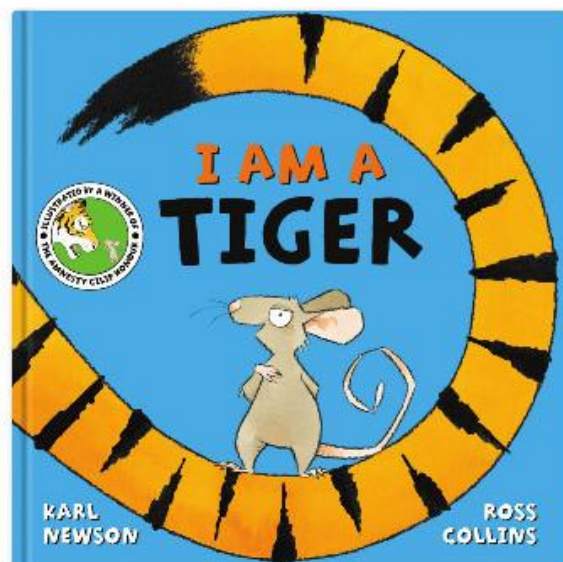
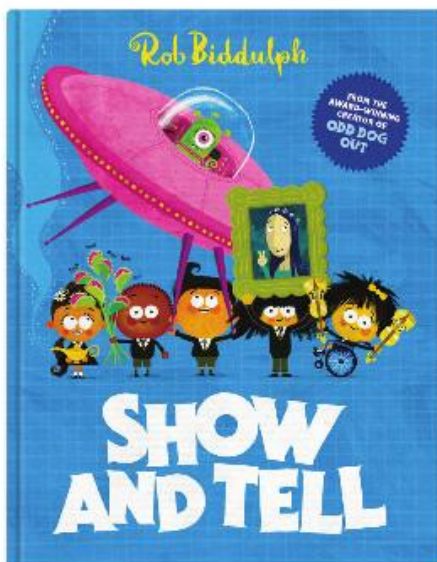
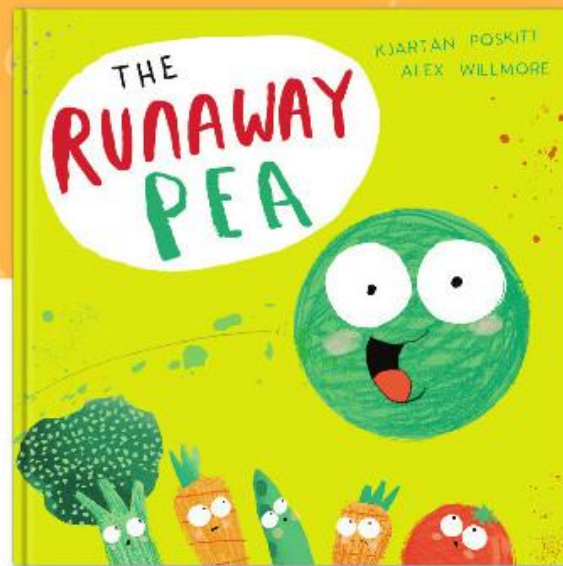
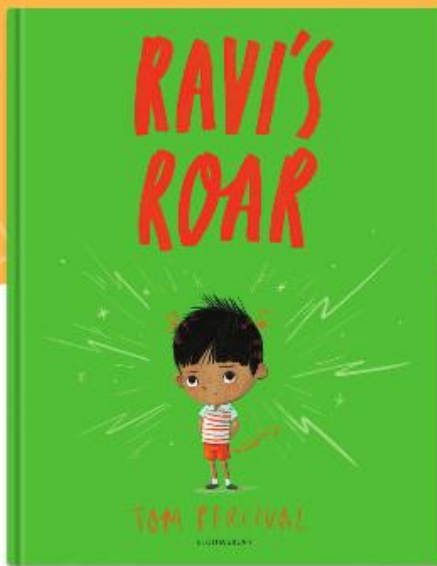


# Teacher Resource Pack

**2020  
Picture  
Book  
Award**



**Bookfest**  
Shrewsbury



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## PICTURE Book Award 2020

Thank you for taking part in the **Shrewsbury Bookfest Picture Book Award 2020** project and for helping to choose the best picture book published during the last two years for 5 to 7 year olds. There has been an amazing response to this year's sign up with a total of 26 schools and 1002 pupils reading and voting.

### How has the PICTURE Book Award 2020 shortlist been chosen?

The Picture Book Award 2020 Shortlist has been chosen with the very enthusiastic help of primary school children from Longden, West Felton, Gobowen, Coalbrookdale & Ironbridge, Martin Wilson, St.Lawrence (Church Stretton), St.Mary's Catholic (Madeley) and Prestfelde schools, who between them read and commented on a list of around 70 titles put forward by the major children's publishers. We are very grateful to those pupils and to their teachers for their efforts and enthusiasm.

The four titles on the shortlist are the ones they felt were good reads for both boys and girls, aged from 5 to 7 years old; that maybe made them laugh, had fantastic characters and told a great story.

They loved them and we hope you do too.

Your school will be given multiple copies of each of the four shortlisted titles, which will be yours to keep:

- **The Runaway Pea** – Written by Kjartan Poskitt, illustrated by Alex Willmore
- **I am a Tiger** – Written by Karl Newson, illustrated by Ross Collins
- **Ravi's Roar** – Written and illustrated by Tom Percival
- **Show and Tell** - Written and illustrated by Rob Biddulph

### Do the children have to read all four books?

We are asking children to choose **their favourite** book from the shortlist. In order to be able to compare and choose between them, they will obviously need to read more than one book but more importantly, to read as many of the books as they can. We hope that as a whole class, through guided reading activities and with help of parents, that all pupils should be able to access **ALL FOUR** of the books to enable them to choose their favourite.

## **When is the voting deadline?**

The deadline to submit votes is **Friday 25<sup>th</sup> September 2020**. We kindly request that votes are submitted using the form that will be sent out to you in a pack at the beginning of the Autumn term.

## **What is the voting procedure?**

The voting system for the Picture Book Award has been kept simple. We are asking pupils to name their **one FAVOURITE** book out of the selection of four on the shortlist. You will have been provided with a voting card for each child in the pack delivered to you in September 2020. PLEASE can you ensure that pupils **TICK ONLY ONE BOX** on the card. The book with the highest number of votes will be the winner of the Picture Book Award 2020. **Please email the total number of votes for each title to [alidanmc@btinternet.com](mailto:alidanmc@btinternet.com) ON OR BEFORE FRIDAY 25<sup>th</sup> SEPTEMBER 2020.**

## **When will the winner be announced?**

The winner of the **Shrewsbury Bookfest Picture Book Award 2020** will be announced **week beginning 5<sup>th</sup> October 2020** via [www.shrewsburybookfest.co.uk](http://www.shrewsburybookfest.co.uk) where you will be able to link to a video of the winner author speaking to the children.

We will email you to inform you of accessing the result and film closer to the time.

## **Case Studies**

Every year Shrewsbury Bookfest has to secure funding to be able to continue its work for children across Shropshire. We need to demonstrate the impact the Book Award project has on engaging children in reading and we would be very grateful for your help. We would be very keen to hear your stories of a pupil or pupils have been positively affected by taking part in the Picture Book Award. This may be educationally, psychologically, socially or in another way. These case studies can be very powerful and above all, we love hearing them! Case studies can remain anonymous.

## **Book Award Teachers' Forum on the Shrewsbury Bookfest website**

There is a teacher forum on the Shrewsbury Bookfest website - on the Book Award page, where we would love you to share what you and your pupils have been up to. This is simple to use and it only takes 2 minutes to upload a photograph and add a comment. We hope that this will provide a useful bank of ideas for using these books in the future.

## **Comments/queries**

If you have any comments or queries regarding any aspect of the Bookfest Picture Book Award Project, please contact the Bookfest Coordinator for your school.





## Ideas for developing understanding of picture books for the PICTURE BOOK AWARD 2020

### Shortlisted Titles:

- The Runaway Pea – Written by Kjartan Poskitt, illustrated by Alex Willmore
- I am a Tiger – Written by Karl Newson, illustrated by Ross Collins
- Ravi's Roar – Written and illustrated by Tom Percival
- Show and Tell - Written and illustrated by Rob Biddulph

### All stories – Classroom activities:

- Introduce the book in a surprising way: bring in artefacts for clues to the story, read the story without showing any pictures, hide the covers and read the blurb.
- Small World Play – create environments from stories/animals/kitchen/classroom/streets/towns/park.
- Create puppets/finger puppets/masks of the characters.
- Junk modelling.
- Forest School.
- Dioramas: create scenes from stories inside boxes. 
- Play trays: recreate scenes from stories– (tuff spots). 
- Classroom displays: please share them with us...see our competition!
- Find out more about the authors/illustrators: access their websites, contact them (they usually do respond!).
- Writing table.
- Read the story aloud, get to know it well.
- Reading table/area so children can enjoy looking at the books freely/during guided reading.

### Other useful links:

- An excellent teaching pack to support 'Show and Tell' and some fun activity sheets:  
<https://www.harpercollinschildrensbooks.co.uk/2019/09/05/teaching-resources-for-rob-biddulphs-show-and-tell/>  
<https://www.harpercollinschildrensbooks.co.uk/2019/08/12/show-and-tell-activity-sheets-to-download/>
- Teacher resources for Tom Percival's books:  
[https://media.bloomsbury.com/rep/files/Pages%20from%20TP\\_teacher\\_notes\\_v4.pdf](https://media.bloomsbury.com/rep/files/Pages%20from%20TP_teacher_notes_v4.pdf)
- Reading by author and illustrator of 'I am a Tiger': <https://www.youtube.com/watch?v=Un-RT-7OZRl>
- Book Hook for 'I am a Tiger' <http://www.northsomersetteachersbookaward.com/blog/tag/I+am+a+Tiger>
- Drawing activities with Rob Biddulph, the racing car from 'Show and Tell':  
<http://www.robbiddulph.com/draw-with-rob>

**Share what you've been up to on our teacher forum here:**

[www.shrewsburybookfest.co.uk/teacher-forum/](http://www.shrewsburybookfest.co.uk/teacher-forum/)

*It only takes 2 minutes to share a photo and add a comment.*

## Individual Book – activity ideas/learning opportunities

(This will make sense to you once you have read the books!)

<b>The Runaway Pea</b> <b>Written by Kjartan Poskitt, illustrated by Alex Willmore</b>		
<b>English – investigating the story</b>	<ul style="list-style-type: none"> <li>• INTRODUCTION: Artefacts as clues to the story: peas (fresh/seeds), trowel, dinner plate, plant pot, fish, dust.</li> <li>• Watch the official trailer of the book: <a href="https://www.youtube.com/watch?v=2zyRCHN4b7s">https://www.youtube.com/watch?v=2zyRCHN4b7s</a></li> <li>• Describe the kitchen/their kitchen.</li> <li>• Make a list of sound words from the story and make up some of your own.</li> <li>• Create a map/plan of the kitchen, where does the pea find himself throughout the story?</li> <li>• POSTER – LOST PEA! Description, last seen, how it travels, reward.</li> <li>• Vegetable speech bubbles. How does The Pea feel when he finds himself under the fridge with the other runaways? How are the other vegetables feeling?</li> <li>• Emotions graph: track the pea’s emotions/feelings through the story, compare and contrast with the other vegetables.</li> <li>• Day in the life of a vegetable; a diary.</li> <li>• Retell the story from another character with another point of view. Use the map to plan the story.</li> <li>• Compare to other cautionary tales. What if a child ran away? The Gingerbread Man/ Wizard of Oz/ Alice in Wonderland.</li> </ul>	<p>(appendix 1)</p> <p>(appendix 2)</p> <p>(appendix 3)</p> <p>(appendix 4)</p>
<b>Maths</b>	<ul style="list-style-type: none"> <li>• Data handling – ‘Favourite Vegetables’ class survey.</li> <li>• Data handling – ‘Favourite Vegetables’ graph.</li> </ul>	<p>(appendix 5)</p> <p>(appendix 6)</p>
<b>Science</b>	<ul style="list-style-type: none"> <li>• Diet and healthy eating.</li> <li>• Growing, grow peas from seed and keep a diary.</li> </ul>	<p>(appendix 7)</p>
<b>Art</b>	<ul style="list-style-type: none"> <li>• 3D Collage – create a dinner plate with a range of materials.</li> <li>• Clay work, create a ‘vegetable character’.</li> <li>• Investigate the art of Giuseppe Arcimboldo: <a href="https://www.giuseppe-arcimboldo.org">https://www.giuseppe-arcimboldo.org</a>, recreate own versions using real fruit and vegetables and then paint/draw own pictures.</li> <li>• Make vegetable people bookmarks.</li> </ul>	<p>(appendix 8)</p>


# I am a Tiger

Written by Karl Newson, illustrated by Ross Collins

<b>English – investigating the story</b>	<ul style="list-style-type: none"><li>• INTRODUCTION: Artefacts as clues to the story: animals, tiger/mouse, caterpillar/balloon/banana/lollipop.</li><li>• <b>DEFINITELY</b> read this story without showing the pictures/front cover. Can the children guess who or what is in the story?!</li><li>• Create a tiger/mouse (and/or other animals) fact-file, create a class book.</li><li>• Collect info about tigers. What do we know from the story?<ul style="list-style-type: none"><li>○ Size</li><li>○ Diet</li><li>○ Colour</li><li>○ Habitat</li><li>○ Features</li></ul></li><li>• Compare a tiger with a mouse.</li><li>• Create a non-fiction text/poster about an animal.</li><li>• Write a note/postcard to the mouse telling him what he <b>is</b> and <b>isn't!</b></li><li>• Write a description of yourself and compare it to another animal....what could you be? Tall, long legs, spiky hair, freckles over face....a GIRAFFE?</li></ul>	<p>(appendix 9)</p> <p>(appendix 10)</p> <p>(appendix 11)</p> <p>(appendix 12)</p>
<b>Maths</b>	<ul style="list-style-type: none"><li>• Compare the size of the different animals.</li><li>• Measuring activities – heights/lengths, footprints, teeth.</li></ul>	
<b>Science</b>	<ul style="list-style-type: none"><li>• Habitats</li><li>• Life cycles</li><li>• Food chains</li><li>• Diet</li></ul>	
<b>Art</b>	<ul style="list-style-type: none"><li>• Create a range of animal footprints out of play dough/clay using tools/own hands etc.</li><li>• Create reflection pictures using a fold in a piece of paper. Mouse ↔ Tiger, Mouse ↔ Crocodile</li><li>• Create mouse finger puppets – see the 'Book Hook' in useful links.</li><li>• Investigate Henri Rousseau's Tiger artworks.</li></ul>	<p>(appendix 13)</p>
<b>ICT</b>	<ul style="list-style-type: none"><li>• Create an 'Animal Encyclopaedia' PowerPoint.</li></ul>	

# Ravi's Roar

Written and illustrated by Tom Percival

<b>English – investigating the story</b>	<ul style="list-style-type: none"><li>• Complete a 'role on the wall' thoughts about Ravi.</li><li>• Outline of character.</li><li>• Inside the shape is what the character is feeling.</li><li>• Outside the shape is what the other characters think of him.</li><li>• Write a diary of your own feelings over a week and think about how you can change your feelings.</li><li>• Emotions graph: track Ravi's emotions/feelings through the story, compare and contrast with the other characters.</li><li>• Record the reactions of Ravi's family throughout the story. Why do they feel like this?</li><li>• Use the character speech bubbles to record what other characters may think/feel/say at different points in the story.</li><li>• Try a DOUBLE BUBBLE activity to compare the different sides to Ravi and what is the same about him.</li><li>• Retell the story but at your house, with your family.</li><li>• Write some advice to Ravi at the final page – what should he remember next time something makes him cross? Write it in a letter with an envelope so that it is private for Ravi to reads it when he needs to.</li></ul>	<p>(appendix 14)</p> <p>(appendix 15)</p> <p>(appendix 16)</p> <p>(appendix 17)</p> <p>(appendix 18)</p>
<b>Maths</b>	<ul style="list-style-type: none"><li>• Design a playground: shape, space and measure.</li><li>• Measuring members of the class and recording like Ravi's dad at the start of the story.</li></ul>	
<b>Art</b>	<ul style="list-style-type: none"><li>• Throw paint at a large sheet of paper and add a cut out of themselves like the page of the story when Ravi <b>ROARS!</b></li><li>• Create a self-portrait in the style of Tom Percival's illustrations e.g. a larger head and smaller body.</li><li>• Create a two-sided portrait of Ravi. Happy/Sad or Boy/Tiger using a folded sheet of paper.</li></ul>	
<b>ICT</b>	<ul style="list-style-type: none"><li>• Animation using repeated images of Ravi.</li><li>• Plan a route from home to the park like Ravi, using Beebots or similar coding tools/programmes.</li></ul>	

# Show and Tell

## Written and illustrated by Rob Biddulph

<b>English – investigating the story</b>	<ul style="list-style-type: none"><li>• INTRODUCTION: Artefacts as clues to the story: seeds, prize rosette, ship, carrot, car, lightsabre, painting, Big Ben etc!</li><li>• Investigate the illustration of the drawers at the beginning and make some predictions of what the children have brought for ‘Show and Tell’.</li><li>• Look at the page showing the whole class at their desks...use it to promote discussion differences and similarities between children/people. You may wish to read: <a href="https://clpe.org.uk/aboutus/news/announcing-reflecting-realities-2019-clpe-s-second-survey-ethnic-representation-uk">https://clpe.org.uk/aboutus/news/announcing-reflecting-realities-2019-clpe-s-second-survey-ethnic-representation-uk</a></li><li>• Watch the official trailer of the book: <a href="http://www.robiddulph.com/show-and-tell#show-and-tell-trailer">http://www.robiddulph.com/show-and-tell#show-and-tell-trailer</a></li><li>• Complete a ‘role on the wall’ thoughts about the ADAM, at the beginning of the story.<ul style="list-style-type: none"><li>○ Outline of character.</li><li>○ Inside the shape is what the character is feeling as he shares the sunflower seed.</li><li>○ Outside the shape is what the other characters think of his seed and what he has offered for show and tell.</li></ul></li><li>• Make a list of all the items brought in for show and tell.</li><li>• Describe what you think Alpha Centauri is like...who lives there?</li><li>• Adapt the story using alternative items for show and tell.</li></ul>	(appendix 19)
<b>Maths</b>	<ul style="list-style-type: none"><li>• Measuring lengths of spaghetti (like Betty).</li><li>• Investigating circles on the faces of the children. Create faces with circles.</li><li>• Counting the crocodile’s teeth...how many teeth/sums.</li></ul>	(appendix 20)
<b>Science</b>	<ul style="list-style-type: none"><li>• Finding out about the moon and stars...is ‘Alpha Centauri’ a real place – link to solar system.</li><li>• Plants and growth – link to the sunflower.</li></ul>	
<b>Art</b>	<ul style="list-style-type: none"><li>• Create paper chains of children as seen in the illustrations.</li><li>• Choose two colours like in the story to draw a classroom of you with an AMAZING item for show and tell.</li><li>• Investigate faces and recreate version in the style of Rob Biddulph. Can you do a self-portrait/draw a friend in this style?</li><li>• Create sunflower pictures. Printing? Paper petals? Seeds stuck on for the seed head in the centre?</li><li>• Use the “Draw with Rob” link to draw racing cars.</li><li>• Investigate Van Gogh’s “Sunflowers”.</li></ul>	(appendix 21)  (appendix 22)



## ART COMPETITION - GUIDANCE FOR ENTRIES

We would love for pupils to engage with the four stories in as many different ways as possible. We would like to invite all pupils to enter **THE PICTURE BOOK AWARD 2020 ART COMPETITION**.

### Entry Criteria:

- Children are invited to submit one picture illustrating a scene/character from one of the shortlisted books.
- Children may use any medium they choose *including* collage.
- All competition entries must be A4/3 in size but any paper/card/medium can be used  
**We regret that we cannot accept larger pieces of artwork.**
- Please make ensure a label (supplied in the pack to be distributed in September) showing pupil's name, school and book used for inspiration is attached to the **back** of their entry.

### Ideas:

You and your pupils may be inspired by the books in many ways! The children can be given an entirely free range or you may use this as a whole class teaching opportunity.

You can use some of the ideas in this booklet as a starting point or feel free to completely surprise us.

### Entries to:

Please post all competition entries to: Mrs A McGowan, 34 Kennedy Road, Shrewsbury, Shropshire, SY3 7AB. Please ensure you place the correct postage on the envelope. All entries will be returned to school before the end of term.

### Closing Date:

The closing date for entries is **MONDAY 28th SEPTEMBER 2020**. Please ensure you allow time for postage.

### Prizes:

Prizes will be given to best art work from each participating school. One prize for every school.

*(Note: A minimum of 6 entries are required from each school in order for entries to be put through to the judging panel).*

**Winners will be announced and prizes delivered to school week beginning: 5<sup>th</sup> October 2020.**



## CLASS RESPONSE COMPETITION - GUIDANCE FOR ENTRIES

We would love for the whole class to demonstrate their love for one of their favourite stories.

We would also like to invite all classes to enter...

### THE PICTURE BOOK AWARD 2020 CLASS RESPONSE COMPETITION.

#### Entry Criteria:

- Classes are invited to submit one response to one of the shortlisted titles.
- This can take any format as long as it celebrates the story and how much the children have enjoyed reading it.
- This could be a class display, a class scrapbook, a collective piece of artwork, a song or poem, a film, a re-enactment (live or puppets) or your own idea!
- Any film entries are limited to 7 minutes in length.
- Photographic entries should be accompanied by an explanatory paragraph of approx. 100 words please.

#### Entries to:

- You can post or hand deliver entries to Mrs A McGowan, 34 Kennedy Road, Shrewsbury, Shropshire, SY3 7AB. Please ensure you place the correct postage on the envelope especially for large/bulky items.
- Alternatively, this entry may clearly take the form of a photograph with explanation or a film. These can be sent electronically to [ali.mcgowan@shrewsburybookfest.co.uk](mailto:ali.mcgowan@shrewsburybookfest.co.uk)  
All entries will be returned to school before the end of term.

#### Closing Date:

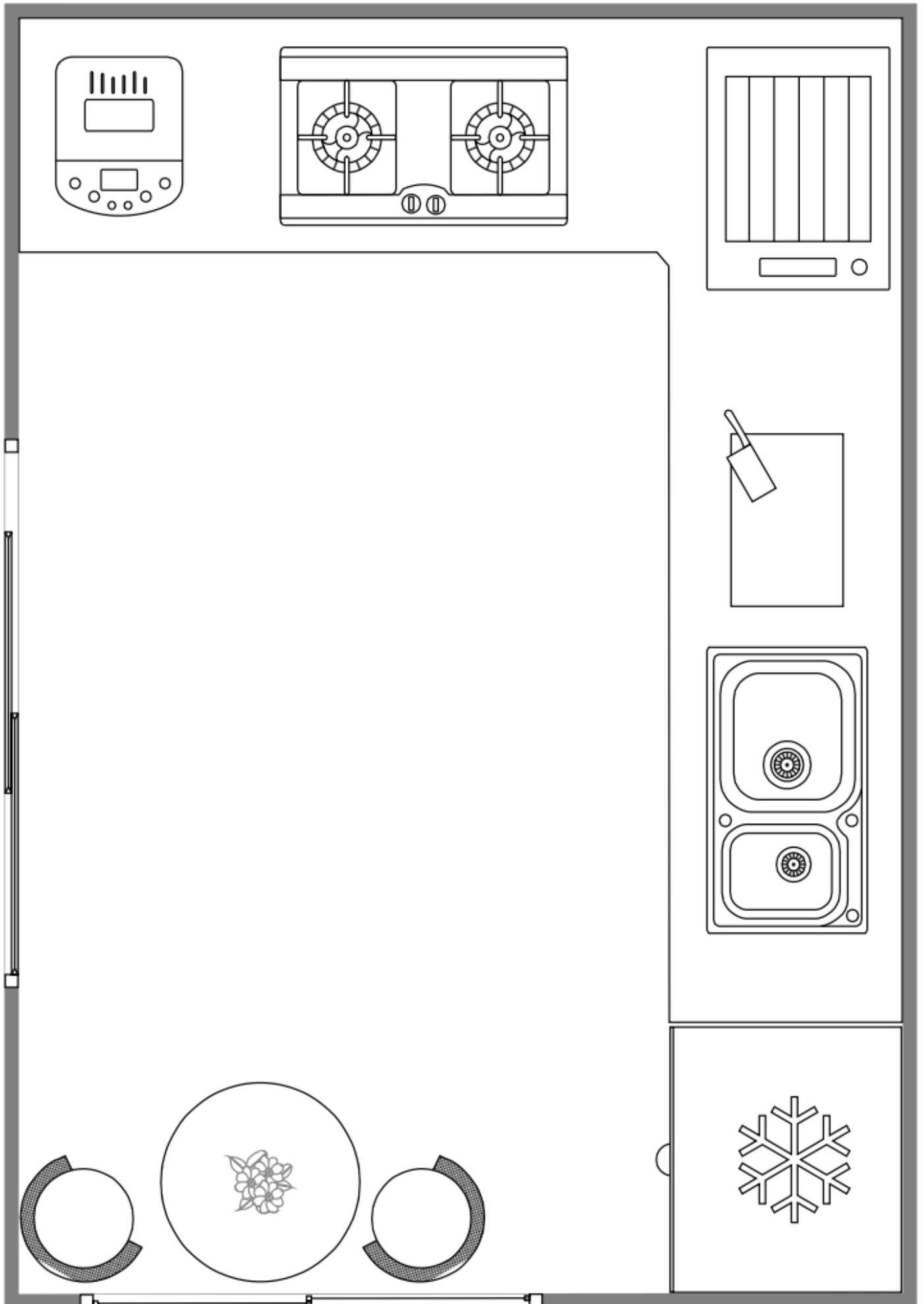
The closing date for entries is **MONDAY 28th SEPTEMBER 2020**. Please ensure you allow time for postage.

#### Prizes:

Prizes will be given to best three entries overall; a certificate will be given to every class that enters.

**Winners will be announced and prizes delivered to school week beginning: 5<sup>th</sup> October 2020.**

Appendix 1 Plan of the Kitchen

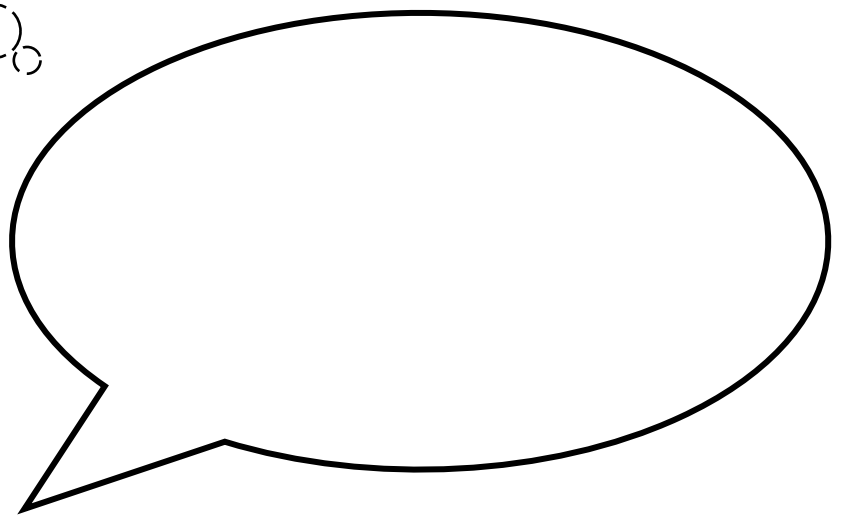
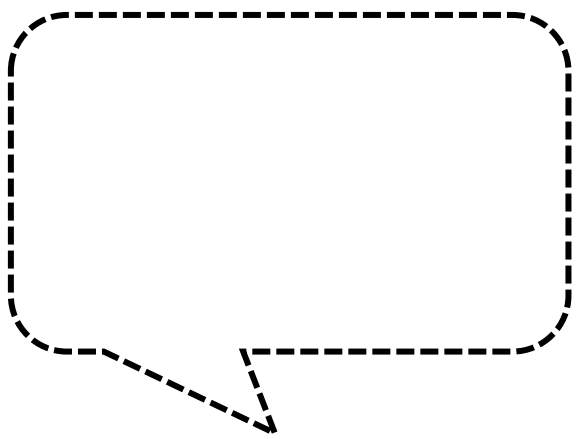
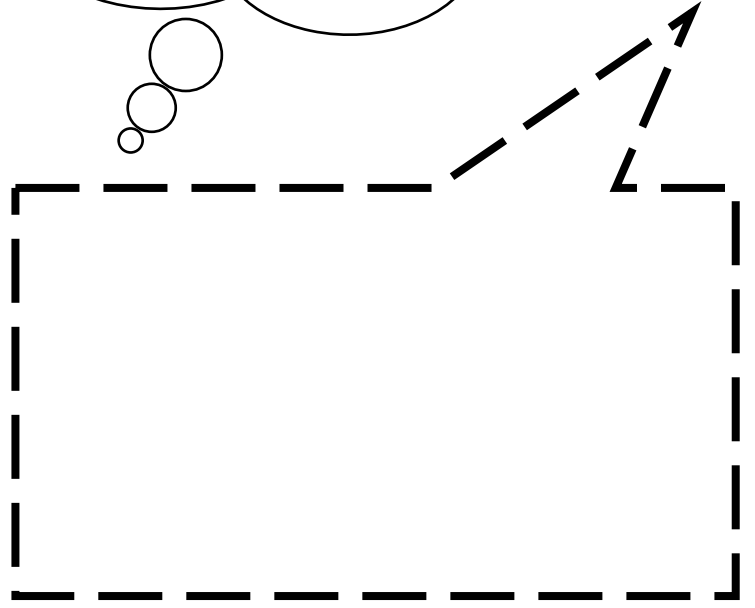
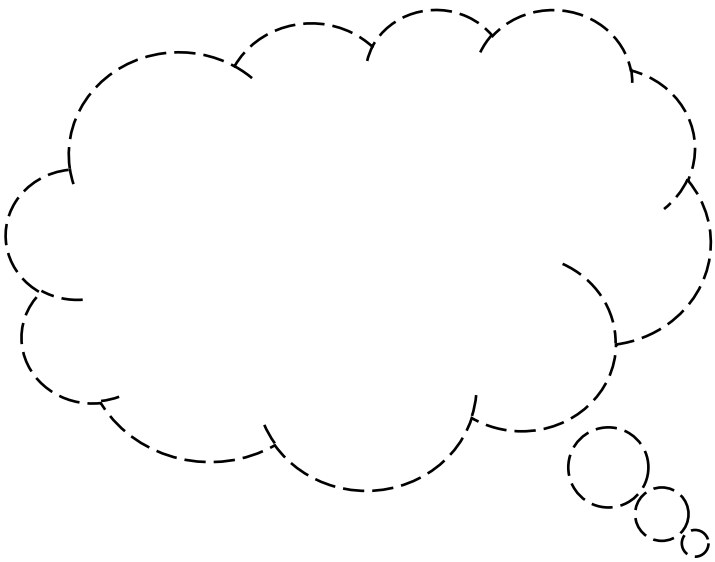
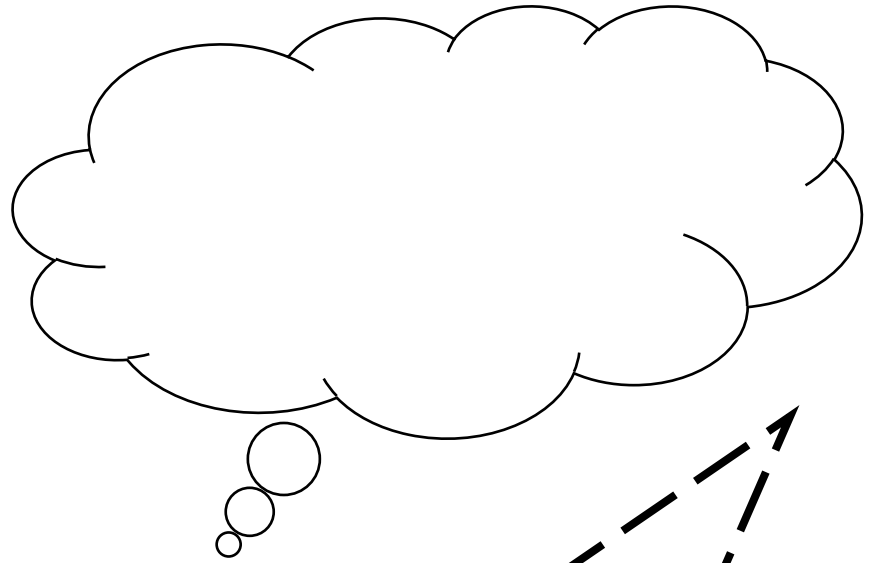
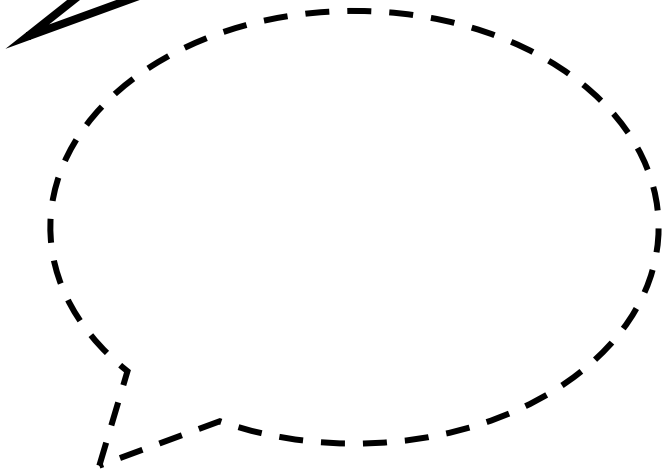
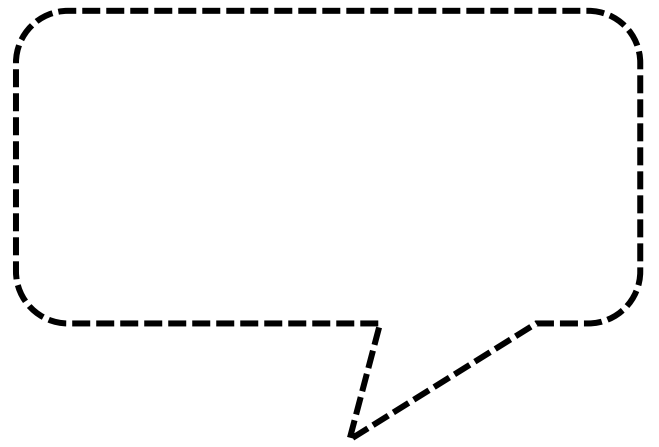
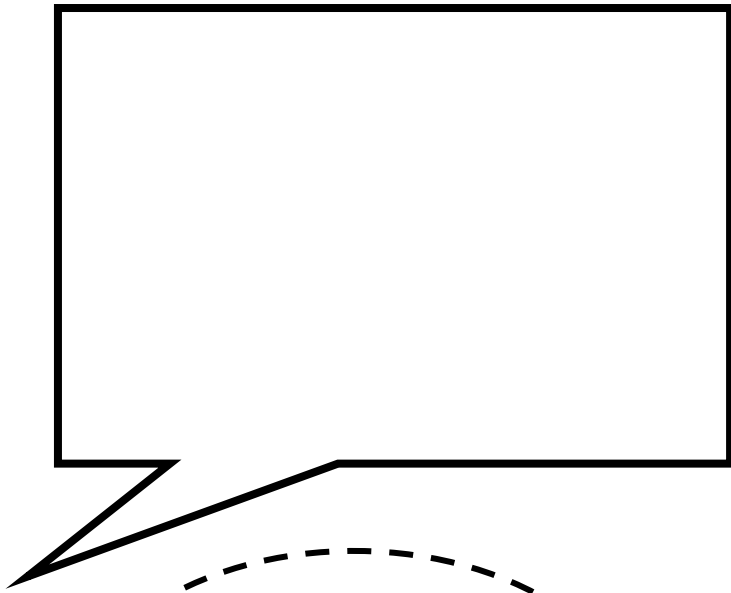


# LOST PEA!

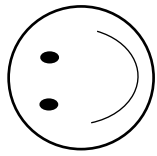
**Last seen...**


**REWARD!**

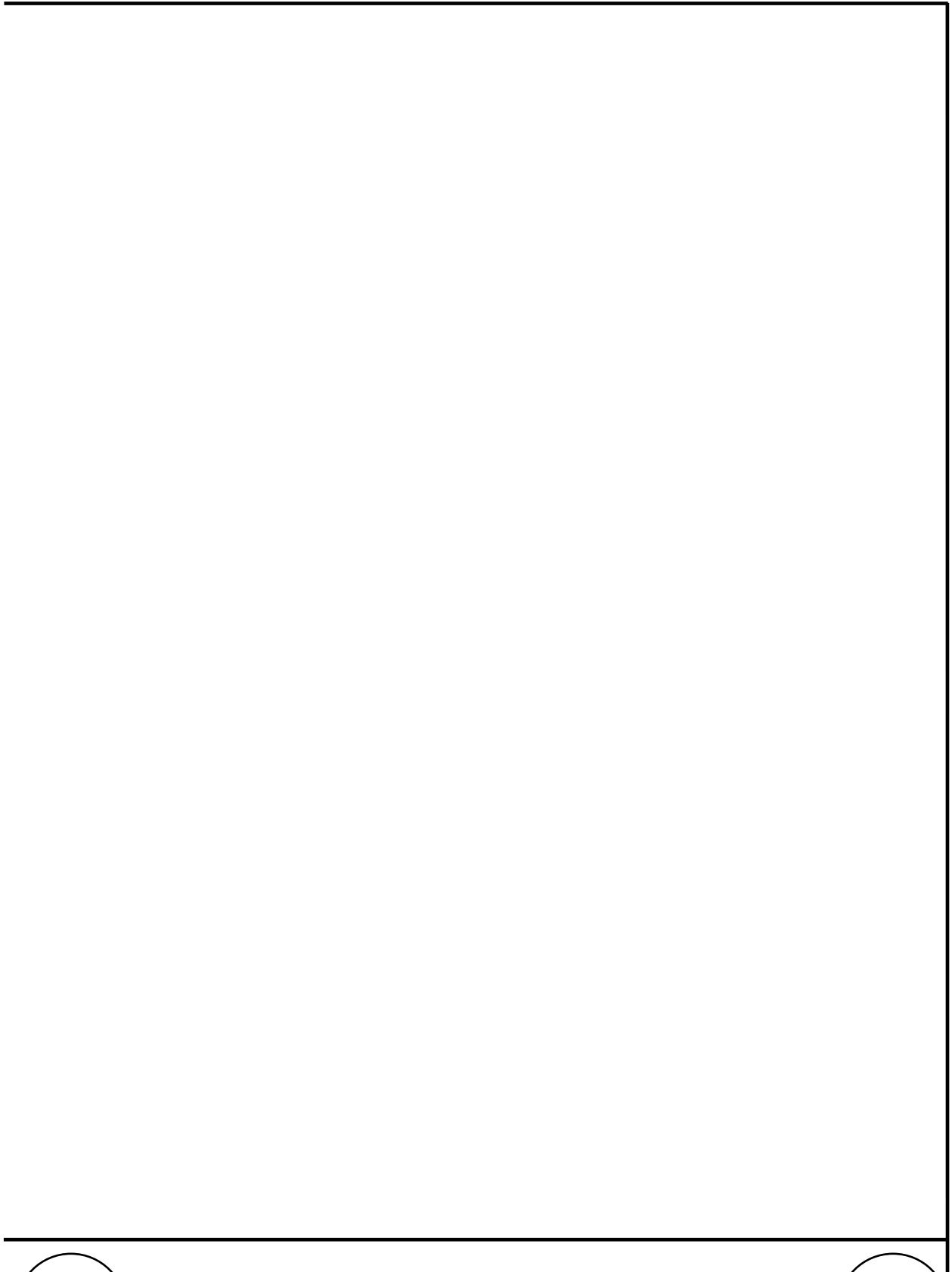
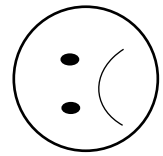
Appendix 3 Vegetable Speech Bubbles



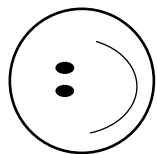
**Appendix 4 Emotions Graph**



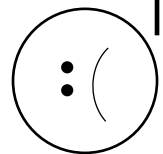
**Other Vegetables**







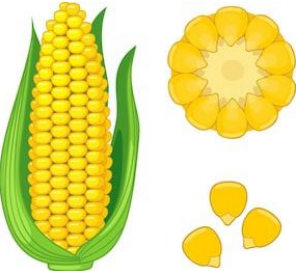

**TIME**







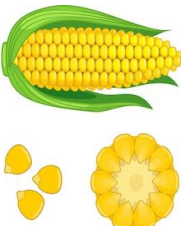

**The Lost Pea**



**Appendix 5 Data Handling – Favourite Vegetables**

Vegetable	Number of votes - Tally	Total
	<p style="text-align: center;">   </p>	<p style="text-align: center;">3</p>
		
		
		
		
		

**Appendix 6 Favourite Vegetables Graph**

13						
12						
11						
10						
9						
8						
7						
6						
5						
4						
3						
2						
1						
						

**Appendix 7 Pea Growing Diary**

**Date Planted:**

**What the seed looks like:**

**Day one, planting:**

**Week 2:**

**Week 3:**

**Week 4:**

**What happened to the seed:**

**Why did it happen:**



**Appendix 9 Animal Fact File**

**Name of Animal**

**What it eats**

**Where it lives**

**What it looks like**

**What it does**

**WOW FACTS!**

Appendix 10 Tiger/mouse comparisons

<p>Mouse</p>	
<p>Tiger</p>	

Appendix 11 Blank Postcard

The image shows a blank postcard template. It features a scalloped rectangular box in the top left corner, intended for a postage stamp. A horizontal line runs across the middle of the card, indicating where to fold. Below this line, there are seven vertical lines that create eight columns of varying widths for writing. The word "PostCard" is written vertically in a decorative, calligraphic font on the left side of the card, positioned between the stamp box and the fold line.

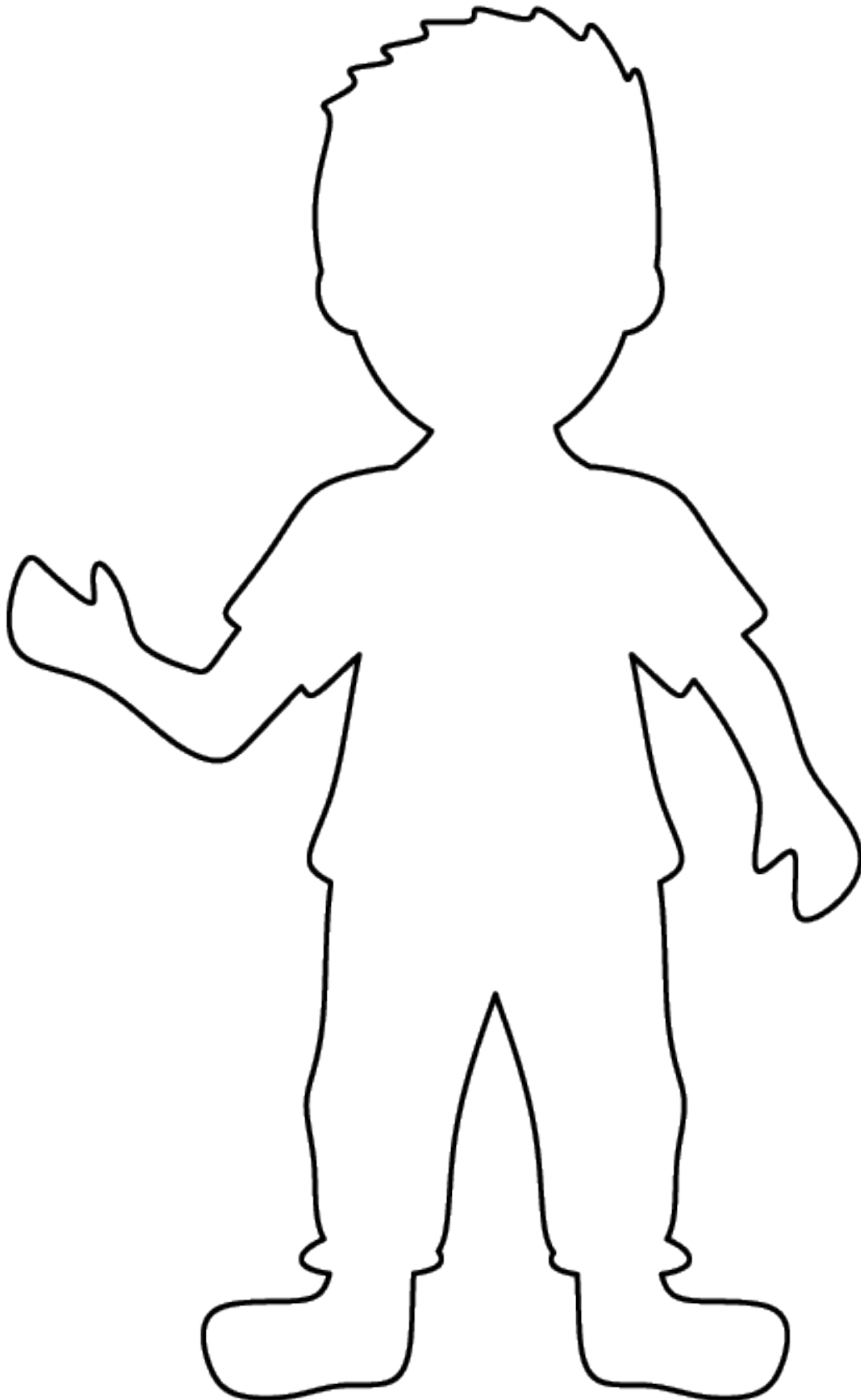
PostCard

**Appendix 12 Comparing yourself with another animal.**

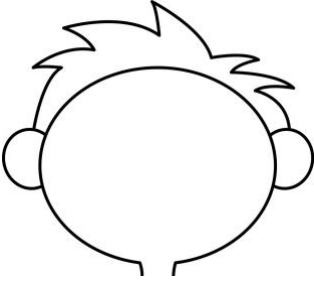
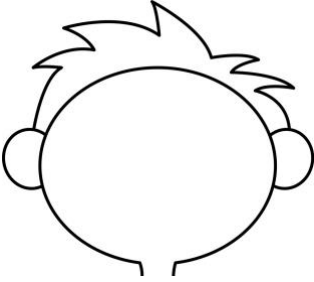
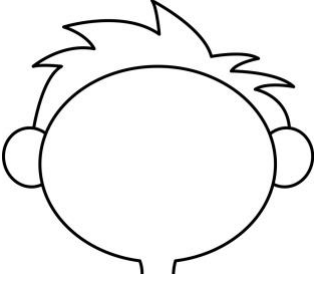
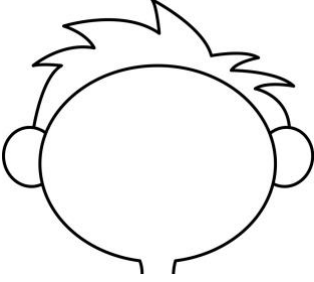
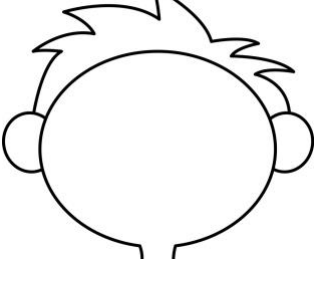
	<p><b>Me....</b></p>	<p><b>What animal could I be....</b></p>
<p><b>Description</b></p>		
<p><b>Picture</b></p>		



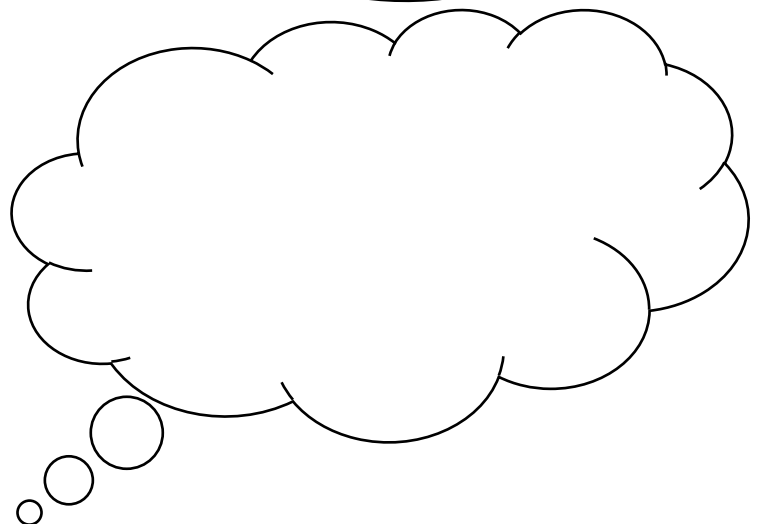
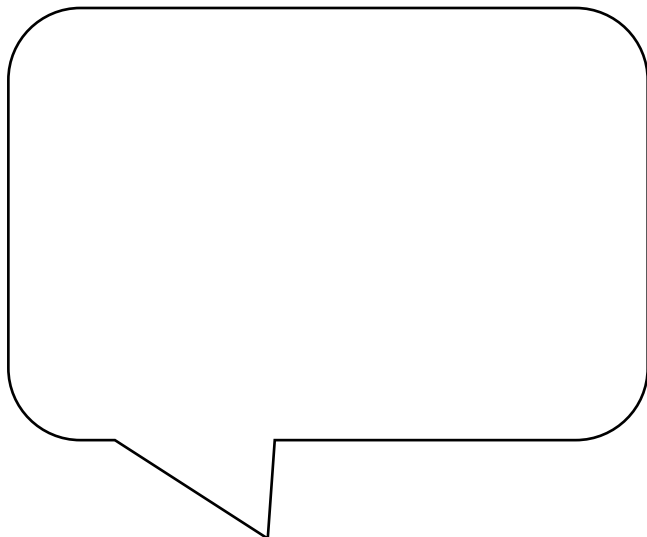
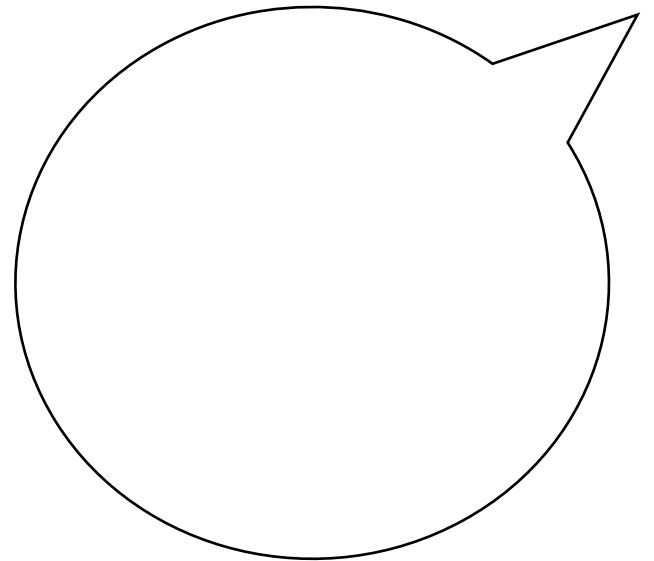
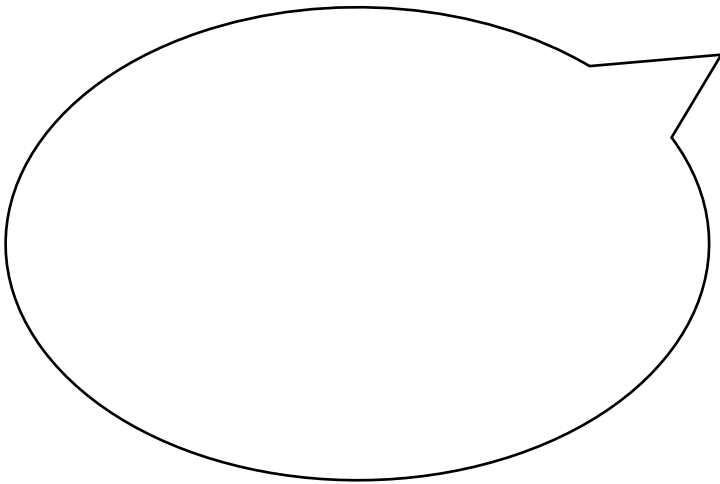
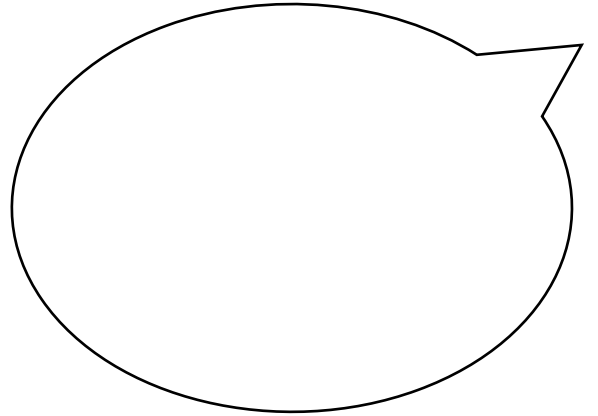
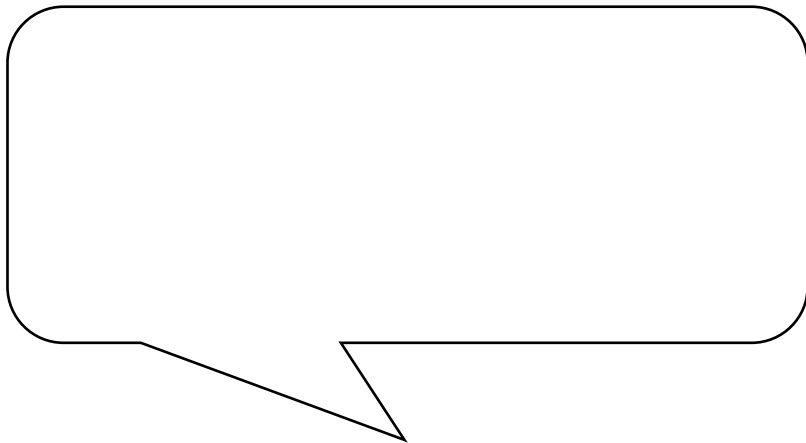
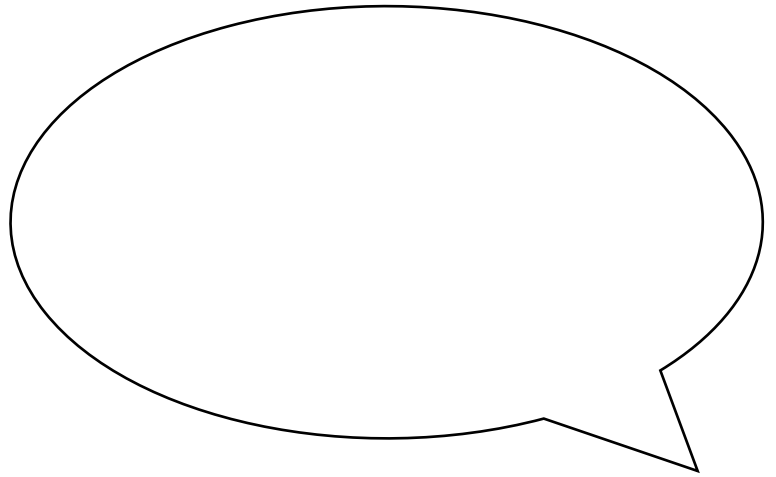
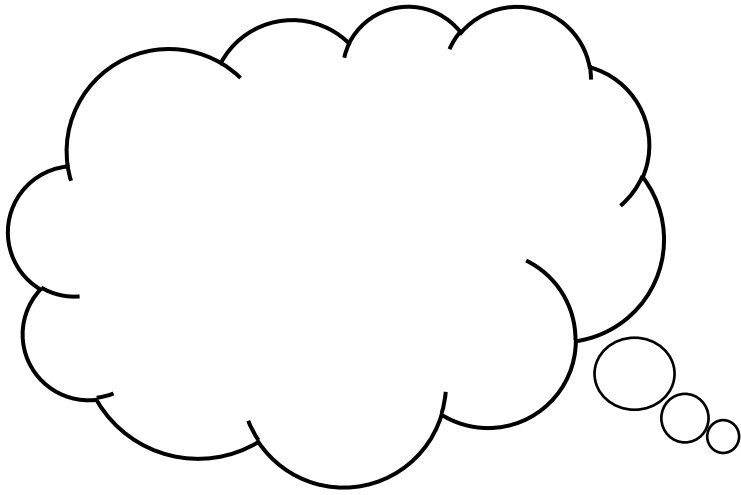
Appendix 14 Role on the Wall - Ravi

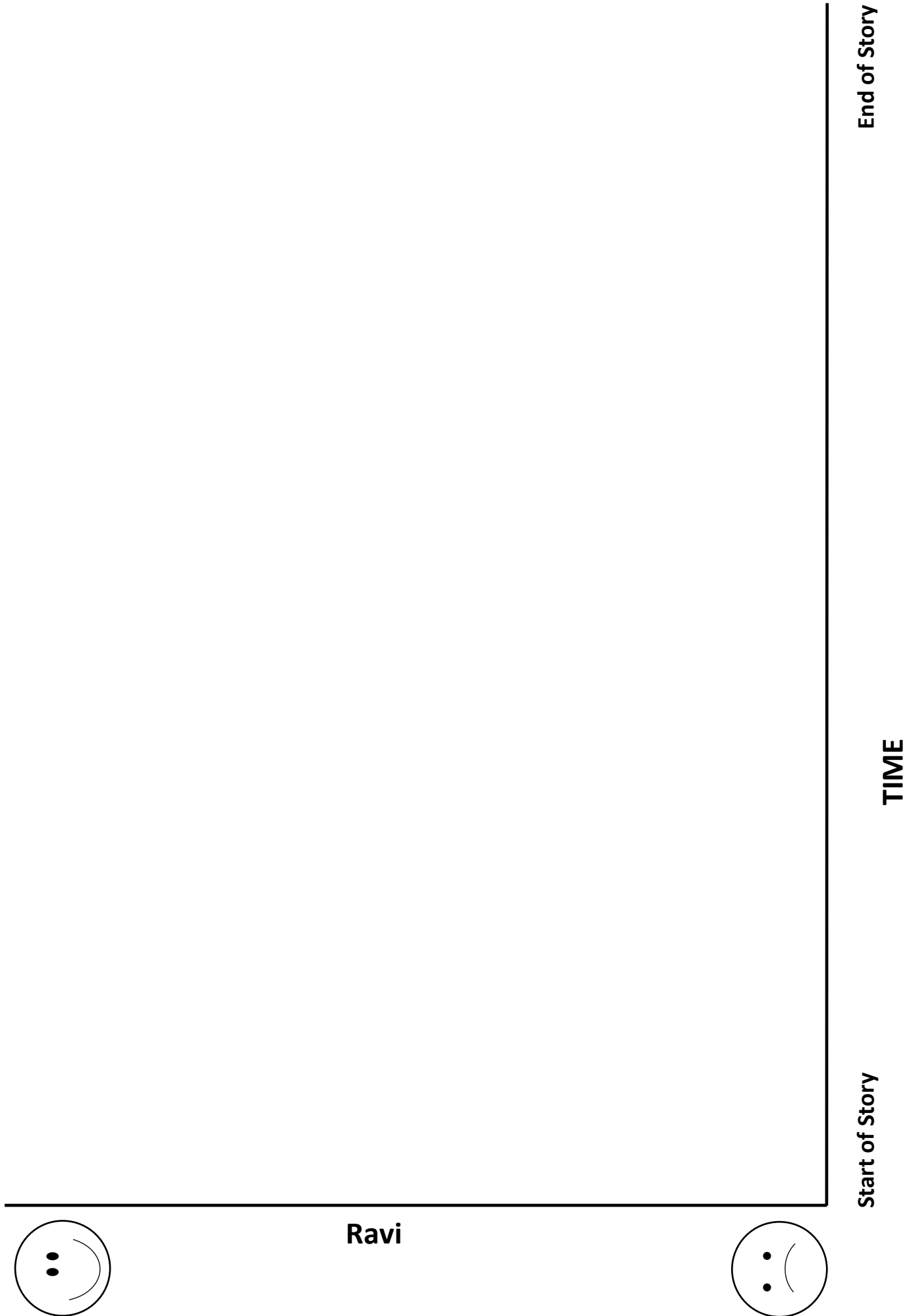


# Appendix 16 – Feelings Diary

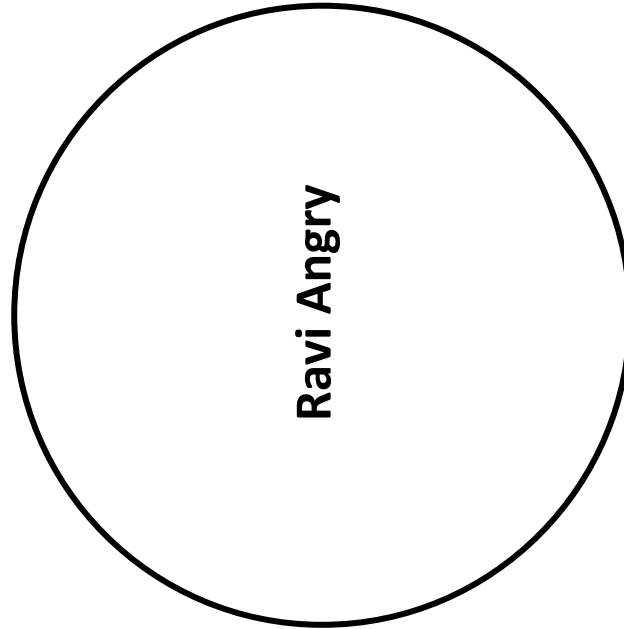
DAY: FEELING	I FELT THIS WAY BECAUSE...	I STOPPED FEELING THIS WAY BECAUSE...
 <p data-bbox="204 539 347 573"><b>MONDAY</b></p>		
 <p data-bbox="204 927 347 960"><b>TUESDAY</b></p>		
 <p data-bbox="180 1314 373 1348"><b>WEDNESDAY</b></p>		
 <p data-bbox="193 1700 360 1733"><b>THURSDAY</b></p>		
 <p data-bbox="220 2076 333 2110"><b>FRIDAY</b></p>		

Appendix 16 – Ravi’s Roar Character Speech Bubbles

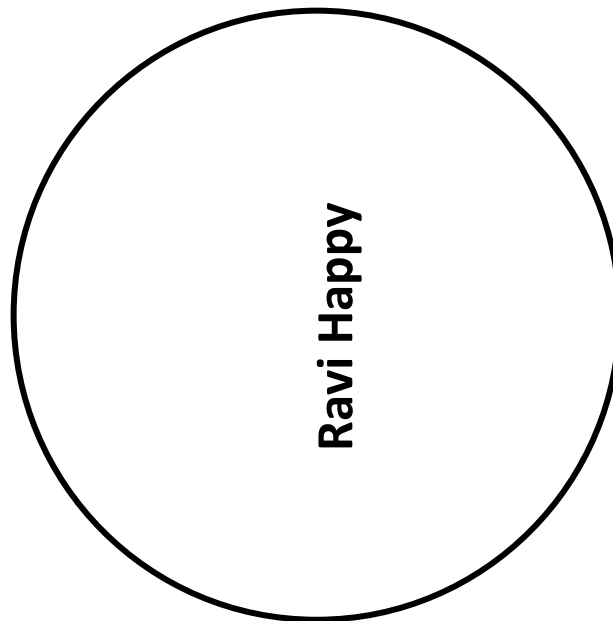




**Appendix 18 – Double Bubble – Exploring Ravi’s feelings**



**same**

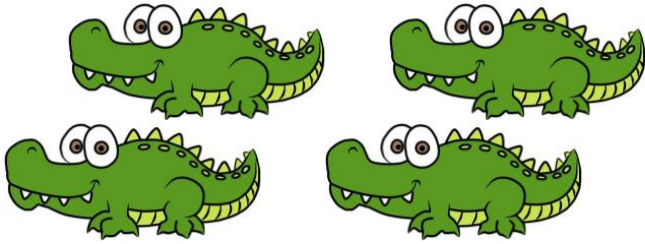


**Appendix 19 Role on the Wall - Adam**



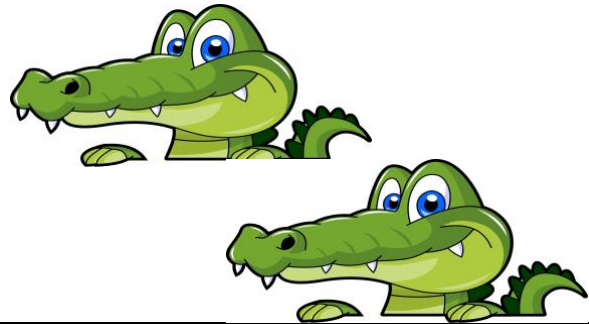
Image from the book "Show and Tell" © Rob Biddulph 2019

Appendix 20 - Counting Teeth  
How many teeth are there?



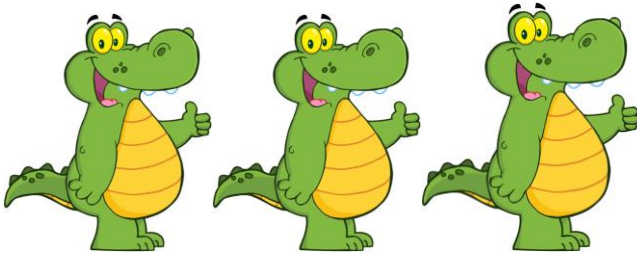
1 crocodile has \_\_\_\_\_ teeth.

There are \_\_\_\_\_ teeth altogether.



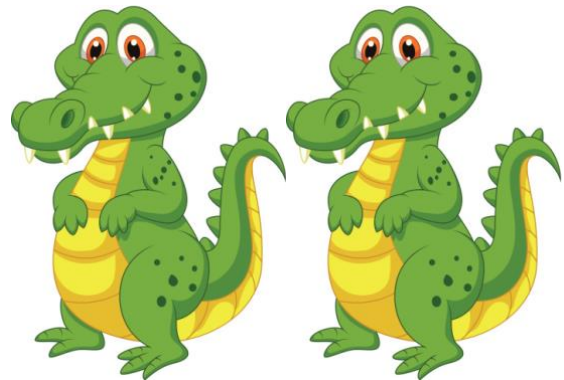
1 crocodile has \_\_\_\_\_ teeth.

There are \_\_\_\_\_ teeth altogether.



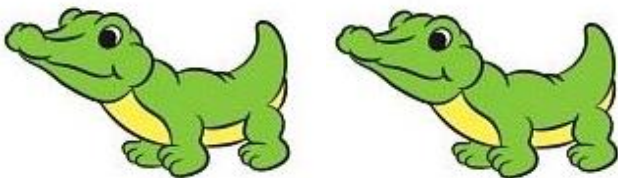
1 crocodile has \_\_\_\_\_ teeth.

There are \_\_\_\_\_ teeth altogether.



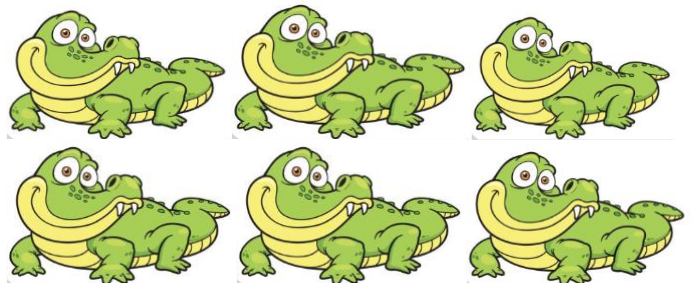
1 crocodile has \_\_\_\_\_ teeth.

There are \_\_\_\_\_ teeth altogether.



1 crocodile has \_\_\_\_\_ teeth.

There are \_\_\_\_\_ teeth altogether.

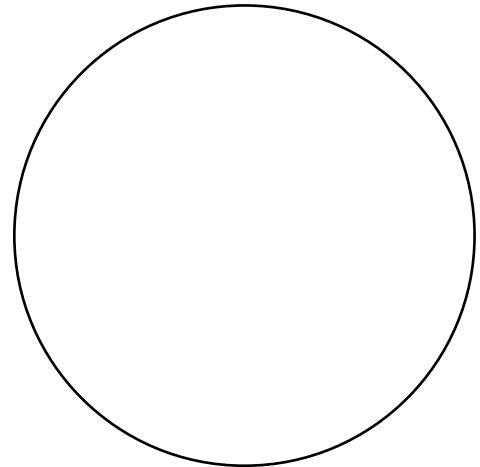
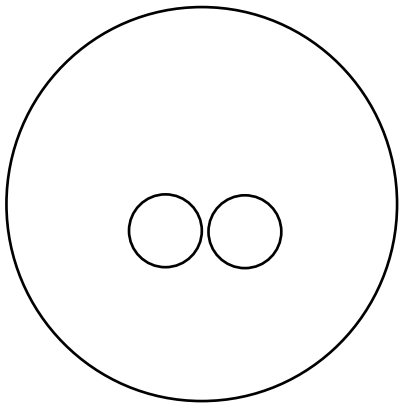
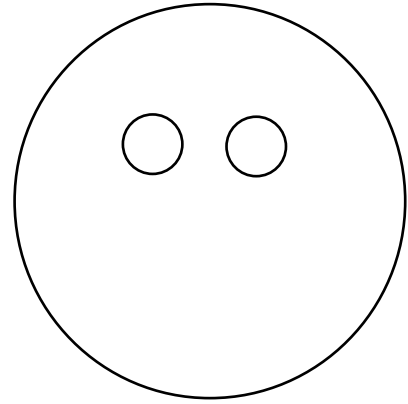
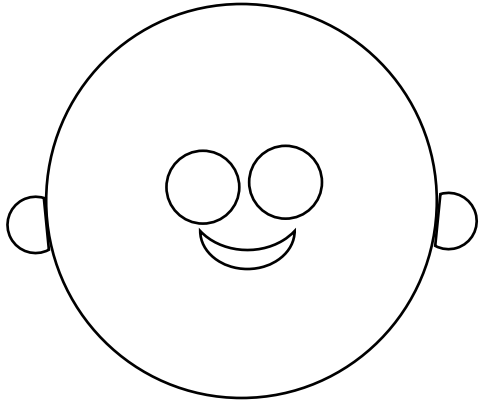


1 crocodile has \_\_\_\_\_ teeth.

There are \_\_\_\_\_ teeth altogether.

**Appendix 21 – Rob Biddulph Faces**

**Have a go at creating some new members of the class!**



Appendix 22 – Van Gogh's Sunflowers

