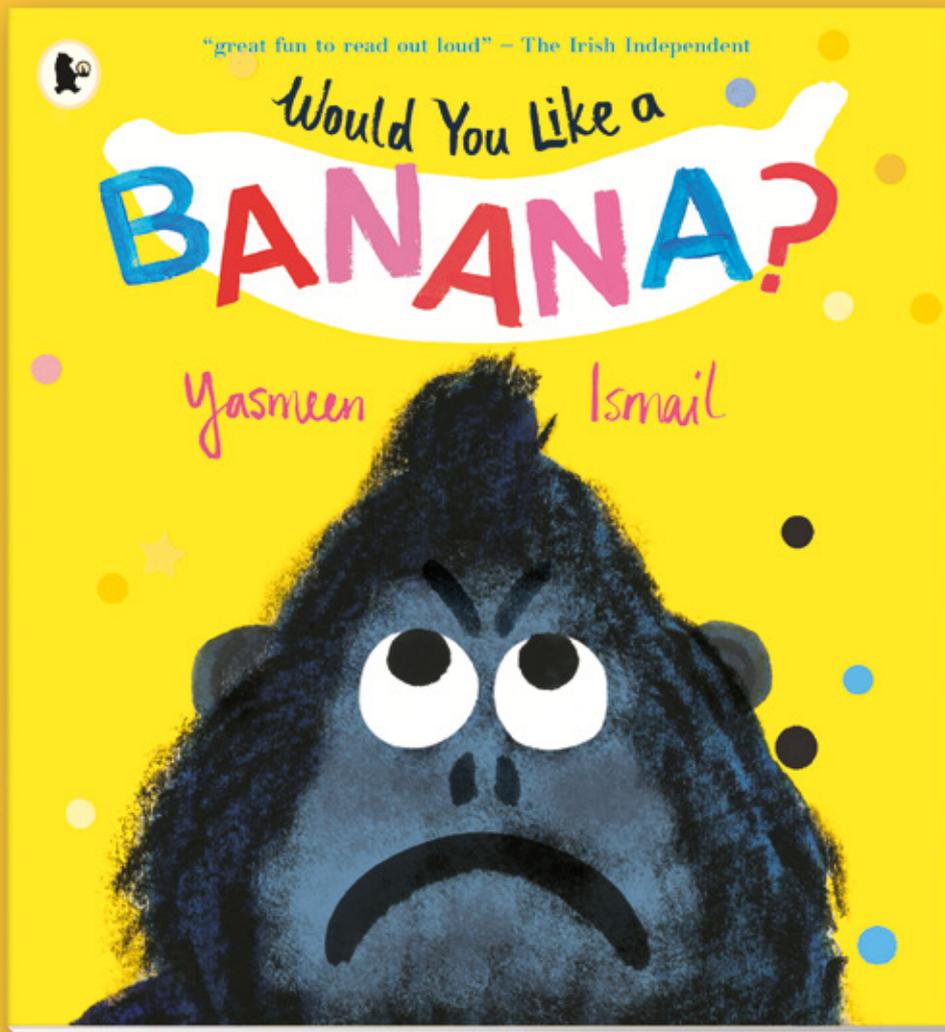


Would You Like a
BANANA?

Yasmeen Ismail

TEACHERS' NOTES



9781406394221 • £7.99 • Paperback • 3 years+

ABOUT THE BOOK:

Award-winning illustrator Yasmeen Ismail's delightfully funny picture book featuring a very stubborn gorilla will have the whole family laughing!

*Gorilla is hungry but there is absolutely no way he's going to eat a banana.
Not even a teeny taste. Not with some bread or standing on his head.
Even if you eat one too, which is something you might do.*



CLPE

CENTRE FOR LITERACY
IN PRIMARY EDUCATION



**WALKER
BOOKS**

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 Oscar's Book Prize-shortlisted texts in Early Years settings. 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.

Reading aloud and key talking points:

- Before you begin to read, look at the front cover illustration. What is this animal? How do you think it is feeling? What makes you think this?
- Now read the title, ***Would You Like a Banana?*** Who do you think this question is for? Do you think the gorilla would like a banana? Why or why not? Turn to the inside title page, where the gorilla is on the swing. How does the gorilla feel now? Why do you think it might be feeling this way? Turn to the next spread and read the words ***I'm hungry***. How does being hungry make you feel? What do you think the gorilla could do to feel better?
- Read up to ***It's too wonky. I won't eat a banana***. Think about the words the gorilla uses to describe the banana — ***It's too yellow. It's too bendy. It's too wonky***. Do these describe how the banana tastes or what it looks like? Do you think the gorilla has ever tried a banana before? Have you tasted a banana? How might you describe the taste so that the gorilla might be able to make a better decision about whether to try one?
- Continue reading, pausing after ***Over and out. I won't eat a banana***. Do you think the gorilla should try the banana? Is there anything else you could suggest to persuade them to try it?
- Now, read on to the end of the book. What do you think made the gorilla try the banana in the end? How did they feel about it when they tried it? What tells you this?
- 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? Has there ever been a time when anything like this has ever happened to them?

Responding in more depth: Illustrating a character

- Re-read and revisit the book several times, allowing the children to become familiar with the story and the character of the gorilla.
- Look at how the gorilla is drawn in the book, and how we can tell how they are feeling because of the way the gorilla's eyes, eyebrows and mouth look and the way their body is placed.
- Use your faces and bodies to show the way the gorilla expresses emotion in the story. Look at what you do with your eyes, mouths, arms and bodies when you express each emotion.
- Look at how Yasmeen Ismail creates her illustrations. This video shows how she uses paint to create a character: <https://www.youtube.com/watch?v=tYINerQjW2Q>.
- Model for the children how to use a fine black felt-tip to draw the gorilla's eyes, then how to use paint to create the face and body shape of the gorilla, using different brushes to define the fur, from the hands, feet and ears.



Look at how to break the illustrations down into easy to follow shapes and how expressive the character's eyes and eyebrows are. You could have a child freeze-frame one of the poses the gorilla makes as a reference for the painting.

- Allow the children to draw the character for themselves, expressing emotion and connecting this with key moments in the story. Draw alongside the children as they work.
- Pin up their finished drawings around the setting and allow the children to talk about the similarities and differences in their artwork, what they like about each other's paintings and what the body positions and facial expressions tell you about the character's thoughts and feelings.
- They could go on to add a speech or thought bubble to their artwork to express what they think the character is thinking or saying.

Questions to promote deeper thinking around the text:

- Why do you think the narrator wanted the gorilla to try the banana?
- Are there any foods that you don't like to eat? Why is this?
- Can you think of a time someone has tried to persuade you to try something new? What did they want you to try? How did they do this? Did you end up trying it in the end?

Ideas for extended provision:

Knowledge and Understanding of the World:

Explore the appearance, taste, texture and flavours of bananas. You could make observational paintings of them. Explore different ways of presenting the banana to the gorilla, to persuade them to try it. Make banana muffins, a banana milkshake or some banana ice cream. Involve the children in making and trying these foods when they are ready. How would you describe the appearance, taste, texture and flavour now? What is the same from the original banana and what is different? Do you think the gorilla would have tried this way of eating a banana? You could share the recipes for these so that children could make these at home with parents and carers.

Communication, Language and Literacy:

Re-read and revisit the book several times, allowing the children to become familiar with the rhyming patterns of the story, chiming in with key parts alongside you and gaining control of the reading for themselves. Make a pairs game, with all the rhyming words from the book and play together, reading the words as you turn the cards and listening for whether they rhyme. If they do, look at the way the word is written. Can you see any patterns in the letters?



Reading area:

Re-read the book aloud as the children wish and leave copies of the text in the reading area for individuals and groups of children to enjoy independently. Collect or borrow from the library other books written or illustrated by Yasmeen Ismail, such as *I'm a Girl!* (Bloomsbury), *Joy* (Walker), *Nothing* (Bloomsbury), *Nuts* (Nosy Crow) or *Specs for Rex* (Bloomsbury).

This sequence of activities was designed by CLPE for the [Oscar's Book Prize](#) 2021 shortlist.

Oscar's Book Prize is supported by Amazon and the National Literacy Trust. To access more free resources from CLPE, visit: www.clpe.org.uk/freeresources.

