

WORLD
BOOK
DAY

Encourage children's enthusiasm for reading
and books with these activities— based on
MC Grammar's World Book Day Song!

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illustrated by Rob Biddulph

MC GRAMMAR

Teachers' Pack

THE WORLD BOOK DAY SONG



Welcome, educators! MC Grammar here with some super-cool news: I've created an exclusive World Book Day Rap Song, and this pack here has been carefully crafted so you can share all of the magic and music with your crew! Just follow the rhyme road to get the kids in your class reading and rapping!

Who is this pack for?

The activities in this pack have been designed for KS2; however, most of the standalone activities and worksheets can be differentiated for learners in KS1 at the teacher's discretion.

How to use the pack

The activities in this pack have been designed in sequence. Together, they lead to students creating their own rap. However, the majority of the sessions can be used as standalone activities – perfect for some World Book Day fun!





Getting Ready!



Before listening to MC Grammar’s World Book Day Song, it might be a good idea to share a range of poetry, spoken word or music lyrics with the children in your class. Here are some suggestions for how to get students into the rap zone – and to get them thinking about books and reading!

- Invite children to explore CLPE’s Poetryline, a Poetry Archive for children: clpe.org.uk/poetryline.
- Ask students to share their favourite songs and their lyrics – or share a favourite song as a class.
- Share other ‘*mash-up*’ texts with students. Can they define what we mean by ‘*mash-up*’?
- A rap normally conveys an important message – can students think of any raps that do this? What message might a World Book Day Rap convey?
- Enjoy some of MC Grammar’s other content – especially his rapped version of *The Gruffalo*: [youtube.com/watch?v=dNSwnCS-k5Y](https://www.youtube.com/watch?v=dNSwnCS-k5Y).
- Think and talk about the books that are important to students. As a starter exercise, they could create a **Reading Timeline** – a timeline of books that they have enjoyed since they were little. Can they think of a book for each year of their life?



Enjoy the Song!



It’s time to actually **LISTEN** to the song!
[youtube.com/watch?v=ZpTkjssrL4k&feature=youtu.be](https://www.youtube.com/watch?v=ZpTkjssrL4k&feature=youtu.be)

1. The first time you play it as a class, simply listen together. There’s no need to do anything apart from enjoy it!
2. The second time you play it as a class, have children chat to a partner or note down the things that stick in their heads. After listening, they might compare notes with another pair – did they spot similar or different things?
3. The third time you play it ask children to consider: did they hear anything different listening to it for a third time?

Facilitate discussion with students:

- Q Why do they think the song was written?
- Q How does it make them feel?
- Q Would they share it with a friend who isn’t in your class? Why?
- Q Did it remind them of any other music they know, and can they talk about why (i.e. thinking about rhythm, tempo and genre)?



Book Detectives

Hopefully you've now **LISTENED** to the song a few times!

Children might have noticed that hidden inside the song are lots of books. In fact, there are **35** in total. Can they challenge themselves to find and name them? Do they know the authors of the books, too? What about the illustrators' names?

TIP! Some of them appear more than once....

There are several ways for children to become Book Detectives when they listen to the song. Here are some suggestions:

- Provide the children with a piece of paper and ask them to write the books in order as they hear them (Upper KS2)
- **Host a Music Quiz.** Play the song. Every time the children hear a song title they have to make a buzzer noise – (you might prefer to do one verse at a time). This could even turn into a competition, the children or teams who buzz with the most correct answers will receive the most points!

When children have used their detective skills to discover the different books included in the World Book Day Song, they can take MC Grammar on a journey to the library! Turn to Page 4!



Journey to the **Library** with **MC GRAMMAR**

Hey, Grammar Gang! Guess what? We're going on a book hunt! And I need your help. So what do you have to do? Simple: join up the books on my 'Road of Rhymes' in the right order to lead me to the library.



✂ CUT AROUND THE DOTTED LINE

First of all, cut out the **MC Grammar figure**, the **library** and the **books** and put me at one end of your table and the library at the other.

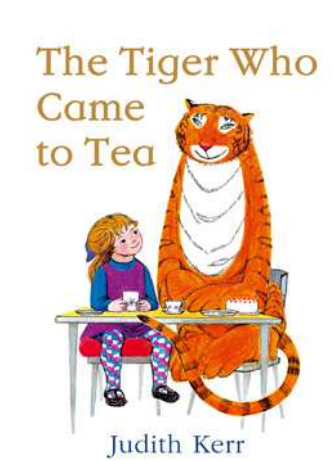
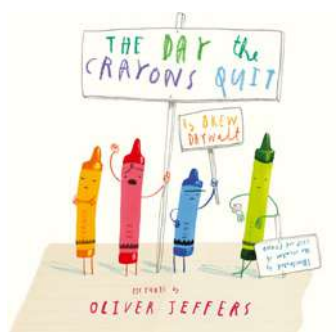
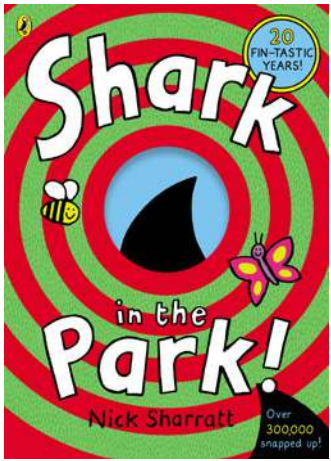
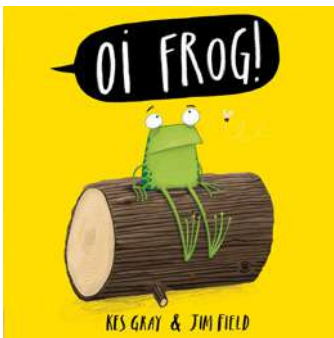
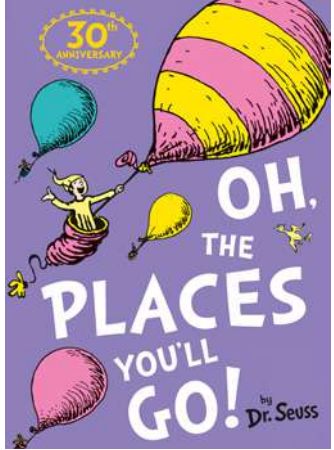
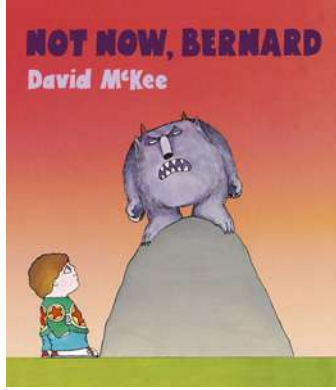
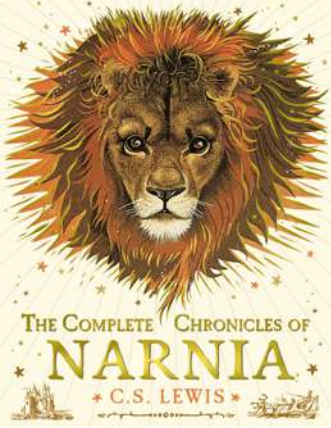
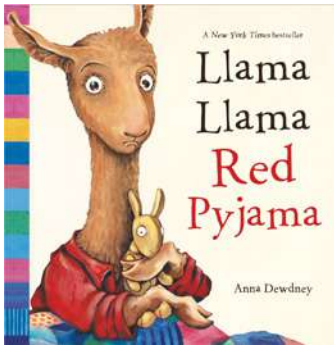
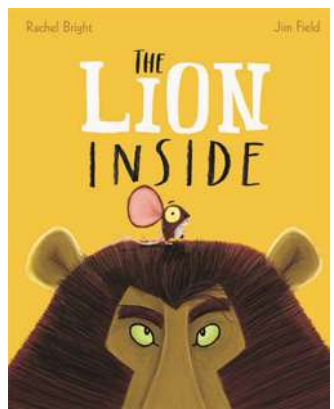
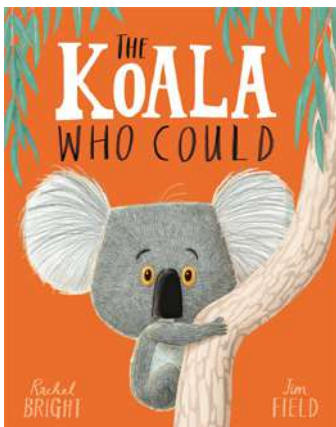
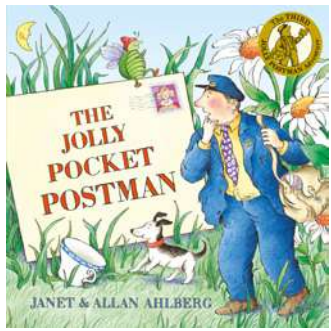
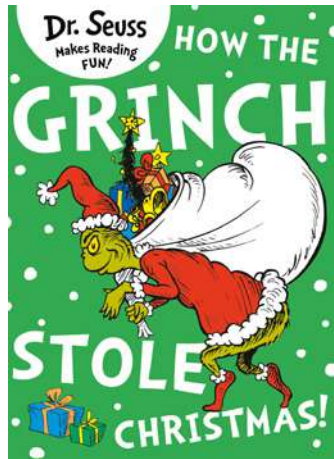
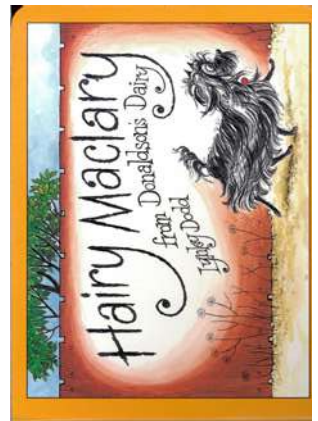
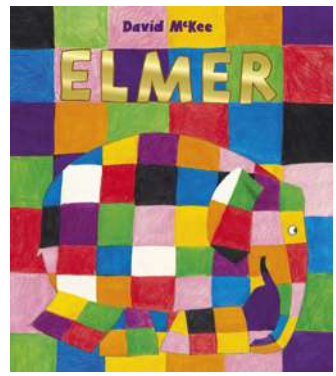
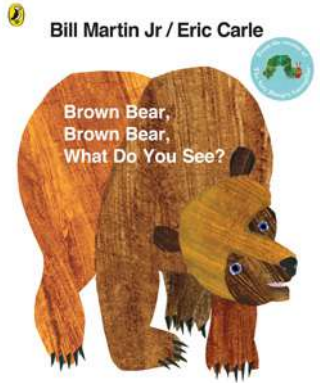
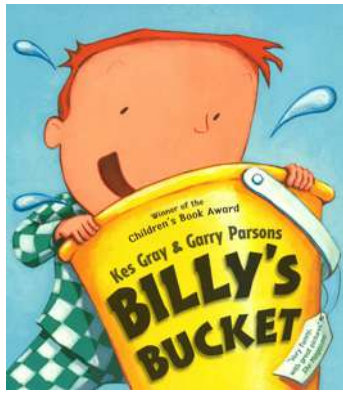


✂ CUT AROUND THE DOTTED LINE

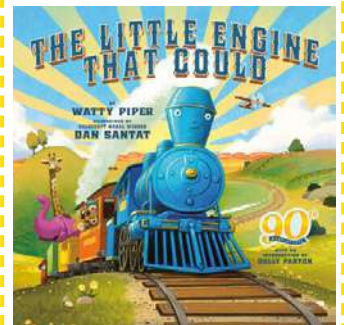
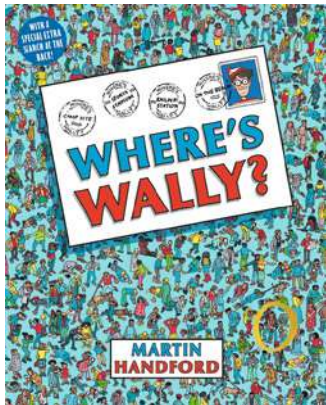
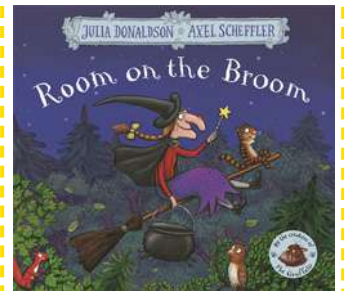
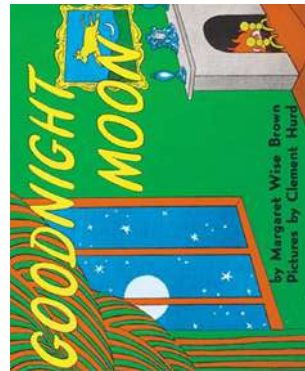
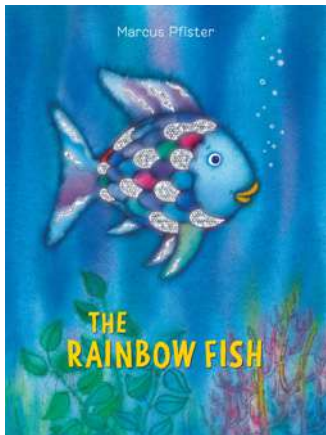
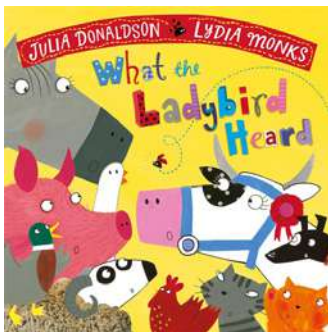
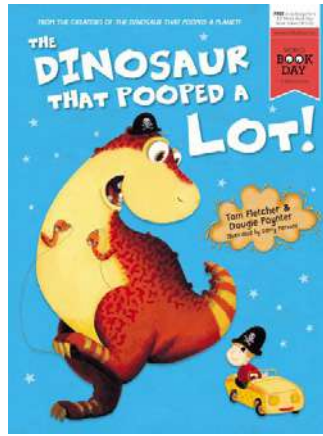
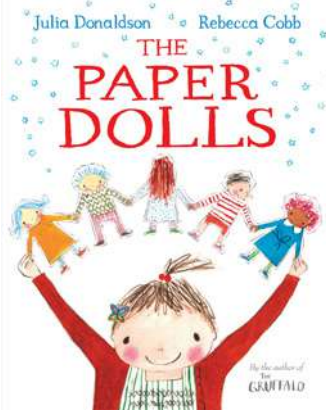
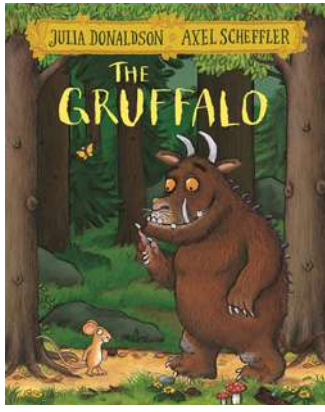


Next, listen to the song here:
[youtube.com/watch?v=ZpTkjss-rL4k&feature=youtu.be](https://www.youtube.com/watch?v=ZpTkjss-rL4k&feature=youtu.be)
 As you listen, try to put the books in the right order (you may need to listen to the song more than once!). Can you lead MC Grammar to the library?

CUT AROUND THE DOTTED LINE



CUT AROUND THE DOTTED LINE





Book Talk



The covers included on page 5 and 6 provide the opportunity to initiate some conversations about the books in the song. You might want to introduce this discussion before the children even hear the song to tune them into the books that are referenced.

Here are just a few ideas for how to initiate **Book Talk**:

- Ask students to cut out the book covers from the worksheet on pages 5-6 and sort them into books they've read and books they haven't. Do they notice anything about their piles? Can they see their own interests or reading habits reflected in their piles?
- Children could rank the books they've read beginning with their favourites. They could talk to a partner, teacher or parent about some of the reasons behind their ranking systems. What are the reasons behind their choices?
- Ask students to get into the minds of their younger selves. Consider: which books would they recommend to younger children to read and why?
- Children might have noticed that websites make recommendations to them based on things that they've already read. Can they create some recommendations in a similar way (e.g. *if you liked then you will like because...*)? Encourage students to think about themes, style of writing (rhyming etc.), type of story (adventure, funny etc.), and types of characters when they make their recommendations.
- Make a book chain – can children make connections between books to make a chain? What is the longest chain they can make? Students could place post-it notes on book covers to connect their reasons. Or, they could draw / cut out book covers and stick them onto strips of paper to make a paper chain – the perfect way to decorate the room for World Book Day!
- Using the books in the World Book Day Rap as starting points, invite children to make up and discuss 'What if?' mash-up questions. Here are a few examples to get children thinking:
 - Who would win in a fight between..... and..... ?*
 - Would survive in?*
 - Which book characters would make the (scariest/funniest/silliest party) guests?*





Your **Book** Life

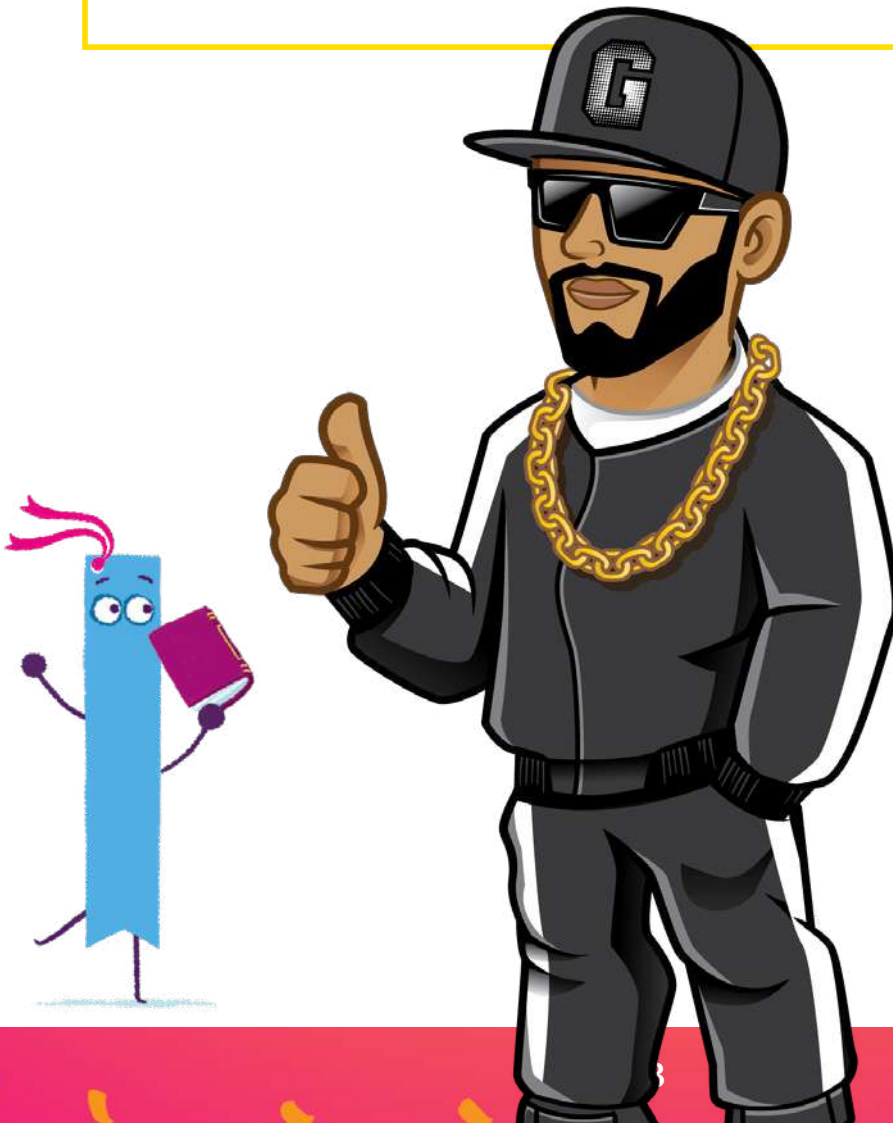


MC Grammar has chosen books that mean something to him to create this song; he has picked out titles and catchphrases from these books to write the lyrics.

Now it's the children's chance to think about the books that mean something to them.

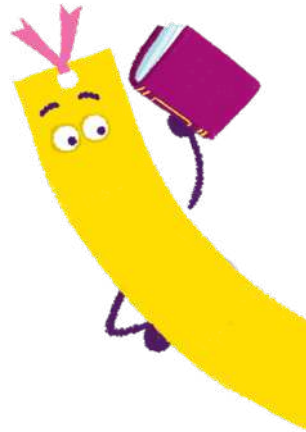
Using the Worksheet on page 9, ask them to think about the following things:

- Which books have they enjoyed reading? Write the titles on the book spines on page 9.
- Are there any lines from these books that have stuck with them? Do the characters have any catchphrases? Make a note of these on the blank post-its on page 9.
- Encourage children to share their ideas with a partner or parent – can they find things that their books have in common?



Your Book Life

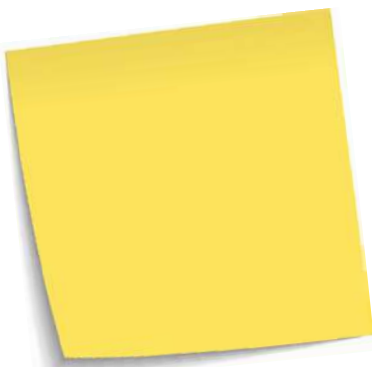
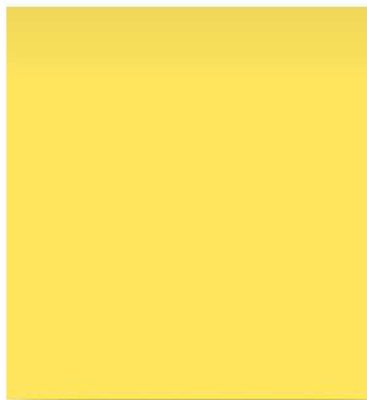
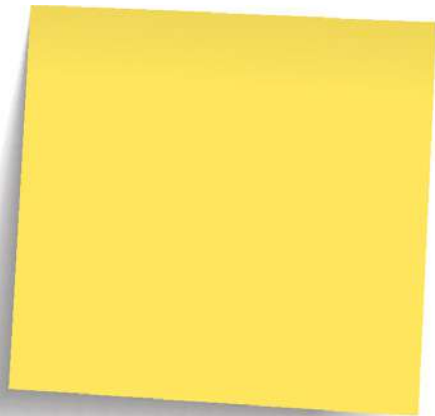
What is your **Book Life**? What books do you like to read – and what can you pull out from them to create a catchy song?



ACTIVITY 1

Which books have you enjoyed reading?

Write the titles on the book spines!



ACTIVITY 2

Are there any lines from your favourite books that have stuck with you? Do the characters have any catchphrases? Make a note of these on the post-its!



Things to think about or discuss with a friend or an adult:

- Can you find things that these books have in common?
- Are the catchphrases or quotes things that you would say?
- Why do you think these books have stuck with you?

TIP: Next time you go to a library or bookshop take this sheet with you and ask the librarian or bookseller to help you choose a book they think you'll enjoy.



Explore the **Song**

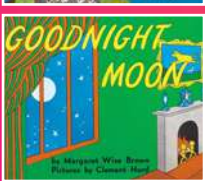
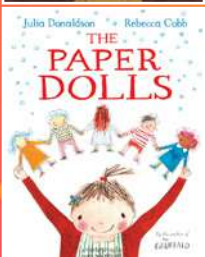
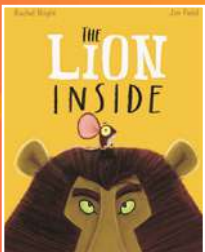
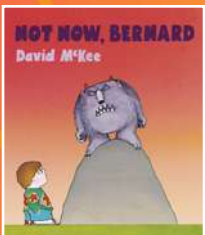
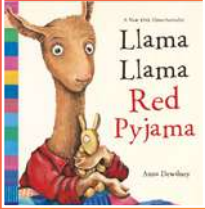
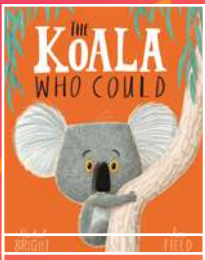
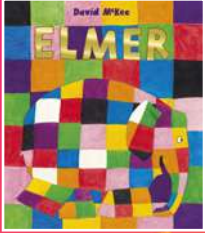


Here are some more ways to explore the song, to take a closer look at its language, structure and form – this time with the Lyrics Sheet (page 11)!

- Take a closer look at **RHYTHM** – can children try beating out the song without saying the words? How does it sound? Students could also try this with other poems or rhyming texts like *The Gruffalo* – how do they sound in comparison?
- Listen to MC Grammar performing *The Gruffalo* as a rap – [youtube.com/watch?v=dNSwnCS-k5Y](https://www.youtube.com/watch?v=dNSwnCS-k5Y). Then, encourage students to have a go themselves with another rhyming text. They can find beats on YouTube – [youtube.com/channel/UCaPo5_g-ardDcFsIORDffQ](https://www.youtube.com/channel/UCaPo5_g-ardDcFsIORDffQ).
- Understand the value of **PERFORMANCE!** A nice idea might be for children to look closely at the punctuation and layout of the rap and discuss how it supports the poem in performance. As an extension, you could provide the song without punctuation and line breaks. How does this make it different to read? Can children add line/paragraph breaks and punctuation to support performance?
- Investigate features of the text – invite the children to find examples of rhyme, alliteration, metaphor, simile etc. If they want to brush-up on their Poetry Devices then this poem by Joseph Coelho, a World Book Day 2021 author, might be useful! [poetrysociety.org.uk/education/learning-from-home/how-to-write-a-moreraps-poem-with-joseph-coelho/](https://www.poetrysociety.org.uk/education/learning-from-home/how-to-write-a-moreraps-poem-with-joseph-coelho/).
- Talk about **PURPOSE** and **AUDIENCE** – who is this song for? What is its intention? Encourage children to think about the use of music for education or persuasion – you might want to consider Akala’s hip-hop history in 2 minutes clip: [bbc.co.uk/news/av/entertainment-arts-23631986](https://www.bbc.co.uk/news/av/entertainment-arts-23631986) or review some advertising jingles. Ask students to consider: why might a song help them to remember or learn something? How might it encourage them to behave differently? They might consider the recent poem ‘*The Hill We Climb*, read by Amanda Gorman at the 2021 Inauguration. Why is this poem so powerful? [youtube.com/watch?v=CdKdyemxbew](https://www.youtube.com/watch?v=CdKdyemxbew)



To explore more poetry in performance, visit the CLPE Poetryline website [clpe.org.uk/poetryline](https://www.clpe.org.uk/poetryline) – which has lots of recordings of poets reading their work.



Lyrics sheet



CHORUS:

Wowza... I've just found this voucher! Huh!
 Let me take a closer look!... Hmmmm!
 It says I get a free book.
 No wayyyyyy... No way! Yep!
 And I'm already hooked.
 It's World Book Day and I'm on my way to go
 and get a book!
 Go!

VERSE:

Now I'm going on a book hunt,
 Gonna grab a good one,
 What a beautiful day!
 We're not scared of...
 Tigers who come to tea,
 That shark in the park can come for me...
 'Cause I'm from where the wild things are,
 Let's let this rumpus start!
 From where you are to Narnia,
 On World Book Day we party hard!
 "Excuse me, there's a monster!"
 I told you not now Bernard!

Oh help! Oh no... I've just seen a Gruffalo,
 Get pooped on by a dinosaur
 Goodnight moon I've got to go!
 Stop! Don't flinch. I've just seen a Grinch;
 So pass me Billy's bucket,
 I'll chuck it to earn an inch!
 So my ten little fingers and my ten little toes,
 Like the jolly postman can go and hit the road.

Oh, the places you'll go...
 Float away like paper dolls.
 Reading is dreaming with your eyes open:
 It's magical!

CHORUS:

Wowza... I've just found this voucher! Huh!
 Let me take a closer look!... Hmmmm!
 It says I get a free book.
 No wayyyyyy... No way! Yep!
 And I'm already hooked.
 It's World Book Day and I'm on my way to go
 and get a book!
 Go!

VERSE 2:

A told B and B told C,
 Go and ask the witch if there's room on the
 broom for me!
 But like Hairy Maclary I'm scared,

But if you dare me I'll find my lion inside...
 Wait a second...where is he?
 Oi Frog, have you seen him?
 I'm trying to find my lion.
 "Lions sit on irons," he said, "that's where you'll
 find him."
 I'm the koala who could,
 Walking through a wood,
 Listening to a bear playing piano and he's
 pretty good!
 Shhhhhhhh!
 Hey, Brown Bear, Brown Bear, What do you
 see?
 "A caterpillar over there, and he looks very
 hungry!"
 Then, "Wow!" said the owl...
 "You should ask the ladybird."
 I have already asked her, but she never said a
 word.

Oh, I still can't find my lion!
 Maybe this is it.
 Maybe I should give in like the day the crayons
 quit.
 Or Maybe I'll go home alone in my pyjamas,
 Like Llama and call my mumma and tell her all
 about this drama!
 Or maybe things will turn out good,
 Like the little engine that could!
 'Cause books can make you better,
 Ask the Rainbow Fish and Elmer!
 They surprise you like Handa,
 Feel them in your funny bones,
 And now I know that my own lion was inside
 all along.

Oh, the places you'll go...
 Float away like paper dolls.
 Reading is dreaming with your eyes open:
 It's magical!

CHORUS:

Wowza... I've just found this voucher! Huh!
 Let me take a closer look!... Hmmmm!
 It says I get a free book.
 No wayyyyyy... No way! Yep!
 And I'm already hooked.
 It's World Book Day and I'm on my way to go
 and get a book!
 Go!

OUTRO:

Wait a second...where's Wally?

Write Your Own World Book Day Song



1. First write down as many words as you can that link to your subject/book.
2. Next try adding rhyming words to those words. You can use a rhyming alphabet to help you: work your way through each letter of the alphabet finding words that rhyme with your word, or use a website like rhymezone.com to extend your word bank.
3. Finally, now you have the words and rhymes it's all about putting them together to make sense, and those super sentences. Use a beat, clap your hands, tap your leg or the table to get a rhythm going and away you flow. You've got this!

It's time for children to have a go at writing their very own World Book Day Song! The song can be in any style or genre – but it should have a persuasive message at the heart of it, and it should celebrate a love of reading! Here are some possible steps for children to take before writing their songs:

- First, decide if you are creating a group song or individual songs! If you're doing a group song, collect the class-list of favourite books. Children might want to refer back to the **Your Book Life** activity from this pack (page 9).
- Have another look at the Lyrics Sheet for MC Grammar's song (page 11). Encourage students to consider how the books are grouped in the song.
- Talk about the importance of persuasion. How can the children's song(s) persuade a listener to change their mind about something or to feel something? When does persuasion work better through enthusiasm rather than commanding someone to do something?
- If children want to create a rap, they might prepare by creating a **RHYMING ALPHABET** or a **RHYME ROAD**: rhymezone.com/.
- Encourage children not to write the song in one go, but to start with just one or two verses. Can they combine book titles and catchphrases?
- Always encourage reading aloud to edit – does the song 'sound' right and successfully get across its message?
- Children might think about putting a beat behind their words and making it into a full song or video!

We hope you have enjoyed doing the activities in this pack. We'd love to hear your raps – please share them on social media with the hashtags **#SHOWYOURSHARES #RAPREADING**.

For more awesome content please visit worldbookday.com and mrmcgrammar.com

With thanks to Decca Records, Universal Music and our publishing partners.