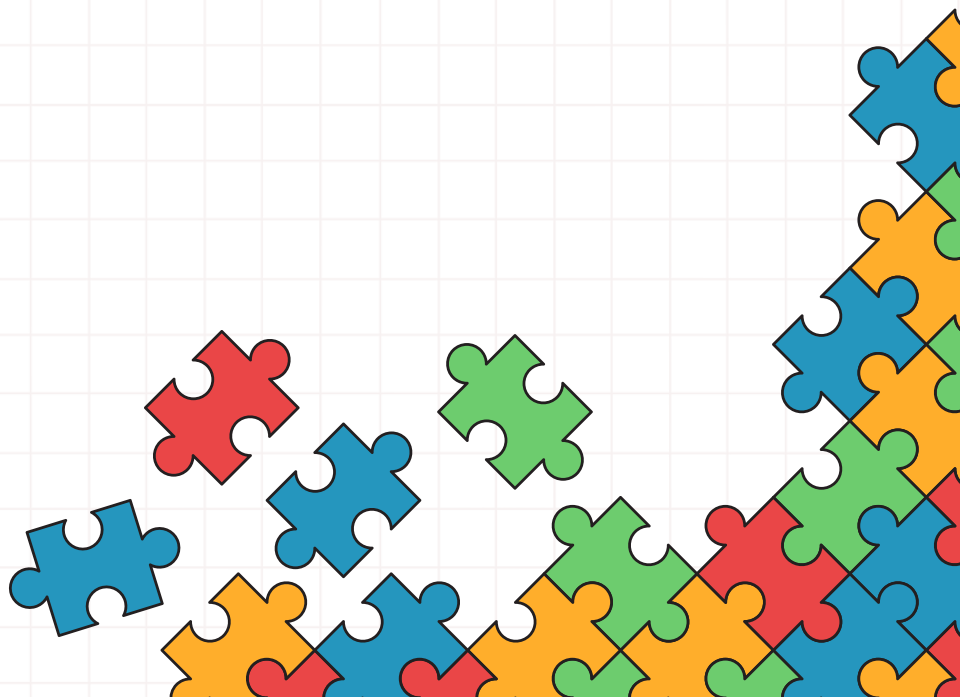


A BIBLIONEF READING ACTIVITY GUIDE

**A guide for using illustrated story books in the classroom
to enhance early grade literacy and create a learning
environment where children enjoy books for life!**





Dear teacher,

Welcome to this **Biblioref Reading Activity Guide**. Your school has received a set of beautiful and diverse books for young children for use in the classroom, the school-library, at home or at reading festivities. This guide has been developed to help you undertake activities to help readers and listeners to better understand and enjoy the stories. You will find different reading and listening games and creative and musical activities to actively engage all children with the books and also encourage discussions about stories. Some activities focus especially on building vocabulary, word recognition or memorizing (part of) the story. However, the key message is to make reading fun and so promote a reading culture!

The activities are designed to use before, during, and after reading, providing a safe and positive environment for being creative around the theme of the books.

The stories can initiate meaningful and interactive discussions, supporting the development of the children's language. It is thus important to encourage all children – also those who are more quiet or shy - to be engaged. Being teachers, you probably have many ideas already for activities, so please, do use them. In addition, you can make use of the suggestions below – in general and related to each book – in this Reading Activity Guide. Have fun!

For young children who cannot yet read, you may start only working with the illustrations and ask children what they see and what they think the story may be about. There are no right or wrong answers and this activity is meant to help children express their ideas in their own words (and so will improve their oral literacy).

Start and end each school-day with 5 to 10 minutes reading. This may be free silent reading, reading in pairs or small groups or you - the teacher - may read a story to make children enthusiastic about stories and reading.

When starting with a new book, always first show children the front-cover of the book. Ask them what they see and what they think the book will be about. Ask a child to read (or if they cannot read yet, tell them) the title of the book.

When using one of the donated books, do not read the whole story page for page after each other, but ask children what they think may happen next. This helps children to think and reason, express their views and listen to the opinions of others. You may of course ask why a child responds the way he or she does, but there are basically no right or wrong answers.

After reading (part of) the story, ask children whether they liked the story, what they liked in particular and why. Do also ask them whether they disliked (part of) the story, and why.

No child in your classroom is the same. Every child is unique. That is the beauty of diversity. However, it also means that your approach to teaching and learning needs to be inclusive or in other words responsive to the individual learning needs of every child.

Some children in your class may experience learning difficulties. This may be due to a visible or invisible mild or moderate disability, but not necessarily so. Children may also experience difficulties specifically in learning to read. Dyslexia[1] is e.g. a common learning difficulty that makes it hard to learn to read and understand written language (but keep in mind that children with dyslexia have the same intelligence as other children). The right font, letter size, page color, words per line and space between lines will help these children learn in addition to other support strategies. Try to adapt your reading activities in such a way that all children – also those with different learning difficulties - can meaningfully participate.

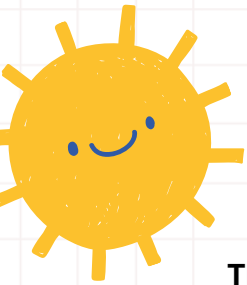
Make sure you have sufficient copies of each story book for a book- or literacy corner in your classroom and use books for buddy-reading (a strong competent reader supporting a weaker reader).

The books your school has received are:

- 1 “MONSTER BOOK” written by Alice Hoogstad.
- 2 “COLA FOUNTAINS AND SPLATTERING PAINT” written by Jesse Goossens & Linde Faas.
- 3 “THE DAY THE SUN DID NOT RISE AND SHINE” written by Mirjam Enzerink & Peter-Paul Rauwerda.
- 4 “THE OTHER RABBIT” written by Maranke Rinck & Martijn van der Linden.
- 5 “FRIENDS” written by Mies van Hout.
- 6 “COME AND DANCE, WICKED WITCH” written by Hanna Kraan & Annemarie van Haeringen.
- 7 “TWINKLE, TWINKLE, LITTLE STAR” written by Mies van Hout
- 8 “PUSSY CAT, PUSSY CAT” written by Mies van Hout
- 9 “HOW MUCH DOES THE GREY IN AN ELEPHANT WEIGHT?” by Elle van Lieshout & Erik van Os
- 10 “THE CHEER-UP BIRD” written by Edward van de Vendel and Ingrid & Dieter Schubert
- 11 “PLAY GROUND” written by Mies van Hout
- 12 “UH-OH OCTOPUS!” written by Elle van Lieshout & Erik van Os
13. “I FEEL A FOOT” written by Maranke Rinck and Martijn van der Linden
14. “THE TINY MOUSE” written by Janis Ian
15. “RAF” written by Vries and Charlotte Dematons



[1] <https://dyslexiada.org/wp-content/uploads/2015/01/DITC-Handbook.pdf>



EXAMPLES OF FUN ACTIVITIES WITH EACH BOOK

1 “MONSTER BOOK” written by Alice Hoogstad

Recommended age: 3 - 6 years.

THE STORY: A quiet city in black and white bursts into color as an energetic child uses colorful crayons to create vibrant monsters that run rampant in this wordless picture book.

ACTIVITY 1: introducing the story

Objective: have the children help you tell the story.

Materials: pages from the book.

Preparation: prompt when necessary to bring out the main points.

Description:

Engage all children to help tell the story.

Point out details of town and people (black & white)

Point out different monsters and different colors

Point out all the different activities that people in the town are doing.

Prompt the children to find the little dog on each page.

ACTIVITY 2: creatively coloring the town together

Objective: children work together to color in the streets of the book.

Materials: print out large copy of the town and corresponding streets.

Preparation: have coloring materials and large copy of town for use.

Description:

-Place large copy of town on large table for children.

-Assign groups of children to designated areas of the town/streets.

-Provide coloring materials to children and encourage the coloring of the town.

-Large copy of colored town by various children can be displayed in the classroom or school.

ACTIVITY 3: create your own fantasy monster

Objective: use fantasy monsters to help retell the story.

Materials: paper, coloring pencils/crayons, scissors, glue

Preparation: print out templates of monsters and provide materials.

Description:

Instruct children to draw, color, and cut out their own fantasy monsters (scary, friendly, happy, sad or whatever monster they want to draw).

Encourage them to give the fantasy monsters a name.

Use the monsters to move along the streets and retell the story together.

ACTIVITY 4: Some of the “Monster Book” copies have unfortunately been printed upside down

Can you write your name upside down?



2 “COLA FOUNTAINS AND SPLATTERING PAINT BOMBS”

written by Jesse Goossens & Linde Faas

Recommended age: 6 – 17 years

THE BOOK: Carry out crazy experiments with things you can find around the house. Turn your classroom or yard into a laboratory and make paint bombs and elephant toothpaste, grow crystals, watch volcanoes erupt and CDs fly, build your own lava lamp, and discover how you can make an egg bounce.

This is no storybook but a book that describes a variety of science experiments. It is important to have the right ingredients and work with an adult who can explain and supervise. Some of the experiments, for safety reasons, must be done outside. Reading what to do and why it works, is important and requires good reading skills.

ACTIVITY 1

Objective: Make a glass disappear, an amazing magic trick.

Materials: water, vegetable oil or baby oil, a large glass (or wide vase), or a small glass.

Preparation: Collect all necessary materials for the experiment.

Description:

Place a small glass in a big glass and fill the small glass with water.

Point out to your audience that the small glass is still clearly visible.

Pour out all the water and tell your audience that you will make the small glass disappear.

Now slowly fill the big glass with oil.

ACTIVITY 2

Objective: Watch how colored water climbs and bends!

Materials: Water, food coloring or tempera paint, at least three glasses, paper towels, and a wooden spoon.

Preparation: Collect and lay out all necessary materials for experiment.

Description:

Fill two glasses with water.

Squirt a few drops of food coloring into each glass. (a different color in each)

Mix well.


Now place a glass with colored water, an empty glass, and then another glass with colored water in a row.

Fold a piece of paper towel length wise three times and hang one end into a glass with colored water and fold the other end over the edge of the empty glass.

Do the same with the other glass with colored water, and again hang the other end in the empty glass.

Watch what happens: the water climbs and the two colors meet in the empty glass. Try all sorts of color combinations.





3 "THE DAY THE SUN DID NOT RISE AND SHINE" written by Mirjam Enzerink & Peter-Paul Rauwerda

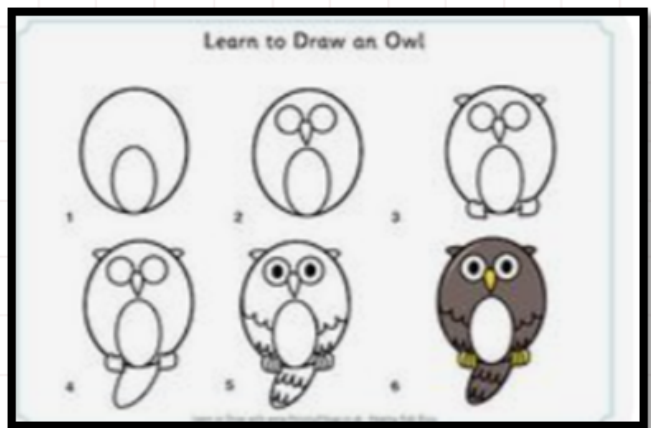
Recommended age: 3 - 7 years

THE STORY: Owl is drowsy from a long night's work. He makes a wrong turn on his way to bed. Why hasn't the sun risen? Where is the sunshine for the new day? It's up to Owl to find the sun and help it rise and shine.

ACTIVITY 1: Some activities & questions you can use before, during and after reading (part of) the story:

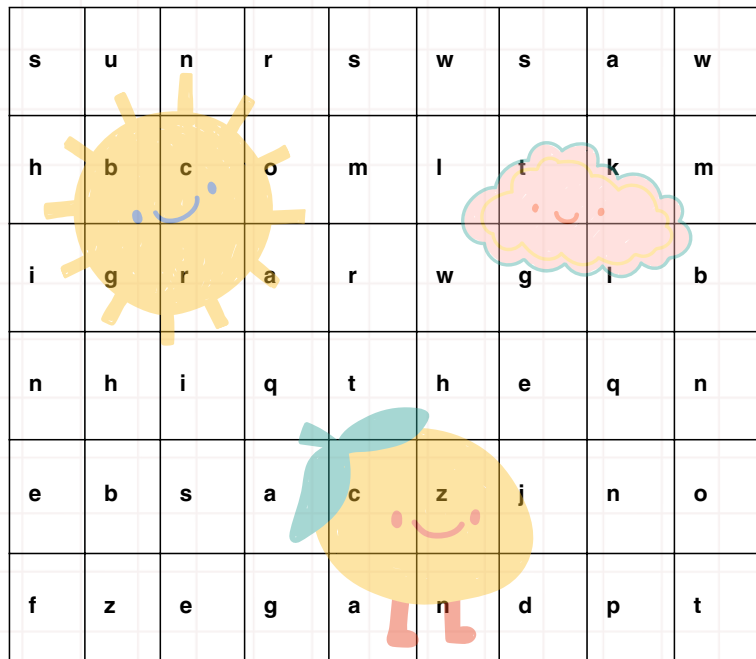
1. Find Owls' bed on pg. 1-2
2. Name toys in the pictures on pg. 5-6.
3. What did Owl do during the night?
4. Why do you think Owl took the wrong turn when going home?
5. Why was Owl confused at dawn?
6. What did Owl try to do to bring back the sun?
7. How did the story end?
8. Where do owls live?
9. Do all owls look the same?
10. What do they eat?
11. How are baby owls born?
12. What do you think would happen if the sun did not rise tomorrow?

ACTIVITY 2: Make your own owl (arts & crafts) e.g. by using paper plates



ACTIVITY 3: Word search

Find the following words: sun, shine, saw, not, the, and, rise, owl.



ACTIVITY 4: Fill in the missing words in the sentences below from the story.

1. It was still ----- when Owl -----.
2. Did the ----- forget to ----- up?
3. ----- snuggled in for a good day's -----.

ACTIVITY 5: Make a sentence, using the separate words below: did, sun, not, rise, the, and, shine, but

ACTIVITY 6: Find the differences between the light picture (where Owl switched on the light) and the dark picture (where the light is switched off)

- light on/off
- apples / apple cores
- lollies / lollie sticks
- owl awake / owl sleeping
- bread whole / bread eaten by a mouse
- leaves green / leaves dropping

ACTIVITY 7: Take a photo of illustrations in the book
 Paste the illustration/picture on more sturdy paper/cardboard
 Ask children to cut the illustration/picture into a jig saw
 Encourage children to make each other's jig saw

4 "THE OTHER RABBIT" written by Maranke Rinck & Martijn van der Linden

Recommended age: 3 - 6 years

THE STORY: Rabbit is searching for the other rabbit. He travels by airplane, car, and boat. He asks everyone if they have seen the other rabbit.

ACTIVITY 1: Introducing the story

Objective: Have the children help you tell the story.

Materials: pages from the book.

Preparation: Prompt when necessary to bring out the main points.



You may also use the following questions:

1. Who is the rabbit looking for and why?
2. How did he start his journey?
3. Are the airplanes usually red?
4. Can birds fly to the sun?
5. Why did the rabbit land on the island?
6. What did the rabbit ask the king?
7. Do rabbits drive cars?
8. How did the chicken try to help the rabbit?
9. Why did the rabbit need to go to the other island?
10. Did the group of animals bring the rabbit to the other island?
11. Why did the rabbit need a boat?
12. Why does the dragon not want to let the other rabbit go?
13. How does the story end? Is it a happy ending?
14. What do you see in the last illustration of the book?
15. How many pairs can you count?

ACTIVITY 2



Let children draw their own dragon. Use A4 paper, colored pencils or crayons.

Use scissors to cut out the dragons and decorate the room with dragons.

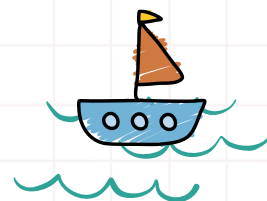
ACTIVITY 3

Fill in the missing words on a piece of paper with the following sentences from the story:

The _____ shakes hands.

They talk about _____ things.

And they forget about _____.



ACTIVITY 4: Speak about loneliness, pairs, love and friendship

Objective: Children learn the deeper meaning of the story

Material: pages from the book and excerpts from the story

Preparation: prepare flashcards that explain the meaning of the most important terms

Description:

1. What is loneliness?
2. What is love and why is it important?
3. When are two animals' friends?
4. Which animals are often friends?
5. What role are these terms playing in the story?
6. How is the behavior of the animals influenced by loneliness, friendship and love?



5 “FRIENDS” written by Mies van Hout

Recommended age: 3 - 6 years

THE STORY: Little monsters become friends – they laugh, play, cuddle, but they also tease, argue and make up.

ACTIVITY 1: Introducing the story

Go through each page of the book talking about each verb and the emotions involved. Encourage children to give an example of such feelings from their own experiences.

ACTIVITY 2: Match the words

Draw an imaginary animal/monster in each box to illustrate the verbs.

play	bore	tease	fight	cry	ignore
embarrass	hope	make up	trust	laugh	cuddle

ACTIVITY 3

Copy the word search below (or make your own)

Ask children to find the words. They all have to do with making and accepting friends (horizontal, vertical, diagonal).

c	u	d	d	l	e	t
h	u	p	l	a	y	r
b	o	r	e	u	x	u
c	r	y	j	g	e	s
h	o	p	e	h	m	t

6 “COME AND DANCE, WICKED WITCH” written by Hanna Kraan & Annemarie van Haeringen

Recommended age: 3 - 7 years

THE STORY: The animals of the forest plan a party. Will the Wicked Witch come to their party and dance? Partying is not really her thing – she is supposed to be angry, terrifying, and mean. Yet a party where all the animals in the forest come, but the Wicked Witch does not appear, just wouldn't feel right. When she does come to the party, her plan to spread fear changes by degrees to having a good time with her neighbors.

ACTIVITY 1: Read the story and use questions to check for comprehension

1. Why was hare drawing with a stick in the sand?
2. Who are going to help hare to organize the party?
3. Who will get an invitation for the party?
4. What happens when hare, owls and hedgehog go to the house of the Wicked Witch?
5. Why is the Wicked Witch so busy?
6. What happens to her potion?

7. Why is the Wicked Witch angry when she goes to the party?
8. Is it a happy party for everyone?
9. Does the Wicked Witch bewitch the animals at the party?
10. What magic trick does she perform?



ACTIVITY 2: How would you make a magic potion?

Ask the children to work in pairs to write down how they would make their own magic potion. List the ingredients you would use. Use imagination! Put ideas on display or use pictures of different animals, plants, etc.

Have a sheet of paper showing a witch's cauldron. Children illustrate and label their potion ingredients on their own copy. E.g. tail of a mouse, cat's whiskers, cobweb, tooth of a crocodile.

ACTIVITY 3

Copy the word search below (or make your own).

Ask children to find the words. These are words from the story (horizontal, vertical, diagonal).

p	S	p	o	o	n
o	k	o	n	u	t
w	l	t	c	h	a
l	e	i	g	a	i
a	s	o	v	r	l
d	a	n	c	e	l

ACTIVITY 4: Children cut out mask of the various animals and join in the story when it is retold.

Materials:

Paper copies of a cauldron;
Colored paper for display ideas.

7 “TWINKLE, TWINKLE, LITTLE STAR” written by Mies van Hout

Recommended age: 5-6 years

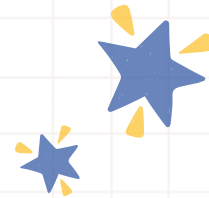
THE BOOK (with CD): these are some of the most beloved nursery rhymes and songs from “Twinkle, Twinkle, Little Star” to “The Teddy Bear’s Picnic”, and from “I’m a Little Teapot” to “The Wheels on the Bus”.

ACTIVITY 1: show the rhymes/songs on each page

Ask children what they see in the illustrations (maybe even ask them whether they know a rhyme/song about what they see in the illustration).

ACTIVITY 2: read or sing the rhymes/songs

1. Use a lot of body movements
1. Ask children to copy the body movements



ACTIVITY 3: select one or two rhymes/songs

Provide children with paper and crayons or colored pencils or paint to illustrate a rhyme or song.

ACTIVITY 4: use rhymes/songs for learning of new words

E.g. Old MacDonald had a farm:

1. Give each child a photocopy of a picture of a farm
2. Teach the names of the animals you might have on a farm. E.g. chicks, hens, cows, goats, etc.
3. Ask what sound does each animal make
4. Children draw animals on their copy of the farm
5. Children match picture and word of farm animals

Example:

Hen 🐔 Cow 🐮 Sheep 🐏 Goat 🐐 Horse 🐎 Chick 🐣			
Sheep		Goat	
Chick		Hen	
Cow		Horse	

ACTIVITY 5

Swan, Swan:

1. Emphasize the movements of the water with your hands.

ACTIVITY 6

If you are happy and you know it ...

1. Sing the song with the whole group right through. Add " If you are happy and you know it, stamp your feet"
2. Then "If you are happy and you know it, shout "I am!"

ACTIVITY 7

Twinkle, twinkle ...

Sing the song with the children, miming with your hand.

ACTIVITY 8

My hat ...

Give each child a piece of paper to make his/her own hat (supports fine motor skills development).

<https://www.wikihow.com/Make-a-Paper-Hat>

8 "PUSSY CAT, PUSSY CAT" by Mies van Hout (included CD)

Recommended age: 2-5 years

THE BOOK (with CD): From the frisky kitten of the title to ducks, horses, sheep, an elephant, a centipede and more, this is sure to be a favorite from story time to bed time.

ACTIVITY 1

1. Listen to the CD together with the children;
2. Afterwards ask the children which animals they can remember.

ACTIVITY 2

- Choose a rhyme for the children to learn by heart
- Ask children what actions they can think of to use when singing the rhyme
- All children use the actions while singing the rhyme



ACTIVITY 3

All about rhyming words:

1. Explain what a rhyming word is – give examples (e.g. cat/fat, boy/toy);
2. Ask children whether they know any rhyming words themselves;
3. Find a word from the book which rhymes with

Day _____ Goes _____ Can _____ Quack _____
Rain _____ That _____ Socks _____ More _____

ACTIVITY 4

Find / show the page with the centipede and ask:

1. How many colors can you see in the word – centipede
2. How many green shoes can you see?
3. How many blue shoes can you see?
4. What is the centipede holding in his right hand and what in his left hand?

ACTIVITY 5

Find / show the page with the cat

- Ask children to draw a cat;
- Label / write the correct words next to: the eyes, ears, legs, tail, body, whiskers, nose.



ACTIVITY 6

Find / show the page with the spider

- Find the following words: spider, rain, spout, dried, out, went, up, came

s	p	i	d	e	r	c
p	w	a	r	b	a	a
o	e	i	i	e	j	m
u	n	u	e	c	n	e
t	t	p	d	o	u	t

ACTIVITY 7

Make a sheep mask, using e.g. a paper plate

Materials needed:

paper, pencils, colored pencils, card (for mask), wool (for sheep mask), paper plates, glue.

<https://www.youtube.com/watch?v=MV4R7uP6LSM>

9 “HOW MUCH DOES THE GREY IN AN ELEPHANT WEIGH?” Written by
Elle van Lieshout & Erik van Os

Recommended age: 5-6 years

THE STORY: When you visit at the zoo, do you wonder like I do.... Why does a giraffe have spots of brown, and do zebra's stripes go up, or down?

From an elephant to a peacock, from a rhino to a flamingo, an inquisitive child and his grandfather visit and ponder each animal at the zoo.

ACTIVITY 1

Before starting to read the story, ask children whether they have ever been to the zoo or saw a zoo on TV? Then ask:

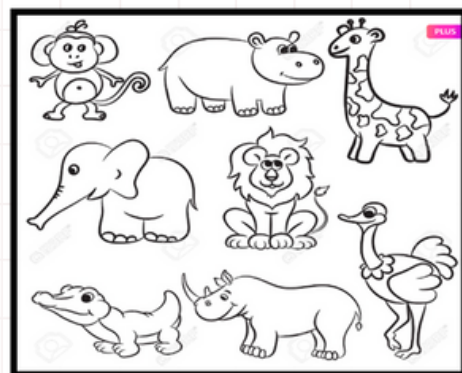
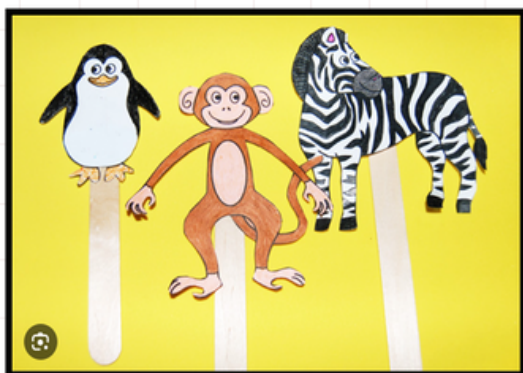
- What animals can you find in a zoo?
- What animals are you scared of?
- What animals do you think are cute?
- Which animals have you seen in real life?

ACTIVITY 2

- Show children the book page by page without reading the text;
- Ask different children to name the animal on the page (giraffe, zebra, peacock, snake, rhino, polar bear, elephant, flamingo, crocodile, kangaroo, lion).

ACTIVITY 3

- Using lollipop sticks and animal cut-outs. Children colour an animal of their choice and stick it on stick to make a puppet.
- Read the story aloud and when children hear their animal mentioned they hold up their puppet.
- As follow up children retell the story to each other using their puppets.



ACTIVITY 4

Demonstrate calling out the rhyming words. E.g. brown ... Down!

Read again and tell children to shout out the rhyming word in a loud voice at the end of each line.

ACTIVITY 5

Find a rhyming word, using words from the book.

Zoo	
Brown	
Fail	
Grows	

10 "THE CHEER-UP BIRD" written by Edward van de Vendel & Ingrid and Dieter Schubert

Recommended age: 3-8 years

THE STORY: A vibrant colourful bird wakes up in her nest, surrounded by her chicks. As she flies through the air, she brings joy and energy to all animals in the wood but with every encounter she loses a little of her colour. At the end of the day she is grey and tired, until she returns to her nest where the presence of her children revitalizes her with colour and life.

ACTIVITY 1

Discuss with the children the meaning of cheering up.

- What feeling do you have when you need cheering up?
- What feeling do you get when someone has cheered you up?
- What other feelings do you know?
- How do you know the feelings of other children? (facial expression / body language)



ACTIVITY 2

Read the story to the children

Ask the children: what kind of a bird is the cheer-up bird? Is it an important bird? Why? How does Cheer-up Bird make all the animals happy?

ACTIVITY 3

- Ask children: if you were Cheer-up Bird, how would you make the animals happy? Which animals would you want to cheer-up?
- Draw your own Cheer-up Bird using many different colours and materials (paper, coloured pencils or felt tips, feathers, sticks, straws, buttons).
- Or make a bird mask using paper plates.

11 “PLAYGROUND” written by Mies van Hout

Recommended age: 3-6 years

THE STORY: Sometimes a journey is even more fun than the destination. Two children are followed as they trek through trees, climb over sand dunes, cross a river, bushwhack through blackberry bushes, hop on clouds, and even descend into a dark cave on their way to the playground.

ACTIVITY 1

This book reads best with small groups of children (3 to 4), because then the children can be actively involved in following the trail with their fingers and follow the instructions in the story.

ACTIVITY 2

After reading the book you may ask the following questions:

- Page 1 \ 2: Which friends go to the playground? Is the one with the hat a cat or a tiger?
- Page 3 \ 4: Try to find the correct path through the dunes (follow the red arrows)
- Page 5 \ 6: How many birds' nests can you find? Draw your favourite tree
- Page 7 \ 8: Can you cross the river?
- Page 11 \ 12: Why are ants interesting? Do they have houses?

(for other, following pages pick a theme to discuss with the pupils).

ACTIVITY 3

- Draw your dream a playground by
- Who would you invite to come to your playground?
- Who do you like to play with at your dream playground?

ACTIVITY 4

- Visit a playground in the vicinity
- Make sure every child can join (or adapt some of the games, so that every child can join)

12 “UH-OH OCTOPUS!” written by Elle van Lieshout and Eric van Os

Recommended age: 3-7 years

THE STORY: A small octopus lives in a snug apartment until one day an intruder blocks the entrance. Octopus asks for advice on how to escape but the more suggestions he gets, the less he is able to figure out what to do. Eventually, Octopus learns to trust its own instincts and learns that things are not always what they seem.

ACTIVITY 1

Read the story.

Stop reading when Octopus sees the long tail blocking the entrance of his home and ask the children: "Whose tail could this be, do you think?"

ACTIVITY 2

After reading the story have a discussion about the sea with the children

- Which animals live in the sea?
- What can you find if you would be able to dive to the bottom of the sea?
- Which is the biggest sea animal that you know?
- Which is the most beautiful sea animal?
- Have you ever seen a mermaid?
- What happens when sea water gets dirty because waste and rubbish is left in the water?

ACTIVITY 3

Let children make a big group drawing on a poster size paper of the sea with its many different animals. Which animals have they remembered from the story about Octopus? Use crayons or paint or cut pictures from old magazines.

13 "I FEEL A FOOT" by Maranke Rinck and Martijn van der Linden

Recommended age: 2-6 years

THE STORY: Between two trees, high above grass and ground, Turtle, Bat, Octopus, Bird and Buck are sleeping in a hammock. Suddenly, Turtle opens his eyes. 'Hey,' he whispers. 'Do you hear what I hear?'" Each animal's imagination runs wild with what wild creature may be making the sound they all hear. Is it a giant turtle? Or a bird with a giant beak? Perhaps it is Bat-Tur-Octo-Bird-Buck. Luckily for the small animals, it isn't any of these creatures. It is just their old friend Elephant who was out wandering around. The animals invite him to join them in the hammock and soon the wild imaginings about the night noises begin all over again.

- Begin by discussing the senses – hearing, taste, touch, sight and smell, concentrating on hearing, touch and sight.
- Ask questions pertaining to the senses, for example – listen, what can you hear? Look around you, what do you see?
- Read book to the children, allowing them to look at each page. Hopefully, they will notice the black background on each page, denoting darkness.
- Discuss the book in detail.

ACTIVITY 1

Using resources provided, get children to close their eyes and try to recognise various sounds. Similarly, using touchy-feely materials, children close their eyes and try to recognise what they are touching.

ACTIVITY 2

The book finishes with the beginning of a new story: Do you hear what I hear?

The children think of their own group of animals and make their own story combining the initial sounds of the animal names to make their own new animal, for instance – cat, dog, rabbit becomes Ca-do-ra.

ACTIVITY 3

Children draw a picture of their new animal.

Resources

Paper, coloured pencils, various items that produce sound, for example – a bell, a whistle, animal sounds, voice sounds, sounds of nature, probably all available on a mobile phone.

Lots of touchy-feely materials – sandpaper, sticky tape, metal, velvet, different types of clothing.

14 “THE TINY MOUSE” by Janis Ian

Recommended age: 5-6 years

THE STORY: The Tiny Mouse follows the adventures of a bored mouse who decides to go to sea and narrowly escapes a grisly death. In his moment of truth, he understands that it's better to be a whole mouse at home than someone's dinner at sea.

- Read story to children.
- Discuss in detail, leaving out the moral of the tale.
- Encourage the children to come up with their own moral.
- Read to end. Discuss the moral of the tale.
- Discuss the expression – Look before you leap.
- Explain that the story is also a song with music and play the musical version.

ACTIVITY 1

Children think of other situations that could end up in disaster if not thought through. This can be done in note form for discussion or written up as a story.

ACTIVITY 2

Play song again, children can sing along.

Resources

Paper, pens, CD player or mobile phone, copies of song.

15 "Raf" by Anke de Vries and Charlotte Dematons

Recommended age: 5-6 years

THE STORY: When Ben loses his cuddly friend Raf, he is inconsolable. A few days later, Ben receives a postcard from Raf. Each week, Ben receives a new postcard from Raf detailing Raf's journeys through Africa. Will the two be reconnected soon?

- Read book to children.
- Discuss each page in detail.
- Ask children if they have ever sent or received a postcard. Have some old postcards to show the children, explaining the details – front of card with picture showing where the card has come from, back of card showing the message written and space for recipient's name and address.
- Ask if children have a favourite toy they would be sad to lose. Discuss.

ACTIVITY 1

Children make their own postcards. They can decide where the card is coming from and can send a card to each other or a family member.

ACTIVITY 2

Design a toy you would like to send on a journey around the world.

Resources

Paper, pens, old postcards from various places, postcard style cards, materials for making a toy or simply a drawing of a toy.

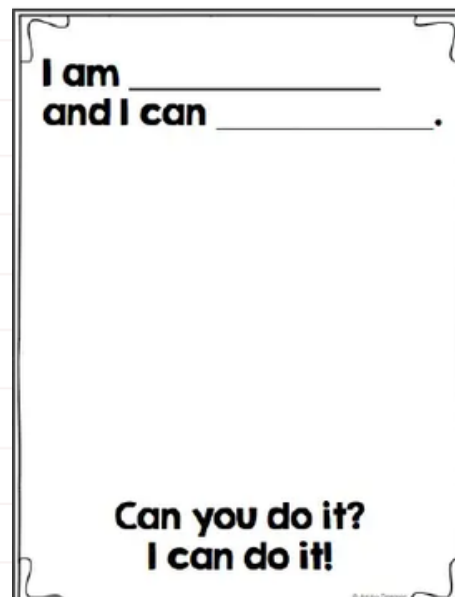
16 "FROM HEAD TO TOE" by Eric Carle

Recommended age: 4-6 years

THE STORY: A lively interactive introduction to basic body parts and movements. Gorillas, elephants, camels and other animals invite young readers to clap, stomp, wriggle and bend like they do!

Resources

- From Head to Toe book by Eric Carle
- Cut out printables of animals
- "I am and I can" Worksheets



ACTIVITY 1, Warm up Activity

- Refer to a time where you saw the kids performing an action. For example “*The other day I saw you dancing in PE. You looked like you were having fun. You were dancing.*”
- Mention that dancing is an action word. Write the term “action word”. Explain to the students that an action word refers to a physical or mental action and tell them that they are all doing action words all the time.
- Ask students to give other examples of action words and write them on the board (popcorn activity).
- Inform the students that animals can do actions as well and that today we will read a book and see what kind of actions these animals do. As we do, the students will act these actions out.

ACTIVITY 2, Read the Book and Act out the Verbs

- Before reading the book, take a picture walk through the story “*From Head to Toe*” by Eric Carle. Ask children what animals they viewed while observing the story. Ask them what they think the story will be about
- Give Instructions: Students will listen carefully for the action for each animal, and in their place, they will act out the action words with their body (i.e the actions that the animals are doing.)
- Begin reading the book. Encourage all the students to move like the animals.

ACTIVITY 3, Follow up Activity

- Assign pairs of students.
- Distribute the animal printables face down and ask one student from each pair to draw one.
- Give instructions: Each person has to turn their partner. Knee to knee, eye to eye, using whisper voices, they will tell their partner the action word for the animal they received. Pairs that are done should put their hand on their head.
- Walk around and listen for conversations that are on task and redirect those that are not.
- Once all students finish, ask each pair to stand up and share their answers as you write them on the board.
- Say: “We saw what actions animals can do by looking at the pictures and words, and by detecting the action words. Remember, you do actions every day and you should be aware of these actions, and now we will do an exercise that shows which actions make you special.”



ACTIVITY 4, Summative Assessment

- Exit Slip: Students should write their name and something they are proudly able to do, then illustrate a picture of themselves doing the action.
- As students are done, put all the pages together to make a class book