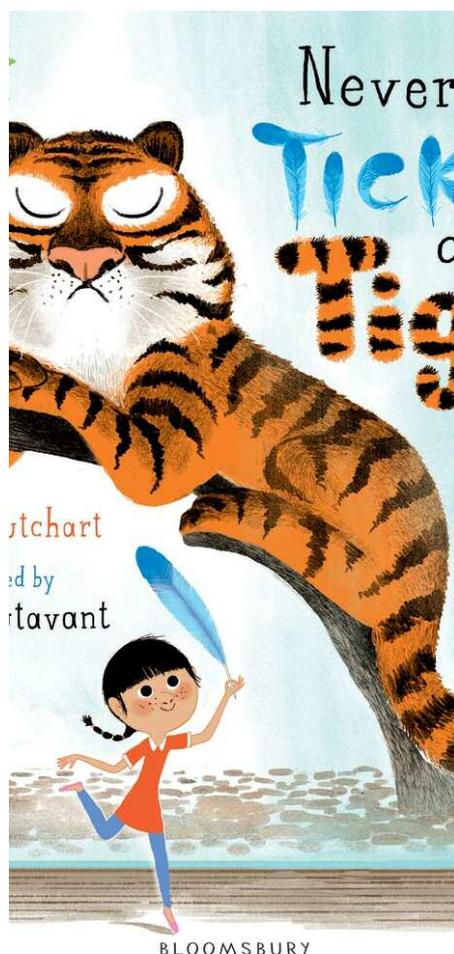
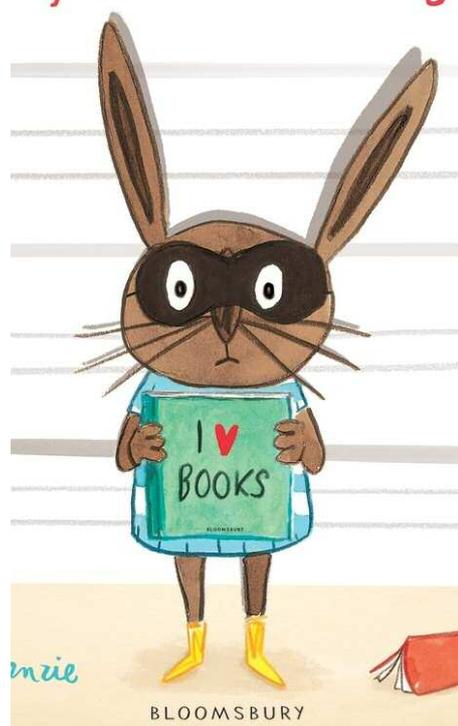


ANTE

Ify Rabbit, Book Burglar



Bookbug Readers Category (3-7)

Scottish Children's Book Awards 2016

**Creative activities for the
three shortlisted books**

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Who are these resources for?

These resources are designed to be of use to any nursery or primary teacher looking to use the three shortlisted books as an inspiration for cross-curricular learning. As well as this, the resources will also help you to create a buzz about the shortlisted titles and the Scottish Children's Book Awards. They can also be used by public librarians who want to find some fun activity suggestions for the books.

Activity for all books: Shared Reading

Shared Reading

Outcomes for younger pupils: Lit 1-11a. Outcomes for older pupils: Lit 2-03a, Lit 2-11a, HWB 2-13a,

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

Shared Reading involves older pupils reading picture books out loud to younger pupils. It hands the older pupil the responsibility of making sure a young child enjoys discovering a book, and is a great boost to older pupils' confidence, especially if they do not see themselves as readers initially.

For a complete introduction to shared reading, including case studies, videos and a unit of activities to take you through the process, check out [this page: scottishbooktrust.com/learning/learning-resources/resource/shared-reading](http://scottishbooktrust.com/learning/learning-resources/resource/shared-reading)

Wanted! Ralfy Rabbit, Book Burglar

By Emily MacKenzie

Emily MacKenzie's book tells the story of Ralfy, a rabbit whose love of books means he just can't stop himself from stealing them. Ralfy's passion for books and his journey to redemption will give you lots of opportunities to get the pupils thinking about their own favourite books and introduce them to the idea of choosing their own.

Create your own library check out desk

Exa 0-12a, LIT 0-01b/LIT 0-11b, MNU 0-02a, MNU 1-03a, LIT 1-28a

Ralfy eventually discovers the library, where he can choose any book he wants! Create a makeshift library check out desk and give the children the opportunity to role play as librarians and customers. The customers should be thinking about what information they can give the librarian to help them find a book they will like (they could tell them some books that they already like, or tell them what kind of books they enjoy). The librarians, in turn, should be thinking about what information they need to give the customers (when to return the books, how many books they can borrow, what kind of books their customers might like, etc).

Numeracy can be included in the activity – children can be encouraged to think about how many days a loan period could be, and what day of the week a book would need to be returned on if the loan period was (for example) five days.

Older pupils can write little check out cards with the name of the book and the return date on them. They could also write recommendation bookmarks or bookshop-style recommendations cards (see the activity on the next page).

List making

Lit 0-11b, MNU 0-02a, MNU 0-03a, MNU 0-20a

Ralfy loves to make lists of books. Why not try making some lists with your pupils? They can come up with a list of five books they'd like to read: have them recommend or bring in their favourite books. Ask your local library if they can supply you with books for this activity. Count the books and identify where you can see numbers throughout the stories. P1 pupils could use the mini whiteboards supplied in their P1 Bag to write down their lists. Why not pay a visit to your local library and help your pupils find some of the books on their lists?

Create 'Ralfy recommends' bookmarks or signs

LIT 1-11a, Exa 1-03a, Eng 1-19a

Pupils can design Ralfy-shaped bookmarks to go inside books in the school library, with a short review of the book to recommend it to others. They could also create bookshop-style recommendation cards to

sellotape onto shelves. This is a great task to do if you're planning to enter the review competition for the Scottish Children's Book Awards – check out this page for more information: www.scottishbooktrust.com/scba.

Learning about remorse, making amends and forgiveness

HWB 0-01a, HWB 0-02a, HWB 0-04a

Discuss the following with your pupils:

- What is your favourite possession? Why do you treasure it so much? How would you feel if someone took it without asking?
- Why was Ralfy wrong to take other people's books without asking? What should he have done if he wanted to read their books?
- Do you like giving things to people? Do you think you would enjoy loaning or giving things to your friends if they asked? What kind of things would you like to give?
- Why do you think Arthur forgave Ralfy? Do you think it's true that everyone makes mistakes sometimes?
- Arthur didn't forgive Ralfy straight away. If someone does something wrong to you, how do you feel at first? Do your feelings change later?
- Arthur didn't just forgive Ralfy – he also helped him. If someone did something wrong to you, how could you help them not to do it again? For instance, if someone got angry and said something mean but said sorry to you later, what could they do to stop themselves saying mean things?

Ralfy has learned a lot about friendship and making amends. To follow up on this discussion, you could do some role play with pupils. Ask them to create some puppets: they could create Ralfy and Arthur puppets. Suggest some scenarios to the pupils and ask them to finish the story and act out their scenarios. Here are some examples:

- Arthur has had an argument with someone else, and takes it out on Ralfy by saying something mean. What should Ralfy and Arthur do?
- Arthur phones Ralfy and leaves a message asking him to come over and read books. Ralfy says yes but then forgets. How can Ralfy make amends?

Grow some carrots

SCN 0-03a

Carrots are a relatively easy vegetable to grow, and you can ask your pupils to take charge of digging and planting them, as well as watering them regularly. They take around a maximum of 16 weeks before they are ready to harvest.

The Royal Horticultural Society has some good advice here: bit.ly/RHSGrowCarrots

The height of criminality

MNU 1-11a, MTH 1-21a

The book's front cover shows Ralfy in front of a height chart, stretching to just beyond 75 cm. Ask your pupils to create a height chart and plot Ralfy's approximate height on it. After this, get them to measure each other's height and record it on the chart. Get them to record class heights in a chart or graph.

They can then practise subtraction skills by calculating how much taller they are than Ralfy. You can get them to calculate their height differences to other animals too!

Some songs and rhymes

Exa 0-16a

If you want to build songs and rhymes into your work around the book, here are a few great selections to get you started:

- Did You Ever See a Bunny: bit.ly/SeeABunnyBBC
- Little Peter Rabbit, with missing words for children to fill in the gaps: bit.ly/LittlePeterRabbitVid
- Books are Fun (Barney the Purple Dinosaur): bit.ly/BooksAreFun
- Library Song: bit.ly/LibrarySong

If you and your class loved Wanted: *Ralfy Rabbit, Book Burglar*

Check out our list of books about characters who love reading:
scottishbooktrust.com/reading/book-lists/we-love-to-read-3-7

Mouse's First Night at Moonlight School

Written by Simon Puttock and illustrated by Ali Pye

It's Mouse's first night at Miss Moon's magical school, but she's terribly shy and very worried about meeting her new classmates and teacher. She's so shy, in fact, that they have to coax her out of hiding! How will Mouse get on in her new surroundings? This beautiful story will be an inspiration for any child who wants to try something new!

Nocturnal animals

SCN 1-01a, SCN 1-02a

All the animals attending Moonlight School are nocturnal. Ask your pupils if they know any other animals that prefer to come out at night. The following resource can help to introduce your pupils to other nocturnal animals like badgers and foxes – you'll need to create a free TES login to access the resource: bit.ly/TESNoctAnimals.

After this, tell the pupils that they are going to become nocturnal animals. Get them to practice making the shapes of different animals with their bodies, then ask them to act out the following scenarios:

- A cat wakes up, yawns and stretches, before leaping onto a wall. Carefully he walks along the wall where he sees a little mouse scurrying along on the ground. The mouse stops, his nose twitching in the air. The cat stops. Very carefully and quietly the cat stretches out his paw, ready to pounce and... missed it! The mouse runs away.
- An owl perched on a branch opens one eye, then the other, flies through the air and lands on the ground.
- A hedgehog is snuffling amongst the leaves. Someone is coming so he rolls himself into a little ball and hides.
- A fox is spying on the farm; he sniffs the air smelling the hens. He creeps up to the shed where the hens are asleep but a light comes on in the farmhouse and the fox runs away.
- You are animals hiding in the forest at night. When music plays all the animals come out from hiding. What do the animals do in the forest at night? When the music stops, all the animals return to their hiding places.¹

Poetry – take a look inside Miss Moon's books

Eng 1-31a

Miss Moon has a lot of books in her classroom, including a few books about magic and spells. What might be in there? Explain to pupils that you've managed to get your hands on one of the books. Immerse them in some fun poetry about magic, pretending that the poems you're reading have come from Miss Moon's book. Here are a few poems to get you started:

1 Credit for this activity goes to Carolyn Sharp, Early Years Librarian at Falkirk Learning Resource Service.

- This TES resource has some nice poems (you'll need to create a free TES login): bit.ly/TESRhymeCauldron
- This resource, also on TES, has a good witches' spell poem: bit.ly/TESHalloweenPoems
- '10 Things Found in a Wizard's Pocket' by Ian McMillan: bit.ly/WizardsPocket
- A funny and thought-provoking poem by George Ansell for slightly older children: bit.ly/SpellingLessonsPoem

You and your pupils can have some fun reading aloud and even memorising some of these poems, perhaps even recording the performances with the children in costume! After the pupils' enjoyment of poetry has been established and encouraged, the stage is set for them to come up with some poetry of their own.

Tell the pupils they are going to write a magic spell poem, listing items that could be thrown into a cauldron to make a magic potion. First of all, they will need to decide what their magic potion will do. After this, give the pupils a multi-sensory stimulus: bring in some props and encourage them to bring in their own. Allow the pupils to look at, touch and feel the various items, then come up with some good ways of describing them. What adjectives can be used? How can we tell the reader of the poem more about what these items are like?

The poem can be written as a class. Give pupils the following framework, starting off with the function of their magic potion as the title:

A potion to change a car into a spaceship

First, you will need a bright orange book,

Then a thick woolly jumper,

Then a....

Take suggestions from pupils for each line of the poem until everyone has had a chance to contribute!

Schools in other countries/telling the time

Soc 1-16a, MNU 0-10a, MNU 1-10a

Show your pupils the following video, which tracks a day in the life of a nine year old girl in a small village in Lesotho: bit.ly/KaraboDay

Ask pupils to draw pictures of what the girl is doing at different points of the day. Then, print out some clock faces and ask pupils to draw in hands indicating the time at which their depicted activity is taking place. You can then display clock faces on the wall, putting in the relevant pictures underneath each time.

Memory games

Lit 0-02a

After doing the previous two activities, there's a nice opportunity to incorporate some memory games into your learning based around the book.

Have your pupils sit in a circle. Start them off by saying, "I went to Moonlight School and I saw a mouse." The pupil next to you must repeat what you have said and then add an animal. The next pupil must try to remember the previous two animals and add their own, and so on! The "World's Greatest Sandwich" activity on this web page can be a good precursor to this activity: bit.ly/CircleGames

Counting

MNU 1-03a

Have your pupils learn the following little rhyme:

One little mouse went to Moonlight School
Another little mouse asked, "Are you full?"
Miss Moon said, "No – there's lots of room!"
Now two little mice go to Moonlight School.
Two little mice go to Moonlight School...

You can repeat the rhyme until the pupils have got all the way to ten!

Discussion/Circle Time – new experiences

Lit 1-02a, Lit 1-09a, HWB 1-05a, HWB 1-08a

Mouse is very shy and nervous about her first night at school, but Miss Moon and the other animals quickly make her feel at home.

Discuss new experiences with your pupils:

- Why might we be nervous about doing something for the first time? Give pupils some examples – attending school, trying a new activity, meeting a new person, etc;
- Mouse discovers there's no reason to be nervous about her new school. Why do you think she was nervous?
- Imagine someone new is coming to join your class. What kind of things might you be able to do to make them feel more comfortable?
- How do you think Mouse felt after her first night at Moonlight School?

Share some more stories which dispel fears. There are some brilliant ones on this list: scottishbooktrust.com/reading/book-lists/friendly-ghosts-and-monsters-3-7

Expressive Arts – welcome posters

Exa 1-03a, Lit 1-28a

Ask your pupils to again imagine that someone new is coming to join the school. Ask them to paint pictures of fun things to do or fun places to go in the school, so the new person will see them and look forward to their time in school.

Songs and rhymes

Exa 0-16a

There are some great mouse songs here to get your pupils singing along:

- Hickory Dickory Dock: bit.ly/BBCHickoryDickoryDock
- Three Blind Mice: bit.ly/BBCThreeBlindMice

If you and your class loved *Mouse's First Night at Moonlight School*

Check out our list of books about starting school:

scottishbooktrust.com/reading/book-lists/10-books-about-starting-school-3-7

***Never Tickle a Tiger* Written by Pamela Butchart and illustrated by Marc Boutavant**

Izzy is full of energy, completely unable to sit still and always on the lookout for something to entertain her. So her teacher is understandably nervous when the class goes on a trip to the zoo, and warns her that she HAS to cut out the wriggling and squirming. Above all, she must NEVER TICKLE A TIGER. Izzy, however, isn't in the mood to listen, and hilarious consequences ensue as the zoo descends into anarchy! This book is sure to entertain your pupils, and the delightfully chaotic illustrations will give them plenty to feast their eyes on.

Alliteration poem/dance

Eng 1-31a

Izzy excites the elephants, bothers the bears, taps the tortoises and much more besides! Explain to pupils that Izzy probably got up to a lot more mischief that the author might not have had time to tell us about. Tell them that you are all going to write a poem about what else she got up to, as a class. Display the following opening lines below on your whiteboard:

When Izzy's class goes to the zoo

Everyone knows what Izzy will do!

She'll mess with the monkeys and bother the bears,

She'll...

Tell pupils that you are all going to finish this poem off as a class. Ask them what they think Izzy might have done to some or all of the following animals, and ask them to think of words that begin with the same letter as the animal (for instance, she could prod the parrots): hippos, penguins, sea lions, chimpanzees, kangaroos, lizards, baboons, turtles and rhinos.

Complete the poem using your pupils' suggestions. Once it's finished, you can end by asking your pupils to act out the poem.

Create your own zoo

LIT 1-09a, LIT 1-14a, LIT 1-28a, Exa 1-03a

The book can open up great opportunities for research, numeracy, role play and parental involvement. Why not get your pupils to open up their own zoo?

Explain to the pupils that their first task is to find out all about the animals in a zoo. What do they eat, where do they come from and what are their babies called? What other interesting facts can your pupils find out? National Geographic's Kids website is a great place for you to find out some interesting facts to pass on to your pupils:

<http://ngkids.co.uk/animals>

Help your pupils come up with their own fun facts. For instance, a tiger can weigh up to 363 kg and measure up to 3.3m, so how does this compare to other animals? How many cats would need to stand on a scale to reach the tiger's weight? How many tigers could fit inside your classroom?

After this, ask the pupils to paint pictures of different animals, depicting one fun fact about the animal.

Once the paintings are done, it's time to create your zoo! Arrange the paintings around the classroom – this will give the pupils a chance to sort the animals into categories, just like in a zoo. Invite parents in and let the children tell them all about the animals. They can build or set up a makeshift reception desk, where they can ask for money and hand over tickets and guide leaflets with 'maps' of the zoo. Ask small groups of children to be 'zookeepers' for individual areas, so they can be designated experts about the animals in that area. Get them to entertain parents with the fun facts they have learned about the animals!

Exploring the five senses

SCN 0-12a

The tiger doesn't much like being tickled, but the tickling motif is a good opportunity to explore the senses with pupils.

If this is a new topic for them, you can introduce the senses by taking them on a 'sensory walk' through your playground, a woodland or any other area which offers stimulation for all five senses (give them a piece of fruit or other snack as they walk to incorporate taste). When they come back to class, ask them questions about what they saw, heard, touched, tasted and smelled on their walk. Explain that these are a human's five senses.²

Explore the sense of touch with your pupils. Pass round a bag with different objects in it: small rocks, pieces of material, soft toys and plastic bottles are all good inclusions. Ask the pupils to guess what the objects are. At the end, discuss how they made their guesses. How did they know from touch alone what each object was? What words would they use to describe how each object felt? You can consolidate this learning by giving them a list of different objects and asking them to sort the objects into different categories according to whether they are rough, smooth, soft, hard, cold, wet and so on (some will fit into more than one category).

There are lots of activities available at the TES website to follow up with work on other senses. Here's a good example (you'll need to create a free TES login): bit.ly/TESSenses

2 Credit for this activity goes to mariyahali on TES:
bit.ly/TESSenses2

Counting with zoo animals

MNU 1-03a

There are a lot of counting songs which feature the zoo animals in the book. Check out the following:

- One Big Hippo Balancing: bit.ly/BBCOneBigHippo
- Five Green and Speckled Frogs (this starts slowly and gets up to full speed by the end!): bit.ly/FiveSpeckledFrogs
- Five Little Monkeys: bit.ly/FiveLittleMonkeysSong

Run a Daily Mile

HWB 1-25a

Izzy has a lot of energy and loves to move around, but it causes trouble for her and others, especially as they try to learn. How do your pupils think Izzy could use up some of her energy in a productive way?

One way might be to adopt St. Ninian's Primary School's hugely successful and inspiring Daily Mile initiative. This project saw pupils going for a one mile jog every day, and resulted in huge benefits for health and wellbeing and also learning, as children were more focused in class. It was also unanimously popular with parents!³

Colour mixing

Exa 1-02a, Exa 1-03a

Marc Boutavant's beautiful illustrations are full of bright colours. Quite often, different shades of the same colour are used on a page. For instance, on pages 7-8 different shades of blue are used for the walkway and the pond, and on pages 9-10 different shades of green are used for grass and plants.

Explain to your pupils that their task will be to paint a picture using different shades of the same colour. Explain that paint colours can be mixed with each other to produce new colours. Explain that if we want to make a lighter shade of a particular colour, we would mix it with white paint. If we want to make a paint darker, we add a very small amount of black.

After they have practised lightening and darkening colours, challenge them to paint a picture where different shades of the same colour are used. You can give the whole class the same challenge if people are stuck for ideas, or take them out for a playground walk for inspiration.

³ Thanks to St. Ninian's Primary School for letting us feature this activity! Find out more on pages 42-25 of this presentation: bit.ly/DailyMilePresentation

Some songs and rhymes

Exa 0-16a

If you're looking for songs about zoo animals, there's no shortage out there! Here are a few for your class to sing along to:

- The Animal Fair: bit.ly/BBCAnimalFair
- Elephants Have Wrinkles: bit.ly/ElephantsHaveWrinkles
- Look at the Sneaky Crocodile: bit.ly/BBCSneakyCrocodile
- Various penguin songs and rhymes: bit.ly/PenguinSongsAndRhymes

If you and your class loved *Never Tickle a Tiger*

Check out our list of books set at the zoo:

scottishbooktrust.com/reading/book-lists/10-books-set-at-the-zoo-3-7

Activities and communication resources for children with Additional Support Needs (ASN)

The following activities are based on a standard activity from each of the three books, but have been adapted to make them more accessible for children with ASN and/or communication support needs.



Printable symbol boards and vocabulary sheets, in PDF format, to aid communication are available for each individual activity and can be downloaded at www.booksforall.org.uk/Finding-Books/Scottish-Book-Awards/Symbolised-Resources/ under 'Teacher Pack Activities.' You will also find symbol resources to accompany the three short-listed books and to assist in the voting process here.

The symbol boards can also be used as overlays with recorded voice output in the GoTalk 9+ communication aid www.inclusive.co.uk/go-talk-9-p2072)

All of the symbol resources can also be downloaded from the Scottish Book Trust's website at www.scottishbooktrust.com/scba/additional-support-needs.

Wanted! Ralfy Rabbit, Book Burglar: Create your own library check out desk

Exa 0-12a, LIT 0-01b/LIT 0-11b, MNU 0-02a, MNU 1-03a, LIT 1-28a

This activity encourages children to role play being a librarian and/or a customer. The customers should be thinking about what information they can give the librarian to help them find a book they will like. A 'Customer' symbol board has been designed to make this more accessible for a child with ASN by providing a subset of 'picture' vocabulary for them to use e.g. to point to.

The librarians, in turn, should be thinking about what information they need to give the customer in order to help them find and borrow a book they like e.g. what type of books they have, when the book is due back etc. A 'Librarian' symbol board is also available with a subset of appropriate vocabulary for the child to use to help them in this role.

Mouse's First Night at Moonlight School: Cast a magic spell!

Eng 1-31a

This activity encourages children to pretend they are a witch or wizard and to cast a 'transformation' spell! The child chooses a partner and then, using the 'Magic Spell' symbol board, they can decide what they want to turn them into. There are choices for this on the board, as well as items to put into the cauldron to make the magic potion for the partner to drink. The partner must then 'play the part' once they have been 'transformed!' You could also take a written note of the 'spell' (ingredients and transformation being) and then help the child to create a 'magic spell poem' from the content of the role play.

Never Tickle a Tiger. Colour mixing

Exa 1-02a, Exa 1-03a

This activity invites children to paint a picture using different shades of the same colour. You should also encourage them to experiment with mixing primary colours to create new ones. Explain to the child that if you want to make a lighter shade of a particular colour you mix it with white paint. If you want to make a colour darker, you add a very small amount of black.

The 'Colour Mixing' symbol board has a subset of vocabulary to enable the child to communicate what they would like to do during the painting activity, including choosing the subject of the painting, the three primary colours and a colour mixing 'wheel' for reference.