

# Celebrate READING PACK

## PRIMARY SCHOOLS

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This pack offers a range of ideas about cross-curricular activities that could be used to motivate pupils and school staff to celebrate books and reading, whether on a specific day such as UNESCO World Book Day or on any other day of the year. The main emphasis is on inspiring pupils' enjoyment of books and reading for pleasure and instilling a sense of ownership over activities and celebrations within their classes, and as part of the whole school community.

It should be noted that celebrating reading isn't something that only needs to take place on one day or on a few specific and isolated days during the year. While such days are obviously very important to encourage the amusement, excitement and enjoyment of readers of all ages, celebrating reading should be integral and natural, and deeply entrenched in the general ethos of the school as a whole, and an intrinsic part of its daily culture. Ideally, we should try to celebrate reading and books in some way every day of the year, through simple, subtle and entertaining activities. This is crucial in order to raise the status of books and reading for pleasure within the school, and to convey the idea that reading is something we should promote and celebrate every single day.

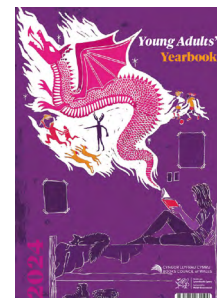
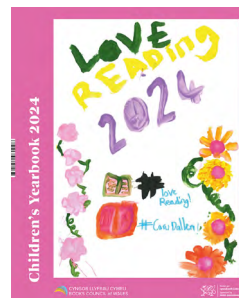
A vital first step in this process of promoting reading is to ensure that the general ethos and culture of the school and classes place the importance of reading at the forefront, not only as an essential life skill, but also, above all, as a beneficial activity and a source of pleasure and enjoyment. The pack includes a list of ideas that could be used to that effect, as well as more specific activities for use in the classroom, and a more substantial unit of 'Between Two Covers' work at the end of the pack offering a series of more structured activities.

**Enjoy the activities – and enjoy the reading!**



Give pupils the opportunity to plan and create a central **resource library** for the school. They could be responsible for decorating or revamping the library, selecting suitable books and digital texts, and even acting as librarians. When selecting suitable books and texts for the resource library, you could invite a local bookshop owner or a Books Council of Wales Reading Promotion Officer ([cllc.plant@books.wales](mailto:cllc.plant@books.wales)) to the school to give pupils the opportunity to explore what suitable books are available, before deciding on a 'shopping list' of suitable books and texts. You could also ask parents and the wider school community for donations of second-hand books to the library. Remember the following digital resources that may be helpful as pupils select suitable texts for the resource library:

- [Books Council of Wales Children's Yearbook](#)
- [Books Council of Wales Young Adults' Yearbook](#)
- [Gwales.com](http://Gwales.com)



If there isn't enough room in the school building to create a resource library, why not encourage pupils to help create a smaller **reading area** in a suitable location within the building, or even an **outdoor**

**reading area** in the school grounds to encourage reading for pleasure? In the same way, they could also help create a comfortable, inviting and stimulating corner or reading area within their classrooms. You could invite parents or guardians and members of the wider school community to assist with the work.

Creating a **book exchange** in classrooms or for the whole school can be a great way to encourage pupils, staff, parents or guardians and members of the wider school community to share their favourite books with each other. Why not place a 'bring a book, take a book' box or book exchange shelf in a central location (e.g. at the main entrance to the school), in classrooms, or even outside? Another idea would be to host a grand **book exchange party** for the whole school community.

You could set up an extra-curricular reading club for the pupils, divided according to age, with the emphasis on reading for pleasure. Older KS2 pupils and KS3 pupils could be responsible for hosting reading clubs for younger pupils. And what could be better than encouraging teachers and staff to act as role models for pupils by establishing a **reading club for staff** (don't forget the [Teachers Love Reading | Books Council of Wales](#)) scheme.

Why not organise **fundraising events** to buy more books and reading material for the school? Pupils could be involved in the work and could help decide how to spend the money raised. You could hold a school-wide sponsored reading activity, a book fair or second-hand book sale, or a bake sale with a literary theme. Or why not create a **prestigious event to celebrate reading** (e.g. a festival, banquet or party with a book theme) for the whole school community, giving pupils the opportunity to be involved in the preparations?

Give pupils the opportunity to be responsible for creating **exhibitions** relating to reading, books or authors in prominent places in the school or in classrooms. One idea would be to create a **reading wall** containing photographs of pupils and/or school staff partially hidden behind the cover of their favourite books, or a book that says something about them, to encourage pupils to guess who's who. Or why not have the pupils create **graffiti walls** (permanent or temporary) of the titles of their favourite books or the names of their favourite authors? They could also create an exhibition based on prominent events in

book publishing for children and young people in Wales, e.g. the books on the Tir na n-Og Awards shortlist or the shortlist of books for the Children and Young People category of the Book of the Year Award, etc.

Why not decorate school corridors or classrooms with **reading trees**, which are made from real twigs decorated with paper leaves. Pupils and staff could write down the titles of their favourite books or the names of their favourite authors on the leaves, or a short sentence explaining why they enjoy reading. Older pupils could write a micro-review of their favourite books on postcards and hang them on the trees.

Pupils could be encouraged to **decorate classroom doors** to look like book covers. You could hold a school-wide competition to see which door wins. Pupils, staff and the wider school community could also be encouraged to take **selfies** while reading in their favourite places, or in unusual places, and share them on the school's website or social media.

Why not run a **reading café** for individual classes or as a whole school, encouraging pupils to choose a book or books they would love to read from 'menus' of books (with a menu for each literary genre)? Another option would be to serve foods from famous stories in the café, or pupils could bake and decorate literary-themed cakes or biscuits to be served with light drinks, e.g. smoothies with literary names. Yet another option would be to run a reading café to encourage people to enjoy a cuppa and cake while relaxing with a book.

How about a **book hunt** around the school building or grounds (or specifically in the resource library or reading corners/reading areas within classrooms), with clues left around so that pupils can find book covers or titles and author names hidden in various places. Older pupils could create a book hunt for younger pupils. Another option would be to hold a letter hunt with different letters on each card. Who can spell the name of a well-known book or author after collecting all the letters?

Why not hold a regular **assembly to celebrate reading** for the whole school, to mark pupils' achievements in reading, and to share the school's general vision and ethos of enjoying reading? Above all, this could be an opportunity to reward pupils' efforts to read and enjoy books. (Don't forget the Books Council of Wales' Love Reading resource – [Resources for schools](#).)



Take every opportunity to invite writers, poets, illustrators, designers, or anyone working in the field of books, to visit the school to speak to the pupils. If you are looking for someone to spark pupils' imaginations in a workshop and want help organising a visit, don't forget the Meet the Author Tours section of the Books Council of Wales website – [Meet the Author](#) – and the [Welsh-language Children's Laureate](#) and [English-language Children's Laureate](#) pages at Literature Wales.

Try to make use of parents/guardians or members of the wider school community who have links to the **book publishing world** (e.g. authors/illustrators/designers/workers within publishers/booksellers/librarians) and invite them to school to discuss their work. Encourage pupils to think of suitable questions to ask them in advance.



Why not **arrange a visit** to an organisation in the local area that is involved in the book world (e.g. printing press, independent bookshop, library) so that pupils can get a taste of the kind of work that goes on there? Don't forget the Books Council of Wales' independent Welsh language bookshop directory which may help in arranging a visit to booksellers in your local area – [Bookshops of Wales](#).

Try to give pupils opportunities to visit your **local library** as regularly as possible, in order to foster a lifelong habit of using the library. When that isn't possible, make sure you take advantage of your **local library's education service** for schools, and the Libraries Wales' [Borrow Box](#) scheme, which lends e-books at no cost. The *Borrow Box* collection now includes a wide range of Welsh-language titles for children, young people and adults.

Why not organise a **literary tour** in the local area to follow in the footsteps of a famous writer or poet? If you are looking for books about your local area, the [Cymru in English](#) map produced by the Books Council of Wales is a worthwhile resource listing many original publications specific to different parts of Wales.

Hold a **school-wide reading challenge**, encouraging pupils, staff, parents or guardians and governors to read as many titles as possible from specific, age-appropriate lists (e.g. a book about a witch, a book by an author from the local area, a book about Welsh history, a mystery book, a book about sports, etc).

Why not invite pupils to **spend evenings at school**, hunkering down to read and celebrate books in the company of their peers – treats and a good book, anyone? Older pupils could even spend the night at school as part of the activity. (See the Reading Agency's [World Book Night](#) page for more information about this idea.)

Choose older pupils to collaborate with younger pupils on a **reading buddy** system, to encourage mutual enjoyment of reading for pleasure and sharing enjoyment of books.



Don't forget that **constant school-to-home contact** is crucial, both in emphasising the importance of reading and books for parents, and in nurturing children and young people's love of books. Why not involve keen parents or guardians and governors in the school's reading activity, by inviting them to run reading workshops or to assist with reading clubs for pupils, for example?



Try to encourage as many as possible of the school's pupils and parents or guardians to be involved in activities to promote reading in their spare time, for example the **Summer Reading Challenge** and the **Winter Mini Challenge**. (Organised by the Reading Agency in partnership with Libraries Wales, supported by the Welsh Government and the Books Council of Wales.) The **Summer Reading Challenge** is a special opportunity to highlight new and diverse books, whether fiction or non-fiction, to continue to attract children to read during the summer holidays. There is the opportunity to win a certificate and prizes at the end of the challenge, as well as the thrill of having achieved something over the holidays.

Don't forget the **Book of the Month | Books Council of Wales**, which is a great way to draw the attention of pupils of all ages to contemporary Welsh books, and the **Schools Love Reading** scheme for primary and secondary school pupils.



Why not hold an **annual awards ceremony** as a class or school, with pupils voting for their favourite books from different categories to select a winner?

If you encourage pupils to **wear fancy dress** on particular days to celebrate reading, make sure that this isn't at the expense of activities that genuinely deepen their understanding of books and the importance of reading for pleasure, or distract attention away from reading. A popular alternative nowadays is to encourage pupils to come to school in

**comfortable clothes** – clothes suitable for relaxing and enjoying reading. A

number of schools now offer pupils a **costume loan** service too, to avoid unnecessary spending and waste, or encourage whole classes to dress up as characters from the same book in order to have a specific purpose for the costumes (e.g. the class novel for a particular term).



## Ideas for activities for children studying Welsh as a second language

### Language patterns

Dwi eisiau bod yn ... *I want to be a ...*

ond ... *but ...*

Mae gen i ... *I have ...*

Does gen i ddim ... *I haven't ...*

### Questions and answers

Wyt ti eisiau bod yn ... ? *Do you want to be a ... ?*

Ydw. / Nac ydw. *Yes. / No.*

Oherwydd ... *Because I'm ...*

eyes – **llygaid**  
(a) nose – **trwyn**  
hair – **gwallt**  
(a) mouth – **ceg**  
ears – **clustiau**  
skin – **croen**

large – **mawr**  
small – **bach**  
long – **hir**  
enormous – **anferth**  
pointy – **pigog**  
lovely – **hyfryd**

### 'Dwi'n hoffi beth welâ i yn y drych ...'

'I like what I see in the mirror ...'

Beth am i ti edrych yn y drych a disgrifio beth wyt ti'n ei weld?  
*How about looking in the mirror and describing what you see?*

Mae gen i ... *I have ...*

Does gen i ddim ... *I don't have ...*

### In the book

dinosaur – **deinosor**  
zombie – **sombi**  
pop star – **seren bop**  
sneaky ninja – **ninja slei**  
penguin – **pengwin**  
yeti – **ieti**  
shark – **siarc**  
thief – **lleidr**

### Other ideas

farmer – **ffermwr**  
ballerina – **balerina**  
teacher – **athro/athrawes**  
mouse – **llygoden**  
dog – **ci**  
cat – **cath**  
astronaut – **gofodwr**

I'm hairy.  
**Dwi'n flewog.**

I'm small.  
**Dwi'n fach.**

I'm ugly.  
**Dwi'n hyll.**

I'm sly.  
**Dwi'n slei.**

I'm big.  
**Dwi'n fawr.**

I like ...  
**Dwi'n hoffi ...**

I don't like ...  
**Dwi ddim yn hoffi ...**

I'm too ...  
**Dwi'n rhy ...**

## Dwi eisiau bod yn Ddeinosor

Luned Aaron and Huw Aaron

To read more about the book and authors, visit [Cysgodi-Cynradd-TNN2023.pdf \(llyfrau.cymru\)](#).

You will find ideas for activities on page 5, more information about Luned Aaron on pages 9-10, and more about Huw Aaron on page 15.

To watch video clips of Luned Aaron and Huw Aaron, visit [Repository – Hwb \(gov.wales\)](#).





## Dwi eisiau bod yn Ddeinosor

Luned Aaron and Huw Aaron

### An English translation of the book

I want to be a dinosaur ... but I'm a bit too small.  
I want to be an ugly zombie ... but my skin is quite healthy.  
I want to be a pop star ... but I've got no talent at all.  
I want to be a sly ninja ... but I'm not very stealthy.  
I want to be a penguin ... but I don't like ice.  
I want to be a wild yeti ... but I'm not very hairy.  
I want to be a big, mean shark ... but I can't swim.  
I want to be a naughty robber ... but I'll be told off for misbehaving.  
Robot, rocket, crocodile or a dragon or Frankenstein,  
A knight, tiger, fire engine ... can I be ONE of these?!

No.

I do like what I see in the mirror.  
I'm the only 'me' alive and that's quite GREAT.  
I'll stop all the comparing and the longing for something better.  
I'm happy with who I am ...  
**... a beast from a far planet!**



## Celebrating a literary hero

### Biography of T. Llew Jones

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Tomos Llewellyn Jones (or T. Llew Jones) was born on 11 October 1915 in a place called Pentrecwrt, in Carmarthenshire. He had a brother named Edwin and a sister named Megan. As a child, he loved to read and write stories, which he enjoyed at Llandysul Grammar School.

In 1940, T. Llew married Margaret Enidwen Jones, but he had to leave his wife immediately to join the Air Force; this was during World War II. After the war, T. Llew went to college in Cardiff to train to be a teacher. By this time, he had three children – Eira, Emyr and Iolo.

In 1951 he started his career as a teacher at Ysgol Tre-groes, Llandysul. T. Llew also wrote poetry during this period, and he won many prizes at eisteddfodau.

1958 was an important and busy year for T. Llew; he was appointed headteacher at Ysgol Coed y Bryn, won the Chair at the Ebbw Vale National Eisteddfod and wrote his first novel, *Trysor Plasywernen*.

T. Llew also enjoyed playing chess. Along with his son, Iolo, he wrote a book in Welsh about chess. He also managed the Welsh chess team in an Olympiad competition in France.

T. Llew Jones wrote over 50 books. He won numerous prizes and eisteddfod chairs, including one when he was almost 90.

T. Llew Jones died in 2009, aged 93.

### Some of T. Llew Jones' books:

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- *Trysor Plasywernen* (1958)
- *Trysor y Môr-ladron* (1960)
- *Penillion y Plant* (1965)
- *Ofnadwy Nos* (1971)
- *Un Noson Dywyll* (1973)
- *Tân ar y Comin* (1975)
- *Dirgelwch yr Ogof* (1977)
- *Lleuad yn Olau* (1989)
- *Y Gelyn ar y Trên* (1994)



# T. Llew Jones

Collate the information about T. Llew Jones under these subheadings:

**Information about  
T. Llew Jones' books**

**Information about T. Llew  
Jones' life and career**

**Important dates in T. Llew's life**

**Information about  
T. Llew's interests**

**Information about  
T. Llew's family**

**Any other information**



## Dawns y Dail

Fe waeddodd gwynt yr hydref,

Mae'n waeddwr heb ei ail,

is good at shouting

'Dewch i sgwâr y pentre i gyd

I weled dawns y dail.

to see

'Rwy'n mynd i alw'r dawnswyr

O'r perthi ac o'r coed,

bushes

A byddant yma cyn bo hir

Yn dawnsio ar ysgafn droed.'

I ffwrdd â gwynt yr hydref

Â'i sŵn fel taran gref,

a loud noise

A chyn bo hir fe ddaeth yn ôl

A'r dawnswyr gydag ef.

Oll yn eu gwisgoedd lliwgar,

a valley or a piece of land

O'r glyn a choed yr ardd,

Rhai mewn melyn, gwyrdd, a choch,

A rhai mewn porffor hardd.

A dyna'r ddawns yn cychwyn,

to hear the rustle of feet

O dyna ddawnsio tlws,

A chlywais innau siffrwd traed

to bolt the door

Wrth follltio a chloi'r drws.

when I awoke

Ond pan ddihunais heddiw

Roedd pibau'r gwynt yn fud,

**pibau** – pipes  
**yn fud** – quietly

A'r dawnswyr yn eu gwisgoedd lliw

Yn farw ar gwr y stryd.

by the side of the street

This is one of T. Llew Jones' poems, which describes the wind blowing colourful autumn leaves.

In this poem T. Llew personifies the wind and the leaves, which is to describe them as people, not as things. The wind is 'shouting' and 'playing pipes'. The leaves are 'dancing' and 'wearing colourful clothes'.

### The poem has three parts:

- Before the wind starts blowing.
- During the windy weather.
- After the wind has finished blowing.

### Measure of the poem

The syllable pattern:  
7,6,7,6

The rhyming pattern:  
Lines 2 and 4

## Ideas for activities

### Expressive Arts

- Create a creative dance, with the leaves dancing and the wind guiding the movement.
- Create a performance or recital of the poem. The verses could be split between different groups of learners. You could add movements, sound effects or creative music in the background. A video of the performance could be created.
- Create a picture or collage using autumn leaves.

### Humanities

- Find out which trees can be found around your school. How can you identify different trees?
- Measure wind speed using
  - a) pupils' views
  - b) the 'Beaufort' scale
  - c) an anemometer.
- Find out the meteorological terms and descriptions of different winds and their speed. Put them in order in the table on page 14, e.g. a light breeze, a breeze, a storm, a hurricane, a gale.

### Science and Technology

- Research trees and leaves. Why do leaves change colour in autumn? Which trees are evergreen, and which are deciduous? What do leaves do?
- Research the best way to dry and preserve leaves; put them in paper, use a press, put them in sand, leave them near a heater, leave them outside, cover them with PVA glue?
- Design and make an anemometer to measure wind speed.

### Health and Well-being

- Go for a walk to look for leaves or signs of autumn or another season.
- An outdoor meditation or mindfulness session. Use the senses to notice the wind or autumn leaves.

### Mathematics and Numeracy

- Use leaves to perform calculations, + - x or %.
- Gather data about wind measurement. Measure and use anemometer data; create graphs; find the mean, range and average speed of wind.
- Measure the height or circumference of a tree.
- Draw symmetrical leaves.
- Measure leaves – using standard and non-standard units. Change scale, e.g. from mm to cm.
- Estimate the perimeter or area of a leaf.

### Language, Literacy and Communication

- Identify and collect rhyming words.
- Clap and explore the rhythms of syllables.
- Write poems about autumn.
- Write a description of autumn leaves.
- Write an acrostic poem using the words AUTUMN or DAWNS Y DAIL.
- Identify and collect examples of personification.
- Create a collection of words about autumn.
- Learn parts of the poem by memory.
- Read and research different types of trees and leaves.
- Write an information page about autumn, about trees, or about T. Llew Jones.
- Make a list of the signs of autumn.



## Beaufort wind scale

Beaufort wind scale	Wind speed (m/s)		Wind descriptive terms
	Mean	Limits	
0	0	<1	
1	1	1–2	
2	3	2–3	
3	5	4–5	
4	7	6–8	
5	10	9–11	
6	12	11–14	
7	15	14–17	
8	19	17–21	
9	23	21–24	
10	27	25–28	
11	31	29–32	
12	–	33+	

m/s = metres per second



## Trysor y Môr-ladron

This novel by T. Llew Jones is about the famous Welsh pirate, Sir Harri Morgan.

This is an excerpt from the beginning of the book. T. Llew Jones describes Harri Morgan as he arrived on his horse.



### T. Llew Jones' original text

'... Daeth y ceffyl a'i farchog i'r golwg heibio i'r tro yn y ffordd.

Dyn a dynnai sylw ar unwaith oedd y marchog hwn. Dyn cadarn o gorff a thrwsiadus ei wisg, dyn du ei farf a gloyw ei lygaid. Ei lygaid! Rhaid sylwi eilwaith ar y rheiny, oherwydd yn ei lygaid y mae cymeriad y dyn.

... disgleirient fel dwy fflam ddu. Llygaid creulon, ffyrnig oeddynt, ond yn eu dyfnderoedd yn rhywle yr oedd fflach o ddireidi iach.

Chwifiai pluen felen yn het y marchog, yn ôl ffasiwn y cyfnod hwnnw, ac wrth ei wregys yr oedd pistol gloyw a chleddyf hir mewn gwain gerfiedig.

Fel y llamai'r ceffyl i gyfeiriad Abergafenni, fflachiai haul glastwraidd lonawr ar sbardunau ac ar fyclau arian y marchog.'

### Simplified text

'... Daeth y ceffyl a'i farchog i'r golwg heibio i'r tro yn y ffordd.

Dyn oedd yn tynnu sylw yn syth oedd y marchog hwn. Dyn cadarn o gorff a smart ei wisg, dyn du ei farf a gloyw ei lygaid. Ei lygaid! Rhaid sylwi eto arnyn nhw, oherwydd yn ei lygaid mae cymeriad y dyn.

... roedden nhw'n disgleirio fel dwy fflam ddu. Llygaid creulon, ffyrnig oedden nhw, ond o edrych yn ofalus, roedd fflach o ddireidi yno hefyd.

Yn het y marchog roedd pluen o liw melyn, ac o gwmpas ei ganol roedd gwn gloyw a chleddyf yn hongian.

Wrth i'r ceffyl garlamu i gyfeiriad Abergafenni, roedd y sbardunau a'r byclau arian ar esgidiau'r marchog yn disgleirio yn haul gwan mis lonawr.'

### Vocabulary

**marchog** – rider

**cadarn** – strong

**trwsiadus** – well-dressed, smart

**gloyw** – bright, shining

**eilwaith** – a second time, again

**disgleirient** – they shone

**creulon** – cruel

**ffyrnig** – fierce, savage

**dyfnderoedd** – depths

**direidi** – mischief

**wregys** – belt

**pistol** – old-fashioned gun

**gwan** – sheath, scabbard

**cerfiedig** – carved

**llamai** – leapt, jumped

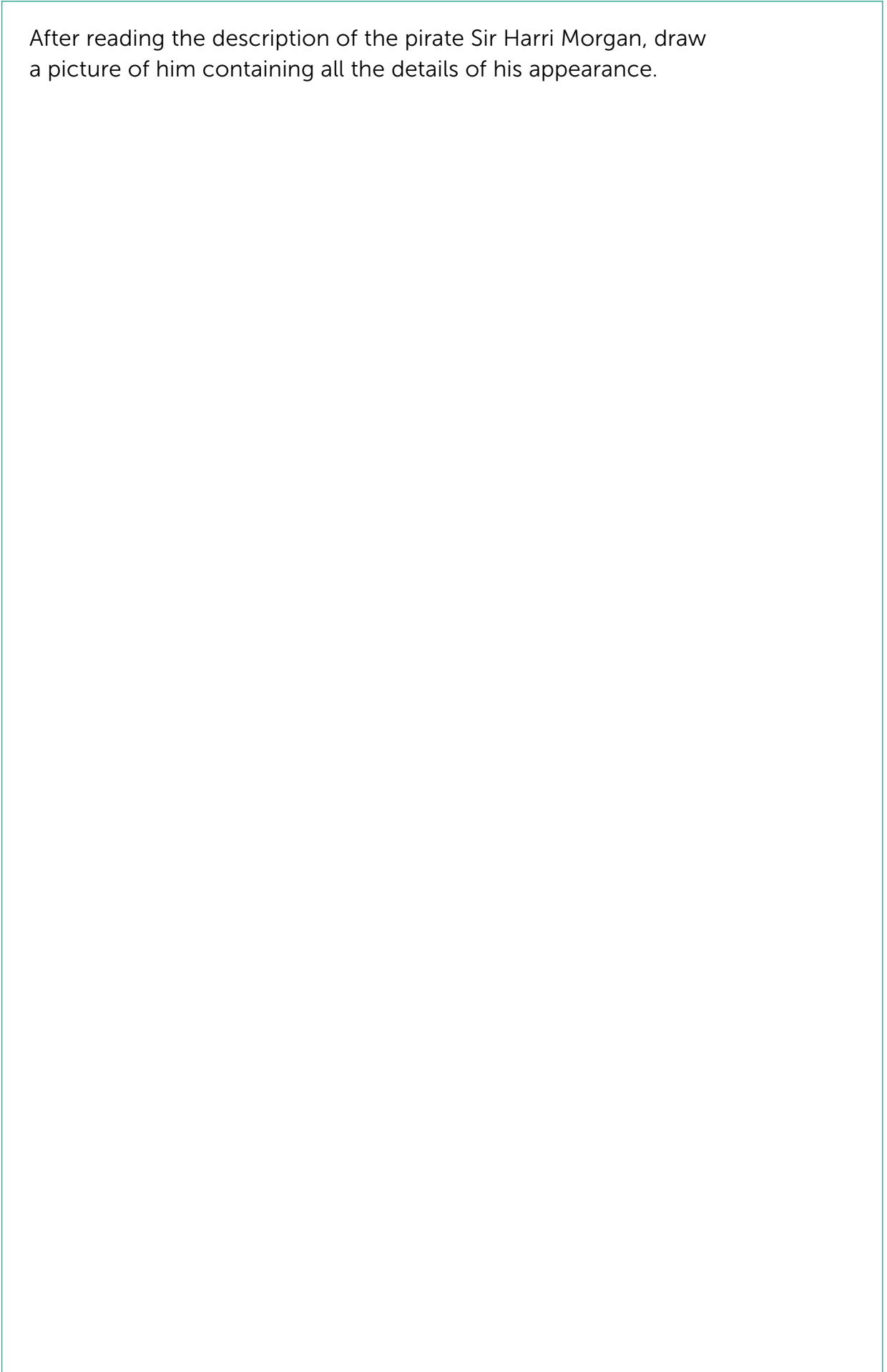
**glastwraidd** – insipid, pale, wishy-washy

**sbardunau** – spurs

**byclau** – buckles, clasps on shoes

## Task: Describe and Draw

After reading the description of the pirate Sir Harri Morgan, draw a picture of him containing all the details of his appearance.





## Ideas for further activities

### Expressive Arts

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- Create a picture of Harri Morgan after reading the description of him, e.g. painting, collage, charcoal.
- Listen to shanty songs. Compose and perform a shanty.
- Portray the character of Harri Morgan – question him in the hot seat. Create stills of pirates.
- Animate Harri Morgan and his pirates. Use a program like ChatterPix or Puppet Pals to give him a voice.

### Humanities

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- Research some of the locations in Harri Morgan's life and *Trysor y Môr-ladron* and locate them on a map (Panama, Sierra Nevada, Jamaica, Portobello, Maracaibo, Barbados).
- Harri Morgan, like some other Welsh people of the time, owned slaves in Jamaica. Research the history of slavery and the horrific way people from Africa were treated.
- Ethics – discuss aspects of piracy. Should they be viewed as heroes?

### Science and Technology

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- Sinking and floating experiments. Design and build a pirate ship to carry heavy treasure.
- Experiments to find the best material and shape for a ship's sails.
- Design and create a flag to fly from the mast of a pirate ship.

### Health and Well-being

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- Build a ship outside using tyres, blocks or other materials.
- Create a treasure hunt with clues in order to find treasure.

### Mathematics and Numeracy

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- Learn to read coordinates – create treasure maps and locate countries and/or cities.
- Find out the distance between locations, e.g. Wales and Jamaica.

### Language, Literacy and Communication

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- Research the history of Harri Morgan.
- Write a description of Harri Morgan or another imaginary pirate.
- Write a biography of Harri Morgan or T. Llew Jones.
- Create a page from a comic, with Harri Morgan or another imaginary pirate as a comic character.
- Collect pirate vocabulary.
- Create and label a treasure map.
- Write a story about pirates or lost treasure.



## Observing covers

Each of the books in the *Welsh Wonders* series has a portrait of a famous person on the cover (see page 19), each one being the work of a different illustrator.

### What can a portrait tell us about the person in the book?

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#### Colours

- Does the illustrator use strong, bright colours or muted colours?
- Does the illustrator use families of colours, e.g. brown and grey tones, dark tones or light tones?
- Does the choice of colours help convey atmosphere or feeling?

#### Outline

- Does the illustrator use an outline?
- Is the outline black or another colour?
- Is the outline strong and consistent or more varied?

#### Style

- Is the illustrator's style realistic, cartoon-like, childlike, simple, busy, detailed, imaginative, exciting?

### What is the person doing?

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- Is the person on the cover talking, singing, smiling, dreaming, displaying a feeling or an emotion? What does this tell us about them?
- Are they holding something in their hand, or is there something by their side or around them? What does this tell us about them?



# Welsh Wonders

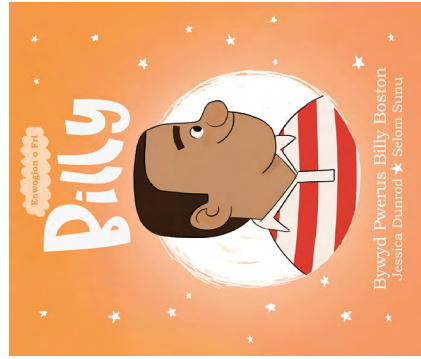


## Opinion

What is your opinion of the illustrations?

Which is your favourite illustration? Why?

What words would you use to describe the illustrations?



What kind of person do you think the person on the cover is?

Which person would you like to read more about?

## Gathering information

Read one of the books and arrange the information under the headings below.

Famous person's name: \_\_\_\_\_

Information about the person's  
childhood and family life

What was their talent or what was  
special about them?

Information about their interests

Why or how they are famous?

Important dates or events

Picture

Interesting facts or any other information





## Expressing an opinion, debate or speech

Choose one of the famous people in the series who, in your opinion, deserves the title 'The Best Famous Welsh Person'. You will need to think of numerous reasons for your choice and be prepared to respond to others who disagree with your choice.

Here are some sentences to help you:

It's very clear that ...  
deserves the title of  
'The Best Famous  
Welsh Person'  
because ...

There is clear  
evidence that ...

There is no  
doubt that ...

Without a shadow  
of a doubt ...

Who has made the greatest contribution to life in or beyond Wales?

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Who is the most famous of the 'famous people'?

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Who is the most important?

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It's clear to me that ...

In my opinion, it is ...

I completely  
disagree that ...

... deserves to win  
because ...

How about writing a speech?  
How about presenting your  
speech?  
How about holding a debate  
with a partner?  
How about writing a piece  
that expresses an opinion?

## Ideas for further activities

### Expressive Arts

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- Art – create a portrait of one of the famous people.
- Design a sculpture as a memorial to one of the famous people.
- Drama – play the part of one of the famous people being questioned in the hot seat. Create stills of scenes in the famous person's life.
- Create a film or animation based on one of the famous people.
- Use a programme like Puppet Pals or ChatterPix to give a voice to one of the famous people.

### Humanities

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- Conduct further research about one of the famous people using different sources, e.g. films, books, websites, interviewing or questioning someone.
- Research specific locations or attitudes within some of the books, e.g. the NHS or the mines in *Nye*, the Cardiff docks in *Shirley*, attitudes towards women in *Gwen* or *Cranogwen*, religion in *Ann* etc.

### Mathematics and Numeracy

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- Arrange dates or create a timeline of the life of one of the famous people, or compare more than one of the famous people.

### Language, Literacy and Communication

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- Collect a rich vocabulary.
- Create a fact file.
- Gather information.
- Write a biography.
- Write a speech or express an opinion.
- Oral work – speech or debate.
- Write a diary or a monologue by one of the famous people.

