

## PEPELT themes and picturebooks overview 2018/2019



Theme/ Picturebook	Peritextual features	Multiliteracies	Teacher education	Notes from the classroom
<p>October 2018</p> <p>Friendship (Theme of Dutch national children's book week)</p> <p><i>Imaginary Fred</i> by Eoin Colfer and Oliver Jeffers</p>	<p><u>Front cover:</u> refer to author and illustrator and predict about main characters</p> <p><u>Back cover:</u> read the blurb (Film on YouTube is cut)</p> <p>Length: 2.45</p>	<p><u>Visual:</u> noticing embossed print, upper/lower case letters and use of colour; reading and interpreting illustrations and facial expressions</p> <p><u>Learning:</u> predicting and recalling</p> <p><u>Emotional:</u> empathising and personalising</p> <p>Length: 13.57</p>	<p>Working with the cover/reading images</p> <p>Length: 8.07</p>	<p>Understanding the importance of friendship in a child's life;</p> <p>Preparing a poster in groups Describing a friend</p> <p>Length: 10.52</p>
<p>November 2018</p> <p>Picturebooks against Bullying (Anti-Bullying Week)</p> <p><i>Bully</i> by Laura Vaccaro</p>	<p><u>Front cover:</u> Talk about the colour red – what does it mean to children; compare 'bull' and 'bully'</p> <p><u>Back cover:</u> Blurbs can be read as an introduction to the story.</p> <p><u>Prologue image</u> First read aloud, show the children and read the speech bubble. Repeated Read alouds ask children to think about what is happening here.</p>	<p><u>Visual and emotional:</u> reading facial expressions and body language and recognising how feelings and emotions change</p> <p><u>Learning:</u> reflecting and giving personal response; predicting, self-assessing Film: planning a book trailer</p> <p>Length: 8.44</p>	<p>Linking images to meaning to support language teachers</p> <p>Length: 7.22</p>	<p>Understanding words that hurt and what damage mean words can have;</p> <p>Reading body language;</p> <p>Performing dialogues - working with stress and intonation</p> <p>Length: 13.48</p>

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	<p><u>Dedication</u> (back of the book): Read this out to the children and maybe talk about this.</p> <p><u>Title page</u> Consider talking about the fence which appears through the whole book.</p> <p>Length: 6.05</p>			
<p>December 2018</p> <p>Love and Care</p> <p><i>Grandpa Green</i> by Lane Smith</p>	<p><u>Front cover:</u> Point out the Caldecott Honour Award on the front cover; Predict who the characters are and their relationship; What is topiary? Share this word and explain the elephant tree is an example as this.</p> <p><u>Endpapers:</u> After sharing the picturebook for the first time, ask children why they think the endpapers are dark green</p> <p><u>Dust jacket flaps:</u> These make reference to Lane Smith and his wife who is a book designer. You can share this with the children if you wish.</p>	<p><u>Film:</u> using the book trailer as a point of entry and for making predictions</p> <p><u>Emotional:</u> empathising</p> <p><u>Nature:</u> identifying trees: evergreen/deciduous, understanding the changing seasons, and wind dispersal of seeds</p> <p><u>Visual:</u> interpreting illustrations</p> <p><u>Learning:</u> predicting, becoming aware of memory techniques</p> <p>Length: 6.08</p>	<p>Working with individual double spreads</p> <p>Length: 7.06</p>	<p>Our grandparents – linking to our roots;</p> <p>What do we know about our grandfathers – making a lap book</p> <p>Length: 5.53</p>

	<p>Notice the cleverness of the opening out pages at the end of the book to show Grandpa Green's garden</p> <p>Length: 7.07</p>			
<p>January 2019</p> <p>Celebrating Inclusion</p> <p><i>Perfectly Norman</i> by Tom Percival</p>	<p><b>Front cover:</b> Show the cover, don't mention the wings yet, unless the children mention them. If so ask them to predict what they might mean about Norman</p> <p><b>Back cover:</b> Read the blurb. Emphasise the word wings and return to the front cover if children haven't already noticed the wings.</p> <p><b>Prologue image:</b> The illustration is sequential to that on the back cover. Children might notice this over repeated readings.</p> <p><b>Title page</b> Setting for the visual narrative. Note the grey colour, with Norman in colour ... after several exposures to the book you might talk about this with the children.</p>	<p><b>Visual and emotional:</b> reading facial expressions and identifying a cycle of emotions</p> <p><b>Film:</b> interpreting a book trailer</p> <p>Length: 7.10</p>	<p>Identifying adjectives and adding creative tasks</p> <p>Length: 5.44</p>	<p>How are we different how are we the same?</p> <p>I should always believe in myself and my "wings" that will let me fly;</p> <p>Making individual posters - creating and describing an imaginary person.</p> <p>Length: 7.05</p>

	<p><b>Dedication:</b> A blue colour with a blue bird. Return to this after the children have experienced the book and ask them why it is there. Share the dedication and wonder about it together.</p> <p>Length: 5.22</p>			
<p>February 2019</p> <p>Remembering John Burningham</p> <p><i>Come away from the water Shirley; Mr Gumpy's Outing, Mr Gumpy's Motor Car, The Shopping Basket, Aldo, Cloudland, Courtney; The Magic Bed</i></p>	<p><i>Come away from the water Shirley:</i></p> <p><b>Front cover:</b> Ask children to predict what the book will be about.</p> <p><b>Endpapers:</b> A pirate's map, which can be returned to and looked at closely.</p> <p><b>Title page</b> This presents the main characters flying a pirate's flag.</p> <p>There are lots of clues in these peritextual features which children will use to predict a story about pirates.</p> <p>In fact, it is two visual narratives – the parents' boring day at the</p>	<p><i>Mr Gumpy's Motor Car:</i> <b>Literacy:</b> recognising rich authentic language</p> <p><i>The Shopping Basket:</i> <b>Learning:</b> predicting, memorising, subtracting, sequencing, personalising;</p> <p><i>Aldo:</i> <b>Emotional:</b> understanding loneliness</p> <p><i>Cloudland:</i> <b>Visual:</b> interpreting illustrations</p> <p>Length: 11.08</p>	<p><i>Courtney:</i> Reading images and developing imagination</p> <p>Length: 10.07</p>	<p><i>The Magic Bed:</i> Opening a door to dreamland.</p> <p>Designing a bed - learning about unusual beds.</p> <p>Guessing the content of a book by the cover (different books by John Burningham)</p> <p>Length: 8.02</p>

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	<p>beach, and Shirley's adventure with pirates appear on facing pages. It's magical!</p> <p>Length: 9.25</p>			
<p>March 2019</p> <p>Pancakes</p> <p><i>Mr Wolf's Pancakes</i> by Jan Fearnley</p>	<p><u>Front cover:</u> Ask the children if they can smell the pancakes.</p> <p><u>Back cover:</u> Read blurb and show the illustration of a very full wolf. Return to this once you have shared the picturebook; Share the review and possibly use as a model for writing a review about other picturebooks.</p> <p><u>Title page</u> Unusual title page illustration with a dedication on it. Share this with the children and think about what it might mean</p> <p><u>Prologue illustration</u> Mr Wolf dusting with a feather duster. Connections can be made with other parts of the book. Help the children make these connections once they have experienced the story.</p>	<p><u>Learning:</u> recognising traits of perseverance, resilience, autonomy and self-help and regulation, using a reference book, writing a list to aid memory, counting and checking, predicting, sequencing events and a process, matching characters to events</p> <p><u>Cultural:</u> recognising fairy tale and nursery rhyme characters, making cross cultural comparisons, researching pancakes around the world</p> <p>Length: 8.39</p>	<p>Creating book-related ELT reading and writing activities</p> <p>Length: 7.03</p>	<p>Identifying the elements of the story and parts of well-known fairy tales.</p> <p>Length: 8.56</p>

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	<p>There are lots of intertextual references to be made in the illustrations. Enjoy them with the children.</p> <p>Length 9.31</p>			
<p>April 2019</p> <p>Earth Day</p> <p><i>What a Wonderful World</i> by Tim Hopgood / Louis Armstrong</p>	<p><u>Front cover</u> introduce characters (boy and bird);</p> <p><u>Endpapers</u>: Image of the world can be used to talk about where the children live and to label other countries they may know;</p> <p><u>Dedication</u>: worth pointing out 'For everyone'</p> <p><u>Title page</u>: ask children to look for the blue bird in all the spreads and notice the one he is missing from</p> <p>Length: 5.31</p>	<p><u>Environmental</u>: identifying different landscapes and the different plants, trees, flowers and creatures; learning/revising colours of the rainbow; identifying own country on a map of the world; planning action to protect the earth and drawing up a green classroom action plan</p> <p><u>Music</u>: understanding the different purposes of songs; identifying musical instruments; recognising musical notes</p> <p>Length: 8.41</p>	<p>Micro-teaching</p> <p>Length: 5.15</p>	<p>Writing a song, finding happy moments in our everyday lives.</p> <p>Celebrating happy events in our lives and enjoying the wonder of ordinary moments.</p> <p>Length: 8.00</p>
<p>May 2019</p> <p>Love is in the Air: Unusual Friendships</p>	<p><u>Format</u>: Opening bottom to top Uses the gutter to divide the two worlds (above and below water)</p> <p><u>Title page</u> Represents the setting and the beginning of the visual narrative;</p>	<p><u>Literacy</u>: becoming aware of metaphor</p> <p><u>Learning</u>: activating prior knowledge, making predictions</p>	<p>Supplementing with and exploiting informational picturebooks</p> <p>Length: 4.14</p>	<p>Facing changes as an inevitable part of our life and growth.</p> <p>Developing a positive attitude to</p>

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<i>Tadpole's Promise</i> by Jeanne Willis	Predict who the eggs on the leaf might belong to?  Length 6.04	Nature: becoming aware of the different stages of the life cycles of a butterfly and a frog  Length: 8.23		changes in our lives as a key to success.  Making a poster.  Length: 8.50
June 2019  Celebrating the world of Eric Carle (Worldwide Celebration of his 90 <sup>th</sup> birthday)  <i>Brown Bear, Brown Bear, What Do You See?;</i> <i>Today is Monday;</i> <i>"Slowly, Slowly, Slowly", Said the Sloth;</i> <i>The Tiny Seed</i>	<i>Brown Bear:</i>  <u>Front and back covers:</u> talk about in and out / front and back; Refer to author and illustrator  <u>Endpapers:</u> first read aloud, recollect colours; repeated read alouds use to remind children of the animals that appear in the book;  Length: 8.07	<i>Today is Monday:</i>  Creating a multilingual version of the song, <i>Today is Monday.</i>  Length: 13.33	<i>"Slowly, Slowly, Slowly", Said the Sloth:</i>  Learning about the rain forest - different tribes, animals, habitats;  Using adjectives to describe people;  Reflecting on speed/time;  Accepting differences  Length: 10.10	<i>The Tiny Seed:</i>  Taking a cross-curricular approach to language learning/teaching;  Science: Understanding the life cycle of a plant.  Length: 8.22