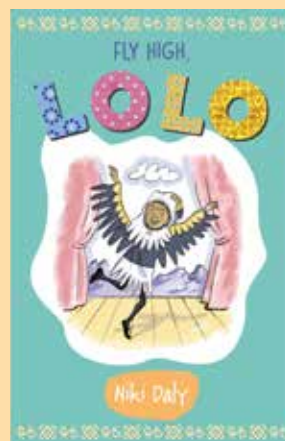
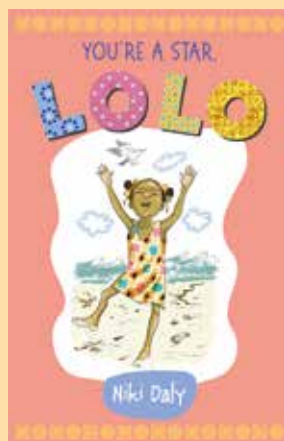
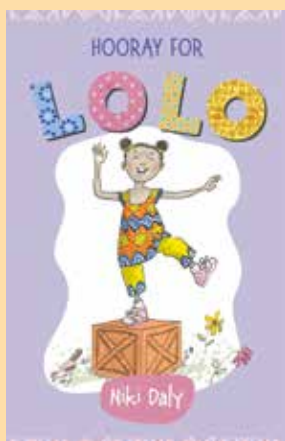
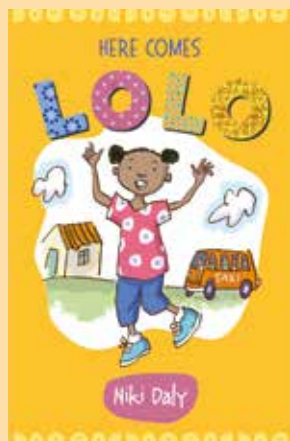


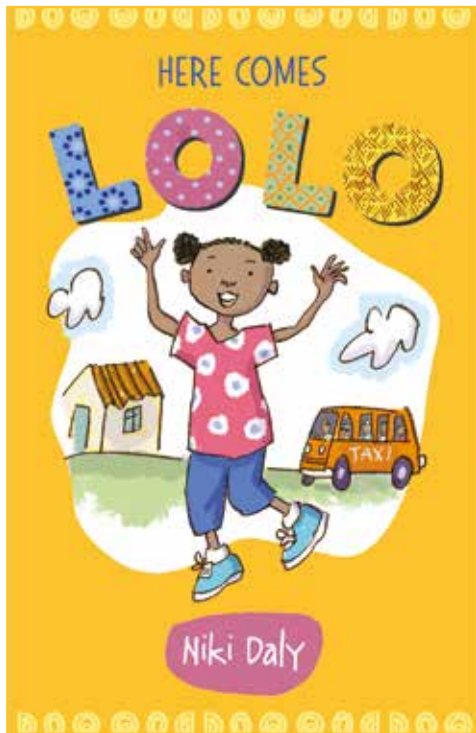
THE LOLO

SERIES

TEACHERS' NOTES



The Lolo books
are written
and illustrated
by Niki Daly



HERE COMES LOLO

CHAPTER 1 CLASSROOM ACTIVITY:

A Gold Star and a Kiss for Lolo

In this chapter, Lolo feels very proud of herself when she gets a gold star for reading!

*What does it feel like, when you feel proud?
Can you think of a time when you were proud
of yourself?*

Teacher could pass a star around the circle. When each child is holding the star, they are invited to share why they are proud to be themselves. "I am proud of myself when..."

This could be a skill or a talent, or a positive side of their personality.

Children can then create a "I'm proud to be me" page, or a drawing, noting 3 reasons why they are proud:

- My skills: I am good at...
- My personality: I am...
- Resilience: I try hard to...

The students can draw and write further reasons why they are proud of themselves. They might like to share their work and ideas.

The teacher can conclude the lesson by celebrating everything that has been shared, and the range of unique and special qualities every member of the class has.





HERE COMES LOLO

CHAPTER 3 CLASSROOM ACTIVITY:

Lolo's Reward



In this chapter, Lolo makes a poster for the ring she finds on the ground. She hopes the owner of the ring will see it, and she will be able to return the ring to its rightful owner.

*Have you ever lost something special to you?
Did someone help you to look for it?
The engagement ring was very special for Belinda –
do you own something special that you would be
very sad to lose?*

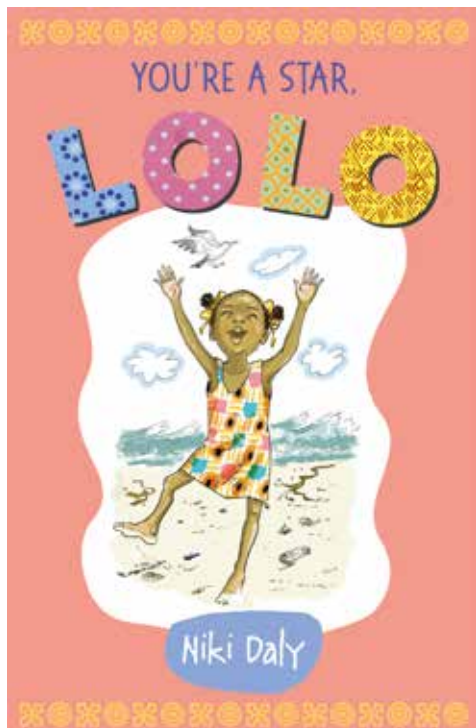
After thinking of a special item or toy that they own, children could create a 'Missing' poster, imagining they have lost it. They could include information such as :



- Name of toy
- Type of toy
- Colour
- Last seen
- Reward
- If found, please contact...

Children could draw a picture of their special item and write a short description, thinking about it in greater detail. What material is it made of?
How big is it?





YOU'RE A STAR, LOLO

CHAPTER 1 CLASSROOM ACTIVITY:

Lolo's Special Soup

In this chapter, Lolo makes a special soup for her Mum. She adds lots of ingredients to the pot, even chocolate!

Have you ever helped to cook something for your family?

What can we read to help us use the right ingredients when we are cooking?

A recipe is a set of instructions for preparing food. There are lots of different parts to a recipe – teacher could display an example on the board while explaining each part: the title, equipment, ingredients, instructions in chronological order, using 'bossy' verbs (stir, cut, mix).





YOU'RE A STAR, LOLO

RECIPE TITLE

EQUIPMENT

INGREDIENTS

METHOD

1.
2.
3.
4.
5.

The children can work in pairs to highlight the bossy verbs on a recipe example, or to correctly order a muddled-up recipe.

Using the template, the children can write their own recipe for a special soup, choosing their own ingredients! They should write the soup instructions using bossy verbs (*pour in the milk*).

As an extension, children can think about quantities of ingredients (one teaspoon of salt) and time connectives (*first, then, after that*).





YOU'RE A STAR, LOLO



CHAPTER 2 CLASSROOM ACTIVITY:

Lolo's Scary Night

"Ghorra-Ghorra!
Hooooaaah!
Bwoooooo!"

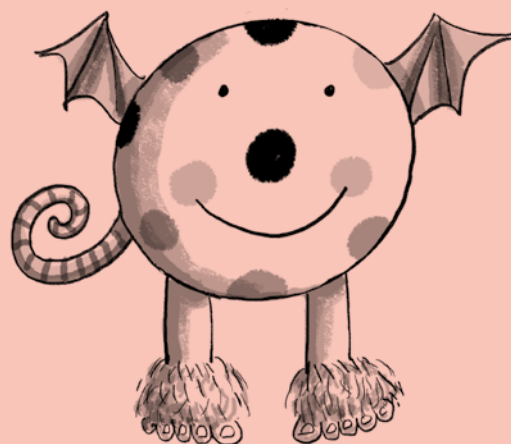
In this chapter, Lolo hears a scary sound in the night! She imagines a scary monster outside.

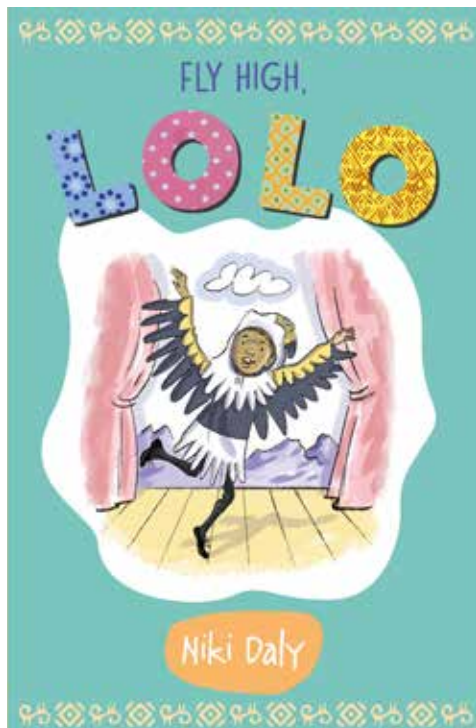
Her mum describes the 'Ghorra-Ghorra-Hooooaaah Bwooooooo-Monster': it has big fluffy pink feet, it is round and covered in polka dots, it has a puff-ball nose and a curly-whirly tail!

*Would you be scared of a monster like this?
Why/why not?*



- Descriptive writing task – focus on adjectives: Ask children to create their own under the bed monster. They should draw a picture of it and describe it orally to a partner before writing. Students should then use describing words (adjectives) to describe their monster. Is it a friendly monster or a fierce monster?
- SPAG teaching point: using commas in a list when describing their monster.





FLY HIGH, LOLO

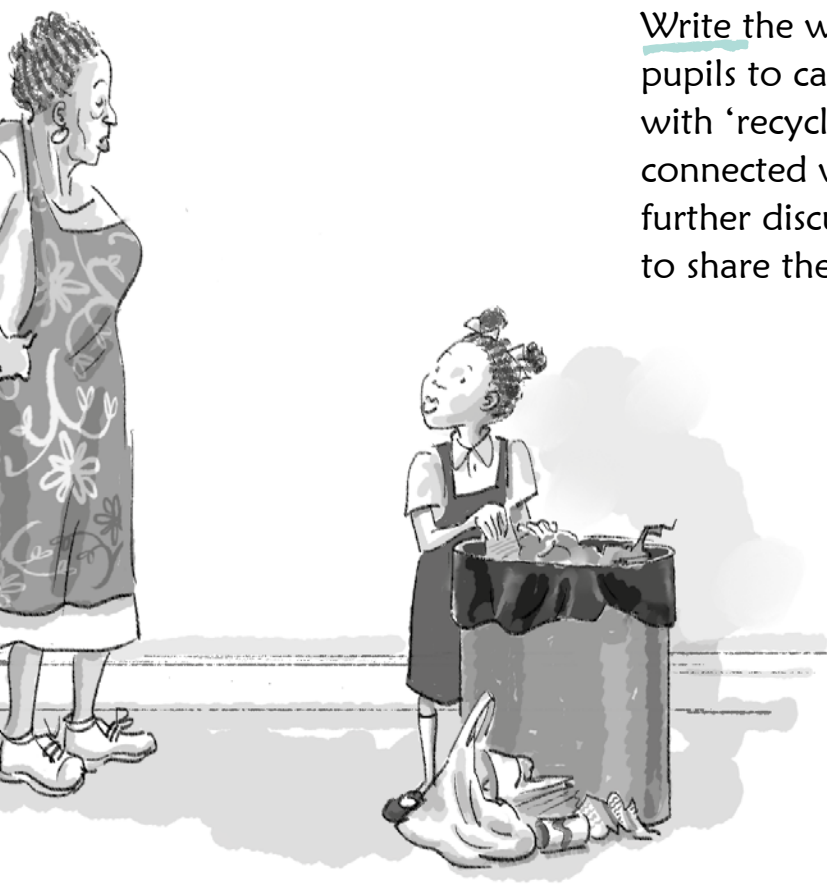
CHAPTER 4 CLASSROOM ACTIVITY:

Lolo's Recycled Christmas Tree

In this chapter, Lolo picks up rubbish on her way home, after learning about the terrible effect that pollution has on nature. Lolo thinks about how she could recycle and repurpose the rubbish she brings home: plastic bottles and tins could be made into flowers, foam trays could be turned into sculptures and plastic bottle caps could become mobiles.

Do you ever see rubbish on the pavement or in our local area? What happens when we recycle? Can you think of some items that should be recycled?

Write the word '**recycle**' on the board and ask pupils to call out words and phrases they associate with 'recycle'. Record these on the board linking connected words with arrows. This should lead to further discussion either in small groups or as a class. to share their work and ideas.



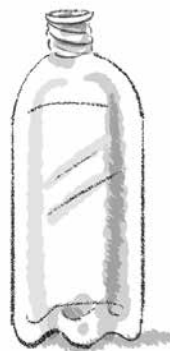
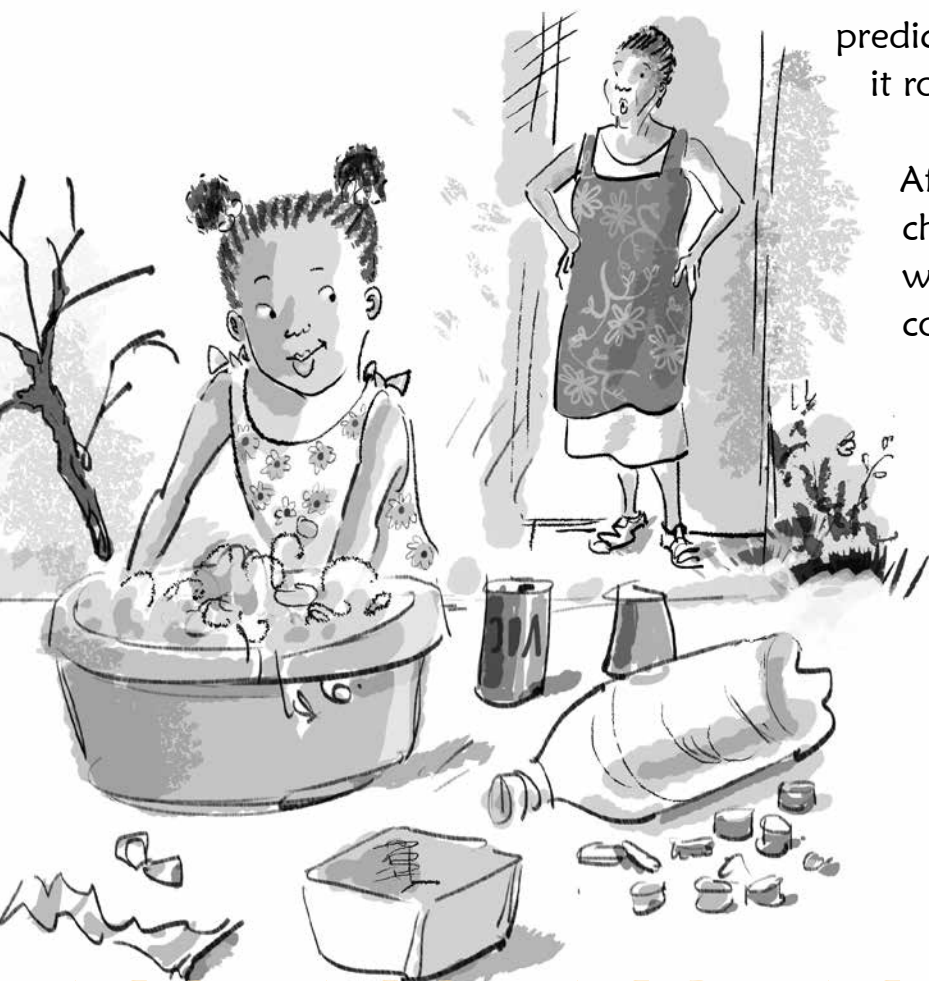
FLY HIGH, LOLO

ACTIVITY 1: LANDFILL

Children could bring a (clean!) item to school which they would normally throw away in the bin, for example, an empty tin. These items should all be laid out and considered: what do you think this is made of? Where do you think the bin lorry takes this rubbish to? Teacher to introduce the subject of **landfills**.

For the activity, children can create their own landfill. Choose a selection of items of rubbish they brought into school into the ground (Eg. crisp packet, plastic bottle, cardboard, paper, banana skin). Students should record their predictions for each of the items – will it rot? What will happen to it?

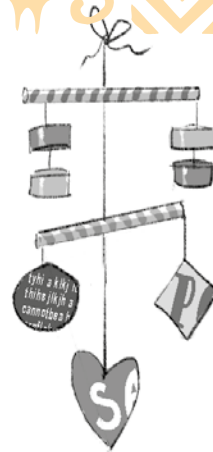
After two weeks and one month, check on the items and discuss whether the predictions were correct.



XXXX
XXXX



FLY HIGH, LOLO



ACTIVITY 2: SORTING ACTIVITY

Give students pictures/photos of ten different items: cardboard box, tin can, drinks can, glass jar, plastic bottle, crisp packet, egg box, lightbulb, clothes, food. They should sort these under two headings: **recycling bin, waste**.

Discuss each in turn and what it is made out of. If we can't recycle our old clothes, what could we do with them rather than throwing them into the waste bin?

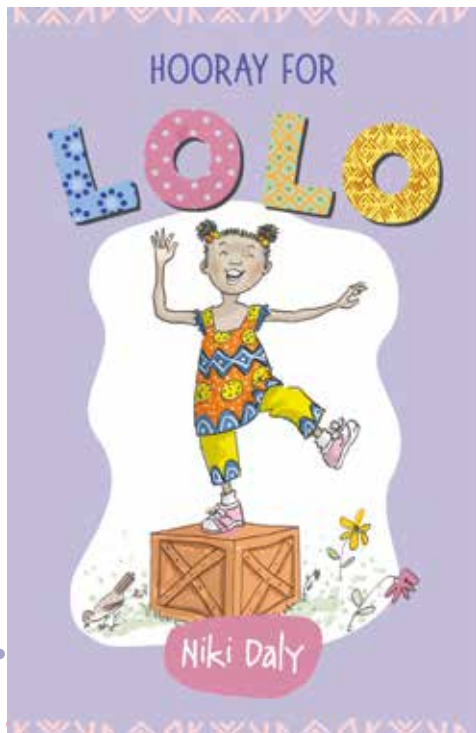
As an at home activity, students could then find 4 things from their kitchen and 4 things from their bathroom which can be recycled once they have used them. They could **draw and label** the items.

ACTIVITY 3: RECYCLED ART MONSTER

Lolo thinks about how she could recycle and repurpose the rubbish she brings home: plastic bottles and tins could be made into flowers, foam trays could be turned into sculptures and plastic bottle caps could become mobiles.

Create recycled artworks using boxes, sponges, cardboard tubes, and any other items. Students could create monsters.





HOORAY FOR LOLO

CHAPTER 1 CLASSROOM ACTIVITY:

Lolo's Worst Best Friend

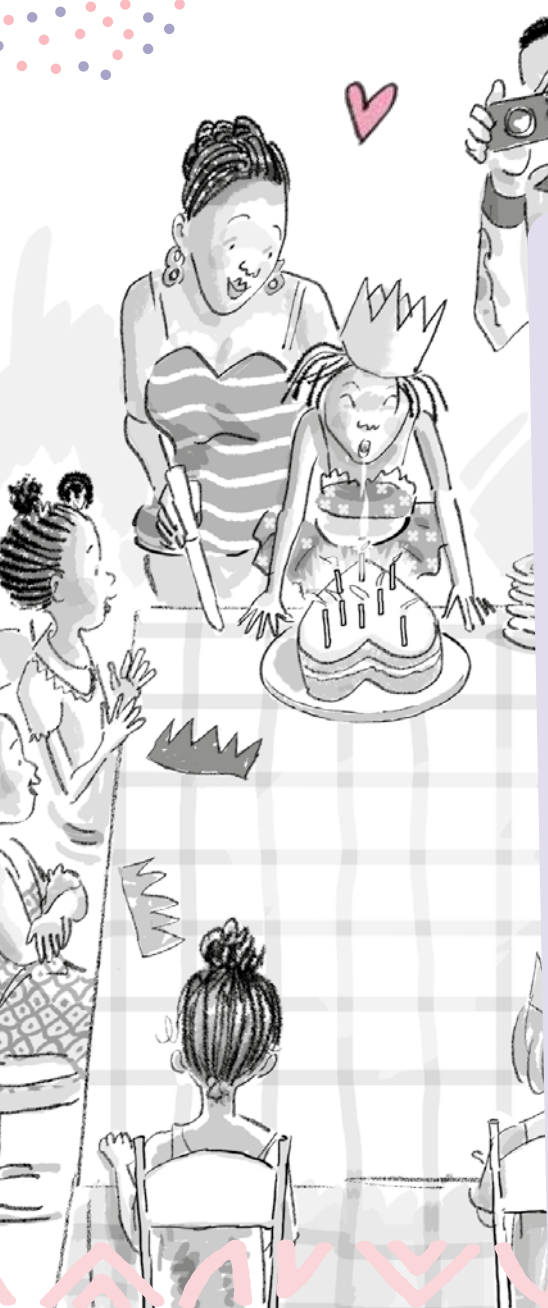
In this chapter, Lolo goes to a birthday party for her friend Lulu. They ate pizzas and a heart-shaped birthday cake, and there were goody bags to take home! We do lots of fun things on our birthdays to celebrate the special day we were born.

Can you remember what you did on your last birthday? What date is your birthday? What special things do you do with your family to celebrate your birthday?

Children can then write a few sentences about their birthday. They could draw a picture of them celebrating their birthday, or bring in a photograph from home.

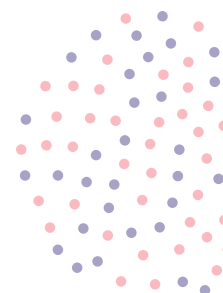
- My birthday is on the...
- On my birthday I like to...
- I eat...
- I play...
- I love my birthday because...
- On my next birthday I will be turning...

They might like to share their work and ideas with their peers.





HOORAY FOR LOLO



CHAPTER 2 CLASSROOM ACTIVITY:

Lolo's First Library Book

In this chapter, Lolo borrows a book from the library. She takes it to school to share the story with her friends and teacher, but when she gets home... the book has gone! Lolo's book was so popular, her classmates Themba and Zizi wanted to read it again.

Have you ever been to the library? What is your favourite book to read?

This chapter is perfect for encouraging the children to sign up to their local library and borrow a book. They could bring their library books into school to share with a friend. If you have a school library, you could ask pupils to borrow a book they think one of their friends will like. This is a great way to get the students to think carefully about **why** they are choosing a book, and fostering a 'reading for pleasure' culture in your classroom.

As a classroom activity, students could think about their favourite book. They could **draw a character** from it, or the front cover, and **write a sentence** about why they like it.

