



Bookbug Picture Book Prize 2020

Creative activities for the
three shortlisted books

Age 3-7

CFE Levels Early and First

Resource created by
Scottish Book Trust

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**Scottish
Book Trust**
inspiring readers and writers

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About this resource

This resource can be used alongside the three shortlisted books in The Bookbug Picture Book Prize 2020. The activities will help you create a buzz about the shortlisted titles.

Every P1 child in Scotland receives the Bookbug P1 Family Bag, which contains the three shortlisted books. It also contains an activity book for parents to support home learning. Using the shortlisted books in class is a great way to create a link between school and home.

Author videos

You can find videos of the three shortlisted books on our website. Each video contains a full reading of the book by the author, as well as a special activity idea. You will find the all videos on [our website](#).

Activity for all books

Cast your vote!

SOC 0-17a, SOC 1-17a, SOC 2-17a

After watching the author videos or reading the three books, remember to cast your vote. For your votes to count towards the Bookbug Picture Book Prize, [you must register and vote via our website](#).

You can use the voting process to facilitate discussion on personal choice and decision making. To collect your votes from pupils, hold a voting activity as a class. You could ask pupils to post their vote into a box using a ballot paper, or by standing and moving around the room according to which book they prefer, or by giving each child a token to place on their favourite book.

If you are working with older pupils as part of a paired reading project, remember they can also cast their vote in the national prize. For older pupils, you could use the voting process as an opportunity to discuss democracy and their rights.

Paired reading

LIT 1-11a, LIT 2-03a, LIT 2-11a, HWB 2-13a

Paired reading is a great way for older and younger pupils to share and discover books together. Paired reading involves older pupils reading picture books aloud to younger pupils. It gives the older pupil the responsibility of making sure a young child enjoys reading a book together, and is a great boost to older pupils' confidence, especially if they do not see themselves as readers.

Write a book as a team

LIT 0-09a, LIT 1-20a, LIT 1-22a, LIT 1-26a, LIT 0-31a, EXA 1-03a

Morag Hood and Ella Okstad worked together to create *Sophie Johnson: Unicorn Expert*, and Alastair Chisholm and Jez Tuya wrote *The Prince and the Witch and the Thief and the Bears* together; one writing the text and the other creating images.

Explain the concept of an author and illustrator to your pupils. This would be a good opportunity to get pupils talking about books by different authors and illustrators they know, to see which ones they prefer. You could use books from your school or class library.

For the class book, ask each pupil to come up with a character. You could ask pupils to come up with a robot character, or an animal. Pupils can come up with names –

this is a good chance to introduce alliteration, e.g. Robbie the Robot. Ask them to create a few details about the character – something they love to do, a food they like, a special ability, and so on.

Tell the class to imagine that all these characters go to school together. Ask each pupils to draw and then write a sentence or two about their character. Next ask pupils to write a short story about something which happens to their character during the school day. Collect these character profiles and stories together as a book.

Get parents involved

The Bookbug Picture Book Prize and the Bookbug P1 Family Bag is a great opportunity to get families involved in learning, and to create that link between home and school. Why not hold a bag gifting event and invite parents into school to celebrate the prize and vote with their pupils? You could even turn one of your rooms into a cinema for watching the author videos, adding cushions and blankets to make it extra cosy. You can get lots of ideas on how to hold a gifting event from [examples on our website](#).

You could encourage families to read the books together and complete the quick activity sheets available from [our website](#), or use activities in this resource for inspiration.

Perform a picture book

EXA 0-01a/EXA 1-01a, LIT 0-01c, ENG 1-03a, LIT 1-09a, LIT 1-10a

As well as voting for your favourite, you could use The Bookbug Picture Book Prize as an opportunity to perform your favourite shortlisted titles to family and the local community. Performing a picture book is a great way to build confidence and oral literacy in pupils, as well as an opportunity to get the whole school involved. We have a number of resources to support you and your class performing picture books. You can explore our [Quick activities for performing picture books](#) resource, and our [How to turn picture books into plays](#) resource for more ideas and activities.

Communication and additional support needs

The Bookbug Picture Book Prize is accessible for children with additional support needs and/or communication support needs.

Printable symbol boards and vocabulary sheets, in PDF format, to aid communication and participation in the voting process can be downloaded from CALL Scotland's [Symbols for All website](#) under 'Teacher Pack Activities'. You will also find symbol resources to accompany the three shortlisted books and to assist in the voting process. All of the symbol resources can also be downloaded from the [Scottish Book Trust's website](#).

Accessible digital copies of all three shortlisted books are available on request to enable pupils with additional support needs to access and enjoy the titles from CALL Scotland's [Books for All website](#).

For those new to using the symbol resources and digital versions, a quick video guide of the resources in action at Braidburn School is [available to watch on our website](#).

Activities for communication and additional support needs

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

The Station Mouse: Find out about different forms of transport

SOC 1-20a, SOC 1-21a

This activity encourages children to think about different methods of transport of how they get around.

Encourage your learners to think about different ways to travel. Talk about how they get to school, go on holiday or go to town at the weekend. Also, think about how these forms of transport get around. Do they go on the road, track or in the sky? Talk about favourite forms of transport or ones that the pupils do not like, or which form they use most often.

Extension activities might include exploring the features of each form of transport. Which ones have wheels, wings, windows or seats? You could use picture cards or digital images to look at real examples.

Sophie Johnson: Unicorn Expert: National Animals

SOC 0-02a, SOC 0-07a, SOC 1-07a

This activity encourages children to explore our National animals and their attributes.

Talk to your learners about how many countries have a national animal and how the Unicorn is Scotland's national animal. Talk about other parts of the UK and what their animals are. Explore the features of each of the animals and talk about why these features are admired. Which animal would they like to be and why? Or which animal do they think is most like them or their friends? Discuss a time when they were brave or strong or a time when they were lucky.

Extension activities might include exploring other National Animals and their features. Which of these features do they have or would they like to have, or not? You could use picture cards or digital images to look at real examples of these animals.

The Prince and the Witch and the Thief and the Bears: What do bears eat?

SCN 0-01a, SCN 1-02a

This activity encourages children to think about the animals in the story and what they might eat.

Talk to your learners about the animals in the story; the bear, the horse and the frog and how they are all different in the way they look and behave. Explore which kinds of food each animal eats and how there are similarities and differences in what they like. Do they like any of these foods? Are there any of the foods they would not eat? How does this compare with their friends?

Extension activities might include exploring which is their favourite animal from the story and why. They could also find out more about these animals e.g. what is their habitat like? You could use picture cards or digital images to look at real examples of these animals in the wild.

The Station Mouse

Written and illustrated by Meg McLaren

Maurice the mouse lives at the station and works in the lost property office. There are a number of rules a station mouse must follow: they must not go out in the daytime; they must NOT be seen by passengers; and a station mouse must not answer the bell. But Maurice only wants to reunite people with their lost items. One day when a little boy drops his blanket, Maurice decides to break all the rules to help others.

Find out about different forms of transport

SOC 1-20a, SOC 1-21a, MNU 0-09a, MNU 1-10c

Maurice lives in a train station, where customers are travelling to many different places by train. Discuss other forms of public transport and explore what is available in your local area.

As an extension activity, plan a journey to a local place of interest and work out a route, journey time and how much the transport will cost.

Create a poster advertising the Lost & Found service

LIT 1-20a, LIT 1-26a, EXA 1-03a, EXA 1-04a

By the end of the story, Maurice has decorated his station area with lots of signs about the Lost & Found office and photographs of happy customers. To make his Lost & Found service even easier to find, create a poster telling other passengers about Maurice and his service, and where it can be found in the station.

Write a new set of rules for Maurice

SOC 1-17a, HWB 0-23a, HWB 1-23a, LIT 1-20a, LIT 1-26a

At the beginning of *The Station Mouse*, there are a clear set of rules that Maurice feels he must follow in order to be a good station mouse. Use the rules in the book as an opportunity to discuss the concept of rules in class. You can explain why we use rules and why we need them.

However, by the end of the story Maurice has realised that it is time to change the rules: "Take care of your station mouse and your station mouse will take care of you". Write a new set of rules for Maurice which include his values of helping others and being kind.

Where in the world

SOC 1-07a, SOC 1-12b

Lots of the items Maurice has in the Lost & Found office such as the snow globe, postcard or suitcase, are from passengers who have travelled to different parts of the world. As a class look at a globe and discuss where Scotland and the UK is in relation to other countries. Discuss different environments and climates and how these climates affect the people and animals that live there.

Lost & Found role play

MNU 0-01a, MNU 0-11a, MNU 0-20b, MNU 1-20a

Creative play is an important part of learning for early level and allows for development in communication skills, pupil choice and child led learning. In the corner of the classroom create a Lost & Found area that allows for role play. You could use a cardboard to create the hatch area, and display your Lost & Found posters around the area.

You could even ask pupils to create a Lost & Found log book. They can record items that have come to the Lost & Found office. To help the owner identify their item, explain it is important for them to record all details about the object, such as colour, size, and weight.

Family tree

HWB 0-47a, SCN 1-14a

On the inside cover of *The Station Mouse*, you can see a family tree of all the previous station mice. Show pupils the family tree and talk about the similarities and differences they notice between the family members. What characteristics are similar and which are different?

Daily routine

MNU 0-10a, MNU 1-10c

On the inside cover you can see an outline of Maurice's' day. Being nocturnal, Maurice wakes up at 10pm (as this is when the station begins to empty) and goes to

bed at 6am. Draw a timeline of Maurice's day on a large piece of paper or display board.

Ask pupils to compare this day to their own. When do they get up and go to bed? What activities do they do during the day and at what time? Create your own daily routine map/plan and display it in the classroom.

Bigger and smaller

MNU 0-01a, MNU 0-11a, MNU 1-11a, MTH 1-15a, MNU 1-20b

Maurice is very small in comparison to the old station mouse who gives him the station mouse handbook, and is much smaller than the humans who he serves. Find out the average size for a mouse, a child and an adult. What is the difference? Ask pupils to measure their height and arrange themselves from tallest to smallest. What is the average height for the class? Who is the tallest and who is the smallest?

The Prince and the Witch and the Thief and the Bears

Written by Alastair Chisholm and illustrated by Jez Tuya

The Prince and the Witch and the Thief and the Bears is an entertaining romp through storytelling, with many twists and turns. Jamie and Dad are creating a story together before bed. Once upon a time there was a valiant and brave prince, who lived in a faraway kingdom with his noble steed. He has to escape bears; he save the princess (who wasn't really a princess at all, but a jewel thief) who is tapped in a broccoli castle; he fights a ninja-witch who can turn things into jelly, and saves the witch who almost fell to her death. But what happened to the bears...?

Learning about difference and tolerance

HWB 0-01a, HWB 0-05a, HWB 0-10a, LIT 0-09a

The book gives you a good opportunity to discuss some of the following questions with pupils:

- No one is same as anyone else, the witch, the prince and the princess are all very different people, with different interests and roles. Think about the people you know: in what ways are you different from them, and in what ways are you similar? For example, what foods do you like, what activities do you like to do, and what books do you like?
- Do you think it would be good if everyone liked exactly the same things as each other?
- Do you think that friends have to like exactly the same things as each other? Can you be friends and not like the same things?

- How do you think the witch feels when the prince laughs at her? If you were the prince, what do you think you might say to make the witch feel better?

Draw a map of the kingdom and Mount ReeliReeliTol

SOC 1-14a, MNU 0-11a, MNU 1-11a, MTH 1-18a, MNU 0-20a

In *The Prince and the Witch and the Thief and the Bears*, the prince travels through the faraway kingdom to Mount ReeliReeliTol. Ask pupils to draw a map of the kingdom and include as much detail as possible, such as where the bears live, the cliff and Castle Broccoli. Before starting the map, look at maps of your local area and discuss key features and symbols.

For an extension activity, you could create a map of the classroom with pupils, or you could map your playground or outdoor space. You can measure the distance between objects and the size of the space and record this to help you create a map.

Create your own story from found objects

LIT 1-01a, LIT 0-02a, LIT 1-02a, LIT 0-09a, LIT 0-09b, LIT 1-10a, LIT 1-20a

The story is created together at bedtime between Jamie and Dad. They use Jamie's toys as inspiration. With your pupils, use found objects, puppets or toys from around your classroom to create a story together. You can select four or five items to be included in the story as main characters, and create character outlines together that tells everyone their skills and likes and dislikes.

Next, ask each pupil to contribute an idea or sentence using the phrase "what happened next?" Go around the whole class asking each pupil to build on what their peer has said and answer the question "and then what happened?" until you have a finished story. Retell the story back to the pupils.

Explore fairy tales

LIT 1-04a, LIT 1-07a, LIT 1-08a, LIT 1-11a

The Prince and the Witch and the Thief and the Bears is loosely based on traditional fairy tales. Use this as an opportunity to read and look at other fairy tales such as *Little Red*, *Rapunzel* and *Hansel and Gretel* by Bethan Woollvin. Also look at retelling of fairy tales that present the story from a different perspective, such as *The Wolf's Story* by Toby Forward or *The True Story of the Three Little Pigs* by Jon Scieszka. You can find other recommendations in [this booklist](#). What did the pupils think of the retellings? Did it make them think of the characters differently?

What do bears eat?

SCN 0-01a, SCN 1-02a

As a class look at the food bears eat, you could see if it is different for polar bears, brown bears or other types of bear. Create a food chain wall display showing how different animals and plants depend on each other.

Create a Castle Broccoli

SCN 1-07a, MNU 0-11a, MNU 1-11a

With your class use recycled materials to create a junk model of a castle. Talk about the properties of the different materials pupils are using, such as plastic, cardboard and paper. Pupils could decorate the model to make it look like Castle Broccoli or Mount ReeliReelTol.

Once the models are built, you can conduct an experiment with you class to explore structure. Pupils can test whether the models can withstand an attack from different items, such as fruits and vegetables. Ask pupils to record what they see happening to each model and discuss their findings afterwards.

As an extension activity, pupils could explore the force of gravity and can conduct an experiment to test gravity and weight/mass of everyday items. Pupils could release three different items at the same time such as a feather, ball or potato. Ask pupils to measure and weigh the items. Which do they think will fall fastest and why? Ask pupils to release the items at the same time and watch them as they drop. What do they notice? Encourage them to make links to their models. What effect did gravity have on the models and the items they tested on it? Is there anything they noticed which could be explained by gravity?

Sophie Johnson: Unicorn Expert

Written by Morag Hood and illustrated by Ella Okstad

Sophie is a unicorn expert, she knows everything these is to know about unicorns and practices her skills on her many unicorns at home. Looking after so many unicorns can be hard, and can get a bit messy too. Luckily, Sophie knows exactly what a real unicorns looks like. Or so she thinks...

Explore other fantasy creatures

LIT 1-04a, LIT 1-07a, LIT 1-11a

Sophie Johnson: Unicorn Expert offers a great opportunity to explore other mythical and legendary creatures. Find stories about other mythical creatures and read them together as a class. You can use books in your school or classroom library, or explore your local library and resources [available online](#).

Design a unicorn costume

EXA 0-02a, EXA 0-05a, EXA 1-05a

Sophie enjoys dressing up (evident from her tiara and tutu) and dressing all her pets and animals as unicorns. She is very inventive and uses a variety of items including toothbrushes, carrots as well as paper to create her unicorn horns. Ask pupils to

create their own unicorn costume using whatever materials you have to hand- you can be as inventive as Sophie!

National animals

SOC 0-02a, SOC 0-07a, SOC 1-07a

The unicorn is the national animal of Scotland, and can be seen on Scotland's Coat of Arms and as decoration on historic building across Scotland. Go for a walk around your local area. Can you see any unicorns on buildings or decoration? You can find a list of suggested locations on the [Visit Scotland website](#).

You can also ask pupils to research the national animals of other countries and discuss the qualities of the different animals chosen. For example, many countries choose a lion or tiger. Why might this be? Why did Scotland choose a unicorn as its national animal? You can find out about Scotland's national animal on the [Visit Scotland website](#).

Plan and perform a unicorn lesson

EXA 0-01a, EXA 1-01a, LIT 1-02a, ENG 1-03a, LIT 1-10a

Sophie runs unicorn lessons and teaches her pets and toys everything they need to know about being a unicorn. Use this as an opportunity for role play activities in your classroom. Ask pupils to plan what they would need to teach a unicorn about life in their local area and school. What would a unicorn need to know? Divide the class into small groups and ask them to plan what to say to the other "unicorns". Pupils can then perform their short lessons to each other.

Try something new

TCH 1-02a, HWB 0-29a, HWB 1-29a, HWB 0-30a, HWB 0-35a

There are lots of different foods in Sophie's kitchen- healthy and unhealthy. Ask pupils to discuss what different foods they can see. Are there any they don't recognise? Use this discussion as an opportunity to encourage pupils to try new foods. Make a variety of different foods available and encourage pupils to sample different things.

You could also use this tasting session to talk about packaging and recycling. Before binning the wrappers which the food items come in, collect them. Look at the kitchen scene in *Sophie Johnson: Unicorn Expert*. What packaging can your pupils see? Compare this to the packaging you have collected from the food pupils have tasted. Can it be recycled? Do they know what can and can't be recycled at home?

Exploring the kitchen

MNU 0-11a, MNU 1-11a, MNU 0-20a, MNU 0-20b

There are a number of different everyday objects visible in Sophie's kitchen which could be used to explore size and volume. Collect items visible in the picture, such as a washing up bottle, mugs, biscuit tin, milk bottle, cereal packet, a pan and a

kettle. Divide the class into small groups. Give each group one or two items to investigate. What size is it? How much does it hold? Ask pupils to measure and record. Move the objects around the groups until they have investigated a few different items. Now hold a class discussion about the objects. Which was the biggest? Which could hold the most and which the least? Did they notice anything about the items?

Create a kitchen

HWB 2-33a, EXA 1-02a, EXA 1-06a, MNU 0-11a, MTH 0-16a, MNU 1-20b

Sophie's kitchen isn't very well organised. There are carrots and cabbage and other leafy greens in the drawers, carrots in the sink, and leeks in the cupboard. Ask your pupils whether they think these are the best places to keep the items. Where would they keep them? Ask pupils work in small groups to sort the items first, and create their own classifying and sorting system. Why have they divided the items this way? Finally, ask them to draw their own kitchen and include where they would store the food.

Unicorn dance

EXA 0-10a, EXA 1-10a, EXA 0-11a, EXA 1-11a

Sophie enjoys dancing and dances around her hallway in her blue and yellow spotted tutu. Create a short dance inspired by Sophie and the book. Pupils could create a dance move for each page to represent the action taking place. How might they convey the action or Sophie's feeling through their body movement?

As an extension activity, you could explore sounds to accompany the dance movements. For example, when Sophie is making a mess in the kitchen, what might that sound like? What instruments would be good for making that noise and why?

Alternatively, you could get pupils to perform their dance movements in time to Morag Hood's video reading, which is available on [our website](#).