



Ideas for using 'Charlie to the Rescue' to support English teaching



Note that there is a set of photographs to accompany the story. These can be printed for children to use in class.

1. What happens next?

Read the story with the class. Pause at key points and ask the children to predict what might happen next, for example:

Just then he felt something tapping at his leg. Charlie looked down and saw ...

Charlie landed on the path. He could see straight away what the problem was....

Children could talk with a partner or in groups or act out what they want to happen next. Make face masks of voles and curlews (see 2 below) to help children get into role for acting out the story or variations on it.

Plenary – read the whole story to the children. Do they like the ending? Why? If not, why not?

2. Templates for curlew and vole masks

These could be used to help children get into role to act out scenes from the story or alternative endings. Print out the templates and photocopy onto card. Show children how to cut out the shapes. They may need help to cut out the eye holes. Colour in and stick on materials such as feathers or tissue paper to provide texture. Attach string to the sides and tie round back of head to transform children into curlews or voles!

3. Arrange the illustrations in order

Print out the illustrations and remove the captions. Provide children with the illustrations. Children could work in pairs or groups to arrange the pictures in the correct order. Discuss in pairs or groups explaining where each picture should be and why. Children could write a sentence under each picture to say what is happening.

4. Vocabulary

Print the photographs of the curlew and voles and provide children with copies. Think of as many interesting and unusual words and phrases as possible to describe the curlew and the vole, for example:

The vole:

*Twitching nose
Quivering whiskers
Bright eyes that twinkle like jewels
Tiny paws
Like a furry ball*

The curlew:

*speckled feathers
gliding wings
long, thin legs
graceful
walks as if he were on stilts*

Challenge - can you think of any words other than 'long' to describe the curlew's beak?

5. Recognising familiar common spelling patterns.

Look for words in the story with familiar common spelling patterns that you have been working on in class and list in columns. Specify long or short vowels or list both as appropriate for your class, for example:

ee / ea	oo / u-e / ew / ue	ie / i-e / igh / y
beak	curlew	sky
beetle	blue	flying
green	smooth	miles
please	moor	high
squeak	took	time
squeeze		spider
see		
beneath		

6. Acrostic Poetry

Children could use the describing vocabulary from (4) and the lists of words from (5) to give them some ideas for writing an acrostic poem about a character from the story. Here is an example. Notice that it doesn't rhyme but it is full of images and feelings.

*Curved beak probes delicately
Under the surface, searching for grubs
Ripples wobble the reflection in a dark peaty pool, as
Long legs paddle across the tussocky bog
Elegant wings then unfold as the curlew takes off
Whistling his haunting call across the windy moor.*



7. Write a rhyming verse about the characters in the story.

Children could use the describing vocabulary from (4) and the lists of words from (5) to give them some ideas for writing a rhyming verse. Think about the characters in the story and really use your imagination! Here is an example of a silly rhyming verse and an illustration to go with it.

*Four fat voles sat side by side
On the back of a bicycle hitching a ride
But then came a puddle so muddy and deep
Off fell the voles in a muddy brown heap!*



8. What is moorland?

Charlie and the voles live on the moors. What is moorland like?

Using the photograph of the purple carpet of moorland, think of words and phrases to describe the landscape, for example:

*lots of space,
peace and quiet,
fresh air
flat,
you can see a long way
lovely views
most of the ground is covered with a plant called heather.*

Think about things that are not there, such as walls, fences, trees, buildings etc.

9. Why is moorland important?

Moorland provides a home to many animals including curlew and voles.

Why is moorland important to people? Using the photograph of people enjoying the moors, ask children to suggest words and phrases to explain why people visit the moors. Eg.

go for a walk

cycling

horse riding

fantastic scenery

get some exercise and fresh air

enjoy the view

have a picnic

relax

peace and quiet

family day out

Ask children to design a page for a travel brochure promoting the North York Moors as a tourist destination.

Link to visit if planned – what activities will you be doing / what activities did you do?

10. The glass bottle

Discussion: think about the glass bottle next to the path on the moor. Ask children how they think it came to be there. Children to talk with partner or group and give ideas.

Why is dropping litter a bad thing to do? What problems does it cause?

It can be dangerous to wildlife.

It can be dangerous to people.

It looks awful and spoils our beautiful countryside.

Glass is particularly dangerous because broken glass is sharp and can injure people and wildlife.

When the sun shines through glass it can cause a fire to start.

What is the best thing to do with litter?

Take it home and put it in a bin (remember to recycle as much as possible)

Show the picture in the photo pack about the Countryside Code

Why it is important to keep dogs under control?

Dogs can scare sheep. They can also disturb the birds, especially in springtime when the birds make nests and lay eggs. Look at the photograph of moorland. Where do you think the birds make their nests? Can you see any trees? No. Birds make their nests on the ground amongst the heather. If dogs run about they can scare the mother birds and the chicks away from the nest or damage the eggs. The best thing to do is to keep a dog on its lead.

Draw a poster to encourage people to behave responsibly on the moor.

Posters should be bright and eye catching. Any writing should be clear and easy to read.

11. Words to describe feelings

How do you think Molly felt while she was trapped in the bottle? How would you feel?

How do you think she felt when she had been rescued? How would you feel?

Children could draw a picture of either Molly in a bottle, or Molly when she had been pulled out of the bottle. Draw the picture in the middle of a page and write words around the picture to describe how Molly might have felt.

