



PRIMARY STANDING ORDER

Happy New Year and welcome to another year of wonderful books! It was hard to know which book to choose as our featured title this month, but in the end I couldn't go past the brilliant **The Unlikely Story of Bennelong and Phillip**. This is the story of how the friendship between Captain Arthur Phillip and Bennelong, a member of the Wangal clan, developed. The text is so appealing – no dry history here – and with artist Bern Emmerich's rich illustrations, the book is an entertaining and informative look at early Australia. Suitable for Upper Primary.

I think Colin Thompson and Sarah Davis's collaboration on the **Fearless** books is truly inspired. I'm very happy to have the third book about the lovable bulldog for you this month, **Fearless: Sons & Daughter**. In the second book, Fearless fell in love. This time, he becomes a father – and there are plenty of challenges and mishaps along the way! Suitable for Lower to Mid Primary.

Back-To-Front Bob by NZ author/illustrator Belinda Ellis is a wonderful book that encourages children to love words and the complexities of the English language. The book is sure to inspire lots of spin-off activities and word games. Suitable for Lower to Mid Primary.

The Prince Who Shrank is the story of a rude young prince who insults and bullies everyone around him. Until, that is, the day he starts shrinking ... Suitable for Lower Primary.

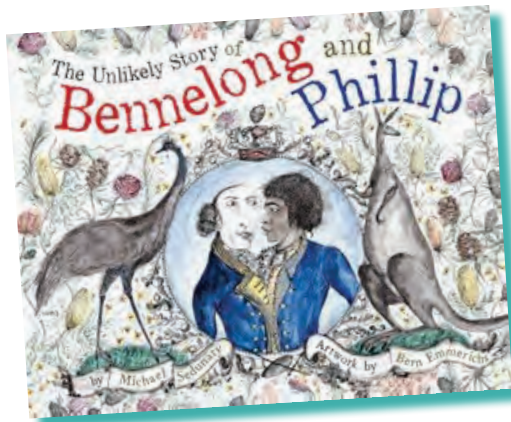
One Step at a Time is a picture book from a small, independent Australian publisher called MidnightSun. Written by Jane Jolley and illustrated by Sally Heinrich, this beautiful book is based on a true story about a little boy, an elephant and a landmine. There's a wonderful background to the publication of this story. The publisher, Anna, says: 'Because MidnightSun is a small company aspiring to grow, we decided to try crowdfunding for this project ... We set the target at \$10,000 because we were convinced we could reach it, but it was still a huge thrill to see the counter go up day by day. In the end, we surpassed our expectations and reached the target with a week to spare ... part of the proceeds from the sales of the book will go to SafeGround, an organisation working against landmines, so donors were investing in a good deed as well as the production of a beautiful book.' We're very pleased to have this book for you this month. Suitable for Mid Primary.

Horse Soldier is a new picture book from Mark Wilson. The story is based on the charge that was the last daring act of a day-long fight by combined British forces to capture the wells at Beersheba. Beautifully told and illustrated. Suitable for Mid to Upper Primary.

Aaron Blabey's picture books are just going from strength to strength and his popularity is enormous. His latest hilarious picture book is **Thelma the Unicorn**. This is the story of a horse who wants to be a unicorn. One carrot, some paint and a scattering of glitter later, she has her wish. But unicorn fame is not all it's cracked up to be! Suitable for Lower to Mid Primary.

We have three international picture books for you this month. I'm very taken with **The Rabbit and the Shadow**, which has been translated from the French edition. The artwork is stunning and the story is full of the warmth of friendship. Suitable for Mid to Upper Primary. To lighten the mood, we've selected **I Am Henry Finch** by the award-winning team of Alexis Deacon and Viviane Schwarz. It's the very witty story of a bird who strives for greatness and gets it in a most surprising way. Suitable for Lower to Mid Primary. **Soon** is a lyrical and beautifully illustrated story of a mother and baby elephant who set out on a great adventure. Suitable for Lower Primary.

Happy reading.



FEATURED BOOK:

THE UNLIKELY STORY OF BENNELONG AND PHILLIP

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

COMING NEXT ISSUE

THE UNDERWATER FANCY DRESS PARADE –

– DAVINA BELL & ALLISON COLPOYS

THIS IS CAPTAIN COOK – TANIA MCCARTNEY & CHRISTINA BOOTH

ME AND MOO

– P. CRUMBLE & NATHANIEL ECKSTROM

RIDE, RICARDO, RIDE

– PHIL CUMMINGS & SHANE DEVRIES

GREEN TREE FROGS

– SANDRA KENDELL

THOSE PESKY RABBITS

– CIARA FLOOD

International Titles

UMBRELLA – INGRID & DIETER SCHUBERT

RED: A CRAYON'S STORY

– MICHAEL HALL

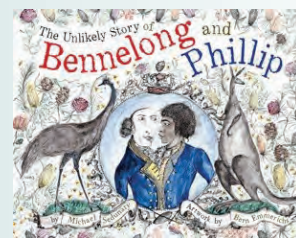
HEATHER HAS TWO MUMMIES

– LESLEA NEWMAN

THE UNLIKELY STORY OF BENNELONG AND PHILLIP

MICHAEL SEDUNARY • BERN EMMERICHS (Illustrator)

The Unlikely Story of Bennelong and Phillip explores first settlement history in Australia. The story begins in 1785, when Arthur Phillip was a captain in the English navy. He arrived in Botany Bay in 1788, charged with setting up a new British colony and becoming the first governor of New South Wales. It introduces readers to Bennelong and traces his story as he becomes part of the household at Government House and travels to England. The story highlights the difference between the worlds of Phillip and Bennelong and shows the unlikely friendship that develops between the two men.



Themes include: Australian history; first European settlement; Indigenous culture; identity and belonging; friendship and other allegiances; cultural differences and similarities; authority; compassion and cruelty; history: how factual is it?

ISBN: 9780980671186

RRP: \$29.95

TEACHER NOTES

- Why would the first Australians have seen the new arrivals as aliens, devils or ghosts?
- Why is it so difficult to have a simple, straightforward view about Phillip's attitude to Aboriginal people.
- What clues are there in the text that this is not just an account of known facts about Bennelong and Phillip? How important is imagination in reading and writing history?
- When Bennelong escaped from Government House, Governor Phillip 'was left to ponder what he had done wrong'. What (if anything) had he done wrong?
- If Phillip was Bennelong's friend, shouldn't he have done something to stop the spearing on Manly Beach? Could he have if he wanted to?
- What is an ambassador? Is this too grand a term for Bennelong as he goes about life in his hut at Tubowgalle?
- Imagine Governor Phillip pacing up and down in his study, deciding what to do after the stealing of the vegetables. What would have been going through his head?
- How big a decision was it for Bennelong to accept Phillip's invitation to sail to England? Why were Bennelong's friends and family so upset by it?
- Do you think Phillip would have kept in touch with Bennelong in London? Why did he take him there in the first place?
- The book refers to Bennelong's letter as sad in some ways. Read the letter and see if you agree.
- In 2014, the bicentenary of Arthur Phillip's death, Prince Philip helped unveil a memorial in Westminster Abbey to the first governor of New South Wales. In the ceremony, Phillip was referred to as 'far sighted' and 'humane'. Is there anything in this book to support that description of him?
- Write an account of a recent event that everyone in your class took part in (eg a sports day, an excursion). Compare the accounts that different people have written. Which account is the true one?
- Imagine and act out a conversation between two Londoners on seeing Bennelong and Yemmerrewanne in the streets, at the theatre or at Parliament House. Now act out a conversation between the two Eora men as they notice the Londoners talking about them.
- After the death of McEntire, William Dawes, risking serious punishment, refused a direct order from Governor Phillip to take part in the expedition to hunt down Pemulwuy. Write a letter as William Dawes, explaining your decision and asking for the Governor's understanding.

THELMA THE UNICORN

AARON BLABEY

Thelma is an ordinary pony who longs to be more. One day, she spots a carrot on the ground and comes up with a brilliant idea. She ties it to her head, just before a skidding truck spills pink paint and glitter all over her. Presto! Thelma is a unicorn! Thelma quickly rises to fame, but does she really want all the attention? Or would she be happier as her old self again?



ISBN: 9781743625804

RRP: \$16.99

TEACHER NOTES

- Why do you think Thelma feels insecure about herself in the beginning of the story? Do you ever feel insecure? Why? How can you conquer your insecurities? Write a letter to Thelma describing ways in which she can feel better about herself.
- Do you think Thelma was deceitful to pretend to be a unicorn? Explain your answer. Can you understand why she acts as she does? How can our negative emotions sometimes lead us to act in negative ways?
- Why is Otis an important part of the story, even though he isn't in the story for long? Why are the people who love us just as we are so important?
- What is the moral of a story? What kinds of stories have morals? Does *Thelma the Unicorn* have a moral? What would you say is the moral of this story?
- What other morals can you think of? As a class, list some other morals that would work well in a story (HINT: you might look to **Aesop's Fables** as a source of simple morals). Choose one moral that isn't found in *Thelma the Unicorn* and then create your own picture book to convey that moral. Think about how Aaron Blabey conveys the moral of his book (eg drama, humour, simple illustrations). How will you convey your moral story?
- What does the story suggest about celebrity culture? Do you think Thelma resembles any celebrity in particular?
- What is a unicorn? How do you imagine a unicorn looks? Does Thelma look like a unicorn to you? If not, how is she different? Is it important for imaginary creatures to always look a certain way? Why/why not? What does medieval mythology tell us about the unicorn? What powers and special properties was it supposed to have? Where was it supposed to live?
- Is *Thelma the Unicorn* a humorous story? What makes it funny? How do the illustrations work together with the text to make the story humorous? How does the author use humour to convey the moral of the story?

THE PRINCE WHO SHRANK

KYLIE FORNASIER • ANNIE WHITE (Illustrator)

Nothing the castle servants do is ever good enough for the rude little prince; he insults the cook's food, the gardener's roses and the washerwoman's laundry, making them all feel 'small as a castle mouse'. One morning, the prince awakes to discover that he is physically shrinking. Nothing anyone can do will help and the prince continues to shrink. Eventually he realises that while he can't make himself physically bigger, he can make his heart bigger. He returns to the castle and compliments the servants on their work. The prince is no taller than before, but he feels 'as tall as the tip of a tower'. The final page of the book shows the prince and his teddy bear throwing up their arms in a dance of joy. The prince has his eyes closed and a big smile on his face. He is once again the right size.



ISBN: 9781742760919

RRP: \$24.99

TEACHER NOTES

- Why is the prince so rude to his servants?
- Why did the prince shrink?
- What should the prince do to un-shrink himself?
- Have the students ever felt 'small'? Why?
- How can the students make other people feel 'big'?
- What do the students think might have happened to the prince if he hadn't decided to make his heart grow bigger?
- Can the students name any fairytales similar to **The Prince Who Shrank**? How is it similar to those stories? How is it different?
- The author uses similes to describe how small or big the characters feel, for example, 'as small as a castle mouse'. Ask students to compile a list of similes used in the book, then write their own similes: for example, as small as a _____, as big as a _____.
- Neither the prince nor the servants have names in the book.

- Ask students to give one of the characters a name and write a background for them, such as their favourite colour, where they came from, what their dreams are.
- Students can write anonymous compliments to each other on Post-It notes and leave them in students' tubs, chairbags and student-made 'letterboxes'. (Depending on the group, the teacher may want to review the 'compliments' before they are delivered to ensure they are appropriate.)
- Write a letter from the prince to his servants, expressing his appreciation for their work.
- What techniques has the illustrator used to show size throughout the book?
- The mouse and the teddy bear are characters added by the illustrator. Look carefully at each of the times they appear. Why do you think the illustrator has chosen to add these characters?

ONE STEP AT A TIME

JANE JOLLY • SALLY HEINRICH (Illustrator)

One Step at a Time is a story about a boy, a baby elephant and a landmine. Luk is a boy who lives in an unnamed Asian country with his grandmother and a baby elephant called Mali. One day, Mali strays into the forest and steps on a landmine. She loses a leg but Luk nurses her back to health and she is eventually fitted with a prosthetic leg. The reason why Luk knows so much about the process is because he has been through it himself. This is a warm and thought-provoking book about friendship, love and courage. Mali's story is based on true events.

ISBN: 9780987380951

RRP: \$27.99



TEACHER NOTES

- Ask students what they know about Asia. Do they know the countries where landmines have been used (Laos, Burma, Thailand, Cambodia, Vietnam or the Philippines)? Younger students could be encouraged to make a short presentation to their classmates about one of the countries and older students could be encouraged to a) write a short story, either featuring an elephant or people in an Asian country, or b) write a nonfiction piece about elephants or about one of the countries.
- When Mali is carted to the hospital, Luk runs to the temple. Why does he do that? What have the students learnt about Buddhism from this story? Older children could divide into groups of four and discuss what they know about different religions. Younger children could talk about their own experiences with religions, ceremonies and prayers. Invite students to bring in things from around their home that have some religious significance.
- Turn to the double-page spread where Luk is talking to the injured Mali about different things. How has the illustrator portrayed what Luk talks about? Ask your class to explain what the small illustrations could symbolise. Do you know what they all

- are? Why might these particular things have been included in the picture?
- Break students into pairs to look more closely at the language of the book. How does the author set the scene? What is a simile? Ask the class to try to write some new similes that are not clichés. What were the clues in the text that Luk was also a landmine victim?
- Look at one of the pictures of Luk and Mali in the book. The illustrator uses lino print technique which means that everything has to be drawn as a mirror image of the final print. The students can try this by doing simple potato prints: cutting raw potatoes in half, carve the picture into the potato and remove the bits they don't want before dipping them in paint and pressing the potato onto paper. Why was it very important for the illustrator to get this right in the book?
- Encourage students to make their own special elephant using materials such as pipe cleaners or play dough. Decorate your classroom with the end result.

SCIS

Don't forget that all ASO selections have been allocated SCIS numbers.

These can be found on our website:

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FEARLESS: SONS & DAUGHTER

COLIN THOMPSON • SARAH DAVIS (Illustrator)

Everyone's favourite scary-cat bulldog returns in a brand-new adventure! When we last saw Fearless, he had fallen head over paws for the beautiful Primrose. Now, they've got puppies to care for and Fearless must figure out what it means to be a father. Fearless warns his children about the dangers lurking around every corner — things like vacuum cleaners and handbags — but when Primrose is in trouble, will Fearless put aside his fears or will it be brave pup Eric to the rescue?

ISBN: 9780733330872

RRP: \$24.99



TEACHER NOTES

- Read through the book together. Discuss how some of the language sounds a bit unusual. Read through it again and ask students to raise their hands if Fearless or Primrose use tenses and words that are unusual. Discuss the effect this has on the students' understanding of characters in the book.
- Group the students into pairs. One student pretends to be Fearless or Primrose. Their partner then interviews them. Challenge your students to be as much like their chosen character as possible.
- Ask students to create their own character, and using their imagination, decide how that character would talk. What words do they use? How do they walk?
- 'As people grow up they become sensible.' What does it mean to be sensible? Do you think it is a good thing to be sensible? What is the opposite of being sensible? Ask for ideas from your students. In this instance, what would it mean for Fearless not to be sensible?
- Ask your students to find their heartbeat. What happens to our heartbeats when we become scared? In the book, Fearless becomes scared of the pond. Ask students to use their hands to create the sound of a heartbeat either by clapping or patting their knees or stomping their feet. Read the book to the class and as Fearless becomes scared, students change the pace of the heartbeat to show what Fearless was feeling. Using just the noises they create with their hands, students write a rhythmic story in groups. They then perform their composition to the class who describe what they are hearing.
- Discuss how life used to be for Fearless and compare it to how it is now. What are the similarities? What are the differences? What things stay the same? Now talk about changes that have happened in your students' lives. Maybe they have a new sibling or have moved house. Perhaps they have moved bedrooms or schools. Ask them to identify one big change and draw a picture of what it was like before the change and now after the change.

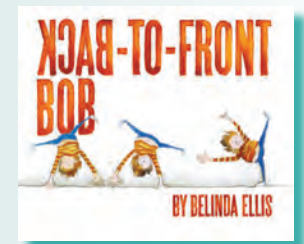
BACK-TO-FRONT BOB

BELINDA ELLIS

This is an enjoyable exploration of many of the aspects of language that children find most intriguing. It stars Bob, a boy who adores words and loves to explore them with his family. He likes big words, such as juggernaut and gargantuan, but his favourite words are palindromes — words that read the same way forwards and backwards. Even his name, Bob, is a palindrome! The book makes an ideal introduction to the topic of palindromes and can be adapted for use with primary school children of any age or level. Readers will learn more about vocabulary without noticing it.

ISBN: 9781775432654

RRP: \$24.99



TEACHER NOTES

- Look at the cover. Can you see anything strange about the words in the title? Can you read the first word more or less easily in a mirror? Why?
 - Read 'Bob' forwards. Now read it backwards. Why is this name a palindrome? Is your name a palindrome?
 - If 'dog' becomes 'god' when read backwards, what do these words spell when read backwards: tool, parts, rats, sleep and paws (p 10)?
 - 'Eye' is a palindrome, but what about 'I'? Is it one, too?
 - Why do you think the author put the word 'Wow!' on the last page?
 - Create a palindrome quiz. Tell your students that all the answers are palindromes. Include questions such as:
 - o What noise does a bursting balloon make?
 - o What time of day is the sun the highest in the sky?
 - o What do you call songs that you perform on your own?
 - o What device uses radio waves to locate ships and planes?
 - o What is the proper name for a female sheep?
 - o What word is an abbreviation, or short form, of 'statistics'?
 - o Builders check if a surface is flat using a spirit _____ ?
 - o Which of these is a palindrome: *Madam, I'm Adam* or *Madam, I'm Bob*. Why?
 - o Can you write a palindromic number with 9 digits?
 - o How many palindromic names can you think of?
- Compile a list of long words, enough for all the children doing the activity. You could include the words in this book as well as other fun words, such as pandemonium, infinitesimal, pterodactyl and voracious. Include words that suit the abilities and interests of your students. Instruct the students in the use of the dictionary. Then assign a big word to each child. The students must first guess and then find out the actual meaning of their word. They then write a glossary-type entry for it on a sheet of paper and illustrate it. If appropriate, you could also ask them to write a sentence using their word. When they have finished, the students should present their words to the class. Then, together, arrange the entries in alphabetical order and collate them into a book or wall frieze.

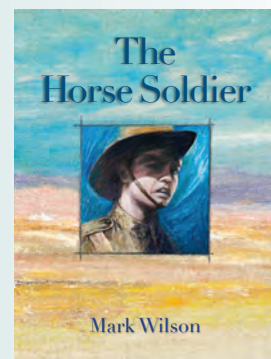
THE HORSE SOLDIER

MARK WILSON

The Horse Soldier follows the story of a young Australian soldier as he grows up on a farm on the Hawksbury, developing a strong bond with his horse 'Bandy'. That bond is broken when the Australian army takes horses from the farm to serve with the 4th Light Horse regiment in Jordan. They are reunited when Jason enlists and together they set off for the war in the Middle East. With their water rations gone, and with only bayonets for weapons, Jason's regiment is ordered to charge across six kilometres of open ground, during a fierce dust and sandstorm, cheating bombs, shells and bullets, to reach the wells of Beersheba. The charge by the Australian Light Horse at Beersheba was the last daring act of a day-long fight by combined British Commonwealth forces to capture the wells at Beersheba. It was also a turning point in the Allies' war against the Ottoman Empire. That the story has slipped through the cracks of history is almost as much a tragedy as the sacrifice of those young Australian soldiers and their horses. This work will encourage students to read more widely about the charge at Beersheba, WWI in general and its aftermath.

ISBN: 9781922081414

RRP: \$25.99



TEACHER NOTES

- Research WWI and soldiers' experiences in the Australian Light Horse. Write a short piece about the conflicts they were involved in and the now-famous charge at Beersheba, the last mounted cavalry charge in history!
- What was so special about the Australian soldiers' horses, called 'Whalers'? Write a short piece to profile them.
- Look up the website www.awm.gov.au/encyclopedia/boysoldiers.asp and write a short account of what you find. Note: Research how the authorities allowed young men to enlist.
- **The Horse Soldier** is told in simple language and the visual and written narrative conveys a strong sense of place and character, with maps, telegrams and order sheets bringing a detailed historical backdrop to the story. Discuss this narrative style.
- The illustrations are impressionist on some spreads, while others are stark and confronting. A sense of nostalgia is created through these images, as if we are looking at an old photograph book. Discuss.
- The medium is mainly acrylic paint on canvas. Try to create your own painting in this medium (which can be used on paper), showing the impressions of war you gained from the story.
- Some illustrations are just pencil sketches. Discuss why Mark Wilson may have used this medium for particular illustrations, and your impression of them.
- How do the colour themes on various pages affect your interpretation of this work?

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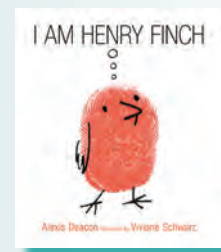
I AM HENRY FINCH

ALEXIS DEACON • VIVIANE SCHWARZ (Illustrator)

From award-winning picture book makers Alexis Deacon and Viviane Schwarz comes an enlightening new story about courage and making a difference. For budding philosophers of all ages, this is the uplifting story of Henry Finch, a loveable little bird who strives for greatness, gets it all a bit wrong, then makes it right again in a very surprising way – truly becoming great. Henry Finch is a total inspiration.

ISBN: 9781406357134

RRP: \$24.95



TEACHER NOTES

- The illustrator has used fingerprints to illustrate the book. Each person's fingerprints are unique, meaning that no two fingerprints are the same. How does this relate to the thoughts Henry is having and the changes he is experiencing?
- Henry has good thoughts (such as 'I COULD BE GREAT') and bad thoughts (such as 'YOU ARE A FOOL, HENRY FINCH'). Everyone has a mixture of good and bad thoughts. As a class, create a list of strategies you can use to overcome bad or negative thoughts.
- 'I COULD BE GREAT, thought Henry.' What is greatness? How do you think a person becomes great?
- Have a class discussion on what Henry is thinking about on the page that reads 'IT IS, he thought.' Discuss the concept of a food chain and that some animals eat other animals to survive.
- The beast eats finches and other animals to feed his large family. Does this make him a villain?
- At the beginning of the book none of the finches think their own thoughts, they just all follow what all the other finches are doing. By the end of the book, they are aware that they can have their own thoughts. Do you think it is important to have your own thoughts?
- Sometimes when people have different thoughts to others, their peers can tease them. What are some strategies you can use to overcome being teased?
- Use an ink pad to create thumb and fingerprints on a sheet of paper. When the prints are dry, turn each print into a finch (or another kind of bird) by adding wings, legs and a face. Try to make each bird as different as possible.
- Why are some of the pages black and white? What effect does this have on the reader?
- Draw an illustration of yourself and some of the thoughts that you have in a similar style to the illustrations in this book.

SOON

TIMOTHY KNAPMAN • PATRICK BENSON (Illustrator)

Raju the baby elephant and his mother set out on a great jungle adventure. Raju follows his mother, holding tightly onto her tail, as they bravely journey across a wide river, battle the tall grass and delve into the deep, dark forest ... meeting snapping crocodiles, slithering snakes and ferocious tigers along the way. But where are Raju and his mummy going? What will they see in the end? Little tired Raju keeps asking, 'When can we go home again?' and, each time, his mummy replies, 'Soon'. This lyrical story transports readers to the lush, wild Indian jungle and captures the fear and excitement of new experience.

ISBN: 9781406351354

RRP: \$24.95



TEACHER NOTES

- Why do you think Raju's mummy decided to take him on an adventure? Do you think she was successful?
- Raju's mummy is giving Raju a new experience by showing him the view from the top of the mountain. Think about the first time you tasted your favourite food, saw your favourite place or played your favourite game. How did you feel when you first experienced this?
- Raju's mother is taking Raju on an adventure and keeping him safe. Think about how your mum, dad or carer does the same for you. Write and illustrate a short story based on this.
- Make a list of the animals that are featured in **Soon**. Can these animals be found anywhere other than India? What other animals could Raju have met in the Indian jungle?
- Rewrite part of the story from the perspective of the crocodile, snake or tiger. What were they thinking? Why were they approaching Raju and his mummy?
- **Soon** is set in the Indian jungle. How can you tell that this is the setting? Locate India on a map of the world or a globe.
- Create a map that shows Raju's journey from his home to the top of the mountain and back again. Mark the places where Raju and his mummy come across the crocodiles, the snake and the tiger.
- Create a new version of **Soon** featuring only Australian animals. What animals could replace Raju and his mother? What animals could replace the crocodiles, snake and tiger? Draw some illustrations featuring the animals you picked.
- Research the Indian elephant and create a factual poster featuring images and facts. How are Indian elephants similar or different to other elephants? Do they live anywhere other than India? What do they eat? What threats do they face?

THE RABBIT AND THE SHADOW

MÉLANIE RUTTEN

An eclectic group of characters meet as they make their way through life. A stag, a rabbit, a soldier, a cat and a book, they are all beset with their own fears and anxieties. They team up and together they journey through a magical, natural world. In the course of their adventure they share their fears, learn to trust each other and resolve their problems. The book explores ideas about life and living well. Themes include trust, friendship and kindness and how these qualities have the power to dissolve our deepest fears.

ISBN: 9780994109804

RRP: \$29.99



TEACHER NOTES

- Introduce the book by reading about the characters in the first pages. If you are reading the book aloud to students, read one chapter at a time and discuss each chapter before moving on to the next one. The following activities are designed to be carried out after the complete story has been read. They require students to revisit the illustrations, reread parts of the text and locate information throughout the text. Adapt the activities to suit the level of your students.
- Discuss the characters in the story. Who is your favourite? Why?
- Consider why the writer has made her characters different people, animals or things (the book). How would the story be different if all the characters were people? Would it be as good a story? Is it easier to understand the differences between characters when they are all different sorts of living things?
- Does the type of person, animal, or thing that each character is tell us something about the character? Would you expect a rabbit to be a friendly, kind sort of character or a stag to be a good parent? Why is the Soldier a soldier? Would you expect a cat to be confident?
- How do the characters change throughout the story? On what page does the Soldier start to look different? Why?
- Although the characters are all very different, what do they have in common?
- Locate all the information in the story about the Book. Write it down as a list and consider how well it describes the character of a book. Can you create more details that explain the character of a book?
- What does the Soldier mean by 'Sometimes, it's easier to be angry'?
- In the chapter 'growing up', the characters talk about how you can tell when you've grown up. Discuss how you know when someone has grown up.
- Why did the Stag's heart not want the Rabbit to run too fast? Do you think the Stag and the Rabbit were anxious about the same thing?
- In this story, the Shadow and the Volcano can be read as metaphors. They stand for things that are abstract ideas. If the Shadow is an Earth mother, what do you think the climb up the volcano stands for?
- Read and discuss the last chapter 'this is the story'. Does this chapter provide a good summary of the story? Does it help you to understand the story?