

## Tidy by Emily Gravett: A Sequence of activities for Key Stage 1

### Session 1:

Share with the children the end papers at the start of the book which depict Pete the badger in the woods placing a leaf in the bin, but do not reveal the title of the book to the children yet. You might want to give groups an enlarged A3 copy of the picture. Allow the children time to look at the illustration in depth and pose questions or thoughts about the image.

Ask the children to annotate copies of the picture with post-it notes and then develop the discussion starting with the children's ideas. To support the children's discussions, draw attention to the whole illustration; *what do the children notice immediately? Where is their eye drawn to in the picture? Why do they think that? Are different children drawn to different aspects of the image? Why?* Consider the use of white space around Pete which draws the reader's eye to the character. Starting with the picture as a whole and then zooming in on the detail you might want to consider: *What point of view have we been given? What information does that give us? What do the children notice about the colours used in the illustration? What mood or atmosphere is created by the use of these colours? What do they notice about the details in the picture such as the broom in the tree or the cleaning brush in the hollow?*

Move on to focus in on the character of Pete. Look at his facial expression and body position to give clues about him. *What kind of personality do they think he has? Why?* Once sufficient time has been provided for the children to talk in their groups, conduct a whole group discussion. Turn the page and reveal the title page to the children, which shows the forest diminishing around the character Pete. Ask the children to respond to this page considering what else this may reveal about the story. Ask the children if they have any questions about the book and what they think might happen in the story.

### Session 2:

Read the title to the children and read the book aloud until "he scrubbed". Use role on the wall to explore the character Pete the badger. Role on the wall is a technique that uses a displayed outline of the character to record feelings (inside the outline) and outward appearances (outside the outline) at various stopping points across the story. Using a different colour at each of the stopping points allows you to track changes in the character's emotional journey. You can include known facts such as physical appearance, age, gender, location, as well as subjective ideas such as likes/dislikes, friends/enemies, attitudes, motivations, secrets and dreams.

Look carefully at the illustrations of Pete and the other animals in the forest. *How do you think they view Pete?* Note this on the outside of an outline drawing of Pete. Encourage the children to make personal connections with the character to encourage empathy. *Do they like to keep things tidy? Do they share a room with a sibling which makes that hard? Do they like to be messy but have a friend or family member who likes things neat? How does it make them feel when they have to tidy up?* Ask the children to consider how they think Pete feels on the inside at this moment in the story. Contemplate his facial expressions and body language carefully as well as what he is doing in the illustrations. Note his feelings on the inside of the outline drawing.

### Session 3:

Re-read the story so far, and on until "so when a leaf fell, well..." and share both the accompanying illustration and the next double page spread which shows the leaves falling. Look closely at the facial expressions and body language of the animals in the picture; *how do you think they are feeling? How do you know?* Ask the children to consider if they feel like this because they also like things tidy or if

they are concerned about their friend Pete. Study the depiction of Pete in both illustrations. In particular, consider the way in which he is shown on the double page spread with the leaves falling. Consider the vastness of the space above him and the number of leaves shown falling. Ask the children, *how does this help us to understand his feelings?*

Return to the Role on the Wall and discuss whether Pete still feels the same inside now as he did at the beginning of the story. Ask the children to complete the unfinished sentence with their prediction of what they think Pete will do or feel. For example, “so when a leaf fell, well... what else could Pete do, he swept them up!”

#### Session 4:

Re-read the book and on until “This forest is practically perfect, said Pete”. Give the children time to look over the illustrations and to re-read the text. Look at the image of Pete in which the forest has been covered in concrete. *How could the children describe how he feels on the inside now?* Note this in a different colour on the inside of the outline of Pete.

Ask the children to consider what Pete has done and the impact this will have on the other animals on the forest. Compare the concrete landscape depicted in this image with the forest landscape that the children looked at in the first session. *Which image do they prefer and why?* To support this, you may want to show the children a series of images in which a rural landscape becomes increasingly urbanised and to talk about the impact this urbanisation has on the wildlife that live there such as light pollution confusing birds, the loss of habitats and changes to the food chain. Ask the children if they think the animals will view Pete differently on the outside now too. Add this to the Role on the Wall.

Read on until “I have made a mistake”. Look at the illustration which accompanies this page and consider how the use of colour and light allow the reader to understand Pete’s feelings and his isolation. Ask the children to write a note to Pete advising him of what to do to fix what he has done.

#### Session 5:

Read the whole book. Engage the children in book talk to explore their responses to the story. You might begin by asking the children the four basic questions, from Aidan Chambers Tell Me approach from *Tell Me: Children, Reading & Talk with The Reading Environment* (Thimble Press 2011). These questions give children accessible starting points for discussion:

- Tell me ... was there anything you liked about this book?
- Was there anything that you particularly disliked...?
- Was there anything that puzzled you?
- Were there any patterns...any connections that you noticed...? (With young children, these are likely to be personal connections)

The openness of these questions unlike the more interrogative 'Why?' question encourages every child to feel that they have something to say. It allows everyone to take part in arriving at a shared view without the fear of the 'wrong' answer.

Spend time considering the final illustration which depicts Pete and the other animals enjoying a picnic together in the forest. Ask the children to compare this to the initial illustrations of Pete keeping the animals clean and tidy. Ask the children to consider whether Pete is happier at the end of the story than he was at the beginning. *Why is this?* Return to the role on the wall and add the children’s ideas about Pete at the culmination of the story.

## Teaching ideas for the Kate Greenaway Award Shortlist 2017 from CLPE



This sequence of activities was designed by CLPE for the Greenaway shortlist. To access more free resources from CLPE, visit: [www.clpe.org.uk/freeresources](http://www.clpe.org.uk/freeresources)

In depth teaching sequences for over 175 other high quality texts can be found at: [www.clpe.org.uk/powerofreading](http://www.clpe.org.uk/powerofreading)

Further resources to support children's understanding of picturebooks for all ages and research on the importance of using picturebooks across the primary years can be found at: <https://www.clpe.org.uk/powerofpictures>