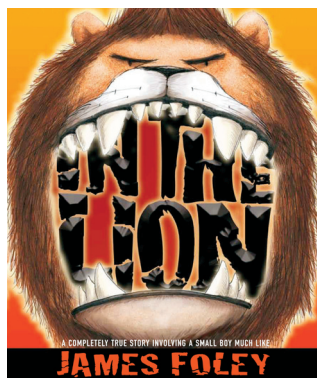


Walker Books Classroom Ideas



In The Lion

James Foley
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ARRP: \$27.95
NZRRP: \$29.99
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*Notes may be downloaded and printed for regular classroom use only.

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Outline:

A playful picture book in need of a hero.

In the city there's a zoo. And in the zoo there's a lion. And in the lion there's ...

Author/Illustrator Information:

Born in Western Australia, James Foley is the eldest of three children. James started his illustration career in primary school by drawing cartoons for the school newspaper. Unfortunately, the paper only lasted one issue, probably because his class faked a fire in the school hall using smoke machines to get their story on the front page. James started working more officially as a freelance illustrator in 2003 when he drew his first cover for the Western Australia's weekly *Quokka* newspaper.

James enjoys presenting workshops at schools and libraries and is always delighted to see the natural enthusiasm children bring to drawing, especially when they draw just for themselves and don't care if it's "good enough" or not.

For more information about the author, please visit his website: www.jamesfoley.com.au

How to use these notes:

This story works on many levels. The suggested activities are therefore for a wide age and ability range. Please select accordingly.

These notes are for:

- Primary years F-2
- Ages 5+

Key Learning Areas:

- English

Example of:

- Picture book

Themes/Ideas:

- Animals
- Zoo
- Heroism
- Intertextuality

National Curriculum Focus:*

English content descriptions include:

| Foundation | Year 1 | Year 2 | ACELY1671 |
|------------|-----------|-----------|-----------|
| ACELA1432 | ACELY1645 | ACELA1444 | ACELY1584 |
| ACELA1433 | ACELY1646 | ACELA1787 | ACELT1586 |
| ACELA1435 | ACELY1784 | ACELA1447 | ACELY1656 |
| ACELA1796 | ACELY1647 | ACELA1448 | ACELY1657 |
| ACELA1437 | ACELY1648 | ACELA1449 | ACELY1658 |
| ACELA1440 | ACELY1649 | ACELA1450 | ACELT1590 |
| ACELT1575 | ACELY1651 | ACELA1452 | ACELT1591 |
| ACELT1577 | | ACELA1453 | ACELT1593 |
| ACELT1783 | | ACELT1581 | ACELT1593 |
| ACELT1578 | | ACELT1582 | ACELY1665 |
| ACELT1785 | | ACELT1583 | ACELY1667 |
| | | | ACELY1668 |

*Key content descriptions have been identified from the Australian National Curriculum. However, this is not an exhaustive list of National Curriculum content able to be addressed through studying this text.

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James Foley on *In The Lion*



This is my second book, and the first that I've both written and illustrated. It's a black comedy for kids. The text is cumulative, like *The Old Lady Who Swallowed a Fly* – only in this case, it's a lion instead of an old lady. I hope younger (and older) readers will enjoy predicting the next person or animal to be part of the lion's dinner, as well as remembering the pattern of those already swallowed.

The background story told in the images, that of the young boy and his family, is not mentioned in the text until towards the end of the book. I hope kids will look back through the pictures and find the little details – the characters that turn up again and again in the background, the objects that the zoo staff leave behind, and the expressions on the parents' faces.

I originally wanted to do *In The Lion* in a completely different way to my first book, *The Last Viking* – I didn't want to spend weeks and weeks and weeks pouring over details like I'd done previously. I wanted to work spontaneously and freely. I wanted it to be easier. But it wasn't easier, it was just as hard, and I think I didn't put in the hard yards with the roughs to begin with, and that's why they took so long.

My first experiments with media were ballpoint pen, charcoal, things like that. Eventually I thought I was going to do the book using pen and ink for the outlines, making it really scratchy and gritty and spontaneous – no pencils underneath, just straight with ink. Then I was going to underlay some pastel colours. I wanted these to be really spontaneous too. I wanted to go away from the computer as much as possible.

But, this didn't end up working so well. I ended up using pencil outlines and digital colour, the same as with *The Last Viking*. I'm actually not so good with colour (being a bit red-green colourblind), so I need a medium that allows me to experiment and change things. So digital colour is probably the best way to go for me.

One way I made it easier on myself this time was using digital collage – either from photos or that I'd scanned in – and laying these behind the digital colour to give it more texture. I used a stock photo of leather for the lion's tongue, a photo of pebbles for the courtyard at the zoo, and two stock photos – creased leather and lichen – for the walrus's skin. For all the walls of the zoo, I printed out the pencil lines onto brown paper then scribbled all over them with white pastel. Chalk would have worked just as well. It gave a gritty limestone effect.

The Last Viking took me 2 or 3 months to colour; every page was different in the time of day, the setting, the colours, the mood. *In The Lion* took me 10 days to colour. It all takes place in the same setting with the same colours and the same characters, so it was a lot easier!

One thing that's very subtle and totally ridiculous is the time of day. The position of the sun in each of the images changes, so going by that, the story actually takes place over about 8 to 10 hours! But because the action takes place on one side of the wall, and then it shifts at the end of the book to the other side of the wall, I wanted to keep the characters in the light, so I shifted the sun as the story progressed. Totally nerdy and probably a little OCD in the attention to detail, but it made sense to me.



Discussion Questions and Activities

Please note, for the purpose of these classroom ideas, spread numbering begins on the page after the title page.

- Before reading *In The Lion*, view the cover and title of the book. Identify the following:
 - » The title of the book
 - » The author
 - » The illustrator
 - » The publisher
 - » The blurb.
- Based on the cover, what do you think this story is about? How do you think it will begin/end?
- Fill out the grid below by identifying the orientation, complication and resolution of the story. Ask students to try to identify this structure in other books or movies. As a class, discuss how these narrative features give meaning to stories.

| Orientation | Complication | Resolution |
|-------------|--------------|------------|
| | | |

- Research the author/illustrator James Foley on the internet. Has he written any other books? Make a PowerPoint presentation about James Foley and show it to the class.
- Is *In The Lion* a story or an information book? How can you tell? Discuss the features of each text type.
- What does the saying “the heart of a lion” mean? Why do you think Richard has the heart of a lion?
- A resourceful person is someone who is “capable of dealing with difficult situations” (www.dictionary.kids.net.au). Is Richard resourceful? Why do you think that?
- On some pages the font size and style changes. Why do you think this happens? Would the story be different if the font stayed the same throughout the whole book? Why?
- Why does the word “Richard” start with a capital R even though it is not at the beginning of a sentence?
- What do sentences begin and end with? Find examples of these in the book.
- Why do books use punctuation such as full stops, commas and ellipses (...)? How would the book change if the author didn't use punctuation?

- Why do you think the author repeats “In the city there's a zoo. In the zoo there's a lion ...”? How does this contrast with the text on spread 10?
- Write a recount of Richard's day at the zoo from his point of view. Be sure to include what he saw and how he was feeling.
- When the lion eats the zookeeper, he steals the key. Write and illustrate a short story about what you think the lion will do with the stolen key.
- There are lots of fun things to look for in the illustrations for *In The Lion*. Can you find:

Spread 4

- » The hairdresser's pink hair

Spread 6

- » The chef's scarf

Spread 7

- » The hairdresser's mirror
- » The chef's trolley

Spread 8

- » Richard's dropped ice cream
- » The toothbrush

Spread 11

- » Everyone on this spread has appeared earlier in the book. Can you find what page they are on?

- Look at Richard's outfit on spreads 9 and 10. Where did Richard get these items from? What is he using them for?



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- Look at Richard's parents throughout the book. Based on their facial expressions and body language, explain what emotions you think they are feeling on each page.
- Look at the expressions on the faces of the people who have just come out of the lion on spread 11. They all seem quite shaken by their experience! What would they be thinking and feeling? Why do you think the walrus is smiling?
- Pick one of the people in the crowd on spread 11 and write a story about that character. What is their name? Who are they at the zoo with? Does your character work or go to school? What is their favourite food? What do they like to do in their spare time?
- Look at spread 5 (where the chef is taking the lid off the platter) and spread 7 (where the lion is roaring at the crowd). Where is the reader in relation to these scenes? What is the viewpoint? Why has James Foley chosen to illustrate the spread from that point of view?
- Write a review of *In The Lion*. Be sure to include what the book is about and your thoughts and feelings about it.
- Is *In The Lion* similar to any other books you have read? How are these books similar or different?
- Have you ever been to a zoo? What did you see there? Tell the class about your visit to the zoo, with emphasis on your favourite animal.
- Design the perfect zoo enclosure for a lion. List everything they would need to be safe, healthy and happy.
- Use a paper plate to create a lion mask. Students can colour in the face, nose and mouth, then use yarn, paper or pipe cleaners to make a big bushy mane. Cut eyeholes in the plate and tie some string around the back to make the mask stay on students' faces.

Activity Sheet

- Print out the activity sheet on the following page on A3 paper. Ask students to come up with the craziest things the lion could have eaten and draw them in his belly.

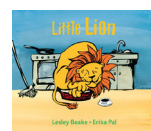
More books about lions from Walker Books



Eye on the Wild: Lion
Suzie Eszterhas
9781847803115
AU\$15.95/NZ\$17.99
Classroom ideas available



Library Lion
Author: Michelle Knudsen
Illustrator: Kevin Hawkes
9781406305678
AU\$16.95/NZ\$19.99



Little Lion
Author: Lesley Beake
Illustrator: Erika Pal
9781847801890
AU\$27.95/NZ\$29.99

Other great picture books from Walker Books



Ben and the Icky-Ooky-Sticky-Smick
Author: Sally Sutton
Illustrator: Gary Venn
9781921529009
AU\$27.95/NZ\$29.99
Classroom ideas available

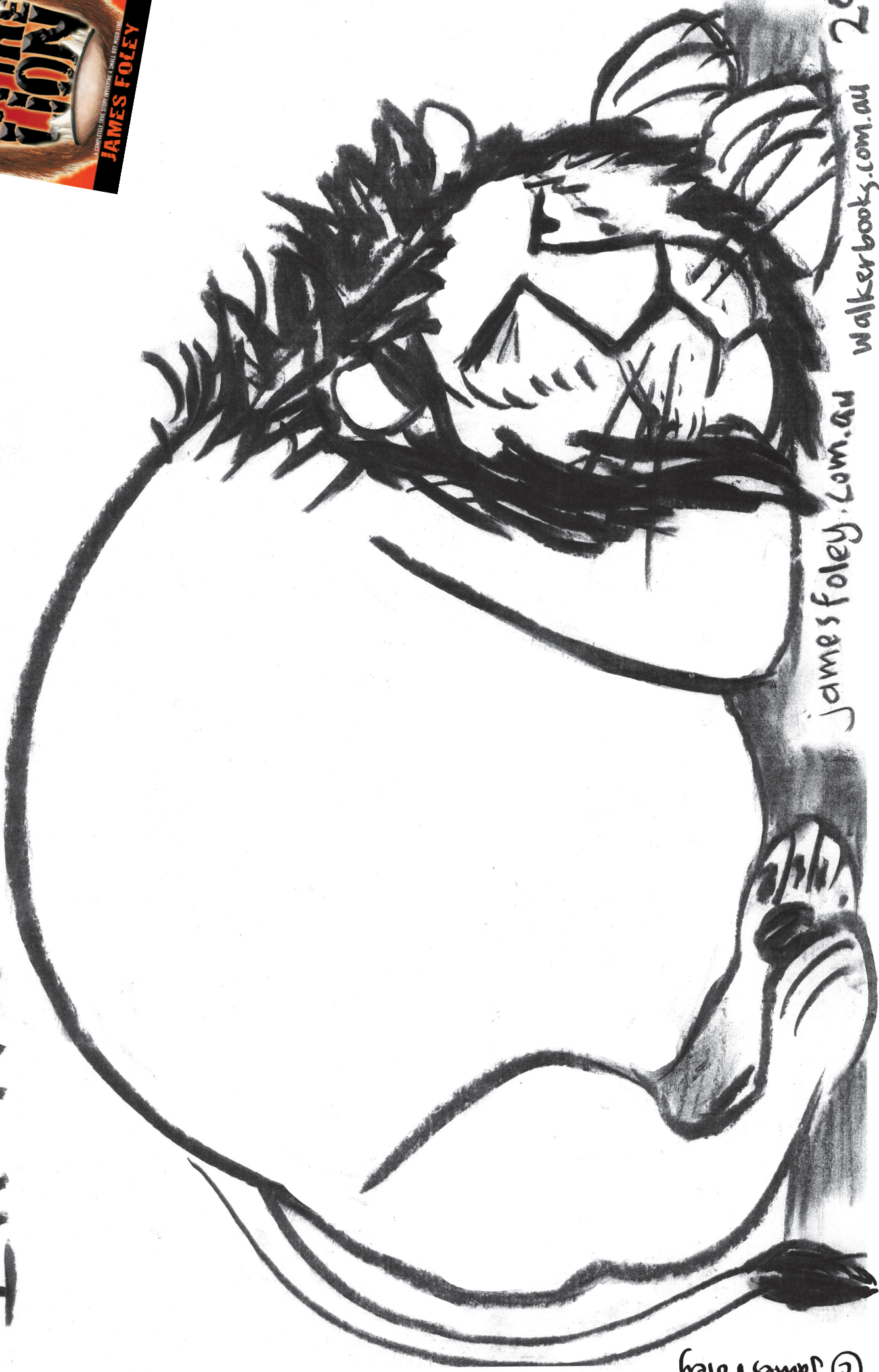


A Great Cake
Tina Matthews
9781921720062
AU\$24.95/NZ\$27.99
Classroom ideas available



Walker Classics: Hist!
Author: CJ Dennis
Illustrator: Peter Gouldthorpe
9781921977749
AU\$16.95/NZ\$18.99
Teachers' notes available

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