



PRIMARY STANDING ORDER

Welcome to our first Primary standing order for 2018! I hope you had a wonderful and relaxing break. Here at ASO Headquarters, we're all very excited to be bringing you another year of brilliant books.

Our featured book this month is the very clever and impactful **Room on Our Rock**, written by Kate and Jol Temple, who are our featured authors, and illustrated by Terri Rose Baynton. This cleverly conceived book can be read two ways—front to back in the traditional manner, and back to front. Each reading tells a completely different story, even though the illustrations and the text don't change. Both stories are about two seals looking for a new home. In one reading, the seals are welcomed to a colony that has room on their rock, in the other reading, they are not. The book will raise many discussions—about displaced people looking for a home, about open-heartedness, kindness and understanding, as well as discussions and activities based on how the book has been created.

The startlingly beautiful new picture book from Margaret Wild and Freya Blackwood begins with the Emily Dickinson quote, 'Hope is the thing with feathers that perches in the soul'. **The Feather** is a picture book that can be enjoyed by a wide age group. Each will bring their own interpretation to this story about a group of children who find a giant feather, which symbolises many different things to the children and adults in the book.

On a much lighter note is the hilarious and lively **The Kangaroo Who Couldn't Hop**, about a hop-less young kangaroo called Keith. It takes a visit to the hop-sital to find a clever way to get young Keith bouncing with the best of them.

This month we're pleased to bring you **Hickory, Dickory, Dash**, the new picture book from the award-winning team of Tony Wilson and Laura Wood. The book is this year's choice for National Simultaneous Storytime (Wednesday May 23). It's a funny and frenetic take on the traditional nursery rhyme, **Hickory, Dickory, Dock**. It's sure to be a crowd pleaser!

It seems that 2018 is the year of books about empowering and powerful girls and women. I'm all for it! **The Pink Hat** is an energetic picture book by Andrew Joyner that was inspired by the Women's March on Washington on Donald Trump's first day in office. Many women wore pink knitted beanies as a symbol of solidarity and this very simple book runs with that theme as a pink hat draws a community together.

2018 is also the Year of the Dog in the Chinese Zodiac. **The Year of the Dog** by Charles Hope and Jess Racklyeft is a clever way of introducing the Chinese Zodiac to young children through the story of Dog, who is waiting to find a family to love him. This is a great book to use in lessons and celebrations around Chinese New Year and ties in perfectly with the cross-curriculum priority Asia and Australia's Engagement with Asia.

Also timed to fit in with Chinese New Year is our title for international subscribers, **The Chinese Emperor's New Clothes**. This beautifully illustrated picture book is a clever retelling of the classic fairy tale, starring a young Chinese emperor who finds a way to outsmart the advisors who are stealing from him. (If you'd like to know more about the international picture books subscription, please contact our customer service team.)

Happy reading.

Belinda

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FEATURED BOOK & AUTHOR: **ROOM ON OUR ROCK** ILLUSTRATED BY TERRI BAYNTON

Kate and Jol usually write funny books for kids. But one day in 2015, things didn't feel so funny. It was the day the world saw the photos of three-year-old refugee, Alan Kurdi, washed up on a Turkish beach. Kate and Jol had a boy the same age, who at the time was warm and dry and turning the pages of a Richard Scarry book. So, they started writing *Room on our Rock*. The picture book is a heart-warming story about sharing that can also be read as an allegory on refugees. It is unique in that it can be read front to back and back to front. Reading the story in the opposite direction changes the meaning of the book entirely.

Kate and Jol have written six children's books including the picture book, *I Got This Hat* (illustrated by Jon Foye), which was the 2016 National Simultaneous Storytime Book. They have also created a hilarious illustrated junior fiction series; the first book, *Captain Jimmy Cook Discovers Third Grade*, was shortlisted for the 2017 CBCA Book of the Year Award for Younger Readers. They are available for school visits and can be contacted via their website at: katejoltemple.com

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

GO GO AND THE SILVER SHOES
JANE GODWIN & ANNA WALKER

DIGGER
MIKE DUMBLETON & ROBIN COWCHER

THE LITTLE STOWAWAY
VICKI BENNETT & TULL SUWANNAKIT

THE FLYING OPTOMETRIST
JOANNE ANDERTON & KAREN ERASMUS

GRANDMA Z
DANIEL GRAY-BARNETT & LAUREN MARRIOTT

WHAT THE FLUFFY BUNNY SAID TO THE GROWLY BEAR
P. CRUMBLE & CHRIS SAUNDERS

INTERNATIONAL TITLES

I'M A DUCK
EVE BUNTING & WILL HILLEBRAND

THEY SAY BLUE
JILLIAN TAMAKI

COMING NEXT ISSUE

ROOM ON OUR ROCK

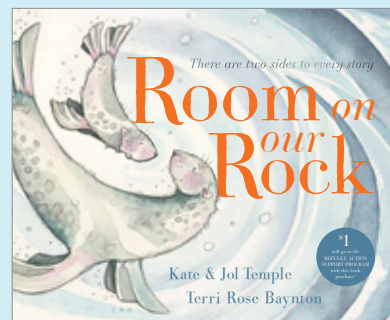
KATE AND JOL TEMPLE & TERRI ROSE BAYNTON (ILLUSTRATOR)

This clever picture book can be read two different ways. Read conventionally, *Room on our Rock* tells the tale of a group of seals who refuse to allow a displaced pair of seals on their rock, stating that there is clearly no room. However, when the book is read from back to front, the seals on the rock welcome the struggling seals, assuring them that there is plenty of room.

A powerful allegory on refugees, and a heartwarming story about sharing and compassion.

RECOMMENDED READING LEVEL: Mid Primary

SCIS: 1844121 | ISBN: 9781742764108 | RRP: \$24.99



STUDY NOTES

- Read the story from front to back. Then discuss the following questions:
 - What is happening to the parent and child seal?
 - How are the seals on the big rock reacting to them?
 - How do you think the two seals feel?
 - Why do you think the rock-seals are saying there is no room?
 - What do you think the rock-seals are thinking and feeling?
 - How much room can you see on the rock?
 - If you were one of the two seals in the water, what would you say to the rock-seals?
 - What do you think might happen to the two seals if they don't find a new rock?
 - Do people ever act like the seals on the rock? Why might they act like this?
 - How did reading this story make you feel?
- Now read the story from back to front. Discuss how this story is different from the one read conventionally. Re-ask the above questions, substituting the final three questions with the following:
 - How do you think the two seals feel when the rock-seals tell them there is plenty of room on their rock?
 - What do you think might be different for the rock-seals that they can act welcoming and friendly in this back-to-front story?
 - How did the second story make you feel?
 - Which story do you think is the better one, and why?
- Choose three colours of paint and do a finger painting showing how reading the front-to-back story made you feel. Then, do a second finger painting with three new colours showing your feelings from reading the back-to-front story. Write a caption for each painting sharing what emotions each colour represents.
- Retell the two stories from the point of view of the seagull. Be sure to have the seagull

describe how they think the different seals are feeling as well as what they are doing.

- As a class, brainstorm how you can welcome visitors, refugees and any other new arrivals to your school and community. In small groups, make posters showcasing your ideas.
- Find books about refugees in the library. Discuss the similarities and differences between these stories, and the stories of the seals in *Room on our Rock*.
- Individually, choose one seal from the first story. Write and illustrate an 'I feel' or 'I felt' statement from the point of view of that character sharing what they felt and when they felt it. Write and illustrate a second 'I feel' or 'I felt' statement from the point of view of the same character, on the same page in the second story.

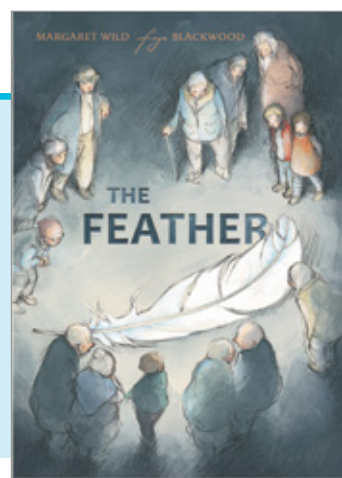
THE FEATHER

MARGARET WILD & FREYA BLACKWOOD (ILLUSTRATOR)

When a great feather drifts from the leaden sky, two children recognise its extraordinariness and take it to the village for its protection. The villagers, however, want to encase it, upon which the feather loses its radiance. The children take it home and care for it through the night. In the morning it is again radiant, and when they set it free it leaves signs of blue sky and colour.

RECOMMENDED READING LEVEL: Mid to Upper Primary

SCIS: 1844112 | ISBN: 9781760124212 | RRP: \$24.99



STUDY NOTES

- Look at the illustrations throughout the book. Why do you think the children's clothes are colourful, while the villagers and the village are shaded in tones of grey? When do you see the colours of Maria and Nico's clothes take on some of these grey shades? What does this suggest about their position in the village?
- What is the difference between the way the adults see the feather and the way the children see it? How does this reflect the way they respond to the world and to each other? How is this supported both by the text and by the illustrations?
- Margaret Wild doesn't write explicitly about hope, freedom or death, but these themes are clear in the text. How does the language she uses invite an exploration of these themes? How does each theme lead to a slightly different interpretation of the text? Which interpretation do you feel most strongly about? Why do you think this is?
- Margaret Wild uses poetic language to show the movement of the feather. Think about the way that movement is shown by the words themselves and also by their placement on the page. Choose an object and write a short piece about it using poetic prose and the placement of text on the page to show the way it moves.
- The feather symbolises many different things to different characters in the book. Make a list of the different ways each of the characters talk about the feather. How do they describe it? What does it remind them of? How does it make them feel? What does it mean to you?
- Choose one of the feather illustrations and describe it in your own words. Look at the colour, shape and size of the feather.
- Make a list of all the things the book made you

feel. Using the story as inspiration, create your own illustration that uses colour, shading, light and line to show one of these emotions.

- As a class, discuss the way we see things differently as we grow up. How do your own interpretations of things differ from the way adults in your life interpret those things? Is this a good thing or a bad thing? Why can it be useful to try to see something from a different point of view?
- How can the two wordless spreads towards the end of the book be read as two different endings? How would your interpretation of the ending change if the book ended on the first spread, where the only light comes from the window? How would it change if this spread wasn't included in the book at all?

THE KANGAROO WHO COULDN'T HOP

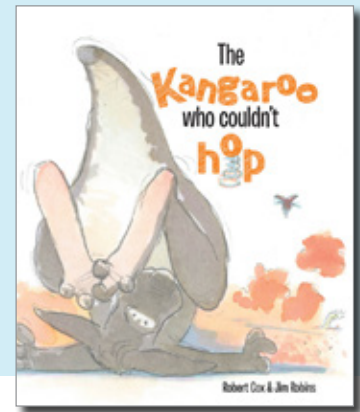
ROBERT COX & JIM ROBINS (ILLUSTRATOR)

Mrs Grey is very worried. All young kangaroos have to be presented to Big Red, the leader of all the kangaroos in the world. But what on earth is Big Red going to say about Keith?

Big Red has never met a hop-less kangaroo in all his born days! He tries several ingenious ways to make Keith hop but nothing works until Keith visits the hop-spital, where the doctor suggests a very scary remedy...

RECOMMENDED READING LEVEL: Lower Mid Primary

SCIS: 1844125 | ISBN: 9781925630244 | RRP: \$24.99



STUDY NOTES

- Before reading, brainstorm what students know about kangaroos, discussing the following questions:
 - Where do kangaroos live?
 - What do kangaroos eat?
 - What colour fur do kangaroos have?
 - What different species of kangaroos are there?
 - What do kangaroos do?
- Do you think things other than people can be characters in a story? How? Can you think of stories that have non-human characters?
- As a class, look at the front and back cover. Who or what is on the cover? What do you expect the book will be about?
- Analyse one of the double-page spreads from the book. Questions to ask could include:
 - What do you look at first? Why?
 - What are the dominant colours? What mood (feeling) do these colours create?
- Where are the creatures in the picture looking? Why are they looking there? What effect does this have?
- After reading, ask students to create a list of the characters in *The Kangaroo Who Couldn't Hop*. Who are the main characters? Who are the secondary characters? Who was your favourite character? Why did you like that character?
- What are the different settings in *The Kangaroo Who Couldn't Hop*? Have you been to any of the places shown in the illustrations?
- Discuss how Keith feels about not being able to hop.
- Can students suggest other ways that Keith might learn to hop?
- Tell the class about a time you couldn't do something that you wanted to do. What did you do? What could you have done? Did anyone help you? How did they help?
- Do kangaroos really have doctors?
- Have you ever been to hospital? As a class, discuss how going to hospital or going to see a doctor can make you feel.
- 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).
- Write a story about an Australian animal that can't do something they are known for (eg a koala that can't climb; a wombat that can't burrow; a platypus that can't swim). How will your Australian animal overcome their challenge?
- In pairs, create a poster with five researched facts about kangaroos.
- Perform *The Kangaroo Who Couldn't Hop* as a play for another class or for parents and carers.

THE PINK HAT

ANDREW JOYNER

Once there was a pink hat. A cat played with it. A baby caught it. A dog swiped it. That is, until... A girl found it. She wears the hat everywhere, including to a march with thousands of other people. They are all marching to support the idea that girls and women should have equal rights to boys and men.

RECOMMENDED READING LEVEL: Mid to Mid Primary

SCIS: 1844961 | ISBN: 9780143789369 | RRP: \$24.99



STUDY NOTES

- After reading *The Pink Hat* as a class, discuss the following questions:
 - What do you think the story was about?
 - Did you notice a pattern in the way the hat is described? Does that pattern affect the way you read the story aloud?
 - Think about the different ways various characters used the same pink hat. Were you surprised by this? Why would different characters use the same thing in different ways?
 - What is written on the signs (placards) in the final illustration? Have you heard any of these sayings before? What do they mean to you?
 - What colours are used in the illustrations? Why do you think these colours were used?
- The text doesn't say that the girl is planning to go to a march, but one of the illustrations gives a clue. Can you find the clue?
- Can you think of a time when someone has told you something that made you change your mind? Or a time that you have changed someone else's mind? What was the conversation like?
- The characters all look different and are doing different things when we first meet them. But they generally appear more than once. See if you can find the characters together on multiple pages. How do you think this connects to what the author is saying?
- Can you give examples of communities that you are a part of? Do you think people in a community agree on everything and like the same things? Do they need to?
- One illustration shows a statue of a woman marching and carrying a flag. She is a suffragette. What are suffragettes? Discuss why 'suffrage' is important and why the suffragette statue is included in *The Pink Hat*.
- The pink hat becomes a symbol of unity or solidarity showing that different people have come together for one reason. Can you think of other symbols that group people together? (Hint: Think about what you wear to school.)
- 'The older woman who knitted the hat went to the March in spirit.' What do you think this means? Are there reasons people who want to join in a march might not be able to?
- The hat was made by an older woman and ended up with a young girl. Do you think this might be symbolic? How? (Hint: What role do older people usually have in younger people's lives?)
- Think of an example of unfair treatment you have witnessed or experienced. Write a slogan for a placard/banner, and a short letter to someone who may be able to remedy the issue (eg school principal, politician). How is the language of a letter different from a slogan on a placard? What kind of language is most likely to help win an argument?

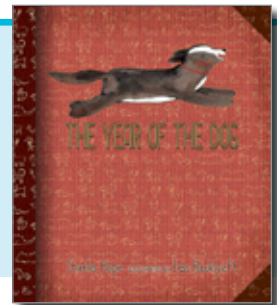
THE YEAR OF THE DOG

CHARLES HOPE & JESS RACKLYEFT (ILLUSTRATOR)

Dog had never known what it was like to have a home. It was all she'd ever wanted. At the animal shelter where she lived, she happily watched as her friends, one by one, found families to love. After a while poor Dog began to wonder if her turn would ever come . . .

RECOMMENDED READING LEVEL: Lower to Mid Primary

SCIS: 1844528 | ISBN: 9781742034089 | RRP: \$24.99



STUDY NOTES

- Brainstorm what students understand about the Chinese Zodiac.
- After reading *The Year of the Dog*, ask students the following questions:
 - What year is it according to the Chinese Zodiac?
 - How many animals are there in the Zodiac? What are they?
 - When does the Chinese Zodiac change from one animal to the next?
 - Why do the dates change from year to year?
 - What is a lunar calendar?
 - How is a lunar calendar different from the solar calendar (one of which we use, the Gregorian calendar, which is seen as the international standard)?
- Assign small groups an animal from the Chinese Zodiac to research. Use the website yourchineseastrology.com/zodiac to answer the following questions:
 - What are the next five 'birth' years for this animal?
 - What are its lucky colours? Flowers? Numbers?
 - Which Zodiac animal/s is it compatible with?
 - What is its element?

- What are its personality traits?
- Ask students to search for and print images from the internet relating to their Zodiac animal, eg lucky colours/flowers, Chinese artwork of their animal, etc.
- Use the images to create a poster collage. Write a short sentence under each image detailing what it means in relation to their Zodiac animal.
- Find out the birthdates of family members. Check these dates at www.chinesezodiac.com/calculator.php to find out their Zodiac animals.

HICKORY DICKORY DASH

TONY WILSON & LAURA WOOD (ILLUSTRATOR)

Before the clock strikes one, a mother mouse must search the house for her missing children. But she'd better watch out for the cat! *Hickory Dickory Dash* is for anyone who has ever wondered just why the mouse was running up and down the clock as it struck one.

RECOMMENDED READING LEVEL: Lower Primary

SCIS: 1841006 | ISBN: 9781743811160 | RRP: \$16.99



STUDY NOTES

- As a class, investigate and compare the rhyme schemes used in both the nursery rhyme 'Hickory Dickory Dock' and the book.
- Make a chart or table showing all the different times mentioned in the story on both analogue and digital clocks.
- Design and build a piece of mouse furniture from common household items.
- Think about good hiding places in your house if you were a mouse being hunted by a cat. Draw a picture of a mouse in the best hiding place you can think of, and write a caption explaining why you think this place is a good choice.
- Choose a scene to describe and illustrate from the cat's perspective. Share your scene with the class.
- In pairs, make a list of things you might find scary if you were the size of a mouse.
- Create an artwork of your own inspired by Wood's illustrations that uses colour for objects within a lit area, and grey tones or muted shades for areas that are shadowed or unlit.
- Make a list of the different rooms that the cat and mouse run through. Use your list to draw a floorplan of the house showing both upstairs and downstairs.
- Onomatopoeia is a word that mimics the noise it is describing. Re-read the story noting the onomatopoeic words. Why do you think the author chose to use so many?

INTERNATIONAL TITLES

If you would like to subscribe to receive the international titles we are offering each month, please contact our **Customer Service team on 1800 621 283**.

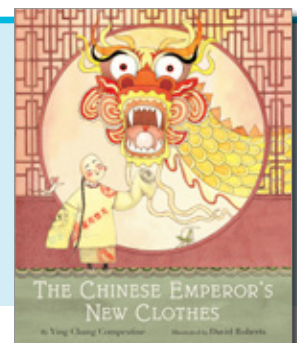
THE CHINESE EMPEROR'S NEW CLOTHES

YING CHANG COMPESTINE & DAVID ROBERTS (ILLUSTRATOR)

At only nine years old, Ming Da is the Emperor of China and knows that his three advisors are stealing his rice, gold and precious stones. So, Ming Da comes up with a plan to outsmart his advisors. Will his advisors fall for his trick? A retelling of Hans Christian Andersen's classic fairy tale.

RECOMMENDED READING LEVEL: Mid Primary

SCIS: 1845045 | ISBN: 9781419725425 | RRP: \$24.99



STUDY NOTES

- How do you think the Emperor felt about himself at the beginning of the story, then at the end?
- Why did the Emperor's three advisors feel they could take advantage of him?
- What was so important about the clothes? What did the three advisors think the clothes said about them?
- Do you decide whether you like someone based on what they wear? Why? Why not?
- How did the honest boy who shouted 'Can you not see? They're wearing rice sacks!' help the town and the Emperor?
- Pu Yi was only three years old when he became the last Emperor of China in 1908. Research Pu Yi and give a presentation about his life.
- What events do you celebrate that connect you to your family's history, culture and place? How do you celebrate them?
- Pretend you're a tailor and design your own clothing for a special occasion or Chinese New Year. Draw the design and glue fabric scraps to fill the outlines. Display the work on a wall or bulletin board.