

# Yoto Kate Greenaway Shortlist 2022 Shadowing Resources



yoto  
CARNEGIE  
GREENAWAY  
AWARDS



CLPE  
CENTRE FOR LITERACY  
IN PRIMARY EDUCATION

#CKG22

# Yoto Kate Greenaway Medal 2022

## Activities Pack



Title: **Too Much Stuff**

Illustrator: **Emily Gravett**

Publisher: Two Hoots

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 Shadowers 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.

o 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. Create your own diorama featuring woodland animals.
2. Think of some ways you can reduce, reuse and recycle!
3. Create your own 'Too Much Stuff' advertisements and make a magazine just like in the book. Think about consumerism and how people are persuaded that they need stuff. See if you can include useless objects like a chocolate teapot.
4. Make your own Woodland diorama featuring the animals from the book using a Shoe Box as the backdrop. Watch this video for ideas- <https://www.youtube.com/watch?v=tnfxAyyGgs>
5. Look at how the letters crack on the centre pages. Experiment with different styles of writing. Print out different fonts. Make a collage of writing styles using the words REDUCE-REUSE-RECYCLE. Share using the hashtag #CKG22.
6. Design your own mask and dress up as the woodland creatures from the book to create a tableau. Take photographs and share on Social Media using the hashtag #CKG22.

7. I-Spy game - explore the illustrations:

- Make a list of all the animals you can spot throughout the pages.
- What happens to the necklace at the start?
- Can you find the calculator?
- How many objects do Meg and Ash line their nest with?
- How many chicks are born?
- What happens to the car?
- Who finds a use for the socks?
- Which book did Pete the Badger appear in before?
- Which animals found a use for the cuckoo clocks?
- Who gave the old Teddy hugs?

8. Read Emily Gravett's rhymes out loud. Think about words you can use to make up your own rhyme about recycling.

9. Make a home in your garden for birds. Visit <https://www.rspb.org.uk/birds-and-wildlife/advice/how-you-can-help-birds/> for advice on how to make them welcome. Join in with the RSPB Big Garden BirdWatch.

10. Think about how you can help the environment by reducing, reusing and recycling around your home. Keep a diary listing steps you've taken. Watch this video for ideas- <https://www.youtube.com/watch?v=TPG6E4nxtSw>

## Wellbeing Activity

Try creating your own teapot out of chocolate. Watch this video for tips- <https://www.youtube.com/watch?v=Y6R-9MaeSNO>

## Teaching Ideas for the CLIP Kate Greenaway Award Shortlist 2022

**Title:** *Too Much Stuff*

**Author Illustrator:** Emily Gravett

**Publisher:** Two Hoots

*These notes have been written by the teachers at CLPE to provide schools with sessions which focus on the importance of illustration in building a narrative and supporting children's response. They build on our work supporting teachers to use picture books to enhance critical thinking and develop creative approaches in art and writing. The teaching notes show how picture books can be used in schools to enhance children's reading comprehension and composition of their own creative writing. We hope you find them useful.*

*These notes have been written with children aged 5–8 in mind. However, this is a sophisticated picture book which has scope for it to be interpreted in different ways with pupils of different ages.*

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

- Before you begin to read, look at the front cover illustration. *What are the different creatures you can see? What do you think these characters might be thinking or feeling, and where might they be? What makes you think this?* Now read the title, **Too Much STUFF!** What do you think this means? What **stuff** do you think you can see, and who might be saying that it is **too much**? Look at the opening endpapers of two birds — magpies: do you know anything about these birds, or their reputation — as collectors?
- Look at the next spread, a page of adverts in STUFF magazine. *What do you see in these images? What do they make you think about? How do you think this might relate to the story you are about to read, and what do you think might happen in this story?*
- Read the next two spreads up to **Their chicks were really going to NEED.** *What do you think is happening, and how might the magazine they line the nest with contribute to the unfolding story? Readers may want to flick back and re-read that spread. What do you think you know about birds and prospective parents as they prepare for a baby? How do you think the animals at the base of the tree feel? What makes you think this?*
- Continue reading, pausing at **From the nest they heard a...** to discuss this part of the story. *What do you notice about the items the magpies have collected to add to the nest, and how they relate to the advert? What do you think will happen? What clues do the other animals' body language and facial expressions give you? Re-read the final line, does the rhyme scheme help you predict what word will end the line, and what the next page might show?*
- Share the next spread: *how does it make you feel, why do you think we are shown just the birds, the word **CRACK** and no stuff? Is **CRACK** the word you predicted?*
- Read on, up to **...put back in.** *What do you notice about what the animals do with the stuff the magpies collected? How do you think the magpies and other creatures feel as the mess is cleared and they look for the eggs?*
- Now, read on to the end of the book. *What do you think the magpies learn about "stuff" by the end of the story? What message do you think the endpapers offer about the things we want and the things we need, how we could consider material possessions, what is important to young children and families?*



- After reading, encourage the children to tell you what they liked about the book. *Was there anything they disliked? What did it make them think about? Do they have any questions about the book? How did it make them feel? How did it make them think about the stuff that they own?*

### Engaging in illustration:

- Consider how the text and illustrations work together to convey meaning. As both author and illustrator, Emily Gravett often shows us in the pictures how the characters are feeling rather than telling us in words. Revisit the spreads as the nest falls, from **CRACK** onwards, discussing how she conveys emotions through the different creatures' facial expressions and body language. For example, look at the spread which shows reaction to the fallen nest, beginning **"EGGS!"** How would you describe the various creatures' feelings here: what tells us how the magpies, foxes, badger, hedgehog and so on might be feeling or thinking at this point? Encourage the children to look at the illustrations in greater detail and talk about these spreads in more depth, making personal connections with the situation to develop greater empathy and engagement with the characters.
- As you reread the pages where the **USELESS STUFF** is repurposed, look at how the creatures are drawn, and how we can tell how they are feeling because of the way their eyes, noses, mouths and ears look, the way their bodies are placed, the way they inhabit or engage with the now useful items. Imagine you are one of the creatures: use your face and body to show the different emotions that these characters express. Look at what you do with your eyes, mouths, arms and bodies when you express each emotion.
- Model for the children how to use soft drawing pencils (2B–4B are ideal) to draw one of the creatures, focussing on how their facial expression and body position show how they are feeling, and how they interact with the items they have been given. Look at how to break the illustrations down into easy-to-follow shapes and how expressive the characters' eyes can be.
- Support the children in taking this exploration of how the illustrator showed the characters' emotions and personalities into their own original drawings, for example, creating and developing their own characters and using what they have learned to portray emotions or personality. Draw alongside the children as they work. When their drawings are complete, allow them to use watercolour paints to add colour and bring them to life, concentrating on the creatures' personalities.
- Give space for the children to pin up and share their drawings, encouraging them to consider the similarities and differences in their work and talk about the creatures chosen, how they have been depicted and their personality captured, 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](https://www.clpe.org.uk)