



BOOK BOX BITES

August Newsletter: Vol 1

A huge HI and welcome to **Book Box Bites**, the monthly newsletter from The Primary Bookbox. I'm Esther, Mum to Joe, primary teacher for 18 years, and an experienced English lead. I'm also an educational consultant and the face behind @mrsbrownsbookbox on Instagram.

I am passionate about reading and it is my mission to get as many children as possible leaving primary school, not just able to read but with a life-long love of literature. I am so excited to have you here with me!

Books ignite curiosity, spark conversation and develop empathy - such vital skills for providing meaningful learning and for a young person's future.



Teresa Cremin (2014) found that teachers having excellent knowledge of children's texts was key to creating reading classrooms.

This can sometimes seem impossible. How can we make time to read children's books when the teaching week is already so busy?

That's where I am here to help!

In each monthly newsletter, I will bring you snippets of research, book recommendations, text-based teaching ideas and tips and tricks to create a reading classroom and engage even the most reluctant of readers.

You'll also be the first to know when new resources land on the website through the year and have access to discount codes and promotions.

Keep in touch via Instagram @mrsbrownsbookbox or @mrsbrownsbooks1 on Twitter. Let me know what you'd like to see in future issues.

Enjoy browsing Issue 1. Wishing you a wonderful and relaxing end to your Summer holiday.

Esther x



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BACK TO SCHOOL BOOKS TO READ IN THE FIRST WEEK

SHELF 1 - CELEBRATING INDIVIDUALS AND THEIR UNIQUE TALENTS



GREAT FOR KS2 CONVERSATION STARTERS



SHELF 2 - EASING WORRIES

SHELF 3 - CREATING CLASS COMMUNITY



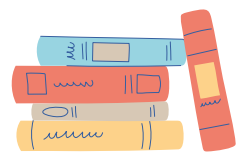
OECD RESEARCH SHOWS THAT 'READING FOR PLEASURE IS THE SINGLE MOST IMPORTANT INDICATOR OF A CHILD'S FUTURE SUCCESS. IT'S EVEN A MORE POWERFUL FACTOR IN LIFE ACHIEVEMENT THAN SOCIO-ECONOMIC BACKGROUND.'

READING FOR PLEASURE TIP

Creating a book corner ready for September? Provide children with a rich diet of reading material. Better still, involve them in choosing the books and content they want to see.

Here's a few ideas to include:

- fiction
- non-fiction
- poetry
- graphic novels and magazines
- cook books
- instruction manuals



Charity shops can be a great place to find a bargain and join your local library to borrow books for your own class reading space.



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SAMPLE RESOURCE FROM MY BACK TO SCHOOL PACK COMING SOON
IN THE WELLBEING BOOK BOX SECTION OF THE WEBSITE



EMOTION FOCUS:
ANXIETY

TITLE: RUBY'S WORRY
AUTHOR: TOM PERCIVAL
PUBLISHER: BLOOMSBURY

LINKS TO PSHE CURRICULUM
LEARNING OBJECTIVES

KS1: H11, H12, H13, H14, H15, H16, H17, H18, H19,
H24

KS2: H15, H16, H17, H18, H19, H20, H21, H22,
H24, H29

Synopsis: Ruby is a happy little girl until one day she finds a worry. Trying to ignore it only makes it grow and when she starts to worry about the worry, it becomes all consuming!
The story provides an excellent springboard for sharing worries, big and small, and encourages children to speak out and share their anxieties with a trusted person.

TALK ABOUT IT: DISCUSSION TASKS AND JOURNALING PROMPTS



- We don't know what Ruby is worried about. What do you think it might be?
- How does Ruby's body language change through the story?
- Tom Percival (the author) shows Ruby's worry getting physically bigger and bigger. Why does he do this?
- How do the colours in the book represent Ruby's feelings?
- Have you ever felt worried? (There should be no obligation for children to share their response)
- What did your body feel like when you had a worry?
- Who could you tell if you had a worry? Why did you choose that person?
- What would you do if someone told you a worry they had?

TEXT BASED TASKS TO BOOST CREATIVITY, EMPATHY AND WELLBEING



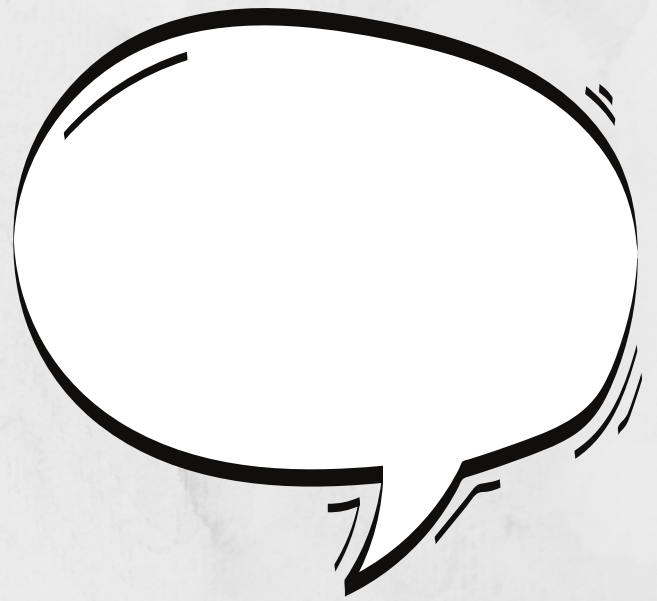
- Create worry characters. (Add an art element by experimenting with colour and texture (string, paint, crayon) to explore which best represents children's personal 'worry'.)
- On speech bubbles, share pieces of advice for dealing with a worry. Younger children could record their advice onto play back speech bubbles or onto a digital device. (NB: This could be generic advice or could be linked to scenarios children have discussed or anonymously shared.)
- Create a paper windmill like Ruby has at the end of the book and practice deep mindful breathing as a strategy for managing big emotions.
- Write a diary entry as Ruby about what her worry felt like and how she dealt with it.



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RUBY'S DIARY





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Windmill template.

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