

EARLY LEVEL

LEARNING RESOURCES

FIRST LEVEL

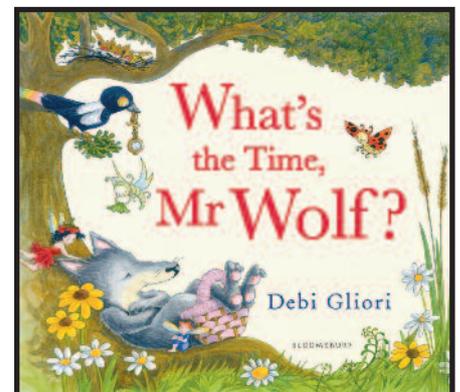
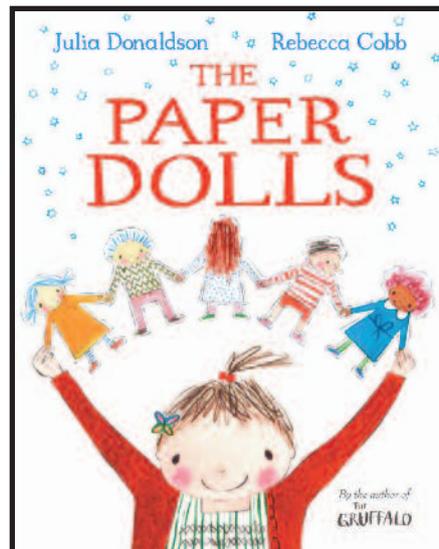
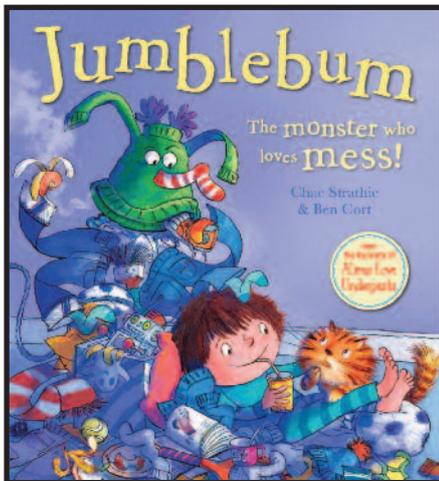
Scottish  
BookTrust  
inspiring readers and writers

CREATIVE

SCOT  
LAND

# Scottish Children's Book Awards 2013

## Younger readers: 3-7 years



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## Who are these resources for?

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These resources are for any teacher, librarian, member of staff in a nursery or any other professional working with children. They have been created to help you with any number of the following aims:

- Create activities across the curriculum based on the three shortlisted books;
- Help foster a love of reading;
- Promote Enjoyment and Choice by getting pupils to think about why they liked a book;
- Help older children and younger children to discover books together;
- Involve parents and the community with children's reading in school;
- Encourage children to engage with their local library.

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## How to participate in the Scottish Children's Book Awards

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If you want your pupils to take part in the Scottish Children's Book Awards, it couldn't be simpler! There are five steps:

 **Register** – go to [www.scottishbooktrust.com/scba](http://www.scottishbooktrust.com/scba) to access the online form, where you'll be asked to give your name and school details, and the number of pupils you want to register from your class or book group. It's best to register early, but you can register right up till the voting deadline on 7 February 2014.

**Read** – very simple: just get the pupils to read all of the three books shortlisted in their age category.

**Discuss** – each pupil casts one vote for their favourite book, so to help them decide, it's really helpful to have them discuss the books with each other. These resources and author videos (available from August on the SCBA homepage) should help you out with some discussion tasks.

**Review** – get your pupils to enter the review competition! The top review in each category wins a prize of an author visit for your school from one of the shortlisted authors, plus book tokens. The closing date is the same as the closing date for submitting votes, 7 February 2014.

**Vote** – voting is quick and easy. When you have registered to take part, Scottish Book Trust will send you out an email with a unique voting link which you can click to submit your pupils' votes. This will be sent in plenty of time for you to submit votes before the voting deadline of 7 February 2014.

To help you collect votes, we've included two printable voting forms in Appendices 3 and 4 of this resource. Please note that these are for

classroom use only: votes should be submitted electronically using the unique voting link we send you.

If your school is not taking part in the awards, but parents of individual pupils would still like their child to vote, the option of a postal vote is available only for P1 pupils who have been issued the P1 pack (for more information see [www.scottishbooktrust.com/p1pack](http://www.scottishbooktrust.com/p1pack)). In this case, pupils should fill out the voting slip at home with their parents and send it to us, ideally via the school, at the following address:



Scottish Book Trust  
Sandeman House  
Trunk's Close  
55 High Street  
Edinburgh  
EH11SR

## SHARED READING

Shared Reading is a great way for older and younger pupils to share and discover books together.

Shared Reading involves older pupils sharing picture books with younger ones. Depending on the nature (and complexity) of the book, this can take several different forms. Some suggested methods for Shared Reading are:

- Older pupils simply reading the book to younger ones and asking them questions about it. You can extend this by encouraging older pupils to take the younger ones to the library and pick out some more books – for instance, after reading *What's the Time, Mr. Wolf?*, the older pupils could help the younger ones to look for fairytale books;
- Older pupils presenting a book in a different format – for instance, a play. A great example of this can be found at



[www.youtube.com/watch?v=XxSK7Nv4jxw](http://www.youtube.com/watch?v=XxSK7Nv4jxw). Alternatively, a puppet show is always great for helping older pupils develop their skills in constructing 3D objects (both the set and the puppets themselves), as well as their talking and writing skills. Have a look at our Authors Live puppet show with Polly Dunbar and Long Nose Puppets for



inspiration! [www.scottishbooktrust.com/learning/authors-live/polly-dunbar-and-long-nose-puppets](http://www.scottishbooktrust.com/learning/authors-live/polly-dunbar-and-long-nose-puppets)

Further guidance on shared reading, including a useful handout for developing pupils' questioning skills, can be found here:



[www.scottishbooktrust.com/learning/teachers-librarians/scottish-childrens-book-awards/shared-reading](http://www.scottishbooktrust.com/learning/teachers-librarians/scottish-childrens-book-awards/shared-reading)

Outcomes for younger pupils:  
Lit 1-11a.

Outcomes for older pupils: Lit  
3-03a  
Lit 3-11a  
HWB 2-13a  
RME 2-05b

# Activities for *Jumblebum* by Chae Strathie and Ben Cort

CfE

## MAKE A MONSTER OUT OF A MESS

The Jumblebum monster has a jumper for a head, scarves for legs, a skipping rope tail, and many other items from Johnny's messy room. Ask your pupils to draw their own monster made up from things in their bedroom, and to give the monster a name.

Alternatively, you could ask your pupils to construct their own monster to protect them from the Jumblebum! You can ask them to bring in materials from their house: boxes for cereals, shoes and other household goods, for example.

Exa 1-02a  
Tch 0-12a  
Tch 0-14a

## SPEND A DAY WITH JOHNNY

It's clear from looking at the items strewn across Johnny's room that he does have a lot of hobbies and interests. Ask your pupils to look at the items in Johnny's room and write down all the things which they think he likes to do, based on what they can see.

After this, you could ask your pupils to imagine that Johnny is going to spend the day with them. Which activities would they most like to do together? You could then do some of the activities: e.g., grow a cactus, play rounders, learn about drumming and rhythms, paint pictures, discover new books to read, etc. Why not have a whole themed day of activities to do with Johnny?

Eng 1-19a  
Lit 1-16a (other  
outcomes will  
vary depending  
on which  
activities you  
do)

## HEALTHY EATING

Johnny's diet seems to consist of fizzy drinks, baked beans and 'mouldy old hamburgers covered in ants'. Ask your pupils to come up with a healthy eating plan for Johnny's breakfast, lunch, dinner and snacks.

Once they've found some healthy foods for Johnny to eat, why not encourage the pupils to plant some vegetables in a school vegetable garden? You could follow the lead of Doune Primary School, who invite in parents and other members of the community to work with pupils in their vegetable garden.

HWB 1-30a

There's some great advice on the web about creating a garden:



- Making a seedbed: [www.growtheplanet.com/en/learn/article/262/the-school-vegetable-garden-how-to-make-a-seedbed](http://www.growtheplanet.com/en/learn/article/262/the-school-vegetable-garden-how-to-make-a-seedbed)

## MAKING LISTS

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Johnny tries hiding under the table, but the monster finds him. Ask your pupils where they would hide if the Jumblebum attacked their school. Get them to make a list of the top five hiding places in their school. After this, pupils can play hide and seek using their newly formed hiding plans!

## JUMBLEBUM TAG

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A good physical activity to do after reading the book would be to play Jumblebum Tag. Nominate one pupil as the Jumblebum, and they can then chase the others. When they reach and tag another pupil, that pupil then becomes the Jumblebum.

## RHYMING

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*This is the story of Johnny McNess, whose room was an eye-popping, tum-churning mess...*

Teach your pupils about rhyming by replacing Johnny's name with another one, and then thinking of words to rhyme with the new name. For example:

*This is the story of Jimmy McCue, whose room was painted black and blue.*

Pupils could come up with names by using their own first names and then a 'Mc' surname – you could give them a list of surnames to choose from. If you write 'This is the story of...' on the board, pupils could suggest names and rhyming words, and you could ask them to complete the sentence using the rhyming word.

## ENJOYMENT AND CHOICE

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If your pupils enjoyed *Jumblebum*, they might also enjoy some of the books on our 10 Monster Books list:



[www.scottishbooktrust.com/reading/book-lists/10-monster-books-3-7](http://www.scottishbooktrust.com/reading/book-lists/10-monster-books-3-7)

CfE

Lit 1-28a  
Lit 1-25a

HWB 1-22a

Eng 1-31a

Lit 1-11a

# Activities for *The Paper Dolls* by Julia Donaldson and Rebecca Cobb

CfE

## EXTENDING THE STORY

In the girl's house the paper dolls meet a dinosaur, some pigs, a tiger and a crocodile. Ask your pupils to imagine the paper dolls come to their house. Who would the paper dolls meet, and what would they do together? You could ask your pupils to draw pictures of the dolls' adventures in their house, and ask them to put in subtitles to create an illustrated story.

Eng 1-31a  
Exa 1-02a

## THE PAPER DOLLS' JOURNEY OF DISCOVERY

The paper dolls meet a lot of different animals. What questions might they have about all the animals they meet? You could get your pupils to find out facts on the different animals: why not invite in your local librarian and ask them to bring a book box with books on dinosaurs, tigers and crocodiles?

Lit 1-14a  
Scn 1-01a  
Scn 1-02a

## DISCUSSION

Talk to your pupils about what the girl's brother does to her dolls. Why do they think he might have done this, and why is it wrong to ruin other people's things? How do they think the girl feels? Has anything like this happened to them before? How did they feel? You could ask your pupils to write apology notes from the boy to his sister.

Lit 1-02a  
HWB 3-01a  
HWB 3-05a

## PAPER DOLLS PHYSICAL ACTIVITIES

You can get your pupils to create a chain by playing Chain Tag. Initially, one pupil is 'It', and any player who is tagged must join hands with them. Eventually, you will have a pretty large chain – you can ask the pupils to split off into smaller chains and try to tag the remaining players once the numbers get high.

HWB 1-22a  
(Chain Tag)  
Exa 1-09a  
(Musical statues)

The paper dolls move together as one, and you can do shadowing activities with your pupils to practice cohesive movement. Musical statues would be a good way of doing this: you could get one pupil to move and the rest to copy their movement. A new pupil could be nominated to lead after each time.

## MEMORY GAME

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At the beginning of the book, the girl's favourite possessions are listed. Ask your pupils to bring in an object from home: ideally, they should bring in one of their favourite possessions, but nothing too expensive or breakable!

Gather your pupils in a circle, and get them to play the following memory game. You start them off with the prompt, "There once was a class who had..." and then each pupil can add an object that they own, so more and more items have to be remembered by each pupil.

It will make this easier if pupils all hold their items as they sit in the circle, to provide a prompt to help everyone remember the items that have been included. Another option would be to have smaller groups, so pupils have a little less to remember.

If you want to do more work around the theme of treasured possessions and/or interesting objects, have a look at our *Treasures* resources (the activities are aimed at second level and above, but many could be modified to suit first level):

 [www.scottishbooktrust.com/reading/treasures/resources](http://www.scottishbooktrust.com/reading/treasures/resources)

## MAKE A NIGHT SKY FOR THE DOLLS TO LOOK AT

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The dolls lie on the roof of their house and look at the stars on the girl's hanging mobile. You could teach your pupils about the different things they see in the night sky using this BBC pack of videos and activities:

 [http://downloads.bbc.co.uk/tv/guides/BBC\\_Stargazing\\_Live\\_2012\\_Lesson\\_plans\\_KS1.pdf](http://downloads.bbc.co.uk/tv/guides/BBC_Stargazing_Live_2012_Lesson_plans_KS1.pdf)

The pack gives you different options for creating your own night sky, and you could also ask pupils to make a mobile featuring different constellations they have learned about, or make a mobile of the planets rather than the stars.

You could also include star and planet-themed songs in your music lessons: *Twinkle, Twinkle Little Star* and *Zoom, Zoom, Zoom, I'm Going to the Moon* would be good ones to start with.

## PAPER-DOLL MAKING

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The girl eventually becomes a mother, and makes paper dolls with her own little girl. You can encourage your pupils to make paper dolls in class or with their parents or carers. There is a template for this in the P1 pack activities at [www.scottishbooktrust.com/p1pack](http://www.scottishbooktrust.com/p1pack). If you prefer to encourage pupils to create their own from scratch – there is a simple guide here:

 [www.origami-resource-center.com/paper-dolls.html](http://www.origami-resource-center.com/paper-dolls.html)

Paper dolls can be tied in with other topics you are studying. For instance, if your pupils are learning about people who help them in the community,

they could draw images of firemen, policemen, etc., as the figures. If you are teaching pupils about patterns, you could get them to design clothes for the figures with patterns.

Alternatively, you could encourage pupils to interview their parents about toys they used to play with or activities they enjoyed as children. They could then do the activity together, and your pupils can come back in and talk about the things they did with their parents.

#### MEMORY BOX

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The paper dolls live on in the girl's memory, alongside all her other fond childhood memories. You can create a 'memory box' with pupils by giving them a box template and asking them to draw one of their favourite memories inside: birthdays, Christmas, days out, etc.

#### ENJOYMENT AND CHOICE

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*The Paper Dolls* is a book about (amongst other things) the connection between parents and children. If your pupils liked it, they might also enjoy the books on our *8 Books about Mums* or *10 Books about Dads* book lists:

 *8 Books about Mums*: [www.scottishbooktrust.com/reading/book-lists/8-books-about-mums-3-7](http://www.scottishbooktrust.com/reading/book-lists/8-books-about-mums-3-7)

 *10 Books about Dads*: [www.scottishbooktrust.com/reading/book-lists/10-books-about-dads-3-7](http://www.scottishbooktrust.com/reading/book-lists/10-books-about-dads-3-7)

# Activities for *What's the Time, Mr. Wolf?*

## by Debi Gliori

### PLAN YOUR OWN PARTY FOR MR. WOLF

Mr. Wolf's friends have gone to a lot of trouble – planning a party can be hard work! Ask your pupils to imagine they are planning a party for Mr. Wolf, and to think of all the things they would have to do. They can design invitations, posters, birthday cards and banners, and calculate how much it would cost to buy food, drinks, streamers and other items, as well as deciding what kind of entertainment to put on.

As an additional challenge, you could ask the pupils to find out about some healthy snacks and party food they could provide. They should also decide how to lay out the food: they can arrange it into shapes (imagine a carrot-stick clock...)

Alternatively, you could ask them to plan a party for another class, their parents and/or other community members. You could give the party the theme of nursery rhymes, and produce different nursery rhyme themed decorations with the class. To provide entertainment for the guests, you could ask the pupils to stage a play version of *What's the Time, Mr. Wolf?*, or ask them to play charades with the guests, acting out different nursery rhymes. And of course, a traditional game of What's the Time, Mr. Wolf is always welcome!



To help you stage a play version of the book, have a look at our guide to creating Picture Book Plays: [www.scottishbooktrust.com/picture-book-drama](http://www.scottishbooktrust.com/picture-book-drama)

### TELLING THE TIME

You can build telling the time into your activities around the book. Here are some handy resources to help out!



*What's the Time, Mr. Wolf?* powerpoint game:  
[www.tes.co.uk/ResourceDetail.aspx?storyCode=6096793](http://www.tes.co.uk/ResourceDetail.aspx?storyCode=6096793)

You can ask pupils to go through the book and write down the time Mr. Wolf was doing certain things, for example, what time he was trimming the hairs on his chinny chin chin. They can draw these times on a clock



face – you'll find a template of blank clock faces here: [www.math-aids.com/Time/Clock\\_Faces.html](http://www.math-aids.com/Time/Clock_Faces.html)

Exa 1-06a  
Exa 1-02a  
Lit 1-28a  
(posters and invites)  
MNU 1-03a  
(calculating cost)  
HWB 1-30a  
(prepare healthy snacks)  
Exa 1-12a  
(perform a play)  
HWB 1-22a  
(play games)

MNU 1-10a

## MIXED UP NURSERY RHYMES

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A good reading activity for younger pupils would be to go through the book and identify all the different nursery rhyme/fairytale characters they recognise.

For slightly older pupils, a challenging but fun activity would be to place these characters (and any other fairytale characters they can think of) in a new narrative, just as Debi Gliori has done in the book! You can prompt them with questions like:

- What would happen if (for example) Little Miss Muffet met Goldilocks? How could one help the other out (for example, Goldilocks is hungry, and Little Miss Muffet could whip up some curds and whey);

You can use Nick Sharratt's book *Mixed Up Fairy Tales* as inspiration:



[http://books.google.co.uk/books/about/Mixed\\_Up\\_Fairy\\_Tales.html?id=70N8GwAACAAJ&redir\\_esc=y](http://books.google.co.uk/books/about/Mixed_Up_Fairy_Tales.html?id=70N8GwAACAAJ&redir_esc=y)

## MAKE A HOUSE FOR A PIG

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Ask your pupils to imagine that they are building a house to protect the three pigs from the Big Bad Wolf. They will need to build the strongest and safest house possible: what materials should they use?

## SEND A CARD OR A LETTER

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Mr. Wolf is desperate for a birthday card to land on his doorstep. Ask your pupils to design a card for him! After this, they can learn about writing addresses and the way our post system works by posting their cards from the school to their own house.

Alternatively, you could choose to work with another school: one school could send cards, the other school could send thank you notes.

## ENJOYMENT AND CHOICE

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If your pupils liked *What's the Time, Mr. Wolf?*, they might also like some of the books on our *10 Nursery Rhymes and Fairy Tales* book list:



[www.scottishbooktrust.com/reading/book-lists/10-nursery-rhymes-and-fairytales-3-7](http://www.scottishbooktrust.com/reading/book-lists/10-nursery-rhymes-and-fairytales-3-7)

Tch 1-12a

Exa 1-02a  
(design a card)  
Lit 1-28a (write  
addresses)  
Soc 1-20a  
(learn about  
post system)

Lit 1-11a

# Appendix 1 – Individual ballot sheet

(your pupils can use this to tick the book they want to vote for)

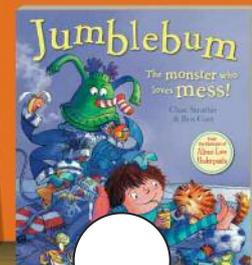
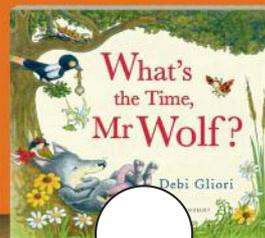
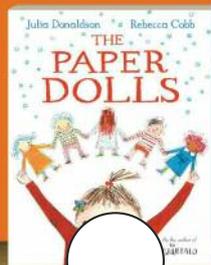
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Scotland's favourite books as voted for by children

Scottish BookTrust  
inspiring readers and writers

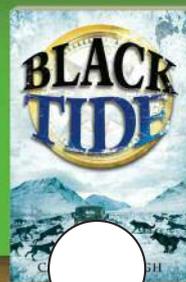
### 3-7 years

Bookbug Readers



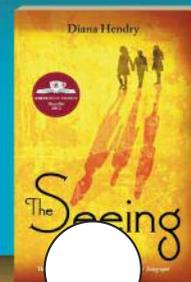
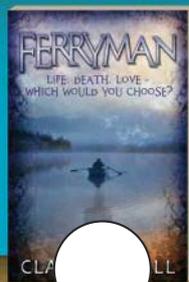
### 8-11 years

Younger Readers



### 12-16 years

Older Readers



**Voting paper for use in classroom ONLY.**

**Please use your unique voting link to record your votes.**

**Terms and Conditions** All judges must be aged 16 or under and registered as judges for the Scottish Children's Book Awards. Only one vote per young judge in each category is permitted. Each young judge must read all three books in the category that they are judging.

The Scottish Children's Book Awards are managed by Scottish Book Trust in partnership with Creative Scotland and supported by The Barcapel Foundation, Times Educational Supplement Scotland, Waterstones, CALL, Ernest Cook Trust and the Zachs-Adam family.



# Appendix 2 – Class ballot sheet

(use this to record the total amount of votes for each book)

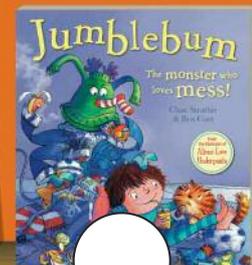
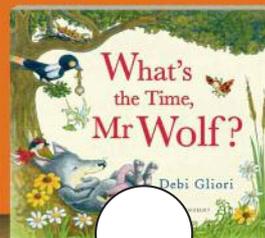
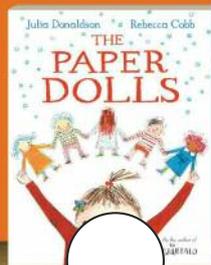
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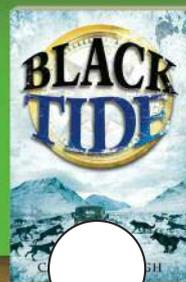
### 3-7 years

Bookbug Readers



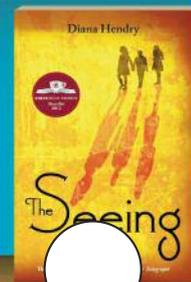
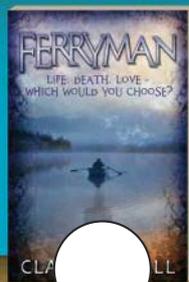
### 8-11 years

Younger Readers



### 12-16 years

Older Readers



**Voting paper for use in classroom ONLY.**  
**You must tally your group's votes and submit them online.**

**Terms and Conditions** All judges must be aged 16 or under and registered as judges for the Scottish Children's Book Awards. Only one vote per young judge in each category is permitted. Each young judge must read all three books in the category that they are judging.

The Scottish Children's Book Awards are managed by Scottish Book Trust in partnership with Creative Scotland and supported by The Barcapel Foundation, Times Educational Supplement Scotland, Waterstones, CALL, Ernest Cook Trust and the Zachs-Adam family.

