

WORLD
**BOOK
DAY**

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WORLD BOOK DAY 2016

CLASSROOM IDEAS

These ideas for teaching use the **World Book Day £1 books** as their inspiration. You do not need to have the **£1 books** in order to teach this lesson.

1 KEY CONCEPT/ FOCUS

Making a list to help start a story

£1 BOOK which is the inspiration for these ideas:

Kipper's Visitor by Mick Inkpen



2 YOU WILL NEED:

- Imagination Channel video clip 'How I write or illustrate my stories film 2' <https://www.worldbookday.com/videos/how-i-write-or-illustrate-my-stories-film-2>
- A toy gosling or several toy goslings – made to look like they have been in the mud
- *Kipper's Visitor* (if it is available)

3 IDEAS FOR USING THESE RESOURCES:

- Have the toy goslings set up in the classroom in areas that the children will notice as soon as they enter the space.
- Encourage the children to explore the object found in the classroom. Ask the children to bring the toy/toys to a central area where the whole class can explore the toy together. Ask the children questions: *What is it? Where did it come from? Why has it come to our classroom? Where has it been? How could we describe it?*
- Gather their responses and write them as shared lists under each of the headings. Tell the children that they are going to look after the toy today – assign groups of children to care for the goslings for the day.
- If you have the £1 book: Read the story *Kipper's Visitor* aloud to the children,

pause at *blowing a bubble by accident*.

- Ask the children to respond to the story, drawing comparisons with their experience at finding the goslings in the classroom to Kipper's experience.
- Look closely at the illustration of Kipper preparing a bath for the gosling. Ask the children why they think the gosling needed a bath? What do they notice about the gosling? Have a wider discussion about bath time routines and ask the children to consider why we need to have baths and keep ourselves clean.
- Read aloud to the end of the text and ask the children to respond. Ask the children to consider what happens next. What do they think Kipper should do now?

4 OTHER IDEAS TO TAKE THIS FORWARD

- Arrange for opportunity in continuous provision for children to explore elements of the story, for example create a tray filled with water and washing up liquid so that the children can bathe the gosling and explore blowing bubbles
- Allow the children to continue the story. The children can role play what happens next, then they could create storyboard or storymaps of the next part of the story. These stories can then be published into a book the children make.
- Arrange for chicks to hatch in the Early Years setting so that the children can learn about this life cycle and how to care for baby animals.

5 CROSS CURRICULAR LINKS

- | | |
|-------------------------|----------------------------------|
| ✓ PSED: | ✓ Keeping clean |
| ✓ Bath and bed routines | ✓ Looking after pets and animals |