

WORLD  
**BOOK  
DAY**

Encourage children's enthusiasm for reading and books with these activities— based on MC Grammar's **Reading is Amazing Song!**

SPONSORED BY

NATIONAL  
**BOOK  
tokens**

sky **Kids**

Illustration  
*Allen Fatimaharan*

**MC GRAMMAR**

# Reading is Amazing

## Teachers' Pack

Welcome, educators! MC Grammar here with some super-cool news: I've created an exclusive **Reading Is Amazing** Song, and this pack here has been carefully crafted so you can share all of the magic and music with your crew! Just follow the rhyme road to get the kids in your class reading and rapping!



### Who is this pack for?

The activities in this pack have been designed for KS2; however, most of the standalone activities and worksheets can be differentiated for learners in KS1 at the teacher's discretion.

### How to use the pack

The activities in this pack have been designed in sequence. Together, they lead to students creating their own rap. However, the majority of the sessions can be used as standalone activities – perfect for some World Book Day fun!



# Getting Ready!



Before listening to MC Grammar's Reading is Amazing Song, it might be a good idea to share a range of poetry, spoken word or music lyrics with the children in your class. Here are some suggestions for how to get students into the rap zone – and to get them thinking about books and reading!

- Invite children to explore CLPE's Poetryline, a Poetry Archive for children: [clpe.org.uk/poetryline](http://clpe.org.uk/poetryline).
- Ask students to share their favourite songs and their lyrics – or share a favourite song as a class.
- Share other '**mash-up**' texts with students. Can they define what we mean by '**mash-up**'?
- A rap normally conveys an important message – can students think of any raps that do this? What message might a World Book Day Rap convey?
- Listen back to last year's World Book Day song: [youtu.be/ZpTkjssrL4k](https://youtu.be/ZpTkjssrL4k)
- Think and talk about the characters that students remember from their reading. As a starter exercise, they could create a character companion timeline – characters that they have loved since they were little. Do they notice any similar traits in the characters they like?



## Enjoy the Song!

It's time to actually **LISTEN** to the song!

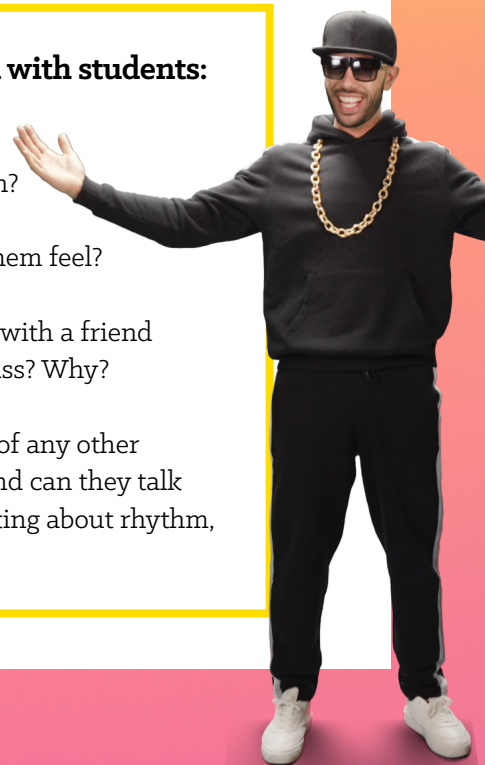
[Listen here](#)



1. The first time you play it as a class, simply listen together. There's no need to do anything apart from enjoy it!
2. The second time you play it as a class, have children chat to a partner or note down the things that stick in their heads. After listening, they might compare notes with another pair – did they spot similar or different things?
3. The third time you play it ask children to consider: did they hear anything different listening to it for a third time?

### Facilitate discussion with students:

- Q Why do they think the song was written?
- Q How does it make them feel?
- Q Would they share it with a friend who isn't in your class? Why?
- Q Did it remind them of any other music they know, and can they talk about why (i.e. thinking about rhythm, tempo and genre)?



# Book Detectives

Hopefully you've now **LISTENED** to the song a few times!

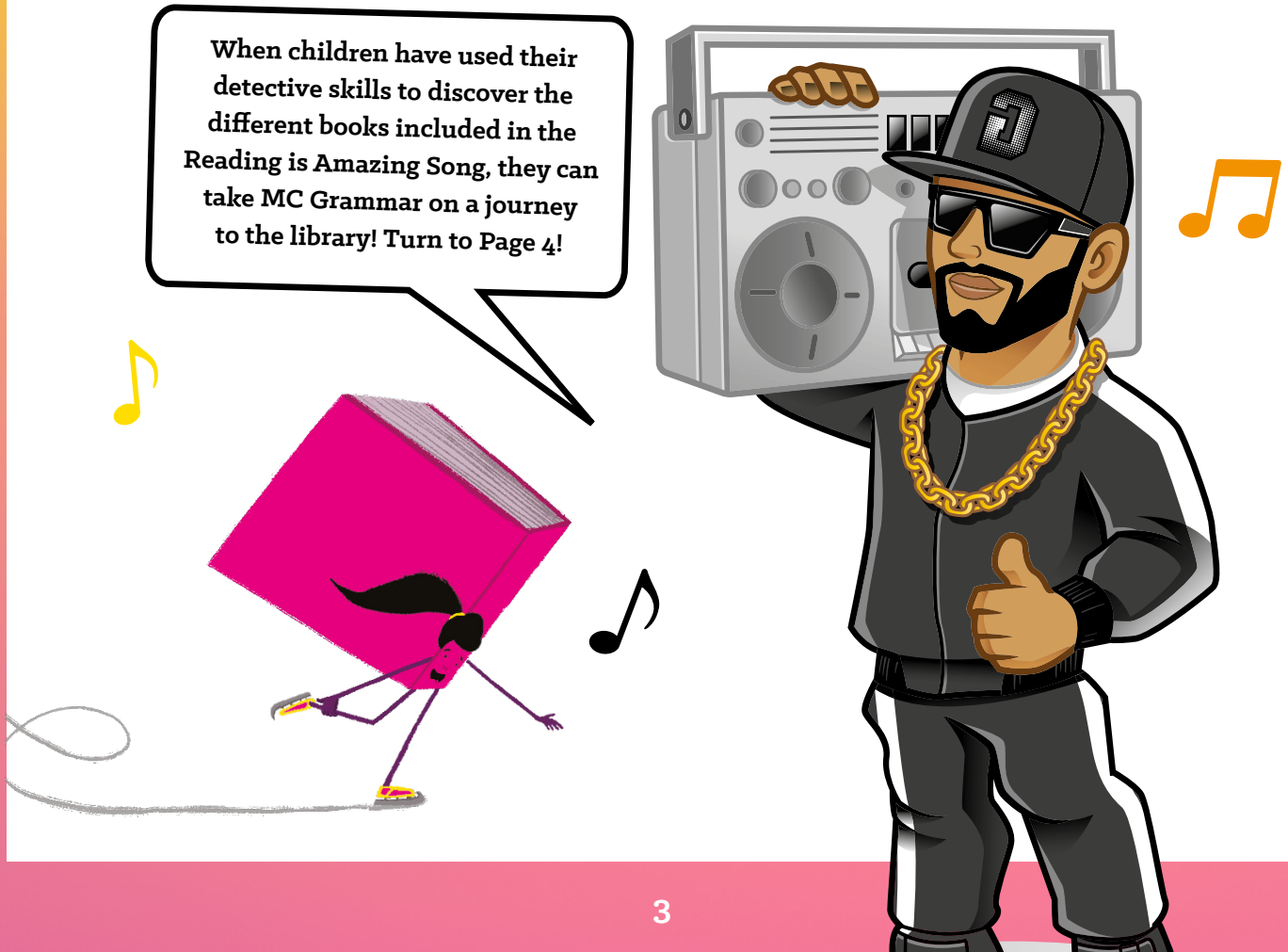
Children might have noticed that hidden inside the song are lots of characters from lots of books. In fact, there are 32 in total. Can they challenge themselves to find the characters and name the books? Do they know the authors of the books, too? What about the illustrators' names?

**TIP! Some of them appear more than once....**

There are several ways for children to become Book Detectives when they listen to the song. Here are some suggestions:

- Provide the children with a piece of paper and ask them to write the characters in order as they hear them (Upper KS2) – can they add the titles?
- **Host a Character Quiz.** Play the song. Every time the children hear a character name they have to make a buzzer noise – (you might prefer to do one verse at a time). This could even turn into a competition, the children or teams who buzz with the most correct answers will receive the most points! Bonus points can be awarded for knowing author and illustrator names.

When children have used their detective skills to discover the different books included in the Reading is Amazing Song, they can take MC Grammar on a journey to the library! Turn to Page 4!



# Journey to the **Library** with **MC Grammar**

**Hey, Grammar Gang!** Guess what? We're going on a book hunt! And I need your help. So what do you have to do? Simple: join up the books on my 'Road of Rhymes' in the right order to lead me to the library.



First of all, cut out the **MC Grammar figure**, the **book stacks** and the **book covers** and put me at one end of your table and make a book stack library at the other

Next, listen to the song [here](#):

As you listen, try to put the books in the right order (you may need to listen to the song more than once!). Can you lead MC Grammar to the library?

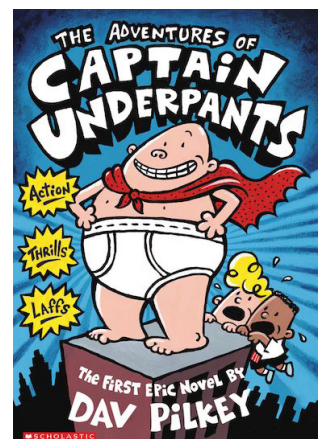
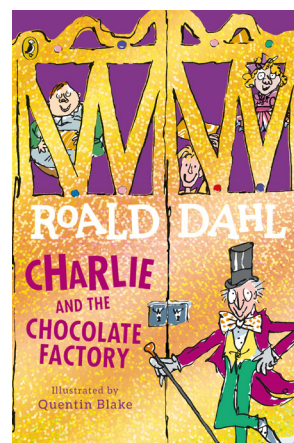
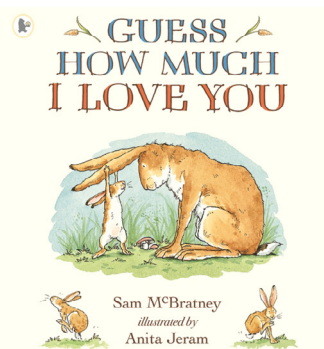
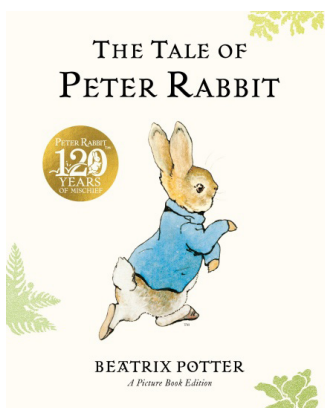
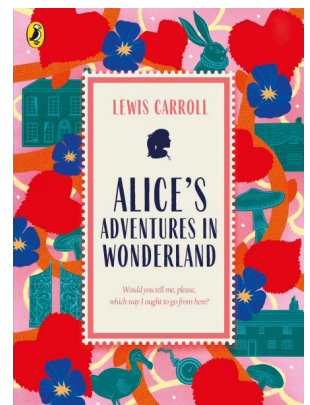
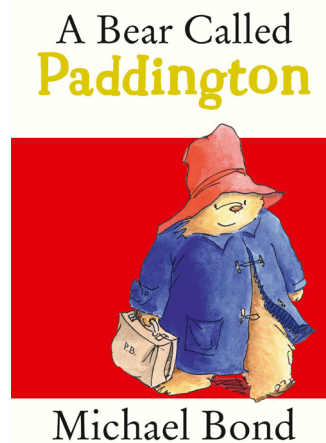
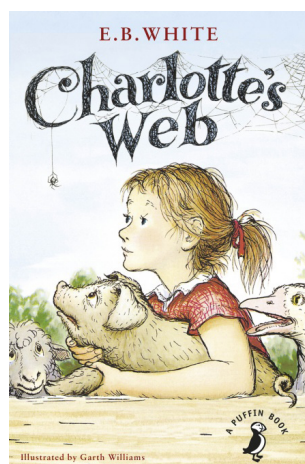
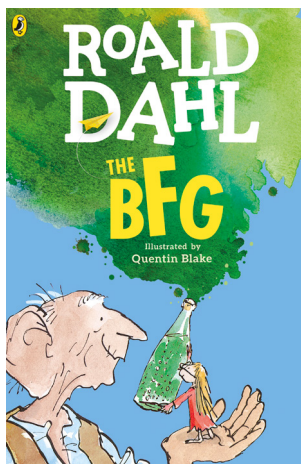
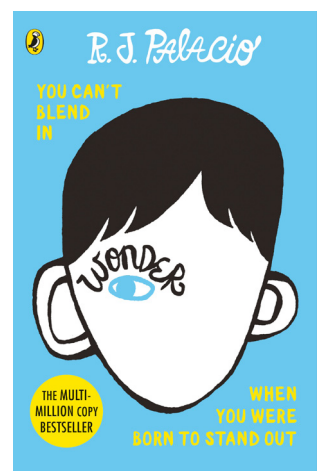
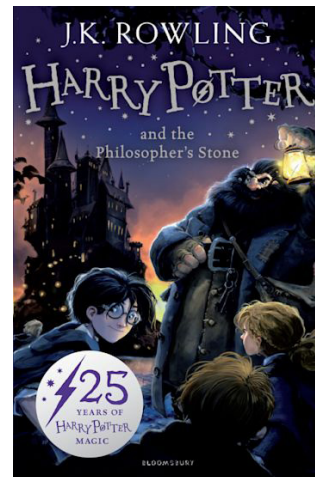
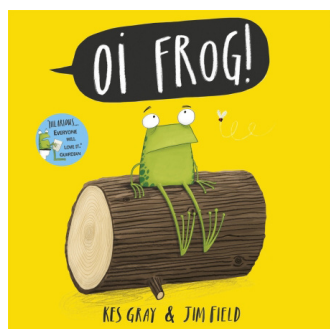
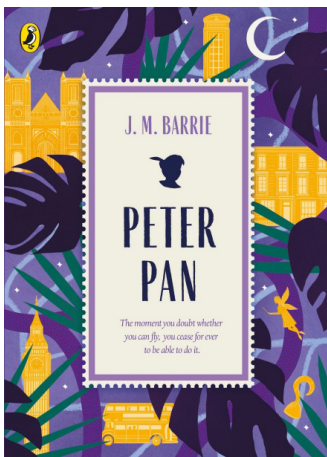
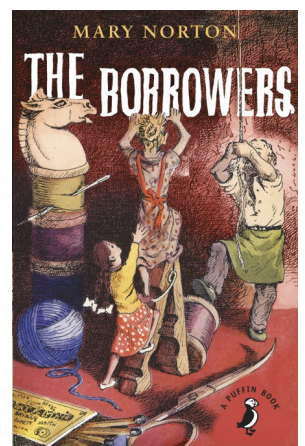
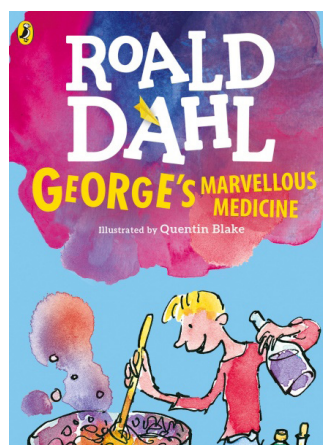
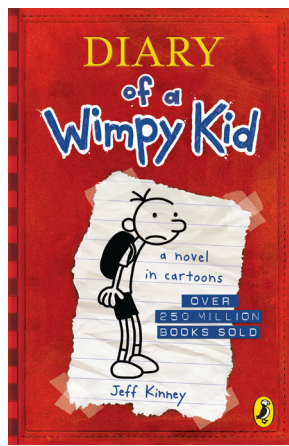
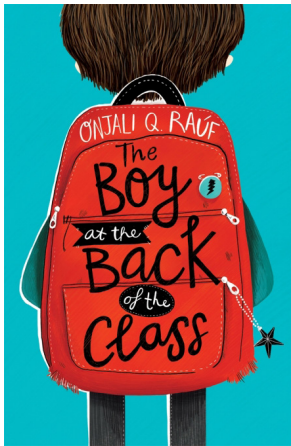
*For rights reasons not all the titles in the song are here.*



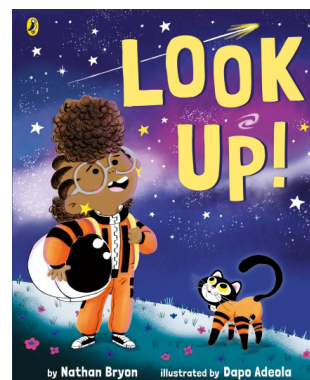
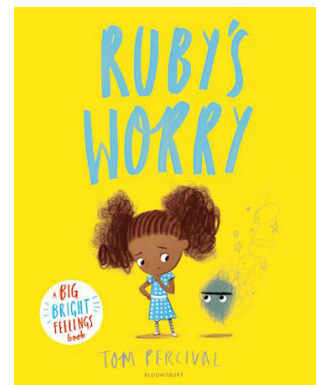
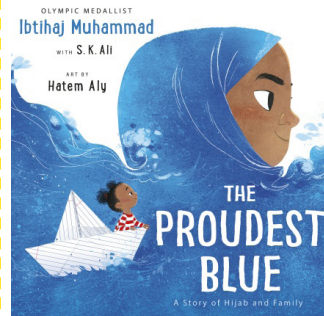
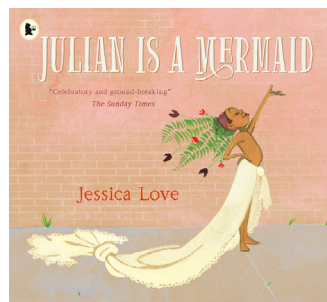
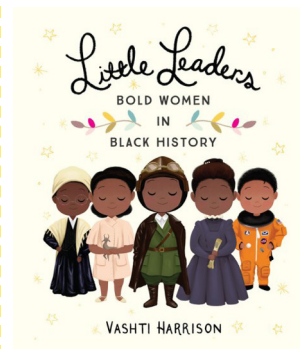
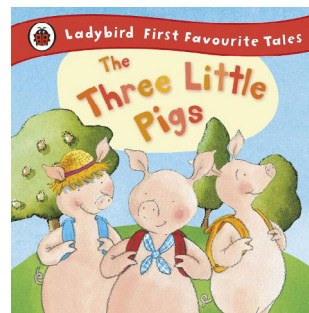
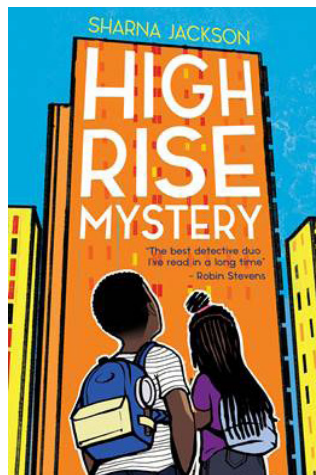
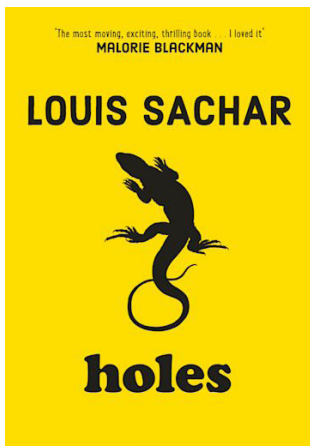
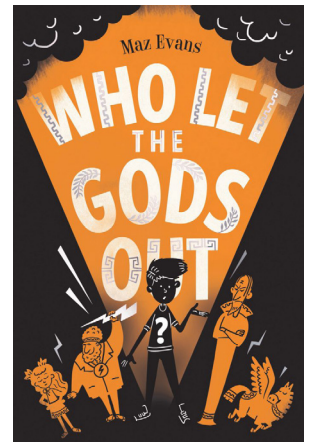
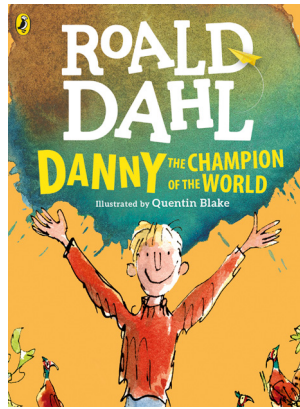
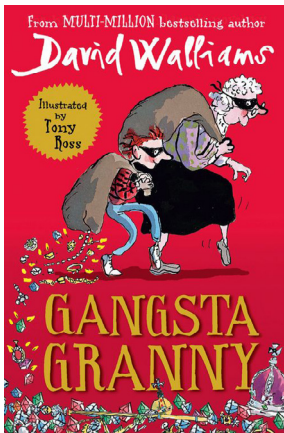
☐ CUT AROUND THE DOTTED LINE

☐ CUT AROUND THE DOTTED LINE

CUT AROUND THE DOTTED LINE



CUT AROUND THE DOTTED LINE





# Book Talk



The covers included on page 5 and 6 provide the opportunity to initiate some conversations about the books in the song. You might want to introduce this discussion before the children even hear the song to tune them into the books that are referenced.

## Here are just a few ideas for how to initiate **Book Talk**:

- Ask students to cut out the book covers from the worksheet on pages 5-6 and sort them into books they've read and books they haven't. Do they notice anything about their piles? Can they see their own interests or reading habits reflected in their piles?
- Children could rank the books they've read beginning with their favourites. They could talk to a partner, teacher or parent about some of the reasons behind their ranking systems. What are the reasons behind their choices?
- Ask students to get into the minds of their younger selves. Consider: which books would they recommend to younger children to read and why?
- Children might have noticed that websites make recommendations to them based on things that they've already read. Can they create some recommendations in a similar way (e.g. *if you liked ..... then you will like ..... because....*)? Encourage students to think about themes, style of writing (rhyming etc.), type of story (adventure, funny etc.), and types of characters when they make their recommendations.
- Make a book chain – can children make connections between books to make a chain? What is the longest chain they can make? Students could place post-it notes on book covers to connect their reasons. Or, they could draw / cut out book covers and stick them onto strips of paper to make a paper chain – the perfect way to decorate the room for World Book Day!
- Using the books in the World Book Day Rap as starting points, invite children to make up and discuss 'What if?' mash-up questions. Here are a few examples to get children thinking:
  - Who would win in a fight between..... and..... ?*
  - Would ..... survive in .....?*
  - Which book characters would make the (scariest/funniest/silliest party) guests?*



# Your **Book** Life

MC Grammar has chosen memorable characters to create this song; he has picked out their actions and catchphrases to write the lyrics.

Now it's the children's chance to think about the characters that mean something to them.

Using the Worksheet on page 9, ask them to think about the following things:

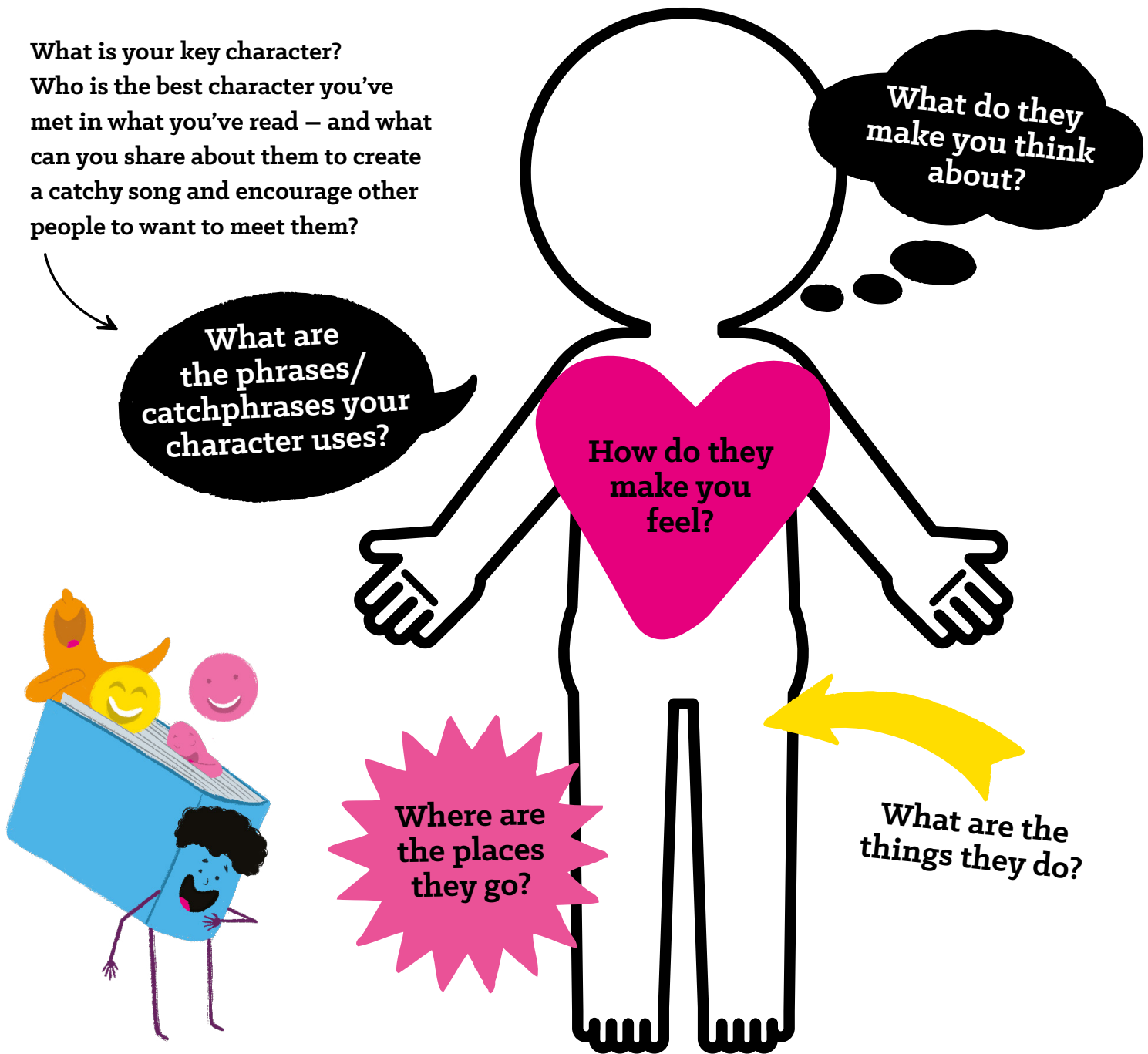
- Use the outline on page 9 to create a **Role on the Wall** for their character.
- Invite children to complete the **Role on the Wall** to identify key characteristics of a memorable character. If children are more interested in non-fiction the author/narrator could be used for this activity instead of a fictional character.



# Your Key Character

What is your key character?

Who is the best character you've met in what you've read – and what can you share about them to create a catchy song and encourage other people to want to meet them?



Character name:	Why should you get to know them?	Why do you think this character has stuck with you?



# Explore the Song

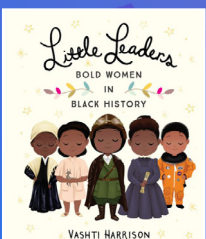
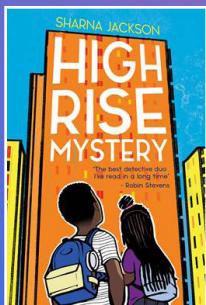
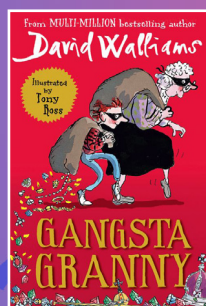
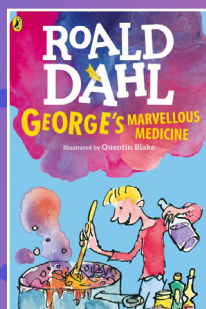
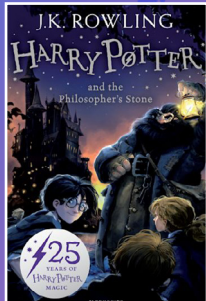
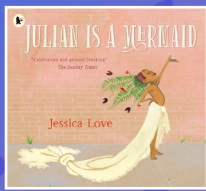
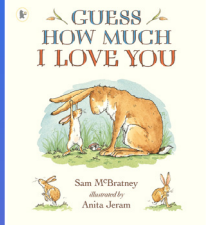


Here are some more ways to explore the song, to take a closer look at its language, structure and form – this time with the Lyrics Sheet (page 11)!

- Take a closer look at **RHYTHM** – can children try beating out the song without saying the words? How does it sound? Students could also try this with other poems or rhyming texts like *The Gruffalo* – how do they sound in comparison?
- Listen to MC Grammar performing *The Gruffalo* as a rap – [youtube.com/watch?v=dNSwnCS-k5Y](https://www.youtube.com/watch?v=dNSwnCS-k5Y). Then, encourage students to have a go themselves with another rhyming text. They can find beats on YouTube – [youtube.com/channel/UCaPo5\\_g-ardDcFsIORDffQ](https://www.youtube.com/channel/UCaPo5_g-ardDcFsIORDffQ).
- Understand the value of **PERFORMANCE!** A nice idea might be for children to look closely at the punctuation and layout of the rap and discuss how it supports the poem in performance. As an extension, you could provide the song without punctuation and line breaks. How does this make it different to read? Can children add line/paragraph breaks and punctuation to support performance?
- Investigate features of the text – invite the children to find examples of rhyme, alliteration, metaphor, simile etc. If they want to brush-up on their Poetry Devices then this poem by Joseph Coelho, a World Book Day 2021 author, might be useful! [poetrysociety.org.uk/education/learning-from-home/how-to-write-a-moreraps-poem-with-joseph-coelho/](https://poetrysociety.org.uk/education/learning-from-home/how-to-write-a-moreraps-poem-with-joseph-coelho/).
- Talk about **PURPOSE** and **AUDIENCE** – who is this song for? What is its intention? Encourage children to think about the use of music for education or persuasion – you might want to consider Akala's hip-hop history in 2 minutes clip: [bbc.co.uk/news/av/entertainment-arts-23631986](https://www.bbc.co.uk/news/av/entertainment-arts-23631986) or review some advertising jingles. Ask students to consider: why might a song help them to remember or learn something? How might it encourage them to behave differently? They might consider the recent poem 'The Hill We Climb', read by Amanda Gorman at the 2021 Inauguration. Why is this poem so powerful? [youtube.com/watch?v=CdKdyemxbew](https://www.youtube.com/watch?v=CdKdyemxbew)



To explore more poetry in performance, visit the CLPE Poetryline website [clpe.org.uk/poetryline](https://clpe.org.uk/poetryline) – which has lots of recordings of poets reading their work.



# Lyrics sheet



**Mad Hatter:**

Wakey wakey, rise and shine!

**The Wolf:**

Grab your outfit and get dressed...

...you've still got time!

**MC Grammar:**

(Yawn)

Huh? Time for what?

**Hook:**

It's the best day of the year,  
my friend.

**MC Grammar:**

Huh! What day is it?

**All characters:**

It's World Book Day!

**Crowd:**

No way!!!

**CHORUS:**

**MC Grammar:**

Hey, it's World Book Day!

**Crowd:**

(Yay!)

**MC Grammar:**

So it's time to celebrate

**Crowd:**

(What you doing?)

**MC Grammar:**

Got my outfit and I'm bouncing  
along to my favourite place

**Crowd:**

(Where you going?)

**MC Grammar:**

I'm going to pick a good book  
With my crew  
then take a look at all the pages,  
stay for ages

**Crowd:**

(Okay!)

**MC Grammar:**

...every day!

**VERSE 1:**

**MC Grammar:**

Hey! That's me:  
the boy at the back of the class.

A wimpy kid,  
feeling marvellous like George...

(Why?)

'Cause I'm a book worm with a  
library book.

I'm a borrower, get it?

Yeah, I'm captain hooked!

(Whoop!)

And I've been to Planet Omar,  
sitting on my sofa,  
next to a gopher.

Oi! Move over!

Wicked, I can be a wizard like

Mr Potter, sing it:

wingardium leviosa!

Have you ever wondered like

Auggie Auggie Auggie?

Oi oi oi!

If there's a better hobby?

Than reading, O-M-G, it's like  
dreaming!

The BFG and a tree that keeps  
giving.

'Cause I can go anywhere, chill with

Charlotte in her web,  
meet Paddington and have  
marmalade sandwiches.

Meet the Mad Hatter and Alice in  
Wonderland!

Run! Mr McGregor's coming,

Why? I'm Peter Rabbit, man!

Cos books will transform ya,

they will transport ya,

guess how much I love them?

Hmmmmmm... more than, this  
much.

Fiction and non-fiction.

They make me feel like Charlie with  
the golden ticket!

**CHORUS:**

**MC Grammar:**

Hey, it's World Book Day!

**Crowd:**

(Yay!)

**MC Grammar:**

So it's time to celebrate

**Crowd:**

(What you doing?)

**MC Grammar:**

Got my outfit and I'm bouncing  
along to my favourite place

**Crowd:**

(Where you going?)

**MC Grammar:**

I'm going to pick a good book

With my crew

then take a look at all the pages,

stay for ages

**Crowd:**

(Okay!)

**MC Grammar:**

-every day!

**VERSE 1:**

**MC Grammar:**

Tra la la!

I've just met a Gangsta - Granny!

Whaatttt?

And then I met a champion, Danny!

Whaatttt?

And Mary Lennox!

Where?

Shhhhhh! In a garden that is secret!

Who let the Gods out?

Me me!

But who made these holes, man?

Stanley!

See once you learn to read you'll  
forever be free.

Why?

The sky's the limit,  
it's a high-rise mystery!

Once upon a time there were three  
little pigs,  
and a wolf outside their crib.

Oh no!

He huffed and he puffed

until he had enough.

Then he fell down the chimney.

Let's go!

In between the bookends,  
I've made a lot of good friends.

Cos' books talk...

and they listen!

So to all my little leaders  
no matter where you're from,  
it's okay to be different -  
like Julian.

So go and wear your proudest blue,  
be proud of you.

Don't worry, Ruby,  
reading empowers you!

And all are welcome  
when you join the book club.  
And like Rocket, you see magic  
when you look up!

**CHORUS:**

**MC Grammar:**

Hey, it's World Book Day!

**Crowd:**

(Yay!)

**MC Grammar:**

So it's time to celebrate

**Crowd:**

(What you doing?)

**MC Grammar:**

Got my outfit and I'm bouncing  
along to my favourite place

**Crowd:**

(Where you going?)

**MC Grammar:**

I'm going to pick a good book  
With my crew  
then take a look at all the pages,  
stay for ages

**Crowd:**

(Okay!)

**MC Grammar:**

-every day!

# Write Your Own Reading is Amazing Song



1. First write down as many words as you can that link to your subject/book.
2. Next try adding rhyming words to those words. You can use a rhyming alphabet to help you: work your way through each letter of the alphabet finding words that rhyme with your word, or use a website like [rhymezone.com](http://rhymezone.com) to extend your word bank.
3. Finally, now you have the words and rhymes it's all about putting them together to make sense, and those super sentences. Use a beat, clap your hands, tap your leg or the table to get a rhythm going and away you flow. You've got this!

It's time for children to have a go at writing their very own Reading is Amazing Song. The song can be in any style or genre – but it should have a persuasive message at the heart of it, and it should celebrate a love of reading! Here are some possible steps for children to take before writing their songs:

- First, decide if you are creating a group song or individual songs! If you're doing a group song, you might want to explore some drama activities grouping characters from the activity on page 9 – you could try exploring settings, or characters that would be friends/enemies to find some clusters for verses.
- Have another look at the Lyrics Sheet for MC Grammar's song (page 11). Encourage students to consider how the books are grouped in the song.
- Talk about the importance of persuasion. How can the children's song(s) persuade a listener to change their mind about something or to feel something? When does persuasion work better through enthusiasm rather than commanding someone to do something?
- You might want to explore creating a chorus using shared writing – modelling how you are making word choices and checking for impact on the audience as well as success in rhyming etc.
- If children want to create a rap, they might prepare by creating a RHYMING ALPHABET or a RHYME ROAD: [rhymezone.com/](http://rhymezone.com/).
- Encourage children not to write the song in one go, but to start with just one or two verses. Can they combine book titles and catchphrases?
- Always encourage reading aloud to edit – does the song 'sound' right and successfully get across its message?
- Children might think about putting a beat behind their words and making it into a full song or video!

We hope you have enjoyed doing the activities in this pack. We'd love to hear your raps – please share them on social media with the hashtags [#YOUAREAREADER](#) [#RAPREADING](#).

For more awesome content please visit [worldbookday.com](http://worldbookday.com) and [mrmcgrammar.com](http://mrmcgrammar.com)

With thanks to Sky Kids, Monkey Kingdom and our publishing partners.