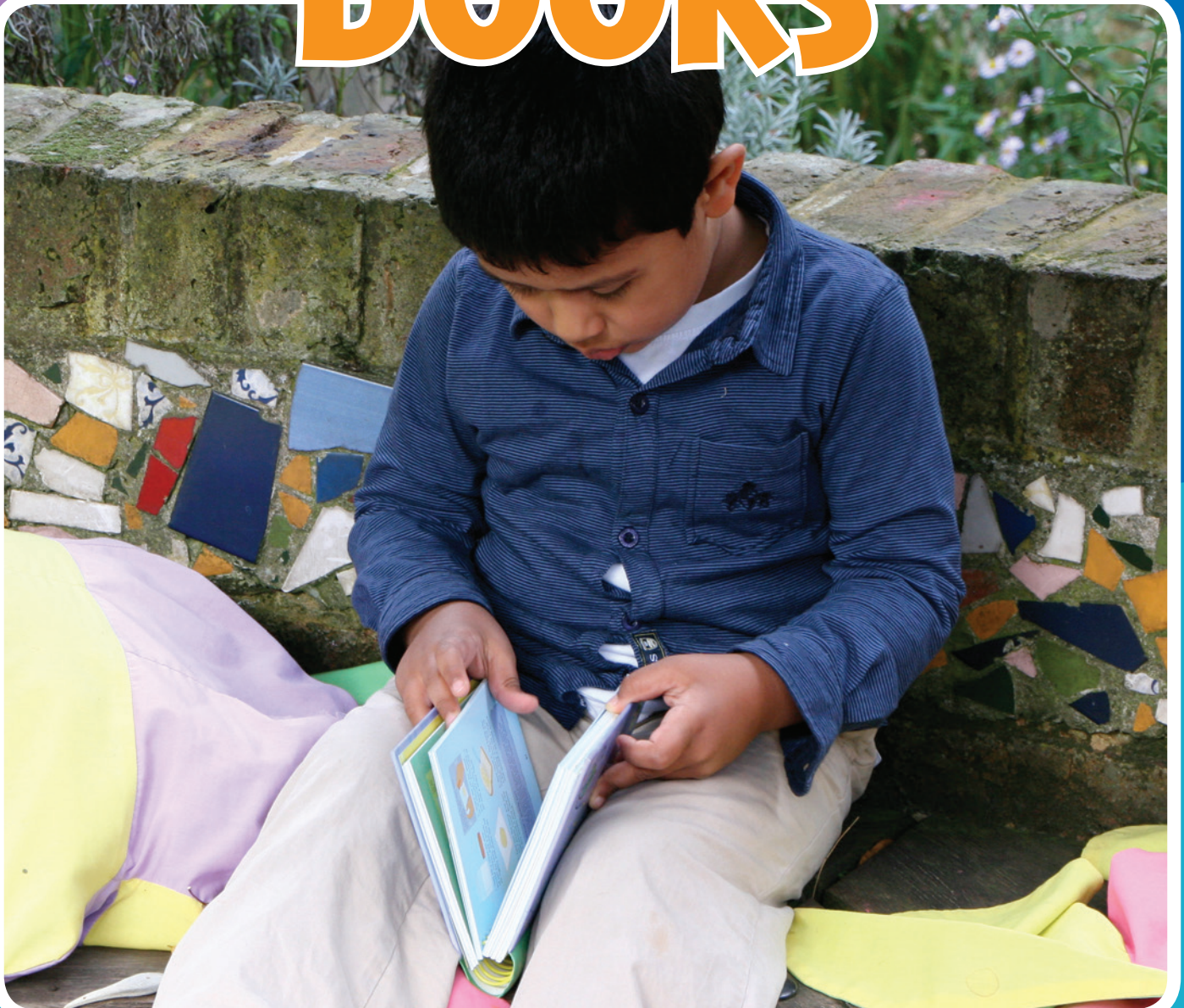


Practical
Pre-School **Books**

Planning for Learning through **Books**



by Rachel Sparks Linfield

Theme 1: Storybooks

Communication and Language

- Introduce the theme of storybooks. Invite children to select books from a box and explain why they have chosen them. Talk about how to care for books. (CL1, 3)
- Retell stories from pictures. In the home corner put out a toy bed, dolls, soft toys and a box of storybooks. Invite children to tell/read bedtime stories to the toys. (CL3)

Physical Development

- Use malleable materials to make models of book characters. (PD1)
- Read a storybook that gives scope for movement such as *We're Going on a Bear Hunt* by M Rosen. Encourage children to mime to the story. (PD1)

Personal, Social and Emotional Development

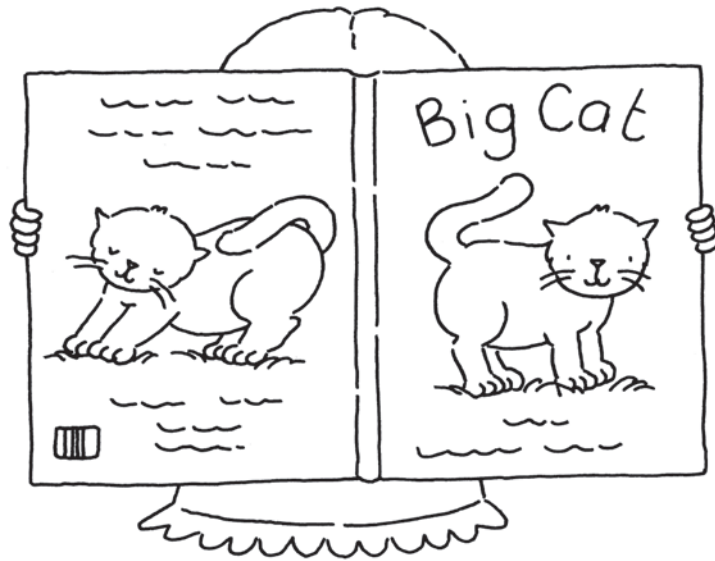
- Read a story that has a moral (such as a fairy tale). Encourage children to think about the message behind the story. (PSE2)
- Put out a box of storybooks that children know well and some puppets. Encourage them to collaborate to make up plays based on the books. (PSE3)

Literacy

- As a group, write letters to famous people and adults known to the group to ask what their favourite storybooks are and why. Place any replies in plastic wallets and make up a book of the letters. (L2)
- At story times, encourage children to notice where the title and names of authors and illustrators are on the books. Help children to sound out the letters. (L1)
- Make posters for a role-play library to advertise books. (See Expressive Arts and Design.) (L2)

Mathematics

- Enjoy using the 'Books for bedtime' counting rhyme (see activity opposite). (M1)
- Give each child a book made from three sheets of A4 paper folded in half. Number the pages from one to ten. Play a game in which children draw or stick a given number of things on a page according to its number. (M1)
- Sort a box of storybooks by different criteria such as size, number of pages, author, central character, books about teddies/not teddies, and so on. Count how many books fit into each category. Which pile has the most books? (M1)



Understanding the World

- Investigate how storyboards are made. What materials are used? How are the pages attached to the covers? Provide a range of materials, such as scrap papers, card, tape and a hole punch. Encourage children to work out the best way to join pages. (UW2)
- Examine a selection of books. Encourage children to notice similarities and differences in the print, the pictures, the type of paper. (UW2)

Expressive Arts and Design

- Make envelope bookmarks (see activity opposite). (EAD1)
- Make a role-play library complete with a desk for borrowing and returning books, a table and paper for children to make displays of books with labels, posters about books and a café. Invite children to be librarians, customers and to serve in the café. (EAD2)

Activity: Books for bedtime

Learning opportunity: Counting to ten.

Early Learning Goal: Mathematics. Numbers.

Resources: Ten storybooks.

Organisation: Whole group.

Key vocabulary: Numbers to ten.

What to do: Ask the group how many books they think are in the pile. Count, to check. Look through the books. Has anyone heard any of the stories? Talk about bedtime stories and the fun of choosing a book to hear at bedtime.

Lay out the books in a line. Recite the 'Books for bedtime' rhyme. Pick a child to choose a book. Continue using the rhyme with different children, each choosing one book. At other times, let children choose more than one book and help them to work out how many books will remain.

*Ten books on a shelf
Waiting to be read,
(Child's name) chooses (Insert a number one to ten)
And takes it/them up to bed*

Activity: Envelope bookmarks

Learning opportunity: Drawing and talking.

Early Learning Goal: Expressive Arts and Design. Exploring and using media and materials.

Resources: Wax crayons; used envelopes; picture books; an example of an envelope bookmark; scissors; examples of bookmarks.

Organisation: Small group.

Key vocabulary: Bookmark, names for colours, care.

What to do: Show children the bookmarks. Talk about what they are used for. Show the group a corner cut from a used envelope. Place it on a page in a storybook and explain that it can be decorated as a bookmark.

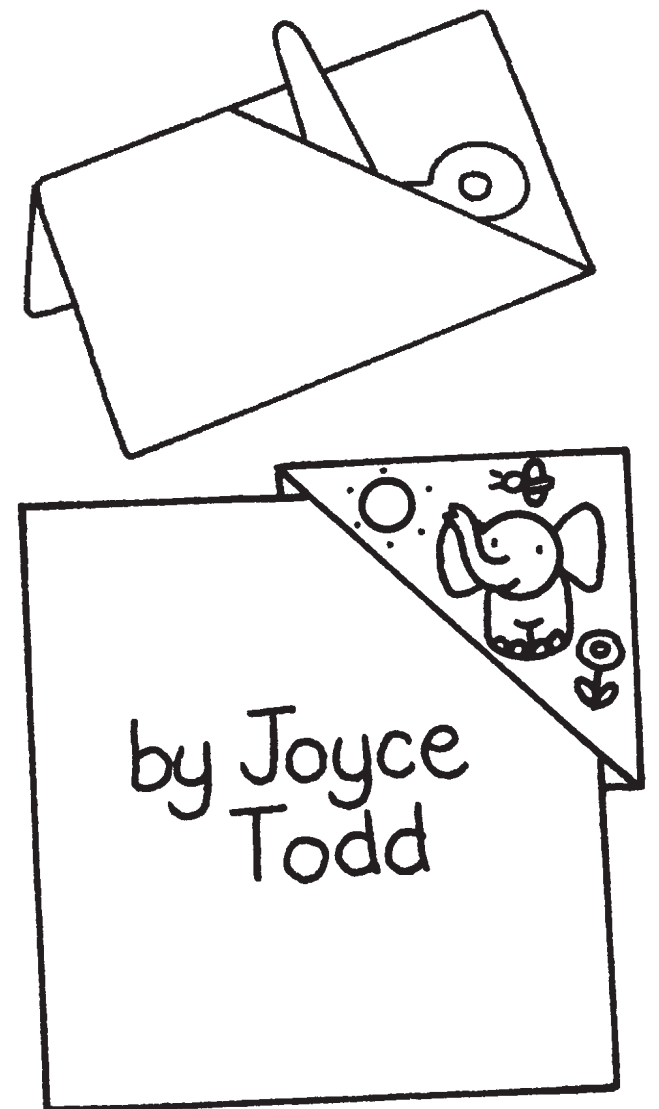
Show children some storybooks. Ask for suggestions of things that could be drawn to make good storybook bookmarks. Let children select a book and make an envelope bookmark for it.

Display

Put out the models of book characters along with the books from which they came on a table that will not be knocked. Write labels for the characters. Place the books made by children in baskets. Talk to children about how to take care of books when they are read.

Place the envelope bookmarks on A5 pieces of card on which the children have written 'by child's name' or drawn a picture of themselves.

Arrange the cards on a board covered with black sugar paper with a white border. Write up the heading: 'Take good care of books'.



Theme 2: Books for finding things out

Communication and Language

- Write the words ‘who’, ‘why’, ‘what’ and ‘how’ on pieces of card. Share a non-fiction book with the group and ask children to think up questions to be answered with the books. (CL2)
- Share picture books about how people live and what people like to do. (CL3)

Physical Development

- Share a book about the human body. Talk about ways to be healthy and physical exercise. Following outdoor, active play help children to notice the changes in their bodies. (PD1, 2)
- Make a collection of books about physical activities such as dance, athletics, juggling, football, gymnastics, and so on, and also ones that use fine motor skills such as pottery. Explain that each week a different book will be used for ideas for activities. Begin by looking at pictures of pots and making thumb pots from clay. (PD1)

Personal, Social and Emotional Development

- Explain to children that books can be useful for finding things out. Show them a selection of non-fiction picture books. Invite children to ask a question and use the books to find answers. (PSE1)

Literacy

- Use big non-fiction books to show children features of books such as a glossary, contents page, author, illustrations, diagrams. (L1)
- Involve children in making non-fiction displays for a role-play school (see activity opposite). (L1, 2)
- Provide pictures from greetings cards and magazines such as flowers, animals and foods to make into non-fiction books. Help children to write titles and captions for their books. (L2)

Mathematics

- Use a children’s recipe book to bake biscuits or cakes. Involve children in measuring out the ingredients and counting how many biscuits or cakes have been made. (M1)
- Sort a box of non-fiction books by topic. Count how



- many books are in each category. (M1)
- Write a contents page for a book with ten pages, for example: Page 1, six flowers. As a group, use the contents page to make the book. Help children to recognise the numbers. (M1)

Understanding the World

- Help children to write questions about things that can be found in your local environment. For example: What is the tree outside? Which minibeasts can be found in the playground? Help children to use non-fiction books to identify them. (UW2)
- Take digital photos that could be used to illustrate a non-fiction book about the local environment. (UW3)

Expressive Arts and Design

- Look at the covers of some non-fiction books. Talk about the ones that children like. Where are the authors’ names? Paint new covers for a non-fiction book. (EAD2)
- Show children a simple atlas. Talk about the places that are in it. Find your town or area. Provide A4 paper for children to make maps of imaginary places. Place the finished ones in plastic wallets and use the group’s ‘atlas’ in role-play. (EAD2)
- Prepare letters asking carers to write down a favourite recipe and local places children enjoy visiting for a particular season. Ask children to decorate the letters (see activity opposite). (EAD2)
- When playing outside provide map books for children

to use on role-play journeys (FAD2)

Activity: Non-fiction displays

Learning opportunity: Making displays and asking/ answering questions.

Early Learning Goal: Literacy. Reading. Writing.

Resources: Role-play school complete with a whiteboard or flip chart; toys to be pupils; small table for a display; box of non-fiction picture books with related artefacts; scraps of card and paper; crayons and pencils.

Organisation: Small groups.

Key vocabulary: Display, school, what, how, when, why, where.

What to do: Show the group the role-play school. Explain that the table needs a display that will interest the toys (pupils).

Together look through the books and decide on a theme. Look at the artefacts and discuss which ones would be useful.

Tell children that it would be good to have some question cards to go with the display. Ask for some ‘why’ questions. As a group, write a range of questions and use the books to find the answers.

Over the week, encourage small groups to make displays and to enjoy teaching in the role-play school.

Activity: Illustrating letters

Learning opportunity: Drawing and colouring.

Early Learning Goal: Expressive Arts and Design. Being imaginative.

Resources: Photocopied letters; crayons; pencils; felt pens; guide book; recipe book.

Organisation: Whole group introduction, four groups for illustrating the letters.

Key vocabulary: Recipe book, guide book, illustration, names of colours, letter.

What to do: Show the group the recipe book and the guide book for days out. Explain that they are going to make a book that gives ideas for foods that children would like to eat and places that they might like to visit. Talk about the different things that children like to do and eat in

Dear _____

We are making a recipe and guide book with ideas of things to cook and do with children at different times of the year. Please could you write down a recipe and describe a day out suitable for the season of _____.

Please could you reply by _____. Your ideas will be put in a book that we will sell to raise money for _____.

With best wishes, from _____

each season. Show children the letters for their carers. Select a group to illustrate the letters asking for winter ideas. Repeat the activity with three more groups for summer, spring and autumn. When replies come in, type up the ideas on A4 paper ready for children to decorate on the Book Day.

Display

On a table, put out books about clay and making pots. Put out the children’s clay pots. Remind children to look not touch. Mount the paintings for new book covers on empty cereal packets. Cover a large board with wallpaper and use sugar paper to represent the floor. Use black or brown sugar paper to make an outline of a bookshelf. Display the covers on the shelves. Nearby place the book for which the new covers have been designed.

Theme 3: Poetry books

Communication and Language

- Invite children to select a poem to be read to the group. After reading the poem, encourage children to say why they liked/disliked the poem. (CL1, 3)
- Enjoy sharing poems. Invite children to bring in favourite poems from home. (CL1)

Physical Development

- Enjoy providing movement and actions for poems and rhymes. (PD1)
- Remind children of the non-fiction books. Show ones about football and other ball sports. Enjoy playing with balls. (PD1)

Personal, Social and Emotional Development

- On strips of paper write out a short nursery rhyme or poem well known to the group. Muddle up the lines. Help children to collaborate to sort the rhyme. (PSE3)

Literacy

- Write new lines for nursery rhymes (see activity opposite). (L2)
- Make a collection of rhyming words for children's names. Invite groups of children to find pairs of rhyming words and use them to make nonsense rhymes. (L1)
- As a group make name acrostics where each letter in the name begins a word or phrase. For example, a 'Jean acrostic' might be:
Jolly
Excellent
Artistic
Nice (L2)

Mathematics

- Make a collection of pairs of objects and pictures that rhyme, for example square/pear; gnome/home; sky/tie. Ask children to sort the objects and pictures into rhyming pairs. Count the number of pairs and things to be sorted. (M1)
- Enjoy counting through reciting number rhymes. (M1)
- Use nursery rhymes such as 'Jack and Jill went up the hill' and 'The grand old Duke of York' to explore positional language. (M2)

Understanding the World

- Invite carers to share favourite poems from their childhoods. Encourage children to ask questions about why they like the poems so much. Involve children in

taking digital photos of the carers sharing the poems and using ICT to write labels for the photos. Ask for photocopies of the poems and combine the poems, photos and labels into a group book. (UW1, 3)

- Look at poetry books to find out what types of paper/card are used to make the book covers. Provide a range of papers and card for children to choose the best type to make a poetry book cover (see activity opposite). (UW2)

Expressive Arts and Design

- Paint portraits of characters from nursery rhymes. (EAD2)
- Enjoy using untuned percussion instruments to accompany the singing of well-known rhymes. Record the singing and music. (EAD2)
- Paint pictures of children for a group picture of 'There was an old lady who lived in a shoe'. (EAD2)



Activity: New lines for nursery rhymes

Learning opportunity: Reciting rhymes and making up new lines.

Early Learning Goal: Literacy. Writing.

Resources: Books/posters of nursery rhymes

Organisation: Small group.

Key vocabulary: Rhyme, words within the nursery rhymes.

What to do: Enjoy sharing a collection of nursery rhymes. Talk about what is happening in the rhymes. Encourage children to say which are their favourite rhymes and to put actions to the words.

Pick one nursery rhyme and change some of the words, for example 'Cluck, cluck, brown hen, Have you any eggs?', 'Little Bo Rosie, Has lost her posy'.

Ask children which of the rhymes you have changed and how you have changed them. As a group, pick a rhyme and write new words in the first two lines. Where possible, use children's names.



Activity: Investigating poetry book covers

Learning opportunity: Using the senses to examine book covers and materials.

Early Learning Goal: Understanding the World. The world.

Resources: Selection of poetry books, pens, crayons, pencils, different types of card and paper including flattened cereal packets, newsprint paper, tissue, corrugated card, cartridge paper, selection of covers from junk mail leaflets.

Organisation: Small group.

Key vocabulary: Cover, names for types of paper and card, words to describe the papers and card.

What to do: Show the group the poetry books.

Help them to examine and describe the materials from which the covers are made. Look at the types of card/paper, their appearance and their feel. Which of the covers would be hard wearing? Which are nice to hold? What makes a good poetry book cover?

Invite children to examine the materials and pick ones that would make a good cover. Encourage them to give reasons for their choices.

Display

Cut out a large shoe in sugar paper. Invite children to help paint it. Make six shoelace holes in the shoe, stick hole reinforcements around the holes and thread string through as a shoelace. Cut out windows and a door and give the shoe a chimney.

Display the shoe on a background of green sugar paper and sky blue wallpaper. Arrange the children painted by the group around the shoe and peeping out of the windows and door. Put up a copy of 'The old woman who lived in a shoe' rhyme.

Cover a nearby board with black sugar paper. Cut out the nursery rhyme characters and arrange them on the board. Stick up questions such as 'Where are Jack and Jill?' and 'Who is next to Humpty Dumpty?'

On a table, arrange some nursery rhyme books, other poetry books and a box of percussion instruments.

Theme 4: Special books

Communication and Language

- Enjoy sharing special books. Encourage children to discuss the types of book and to say what they like about a particular type of book. (CL1, 3)

Physical Development

- Put out a variety of books that require good fine motor skills to lift flaps and pull levers. Encourage children to use pincer movements as they carefully 'read' the books. (PD1)
- Show children pictures of people juggling in a non-fiction book. Enjoy playing with bean bags. (PD1)

Personal, Social and Emotional Development

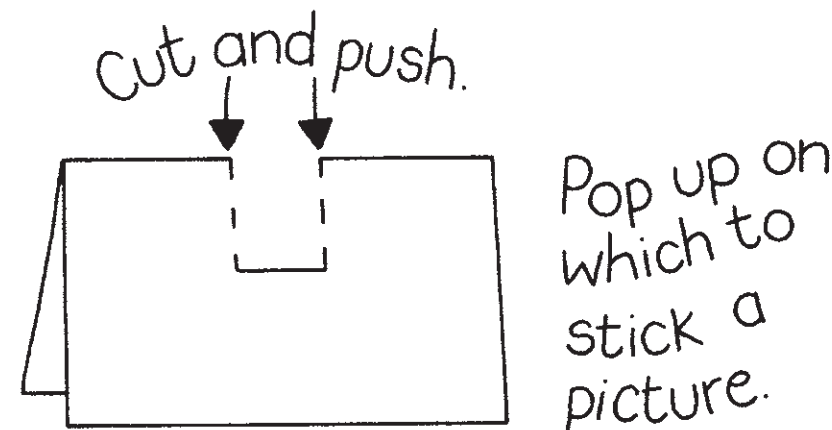
- Show children a variety of special books such as pop-up and lift-the-flap ones. Discuss how to take care of special books so that they do not get broken. (PSE2)

Literacy

- Make rhyming flap books (see activity opposite). (L2)
- Give each child a book that has a front cover with a spy hole. Make 'I spy' books for children to draw and write things that begin with a particular letter. (L2)

Mathematics

- Look at jigsaw books where some of the pages contain jigsaws. Provide greetings cards for children to cut into triangles and squares to explore shapes and make jigsaw pages. (M2)
- Use pages from dot-to-dot books to encourage children to recognise numbers and to count. Make dot-to-dot pictures. (M1)
- Show children how to make a pop-up page with pop-up parts. Stick different flat shapes on each pop-up bit. (M2)

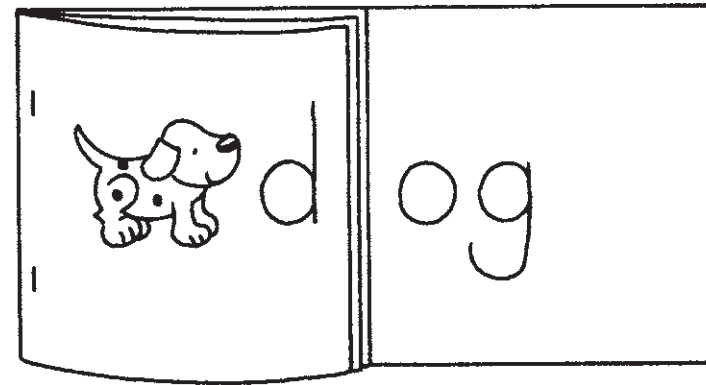
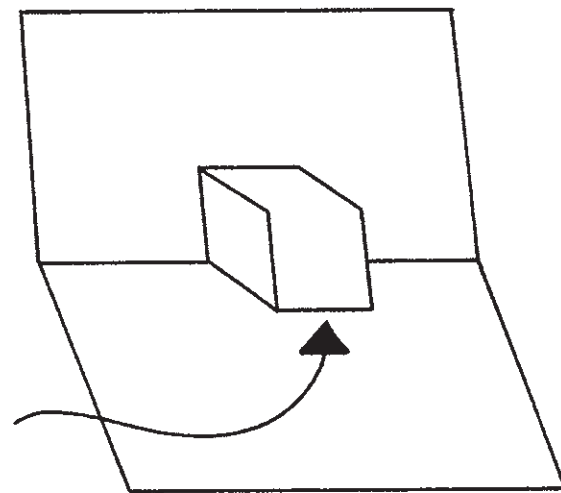


Understanding the World

- Use feely bags to encourage children to describe the textures of a range of materials. Look at books with textured parts. Make collage pictures. When displayed, encourage children to shut their eyes and feel the pictures. Which ones would work well in a feely book. (UW2)
- Investigate which papers are best for colouring books. Which papers can be used for painting? On which ones does felt pen ink come through? (UW2)
- Talk with children about their day-to-day lives including their families and traditions. Help children to make concertina books called 'All about me'. (UW1)

Expressive Arts and Design

- Ask children to draw a large body of an animal or character from a special picture book on a piece of stiff A4 card. On a smaller piece of card draw the head, cut it out and attach it to the body with a split pin. Use masking tape to stick a straw loosely to the back of the head. Use the straw to move the head. (EAD1)
- Use a 'Where's Wally?' book as an example of an 'I spy book' and for children to focus on detailed illustrations. As a group, produce a 'Where's ...?' frieze (see activity opposite). (EAD2)
- Show children an example of Braille. Provide materials for making feely collages to illustrate a Braille storybook. (EAD1)



Activity: Rhyming flap books

Learning opportunity: Making sentences with rhyming words.

Early Learning Goal: Literacy. Writing.

Resources: For each child a flap book made from a 10 x 21cm strip of card and five 10 x 15cm pages, pencils, crayons, letter cards including 'ig', 'og', 'it' and 'at', stapler, objects that rhyme with 'at', for example a bat, a mat, a toy cat.

Organisation: Small group.

Key vocabulary: Words rhyming with 'ig', 'og', 'it' and 'at', flap book, rhyme.

What to do: Show children the objects. Help them to realise that all of the words rhyme with 'at'. Show children the flap book. Write 'at' on the last page and then look through the letter cards for ones that could be put in front of 'at' to make words. Together make an 'at' flap book. Finally, use as many of the rhyming words as possible within a sentence. For example a six word rhyming sentence for 'at' might be:

The bat on the mat said 'What's that?' as a fat cat came and sat on top of him!

On future occasions encourage children to use the letter cards and 'ig', 'og' or 'it' to find new sets of rhyming words. Give each child a flap book in which to write their own letters and draw pictures of the words. What sentences can they make with their rhyming words?

Activity: Making a 'Where's ...?' frieze

Learning opportunity: Making detailed illustrations and collaborating to make a frieze.

Early Learning Goal: Expressive Arts and Design. Being imaginative.

Resources: A 'Where's Wally?' or 'I spy' type book; paper; crayons, felt pens, pencils.

Organisation: Whole group.

Key vocabulary: Illustration, names of colours.

What to do: Show children the 'Where's Wally?' type book. Encourage them to notice the detail in the illustrations. Explain that they are going to make a large picture like the ones in the book. Show children a person that will be hidden in the picture and that they must find. Provide A5 pieces of paper for each child to draw and colour several people using only black, blue and red crayons. Cut out the people and with the children display them as a crowd. Remind children that each day the person hiding will move into a new hiding place.

Display

Cover a small noticeboard with sky and ground coloured backing paper. Add silhouettes of buildings and trees. With the children, put up the people for the Where's Wally? type frieze in small groups. When children are not looking, put up the person that they have to find. Move the person each day.

Double mount the moving head pictures. Display them at a height where the children can move the heads. Encourage them to be gentle and to be careful when pulling the straws.

Theme 5: Books from around the world

Communication and Language

- Examine books from a range of languages. Help children to notice the way in which words are written, the letters and that some texts are read from right to left. (CL1)
- Use the books in the different languages to play 'I spy a book that...'. Encourage children to identify books from spoken clues and to give clues for others to spot books. (CL2, 3)

Physical Development

- Set out large apparatus and mats. Tell a story in which children travel around the world to find books (see activity opposite). (PD1)
- Look at non-fiction books showing pictures of athletics. Enjoy running, jumping and throwing. (PD1)
- Make a collection of traditional games from around the world. Teach children how to play the games, encouraging them to use their fine motor skills. (PD1)

Personal, Social and Emotional Development

- Ask carers who speak a language other than English to write 'We love to read books' on large strips of papers. Involve children in using the strips to make a large display. Help them to write labels explaining the language being used. Provide extra paper for children to contribute their own writing and pictures for the display. (PSE3)

Literacy

- Explore recipes from around the world. Make a group world recipe book with imaginary recipes. (L1, 2)

Mathematics

- Make a collection of picture books from different countries with matching books in English. Use the books for counting. How many pairs are there? Count words in similar sentences. Is there the same number in each book? (M1)
- Arrange ten books from different countries on a shelf or between two bookends. Give instructions using positional language for children to select and replace books. (M2)



Understanding the World

- Ask carers/people from the local community who follow a variety of world religions to talk to the group and show the special books within their faiths. (UW1)
- Read stories set around the world. Encourage children to notice details about the country such as the clothes the people are wearing and the weather. (UW2)
- Show children dictionaries in a variety of languages. Provide small books made from folded A3 paper for children to make picture dictionaries of things found in their local environment. Use the books to discuss the features they like and dislike. (UW2)

Expressive Arts and Design

- Paint flags for the countries from where the books in a variety of languages are used. (EAD1)
- Use musical instruments from around the world to provide sound effects for stories set in a range of countries. (EAD2)
- Look at Chinese or Japanese writing. Provide black paint, white paper and brushes for children to make up their own Japanese or Chinese characters (see activity opposite). (EAD1)

Activity: Finding books from around the world

Learning opportunity: Moving to a story.

Early Learning Goal: Physical Development. Moving and handling.

Resources: Divide a large area into countries using mats, cones and large equipment. In each place put a book from that 'country'.

Organisation: Small to large group.

Key vocabulary: Names of countries.

What to do: Introduce children to the countries.

Explain that they are going on a long journey around the world to collect books for a library. They will use lots of different kinds of transport such as boats, planes, trains, taxis and even camels.

Describe the travels, starting with packing a suitcase, having breakfast and walking to the train station. As you tell the story, give details about ways of travelling, speeds, directions. Take the children over hills, through tunnels, on rough seas and bumpy plane rides. Encourage children to use their imaginations and to mime and move to the words.

Activity: Chinese/Japanese writing

Learning opportunity: Painting line pictures.

Early Learning Goal: Expressive Arts and Design. Exploring and using media and materials.

Resources: White paper, brushes, black paint, examples of Japanese and/or Chinese characters (these might be in a children's book, from the internet or words such as 'books' contributed by a parent).

Organisation: Small group.

Key vocabulary: Chinese/Japanese, character, writing, black, similar.

What to do: Show the children examples of Japanese and/or Chinese characters. Encourage the children to look closely for similarities and differences. Talk about the shapes made by the lines.

Explain that the group is going to design some new characters. Show how to paint a stick figure with a happy

face. Ask what the 'character' might mean. Provide paper and black paint for the group to enjoy painting its own characters.

When dry, write at the bottom of each new character what it means.

Display

Cover a board with white paper and a black border. Mount the Chinese characters on black paper and arrange them to form a symmetrical, formal display. When the display comes down, place the characters in wallets and bind them into a dictionary of characters.

Attach the flags to pieces of dowel. Place sand in plastic bottles and arrange groups of three flags in the bottles in places where they cannot be touched!

Theme 6: Favourite books

Communication and Language

- Introduce the idea of a Book Day in which children will come dressed as a book character. Talk about the kinds of characters the children might like to be and how the costumes could be made. (CL1)
- Place a number of favourite books that have been read frequently to the group in a box. Invite children, in turn, to pick a book, place it in a bag without being seen and describe the book for peers to guess the title. (CL2)
- Use 2D shapes to make rosettes to be given out at the Book Day (see activity opposite). (CL2)

Physical Development

- Enjoy trying out all the activities based on the non-fiction books used over the weeks. (PD1)
- Work with groups of four children to mime the tale of 'Goldilocks and the three bears'. Change the bears to be other animals with appropriate actions, for example snakes slithering, kangaroos jumping. (PD1)

Personal, Social and Emotional Development

- Provide dressing-up clothes for a number of book characters, and the books. Encourage children to use them for role-play. (PSE3)
- During a circle time, invite children to describe their favourite books. (PSE1)

Literacy

- Do book reviews of favourite books (see activity opposite). (L2)
- Scribe as the group retell a favourite story. Write the sentences on large sheets of paper. Involve children in illustrating the pages and make a large book. Encourage children to enjoy reading the book. (L1)

Mathematics

- Invite children to pick their favourite books used within the setting. Sort the books according to different criteria such as fiction/non-fiction, has teddies in it/ does not have teddies in it. (M1)
- Make a bar chart of the group's favourite books. (M1)
- Give each child a favourite book. Play 'find the page'. Initially give number clues such as 'find page 5'. On further occasions clues could include 'find the page before 6', 'find a page after 9' and so on. (M1)



Understanding the World

- Talk about how paper is made. Challenge children to think about what we could write on if there was no paper. Try scratching in clay, writing in the sand tray and on safe leaves. Which is the best alternative to paper? Could it be used to make a book? (UW2)
- Compare the papers and materials used to make the children's favourite books. Encourage children to describe them and to select materials from a scrap box that feel similar and look similar. (UW2)
- Invite carers to bring their favourite childhood books to share with the group. Encourage children to ask questions to discover why the books were favourites and what memories the books create. (UW1)
- Use the Internet to find pictures of favourite books. (UW3)

Expressive Arts and Design

- Paint pictures of the children's favourite books. (EAD2)
- Make new wax resist covers, using wax crayons and watery paints, for the children's favourite books. (EAD1)

- Make stick puppets for characters within favourite books. Enjoy using the puppets. (EAD2)

Activity: Book reviews

Learning opportunity: Talking about books and making reviews.

Early Learning Goal: Literacy. Writing

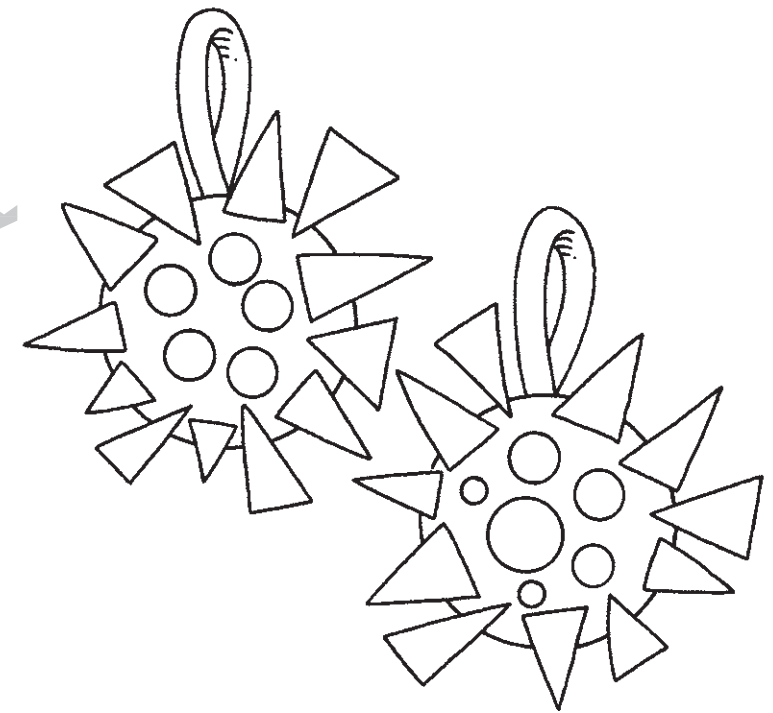
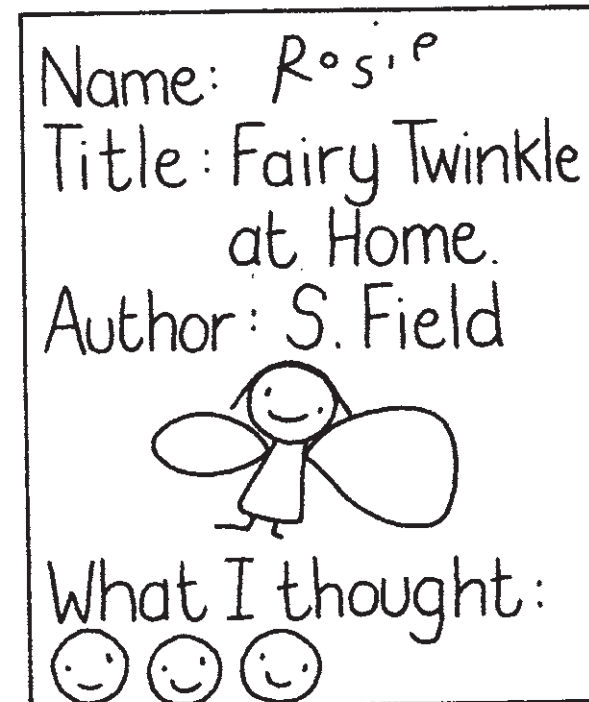
Resources: Copies of children's books including some favourite ones used over the topic; book review forms with space for the title, author, main characters and 'what I thought about the book'.

Organisation: Whole group introduction, small group to complete the reviews.

Key vocabulary: Book review, title, author.

What to do: Show children the books. Ask them which were their favourites and why. Did they like all the books? Say that sometimes it is helpful to know what someone else thinks about a book so that you can decide whether it is a good one to read. Explain that the group is going to fill in book reviews for the book corner.

Working with a small group, ask each child to pick one book to review. Show children the book review forms. Help them to fill in the name of the author and the title. Ask them to draw a picture of the main characters in the book and write their names. Help them to write a sentence about the book.



Activity: Book Day rosettes

Learning opportunity: Arranging and gluing shapes to make rosettes.

Early Learning Goal: Communication and Language. Understanding.

Resources: Triangles and circles in a range of colours, card circles of 10cm diameter; ribbon; glue; a rosette.

Organisation: Small group.

Key vocabulary: Names for colour, triangle, circle, rosette.

What to do: Show the group the rosette. Explain that at the Book Day rosettes will be given to children who come in a costume. Show how to take a card circle and glue shapes around the edge, and also on the circle. Remind children that when gluing it is good to use as little glue as possible and to glue around the edge rather than all over. Invite children to put on the shapes in either a pattern or as a picture. When dry, attach a loop of ribbon.

Display

On the back of each rosette stick a label that says 'Well done for dressing up on Book Day' and the date. Attach a loop of ribbon to each one and hang them up out of reach. In the book corner, put up the paintings of the book characters with speech bubbles that say 'My name is _____. I am from (book title).'