

## TEACHER'S GUIDE

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### I want a lion!

(Lemniscaat)

*One morning Jules woke up.  
All was quiet...  
... and quite boring.  
Suddenly he knew: he wanted an animal.  
A pet.  
Today!  
And he knew exactly what kind of animal  
it had to be...  
But how was he going to persuade mum?*

#### A lion

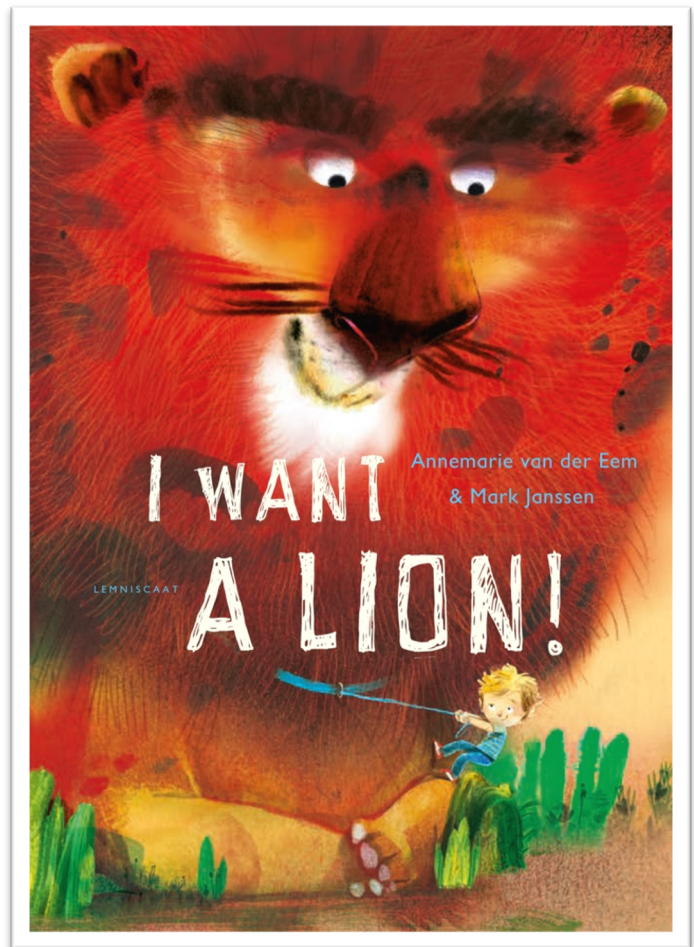
*The first animal Jules suggests to his mum is a lion. A lion to play with and who will scare the lady next door. 'A lion is far too dangerous. It will devour all the birds in the garden.'*

Draw twelve birds on a sheet of paper or find some pictures of birds and cut them out. Put a number from one to twelve near each bird. Two children sit with the birds and pretend to be a lion and one person (a third child or you) acts as game leader. The game leader calls out a number. Which lion manages to grab the bird first? The 'lion' uses his claw to hit the bird with the corresponding number. The 'lion' who is first to grab the bird gets a (counting) cap or button.

#### A stick insect

*Mum suggests a stick insect. 'They only eat leaves.'*

Look in *I want a lion!* to find out what a stick insect looks like. Write a fair amount of letters with pavement chalk on the playground. You should at least write the letters 'ect'. Take the children outside and tell them that they are stick insects. Walk with the children to the letters used in 'ect': e-c-t. Now name another word consisting of three sounds and let the children walk to these letters in the order of the word. Once all the children have arrived at the last letter, ask them which word they walked. Suggestions: ten, sun, rat, man, fox, den. An alternative idea: Let the children walk to a letter and ask them to make up a word using this letter.



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## A hippo

*Jules's second suggestion is a hippo. 'A hippo to roll in the mud with and to jump from the balcony into the pond.'*

Take the children to the playroom and set out materials that they can use for jumping and rolling around, such as a long mat, trampoline, vaulting box, a bench, a springboard, sticks and pawns. The children roll around and jump like hippos.

## A goldfish

*Jules is not allowed to have a hippo. Mum says that he can have a goldfish instead. 'A goldfish takes a bath all day long. Fresh and clean!'*

Draw a fish bowl on a sheet of paper and copy enough sheets for all the children. The children use a black felt pen to draw a goldfish in the bowl and colour the fish in with colour pencils or crayons. The children then make aquatic plants using green wool and glue the plants around the fish.

## A monkey

*'A monkey, then!,' asks Jules. 'A monkey to play catch-me with and to jungle about in the living room'. Mum is adamant that he cannot have a monkey. A monkey swings from the chandeliers.*

Bring a number of lamps into the classroom (there may already be some lamps in the classroom). Hide a note with an assignment under each lampshade or the base of the lamp. The children pretend to be monkeys and 'swing' from lamp to lamp. They walk from lamp to lamp, find the note and carry out the assignment.

Some suggestions for assignments:

- Name four occasions when people hang paper garlands.
- Together, make a long, living garland. Think of fun ways to do this.
- What is the first sound in 'garland'? Think of ten words that start with the same sound.
- Carefully swing a rope around, close to the floor. The children jump over the rope.

Tip! Swing like monkeys on the ropes in the PE hall.

## A hamster

*Mum thinks that a monkey sounds like way too much work. 'You can have a hamster, which almost always sleeps. Nice and quiet.'*

The hamster is fast asleep. He is dreaming. Tell the children in one word what the hamster is dreaming about and ask them to put this word into a sentence.

Word suggestions: water, food, carrot, corn, apple, running, cage, Jules

Extension: Say two words and ask the children to make up a sentence using these two words.

## **A goat**

*Jules's fourth suggestion is a goat. 'A goat to snack and eat sweets with, and to empty the cookie jar.'*

Fill a cookie jar with cookies or caps or buttons. The children pretend to be Jules and grab cookies together with the goat. Tell the children how many cookies Jules has taken from the jar and let the children take this amount of cookies from the jar. Tell the children how many cookies the goat has taken from the jar and let the children take this amount of cookies from the jar too. Now do some basic arithmetic. How many cookies did Jules and the goat take in total? Repeat this activity a couple of times. Enjoy the cookies afterwards!

## **A tortoise**

*'A goat is far too greedy'. Mum says that Jules can have a tortoise. 'A tortoise only nibbles at its food.'*

Create an obstacle course by placing pawns at a short distance from each other, making a crawl tunnel, placing a table etc. Divide the group into smaller groups. The first child in each group sits on hands and knees and pretends to be a tortoise. Put a cushion on his back and attach the cushion with a belt around their belly. The cushion is the shell. When you give a sign, the tortoises crawl through the obstacle course. When they arrive back at the starting point, the cushion is removed and it is the next child's turn to be the tortoise. Continue until every child has had a turn. You can also turn the game into a race. The group who finishes first, is the winner.

## **A parrot**

*Jules then wants a parrot. 'A parrot to whistle with and to secretly teach dirty words.'*

Whisper a dirty word you want to teach the parrot. Ask the children to be the parrot and to repeat this word. But shhh...quietly! Whisper another dirty word or dirty sentence and repeat. Continue like this.

## **A rabbit or a cat**

*'I'm sorry but no parrot,' says mum. 'We could get you a rabbit, that doesn't make a sound. Or a cat.'*

Jules looks bored and glances at the rabbit and the cat who are sitting in mum and dad's bedroom. Show the illustration in *I want a lion!*. Ask the children if the rabbit and cat live in the bedroom. Turn the pages of the book *I want a lion!* one by one and ask the children where each animal lives.

## A dog

*'So I can't have a lion, no hippo, no monkey, no goat and no parrot?' asks Jules. He cautiously peers at his mother. He's nearly there....*

*'Okay, in that case I want a dog!'*

Mum sighs deeply, but agrees it's a good idea. They go to the animal shelter.

Ask what an 'animal shelter' is. Did anyone in the class get a pet from an animal shelter? You can plan a trip to an animal shelter.

Create a dice path by laying thirty blue (folding) circles on the floor. Place a figure (Jules) at the starting point of the path and a play figure or cuddly dog at the finishing point. The children take turns to roll a dice and move Jules a number of steps according to the throw of the dice. Continue until Jules has found his dog.

Lesson suggestions written by Anke van Boxmeer and Els van Dijk