

COLLECTIBLE STORIES
WITH COLOUR ILLUSTRATIONS

THE MISSING BOOKSHOP

TEACHING GUIDE

Introduction

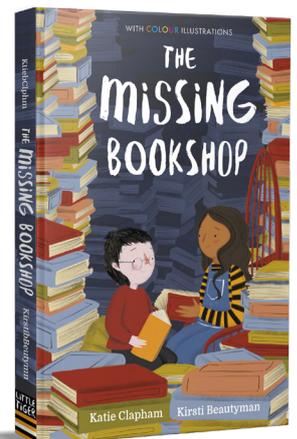
Suitable for: Children aged 5-8 years old in Years 1-3

Based on: The closing down of a community bookshop and the effect it has when reopened

Ideal for: Emerging readers, and especially reluctant readers

Includes: 4x lessons that build towards children creating their own book

Themes: Books; Love; Family; Community; Storytelling; Friendship; Ageing & Generations



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About *The Missing Bookshop*

Milly loves going to story time at her local bookshop. Mrs Minty is an encyclopedia of books and knows the perfect story for every occasion ... tales of mischievous children and faraway lands, magical beasts and daring adventures. But the bookshop is old and creaky, just like Mrs Minty herself. And then one day Milly arrives to find the shop gone. What has happened to Mrs Minty and her irreplaceable bookshop?

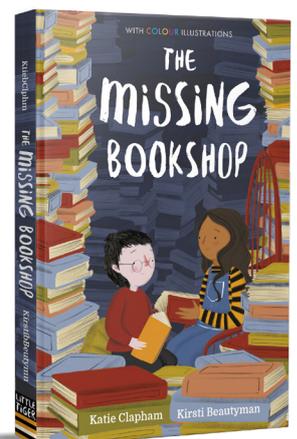
The Missing Bookshop is a warm and uplifting tale about the importance of stories, ageing and the power of community, with accessible and engaging illustrations on every page. A lovely book to share, the adventures of Milly and Mrs Minty are perfect for newer readers who are beginning to independently read chapter books and will surely captivate budding young bookworms everywhere.

About the author – Katie Clapham

Katie Clapham is the owner, with her mother, of the hugely successful independent bookshop Storytellers, Inc in Lytham St Annes. She was named Young Bookseller of the Year in 2012. Katie graduated from Royal Holloway, University of London with a BA in English Literature and Creative Writing and an MA in Poetic Practice. She also sits on the executive committees of the BA Children's Book Group and World Book Day.

About the illustrator – Kirsti Beautyman

Kirsti Beautyman is an author and illustrator from the North East of England. After studying at Edinburgh College of Art and graduating in 2016, Kirsti turned her hand to illustrating children's books and partook in the Picture Hooks Mentorship scheme in 2017. At the end of the scheme, Kirsti exhibited alongside her Mentor in the National Gallery of Scotland and was named "Picture Hooks Illustrator Of The Year". Since then, she has continued to build on her career as a children's book illustrator and works from her studio, nestled away on the outskirts of Newcastle.



NATIONAL CURRICULUM OBJECTIVES

English: Reading: comprehension

Develop positive attitudes to reading, and an understanding of what they read, by:

- i. discussing words and phrases that capture the reader's interest and imagination
- ii. becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- iii. preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action

Understand what they read, in books they can read independently, by

- i. identifying how language, structure and presentation contribute to meaning
- ii. drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

English: Spoken language

Speak audibly and fluently with an increasing command of Standard English

Participate in discussions, presentations, performances, role play, improvisations and debates

Gain, maintain and monitor the interest of the listener(s)

English: Writing: composition

Read aloud their writing clearly enough to be heard by their peers and the teacher

Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar

Art

Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination

Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work



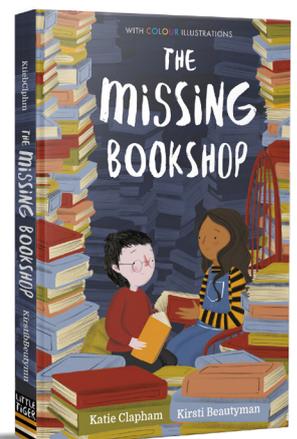
Science

Notice that animals, including humans, have offspring which grow into adults

PSHE

Learn that they belong to various groups and communities such as family and school

Learn about the process of growing from young to old and how people's needs change



LESSON OBJECTIVES AND OUTCOMES

Lesson 1: Celebrating Our Caring Community

Objectives

- To consider the communities we belong to and how they work together
- To develop the idea of the school as a caring community

Outcomes:

- A class discussion about what community is and the different communities that they belong to
- Completed posters to display and encourage positivity within the school community
- The planning of an event to celebrate your school community

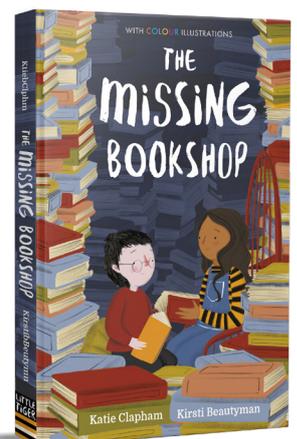
Lesson 2: Growing Older

Objectives:

- To encourage respect for the elderly and consider the importance of their lives
- To raise awareness of the importance of valuing age and experience

Outcomes:

- An introduction to ageism and a verbal discussion about attitudes towards ageing
- A reflection using an advert as a stimulus about how the younger generation can treat the older generation with respect
- A scientific storyboard showing the six stages of the human life cycle in order from foetus to old age



Lesson 3: The Power of Storytelling

Objectives:

- To reflect upon the stories of our own lives and evaluate how storytelling is an effective means of communicating a message
- To outline a story in preparation for storytelling and present a story before an audience

Outcomes:

- A drama session acting out traditional tales to learn more about the parts of storytelling
- The creation of silent films to show the differences in communication
- The opportunity to participate in an oral storytelling performance to the class

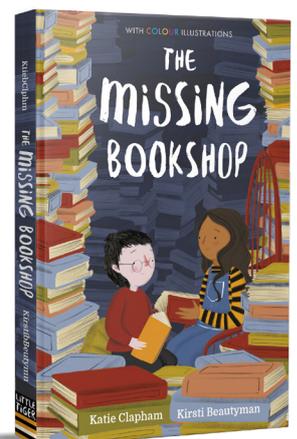
Lesson 4: A World of Brilliant Books

Objectives:

- To consider the importance of books and how we use them
- To celebrate the joys of literature

Outcomes:

- A sharing session and/or library lesson about books to appreciate the joy of books
- A completed cover illustration of their choice
- The creation of a book



LESSON ONE: CELEBRATING OUR CARING COMMUNITY

Questions:

- What does it mean to be a 'community'?
- Is our school or home a community?
- What does it feel like to belong to a community? How can we celebrate our community?

Task 1:

Ask the children what a community is. Talk about other communities that the children may belong to, such as: their family, their group of friends, a school class, a club inside or outside of school, a place of worship like a church, mosque, temple or synagogue, their street, and so on. Discuss the togetherness and what it feels like to be part of a community. Relate this to the book where the community comes together in their actions of sticking pictures, poems, drawings and notes to support Mrs Minty and her bookshop which has been a longstanding part of the community. After discussion, children draw a spider diagram with themselves at the centre called a community map, showing all of the different communities they belong to. Make a display of the community maps in the classroom.

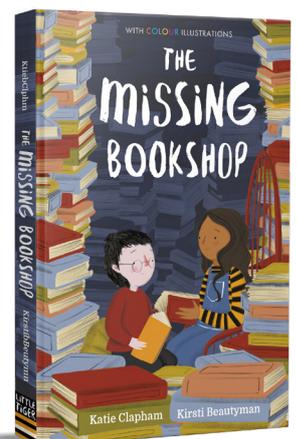
Task 2:

Recap the places of community discussed in Task 1 with children. List them on the board. If school is not featured as one on the list, give the children clues as to it being a community that is missing from the list. If school is on the list, emphasize how important you think this answer is. Explain that the school community is very special because it is made up of many different people who have different interests and talents. There are people of different ages and people who have been 'members' for a lot longer than others, including the staff. However, each and every person is an important and valuable member of the school. Highlight that our behaviour in school affects other people and that a community works best when everybody treats each other with mutual respect and kindness. If we think about each other's feelings and do our best to work together, school will be a happy and special place to be. Ask the children to think about the things that they could do today to make the school a happy and special place for everyone. Create posters to put up around the school to display ways in which other children can make school a happy place to show that even small actions can make a big difference.



Task 3:

Explain that we are going to consider what kind of things we might do to celebrate together as a community. Ask the children to think about a recent celebration that they attended, such as a school event, birthday party, wedding, christening, family meal or barbecue. Ask children to consider who attended the celebration and how many people came, what they had in common with each other and what was different, what they ate or drank at the celebration, what they enjoyed about it and what things they did to celebrate. Discuss how celebrations are a big part of life and bring communities together. After discussion, as a class, plan a celebration for the children to take part in. Think about what the event may celebrate, whether it will be a class or a whole school celebration to take part in, who you will invite and how you will celebrate. Think about how you can bring together the largest number of people including those of different ages. Write invitations to members of your community to invite them to your celebration.



LESSON TWO: GROWING OLDER

Questions:

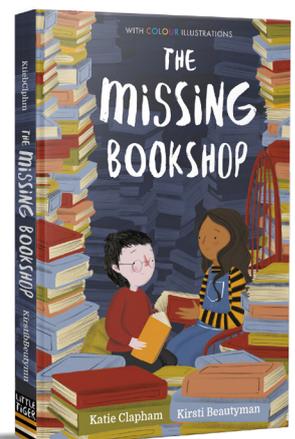
- How old are you? How old is 'old'?
- How and why do things grow older?
- What does it feel like to grow older?

Task 1:

Ask the children at what age do they think 'old' is and why. Ask the children if any of them wish they were older and for reasons why. Gather their responses on the board. Discuss how, with modern medicine and lifestyle changes, people are living longer and therefore you may only be as old as you feel. Present a range of pictures of people on the board, including Mrs Minty from the book, and ask children to consider how old they think these people are to assess their attitudes to ageism. Display a range of pictures including those with misconceptions such as younger people with grey hair. Explain that not everybody's age can be judged on their appearance and that we should not make assumptions based on what people can and cannot do by their age because this is called ageism. Learn more about older people who have made incredible achievements such as Fauja Singh, the world's oldest marathon runner. Create an ICT presentation about a successful older person. This may be someone you have learned about, or someone more personal to the children like a grandparent.

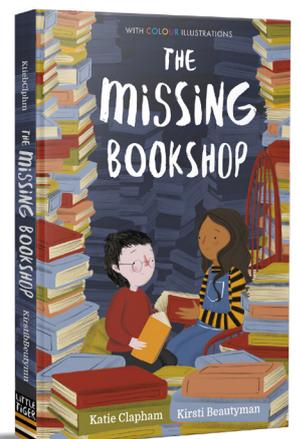
Task 2:

Recap from Task 1 that people can judge people on their age. Describe how in our modern culture, older people can often be ignored by others in society, as if they no longer have a useful contribution to make to the world. Discuss how this can make them feel lonely and unloved. Show children the 'Man on the Moon' Christmas Advert from 2015, produced by John Lewis in aid of Age UK. Explain how this charity helps older people. While watching, pause and discuss the loneliness that many old people feel when they live alone and see no one from one day to the next. Highlight how they can be uplifted by a visit from someone who is willing to spend a little time with them, or even by a smile and a wave. Discuss the importance of respect and consideration for the elderly, and encourage the children to treat them with it. Challenge children to think of as many small actions as possible to make someone older feel loved like Milly does for Mrs Minty when she draws her a picture and sticks it to the boarded-up bookshop. These may include saying hello, making something or asking someone how they are. Make cards and messages to send to your local care home or residents within your neighbourhood.



Task 3:

Ask children if any of them have a baby brother or sister. Use this as an opportunity to learn more as a class about how quickly babies grow. Discuss what things babies need to have to grow. Explain to children about the six stages in the human life cycle: from foetus to baby to childhood to adolescence to adulthood to older age. Learn more about the features of each stage and what key developments happen to a human, including events like walking and talking. Create a human life cycle storyboard to show all six stages of ageing. The children might like to include drawing an illustration of themselves experiencing these stages to begin to recognize or predict the changes that may take place.



LESSON THREE: THE POWER OF STORYTELLING

Questions:

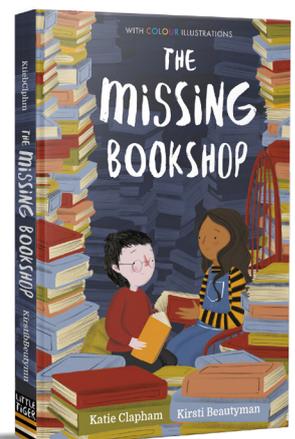
- What are stories?
- Why do people tell stories?
- How do you tell a story?

Task 1:

Wait for silence and then, in a loud voice, start by saying, 'ONCE UPON A TIME...' and ask children what these words remind them of. Explain how these words are magical and that they are words that many of us will associate with starting a story. Reveal or give clues to help children to guess what your favourite story is and ask children to share what their favourite story is and reasons why. Through discussion, write the words 'plot', 'characters' and 'setting' on the board and point to them whenever a child talks about any of these when sharing what their favourite story is. Explain the meaning of these words to the children and relate them to examples of stories to help them to understand these features in context. Learn more about other features such as the structure of a story like the beginning, middle and end, conflict and themes. As a class, act out a range of traditional tales, pausing to identify which elements are which. Include a range of actions thinking about expression, tone, body language and props.

Task 2:

Discuss the possibility of stories and how they can be found everywhere – in books, magazines and newspapers, on the Internet, radio and television ... and even be found in our heads! Share with children the range of ways that stories can be told, such as the written word (in text), the visual (in pictures like illustrations or moving pictures like film or TV) or through the spoken word (orally). In this task, we are going to focus upon the spoken word. However, imagine if we didn't have the ability to communicate with each other with words and how very boring that would be. To prove this, children are going to create silent stories. If possible and appropriate, show them clips of old silent films. Discuss how these are different to the films of today but that there is still a story being told. Introduce this activity using the game of 'Charades' so children can become more familiar with using actions and no voices. Once children are confident, children are to recreate a traditional tale like in Task 1 using no speech. Can the other children guess which story is being told?

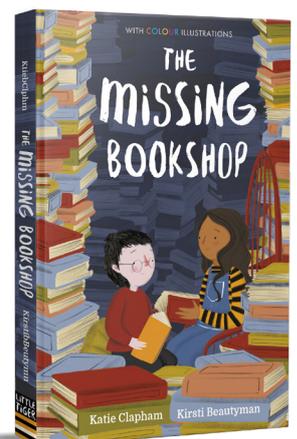


Task 3:

Recap on Task 2 and talk about any difficulties experienced when telling silent stories.

Gather children into a group and explain to children that through the previous tasks, we can see that there is more to storytelling than simply reading out the words on a page – it is an opportunity to express our emotions and use our imaginations in a fun way and so we are going to have a go at storytelling in small groups. Using very simple versions of traditional tales, give each group a traditional tale to tell. Encourage the children to do the following when storytelling:

- 1) Check that your audience is ready to listen. Look round to ensure everyone is settled before you begin
 - 2) Start clearly. You might use a traditional beginning, such as, 'Once upon a time'
 - 3) Make eye contact with members of your audience – this engages them
 - 4) Vary the rhythm and tone of your voice to add expression
 - 5) End the story strongly using a traditional ending like 'They lived happily ever'.
- Record the storytelling to listen back and reflect on each group



LESSON FOUR: A WORLD OF BRILLIANT BOOKS

Questions:

- What is your favourite book?
- How are books made? Who writes them and who else is involved?
- Why do you like to read?

Task 1:

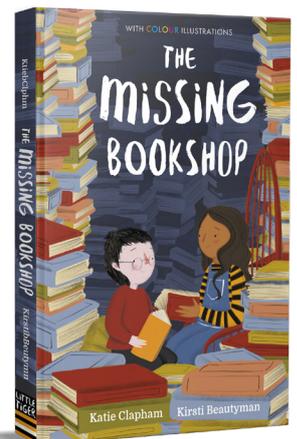
Building on the discussions about stories in Lesson 3, this time widen the conversation to include favourite authors, illustrators, poets and genres. Talk more about how books allow us to enter new worlds and help us find out so much about anything that interests us. Do children know the difference between fiction and non-fiction? For a whole lesson, show some of the books you have gathered together as examples and say a few words about each one. Share the wonder of books together and read a range of chapters, extracts and pages from fiction, non-fiction, picture books, poetry, graphic novels, classics and newly published books if you have them in your classroom or school. Discuss preferences and why there is a range of literature available. Suggest that everyone makes a determined effort this week to read or look at a new book, a different style of book or one by a new author. Explain that trying out new books is a wonderful way to discover new interests and it only takes a short time to give it a go.

Extension:

If possible, plan a visit to your school library, local library or local bookshop to celebrate the joys of literature and to encourage children to choose books and read more for pleasure. Use the expertise of your school or local librarian or bookseller like Mrs Minty in *The Missing Bookshop* to really identify what may suit the children in your class best.

Task 2:

Ask children to pick up a book from the bookshelf in their classroom. Take a look at it. Introduce the external parts of a book such as the cover, blurb and spine. Discuss the covers of a range of books in the classroom. Which ones are the most appealing? Why? Learn more about the importance of illustration and the role of an illustrator in the process of publishing a book. Highlight that the cover is often the first thing we see to make us want to read a book. On YouTube, there are many draw-a-long videos from illustrators like Rob Biddulph, Sarah McIntyre and Steven Lenton that children can watch and



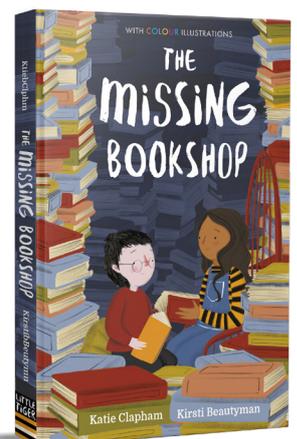
participate in to draw characters. Use these as a fun opportunity to collectively draw and illustrate. After participating in the videos, ask children to design a cover of their choice using a range of materials in the classroom. Think about what makes the covers of their favourite books or of books in the classroom inviting like the bright colours, bold illustrations, fonts and designs used.

Extension:

If you can engage with an illustrator using social media to learn more about what they do, this would add an extra authenticity to the learning.

Task 3:

Using the covers created in Task 2, ask learners to write a story that would go with the cover. Recap the features of story writing such as plot, characters and setting and introduce elements such as conflict and themes to help them to think about developing their story. When children have drafted their stories, they can make a book out of a sheet of A4 paper by folding it and write up their stories into their own books. These can be put on the classroom bookshelf or library space for other children to enjoy reading.



FURTHER IDEAS AND ACTIVITIES

- Read more books that feature a love of reading and books such as *I Don't Like Books. Never. Ever. The End.* by Emma Perry and Sharon Davey, *Little Red Reading Hood* by Lucy Rowland and Ben Mantle and *A Child of Books* by Oliver Jeffers.
- Set up a bookshop role play area within your classroom and recreate Minty's Bookshop from the book to spark creativity. Make your own books, display cutouts and incorporate money skills when children are roleplaying buying and selling books, including offers and discounts to consolidate mathematical learning.
- World Book Day in March is a great day to celebrate stories and books. Ensure to make it a whole school celebration and engage with authors, illustrators, poets and publishers to really maximize its appeal. Look out for other literary events happening throughout the year, such as literary festivals, online events and chats that your class can get involved in. Likewise, the first week of February marks National Storytelling Week, a chance to reflect on one of the oldest art forms in the world.
- List all the characters from a text you have read and rank them according to different criteria. These could include most to least powerful, kindest to meanest or bravest to most scared, for example.
- Take an empty seat and put it at the front of the class. From the book you are reading with your class, hot-seat children as the characters from the book to get them to role play what the character might say and what they might think.

