

Lollies

LAUGH OUT LOUD
2024 BOOK AWARDS

Photo Credit: Charlotte Knee
Photography



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LESSON

PLANS

**ILLUSTRATOR
OF THE YEAR**

Looshkin: Honk If You See It **by Jamie Smart**

Pages 3–6

- Lesson Plan
- Curriculum Links
- Resource Sheet 1: The Further Adventures of Looshkin – Comic Strip
- Resource Sheet 2: Wanted Poster

The Pandas Who Promised **by Rachel Bright and Jim Field**

Pages 7–10

- Lesson Plan
- Curriculum Links
- Resource Sheet 1: Watch Out for the Wildlife poster
- Resource Sheet 2: Panda Masks

The Leaf Thief **by Alice Hemming and Nicola Slater**

Pages 11–14

- Lesson Plan
- Curriculum Links
- Resource Sheet 1: Autumnal Colour Words
- Resource Sheet 2: Leaf Shapes

How to Be a Genius Kid **by Waldo Pancake AKA Jim Smith**

Pages 15–18

- Lesson Plan
- Curriculum Links
- Resource Sheet 1: Genius Kid – A New Chapter
- Resource Sheet 2: How to Draw...

Looshkin: Honk If You See It by Jamie Smart

Key Stage 1 (Y2)/Key Stage 2 (Y3) The Further Adventures of Looshkin

Learning Objectives

- To create a story in comic strip format
- To take inspiration from a book character and develop it into a new story

Resources

- *Looshkin: Honk If You See It* by Jamie Smart
- Resource Sheet 1: The Further Adventures of Looshkin – Comic Strip
- Resource Sheet 2: Wanted Poster
- Colouring pencils

Lead-In

Read pages 6–25 as a class and reflect on Looshkin as a character.

Look at the comic strip format of the story and notice how it adds humour to the story and allows for lots of smaller illustrations that bring the story to life. Read some more of the book and make a list of some of Looshkin's antics and reflect on how ridiculous they are (e.g. "all that for a bee..."). Note some of the other characters and how 'bear' features in the stories.

Main Task

Ask the children to create their own comic strip for a new Looshkin antic (see suggestions on **Resource Sheet 1: The Further Adventures of Looshkin – Comic Strip** or children can suggest their own). Discuss possible structures based on the text e.g., Looshkin wants something he has seen and when trying to get it, causes chaos. Alternatively children can create a wanted poster for Looshkin that highlights his antics and add in a few new ones – each 'antic' should be in the form of a comic strip snapshot.

Extension

Ask the children to create a gallery of different cats and their personalities – see page 116 for inspiration. They can give them names and describe their favourite things to do/their strengths and weaknesses.

Curriculum Links

English – Writing Composition

Children at the expected level of development will:

Writing Composition (Year 2)

- Develop positive attitudes towards and stamina for writing by writing narratives about personal experiences and those of others (real and fictional)
- Consider what they are going to write before beginning by planning or saying out loud what they are going to write about
- Write for different purposes

Children at the expected level of development will:

Writing Composition (Year 3)

- Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- Create settings, characters, and plot in narratives
- Plan their writing by discussing and recording ideas
- Draft and write by composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures
- Organise paragraphs around a theme

Resource Sheet 1

The Further Adventures of Looshkin - Comic Strip

Choose a new adventure for Looshkin and create your own comic strip. If you need some help, use one of the example ideas below!

The comic strip template consists of five empty panels arranged in three rows. The first row has two panels, the second row has one large panel, and the third row has two panels.

Looshkin hacks into the smart home system, setting off every alarm and turning the house into a chaotic disco party.

Looshkin builds a makeshift rollercoaster from household items, sending himself and the furniture crashing through the house.

Looshkin hijacks a remote-controlled lawnmower, cutting chaotic zigzags through every neighbour's lawn.

Resource Sheet 2

Wanted Poster

Create a wanted poster for Looshkin and add in a comic strip 'snippet' for each of his antics. Can you add in some new ones?



Wanted!

The Pandas Who Promised

by Rachel Bright and Jim Field

(Early Years Foundation Stage and Key Stage 1)
Watch Out for the Wildlife!

Learning Objectives

- To use words to describe feelings and places
- To use a range of materials to create a landscape
- To write simple captions

Resources

- *The Pandas Who Promised* by Rachel Bright and Jim Field
- Resource Sheet 1: Watch Out for the Wildlife Poster (enlarge to A3 size)
- Resource Sheet 2: Panda Masks
- Collage materials, paints, drawing materials, glue, scissors, elastic or string

Lead-In

Read the first pages of the book as a class as far as: “*NO Daytimes, NO Mountains. We stay as a TWO*”. Why did Mama Panda tell them to stay close – what dangers might they face? Take suggestions. Read the remainder of the book, collecting words from the book and from children as you read, which describe the pandas’ feelings at various stages of the story. Explore the mountain views the pandas see, pausing on the page “*BUT, unseen on that mountain...*”. Challenge children to spot the danger (leopard). Use the word *camouflage* to describe how it is so well hidden.

Main Task

Challenge children to collage, paint or draw their own landscape with one danger in it. It could be the mountains, a woodland, city, garden, park or even the school grounds! Get them to think of a dangerous animal to add in and how they could camouflage it. Children can turn their picture into a ‘watch out’ poster by adding a warning caption. Model how to write such a caption and how children can use the exclamation mark for effect. Children can play ‘spot the danger’ in one another’s pictures.

Extension

Ask the children to make panda masks or puppets and use them for role play. Alternatively, they can create ‘missing’ posters for the panda siblings.

Curriculum Links

EYFS

Children at the expected level of development will:

Communication and Language

- Express ideas and feelings about their experiences using full sentences

Personal, Social, and Emotional Development

- Show an understanding of their own feelings and those of others

Expressive Arts and Design

- Explore, use, and refine a variety of artistic effects to express their ideas and feelings

Literacy – Writing

- Spell words by identifying the sounds and then writing the sound with letter/s
- Write short sentences with words with known sound-letter correspondences using a capital letter and full stop

KS1

Children at the expected level of development will:

English – Writing Composition (Year 1)

- Compose a sentence orally before writing it
- Re-read what they have written to check that it makes sense

English – Writing Composition (Year 2)

- Consider what they are going to write before beginning by planning or saying out loud what they are going to write about
- Write for different purposes

Art and Design

- Use a range of materials creatively to design and make products
- Use drawing, painting, and sculpture to develop and share their ideas, experiences, and imagination
- Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form, and space

Resource Sheet 1

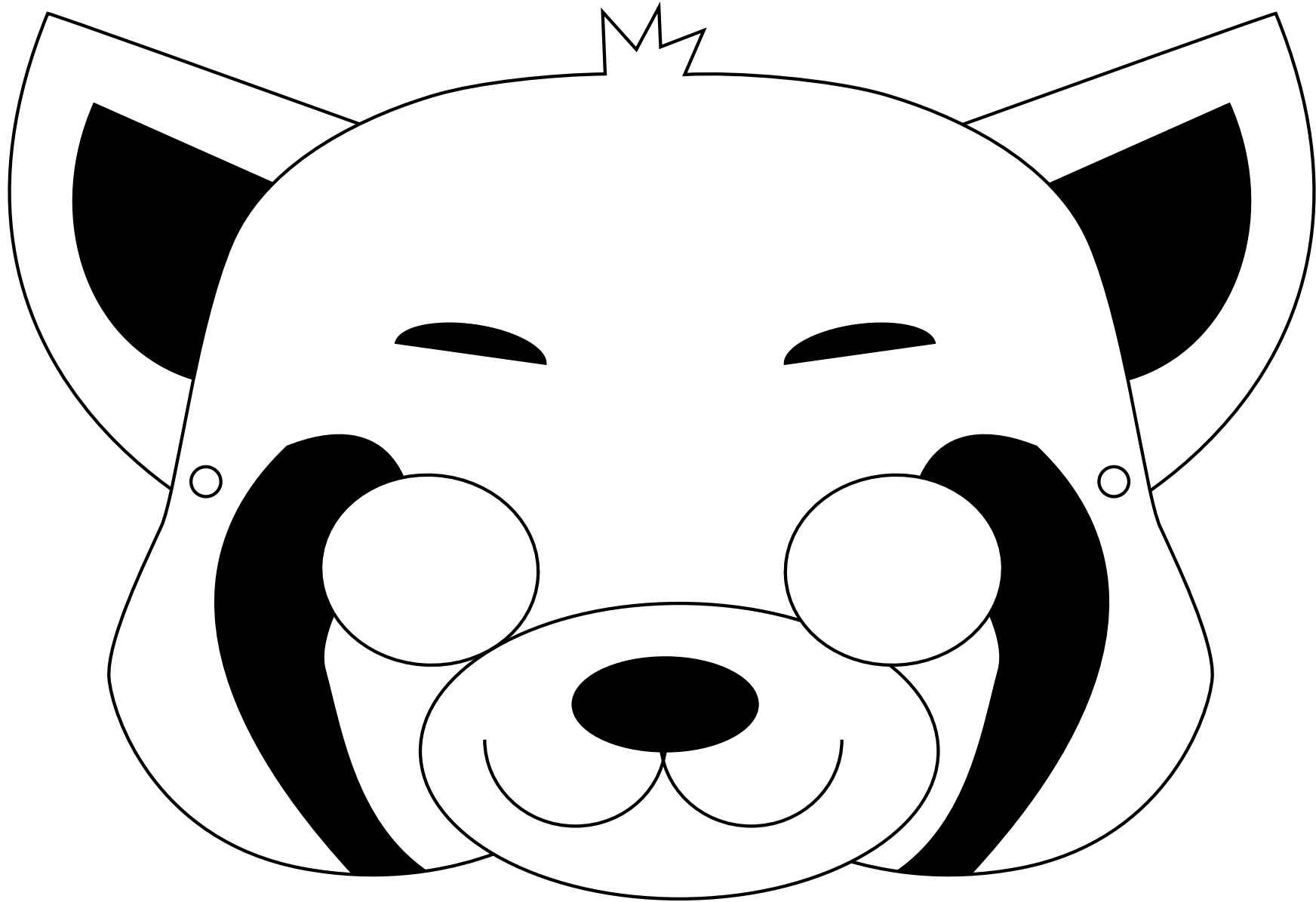
Watch Out for the Wildlife Poster



Resource Sheet 2

Panda Masks

Create your own panda mask. Can you have a safe panda adventure?



The Leaf Thief

by Alice Hemming and Nicola Slater

Early Years Foundation Stage and Key Stage 1

Leaf Adventures

Learning Objectives

- To discover new colour words
- To create and describe colourful autumnal leaves
- To write creative suggestions for uses of autumnal leaves

Resources

- *The Leaf Thief* by Alice Hemming and Nicola Slater
- Resource Sheet 1: Autumnal Colour Words
- Resource Sheet 2: Leaf Shapes
- Crayons, colouring pencils, scissors, leaves (if available)

Lead-In

Read the book as a class. Ask the children to suggest where and why the leaves are changing and disappearing.

Ask the children for words to describe the leaves, especially their colours, and then look at **Resource Sheet 1: Autumnal Colour Words** and help the children to sort and group the words for each colour group.

Recap what Mouse and Bird used the leaves for – a boat and for decorations – then create a class mind map for the many ways the animals might use the leaves.

Read 'The Real Leaf Thief' pages at the back of the book and discuss the annual cycle of a Deciduous tree.

Main Task

If there are leaves available, ask the children to create leaf prints or rubbings in a range of autumnal colours and write one of the words from **Resource Sheet 1: Autumnal Colour Words** on them. If leaves are not available, look at **Resource Sheet 2: Leaf Shapes** and challenge the children to colour the leaves in a range of autumnal colours, labelling them as well.

Children can then write suggestions for ways the woodland animals could use the leaves. You can then display all the class leaves on a large autumnal tree on the board, showing them falling and drifting in the wind. Include the children's suggestions alongside the leaves.

Extension

If it is Autumn, head out on a leaf hunt! Ask the children to count the leaves they have collected and create a chart for Squirrel.

Encourage the children to use the leaves they have collected, and other autumnal items they have found, to create decorations, just like Bird did in the story. Can they make a leaf garland for Squirrel? Or wind chimes for Mouse?

Curriculum Links

EYFS

Children at the expected level of development will:

Communication and Language

- Express ideas and feelings about their experiences using full sentences

Expressive Arts and Design

- Explore, use, and refine a variety of artistic effects to express their ideas and feelings

Literacy – Writing

- Spell words by identifying the sounds and then writing the sound with letter/s
- Write short sentences with words with known sound-letter correspondences using a capital letter and full stop

KS1

Children at the expected level of development will:

English – Writing Composition (Year 1)

- Compose a sentence orally before writing it
- Re-read what they have written to check that it makes sense

English – Writing Composition (Year 2)

- Consider what they are going to write before beginning by planning or saying out loud what they are going to write about.
- Write for different purposes

Art and Design

- Use a range of materials creatively to design and make products
- Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form, and space

Resource Sheet 1

Autumnal Colour Words

Can you sort and read the autumnal colour words?

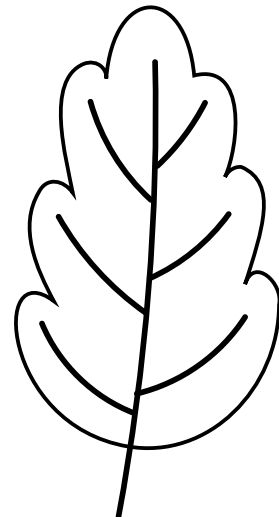
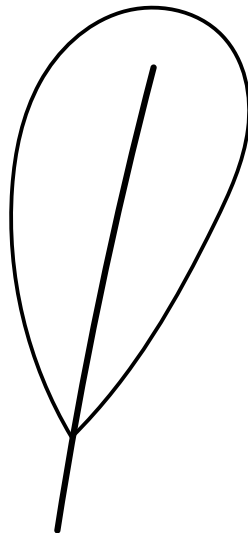
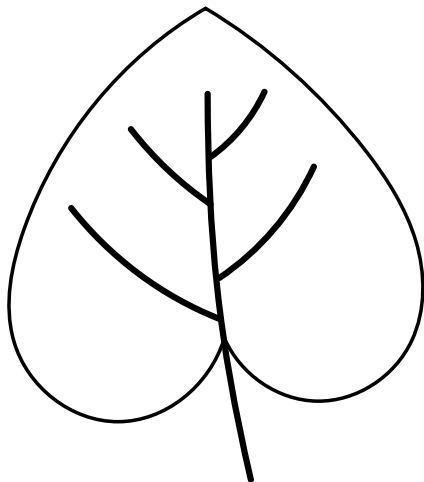
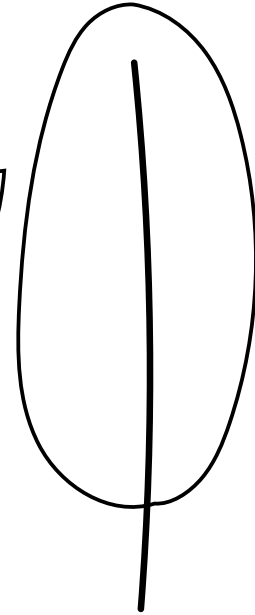
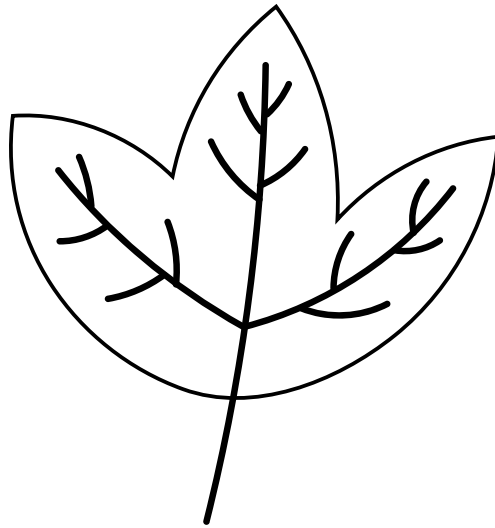
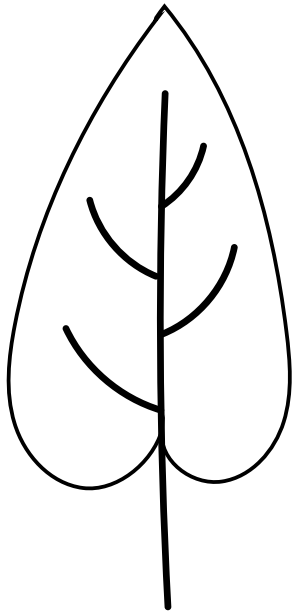
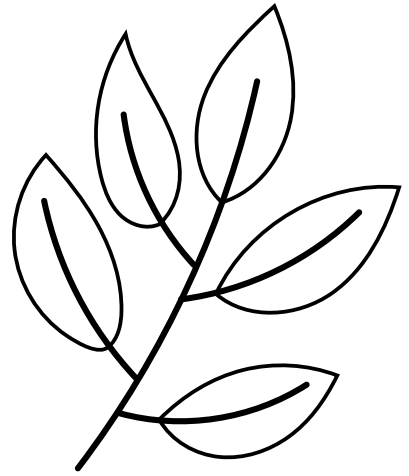
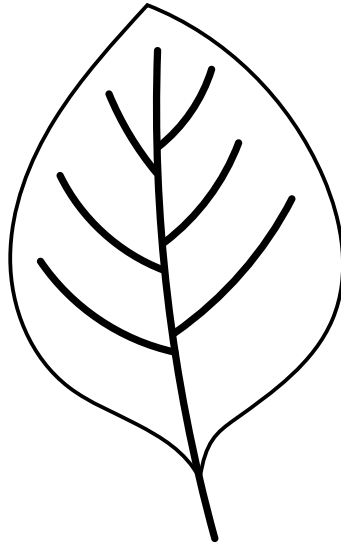
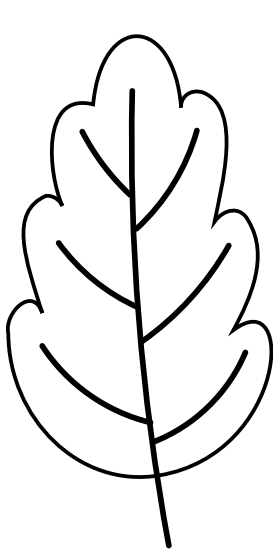
Yellow	Orange	Brown	Red



Resource Sheet 2

Leaf Shapes

Colour each leaf in an autumnal colour and label with a colour word. Cut out your leaves once you have finished.



How to Be a Genius Kid by Waldo Pancake AKA Jim Smith

Key Stage 1 and Key Stage 2 Genius Kids: A New Chapter

Learning Objectives

- To develop a new character inspired by the style of a familiar character.
- To create a fact file or write a new chapter based on the style of an existing book.

Resources

- *How to Be a Genius Kid* by Waldo Pancake AKA Jim Smith
- Resource Sheet 1: Genius Kid – A New Chapter
- Resource Sheet 2: How to Draw...
- Colouring pencils

Lead-In

Read the first chapter of the book as a class and then choose one of the following chapters to read (or more, if time permits):

- Chapter 3 – The Amygdala & Hippocampus-slash-Seahorse Lollipop Company™
- Chapter 4 – The history of hands and how we count numbers et cetera.
- Chapter 5 – The Big Bang, how we see, an argument between the Sun & the Moon – and more!

Notice the humour and reflect on the way that the two main characters bring together interesting facts with a fun twist. Do the characters get on? How do they complement one another? Look at the language used, the structure of the comic strip style, and how lots of words have been deliberately misspelled.

Main Task

Ask the children to create their own ‘new’ character and sketch them in the ‘This is Me’ box on

Resource Sheet 1: Genius Kid – A New Chapter.

Discuss how we are all ‘Genius Kids’ in our own way and have lots of interesting facts stored in our heads. Ask the children to recap some of the interesting facts they have discovered in the book. Then ask them to either:

- Create a new bitesize comic strip chapter about a topic that they know a lot about, drawn and written in the same style as the book.

OR

- Draw a body, a hand or the sun (depending on the chapter read) and create a fun fact file, drawn and written in the same style as the book (see pages 59–60 for inspiration), remembering the facts from the book and adding some of their own.

Extension

Ask the children to create a full ‘How to draw...’ page for their new character, just like the examples on pages 249–255. They can then find a friend and have some extra fun drawing a brain transplant similar to that found on pages 218–219.

Curriculum Links

English

Children at the expected level of development will:

Writing Composition (Year 2)

- Develop positive attitudes towards, and stamina for, writing by writing narratives about personal experiences and those of others (real and fictional)
- Consider what they are going to write before beginning by planning or saying out loud what they are going to write about
- Write for different purposes

Writing Composition (Year 3)

- Plan their writing by discussing writing that is similar to the style in which they are planning to write, in order to understand and learn from its structure, vocabulary and grammar in narratives, create settings, characters, and plot
- Plan their writing by discussing and recording ideas
- Draft and write by composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing their range of sentence structures
- Organise paragraphs around a theme

Resource Sheet 1

Genius Kid - A New Chapter

Choose a topic that you're a 'Genius Kid' on and write a brand-new chapter for the book! Include a drawing of your new character to introduce it.

This is Me

Resource Sheet 2

How to Draw...

Draw a new character in the first box. Take us through your sketch, step by step, so that everyone can draw your new character

