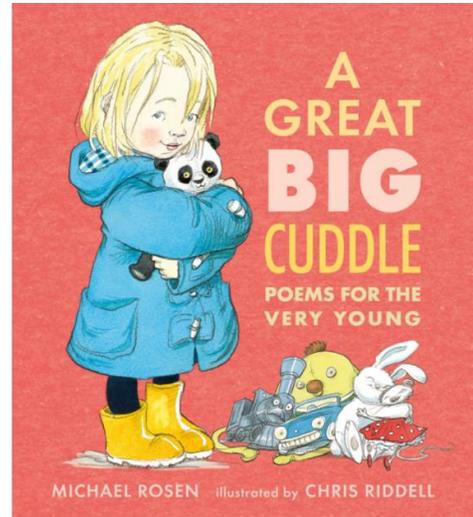


VISUAL LITERACY NOTES
2017 Kate Greenaway Medal shortlist

Title: **A Great Big Cuddle**
 Illustrator: **Chris Riddell** Author Michael Rosen
 Publisher: **Walker**



First look

This collection of rhymes has been created by two Children’s Laureates. Both the poet and the illustrator have long and successful careers in children’s books. Do you know any other books by Michael Rosen or Chris Riddell?

With the group of shadowers, look through the book together, sharing the pictures as you would with very young ‘readers’. Look closely at all the images and, perhaps, read some of the rhymes aloud to each other.

Chat in pairs or as a group about whether the illustrations are appropriate for the age of the intended audience for this book. What do you think little children will enjoy most?

Look again

Start with the front cover. What is on the front apart from the little girl hugging her toy panda? What is on the back cover? Do any of the toys or creatures on the book jacket appear on the inside pages of the book?

Many animals and some monster-like creatures must have been developed from the artist’s imagination. Do you think young children will enjoy all the monsters?



WE CAN

We can do what a bumblebee does
 Buzz buzz buzz, *buzz buzz buzz*

We can do what brown cows do
 Moo moo moo, *moo moo moo*

We can talk like parrots talk
 Squawk squawk squawk, *squawk squawk squawk*

We can sing like doorbells sing
 Ring ring ring, *ring ring ring*

We can hoot like cars hoot
 Toot toot toot, *toot toot toot*

We can wash like you wash
 Splish splish splish, *splish splish splish*

We can grumble like teddies grumble
 Mumble mumble mumble, *mumble mumble mumble*

The end papers are patterned with dots. Can you also see ants? What are they doing? Are there ants anywhere else in the book? Are there any other insects in the book?

The different choices of font can have an impact on how a reader understands the text. How do the different layouts and colours affect the reading of the rhymes?

Look at the poems on pages 37, 39,47 and 52/53. Do the font choices make the rhymes easier to read? Do the different coloured words influence how the lines should be read?



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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 shadowers to become engaged in the book.

Writing

Write a short review of *The Great Big Cuddle* giving your opinions about its suitability for the target audience of babies, toddlers and very young children. Your audience for the review will be parents and other adult relatives. Be helpfully critical and open-minded.

Drama

Work in a group of two or three to prepare a reading of about six of the poems. If you have an infant class in your school, or one nearby, you could go and do a performance for the Reception class.

Your own rhyme

Write and illustrate your own poem for the very young. Make your final version into a poster that can be displayed in the library.

Just for fun

Choose your favourite illustration



I choose a great, big cuddle!



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