



## PRESCHOOL STANDING ORDER

Welcome to our first Preschool standing order for 2017! There are some wonderful early childhood books coming your way this year. This month, to begin the year, we have a vibrant and varied mix of books for your students. Our featured book is the energetic and playful **One Little Goat** by Ursula Dubosarsky and Andrew Joyner. Based on a traditional tale, this is a repetitive, accumulative verse that encourages children to join in and predict what comes next. Andrew Joyner's illustrations are a frenzy of madcap fun.

Nathaniel Eckstrom is our featured illustrator this month and one of the creators behind **Road Trip**, written by award-winning author Danny Parker. This is the perfect picture book for all those who love—or hate!—road trips. A son is frustrated with the seemingly interminable progress of a road trip with his dad. But Dad is determined to take things slowly and enjoy the sights as they travel. The book beautifully depicts the warm bond between father and son.

**The Lost Kitten** is such a beautiful picture book. This is the English translation of an original Japanese book (the illustrator, Komako Sakai, is one of Japan's leading illustrators) about a little girl and her mother who adopt a lost kitten. The graceful, soft illustrations are a delight, as is the gentle story.

**The Fantastic Recipe Machine** is a quirky, clever book with astonishing illustrations created with paper-cut artwork. Children will enjoy guessing what the ingredients fed into the recipe machine will make (a giraffe, a lion, a peacock, fish and more). There's also a lovely message about individuality at the end of the book.

**Me and You** by Deborah Kelly and illustrated by Karen Blair is a sweet, warm book. 'I love our yummy-scrummy days, our sprinkle-covered icing days, cupcakes done ten different ways—my turn to lick the spoon!' The book takes the reader through lots of different families and their activities. The rhymes and the clever use of words to describe the activities will inspire children to come up with their own versions of what they enjoy doing with their families and friends.

**Twinkle, Twinkle, Little Star** is a picture book featuring the traditional nursery rhyme, with luminous illustrations by Matt Shanks. The pictures tell a story that compliments and adds to the familiar words. Matt's artwork is simply beautiful.

Happy reading

*Belinda*



### FEATURED BOOK: **ONE LITTLE GOAT**



### FEATURED ILLUSTRATOR: **NATHANIEL ECKSTROM**

Illustrator of **ROAD TRIP**,  
written by Danny Parker

For information about our featured book and illustrator,  
please visit: [www.australianstandingorders.com.au](http://www.australianstandingorders.com.au)

**WOMBAT BIG, PUGGLE SMALL**  
RENEE TREML

**THE THANK YOU DISH**  
TRACE BALLA

**BUTTERFLY, WE'RE EXPECTING YOU**  
LIBBY HATHORN & LISA STEWART

**CAN YOU SHOW ME HOW TO BARK?**  
ANNA SHUTTLEWOOD

**HEADS AND TAILS**  
JOHN CANTY

**READY, STEADY, HATCH!**  
BEN LONG & DAVID CORNISH

COMING NEXT ISSUE

## ONE LITTLE GOAT

URSULA DUBOSARSKY & ANDREW JOYNER (ILLUSTRATOR)

*It starts with one little goat.  
It ends with one little goat.*

**One Little Goat** is full of lively antics, misbehaving animals and objects, nonsensical chains of events, and is hilarious fun to read aloud. It is also a traditional song that is recited at the close of the Jewish Passover, and is known as the *Chad Gadya* or *Had Gadya*. Some have said its presence at the end of the Passover feast represents the promise of a moment of fun for younger children, who may otherwise not sit patiently through the remainder of the ceremony. Deeper meanings have also been ascribed to it. Some suggest the *Had Gadya* is an allegory in which each creature or object represents a major force in Jewish history; some say it represents the spiritual journey, and others suggest apocalyptic, ethical or political significance. When considered as an allegory, the random events of the *Had Gadya* can be seen as following a logical rather than nonsensical sequence.

SCIS: 1793111 | ISBN: 9781742976921 | RRP: \$24.99



### STUDY NOTES

- *One Little Goat* is a repetitive-accumulative verse: it begins with a simple event, followed by a second event and a repeat of the first; then by a third event with a repeat of the second and first, and so on. Divide your class into groups and have them read out specific events in the text, until the whole class is involved.
- Three well-known English-language repetitive-accumulative rhymes are *The House that Jack Built*, *The Old Woman Who Swallowed a Fly* and *The Twelve Days of Christmas*. In what ways are their forms similar and in what ways do they differ from *One Little Goat* (consider such things as length, number of incidents, pattern, rhythm and endings)?
- How has Andrew Joyner used the background objects to differentiate between 'normal' life and 'imaginary events' in the illustrations? How does this help to give the text a logical sequence?
- Ask students to write their own repetitive-accumulative verse. What if daddy came home with a little baby monkey? Remember that the more nonsensical the verse, the better! Once students have written their own verse, have them illustrate it with colourful drawings.
- Write a narrative based on the points of view of the three children who adopt the disguise of the 'dark and strange' character. How does this alternative narrative provide a cohesive element to the events of *One Little Goat*?
- The girl in the story appears to believe the cat ate her goat. According to the illustrations alone, what does Andrew Joyner suggest actually happened to the goat? How successfully do the illustrations help to make sense of this strange occurrence?
- For older students: Many traditional rhymes are considered harmless and meaningless, intended for the entertainment of small children, and seem to make little logical sense. Scholars sometimes explain nursery rhymes in terms of political or social history. Many of the best-known rhymes in the English language are thought to refer to British history. Select three traditional English-language nursery rhymes that appear to be meaningless entertainment and research their possible allegorical meanings.

## ROAD TRIP

DANNY PARKER & NATHANIEL ECKSTROM (ILLUSTRATOR)

The only thing worse than a long and boring road trip is driving with someone who loves long and boring road trips. Even when that someone is your dad.

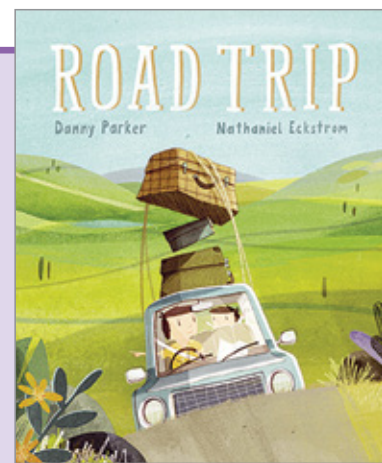
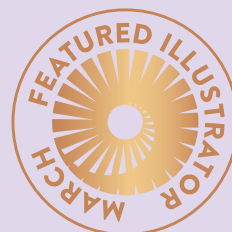
*But when will we get there?*

*It's just a disaster ...*

*Couldn't we go just a little bit faster?*

A hilarious story about a child who becomes increasingly exasperated by his father's inclination to take it slow.

SCIS: 1792438 | ISBN: 9781760127404 | RRP: \$24.99



### STUDY NOTES

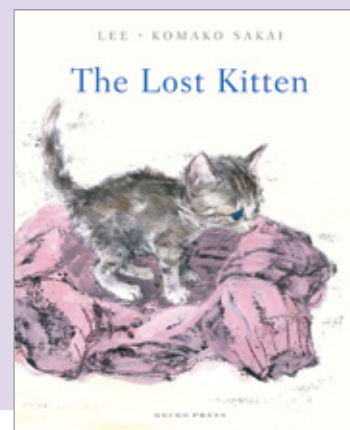
- Talk to your students about road trips. What is a road trip? Have they ever been on one? Where did they go? How long did it take? What strategies did they use to pass the time? Do they enjoy road trips? Why or why not?
- Brainstorm some games you can play on a road trip and then play the games as a class (eg, I Spy, Spotto, the numberplate alphabet game).
- The textual narrative begins at a point in the book where it is clear the characters have already covered some conversational ground. What questions does the reader need to assume the boy has already asked? How effectively does the father appear to have answered the child's pre-narrative questions? What does this suggest about the ways that children and adults think about the same things?
- Describe some of the visual strategies Nathaniel Eckstrom employs to emphasise the time-space conundrum faced by the child character in *Road Trip*. Compare and contrast the landscape pages with the flashback episodes and consider elements such as proportion, perspective, contrast and point of view.
- What typesetting strategies are used to differentiate the dialogue of the boy and his father? How effective is this in clarifying the narrative? In what ways do typesetting choices replace grammatical elements in the textual narrative?
- Talk to your class about the concepts of 'an hour', 'far away' and 'forever' and ask them to name examples of each. What's their favourite way to pass an hour?
- Using those examples, have your class write and perform their own rhyming verse dialogue - the sillier the better!
- *Road Trip* is a timely reminder to parents and children alike to slow down and enjoy the 'ride' of life. With that in mind, have your class play a game or do an activity very quickly, and then very, very slowly and ask them how they felt during both.

## THE LOST KITTEN

LEE & KOMAKO SAKAI (ILLUSTRATOR)

When a tiny stray kitten turns up on their doorstep, Hina and her mother take it in. Hina makes a home for the kitten and learns about caring for a living creature. Then one day the kitten goes missing and Hina fears it may be lost forever.

SCIS: 1792415 | ISBN: 9781776571260 | RRP: \$27.99



### STUDY NOTES

- Before reading the book, look at the cover image and title. Discuss what you think this story might be about.
- Write a plot summary of what happens in the book.
- There are many adjectives in the book. What is the definition of this figure of speech? Find five examples of this figure of speech from the book.
- Onomatopoeia is a figure of speech for a word which imitates a noise or action. What examples of onomatopoeia can you find in the book? Think of more examples that could have been used to describe some of the other action in the book.
- Choose two illustrations from the book. Carefully study each of the characters and their expressions. What range of emotions is evident? How has Komako Sakai achieved these feelings in the illustrations? (Think about colour, size, composition, etc.) Draw your own picture that expresses another emotion, such as sadness, happiness, fear or love.
- Examine the illustrations in the book. Do you like the style? What colours are used? What kinds of lines and textures are used? Choose your favourite illustration from the book and create your own artistic interpretation of it, for example, a painting, drawing, photograph, model, poem. Or design your own illustrations for the cover and/or one page of text.
- The kitten is described as being skinny and scruffy with big, blue eyes. Write a description and draw an illustration of your own pet or a pet you are familiar with.
- Do you like Hina as a character? Why/why not? What do you think about her initial reaction to the kitten and what do you think it tells us about her and her personality? Does she change her mind about the kitten? What does

this tell us about how she develops and changes as a character throughout the book?

- Imagine you are the kitten. Write an account of arriving and being left at Hina's house. Think about how you would feel, how you could describe the physical scene, as well as your feelings about Hina.
- Hina had been lost once. Use her experience, or a time when you have been lost, as inspiration to write, illustrate, bind and publish your own children's picture book about a lost person or animal. Include in your book a message about how to stay safe and/or what to do if you get lost.
- Write a reader's review of the book. Include what you liked/disliked about it and why. Give it a rating, such as stars or a number out of ten.

## ME AND YOU

DEBORAH KELLY & KAREN BLAIR (ILLUSTRATOR)

A delightful rhyming picture book that celebrates all the special relationships and fun-filled activities in a child's life, their special bonds with parents, grandparents, cousins, neighbours and pets, as well as all the wonderful fun-filled days they enjoy together: from beach and baking days, to cycling and footy-kicking or simply lazy days.

This is a joyous, accessible picture book perfect for sharing with children.

SCIS: 1793107 | ISBN: 9780670079247 | RRP: \$24.99



### STUDY NOTES

- How many people are there in your family? Make a family tree. Include your parents, siblings, grandparents, cousins, step-siblings, etc. Families come in many shapes and sizes. How is your family tree different to the person sitting next to you? Opposite you?
- What is your favourite activity to do with your family? Draw a picture and make up a name for the kind of 'day' it is. For example, you might call a day at the swimming pool a 'splishing-splashing day', or a day at the movies a 'movie-munching day'.
- Make a photo frame using a paper template provided by your teacher. (There are lots of them on the internet.) Decorate the photo frame and bring in a photo of your family to display on the wall in your classroom. This could be incorporated into a mother's/father's/grandparents' day activity or gift.
- In *Me and You* there are cupcakes 'made ten different ways'. Design your own cupcake. Make a list of the ingredients you will need to decorate it.
- Make a dinosaur fridge magnet with air-dry clay. Paint with acrylic paint and glue a strong magnet on the back with hot glue.
- In *Me and You*, the children are playing hide-and-seek. What are your favourite games? The class could devise a list of favourite active games and incorporate them into sports sessions. For example: hide-and-seek; heads-down-tails-up; duck, duck goose; statues; ball rush.
- Do you like snuggling with a story? Bring in your favourite book and tell the class why you like it.
- Bring photos of your family and friends to school. Draw a picture of the things you love to do with those special people.
- Make a dress-up hat like the 'arty-crafty' day with paper, scissors and glue. Use leaves to print feather shapes. Or you might like to make a pirate ship using an old box.
- What do plants need to grow? Plant a class herb or veggie garden or make fun 'grass heads' using this method: <http://bit.ly/18TkT8D>.
- Do you have a pet? What do pets need to be healthy and happy? What sort of pet would you get if you could have any animal in the world as a pet? Where would your pet sleep? What would it eat? How would you exercise it?
- Can you find three words in the book that are new to you? Try to work out what they mean from the context (the way they are used and what surrounds them).



## THE FANTASTIC RECIPE MACHINE

CHIHIRO TAKEUCHI

We've long been told that little girls are made of sugar, spice and all things nice ... but who knew what the surprising and secret recipes were for a giraffe? Or a lion? Using her detailed, award-winning paper-cut artwork, Chihiro Takeuchi creates an imaginative world of endless possibilities, where weird and wonderful combinations of everyday ingredients combine to form recipes for all sorts of animals in *The Fantastic Recipe Machine*.

In today's age of omnipresent technology, where the origins of everyday things are unknown, where even the ingredients of food or shampoo can be intimidating, *The Fantastic Recipe Machine's* whimsical and creative ideas makes the world a little less frightening, while reminding children that with imagination, anything is possible.

SCIS: 1793100 | ISBN: 9780994289582 | RRP: \$26.95



### STUDY NOTES

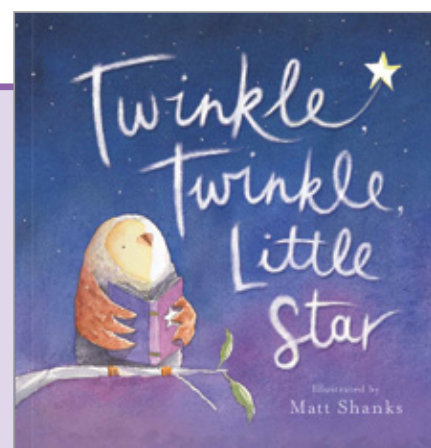
- After reading the book, ask the children to list all the animals created by the Fantastic Recipe Machine.
- Can they remember the ingredients used to create a giraffe, a peacock, a snake?
- Ask the children to draw their favourite animal using at least one ingredient used by the Fantastic Recipe Machine.
- Ask the children to list the ingredients they would use to re-create themselves.
- Have children create a new animal or object or person that the Fantastic Recipe Machine might make. Use different materials to create a collage or use paper cuttings for the exercise. Help students write down the ingredients used.
- Pick some everyday items. How were they made? Discuss their ingredients and/or components. How many of these do the class recognise?
- The book is illustrated with detailed, paper-cut artwork. Look carefully at how the illustrations have been created. Choose an animal and see if you can use paper-cut artwork to illustrate it. What shapes will you use? What colours?
- If the children had a Fantastic Recipe Machine, what would they have it make? Why?
- As a class, design your own Fantastic Recipe Machine.
- 'Same recipe. Different ingredients.' Discuss what this means. How are we all made up of different ingredients? Discuss some of the 'different ingredients' that make up you and your classmates. For example, brown hair, blonde hair, quiet, loud, etc.
- 'I am me!' What makes you you?

## TWINKLE, TWINKLE, LITTLE STAR

MATT SHANKS

Matt Shanks has illustrated a new version of the traditional and popular nursery rhyme. Olive the Owl is dropping off books to all the animals so they can share story time. Through the back, to the ocean, into the bush, past a little girl's house and, finally, to her own nest where she reads to her little owlets.

SCIS: 1792451 | ISBN: 9781760158668 | RRP: \$14.99



### STUDY NOTES

- Before reading, ask your students if they know the nursery rhyme *Twinkle, Twinkle, Little Star*. Have them recite it with you before you read the book and teach them the actions to the words.
- Now read the book with the children, looking closely at the pictures. Discuss how the pictures tell a story, as well as the words. What story are the pictures telling?
- Talk about stars. Where do we see them? What time of day do we see them? Why does the rhyme say that they look like diamonds? Do students know that the sun is a star?
- Set some 'homework' for the children and ask them to look at the night sky before they go to bed and determine what colour stars are. They may decide that they look like twinkling white lights. Explain to your class that if they look very closely, they might see that some stars are blue in colour, some are reddish and some are yellow. A star's colour tells us how hot or cold the star is. The sun is a yellow star—not too hot, not too cold. Use this information when creating your own stars in the activity below.
- Have children draw their own stars, or provide them with a template. Colour and decorate the stars with glitter and hang them around the classroom to create a night sky.
- Provide each child with a paper cup and have them poke small holes in the bottom of the cup. Put the cups over a torch so children can see the shining stars they have created.
- Find some 'twinkly' instruments (xylophone, chimes, etc) and have children play and sing along to the words of the nursery rhyme.
- As a class, discuss the meaning of the word 'rhyme'. Ask children which words in the book rhyme. Find other words that rhyme with 'star'.
- Brainstorm everything children know about owls. Why do they think the illustrator chose an owl as the main character? Explain that owls are nocturnal creatures. Look at the other animals in the book. Are any of them nocturnal?
- Come up with a list of other nocturnal animals. Have children draw pictures of the nocturnal animals in a night-time setting.
- Break the class into groups and assign each group one of the animals from the book. Have each group find out more information about their animal (or use the information they have brainstormed) and create an information poster about their animal.
- Find some other picture books that feature the rhyme *Twinkle, Twinkle, Little Star*. How is the rhyme illustrated/interpreted in each of the books? Ask the children which book is their favourite. Why?