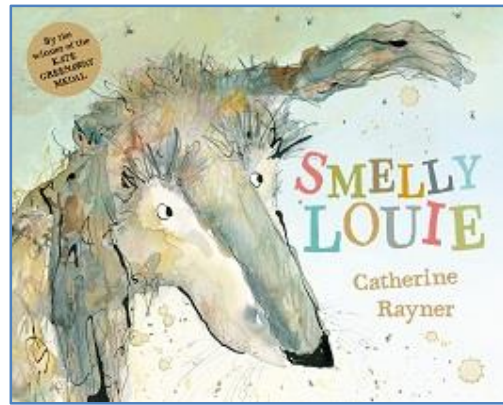


Title: **Smelly Louie**

Author/illustrator: **Catherine Rayner**

Publisher: **Macmillan Children's Books**



First look

- Share the book with the whole group by reading it aloud to them. Give an uninterrupted read, without making comments and holding it up so that everyone can see the pictures as they listen.
- Go through the book again page by page concentrating on the visual text. Look closely at every picture and ask the group to point out to each other anything that strikes them as interesting.
- Chat in pairs or as a group about the first experience of the book. Did you like it? What did you like or dislike and why?

Look again

When the group have discussed their first responses, return to the book; look, think and talk more about the artwork.

Choice of art materials

Several different materials and/or methods have been used to draw using a scratchy pen with ink? Thick, chunky lines using crayons? Washes of transparent colour made by brush and ink? There are delicately painted flowers, stems, leaves etc. and exquisite drawings of snails, insects and even rats.

Colour

Look at the pages where Louie is in the bath at the beginning and end of the book. The pastel shades of pink and blue represent the smells of roses and apple blossom. What happens to the colours as the smells change? How long can you spot anything pink on the page? What colours replace the pastel shades? What colours dominate the page when Louie feels his smell has returned?

Space

Look at how the spaces are designed on each page to accommodate the written text without detracting from the pictures.

Line

The scribbles, blots and scratchy lines that make the picture of Smelly Louie are spectacular and delightful. Add to these eccentric lines the drips and dots that make up a brigade of flies, and the smelly effect is complete. We can see that Louie is smelly.



Talk about any visual aspect of the book that interests you, i.e. end papers, font choices, title page and layout. Do these 'extras' to the story contribute to the overall impact of the book?

Interpreting the texts

It is always beneficial, when studying a book, to use tasks which require imaginative response to encourage students to engage fully with the text. The following suggestions may help the group of young readers to become engrossed in the book.

Words

Do you like this style of artwork? How many different words can you think of that describe what Louie looks like? You can use a thesaurus or dictionary. Here are a few to start the list: tatty, quirky, scruffy, messy ...

Art

Try using some of the drawing techniques used by Catherine Rayner in the book. You will need pencil crayons, wax crayons, drawing inks, dip pens and brushes. Perhaps do your own picture of Louie.

Music

This is a book about smell even though we can't actually smell anything. It is also full of sounds even though we can't hear anything. Using any instruments or other means of making sounds, compose a sound track to accompany some of the book. Perhaps use these titles for each composition you create: Bath time, Stinky Bins and The Pongy Pond.

