

## TEACHER'S GUIDE

Linde Faas

# The Boy and the Whale

(Lemniscaat)

*Once upon a time, there was a boy who liked to be alone ...*

*... until one day, something special happened.*

In *The Boy and the Whale* you meet Sam. Sam is often alone. He likes to drift around on the sea in his boat. But one day, he is swept away by a storm. An adventure begins.

## DREAMING

One day, Sam falls asleep in his boat. He dreams. In the book *The Boy and the Whale*, show the picture of Sam in his boat. Ask the children what Sam is dreaming about. Name a category. The children name words that fall in that category.

Suggestions:

- Sam is dreaming about the animals he can see under the water.
- Sam is dreaming of vehicles he likes to travel with.
- Sam is dreaming about objects he can bring along in his boat.
- Sam is dreaming about everything he can do on and in the water.
- Sam is dreaming about animals that he can see in the clouds.

Tip! Set an egg timer that counts down while the children are listing words. When the timer goes off, the children fall asleep and dream. No more answers are given. Wake the children up and continue with the next category.

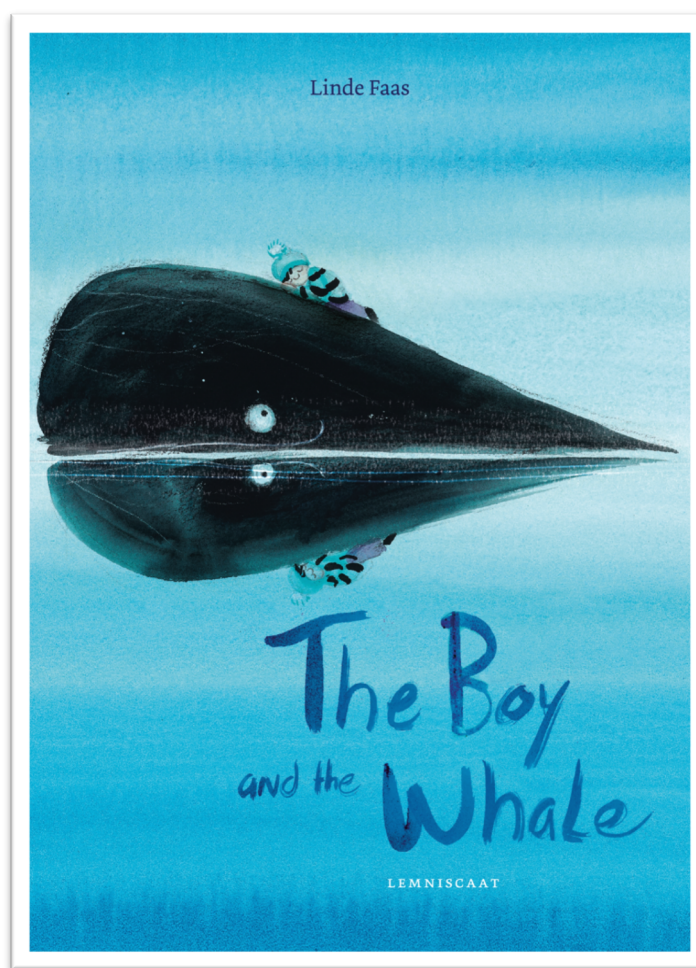
## WAVES

Sam's boat ends up in a storm. High waves sweep him away. Take the children outside or to an empty room. Take a rope and have one child hold the other end. Move the rope to create waves along the floor. The rope is the sea. The children jump over the rope without touching it. Let the rope's waves become higher and higher. Can the children jump over the high waves, or will the waves sweep them away?

## DRIFTING ON THE WATER

Hanging on to a piece of wood, Sam drifts around on the endless sea. Show how Sam is drifting around in the book *The Boy and the Whale*.

Get a plastic figure that represents Sam. Place the figure in a tub of water. What happens? (The idea is that "Sam" sinks). Tell the children to invent or make something that will make Sam float on the water. Try using no-cost materials, craft materials, construction materials and materials present in the classroom or your home. The children can work alone or in groups. When everyone is done, try out their solutions in the tub of water.



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## THE WHALE

Suddenly, someone shows up. Look in *The Boy and the Whale* to see who it is.

Write the words “whale” and “boy” on a strip of paper in large letters. Cut the letters out and shuffle them. Give each child or pair of children a sheet of paper and writing tools. The children create as many new words as they can using the letters of the word “whale” and write them down. If desired, set a timer. When time is up, or at your signal, the words are read aloud. Who can come up with the largest number of words?

Variation: think of a word you can make with the letters and describe it as a riddle. Who can guess the word first? The child who guesses it first uses the letters to spell it out.

## IN THE WATER

Sam is overjoyed. He dances on the whale’s snout. He has found someone to play with!

See how Sam dances on the whale’s snout in *The Boy and the Whale*. What colours does the water have?

Get a sheet of sturdy white paper and paint it in different colours of blue and purple with watercolours. Cut a whale out of black paper and stick it on the coloured sheet of paper.

Tip: have every child do a dance and take a picture. Print the pictures and cut out the children, then stick them on the snouts of their own whales.

## DISCOVERY

Together with the whale, Sam discovers the treasures of the sea.

Fill clear plastic bottles with blue material, such as blue-coloured rice, shredded blue paper, blue pompoms, blue water or blue Styrofoam peanuts. Hide a treasure in each bottle. By moving the bottle around, the children can discover what is hidden inside.

Tip: paint a shoe box blue and turn it into a sensory box by cutting a hole in it and hiding something inside. The children can discover what the hidden object is by feeling with their hands.

## WONDERMENT

Suddenly, a flock of puffins appears in the air around Sam and the whale. Place a plastic whale and surround it with black caps or buttons. These represent the puffins. The children estimate how many birds there are. After that, the birds are counted. Are there smart ways to do that? Place a different number of birds around the whale and repeat the activity.

## HAVING FUN TOGETHER

Sitting on the whale’s back, Sam enjoys this new feeling. The birds around him watch him curiously.

In the book *The Boy and the Whale*, count how many birds there are to the left and right of Sam. Is the number the same on both sides? How many more or less are there on one side? Ask the children how many birds have to be added to one side to make the numbers equal.

Draw a big whale on the pavement with chalk. Ask the children to stand in front of the whale. Point at a number of children: these are the birds. They sit down on one side of the whale. Ask how many these children are and choose one child, whose job it is to place the same number of birds on the other side. The group checks whether the numbers are equal. Repeat the activity with a different number of birds.

Variation: place a plastic whale and place a number of birds (white counters or buttons) on one side of the whale. Have the children place the same number of birds on the other side of the whale. Repeat a few times, placing a different number of birds each time.

### **A FRIEND IN THE WATER**

Sam has a friend. He isn't alone anymore. In the book *The Boy and the Whale*, find that friend (the page on which Sam lies asleep on top of the whale). Point out the reflection of Sam and the whale in the water.

Place a strip of blue paper and create the whale using a number of blue mosaic pieces. The children mirror the whale on the other side of the strip. Make another figure for the children to mirror.

Tip: have the children face each other in pairs. One child performs a motion of a sea creature, and the other child copies it. The children then switch roles.

### **A LIGHT IN THE DISTANCE**

It is time to go home. Sam can see the lighthouse on his island.

Play this game in the garden on a dark morning or evening. One child is given a torch and finds a place to hide. From their hiding spot, they flash the torch on and off. The other child tries to find them. They look for light signals and head towards them to find the hidden child.

### **GOODBYE**

Sam waves his friend goodbye.

Prepare a jar of buttons or caps in different colours. Give each child a button or cap. The children wander around the room looking for a child with the same colour. When two children have found each other, they walk back to you and wave each other goodbye. They hand in their buttons or caps and receive new colours instead. They then go look for someone with the same colour again.

### **QUIET**

Back at home, Sam sits at the table and draws his new friend. The house is quiet.

Sit the children down in a circle. Blindfold one of them. That's Sam. Then choose another child to make the sound of the wind by rubbing their hands together. Sam can't hear anything in his house except the sighing of the wind. Walk around the circle behind the children's backs with the blindfolded child (Sam) and listen to the wind. When Sam thinks he is standing behind the child making the sound of the wind, he squeezes your hand. Is he standing next to the right child?

### **THE SILENT BEACH**

Sam is standing on the beach. It looks so lonely and cold. Look at the picture in the book *The Boy and the Whale*. The beach is so empty!

Sam dreams of a full, merry beach. The children go to the sand table or sandbox. This is the empty beach on which Sam is standing. Place a plastic figure in the sand. Then let the children make the beach full and merry. It is up to them how they do this. Ideas: make a sandcastle, place a piece of cloth representing a towel, making sand cookies, making a cookie store out of construction materials, placing a boat on the beach or building a restaurant out of building blocks.

### **LYING ON THE BEACH**

Lying in the sand, Sam has his friend with him. Look in the book *The Boy and the Whale* to see how his friend is with him.

Ask the children if they also have a special friend. Have them draw a big picture of that friend on the pavement using chalk. The children then lie down inside their friend. Take a picture of the special friendship.

### **A BOAT**

Suddenly, Sam knows what to do! He decides to build a new boat and sail to his friend.

Collect no-cost materials, painting and craft materials and instruct the children to make a boat that Sam can use to sail to his new friend. When the boats are ready, put plastic figures in them. Place the boats on a blue rug or piece of plastic. Cast off!

## A PLACE TO LIVE

Home isn't *where* you are.

Look at different houses with the children. Do this by organising a house bingo. Take pictures of different houses in the village or neighbourhood in advance. Print these out on a bingo card. The children receive a card and a pencil, individually or per pair. Take a walk and ask the children to look around attentively. When they see a house that is on the bingo card, they can mark it off. Walk around until all the houses have been found.

## HOME!

Home is who you are *with*. Look at the last page in *The Boy and the Whale* to see that Sam has found his friend the whale again.

Hold a philosophical discussion about friendship. Ask the following question: *what if you were always alone?* Let the children answer the question. Do not give any answers yourself. Listen carefully to the children. Be inquisitive, and keep asking questions.

- *How do you know that?*
- *Why do you think that?*
- *Does everybody agree with that?*
- *Is that always the case?*
- *Could there be another way?*

Also ask questions that probe further:

- *Is it possible to do everything alone?*
- *How do you make friends?*
- *When is someone your friend?*
- *Do you need friends?*
- *When do you have enough friends?*

Lesson suggestions written by Anke van Boxmeer and Els van Dijk