



Chae Strathie learning activities

Explore bedtime stories,
space and much more
through the books of Chae
Strathie

Age 3-7

CFE Levels Early and First

Resource created by
Carolyn Sharp

scottishbooktrust.com



**Scottish
Book Trust**
inspiring readers and writers

Contents

About this resource	1
<i>Bedtime for Tiny Mouse</i> activities	2
<i>The Fabulous Flapdoodles</i> activities	4
<i>The Loon on the Moon</i> activities	6
Activities to explore the theme of bedtime	8

About this resource

These resources are full of cross-curricular activity suggestions to help you explore *Bedtime for Tiny Mouse*, *The Fabulous Flapdoodles* and *The Loon on the Moon* with your pupils. The resources have been produced to help you make the most of our online Authors Live event with Chae Strathie, but you can use them at any point to engage pupils with Chae's books and the themes of bedtime, space and much more.

Bedtime for Tiny Mouse activities

In this delightful little tale, Tiny Mouse just cannot get to sleep: his head is full of fizz and there are fireworks in his feet! The story opens up lots of avenues to explore day and night and also activities on the concept of time.

What has tiny mouse been up to? LIT 1-07a

What did Tiny Mouse get up to during the day that gave him fireworks in his feet? Using a mouse puppet or toy as our hero, get the children to ask questions about Tiny Mouse's day. The children could work in small groups and take turns at being Tiny Mouse. The children could then create a display of what Tiny Mouse got up to during the day that made his head so full of fizz!

Make a mouse quilt TCH 0-12a, EXA 1-02a, EXA 1-03a

Children can make their own 'quilt' for Tiny Mouse by drawing pictures and attaching them to each other to create a collage. Get them to think about things he might like to see on the quilt (look at the pictures hanging up in his house for some inspiration!). They could find out some fun facts about mice and depict these on the quilt; alternatively, they could recreate the events of the story in pictures (a good opportunity to support retelling skills).

After this, you could invite another class in to tell them all about the pictures on your quilt and share the story with them.

Nocturnal creatures SCN 0-01a

Discuss why some animals only appear at night. What do the animals do at night? Look at different nocturnal animals compared to animals that come out during the day – what are the differences (you could focus on the size of their eyes e.g. compare owls with other birds)? You could introduce food chains and webs using animal photographs and toys to show who eats who. Please be aware that this activity will not be suitable for some children, especially as a mouse is the hero of the book!

Using a selection of pictures or animal soft toys/puppets, have the children sort the animals into daytime animals and nocturnal animals. You could use a Venn diagram and have the central area for animals that you see both in the daytime and at night.

Nocturnal animal night game EXA 0-08a, EXA 0-12a

This activity is based on nocturnal animals. The children become nocturnal animals. Initially the children practice using their bodies to make the shape of the animals, for example a cat, hedgehog, bat, owl, mouse, and fox. The children then could act out the following short sequences and then develop their own ideas to create little stories. The children could also create costumes to use in the scenes as part of a craft activity.

The cat wakes up, yawns, and stretches, before leaping onto a wall. Carefully he walks along the wall where he sees a little mouse scurrying along on the ground. The mouse stops, his nose twitching in the air. The cat stops. Very carefully and quietly the cat stretches out his paw, ready to pounce and... missed it! The mouse runs away.

An owl perched on a branch opens one eye, then the other, flies and lands on the ground.

A hedgehog is snuffling amongst the leaves. Someone is coming so he rolls himself into a little ball and hides.

The fox is spying on the farm; he sniffs the air smelling the hens. He creeps up to the shed where the hens are asleep, but a light comes on in the farmhouse and the fox runs away.

You are animals hiding in the forest at night. When music plays all the animals come out from hiding. What do the animals do in the forest at night? When the music stops, all the animals return to their hiding places.

Tiny Mouse music EXA 1-18a

Tiny Mouse dances to some different types of music in the book, which can be a great way to explain to the children that we can dance differently to different types of music.

Get the children to look at the pictures of Tiny Mouse dancing and play them an example of each type of music, seeing if they can guess which piece of music Tiny Mouse might be dancing to in each picture.

Get the children to create different dances for the different types of music in the book. What kind of movements would suit each type of music?

The Fabulous Flapdoodles activities

The Fabulous Flapdoodles come out at night to watch over and protect sleeping children everywhere! The night/bedtime theme of this book could be used as part of a day and night theme and many of the suggested activities for *Bedtime for Tiny Mouse* could also be used to support *The Fabulous Flapdoodles*.

Fabulous rhymes LIT 0-12a, LIT 0-13a, LIT 0-21a

The Fabulous Flapdoodles is told in rhyming text. To introduce rhyming words to the children, collect objects and/or pictures of things that rhyme. The children can then listen to the sound of the words and then sort the objects into groups. For example:

Bat, cat, rat

Scale, snail, whale

Cake, snake, rake

The Fabulous Flapdoodles title is ideal for introducing alliteration and finding words that begin with the same sounds. Again, you could use objects to group together words that begin with the same letters/sounds to give the children a focus. For example:

Nest, newspaper and nose

Duck, dog and dinosaur

Pencil, paper and paperclip

Design a Flapdoodle EXA 0-17a, EXA 1-03a, EXA 1-02a

Get a 'willing' volunteer to dress up as a Flapdoodle or design a Flapdoodle puppet (a sock puppet would work well for a Flapdoodle!). This Flapdoodle has lost something (it could be its hat, box, or spell book). Ask the children to design and make (for example) a new hat. The children could work in groups and ask the Flapdoodle questions about what type of hat they would like. Each group could then display their finished hats.

You could also do a sorting activity with the Flapdoodle's box. Fill a box with a variety of things (such as different patterned socks) and ask the children to help the Flapdoodle match the items.

Shadow theatre EXA 1-12a, EXA 1-13a, LIT 1-07a, LIT 0-09a

The Fabulous Flapdoodles make shadow monsters on the wall that frightened away the night monsters. Here are some ideas for your own shadow theatre!

A projector can be placed behind a white sheet to create a shadow theatre. Alternatively, a light is projected onto a sheet or wall to allow children to make hand shadows.

Children might concentrate on exploring their own shadow fingers and hands. You can find how to make animal shapes with your hands on [the internet](#). Can the children guess what they are?

Different objects and materials could be introduced into a shadow theatre. What are they?

Play different kinds of music to influence the way the shadows move. [George Gershwin's 'I Got Rhythm'](#) can be a good piece to use for energetic movement. To provide a contrast, you could use [Grieg's 'Morning Mood'](#).

Shadow theatre can also promote story or play making. The children can make characters from a story and act out their own version. The children draw the characters on a piece of card or paper, cut it out, then attach it to a short stick (chopsticks are ideal for this). This can be done as a solo, pair or small group activity. Alternatively, you could get your children to create their own Flapdoodle puppets. The children may also want to make up their own stories rather than recreate the original story.

Children can create some new monsters for the Flapdoodles to combat in their shadow theatre. This could draw, paint, make sculptures from salt dough or from empty boxes and cartons. Can the children think of a name for their creation? Reusing the boxes could also form part of a recycling topic.

The Loon on the Moon activities

This is the tale of the Loon, the quirky little creature who collects dream steam to power the moon at night. One night, he finds that all the dream steam has dried up, and he must go in search of some new dreams to power the moon. The book is a lovely bedtime story and can also be used to support a space topic.

Message from the moon! LIT 0-09a

Nominate someone to record a message from the Loon on the Moon to the children ('Talking Points' are ideal for this as they record up to 30 seconds of sound). The message will ask the children to help the Loon power up the moon by providing it with lots of dreams.

First, discuss dreams with the children. What are dreams, when do we dream, and who amongst them can remember dreaming? The Loon leaves a story in every child's bedroom to inspire dreams: do the children ever dream about things they have read? Do they dream about other things they have experienced during the day?

Second, get the children to draw pictures of their dreams. These pictures will help the Loon power up the moon!

However, the Loon will need your children to inspire other children to dream too. To do this, they will need to share a story with someone, just as the Loon does in the book. Get the children to recreate their favourite stories in pictures so they can be shared with others.

After this, why not collect the children's stories and reveal to the class what the most popular stories are? You could then read these stories together if you have them in your store of books.

Night-time pictures EXA 1-03a, EXA 1-02a

Using black paper as your night sky, create a starry night using white, silver, and yellow paints. Take a paint brush and use your finger to flick paint onto your night sky. You could then develop this and make your own star pictures. Once the paint has dried, use paint or white/silver paint pens to join stars together to make your own shapes or animals.

Using an overhead projector, provide a range of objects for children to create their own light pictures.

Explain to children that when white is added to a colour it makes a tone. Ask children to see how many different tones they can make by adding white to red, using the colours to paint bands down a piece of paper. Once the paint is dry, use them as backgrounds for red sunset pictures, sticking black silhouettes onto them (such as house and car shapes), or blow painting black tree shapes.

Use fluorescent paints on black paper to create night-time pictures. Design your own hi-vis (reflective) vests.

Using two display boards, create a daytime and night time display where you can showcase the children's artwork and science discoveries.

The book is full of quirky characters whom the Loon meets on his travels. Ask the children to create images of their own quirky aliens. This is a great chance to discuss how an author can come up with characters, as some of these characters bear a resemblance to real life animals: if the children are struggling for ideas, start them off with a real life animal and ask them what changes or additions they could make to the animal to turn it into an alien creature.

Map the journey SCN 0-06a

Create a display with the sun and all the planets – placed in order away from the sun. Some of the ideas [here](#) are suitable for Early Years. You could use wool or string to map the 'Loon on the Moon's' journey around the solar system.

Discuss what times of day we see the sun, moon, and stars. Perhaps you could do the topic in the autumn or winter when it is easier to see the moon? Discuss what shape the moon is – is it a full or crescent moon? Does the moon change shape over the course of your topic?

Orbit game

SCN 0-06a, HWB 0-22a, HWB 0-25a

Using pictures of the planets, take the children outside to show how the planets orbit the Sun. Have one child or staff member act as the Sun, standing still in the centre of the area. Spread the children out in intervals to represent the planets orbiting the

sun. For planets with moons, have children orbit the planet, orbiting the sun. Move around the sun – being careful not to move too fast in case you get dizzy!

Activities to explore the theme of bedtime

Bedtime routine

Discuss routines with the children. What are the things that they do every day? Using photographs of a child's day, get the children to sort the photographs into order. This helps introduce the concepts of day and night, and time.

After this, talk specifically about bedtime routines. During Circle Time, get the children to share their ideas about good bedtime routines. Once you have agreed on an ideal bedtime routine as a class, you could include this routine in the card sorting activity above, getting the children to integrate the bedtime routine cards.

You can get the children to share ideas during Circle Time about good bedtime routines as suggested above, and once everyone has come up with a few ideas you can ask children to act these out to music. You can agree a routine as a class and get everyone to act out the same routine, or you can get children to work in pairs, with one child acting as the parent. If the children feel confident, you can ask them to act out their routine in front of their peers, who are invited to guess what they are doing.

Pyjama day

Hold a pyjama day – children can wear their pyjamas, bring in teddy bears and their favourite bedtime story. Discuss what a suitable snack is for bedtime and plan the snacks for your pyjama day. Practice your nursery rhymes and tell bedtime stories. You could discuss what the best type of story is for bedtime; something loud with lots of actions, or something quiet and calm. Parents could also be invited in to read bedtime stories to the children: afterwards, the children can vote for their favourite bedtime stories.