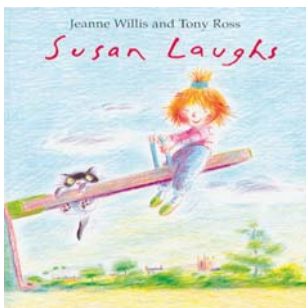


## Introductory theme (Primary): Engaging with Magic Pencil through book covers illustrated by the artists

**By Carol Read**

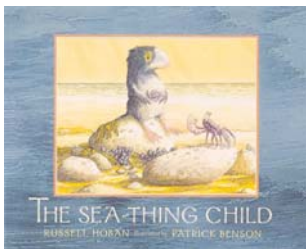
The aim of this set of materials is to introduce children to the illustrations on the covers of selected picture books by Magic Pencil artists with a view to subsequently reading some of the books and exploring the themes which they contain. The suggested activities and tasks described below can be used either on their own or in combination with others to create a longer sequence or unit of work. The six book covers used in the materials are:



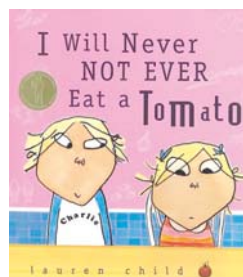
***Susan Laughs***  
by Jeanne Willis and  
Tony Ross (Red Fox)



***It was You, Blue Kangaroo***  
by Emma Chichester Clark  
(Collins)



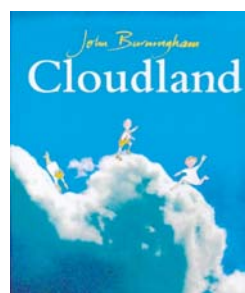
***The Sea-thing Child***  
by Russell Hoban  
illustrated by  
Patrick Benson  
(Walker Books)



***I will not ever NEVER  
eat a tomato***  
by Lauren Child  
(Orchard Books)



***The Green ship***  
by Quentin Blake  
(Jonathan Cape)



***Cloudland***  
by John Burningham  
(Red Fox)

**Age range:** 6 - 11

**Language level:** Common European Framework A1 / A2



## Main objectives

### Language learning skills:

**Listening:** to vocabulary; to rhyming words; to rhymes and raps; to instructions; to short descriptions

**Speaking:** identifying things in pictures; describing a picture; comparing pictures; describing people; saying things you like; expressing opinions

**Reading:** speech bubbles; rhymes and raps; sentences in a game; instructions and questions in a quiz

**Writing:** sentences to compare and describe pictures; speech bubbles; a dialogue; book title; description of a book; a poem; description of a person; description of a picture

### Visual education skills:

Observing and noticing detail in illustrations on book covers

Using illustrations on book covers to make guesses and predictions

Responding personally to book covers

Exploring connections between the cover and the likely content of a book

Noticing different techniques and medium used to create book covers

Using book covers as springboards into creative language work

### Cross-curricular links:

**Art:** responding personally and imaginatively to illustrations on book covers; recognising the connection between book covers and the likely content of books; experimenting in creating your own book cover.

**L1 language and literacy:** creating an interest in reading books; exploring your own response to illustrations on book covers; responding imaginatively to illustrations on book covers.

**Citizenship/Cultural links:** Interest and curiosity in reading books; awareness of the variety of illustrations on covers of books; respect and tolerance for other people's opinions and points of view.

**Learning strategies:** memorising; comparing; predicting; guessing; sequencing; matching; observing; creative thinking; willingness to take turns; willingness to work collaboratively;





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## Suggested activities and tasks

### 1 I spy

**Outcome:** To observe and identify objects beginning with different letters on the book covers

**Classroom organisation:** teams

**Materials:** copies of the six book covers on the Magic Pencil website.

**Procedure:** Divide the class into two teams. Stick the book covers on different walls around the classroom. Say e.g. I spy with my little eye something beginning with ...T. Ask a child to identify an object beginning with the letter you say on one of the book covers e.g. tomato and score a point for their team. Repeat several times. Keep a score of the points on the board. Once the children are familiar with the rhyme, ask children from each team to take turns to say the rhyme and name letters instead of you (the rule is that they can only say a letter if they can also identify something on the book covers which starts with that letter themselves). The team with the highest number of points at the end of the game is the winner.

### 2 Word card mix and match

**Outcome:** To match words and illustrations.

**Classroom organisation:** individual students, pairs/groups

**Materials:** copies of the six book covers on the Magic Pencil website; task sheet (Word cards)

**Procedure:** Prepare a set of word cards and give out two or three to each child. Stick the book covers on the board. Children take turns to come and stick their word cards by the pictures in the book covers.

Once all the word cards are on the book covers, ask a pair of children to face away from the board and close their eyes. Ask other children to move two of the word cards so that they are no longer by the correct picture. Then ask the pair to open their eyes, identify what's wrong and correct the position of the word cards. Repeat with different pairs of children closing their eyes.

### 3 Word card team game

**Outcome:** To match words and pictures in a game.

**Classroom organisation:** whole class

**Materials:** copies of the six book covers on the Magic Pencil website; task sheet (Word cards)

**Procedure:** Have ready two sets of word cards. Stick the book covers on the board. Divide the class into two teams and give out one set of word cards to the children in each team.

When you say the name of something on one of the book covers e.g. flower, the child in each team who has the corresponding word card holds up the card, walks to the board and points to the picture on the appropriate book cover. The child who gets there first each time scores a point for their team. The team with most points at the end of the game is the winner.



#### 4 Kim's game

**Outcome:** To observe and memorise objects in pictures.

**Classroom organisation:** pairs/groups, whole class

**Materials:** copies of the six book covers on the Magic Pencil website.

**Procedure:** Divide the class into pairs or groups. Stick copies of the six book covers on the board. Explain that the children have one minute to look at the book covers in silence and remember what they see. After one minute, take the book covers off the board. Children work with their partner or group and write a list of as many things as they can remember on any of the covers. Either give a time limit for this or the whole class stops as soon as one pair or group gets to twenty words. Children then take turns to count and say their words to the rest of the class. They score three points for a word if no-one else has it, two points if only one other pair or group has it and one point if more than one other group or pair has it. The winners are the pair or group with most points at the end of the game.

#### 5 Rhyming word game

**Outcome:** Children identify pictures on the book covers through rhyming word clues

**Classroom organisation:** teams

**Materials:** copies of the six book covers on the Magic Pencil website.

**Procedure:** Do this activity after children have done others e.g. 1, 2 or 3 familiarising them with vocabulary on the book covers. Divide the class into two teams. Stick the six book covers on the board. Give a rhyming clue to children in each team in turn e.g. Find something which rhymes with ...hat! (cat). Children identify the things on the book covers and score a point for each correct answer. They lose points if they call out. The team with most points at the end of the game is the winner.

**Examples of rhyming clues you can use are:** *bee (tree, sea); high (sky); loud (cloud); land (sand); mouse (house); stick (brick); moon (spoon); shower (flower); toe (bow); pass (grass); blue (shoe); lip (ship); thief (leaf); toy (boy); sock (rock); well (shell); leg (egg); chair (hair); cry (eye); toes (nose) etc..*

#### 6 Book cover word search

**Outcome:** To create and do a word puzzle.

**Classroom organisation:** pairs

**Materials:** copies of the six book covers on the Magic Pencil website

**Procedure:** Do this activity after children have done others e.g. 1, 2 or 3 familiarising them with vocabulary on the book covers. Stick the book covers on the board. Divide the class into pairs and give each pair a copy of a grid with 10 x 10 squares or get them to make their own on a piece of paper. Children work with their partner and write words for anything they can see on the book covers in their grid. They write the words vertically, horizontally or diagonally and then fill in the blank squares with other letters to 'hide' the words. Once they are ready, children exchange their completed grids with another pair and write a list of the words they can find. Children then compare and check their answers.





## 7 Colour dictation

**Outcome:** To colour a picture following instructions. To find the differences between the completed picture and the original illustration

**Classroom organisation:** individual, whole class

**Materials:** Copy of cover of 'It was you, Blue Kangaroo' from Magic Pencil website; task sheet (It was you, Blue Kangaroo book cover)

**Procedure:** Give out the task sheet. Make sure the children have crayons available. Ask children to tell you what they can see in the picture and pre-teach or remind them of vocabulary. Use the picture to do a colour dictation e.g. The kangaroo is pink. / The girl's t-shirt is red and yellow. Build in between 6-8 differences in the colours compared to the colours on the original cover. Children listen, follow your instructions and colour the picture. In order to save time, you can ask the children to just put a spot of crayon on each item you name. They can then complete colouring the picture after you have dictated all the colours.

Once the children have finished colouring the picture, hold up the original cover and ask the children how many differences they can see. Check the answer e.g. 8. Ask children to identify the differences. They can do this orally first and then write sentences comparing the pictures e.g. In my picture the kangaroo is pink. In the book the kangaroo is blue etc..

Ask the children which colours they prefer in the pictures and listen to their response.

## 8 Cover raps and rhymes

**Outcome:** To say short raps and rhymes based on book covers.

**Classroom organisation:** whole class, pairs/individual

**Materials:** copies of the six book covers on the Magic Pencil website; task sheet (Cover raps and rhymes)

**Procedure:** Hold up each book cover in turn. Ask the children to describe, what they can see, the mood of the characters and what they think the story will be about. Teach the children a short rhyme or rap based on each cover (see below). Get the children to say the rhymes with you in a rhythmic way. If you like, use a tambourine or other percussion instrument to keep the rhythm.

Stick the book covers on the board. Give out the task sheet. Children complete the raps and rhymes by looking at the book covers and from memory. They check their answers in pairs and then with the whole class.

Divide the class into groups. Assign a book cover and rhyme to each group. Children practise saying their rhyme in a rhythmic way. They also prepare actions to go with the rhyme. Children then take turns to act out their rhyme or rap to the rest of the class.

### Key to task sheet and texts of raps and rhymes:

#### The Sea-thing child

*I'm the Sea thing child. Who are you?*

*I'm a fiddler crab. How do you do?*

#### It was you, Blue Kangaroo

*Look! I've got a blue kangaroo*

*He's my friend and he's cuddly too*

**I will not ever, never eat a tomato**

*Do you like tomatoes? No, I don't!*

*Will you eat a tomato? No, I won't!*

#### Susan laughs

*See-saw, see-saw, touch the sky*

*Now I'm low, now I'm high*

#### Cloudland

*I dive, I jump, I fly, I run*

*Cloudland is fantastic fun*

#### The Green ship

*Tip-toe in the grass and over the tree*

*Look! It's a green ship I can see*



## 9 True / False memory game

**Outcome:** To remember details of the book cover illustrations in a game.

**Classroom organisation:** pairs/groups; whole class

**Materials:** copies of the six book covers on the Magic Pencil website; strips of plain paper.

**Procedure:** Do this activity after the children have done others e.g. 4, 5 or 6 familiarising them with the content of the illustrations. Divide the class into six pairs and or groups. Give each pair or group a copy of one of the book covers and four strips of paper. Ask the children to write one sentence about the book cover they have got on each strip of paper. Two of the sentences should be true and two should be false. Give a few examples to show what you mean e.g. The Sea thing child has got long legs. (F) / There are pink flowers in the garden (T). Give the children a time limit e.g. three minutes to write their sentences.

Cover the illustrations on the book covers with plain paper. Stick the book covers on the board with just the titles showing.

Collect in all the strips of paper with sentences and put them in a bag. Ask children to take turns to take a sentence out of the bag and read it to the class. (The group who wrote the sentence are not allowed to answer). Point to the book cover on the board to which the sentence refers. Children from the other groups take turns to say 'Yes' or 'No' depending on whether they think the sentence is true or false. If they are right, they keep the strip of paper. The group with most strips of paper at the end of the game is the winner.

## 10 Speech bubbles

**Outcome:** To read and match speech bubbles to the characters on the book covers.

**Classroom organisation:** whole class; groups

**Materials:** copies of the six book covers on the Magic Pencil website, task sheet (Speech bubbles)

**Procedure:** Hold up the book covers in turn. Ask questions about the characters e.g. Is he/she/it happy / sad / worried / scared, do you think? How do you know? Ask the children to suggest what the characters on each book cover might be saying and listen to their ideas. Stick the book covers on the board.

Divide the class into groups. Give out a copy of the task sheet to each group. Read the speech bubbles and check understanding. Explain that there is one speech bubble for each character on the covers of the books. Children should cut out the speech bubbles and decide how best they should be arranged to reflect what the characters are feeling and doing and any interaction between them.

Once the children are ready, ask different groups to come to the front and stick the speech bubbles by the characters on the covers on the board. Ask other groups to say whether they have chosen the same or different speech bubbles. As a follow-up, children can invent a dialogue between the characters on one of the book covers or they can use the empty speech bubbles on the task sheet to invent their own exchange for the characters on one of the book covers.



## 11 Character profile

**Outcome:** To invent and write a description of a character on one of the book covers.

**Classroom organisation:** whole class, pairs

**Materials:** selected copies of the six book covers on the Magic Pencil website.

**Procedure:** Choose one of the characters on the book covers e.g. Charlie on the cover of 'I will not ever never eat a tomato'. Ask the children what they think Charlie is like and elicit adjectives to describe him e.g. shy, quiet, nervous, friendly etc.. Ask the children questions about Charlie's life e.g. how old he is, where he lives, his daily routine, his friends, his hobbies, his favourite free time activities, other things he likes e.g. food, toys, clothes, music etc. and children respond by inventing the information.

Use the information to write a character profile with the children collaboratively on the board e.g. *Charlie is nine years old. He's shy, quiet and friendly. Charlie lives in a small house with his mum and sister. He gets up at seven o'clock every day. He goes to school on the bus with his sister. He has lunch at 12 o'clock and comes home at half past three. After school, Charlie plays football and watches TV. Charlie's favourite food is ice cream and he loves playing on the computer.*

Divide the class into pairs. Children choose a character from one of the other book covers. They invent a name for the character, if this isn't evident from the cover, and invent information as for Charlie and according to categories that you give them. Children then write a character profile using the one about Charlie that you have built up collaboratively as a model. Once they are ready, stick the book covers on the board. Children take turns to read their profiles and guess the characters they refer to.

## 12 Invent a book title

**Outcome:** To invent a title for a book based on the cover illustration.

**Classroom organisation:** six groups, whole class

**Materials:** one or two picture books that you have available, preferably that the children know; copies of the six book covers on the Magic Pencil website with the titles deleted or covered.

**Procedure:** Show the children the picture books you have available. Talk about the titles of the books and the purpose of titles e.g. to catch your attention, to sound attractive, to make you want to read the book, to tell you in essence what the story is about. Draw the children's attention to the connections between the cover illustrations and the titles e.g. the cover often illustrates the key word(s) in the title. This may be a name, a place or a key moment or feeling in the story.

Divide the class into six groups. Number the copies of the Magic Pencil book covers and ask the children to write numbers 1-6 in a list in their notebooks. Give a copy of one of the book covers with the title deleted or covered to each group. Tell the children to use the illustration on the cover to imagine what the book is about and to invent a title for the book. They should then write this by the corresponding number in their notebooks. Give a time limit e.g. 2-3 minutes for the children to do this. Children then pass on the copy of the book cover to another group and repeat the procedure until they have invented book titles for all six books. Once the groups are ready, ask them to take turns to tell their invented titles to the class. If you like, they can vote for the best title for each book. At the end, compare the invented titles with the real titles (unless you are also going to do activity 13 in which case it is best to postpone this till later).



### 13 Invent a book jacket blurb

**Outcome:** To write a short paragraph to go on the back of a book.

**Classroom organisation:** groups, whole class

**Materials:** one or two picture books that you have available, preferably that the children know; copies of the six book covers on the Magic Pencil website with the titles deleted or covered.

**Procedure:** Depending on the level of the class, this activity can be done as a follow-up to activity 12. Read the children the book jacket blurbs on one or two of the picture books that you have available and check understanding. Ask the children questions to establish the purpose of a book jacket blurb e.g. Is it long? / Does it make the story sound scary / exciting / funny? / Does it tell you the whole story? / Does it make you want to read the story? / What words make the story sound interesting? / What is the purpose of the three dots at the end? (e.g. if there is ellipsis) etc..

Take one of the Magic Pencil book covers with a title the children invented in activity 12. Ask the children to suggest ideas for a paragraph to go on the back of the book to persuade readers to want to read it. Build up the paragraph collaboratively with the children and write it on the board. Model the process out loud as you do this and involve the students in drafting, editing, changing and improving each line.

Divide the class into groups as in 12. They choose one of the book covers and titles they invented and write a short paragraph to go on the back of the book to persuade people to want to read it. Monitor and encourage the children to self-correct and check their work as they do this.

Children write a final, neat version of their paragraph on a piece of paper.

Display the book covers, invented titles and blurbs on different walls round the classroom. Children walk round and read each other's book titles and paragraphs. They decide on two that they think look most interesting and they want to read.

At the end ask children to report back to the class saying the books they want to read and giving reasons for their choices.







## 14 In the style of ...

**Outcome:** To create a book cover in the illustrative style of one of the illustrators.

**Classroom organisation:** whole class, individual

**Materials:** copies of the six book covers on the Magic Pencil website

**Procedure:** Hold up the book covers in turn. Talk about the different techniques used to create the illustrations e.g. crayons (Susan laughs), collage (I will not ever never eat a tomato, Cloudland), pen and paint (The green ship, The Sea-thing child), pencil and paint (It was you, blue kangaroo). Ask the children which of the book covers they like and the reasons for this. Ask what it is about the book cover that makes them want to read the book (or not). Listen to their ideas re-modelling and expanding them as appropriate.

Explain that you want to the children to experiment in creating an illustration for the cover of a book in the manner of one of the artists. Either the children can create a cover for a traditional story they know or invent one. Make sure children have the materials that they need available or, if you prefer, children can draw a sketch and make a plan for their cover in class and then finish it at home.

At the end or when children bring in their finished work, talk about and display the children's book cover illustrations. Ask other children to identify which illustrator's style they have tried to imitate and to say what they like about the illustrations.

## 15 Preferences

**Outcome:** To order the books according to personal preferences based on the covers.

**Classroom organisation:** individual, pairs, whole class

**Materials:** copies of the six book covers on the Magic Pencil website.

**Procedure:** Talk about the book covers in turn with the whole class. Ask questions to get the children to describe what they can see, the mood of the characters and to predict what the story will be about.

Tell the children to imagine that they are going to read all the books and ask them to individually write a list of the titles in order of preference.

Children work individually and rank order the books according to their personal preferences based on the titles and covers.

Children compare the way they have ordered the books in pairs.

Ask the children to report back to the class about the way they have ordered the books and explain their reasons e.g. I want to read ... first. I like ... / It looks ... etc.. Use the children's responses to find out the most popular book.



## 16 Collage land

**Outcome:** To make a collage picture of an imaginary land

**Classroom organisation:** whole class, pairs

**Materials:** Copy of cover of 'Cloudland' from Magic Pencil website; old magazines

Procedure: Show the children the cover of Cloudland. Ask e.g. Is it a photo of real clouds? (Yes) Is it a photo of real children? (No, they're drawings). Use this to establish the meaning of 'collage'. If appropriate, explore the effect of the collage e.g. Does a photo of real clouds perhaps makes it easier to imagine the Cloudland? Ask What are the children doing? (diving, jumping, running, waving). What else could they be doing? and elicit other action words e.g. flying, hopping, sitting, lying, eating etc..

Ask What's it like in Cloudland, do you think? and listen to the children's ideas e.g. It's windy / sunny / scary. / You can fly / You can see the city etc..

Divide the class into pairs or groups. Explain that you want them to invent an imaginary land like Cloudland and to make a collage of their land. They should use photos from old magazines as the background and draw figures doing different actions which they should then cut out and stick on the scene. Give the children one or two examples of the names of other imaginary lands to show what you mean e.g. Sealand, Grassland but encourage them to come up with their own ideas.

Children make their collage in their groups. They write the name of their imaginary land and, if you like, they can also write speech bubbles for each character they stick on the scene e.g. I'm jumping etc..

Once the children are ready, they take turns to present their imaginary lands to the rest of the class e.g. This is Starland. Here's a boy jumping. Here's a girl running etc.. Other children listen and ask questions e.g. Is it dark in Starland? The collages of imaginary lands can then be displayed.



## 17 Feelings poem

**Outcome:** To write a poem based on feelings evoked by one of the covers.

**Classroom organisation:** groups, whole class

**Materials:** copy of selected book cover on the Magic Pencil website; strips of plain paper.

**Procedure:** Choose a book cover where one of the characters is displaying an easily identifiable emotion e.g. Susan laughs (happy), I will not ever never eat a tomato (Lola, sad), The Sea Thing Child (worried, scared, lost), It was you, Blue Kangaroo (cross). Ask the children how the character is feeling and encourage them to speculate why e.g. Susan is happy because she likes going on the see-saw. Ask the children e.g. When do you feel happy? and elicit their ideas e.g. I feel happy when ...my father buys me an ice cream. / ... I don't have any homework. / I play with my dog etc..

Write the starter sentence e.g. I feel happy when ... on the board. Divide the children into groups of four. Give a strip of plain paper to each child.

Explain to the children that they are going to write a poem based on the starter sentence on the board. Ask the children to first of all work individually, think of something to complete the sentence which is true for them and write it on the strip of paper e.g. ... I play football with my friends.

Once they have done this, children read and compare their sentences in their groups and arrange them in order to make a poem. At this point, explain that they can add words, cut words or change the sentences if they want to.

Once the children are ready, ask them to think about how their poems will end. In order to help them, you may like to suggest that they write a final sentence starting with 'But' which contrasts with previous ideas in the poem. An example of a very simple, completed poem is as follows:

*I feel happy when ...  
I go to the park on my bike  
My friends come to my house  
I play on my Mum's computer  
I stay up late and watch TV  
But I feel sad when  
It's time to go to bed  
And the end of another day.*

Children take turns to read their poems. The rest of the class listens to see if the poems contain any similar ideas to their own.

At the end children can write out and illustrate their poems. These can then be used to make a class book or wall display.



## 18 Slide show quiz

**Outcome:** To become familiar with the Magic Pencil artists' work on the website

**Classroom organisation:** pairs; whole class

**Materials:** Slide shows of Magic Pencil artists' work on the website; task sheet (Slide show quiz)

**Procedure:** Divide the class into pairs. Give out the task sheet. Check the children understand the instructions and questions.

Children look at the slide shows of the artists and answer the questions. If you like, you can give them a time limit for this e.g. 8 minutes. If some pairs finish quickly, ask them to look at the slide shows again and decide which three artists they like best.

Key: 1 a leopard 2 twenty-two 3 standing on their heads 4 skating and reading 5 It's a family of chimpanzees. 6 tomatoes 7 a horse 8 It's snowing. 9 a crown (and/or his potty) 10 C is for castle and D is for dragon.

## 19 Choose an artist

**Outcome:** To choose an artist to make a cartoon film

**Classroom organisation:** pairs; whole class

**Materials:** Slide shows of Magic Pencil artists' work on the website.

**Procedure:** Choose a story that the whole class knows e.g. a traditional story or story from their country. Tell the children to imagine that a cartoon film of the story is going to be made and they are going to choose the artist to draw the pictures. Talk about the story and establish criteria children will use to choose the artist e.g. Does the cartoon need to be realistic / funny / colourful? etc..

Divide the class into pairs. Give children a time limit to browse the slide shows of the artists on the website e.g. 4-5 minutes. During this time they should choose the artist they would like to do the pictures for the cartoon film and note the reasons for their choice.

Ask the children to take turns to report back on their choices and reasons to the class. At the end find out if there is consensus about the artist they would like to choose to make the cartoon film.

## 20 Describe a picture

**Classroom organisation:** pairs

**Materials:** Slide shows of Magic Pencil artists' work on the website.

**Procedure:** As a follow up to activity 19, children choose one of the pictures they like on the website slide shows and describe it in detail. If appropriate, give them a simple framework to do this e.g. In the picture I can see ... .There's also ... . I like the .... I think the picture is ... . Talk through one example with the whole class before they begin.

Children choose a picture and write a description with their partner.

Children exchange their descriptions with another pair. They read each other's descriptions and look through the slide shows to identify the picture. When they have found it, they check with the original pair that they have identified it correctly.

Briefly ask a few pairs to report back about the pictures they described and the reasons they like them.





**Magic Pencil Activity Sheets: Introductory Theme (primary)**

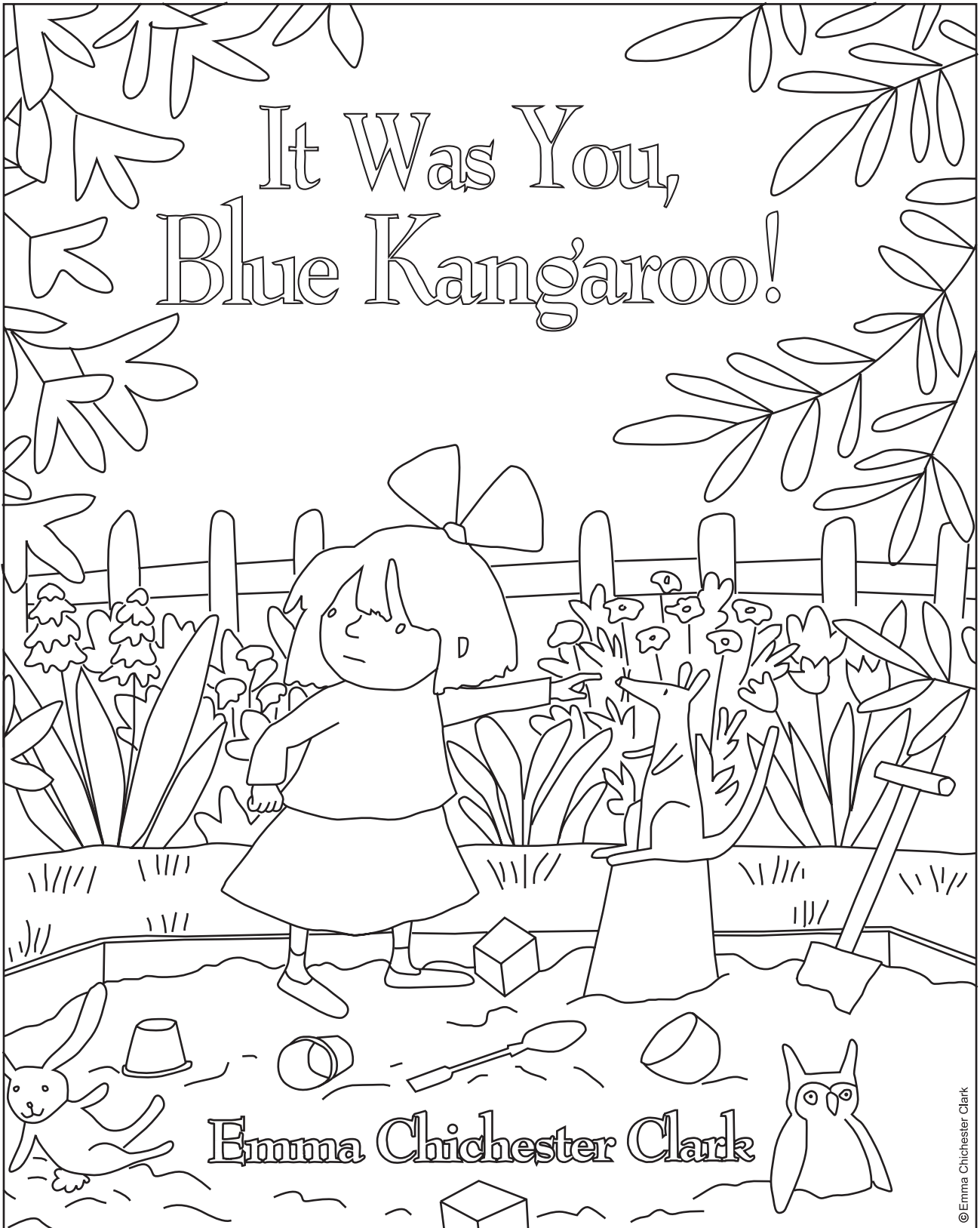
Word cards (Activities 2 and 3)



<b>girl</b>	<b>boy</b>	<b>cat</b>
<b>see-saw</b>	<b>tree</b>	<b>cloud</b>
<b>house</b>	<b>flower</b>	<b>kangaroo</b>
<b>brick</b>	<b>sea</b>	<b>sky</b>
<b>sand</b>	<b>rock</b>	<b>crab</b>
<b>tomato</b>	<b>ship</b>	<b>grass</b>
<b>leaf</b>	<b>dress</b>	<b>trousers</b>
<b>skirt</b>	<b>shoes</b>	<b>t-shirt</b>



**Magic Pencil Activity Sheets: Introductory Theme (primary)**  
**'It Was You, Blue Kangaroo!' book cover (Activity 7)**





Magic Pencil Activity Sheets: Introductory Theme (primary)

Cover raps and rhymes (Activity 8)

© Patrick Benson



I'm the Sea thing (1) \_\_\_\_\_. Who are you?

I'm a fiddler (2) \_\_\_\_\_. How do you do?



© Patrick Benson

Look! I've got a blue (3) \_\_\_\_\_

He's my (4) \_\_\_\_\_ and he's cuddly too



© Emma Chichester Clark

© Lauren Child



Do you like (5) \_\_\_\_\_? No, I don't!

Will you eat a tomato? No, I (6) \_\_\_\_\_!

See-saw, (7) \_\_\_\_\_, touch the sky

Now I'm low, now I'm (8) \_\_\_\_\_

I dive, I (9) \_\_\_\_\_, I fly, I run

Cloudland is fantastic (10) \_\_\_\_\_



© Tony Ross

Tip-toe in the (11) \_\_\_\_\_ and over the tree

Look! It's a green (12) \_\_\_\_\_ I can see



**Magic Pencil Activity Sheets: Introductory Theme (primary)**  
Speech bubbles (Activity 10)



This is fun.

I'm diving.

Help!  
I'm scared!

I'm running.

Who are you?

I'm jumping.

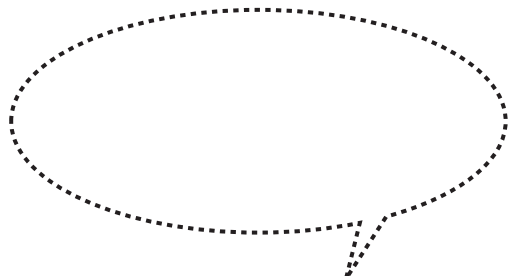
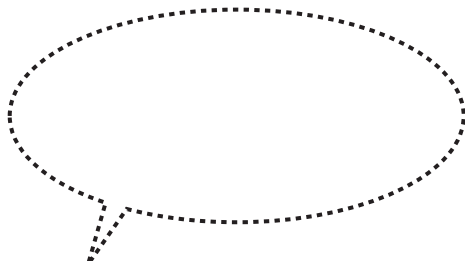
Do you like it?

No, I don't.  
It's horrible.

Look over there!  
It's amazing.

What do you see?

Hello. What are  
you doing here?







---

## Magic Pencil Activity Sheets: Introductory Theme (primary)

### Slide show quiz (Activity 18)

**Go to the Magic Pencil website. Click on the name of the artist.  
Click on the slide show. Look at the pictures and answer the questions.**

**1. Angela Barrett:** What animal is with Snow White in the forest?

.....

**2. Patrick Benson:** How many little people can you see in the trees with the birds?

.....

**3. Quentin Blake:** What are the people doing in the picture from the ABC book?

.....

**4. John Burningham:** Find Aldo in two pictures. What's he doing?

.....

**5. Emma Chichester Clark:** What's the animal family you can see near the elephants?

.....

**6. Lauren Child:** What's in the bowl that Charlie has got?

.....

**7. Sara Fanelli:** What's the mythological creature you can see?

.....

**8. Michael Foreman:** What's the weather like in the picture of War?

.....

**9. Tony Ross:** What's the very little boy wearing on his head?

.....

**10. Charlotte Voake:** What are C and D for in the Alphabet Adventure?

.....



## Acknowledgements

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written by Jeanne Willis and illustrated by Tony Ross

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