

TEACHER'S NOTES

A tale of sun, and night, and teamwork, and biscuits, and how things are not always what they seem.

This timely tale tells the story of Buffalo, and his search for sustenance. Readers learn about his adventures in a dry and parched land, and the other animals he meets along the way when he discovers the Biscuit Moon in the water one night. The themes include co-operation, and friendship, and understanding that not everything is what it seems.

VISUAL LITERACY: Responding to Illustrations and relating them to pupils' own experiences

Ask children to look at the illustrations in the book and then answer the questions.

Pages 2-3: Buffalo is very hot, very tired, and very hungry. The sun is too hot.

Do you like the sunshine? What has happened to the trees and leaves?
What do the colors used by the artist make you think of? Is the weather hot or cold?

Pages 4-5: Buffalo finds a pond. He can see his reflection in the water.

Can you think of what else Buffalo might be able to see?
What do you think about the colors in the picture?
How are they different from the previous page?

Pages 8-9: Lion has also found the pond. He and Buffalo stand on opposite sides of the water.

Describe Buffalo. What does he look like?
Describe Lion. What does he look like? What noise do you think he makes?
Why do you think they are on opposite sides of the pond?
What else can you see reflected in the water?

Pages 10-11: Many other animals hear Buffalo and Lion fighting and come to the pool.

How many animals can you count in the picture?
Do you know their names?
What noises do you think they might make?

Pages 14-15: All of the animals are fighting with each other. They all want the biscuit.

What is the name of the largest animal in the picture?
What is the name of the smallest animal you can see?
Choose your favorite animal in the picture and describe it.
The night is full of animal sounds. What animal sounds do you know?

Pages 16-17: The bald-headed Vulture is watching and laughing.

What is he thinking?

Pages 18-19: Little Squirrel has been watching quietly all through the night as the animals fight.

What do you think she is saying to Lion and Buffalo?

Dawn is another name for daybreak, or sunrise. Is sunrise always at the same time? How does it change throughout the seasons? Have you ever seen a sunrise? How did it make you feel?

Pages 20-21: All of the animals head towards the pond to look at the biscuit.

Describe the colors in the picture. What time of day do you think it is compared to previous pictures on pages 14-15 and page 19?

As well as Buffalo and Lion, what other animals can you see in the picture?

Talk about the shapes you can see in the picture.

How would you describe the landscape or background setting in the picture?

Page 22: The biscuit is disappearing very fast!

What do the animals see in the water?

What time of day do you think it is? How does the artist suggest this in the picture?

What do you think has happened to the biscuit in the water?

Page 23: Little Squirrel tells the animals they must journey to a land where there is enough food and water for everyone. Before they set off, they must make sure they have drunk enough water, as the journey will be long.

Why is the little picture in the middle of the page different from the rest of the pictures in the book? What do you think the author and artist are trying to tell us?

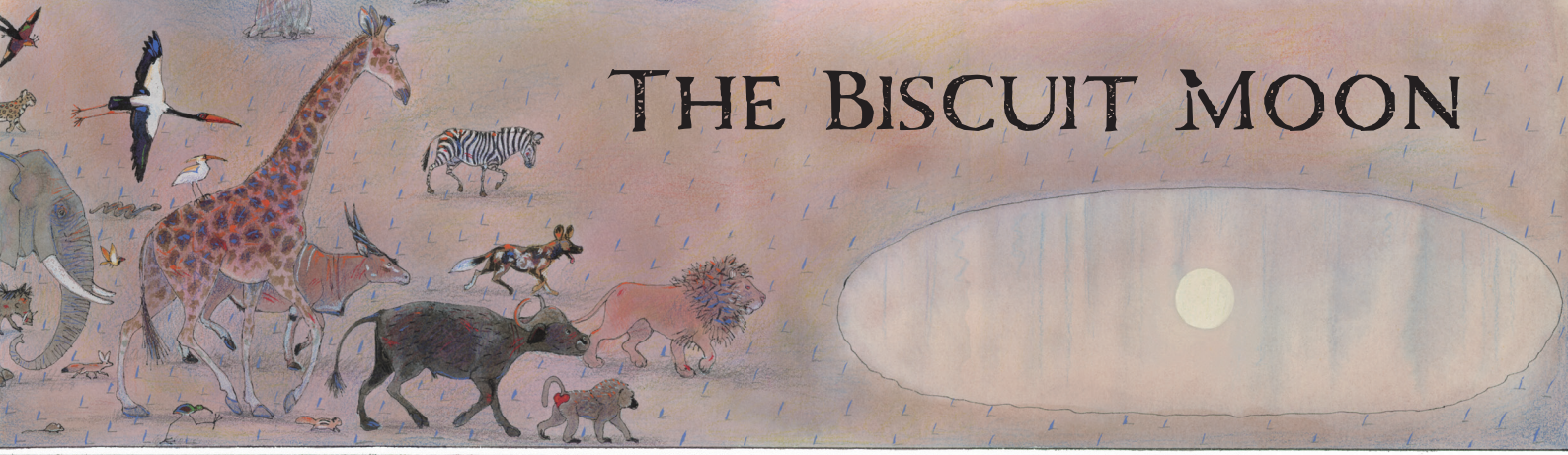
How do you feel when you set off on a journey? Happy, worried, excited, or sad?

What do you take with you when you set off on a short journey? What about long journeys?

The journey is a theme often found in stories. Describe a journey that has been important to you: it can be long, or short, take you far away, or to somewhere you know well. Or it can be a journey from a story.

STORY-TELLING

Working in pairs, use the *Biscuit Moon Storyprop cards for Kamishibai* to map out and retell your story. If you have the PENpal, orally rehearse your story and record onto recordable labels using PENpal. You can record animal sounds, key words, or even the story in your home language. If you have the Kamishibai Theatre, use this stage to perform to a real audience.



THE BISCUIT MOON

ACTIVITIES

Odd Word Out

All of the words below are used in the story, but something seems to have gone wrong with the spelling. Can you correct them?

Buffallo

Biscwit

Roors

Hangry

Cleen

Kwietly

Presious

Help! My Word Is Missing!

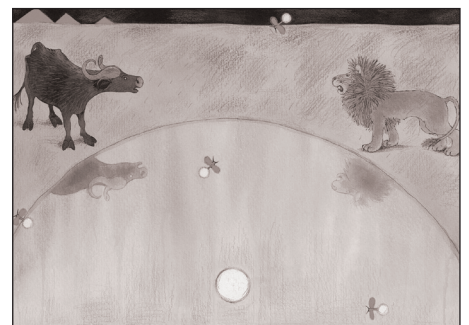
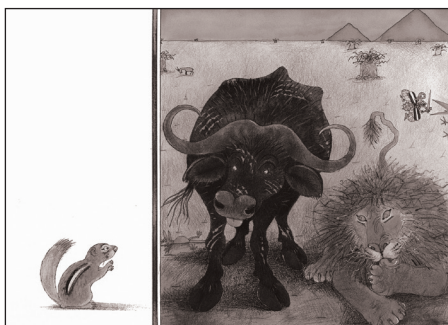
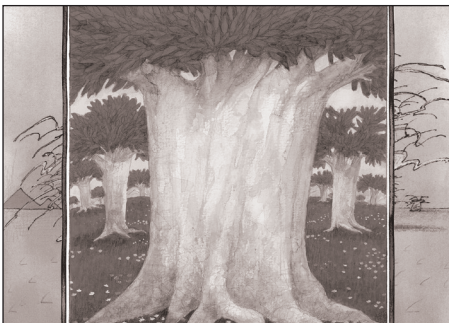
Can you fill in the missing words in these sentences from the story?

1. It is too hot. He does not like the _____.
2. And in the middle of the _____ there is a huge white biscuit.
3. “I am the strongest _____ on _____ and this is mine”.
4. They are also _____ and they go to see what is happening.
5. “You should be ashamed of yourselves. Have you ever thought of sharing the _____?”
6. By the time they arrive, the sun is already up and _____ behind the mountains.
7. The biscuit _____ only comes at _____!
8. “We must search for lands where the _____ fall.”

Sequence Sentences & Cards

Put the following sentences in the same order as they appear in the story.

- i. Then they begin to fight, and fight, and fight.
- ii. Bald-headed Vulture is watching, laughing quietly.
- iii. "I know you are the strongest," bellows Buffalo. "But I got here first. So wait!"
- iv. "We must search for lands where the rains fall."
- v. Someone else is also watching quietly.
- vi. Here comes Buffalo. It is too hot.
- vii. And in the middle of the pool there is a huge white biscuit!
- viii. "Stay away, Buffalo!" Lion roars.



Synonyms and antonyms

A synonym is a word that means the same as another word. When the story starts, the weather is very hot. Which words below do you think are synonyms for hot in this sense? Put a tick next to them.

Scorching

Freezing

Sweltering

Cool

Brisk

The opposite of a synonym is an antonym, a word that means the opposite of a word. The usual antonym for hot is cold. Can you think of any other antonyms for hot? We've given you one to get you started.

1. Arctic

2.

3.

4.

5.

The animals spend a lot of time making noises at each other. Which animals do you think of when you hear the following words?

Bellows

Roar

Laughing

Shouts

Calls

A Different Tense?

This story is told in the present tense, as if it was happening now. (Which, for many animals, and humans, it already is.) Choose a page from the story and write it in the simple past tense. We've started you off with the first couple of sentences from the start of the story.

"Here came Buffalo. It was too hot. He did not like the sun. The trees had no leaves. There was no grass. There was nothing to eat. Nobody liked the sun when it was so hot".

Composition ideas

Use the following ideas to write two or three sentences of prose, or a short poem. (Older/more advanced readers could write two or three paragraphs, or a longer poem.)

The story is told mostly from the point of view of Buffalo. How do you think some of the other animals might tell the same story? Choose one of the animals below, and tell the tale, or part of the story, from their point of view. (We've started with the smallest.)

- i. Squirrel
- ii. Rat
- iii. Rabbit
- iv. Bald-headed vulture
- v. Lion
- vi. Elephant

Sustainability and food security topics

(possibly most suitable for older/more advanced students)

1. From the clues in the text, can you describe the geography and climate of the land where the animals live now, and the land they think they need to move to?
2. The animals find out at the end of the story that working in a team and sharing resources is one of the very best ways to make sure everyone gets enough. Can you think of times when you've had to work, or play, in a team to get something done or achieve a goal? (It doesn't have to be a big team, it could be a team of two!)
3. All of the animals are hungry and thirsty. Describe the ways two of the different animals react to the biscuit moon. This could include the way they argue, the words they use, how they fight, and if they try to make peace.
4. Pairwork/group/all class activity: one student debates the reaction to the situation from the point of view of the Buffalo, or the Lion, believing they are right; another student takes the point of view of the Squirrel; and another takes the point of view of the Vulture.
5. This story can be linked to the wider theme of Africa and to migration and the necessity for it. It can also be linked to Science - living things and their habitats.

Links to other resources

Young Peoples Trust for the Environment: <https://yppte.org.uk/lesson-plans/climate-change>

National Geographic Kids: <https://www.natgeokids.com/uk/discover/geography/general-geography/what-is-climate-change>

NASA: <https://climatekids.nasa.gov>

American Museum of Natural History: <https://www.amnh.org/explore/ology/climate-change>