

The Great Paper Caper
Written and Illustrated by Oliver Jeffers
ISBN 978-0-00-718229-9

Use the double page spread depicting the bear line up at the police station.

Working in pairs, encourage children to explore the picture discussing their responses and working together to make meaning of what they see. Ask them to jot down words and phrases, which reflect their responses to looking.

The aims of this activity are:

- to increase the interaction with and enjoyment of picture books for children of all ages
- to develop children's confidence and vocabulary to respond to what they see – to observe and describe
- to encourage them to build on their previous experience, imagination and understanding to make sense of visual information – to interpret
- to consider a variety of graphic forms and their interaction with a text in order to convey layers of meaning – to appreciate
- to recognise different styles and techniques used and developed by a variety of illustrators – to analyse
- to begin to recognise and appreciate visual metaphor, irony, puns and jokes etc. – to participate

The following questions have been designed to help children to look more closely at the illustrative work of Oliver Jeffers moving from the whole picture to the smallest part and to search for and use all available clues given by the artist to make meaning. Please select and adapt the questions to make them appropriate for your setting.

TELL ME ABOUT OLIVER JEFFERS' ILLUSTRATION...

How do you read these two pages?

What is your immediate response to the bear?

How would you describe the bear's position on the page - what effect does this have on the reader?

Can you relate to or empathise with the bear -why has he been drawn in this way?

What do you notice about the bears in the line up?

Why do you think the teddy is the only one without stick legs?

What is the impact of the shadows around the bears and how do they give emphasis to the polar bears attitude to brown bear?

What do you notice about the polar bear's body language and facial expression?

How do you feel towards brown bear in the line up and how does this contrast with your attitude towards him in handcuffs on the next page?

Oliver Jeffers has used light and shade powerfully in both these pictures, what affect do they have on how you view the characters?

How does the illustrator's attention to detail in both pictures control the way in which you read these pages?

Do you notice any humour or jokes, how has the illustrator engaged your attention?

When and where are these scenes taking place?

How has the illustrator drawn your attention to these details?

How would you describe the interrogation room?

What do you notice about the composition of this picture?

Why has the illustrator chosen to include so many artefacts – what is their effect?

What is the significance of the other characters in the picture?

What do you know about the new characters introduced in these pages? How has the illustrator conveyed elements of their personality and attitudes?

How much has the illustrator involved you in telling this part of the story?

How does the illustrator involve you in the illustration, e.g. an outside observer, a bystander, a friend, a participant in the action etc?

How has this picture been created for example, pen and ink, watercolour etc?

How does the use of colour influence the mood and atmosphere of the picture?

What do you notice about the layout and font of the text, how does it interact with these pictures?

How would you describe the style Oliver Jeffers has used to draw the characters, realistic, caricature, cartoon, etc?

WRITE IT DOWN

Harvest children's responses and record their descriptions and comments on a flip chart. Are there any aspects of the picture that they find particularly interesting or puzzling? How do these pictures interact and work with the rest of the book?