

# Teaching and Reading Guide

# AUGUSTUS AND HIS SMILE



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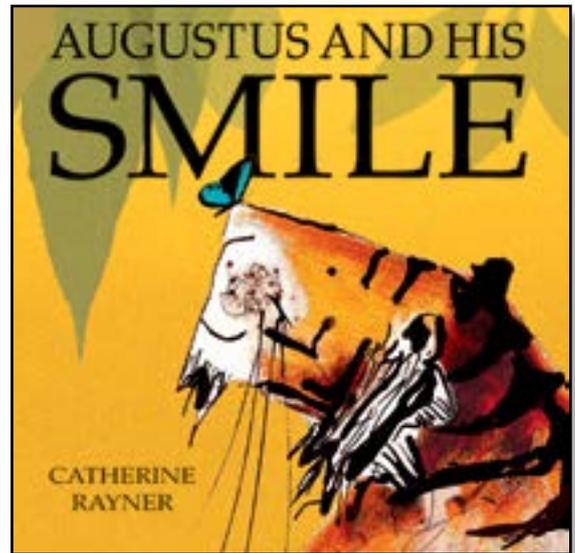
# Augustus and His Smile

by Catherine Rayner

## Synopsis

*Augustus and His Smile* is a wonderful story about finding happiness in the everyday. When Augustus loses his smile he goes on an adventure to find it, only to realise it was there all along, just waiting to reappear.

- **Format:** PAPERBACK
- **ISBN:** 9781845062835
- **Size:** 260 x 260mm
- **Price:** £5.99

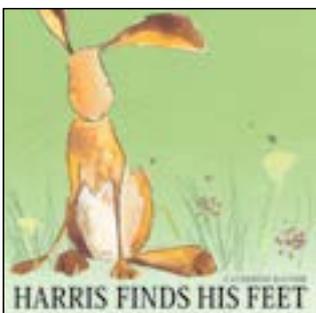


## About Catherine Rayner:

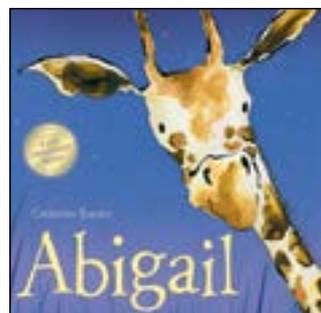
Award-winning author and illustrator Catherine Rayner creates stunning picture books with casts of delightful characters. Sumptuous illustrations and enchanting texts lie at the heart of Catherine's work. Whilst animals are the stars of her books, the themes covered chime with young readers and are perfect for stimulating children's natural curiosity about the world around them.

Catherine's picture books are perfect for readers aged three to six, and for independent or shared reading.

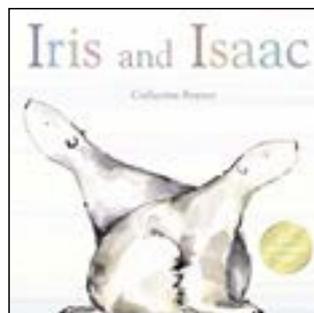
## Also by Catherine Rayner:



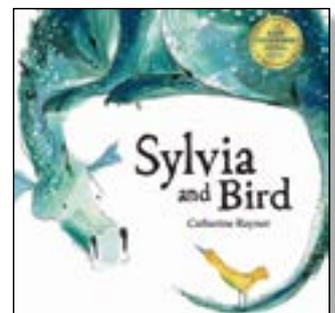
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# Activity 1: Speaking and Listening

**EYFS Link:** Communication and Language

**Learning Objective:** To understand that people have lots of different feelings.

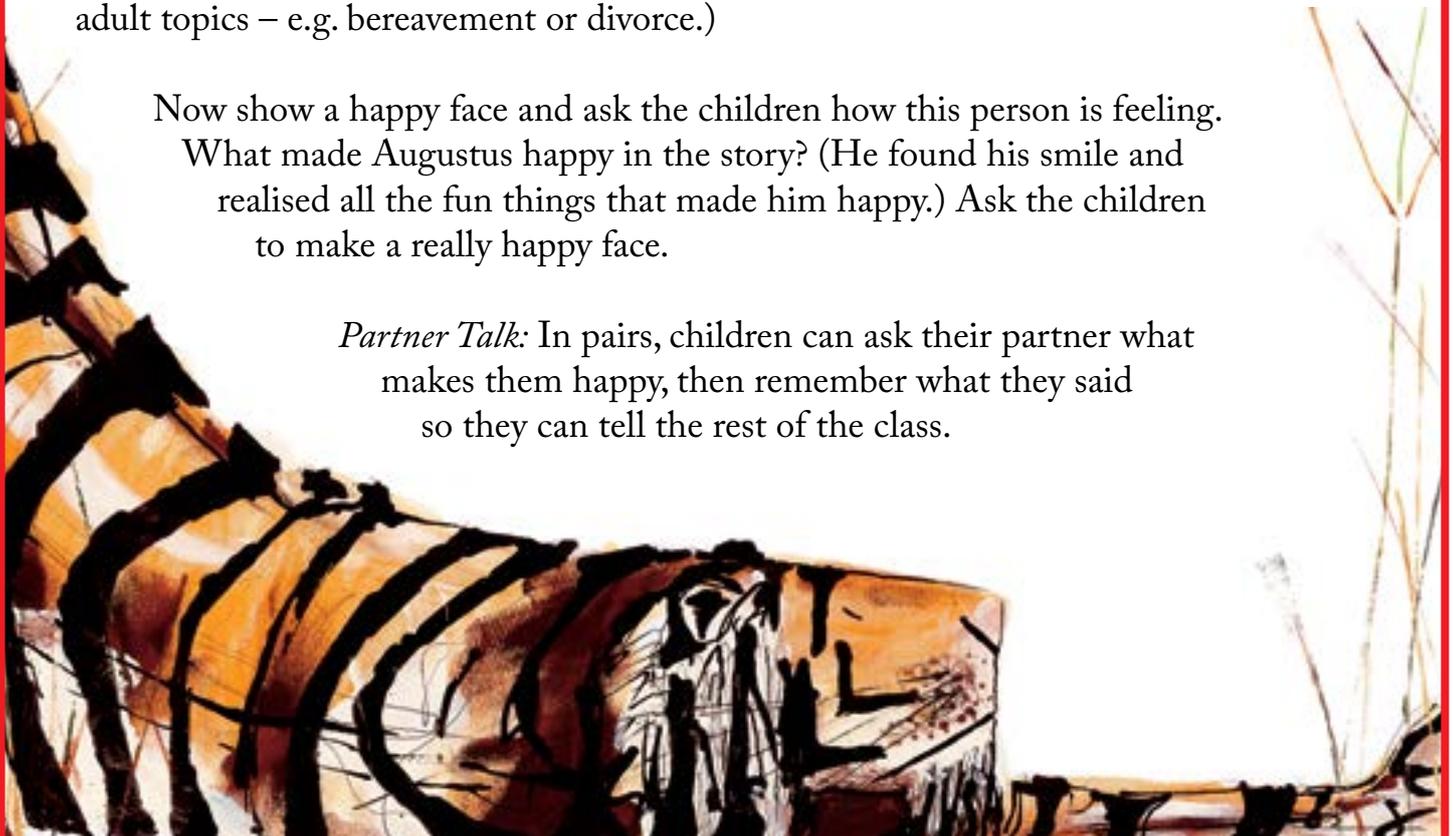
Ask the children to name some different feelings. Brainstorm their ideas on the board. You will have to hand a selection of pictures showing faces with different emotions. Hold up each in turn and ask the children to copy the emotion with their faces. You can dial up the fun by speeding up the pictures while the children try to keep up!

Show the children a picture of a sad face and ask how the person is feeling. Then ask the children to make a sad face. You can really ham this up with pretend sobbing – the children will love it! Why is Augustus sad in the book? (Because he has lost his smile.)

*Partner Talk:* In pairs, children can ask their partner what makes them sad, then remember what they said so they can tell the rest of the class. (NB: be prepared to be sensitive to the children's responses as some of their answers could be quite adult topics – e.g. bereavement or divorce.)

Now show a happy face and ask the children how this person is feeling. What made Augustus happy in the story? (He found his smile and realised all the fun things that made him happy.) Ask the children to make a really happy face.

*Partner Talk:* In pairs, children can ask their partner what makes them happy, then remember what they said so they can tell the rest of the class.



# Activity 1: Speaking and Listening

## Emotions Circle Game

To encourage the children to see the similarities between themselves and their classmates, play this game. Have all the children sitting in a circle. Say, "I feel happy when the sun is shining." If the children also feel happy when the sun is shining they get up, move around the circle and swap places with others. Then say, "I feel sad when I lose my favourite toy." Again the children who agree get up, move around the circle and swap places. You can then choose a child to say the next sentence.

## Plenary

Ask the children to name some different feelings. Recap that we each experience a range of feelings every day and that we are all similar in the things that make us happy and sad.

## Resources

- A selection of faces on A5 sheets showing a variety of emotions. Four faces are included at the end of this guide. More images of faces can be found online.



## Activity 2: Self-Portraits

**EYFS Link:** Exploring and Using Media and Materials. Being Imaginative.

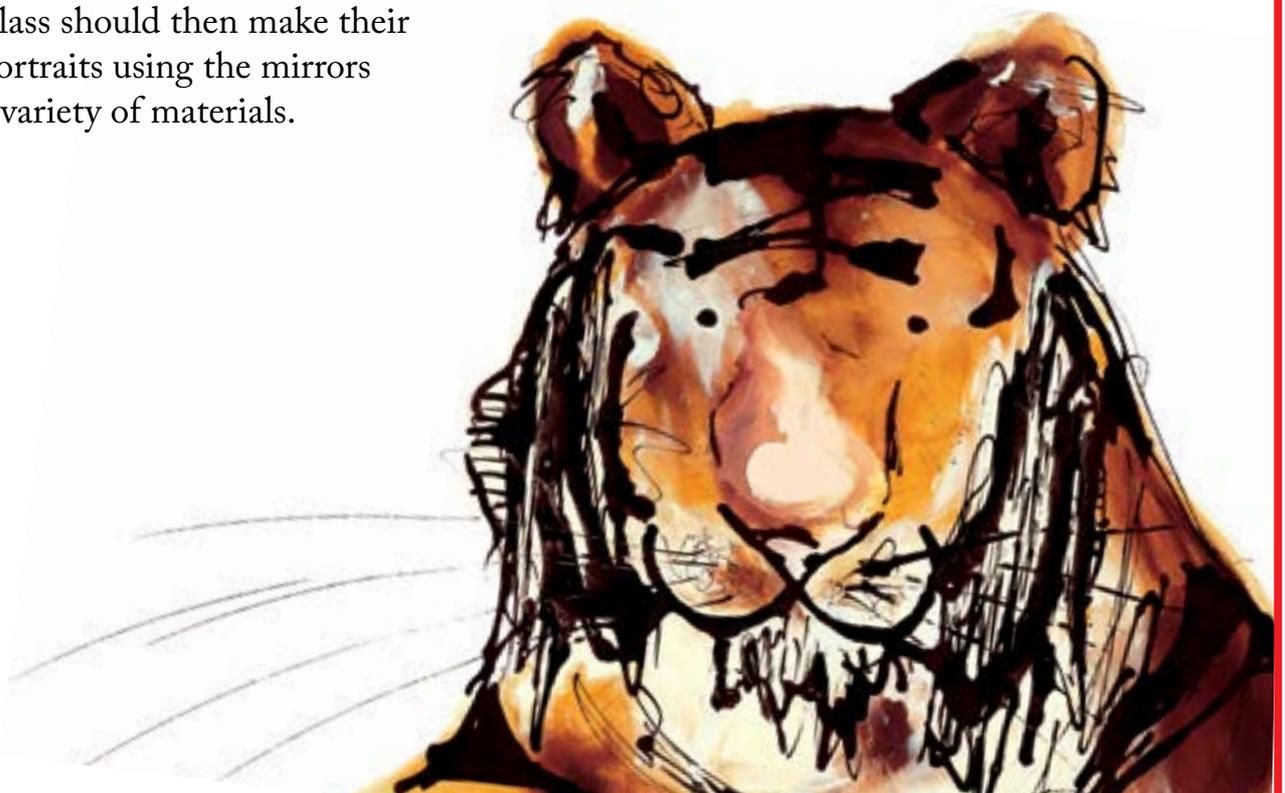
**Learning Objective:** We are learning to use different materials to create pictures of our faces.

Remind the children of the book they are focusing on. Encourage them to retell the story. Then ask them to remember some of the things that made Augustus happy.

Hand out a small mirror to each child. Ask them to look at themselves in the mirror. Next ask them to think of something that makes them happy. How does their face change? Can the children describe those changes?

Then explain that the children are going to be doing portraits of themselves looking happy. You will have a variety to materials that the children can use: different colours of paint for skin tone, eye colour, lips etc; wool for hair including different colours, curly and straight. Encourage the children to describe their looks and what materials would work best on their self-portraits.

The class should then make their self-portraits using the mirrors and a variety of materials.



## Activity 2: Self-Portraits

### Plenary: Class Gallery

The children can walk around the class gallery looking at each other's self-portraits. They should choose a portrait they like and explain why. You could also ask the children what they were thinking of that made them so happy.

### Resources

- Small mirrors (one for each child)
- A4 white paper
- Paint in variety of colours
- Fine paint brushes
- Wool in different hair colours, curly and straight
- Glue and spreaders



# Activity 3: Sentence Writing

**EYFS Link:** Writing

**Learning Objective:** We are learning to use phonics to write sentences.

You will have put some of the children's self-portraits on a display board under a banner saying: "I feel happy..."

Bring the children's attention to the lovely art they have created. Ask them to remember what they were thinking about that made them feel happy. The children can share their ideas with their partners. Listen to some of these ideas then write them on the board using phonics to sound out the words. Start each sentence: "I feel happy..." Encourage the children to use a full stop at the end of each sentence.

## Differentiation

- Less able children can have the teacher scribe their ideas and then draw a picture themselves to show what makes them happy.
- Middle ability children to complete the sentence "I feel happy..." with this opening already written for them.
- More able children to write the whole sentence "I feel happy..."



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# Activity 3: Sentence Writing

## Plenary

Stick the children's sentences up on the board along with their self-portraits.

## Resources

- "I feel happy..." display banner
  - 3 differentiated writing frames
- (Both are included at the end of this guide.)





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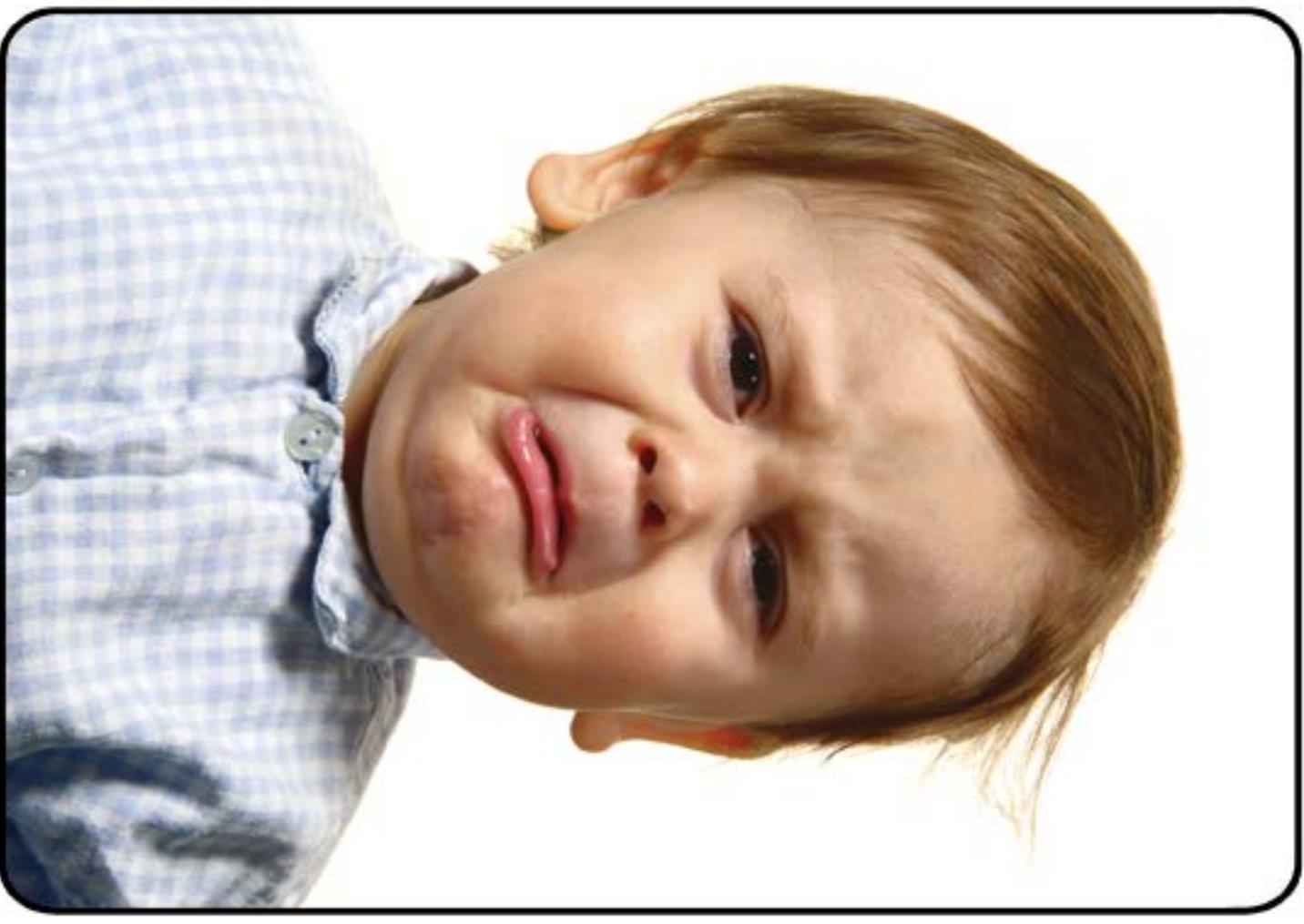


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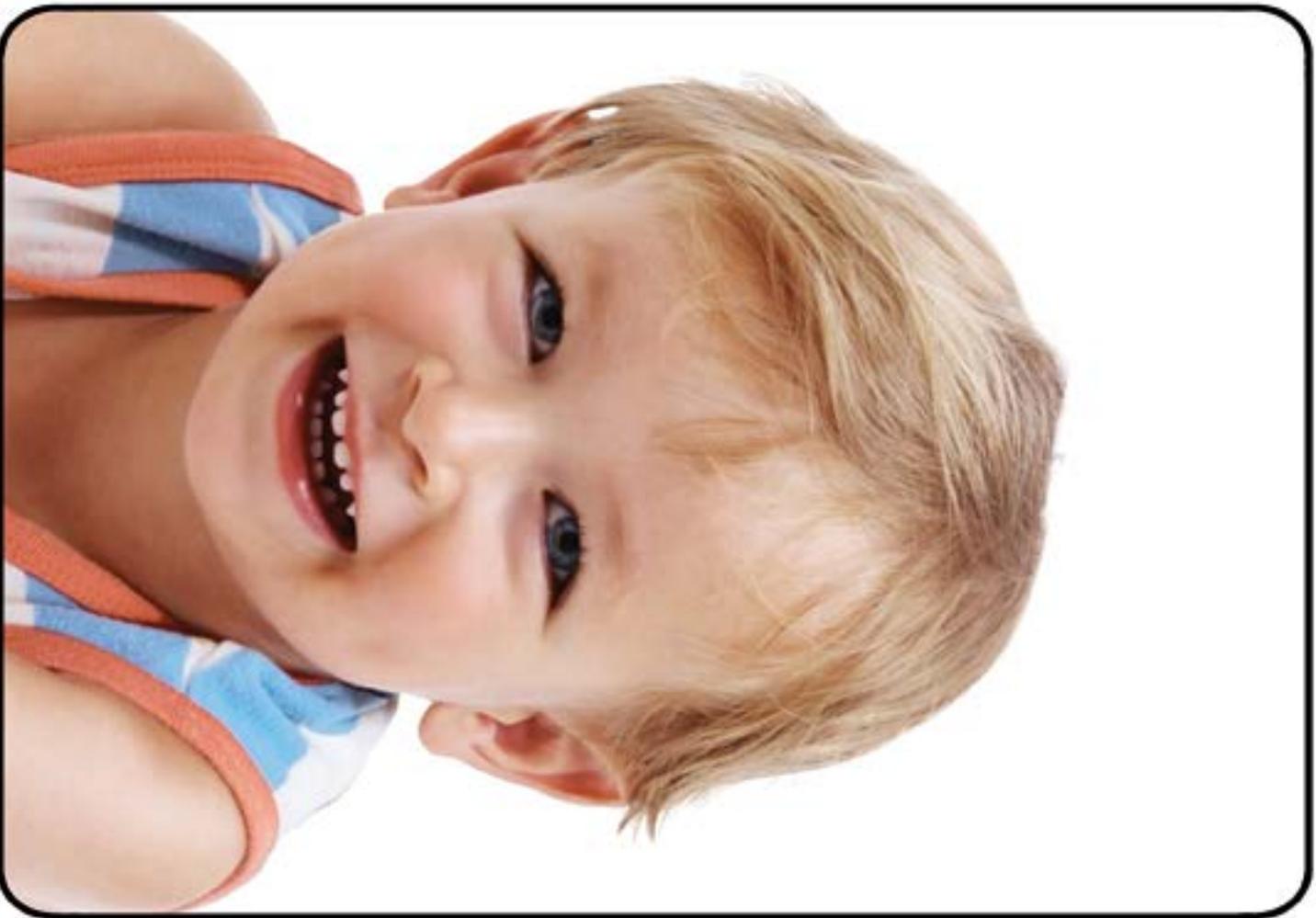


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I feel  
happy...





**I feel happy...**



**Name:**

**Date:**



Name:

Date:

I feel happy - - - - -

- - - - -

- - - - -

- - - - -

- - - - -

- - - - -

- - - - -



**Name:**

**Date:**

Draw a picture of what makes you happy here:

