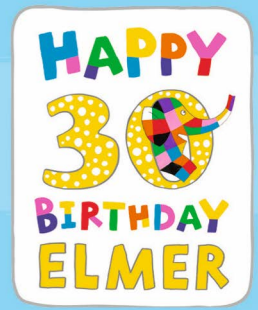
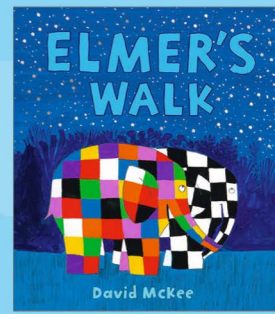


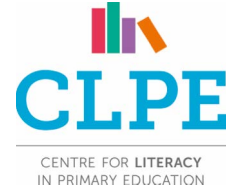
Elmer's Walk



RESOURCES FOR SCHOOLS CREATED BY CLPE

Suggested age range for these activities: 3-11.

(Teachers will need to read both the book and teaching notes before exploring with their class and use and adapt the suggested activities as necessary to meet the ages and development of the children they are working with.)



The activities in the teaching notes support a whole school focus for celebrating Elmer Day by exploring Elmer's Walk by David McKee. It is important for schools working with these materials to read both the book and notes prior to engaging with the activities, so they know the potential of what could be undertaken and explored. Prior to starting the activities, you will need to investigate and plan a trip to a nearby location where children can observe their local surroundings.

The suggested sequence of activities is as follows:



Part 1: Elmer Day Celebratory Assembly

This assembly is designed to start the Elmer Day Celebrations and set the context for the independent writing work that follows. It is suitable for all children from Early Years to Year 6 and can be done as a whole school assembly or in phases as appropriate.

- Show the children the front cover of the book, *Elmer's Walk*. *Do they recognise the character on the front cover? Have they read any books with this character in? What do they know about these stories?*
- Ask the children what they like or liked about Elmer, now or when they first encountered him if they are older children. *What sorts of themes or emotions do they connect with this character and the stories they remember? What does the character of Elmer mean to them?*
- Read aloud the poem 'Leisure' by W.H Davies that prefaces the text. Display the text on a screen so that more fluent readers can follow the text as you read. Talk about the poem together; *What were they thinking of as the poem was read? How did it make them feel? What do they think the poet was trying to express or was saying to us as readers?*
- Read aloud the new Elmer book *Elmer's Walk* to the children, sharing the illustrations as you read. *What similarities do they see that connect with the poem? Why do they think David McKee chose this poem to preface this story? What similar themes, experiences and emotions run across the poem and the book? What messages might the poet and the author both be expressing or aiming to share with their readers?*

- Discuss with the children whether they feel they have time to *stop and stare* at the world around them. *What things enable this? What gets in the way of appreciating the world around them?*
- Explain that the whole school is going to have an opportunity as part of Elmer Day to go out into the environment and enjoy their surroundings, then respond to this creatively back in their classrooms.
- Tell the children that work from each class will be chosen to contribute to a whole school celebration about the wonder of their local environment and their interactions with it.

Part 2: Planned Activity for each class, year or phase group:

- After the assembly, re-read the story of Elmer’s Walk to each class back in their classrooms. Explain to the children that they are going to take a walk in the local environment to allow them time to take in their natural surroundings, observing buildings, local features, creatures, plants, natural objects and events that take place. You may wish to arrange a specific visit to a place of local interest, such as a park, woodland area, river, seaside etc. if these are easily accessible.
- Allow time for the children to make a simple notebook to take with them on their travels, where they can make sketches or take notes about the things they have observed on their walk. Take cameras if these are available for children to use to record points of interest. Model this by recording your own thoughts as you walk. As children note their observations, encourage them to think about the feelings these things invoked in them.

Part 3: Encouraging children to respond to observations creatively:

- Come back to the classroom and discuss what the children saw, heard and experienced. Download and look at photographs taken, share sketches and observations in their notebooks and talk about things that were of particular interest to particular children.
- Now look at how they could share things that caught their wider interest with others and provide time, space, materials and opportunities to support the children to create their work independently or in groups. The table below gives a wide range of ideas and supportive resources that may inspire children:

<u>Possible Creative Outcome</u>	<u>Supporting Resources</u>	<u>Materials and opportunities to facilitate</u>
Edit and share a favourite photograph and come up with a title for it	<ul style="list-style-type: none"> • Young wildlife photographer of the year: http://www.nhm.ac.uk/visit/wpy/gallery/2018/young.html • RSPCA young photographers award: https://young.rspca.org.uk/ypa/galleries • Street Seen category of the Young Digital Camera Photographer of the Year competition: https://www.photocrowd.com/photo-competitions/street-seen-young-dcpoty-street-photo-contest-2213/overview/ 	<ul style="list-style-type: none"> • Digital camera • Laptop/tablet • Editing software/app

	<ul style="list-style-type: none"> The Great Outdoors category of the Young Digital Camera Photographer of the Year competition: https://www.photocrowd.com/photo-competitions/the-great-outdoors-young-dcputy-landscape-photo-contest-2212/overview/ 	
<p>Paint or draw something that caught their attention in more detail</p>	<ul style="list-style-type: none"> The Gallery page on the National Open Art Children’s Award pages, scroll down to view the gallery to give children ideas of what they might create: http://www.nationalopenart.org/gallery.php?filter=children The gallery pages on the Worcester Bosch Art competition could also give further inspiration: https://www.worcester-bosch.co.uk/environment-2020/childrens-art-competition/winners 	<ul style="list-style-type: none"> Various art materials; soft pastels, oil pastels, brush pens, watercolours, starter acrylic paints Card or paper appropriate to the chosen medium
<p>Write their own poem about something they saw or experienced</p>	<ul style="list-style-type: none"> Poems that revolve around the theme of the natural world on CLPE’s Poetryline website: https://clpe.org.uk/poetryline/themes/natural-world Poems that revolve around the theme of the urban environment on CLPE’s Poetryline website: https://clpe.org.uk/poetryline/themes/urban-environment Poems that revolve around the theme of places on CLPE’s Poetryline website: https://clpe.org.uk/poetryline/themes/places 	<ul style="list-style-type: none"> A range of writing materials for drafting and publishing writing
<p>Write their own story about their walk or about something they saw or experienced, e.g. a story that centres around a bee, a story set in a forest, the city, by the sea etc.</p>	<ul style="list-style-type: none"> Fiction books on CLPE’s Corebooks website that revolve around the theme of nature, such as: <ul style="list-style-type: none"> <i>Tadpole’s Promise</i> by Jeanne Willis, illustrated by Tony Ross (Andersen Press) <i>The Tree</i> by Neal Layton (Walker) <i>On a Magical Do-Nothing Day</i> by Beatrice Alemagna (Thames and Hudson) <i>The Secret of Black Rock</i> by Joe Todd-Stanton (Flying Eye) <i>The Bee Who Spoke</i> by Al McCuish, illustrated by Rebecca Gibbon (Thames and Hudson) <i>The Fox and the Star</i> by Coralie Bickford-Smith (Particular Books) <i>Belonging</i> and <i>Window</i> by Jeannie Baker (Walker) 	<ul style="list-style-type: none"> A range of writing materials for drafting and publishing writing, art materials for illustration

	<ul style="list-style-type: none"> ○ <i>The Promise</i> by Nicola Davies, illustrated by Laura Carlin (Walker) ○ <i>Hilda and the Bird Parade</i> by Luke Pearson (Flying Eye) ○ <i>Town is by the Sea</i> by Joanne Schwartz, illustrated by Sydney Smith (Walker) ○ <i>Varmints</i> by Helen Ward, illustrated by Mark Craste (Templar) • Authors reading stories on CLPE’s Power of Pictures website set in natural environments or with characters that could be found in natural environments, such as: <ul style="list-style-type: none"> ○ <i>Shh! We Have a Plan</i> by Chris Haughton (Walker): https://clpe.org.uk/powerofpictures/haughton-chris ○ <i>Croc and Bird</i> by Alexis Deacon (Red Fox): https://clpe.org.uk/powerofpictures/deacon-alexis ○ <i>Wild</i> by Emily Hughes (Flying Eye): https://clpe.org.uk/powerofpictures/hughes-emily ○ <i>Grandad’s Island</i> by Benji Davies (Simon and Schuster): https://clpe.org.uk/powerofpictures/davies-benji 	
<p>Write song lyrics, compose music or a dance that reflects something they saw or experienced</p>	<ul style="list-style-type: none"> • Explore music that reflects everyday experiences of being outdoors, such as: <ul style="list-style-type: none"> ○ ‘Dandelions’ by Enno Aare ○ ‘Water Ripples’ by Enno Aare ○ ‘Sea side’ by Devendra Banhart ○ ‘Here comes the sun’ by The Beatles ○ ‘The Water’ by Johnny Flynn and Laura Marling ○ ‘The White Hare’ by Seth Lakeman ○ ‘The Streets of London’ by Ralph McTell ○ Selected songs from Haushka’s <i>A Different Forest</i> album 	<ul style="list-style-type: none"> • Access to tablets, laptops or MP3 players with apps that allow the children to listen to or make their own music. • A range of musical instruments • Space to practice and perform
<p>Write a personal recount of their experience; this</p>	<ul style="list-style-type: none"> • Copies of the school newsletter. • Examples of recount articles from publications such as <i>The Week Junior</i> and <i>First News</i>. 	<ul style="list-style-type: none"> • A range of writing materials for drafting and

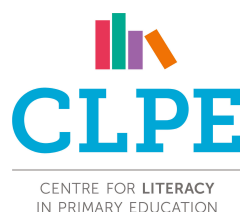
<p>could take the form of a diary entry, a written or audio blog post for the school website, an article for the school newsletter</p>		<p>publishing writing, art materials for illustration</p> <ul style="list-style-type: none"> • Access to tablets, laptops or MP3 players with apps that allow the children to publish their writing in authentic ways
<p>Some factual writing about something they saw or experienced; this could take the form of a non-chronological report, a video or audio presentation, a magazine or newspaper article</p>	<ul style="list-style-type: none"> • Information texts on CLPE's Corebooks Website about natural elements, such as: <ul style="list-style-type: none"> ○ <i>A First Book of Nature</i> by Nicola Davies, illustrated by Mark Hearld (Walker) ○ <i>Just Ducks</i> by Nicola Davies, illustrated by Salvatore Rubbino (Walker) ○ <i>Because of an Acorn</i> by Lola M and Adam Schaefer, illustrated by Fran Preston-Gannon (Chronicle) ○ <i>The Acorn and Little Bee</i> by Edward Gibbs (B F & F) ○ <i>Growing Frogs</i> by Vivian French, illustrated by Alison Bartlett (Walker) ○ <i>Moth: An Evolution Story</i> by Isabel Thomas, illustrated by Daniel Egnèus (Bloomsbury) ○ <i>A Little Guide to Trees</i> and <i>A Little Guide to Wild Flowers</i> by Charlotte Voake (Eden Project) ○ <i>A Walk in London</i> by Salvatore Rubbinho (Walker) ○ <i>A Beetle is Shy</i> by Diana Hutts Aston, illustrated by Sylvia Long (Chronicle) • Film and digital texts that focus on the natural world: <ul style="list-style-type: none"> ○ BBC Earth website: https://www.bbc.com/earth/uk ○ BBC Springwatch web pages: https://www.bbc.co.uk/programmes/b007qgm3 ○ CBeebies Our Planet clips: 	<ul style="list-style-type: none"> • A range of writing materials for drafting and publishing writing, art materials for illustration • Access to tablets, laptops or MP3 players with apps that allow the children to publish their writing in authentic ways

	<p>https://www.bbc.co.uk/programmes/b006m9ny/clips</p> <ul style="list-style-type: none"> ○ National Geographic Kids website: https://www.natgeokids.com/uk/ ○ RSPB For Kids web pages: https://www.rspb.org.uk/fun-and-learning/for-kids/ <ul style="list-style-type: none"> • Examples of articles from publications such as <i>The Week Junior</i> and <i>First News</i>. 	
--	---	--

Part 4: Sharing and Publishing children's responses

When the children have had chance to create their work, explore different ways that this could be shared with a wider audience:

- If your school has a social media account, you may wish to share examples of the children's work, via Twitter, Instagram or Facebook. Using #StopAndStare #ElmersWalk and tagging @AndersenPress and @clpe1 will allow you to see the work done by other schools and be part of the wider Elmer Day Community.
- Organise a whole school event, such as an assembly or exhibition, where children have an opportunity to present their work to a wider audience. There could be different zones to showcase different types of responses; a photography gallery, a poetry presentation or performance space, displays of writing or artwork, tablets or laptops with children's video responses. Invite parents, carers and the wider school community to view the exhibition.
- Set up space in the school newsletter or on a school or class blog for children to present their work to the wider community.
- Create a communal display of examples of work from each year group, class or phase.



These resources were created in partnership with CLPE.

CLPE is a charity working to improve literacy in primary schools. Find out more about our training courses, free resources and high-quality teaching sequences. Visit: www.clpe.org.uk

Elmer's Walk by David McKee is published by Andersen Press
ISBN: 9781783447541