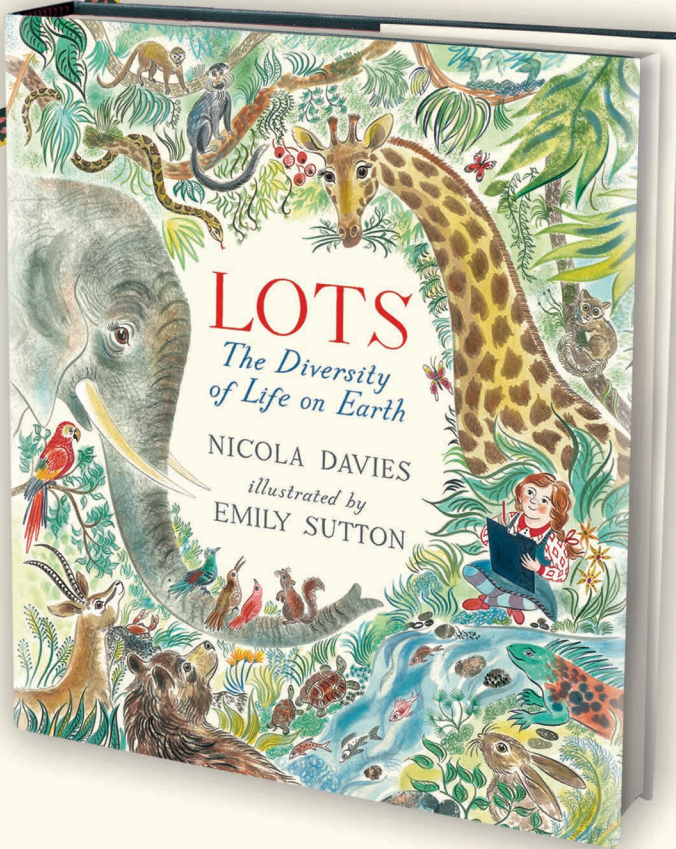


WALKER BOOKS
TEACHERS' NOTES



LOTS

*The Diversity
of Life on Earth*

NICOLA DAVIES

illustrated by

EMILY SUTTON

ISBN 9781406360486 • £12.99
Hardback • 40 pages • For readers aged 5+

Please visit the websites of
the author and illustrator:

www.nicola-davies.com
www.emillustrates.com



THE BIG QUESTION

(Keep the book inside a special bag or box to avoid showing the cover!)

What does the title tell you about the book we're going to look at?

What do you think might be inside the book?

Do you think it is fiction or non-fiction? (Always remember to back up your answer with a reason.)



THE COVER

(Pull the book out.)

Looking at the cover, would you change your answer?

How many animals can you recognize and name?



CREATE:

Draw up a class list. Add to it every day.

How many creatures do you think you will find before the end of:

- the day
- the week
- the month
- the term?

Who do you think the girl might be?



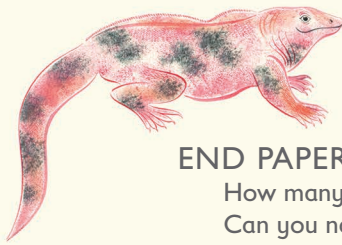
BLURB

There are four different sentence types: statement, question, exclamation and imperative (bossy!)

Read the blurb. Can you sort the sentences in the blurb into the different types?

What do you think "big beautiful pattern" means?

Why do you think we depend on each other for survival?



END PAPERS

How many different animals can you see?
 Can you name any of them?
 Why is it important to give different animals names?



TITLE PAGE

Spot the difference: how does the girl look different from the picture on the cover? Why do you think this is?
 What sort of landscape is she exploring?
 Where do you think the illustrator, Emily Sutton, started when she began creating this picture?
 What sort of art materials do you think she used?
 Which colours has she used? Why?



CREATE:

Experiment with the different textures and materials to make your own picture of the desert.
 Remember to think carefully about the details.
 You could use sponge, brushes of different thicknesses, fine black pen, brush-felt pens, pastels and watercolour paints.



FIRST PAGE

What different kinds of living things are there on our planet?
 Animals can be classified in different ways. Can you put the animals in the picture with the pond into different groups?
 Which is the tallest animal? Why does it need to be so tall?
 Why do you think there is a bird on the back of the giraffe?
 Think of a movement and a sound which might suit each of the animals in the picture.

CREATE:

A list or a drawing of other big things.
 What surprising facts have you found out? (Look at the writing in italics.)



INVESTIGATE:

Go outside and choose different areas of the school grounds – e.g. compost bin, flower bed, woodland area, wildflower area, trees, hedges, field or playground. Using a hoop, section off an area to examine.
 What do you notice? What can you count? Are there lots or a few, or just one?
 How can you record your findings? E.g. photographs, sketches, named lists.
 Sort findings into groups with things that are similar (e.g. plants, animals, insects, birds) or those that are different (things that can survive underwater, above ground, under the ground etc.)
 Which area of the grounds has the most variety of living things? Why do you think this is? Can we prove that? How could we improve the range of living things that live in our grounds?

INNOVATE:

Think of good words that you could substitute:



How many different kinds of living things are there on our planet?
 Yes! There are **LOTS** and **LOTS** and **LOTS**.
 From big things like _____
 To small things like _____.

What sort of work do scientists do?
 What would you really like to find out about?
 How can you do this?



CREATE:

Either:
 Use a microscope to look at some very small creatures and draw them.
 Or:
 Find images of different microbes on the internet. Make your own drawings of them.



CREATE:

Think of some words to describe deserts.

Use a thesaurus to help you find even more words.

A class string poem, using your descriptive words. Write them out individually on post-its and insert your words in the gaps. Play around with the order. Try the words in different positions and say the poem out loud to find out where they work best:

Deserts, deserts, deserts

_____, _____, _____ deserts

_____, _____, _____ deserts

_____, _____, _____ deserts

Deserts, deserts, deserts

INVESTIGATE:

Look at the page with *islands far out to sea...*

Find out what age giant tortoises can reach.



CREATE:

Your own island far out at sea.

Draw or model the vegetation (plants) and animals.

Describe what the weather is like. Are there seasons? How long is night-time/day-time?

Name your island and the animals and plants. Make an information booklet to tell people all about it.

INVESTIGATE:

Why do you think mites live under the feathers of birds?

Can you spot the lichen beetle?

Explore outside and see if you can find any lichens? What do they look like?

What other animals are good at hiding to keep safe?



Why are volcanic pools boiling?

What sort of creatures live in volcanic pools?

CREATE:

Your own painting of a microbe pool using bright colours. Let them bleed into each other and see what sort of effect you can create by sprinkling rock salt on the paint while it is still wet.

INVESTIGATE:

How do scientists find out about creatures at the top of tall trees in the jungle or at the bottom of the coldest seas?

What special equipment do you need?

Which of these environments would you most like to explore and why?



INVESTIGATE:

Spot the differences between the young and adult queen angelfish. How many can you find?

Using a range of books and internet sites, find out which other young and adult animals look different but are really the same?

Can you find some creatures which look the same but are really different?



CREATE:

Watch the video called Austin's Butterfly: <https://www.youtube.com/watch?v=dOSiU42P8Gc>

Choose a butterfly of your own to draw as accurately as possible. Think carefully about the shape and pattern. Ask a friend how you could improve it. How many attempts do you have to make until you are pleased with your picture?

ANIMAL RACE:

In groups or individually, using the different letters of the alphabet, try to think of the name of a plant or animal for each one.





CREATE:

A class collage with lots of different creatures and plants. Think about which creatures like warmth or cold, river or sea, land or air.
 Why do you think human beings have counted the different kinds of living things?
 Can you write the number two million in digits?
 Which creature do you like best that has been found in the last fifty years, and why do you like this particular one?



CREATE:

A class chant of all the different names of the creatures that have been found in the last fifty years. Play around with the order and rhythm until it sounds really effective. Add percussion accompaniment.

INVESTIGATE:

In pairs or individually, find out about one of these new creatures on the internet. Share three interesting facts with your class.



FOOD CHAINS

Look at the first set of three pictures of a food chain.
 How many jaguars do you think there might be – a large or a small number?
 Will there be more or fewer pacas?
 How many seeds do you think there will be – more or fewer than the number of pacas?
 Now look at and talk about the second food chain. Do you notice a pattern?
<http://www.bbc.co.uk/guides/z3c2xnb#z8qsyrd>
 Food chain game: http://www.primaryresources.co.uk/science/pdfs/food_chain_game.pdf



HABITATS

Look at your list of animals. Do you know where they make their homes?
 Are they good hiding places?
 Why do some animals need hiding places?
 Why are plants important to animals and why are animals important to plants?
 Why are bees particularly important?
<https://bumblebeeconservation.org/get-involved/bumble-kids/activities/>
https://www.foe.co.uk/sites/default/files/downloads/bees_education_booklet.pdf



BIG, BEAUTIFUL, COMPLICATED PATTERN

What creates the big, beautiful pattern?
 How are we destroying bits of the pattern?
 Explain what is happening in each of the four pictures.
 Why do you think we allow this to happen?

EXTINCT SPECIES

What sort of place is the girl visiting?
 How does it make you feel to think that some creatures have disappeared, even before we've found them?

CREATE:

Either:
 A class chant listing the extinct animals. Find out which words work best in which order. Create a strong final line to make people think.
 Decide how you will perform your poem:
 The dynamics – growing louder, softer
 The tempo – regular, speeding up, slowing down
 The tone – excited, solemn, regretful, accusatory

Or:

A diamante poem (7 lines) about opposites. You might choose *Lots/One; Living/Dead; Care/Neglect; Rich/Poor*.
 Line 1: Opening subject (a noun)
 Line 2: Two vivid describing words (adjectives) about line 1

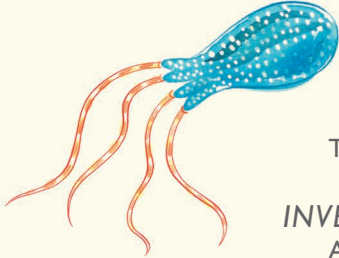




Line 3: Three ---ing (action) words about line 1.
 Line 4: A short phrase about line 1, a short phrase about line 7
 Line 5: Three interesting ---ing words about line 7
 Line 6: Two vivid describing words (adjectives) about line 7
 Line 7: End subject (Noun)

E.g.

Light
 Clear, brilliant
 Glowing, shining, revealing
 Mirror, candle... Whisper, shadow
 Deepening, sleeping, shrouding
 Black, quiet
 Darkness



Top tip: brainstorm more words than you will need so that you can choose the very best.

INVESTIGATE:

An endangered animal that interests you and either:

- Create an infographic to display your information in an eye-catching and persuasive way. You might want to create a QR code recording with extra information to add to your infographic.

Or:

- Role play the part of a scientist and, using green screen with the animal's habitat in the background, present a short programme to persuade the public that we should protect this animal.



CREATE:

Either:

A book, listing the small things we can all do to help keep our world big, beautiful and complicated.

Use a storyboard to plan your book. Choose 3, 6 or 9 spreads.

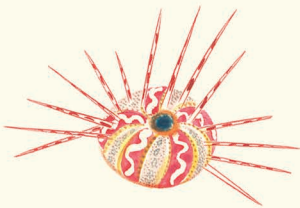
Plan your book cover, front and end papers, title page, dedication and layout.

Think about where you will write your words on each page.

Or:

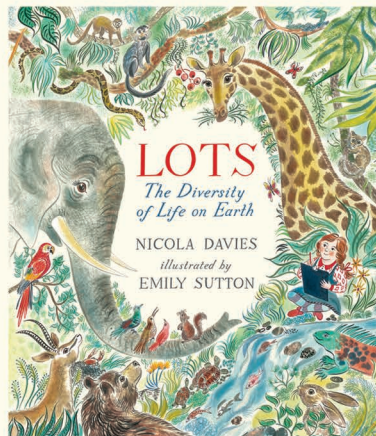
A diorama in a shoe box of the sea, desert, rainforest, woodland.

Make a sound recording of a commentary to go with your diorama on a QR code, which people can listen to as they view it.



THE BIG QUESTION

Why couldn't we live on Earth where we had counted down to one?



Lots: The Diversity of Life on Earth
 Nicola Davies, illustrated by Emily Sutton
 ISBN 9781406360486 • £12.99 • Hardback
 40 pages • For readers aged 5+



Tiny: The Invisible World of Microbes
 Nicola Davies, illustrated by Emily Sutton
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