



PRESCHOOL STANDING ORDER

We have a great big swag of seven early childhood books for our first Preschool Standing Order for 2019.

Our featured book and author is **Baz & Benz** by Heidi McKinnon. Heidi was shortlisted for the Crichton Award for new illustrators for her hilarious *I Just Ate My Friend*. This latest picture book is also about friendship and features two owls who are the best of friends. Except . . . Baz can be kind of, well, annoying. What do you do when your best friend is driving you crazy? This very funny picture book is the perfect jumping off point into discussions about navigating the sometimes stormy waters of friendship.

Renée Treml is a wonderful, versatile author and illustrator and she knows just how to appeal to young readers. ***Sleep Tight, Platypup*** has themes of fear, family, reassurance and love as it tells the story of little Platypup's fear of the dark.

Dippy's Big Day Out by Jackie French and Bruce Whatley is a companion to the best-selling, award-winning *Diary of a Wombat*. Jackie and Bruce introduce us to Dippy, a prehistoric wombat. He is a big, bumbling, gentle creature, on the hunt for a new place to sleep and, of course, food!

Rodney by Kelly Canby is a great book that introduces the idea of perspective—literal and metaphorical. Rodney is a small tortoise with big dreams. He wants to live the high life in the tree tops. But little Rodney can barely see over the grass at his feet. Until, that is, he ventures into new territory and finds himself bigger than the other creatures around him. The vibrant, joyful illustrations will have lots of appeal to young children.

Ivanhoe Swift Left Home at Six by Jane Godwin and A. Yi is about a little boy who decides to leave home to see the world. Along the way, Ivanhoe meets new people—some friendly, some not so friendly—and makes new discoveries. His greatest discovery of all is that there is no place as wonderful as home.

'We all know frogs go la-di-da-di-da!' I well remember the joys of singing this song to my children—it's such a fun and catchy nursery rhyme. In ***Der Glumph Went the Little Green Frog***, illustrator Matt Shanks gives us a new joyful and humorous version for children to read and sing along to.

Trip, Trap, Trip, Trap, Trip, Trap . . . Nick Bland also gives readers a new take on an old favourite this month, with ***The Three Billy Goats Gruff***. It's the perfect introduction to classic fairytales and a great read aloud story. Nick's illustrations are marvellous fun and there are themes of humour, adventure and cleverness.

Happy reading.

Belinda



FEATURED BOOK: **BAZ & BENZ**

FEATURED AUTHOR/ILLUSTRATOR : **HEIDI MCKINNON**

Heidi McKinnon was born and grew up in Tamworth, New South Wales. After a childhood spent trying to avoid country music, she moved to Melbourne and studied art and design at RMIT. After graduating, she worked lots of weird jobs until she began a career as a graphic designer.

Heidi's first picture book, *I Just Ate My Friend*, was shortlisted for numerous awards, including the Children's Book Council of Australia Crichton Award for Children's Book Illustration, and has been published around the world, including in the USA, France, Japan and Korea. She has also published *It's a Long Way to the Shop* and most recently her third picture book, *Baz & Benz* which showcases her wicked sense of humour through vibrant colours and design style. She lives with her partner, Seamus, and her daughter, Ava, in Fitzroy, Victoria.

Visit Heidi McKinnon's website at:
www.heidimckinnon.com.

COMING NEXT ISSUE

MY FRIEND FRED
FRANCES WATTS & A. YI

DOODLE CAT WEARS A CAPE
KAT PATRICK

ARTHUR AND THE TIGER
SOPHIE BEER

HAPPY BIRTHDAY WOMBAT
JACKIE FRENCH & BRUCE WHATLEY

THE JACKET
SUE-ELLEN PASHLEY & THEA BAKER

BAZ & BENZ

HEIDI MCKINNON

'Benz, are we friends?'

'Yes, Baz, we are best friends.'

'For how long?'

'For ever and ever.'

But what do you do when your best friend is . . . kind of annoying?

A delightfully funny and warm-hearted story about a little owl exploring the boundaries of love and friendship from the creator of *I Just Ate My Friend*.

SCIS: 1896558 | ISBN: 9781760523688 | RRP: \$24.99



STUDY NOTES

- Before opening *Baz & Benz*, look at the title and cover design and ask questions such as:
 - What sort of bird are Baz and Benz?
 - Is this bird awake during the day or night? What's on the cover that helped you guess?
 - Do Baz and Benz look friendly? What is it in the picture that makes you think that?
 - Do you think this will be a funny or sad story? Why?
- After reading, ask students if they think Benz is a good friend to Baz and why. Try to expand the discussion by asking:
 - What sort of things do good friends do for one another?
 - What sort of things *don't* good friends do?
 - Is it nice to have good friends? Why?
 - Is it nice to be a good friend? Why?
- Look at the page where Benz says, 'That would be funny!' and compare it with the page where he says, 'That would be REALLY funny!'. What is different in the second image that shows Benz finds Baz's second idea even funnier? What is different about the words shown on the page?
- Try the same exercise with the pages featuring Benz saying: 'That would be annoying' and 'That would be REALLY ANNOYING!'. How do his body and eyes change to show he is really annoyed? How does the font change to emphasise just how annoyed Benz would be? Did these things change the way the words were read out by your teacher?
- Compare the first image of Baz as a bat with the next, scarier image. How does his body change to convey the idea of something scary? Do the words on the page change? The second image of Baz is a close-up, meaning he seems much bigger. Why do you think Heidi McKinnon chose to present him like that?
- If owls are awake all night and asleep during the day, why do you think the colour in the background changes from orange/pink to dark blue to black and then back to orange/pink?
- Did you think that the ending was funny? Explain what you found funny about it.
- Look at the front and back endpapers. How do they differ and why do you think the story closes with an image of Baz and Benz hugging on the same side of the tree?
- Retell this story in your own words.
- What did you like about the book? What didn't you like? Would you want to read it with your best friend?

SLEEP TIGHT, PLATYPUK

RENÉE TREML

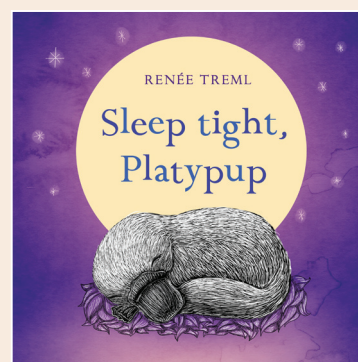
Poor little Platypup wakes up alone in his burrow by the river. What is that shadow? Who made that noise?

But there's nothing to fear.

With his mother by his side, the young platypus ventures out to explore, and Platypup discovers that his home by the river is just as lovely in the dark of night as it is during the day.

And that's not scary at all.

SCIS: 1896673 | ISBN: 9780143789697 | RRP: \$19.99



STUDY NOTES

- Read the blurb on the back cover. What do students feel about it? What kind of things are students now expecting to see inside the book? What questions do they have?
- Point out the dedication at the front of the book. Ask students to imagine they have written a book—what would their dedications be?
- After reading, discuss what students already know about platypuses and their habitat. What did students observe about the landscape of the story?
- Do you think the characters behave like humans in this story? In what ways?
- Can you find three words in the story that are new to you? Try to work out what the words mean from their context (the way they are used and what surrounds them).
- In the opening pages of the story, Platypup is in a burrow. Why do you think platypuses use burrows? How do you think they make their burrows?
- Can you think of Australian animals that live in these kinds of homes: burrows, nests, tree branches, oceans, reefs, river or creek beds?
- Some animals are most active when there is not much light: during the night ('nocturnal') and during dawn and dusk ('crepuscular'). Platypuses fall into both of these categories. Why do you think platypuses are active in low light? Can you name any other nocturnal or crepuscular animals?
- Platypup is content when he is in his burrow with his mother. Do you have a favourite place and person that makes you feel snug and content?
- Imagine a friend or family member is worried about something. What would you do to try to make them feel better?
- Sit in a quiet part of the playground. Close your eyes and be as still and quiet as you can. What do you hear? What can you smell? Is it 'nothing'? Listen and observe for a little longer and see if you can notice things that you had overlooked before.
- Each page in *Sleep Tight, Platypup* focuses on just one or two colours. Which pages use colours that look 'happy', 'scary' or 'anxious' to you?
- Draw two different pictures of Platypup—one where he is happy and one where he is angry. What colour will you choose for each picture? What expressions or body language will you give Platypup?
- As a class, collect some fallen plant matter from the playground: leaves, small twigs, flowers, nuts etc. Arrange your favourite pieces on your desk and create a 'still-life' artwork by painting or drawing your arrangement.

DIPPY'S BIG DAY OUT

JACKIE FRENCH & BRUCE WHATLEY (ILLUSTRATOR)
CONCEPT BY BEN SMITH WHATLEY

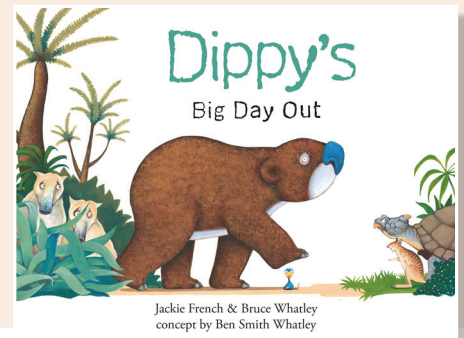
Dippy is a diprotodon, the BIGGEST, friendliest wombat who lived 100,000 years ago.

All Dippy wants is happy friends, a place to sleep and lots to eat.

Who knew that could be such an adventure?

An Ice Age meets *Diary of a Wombat* story set in the fascinating world of ancient Australia megafauna.

SCIS: 1896573 | ISBN: 9781460754061 | RRP: \$24.99



STUDY NOTES

- As a class, look at the cover and discuss the following questions:
 - What do you think this book is about?
 - What creature does this remind you of?
 - How is it the same as/different from a wombat?
 - How has the illustrator made it look so big?
- Explain that the creature is a diprotodon, an ancient ancestor of the wombat that grew to be 3.8 metres long (head to tail), 1.7 metres wide at the shoulder, and weighed 2800 kilograms. Compare this size to a modern wombat (100 centimetres x 60 centimetres and about 26 kilograms) and a rhinoceros or hippopotamus.
- Look at the other creatures on the cover. Do they remind you of any modern-day creatures? Why do they look so concerned at Dippy stepping out?
- How would you feel if you saw Dippy on a walk in the bush today?
- Explain that Dippy and other megafauna (huge creatures that evolved after the extinction of the dinosaurs) roamed Australia thousands of years ago. Introduce the concepts of 'extinction' and 'evolution'.
- Discuss how creatures can adapt to their environment as it changes, but that sometimes the change is too great or quick and so they become extinct. Consider how diprotodon became wombat.
- As you read, create a chart listing those creatures who are familiar and those who are not. Compare some of the creatures in the story with their modern counterparts using children's knowledge and a range of resources.
- Introduce vocabulary like 'fossil' and 'palaeontologist' and their meanings.
- Examine the picture of Dippy sleeping. How does the illustrator suggest that this is a story from long, long ago?
- Explore what students think Australia was like in the time of the story.
- Explore cause and effect by having students explain scenes where there is no explanatory text, like how the koala landed on Dippy's head, what happened when he tried to eat the big plant, and what happened when he tested the orange food.

- How do the other animals feel about Dippy? Why?
- Compare *Dippy's Big Day Out* with a non-fiction text about diprotodons and examine the differences in purpose, structure, language and illustrations.
- What features make *Dippy's Big Day Out* a work of fiction? Can we learn things from fiction books? What have we learned from this one?
- As a class, retell the story from the perspective of the little bird that accompanies Dippy.
- Share other stories by Jackie French and Bruce Whatley.
- Websites:
 - Diprotodon: <https://bit.ly/2FWSUdW>
 - Common Wombat: <https://bit.ly/2FX055X>
 - Australia's Megafauna: <https://bit.ly/2AJlb09>
 - Megafauna Exhibition—BTN: <https://ab.co/2rk882C>

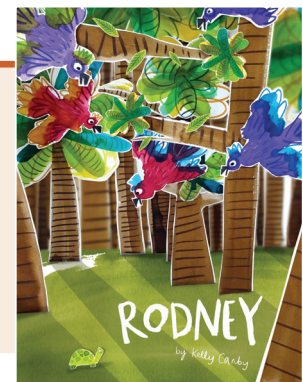
RODNEY

KELLY CANBY

Rodney the tortoise may be tiny, but his dreams are enormous! He wants to live life high in the treetops and wishes he weren't so small. Then one day, he meets a caterpillar—suddenly, Rodney has never, ever felt so tall!

A charming story about perspective.

SCIS: 1896581 | ISBN: 9781925815320 | RRP: \$24.99



STUDY NOTES

- What kind of animal is Rodney? What makes him different to his cousin, the turtle?
- What kind of habitat do you think the story portrays? Would all these animals be found there?
- Why can't Rodney live life in the treetops? How do you think this makes him feel? Have you ever been in a situation where you were too small to do something?
- In comparison to his new friend, the caterpillar, Rodney suddenly feels very big. What does the word 'perspective' mean? How does becoming friends with insects give Rodney a new perspective on life as a tortoise?
- What do you think it means to have a positive attitude? Create a list of things you are grateful for.
- How many birds can you count in the pages of the book? How many monkeys? How many tree frogs, sloths, bats etc? How many different species of animals can you count altogether?
- Rodney dreams of living life high among the treetops. What is your biggest dream? Turn to a partner and share. Write a sentence (or paragraph) explaining why this dream is important to you. Create an illustration of your dream come true!
- Instead of 'said', the author uses many different verbs to describe the way the animals speak (eg 'screeched the monkeys', 'hummed the giraffe'). What effect does this have? Imagine some other animals that Rodney might see and write what they would say to him using some creative verbs instead of 'said'.
- Use oil pastels to draw the outline of your favourite animal in the story (for best results, use watercolour paper). Next, apply watercolour paint to 'colour in' the animal and the background. What do you notice?
- Do you think Rodney feels happier about being himself by the end of the story? What has changed?
- Create a self-portrait and write two sentences below it describing something special about being you!
- Create a shoebox diorama of either of the following:
 - the animals playing in the treetops
 - Rodney and the insects playing on the ground.
- Create popsicle stick puppets of the characters using recycled materials. Use them to retell the story.
- In pairs, research your favourite animal from the story using the following headings:
 - name
 - habitat
 - diet
 - life cycle
 - labelled diagram
 - conservation status.
 Present your findings as a poster to the class.
- Insects might be small, but they have important roles to play in every habitat. Pick one of the insects in the story and find out what it is good at or how it is useful.

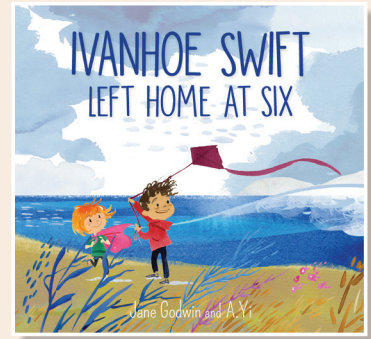
IVANHOE SWIFT LEFT HOME AT SIX

JANE GODWIN & A. YI (ILLUSTRATOR)

*Ivanhoe Swift left home when he was six.
He had heard many songs about the world, and it was time to see it for himself.
'We won't know where you are!' cried his father.
'I'll know where you are,' said Ivanhoe. 'And you can look out for my kite in the sky.
Goodbye, parents!'*

A delightful story about setting off to see the world . . . and the joy in coming home again.

SCIS: 1896663 | ISBN: 9781760631864 | RRP: \$24.99



STUDY NOTES

- After reading, start a class discussion with the following questions.
 - How old is Ivanhoe Swift?
 - Why did he want to leave home?
 - How did his parents feel about him leaving?
 - Where did Ivanhoe go on his adventure?
 - How far do you think Ivanhoe really travelled?
 - What things do you think Ivanhoe learned on his adventure?
- Turn to the first image of Ivanhoe Swift and ask students to come up with words to describe him.
- Count the things that Ivanhoe is packing in his bag. What would students take with them if they were leaving home?
- The words of Ivanhoe's mother's song are written in a lovely, swirly way. Why do you think that might be the case?
- Turn to the double-page spread showing the unfriendly townspeople. How has the artist shown us this is an unpleasant town, filled with unpleasant people?
- Look at the last double-page spread and find examples of every place Ivanhoe has visited on his journey.
- If you could go anywhere in the world, where would it be?
- Ivanhoe moves through the world and there's lots of other movement in the story, too. Can you find illustration examples of where nature is shown moving?

DER GLUMPH WENT THE LITTLE GREEN FROG

MATT SHANKS (ILLUSTRATOR)

We all know frogs go *la-di-da-di-da!* They don't go *der glumph der glumph der glumph!*

The Australian animals are relaxing in the outback. But what do they get up to when nobody is looking?

A beautiful Australian edition of the favourite nursery rhyme.

SCIS: 1896640 | ISBN: 9781742993676 | RRP: \$15.99



STUDY NOTES

- As a class, sing *Der Glumph Went the Little Green Frog*. Read each page of the story, and add it to the song as a new verse.
- Learn the Key Word Signs for *Der Glumph Went the Little Green Frog* and sign the song as you sing.
- Read other books in this series (eg *Incy-Wincy Spider*). Discuss similarities and differences between the illustrations and how each book showcases the original rhyme.
- Create a cover illustration featuring a scene from your favourite rhyme or song.
- In pairs, choose an animal that doesn't appear in the book and write another verse of the rhyme about your animal.
- As a class, visit a local wetlands area. Make a nature journal that showcases pictures and comments about the plants and animals that you see on your trip.
- Make a class recording of everyone doing their very best frog noises and use it as the soundtrack for a class frog-dance you create.
- Have a class relay race where you jump like a frog, roll like an echidna, and boing like a kangaroo.
- Make an echidna from modelling clay or air-drying clay. Use toothpicks for the spines, and use a spare toothpick to draw its face and sculpt its feet.
- Onomatopoeia is where a word makes the sound it is describing. 'Der glumph' is the first example of onomatopoeia in the story, but there are examples in every verse! See how many examples you can find.

THE THREE BILLY GOATS GRUFF

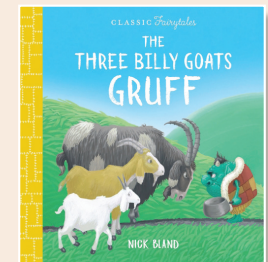
NICK BLAND (ILLUSTRATOR)

Trip, Trap, Trip, Trap, Trip, Trap!

Three billy goats named Gruff want to cross a bridge to get to where the sweetest grass grows.

But under the bridge lives a great ugly troll! Will he gobble them up?

SCIS: 1896672 | ISBN: 9781743815885 | RRP: \$17.99



STUDY NOTES

- Before reading, ask who has heard the story of the *Three Billy Goats Gruff* before. What do students think might happen in a story like this?
- What is a billy goat? What are the names for a female goat or for a baby goat?
- How do goats typically behave? Research goat behaviour, where they live, and why people might keep them.
- Is Gruff a good name for a goat? Why or why not?
- When the goats walk over the bridge, their feet make a 'trip trap' noise. As a class, brainstorm sounds that different animal footsteps make, using the same two-part format as 'trip trap'.
- Individually, think of three reasons a troll might want to live under a bridge instead of a cave or a house. Share your reasons with the class.
- The story of *The Three Billy Goats Gruff* was originally from Norway. Look online for pictures of the Norwegian countryside, and discuss whether it seems like the sort of place where trolls might like to live under bridges.
- Act out the story of *The Three Billy Goats Gruff* and perform it for another class or at an assembly.
- Create a word search using vocabulary items from the story. How many different words can you include in your word search?
- Paint a picture of a big scary troll from your imagination that you would hate to find under a bridge. When painting, consider its size, colour and number of arms/legs/eyes.