

## PEPELT themes and picturebooks overview 2019/2020

Theme/ Picturebook	Peritextual features	Multiliteracies	Teacher education	Notes from the classroom
October 2019  Kindness  <i>Kind</i> by Alison Green	<u>Endpapers:</u> Matching the peepholes to the illustrations in the body of the book  Length: 7.37	<u>Visual:</u> identifying acts of kindness through the illustrations; identifying different illustrative styles  <u>Emotional:</u> reading facial expressions to identify emotions  <u>Civic:</u> reflecting on ways to be kind; making a kindness jar  Length: 10.09	Planning a lesson by selecting individual double spreads.  Length: 7.39	Getting acquainted with authors/illustrators who contributed to the publication;  Making a poster to promote kindness;  Making a class book illustrated by the learner.  Length: 9.44
November 2019  Remembering Judith Kerr  <i>The Tiger            who came to            tea;            My Henry;            Mog;            One night in            the Zoo</i>	<i>The Tiger who came to tea:</i>  <u>Front cover:</u> making predictions  <u>Back cover:</u> reading the blurb  <u>Dedication:</u> sharing Judith Kerr's story about writing the book for her children  Length: 7.55	<i>My Henry:</i>  <u>Literacy:</u> recognising rhyme and developing phonological awareness  <u>Emotional:</u> developing empathy by understanding the feelings of someone who has lost someone close  <u>Cultural:</u> identifying aspects of British life	<i>Mog:</i>  Researching the background of a picturebook and considering different perspectives.  Length: 7.17	<i>One night in the Zoo:</i>  Writing a story/comic strip;  Building awareness of rhyme and rhythm in a poem.  Length: 8.07

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		Length: 11.42		
December 2019	<u>Front cover:</u> Identifying the main character; Making connections between the cover and the following narrative sequence e.g. Publicity board and sneakers  Length: 8.12	<u>Nature:</u> identifying seasons  <u>Emotional:</u> empathising with the main character  <u>Cultural:</u> identifying aspects of urban life in US; recognising differences between American and British English  <u>Consumer &amp; financial:</u> becoming aware of the power of advertising; differentiating between needs and wants; creating a billboard  Length: 8.46	Adapting ready-made non EFL resources for the PELT classroom  Length: 8.43	Understanding differences between needs and wants;  Making a jar of happiness;  Understanding happiness as a key to confidence.  Length: 9.20
Needs and wants  <i>Those Shoes</i> by Maribeth Boelts and Noah Z Jones				
January 2020	<u>Front cover:</u> Predict who the characters are and what might happen  <u>Back cover:</u> Read the blurb and ask the children "How are you amazing?"  <u>Endpapers:</u>	<u>Visual and transport:</u> identifying wheel devices and different forms of transport  <u>Disability:</u> identifying adjustments in the environment which support people with disabilities  Length: 9.14	Using the cover to incite interest  Linking the story to personal interests – unusual pets  Brainstorming ideas for language development	Discussing unusual pets – writing a description of ideal pet.  <i>If I had Zibo as a pet - writing activity – practicing action verbs and first conditional.</i>  <i>Amazing Dragons</i> – describing a dragon,
Celebrating diversity  <i>Amazing</i> by Steve Antony				

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	<p>Zibbo the dragon in different positions which could be used to talk about when re-reading the picturebook</p> <p><u>Title page</u> Presents the main characters.</p> <p>Length: 7.26</p>		<p>Using the endpapers to develop language related to actions, emotions and numbers</p> <p>Identifying double spreads that lend themselves to language development – actions, emotions, circle shapes</p> <p>Length: 8.16</p>	<p>writing a recipe for a dragon, finding out about dragon legends in different cultures.</p> <p>Length: 6.40</p>
<p>February 2020</p> <p>Award-winning picturebooks</p> <p><i>Julian is a Mermaid</i> by Jessica Love</p>	<p><u>Awards</u> Point out the award out on the front cover.</p> <p><u>Front cover:</u> Predict what the story might be about</p> <p><u>Front endpapers</u> show Julian's grandma and friends in their swimming session;</p> <p><u>Back endpaper</u> completes the visual, with Julian becoming his dream</p>	<p><u>Emotional:</u> reading facial expressions, posture and body language; sketching out main character's emotional journey</p> <p><u>Gender:</u> questioning traditional expectations around gender roles</p> <p>Length: 11.47</p>	<p>Using open discussion as a tool to</p> <ul style="list-style-type: none"> <li>- express different interpretations of the story</li> <li>- air student teachers' concerns or doubts about the content of a story</li> <li>- elicit feedback and teaching ideas</li> </ul>	<p>Explaining the different meaning between "sex" and "gender".</p> <p>Discussing colours, toys/games, clothes, generally associated with girls and boys - brainstorming to prepare a poster.</p> <p>Discussing gender stereotypes.</p>

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	<p>mermaid, swimming with his Grandma and friends</p> <p><u>Dedication:</u> Jessica Love has dedicated her book to her grandma.</p> <p><u>Title page</u> This is on a double spread and continues the visual narrative with Julian and his grandma leaving the pool.</p> <p>Length: 11.04</p>		Length: 8.25	<p>Finding out about the Coney Island Mermaid Parade</p> <p>Length: 8.24</p>
<p>March 2020</p> <p>Art</p> <p><i>Henri's Scissors</i> by Jeanette Winter</p>	<p><u>Front and back covers:</u> Compare the illustrations e.g. front is end of Matisse's life and back is the beginning</p> <p><u>Dust-jacket flaps</u> Read the blurb and talk about collage / cut out art.</p> <p><u>Endpapers:</u> Read the quotes about Matisse; On the back endpaper is a short note from the illustrator about why she created the picture, this is interesting to share.</p>	<p><u>Visual:</u> Recognising how the combination of words (narrative and quotes) and images work together to convey meaning; Recognising shapes – geometric shapes v organic, free form, curvilinear shapes inspired by nature.</p> <p><u>Art:</u> relating to and understanding works of art: colour, size, technique, materials.</p> <p><u>Disability:</u> overcoming limitations caused by health and determination to</p>		<p>Getting acquainted with Henri Matisse's art and his unique technique of "painting with scissors".</p> <p>Reading and writing - bibliography of the artist.</p> <p>Roll – A – Masterpiece collage game; Creating an illustrated, collage story of stages in Henri Matisse's life using a text from the book <i>Henri's Scissors</i> (cooperative group work).</p>

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	<p><u>NB</u> Notice the first four double spreads are small framed images. Compare these to the spreads where we are told about Matisse's illness and the resulting collage work. They fill the page. How does this make them feel?</p> <p>Length: 8.26</p>	<p>rediscover the creative process and create a new form of art and expression.</p> <p>Length: 9.35</p>		<p>Length: 6.46</p>
<p>April 2020</p> <p>Informational picturebooks to celebrate Earth Day</p> <p><i>Planet Awesome!</i> Stacy McAnulty, Illustrated by David Lichfield</p> <p><i>We Planted a Tree</i>, Diane Muldrow, Illustrated by Bob Staake</p>	<p><i>Planet Awesome!</i></p> <p><u>Front cover:</u> Presents planet earth as a character. Can ask children if earth is male or female.</p> <p><u>Back cover:</u> Introductory blurb in first person.</p> <p><u>Title page:</u> Introduces author and illustrator as co-authors with Planet Earth</p> <p><u>NB</u> Fun fact page at the end of the picturebook</p>	<p><i>We Planted a Tree:</i></p> <p><u>Environmental:</u> understanding how trees benefit the earth and people around the world; finding out about the Green Belt Movement in Kenya and environmental activists.</p> <p><u>Nature:</u> recognising changing seasons and the changes in a tree; recognising different types of trees.</p> <p><u>Visual:</u> recognising how colour is used to depict different settings around the world;</p>	<p><i>Migration: Incredible Animal Journeys</i></p> <p>Choosing a picturebook linked to the Dutch primary curriculum</p> <p>Learning to give children a choice when working with a picturebook</p> <p>Moving from working in groups working as a class</p>	<p><i>Compost Stew</i></p> <p>Reuse/Reduce/Recycle: learning to recycle plants – making compost.</p> <p>Creating a Compost Alphabet mini-book.</p> <p>Building awareness of rhyme, rhythm and repetition – writing a compost stew song.</p>

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<p><i>Migration: Incredible Animal Journeys,</i> Mike Unwin, Illustrated by Jenni Desmond</p> <p><i>Compost Stew – An A – Z Recipe for the Earth,</i> Mary McKenna Siddal, Illustrated by Ashley Wolff</p>	<p>Length: 5.13</p>	<p>recognising geometrical shapes.</p> <p>Length: 6.36</p>		<p>Length 10.02</p>
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			Length: 5:33	
<p>May 2020</p> <p>Mental Well-being (Mental Health Awareness Week)</p> <p><i>Hug Me</i> by Simona Ciraolo</p>	<p><u>Front and back covers:</u> Identify the main character. Is the cactus male or female? How does he/she feel? Who could / would want to hug a cactus? Open up front and back – they show one image. Read the blurb and discover the cactus' name.</p> <p><u>Endpapers:</u> Different front and back endpapers showing a passing of time. Front endpapers show a cactus family tree, with some really interesting names. Well worth looking at after the first read aloud. And maybe use as a prompt to create own family trees or creative family trees based around different plant life / animals Back endpapers are an album page of Filipe and his friend Camila the rock. This</p>	<p><u>Emotional:</u> empathising with the main character who seeks comfort in the form of a hug; understanding the difference between being alone and being lonely; valuing and accepting people for who they are; valuing friendship.</p> <p><u>Visual:</u> reading facial expressions and body language to understand feelings and emotions; noticing details in the illustrations.</p> <p><u>Nature:</u> finding out about cactus plants.</p>	<p>Identifying a language focus, developing a writing task</p> <p>Thinking of combinations of items / people / animals which find hugging difficult</p> <p>Developing a craft-based task – looking at language for instructions</p>	<p>Understanding life in a desert – brainstorming and discussion.</p> <p>Cacti in pots in my house - cactus and succulent care.</p> <p>Types of hugs – vocabulary building. Let's Hug – a poem for Mum.</p> <p>Making a comic – Camilla and Felipe.</p> <p>Comparing and contrasting two characters Felipe and Hank.</p>

	<p>can prompt children to talk about what they do with their best friends.</p> <p><u>Dedication</u> Share this after you've read the picturebook, as the illustration shows Filipe and his new friend the rock, Camilla.</p> <p><u>Title page:</u> Presents Filipe with name tag (just in case you didn't read the backcover blurb). Presents main character and his happy disposition.</p> <p>Length: 4.32</p>	Length: 6.10		Length: 5.52
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<p>June 2020</p> <p>Migration (World Refugee Day)</p> <p>Tbc: <i>The Suitcase</i> by Chris Naylor-Ballesteros</p>	<p><u>Front cover:</u> Presents characters. Note the way the blue/green character is on the left of the cover, blocked by the characters on the right. Will they let him into the book? Ask how does he feel? Where has he come from? Is the suitcase heavy?</p> <p><u>Back cover</u> Characters asking questions. Read these out and ask children if they have any other questions they'd like to ask</p> <p><u>Dedication:</u> For everyone who has started a new life far way ... can be shared with the children before or after reading the picturebook. After sharing, can use as an opportunity for discussion about immigration if appropriate.</p>	<p><u>Literacy:</u> differentiating dialogue/speech from narrative; asking questions.</p> <p><u>Emotional:</u> developing empathy by understanding the feelings of someone who has had to leave their home; reading facial expressions and body language to identify emotions and feelings.</p> <p><u>Visual:</u> recognising how colour is used to link the dialogue to each character, to convey mood and to represent the before and the after.</p> <p><u>Civic:</u> reflecting on ways to be kind and to welcome someone new.</p>	<p>Looking at the impact a personal connection to a picturebooks can make</p> <p>Reflecting how student teachers can understand situations they might have not experienced</p>	<p>Discussing travel – past and present</p> <p>Packing a suitcase – vocabulary practice.</p> <p>My suitcase – my identity. Imagine moving to a new place. What 10 objects would you pack in your suitcase?</p>

	<p><u>Title page</u> Visually represents the beginning of the journey. The dark cloud denoting difficulty, stress, something negative, and the mountain is a hard, difficult climb. You could ask the children about this illustration and what it tells us about the creature and how he feels.</p> <p>NB The mountain is continued on the next spread, it is behind the creature now and the sky is clear above him. Something you may want to talk about in later re-readings</p> <p><u>Epilogue illustration</u> Shows the old photo of the creature's home in sepia and a new photo in colour of his new friends and home. This can be commented on by the children.</p> <p>Length: 5.00</p>	<p>Length: 7.31</p>	<p>Length: 4:23</p>	<p>Length: 8:02</p>
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