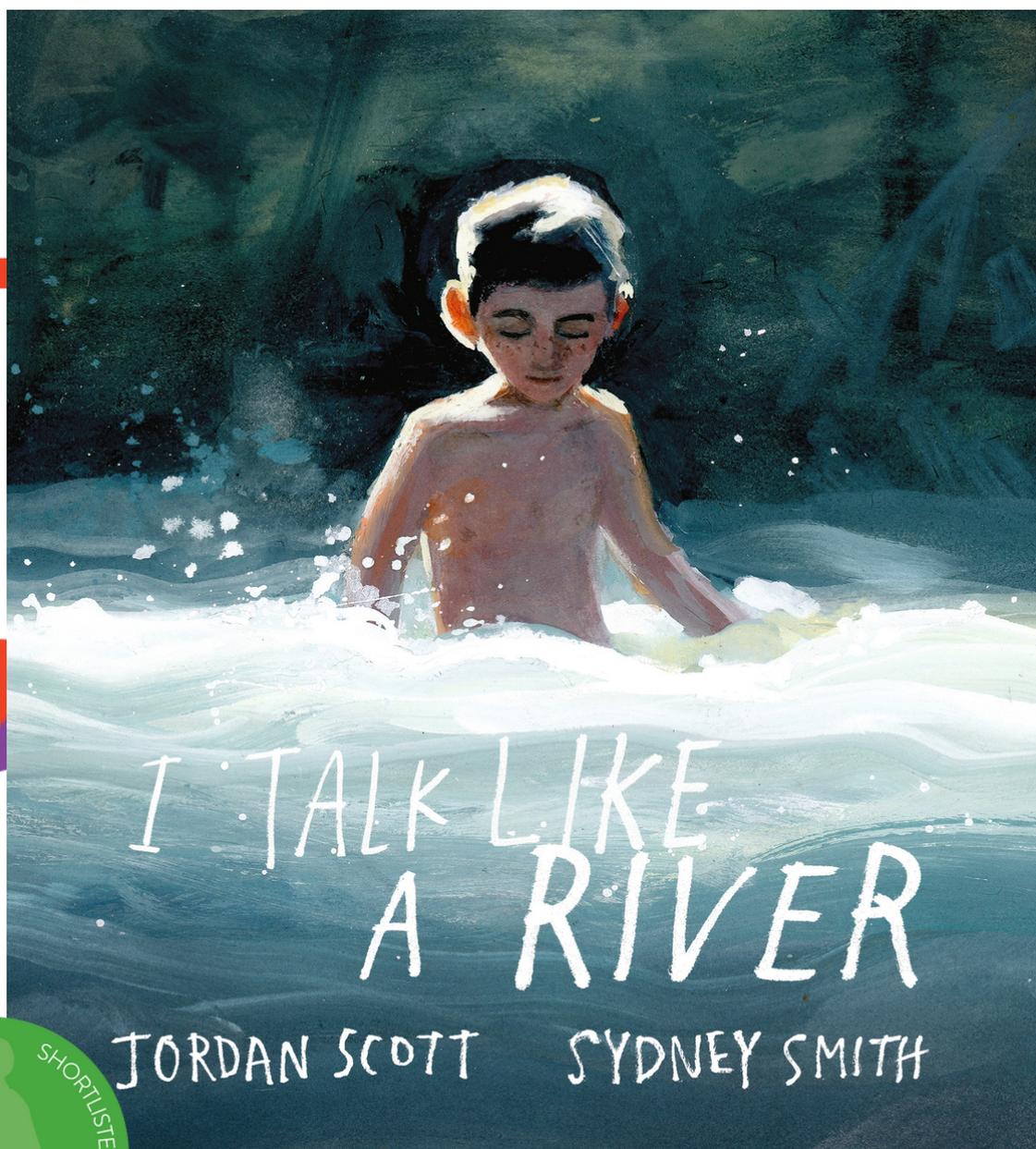
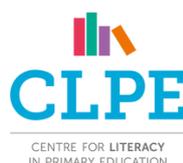


# Yoto Kate Greenaway Shortlist 2022 Shadowing Resources



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CARNEGIE  
GREENAWAY  
AWARDS



#CKG22

# Yoto Kate Greenaway Medal 2022

## Activities Pack



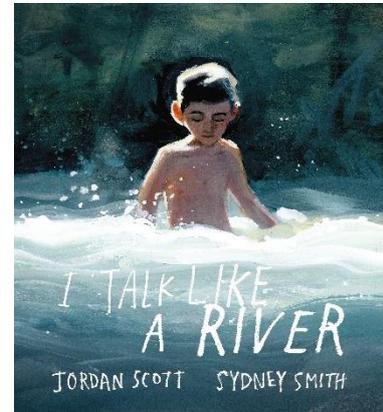
Title: **I Talk Like a River**

Illustrator: **Sydney Smith**

Written by: Jordan Scott

Publisher: Walker Books

Age: 5+



### **Note to Group Leaders**

Shortlisted books may contain material that may not be suitable for some students. We recommend that group leaders read the books carefully before sharing or recommending them to students and/or seek parental guidance. We trust that Shadows and other young readers will be guided by their group leader, librarian, teacher or parent to help them select suitable, enjoyable and age appropriate material from the lists.

## General Activities

1. Create a HAIKU POEM of three lines using a syllabic structure [WORDS CUT UP INTO SOUNDS] of 5-7-5 to describe your experience reading each book.

○ Example:

Fantastical shapes	(Line 1- 5 syllables)
create patterns for the eye	(Line 2- 7 syllables)
to become amazed	(Line 3- 5 syllables)

Share your HAIKUS on Social Media using the hashtag #CKG22.

2. Search for book trailers for each of the shortlisted titles online. Use these as inspiration to create your own trailer to celebrate the book you are currently exploring through shadowing.
3. Create your own playlist to accompany a shortlisted book - you might want to highlight a particular theme, tap into the geography or time period of the book or choose a character and create a playlist that reflects them.
4. Create a moodboard for the shortlisted titles. Think about materials and colour palette, texture, shape and perspective. What do you want your moodboard to suggest or represent? Why?

5. Create a cake that reflects one of the shortlisted titles. Perhaps you will make one large cake, dozens of smaller cakes or a combination of both. Don't forget to share your bookish bakes on social media, using the hashtag #CKG22.
6. Have a go at building book spine poetry using the shortlisted books. Arrange the books in different ways, with the spines visible so that the titles can be read in a certain order. Share your poems on social media using the hashtag #CKG22.
7. Play charades, using non-verbal communication to act out the title of each book.
8. Use a shoebox to create a diorama inspired by a shortlisted title. Your diorama should include key items which reflect the themes, plot, characters and mood of the book.
9. Think of some questions you would like to ask the shortlisted authors and illustrators and share them on social media using the hashtag #CKG22 and tag the illustrator.
10. Rank the books based only on their covers - you could use this exercise to determine the reading order and repeat the exercise at the halfway and end points to see how your rankings have changed.
11. Choose a double page spread from one of the shortlisted titles and use this as inspiration for your own piece of artwork.
12. Design a set of endpapers for one of the shortlisted titles - what would you do differently? Why?

## Book Activities

1. Watch the video of Jordan Scott and Sydney Smith discussing the origins of the book. After you've seen it, discuss how it impacts your understanding of *I Talk Like a River*:  
[https://www.youtube.com/watch?v=k16g9h\\_Umlk](https://www.youtube.com/watch?v=k16g9h_Umlk)
2. Listen to recordings of different types of water - rain, rivers, roaring waves, waterfalls etc. Can you hear any words within the natural sounds? Have a go at creating the sound of water using your voices - don't forget to share your work with us on social media, using the hashtag #CKG22.
3. Study each page and see what jumps out at you as a feeling or word.
4. What challenges do you think there might be if you were unable to communicate verbally? How would it make life more difficult? How would you overcome these challenges?
5. This book has a very powerful message! Do you think it will change how you listen to others in future? Discuss how and why.
6. Think about being an outsider and what that means to you. Perhaps you have personal experience of this or know someone who does. Share your thoughts with the rest of the group.

7. Consider the use of light in the illustrations. What effect is created and how has it been achieved? Are there any other elements that you think are particularly effective? What are those elements? Why are they so powerful?

## Wellbeing Activity

Create a page of colour using any medium but immerse yourself in the sound of water as you work and allow your artwork to flow from the soundscapes.

## Teaching Ideas for the Kate Greenaway Shortlist 2022

**Title:** *I Talk Like a River*

**Illustrator:** Sydney Smith

**Author:** Jordan Scott

**Publisher:** Walker Books

*These notes have been written by the teachers at the CLPE to provide schools and settings with ideas to develop comprehension and extended provision around Greenaway-shortlisted picturebooks and illustrated texts for children of all ages. They build on our work supporting teachers to use high quality texts to enhance critical thinking and develop creative approaches in art and writing. We hope you find them useful.*

*This book is particularly suitable for children aged 5-11.*

### Reading the book and close reading of illustration:

- Before you begin to read, look together at the front cover illustration and invite children to share their first impressions of the title and illustration. *How do you think the title and illustration connect? What ideas do you have about the story from the title and illustration? What do you think you know about the character from this illustration? What might it mean to talk like a river?* Now, look at the inside title page. *What can you see here? What does the style and choice to present the title as a piece of paper pinned to the wall make you think about? Who might have pinned it there? Why might they have done this?*
- Turn to the first spread. Talk about what you see. What does the page layout make you think about? How does it make you feel? How do you think this page should be read? Try out different ideas before looking at which makes sense. What sense are you left with after reading this spread? What might it tell you about the character and their potential story?
- Now read up to **'I get ready for the day without a word.'** *What do you learn about the main character and their experiences from these spreads? Why do you think the author has chosen to repeatedly begin the sentences by focussing on the letter sounds and shapes? How do the illustrations add to our perceptions of the character and his everyday life?*
- Read the next section of the text, up to **"Let's go somewhere quiet."** *What feelings are you left with after reading this section of the text? What in the text and illustrations makes you feel this way? What are the character's experiences of school like? What are his relationships with his classmates like? How do the text and illustrations encourage us to empathise with the character's experiences?*
- Now, read up to **'...bubbling, churning, whirling, and crashing.'** *What do you notice about the text and illustrations in this section of the text? What do these tell us about his relationship with his father and with the natural environment?* Explore the pace of the text here, and how it might be read aloud to show the changing emotions of the character throughout this section of the text. Look at where the colours and clarity of the brushstrokes emphasise where the character feels unsettled and where he feels calm.
- Now reveal the next spread, where the boy has his eyes closed. *What do you think he might be thinking or feeling here?* Reveal the gatefold spread allowing time to take in the image. Read the text aloud. *Why do you think his dad says that he talks like a river?*

- Turn to read the next section, up to *'Even the river stutters. Like I do.'* What do you learn from this section about the boy's experience? And about his relationship with the river? Encourage the children to make sense of this by relating to personal experiences. *What kinds of things help you to make sense of your emotions and/or to work through difficulties you may have?*
- Now read to the end of the book. *What similarities do you notice in the text at the start and end of the book? What differences are there in the illustrations? What do the differences make us think about the way the boy feels at the end of the book, compared to the start? What do you see above the boy's bed? Why do you think he has pinned this here?* You could talk about the power of positive affirmations, discussing whether the children have any of their own that they find important.
- Now spend time reading the afterward from the author, Jordan Scott. *Why do you think he chose to write this book? What have you gained or learned from reading it? How do you think the illustrator, Sydney Smith helped to communicate the experience described in the way the illustrations have been created and laid out?*

### Engaging in illustration:

- Look back at the artwork produced by illustrator Sydney Smith to accompany the words in the text. Ask the children to look carefully at the different spreads, inviting them to speculate about what materials he used to produce the illustrations.
- Compare the spreads where the character is feeling a heightened sense of anxiety and where he is feeling calmer and more settled. *How does Sydney Smith use the paint in different ways to emphasise the feelings experienced?*
- Provide the children with access to watercolour paints and paper suitable for watercolour painting. Allow them time and space to explore and experiment with different techniques to create different effects with the paint. They might look at what happens when more or less water is used with the paint, they might look at what happens if they add an external element to the paint, such as salt.
- Encourage the children to use paint to create their own images based on a comparison between feeling anxiety and feeling calm. They could draw on their own personal experiences if they are comfortable to do so, or they could draw back on the boy and his experiences as explored in the text. Allow them to sketch out compositions lightly in pencil and then to decide how they will use the paints to enhance the viewer's understanding of the feelings explored, in the way Sydney Smith does in the book.
- Display the children's art prominently, encouraging them to look at the similarities and differences in their work and talk about the different scenarios chosen, how they have been represented and how we are left feeling about them and their work, as well as what is effective in their own work and that of others.

**This sequence of activities was designed in partnership with CLPE. CLPE is a UK based children's literacy charity working with primary schools to raise the achievement of children's reading and writing by helping schools to teach literacy creatively and effectively, putting quality children's books at the heart of all learning. Find out more about their work, and access further resources and training at: [www.clpe.org.uk](http://www.clpe.org.uk)**