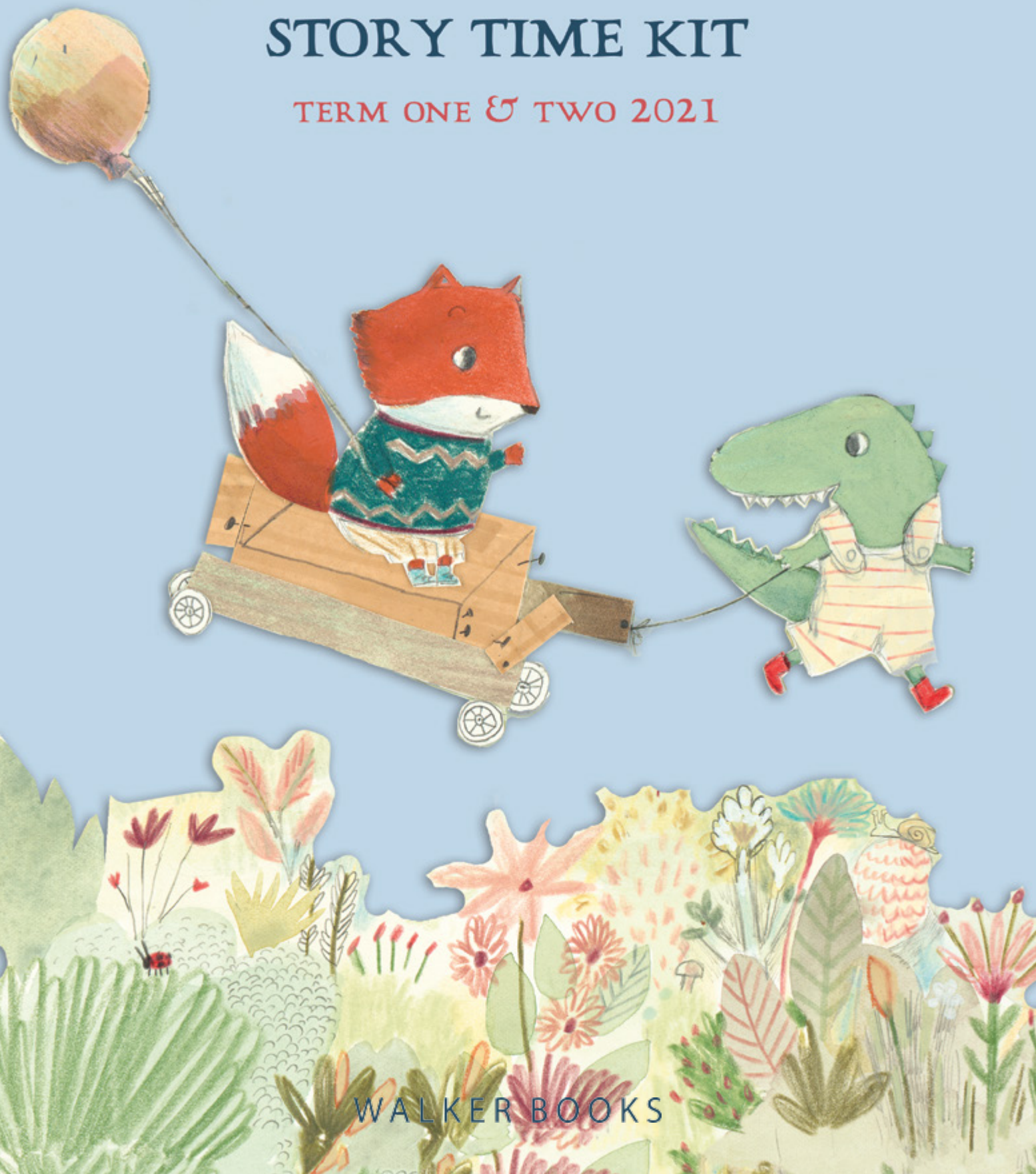


WALKER BOOKS

Read to Us!

STORY TIME KIT

TERM ONE & TWO 2021



WALKER BOOKS

Read to Us!

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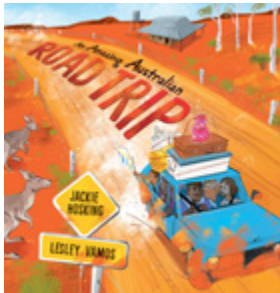
TERM ONE & TWO 2021

It is our pleasure to present our first Walker Books *Read to Us! Story Time Kit* for 2021. This kit contains simple and entertaining activities to be used in conjunction with our books. Each activity is designed to foster the skills that lead to early reading success in children.

Our term one and two 2021 Story Time Kit showcases four delightful books filled with themes of family, routine, friendship, sharing, rules, imagination, fear, Australia, travel and more.. For each title, we offer activities aimed at boosting children's narrative skills, letter knowledge, print awareness, vocabulary, print motivation, or phonological awareness – but most of all, their enthusiasm for literature.

Have fun!

BOOKS FEATURED IN THIS STORY TIME KIT



An Amazing Australia Road Trip
Jackie Hosking
Lesley Vamos
9781760650766
January 2021



Let's Play Monsters!
Lucy Cousins
9781406384802
February 2021



Rajah Street
Myo Yim
9781760651480
March 2021



Florence and Fox
Zanni Louise
Anna Pignataro
9781760651350
May 2021



This Story Time Kit was written by Rebecka Sharpe Shelberg.

Rebecka is a librarian, children's author and general book enthusiast, who lives in Sydney, Australia, with her bearded husband, three small mischievous children, two fluffy dogs and a bearded dragon. Though she is obsessed with books of all kinds, she is particularly enamoured with picture books and would happily spend an entire day (and a year's salary) in a good bookstore. Her first picture book, *Reflection*, was a CBCA Notable book for 2017.

WALKER BOOKS

AN AMAZING AUSTRALIAN ROAD TRIP

Themes

Australia

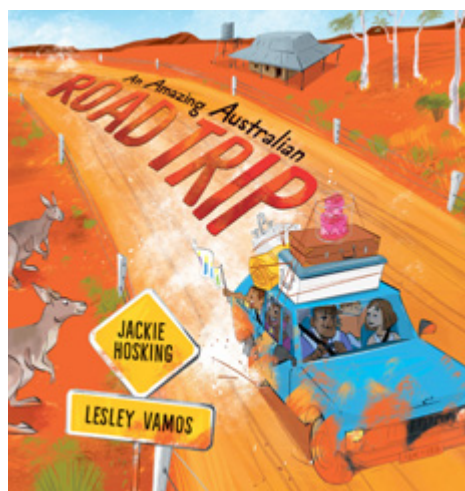
Family

Travel

Exploring the Story

How many of your group have travelled around Australia? Discuss with the children the places they've been to and the things that they've seen. Has anyone been to all the places in the story? And after reading the story, do they have new places that they'd like to go to and see for themselves?

A number of times throughout the book there is mention of the Australian National Heritage List and the UNESCO World Heritage List. Explore with the group what these lists mean and how sites are added to them. For older children you may like to ask if they have done any international travel and find out if there are any world heritage sites that they might have visited.



Read through the story twice with the group, once with just the rhyming story text and then another time with the additional information provided. Ask the group to compare the readings. How did the additional information impact on their understanding of the story? Did they learn new and interesting facts? Do they think the story would have made as much sense without the additional information?

To extend this discussion, explore other books in your library collection that offer both narrative and non-fiction texts (such as the Nature Storybook series by Walker Books Australia).

Activity

A Great Australian Nature Map

Depending on the age of your group, you may like to draw or fashion an outline of Australia prior to the lesson. For older children you can involve them in the process by using sticks to build an outline or by drawing an outline on the ground in the shape of Australia.

Gather items from outside and use them to build a nature map of Australia. Use the items you have gathered to represent the different parts of Australia (i.e. sand for the desert, rocks for landmarks, bark for roads, leaves for bushland and forests etc).

Use a piece of bright coloured string to plot the journey of the family as you read through the story.

For a different spin on this activity, try making a Great Australian Cake Map, using foods such as crushed biscuits for sand, blue jelly for water, and spearmint leaves for bushland and forests.

Learn a Bit More

There are a lot of interesting and unique places, plants and animals explored in the story. In small groups or as individuals, choose one site to focus on and use the library resources to find out 3 or 4 more interesting facts. Use a large piece of paper and draw or collage an image of your chosen site. Add information bubbles to your collage, in a similar way to the information spread through the illustrations in the book. Present your interesting information finds to the rest of the group.

Top Three List

Now that you know a bit more about the Australian National Heritage List and the UNESCO World Heritage List, make your own tour list of the top three places you would like to visit from these heritage locations using the attached template. They can include Australian sites or international sites.

In the space provided draw a 'photo' of yourself visiting one of these locations. Think about who you would travel with and what you would need to take with you and include it in your illustration.

Happy Birthday Not-Cake

Imagine bringing a cake on a trip around Australia – it would be ruined (of course!). If you had to think of a quick make-shift cake, like the family did with their meat pies, what would you use?

Using the empty plate template, draw a picture of your make-shift cake then decorate it with the candles provided.

Related Titles



Little Dog and the Summer Holiday
Corinne Fenton,
Robin Cowcher
9781760651633



Under the Southern Cross
Frané Lessac
9781760651718



Site:
Location:

Site:
Location:

Site:
Location:

How I would get there: _____

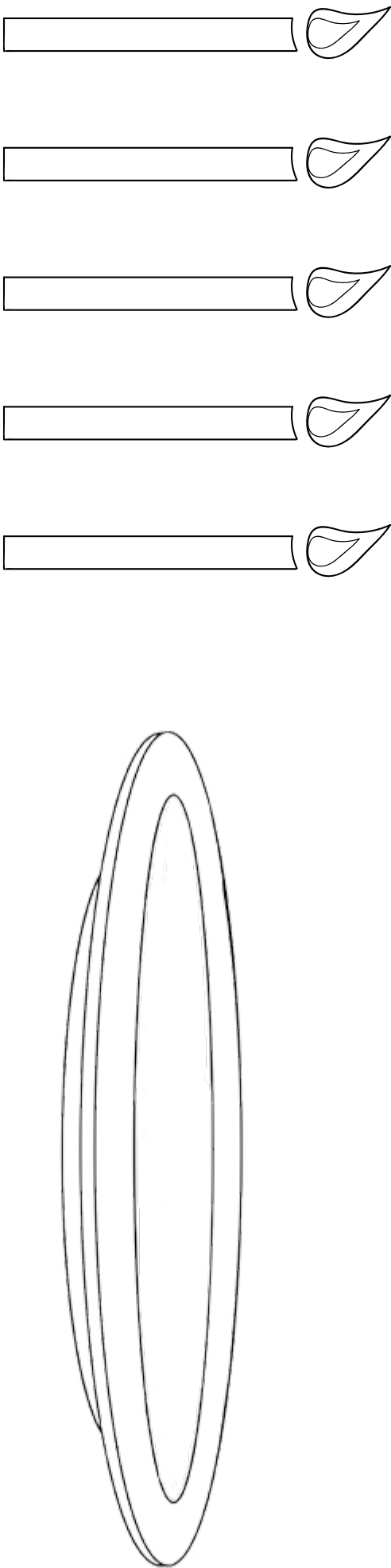
How I would get there: _____

How I would get there: _____

Why I want to visit: _____

Why I want to visit: _____

Why I want to visit: _____



Let's Play MONSTERS!

Themes

Family



Imagination



Games

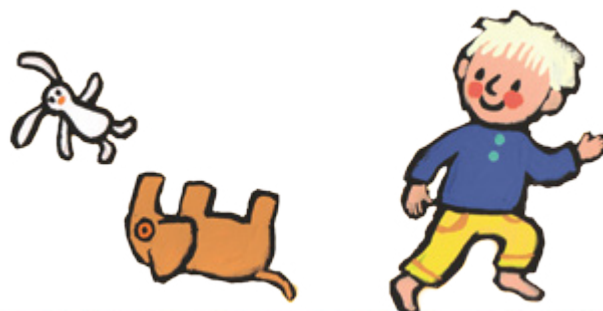


Exploring the Story

Being scared can be a very serious and unpleasant feeling. Other times being scared can feel silly, funny or thrilling. Discuss with the group what the difference is between these two experiences. Ask them if they think the child in the story is really scared or having fun? How can they tell? Can they think of any examples of something that they are really scared of (spiders, the dark etc)? Can they think of anything that gives them a thrill but does not actually scare them (chase games, Halloween costumes etc)?

Ask the group why they think sometimes things can be scary in a fun way? Talk about how feeling scared is your body's way of telling you that something is not safe. If you feel safe (i.e. you're in a safe space and you're with people you trust to take care of you) then things being a little scary can be fun. The child in the story is asking their family members to chase them because they feel safe doing so. Do you think if there was a stranger the child would want to be chased by them? What if there was an animal that they didn't know? Do you think they would enjoy being chased by it? Ask the group by show of hands to tell you if they would like to play the game the child in the book is playing. Ask them to give an example of who they would like to chase them and who they wouldn't like to chase them.

Examine the end papers in the book. At the front you can see each character from the story and at the back you can see each monster that they turned into. They have claws and big teeth and horns and all the things that might normally make a monster scary. Why do you think the child didn't find these monsters scary? Did the characters really turn into monsters or was the child using his imagination? Discuss with the group how the illustrations have been created to make the monsters not scary (i.e. use of bright colours, big wide eyes not narrowed/mean looking, smiles on their faces etc).



Activity

Design Your Monster

Imagine the child in this story is your little brother or sister. What monster would you turn into to play this chasing game with them? Using pencils/textas/pens and the template provided, design yourself as a monster in the story. Do you have claws, horns or big teeth? Are you hairy, scaley or slimy? Are you big or small? What colours are you? Think about how to make yourself as a monster not threatening or scary.

Add A Verse

As a group or as individuals use the template to add to the story by following the pattern of Lucy Cousins' rhyming text. Listen to how many beats she has used in each verse and try to match it. You can even use the monsters that you already designed in activity one as your inspiration.

Monster Masks

Building on activity one, use paper plates and craft/collage materials to create your monster designs into a bright and brilliant monster mask (for a younger group pre-cut eye holes in the paper plates to save time). Use elastic or tape a paddle pop stick at the inside bottom of the mask if the children prefer to hold it to their faces.

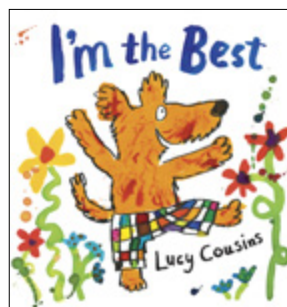
To extend the activity, play a 'duck, duck, goose' style game with the children while they are wearing their masks. Walk around the circle of 'monsters' and sing the song (everyone can join in) "Come on, Come on, I WANT TO PLAY! You chase me and I'll run away! Hee, hee, hee, you can't catch me!".

Garden Monsters

One of the monsters in the story was originally a flower in the child's garden. Go outside and gather some items to create your own Garden Monster. Look for interesting shaped leaves, gumnuts, rocks, and sticks. Create your monsters by gluing on some googly eyes and using coloured paper to give your monsters other features such as teeth, arms or hair. Be sure to give your monster a name as well!



Related Titles

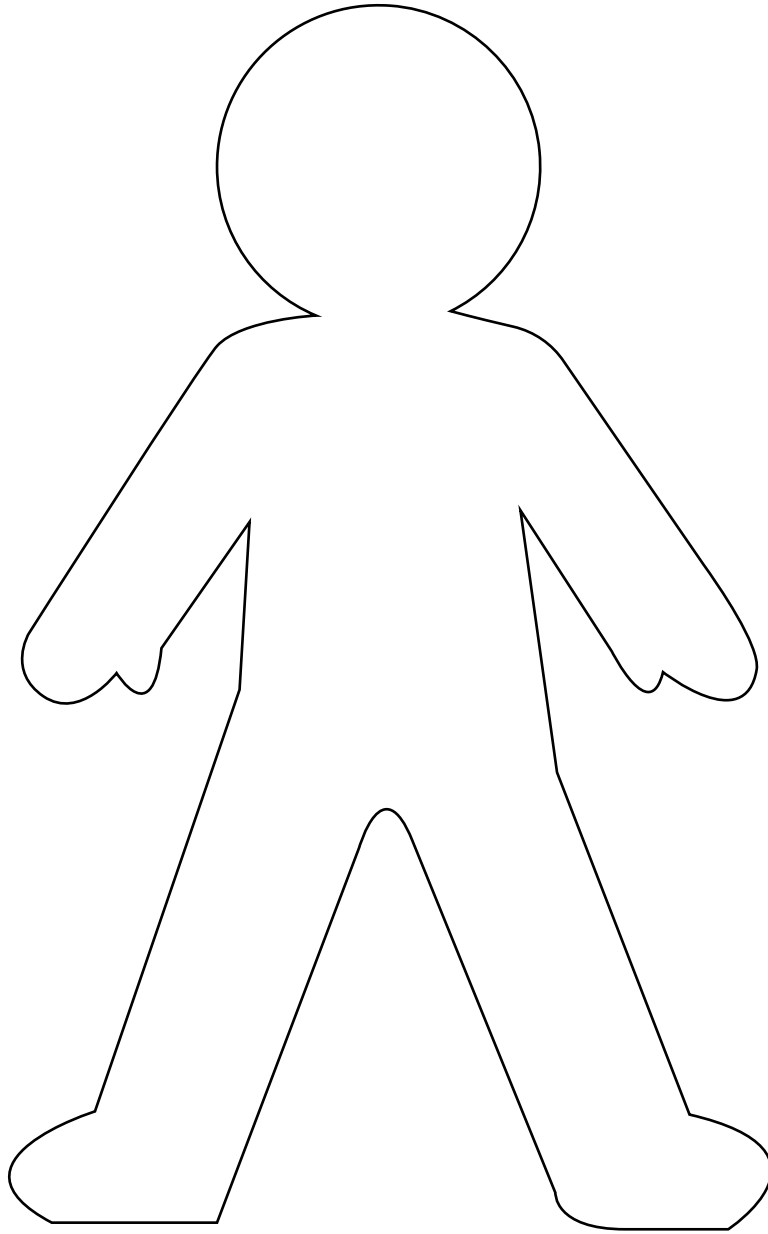


I'm the Best
Lucy Cousins
9781406329650



Peck Peck Peck
Lucy Cousins
9781406355475

Name: _____



Come on [NAME] _____

I WANT TO PLAY! You chase me and I'll run away.

You be a monster who is _____ and _____ ,

Who/And/With _____ .

RAJAH STREET

Themes

Routine

Imagination

Favourites

Exploring the Story

Have the group examine Myo Yim's illustrations carefully. Myo has used many beautiful patterns, unusual colour schemes and lots of little details to create scenes that are busy and full of life. Discuss with the group how the use of pattern and colour can make the readers feel and think different things. Ask the group to take turns sharing how the illustrations make them feel or what they make them think of? Not everybody will feel the same way, discuss these differences and how important it is to listen to different interpretations of the same picture or story.

Ask the group what they think about using colours and patterns that are different to our usual expectations (i.e. the Kookaburra that has checked wings and pink tones is not what we might expect when we look at an illustration of a kookaburra.)



Do you think that these illustrations show us how people can view the world differently? Discuss with the group how this might be further demonstrated with the page showing a vertical illustration rather than the expected horizontal illustrations. Even the conversations between Junya and his mother demonstrate two differing perspectives on the same event.

When Junya sees the crocodile in the road, the animals around the bus and the surfers riding the waves do you think he is really seeing these things from his window? What do you think is happening? Do you ever find yourself seeing and imagining the world in different ways to other people?

Activity

Unexpected Kookaburra

Using the Kookaburra template provided, think outside your knowledge of what a kookaburra actually looks like and decorate yours in a way that others might not expect. You can use an unusual colour scheme and different patterns, you may even like to find papers or items to give your picture different textures as well.

To extend this activity, bring the group back together to view each finished artwork. Are there any that have similar colours? Are there any that have the same patterns? Are there any that are completely and utterly unlike any of the others in the group?

Beautiful Rubbish

Read through the story again, paying particular attention to the numerous wheelie bins spotted throughout, each so beautifully illustrated and with the most lovely rubbish you've probably ever seen.

Gather some beautiful rubbish (scraps of paper, material, string, wool, falling apart books, old Christmas cards) and give them new life by making them the rubbish in your wheelie bin collage.

Glue the gathered rubbish items onto a fresh sheet of paper in any way you wish, try to ensure there is no white space visible in the centre of the page but leave a 3-5 cm gap around the border. Depending on ability level of the group, materials could be pre-cut into smaller pieces otherwise allow older children to do their own cutting. Once the collaged sheet is complete, cut the inside of the wheelie bin template out of the frame and using the border you left empty, paste the template over the top of your collage (younger children may need an adult to help with this).

Window Watching

Junya sees a lot of interesting things as he is looking out his window waiting for the garbage truck to appear. Spend some time quiet time looking out the window and discuss as a group what you see. Are there birds, animals, people, vehicles, insects? You may even notice a tree or building that you've never paid much attention to before. Can you imagine what they are doing, where they are going, what they are thinking or feeling? Take turns imagining these things and share them with the group. Are there different theories, ideas and perspectives within the group?

Favourite Things

Junya's favourite things are his Mummy, Daddy, little-bit-older brother, eggs and garbage trucks. Use the template to write about your favourite things.

Related Titles



The Biscuit Maker

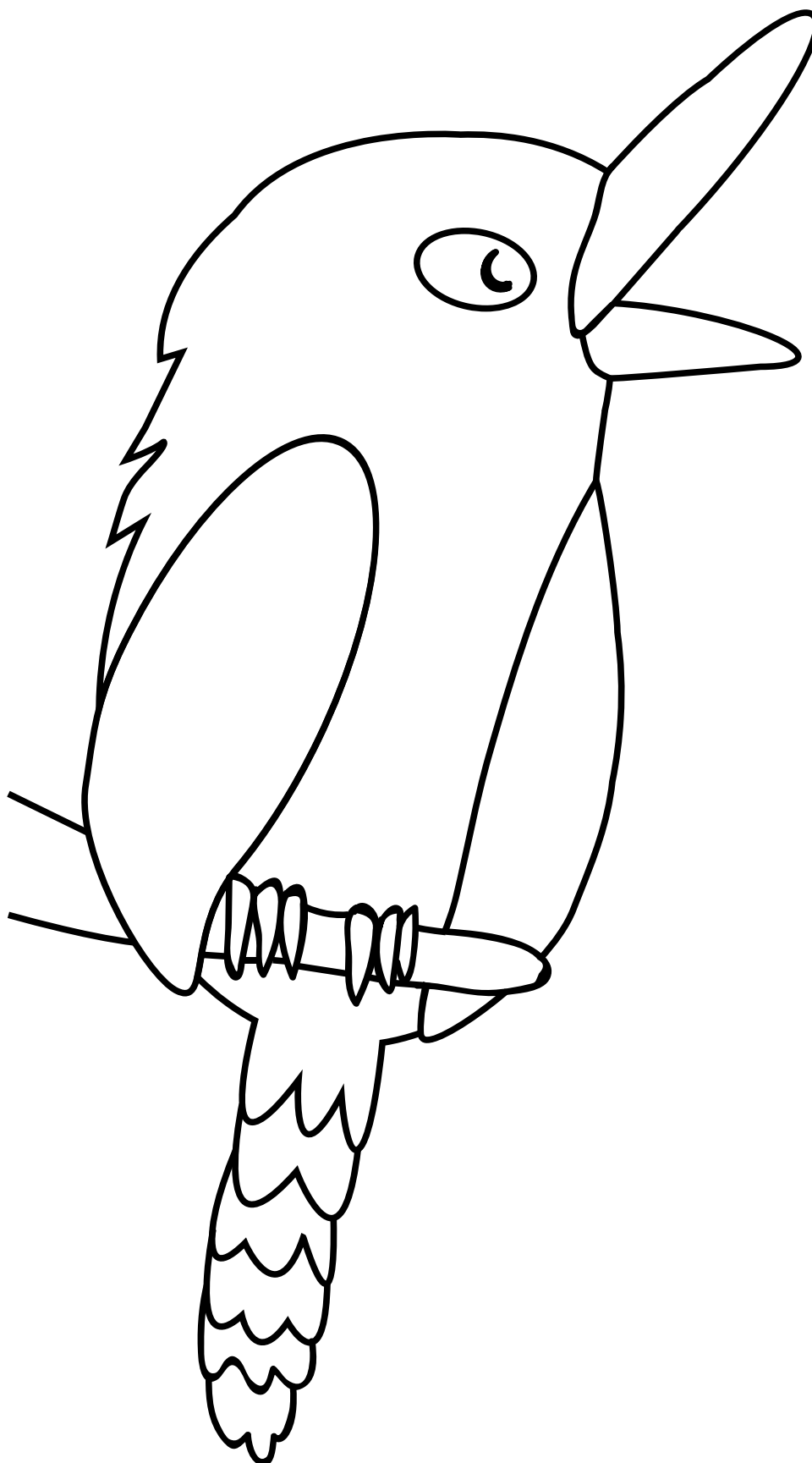
Sue Lawson,
Liz Anelli
9781760650438

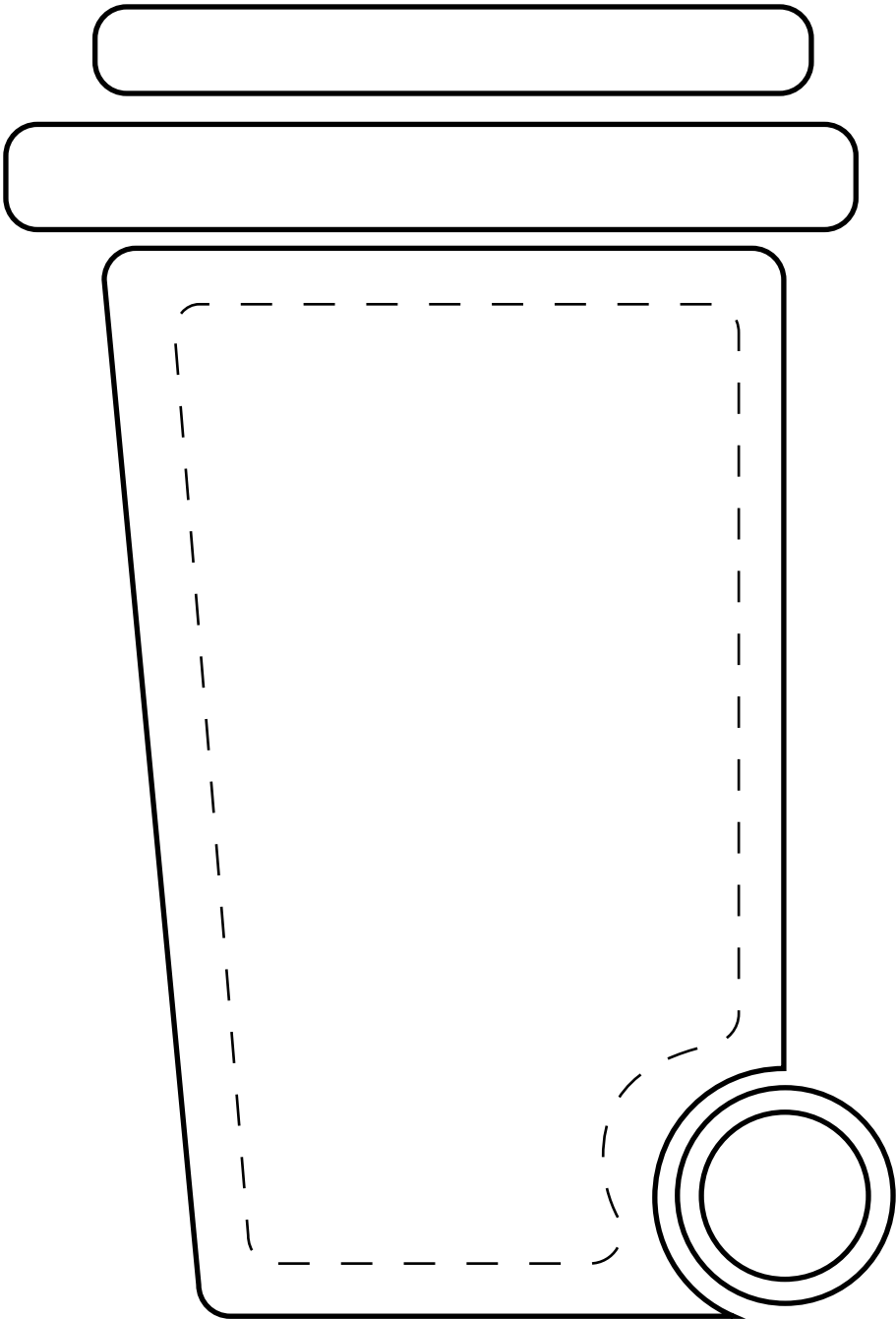


Sometimes Cake

Edwina Wyatt,
Tamsin Ainslie
9781760650421

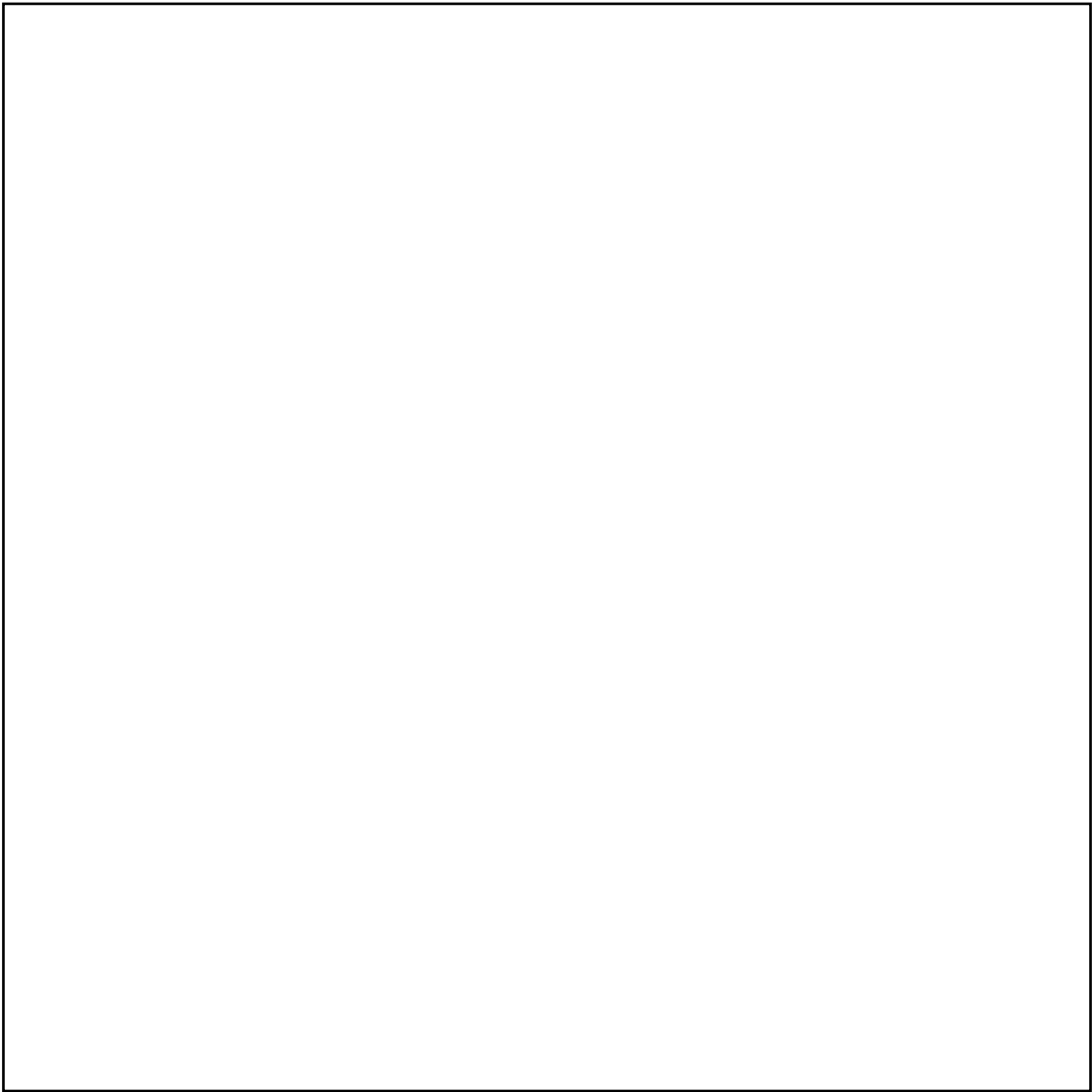






Name: _____

My Favourite Thing



My favourite thing is _____

It is my favourite because _____

Florence & Fox

Themes

Friendship

• Sharing •

Rules

Exploring the Story

Discuss with the group the idea of 'Sharing Day'. Is it a real day or something that Florence made up? Why do you think Florence made this day up? And how did the made-up day make Fox feel?

Does 'Sharing Day' sound like a good day or a bad day? Has Florence used it in a friendly or an unfriendly way? Ask the group if they have ever made up a day like Florence did (i.e. Opposite day). Why did they do it? What happened and did they make anyone sad or annoyed by doing this day or was it fun and silly?

As a group, come up with some ideas for other made up days. Put them into a column for friendly or un-friendly days (i.e. Friendly days could include Hug Day, High Five Day or Sing and Dance Day while Unfriendly days could include Ignoring Day, Not Sharing Day or Mine Day.

Have a third column in the middle labelled 'Both' and show the group how different interpretations could make an idea a friendly or an unfriendly day (i.e. Copy Cat day could be fun if all friends agree to it, or if could be frustrating and annoying if one person is doing it and the other person doesn't want them to).

Ask the group if they think Florence is being a good friend to Fox and why. Do they think that Florence knows she is not being a good friend? Ask them to think about what she did to make up with her friend. And do they think Fox forgave her?



Activity

Happy/Sad Theatre

Colour in each of the images on the below template and carefully cut them out. Stick the pictures of Fox onto either side of a paddle pop stick (happy Fox on the front, sad Fox on the back) and do the same for Florence.

Colour in the background template and bluetac it up or attach it to a piece of cardboard to make a freestanding theatre backdrop.

This can be used for the children to free play and explore the story or make up their own stories and can also be used in a led activity by asking the children to use the puppets in response to certain scenarios, either from the book or that you've made up (i.e. how did Fox feel when Florence said it wasn't sharing day?)

Friendship Creation

Have a close look at the illustrations through out the book to find out what Florence and Fox build together. Work together with a friend and use craft items (such as paper, paddle-pop sticks, pipe cleaners and clean recycled materials) to design your own creation like Florence and Fox did. Use your friendship skills to make sure that both your ideas are included in the creation and when you are finished, tell the group about both your creation and how you worked together.

Friendship Maze

Florence needs to find her way to Fox so she can share her tools with him. Develop problem solving and fine motor skills with this maze.

Be the Illustrator

Anna Pignataro's beautiful illustrations were created with pencil, coloured pencil, watercolour and collage. Look closely at how Anna has created her characters and using the templates provided decorate your own Fox or Florence character. Think about what they would wear and what they might be carrying and you may even want to give them their own name.

Related Titles



We Found a Hat
Jon Klassen
9781406373820



Bear in Space
Deborah Abela,
Marjorie Crosby-Fairall
9781760651510



