

ONCE UPON A TIME...

*book illustration.*

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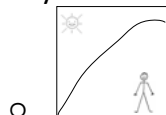
Teaching notes	Once upon a time... book illustration	
Lesson: Magical literary landscapes	Session: 1	Timing: 1 hour
Procedure	Resources	
<ul style="list-style-type: none"> <li>• Activate previous knowledge. Tell pupils to look at <b>worksheet 1.1</b> with the book covers. Ask: <i>'Which one do you like?'</i> <i>'Do you like books?'</i> <i>'Do you like the illustrations?'</i> <i>'Have you read any of these books?'</i></li> <li>• Give out <b>worksheet 1.2</b>. Tell pupils to complete the Venn diagram to categorise the book covers or draw the diagram on the board and ask them to help you. After classifying ask for one word to describe each part of the diagram (e.g.: mystery, horror, adventures, magic, fairytale...) Point out the differences and similarities between the book covers and emphasize the importance of the illustration to know where the story is placed. Finally write on the board the 3 categories related to the landscape: mystery, adventure and fairytale, and ask them to add other books they already know. <b>See Teacher's help 1.2</b> to know more about the Venn diagram.</li> <li>• Explain the concept synopsis. Give out <b>worksheet 1.3</b>. Start the activity by eliciting the titles and the categories of each book cover because of the landscape. Practise this language structure: <b><i>This book is called..., it's set in a mystery/fairytale/ adventure island landscape.</i></b> Read the synopsis or ask pupils to do it themselves. Answer any question about the worksheet and ask them to match the covers with the right synopsis and to label the short descriptions. If necessary, put pupils into pairs or small groups. Ask more questions like: <i>'Which one would you like to read?'</i></li> <li>• <b>Optional activity: Revisiting new vocabulary and concepts.</b> -Ask pupils to bring their favourite books to school or ask them to go to the class library and choose some other books to sort into 3 categories (mystery, fairytale and adventure). Encourage them to use the structure: <b><i>This book is called..., it's set in a mystery/fairytale/ adventure island landscape.</i></b> Do this activity in small groups of 3-4 pupils. -Use the images in worksheet 1.1, cut them out and make a poster with big labels (mystery, fairytale and adventure).</li> </ul>	<p><b>Worksheets</b> <b>1.1</b> <b>1.2</b> + <b>Teachers help 1.2</b> <b>1.3</b></p> <p>Classroom library</p>	

Teaching notes	Once upon a time... book illustration	
Lesson: Magical literary landscapes	Session: 2-3	Timing: 2 hours
Procedure	Resources	
<ul style="list-style-type: none"> <li>This is an activity for students working in pairs. Write or elicit the three literary landscapes: mystery, fairytale and Adventure Island. Show the <b>Power Point: Literary Landscapes, step by step</b>. Use the first slides in the ppt to encourage them to talk and negotiate in pairs. Say: -You have 3 different landscapes: mystery, fairytale and Adventure Island, decide on one. <u>Language for the negotiation:</u> <ul style="list-style-type: none"> <li>STUDENT A: <i>Let's do the <b>mystery/fairytale/ Adventure Island</b> landscape!</i></li> <li>STUDENT B: <b>Yes/No</b> because <i>I like/don't like <b>mystery/fairytale/ adventure island</b> books</i></li> </ul> </li> </ul> <p>Once the pairs agree on their landscape, show the rest of slides with the instructions to follow step by step. Ask one or two pupils to read during the presentation. When the presentation is over ask pupils to start the task and give out the materials. Tell pupils you have templates for each landscape and layer, but try to encourage them to be independent and creative. Suggest they draw outlines.</p> <p>Once their landscapes are ready, elicit the key concepts: <b>background, middle ground</b> and <b>foreground</b>, corresponding with each layer. Is also important to ask them which one is <b>further away</b> or <b>closer, near</b> or <b>far</b>.</p> <p>You need at least one craft example of each literary landscape for the next lesson about drawing characters.</p> <ul style="list-style-type: none"> <li><b>Ideas for making the power point more interactive:</b> <ul style="list-style-type: none"> <li><u>Slide 2</u>. Ask: <i>'Which literary landscapes is picture 1/2/3?', 'Pretend to be small enough to enter one of these pictures. Where would you go?'</i></li> <li><u>Slide 4</u>. Ask: <i>'One of the pictures is without labels. Do you know the name of those materials?'</i> (Glue stick, scissors, rubber, sharpener, pencil and black marker)</li> <li><u>Slide 10</u>. Ask: <i>'How do we do this?', 'What are we going to do next?'</i></li> <li><u>Slide 12</u>. Ask: <i>'What can you see?', 'What's behind the mountains?', 'What's in the house?', 'Where is the bird going to fly?', 'What's the bird looking out?'</i></li> <li><u>Slide 15</u>. Ask: <i>'What's different in here?'</i></li> <li><u>Slide 18</u>. Ask: <i>'What can you do to hide the lines?'</i></li> <li><u>Slide 19</u>. Ask: <i>'Where is the ship going?', 'Is it windy? How do you know?'</i></li> <li><u>Slide 21</u>. Ask: <i>'Do like this idea?'</i></li> </ul> </li> </ul>	<p><a href="#"><u>Power Point: Literary landscapes, step by step.</u></a></p> <p>Landscape templates -Rugged mountain. -Trees. -Mystery scene. -Fairytale castle. -Isle -Pirate's ship</p> <p>Scissors Craft Knife Cardboards: beige, black, grey and light grey. FOR EACH PAIR Tracing paper (optional, to place between the layers)</p>	

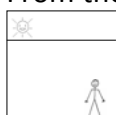
Teaching notes	Once upon a time... book illustration	
Lesson: Magical literary landscapes	Session: 4	Timing: 2 hours
Procedure	Resources	
<ul style="list-style-type: none"> <li>Explain 'horizon' (an imaginary line showing where the sky joins the land)</li> <li>Introduce the new vocabulary before handing out the worksheet. Draw on the board this image to explain the vocabulary they need for doing the dictation:</li> </ul> <div data-bbox="414 560 845 896" data-label="Image"> </div> <p>Teach the concepts <b>above/below</b>, how to draw a stick figure, straight line and curved line like a mountain. Draw on the board:</p> <div data-bbox="494 963 766 1232" data-label="Image"> </div> <p>Say: <i>This line is below the sun, it's a high horizon.</i></p> <div data-bbox="494 1276 766 1545" data-label="Image"> </div> <p>Say: <i>This line is above the stick figure, it's a low horizon.</i></p> <p>Point out the line is closer to the sun or the stick figure to teach below and above.</p> <p>Explain how to use the scaffolding and draw an example to describe to the whole class. Put pupils into pairs (A and B).</p> <p>Give out the picture dictation <b>worksheet 4.1a and 4.1b</b>. Explain they have to take turns. First, student A describes the first picture to student b using the scaffolding on the worksheet. After that, student A describes the second picture and student B does the drawing. They then change positions: student B describes the pictures and student A does the drawings in <b>worksheet 4.2</b>. To end they must compare their drawings</p>	<p>Worksheets :</p> <p>1.4a STUDENT A</p> <p>1.4b STUDENT B</p> <p>1.5 STUDENT A&amp;B</p> <p>1.6 (just for students who need more help)</p> <p>1.7</p> <p>1.8</p>	

with their partner and see if they are ok. Allow pupils to use **worksheet 4.3** if they can't remember the vocabulary.

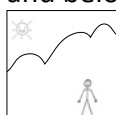
- Ask one or two pupils to do some drawings on the board following these instructions or do it yourself modelling language for the activity:



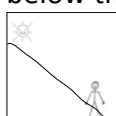
- PICTURE 1: Draw a square. In the top left corner draw a sun, in the bottom right corner draw a stick figure. From the left corner to the top corner draw a mountain.



- PICTURE 2: Draw a square. In the top left corner draw a sun, in the bottom right corner draw a stick figure, and below the sun draw a straight horizon from left to right.



- PICTURE 3: Draw a square. In the top left corner draw a sun. In the bottom right corner draw a stick figure and then draw a mountain with three peaks from left to right below the sun.



- PICTURE 4: Draw a square. In the top left corner draw a sun. In the bottom right corner draw a stick figure. From the left side below the sun to the right corner draw a straight horizon.

Give out **worksheet 4.4**, ask a pupil to read the definition of horizon. Explain that the horizon line is really important and can change the meaning of the illustration. Observe the pictures and ask:

*'Which things are the same in each drawing?'*

*'Is the stick figure is always in the same place?'*

*'Let's talk about the feeling created using the chart! Where in the desert do you think the stick figure is?'*

-Encourage them to use the structure:

I think **he/she** is **starting/continuing/finishing/at the start of/in the middle of/at the end** of **his/her** journey.

Divide pupils in small groups (3-4) to talk about the pictures.

- Give out **worksheet 4.5**, tell pupils to draw a scene but first they have to plan the drawing. Ask them to complete the text, think about which landscape (mystery, fairytale or Adventure Island) and choose how to use the horizon line.

*-This illustration shows a **mystery/fairytale/adventure island***




Worksheets :  
4.1a STUDENT A  
4.1b STUDENT B  
4.2 STUDENT A&B  
  
4.3 (just for students who need more help)

4.4

4.5

*landscape.*

*-I have used the horizon line to show the character is **starting/continuing/finishing/ at the start of/ in the middle of/ at the end of** his/her journey.*

Teaching notes		Once upon a time... book illustration	
Lesson: Drawing characters		Session: 5	Timing: 1 hour
Procedure			Resources
<ul style="list-style-type: none"> <li>• Activate previous knowledge. Use <b>worksheet 2.1</b> (if it's possible put the pdf in the smart board and fill in) ask pupils to tell you characters to write in the brainstorming grid. Say: <i>'Which characters can we place in each literary landscape?'</i> Another possibility is to do the same activity in small groups and ask them to write the characters.</li> <li>• Use the characters flashcards and classify them in the three literary landscapes: mystery, fairytale and Adventure Island. When you show the flashcards elicit the characters' names. Pupils might put some characters in other literary landscapes ask them for the reason (pupils may use L1). For example...</li> </ul> <div style="display: flex; justify-content: space-around; align-items: flex-start; margin: 10px 0;"> <div style="text-align: center;">  <p><b>mystery</b></p> <p>Vampire Monster Ghost Witch Detective</p> </div> <div style="text-align: center;">  <p><b>Adventure Island</b></p> <p>Pirate Captain Mermaid</p> </div> <div style="text-align: center;">  <p><b>fairytale</b></p> <p>Fairy Princess Prince Unicorn Dragon Wizard</p> </div> </div> <ul style="list-style-type: none"> <li>• Tell pupils to form a circle and explain the Loop game demonstrating an example. Show the picture in the flashcard and say: <i>'I've got a Vampire'</i> and tell them that after saying the character's name, to know the next player, they must read the question below the drawing: <i>'Who's got a mermaid?'</i> Give out a card from <b>worksheets 2.2 and 2.3</b>. You have 18 different cards one for each pupil. After playing the game, pupils can make other cards to add to the set and then play again in the next session to revisit the new vocabulary (template <b>worksheet 2.4</b>). Fast finishers: give them the set of card templates which doesn't give pupils any help to write the questions.</li> <li>• Give out <b>worksheet 2.5</b>. Tell them to match the pictures and the words. After matching they must colour the labels using the code. Some characters can be placed in different landscapes for example: witch and wizard, if the book has mystery or fairytale characters. If you want you can use this worksheet for assessment.</li> </ul>			<p><b>Worksheet 2.1 (Optional smart board)</b></p> <p><b>Worksheets</b> 2.2 2.3 2.4 (game template) 2.5</p> <p><b>Teacher's help</b> 2.1 , 2.2 , 2.3 and 2.4 (Character Flashcards)</p>

Teaching notes	Once upon a time... book illustration	
Lesson: Drawing characters	Session: 6	Timing: 1 hour
Procedure	Resources	
<ul style="list-style-type: none"> <li>Do a quick review of the vocabulary from the lesson before. Divide the pupils in two teams. Use the character flashcards; give out 8 cards to each team. Give them a couple of minutes to think about how they are going to mime each character in their teams and who is going to be the actor or actors. Each time they guess the character's name mimed by the other team, they get one point. Useful phrases for the game: <ul style="list-style-type: none"> <li><u>Teacher</u>: 'Let's play a game!', 'Hurry up! You have two minutes to decide who mimes each character!', 'Whose turn is it?', 'Come out to the front of the class', 'Team A/B. Which character is he/she miming', 'Well done. One point for the team A/B', 'Oh no! Wrong answer. He/She is miming a ...'</li> <li><u>Pupils</u>: 'What am I?', 'Do it again, please', 'You are ..., 'I'm a ..., right/wrong answer.', '(pupil name) is the actor of our team!', 'It's our turn', 'We are the winners', 'We have scored ... points'.</li> </ul> </li> <li>Pre- teach some vocabulary in order to describe features and personality if it's necessary. Use <b>worksheet 2.6</b> as a poster to hang up in class or give out to those students who need more help with the vocabulary related to features. Give out <b>worksheet 2.7</b> if you think it's necessary to pre-teach personality adjectives. <ul style="list-style-type: none"> <li><u>Personality adjectives</u>: <b>charming</b>, <i>friendly</i>, <i>funny</i>, <i>cheerful</i>, <i>energetic</i>, <b>brave</b>, <b>polite</b>, <i>intelligent</i>, <b>kind</b>, <i>happy</i>, <i>scary</i>, <b>lazy</b>, <b>coward</b>, <i>naughty</i>, <b>weird</b>, <i>bad</i>, <i>cruel</i>, <i>terrible</i> and <b>grumpy</b>.</li> </ul> Ask them to choose 6 to 8 adjectives they don't know (the adjectives in bold might be new for them) and then they record the information on the worksheet. Give them some dictionaries or let them use online dictionaries. </li> <li>Explain that they are going to fill in a character profile. This profile contains information about: features (height, body, hair, type of hair, eyes), personality (positive and negative adjectives), favourite phrases and literary landscapes. Pupils must decide the character's name and tick the boxes. They also draw the portrait of this character. To write the character's favourite phrase, let them see the examples. Give out <b>worksheet 2.8</b>; give them some instructions to start working. For ideas about favourite phrases of characters use <b>Teacher's help 2.5, 2.6, 2.7 &amp; 2.8</b>.</li> <li><b>Optional activity</b>: Make cards with the adjectives used to describe personality and ask them to classify them following the criteria: positive and negative.</li> </ul>	<p><b>Teacher's help:</b> <u>Flashcards</u> 2.1, 2.2, 2.3 &amp; 2.4 <u>Favourite phrases of characters:</u> 2.5, 2.6, 2.7 &amp; 2.8</p> <p><b>Worksheet 2.6 &amp; 2.7</b> (Vocabulary help) <b>2.8</b> (Character file)</p> <p><b>Online dictionary:</b> <a href="http://traductor.gencat.cat/text.d">http://traductor.gencat.cat/text.d</a> o</p>	



Teaching notes	Once upon a time... book illustration	
Lesson: Drawing characters	Session: 7-8	Timing: 2 hours
Procedure	Resources	
<ul style="list-style-type: none"> <li>Give out worksheet 2.8 again. Ask pupils to memorize their character's phrase. Put pupils in groups of 5. <ul style="list-style-type: none"> <li>Player 1: <i>'Hi I'm Lucy the witch!'</i></li> <li>Rest of the players: <i>'Hello Lucy the Witch!'</i></li> <li>Player 1, says the favourite phrase of the character: <i>'Abracadabra! And who are you?'</i> Player 1 points to another player and the game continues the same way until all the players have said their phrase.</li> </ul> </li> </ul> <p>Encourage children to act and talk 'in character', for example doing some gestures or changing their voice.</p> <ul style="list-style-type: none"> <li>Explain what a sketchbook is. Emphasize the importance of an artist or illustrator having a sketchbook as a way to collect ideas. It also important to explain that every sketchbook is different, because it's something really personal. Give out <b>worksheet 2.9</b> and ask pupils to read the text. Then analyse the sketchbook example eliciting what this illustrator has collected for inspiration. Once they have a clear idea of what a sketchbook is, give out <b>worksheet 10</b>. Ask them to read their character's profile again to develop their ideas and record more ideas then they can start sketching. <p>Let them use the computer to search for pictures and images to print and add to the sketch page. It's a good idea to bring: old magazines, newspapers or catalogues with carnival costumes. Ask them to keep collecting ideas at home for the next session.</p> <p>In order to do a good sketch page, ask them to do different drawings and stick some pictures that are inspiring for them. Encourage them to write at least 3 words to describe their character.</p> </li> <li>Give out <b>worksheet 2.11</b> to fast finishers. It is an individual worksheet to draw their character again but showing a specific feeling.</li> <li>Put pupils in pairs. Give out <b>worksheet 2.12a</b> (or <b>2.12b</b> for less able pupils). It's a response partner activity. They analyse the sketchbook page of their partner on worksheet 2.10.</li> <li>Once they feel confident with the character created they transfer the drawing to a transparency and colour it. <p>Let them colour the character using permanent markers of different colours or add an extra session to colour it with acrylic paint mixed with a little bit of washing up liquid.</p> </li> </ul>	<p><b>Worksheet 2.8</b> (completed in the session before)</p> <p><b>Worksheet 2.9</b> <b>2.10</b> (Photocopy in A3 format)</p> <p><b>2.11</b> <b>2.12 a</b> <b>2.12 b</b> (less able pupils)</p> <p>Where to collect inspiration? : Magazines, newspapers, art works, costume catalogue, comics, stickers, samples of textures, poems, lyrics...</p> <p>Transparency Permanent markers Acrylic colours + liquid washing up</p> <p><b>Teacher's help 2.9</b> (Developing a character example)</p>	

Teaching notes	Once upon a time... book illustration	
Lesson: Drawing characters	Session: 9-10	Timing: 2 hours
Procedure	Resources	
<ul style="list-style-type: none"> <li>Give out the worksheets of the previous sessions to revisit their own work about developing a character. This time they will focus on: front and side portraits. To help pupils, bring some boiled eggs to class and ask them to draw lines like those in the picture below. These will give pupils a reference when they are drawing the front and side portraits because they can work out different angles.</li> </ul> <div data-bbox="416 645 916 1016" data-label="Image"> </div> <ul style="list-style-type: none"> <li>Give out <b>worksheet 2.13</b> and ask them to start their character's portraits.</li> <li>Put pupils in pairs. Give out <b>worksheet 2.14</b>. Ask pupils to act and talk 'in character' during the activity. Explain what a story board is. Read the instructions in each box with them and give some examples.</li> </ul> <div data-bbox="416 1234 874 1518" data-label="Image"> </div> <p><b>Box 1:</b> Introduction. Characters introduce themselves to each other. Pupils write in the speech bubbles: 'Hi', 'Hello', 'How are you?', 'What's the matter?'</p> <p><b>Box 2 and 4:</b> Character A/B wants to do something and doesn't know how. The problem is something related to their character, e.g.: (Pirate) 'I want to... (find gold.)'</p> <p><b>Box 3 and 5:</b> Character A/B suggests something to do. Use these sentence starters: 'Why don't you... (...go to an Island)', 'Let's... (find a treasure map)'.</p> <p><b>Box 6:</b> Characters thank each other for the help: 'Thanks', 'You are really helpful!', 'Great idea!'</p> <p>It's really important that pupils do this activity with the same character</p>	<p><b>Worksheet</b>  <b>2.13</b>  <b>2.14</b>  <b>2.15</b></p> <p>Boiled eggs,  markers and blue  tack</p> <p><b>Teacher's help</b>  <b>2.10</b>  <b>2.11</b>  <b>2.12</b></p>	

developed in the previous sessions; this will build up confidence when they are doing the drawings.

- Tell pupils that some characters in books have a friend who helps them to do what they want. In this activity we are going to create a friend for your character, but not a human, an animal. Link the previous activity about what their characters want to do (worksheet 2.14).

Explain what anthropomorphic means (showing or drawing an animal as if it was human in appearance or with human features and behaviour). Give them some examples: Winnie-the-Pooh, The Jungle Book (Baloo), a lot of Walt Disney characters like Mickey, Goofy or Donald Duck.

Depending on their landscape and character, pupils choose one of these animals.



Once they decide which animal to use, they can start drawing in **worksheet 2.15**. Print **Teacher's help 2.10, 2.11 and 2.12** and hang up the animal pictures on the wall as reference for their drawings. Encourage them to add details, clothes or accessories to their anthropomorphic characters.

Teaching notes	Once upon a time... book illustration	
Lesson: Drawing characters	Extension	
Procedure	Resources	
<p>1: <i>Throw two dice , add up the two numbers (e.g. 3 + 4= 7) then read the character in number 7 in the first chart</i></p> <p>2: <i>Throw the two dice again and add up the two numbers (e.g. 5 + 4= 9) and read the action written in number 9 in the second chart.</i></p> <p>3: <i>If you are not happy with the character and action, you have one more chance to throw the dice</i></p> <p>4: <i>If you get the question mark in the second chart, you are free to decide which action your character is doing. When you decide the action, write it in the chart.</i></p> <p>5: <i>Decide which literary landscape your character is set in and answer the question.</i></p> <p>6: <i>Follow these steps then you are ready to start drawing.</i></p> <p>This activity is useful for concept checking at the end of this lesson. Use the chart not only for drawing, also for acting or miming the characters &amp; actions.</p>	<p>2 dice</p> <p><b>Worksheet +2, +2.1</b></p>	

Teaching notes	Once upon a time... book illustration	
Lesson: The Flower (written by John Light and illustrated by Lisa Evans. Child's Play)	Session: 11	Timing: 1 hour
Procedure		Resources
<p>• Analyse the book itself as an object. Teach the names of the parts of a book and the specific vocabulary using your copy of <i>The Flower</i>.</p> <p><u>-Front Cover:</u> Explain that a book cover contains: the title of the book, the book's author and illustrator, the publisher and a picture to illustrate (this illustration normally shows one or more characters and also the setting of the book). Sometimes the illustration on the book cover is also called art cover.</p> <p><u>-Back Cover:</u> This part of the book includes some information that might interest readers. For example: a summary, reviews of the book (different opinions of the book), sometimes another illustration and the bar code. <b>Don't read them the summary of the plot or any reviews as pupils will predict what the book is about before hearing it read.</b></p> <p><u>-Spine:</u> Show them the spine and say: 'This part of the book is called the spine, and it's where the book cover joins the pages'. 'The spine usually contains the title and the author; in this case the spine also includes the publisher (a company which prints text, like books)'. Option: (<i>Ask pupils to show you their 'spine' – point to their backbone</i>) While explaining all the parts of the book and the vocabulary, ask pupils some questions like: <i>'What is the title of the book?' 'Who wrote this book?', 'Who illustrated The Flower?', 'On this cover what is illustrated?', 'Which information is on the spine?'</i> Give out <b>worksheet 3.1</b> if you want to revisit the vocabulary of the book cover and the name of the 3 parts. Insist on accurate spelling and encourage them to ask: <i>'How do you spell...?'</i></p> <p>Show the art cover and ask the following questions to predict the plot. If you have a smart board use <b>worksheet 3.2</b> and write around the cover what pupils say.</p> <p>• <i>'What things can you see in the illustration?', 'Who do you think that boy is? Is he the main character?', 'How old do you think he is?', 'What is this boy doing?', 'What is he carrying in his hands?', 'What is illustrated in the book he is carrying?', 'What is the setting for this illustration?', 'What can you see in the background?', 'Is that a library?', 'When do you think the story happened? Is it in the past or in</i></p>		<p><i>The Flower</i> Written by JOHN LIGHT and illustrated by LISA EVANS Child's Play <b>ISBN: 978-1-84643-016-9</b></p> <p><b>Worksheet 3.1</b> <b>3.2 (Optional smart board)</b></p>

*the future?'*...

- Ask some other questions about the colours used in the illustration and relate them to the emotions shown by the character. For example: *'Which colours are used in the illustration?'*
- Ask some pupils: *'Do you like this illustration?', 'What do you like/don't like about this illustration?', and 'How does the painting make you feel?'*, *'What might this character be feeling?'*
- Scaffolding for predicting (some L1 will be used):
  - Looking at the cover, I think this book is about...
  - Or maybe about ...
  - The boy looks **frightened/ scared/ happy/ sad/strange/ mysterious/worried ...**
  - The boy is in a **bookshop/ library/ school library.**

Teaching notes	Once upon a time... book illustration	
Lesson: The Flower (written by John Light and illustrated by Lisa Evans. Child's Play)	Session: 12	Timing: 1 hour
Procedure	Resources	
<p>Dedicate this session for storytelling.                      During the story telling, explain the words pupils might not know. Almost all the vocabulary in the book can be understood just by the context and by looking carefully at the illustrations.  <u>Vocabulary</u> (Intended for the teacher but some teachers might want to pre-teach a few of them):</p> <ul style="list-style-type: none"> <li>• Store: to put or keep things in a place.</li> <li>• Dim: without much light.</li> <li>• Cellar: a room under the ground floor of a building, usually used for storage.</li> <li>• Smuggled: to take things from a place secretly and often illegally.</li> <li>• Wander: to walk around slowly or without any clear direction.</li> <li>• Junk shop: a shop which sells old furniture and other things of little value.</li> <li>• Dusty: covered with dust / slightly grey in color.</li> <li>• Seed: it's what a new plant grows from when it is planted.</li> <li>• Tipped out: to pour something from a container very slowly.</li> <li>• Wrinkled: with small lines on the skin. For example when a person is really old they have wrinkles on their skin.</li> <li>• Heap: an untidy pile or mass of things.</li> <li>• Mug: a large cup used for hot drinks.</li> <li>• Buried/ Bury: to put something into a hole in the ground and then cover it.</li> <li>• Disappointed: unhappy because something did not happen.</li> <li>• Shoot: the first part of a plant to appear above the ground.</li> <li>• Stare: to look for a long time with eyes wide open.</li> <li>• Overjoyed: extremely pleased and happy.</li> <li>• Set off: to start a journey</li> <li>• Edge: the outer or furthest point of something</li> <li>• Slope: the side of a mountain.</li> </ul> <p>Focus pupil's attention on the illustration on page 8. While asking questions about the drawings, teach the following art concepts.</p> <p>-Illustration: pictures that make the meaning of something clearer and easier to understand. e.g.: <i>'Do you think this illustration gives you more information about Brigg's feelings?'</i></p> <p>-Composition: the organization of the different elements in the drawing. e.g.: <i>'Where is Brigg in the composition?'</i></p> <p>-Cross-hatching: shading using lines. Lots of lines very close together to</p>		<p><i>The Flower</i>                      Written by JOHN LIGHT and illustrated by LISA EVANS                      Child's Play  <b>ISBN: 978-1-84643-016-9</b></p>

create a darker tone. e.g.: *'Point to where do you think the illustrator is using cross-hatching'* or *'Look at the hair of all those characters, which technique did she used to create the shadows?'*

-Proportion: When drawing people, for example, it is really important to show the right proportion between the head and the rest of the body. e.g.: *'Brigg is drawn in proportion.'* Show the art cover again and ask the same question. Here, the head looks bigger because the important part is the eyes. But on page 8, Brigg looks more in proportion although he looks smaller because the illustrator is expressing Brigg's feelings. Brigg is going against the crowd and he feels small.

Explain what this expression means: You can't judge a book by its cover (It means that you cannot know what something or someone is like by looking only at their appearance). Optional translate saying in L1.

A good way to finish the story telling is to compare the predictions they made in the previous session and what the book was really about.



Teaching notes	Once upon a time... book illustration	
Lesson: The Flower (written by John Light and illustrated by Lisa Evans. Child's Play)	Session: 13	Timing: 1 hour
Procedure	Resources	
<ul style="list-style-type: none"> <li>Tell pupils they are going to draw <i>The Flower</i>. You can decide which technique you prefer to use in class. I recommend acrylic colours for those pupils who are good at using this technique and for those who have difficulties, let them experiment using wax crayons but focusing on shadow and blending colours.</li> <li>For doing this activity, bring to class a copy of the book and the real images printed in good quality as a model.</li> <li>Ask children to start sketching the shapes and the lines of the flower using a very light pencil. Ask pupils to draw a flower, big enough to fill the entire paper. Before asking pupils to colour their flowers, give them some tips.</li> </ul> <p>Show page 10 and point out the use of different tones:</p> <p>'Did you notice in the drawing that the illustrator uses different greens?', 'How can we create brighter or darker tones of green using acrylics?' Demonstrate how to create green tones: -Yellow + blue= bright green, and then just add different amounts of red to create different greens for the leaves in the flower. You can also add more art vocabulary: 'Blue mixed with green makes a bluey-green'. Tell pupils that acrylics can be used straight from the tube or mixed with water (to make it more transparent). Demonstrate in the same way to create different tones of pink mixing it with white or some red. To imitate the real photography of the flower, ask them to use purple to add some dots and brown to finish the stems.</p> <p>If they are using wax crayons, say as you demonstrate: 'To get different tones with wax crayons, you can mix colours by making strokes one on top of another and then blending them using your fingers or with a tissue paper', 'If you are using wax crayons for finishing your drawing, use Tipp-ex for doing some dots in the middle of the flower. Those dots look like the stems'</p> <p>For both techniques, focus pupils' attention on Lisa Evan's flower and how she uses the colours in the petals. The inside of the flower is more reddish and darker while the outside part, the petals, is lighter and lighter. Ask them to copy the model.</p>	<p><i>The Flower</i> Written by JOHN LIGHT and illustrated by LISA EVANS Child's Play <b>ISBN: 978-1-84643-016-9</b></p> <p><b>Acrylic paints or wax crayons.</b> <b>Tissues</b> <b>Fixative</b> <b>White glitter</b></p> <p><b>Teacher's help</b> <b>3.1/ 3.2</b> (lily pictures)</p> <p><b>Worksheet</b> <b>3.3</b> <b>3.4</b> <b>3.5</b> <b>3.6</b></p>	

After completing the observation and analysis, ask them to start colouring their flowers.

Once the flower is complete, add some fixative and maybe some white glitter to get a similar effect to the one on the book cover.

- If some pupils are struggling with the lines and shapes, give them **worksheet 3.3, 3.4, 3.5 and 3.6** (photocopy them on white card).

Teaching notes	Once upon a time... book illustration	
Lesson: The Flower (written by John Light and illustrated by Lisa Evans. Child's Play)	Session: 14	Timing: 1 hour
Procedure	Resources	
<p><b>Option 1:</b> Show them pages 13 and 14 where Lisa Evans has illustrated the junk shop where Brigg found the flower seeds. Start a dialogue with pupils and talk about the things in the junk shop. Encourage pupils to use the following structure and questions. Pupils:</p> <ul style="list-style-type: none"> <li>○ 'There is a/are...'</li> <li>○ 'What's that?' or 'Is that a...?'</li> </ul> <p>It's not necessary to pre-teach all this words, just focus on the ones pupils don't know.</p> <p><u>Key words page 13:</u> wardrobe, cushion, armchair, shelf, on top of the shelf a square hat, a crystal ball on the shelf, a toy truck on the shelf, trunk, lamp, owl, round hat, two books, a book with a moon on the cover, star, jewellery box, mirror, drawer, furniture, vase with stripes, a vase with a dotted pattern, a purple animal.</p> <p><u>Key words page 14:</u> bookshelf, toy ship, flower seeds, headphones, old radio, skates, jewellery box, spinning top, pink rabbit, heavy book, vase with dotted pattern, cello, green monster, yellow duckling, purple and pink umbrella, fireplace, kite and rhino.</p> <p>Give out <b>worksheet 3.7</b>, a checklist where they have to remember which objects were in the junk shop. Pupils tick them and write 2 more (one remember; one is not in the illustration).</p> <p>Give out <b>worksheet 3.8</b>. Ask pupils to draw 5 to 8 objects in the junk shop. These objects should be old. It's really important that they draw lots of details and maybe some patterns.</p> <p>Use <b>teacher's help 3.3</b> and hang up the poster in class as a reference for patterns in the objects. If they need more help, let pupils search images of old objects in the computer. (For example write in Google: old phone, old furniture, old toys, old keys...)</p> <p><b>Option 2:</b> This option has less vocabulary. Start a dialogue with pupils and talk about the things inside the junk shop (page 15). Encourage pupils to use the following structure and questions.</p>	<p><i>The Flower</i> Written by JOHN LIGHT and illustrated by LISA EVANS Child's Play <b>ISBN: 978-1-84643-016-9</b></p> <p><b>Worksheets</b> <b>OPTION 1</b> <b>3.7</b> <b>3.8</b></p> <p><b>Worksheets</b> <b>OPTION 2</b> <b>3.9</b> <b>3.10</b></p> <p><b>Teacher's help</b> <b>3.3 (Patterns)</b></p>	

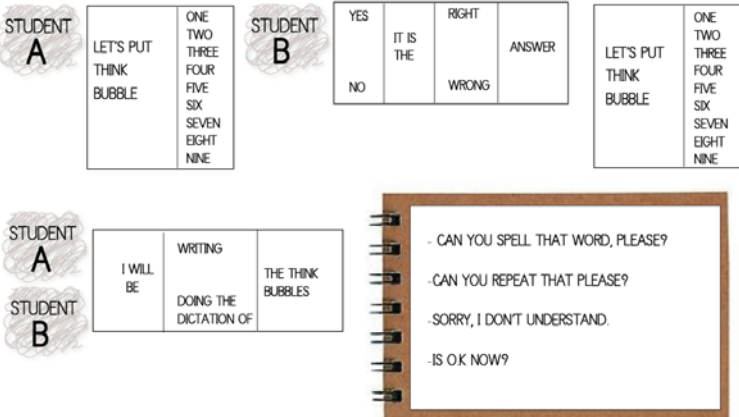
Pupils:

- *Is there a / Are there some \_\_\_\_\_ (+ preposition of place) the \_\_\_\_\_?*
- *'What's that?' or 'Is that a...?'*

Key words page 15, inside the junk shop: 3 books, jewellery box, purple plate, crystal ball with a castle inside, purple rabbit, crown, blue toy ship, vase, 4 lollipops, shoe, key, teapot, cup, old clock, scale, big vase, moon and sun pictures/ drawings.

Give out **worksheet 3.9**. Ask pupils to use the words to label the illustration.

Give out **worksheet 3.10**. Ask pupils to draw 5 to 7 objects inside the junk shop. Follow the same procedure explained in option 1.

Teaching notes	Once upon a time... book illustration	
Lesson: The Flower (written by John Light and illustrated by Lisa Evans. Child's Play)	Session: 15	Timing: 1 hour
Procedure	Resources	
<p>• Refresh pupil's memory by doing a summary about the book. Say that all the illustrations in the book help readers to understand the text and we can guess what Brigg is thinking in each illustration.</p> <p>Use illustrations in page: 6, 8, 9, 14, 17, 19 &amp; 20, 25 &amp; 26, 28 &amp; 29 and 30.</p> <p>The activity is planned for a group of 18 pupils using only 9 illustrations in the book.</p> <p>Put pupils in pairs and show them which page they will be working on. In their pairs pupils must look carefully to the illustration and try to guess what is Brigg thinking.</p> <p>Photocopy <b>worksheet 3.11</b>, cut out the thinking bubbles and stick them around the class. Pupils in pairs will go around the class reading all the thinking bubbles.</p> <p>Use the scaffolding in <b>teacher's help 3.4</b> and teach pupils how to negotiate during the activity.</p> 		<p><b>Worksheet</b></p> <p><b>3.11</b></p> <p><b>3.12</b></p> <p><b>3.13</b></p> <p><b>3.14</b></p> <p><b>3.15</b></p> <p><b>Teacher's help</b></p> <p><b>3.4</b></p> <p>(Scaffolding for negotiation)</p>
<p>After all pairs have read the thinking bubbles ask them to copy one for their illustration. One pupil in the pair must remain in their sit writing and the other will dictate the text. Give out <b>worksheet 3.12</b>, one for each pair.</p> <p><u>Key:</u></p> <ul style="list-style-type: none"> <li>○ Page 6: What is that bright pink book?</li> <li>○ Page 8: I hope nobody saw me with the book.</li> <li>○ Page 9: The flowers in the book look beautiful.</li> <li>○ Page 14: What's that picture?</li> <li>○ Page 17: I have enough dust to fill the mug.</li> <li>○ Page 19 &amp; 20: Why the flowers don't grow up?</li> <li>○ Page 25 &amp; 26: How sad! Now I don't have flowers.</li> <li>○ Page 28 &amp; 29: More flowers! I can believe it!</li> </ul>		

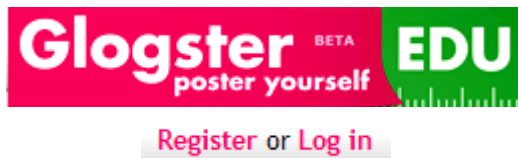
○ Page 30: I love flowers! I want flowers all over the city.  
Once they finished the activity start a conversation. Ask while showing the illustrations which thinking bubble goes there and stick the small ones in the book.

- Show them the illustration in page 18 (watering can). Focus pupil's attention in the pattern and also how are in this page the letters (imitating the water pouring down). Tell pupils they are going to do an art activity related to this illustration. Separate the group in two parts. One group will be doing the left side and the other the right side. Pupils will draw a watering can pouring words. Pupils on the left side will draw a watering can pouring words of a 'world without flowers', for example: sad, empty, dark, ugly, dirty... and pupils on the right side will be drawing a watering can pouring words of 'a world full of flowers', for example: petals, stems, seeds, water, beautiful, fun, happy...  
The watering cans in the left side will be coloured in dark tones: black, grey, brown, dark blue, purple... and the ones in the right side in: pink, red, orange...  
Help pupils with the words for the shape poem. Do a brainstorming in the blackboard. Write a grid and record the words for a 'world without flowers' and 'a world full of flowers'. Ask them to write some of these words in their drawing imitating the water pouring down to the mug.
- Give out **worksheet 3.13** (left side watering can) or **3.14** (right side watering can) only if they really need help for drawing.
- Encourage pupils to be creative when they are drawing patterns. Revisit the vocabulary related to patterns from the session before.
- Talk to the pupils about how important flowers are in our environment. Ask them to think about the consequences of having a world without plants. Emphasize the fact that flowers are living things, so we have to make sure we preserve them.
- Give out **worksheet 3.15** for assessment and **3.16** for self-assessment.

Teaching notes: <b>GLOGSTER</b>	Once upon a time... book illustration
Timing: 1-2 hours	

Procedure

Glogster is an online interactive teaching and learning tool to create interactive posters. It's perfect for introducing ICT in the project and for creating a glog (interactive poster) for designing book covers. Once pupils do their glogs, you can also embed those in the school blog.



Create an account: <http://edu.glogster.com/>

**Register to EDU**

Nickname:

Password:

Confirm password:

E-mail: @

Remember me on this computer.


First name:

Last name:

Birthday: January | 1 | 2010

Gender:  Female  Male

Country: -- Select Country --

Type the code shown: 

ENTER THE ABOVE CODE, PLEASE

I agree to the [Terms of Use](#)

Fill in the registration form. Log in with your username and password.  
 After you sign up, Glogster will take you to your profile page called 'My dash board'.  
 At 'My Dashboard', you can edit your settings, get emails, create new glogs, look at students glogs and accounts...

The screenshot shows the Glogster EDU dashboard for a user named 2BUFALA. At the top, there is a navigation bar with links for 'My Dashboard', 'What is Glogster EDU?', 'New Glogs', 'Categories', and 'G-lab'. The user's profile information is displayed, including a teddy bear avatar, the name '2BUFALA', and details like 'Online', '2BUFALA escola', 'Female', '4 years', and 'Spain'. A notification says 'Forget Blogging, try Glogging!'. There is a 'CREATE NEW GLOG' button. A progress bar indicates '0 % of your profile is ready'. Below this, there are social media links for 'FOLLOW US ON TWITTER' and 'FOLLOW US ON FACEBOOK'. A 'Hello EDUCators,' message encourages connecting on social media.

Search for the bottom: 'Add new students'.

**You don't have any students now. Add students here!**



You can have up to 50 pupils' accounts for free. Write how many accounts you want to add.

**Add new students to your class**

How many accounts do you want to add?  Still 50 unused accounts.



Then you will receive an email in your glogster account where they generate student's accounts. Click to read the new message.

**Messages** (0 new!)

The screenshot shows the 'Messages' section of the Glogster EDU account. At the top, there are buttons for 'Select all', 'Mark as read', and 'Delete selected'. Below this, there are two messages listed. The first message is from 'GlogsterEDU' and is marked as 'new!'. The second message is also from 'GlogsterEDU' and is dated '4 minutes' ago.

This is an example:

Nickname: srdjfey

Password: yqxutatt

First login link: <http://edu.glogster.com/go/vo4oum>



Then copy the information on small cards and give out to pairs of pupils for working on the computer. At this point they are able to create the glog.

You will always be able to view the glogs your students have created.

I recommend doing a session before using the glogster tool to practise searching engines and collecting ideas in a file inside the computer.

Before doing the glog:

Pupils in pairs decide what they are going to create: a Mystery, Fairytale or Adventure Island book cover.

Invent a title for the book.

Search images in the internet related to their literary landscape using key words they already know after doing the whole project.

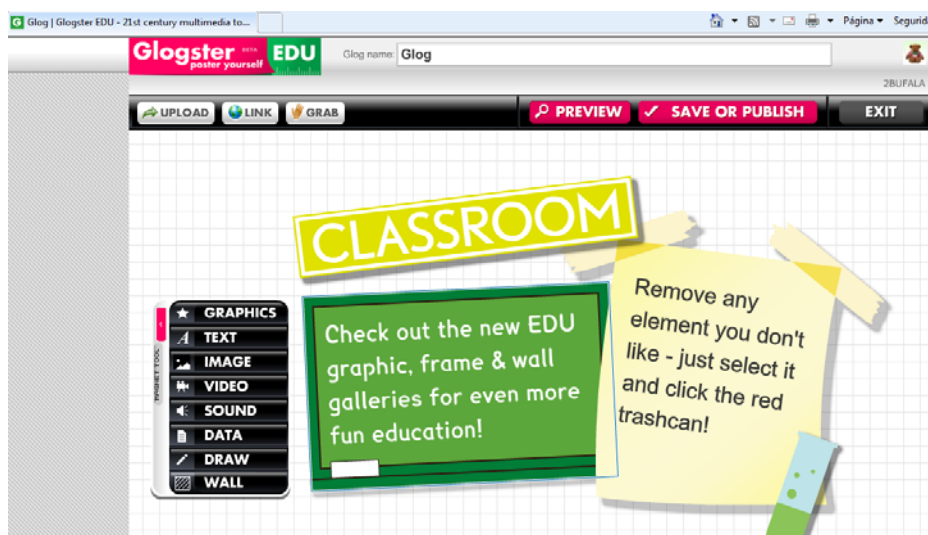
Scan some drawings of their own work during the project or take some photos of it.

(The possibilities are endless. They can also record videos or capture images using a web cam and insert them in the glog)

Once they have lots of material to work with in a file inside the computer, ask them to enter the Glogster EDU webpage, log in and then click to create a new glog.

## CREATE NEW GLOG

When you are creating a new glog it appears a predetermined one that they can change and modify. Ask them to click on the items and delete them clicking SUPR in the keyboard or clicking the pink bin.



## Basic tools to create a glog:

The magnet tool box: graphics, text, image, video, sound and wall.




Let's start by clicking on WALL to see the different options:





We are going to choose a wall or background for our glog. There are different categories: gallery, my pictures and solid colour. The gallery has also topics to choose from like flowers, retro, basic... Browse around and find some wall you like and click to use it.

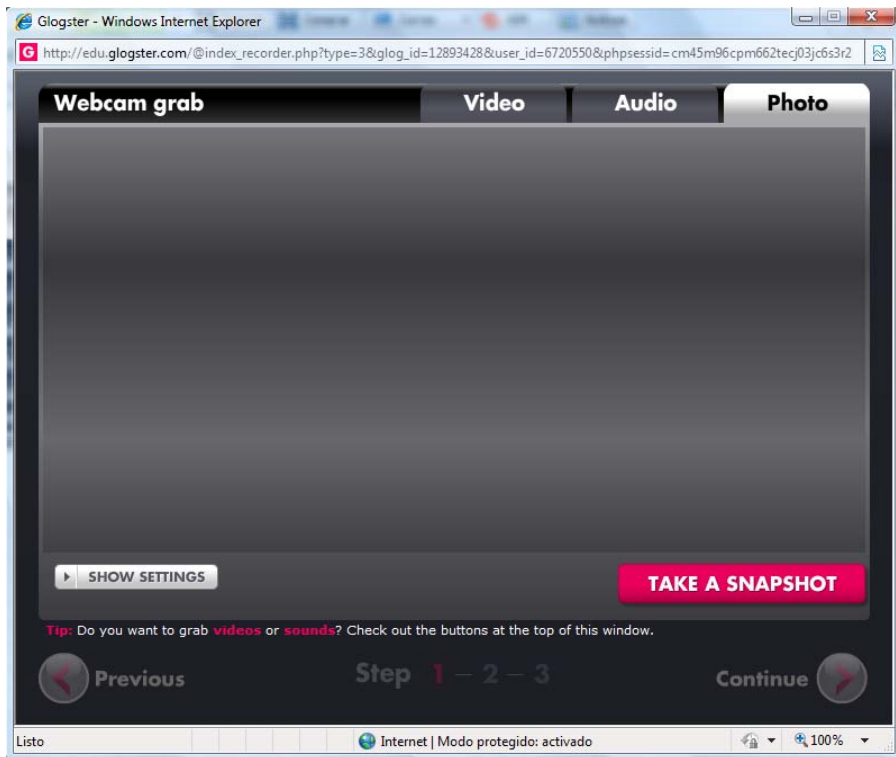




Another option is to click on MY PICTURES and then  an image from the

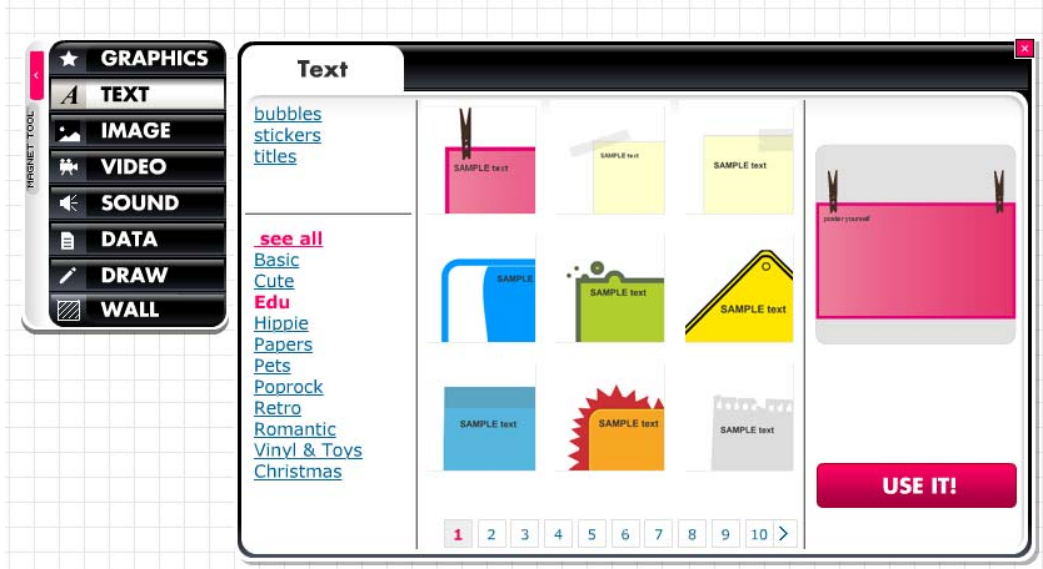
computer,  link an image from internet (just paste the URL) or .

When you click GRAB, it automatically loads this 'Webcam grab'. Do you have the opportunity to record directly from your webcam video, audio and photo.

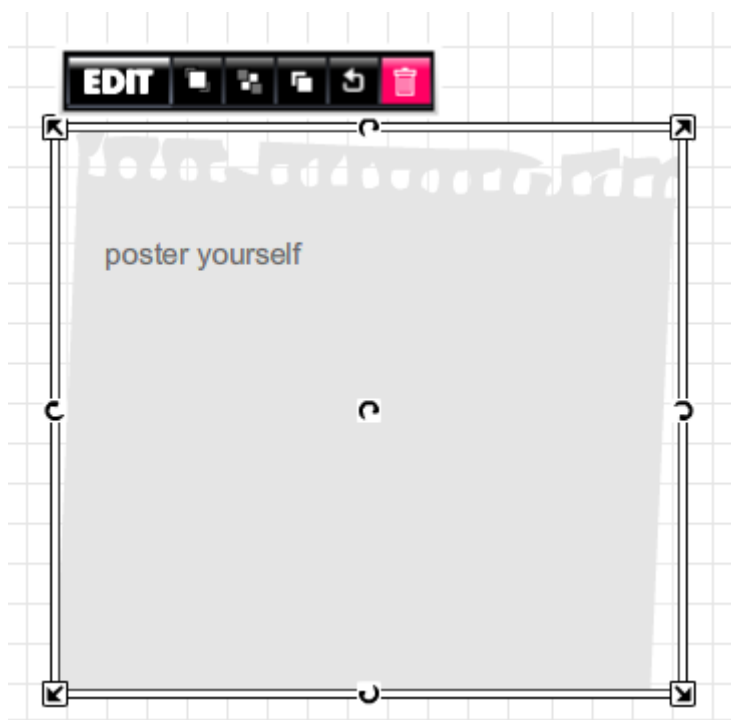


Now you have a glog wall, but you can also edit the page wall. The page wall has the margins and the menu is the same.






Now let's click on TEXT and see the options:






Choose a text box that fits your interactive poster. You have 3 different categories: bubbles, stickers and titles. Click in the one that you like and then click use it.



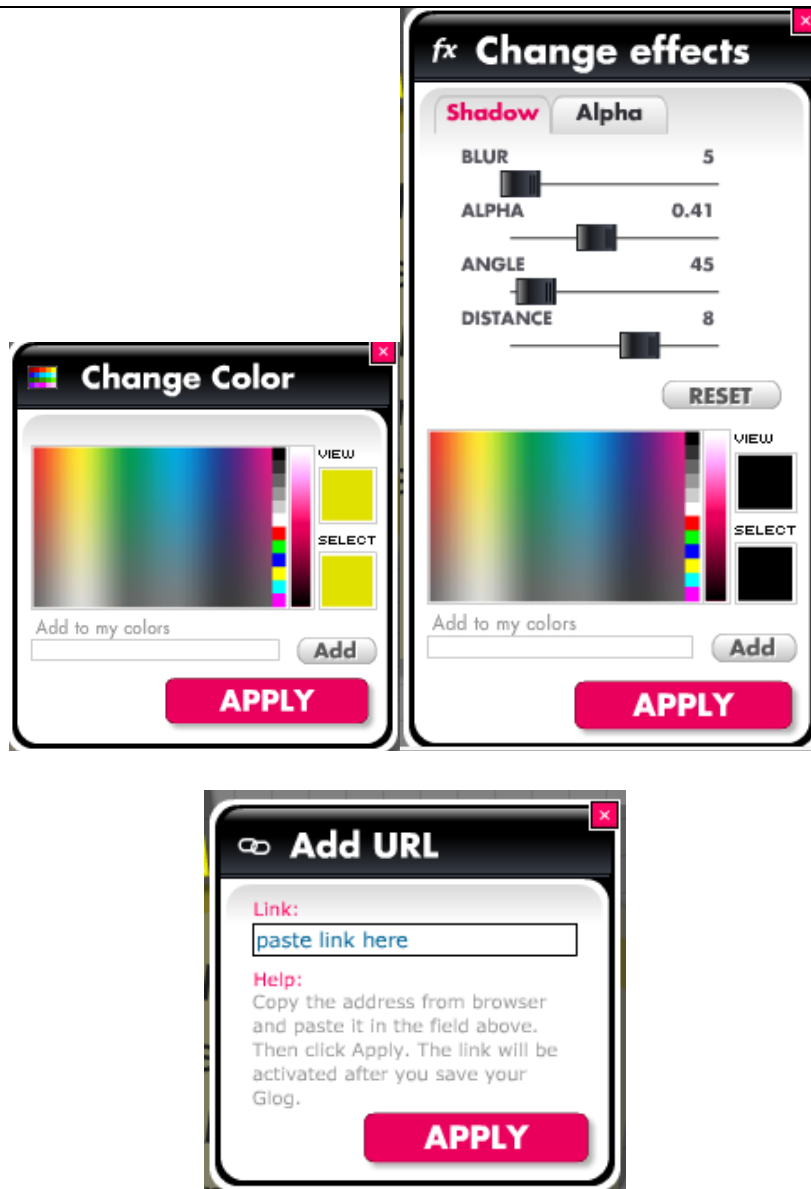
Now it's you in the glog. Click the bottom EDIT and write your text and when you finish click OK. You can resize and rotate the text box. If the text doesn't fit, it's not a problem; the option to scroll through the text will appear in the final glog.

- Black tool above the image for editing: EDIT, bring to front , send to back , clone , cancel changes  and the pink bin  to delete. This works always the same way with all the elements in the glog.



If you click the EDIT button in the black tool you can: change the colour , add a link , effects .



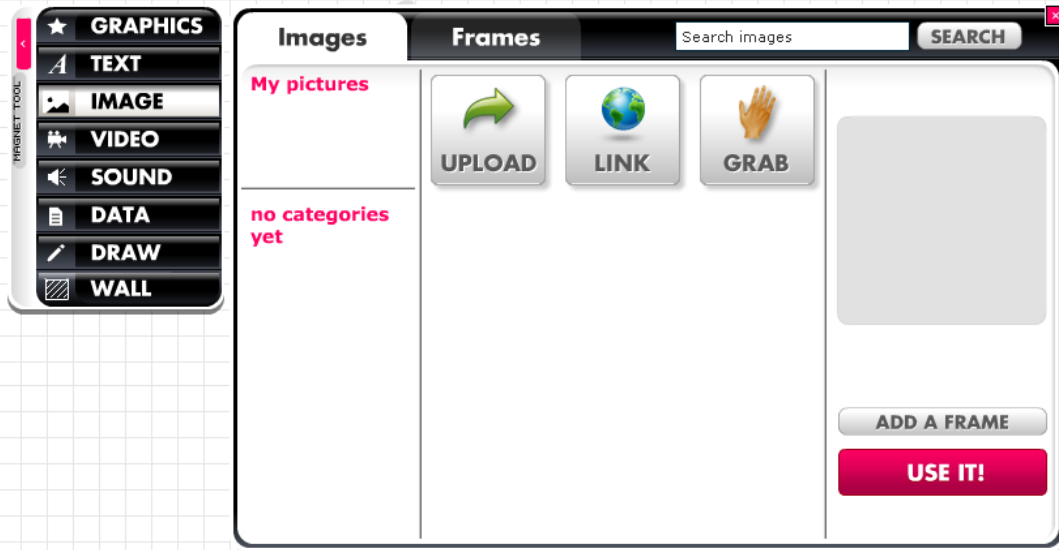


- Click GRAPHICS on the black magnet tool. It's a huge gallery with lots of images to decorate your glog.



Take time to browse and click on the image you want to use and then click the button to use it.

- By clicking IMAGE on the black magnet tool, this appears



So it's the same as explained before for the wall.

- When you click VIDEO you have also the same possibilities: upload, link and grab.



In VIDEO you have one category called SchoolTube videos to browse videos but it's more fun to record pupils directly from the webcam.

You can also add a player by clicking in this option and choose from the gallery which player you would like to use.

- The AUDIO option in the black magnet tool works similarly to the previous one. You can upload, link or grab audio files. Once you put an audio file you can add a player from the gallery.



These are the basic things you need to know in order to use Glogster, remember that it's really visual and your students will understand how to use it very quickly.



I created an example of a glog for an interactive book cover:



<http://2bufala.edu.glogster.com/monsters/>

Book title: Monster in the darkness

Written by: Gemma & Angeles

Video: <http://www.youtube.com/watch?v=DOtEdhKOMgQ> uploaded by [Sojaboehnchen](#) from the Disney movie Nightmare before Christmas (Tim Burton)

Illustrations by Gemma Alférez Molina