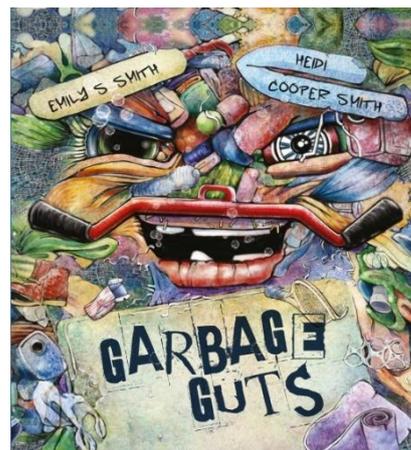


# Teacher Notes

## ‘Garbage Guts’

By Emily S. Smith

Illustrated by Heidi Cooper Smith



### Story Summary:

Garbage Guts is a vile and evil garbage monster that floats around the North Pacific Ocean and hates all sea life. Fed up with having to share his ocean, one day he hatches a plan to host a party where he will destroy all sea creatures through devious and wicked schemes. He tricks turtles, fish and whales into eating garbage, and encourages other sea life to play ‘dress ups’ with a fishing net. As he implements his scheme and all seems lost, a ‘monster’ comes along and gobbles him up. Just as he is about to be destroyed, Garbage Guts sees the error of his ways and expresses deep regret for his horrible actions. The story concludes with Garbage Guts being transformed (recycled), and becoming an advocate for recycling and taking care of the environment.

### Creator Biographies:

#### Emily S. Smith- Author

Emily S. Smith is a children's author, storyteller, teacher, book lover and fairly ridiculous human being. She is obsessed with words like she's obsessed with coffee (which is a lot). Emily is constantly amazed at how words can connect people, create fantastical worlds, and explain ideas. She believes that words are magic, and enjoys casting ‘literacy spells’ through the books and stories she writes.

Emily has previously self-published two books- ‘Betty the Yeti’s Disappointing Day’ and ‘Life Is Not Fair When You Are Just a Chair’.

Garbage Guts is Emily’s first picture book with Larrikin House.

#### Heidi Cooper Smith- Illustrator

At an early age Heidi knew she wanted to write and illustrate picture books. Then, during a Visual Arts degree, she fell in love with Ceramics and spent the next 20 years covered in clay. Heidi rediscovered drawing in 2014 when she joined an online illustration challenge. Six months later she was offered her first illustration contract with Koala Books for ‘Two Birds on a Wire’ (by Coral Vass). Inspired to

start writing, in 2015 and 2016, Heidi entered and won the CYA illustrated manuscript competition. 'Kate and the Thing' (2018, Wombat Books) was her first book as both author and illustrator, followed by 'Six Sleepy Mice' (August 2019, Little Pink Dog Books).

### **Themes:**

Recycling – Caring for our environment – Sustainability – Pollution - Impacts of rubbish on the ocean ecosystem – Transformation - Redemption

## **Extension Activities and Ideas for Classroom Discussion**

### **Reading:**

Before opening 'Garbage Guts', look at the title and cover design. Ask the children to guess the title. Discuss what the students think the story might be about. What made them think that? Ask questions, such as:

- What do you think this story might be about?
- Do the illustrations of Garbage Guts make you think the story will be funny or sad or maybe scary?
- Do you think Garbage Guts is likely to be friendly?

Read the story- ask the children to think about the pictorial elements. Prompt their discussion with questions like: What do we learn from this picture? What can we see here? How are the different characters feeling? How do we know this? Why do you think they are feeling that way?

On the second reading, show the children the illustrations instead of reading aloud to them. Have the children come up with their own ideas for the text.

At the end of the story ask the children how they felt when they were listening to the story? Did they think any parts of the story were funny or scary or sad? Which parts? Can the children find the pages?

## Speaking and Listening:

Ask the children to tell you everything they can remember about the story and write it on the board. Ask the children to number all the events on the board in the order they happened in the story.

'Garbage Guts' is filled with rhyming words. Examine the book and find all of the rhyming words. Have the children partner up and list as many rhyming words as they can in ten minutes. Display the words around the room. Have the children use these rhyming words to write their own rhyming story

## Writing:

In the book, Garbage Guts becomes a 'Poster boy' for recycling- there are posters of him in the streets encouraging people to recycle. Encourage the children to think of a creative recycling slogan. Have the children make a large poster about recycling.

The blurb on the back of the book often tells the reader what the story is about or makes people want to find out more. Have the children write a new blurb for 'Garbage Guts' that will encourage others to read it.

This story is written in rhyming verse. Have the children rewrite the story in different forms such as a narrative or a report. For example- a news report about Garbage Guts' attempt to rid the ocean of all sea life, or an interview with the sea creatures that attended the party.

At the end of the story, Garbage Guts gets recycled into lots of different items. Have the children think of/write other possible endings for the story.

Garbage Guts sends out an invitation to his 'party', this is shown in the illustrations. Discuss the features of an invitation. Have the children create their own invitation to a special event.

## Creative Arts

Discuss the illustrations with the children: What do you like about these illustrations? What do you dislike? What do you notice especially about them?

Have a close look at the images of Garbage Guts. What items can you see? Do they change?

Source images of the North Pacific Garbage Patch. Discuss with children ways of representing this through art.

Recreate Garbage Guts using images from supermarket catalogues to create a collage.

In groups, create a sculpture of Garbage Guts using recycled materials. Perhaps create a large class sculpture?

Create costumes and props that depict the story and the characters. In small groups create the various scenes from the book and put them into action. Take photos of the 'scenes' to turn into a book.

In groups, adapt the book for a performance in the classroom. Have the children devise a script. Have the children act out the adaptation. Record the performance on video.

Have the children create a poster that encourages people to recycle and highlights the issues sea life face as a result of our garbage.

## Science

Garbage Guts is the personification of the North Pacific Garbage Patch. Source photographic images of the North Pacific Garbage Patch and discuss with the class. Where did the garbage come from? What effects would this 'Garbage Patch' have on sea life? What can we do to help reduce our impact on the environment?

Make a poster or Power Point presentation exploring the effects of the rubbish on sea life. Explore:

- The animals in the story
- Their diet and habitat
- The ways in which they are impacted on by garbage in the ocean
- Ways humans can help reduce the problem

Make a report detailing the effects of rubbish on sea life, and come up with solutions about what we can do to help our planet and reduce our waste.

In the book, there are images of products that Garbage Guts gets recycled into. Investigate the types of products that rubbish can be recycled into. Research the processes involved in converting rubbish into new materials.

Using supermarket catalogues, create a poster demonstrating which items can be recycled or composted, and those items that will go to landfill.

## Geography:

Locate the North Pacific Garbage Patch on a map. How big is the patch? Compare it to the size of states/countries around the world. Where is the patch in relation to where the children in the class live? Could their rubbish end up there?

# Curriculum Links

National Curriculum Focus					
<b>Foundation</b>		<b>Year 1</b>		<b>Year 2</b>	
<b>Language</b>	<b>Literature</b>	<b>Language</b>	<b>Literature</b>	<b>Language</b>	<b>Literature</b>
ACELA1429	ACELT1575	ACELA1447	ACELT1581	ACELA1463	ACELT1587
ACELA1431	ACELT1577	ACELA1448	ACELT1582	ACELA1465	ACELT1591
ACELA1432	ACELT1587	ACELA1449	ACELT1583	ACELA1469	ACELT1592
ACELA1433	ACELT1580	ACELA 1450	ACELT1584		ACELT1593
ACELA1434	ACELT1783	ACELA1451	ACELT1585		ACELT1833
ACELA1439	ACELT1785	ACELA1453	ACELT1586		
ACELA1786	ACELT1578	ACELA1787	ACELT1832		
ACELA1440	ACELT1579				
<b>Literacy</b>		<b>Literacy</b>		<b>Literacy</b>	
ACELY1646		ACELY1655		ACELY1667	
ACELY1647		ACELY1656		ACELY1671	
ACELY1648		ACELY1658		ACELY1674	
ACELY1651		ACELY1661			
ACELY1784		ACELY1664			
<b>Creative Arts</b>		<b>Year 1</b>		<b>Year 2</b>	
<b>Foundation</b>					
ACAMAM054		ACAMAM054		ACAMAM054	
ACAMAM055		ACAMAM055		ACAMAM055	
ACAMAM056		ACAMAM056		ACAMAM056	
ACADRM027		ACADRM027		ACADRM027	
ACADRM028		ACADRM028		ACADRM028	
ACADRM029		ACADRM029		ACADRM029	
<b>Science</b>		<b>Year 1</b>		<b>Year 2</b>	
<b>Foundation</b>					
ACSISO14		ACSIS024		ACSIS037	
<b>Technology</b>		<b>Year 1</b>		<b>Year 2</b>	
<b>Foundation</b>					
ACTDIK001		ACTDIK001		ACTDIK001	