



# PRESCHOOL STANDING ORDER

We have such a lovely collection of books for you for our first preschool standing order for 2018.

Our featured title is the beautiful ***The Silver Sea***, a book created by the children at Melbourne's Royal Children's Hospital, in collaboration with Alison Lester and Jane Godwin. *Let's go down to the silver sea,/ Come on, I'll hold your hand./ We'll slip through the shadows of ti tree and ferns,/ And race on the glimmering sand.* The lyrical text takes the reader on an imaginative journey over and below the silver sea. The illustrations are delightful. All profits from the sale of the book go to the Royal Children's Hospital.

***Somewhere in the Reef*** continues the ocean theme. Based on the classic rhyme, *Over in the Meadow*, this lovely picture book by Marcello Pennacchio, with illustrations by Danny Snell, takes readers on an exploration of Australia's Great Barrier Reef. The book is a gentle introduction to the Reef's wide variety of flora and fauna.

***Rabby the Brave*** by Patrick Guest and Tom Jellet is such a sweet book. The story is inspired by a friend of the author who became an organ donor. On one level, the story is about a little boy and his favourite toy, Rabby, and how together they help the little boy's sister. On a deeper level, it's a story of love and compassion and how we can help others.

Mr Mo is a monster. When the story, ***Mr Mo Starts to Grow***, begins, he is small and soft and there's nothing scary or monster-ish about him. But little monsters inevitably grow into big monsters and Mr Mo believes he's become so big and scary that he hides away from everyone, even his best friend. This is a book about imagination, growing up, learning to cope with change and discovering that even monsters need a best friend.

***Me Too*** is another picture book about friendship. The two children in the story talk about who they want to meet when they grow up. By the end of the book, they realise that the special person they are looking for is right in front of them. There's a heart-warming message in this gentle, quirky book.

***Over is Out*** is wonderful. What could be more appealing than dinosaurs and cricket? Together in one book?! This funny story by Lachlan Creagh and Sarah Creagh is about what happens when you hit your cricket ball into the neighbour's backyard . . . and your neighbours are dinosaurs! The story uses lots of prepositions as well, so there's a great educative element too. The illustrations are full of energy and humour.

Happy reading.

*Belinda*



## FEATURED BOOK & AUTHORS: **THE SILVER SEA** BY ALISON LESTER, JANE GODWIN, AND CHILDREN FROM THE RCH

Alison Lester, Jane Godwin and the children of The Royal Children's Hospital Melbourne created the artwork for *The Silver Sea* during a year of painting and drawing workshops. Each page is a collage of the children's artwork, as well as Alison's character sketches and backgrounds. The idea of splashing in the ocean was an energising image to the kids stuck in the hospital, and Alison and Jane wanted to provide that same escape through *The Silver Sea*. While they aimed to write a simple story, they also wanted the story to reflect the journey of a child visiting hospital—there are frightening aspects, but ultimately it is a reassuring journey.

Alison Lester has written and illustrated many books, winning several prestigious awards, including the 2005 CBCA Picture Book of the Year Award for *Are We There Yet?*. Alison was the inaugural Australian Children's Laureate from 2011 to 2013. Jane Godwin is a children's book publisher, and also the highly acclaimed author of over twenty books for young people. Discover more about Alison at [alisonlester.com](http://alisonlester.com), and about Jane at [www.janegodwin.com.au](http://www.janegodwin.com.au)

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

**RED HOUSE, BLUE HOUSE, GREEN HOUSE, TREE HOUSE!**

JANE GODWIN & JANE REISEGER

**THE BEAR IN OUR BACKYARD**

EMMA MIDDLETON & BRIONY STEWART

**AGATHA AND MARIE ANTOINETTE**

ANNA PIGNATARO

**WHAT'S AT THE END OF THIS ROPE?**

TANIA COX & JEDDA ROBAARD

**SANDCASTLE**

PHILIP BUNTING

**NOT SO SCARY BEAR**

RUTH WATERS

COMING NEXT ISSUE

## THE SILVER SEA

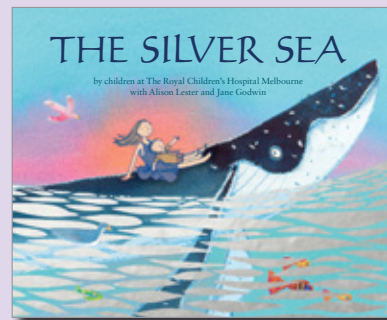
BY THE CHILDREN AT THE ROYAL CHILDREN'S HOSPITAL,  
MELBOURNE WITH ALISON LESTER AND JANE GODWIN

Let's go down to the Silver Sea,

Come on, I'll hold your hand . . .

The *Silver Sea* follows two children on a magical adventure as they discover hidden treasures and beautiful creatures beneath the waves of the ocean.

SCIS: 1848625 | ISBN: 9781925584745 | RRP: \$19.99



### STUDY NOTES

- Before reading, discuss the story behind *The Silver Sea*'s creation. Ask students what kind of illustrations they would expect from children stuck in hospital.
- Invite students to examine the illustrations and ask if they can pick the different styles and materials used. How do these illustrations work together to tell a story?
- As a class, discuss what it is like to be in hospital and any experiences your students might have had. What would you draw if you stayed in hospital for a while?
- Ask students to write about an adventure they've had. This could be anything from a trip to the shops, to a holiday overseas. What were the good things about this adventure? What were the bad things? Were there times that were scary, and how did the students handle this fear? What did it feel like to return home at the end?
- Ask students to write a story about their favourite animal. Have them study the illustrations in *The Silver Sea* and use them as inspiration for their own illustrations to accompany their story.
- Break students into groups and ask each group to create a picture book together, each taking on different roles: writing, illustrating, creating the cover.
- In what ways can the students explore the world in their everyday life? Plan an expedition to a backyard or playground. Write down the kind of things students might find. What kind of creatures might they see?
- There are many marine animals in the story. Ask students to identify their favourite animal and write down everything they know about that animal: origin, habitat, predators, noises, movement, diet.
- The children in *The Silver Sea* have such a great time on their adventure because they have each other. Who would students take on an adventure? Ask students to draw their ultimate adventure buddy.
- *The Silver Sea* is full of rhymes about the ocean. Discuss the way the rhymes work and encourage the students to write their own rhyme celebrating what they love about the ocean.
- Ask students to draw their favourite place to go outside. Do they have a favourite park, or do they love to go to the beach? Invite them to write a description of what it is they like about this place and how it feels to be in nature.
- The children in *The Silver Sea* have a wonderful time on their adventure, but are also happy to return to the surface at the end. Ask students where they return after an adventure. What is their home like? Who would be there waiting for them to return?

## OVER IS OUT

LACHLAN CREAGH & SARAH CREAGH

Everyone knows the rules of backyard cricket—over the fence is out, and you have to get the ball back if it's in your neighbours' yard.

But what if your neighbours are dinosaurs?

SCIS: 1848367 | ISBN: 9780734417640 | RRP: \$26.99



### STUDY NOTES

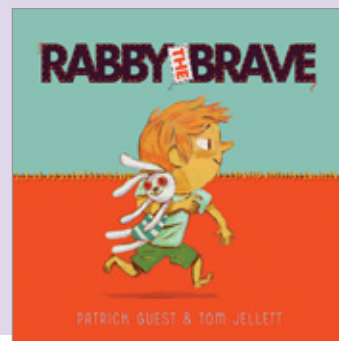
- Invite students to identify the dinosaurs included in this text. What sort of dinosaur is
  - o 'the big one'
  - o 'the spiky one'
  - o 'the bumpy one'
  - o 'the horned ones'
  - o 'the sleepy one'?
- As a class, discuss what students like/don't like about cricket.
- Research cricket terms and what they mean by visiting the 'Glossary of Cricket Terms' <http://bit.ly/28X9W5T>.
- This story is set in an ordinary backyard. Invite students to draw a picture of their backyard (or back or front verandah, if they live in an apartment or flat). Compare the images and how different each backyard might be.
- Scientists are constantly discovering new dinosaurs and naming them. What would you call a new dinosaur if you discovered one on a scientific dig? Make a list of all the dinosaur names class members come up with.
- The illustrations in *Over is Out* are deliberately playful and imaginative. In some instances, the dinosaurs resemble foliage or trees. Look at your own backyard or school playground and see if anything resembles a dinosaur.
- 'Below', 'between' and 'behind' are prepositions of place. Use each of these words in a sentence. Ask students to write a list of other prepositions of place (eg 'above').
- This story depicts two boys who are friends, who then befriend their neighbours—big, scary dinosaurs, and later, aliens. What does this book say about friendship?
- What does the open ending or resolution suggest? What alternative ending might have occurred in this story?
- Would you like to read a sequel to this book? What might happen in it? Write a synopsis of the plot.
- The storyboard of *Over is Out* consists of 32 pages beginning with a half-title page, imprint page and title page. Design a storyboard for a sequel.
- Look at the endpapers which depict the boys with a number of dinosaurs. Create your own endpaper pattern for this book featuring aliens.
- Make a paper plate dinosaur. Fold a paper plate in half. Using some cardboard, cut out the shapes of a long dinosaur neck and head, four legs, and a long tail. Glue these on the folded plate in the appropriate places. Paint the whole thing and you have a dinosaur!
- Make a dinosaur hand puppet. You will need an old sock in a bright colour, some red and orange felt and two 'googly' eyes. Cut a tongue from the red felt and, with fabric glue, stick it onto the toe of the sock. Glue the eyes above the tongue. Cut a row of felt triangles and sew or glue into a pleat made down the back of the sock. Now you have your dinosaur hand puppet!

## RABBY THE BRAVE

PATRICK GUEST & TOM JELLETT (ILLUSTRATOR)

Leon and his little sister, Lily, go on all sorts of adventures together with their soft toys Rabby and Snuggles. But one night, Snuggles is left outside and is seriously injured. Leon can't sleep knowing that Lily doesn't have Snuggles to comfort her, so he comes up with a plan to save Snuggles from a frightful end.

SCIS: 1848519 | ISBN: 9781760127534 | RRP: \$24.99



### STUDY NOTES

- When you were younger, did you have an object that brought you comfort? What was it? Why was it important to you? Is it still important to you now? How?
- Which parts of the book are imagined? Are these imaginary parts of the story any less real or important than the rest?
- Can you think of a time when you sacrificed something to make someone you care about happy? What did you do to make them happy? What about a time when someone sacrificed something for you?
- Why is Snuggles in such big trouble after being left outside overnight? What idea does Leon have to make things better?
- How is Rabby different after the operation? Do you think that this was a good solution?
- Why do you think it was important to mend Snuggles, rather than just buying Lily a new toy?
- How do each of the characters show bravery? Is bravery the same for everybody or is it different? Why?
- In the scene after Snuggles has been injured, Lily and Leon both lie awake in their beds. The illustrator uses muted colours in these pages, and removes the orange/golden tones that are used throughout the rest of the book. Discuss the way that the illustrator uses colour to give a sense of time and place, and also to set an emotional tone for a scene or image.
- Draw a picture of a child lying awake in bed. Colour it in whichever way you like. Now try using only cool colours, or only warm ones. Invite your friends to tell you how your pictures make them feel. How can you change the way someone feels about a picture, simply by changing its colours?
- Write about a place that will be familiar to the

- whole class, but do not say what or where it is. Describe the way the place looks, smells, what happens there and so on. See if your classmates can guess the place you've written about. What is their response? Show it to someone who isn't familiar with the place you've written about. Is their response different?
- Write a story about the time you lost or sacrificed something, using similar techniques to Patrick Guest—keep your words simple, and your sentences short. Try to capture the important parts of your experience, rather than sharing every moment of it.
- Illustrate the story you wrote, making sure your illustrations show details you chose to leave out of your text, in the same way Tom Jellet's illustrations show extra information in the adventure play scenes. Put your stories into a book and share them with the rest of the class.

## MR MO STARTS TO GROW

LAURA STITZEL

*Mr Mo was a little monster. He was soft and squishy and not a bit scary. Jane loved him to bits.*

Mr Mo spends all his time with his best friend Jane, singing songs, doing magic tricks and sometimes making mischief. But one day, Mr Mo starts to grow.

He grows more and more, until he is so worried about becoming big and scary that he hides away from Jane.

They are both sad on their own and Mr Mo soon realises that even big, scary monsters need their best friend.

SCIS: 1848366 | ISBN: 9780734417718 | RRP: \$26.99



### STUDY NOTES

- Mr Mo is Jane's best friend. Why does Jane like Mr Mo?
- What makes someone your friend? As a class, discuss why students like their friends.
- Discuss whether students think Mr Mo is real. Examine the illustrations carefully to find clues. For example, on the wardrobe door in Jane's bedroom there's a picture of a dragon which has some similarities to Mr Mo. When Jane is searching for Mr Mo, the reader can see glimpses of him, which Jane can't see.
- This story suggests that perhaps because Jane is growing up, her relationship with Mr Mo is changing, too. Discuss with students how, as we grow older, our feelings and attitudes mature and change.
- There is even a possibility that Mr Mo is an imaginary friend. Discuss imaginary friends with your students.
- Mr Mo is afraid of the storm. Jane wakes up in the dark and sees 'monstery claws' under her bed. Discuss fears (eg of storms, and of the night) with your students. Encourage them to share their fears.
- Find examples of alliteration in this book (eg 'He was soft and squishy and not a bit scary').
- Make up a rhyming poem or song about Mr Mo beginning: 'Mr Mo starts to grow. . .'
- The structure of this story consists of the establishment of situation (friendship of Jane and Mr Mo), problem (Mr Mo starts to grow, and hides), a turning point (the storm), and a resolution (the two friends rediscover their need for each other). What alternative turning point might have occurred in this story?
- Look at the endpapers of this book which depict the little monster, Mr Mo, drawing a grid on the left-hand page, and then a much larger hand (obviously of Mr Mo, once he's grown) continuing the drawing on the right. What do

these endpapers suggest?

- Write a script for Mr Mo and Jane's adventures and then act out the scene for your classmates.
- Design a poster to advertise this book.
- The title of any book is important. What other title might this book have had?
- Create a comic strip of three images based on one of the incidents described in this book. Use speech bubbles for the dialogue between Mr Mo and Jane.

## ME TOO

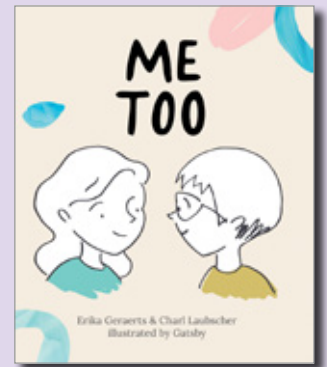
**ERIKA GERAERTS, CHARL LAUBSCHER & GATSBY (ILLUSTRATOR)**

Two little friends discuss the someones they want to find when they grow up. Perhaps they've met them already.

*Me Too* is a picture book about best friends, written by best friends, who wanted to write a story about 'discovering what you want by realising what you have'.

It's about imagining the very best kind of friend you could have.

**SCIS: 1847712 | ISBN: 9781925381900 | RRP: \$24.99**



### STUDY NOTES

- Before reading the story, look at the cover artwork and title and, as a class, discuss your predictions about the book. What do you think *Me Too* will be about? Who are the two characters on the cover?
- Is *Me Too* an imaginative, informative or persuasive text? Is it a combination of more than one of these types of texts? How can you tell? Who do you think the book was created for?
- Take turns describing/retelling the story as if you were explaining it to someone who hasn't read it yet. What do you think are the most important parts of the story? Why do you think that?
- What is your favourite part of the book? What do you like about that part?
- As a class, make a list of any words in the story that some students have not heard before, or words where you are unsure of their meaning.
- In small groups, use a dictionary to research the meaning of the words on the list.
- Choose a spread and discuss how the words and images convey the characters' emotions and feelings. Look at the body language, facial expressions and the language.
- Find someone in your class who you don't know very well. Take turns asking each other questions to get to know each other.
- Take turns telling the class about a time you made a new friend. How did you meet? Was it difficult or scary to introduce yourself?
- Choose a spread and examine the colours used on the page. What do those colours make you think? How do they make you feel? Why do you think the illustrator chose to use those colours?
- Using information found in the text and illustrations, write a character sheet for the boy and girl. Consider the following questions when creating your character sheet:
  - How old are they?
  - What do you think they like doing?
  - What skills do they have?
  - What are they scared of?
- Imagine the very best kind of friend you could have. What kinds of things would you do together? Draw a picture showing a fun time that you could have together.
- How will you know when you can say, 'me too' to another person?
- Write your own version of *Me Too*; include statements about what you hope to find in a someone, or about what you like about a friend you already have.
- This book was written by two authors. Why do you think they wrote the book together?

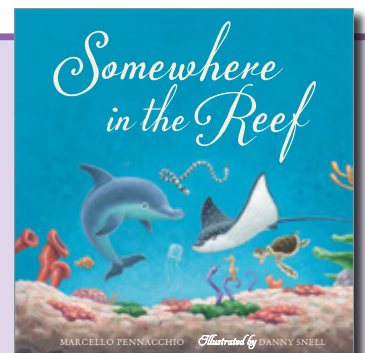
## SOMEWHERE IN THE REEF

**MARCELLO PENNACCHIO & DANNY SNELL (ILLUSTRATOR)**

*Along the Great Barrier Reef, having fun in the sun, lived a mother dolphin and her little calf one.*

Based on the classic rhyme 'Over in the Meadow', this delightful counting book introduces readers to the ocean animals that live in the Great Barrier Reef's crystal waters.

**SCIS: 1848629 | ISBN: 9781760159894 | RRP: \$19.99**



### STUDY NOTES

- As a class, discuss the Great Barrier Reef. Some things to include in your discussion are:
  - Where is the Great Barrier Reef?
  - How large is the Great Barrier Reef?
  - What marine animals and plants live in and around the reef?
  - What dangers does the Great Barrier Reef face?
  - What can we do to help preserve the Great Barrier Reef?
- Locate the Great Barrier Reef and one other reef on a map of Australia.
- As a class, discuss the author's choice of animals for the book. Why do you think he chose these particular animals? Do you think they were good choices? Why/why not?
- What do you think a 'biodiversity hotspot' is? Individually, write a sentence saying what you think it might mean. As a class, find a definition of the phrase online. Compare your sentence to the actual definition. How accurate was your description?
- What do you think the author means when he says 'starfish studded'? Look at the illustration of the starfish—do you think the illustration matches the words? Why/why not?
- In groups, ask students to continue the book beyond the number 10:
  - What marine creatures from the Great Barrier Reef could be used for numbers 11 to 20?
  - What activities could those creatures be doing?
  - What rhymes can they make up to suit those activities?
  - Ask students to write another verse of the poem featuring their chosen number, creature and its babies.
- Go on an excursion to the beach, an aquarium, or an inland waterway or lake. Investigate the biodiversity you can see there. How many different plants and animals can you spot? What evidence of other animals can you find? Write a report about your trip, sharing what you saw, heard, smelt and thought.
- Re-read the story, paying extra attention to the descriptions of the scenery. Which is your favourite descriptive phrase? Write a brief paragraph sharing your favourite phrase or passage, and your reasons for liking it.
- Choose a picture of a reef-dwelling plant or animal, and use it and the illustrations in the book as inspiration for a marine-themed painting of your own. Carefully glue a piece of kitchen foil to a thin sheet of card. Use acrylic paints to create the ocean scene on your foil sheet. Experiment with different techniques: use different paintbrushes, use your fingers to smear the paint, or scrape lines of partly dried paint off your scene with the blunt end of a paintbrush. Display your artwork in the classroom.