

RESOURCEFULNESS:

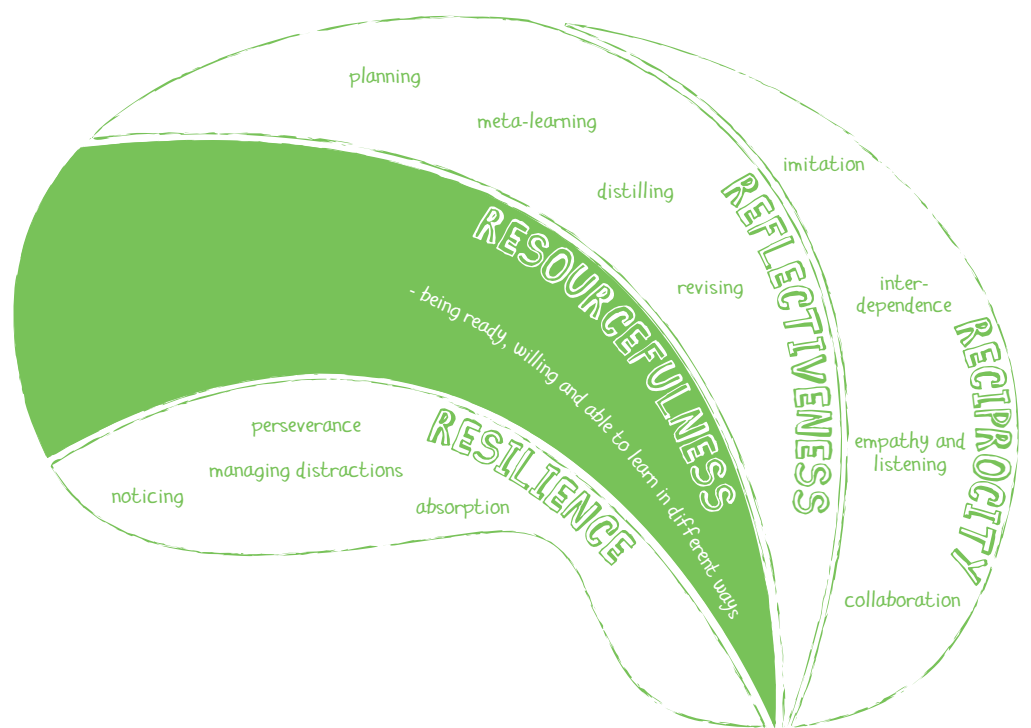
The cognitive aspects of learning; 'thinking'

The capacities that make up this disposition are:

Questioning Making Links Imagining Reasoning Capitalising

Capitalising

Drawing on the full range of resources from the wider world —other people, books, the Internet, past experience, future opportunities ...



How to make the most of the story;

SNOWY AND PATCH

When Gemma and Callum tell mum that they would like a rabbit she sets them a challenge – find out all you need to know about keeping rabbits. In the end she has a surprise for them.

Gemma and Callum have a task to do and they make good use of different things around them to do the job. The library and books are a good starting place for the information they need, but they also use people – their dad and grandma, they go to the pet shop and they look around the house for things they could use.



After the story

Connecting questions

- What were Gemma and Callum thinking about when they got home from school?
- What did they say to try to persuade mum to let them have a rabbit?
- What did mum say?
- How did they start to find out about rabbits?
- What did they find out from the books?
- How did they think grandma would be able to help?
- Can we make a list of everything that helped Gemma and Callum learn about rabbits?
- What was mum's surprise?

Transferring questions

- If you want to find out about something what do you do?
- When you have a job to do why do you think it's a good idea to first of all think about the things you will need?
- Do you always think about what you need or do you wait for someone else to tell you what to use?
- What sort of things do we have in the classroom that help you to find out about things?
- What things do we have to help you to get jobs done?

SNOWY AND PATCH

A story to introduce: Capitalising

When mum looked at the clock she saw that it was almost time for tea and she hadn't seen or heard Gemma or Callum since they got in from school. That was very unusual – usually they were up and down stairs, or in and out of the garden, wanting drinks or biscuits, but today they had come home, gone out into the garden and she hadn't seen them in the house since then. She looked out of the window and saw them both lying on their tummies, on a blanket, looking at a book. She called to them through the window.

"Tea will be ready soon. You'd better come in now to wash your hands and lay the table for me please."

Gemma picked up the book they had been looking at and they both came into the kitchen.

"You looked very absorbed in that book. Is it a book from school?"

"Yes," said Callum, "it's my reading book."

Gemma put the book on the table and they started putting the knives and forks and little plates on the table while mum was dishing up spaghetti Bolognese. Soon they were sitting round the table tucking in to their favourite meal. But Gemma and Callum were very quiet, which was unusual for them.

"You're very quiet," said mum. "You haven't told me what you've been finding out at school to-day."

Gemma looked at Callum, but neither of them said anything.

"What wrong?" said mum; now she was beginning to be a bit worried.

"Nothing's wrong," said Callum.

"No, nothing's wrong," said Gemma slowly, "it's just..."

"We want a rabbit," Callum said suddenly.

"A rabbit!" said mum, "What made you want a rabbit?"

"My book was about a pet rabbit," said Callum.

"And we'd like a pet," said Gemma.

"We'd look after it properly."

"It could live in a hutch in the garden," said Callum.

"And we'd play with it."

"And we'd feed it."

"Hang on, hang on," said mum.

They'd all stopped eating now and Callum and Gemma were looking longingly at their mother.



"I don't know much about rabbits. Do you think you could find out about what we would have to do and how you have to look after a rabbit so that we can decide whether it's a good idea?" mum asked them. "That's a little challenge for you. You show me that you are serious about having a rabbit and I'll think about it."

After tea they looked in Callum's reading book to see what they could find out about keeping rabbits, but there wasn't very much to help them. There was a picture of the rabbit's hutch and it looked as though it was made out of wood and wire netting, but this was a story book and it didn't tell you about keeping rabbits. Gemma found a little notebook and she said she would write down what they found out; so on the first page she wrote,

Rabbits need a hutch made of wood and wire.

"We'll have to find out more than that," Callum said, "I expect there are some books about rabbits in school, but we'd have to wait until Monday."

Tomorrow was Saturday and on Saturday their dad sometimes took them out in the morning. When she remembered that, it gave Gemma an idea.

"We can ask dad to take us to the library tomorrow. They're sure to have books about rabbits there."

And that was how they came to be in the library the next morning and how they each came to be carrying a book about rabbits home with them.

As soon as they got home they went up to Gemma's bedroom and started to look at the books. Sure enough they were able to find all sorts of information about rabbits and, although Callum couldn't always read the words, there were lots of good pictures so that they were both able to discover lots of information about rabbits. They both agreed that it would be best to keep their rabbit in the garden, and this meant that it would need a wooden hutch, with a roof that would keep the rain off, and an outside space where

the rabbit could have fresh air and exercise. This made them go out into the garden to have a look at where they could put the hutch and they found just the place, in the corner of the lawn, tucked up by the hedge.

The books told them about what food rabbits liked to eat and they discovered that they would need to buy special rabbit food pellets from a pet shop. They also read that rabbits liked to eat certain flowers like clover, dandelions, marigolds and nasturtiums. They both knew what dandelions looked like, but they weren't sure about the others.

"Grandma knows all about flowers," said Gemma, "she'll be able to tell us what those others look like and we can look for them in the garden."

They found out about the things they would need for the hutch like wood shavings for the floor, and a water bottle and a dish for food. The books said that it was important to have a heavy dish so that it wouldn't be knocked over easily. They also found out that rabbits liked things to play with, so then they went on a hunt around the house to see what they could find. Callum found a nice, heavy china dish that was in the garage, so he didn't think mum would mind if they used it for the rabbit's food after they had given it a very good wash and they found some cardboard tubes that the rabbit could play with and even chew.

"I think we would have to buy the water bottle from a pet shop," Gemma said.

By now Gemma's book was getting filled up with information about rabbits and that evening they sat down and told mum all about the things they had discovered. Mum was very impressed!

"You have done a good job," she said, "and, I've got some good news. Dad says he'll build the hutch if we all agree to get the rabbits."

"Rabbits?" Gemma and Callum looked surprised.

"Yes," said mum, "rabbits. I did some research whilst you were out this morning. I went onto the internet and one of the things I found out was that rabbits aren't too happy alone, they like to have a friend to live with them, so I think that means we'd better get two rabbits."

And that's just what they did. A few weeks later, after their dad had finished building the hutch, Gemma's Snowy and Callum's Patch had moved in to their beautiful new home in the corner of the lawn, in the shelter of the hedge. Gemma and Callum had done everything they could to make sure that Snowy and Patch were safe, and warm and happy.