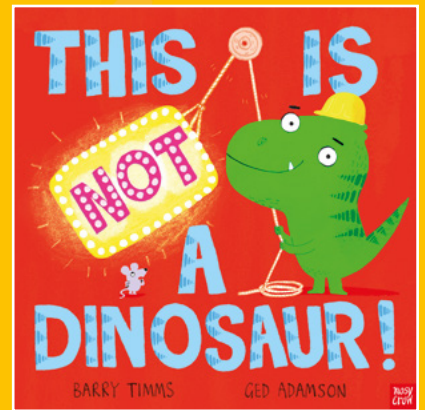
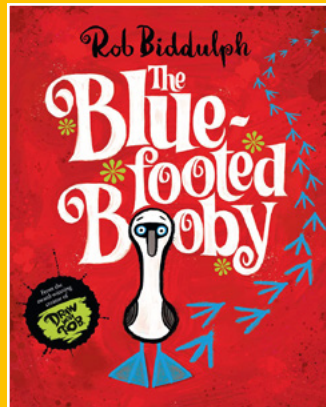
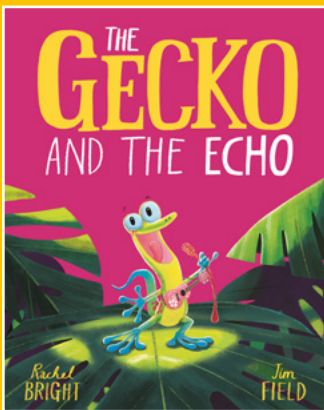


Lollies

LAUGH OUT LOUD

2024 BOOK AWARDS



LESSON

PLANS

POETRY

Over to You! by Roger McGough

Pages 3–7

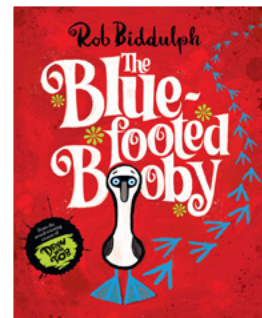
- Lesson Plan
- Curriculum Links
- Resource Sheet 1: My First Poem
- Resource Sheet 2: Over to Me!



The Blue-footed Booby by Rob Biddulph

Pages 8–10

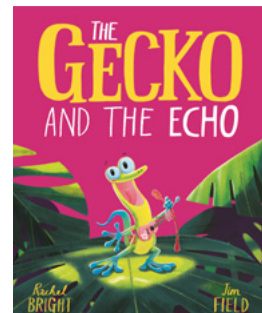
- Lesson Plan
- Curriculum Links
- Resource Sheet 1: My Booby House



The Gecko and the Echo by Rachel Bright and Jim Field

Pages 11–15

- Lesson Plan
- Curriculum Links
- Resource Sheet 1: Leaf Template
- Resource Sheet 2: Turn Over a New Leaf
- Resource Sheet 3: Goldy's Great Message



This is NOT a Dinosaur! by Barry Timms and Ged Adamson

Pages 16–19

- Lesson Plan
- Curriculum Links
- Resource Sheet 1: NOT a Dinosaur!
- Resource Sheet 2: You're Mine-osaur!



Over to You!

by Roger McGough

Key Stage 1 and Key Stage 2

Over to Me!

Learning Objectives

- To develop pleasure in reading different forms of poetry
- To express thoughts, feelings and imagination through writing poems

Resources

- *Over to You!* by Roger McGough
- Resource Sheet 1: My First Poem
- Resource Sheet 2: Over to Me!

Lead-In

Enjoy the book with your class as it takes them on an exciting journey, beginning in the classroom, then to faraway places. As you share the book, encourage the children to take turns in reading their favourite poems and talk about the ones they found the funniest or most thought-provoking. Create a special time in the school day to share the poems, rather than a rushed few minutes before lunch when hungry children are watching the clock. Sharing poems can be the perfect way for children to start the school day, firing their imagination for lessons to come, likewise, they can be the perfect way for children's minds to unwind at the end of the school day.

Main Task

Explore the words that Roger McGough writes at the beginning of the book:

Just take the words and run with them.

Young poet, it's over to you!

Explain to the children that they are going to write their own collection of poems inspired by Roger McGough. Emphasise that the children's writing is not going to be marked or graded and there are no right or wrong ways of doing it. Just like writing a diary, the children can do exactly what Roger McGough suggests they should do: they will 'just take the words and run with them'.

Using **Resource Sheet 1: My First Poem**, the children can write their own 'first poem' inspired by the book and their own feelings about writing poetry. The children may have had very limited experience in writing poetry, so time may be needed to focus on some of the elements of poetry used throughout the book such as verses and couplets (explain that these can be rhymed or unrhymed). This poem can be added later to the collection of poems that each child writes.

Resource Sheet 2: Over to Me! can be photocopied as many times as needed so that the children can add to their poetry collections as they run with the words. The front cover is in the style of the book, children can add pictures to it as and when things appear in their poems inside. There may be specific poems in the book that have become class favourites and you would like the children to write their own poems inspired by them. In addition to these, children may have their own themes that they wish to explore as their poetry-writing flows.

Extension

Share the poem, 'Performance Poet' (page 57) and explore some examples of performance poetry on the internet. Encourage the children to talk about their favourite performance poems and the enjoyment performance poetry brings. Explain that any poem can be performed in front of an audience and that how it is read out is important (i.e. that intonation, tone and volume can make the meaning clear to an audience). A class performance poetry party would be the perfect way to celebrate *Over to You!* by Roger McGough and *Over to Me!* by the children. Guest listeners could be invited to the classroom as each child has the opportunity to share their favourite poem that they have written. You may wish the children to share some of their poems in an assembly, to promote a love of reading and writing poetry throughout the school.

Curriculum Links

English

Children at the expected level of development will:

Reading Comprehension (Year 1)

- Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- Learn to appreciate rhymes and poems, and to recite some by heart

Reading Comprehension (Year 2)

- Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to and discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
- Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

Reading Comprehension (Years 3-4)

- Develop positive attitudes to reading and understanding of what they have read by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- Recognise some different forms of poetry (e.g., Free verse, narrative poetry)
- Prepare poems and playscripts to read aloud and perform, showing understanding through intonation, tone, volume and action

Reading Comprehension (Years 5-6)

- Develop positive attitudes to reading and understanding of what they have read by: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- Learn a wider range of poetry by heart by preparing poems and playscripts to read aloud and perform, showing understanding through intonation, tone, volume so that the meaning is clear to an audience

Art

Children at the expected level of development will:

KS1

- Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination

KS2

- Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint and clay)

Resource Sheet 1

My First Poem

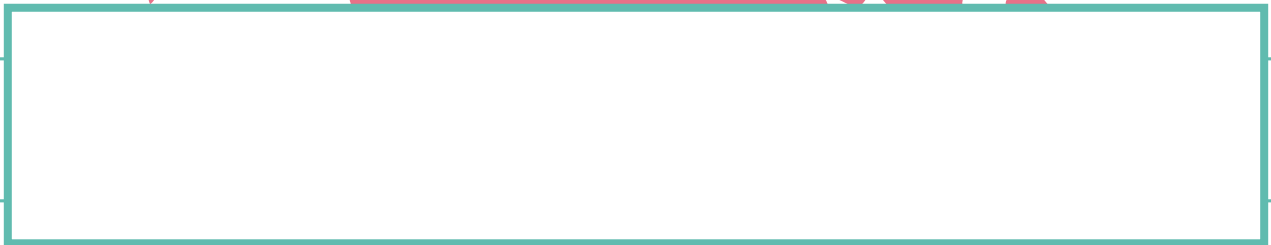
Today I am writing my first poem...

Resource Sheet 2

Over To Me!

A large, irregular pink splatter graphic is centered on the page. It has a jagged, ink-splashed appearance with various sized droplets radiating from its edges. The text 'OVER TO ME!' is printed in the center of this splatter.

**OVER
TO
ME!**

A large, empty rectangular box with a thin teal border is positioned below the pink splatter. It is intended for students to write their names or other information.

Just take the words and run with them.

Young poet, it's over to you!

Roger McGough

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The Blue-Footed Booby by Rob Biddulph

Key Stage 1 A Booby Village in the Snow

Learning Objectives

- To share imaginative ideas inspired by a story
- To draw in the style of an illustrator (Rob Biddulph)

Resources

- *The Blue-Footed Booby* by Rob Biddulph
- Resource Sheet 1: My Booby House

Lead-In

Before sharing *The Blue-Footed Booby* by Rob Biddulph with your class, explore the front and back covers to predict what might happen inside the book. The inside cover has a definition of a 'booby'. The blurb on the back cover says, 'Can you follow the footprints and solve the mystery?'. Ask the children if they know what a mystery is. What might the mystery be in the story? Read the story together, emphasising the poetic rhythm of the book and encouraging the children to join in with the repetitive lines: left footprint...right footprint. Ask the children to share their favourite parts of the book and the parts they found the funniest.

Main Task

Explain that to celebrate the book, as a class, they are going to create their own beautiful booby village in the snow. Can the children remember what boobies have a very special talent for? Revisit the different bakery items displayed in the window of each house. Can the children imagine the delicious smell of cakes baking, wafting through the windows of the houses?

Give each child an enlarged copy of **Resource Sheet 1: My Booby House** and ask the children to complete the outside of the house in a similar style to the ones drawn by Rob Biddulph in the book. They may choose to add stone bricks, logs, decorative gables, a veranda, a balcony etc. Explore the details of the houses in the book to help inspire the children's drawings. To reflect the illustrations in the book, the children's houses can be black and white. Model how to carefully trace their pencil drawings with a fine, black felt-tip pen.

Ask the children to draw a cake stand in the window on **Resource Sheet 1: My Booby House** and then ask them to imagine and create the most beautiful bakery item a booby could bake – it could be a cake with many colourful layers, a tart decorated with delicious fruits – let the children's creativity run wild with collage materials and decorative sprinkles of glitter. Just like the illustrations in the book, the children can use different shades of green pencils to lightly fill their window with a warm glow. Once the houses and baked goods are complete, they can be added to a beautiful snowy scene with fir trees, paths and billowing chimneys.

If time allows, the children could bake/decorate some delicious cakes to celebrate the book and their beautiful booby village. Enjoy sharing the book together again, this time have fun looking out for the five things listed on the title page: a basketball net, a weathervane, a gingerbread booby, a windmill and a tortoise.

Extension

On the inside of the back cover, there is a QR code taking you to a fantastic video where Rob Biddulph demonstrates how to draw a booby – it also shows a photograph of a real booby. As a class, watch the video, pausing after each step and demonstrating further, so that the children can each draw their own booby. Rob Biddulph encourages the children to decide what colour feet their booby can have including rainbow-coloured feet. These drawings could be added to the booby village display to really bring it to life. Each child could decide where in the village scene they'd like their booby to be displayed, it might be outside their house or playing with a friend.

Curriculum Links

English

Children at the expected level of development will:

Reading Comprehension (Year 1)

- Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently

Reading Comprehension (Year 2)

- Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently

Art (KS1)

Children at the expected level of development will:

- Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination

Resource Sheet 1

My Booby House

Finish the house for a booby and draw a beautiful bakery item for everyone to see (and smell!) in the window.



The Gecko and the Echo by Rachel Bright and Jim Field

Key Stage 1 Turn Over a Leaf

Learning Objectives

- To recognise how our actions affect others
- To take part in a class presentation to encourage everyone to give out love

Resources

- *The Gecko and the Echo* by Rachel Bright and Jim Field
- Resource Sheet 1: Leaf Template
- Resource Sheet 2: Turn Over a New Leaf
- Resource Sheet 3: Goldy's Great Message

Lead-In

Share *The Gecko and the Echo* by Rachel Bright and Jim Field with your class, focusing on the poetic rhythm and rhyme of the book. Encourage the children to talk about their favourite parts of the book and which parts they found the funniest. Ask the children to suggest what the message of the book might be. How does the story encourage us to behave? Explore the phrase, 'we get what we give' at the end of the story and talk about what Goldy decides to give out.

Main Task

Explain to the class that at the beginning of each year we often hear people talking about new year resolutions and 'turning over a new leaf' – this actually refers to turning a new page (long ago, pages were called 'leaves') as though their life is a book, and they are making a change in their behaviour. For example, this change might be for someone to do more exercise, to eat healthier food or keep their bedroom tidy.

The Gecko and the Echo is set in a tropical island with coconut trees aplenty so, using enlarged copies of **Resource Sheet 1: Leaf Template**, with the leaf shape cut out of the paper, each child can use sponges, paintbrushes and different shades of green paint to create their own palm leaf.

Whilst the leaves are drying, recap the story of how Goldy changed his ways for the better and ask the children to share their thoughts on what they would like to change or continue to do. The children will have lots of ideas relating to home, school and friendships. Using an enlarged version of **Resource Sheet 2: Turn Over a New Leaf**, model how to write about what you hope to try harder to do from now on (after all, it doesn't need have to be the start of the year to make a change). Keeping the story of Goldy in mind, suggest how things will be for the better if that change is made. There is space for the children to draw a picture to illustrate their writing too.

Once the leaves are dry and the children's writing is completed, the writing can be neatly stuck to other side of the leaf. The class can hold their leaves with the green side showing, and in turn, turn over their new leaf to read out the change they'd like to make. This presentation can be concluded by showing the book and reminding the children of Goldy's journey of self-discovery.

This story would make a fantastic class assembly with a message that children of all ages could relate to. The class could act out the story of *The Gecko and the Echo*, followed by children presenting their leaves and turning them over to share the changes they hope to make.

Extension

Using **Resource Sheet 3: Goldy's Great Message**, children can let their creativity run wild and make posters to illustrate the message of the book. These posters could be displayed around the school to encourage everyone to think about others, giving out love just like Goldy.

Curriculum Links

English Reading Comprehension (Year 1)

Children at the expected level of development will:

Reading Comprehension (Year 1)

- Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently

Reading Comprehension (Year 2)

- Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to and discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently

Writing Composition (Year 1)

- Sequence sentences to form short narratives

Writing Composition (Year 2)

- Encapsulate what they want to say, sentence by sentence

Art (KS1)

Children at the expected level of development will:

- Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination

PSHE

Children at the expected level of development will:

(Year 1)

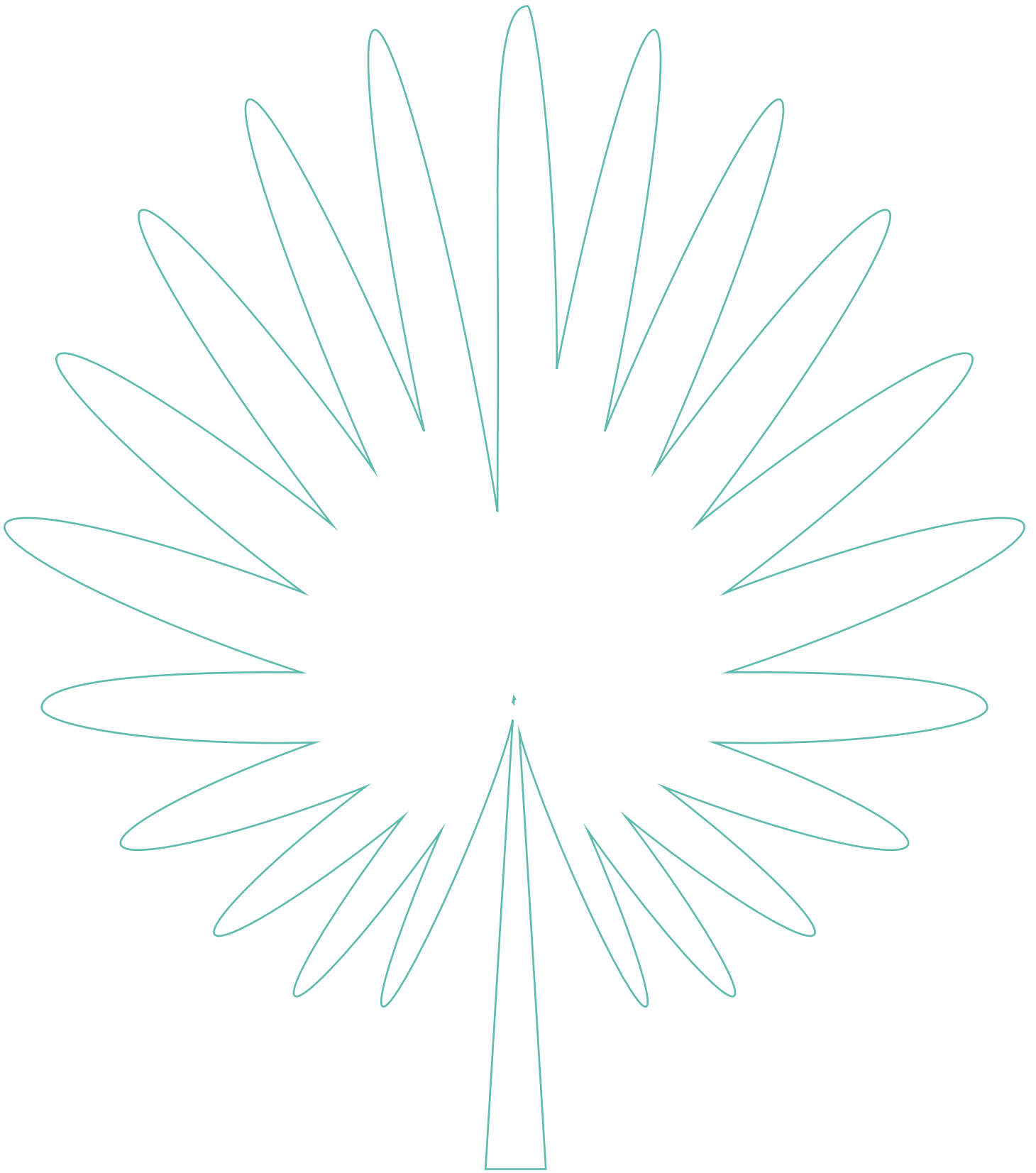
- Recognise how our behaviour affects other; being polite and respectful

(Year 2)

- Recognise that we have things in common and differences; playing and working cooperatively; sharing opinions

Resource Sheet 1

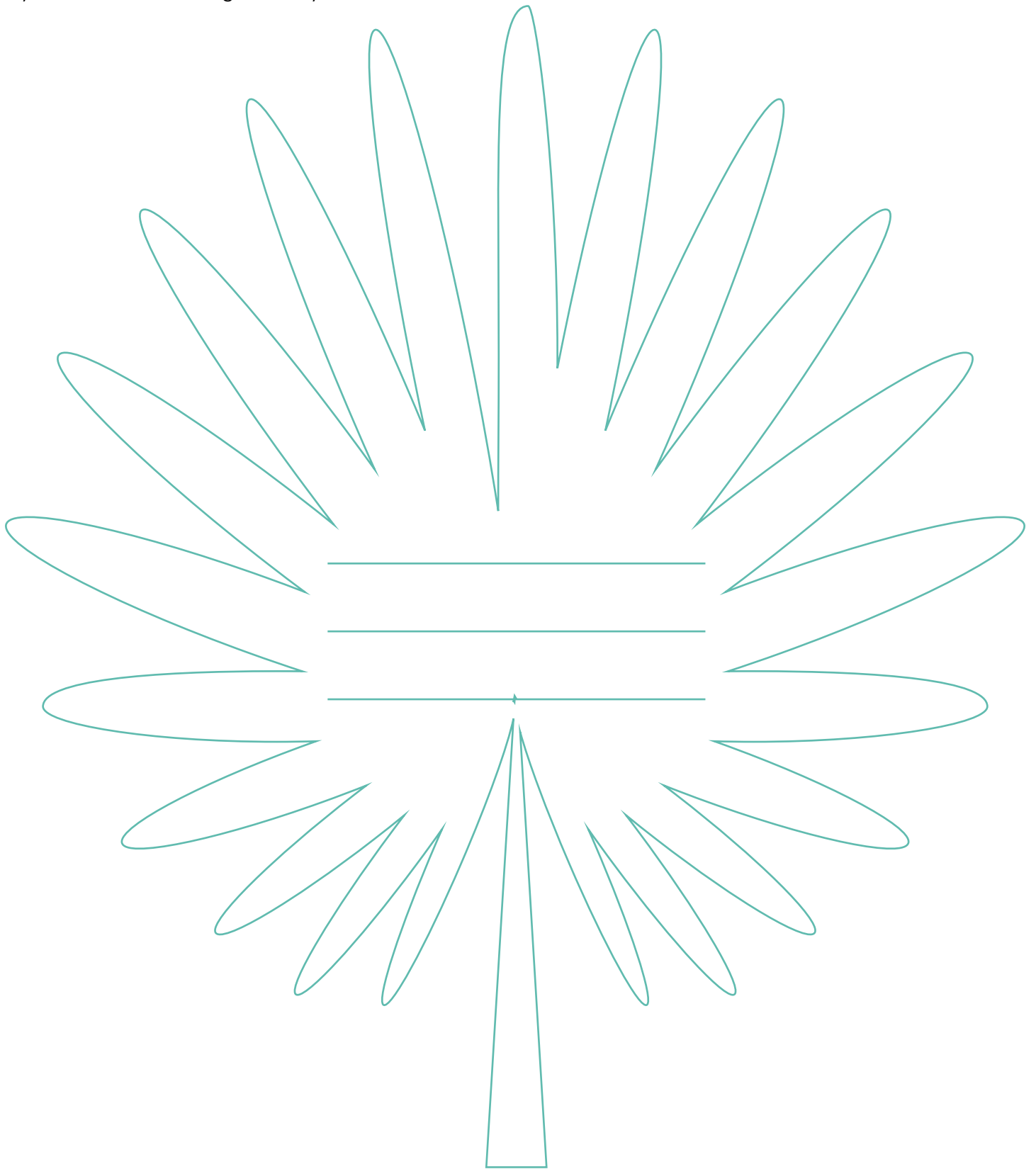
Leaf Template



Resource Sheet 2

Turn Over a New Leaf

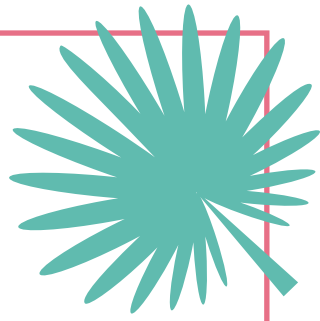
Goldy the Gecko changed his ways by thinking about others and giving out love. Can you think of something you would like to change about yourself?



Resource Sheet 3

Goldy's Great Message

Design a poster to spread the great message of Goldy the Gecko.



This is NOT a Dinosaur!

by Barry Timms and Ged Adamson

Key Stage 1

You're Mine-osaur!

Learning Objectives

- To create a new character inspired by a story
- To have fun with words when naming a new character

Resources

- *This is NOT a Dinosaur!* by Barry Timms and Ged Adamson
- Resource Sheet 1: NOT a Dinosaur!
- Resource Sheet 2: You're Mine-osaur!

Lead-In

Share *This is NOT a Dinosaur!* by Barry Timms and Ged Adamson with your class, emphasising the poetic rhythm of the book. Encourage the children to talk about their favourite '(NOT a) dinosaur' and the parts they found the funniest.

Main Task

Explore the heart-warming end to the story and the words 'You're Mine-osaur!'. Ask the children to close their eyes and imagine that they are sitting all alone, just like the child in the story. Using words from the book, tell them that somebody calls them to look over here and that they can't believe their eyes, a very special creature wants to play with them. Ask the children to imagine what their own '(NOT a) dinosaur' might look like. It could relate to their favourite pastime, place, food, or maybe this '(NOT a) dinosaur' could give the child a helping hand with something they might find tricky. Encourage the children to share their ideas with a partner and the rest of the class. Using an enlarged copy of **Resource Sheet 1: NOT a Dinosaur!**, record the children's ideas for some more (NOT a) dinosaur names. If a child finds it hard to suggest a new name, ask them to describe what their (NOT a) dinosaur can do and encourage the class to think of a catchy name.

Explain to the children that they are going to use **Resource Sheet 2: You're Mine-osaur!** to draw a lovely picture of their dinosaur (and themselves) just like the one on the very last page of the book. The picture should clearly show what the '(NOT a) dinosaur' is. For example, it could be holding a cricket bat, wearing an astronaut's helmet or flipping a pancake. A space is provided for the child to write their name and their '(NOT a) dinosaur's' name. These heart-warming pictures would make a beautiful classroom display to celebrate the book.

Extension

Revisit the page where the wipe-your-tears-away-osaur and the make-a-better-day-osaur help to offer comfort and a positive solution for the child in the book. As a class, think of some more '(NOT a) dinosaurs' that could help everyone at school; for example, when they might be feeling sad, lonely or worried, they might suggest a hug-osaur, a find-a-friend-osaur or a tidy-up-osaur to name just a few. You could even have a class '(NOT a) Dinosaur' to encourage the children to learn particular skills such as a number-bond-osaur. These new '(NOT a) dinosaurs' could be made into sock puppets or some toy dinosaurs could be customised to represent each '(NOT a) dinosaur's' name. These new members of the class could have clearly labelled baskets so that children could find them easily whenever they are needed.

Curriculum Links

English

Children at the expected level of development will:

Reading Comprehension (Year 1)

- Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- Learn to appreciate rhymes and poems, and to recite some by heart

Reading Comprehension (Year 2)

- Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
- Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear

Art - KS1

Children at the expected level of development will:

- Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination

Resource Sheet 2

You're Mine-osaur!

Draw a heart-warming picture of yourself with your 'NOT a Dinosaur'.

