

### Teaching Ideas for the Klaus Flugge Prize Shortlist 2021

Set up to honour Klaus Flugge, founder of Andersen Press, this award is for the most promising & exciting newcomer to children's picture book illustration.

**Title:** Child of Galaxies

**Author:** Blake Nuto

**Illustrator:** Charlotte Ager

**Publisher:** Flying Eye

*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 [Klaus Flugge Prize-shortlisted texts for children of all ages](#). They build on our work supporting teachers to use picture books to enhance critical thinking and develop creative approaches in art and writing. We hope you find them useful.*

*This book is particularly suitable for children aged 5-11.*

#### Reading the book and close reading of illustration:

- Before you begin to read, look at the front cover illustration. What can you see? Who do you think these people are? What are they doing? How are they feeling? How do you know?
- Now read the title, ***Child of Galaxies***. What do you think this means? What is a galaxy? What more does the title, and this cover illustration make you think about the book you are about to read? Now, turn to look at the front endpapers of the book and the inside title page. What do you see here? What other ideas does it give you about the book?
- Read the book aloud, up to, ***But you're here, you're awake, you are breathing***. How do you think the story so far links with the title: ***Child of Galaxies***? What do you think it means to be ***made from the stuff of stars*** or to be ***a speck within worlds? In a WORLD among WORLDS?*** What does this first part of the story make you think about? How does it make you feel?
- Now read on to, ***Then you WONDER just where you are GOING***. What do these pages tell us about life and our place in the world? How do the children's facial expressions and body positions in these spreads contribute to our understanding of the feelings portrayed? How do the colours used by the illustrator, Charlotte Ager, build our understanding of the feelings encapsulated?
- Read on to, ***And feel tiny ETERNITIES STREAMING***. How do you feel after reading this section of the book? What in the text or illustrations makes you feel this way?
- Now, read on to the end of the book. What does the end of the book leave you thinking about? How are you left feeling after reading the book? What stands out as being important to you?
- After reading, encourage the children to tell you what they liked about the book. Was there anything they disliked? What did it make them think about? Do they have any questions about the book? How did it make them feel? Why do you think the author might have chosen to write this book? How do the illustrations contribute to the ideas, concepts and feelings explored?

#### Engaging in illustration:

- Consider how the text and illustrations work together to tell a story about the world and our place in it. Look at how Charlotte Ager, the illustrator, captures everyday moments and the feelings

associated with these in particular spreads, such as:

- *But shadows may creep, Up your walls while you sleep...*
  - *Till it's dark where you tread, And you fear what's ahead...*
  - *But the Earth is still here, After BILLIONS of YEARS...*
  - *And though your part may be small, You are PART of it ALL...*
  - *Heading nowhere at all, On a life giving ball...*
  - *Like a CRISP autumn dawn, With a DIAMOND-DEW lawn...*
  - *And in life you'll share FRIENDS, You'll know LOVE without END...*
  - *And though shadows persist, And the palm forms a fist...*
  - *'Til you pass evermore, Through the WIDE OPEN DOOR...*
- Encourage the children to look at the illustrations in greater details and talk about these spreads in more depth, looking at the moments that have been portrayed and how the children and other people portrayed might be feeling and why. Connect this with the words on the page; do these give you any more insight? Make a list of the emotions that they think might be being explored and what parts of the illustration and text suggest these emotions to them. Encourage children to make personal connections with the situations to develop greater empathy and engagement with the characters.
  - Invite the children to connect with a memory or experience in their own lives that has evoked a particular feeling within them. It might be happy, sad, anxious, surprised, exhilarated or any other emotion beyond those seen in the text. Demonstrate this by talking about a memory or event from your own life and the emotion connected with it. Encourage the children to hold a really clear picture of this moment in their mind, where they were, how they looked, what was around them.
  - Now, model for the children how to use soft drawing pencils (2B-4B are ideal) to capture this moment in a drawing. Talk about how to break down the drawing into simple shapes and stages, capturing the person and their feelings then building up the scenery and props to share the detail of the situation. Come back to the original illustrations to look at how Charlotte Ager did this.
  - Allow the children to capture their own moments and feelings in a drawing. Draw alongside the children as they work. When their drawings are complete, allow the children to use poster or acrylic paints to add colour and bring their drawings to life, concentrating on the colours shades and tones used to add emotion as they saw in the original book.
  - Allow the children to pin up and share their drawings, encouraging them to look at the similarities and differences in their work and talk about what emotions they think are being portrayed and how they know this from the detail and colours used in the illustrations, as well as what is effective in their own work and that of others.
  - Allow access to art materials for the children to continue to draw scenarios from their own lives or to make up characters, scenarios or stories of their own.

**This sequence of activities was designed in partnership with CLPE. CLPE is 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](http://www.clpe.org.uk)**

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