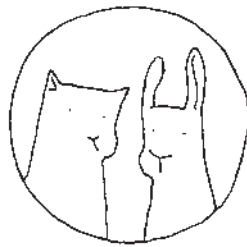


Sweets

Sylvia van Ommen



Using Stories from WingedChariot Press



WingedChariot Press

WingedChariot Press – Picture Books from Europe

Using Stories from WingedChariot Press

WingedChariot Press promotes the appreciation of European languages and culture through the publication of original and enjoyable books. Our goal is to offer pictures and stories that will excite, inspire and take readers of all ages on a memorable journey to new places.

The online support materials offer guidance and support to teachers, librarians and parents in using and enjoying the books to the full. The books themselves may be used as part of the National Literacy Strategy (the NLS Framework for teaching mentions ‘stories and poems from other cultures’ in its summary for Years 1–5); they may provide a way in to topic work in upper-primary/Key Stage 2 National Curriculum subjects (e.g. Geography, PHSE and Citizenship); and they may simply be part of fun, shared reading sessions at any level.

We do not offer specific guidance as to the appropriate age range for each title as we believe that picture books are not only for the very young! However the appeal of a wordless book like *The Surprise* is clearly very strong to a younger primary audience, while the themes in *Sweets* and the rich language of *The Moon Has Written You a Poem* may have more to say to older primary children. Two books in the list, *Tundra Mouse Mountain* and *When We Lived in Uncle’s Hat*, offer children an excellent transition between typical picture books and their first ‘chapter’ books.

We have tried out the first group of books very successfully with a few schools and the enthusiastic teachers have used them in several different ways – taking an individual title as the basis for a quick, single ‘filler’ lesson, as part of a week’s work, as a springboard for drama, and as part of geography cross-curricular work. As our list of books grows, we hope that users will be able to develop ways of working with themes across several titles (or countries) and we will aim to support you in exploring the rich cross-cultural opportunities afforded by our series. We are sure too that our readers will adapt the materials for their own purposes and above all we would like to hear from you with your experiences and ideas – please email these to support@wingedchariot.com.

The stories are all very different but in the online support we offer:

- suggestions for further activities
- tips on how to use the material to introduce a European/global dimension
- a photocopiable version of the text in the original language
- an audio version in the original language

The chance to focus on the original language can be a useful resource for the government’s new National Languages Strategy (whose Framework for language teaching in Key Stage 2 stresses oracy, literacy, cultural understanding, knowledge about language and language learning strategies).

(Individual book activities can be found by clicking on the book covers above/link)

Enjoy the stories and please let us have your feedback!

ANN ARSCOTT

support@wingedchariot.com

Sweets – online support

Author introduction

Sylvia van Ommen (born Baarn, 1978) grew up in Friesland, Holland. At the art academy in Kampen she studied illustration. Since 2001 she has worked as an illustrator and writer. She draws and writes about all sorts of things she sees and hears around her. The main characters in her drawings are mostly animals. She also likes making little cartoons. *Drop (sweets)* is her first book.

Europe Map/Setting

Discussion: Photocopy the map on page 5. How many European countries do you know? Check understanding of North, South, East, West. Have any of the children been to Holland, or have friends/family there? What do children know about Holland? Thinking about the title *Sweets* – do children know of any sweets from other countries and are they different from ours?

Activities: Find out as much as possible about the climate of Holland and the landscape (Why is cycling so popular in Holland?).

Find out as much as possible about sweets from other countries – for Holland see:

<http://www.dutchsweets.com/candy.php>

Cross-curricular and other links

This story links to PHSE and Citizenship (friendship/what happens when we die). One teacher used it most successfully after the London bombings and it produced some excellent debate about why bad things happen, what we can do about such things etc.

How to introduce the book

Please use the thumbnail version of the book on pages 6–12 of this document.

Discussion:

Front cover: What do you think the story might be about? How many colours does the cover have? Is there anything different about this book from other picture books you know?

Think of examples of the use of black and white – newspapers, zebra crossings, instrument panels etc. What do they all have in common (impact, clarity, simplicity)?

Activity: What would you most miss in a black and white world? Children draw or write about their answers.

While reading

Focus on illustrations:

We suggest this is done fairly quickly as one of the features of *Sweets* (compared to many picture books) is the lack of background detail.

pp10–11 How do we know the friends are in different rooms/houses? What are their names (rabbit is Joris and cat is Oscar)?

pp12–13 Do you know anything about the landscape of Holland – clue: a lot of Dutch people ride bikes. Do the houses look like the houses in your country?

p17 Note the cone-shape sweets package which is common in Holland.

pp30–31 Compare these two pages – how has the illustrator conveyed these extreme ideas? Ask the children if they have ever felt as ‘small’ as Joris feels on page 31

Focus on theme of friendship:

pp10–11 how can you tell from the text messages that these two are friends (the instruction ‘you bring the ...’ suggests they often have outings like this)?

pp14–15 Oscar shortens his own name – ask children for their nicknames/family names: which of these are shorter than their real name and which longer?

pp16–20 sweets and coffee are obviously important to the two friends – what things do you like to take with you when you meet friends out of school?

Activities:

Do a class survey on ‘out of school activities’ and make a chart with the favourite pastimes.

Children make a 6-picture comic strip (black and white) showing themselves and a friend on an outing to their favourite place and with their favourite things.

After reading

Theme – fears and beliefs

(This theme may be more suitable for children in Year 3 and above.)

What fears do children have? What do they do to overcome these fears? What other things can you do to sort out worries? What do you know about heaven? Do all children in European countries have the same religion?

Activity: In pairs/groups, find out as much as you can about European religions and report back.

Transcript

See page 13 for a photocopiable version of the text in Dutch. You can print out and photocopy this page for the activities we suggest, or for your own reference.

Language

The book is written from the friends' point of view in simple language – ie it's how kids speak. Give out the transcripts. The activities below focus on a few of the Dutch words.

Activity: Read pp 15–20 of the Dutch version. Are there any words that you can recognise or guess (*kom, blauwe, paar, drinken, koffie, suiker, winegum*)?

Taking it further

Activities:

Children design their own sweet – ingredient/s, colour/s, flavour/s – and give it a name.

Do some literacy work on words for textures and tastes. Hand out a variety of wrapped sweets and ask children to write poems about the sensations they experience as they eat the sweet ie the sound of the wrapper, the feel of the sweet in their hand, the different tastes.

Links and related titles:

Here are some other titles for children that deal with the sensitive topic of death:

I must tell you something (Bloomsbury), *Badger's Parting Gifts* (Anderson Press), *Frog and the Birdsong* (Anderson Press), *Remembering Grandad* (OUP), *Michael Rosen's Sad Book* (Walker)

<http://en.wikipedia.org/wiki/Netherlands>

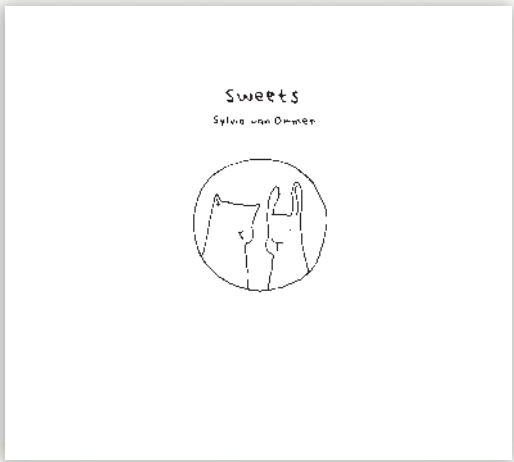
<http://www.holland.com/global/interests/art/index.html>

<http://www.dutchsweets.com/licorice.php>

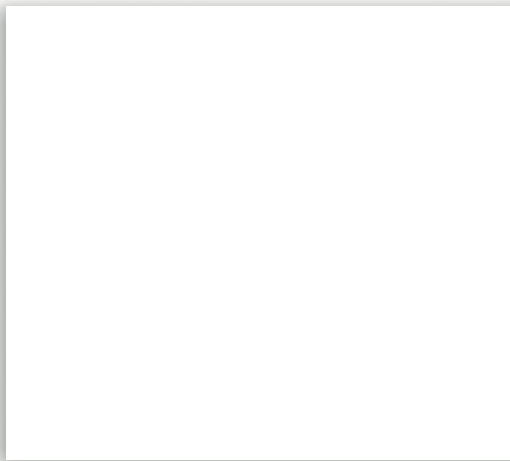
Extra activities (for all stories):

- Make a classroom display with examples of all activities from this book. Compare with other displays from other books/European countries – what are similarities/differences?
- A graffiti wall for Holland, a collage of all the things the class group can find out about this country (culture, literature, food, music, sport etc), has the school had any previous (or current) interactions with Holland?
- Write reviews for future readers (and email them to support@wingedchariot.com).
- Perform the book as puppet theatre.

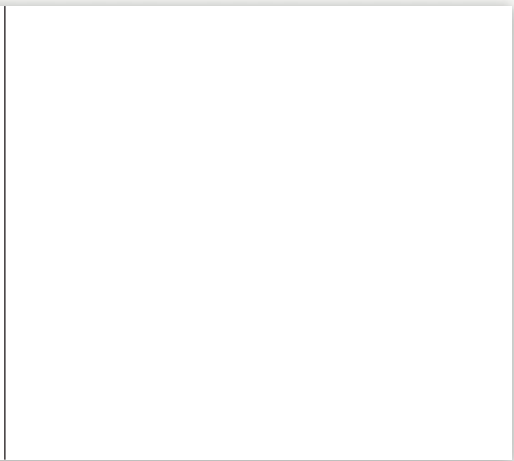




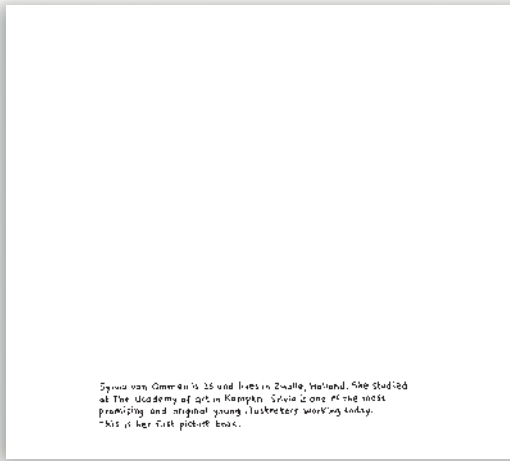
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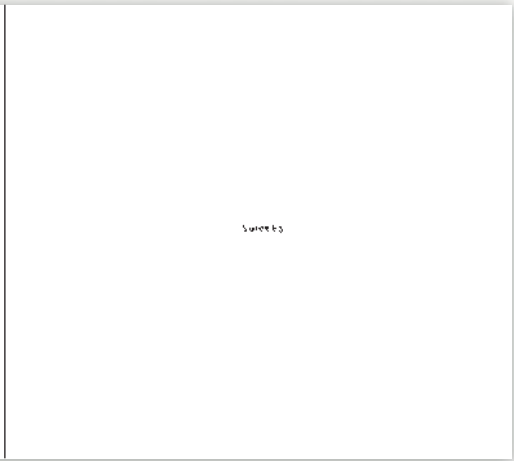
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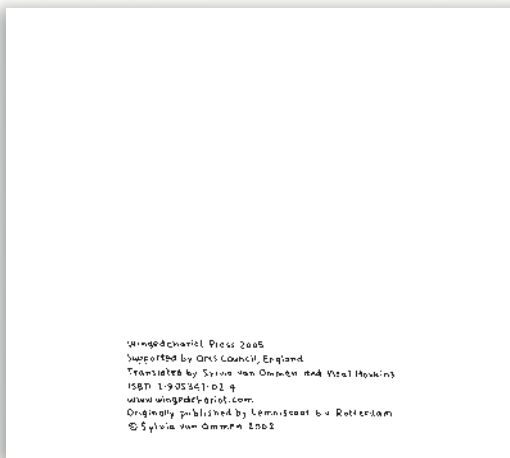
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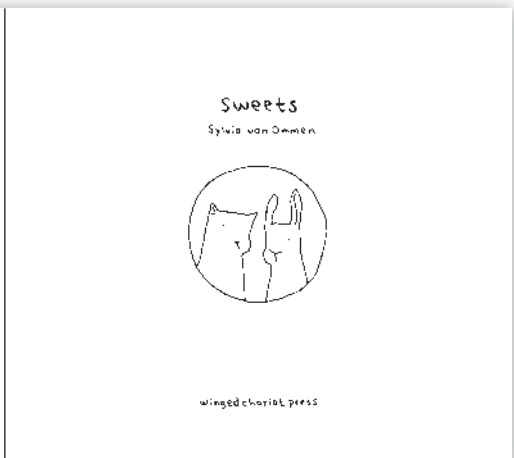
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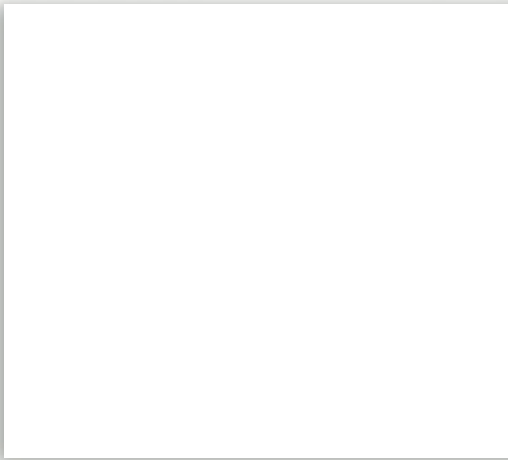
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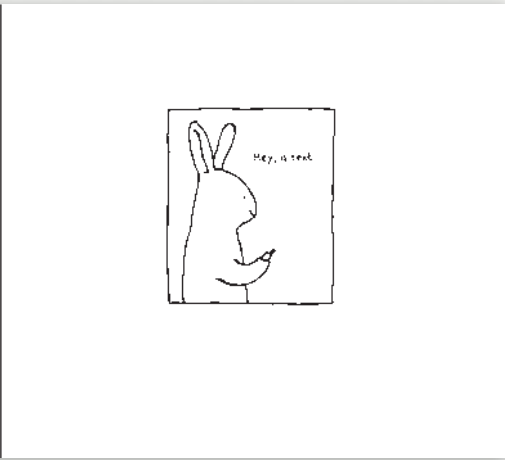
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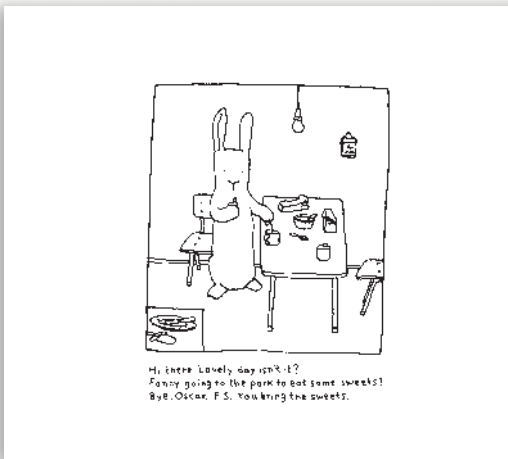
vii



viii



9



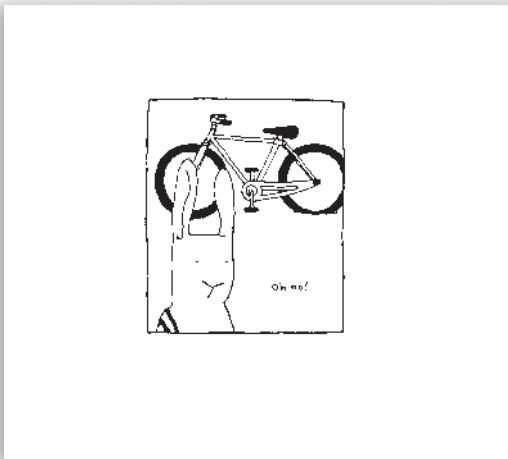
Hi there Lovely day isn't it?
Fanny going to the park to eat some sweets!
Bye Oscar. P.S. You bring the sweets.

10

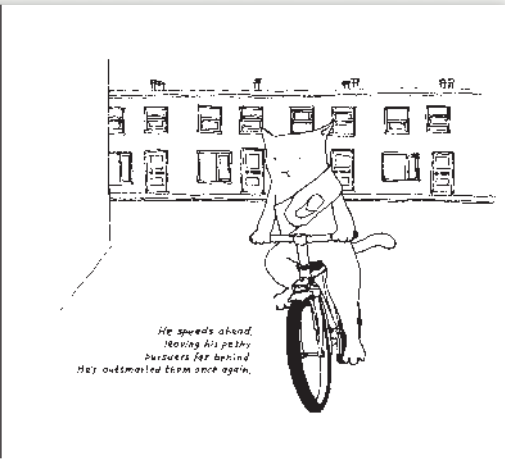


Oh! See you later Bye Javis.
P.S. You bring the drinks.

11



12



He speeds ahead,
leaving his pathy
pursuers far behind
Has outsmarted them once again.

13



Hi it's Oj. Where are you?

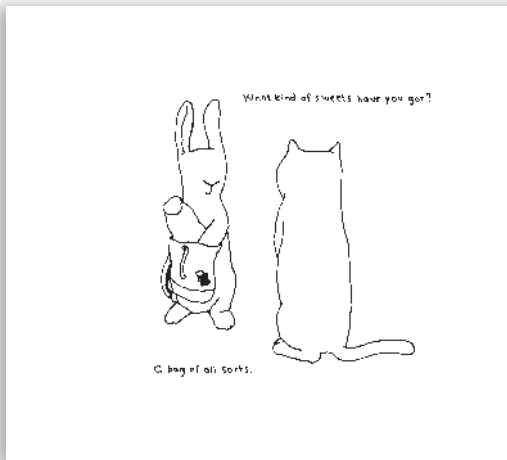
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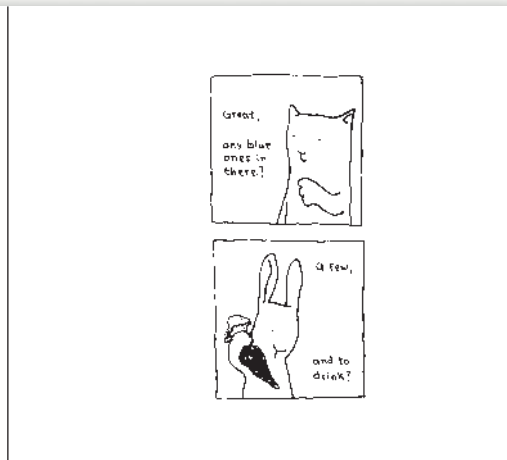
I'm almost there

I had a flat tyre

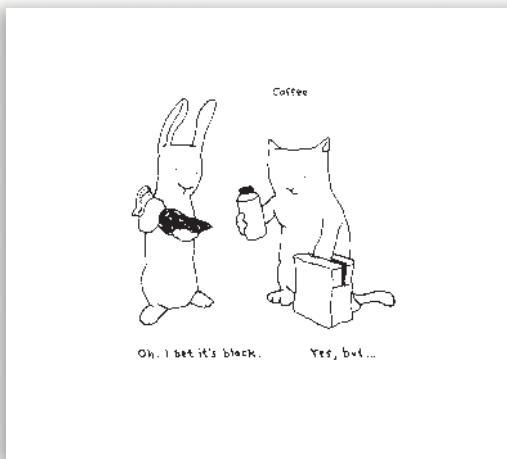
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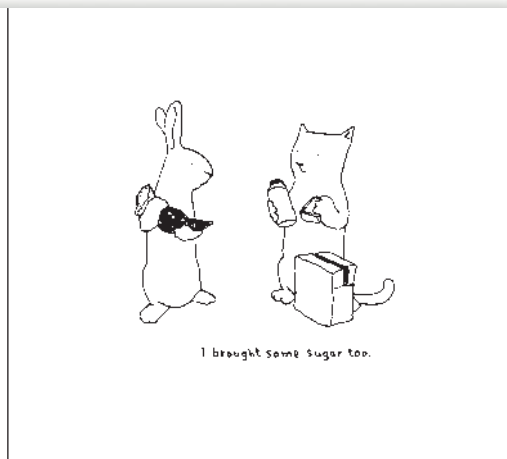
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17



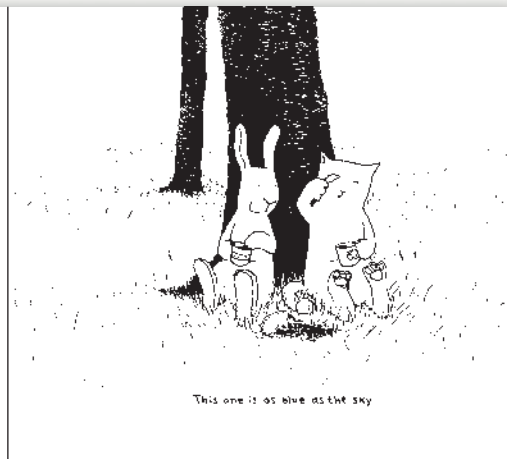
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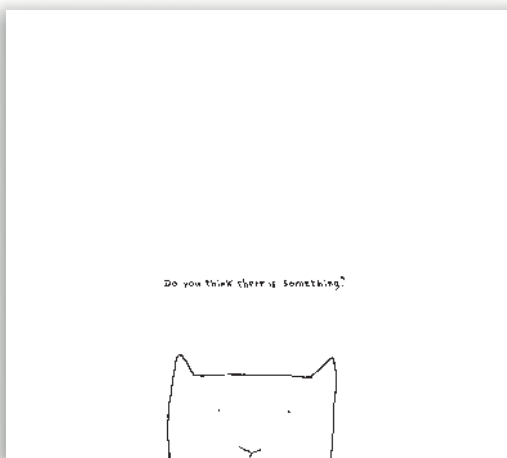
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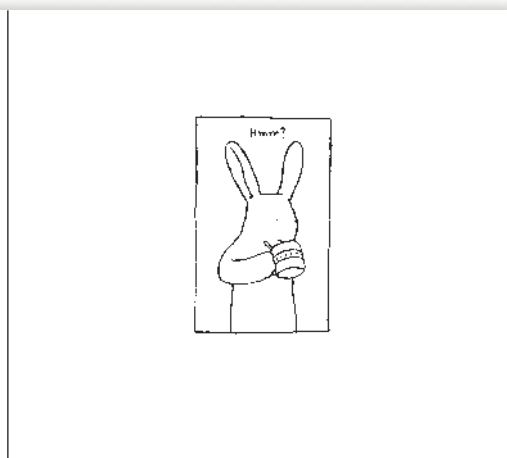
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21



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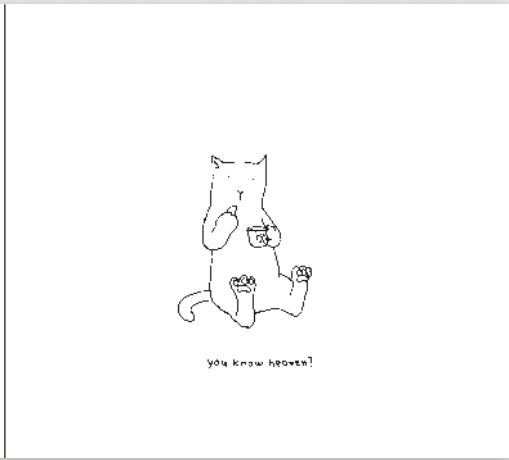


23



Up there.

24



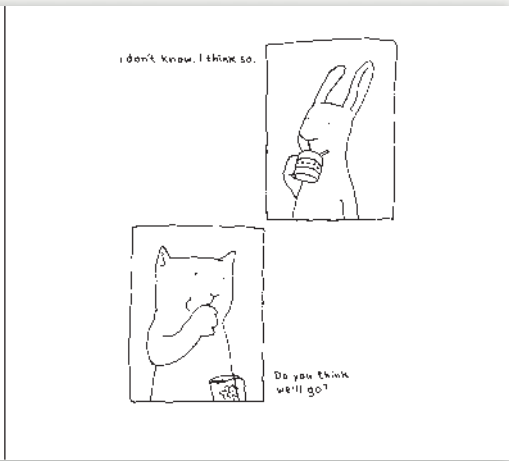
You know heaven?

25



(Place you go when you're dead?)

26



I don't know. I think so.



Do you think we'll go?

27



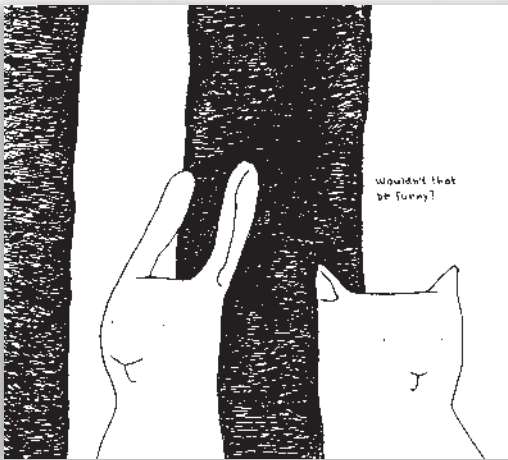
I'm going if you're going.

28



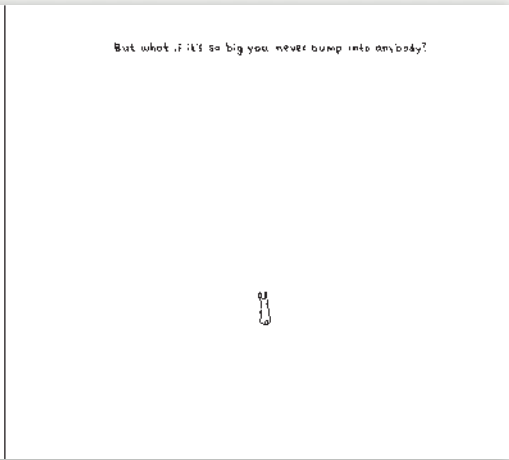
We might bump into each other there.

29



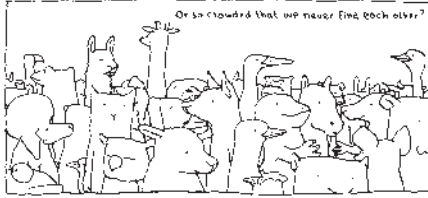
Wouldn't that be funny?

30



But what if it's so big you never bump into anybody?

31



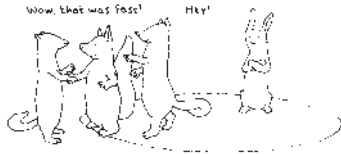
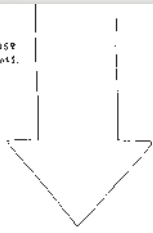
32

We could meet at the entrance .



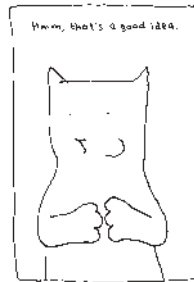
33

Or at one of those special meeting points.



34

Hmm, that's a good idea.



35

But maybe we won't know each other when we get there.



36

Why not?



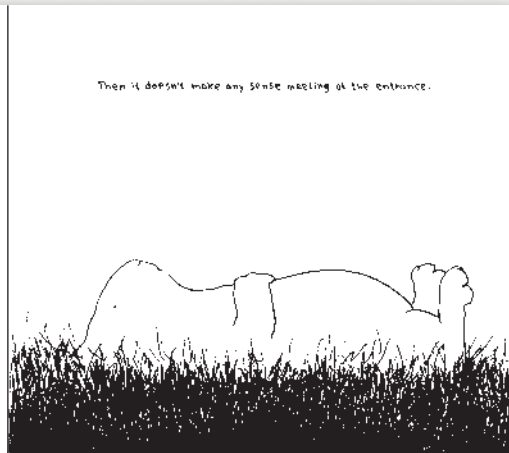
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Then it doesn't make any sense meeting at the entrance.



well, because we'll be dead and will have forgotten everything we did.

38



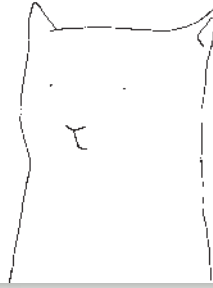
39

But what if we bump into each other and we don't recognize each other

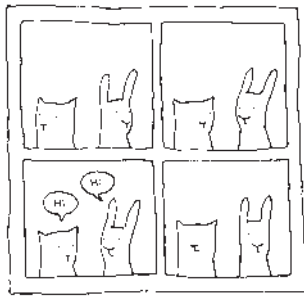


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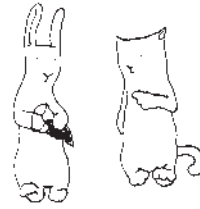
Then we can just become friends again.



41

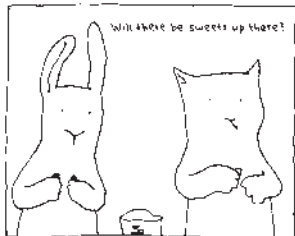


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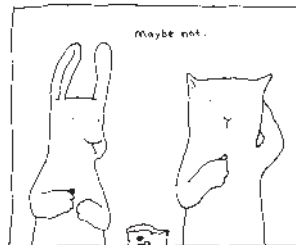
Eat sweets together, stuff like that.

43



Will there be sweets up there?

44



Maybe not.

45



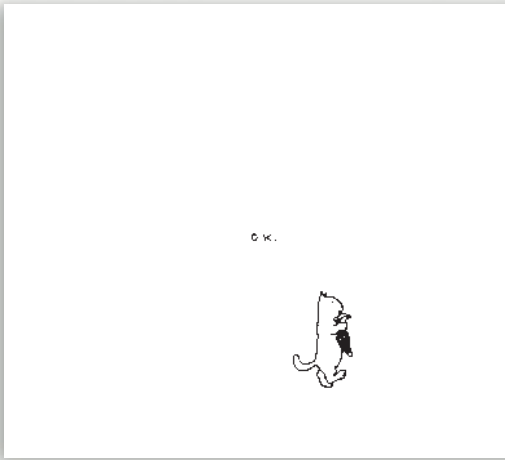
I'll bring some with me.

46

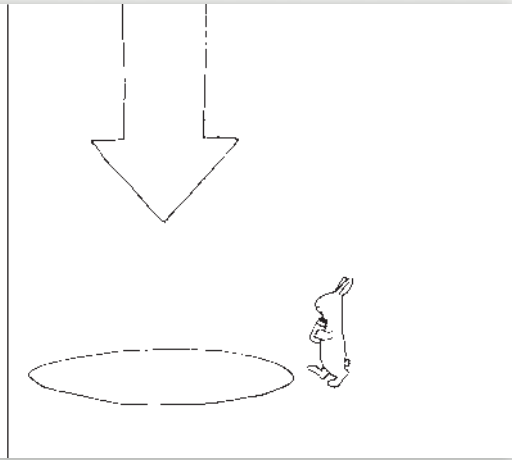


Then I'll bring the coffee.

47



48



49



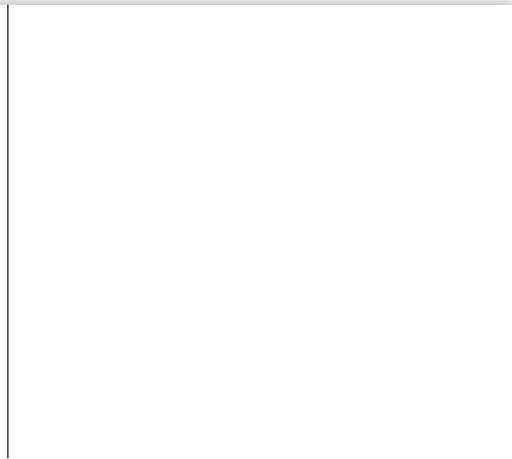
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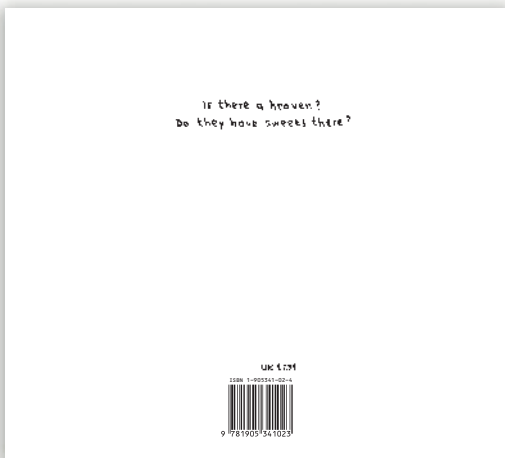
51



52



53



54

Drop

- p9 Hé een bericht
- p10 Hio misschien heb je al gezien dat het mooi weer is. Zullen we drop eten in het park? Groet van Oscar. P. S. Neem jij drop mee.
- p11 OK. Tot stracks. Gr van Joris. P. S. Neem jij wat te drinken mee.
- p12 Shit*
- p13 Hi racet voort zin achtervolgers ver achter zich latend. Ook dit keer is hij ze te slim af.
- p14 Ja. Met Os. Waaar blijf je nou?
- p15 Ik kom dr nu net aasn. Had'n leuke band.
- p16 Wat voor drop heb je? En zak gemengd.
- p17 Ha! Zitten er ook van die blauwe in? Een Paar. Wat voor drinken heb je?
- p18 Koffie. O Zwart zeker. Ja, maar...
- p19 ik heb ook suiker meegenomen.
- p20 Ik wil een rooie winegum.
- p21 Deze is net zo blauw als de lucht.
- p22 Zou daar wat zijn?
- p23 Hmm ?
- p24 Daarboven,
- p25 -zou daar iets als een hemel zijn?
- p26 Een plek waar je heen gaat als je dood bent?
- p27 Week it niet. Denk 'twel. Zouden we er dan ook allebei heen gann?
- p28 Als jij dr heengaet, ga ik vast ook wel.
- p29 Dan komen we elkaar misschien wel weer tegen.
- p30 Dat zou leuk zijn.
- p31 Maar als het daar nou heel groot is en je bijna nooit iemand tegenkomt?
- p32 Of het is er zo druk dat we elkaar noit vinden?
- p33 We kunnen afspreken bij de ingang...
- p34 of bij zon speciaal ontmoetingspunt. Zo, dat is snel! Hé!
- p35 Hmm, dat is wei een goed idee.
- p36 Het Kan ook Zijn, dat we elkaar daar meer kennen.
- p37 Hoezo ?
- p38 Nou, omdat we dan dood zijn en alls zijn vergeten wat we gedaan hebben.
- p39 Dan Heeft dat afspreken bij de ingang ook weing zin.
- p40 Maar als elkaar tegenkomen en we keenen elkaar niet...
- p41 dan kunnen we gewoon opinieuw vrienden worden.
- p42 Hot Hoi
- p43 Kunnen we samen drop eten en zo...
- p44 Zou er drop zijn ?
- p45 Misschien wel niet
- p46 Dan neem ik gewoon wat mee.
- p47 Hé dan neem ik koffie mee.
- p48 Ja.

* in Dutch 'shit' is a foreign word and does not carry the meaning that it has in English – it is simply an exclamation like 'Oh no!'