

Australia! Story Country: Book Week 2016 @ Story Box Library

Story Box Library LOVES Australian stories, and we love this year's Book Week theme, Australia! Story Country.

To celebrate Book Week 2016, we thought we'd share some fun Book Week ideas and a sample of our favourite Classroom Ideas for use alongside some of this year's CBCA Book of the Year shortlisted books.



1) Create an Australia-themed space to view our stories during Book Week.



Take a look at these story segments for some ideas:

- [What's Wrong with the Wobbegong?](#)
- [Santa's secret](#)
- [Greetings from Sandy Beach](#)
- [The Croc and the Platypus](#)

2) View any of our stories online- they are all Australian. These are some of our favourites:



- [Shake a Leg](#)
- [The Family Hour in Australia](#)
- [Why I Love Footy](#)
- [The Bunyip from Berkeley's Creek](#)
- [Mulga Bill's Bicycle](#)
- [Tales from the Gumtree](#)
- [Peggy](#)
- [All Through the Year](#)

3) View some of short films and find out about the life stories of some of our featured authors:

- [Anna Walker](#) (Author of *Mr Huff*, 2016 CBCA shortlisted book)
- [Leigh Hobbs](#) (Australian Children's Laureate)
- [Aaron Blabey](#)
- [Andy Griffiths](#)
- [Ann James](#)
- [Danny Katz and Mitch Vane](#)
- [Gus Gordon](#)



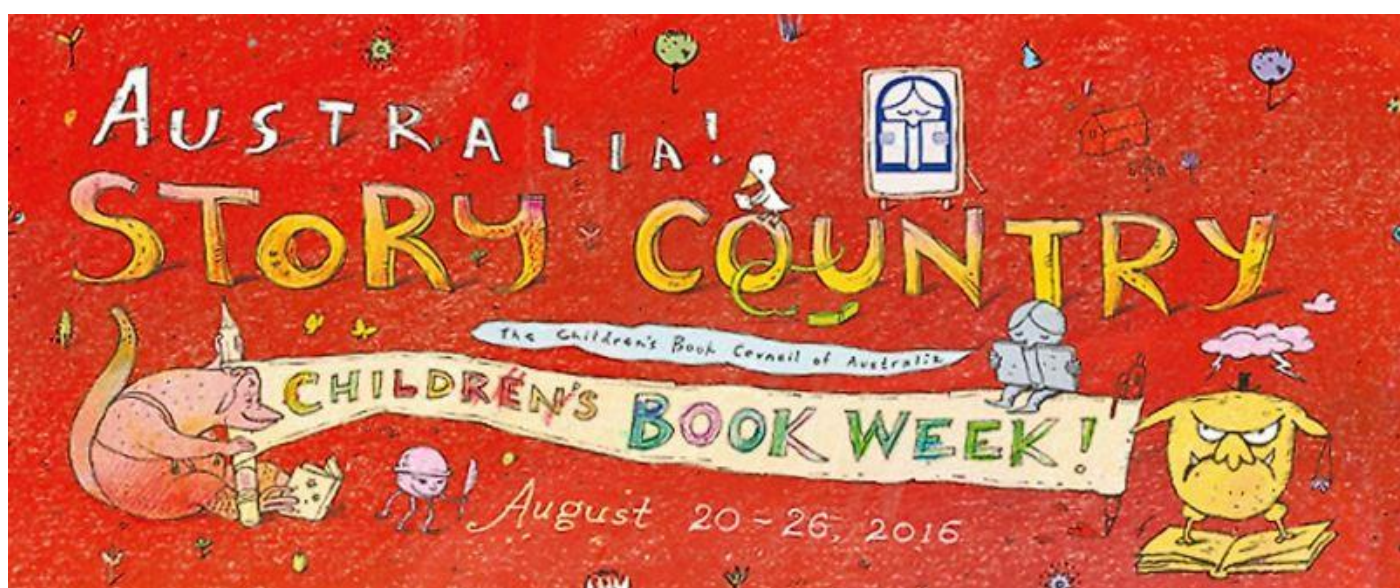
4) View some of these stories to get some great Aussie book character dress-up ideas:



- [It's a Miroocool](#)
- [Horrible Harriet](#)
- [Tashi](#)
- [Pig Dude](#)

5) Interview and create your own short films featuring your parents or grandparents and their Australian stories.

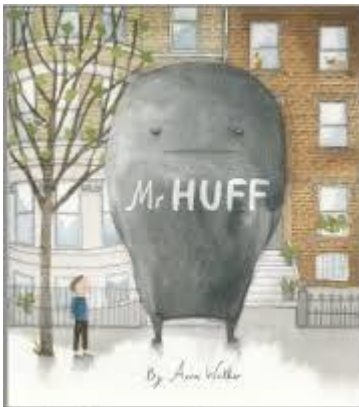
...or work together to film yourself reading your own Australian books.



6) View and explore some of this year's Shortlisted books.

Below, we've shared our favourite Classroom Ideas for use alongside some of this year's CBCA Book of the Year shortlisted books. *Full sets of Classroom Ideas can be obtained through school memberships. The notes are designed for classroom use, but families can easily adapt them for use at home.*

CLASSROOM IDEAS FOR Early Childhood Shortlisted Books of the Year



Mr Huff

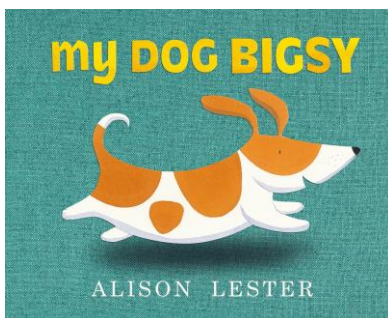
- If Mr Huff represents a feeling, create character names for other feelings you experience. Choose one of these characters and write a story about him/her.
 - At the beginning of the video segment, Anna Walker explains that Mr Huff started as a tiny scribble she made in her visual diary to describe the worry she was feeling one particular day. Start your own visual diary, and draw or doodle in it daily.
 - Show Bill's morning routine on a timeline and compare it to your own morning routine.
- 'Cloudy with a chance of rain'- Write and present a weather report that depicts your mood today.
 - Can weather affect mood? Use a polarised debate to share your thoughts with classmates.
 - Undertake an experiment to test whether or not weather can affect your mood. As a class, record the weather daily and keep a journal of your moods and feelings.
 - Create an Emotions Calendar to show how you are feeling each day.
 - Trace your hand and on each finger write the name of a person, family member or friend that you like to talk to when you are feeling sad.
 - Watch the Story Box Library interview with Anna Walker. She likes to create the characters from her book. Make your own Mr Huff (e.g. a puppet, a plush toy or a 3D model etc.)



Perfect

- Who are the children in this story? Create character profiles for each of them that include their names, ages, likes, dislikes, hobbies etc.
 - Create a list of tasks and activities the children complete during the day. How many of these activities have you tried?
 - What are the ingredients mentioned in this book for a perfect day? Categorise them as settings, actions or objects.
 - What does a perfect day consist of for you? Use your ideas from above to write a recipe for a perfect day for you (Remember to include ingredients and method).
- Create a 'Perfect Jar'. On small pieces of paper or paddle pop sticks, write ingredients for a perfect day (e.g. settings, actions or objects) and place them into a large jar or container. Use these to inspire you when you are having a slow day or a wet-weather day.

- As a class, create a scaled timeline of the children's day.
- Order measuring cups and bowls according to capacity.
- Interview your parents and grandparents about what their childhood was like. Were they similar or different to the childhood experienced by the children in the story?
- Create a list of scenarios where adults supervision **is** and **isn't** required.
- Look at the text and illustrations for examples of each type of play in the story:
 - a) Role play
 - b) Physical/active play
 - c) Cooperative/social play:
 - d) Constructive play
 - e) Creative/expressive play:
 - f) Individual/ solidarity play:
 - g) Imaginative play
- Create your own art using homemade chalk paint (Combine and mix ground chalk and water).
- 'Some space with enough room to scribble.' Find a large canvas (e.g. ground, wall, roll of paper, cardboard box) for free drawing.

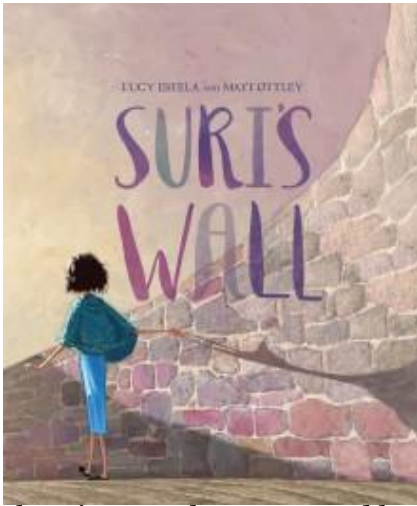


My Dog Bigsy

- Invite children to play with a farm play scene as a tuning in activity or to re-tell the story.
- Make a list of the verbs used in the story, and use these to organise a Farm Relay Tournament. Instead of simple running relays, children must also participate in races by completing some of the actions from the story e.g. barking races, bouncing races, flying races etc.
- Based on what you know from the story, use a list of personality adjectives to describe the personalities of each of the animals in the story. Explain your choices.
- How does Bigsy give commands and communicate his likes and dislikes? Practise making offers, giving commands and communicating likes and dislikes with your classmates without using words.
- Work with a friend to write or act out a conversation you think might be taking place between Bigsy and one of the other animals.
- What structure or pattern has Alison Lester used in this story? Use this structure to help you write (as a class or individually) a new story about Bigsy working in a zoo, a pet shop or at puppy school.
- Count the number of animals in the story. Using toys or counting tools, make and order the number of animals in each group, then write 3 facts you can see in your model (e.g. *There are more sheep than kangaroos*).
- How many eggs did the hens lay? If the hens lay the same number of eggs each day, how many eggs will there be at the end of the week? Try drawing or building to help you with the answer.

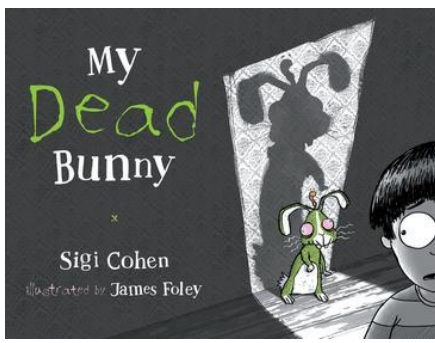
- Draw and label a diagram of your pet, using the diagram of Bigsy as an example.
- Write a list of jobs required to maintain a farm (e.g. collecting eggs).
- Compare life on a farm to where you live. Write a short persuasive piece on whether or not you would like to live on a farm.
- What materials has Alison Lester used to create the illustrations? Create your own mixed-media farm scene.

Classroom Ideas for Shortlisted Picture Books of the Year



Suri's Wall

- Who is Suri? Complete a character profile which includes what her life was like before she found herself behind the wall.
- Imagine you are Suri; write a journal to record your thoughts and feelings.
- The children couldn't see over the wall, but what might they experience with their other senses? Show these on a Y-Chart.
- *'Every month, Suri marked her height on the wall.'* Create a height chart in your classroom, and keep track of classmates' growth.
- Compare the heights of the children in your class.
 - Who is the tallest classmate?
 - Who is the shortest classmate?
 - What is the average height of your classmates?
 - What is the median height of your classmates?
 - What is the mean height of your classmates?
 - What is the difference between the tallest and shortest classmates?
- Identify and show on a map some of the world's famous stone walls.
 - Why were these walls built?
 - What are the advantages and disadvantages of these walls?
- What clues are used in the illustrations to hint where and when this story might be set? Share your ideas with your class.
- Undertake a personal inquiry and extensive research before writing a Letter to the Editor expressing your response to the issue of holding children in detention centres.
- Considering their limitations, what active and safe games might the children have been able to play in the courtyard?
- Taking note of the materials the children have available inside their camp, design a piece of furniture or equipment that would allow the children to look over the wall.



My Dead Bunny

• James opens this story segment with the following warning for viewers about *My Dead Bunny*: 'It's about a zombie rabbit. So if you think maybe that's not the sort of story you would like to listen to, maybe switch to another one'.

- Why is a warning necessary?
 - Who or what type of reader might choose to switch to another story? Why?
 - Choose some books from the Story Box Library collection that might be better suited to these readers.
 - Using movie classifications as an example, design and create a classification or rating system for picture books and apply your ratings to each of the stories in Story Box Library.
- Research fiction genres, and classify the genre or sub-genre of *My Dead Bunny*.
- Is it possible for a book classified under two or more genres?
 - James describes *My Dead Bunny* as 'creepy' **and** 'silly'. What parts of the story do you find creepy? What parts of the story do you find silly or funny?
 - Do you think it's possible for a book to be a thriller and a comedy? Conduct a polarised debate to demonstrate your thoughts.
 - How have James and Sigi Cohen tried to achieve a balance between genres?
- Can you find any other horror, thriller or ghost picture books in your school or local library that are suitable for children? Create a list of elements or features that each of these books share.
- Write your own child-friendly Thriller-Comedy using the following elements of thriller/horror fiction: Fear, Surprise, Suspense, Mystery, Spoiler, Evoke an emotional response from the reader.
- James Foley has used angles and shots to emulate the impact of horror/thriller films in his illustrations. Find examples of the following shots and angles in *My Dead Bunny* and the impact they have on the reader:
- SHOTS:** Long shots, Full shot, Mid-shot, Close-up
- ANGLES:** Bird's eye view, High angle, Eye-level, Low angle, Dutch angle, Worm's eye view
- As a class, undertake a pet survey.
- For each classmate find out the type and number of each pet they own.
 - Present the survey results as a class graph (picture, bar etc.)
 - Interpret the graph by posing and answering questions about the data.
- Learn about electricity circuits and the flow of electricity by safely experimenting with switches, batteries, voltages and light bulbs (explore the features of electrical devices).
- Audit your home for electrical dangers and develop a management plan to minimise danger.
- Locate each of the shadows in the illustrations and identify the light source and objects that form the shadows. Use this information to help establish an experiment into light and shadows:
- Investigate and compare shadows created from a range of light sources (e.g. sun, torch, light bulb).
 - Observe difference in shadows of transparent, opaque and translucent objects.

- Design, conduct and evaluate an experiment to test the variables that affect the rate of decomposition of a range of objects:
 - Choose a range of objects to test (e.g. food, forms of nature, sustainable and manufactured products).
 - Decide on a range of variables for your testing conditions (e.g. soil, light, oxygen, presence of decomposers, temperature, moisture)
 - Make a hypothesis about the objects and variables
 - Monitor the objects over a set period of time
 - Use sight, touch and smell to record your observations on a chart. Use diagrams to show the changes overtime
 - Discuss and share your conclusion, and use your results to explain the role of decomposition and decay in the life cycle of living things.
- Recreate *My Dead Bunny* as a shadow puppet show. Include sound.
- Use the colour scheme adopted by James in his illustrations to design a retro-style movie poster for a modern film.



One Step at a Time

- Use a Senses Chart to record how Jane and Sally appeal to your senses throughout the story. Use this writing technique in a written piece of your own.
- *‘That night Luk sat with Mali. He spoke to her of misty mornings and mountain streams, of golden sunsets and silvery moons.’* Choose one of the images from the grid on this page, and use it as a stimulus to develop and tell an oral story to the class.
- A percentage of proceeds from the sale of *One Step at a Time* are being donated to an organisation called *SafeGround*. Find out 5 facts about this organisation.
- Undertake research into the uses of elephants by humans over time. Use your findings to help you create an annotated timeline.
- Use a Y-Chart to record the following information about landmines:
 - WHAT are they and what is their purpose?
 - WHEN and WHERE were/are they used?
 - WHO and HOW are people/animals affected by landmines?
- Form groups to debate the following topics:
 - Landmines are an appropriate weapon of war.
 - It is cruel to use elephants as logging workers.
 - Logging in Asian forests should be prohibited.
- How does Luk care for Mali? Create a list of ways in which you care for your pet.
- Experiment and create your own Lino print using linoleum and linoleum cutters or styrofoam and pencils.
- Create a flip book to portray Mali’s movements when trying to stand and walk on three legs.