## Suggested learning opportunities for *The* *Story Thief* by Naomi Jones and James Jones

* **Science, technology, numeracy and mathematics**
* **Literacy and English**
* **Health and wellbeing, social studies and RME**
* **Expressive arts**

### Mathematics and numeracy

* *The Story Thief* contains lots of different books, and different characters prefer different genres. Discuss this as a class. Hold a class vote to find the favourite book. Discuss the criteria you might set – is it a recently read book, or an old favourite? Present the findings in a graph or explore another way to share the data. **(MNU 1-20b)**
* There are lots of books in the book! Discuss where else would pupils might find books and brainstorm a list of places. Create a table to show all of the places books can be found. **(MTH 1-21a)**

### Sciences

* Olive and Octopus love books, and Octopus is intrigued by them. Investigate toys from the past, present and future. Look at technological and scientific developments that have changed the toys available. Look at current scientific advancements and discuss what toys might be like in the future. **(SCN 1-20a)**
* The book thief turns out to be an octopus. Explore facts about octopuses. What do they eat? What predators do they have to avoid? Create a food chain with octopuses at the centre. **(SCN 1-02a)**

### Technology

* Olive and Octopus love books, as does their local community. Work together to design a playground library for your community. Consider how the books can be protected in different weather conditions, and what materials might be best for an outdoor library. **(TCH 1-02a)**

### Literacy and English

* The importance of stories and learning new stories is a key theme of the book. Explore traditional stories from around the world and listen to stories in other languages. Discuss some of these stories in class and encourage pupils to listen to each other’s’ thoughts. **(LIT 1-09a)**
* Before the pupils arrive one day, hide all the books in the classroom (as if Octopus has visited you too) and then tell pupils they need to restock the shelves. Use [our video](https://www.scottishbooktrust.com/learning-resources/how-to-make-a-book) to help you make mini-books. You could also write to the book thief and ask for them back.   
  **(LIT 1-28a)**
* In the story, we find out about what lots of different people like reading. Help pupils to ask members of your school or local community what they enjoy reading. **(LIT 1-02a)**

### Health and wellbeing

* Olive and Octopus share stories together. Ask pupils to bring in a story from home, asking a family member for a story to share. Listen to each story and discuss what you like about each one. **(HWB 1-05a)**
* Olive is good at packing for her adventure. Discuss as a class what you would pack for an adventure and why, and make a list. **(HWB 1-16a)**

### Social studies

* Ask pupils to imagine what life might be like without books. Discuss what happened before we had books. Explore how people communicated before the written word, and how books and writing first came into being. **(SOC 1-04a)**
* As a class, walk from school to your local library. Encourage pupils to explore the available books and what they might like to read. Back in class, create a map plotting the route from school to library. How far away is it? What landmarks are on the way? **(SOC 1-14a)**

### Religious and moral education

* At the end of the story, the community comes together to celebrate. Look at other festivals and celebrations where communities come together and share stories. **(RME 1-06b)**

### Expressive arts

* Together paint a story ship and take it around the school. Read *The Story Thief* to other classes with your story ship. **(EXA 1-05a)**
* Share or listen to songs and   
  rhymes about boats or water.   
  Add instruments or tap a rhythm to accompany the songs Row, Row, Row Your Boat or Bobbing Up and Down. You can use the [Bookbug Song and Rhyme library](https://www.scottishbooktrust.com/songs-and-rhymes?utf8=%E2%9C%93&filterrific%5Bhas_song_type%5D=&filterrific%5Bhas_language%5D=&filterrific%5Bhas_theme%5D=bath_time&filterrific%5Bhas_format_type%5D=&filterrific%5Bsong_and_rhyme_search%5D=) to find more. **(EXA 0-16a)**
* Sea shanties have risen in popularity, such as Nathan Evans’ ‘Wellerman’. Find sea shanties and folk songs to listen to on YouTube or by searching the [Tobar an Dualchais/Kist o Riches](https://www.tobarandualchais.co.uk/) website (Scotland’s online collection of music, songs, poetry) **(EXA 1-19a)**
* If you look at the illustrations together closely, you will see Olive has a fish tank in her room. Use a cardboard box to make a   
  puppet theatre. Pupils could pick different scenes from the book, and use the box as the stage to act them out. Pupils could even put on shows for other classes across the school. **(EXA 1-13a)**