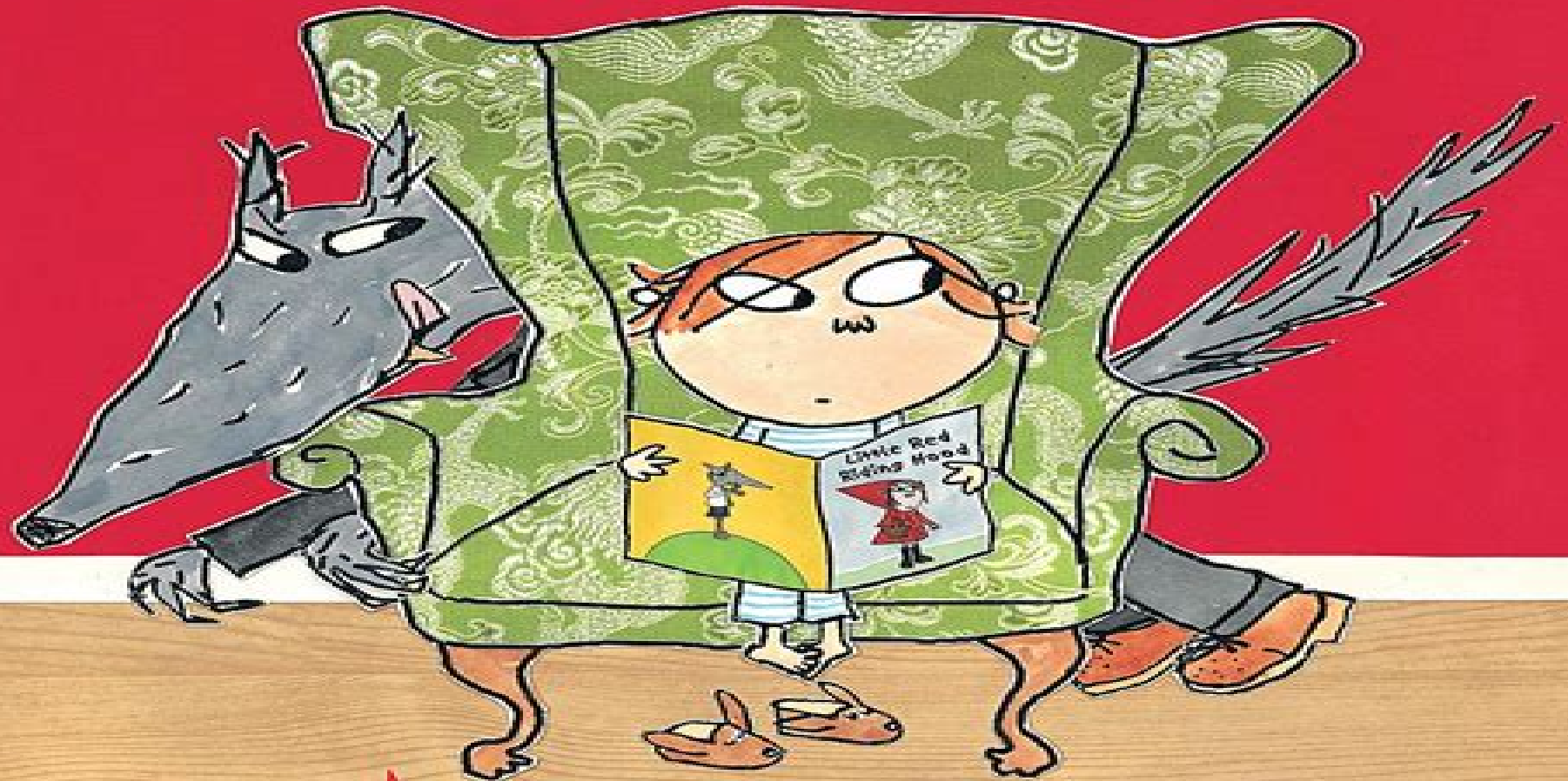


Beware of the Storybook Wolves

Lauren Child



Lauren Child



Winner of the KATE GREENAWAY 2001 Award

Beware Of The Storybook Wolves

Karen Constable



Beware Of The Storybook Wolves:

Beware of the Storybook Wolves Lauren Child,2005-09-15 Herb has to think very fast to outwit two very unsavoury wolves that escape from his bedtime story to gobble him up He enlists the help of the Fairy Godmother with disastrous but hilarious results **Beware of the Storybook Wolves Pop Up Signed** Lauren Child,2006-10-19 **Beware of the Storybook Wolves Catalan** Lauren Child,2000-04-13 **Beware of the Storybook Wolves** Lauren Child,2003-01 When two wolves escape one night from his fairy tale book and threaten to eat him Herb enlists the reluctant help of Cinderella s fairy godmother **Beware of the Storybook Wolves 12 for 10 Copy Counterpack** Lauren Child,2001-06-14 Beware of the Storybook Wolves Dutch Co Edition Hodder & Stoughton,2000-01-28 **Beware of the Storybook Wolves Spanish Co Edition** Hodder & Stoughton,2000-04-04 Barbara Miller Read-aloud : Beware of the Storybook Wolves Lauren Child, *DUMMY Beware Storybook Wolves* Lauren Child,2008-04-01 **Folktales Retold** Amie A. Doughty,2015-03-14

Folktales and fairy tales are living stories as part of the oral tradition they change and evolve as they are retold from generation to generation In the last thirty years however revision has become an art form of its own with tales intentionally revised to achieve humorous effect send political messages add different cultural or regional elements try out new narrative voices and more These revisions take all forms from short stories to novel length narratives to poems plays musicals films and advertisements The resulting tales paint the tales from myriad perspectives using the broad palette of human creativity This study examines folktale revisions from many angles drawing on examples primarily from revisions of Western European traditional tales such as those of the Grimm Brothers and Charles Perrault Also discussed are new folktales that combine traditional storylines with commentary on modern life The conclusion considers how revisionists poke fun at and struggle to understand stories that sometimes made little sense to start with **Playing with Picturebooks** C. Allan,2012-10-10 Offers new insights into the continuing influence of postmodernism on a wide range of international picture books for children published between 1963 and 2008 Its chapters include metafiction disruption to narrative conventions interrogation of truths historiographic metafiction difference and ex centricity globalisation and media Exploring Student Response to Contemporary Picturebooks Sylvia Pantaleo,2009-10-14 Despite being a source of continuing interest to educational scholars research into the literary understanding of elementary school students has emphasized written materials over multimodal mediums such as picturebooks Focusing on students in Grades one and five this book describes children s interpretations of and responses to a variety of contemporary picturebooks specifically those books that employ Radical Change characteristics and metafictive devices In dealing with picturebooks Sylvia Pantaleo seeks to show the ways in which literature teaches artistic codes and conventions critical thinking skills visual literacy skills and interpretative strategies Aside from investigating specific picturebooks Pantaleo discusses the broader implications of reading viewing and creating print and digital texts in schools These exercises she argues reflect the changing nature of communication and representation in the

world of elementary school students Incorporating postmodernism social constructivism and other theoretical frameworks Pantaleo contextualizes her research and examines ways in which literature highlights broader social and cultural characteristics An extensively researched look at the pedagogical value of literature in the classroom this book introduces new dimensions to discussions of contemporary picturebooks in elementary education and the social nature of intertextuality

Language and Literacy Development in Early Childhood Robyn Ewing,Jon Callow,Kathleen Rushton,2016-06-02 This book provides pre service and practising teachers with an integrated approach to language and literacy learning in early childhood Written by leading academics in the field it explores how children learn to talk play using language become literate and make meaning from birth through to the pre school years Emphasising the importance of imagination and the arts in language learning this book addresses a wide range of contemporary issues highlights the impact of diverse socioeconomic language and cultural backgrounds on young children s language and literacy development and shows how early childhood teachers can effectively partner with parents and caregivers to help children learn through and about language Case studies interviews reflective questions clear links to the Early Years Learning Framework and the Australian Curriculum and a rich array of practical and creative activities for use in early childhood environments help students connect theory and current research to practice

Teaching Visual Literacy in the Primary Classroom Tim Stafford,2010-07-22 Teaching Visual Literacy in the Primary Classroom shows how everyday literacy sessions can be made more exciting dynamic and effective by using a wide range of media and visual texts in the primary classroom In addition to a wealth of practical teaching ideas the book outlines the vital importance of visual texts and shows how children can enjoy developing essential literacy skills through studying picture books film television and comic books Designed to take into account the renewed Framework for Literacy each chapter offers a complete guide to teaching this required area of literacy Aimed at those who want to deliver high quality and stimulating literacy sessions each chapter contains a range of detailed practical activities and resources which can be easily implemented into existing literacy teaching with minimal preparation In addition each chapter gives clear informative yet accessible insights into the theory behind visual literacy Containing a wealth of activities ideas and resources for teachers of both Key Stage 1 and Key Stage 2 this book discusses how children s literacy skills can be developed and enhanced through exploring a range of innovative texts Six chapters provide comprehensive guides to the teaching of the following media and literacy skills picture books film and television comic books visual literacy skills genre adaptation Teaching Visual Literacy in the Primary Classroom is an essential resource for all those who wish to find fresh and contemporary ways to teach literacy and will be useful not only to novices but also to teachers who already have experience of teaching a range of media Students primary school teachers literacy co ordinators and anyone who is passionate about giving pupils a relevant and up to date education will be provided with everything they need to know about teaching this new and ever expanding area of literacy

Ready to Learn Anne Burke,2010 This timely book explores innovative ways teachers

can use play based activities to build a strong literacy foundation for young learners It is committed to creating classrooms that feature collaborative learning spaces where children work with their peers assume roles and viewpoints and communicate naturally with each other This comprehensive approach to learning looks at functional and constructive play as well as more structured dramatic play and games with rules Observations of children s play moments and activities directed by children themselves are shared along with practical suggestions for how adults can guide students in planned and informal activities to enrich their early literacy skills Publisher Choosing and Using Fiction and Non-Fiction 3-11 Margaret Mallett,2010-07-02 Winner of the United Kingdom Literacy Association s Author Award 2011 for its contribution to extending children s literacy Praise for the book This book is about making readers A compact summary of its contents would not do it justice It is the account of a life s work and it deserves thanks and readers Margaret Meek Books for Keeps on line Number 185 November 2010 This book is a cornucopia of varied pleasures offering something for all tastes presented with an awareness of the complexities of the field and communicated with commitment enthusiasm and deep knowledge Eve Bearne English 4 11 the primary school journal of The English Association Number 42 Summer 2011 Choosing and Using Fiction and Non Fiction 3 11 is a guide to the many kinds of text we want children to encounter use and enjoy during their nursery and primary school years So children s non fiction literature including autobiography biography information and reference texts is given equal status with fiction nursery rhymes picturebooks novels traditional tales playscripts and poetry The author addresses important issues and allows the voices of teachers reviewers and children to be heard The book supports teachers as they help children on their journey to becoming insightful and critical readers of non fiction and sensitive and reflective readers of fiction It also contains suggestions for practice which are in the spirit of the more flexible and creative approach to learning towards which primary schools are moving It includes help on using criteria to select quality texts of all kinds annotated booklists for each kind of text for different age groups suggestions for keeping a balance between print and screen based texts case studies showing teachers and children using texts in interesting and imaginative ways to support learning in English lessons and across the curriculum advice on developing children s visual and multimodal literacy guidance on using the school library and embedding study skills in children s wider purposes and learning critiques of key theoretical perspectives and research projects Although the main readership will be primary and student teachers it is hoped that the book will be of interest and use to anyone concerned with the role of texts in children s learning

Something Musical Happened at the Library Rob Reid,2007-07-02 Offers children s librarians practical tips and strategies for integrating music into library storytimes providing eight ready to use lesson plans that utilize different types of music for story hours Something Funny Happened at the Library Rob Reid,2003 Offers strategies and resources for youth services librarians who want to introduce humor into their programs featuring tricks of the humor trade programming models and select bibliographies of humor books **Postmodern Picturebooks** Lawrence R. Sipe,Sylvia

Pantaleo,2010-04-26 Over the past 15 years there has been a pronounced trend toward a particular type of picturebook that many would label postmodern Postmodern picturebooks have stretched our conventional notion of what constitutes a picturebook as well as what it means to be an engaged reader of these texts The international researchers and scholars included in this compelling collection of work critically examine and discuss postmodern picturebooks and reflect upon their unique contributions to both the field of children s literature and to the development of new literacies for child adolescent and adult readers

Planning for Schematic Learning in the Early Years Karen Constable,2013-05-29 What are schemas and why should you know about them How can schemas be identified in young children What does schematic learning look like and how does it meet the needs of individual children All children are different they look different sound different behave in different ways and crucially they learn differently It is a constant challenge in Early Years settings and Reception classes to provide opportunities that are relevant and valuable for all the children Being able to recognise and identify schemas in young children enables practitioners to plan a play based curriculum that allows for individualised learning based around each child s interests that will support the next steps of their development Drawing on current research the book clearly explains what schemas are and how they can be identified in children Looking at how settings can plan to incorporate schemas into their schemes and topics and providing real life examples of schematic learning in practice features include Examples of schemas alongside descriptions of common behaviour patterns A chapter on using schemas to support children with additional needs Photocopiable key checklists to help identify different schemas Guidance on developing schemas to support children in their next steps Advice on using schemas to aid the transition to Key Stage 1 Including case studies and photographs to illustrate practice this highly practical book aims to inspire practitioners teachers and students to be creative in the way they work with children and ensure the best for those in their care

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