



# Celebrate READING PACK

## PROGRESSION STEP 2 & 3

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### BETWEEN TWO COVERS

A unit of cross-curricular activities based on  
the class theme, 'Between Two Covers'  
(To last about half a term)



## Introduction to 'Between Two Covers'

- Share the name of the work unit, 'Between Two Covers', with learners. Ask them to discuss in pairs/small groups what ideas come to mind when considering the title. What pathways could they follow when working on the theme? Learners could create a mind map of ideas in their pairs/groups (e.g. on paper or digitally, using a programme such as Jamboard).
- You can then tell the learners that you want to focus specifically on the process of creating a book and that the end of the journey, or the highlight of the work unit, will be for them to create their own books. Encourage them to come up with relevant ideas and questions for this aspect of the theme and record them again in the form of a mind map/mind maps.

## Tasks to be performed during the session/sessions

- Create a mind map of ideas and potential avenues related to the theme of 'Between Two Covers' – as a pair, as a group or as a class.
- Come up with suitable ideas and questions about the process of creating a book and record them in the form of a mind map/mind maps.

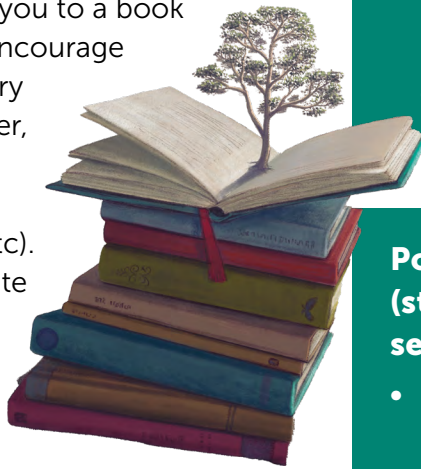
### Additional task

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The learners to assist with the process of designing and creating a 'Between Two Covers' display in class. They can continue to add to the display while working on the theme.



## Examining books

- Give learners the opportunity to explore the different types of books for children or young adults that can be found in the reading corner of the classroom/school resource library, or in a local public library/bookshop. They could conduct a simple survey and keep a record of the different genres of books.
- After exploring the different genres of books, hold a class discussion about class members' favourite types of books. What kind of books do you enjoy and why? What attracts you to a book in the first place? (Encourage the use of vocabulary such as author, cover, blurb, content, illustrations, review, recommendation etc). What is your favourite book? What's special about it? What do you think makes a good book?
- Learners could use the Books Council of Wales' **Bestsellers** charts to investigate which books for children and young adults have been the best sellers in Wales in recent months. You could formulate 'reading comprehension' questions for them to answer based on the information, for example. They could also think of suitable questions about Welsh language book production and sales (e.g. how many Welsh books for children and young adults are produced in Wales each year?) and try to find the answers.
- Discuss as a class: What kind of books do you think you would enjoy creating and why? Share the brief with learners – they will then go about designing, creating and selling their own books to readers of the same age or younger.



## Tasks to be performed during the session/sessions

- The learners to examine the various books in the reading corner/school resource library, or in a local library or bookshop. Record, display and analyse their findings.
- Conduct a survey of the class' favourite books – data collection, presentation and analysis.
- Work involving expressing an opinion (oral and/or written). What kinds of books do you enjoy? What makes a good book? What is your favourite book?

## Possible additional tasks (stemming from the session/sessions)

- Diamond grading task – 'A good book is ...' (you could give learners a set of ready-made statements, or they could create nine statements of their own to scale in the form of a diamond diagram).
- Create a review of their favourite Welsh book (oral or written task).
- Write a sentence, or a short paragraph, to add to the 'Between Two Covers' class display: 'My favourite book is ... because ...'
- Numeracy work based on the best-selling Welsh-language books for children and young adults.



### Additional task

Keep adding to the 'Between Two Covers' class display.

## Jobs in the publishing industry

- Encourage learners to discuss in pairs/ small groups: What jobs are important in the process, or 'chain', of creating, producing and selling books to children and young adults? After compiling their list of potential jobs, discuss each pair/ group's ideas before creating a list as a whole class. (Try to guide the discussion, if necessary, to these posts specifically: author, creative editor/content editor, illustrator, designer, copy editor, proofreader, publisher/printer, bookseller, children's librarian, work in the Children's Books and Reading Promotion department at the Books Council of Wales.)
- Using the video clips on [this link](#) as a stimulus, divide the learners into nine pairs or groups. Give each group a video clip to focus on (e.g. author, designer, bookseller, etc) and ask learners to watch the clip and make brief notes on what they learn about the job in question. You could then run a carousel activity, where one member of each pair/group moves to another pair/group to share what they've learned about their particular job, until everyone has exchanged information with each other about each job. (If you don't have much time, each pair/group could share and compare information as a whole class.) Then you could watch each video clip as a whole class, to allow everyone to gain the same understanding of each post.
- Discuss as a class: Which of these jobs appeal to you most and why? Why not conduct a short survey to see which of the jobs in the 'chain' of creating and publishing books for children and young adults would appeal most to class members?
- An alternative to the above would be to invite a few members of the children and young adults' book job 'chain' to school to speak to learners directly. Don't forget the Books Council of Wales' [Meet the Author](#) page if you'd like to invite

an author or illustrator to the school to talk about their work, as well as the map of independent Welsh-language bookshops. Is there a printing press in your local area? If so, would you be able to invite one of their employees involved in the process of publishing books for children and young adults to visit your school? Or does a member of the school community work in the field of creating and publishing children's books (e.g. a parent/guardian or a governor)? If you are inviting an individual/individuals to come to the school, encourage learners to think in advance of suitable questions to ask them about their work.

### Tasks to be performed during the session/sessions

- Watch a video clip in pairs/ small groups and make notes to summarize the content, before sharing the information with a member of another group.
- Have a discussion and express an opinion – which job or jobs appeal to them and why.

### Possible additional tasks (stemming from the session/sessions)

- Think of suitable questions to ask individuals who work in the field of books for children and young adults.
- Data handling work – which jobs in the field of books for children and young adults appeal most to class members?

#### Additional task

Keep adding to the 'Between Two Covers' class display.



## How to create and sell books

- Following the work done in the previous session, learners could work individually or in pairs to create one or more of the following, based on one of the jobs in the children and young adults' book chain:
  - Job advert
  - Person specification
  - Application letter or imaginary CV
- They could also play the role of an interview situation, where a 'candidate' explains what suitable qualities he/she possesses for one of the positions.

### Tasks to be performed during the session/sessions

- Create a job advert, person specification, application letter or imaginary CV.

### Possible additional tasks (stemming from the session/sessions)

- Do a roleplay for a job interview.

## Producing books

- Remind learners of the brief shared at the start of the work unit – they will create, produce and sell their own books.
- Discuss as a class: What kind of books would be suitable for them to create? Who is the target audience? As a class, decide what type of books the learners will create. One of the easiest options would be to create a fairly simple picture book or short novel for readers of a similar age or younger, but comic books, graphic novels or fairly simple non-fiction books would also be good options.
- Create a mind map or task map of the class' ideas. Then discuss what will need to be considered when going about designing and creating their books, e.g. fictional books – the theme, title, characters, plot and development of the story, suitable vocabulary, illustrations, appearance and design, how to print and the costs involved, how to market the finished books, who you could sell them to etc. (You could tweak the planning and creation process somewhat if learners are keen to create non-fiction books, e.g. on an environmental theme or the local area, sport, science etc).

### Tasks to be performed during the session/sessions

- Discussions and reaching a conclusion about the type of books they will create.
- A mind map/task map of the class' ideas about the aspects involved in the process of creating and selling their books.

#### Additional task

Keep adding to the 'Between Two Covers' class display.



# Activity 6

## Examples of books

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- Give examples of the specific types of books the class is going to create for the learners in small groups, e.g. a picture book, graphic novel or simple non-fiction book. Encourage them to carefully consider the characteristics of the type of book in question (content, style, language, appearance etc), before gathering each group's ideas and creating a list of success criteria for the different types of books as a class.

## Tasks to be performed during the session/sessions

- Look at examples of specific types of books, e.g. a picture book, graphic novel or simple non-fiction book. Set success criteria for the different types of books, as a group initially then as a class.



### Additional task

Keep adding to the 'Between Two Covers' class display.

## Planning the book

The learners to plan and map their books roughly (individually or in pairs):

### Storybooks/fiction

Start by deciding on characters for the story – how many characters will there be (bearing in mind that you don't need too many, especially in a fairly simple/short storybook), names, appearance, traits/qualities. Learners could create a short fact file about the characters of the story stating important facts about them. They could then start sketching them, by hand first of all, and perhaps later with a digital programme such as *Sketchbook*.

When learners are happy with their characters, they will need to map out the content of their story roughly. What's the plot? What happens to the characters? Is there a climax to the story? What happens at the beginning, the middle and the end of the story? They could create a simple storyboard or story map to roughly map out their story.

### Non-fiction books

Start by deciding on the subject of the book. Which themes or information will be presented and discussed? What sources will they use to gather information? Will the book need to be divided into chapters, or will the information need to be put under headings and subheadings? What illustrations will be needed to accompany which pieces of information? How simple (and/or technical) will the language and content of the book need to be?

When learners are happy with the above, they can start to research and gather information about the subject (from print and digital sources, translanguageing if necessary), and record key facts to present in their book on a planning map.

## Tasks to be performed during the session/sessions

### Fiction:

- Create a short fact file about each of the characters in their story.
- Give an outline of the characters.
- Map the content of their story.

### Factual:

- Map their book, in terms of theme, content, sources of information, appearance, types of illustrations, language etc.

### Additional task

Keep adding to the 'Between Two Covers' class display.



## Authoring

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- The learners to write the first draft of the text for their books, whether fiction or non-fiction.

### Tasks to be performed during the session/sessions

- Write the first draft of the text of their books.

## Illustrating

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- The learners to create illustrations (by hand and/or digitally) to accompany the text of their books.

### Tasks to be performed during the session/sessions

- Create illustrations to accompany the text of their books.

## Editing text

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- Give learners the opportunity to work in pairs in order to read (and edit) each other's written texts. Refer them back to the success criteria set by the class in activity 6. What suggestions would they make regarding redrafting the work? They could do the same with the illustrations as well.
- The learners can then redraft the written text and illustrations, if necessary (after an adult has also edited the work).

### Tasks to be performed during the session/sessions

- Editing each other's work, following the class' list of success criteria.

### Additional task

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Keep adding to the 'Between Two Covers' class display.





## Create

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- The learners can then create their final books (ideally digitally, using a programme such as *Book Creator*), inserting their text and illustrations and designing their books appropriately, keeping in mind the success criteria.

### Tasks to be performed during the session/sessions

- Create the final books.

## Proofreading (nearly there ...)

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- Give learners the opportunity to edit and proofread their digital books, keeping in mind the success criteria. Again, they could work in pairs to read each other's work as well as their own work, before making any necessary changes and working on the final draft.

### Tasks to be performed during the session/sessions

- Edit and proofread their books before creating a final draft.

## Publishing

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- When the final versions of the books are ready, discuss as a class the best options for printing them. You could explore the possibilities of printing in-house at school or using a local printing company or press. What would each option cost? How many books would need to be printed, and which option would offer the best value for money and the chance to maximise profit? What would be a suitable price to sell each book?
- Learners could work in groups to price each option, before sharing their findings and deciding on the print option as a class.

### Tasks to be performed during the session/sessions

- Research and determine the best option for printing the books.
- Numeracy work based on different print costs.

### Additional task

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Keep adding to the 'Between Two Covers' class display.



## Marketing

- When the printing process is complete, encourage learners to come up with a suitable marketing campaign for the books. They could create a spoken advert and/or poster to share on the school's social media to advertise the books.
- As a class, discuss ideas and organise a prestigious event to launch and sell the books created by the class to the school community and members of the wider community. What if the learners were given responsibility for inviting members of the local media (e.g. a local newspaper/local radio station) to attend the event, to ensure publicity for the initiative?

### Tasks to be performed during the session/sessions

- Create a spoken advert/poster etc to advertise their books.
- Discuss ideas for a prestigious event to launch and sell the books created by the class.
- Organize the big event as a class.

### Possible additional tasks (stemming from the session/sessions)

- Contact local media to advertise the big event and tell them about the initiative.

## Official launch

- Hold a prestigious event to launch and sell the learners' books to the rest of the school community/wider community. Why not include a session during the launch, or a separate session, so they can read excerpts from their books to younger learners/the target audience?

### Tasks to be performed during the session/sessions

- Hold a prestigious event to launch and sell the books to the rest of the school community/wider community.

### Additional task

Keep adding to the 'Between Two Covers' class display.



## Evaluating

- Learners could perform further numeracy tasks based on the sales of their books. How much profit was made from the sale, after paying the printing costs and any other costs associated with the launch or sale? What should be done with the profits? (It would be an idea to encourage learners to consider spending the money on improving the classroom/school reading areas – e.g. buying new books or furniture for the reading corner or resource library.) Learners could work in groups to create a suitable ‘shopping list’ of what they could do with the profits, giving careful consideration to pricing and the best value for money.
- You could create a maths mat of numeracy questions based on the work of the unit, or the learners themselves could create a maths mat from questions based on the work.
- They could also perform oral and written tasks based on the work of the project, e.g. writing a report about the process of creating their own books for the school magazine, a community newspaper or a local newspaper; create a digital news item or short documentary about the process of creating the books; create a list of top tips about the process of creating a book; create their own unit of ‘reading comprehension’ based on the content of their books, etc.

### Tasks to be performed during the session/sessions

- Numeracy tasks based on the class’ book sales.
- Discuss and decide what to do with the proceeds from the book sales, e.g. create a ‘shopping list’ as a group.

### Possible additional tasks (stemming from the session/sessions)

- Oral and written tasks based on the project work, e.g. a report for the school magazine/community newspaper/local newspaper; a digital news item/short documentary; a list of top tips about creating a book for children and young adults.

