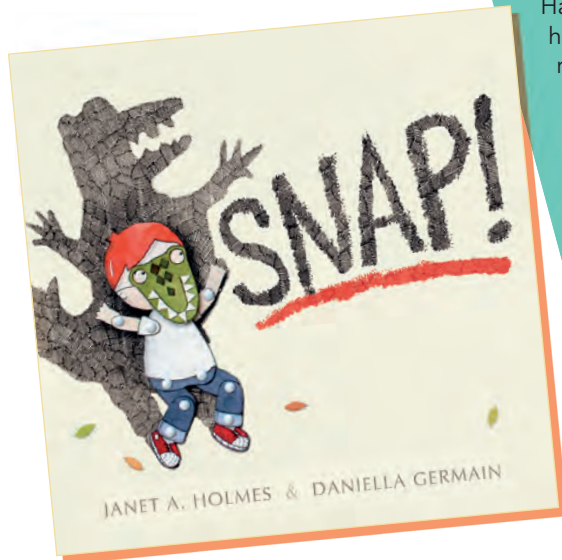


PRESCHOOL STANDING ORDER



FEATURED BOOK:

Snap!

For information about our featured book, visit our website: australianstandingorders.com.au

Happy New Year and welcome to our first Preschool selection for 2013. I hope you had a happy and relaxing break and that you're sticking to all those New Year's resolutions...

There's a lovely and varied mix of Preschool titles this month to kick-start the year. Our featured book this month is **Snap!**, which is a good title for the beginning of the year when many children are starting a new phase in their lives. It's about a little boy who is afraid to start school/preschool. He wears a scary crocodile mask to frighten everyone away (and to hide behind) but is befriended by a little girl wearing an owl mask. A reassuring and meaningful book for young readers.

Somewhere in Australia is a lovely Australian counting book featuring the vivid illustrations of Danny Snell. The text structure is based on the rhyme 'Over in the Meadow' and is the perfect way to introduce children to the numbers one to ten and to Australia's varied and fascinating wildlife.

Red Panda's Toffee Apples is a very simple story about sharing and not being greedy. It can also be used to introduce basic money and counting activities. Ruth Paul's gentle, colourful illustrations are delightful.

Dog on a Log is reminiscent of the Australian classic, **Dog In, Cat Out**. It's great fun to read, with lots of rhymes and plenty of mayhem. It's also an excellent concept book about opposites. You might like to make your own classroom picture book using a different rhyming sequence and different animals (Cat in a Hat, Fish in a Dish, Bear in a Chair...).

I love **That's Mine!** It's a fabulously quirky book that teaches children about greed and responsibility. It can also be used to look at different animals and the character traits we associate with them, as well as the concept of size. Children will have great fun guessing what's in the egg.

Let's Go to Sleep by Margaret Wild and illustrated by Michelle Dawson, is a gentle, calming book that is perfect to read before rest time or to quieten children down. The book features lots of different animals preparing for sleep. Young children will also enjoy talking about the baby animals, and extension activities include discussing the animals' habitats and finding their 'homes' on a map of the world.

Happy reading.



COMING NEXT ISSUE

FABULOUS FISHES
– Susan Stockdale

BAD DOG FLASH
– RUTH PAUL

SEADOG
– Claire Saxby and Tom Jellett

GRUMPY GRANDPA
– Kate Forsyth and Annie White

BIRD AND BEAR
– Ann James

SCIS

Don't forget that all ASO selections have been allocated SCIS numbers. These can be found on our website:

www.australianstandingorders.com.au

THAT'S MINE!

MICHEL VAN ZEVEREN

When the frog finds an orphaned egg in the jungle, he leaps up and claims, 'That's mine!' But the snake, the eagle and the anteater all have different ideas, and they each use their bigger size to intimidate each other. Who will admit ownership when the elephant steps into the argument after a scuffle with the egg? **That's Mine!** is an hilarious story with a powerful message about greed, responsibility, and finally, regret. Children will love the humorous flair of Van Zeveren's illustrations and laugh at this entertaining twist on the timeless wisdom, 'Be careful what you wish for!'

ISBN: 9781877579271

RRP: \$29.99



TEACHER NOTES

- As a class, discuss greediness. Why do all the animals want the egg? How do the illustrations show each animal being greedy about the egg? Discuss the body language and facial expressions of each animal as it seizes the egg.
- The snake is bigger than the frog, the eagle is bigger than the snake, and the anteater is bigger than the eagle. How do the animals use their size to bully the others into giving them the egg? What does this suggest about each animal? Consider the biggest animal of them all – the elephant. How do students expect him to behave? How do the animals expect him to behave? Why do you think he ends up behaving nicely?
- Why do the animals fight for the egg, but then say it's not theirs? As a class, discuss taking responsibility. What is responsibility? Is it a good or bad thing? Is responsibility rewarded or punished in the book? In pairs or small groups, share instances when students or their friends/family were responsible.
- How is the book illustrated? Do students like the style of the illustrations? What effect do the illustrations have on the story? Do they enhance the humour? Do they distract from it?
- Ask students to discuss what their expectations for the story's ending were, and whether or not these were met. What is the effect of the final twist to the story?
- What lessons can be learnt from **That's Mine!**? Are they very obvious lessons, or are they more subtle? How does the author use humour and cartoon illustrations to convey these messages?
- Discuss how the tone of the words can change the meaning of the words. How many different tones (eg angry, sad, happy) can be used to say 'That's mine!'? Divide the class into groups of five. Using paper plates and craft materials, students can make animal masks for each of the five characters. Now, have each group act out the story using different tones to say the words. How does each tone affect the meaning of the words?

RED PANDA'S TOFFEE APPLES

RUTH PAUL

Red Panda has made delicious toffee apples to sell. They are crunchy and sticky. The problem is, Red Panda is not very good at selling things he wants to eat himself. His friends want to buy the toffee apples, but there aren't quite enough. When Red Panda sees that Bushbaby and Duckling have to share a toffee apple, he decides to give them one he's kept aside for himself.

ISBN: 9781921977695

RRP: \$24.95



TEACHER NOTES

- What is the first thing you look at on the cover of the book? Then where does your eye go? And then where? This is called 'the reading path' (the way your eye travels about an image). Why do you think it is called this? Sketch a rough copy of the book cover and draw your reading path on it.
- Listen to the book being read aloud without looking at the illustrations. Then read the story while viewing the illustrations. Do the illustrations change your understanding of the story in any way? How?
- If the toffee apples cost \$1.00 each, how much money does Red Panda make?
- Put on a performance of **Red Panda's Toffee Apples**. You will need six actors (Red Panda, Rabbit, Hedgehog, Mouse, Bushbaby and Duckling). Use the book as a guide and ask students to make up dialogue as they perform the story.
- '[Red Panda] is not very good at selling things he would like to eat himself.' Why is it important to share? Why do you think Red Panda doesn't want to give Rabbit the toffee apple? List some things you could say to Red Panda to make him feel better about sharing the toffee apples.
- Red Panda is a bit greedy in this book. What does 'greedy' mean? Is it OK to be greedy? Why or why not?
- 'Lick. Crackle. Crunch.' The author uses these words to describe eating a toffee apple. This is called onomatopoeia, words that imitate the sound they are describing. What are some other words like this?
- Imagine you are setting up a stall. What would you sell? How much would you sell it for? Draw a picture of you selling items to your friends at your stall.
- Why do all the animal names start with a capital letter?
- Using the internet or your school library, help children research red pandas. Where do they live? What do they eat? How big are they? A good starting point is www.kidcyber.com.au/topics/redpanda or www.taronga.org.au/redpanda.

LET'S GO TO SLEEP

MARGARET WILD | MICHELLE DAWSON (ILLUSTRATOR)

All over the world, in different lands, habitats and climates, baby animals are settling down with a parent to sleep, and dream. Wild has created a soft, lilting text that is perfect for this calming bedtime story. The illustrations evoke a sense of peace and quiet reflection through the interaction between the parents and the babies.

ISBN: 9781921504440

RRP: \$24.95



TEACHER NOTES

Margaret Wild says about **Let's Go to Sleep**: *'The idea for Let's Go to Sleep started with an image of an iceberg dazzling in the dark. This book is a bit of a departure for me in that there is no actual storyline, but I feel the repeated phrase "let's go to sleep" gives it a structure that holds it together and creates a calm, gentle mood. Michelle Dawson's pictures of the various animals are warm and endearing and gorgeously sleepy – just right for bedtime!'*

- Read through the book as a class and point out some of the details that the children can look for. For example, on the 'sleep' page, do all of the babies have their eyes closed? What about the parent?
- Find the moon on every 'sleeping' page. Can you find it where the dolphins sleep? Is the moon the same size on each page? Why do you think this is the case?
- Make a list of the bedtime words used in this book, eg cradle, nestle, nuzzle and snuggle. What are the differences between these words? What are the similarities? What action comes to mind when you hear these words? Ask children to act out each word.

- Where does each animal live? Discuss the different habitats and different climates they live in, eg deserts, on icebergs, in jungles, on and in rivers, in burrows and trees. On a world map, point out where each animal is from.
- Look at each of the animals on the 'W'. What are they doing? Point out the interplay between drawing and text—the otter is wrapped around the 'W', and the 'river' is wrapped around the land. Others are lolling, sitting, hanging, etc.
- Are the illustrations realistic? As a class, compare the illustrations of each animal with wildlife photographs. How are the two similar? How are they different? You might talk about human facial expressions on the animals. Why do you think the illustrator has chosen to illustrate in this way?

Michelle Dawson writes about illustrating **Let's Go to Sleep**: *'I have strived with each drawing to evoke the scenes and settings suggested by Margaret's exquisitely distilled sentences and with the depiction of the animals to express a sense of tender nurturing, love and safety that the children can take with them as they drift towards sleep.'*

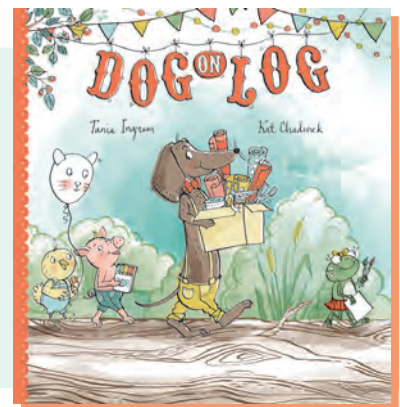
DOG ON LOG

TANIA INGRAM AND KAT CHADWICK (ILLUSTRATOR)

When Dog's friend Cat comes to visit, Dog organises a party with Frog, Hog and other friends. Throw in a bog and a log, and Dog is in for a real mix-up! Watch out, Dog! With gorgeous and engaging illustrations and simple, child-friendly language, **Dog on Log** is a perfect text to introduce young children to rhyming words and opposites.

ISBN: 9781862919648

RRP: \$24.99



TEACHER NOTES

- Use the illustrations in **Dog on Log** to talk about pictorial clues and demonstrate the way images tell stories. Ask children the following questions and have them use the illustrations as evidence of what they know: what are the animals preparing for? What is the hog doing in the bog? What is the chicken making? Whose party is it? What has the cat brought with her? Why do you think the rat was in the jar?
- Use **Dog on Log** for activities and discussions on rhyme and opposites. What is a rhyme? Make a list of the words that rhyme in the book. Have children make up their own rhyming story. They can illustrate these and make their own picture books. Talk about words that have opposite meanings, using examples given in the book, eg 'here/there', 'near/far'. Ask children to come up with their own couplets of words that have opposite or near opposite meanings.
- Using the story for inspiration, have children create their own balloon animals. For younger children, blow up their balloons before you begin. Once this is done, have them decorate their balloons with art materials to look like their chosen animals. Make sure the tie is on the top of each balloon animal's head so they can be hung around the classroom on completion.
- Ask children to mime the actions they hear in the story. Can they recreate the scenes in tableau form?
- Make decorations suitable for a party. Children might like to design their own flags, which can be threaded on string and hung up around the classroom. When they are finished, they can have their own animal-themed party.

SOMEWHERE IN AUSTRALIA

MARCELLO PENNACCHIO AND DANNY SNELL (ILLUSTRATOR)

*Somewhere in Australia, in a land of scorching sun,
lived a mother kangaroo and her little joey one.
'Hop,' said the mother. 'I hop,' said the one,
as they hopped over land scorched by the hot sun.*

Swim along the east coast, bask in the hot outback and growl on the rainforest floor – all in this Australian counting book based on the classic rhyme 'Over in the Meadow'. Little readers can join the little joey and many more familiar animals as they count their way through Australia's many and varied landscapes.

ISBN: 9781741695229

RRP: \$24.99



TEACHER NOTES

- Use **Somewhere in Australia** to discuss various ecosystems that can be found in Australia. Where can students find rainforests? Where can they find spinifex? Using a map of Australia, mark out the ecosystems mentioned in the book.
- Organise the students into ten groups of three or four. Ask each group to pick one of the ecosystems from the book. Students can briefly research each of the ecosystems (from material you have supplied) – find pictures, what sorts of animals live there, and so on. Then, on large sheets of paper, each group can illustrate their ecosystem in their own way using craft materials, leaves, grasses, sand, etc. Compile a class mural of Australia's many landscapes on the classroom wall.
- Make a note of the more complex words in the book ('scorched', 'foraged', 'thrive', 'bask'). Write a class glossary of these words on the board.
- Re-read **Somewhere in Australia**, acting out each of the animals. You might put together a class play of the book, organising the students into each group of animals, and invite parents and friends of students.
- Organise a class trip to the zoo. Which animals from the book can students find at the zoo? How are the zoo habitats similar to the habitats described in the book? How are they different? Use this as a platform to discuss how zoos try to mimic the natural habitat of the animals they keep.
- Ask students to continue the book beyond the number ten. What animals can they use for numbers 11 to 20? What activities can those animals be doing? What rhymes can they make up to suit those activities?

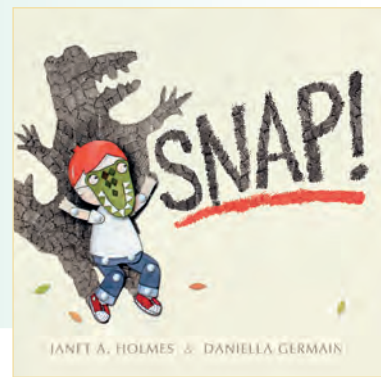
SNAP!

JANET A. HOLMES AND DANIELLA GERMAIN (ILLUSTRATOR)

Snap! begins with a little boy hiding under his bed, afraid to go to his first day of school. He is scared to meet all the other children who he describes as 'monsters.' To make himself feel braver, he puts on a crocodile mask and snaps! at anyone who talks to him. When it's play-time, most of the children stay away, but one little girl wearing an owl mask decides to talk to him. She takes out some paper and crayons and draws a friendly monkey mask. A tale about friendship and dealing with anxiety for young readers coping with new and challenging situations.

ISBN: 9781921714993

RRP: \$24.95



TEACHER NOTES

- As a class, talk about situations that can be scary and/or challenging. Situations could include: making new friends, being picked on, performing in front of people, tests, or having to admit that you've done something naughty. Talk about why these situations can be scary and discuss things that can make them easier to cope with. As a class, choose three situations and create a poster for each issue that lists all the good ideas you have come up with. These posters can then be put up in the classroom.
- Ask students to write a journal entry about a time when they have felt scared or anxious. Why did they feel that way, and how did they handle the situation? Also ask students to consider other ways they could have handled the situation and if they would do things differently if a similar situation arose.
- As a class, talk about the importance of being friendly and compassionate to people who are afraid of something. In pairs or small groups, ask students to create a role-play that shows someone being scared of something and how a friend/s can help that person to overcome their fears. Students can then perform their role-plays to the class and explain why they chose the actions they did.
- Many animal references are used in the book. As a class, talk about why the author chose to use these animals for the different characters. Talk about how different animals can be used to represent different emotions. Choose four different emotions, such as happy, sad, angry and shy, and talk about what animals could be used to represent these emotions and why. Get students to create four drawings of four different emotions using an animal of their choice to represent each emotion. Students can then present their work to the class and explain why they have chosen each animal.
- Using craft materials, students can create their own paper masks based on their favourite animal. Pretend that they are characters in a book wearing their own paper mask like the boy in **Snap!** and get them to think of the kinds of characteristics they would have, based on the animal they have chosen. Students can then write a new story based on this character.