



Running words: 15

## Book Summary

This story is a version of the Aesop's fable, *Ant and Grasshopper*, which shows the benefits of thinking ahead. Squirrel notices the signs that winter is approaching and thinks of the food she will need during that time. Rabbit isn't concerned and is living for the moment. He is eating the grass and not thinking ahead to when it will be scarce.

## Themes

Animals, birds, and insects,  
**Financial literacy**, Food, Habitats,  
Problem solving

## Features of the Book

- A story with a message, taken from an Aesop's fable
- The link to financial literacy – scarcity and choice
- The information contained in the illustrations
- Content words for discussion – *acorns, shiver, Squirrel, winter*
- Phonics and phonemic awareness – consonant blends: *gr, sh, sq, sw, tr*;  
long vowel sound: *week, green*

## Skills and Strategies

*One Hundred Acorns* can be used to introduce and reinforce the following skills and strategies:

- making inferences;
- making predictions;
- discussing point of view;
- character study;
- determining the author's purpose.

## Materials

- copies of the Sentence Strips reproducible for this book, cut and ready for use
- copies of the BM, pencils

# One Hundred Acorns

by Hugh Cross

## Introducing the text

Begin by asking the students to think of the foods that forest animals eat. Make a list together.

- *Where do animals find foods like these?*
- *What happens in winter? Is it easy for animals to find food when it's cold and it's snowing?*
- *What could animals do so they have enough to eat in winter?*
- *Do people have to save food for winter? Why/why not?*

Introduce the idea that food sometimes becomes scarce for animals, and they have to plan ahead so they have enough food. Some animals eat a lot and put on layers of fat to carry them through the winter months (bears, seals), and some store food (squirrels, beavers).

## Reading the Text

Hand one book to each child. Ensure that the content words (acorns, shiver, Squirrel, winter) are integrated naturally into the discussion. Encourage the students to use the information in the text and the illustrations to make predictions, then revise or confirm these as you work through the book.

## Cover

Together, read the title and the author's name on the cover and the title page.

- *What do you think this book is about? How can you tell?*
- *What kind of animal is it?*
- *What do you think Squirrel is doing? (The squirrel has a bag and is collecting acorns.)*

## Page 2

- *Why is Squirrel looking up at the sky? How do you think she is feeling? (The expression on Squirrel's face shows she is worried. The sky is looking cloudy, so maybe she is worried about the weather.)*

Read the text together. Confirm that Squirrel is worried because winter is coming.

## Page 3

- *How is Squirrel feeling now? Why do you think she has a bag? (Squirrel is smiling, and she looks as if she is going to do something.)*
- *Who else can you see in the picture? What can you tell about this character? (Rabbit is lying on the grass. He looks relaxed.)*

Read the text together. Ask a student to point to the word "woods" and show where the woods are in the illustration.

## Pages 4 to 5

- *What is Squirrel doing in these pictures? Now do you know what her bag is for?*
- *What is Rabbit doing? If you were Rabbit, what would you ask Squirrel?*

Read the text together.

- *What is the difference between Squirrel and Rabbit?*

Introduce the idea of "choice". Explain that both animals are making choices.

- *What is Rabbit choosing to do?*

Point out and discuss Rabbit's burrow on page 5.

# One Hundred Acorns

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## Pages 6 to 7

- *Why is Rabbit scratching his head on page 7? What might he be thinking?*

Read the text together.

- *What is another difference between Squirrel and Rabbit? (Rabbit is taking it easy, but Squirrel is “working hard”).*

## Pages 8 to 9

- *What can you see in these pictures? (The trees are bare, snow is falling.)*
- *What do you think Squirrel is doing? (She is taking acorns to her hole in the tree.)*
- *What does this mean? What might Rabbit be thinking?*

Read the text together.

- *Has Rabbit learnt anything from watching Squirrel work hard? (No, he’s still looking for “sweet, green grass”).*

## Pages 10 to 11

- *What can you tell about Rabbit from both these pictures? What is he trying to do? (He’s shivering and trying to stay warm. He’s digging to find some grass.)*

## Page 12

Read the text together.

- *Was your prediction right? Did you guess where Squirrel was going and what she was doing with the acorns?*

Help the students to understand that if Rabbit had started preparing for winter earlier, he could be safe and warm in his burrow with enough food for winter.

- *What do you think Rabbit will do the next time he sees winter coming?*

## Revisiting the Text

- Discuss the differences between Squirrel and Rabbit. Introduce words that develop the link to the financial literacy theme – *choice, scarce, thinking ahead, deciding*, and so on. Help students to understand the *consequences* of Rabbit’s choice.
- Ask the students to discuss what Rabbit would have done if he had learnt from Squirrel’s actions early in the story. How would that have changed the outcome for him.
- Explore the consonant blends in the story – *gr, sh, sq, sw, tr*. With the students, create lists of known words that begin with these blends.
- Write the words “green” and “week” on the board and, with the students, create a list of words that have this double vowel sound.

## Following Up

- Read the students the lesson zone title *The Ant and the Grasshoppers*, which is also based on Aesop’s fable, and discuss the similarities and differences between the two stories.
- Give the students copies of the BM for this story. Discuss the characters of Squirrel and Rabbit. The students can use the Venn diagram to record their ideas of how the two animals are similar and different. For example, they both eat food that they find on the ground; acorns and grass become scarce in winter and so they both need to save food; Squirrel lives up a tree, but Rabbit lives underground; Squirrel is busy, but Rabbit is lazy; Squirrel thinks ahead, but rabbit doesn’t.