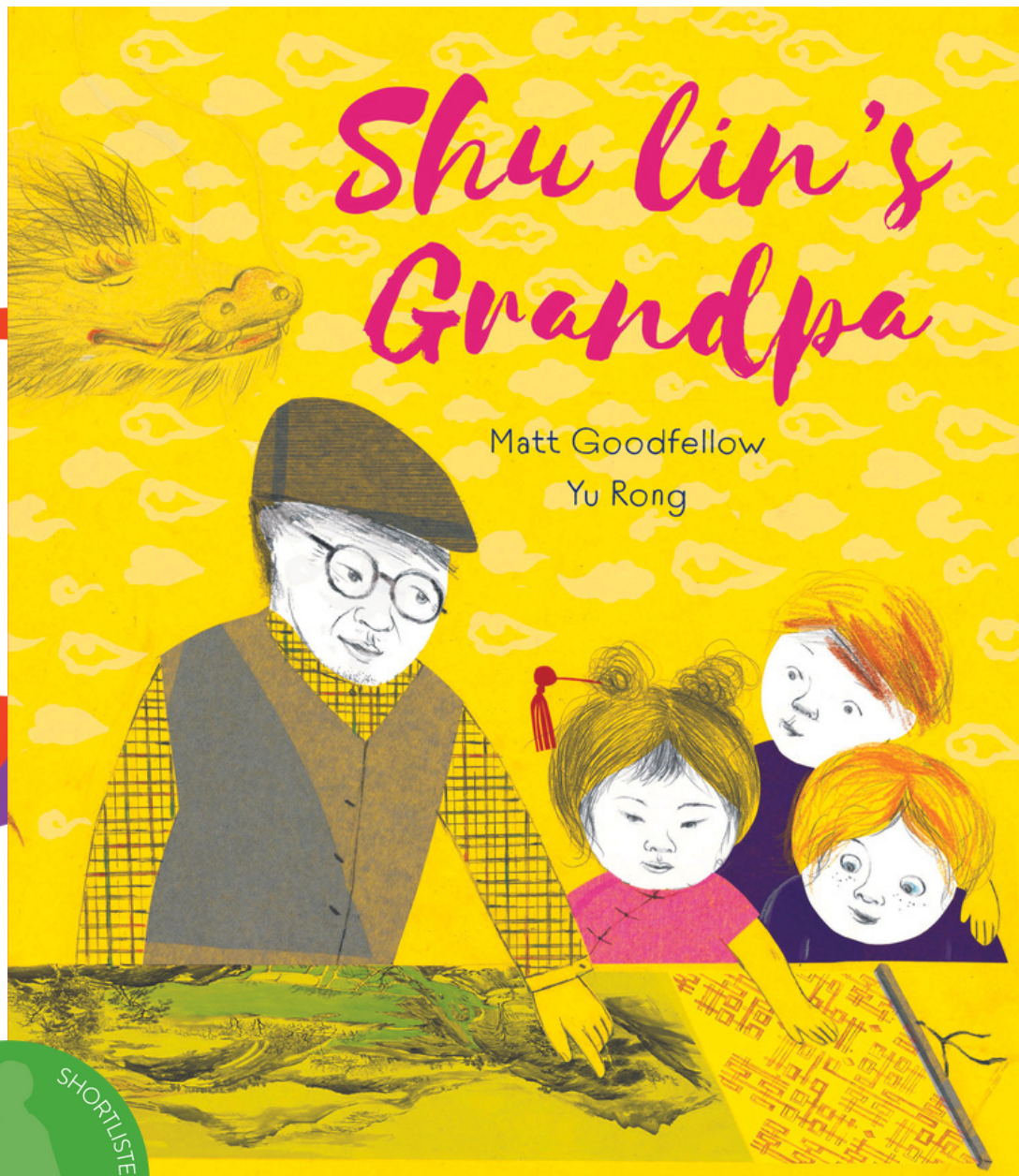


Yoto Kate Greenaway Shortlist

2022 Shadowing Resources



yoto
CARNEGIE
GREENAWAY
AWARDS



#CKG22

Yoto Kate Greenaway Medal 2022

Activities Pack



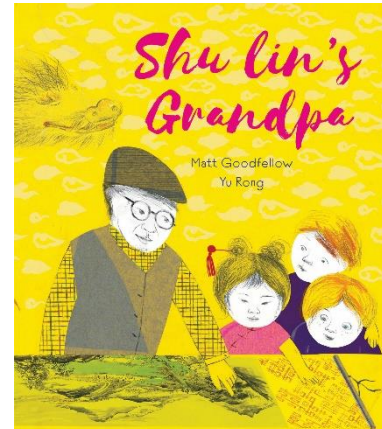
Title: **Shu Lin's Grandpa**

Illustrator: **Yu Rong**

Written by: Matt Goodfellow

Publisher: Otter-Barry 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 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.

○ 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. Imagine what it feels like to be Shu Lin at the start of the story. What kind of emotions would you be feeling? What would you be thinking? How could you help someone overcome these feelings and thoughts? Create a mind map and discuss your answers with the group. Pretend to be a reporter and interview people about their experiences on their first day of school. You could do this as videos, voice notes or by taking notes.
2. Eat or research Chinese food. You could make some yourself, get it from a takeaway or restaurant or look up what you'd like to try. Maybe you could have a go trying to use chopsticks too!
3. The most common language in China, and the world, is Mandarin Chinese. Why not try to learn some common words or phrases and practise them with others.
4. Draw your own Chinese dragon in Manga or Anime style. Watch *Little Nezha Fights Great Dragon Kings* (1979) for inspiration.
5. Make your own fortune cookies with special messages inside. You could bake these or make these using craft materials. Share your finished cookie with someone special to you.

6. Clear a space, find some big sheets of paper and put them on the floor. Use inks or paints to create your own artwork on a large scale like Shu Lin's class do. Share your creations on social media using the hashtag #CKG22.

Wellbeing Activity

Have a go at tai chi. This ancient Chinese form of exercise is a great way to get moving and relax your mind, body and spirit.

Teaching Ideas for the Kate Greenaway Shortlist 2022

Title: *Shu Lin's Grandpa*

Author: Matt Goodfellow

Illustrator: Yu Rong

Publisher: Otter-Barry 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? Do you think one of these people is Shu-Lin's Grandpa? What makes you think this? What do you think you might know about him? Who do you think the other characters might be? What ideas do you have about the story from the title and illustration?* Now look at the endpapers and the title pages. *What can you see here? What ideas do these give you about the story or characters? Who do you think the artist's roll might belong to? What kinds of art do you think the owner might make with these tools?*
- Read and explore the first three spreads (up to **"How can she eat that?" Barney said.**) Whose eyes are we experiencing the story through? What do you think about the attitudes of the boys from what they say? Focus on phrases like **'She didn't speak English very well', "What's up with her?" Barney said' and "How can she eat that?" Barney said.'** What do you think you know about Shu Lin from the illustrations? How do you think she feels about coming to this school? How do you think she feels about the way the boys look at her? You might explore concepts of racism unconscious bias and stereotyping as part of this, considering the impact of Barney's views, words and behaviour, why he might think and say the things he does and how to counteract these opinions in a way that would support Barney to better understand the impact of his words and how these might reflect on him.
- Now read the next spread. *What insights does this spread give you about the character of Dylan? Why do you think this memory might be returning to him now?*
- Now read up to **'We sat in silence...'**, pausing at the ellipsis to emphasise the silence before turning the page to look at the unravelling of the scroll. *What do you think about when you see Shu Lin's grandpa's artwork? How does it make you feel?* Now, open the gatefold spread and allow time for the children to react to and take in the illustration they see. *What do you think is being shared in this image? Whose words do you think these are? What words come into your mind as you look at the scene?*
- Now, read on to the end of the book. *By the end of the story what do you learn about each of the characters: Shu Lin, Shu Lin's grandpa, Dylan, Barney and Miss Rodgers?* Support the children in turning back through the book to reflect on what they have seen and heard to consolidate their thoughts and opinions and look for extra information in the text and illustration. *How do the behaviours of each*

character reflect on them as a person? What might the boys' words and actions say about them? How are these different from the other children in the spreads? How might their actions make Shu Lin feel? What do you think Dylan has realised by the end of the story?

- Follow up on the work by considering more widely how our words and actions both reflect on us and impact on others. Continue to explore how to constructively counteract unconscious bias and 'othering', looking at how to recognise the unique abilities of others instead of highlighting their differences. Support this further by ensuring that children have a range of experiences that enable them to explore and celebrate the art, language, food and culture of a wide range of places, particularly those which reflect the backgrounds and heritage of families in your setting and those outside of children's direct experience.

Engaging in illustration:

- Look back at the artwork produced by illustrator Yu Rong to accompany the words in the text. Ask the children to look carefully at the different spreads, inviting them to speculate about what materials she used to produce the illustrations. Do you think she used the brushes and inks that Shu Lin's grandpa used or something else? Was it one medium or a mix of media?
- Look back particularly at the spreads that feature many children. What do Yu Rong's illustrations tell us about the children in Dylan's class and school? How does she capture the unique individuality of each child in a spread like this? Look carefully at how she uses a mix of pencil and colouring pencil to create the faces, hair and body positions of each child. How is each character given their own identity? What has she done specifically to share the identity of each character? What do the props placed with children tell us? Explore the different lines she uses to create texture in hair, the different shapes she uses to represent eyes, noses and mouths, how clothes and accessories add to our understanding of each character's unique identity.
- Engage in a life drawing activity where children capture an image of another child, using the same pencil, coloured pencil and collage techniques as Yu Rong. Look at how Yu-Rong simplifies her shapes, lines and marks to represent her characters without being photo-realistic. This will be a supportive model for children to create an achievable outcome. Model this for the children by exploring and experimenting how to draw another adult in the setting, talking through what you are doing and the artistic decisions you are making as you work. Having access to a visualiser would be helpful so that children can closely observe your technique as you work.
- Encourage the children to spend time closely observing their partner before drawing, paying careful attention to their facial features, hair colour and texture and clothes and accessories. Give time and space for them to use pencils, coloured pencils and collage to best capture their subject on the page, exploring their unique individuality.

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