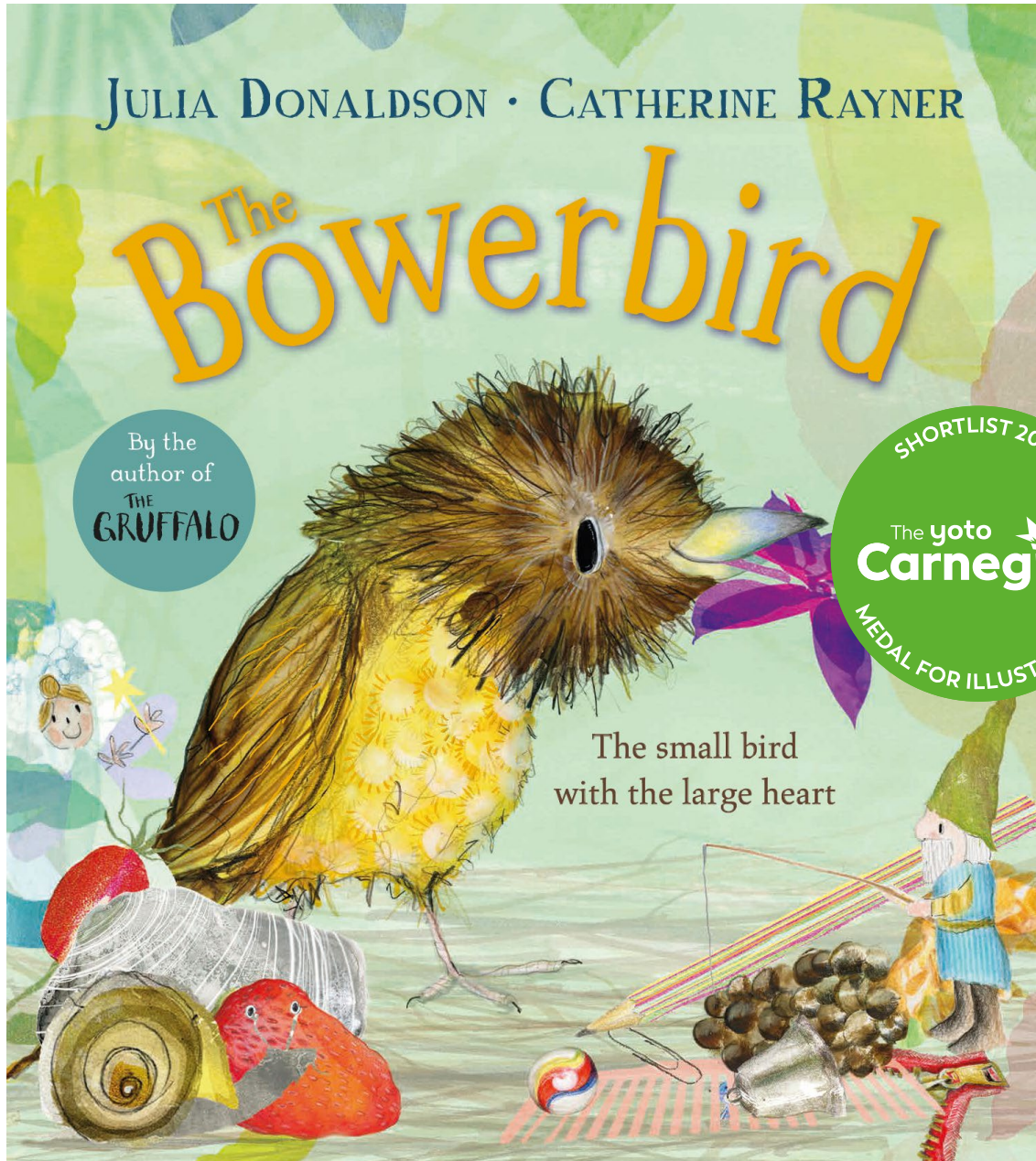


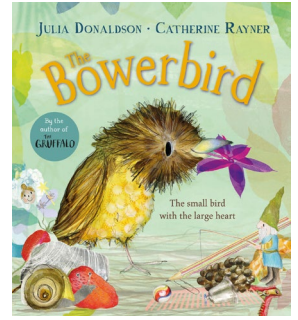
The yoto Carnegies



The Yoto Carnegie Shortlist 2024 Shadowing Resources



Activities for The Bowerbird Illustrated by Catherine Rayner



General Activities for all books

- Lego Fun: Create a scene from one of the books using Lego or other building materials/toys.
- Shadowing Scrapbook: Document your journey through the 2024 Shadowing period. This can be used to record books and activities discussed in each session, as well as offer a creative space for reviews, reflection and anything else you might like to add.
- Take the title or first line from each of the shortlisted books and create a poem or story by combining them with words and phrases of your own.
- Carnegie Washing Line: Cut out shapes of clothes (e.g. socks, tops, trousers etc) using cardboard and write quotes from the Medal for Writing books and pictures from Medal for Illustration and hang on a washing line with pegs to display. Group members could do this as an activity in the session if time allows or asked to do at home and then to bring to the next session.
- Think of some questions you would like to ask the shortlisted authors and share them on social media using the hashtag **#YotoCarnegies24**
- When Worlds Collide: Select two characters, each from a different shortlisted book. Imagine what they would say to each other, if they met. How would they behave? You could improvise this, or write a script or short story that describes the encounter. E.g, Erik from Crossing the Line meets Growls from Steady for This.
- Carnegie Touch and Taste:
 - Touch: Curate a selection of items inspired by the shortlists, place them into a drawstring bag and have shadowers try to identify each item using touch. As time goes on, and shadowers become more familiar with the shortlisted books, you can expand the game to include guessing the title of the book based on the collection of items in the bag.
 - Taste: Mine the shortlisted titles for references to food and use this to spark discussions about food they like and dislike. You could encourage everyone to bring a snack each week, focusing each session around one of the titles. Alternatively, you could throw a shortlist celebration party and have everyone contribute a dish inspired by one of the shortlisted books. and then offer them to try different foods from the shortlisted books. Make sure you have a conversation about allergies and dietary requirements well in advance!
- The Shadowing Tree: ask shadowing group members to write very short reviews or info about characters on leaf shaped cutouts or sticky notes. The cutouts could be hung on an artificial tree, or a real one, depending on your setting, whilst sticky notes could be arranged on a poster and displayed in the library.
- Think about who would play the main characters in a film or TV adaptation of one or more of the shortlisted titles. Create a cast list and explain your choices.

- Rewrite the ending of one of the shortlisted books. What have you changed, and why? Does it alter how you feel about the story?
- Have a go at creating spine poetry by using the titles of the shortlisted books as phrases/words. Share your creations online using the hashtag **#YotoCarnegies24**
- 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 create a playlist that reflects a particular character.
- Choose a character from one of the shortlisted books and reinvent them in the art style of your choosing. You could create your character digitally, draw them by hand, paint them or even make a sculpture. You could try creating the same character in a variety of styles - Manga, Pop Art, Disney - using different materials.
- Create your own book trailer for one of the books, or work together to make a trailer for the entire shortlist. This could be a TikTok style 'sell' of the book or a more traditional thematic video.

Book Activities

1. Create a diorama box for Bert and fill it with treasure. As a group, come up with as many rhyming words as you can for each of the treasures you have included.
2. Split into two teams for a scavenger hunt. One team will hide clues and treasures for the other team to find. If you have time, switch roles so that everyone has a go at hiding the treasures and finding them.
3. As a group, take it in turns to play I Went to Bert's Bower, an adapted version of the traditional game you may know as My Granny's Shopping Basket. The first person starts by saying 'I went to Bert's Bower and I found...' before naming an item they might have seen. The next person begins the same way, but they must remember the item the last person named before adding their own. For example:

Person 1: I went to Bert's bower and I found an old key

Person 2: I went to Bert's bower and I found an old key and a diamond necklace

Person 3: I went to Bert's bower and I found an old key, a diamond necklace and some coins.
4. Design a bird feeder to help the birds in your garden or community during the cold winter months. You can follow these instructions from The Woodland Trust <https://www.woodlandtrust.org.uk/blog/2019/01/how-to-make-a-bird-feeder/>
5. Watch the following video which shows illustrator Catherine Rayner painting Bert the Bowerbird. <https://youtu.be/LnakvHliJ9s>

Have a go at recreating this on your own. Catherine works with watercolours but you can create your own Bowerbird with pencils, chalks, or collage.
6. Do some research about bowerbirds and find out more about them. Save your most interesting fact to share with the rest of the group.
7. The bowerbird is a kleptomaniac. Do you know what this word means? How might you go about finding an accurate definition? Play with the letters and see how many words you can make from this one.
8. Design and make a bower for Bert using found objects such as twigs, paper etc

Title: The Bowerbird

Illustrator: Catherine Rayner

Author: Julia Donaldson

Publisher: Macmillan Children's 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 Yoto Carnegie-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.

These notes have been written with children aged 5–11 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:

- A David Attenborough documentary inspired in Julia Donaldson the engaging and clever rhyming text of *The Bowerbird*, but Catherine Rayner's gorgeous illustrations bring to life this 'small bird with the large heart'. Extended time should be given for children to closely read the illustration, considering how the text and images work together to tell the story.
- Look together closely at the front cover, inviting the children to share their first impressions. *What do you see here? What do you think you know about this bird from its facial expression and body language? What is in his beak? What might be the significance of the assorted objects surrounding him? How do you think the image connects with the title? Have you heard of a Bowerbird before? Do you know anything about them? Ensure children understand the archaic word 'bower'. What might all this suggest about the book you are about to read?*
- Show the title page of the bowerbird flying, purple flower still clamped in his beak, then the first spread, but cover the text: *What do you think is happening? Why might the bird have stopped here to put down the flower, what kind of a structure is this? Where do you think it is looking, and why? Now read aloud the words, presented in rhyme, discussing how they correspond to the illustration. Do the words support what you discussed? How do the words link with the illustration? What does the illustration tell us that the words do not?*
- Share the next spread, where Nanette arrives, closely reading the illustration before sharing the text. *What do you think is happening here, who might this second bird be and how might Bert feel about her arrival? How do you know?* The children might comment on the birds' facial expressions — eyes and beaks — and body language — their relative sizes and heights.
- Now share the next two spreads, which establish the Nanette-Bert dynamic: allow time for the children to explore the illustrations before reading the text aloud. *What more do you find out about Nanette and her personality, and about Bert and his feelings? How do the illustrations convey this?* Encourage the children to focus on how body language and facial expressions reveal each bird's personality. Read on until 'waited for Nanette', enjoying the inventiveness of the rhyme and poor Bert's efforts to please haughty Nanette. *How do you feel about each bird, how does the way they have been portrayed in the illustrations elicit these feelings in you?*
- Now share the spread where Bert meets Claude. *How does this encounter make you feel? What are your initial impressions of Claude? How does he compare and contrast with Bert? Why do you think they have been portrayed in this way? Read on to the spread 'He turned around...'. What is the impact of the page turn? How has this been achieved?* The children might comment on the emptiness of the page, the change in colour palette, Bert's defeated pose, the absence of every item listed on the right.
- Read on to the end of the book, allowing time and space for the children to closely read the illustrations. *How does Bert's discovery of thieving Claude with Nanette make you feel?* Children

might contrast the facial expressions, the detail of even the fairy looking sad. *Did you spot Jean's beak when it first appears? Do they think the two might be well-matched? What makes you think this?* They might comment on their similar size and appearance, their frank gaze at each other, the warmth of the pink light, their side-by-side cosiness in the bower, the purple flower on the threshold.

- After reading, encourage the children to share their thoughts. *What did they like and/or dislike? What did it make them think about? Do they have any questions about the book? How did it make them feel? How do the illustrations deepen their engagement with and understanding of the story?*

Engaging in illustration:

- Catherine Rayner has a gift for making her characters relatable (be they bird, dog, giraffe, moose, polar bear, tiger, hare, crocodile, goldfish...) by using deft touches to imbue them with human characteristics. Look back through the book, focussing on particular spreads — such as Bert meeting and unsuccessfully wooing Nanette; meeting Claude; finding 'all his things (except the flower)' gone; falling for Jean — exploring together how the illustrations go beyond the words, conveying Bert's personality and emotional reactions. Encourage the children to look closely at the illustrations and talk about these and other spreads in more depth, looking at what is happening and how the emotional journey is conveyed.
- Catherine's website <https://www.catherinerayner.co.uk/pages/step-by-step-drawing-guides> provides guides to illustrating characters from previous books, including *The Go-Away Bird*, while her YouTube channel offers insights into her process including a time-lapse video (<https://www.youtube.com/watch?v=LnakvHliJ9s>) of her painting Bert. In her FAQs (<https://www.catherinerayner.co.uk/pages/faqs>) she details the wide range of media she uses and how she captures a character.
- Model how to use soft drawing pencils to draw Bert's outline. Help them to break Bert into shapes that build to give him his form, before adding details. Remember Catherine's point, 'It's really important to observe the animal properly before putting pencil to paper' but also to persist: 'If your first few drawings don't look great don't worry — just keep looking and sketching'. Remember how tiny changes to body language, eye and beak convey emotions very powerfully, then 'the very, very fun bit! COLOUR!' Use watercolours or watercolour pencils, then add fine details and touches to bring their drawings to life, concentrating on the patterns, lines, shades and tones seen in Catherine's video and artwork.
- Give space for the children to pin up and share their drawings, allowing them to look at the similarities and differences in their work and to talk about what is effective in their own work and that of others.

This sequence of activities was designed in partnership with CLPE, 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.