

CLASS READS

Level 1

(Suitable for Foundation Stage: Reception,
Foundation Stage: Primary 1,
Junior Infants and Senior Infants)



children's
books
ireland
every child a reader

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About Children's Books Ireland

At Children's Books Ireland, we believe that every child should have access to the joy of reading, regardless of their circumstances. Our mission is to make books central to every child's life on the island of Ireland. We work with families, teachers, libraries, publishers and communities all across the island to get books into children's hands and to inform adults who can make a big impact on their reading. We advocate for the changes Ireland needs to grow a new generation of readers, and we support artists so that they can make excellent work for children and young people. Sign up to our newsletter to stay in touch!


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Children's Books Ireland has made every effort to ensure that all information is correct at the time of print. However, we cannot be held responsible for any errors or omissions.

Tá gach iarracht déanta ag Leabhair Pháistí Éireann le cinntiú go bhfuil an fhaisnéis sa treoir seo cruinn. Ní féidir le LPÉ a bheith freagach áfach as aon earráid ná easnamh.

INTRODUCTION/RÉAMHRÁ

Children's Books Ireland is frequently asked by teachers and librarians to recommend class novels for students of all ages, and it has long been an ambition of ours to give due consideration to the supports needed to reinvigorate how children in primary and secondary school engage with books and reading. Our ultimate aim is for students to find books that will delight, entertain and connect with them, and for teachers and librarians to feel supported and to have useful resources to draw from. We want students all over the island to feel excited about reading, to pick up a book or have it read to them and to say 'This book is class!' Hence the title – we have selected books that we think are class reads for classrooms.

In developing Class Reads we consulted with teachers at primary and secondary level in the Republic of Ireland and Northern Ireland. The package we designed following this process includes recommended reading lists focusing on great class novels, broken down by class groupings, including texts in English and Irish and highlighting excellent artists including many from the island of Ireland. Each list includes reviews of twenty-four books, four of which have been selected as the subject of a detailed resource guide including suggested ways to interact with the novels. Being conscious of budget and real ways of working, these guides will also give you the tools to facilitate high quality creative engagement with *any* work of children's literature. These downloadable, printable packs are supported by five short videos featuring authors and illustrators from all over the island of Ireland, some directed at the adults who influence children's reading and others speaking directly to children and young people in classrooms and giving them creative activities to help them engage with any book they have to hand.

The objective of Class Reads is to inform and support teachers and librarians, to build knowledge of excellent children's literature and to bring some of the best voices in Irish writing into the classroom through both the recommended texts and activities and the video pieces. So much is asked of teachers across all areas of the curriculum, as well as extracurricular activities; Class Reads will help to showcase appropriate texts that are excellent, diverse and contemporary and that will spark students' imaginations in the classroom. The resource guide will build confidence to bring literature into the classroom in new and exciting ways by giving you fresh tools to play with and opening the door to a wealth of wonderful literature that can excite and draw in young readers, giving them not just space to learn to read, or to engage with English as an examinable subject, but also access to a rich artform through poetry, prose and illustration.

We welcome your feedback on Class Reads – if you have suggestions for how we might improve future iterations or books that have worked well in your classroom or want to let us know how these resources have impacted on your teaching practice, please get in touch by emailing us at info@childrensbooksireland.ie

Thank you for taking the first step and downloading Class Reads. For more recommended reading, including themed lists and our annual reading guide, visit www.childrensbooksireland.ie

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Denotes an Irish author/illustrator/publisher/údar/maisitheoir/foilsitheoir as Éirinn



Denotes dedicated resource pack within this guide/Pacáiste acmhainní tiomnaithe sa treoir seo

GENERAL PICTUREBOOK QUESTIONS AND ACTIVITIES

QUESTIONS

Before You Read: Anticipating

1. Look at the title, typography and illustration on the front cover. What do you think this book is about? What atmosphere is created?
2. Does the title and/or cover make you want to read the book? Why or why not?
3. What is your first impression of the character(s) on the cover? What do you think the relationship is between them, if more than one is present?
4. Look at the back cover and the illustrations inside the covers (if any). How do they add to your overall impression of the book? Do they change what you think the book will be about?

After You Read: Reflecting

1. Look back at your answers to the earlier questions. Have your views changed since reading the book?
2. Did you enjoy the story? Why or why not?
3. What part of the story did you enjoy the most?
4. Were there any parts of the story where you really wanted to turn the page to find out what happened next? What made you feel this way?
5. What did you think of the ending? Why do you think the writer ended the story this way?
6. Who was your favourite character and why?
7. How would you describe the setting? Would you like to visit this setting?
8. What was your favourite picture or spread (two facing pages) from the book? Describe it.
9. Did you like the typography? Can you point out cases where the illustrator played with font? Why might they do this?
10. Do you think the cover illustration was strong? Would you have picked something else? Why or why not?
11. Do you like the colours used in the pictures?
12. How do the pictures make you feel?
13. Do you think this picturebook is best read at any particular time of day?
14. Why do you think the illustrator included so many of a particular item in the pictures?
15. Does the illustrator show us anything that the writer does not mention?

For Older Readers

1. What words would you use to describe the different characters in the book?
2. Could you relate to any of the characters?
3. Who is telling the story? Is this a good choice?
4. What is the main conflict or problem at the heart of this story?
5. What techniques do the author and illustrator each use to make you want to turn the page?
6. Do you think the illustrator does a good job of giving personality to the characters or of showing us how they are feeling? How do they try to achieve this?
7. How would you describe the atmosphere of this book? How do the author and illustrator each create this atmosphere?
8. How do you think the artist created the pictures? What media and tools did they use – for example, pencil, ink, pastels, paint, collage? What surface did they use – for example, paper, canvas, digital tablet? What technique did they use – for example, drawing, painting, printmaking and so on? Do you think they made good choices? What effect do their choices create?
9. How would you describe the illustrator's style? Are they influenced by any art movements – for example, impressionism, surrealism, Cubism?
10. What colour scheme does the illustrator mainly use? Why? Does it ever change? If so, why?
11. Does the illustrator make use of shading? Why or why not?

12. How does the illustrator make use of space? Are the pages cluttered or sparse? Do they mainly use full or empty backgrounds, or alternate between both? Do they mainly use full bleeds (where the images expand right to the edges of the pages), framed panels or vignettes (small illustrations that fade into the background without a definite border or small ornamental designs) or alternate between all of these? Are there any montages (images arranged to create a new picture)? Why do you think they made these choices? What effect do they have?
13. Why do you think the author included so many or so little background details in some of the pictures? Which are your favourites, and why?
14. Is the left page of the spread (two facing pages) used differently to the right page? Are they evenly balanced? Does anything ever cross the gutter (middle) of the spread? Why or why not?
15. How does the illustrator show size and scale? How close are we to the characters, and what angle are we viewing them from? What effect does this create? Do the size and position of figures ever change from page to page? Why or why not?
16. What sort of shapes are most common in the pictures? How would you describe them – for example, round, angular, organic, geometric and so on? What effect does using these shapes have?
17. What sort of line is most common in the illustrations – for example, bold, harsh, soft, broken, scratchy, curvy and so on? How would you describe the texture of the drawings? What effect does this have?
18. What do you think of the choice of typography? Think about the typeface, font, spacing, colour, size and placement of the text. How do these add to the story, if at all?
19. If the illustrator plays with typography in terms of typeface, font, colour, size, spacing, placement, capitalisation, bolding and italicisation, and so on, why do they do this? What effects does it have?
20. Did you enjoy looking at the pictures alongside the text? If you were to take away the words, would you still be able to understand what was happening in the story? If you were to take away the pictures, would anything be lost?
21. Are there any parts of the story that you think should have been illustrated but were not?
22. How do the words and images work together to create a certain effect? Give examples.
23. When do the illustrations depict the action of the story? When do they expand upon the story? When are they decorative? Do the text and illustrations ever oppose each other?
24. Look at the endpapers. How do they relate to the story? Do you think they were a good choice?
25. Consider the physical book itself. What size and shape is it? Is it portrait or landscape? Is it a hardback, paperback or boardbook? Do you think these choices suit the story?
26. Consider how the author and illustrator separately deal with some of the themes of the book. Does one contribute more to a particular theme than another?
27. Are sound effects or rhyme used in the book? If so, what effect do they have?
28. Is there any repetition in the book? If so, what effect does it have?
29. What age group do you think this book is intended for and why?
30. Do you think older readers can enjoy picturebooks too?

GENERAL ACTIVITIES

- Read the book aloud, and do voices for each of the characters. How does this change your experience of the story, if at all?
- Have a look at some other picturebooks by the author or illustrator. Note the similarities and differences.
- Describe the book in three words, and give it a star rating.
- Draw an alternative cover for the book, and change the title if you wish.
- Draw a picture of something that was said in the text but not illustrated.
- Think of an alternative ending for the book.
- Can you create your own picture using the same media, technique and/or style as the illustrator?

TIPS FOR READING ALOUD

It can be daunting reading a book to young children if you haven't done it before or if it is with a new group. We have gathered a few tips to help you. The main thing is to take your time, take a deep breath ... and go for it!

You Are the Voice!

Don't be afraid to act out the story: use different voices for the different characters, shout, whisper, put on accents. Feel free to sing the words on the page or to make them up as you go. The livelier the better. And don't be shy: the audience is already on your side!

Make a Guess

As you read a story, ask the children questions about what they think will happen next. You will be amazed by their answers, whether they get it right or invent something entirely different! Congratulate them either way and find out together if they were correct.

Read the Pictures Too

Work little breaks into your reading – before you start reading the text on a new page, before turning to the next page and also within each page. Look, point at and talk about the pictures together. Sometimes they say more than the words; sometimes they say something else entirely!

Stop

Try stopping reading at a crucial moment – pretend the suspense is too much or the twists too exciting or that you're too scared to turn the page ... Make the kids make you go on.

DIY

If you find the book's text too long, too complicated or too boring, make it up! Pre-readers are unlikely to point out that your words don't match those on the page, and they'll enjoy the book a lot more if you enjoy it too!

Join the Dots

As you read together, make connections between what's in the book and what's outside, and encourage the children to do the same. 'There's a cat, like my own cat, only this one is black ...' 'Look, this baby has a red car just like you ...' This is a great way to build up vocabulary, attention to detail and pattern recognition (what's the same, what's different).

We Like to Move It, Move It

Storytime doesn't have to be about sitting around. Model all the actions happening in the book: jump like bunnies, prowl like lions, stand tall like trees, walk the plank like doomed pirates. It's fun and a great way to develop gross motor skills and balance. For a quieter version, why not use yoga poses as you tell the story? Stories with animals work best for this and story time becomes relaxation time.

How to Encourage Engagement with the Book

- Connect the book to the children's own life experience. 'This book reminds me of all the birds I see in the sky. Can you see any out the window?' 'What is your favourite bird?' 'Can you name any birds for me?' 'Have you seen any exotic birds at the zoo?' and so on.
- Connect the book to other books they might have read, TV shows they might have seen, toys they have with them and so on. You could use topical books, or books that match the season or relevant festivals.
- Connect the book to thoughts, memories or feelings: 'This story helps me when I am feeling a bit lonely/scared.' 'This is my favourite story when I want to laugh.' 'When I was little my brother used to read this to me.'



MAC BARNETT illustrated by JON KLASSEN **SAM & DAVE DIG A HOLE**

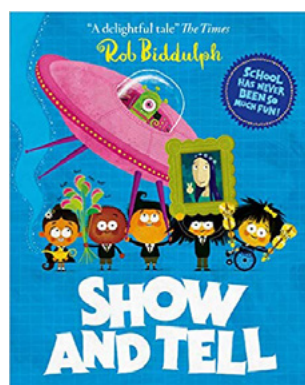
WALKER BOOKS 2014 (HBK) 40PP £11.99 ISBN 9781406357769

Sam and Dave are digging a hole to find something spectacular. But however deep they dig, and whatever direction they dig in, they never quite seem to find what they're looking for. Jon Klassen's distinctive illustrations work beautifully with Mac Barnett's words to engage children in spotting the spectacular things that Sam and Dave keep missing. A clever and engaging picturebook that will appeal to hole-diggers everywhere!

THEMES: word vs. image, adventure, fantasy, humour and irony, observation, treasure hunt, alternate reality

READ ALSO: the This Is Not My Hat series by Jon Klassen; *How to be Famous* by Michal Shalev

SEE ALSO: <https://classroom.walkerbooks.com.au/home/wp-content/uploads/2014/09/Sam-and-Dave-Dig-a-Hole-Classroom-Ideas1.pdf>



ROB BIDDULPH **SHOW AND TELL**

HARPERCOLLINS CHILDREN'S BOOKS 2019 (HBK) 32PP £12.99 ISBN 9780008317911

You are invited to join Class 2L on their favourite school day – show and tell! Strikingly illustrated, *Show and Tell* is beautifully inclusive, with children of different races, cultures, faiths and abilities all good-naturedly striving to win their moustachioed teacher's mystery prize, until an unexpected guest swoops in and quite literally steals the show. Rob Biddulph brings his signature wit and charm to his latest picturebook, an adventure about finding hidden magic that's out of this world.

THEMES: school, fantasy, everyday magic, show and tell, competition, imagination, humour, rhyme

READ ALSO: *You Must Bring a Hat!* by Simon Philip and Kate Hindley; *Stuck* by Oliver Jeffers

SEE ALSO: <https://www.harpercollinschildrensbooks.co.uk/2019/09/05/teaching-resources-for-rob-biddulphs-show-and-tell/>



EOIN COLFER illustrated by KATY HALFORD **MARIELLA, QUEEN OF THE SKIES** 🍀 ⭐

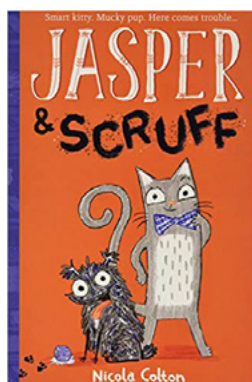
BARRINGTON STOKES 2018 (PBK) 96PP £6.99 ISBN 9781781127704

'Bedtime. No more!' Such is inventor Mariella's war cry in Eoin Colfer's latest contribution to the brilliant Little Gems collection. As all creatives know, sleep often gets in the way of good inventing. So, Mariella has decided to put an end to it. Can she do it? Mariella is full of confidence and bright ideas and never gives up when her hypotheses are invalidated. Whimsical, empowering and packed with Colfer's trademark humour, Mariella's scientific adventure is brilliantly brought to life by Halford's eye for colour and pattern.

THEMES: invention, science and technology, resilience, confidence and self-belief, girl power, humour

READ ALSO: the Questioners picturebook series by Andrea Beaty and David Roberts; *Izzy Gizmo* by Pip Jones and Sara Ogilvie; *Sophie Takes to the Sky* by Katherine Woodfine and Briony May Smith

SEE ALSO: dedicated resource in this pack



NICOLA COLTON **JASPER & SCRUFF** 🍀

STRIPES 2019 (PBK) 96PP £5.99 ISBN 9781788950695

Jasper wants nothing more than to impress the fancy cats and join the Sophisticats – the coolest club in town. But when it all goes horribly wrong, it's a scrappy, muddy, cheerful agent of chaos called Scruff that saves the day. A light-hearted story about finding the right friends, complemented by jaunty illustrations throughout. There are lots of laughs as the rude and snooty cats get their comeuppance and Jasper finds the courage to stand up to them with the help of the anarchic Scruff.

THEMES: status, manners, order vs. chaos, friendship and difference, acceptance, humour

READ ALSO: *Fizzy and Bandit* by Sarah Crossan and Nicola Colton; *Shifty McGifty and Slippery Sam* by Tracey Corderoy and Steve Lenton

SEE ALSO: <http://www.nicolacolton.com/#/jasper-scruff-1/>



SADHBH DEVLIN maisithe ag RÓISÍN HAHESSEY **BEAG BÍDEACH** 🍀

FUTA FATA 2018 (BOG) 32LCH €9.50 ISBN 9781910945407

Scéal deas é seo chun an caidreamh idir deirfiúracha agus deartháireacha a phlé. Buailimid leis na siblí Nína agus Jimí in *Beag Bideach*. Bíonn Jimí ag síorchur isteach ar Nína, ag iarraidh spraoi léi. Úsáideann sí draíocht chun í féin a dhéanamh beag bideach le héalú uaidh chuig a teach báboige. Ach ní mar a shíltear a bhítear! Níl mórán spraoi sa teach báboige seo lena cairde plaisteacha. Ní fada go dtuigeann sí go bhfuil cabhair de dhíth uirthi ó Jimí chun éalú ón teach báboige, agus go deimhin go mbeidh níos mó spraoi aici leis-sean.

TÉAMAÍ: caidreamh idir deartháir agus deirfiúr, bréagáin agus spraoi sa bhaile

LÉIGH FREISIN: *Geansaí Otto* le Sadhbh Devlin agus Róisín Hahessy

FÉACH FREISIN: <https://cbi-junior-juries-archive.s3-eu-west-1.amazonaws.com/2019-Shadowing-Pack.pdf>
<https://www.futafata.ie/image/catalog/PDF/Activity%20Pack%201%20Beag%20Bideach.pdf>



SADHBH DEVLIN maisithe ag TARSILA KRÜSE **BÍ AG SPRAOI LIOM!** 🍀 ⭐

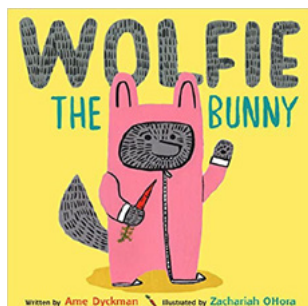
FUTA FATA 2019 (BOG) 32LCH €9.50 ISBN 9781910945490

Seo pictiúrleabhar úsáideach chun caidreamh idir tuismitheoir agus páiste beag a phlé. Tá Lúna ag iarraidh dul ag taisteal le Mamaí ina meaisín ama nua – ach tá Mamaí an-ghnóthach. In aineoinn a hiarrachtaí ní féidir léi Mamaí a mhealladh chun spraoi léi. Ach ansin, tagann Lúna ar ábhar an-spéisiúil. Leagann sí a lámh ar sheanghrianghraif agus aithníonn sí láithreach aghaidh an duine atá ag féachaint ar ais uirthi. Scéal álainn faoin spraoi teaghlaigh agus ceann a chuireann i gcuimhne dúinn go mbíonn gá le ham don spraoi i gcónaí.

TÉAMAÍ: caidreamh le tuismitheoirí, spraoi sa bhaile, seanbhreagáin agus bréagáin nua

LÉIGH FREISIN: *Uinseann Donn* le Tadhg Mac Dhonnagáin agus Írisz Agócs

FÉACH FREISIN: an pacáiste acmhainní



AME DYCKMAN illustrated by ZACHARIAH OHORA **WOLFIE THE BUNNY**

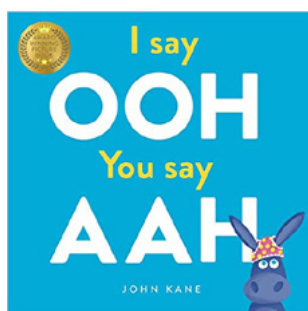
ANDERSEN PRESS 2016 (HBK) 40PP £11.99 ISBN 9781783443864

When the bunny family find a baby wolf on their doorstep, the parents are smitten, but little Dot is suspicious. 'He's going to eat us all up!' she cries. Wolfie sleeps through the night, but Dot does not. She's too busy keeping an eye on the interloper with the big appetite. Bright acrylics, bold colours and eye-catching fonts combine with the hilarious text to make this tale of sibling rivalry an instant classic. Grown-ups and children alike will find the feisty Dot irresistible.

THEMES: siblings, fear, family, adoption, identity, change, rivalry, humour, difference

READ ALSO: *Me and My Sister* by Rose Robbins; *Brothers Forever* by Claudia Boldt; *Alphonse, That Is Not OK to Do!* by Daisy Hirst; *King Baby* by Kate Beacon

SEE ALSO: <https://kidlit.tv/2016/01/storymakers-wolfie-the-bunny-my-cousin-momo/>
<https://cbi-reading-lists.s3-eu-west-1.amazonaws.com/CBI-Book-List-Celebrating-Families.pdf>



JOHN KANE **I SAY OOH, YOU SAY AHH** 🍀

TEMPLAR PUBLISHING 2018 (PBK) 48PP £6.99 ISBN 9781783708727

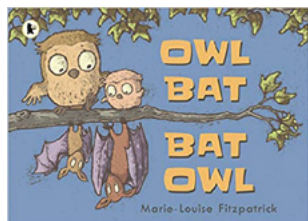
The first page of John Kane's debut picturebook tells readers that there is something very important they have to remember. When the narrator says 'Ooh', they must say 'Ahh.' This simple principle of read and respond underpins an inventive story and supports a gloriously interactive reading experience. As the story unfolds, Kane asks more of his readers, developing the verbal and visual jokes into a genuinely funny climax. A gorgeously produced invitation to be silly – UNDERPANTS! – this picturebook begs to be read again and again.

THEMES: sound effects, call and response, verbal and visual cues, interaction, fun, actions, humour, playfulness, silliness

READ ALSO: *Zim Zam Zoom!* by James Carter and Nicola Colton; *The Book with No Pictures* by B.J. Novak

SEE ALSO:

<https://www.everyoneslibrarian.com/blog/2019/8/6/i-say-oooh-you-say-ahh-family-reading-guide>



MARIE-LOUISE FITZPATRICK **OWL BAT BAT OWL** 🍀

WALKER BOOKS 2016 (PBK) 32PP £6.99 ISBN 9781406373448

An owl family settles on their perch for the night only to be joined by a family of bats underneath, and it looks like the two groups aren't going to get along – all except the littlest ones, who seem interested and excited about the presence of strangers. This wordless picturebook effortlessly deals with issues of intolerance, difference and friendship using this inspired premise, with plenty of space for parent-child interaction and interpretation. Beautifully illustrated and cleverly put together, this book is a little treasure.

THEMES: wordless picturebook, playing with the page, non-verbal communication, family, parent-child relations, difference, fear and intolerance, diversity and community, nature and animals

READ ALSO: the Journey series by Aaron Becker; *Tuesday* by David Wiesner

SEE ALSO: https://cbi-resource-packs.s3-eu-west-1.amazonaws.com/Small_Print.pdf

<https://www.scottishbooktrust.com/book-lists/ibby-silent-books>

https://www.ibby.org/fileadmin/user_upload/Tips_for_SB.jpg

https://www.ibby.org/fileadmin/user_upload/Silent_Books_ENG.pdf



YASMEEN ISMAIL **SPECS FOR REX** 🍀

BLOOMSBURY CHILDREN'S BOOKS 2014 (PBK) 32PP £6.99 ISBN 9781408836972

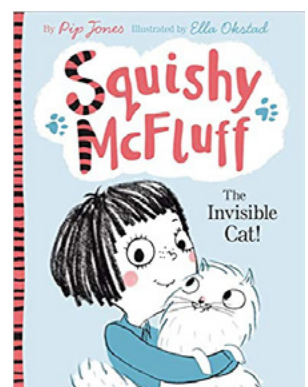
What a day Rex has at school when he wears his loathed new glasses for the first time! Fluid watercolour images capture the energy of Rex and his classmates, filling the pages with gusto as Rex tries ploy after ploy to conceal his round red specs. Then, when he hides his head in the waste bin, he finds teacher's missing whistle. Suddenly, this changes things. Thanks to his specs he is a hero and gets a big gold star – and a new friend too. Great fun!

THEMES: shame and embarrassment, self-acceptance, school, friendship, diversity, humour, creativity and playfulness

READ ALSO: *I Do Not Like Books Anymore!* by Daisy Hirst; *Mary's Hair* by Eoin Colfer and Richard Watson

SEE ALSO: <https://cbi-reading-lists.s3-eu-west-1.amazonaws.com/CBI-Book-List-Positive-First-Experiences.pdf>

<https://cbi-reading-lists.s3-eu-west-1.amazonaws.com/CBI-Book-List-Different-Abilities.pdf>



PIP JONES illustrated by Ella Okstad **SQUISHY McFLUFF: THE INVISIBLE CAT!**

FABER 2014 (PBK) 80PP £6.99 ISBN 9780571302505

When Ava discovers an imaginary cat in the cabbage patch, she knows she's found a new best friend. Together, Ava and Squishy McFluff get up to all kinds of mischief, from unravelling jumpers to filling boots with newts, from unlucky spills to jungles in the bathroom. But not everyone is a fan of Squishy's antics – will he learn to behave before he has to leave for good? The jaunty rhyming text is perfect for reading aloud, and Okstad's lively illustrations add to the humour, quirkiness and overall cuteness. The first in an ongoing series, now on its seventh title.

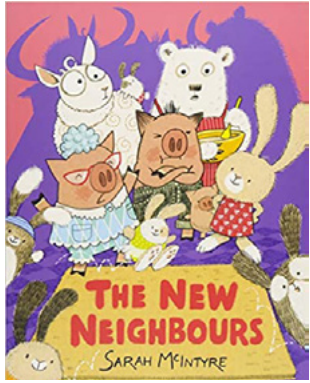
THEMES: invisible friend, pets, friendship, mischief and adventure, rhyme, read aloud

READ ALSO: the Kitty series by Paula Harrison and Jenny Løvlie; the Claude series by Alex T. Smith; the Princess in Black series by Shannon and Dean Hale

SEE ALSO: https://faberchildrens.co.uk/wp-content/uploads/2020/08/SquishyMcFluff_Extract_inviscat.pdf

https://tra-resources.s3.amazonaws.com/uploads/entries/document/2098/Chatterbooks_Activity_Pack_Faber_2017_final.pdf

<https://cbi-reading-lists.s3-eu-west-1.amazonaws.com/CBI-Book-List-Rhyme-and-Verse.pdf>



SARAH McINTYRE THE NEW NEIGHBOURS ★

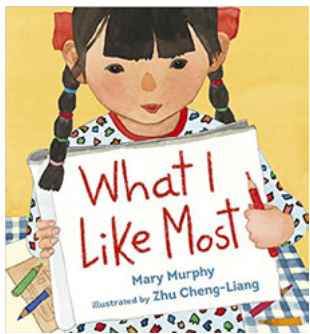
DAVID FICKLING BOOKS 2018 (PBK) 32PP £6.99 ISBN 9781910989012

A house full of animals is disrupted when they hear a rumour that rats are moving into the basement. As this news spreads around the house, the characters collectively experience a range of emotions – apprehension, excitement, curiosity, anxiety, fear and, finally, reassurance, when at last they meet the new arrivals. The busy, colourful illustrations are full of activity, with plenty to notice on each page, adding to the increasing sense of chaos.

THEMES: diversity, stereotypes and prejudice, community, belonging, fear, animals, repetition, sound effects, welcoming, making friends, facial expressions

READ ALSO: *Along Came a Different* by Tom McLaughlin; *The Hug* by Eoin McLaughlin and Polly Dunbar

SEE ALSO: dedicated resource in this pack



MARY MURPHY illustrated by ZHU CHENG-LIANG WHAT I LIKE MOST 🍀

WALKER BOOKS 2019 (HBK) 28PP £12.99 ISBN 9781406369045

A little girl tells us about all her favourite things, from her light-up shoes to hot, steamy chips to her red pencil. But the girl knows there's something she'll always love and that is what she likes the very, very most. Murphy's tender, lyrical text highlights marvellously different and unexpected sources of joy and happiness, while Zhu Cheng-Liang's gorgeous illustrations convey peace, harmony and love through a charming variety of urban, natural and homely scenes.

THEMES: likes and dislikes, self-expression, identity, diversity, nature, family, love

READ ALSO: *Only a Tree Knows How to Be a Tree* by Mary Murphy; *I Like Bees, I Don't Like Honey!* by Sam Bishop and Fiona Lumbers; *Where Happiness Begins* by Eva Eland

SEE ALSO: <https://www.picturebookparty.co.uk/2019/10/what-mary-murphy-likes-most.html>

<https://cbi-reading-lists.s3-eu-west-1.amazonaws.com/CBI-Book-List-Celebrating-Families.pdf>



MUIREANN NÍ CHÍOBHÁIN maisithe ag PADDY DONNELLY SCÚNC AGUS SMÚIRÍN 🍀

FUTA FATA 2019 (CRUA) 32LCH €10.95 ISBN 9781910945476

Scéal álainn chun an caidreamh idir páiste óg agus teidí a iniúchadh. Tá an-chion ag Scúnc ar bholadh speisialta an teidí is ansa leis. Tugann an boladh sólás agus compord dó ach ní thuigeann sé cén fáth. Tar éis scathamh sa mheaisín níos áine, tá an boladh athraithe ó bhonn agus níl Scúnc ar a sháimhín só a thuilleadh. Tagann sé ar fhoinsé an bholaídh speisialta seo faoi dheireadh nuair a fhaigheann sé amach gur gráin Mhamáí gach oíche a thugann an boladh agus an mothúchán speisialta dó.

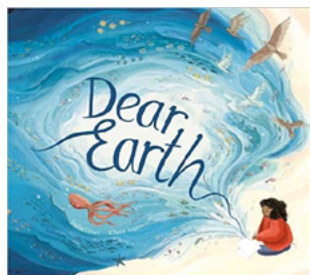
TÉAMAÍ: caidreamh le tuismitheoirí, tábhacht le teidí, bolaithe éagsúla

LÉIGH FREISIN: *Percy Péacóg* le Gemma Breathnach agus Tarsila Krüse

FÉACH FREISIN: https://cbi-resource-packs.s3-eu-west-1.amazonaws.com/Small_Print.pdf

https://www.futafata.ie/image/catalog/PDF/scunc_colouring_sheets%20-%20Copy.pdf

<https://kpmg-childrens-books-ireland-awards.s3-eu-west-1.amazonaws.com/Junior-Juries-ResourcePack-2020.pdf>



ISABEL OTTER illustrated by CLARA ANGANUZZI **DEAR EARTH** ★

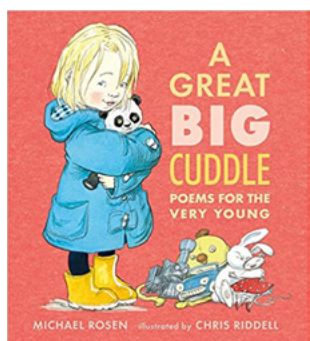
CATERPILLAR BOOKS 2020 (HBK) 32PP £11.99 ISBN 9781848579415

This is a breath-taking book, abounding in beauty, capturing the wonder of the world through the eyes of a child. A simple narrative unfurls as a little girl pens a heartfelt letter to the Earth, extolling its beauty and engaging with the opportunities it affords for joy and care. The pairing of perfectly pitched text and stunning illustration makes the book immersive and compelling. An enchanting, informative and inspiring book, opening up the world to little eyes and minds in a fresh way.

THEMES: environmental concern and activism, nature, ecosystems, landscape, animals, wonder and beauty, lyricism, addressing the reader, letter writing, personification and anthropomorphisation, exploration

READ ALSO: *My Friend Earth* by Patricia MacLachlan and Francesca Sanna

SEE ALSO: dedicated resource in this pack



MICHAEL ROSEN illustrated by CHRIS RIDDELL **A GREAT BIG CUDDLE: POEMS FOR THE VERY YOUNG**

WALKER BOOKS 2015 (PBK) 80PP £14.99 ISBN 9781406343199

Rosen's rhythmic words and Riddell's amazing illustrations will really engage small children. They'll want to participate in the magic and mayhem with the naughty car, the bendy man and a whole carnival of characters that leap off the pages. Words and pictures match seamlessly, making this a winning combination by two children's laureates. Beg, borrow or steal: this book is worth getting your hands on.

THEMES: poetry, rhyme, rhythm, sound effects, onomatopoeia, first experiences, imagination and playfulness, word vs. image

READ ALSO: *A Sailor Went to Sea, Sea, Sea* by Sarah Webb and Steve McCarthy

SEE ALSO: <https://www.michaelrosen.co.uk/a-great-big-cuddle/>

<https://clpe.org.uk/poetryline/resources/teaching-sequences/great-big-cuddle>

<https://www.walker.co.uk/UserFiles/file/Cuddle%20Activity%20Sheets.pdf>



FRANCESCA SANNA **ME AND MY FEAR**

FLYING EYE BOOKS 2018 (HBK) 40PP £12.99 ISBN 9781911171539

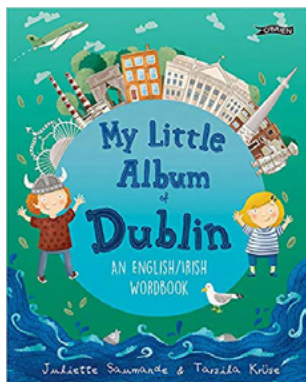
A young girl has travelled to a new country with her little secret friend, Fear. But since they've arrived, Fear isn't so little any more. She starts a new school and Fear tells her to be alone and afraid. But then she meets a boy who also has a secret friend. When they share their fears, the world doesn't seem like such a scary place; everyone has a secret fear. This heartwarming, hopeful story with its bold, vibrant illustrations relays a message of friendship and courage.

THEMES: fears, anxiety, new experiences, making friends, courage, sharing feelings, immigrant experience, anthropomorphism, symbolism

READ ALSO: *Ruby's Worry* by Tom Percival; *Why Do I Feel Like This?* by Shinsuke Yoshitake; *The Koala Who Could* by Rachel Bright and Jim Field; *The Worrysaurus* by Rachel Bright and Chris Chatterton

SEE ALSO: <https://cbi-reading-lists.s3-eu-west-1.amazonaws.com/CBI-Book-List-Overcoming-Fears.pdf>

<https://cbi-reading-lists.s3-eu-west-1.amazonaws.com/CBI-Book-List-Emotional-Well-being.pdf>



JULIETTE SAUMANDE illustrated by TARSILA KRÜSE **MY LITTLE ALBUM OF DUBLIN: AN ENGLISH/IRISH WORDBOOK**

THE O'BRIEN PRESS 2019 (HBK) 32PP €12.99 ISBN 9781847179982

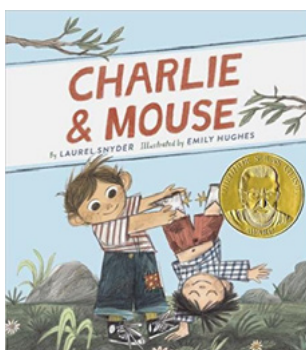
Readers will delight in this beautifully illustrated picturebook as it transports us around Dublin. It incorporates popular sites like Dublin Zoo, the River Liffey and Croke Park. Each detailed page of the adventure combines both culture and language for a rich learning experience. The map to help readers visualise the layout of the city, combined with the vivid pictures, will likely make the book easy for anyone to understand, regardless of language proficiency. Fit for curious minds and design-savvy parents alike.

THEMES: Dublin, the city, landmarks, culture and language, non-fiction

READ ALSO: *Wee Donkey's Treasure Hunt* by Erika McGann and Gerry Daly; *A Dublin Fairy Tale* by Nicola Colton; *Foclóirópedia* by John and Fatti Burke

SEE ALSO: <https://www.obrien.ie/my-little-album-of-dublin>

<https://cbi-reading-lists.s3-eu-west-1.amazonaws.com/CBI-Book-List-Ireland.pdf>



LAUREL SNYDER illustrated by EMILY HUGHES **CHARLIE & MOUSE**

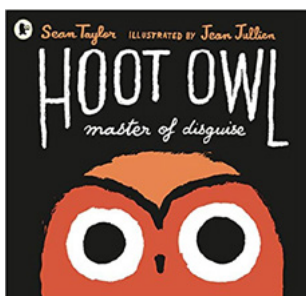
CHRONICLE BOOKS 2019 (PBK) 60PP £5.99 ISBN 9781452172637

Join brothers Charlie and Mouse as they talk to lumps, take the neighbourhood to a party, sell some rocks and invent the bedtime banana. An endearing early reader with gentle humour and everyday adventure across four short chapters, with plenty of repetition, short sentences and wide spacing. Snyder's buoyant tone is perfectly complemented by Hughes's warm and amusing illustrations. The tales are also set in a diverse neighbourhood, featuring many different kinds of families. Full of fun, joy and affection. First in an ongoing series of four.

THEMES: brotherhood, slice-of-life, diversity, early reader, beginner's chapter book, humour, imagination, family life

READ ALSO: the Charlie and Lola series by Lauren Child; the Frog and Toad series by Arnold Lobel

SEE ALSO: <https://www.scribd.com/document/454010646/Charlie-and-Mouse-Teacher-Guide>



SEAN TAYLOR illustrated by JEAN JULLIEN **HOOT OWL, MASTER OF DISGUISE**

WALKER BOOKS 2015 (HBK) 48PP £11.99 ISBN 9781406348415

Is that a soft, fluffy mother sheep? No, it's Hoot Owl! Hoot Owl is a master of disguise and he uses his talent to catch his prey, but it doesn't always go to plan. This is a brilliantly funny story that would appeal to all ages. Its bright, bold illustrations will hook younger readers, and the humorous text will keep the older readers (and the adults!) entertained time and time again. Watch out, everyone – here comes Hoot Owl!

THEMES: disguise, cunning, creativity, humour, unusual narrator, addressing the reader, distinct voice

READ ALSO: *Brenda Is a Sheep* by Morag Hood

SEE ALSO: https://www.walker.co.uk/UserFiles/file/2015/Picture%20Book%20Party/Hoot%20Owl%20Activity%20Sheets_UK.pdf

<https://www.worldbookday.com/videos/sean-taylor-reads-hoot-owl-master-of-disguise/>



THE FAN BROTHERS THE NIGHT GARDENER

FRANCES LINCOLN CHILDREN'S BOOKS 2017 (HBK) 48PP £12.99 ISBN 9781847809391

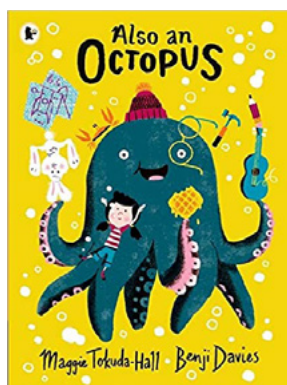
In this beautiful and atmospheric tale about finding your path, the Fan Brothers have created something timeless. When a mysterious gardener begins leaving animal-themed topiary all over town, a young orphaned boy finds a friend, a community and a vocation. Pages move from gentle sepia tones to rich colour-drenched spreads as gardening fever overtakes the village. The illustrations are intricate and nostalgic. With themes of resilience and growth, showing the healing process and movement from isolation to diverse community, this book is an absolute delight.

THEMES: gardening, nature, seasons, time, community, resilience, growth, nostalgia, word vs. image

READ ALSO: *Grandpa Green* by Lane Smith; *Ocean Meets Sky* by the Fan Brothers

SEE ALSO: https://d28hgpr8am2if.cloudfront.net/tagged_assets/2015351/the%20night%20gardener%20activities.pdf

<http://www.theclassroombookshelf.com/2016/11/1985/>



MAGGIE TOKUDA-HALL illustrated by BENJI DAVIES ALSO AN OCTOPUS

WALKER BOOKS 2017 (PBK) 32PP £6.99 ISBN 9781406373387

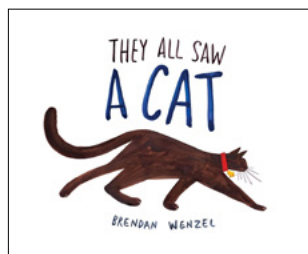
An excitable, precocious character, Octopus wriggles right off the page and shoots for the stars in his dream to build a spaceship and inspire other storytellers. Some words are challenging for toddlers or early readers – 'despondent', 'intergalactic', 'resolution' – so this is one for ambitious parent-child reading teams. Unusual and thought provoking.

THEMES: storytelling, vocabulary, creativity, self-reflexivity, postmodernism, funny, inventive, wacky

READ ALSO: *A Very Late Story* by Marianna Coppo

SEE ALSO: <https://classroom.walkerbooks.com.au/home/wp-content/uploads/2016/09/Also-An-Octopus-Classroom-Ideas.pdf>

[https://www.walker.co.uk/UserFiles/file/2016/Activity%20Sheets/Also an Octopus Activity Sheets.pdf](https://www.walker.co.uk/UserFiles/file/2016/Activity%20Sheets/Also_an_Octopus_Activity_Sheets.pdf)



BRENDAN WENZEL THEY ALL SAW A CAT

CHRONICLE BOOKS 2016 (HBK) 44PP £10.99 ISBN 9781452150130

Wenzel cleverly visualises a single cat from the point of view of numerous animals and insects. Creatures of various abilities are examined, including the nocturnal, the colour blind and the poor sighted. Whether sensitive to infrared, vibrations or ultrasonic sounds, Wenzel has them covered. The illustrations reflect the complexities of perception, with Wenzel changing colours and shapes accordingly. Although scientific information is absent in the text and the visuals occasionally favour drama over fact, this amusing and imaginative book is sure to prompt plenty of questions.

THEMES: perspective and perception, animals, nature, science, artistic styles, colours and shapes, word vs. image

READ ALSO: *A Stone Sat Still* by Brendan Wenzel

SEE ALSO: <https://www.scribd.com/document/454020349/They-All-Saw-a-Cat-Activity-Kit>



MÁIRE ZEPF maisithe ag PADDY DONNELLY MÍP

FUTA FATA 2020 (CRUA) 26LCH €10.95 ISBN 9781910945582

Scéal breá chun an spás a iniúchadh le rang. Ní féidir ach ardmheas a bheith againn ar an róbat cliste a dhéanann a bhealach go Mars agus a oibríonn go dian dícheallach chun taighde a dhéanamh ar an áit nua seo. Ach ní leor clisteacht chun maireachtáil san áit nua seo lán le clocha agus cráitéir. Déanann MíP machnamh ar an ngá le comhlúadar agus dreas ceoil! Tá an leabhar seo bunaithe ar fhíorscéal fíorspéisiúil agus tá an oiread céanna le léamh ó na léaráidí spleodracha a líonann an leathanach ar fad, agus ón mioneolas ar aghaidh gach carachtair.

TÉAMAÍ: an spás, róbat, tábhacht an cheoil, an gá le cairdeas agus comhlúadar

LÉIGH FREISIN: *Rita agus an Róbat* le Máire Zepf agus Andrew Whitson

FÉACH FREISIN:

https://www.futafata.ie/image/catalog/Sample%20Pages/mip_download_for_futafata_website%20-%20Copy.pdf

SADHBH DEVLIN maisithe ag TARSILA KRÜSE

BÍ AG SPRAOI LIOM!

FUTA FATA 2019 (BOG) 32LCH €9.50 ISBN 9781910945490

ACHOIMRE

Seo pictiúrleabhar úsáideach chun caidreamh idir tuismitheoir agus páiste beag a phlé. Tá Lúna ag iarraidh dul ag taisteal le Mamaí ina meaisín ama nua – ach tá Mamaí an-ghnóthach. In aineoinn a hiarrachtaí ní féidir léi Mamaí a mhealladh chun spraoi léi. Ach ansin, tagann Lúna ar ábhar an-spéisiúil. Leagann sí a lámh ar sheanghrianghraif agus aithníonn sí láithreach aghaidh an duine atá ag féachaint ar ais uirthi. Scéal álainn faoin spraoi teaghlaigh agus ceann a chuireann i gcuimhne dúinn go mbíonn gá le ham don spraoi i gcónaí.

EOLAS FAOI SHADHBH DEVLIN

Is scríbhneoir, colúnaí irisleabhair, láithreoir agus taighdeoir teilifíse í Sadhbh Devlin. Is i gCill Mhantáin atá sí ina cónaí. Bhí sí mar láithreoir agus stiúrtóir ealaíne ar an tsraith teilifíse do pháistí dar teideal *An Fear Bréige* a craoladh ar TG4, sraith a dhírigh ar théamaí éiceolaíochta agus ceardaíochta. Faoi láthair is í an taighdeoir leis an gclár faisnéise seachtainiúil do mhná, *Róisín*, ar TG4 í. Scríobhann sí colún rialta ceardaíochta san iris *Easy Parenting Magazine* freisin. Chaith sí roinnt blianta ag obair leis an eagraíocht Comhluadar, a thug tacaíocht do theaghlaigh a bhí ag tógáil clainne le Gaeilge.

EOLAS FAOI TARSILA KRÜSE

Seo an dara pictiúrleabhar le Tarsila Krüse atá foilsithe ag Futa Fata. Is iomaí duais atá bainte amach ag an maisitheoir sciliúil seo mar gheall ar ardchaighdeán na léaráidí ina saothair. Bhí *Ná Gabh ar scoil!* ar ghearrliosta Leabhair Pháistí Éireann do Leabhar na Bliana in 2016, agus ar ghearrliosta Ghradam Réics Carló an bhliain chéanna. Bhuaigh saothar eile dá cuid, *Bliain na nAmhrán*, Gradam Speisialta na Moltóirí i ngradaim Leabhair Pháistí Éireann sa bhliain 2017.

TÉAMAÍ LE HINIÚCHADH

Caidreamh le tuismitheoirí, spraoi sa bhaile, seanbhreagáin agus breagáin nua

MOLTAÍ CURACLAIM/ CUSPÓIRÍ FOGHLAMA

- OSPS, Mo theaghlach
- Stair – Cluichí a imríodh fadó



CEISTEANNA

Ceisteanna faoin gclúdach

1. Léigh an teideal ‘Bí ag Spraoi Liom’. Cé leis a bhfuil an cailín óg ag caint? Cad ba mhaith léi a dhéanamh?
2. An raibh tusa riamh ag iarraidh spraoi le duine fásta sa bhaile, mar atá Lúna?

Sula dtosaíonn tú ag léamh:

Ag tomhas agus ag tuar

1. Breathnaigh ar na páipéir cheangail. Feiceann tú go leor earraí tí ann. Cé mhéad díobh is féidir leat a aimsiú?
2. Féach ar an leathanach ar a bhfuil teideal an leabhair. Is breá le Lúna a bheith ag spraoi ach tá an seomra bun os cionn! Cad iad na rudaí a fheiceann tú ar an urlár? Cén cluiche a bhí ar siúl aici, meas tú?
3. An raibh tú riamh ag spraoi le haon cheann de na hearraí sin sa bhaile? Cad a rinne tú leis?
4. Tabhair sracfhéachaint ar leathanaigh 4, 5 agus 6. Tá rud éigin speisialta á thógáil ag Lúna. Ní fheadar céard é féin?
5. Oscail leathanach 7 agus 8. Ní fheadar cá bhfuil Mamaí ag dul? Conas a mhothaíonn Lúna?

Le linn duit an scéal a léamh:

Ag déanamh machnaimh

1. Oscail leathanach 1. Cad a thóg Lúna? Tá sí ag iarraidh taisteal siar sa stair. Cén tréimhse ama ar mhaith léi cuairt a thabhairt uirthi? Níl ar chumas Mhamáí taisteal léi an uair seo, cén fáth? Ar mhaith leatsa taisteal le Lúna?
2. Oscail leathanach 2. Cén aoibh atá ar aghaidh Lúna? Cuir an aoibh chéanna ar d’aghaidh féin agus tú ag léamh.
3. Oscail leathanach 3. Tagann athrú ar spion Lúna anois. Cén plean atá aici? An plean maith é sin? An féidir leatsa smaoineamh ar aon rud eile a chuirfeadh leis an bplean sin?
4. Oscail leathanach 4. Tá bosca ag Lúna ina bhfuil go leor rudaí ón mbaile bailithe aici. Céard atá ann? Cad a dhéanfaidh sí leis na píosaí sin ar fad? An éireoidh lena plean? Cad a déarfadh Mamaí nuair a fheicfidh sí an meaisín?
5. Oscail leathanaigh 5 agus 6. Tá píosa beag cabhrach ag teastáil ó Lúna! Cad a iarrann sí ar Mhamáí? D’fhéadfadh leath an ranga ceist Lúna a ghlaoch amach, agus an leath eile freagra Mhamáí a ghlaoch.

6. Oscail leathanach 8. Cé atá ag an doras, meas tú? Can an t-amhrán
 - ‘Tá duine ag an doras bing bong bing bong,
 - Tá duine ag an doras bing bong,
 - Cé atá ann ar maidin go moch,
 - Is mise atá ann arsa Fear an Phoist, Bing bong bing bong bing bong’.
 - Cuir isteach ainm duine nua gach uair.
7. Oscail leathanach 9. Tá Lúna ag tarraingt bosca mór ón tseilf. Ní fheadar cad atá sa bhosca sin? Ní fheadar cé hiad sin sna grianghraif?
8. Oscail leathanaigh 11–12. Cé atá ar cuairt ag Mamaí? Cén comhrá atá ag dul ar aghaidh eatarthu?
9. Oscail leathanaigh 15–16. Tá Lúna an-ghnóthach sa phictiúr seo. Cad air a bhfuil sí ag smaoineamh? Ar chruthaigh tusa meaisín mar sin riamh?
10. Oscail leathanaigh 21–22. Cad atá ar siúl ag Mamaí agus Lúna? An raibh tusa ag spraoi mar sin le duine sa bhaile riamh?

Tar éis duit an scéal a léamh:

Ag smaoineamh siar

1. Sa scéal seo, bhí Lúna ag iarraidh spraoi lena Mamaí sa bhaile ach bhí Mamaí gnóthach ag an tús. Ar tharla sé sin riamh duitse?
2. Féach ar na smaointe a bhí agat sular léigh tú an scéal. An raibh an ceart agat?
3. Féach ar leathanaigh 9 agus 10 arís. Tá radhairc shuimiúla ag titim amach. Lig ort gur tusa Mamaí. Inis an scéal do Lúna faoin eachtra atá ar siúl i ngach grianghraf. Cá raibh Mamaí? Cén aois a bhí aici? Cá raibh sí ag dul an lá sin?
4. Féach ar leathanach 13 arís. Tá Lúna ag smaoineamh ar na rudaí iontacha is féidir léi a dhéanamh le Mamaí. Cad atá ar siúl aici i ngach grianghraf? An ndearna tusa spraoi mar sin le duine fásta sa bhaile riamh?

GNÍOMHAÍOCHTAÍ AGUS DÚSHLÁIN BHREISE

- Glac féinphic díot féin leis na bréagáin is fearr leat sa bhaile. Tóg isteach an grianghraf agus labhair leis an rang faoi. Cad is ainm don bhréagán seo? Cá bhfuair tú é? Cá mbíonn sé sa bhaile?
- Scríobh na treoracha chun meaisín taistil a thógáil. Cad iad na hearraí a bheidh ag teastáil uait? Cad iad na céimeanna cuí?
- Dúshlán: Cuir agallamh ar dhuine sa bhaile maidir leis na bréagáin a thaitin leo mar pháistí. Bain úsáid as roinnt de na ceisteanna seo a leanas:

Cén bréagán a thaitin leat nuair a bhí tú óg?

Cá bhfuair tú é?

Inis dom faoi chluiche a d'imir tú leis an mbréagán sin.

An bhfuil grianghraf agat díot féin leis an mbréagán?

- **Dúshlán:** Lig ort go bhfuil meaisín taistil tógtha agat. Cén tréimhse ama ar mhaith leat cuairt a thabhairt uirthi agus cén fáth? Cé leis a mbuailfeá ann? Cad a déarfá leis an duine sin?

TUILLEADH ACMHAINNÍ

- Féach ar shuíomh idirlín an údair: <http://sadbhbhdevlin.ie/>. Cad iad na leabhair eile atá scríofa aici?
- Féach ar shuíomh idirlín an mhaisitheora: <https://www.tarsilakruse.com/>. Cad iad na leabhair eile atá maisithe aici?
- Féach ar an liosta léitheoireachta: <https://cbi-reading-lists.s3-eu-west-1.amazonaws.com/CBI-Book-List-Seachtain-na-Gaeilge-Juniors.pdf>
- Féach ar an bpacáiste gníomhaíochta do *Bí ag Spraoi Liom!*: https://www.futafata.ie/image/catalog/Sample%20Pages/BiAgSpraoiLiom_PacaistaGnionmhaiochta.pdf

EOIN COLFER illustrated by KATY HALFORD

MARIELLA, QUEEN OF THE SKIES

BARRINGTON STOKES 2018 (PBK) 96PP £6.99

ISBN 9781781127704

SUMMARY

Mariella loves nothing more than inventing but bedtime keeps getting in the way of all her brilliant ideas. So when Mum and Dad won't take no for an answer there's only one thing for it: Mariella has to build a rocket-powered flying suit to zap her round the world faster than the setting sun! If anyone can outsmart sleep, it's Mariella. But everyone needs sleep and without it all of Mariella's brilliant ideas might just disappear. A short dyslexia-friendly chapter book, written with humour, warmth and a loveable female protagonist, enhanced by bright and lively illustrations.

ABOUT EOIN COLFER

Eoin Colfer started writing in primary school with gripping Viking stories inspired by what he was learning in class. In 2001 he published the first book in the Artemis Fowl series, which went on to sell millions of copies across the globe. He has written a wide variety of books, including picturebooks, early readers, middle-grade series and graphic novels. He says, 'I will keep writing until people stop reading or I run out of ideas. Hopefully neither of these will happen anytime soon.' Eoin was Laureate na nÓg from 2014–2016.

ABOUT KATY HALFORD

Katy Halford's love of drawing started in childhood, when she would create paper worlds and play in them for hours. She went on to study illustration at Loughborough University and is fascinated with people and animals. She loves to give her characters accessories and add pattern and details to clothing. Picturebooks she has illustrated include *Naughty Narwhal* by Emma Adams, *Unicorn and the Rainbow Poop* by Emma Adams and *Moz the Monster* by Lucy Feather. She has also illustrated longer fiction including *Noodle the Doodle* by Jonathan Meres and *Alice Goes to Hollywood* by Karen Wallace.

THEMES TO EXPLORE

Invention, science and technology, resilience, confidence and self-belief, girl power, humour



CURRICULUM SUGGESTIONS/ LEARNING OUTCOMES

Language, Literature and Drama

- discerning the covert or overt messages in texts
- experiencing the relationship between story, theme and life experience
- interpreting characters
- predicting, inferring and making connections
- decoding the relationship between word and image
- developing vocabulary and phonological awareness
- experiencing shared reading aloud
- seeing and solving problems creatively through imaginative thinking
- developing individuality and enterprise

Mathematics

- developing skills in applying and problem-solving, communicating and expressing, integrating and connecting, reasoning, implementing, understanding and recalling
- handling information, making predictions and solving problems through the use of a language
- introducing algebra and equations

Science

- appreciating scientific ways of investigating and exploring the world
- developing skills in observing, hypothesising, predicting, investigating, experimenting, testing, analysing, design and making
- developing positive attitudes to science and an appreciation of the contribution of science and technology to society
- engaging with scientific concepts such as energy, force and materials

SPHE

- fostering self-confidence
- promoting physical wellbeing

QUESTIONS

Before You Read: Anticipating

1. Look at the title, typography and illustration on the front cover. What do you think this book is about? What atmosphere is created?
2. Does the title and/or cover make you want to read the book? Why or why not?
3. What is your first impression of the character on the cover?
4. Look at the back cover and the illustrations inside the flap. How do they add to your overall impression of the book? Do they change what you think the book will be about?
5. Inside the front flap, the endpapers have facts about some famous female inventors. Did you know any of these already? Which did you think was the most impressive? Can you name any other female inventors and their inventions?

As You Read: Considering

Chapter 1

1. On the first page, it is revealed that Mariella is only happy when she can turn her ideas into real things. Do you think it is important to always turn your ideas into real things?
2. Can you list all of Mariella's inventions? Which is your favourite and why?
3. What went wrong with Mariella's toilet-seat sensor? Is this revealed in the text or the illustrations? What effect does this have?

Chapter 2

1. 'Bedtime always seemed to arrive at the wrong moment' for Mariella. Has this ever happened to you?
2. What do you think Mariella is inventing on pages 12–13? Did you guess correctly (the answer is on page 14)?
3. What do you think of her lab? Do you think it is a good space for inventing? Name all the objects you can spot.
4. Do you think her mam is being fair when she insists that Mariella goes to bed?
5. What point does Mariella's mam make about her latest invention, the 'spinning top with fifteen blades'? Do you think it's a good point?
6. What do you think of Mariella's room on page 16? What does it reveal about her personality? What do you think each of the books on her shelf is about? Is there a clue in the symbols/images?
7. Mariella's last thought before she heads to bed is 'Bedtime. No More!' What do you think she means by this? What do you think she will do next?

Chapter 3

1. How does Mariella try to solve the Problem of Bedtime? List her attempts and the reasons they don't work.
2. How would you solve the Problem of Bedtime?
3. Do you think the Problem of Bedtime is actually a problem?

Chapter 4

1. What is the name of Mariella's science teacher? Is there a real famous scientist linked to this name?
2. What are the two ways scientists believe you can create more hours in the day, according to Mariella's science teacher? Which method does Mariella settle on and why?

Chapter 5

1. Where does Mariella draw her plans? What are the pros and cons of this method?
2. On pages 38–39, Mariella gathers 'odds and ends' from around her house and her dad's shed to make her invention. Can you list them? Are these revealed in the text or images? Mariella is 'sure no one would miss them'. Do you agree?
3. We see Mariella's suit on page 41. Can you spot the 'odds and ends' she used?
4. How do Mariella's parents react when she tells them that she is going to orbit the globe at speeds in excess of 1,000 miles per hour? Do you think your parents would react similarly?

Chapter 6

1. Why do you think Mariella's lift-off caused a traffic jam? How do you think the geese help Mariella with her lift-off?
2. Where does Mariella take a short nap? Do we find this out in the text or the image? Can you think of any other imaginative places where she might take a nap?
3. On page 53, we're told that 'every time Mariella passed over her house, she dropped off presents from faraway lands'. What do you imagine these might include?

Chapter 7

1. Mariella is all out of ideas for the first time in nine years. Why do you think this happens?
2. On page 63, Mariella recalls a joke her dad often told her:
'I hate it when my feet fall asleep in the day [...] Because then they stay awake all night!'
Is there a joke one of your parents or guardians often tells you? Share it with your classmates.

Chapter 8

1. How does Mariella feel after waking up from her sleep? What has changed?
2. What is an equation? How does Mariella use one to solve her problem?

Chapter 9

1. What does Mariella realise at the end of the book? Do you think this is an important lesson?
2. Do you recognise the famous landmark in the picture on page 80? What place is Mariella in?

After You Read: Reflecting

1. Look back at your answers to the 'Before You Read' questions. Have your views changed since reading the book?
2. Did you enjoy the story? Why or why not?
3. Did you like how the story was broken into chapters? Did you like the individual chapter titles? What is the purpose of them? Which was your favourite chapter and title, and why?
4. What was your favourite part of the story and why?
5. Which was your favourite illustration and why?
6. Now having read the book, do you think the cover illustration was a good choice? Would you have picked something else? Why or why not?
7. Were there any parts of the story where you really wanted to find out what happened next? What exactly made you feel this way? Was it something in the text or the illustrations?
8. What did you think of the ending? Why do you think the writer ended the story this way?
9. How would you describe the atmosphere of this book? How do the author and illustrator each create this atmosphere?
10. Do you think the illustrator does a good job of giving personality to the characters or of showing us how they are feeling? How does she try to achieve this?
11. Do you like the colours used in the pictures? What colour scheme does the illustrator mainly use? Why? Is it a good choice?
12. What sort of shapes are most common in the pictures? How would you describe them – for example, round, angular, organic, geometric and so on? What effect does this have?
13. How does the illustrator make use of space on the page? When does she use full-page spreads (an illustration that covers a whole page) and when does she use vignettes (small illustrations that fade into the background without a definite border or small ornamental designs)? Why do you think there are no full double-page spreads (an illustration that covers two facing pages)? Would you have liked one at any point in the story?
14. How would you describe the illustrator's style? And how do you think she created the pictures? What media and tools did she use – for example, pencil, ink, pastels, paint, collage? What surface did she use – for example, paper, canvas, digital tablet? What technique did she use – for example, drawing, painting, printmaking and so on? Do you think she made good choices? What effect do her choices create?
15. Did you enjoy looking at the pictures alongside the text? If you were to take away the words from the page, would you still be able to understand what was happening in the story? If you were to take away the pictures from the page, would anything be lost?
16. Does the illustrator show us anything that the writer does not mention?
17. Are there any parts of the story that you think should have been illustrated but were not?
18. How do the words and images work together to create a certain effect? Give examples.
19. When do the illustrations depict the action of the story? When do they expand on the story? When are they decorative? Do the text and illustrations ever oppose each other?
20. Look at the endpapers. How do they relate to the story? Do you think they were a good choice?
21. Consider how the author and illustrator each separately deals with some of the themes of the book. Does one contribute more to a particular theme than another?
22. What are Mariella's strengths and weaknesses? Do you think she is a good role model? Could you relate to her in any way?
23. What do you think are the qualities of a good inventor?
24. What invention do you think has been the greatest to date, and why?
25. What invention do you think the world most needs?

ACTIVITIES

- List all of Mariella's inventions and give them new and improved names.
- Mariella's superhero name is Queen of the Skies. Can you think of a better one?
- If Mariella had a motto, what do you think it would be? Create your own motto for yourself.
- Turn yourself into a superhero, with a name, suit and special powers. Draw a picture of yourself as a superhero and write a story about one of your adventures.
- Mariella drops off presents from faraway lands, but we don't find out what these are. What do you imagine they might be? Draw a picture of one.
- Choose your own problem to make 'No More!' Ask a classmate to brainstorm ideas for your problem and vice versa. Try to present your solutions in the form of equations.
- On pages 38–39, Mariella gathers 'odds and ends' from around her house and her dad's shed to make her flying suit. Design an outfit based on 'odds and ends' you would find lying around your house. Check out Junk Kouture for some inspiration: <https://junkkouture.com/>
- Design your own lab for inventing and experimenting. Draw a plan of it.
- Ask a classmate to assign you three random objects. Think of an invention that could be made using these objects. (Note: you can include added objects of your choosing, as long as you definitely include the three assigned to you.)
- Mariella's mam points out that there is no need for a 'spinning top with fifteen blades' to peel bananas when you have fingers. Come up with your own unnecessary invention!
- Design your own invention and try to pitch it to your classmates. This could be organised in the style of *Dragon's Den*.
- Research a famous inventor and share five key facts about them with your classmates.
- Research some inventions made by children.
- Research and make a list of all the reasons sleep is good for you.

FURTHER RESOURCES

- Author Eoin Colfer's website: <https://www.eoincolfer.com/>
- Illustrator Katy Halford's website: <https://katyhalford.co.uk/work>
- Author Eoin Colfer reading the book: https://www.youtube.com/watch?v=dQ4GawX3l_8
- Children's Books Ireland's *Bold Girls* recommended reading guide – highlighting titles featuring strong female characters in fiction and non-fiction: <https://cbi-bold-girls.s3-eu-west-1.amazonaws.com/bold-girls-reading-guide.pdf>
- Children's Books Ireland's *Bold Girls* resource pack: <https://cbi-bold-girls.s3-eu-west-1.amazonaws.com/bold-girls-resource-pack.pdf>
- Children's Books Ireland recommended reading list – Superheroes: <https://cbi-reading-lists.s3-eu-west-1.amazonaws.com/CBI-Book-List-Superheroes.pdf>
- Barrington Stoke website: <https://www.barringtonstoke.co.uk/>
Barrington Stoke is a small, independent and award-winning children's publisher. For over twenty years they have been publishing super-readable, dyslexia-friendly fiction to help every child become a reader. From the specially designed font to the colour of the paper, accessibility is at the heart of their books.
- A Mighty Girl's website: <https://www.amightygirl.com/>
A Mighty Girl is the world's largest collection of books, toys, movies and music for parents, teachers and others dedicated to raising smart, confident and courageous girls, and, of course, for girls themselves.
- Little Inventors website: <https://www.littleinventors.org/>
Little Inventors is a creative education organisation that inspires imagination by taking children's amazing ideas seriously. You'll find resources, inspiration, challenges and much more on the website.

SARAH McINTYRE

THE NEW NEIGHBOURS

DAVID FICKLING BOOKS 2018 (PBK) 32PP £6.99

ISBN 9781910989012

SUMMARY

The bunnies in the top-floor apartment are thrilled to find out that rats have moved into the first-floor apartment. But when other neighbours discover the news, excitement soon turns to jitters, panic and worse! As the residents descend the stairs to investigate, will the animals make the rats leave, or can their fear be conquered? When the rats open their door, will they be the neighbours everyone expects? Find out in this hilarious and light-hearted book, bursting with wonderful characters and humour. Sarah McIntyre returns to Pickle Rye, the setting for her comic *Vern and Lettuce*, in this clever, tumbly book about tolerance and not believing gossip. Existing fans and new readers will love her customary attention to detail as well as the message about overcoming prejudice and being a good neighbour.

ABOUT SARAH McINTYRE

Illustrator and writer Sarah McIntyre is easy to spot in her flamboyant hats and pointy spectacles, and she is equally well-known for her wacky adventure stories and lively illustrations. Her books include the comic *Vern and Lettuce* and four longer books with Carnegie-winning writer Philip Reeve, including *Pugs of the Frozen North* and *Cakes in Space*, and her picturebooks include *There's a Shark in the Bath*, *Dinosaur Police* and *Grumpycorn*. Her books have won many awards, including the Leeds Graphic Novel Award, the Sheffield Children's Book Award (in the 'Overall' category), the UKLA Award, the Independent Bookshop Week Book Award and the Bishop's Stortford Picture Book Award. Find out more about her and about the business of children's books and peek at her sketchbooks on her website and blog, which she frequently updates: www.jabberworks.co.uk

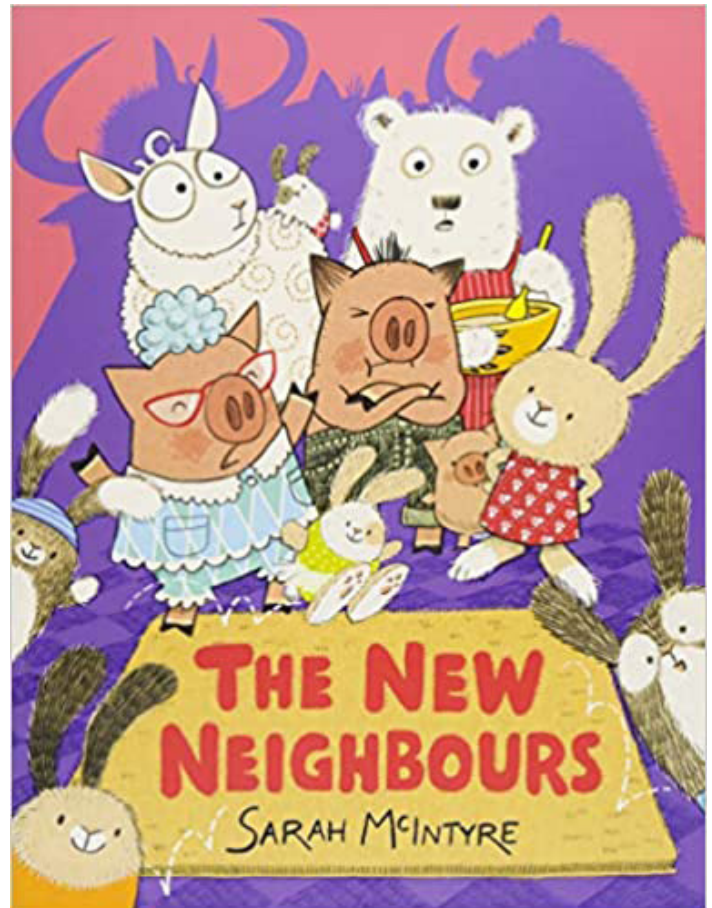
THEMES TO EXPLORE

Diversity, stereotypes and prejudice, community, belonging, fear, animals, repetition, sound effects, welcoming, making friends, facial expressions

CURRICULUM SUGGESTIONS/ LEARNING OUTCOMES

Language, Literature and Drama

- discerning the covert or overt messages in texts
- experiencing the relationship between story, theme and life experience
- developing phonological awareness
- appreciating the effects of sound and repetition
- recognising hyperbole and exaggeration
- interpreting characters and beliefs
- predicting, inferring and making connections
- decoding the relationship between word and image
- experiencing shared reading aloud



Visual Arts

- developing sensitivity to qualities of line, shape, form, colour and tone, texture, pattern and rhythm and spatial organisation
- recognising and interpreting gestures, facial expressions and body language

SPHE and Geography

- relating to others
- recognising and appreciating differences in people and communities
- knowing how to treat others with dignity and respect
- understanding of social conventions and awareness of others
- identifying stereotypes and prejudices, and their negative effects
- developing empathy with and understanding of others
- exploring the different aspects of friendship and community
- developing personal responsibility for one's behaviour and actions
- creating and maintaining supportive relationships and becoming an active and responsible citizen in society

QUESTIONS

Before You Read: Anticipating

1. Look at the title, typography and illustration on the front cover. What do you think this book is about? What atmosphere is created?
2. Does the title and/or cover make you want to read the book? Why or why not?
3. Have you ever had new neighbours? Or have you ever moved to a new house? How did you feel about it?
4. How would you greet a new neighbour?
5. What sort of personality do you think each animal has based on the front cover alone? Why? How do you think each of them is feeling? What do you think the relationship is between them?
6. Look at the back cover. How does it add to your overall impression of the book? Does it change what you think the book will be about at all?

After You Read: Reflecting

1. Look back at your answers to the earlier questions. Have your views changed since reading the book?
2. Did you enjoy the story? Why or why not? What part of the story did you enjoy the most?
3. What was your favourite picture or spread (two facing pages) from the book? Describe it.
4. Were there any parts of the story where you really wanted to turn the page to find out what happened next? What made you feel this way?
5. Having read the book, do you think the cover illustration was a good choice? Would you have picked something else? Why or why not?
6. What words would you use to describe the different characters in the book? Who was your favourite and why? Could you relate to any of the characters?
7. What does each animal expect the new neighbours to be like before meeting them? What are each of their worries and fears? How do these fears grow and escalate? How do their opinions change after they meet the rats?
8. Do any of the other animals fit the assumptions made about the rats – for example, that they're smelly and messy?
9. Why might the bears in particular be worried about the rats stealing their food? Do you know any other stories in which bears' food is stolen?
10. Why will none of the adult animals knock on the rats' door? Why do you think Lettuce steps up to it? Would you knock on a new neighbour's door?
11. What did you expect the rats to be like? What were they actually like?
12. Why are the animals embarrassed when they meet the rats and enter their apartment? Why do they lie to the rats about their initial expectations?
13. What gift does each animal leave for the rats on the final page of the story?
14. Do you think the animals will be friends with the rats from now on?

15. Do you think it's important to make someone new feel welcome?
16. Did you like the ending? Would you change anything?
17. On the title page, we learn the names of the bunnies. Follow each bunny through the story. Does this change your impression of the story at all?
18. How do the bunnies' views differ from the other animals'? Why do you think this is?
19. How would you describe the home of each animal? What sort of objects do they have in their home, and what might they tell us about their personalities?
20. If you could live with any of the animals in their home, which would you pick and why?
21. What sound does each animal make as they walk down the stairs? Can you mimic these sounds?
22. Can you give examples of repetition in the text or images? Do you enjoy this repetition? Why or why not?
23. Look again at the illustration on the back cover. How does it relate to the sequencing of the story?
24. Did you like the typography? Can you point out places where the illustrator changes and plays with font? Why do you think she does this?
25. Some speech is written as part of the main text of the story, while other speech is written in speech bubbles. Why is this the case, do you think? Do you like it?
26. Do you like the colours used in the pictures? What are the most common colours used? Why do you think this is? When and why do the colours change in the pictures?
27. When does the illustrator make use of shadowing and shading? Why does she do this?
28. How would you describe the mood or atmosphere in each picture? How do the text and illustrations each add to this?
29. How does the illustrator make use of space? Are the pages cluttered or sparse? Why do you think she made these choices? What effect does it create?
30. Do you think the illustrator does a good job of giving personality to the characters or of showing us how they are feeling? How does she try to achieve this?
31. Look at the facial expressions of each character on each page. How is each character feeling at each point in the story? Can you copy their facial expressions?
32. How does the illustrator create energy and movement in the illustrations?
33. Did you enjoy looking at the pictures alongside the text? If you were to take away the words from the pages, would you still be able to understand what was happening in the story? If you were to take away the pictures from the pages, would anything be lost?
34. Do the pictures show us anything that the text does not mention?
35. Do you think this book has a message? Did you learn anything from this story?

ACTIVITIES

- Read the book aloud and do voices for each of the characters. How does this change your experience of the story, if at all?
- Draw an alternative cover for the book and change the title if you wish.
- Draw a picture of the welcoming gift you would give to Bertram and Natasha.
- Plan a welcoming party for a new neighbour. It can be a person, animal or imaginary creature. Think about the location, decorations, guests, food, invitations, entertainment, welcoming gifts and so on.
- Create a large display of apartment blocks in your classroom. Each student should write a kind message for a new neighbour and then display them as banners in each apartment window. (Note, if working on Zoom, 'Gallery mode' would work well here.)
- Think of some fun games you could play with new neighbours. Can you think of games you could play together even if you spoke different languages?
- If you were an animal, what animal would you be and why? Draw a picture of yourself as this animal in the same style as Sarah's illustrations.
- Draw your own animal experiencing a particular feeling, paying attention to facial expression and body language. Swap pictures with a partner and see if they can guess how the animal is feeling.
- Design a new outfit for one of the animal characters.
- Can you think of a time your preconceptions were wrong? Have you ever shown someone else's expectations to be wrong? Share the story with your classmates.
- List all of the assumptions people make about a particular household pet – for example, dogs are loyal, cats are selfish. Then, try to think of a time when a pet you know showed this stereotype to be wrong. Share the story with your classmates.
- If your pet was a neighbour, what sort of neighbour do you think they would be? What sort of home do you think they would have? Draw some pictures of your ideas.
- Think of some ways you might make a new person feel welcome. This person might be new to your school, your neighbourhood, your family and so on.

FURTHER RESOURCES

- Author and illustrator Sarah McIntyre's website: <https://www.jabberworks.co.uk/>
- FAQs with lots of tips and fun comics: <http://www.jabberworks.co.uk/faqs/>
- Sarah McIntyre's YouTube channel: <https://www.youtube.com/c/jabberworks/>
- *The New Neighbours* activity sheets: <http://www.jabberworks.co.uk/the-new-neighbours/>
- Drawing *The New Neighbours* with Sarah McIntyre (video): https://www.youtube.com/watch?v=al_nGUkmYak
- *The Bookseller* interview with Sarah about *The New Neighbours*: http://www.jabberworks.co.uk/newneighbours/nn_sarahmcintyre_bookseller.pdf
- Posts about *The New Neighbours* on Sarah's blog: https://jabberworks.livejournal.com/tag/the_new_neighbours
- Sarah McIntyre's studio visit: https://www.youtube.com/watch?v=TawIU_IMmUk
- Former Laureate na nÓg PJ Lynch's *The Big Picture*, episode 3, with Sarah McIntyre interview: <https://www.youtube.com/watch?v=Nfajq2FdmHA>
- Sarah McIntyre and David O'Connell came up with ideas for their *Jampires* book by having a comics jam! A comics jam is when you take it in turns with someone else to create a comic, one panel at a time. It's improvised, so you don't know how the story will turn out! You can find tips for setting up your own comics jam for children and teachers here: <http://www.jampires.com/activities/set-up-your-own-comics-jam/>
- More about the *Vern and Lettuce* comics that inspired *The New Neighbours*: <http://www.jabberworks.co.uk/vern-lettuce-book/>
- Children's Books Ireland reading list – Celebrating Difference: <https://cbi-reading-lists.s3-eu-west-1.amazonaws.com/CBI-Book-List-Celebrating-Difference.pdf>

ISABEL OTTER

illustrated by CLARA ANGANUZZI

DEAR EARTH

CATERPILLAR BOOKS 2020 (HBK) 32PP £11.99

ISBN 9781848579415

SUMMARY

When Tessa writes a love letter to the Earth, it's the beginning of a glorious adventure. She blows bubbles with whales, soars with birds and joins in with the noisy rainforest hullabaloo! Tessa wants everyone to know how special our planet is, and she believes that there is a chance to save the Earth if enough of us share the message.

ABOUT ISABEL OTTER

Isabel Otter is a children's book editor and writer. She grew up in rural Herefordshire and is happiest climbing mountains in muddy boots. Isabel loves weaving stories and writing about the world around her.

ABOUT CLARA ANGANUZZI

Clara was raised in the Seychelles Islands, where she would draw on every surface she could find. She has always had a fond love for the sea and all types of critters, who often inhabit her drawings. Clara now spends her days doodling in her plant-filled studio overlooking Bristol.

THEMES TO EXPLORE

Environmental concern and activism, nature, ecosystems, landscape, animals, wonder and beauty, lyricism, addressing the reader, letter writing, personification and anthropomorphism, exploration

CURRICULUM SUGGESTIONS/ LEARNING OUTCOMES

Language, Literature and Drama

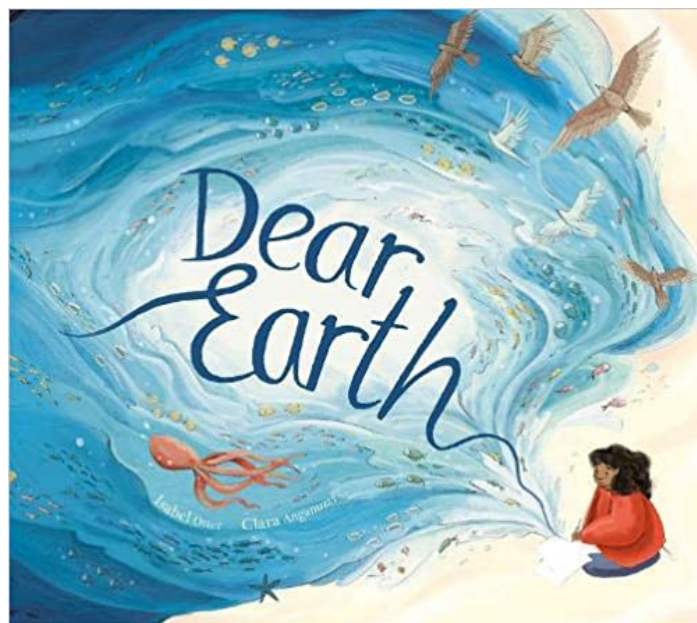
- building vocabulary
- developing phonological awareness
- decoding the relationship between word and image
- introducing figurative language, personification and anthropomorphism
- writing letters and addressing the audience
- recognising the author's intent and purpose

Visual Arts

- developing sensitivity to qualities of line, shape, form, colour and tone, texture, pattern and rhythm and spatial organisation

Science

- investigating and observing the world
- learning about living things including plants, animals, ecosystems and the environment



SPHE and Geography

- fostering an understanding of, and concern for, the total interdependence of all humans, all living things and the Earth on which they live
- fostering a sense of responsibility for the long-term care of the environment, developing aesthetic sensitivity to the natural and human elements of the environment and to the repercussions of human actions
- reinforcing and stimulating curiosity and imagination about local and wider environments
- developing a sense of personal responsibility for one's own behaviour and actions
- developing a sense of citizenship

QUESTIONS

Before You Read: Anticipating

1. Look at the title, typography and illustration on the front cover. What do you think this book is about? What atmosphere or mood is created?
2. What is the character doing on the front cover?
3. What animals can you spot on the cover?
4. Does the title and/or cover make you want to read the book? Why or why not?
5. Look at the back cover and the endpapers. How do they add to your overall impression of the book? Do they change what you think the book will be about?

After You Read: Reflecting

1. Look back at your answers to the earlier questions. Have your views changed since reading the book?
2. Did you enjoy the story? Why or why not?
3. Having read the book, do you think the cover illustration was a good choice? Would you have picked something else? Why or why not?
4. What was your favourite picture or spread (two facing pages) from the book? Describe it.
5. Do you like the colours used in the pictures? What colours did the illustrator mostly use? Why?
6. How did the pictures make you feel? Did different pictures make you feel different ways? How so? What did the author or illustrator do to make you feel this way?
7. What sort of relationship do you think Grandpa and Tessa have? Why?
8. What adventures do you think Grandpa has been on? What wondrous things do you think he has seen?
9. What sort of person do you think Tessa is? Why?
10. Were there any parts of the story where you really wanted to turn the page to find out what happened next? What made you feel this way? How did the author and/or illustrator create this effect?
11. Can you name all of the animals Tessa mentions? What is the biggest megabeast you know of? What is the teeniest weeniest creature you can think of?
12. Can you list all of the actions and movements mentioned in the text or shown in the illustrations? Which is your favourite and why?
13. Can you name all of the sounds Tessa mentions? Can you mimic them?
14. Can you name all of the different landscapes and landforms we find in the pictures? Which would you most like to visit and why?
15. Can you identify the different climates/habitats/ ecosystems we see in each picture? Can you name a real place like each one?

16. According to Tessa, Grandpa says that unicorns swim in the Arctic. Do you believe him? What animal can you see in the accompanying illustration?
17. How does the illustrator create a sense of movement in the pictures?
18. The illustrator continuously alters the angle we see Tessa from, as well as how close we are to her. Why do you think she does this? Why does she use different angles and distances for particular images?
19. When does the illustrator use full-bleed spreads (where the images expand right to the edge of the page) and when does she use vignettes (small illustrations that fade into the background without a definite border or small ornamental designs)? Is this effective?
20. Which events in the story are real and which are imaginary? How can you tell?
21. Look back at the objects next to Tessa on the mat in the earlier pages of the book. Do you think any of them inspired parts of her letter to the Earth?
22. How many times do we have to turn the book on its side? Did you enjoy this? Why do you think the makers decided to make this a feature of the book? Did they choose random moments for this to happen or were the moments chosen for a particular reason, do you think?
23. Does the illustrator show us anything that the writer does not mention?
24. Personification is when we give human-like qualities to nonhuman things, such as objects, animals or nature. For example, 'The flowers begged for water', 'The stars winked at me', 'My phone cried out for my attention'. Can you find some examples of personification in this story? Why do you think the author uses personification?
25. Alliteration is when you repeat words that begin with the same sound. For example, 'I hear lake water lapping with low sounds by the shore' ('The Lake Isle of Innisfree', W.B. Yeats). Can you find examples of alliteration in the text? Why do you think the author uses alliteration? Do you like it? What effect does it have?
26. Are there any words in the text that you do not know? Can you find out the meaning of them?
27. Grandpa says that humans have hurt the Earth but also that we can heal it. What ways have humans hurt the Earth that you know of? Do you know any ways we might heal the Earth?
28. What did you think of the final pages? Why do you think the writer ended the book this way? Did you learn any new and helpful information?
29. Do you think it is important to love the Earth? Do you think the Earth is a special place?
30. If you could tell the Earth one thing, what would it be?

ACTIVITIES

- Read the book aloud with your class or family. How does this change your experience of the text if at all?
- Draw a picture of the most beautiful sight on Earth you can imagine.
- Illustrate one of Grandpa's adventures including some of the wonderful things he saw. Make a postcard that he would send home to his family.
- Write your own love letter to the Earth, telling it all your favourite things about it. You can use the template in the 'Further Resources' if you wish.
- Imagine what the Earth would be like if it were a person. Draw a picture of them and describe their personality.
- If you could do an activity with any animal, what would it be? For example, blow bubbles with whales, run with lions, splash with elephants. Draw a picture of this.
- Read the story with matching soundscapes in the background. You might even try to create your own soundscapes as a class, with students making various noises – for example, roaring ocean, thundering hooves, screeching birds.
- List the top five places you would most like to visit. Imagine you are visiting one and make a postcard to send to a friend or family member.
- Ask a grandparent to tell you about their greatest adventure.
- List five special facts about the Earth and share them with your classmates.
- Research some of the things you can do to help heal the Earth, and then do them!
- Imagine a different planet and its various landscapes and animals. Imagine an adventure you might have there.

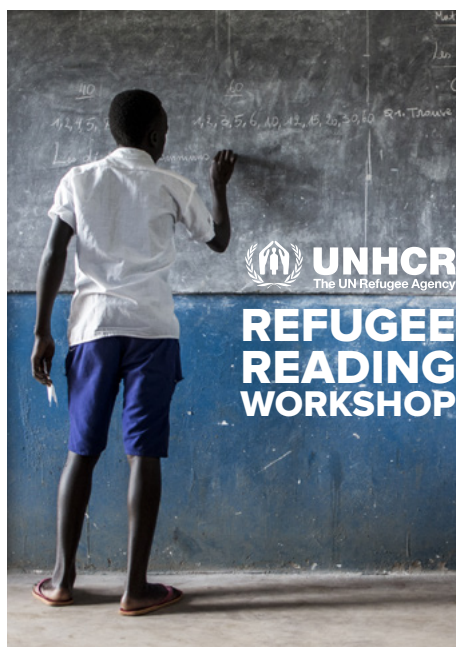
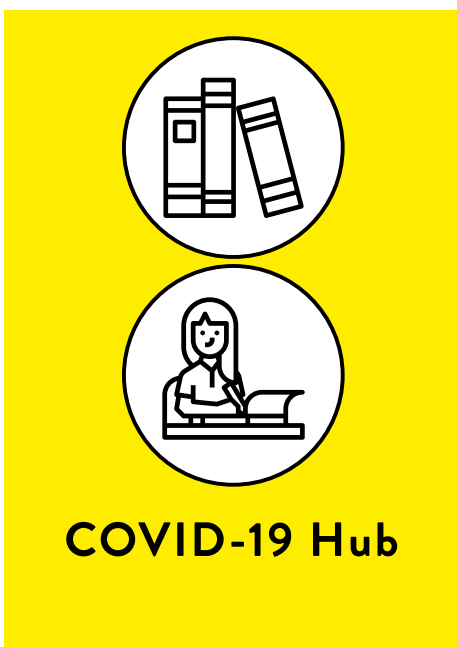
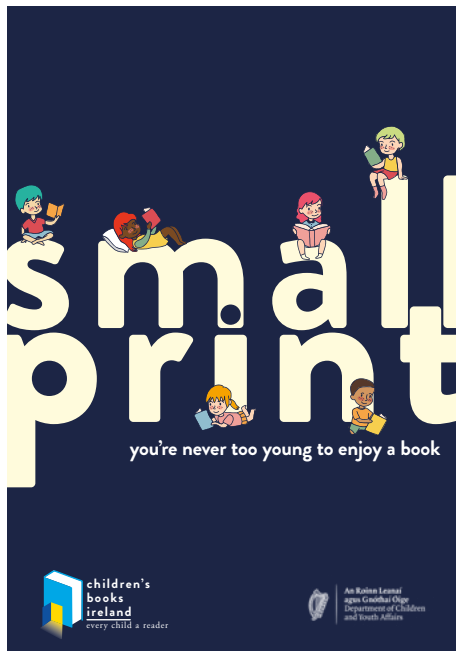
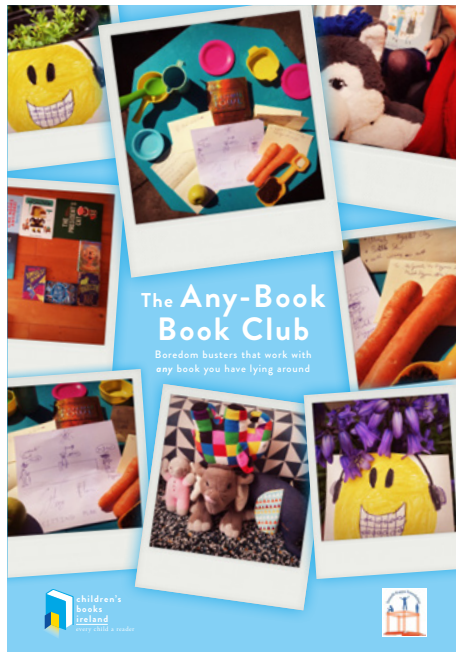
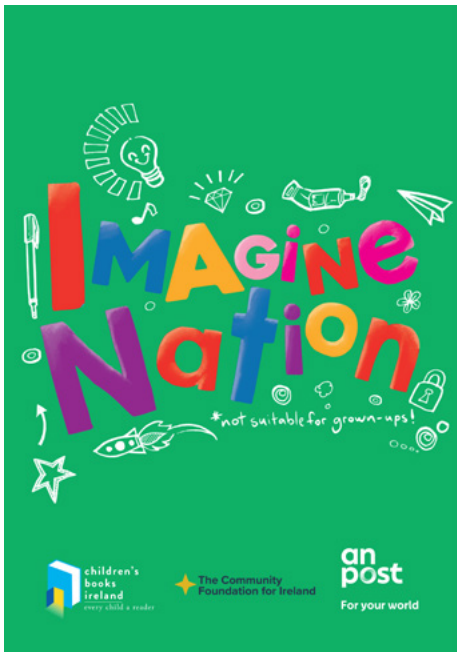
FURTHER RESOURCES

- Author Isabel Otter reading the book: <https://www.youtube.com/watch?v=2CvLhSed298>
- Download the publisher's 'Dear Earth' letter template: https://tra-resources.s3.amazonaws.com/uploads/entries/document/4328/Dear_Earth_Activity_Sheet_2_1.pdf
- Children's Books Ireland reading list – Going Green: <https://cbi-reading-lists.s3-eu-west-1.amazonaws.com/CBI-Book-List-Going-Green.pdf>
- Children's Books Ireland reading guide with a special section on the environment: https://cbi-reading-guides-archive.s3-eu-west-1.amazonaws.com/CBI-RecommendedReads_2019.pdf
- General Picturebook Questions and Activities section in this pack

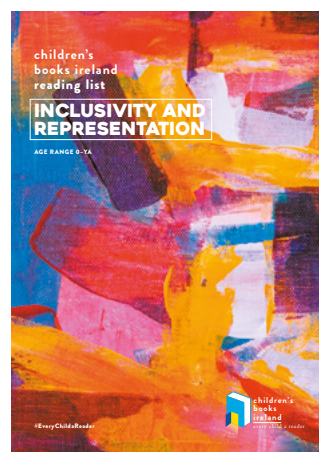
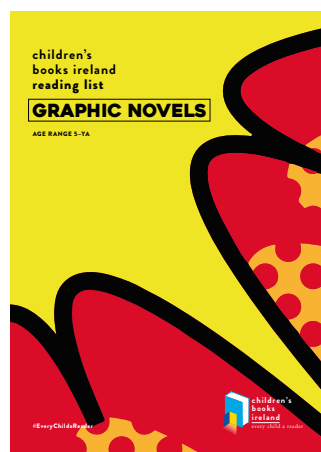
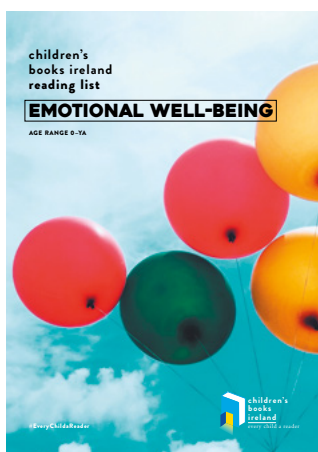
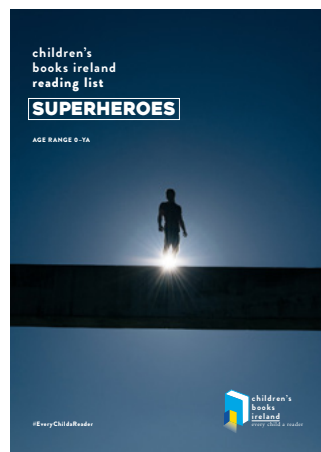
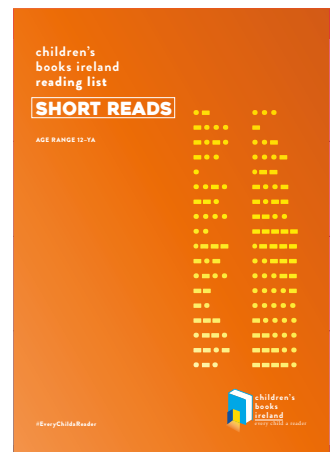
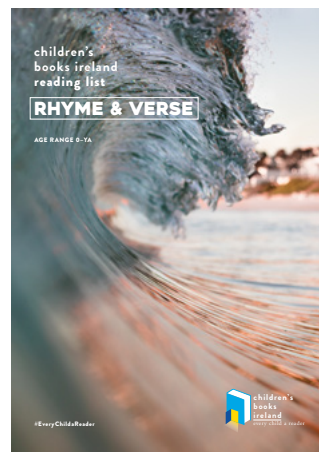
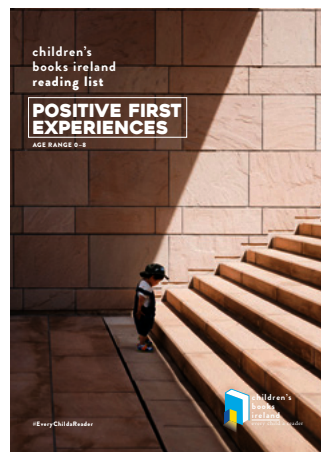
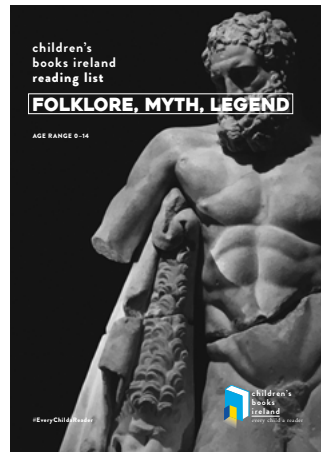
Teaching Children about the Environment

- NASA's Climate Kids: <https://climatekids.nasa.gov/>
- National Geographic Kids: <https://kids.nationalgeographic.com/>
- Greenpeace: <https://www.greenpeace.org.uk/>
- Earth Day Climate Education Week Toolkit: https://www.earthday.org/get-schooled-on-climate-toolkit-for-climate-education-week/?gclid=EAJalQobChMIypW3pqXV6wIVUe3tCh3LSA52EAAAYASAAEgJo6_D_BwE
- An Taisce Green-Schools programme resources: <https://greenschoolsireland.org/resources/>

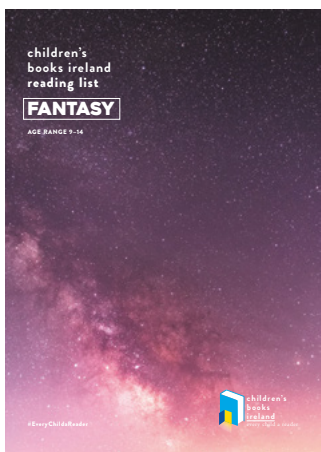
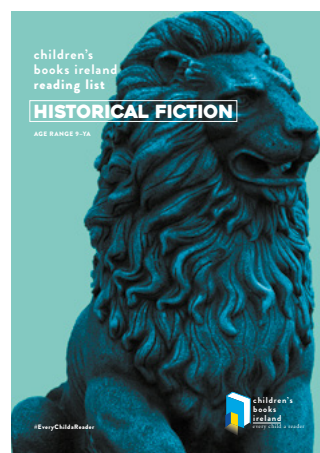
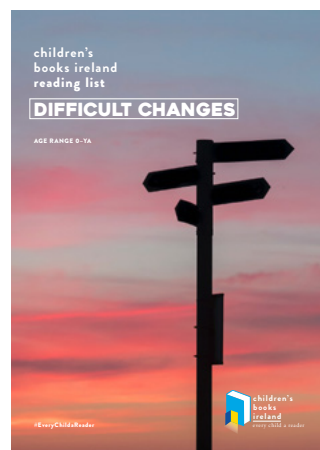
RESOURCE PACKS



READING LISTS



READING LISTS



for further reading,
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