy might have had on resource sheet 4b. Work together to come up with a simple story plot with a beginning, middle and end for one of these adventures.

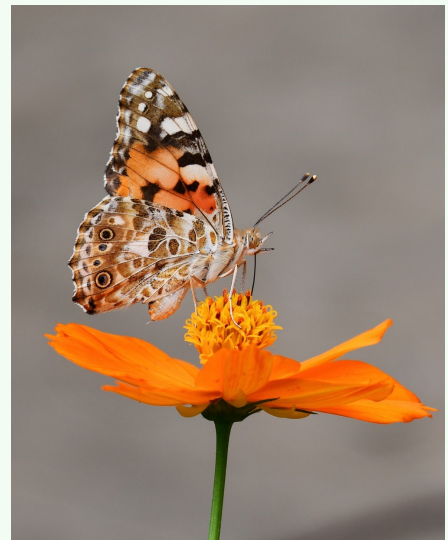
Can the pupils act out the simple story in small groups? Use the drama freeze frame technique to explore his emotions. Teacher to call 'freeze' at various points and tap the heads of selected pupils. They must share how they are feeling, in role as Timothy, at that point in the story.

Writing Task:

Using the cartoon writing frame on resource sheet 4c, pupils are to draw a picture in each box of the scenes in the adventure story. Then write some sentences beneath to explain what is happening. Remember to include adjectives to describe the scenes.

Who lives where?

1a



For Sale!

1b



Introduction to Home

Indoor Space

Outdoor space

Odd one Out: Mouse Predator?

2a



2b

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Gilbert's Garden

3 Speckled Newts,
As slimy as seaweed.
Scurrying in Gilbert's Garden,
Nature is all around.

Repeat (x2)

Gilbert's Garden Poem Structure

3 _____(adjective) _____(noun),
As _____as _____ (simile).
_____(verb) in Gilbert's Garden,
Nature is all around.



Gilbert's Garden Poem

3 _____(adjective) _____(noun),
As _____as _____ (simile).
_____(verb) in Gilbert's Garden,
Nature is all around.

2 _____(adjective) _____(noun),
As _____as _____ (simile).
_____(verb) in Gilbert's Garden,
Nature is all around.

1 _____(adjective) _____(noun),
As _____as _____ (simile).
_____(verb) in Gilbert's Garden,
Nature is all around.

Odd one Out: Mouse Predator?

2a