

# THE *Book Curator*

**BOOK WEEK 2018 IDEAS AND ACTIVITIES**

**VOLUME 2: BLACKLINE MASTERS**



*Find Your  
Treasure*

JUNE 2018  
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VOLUME 2 OF 2

Digital, paper-based and class activities for  
primary schools based on CBCA short list titles 2018

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## ALPHABETICAL INDEX BY BOOK TITLE

Book Title	Blackline Master 1	Blackline Master 2
A Walk in the Bush	B11: Exploring the Blue Mountains	
Amazing Australians in their Flying Machines	B29: Journal of a Flying Pioneer	
Boy	B1: What do your senses tell you?	B2: How We Communicate
Can You Find Me?	B23: Can You Find Me?	
Do Not Lick This Book	B25: Introducing: Microbes	B26: Design a Science Experiment
Florette	B12: Create Your Own Garden	
Hark, It's Me, Ruby Lee!	B3: Celebrating Strengths	B4: Exploring Literary Devices
Henrietta and the Perfect Night	B35: Henrietta's Stories	B36: Henrietta's Journey
How to Bee	B33: World Building	B34: Pollination
I Just Ate My Friend	B20: I Just Ate My Friend	
I'm Australian Too	B5: I'm Australian Too	B6: My Family Treasure
Koala: Nature Books	B27: Save the Koala	B28: Koala Word Search
Left & Right	B30: Which Direction is That?	
M is for Mutiny: A History by Alphabet	B32: Famous Australians in History	
Marsh and Me	B37: Marsh and Me	
Mopoke	B13: Make your Mopoke	B14-16: Dress up Items
Once Upon An ABC	B21: Once Upon An...	
Rodney Loses It	B7: How not to lose it!	
Swan Lake	B18: Swan Lake	
Ten Pound Pom	B17: A Long Journey	
The Big Book of Antarctica	B31: Snapshot of Antarctica	
The Elephant	B38: The Elephant	
The Grand, Genius Summer of Henry Hoobler	B39: A Bright, Loud Life	
The Great Rabbit Chase	B19: Bunnies Run Wild	
The Second Sky	B9: Swimming VS Flying	B10: Discovering Sea Birds
The Shop at Hooper's Bend	B40: What's in Your Shop?	
The Sloth Who Came to Stay	B24: The Sloth Who Came To Stay	
The Very Noisy Baby	B8: Animals in Action	
Tintinnabula	B22: Tintinnabula	
Book Week Scavenger Hunt	B47: How to run a Book Week Scavenger Hunt	B44: Scavenger Hunt Clues B46: Teacher's Key
Comparison and Research Activities	B43: You are the Judge B41: Active Learning Chart	B42: Comparing Illustrators and Styles

# What do your senses tell you?

The main character in *Boy* by Phil Cummings cannot speak or hear, but he is still able to engage with—and understand—the world around him by using his other senses.

Your teacher will take you outside your classroom. Write your destination in the bubble below (for example ‘the scene’ might be ‘the playground at lunch time’).

Once you are there, intentionally focus on each of your five senses in turn. What do you see, smell, taste, hear or feel (touch)? Add your notes to this chart.

What do you see?

What do you smell?

What do you taste?

THE SCENE: \_\_\_\_\_

What do you hear?

What do you feel?

## Extension Discussion:

Which senses do you think Boy would have relied on most? Which senses are most important to you? What would be hardest about losing one or more of your senses? If you were Boy, how would you want to be treated? What else would you like to learn about your senses?



# How We Communicate

The main character in the book *Boy* by Phil Cummings is unable to speak. There are lots of ways we communicate that don't involve talking. Answer these questions about the different ways Boy communicated and how it helped him get his message across.

The book says...	How did this help Boy communicate?
'he spoke with dancing hands'	
'he took a sword and ...'	
'Boy drew a picture'	

Identify the different ways you communicate that don't involve speaking words. Discuss your ideas with your class or small group then select one idea for each method and report it in the table below.

How else do we communicate without actually speaking words?	
Communication Method	How might you use it?
Voice	
Eyes	
Face	
Hands	
Body Language	
Touch	
Appearance	
Technology	

# Celebrating Strengths

For the teacher: Print enough cards for your class. Write the name of each student in the centre of a card, then randomly allocate one to each student. Ask them to observe the classmate who is named on the card and anonymously write down positive things about that child and colour in the pictures. Collect and check the completed cards before presenting them to the class. Ask each child to read out loud the kind things others have said about them.



# Exploring Literary Devices

There are many adjectives that can be used to describe Ruby Lee, the main character in the picture book, *Hark, It's Me, Ruby Lee*. Using the table below, choose a synonym (word that means the same) and an antonym (word with an opposite meaning) for each adjective, following the example provided.

Adjective	Synonym	Antonym
loud	noisy	quiet
imaginative		
intrepid		
brave		
helpful		
ingenious		
excitable		

Explain/define the following literary devices, then complete the table below.

Alliteration: \_\_\_\_\_

Rhyme: \_\_\_\_\_

Imagery: \_\_\_\_\_

Literary Device	Examples from <i>Hark, It's Me, Ruby Lee</i>	Write your own example
Alliteration		
Rhyme		
Imagery		

# I'M AUSTRALIAN TOO

Ask to interview a friend or family member who came to Australia from another country.  
Discuss their experiences in the land of their birth and what it is like to live in Australia.

<b>My interview is with:</b> .....		
What year did you come to Australia?		
How old were you when you came to Australia?		
What country were you born in?		
<b>What is alike and what is different about your country of birth and Australia?</b>		
	<b>Australia</b>	<b>Birth country (write it here)</b> .....
What do you like the most about each country?		
Your favourite season and why?		
What type of house do you/did you live in?		
What is the favourite sport in each country?		
What is your favourite celebration and why?		
What do you think each country is best known for?		
Biggest differences between the two countries?		
Greatest similarities between the two countries?		
<b>EXTENSION ACTIVITY:</b> Create a travel poster about the birth country of the person you interviewed and present it to your class along with your interview notes, to help them understand some of the differences and similarities between that country and Australia.		



# MY FAMILY TREASURE

Each family in Australia has its own treasure, a combination of memories, heritage, celebrations, ways of doing things and more. What is your family treasure?

We celebrate  
birthdays by ...

The most important day of  
the year for my family is ...

We show each  
other we care by ...

The language/s we  
speak at home ...



These are the places  
my family has lived ...

My parents were born in ...

Keywords that describe my  
parents' childhood ...

My favourite  
family memory...

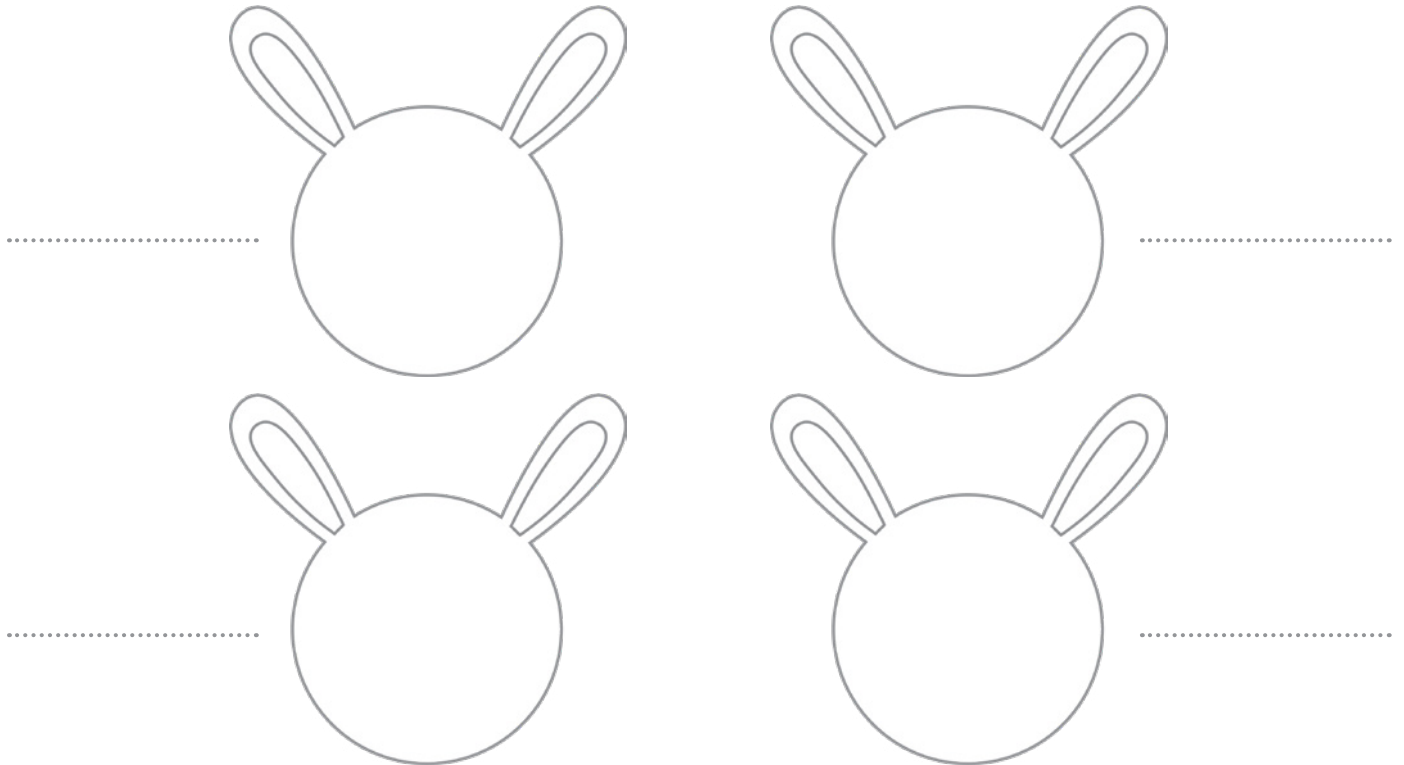
I was born in ...

## EXTENSION ACTIVITY

What does 'heritage' mean? How is this connected to family ancestry?  
Can you describe your family's cultural heritage?

# HOW NOT TO LOSE IT!

Imagine you are the main character in *Rodney Loses It*. What kind of emotions might you feel if you were in Rodney's shoes? Draw an expression for each of those emotions in the rabbit faces below and write the matching word next to it.



Think about a time when you lost something. What did you do to solve the problem?

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What will you do differently next time this happens?

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If you see a friend or sibling get angry because they have lost something, how can you help them?

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What do you need to be aware of when reacting to a difficult situation?

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# ANIMALS IN ACTION

In *The Very Noisy Baby* by Alison Lester, the baby mimics different animals and their sounds. Draw lines between the boxes to match the animals in the story to their noises.

Then do the same with the actions (types of movements) ascribed to the animals in the second part of the story. Where there is no action, add your own word to describe how this animal would move.

Noise	Animal	Action
moo	horse	waddle
squawk	lion	
growl	wolf	creep and prowl
neigh	buffalo	gallop
hoo	cow	
howl	cockatoo	
bellow	tiger	swoop
roar	blue-speckled owl	wander

**Draw a picture of your favourite animal from the story.**

**Extension Activity:** Add words to your picture to describe your animal. What colour is it? What kind of skin, fur or feathers does it have? Where does it live? How big does it grow? What type of food does it eat? What else can you find out about your animal?

# Swimming vs Flying

In the picture book, *The Second Sky*, Gilbert dreams of flying. Instead of being discouraged by his failed attempts or by the negative comments of others, Gilbert perseveres until he achieves his dream - in a very different way than he initially thought.

**INSPIRATION:** What did Gilbert see when he looked up?

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**ACTION:** What did he do on the ground?

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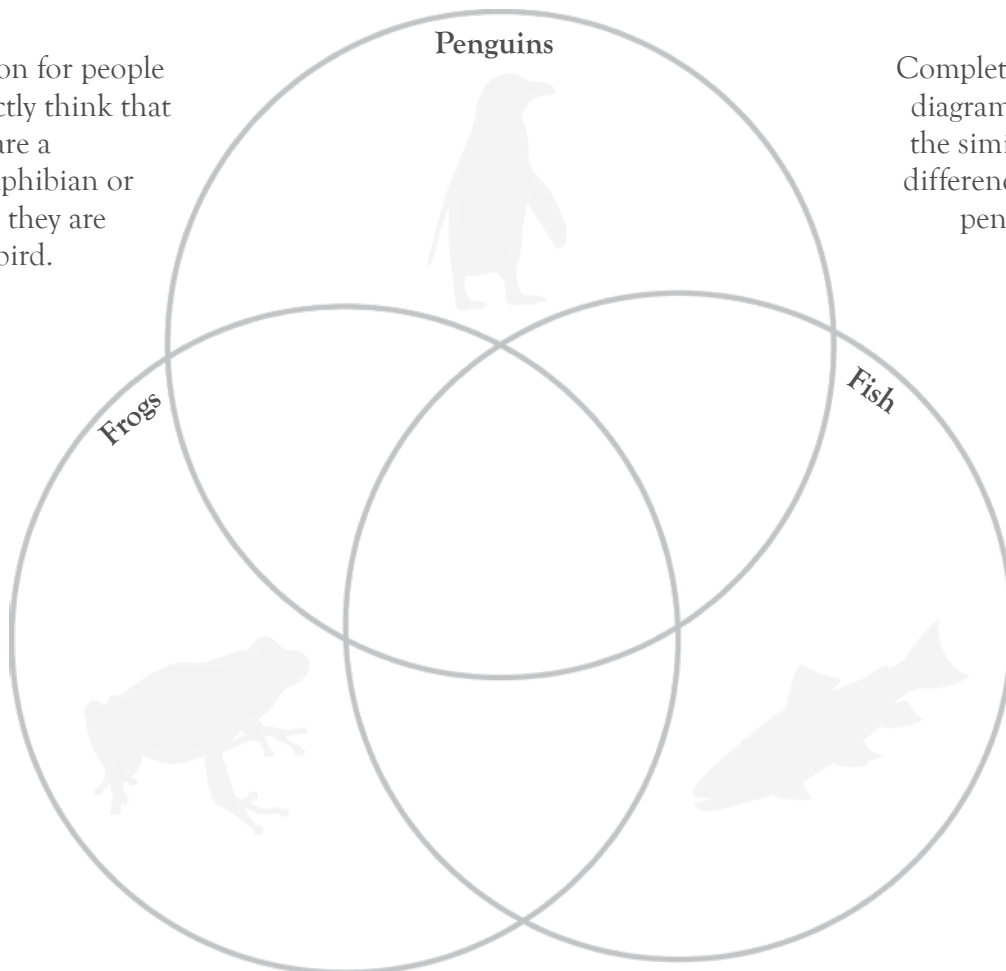
**OUTCOME:** What happened under the water?

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It's common for people to incorrectly think that penguins are a type of amphibian or fish, when they are actually a bird.



Complete this Venn diagram to identify the similarities and differences between penguins, frogs and fish.



# Discovering Sea Birds

In the book, *The Second Sky*, we are introduced to four different sea birds. There are many different birds within each family. For example, you can find at least eight different species of penguins in Antarctica and the sub-Antarctic islands. Research birds of Antarctica in your school library and/or on the internet. Choose one species for each column and complete this table.

	Storm Petrels	Petrels and Shearwaters	Albatross	Penguins
Which species of bird are you researching?				
Order				
Family				
Size				
Weight				
Colour				
Habitat				
Food				
Breeding Season				

# EXPLORING THE BLUE MOUNTAINS

A *Walk in the Bush* is set in the Blue Mountains of New South Wales. Research the history and environment of the Blue Mountains to complete this chart.



## ENVIRONMENT

List five birds native to the Blue Mountains

List five animals native to the Blue Mountains

1

2

3

4

5

What is the main type of eucalyptus tree you will find there?

Common Name: \_\_\_\_\_ Botanical Name: \_\_\_\_\_

A rare tree was discovered there in 1994. What is it called? Who discovered it?

The Blue Mountains is a World Heritage Site. What does that mean?

What is its most famous landmark called? \_\_\_\_\_

## HISTORY

Name two indigenous tribes whose traditional lands are in the Blue Mountains.

1

2

How did the Blue Mountains get its name? \_\_\_\_\_

Who are the three men famous for being the first to cross the Blue Mountains?

1

2

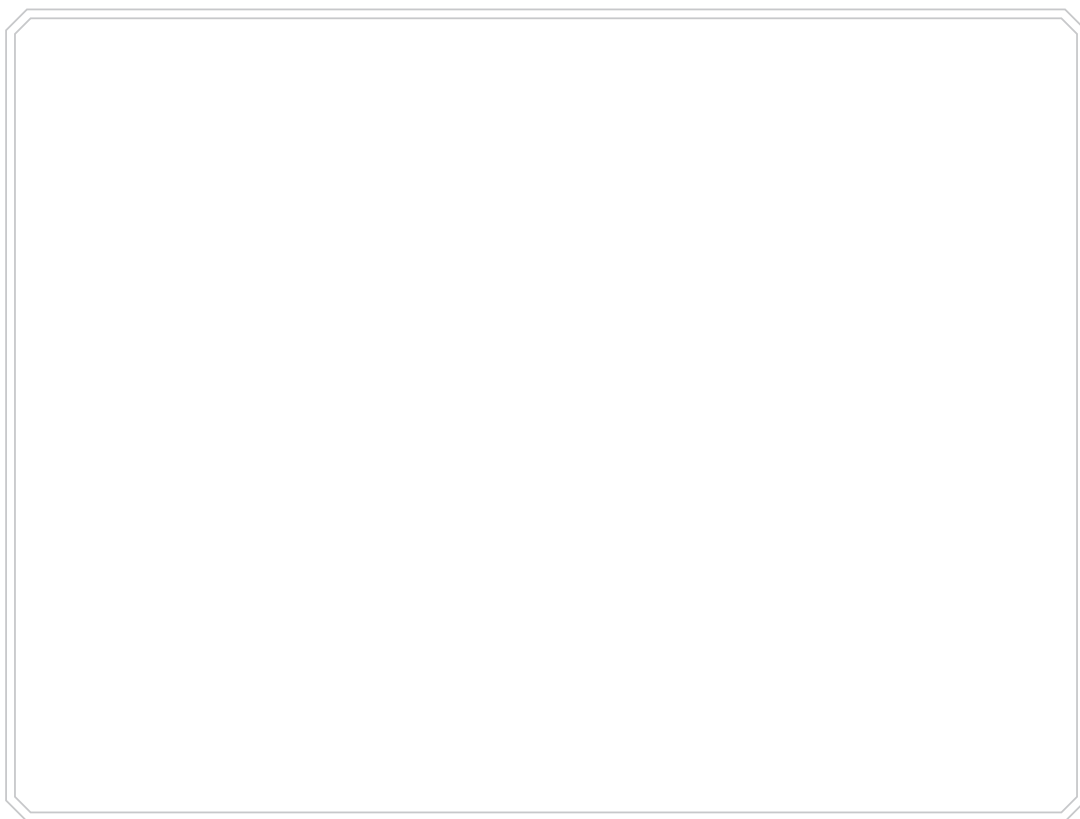
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When was the first road built across the Blue Mountains? Who built it?

What happened in the 1850s that brought many immigrants to the Blue Mountains?

# CREATE YOUR OWN GARDEN

In *Florette* by Anna Walker, Mae has to adapt her garden so it will grow in her family's new city home. What plants might grow in an apartment with limited light and shallow soil? Research suitable plants and then draw your garden design in the box below.



Choose four of the plants you have included in your garden. Write notes on their ideal growing conditions. What kind of sun do they need? What depth of soil, or how much water? What other information can you find?

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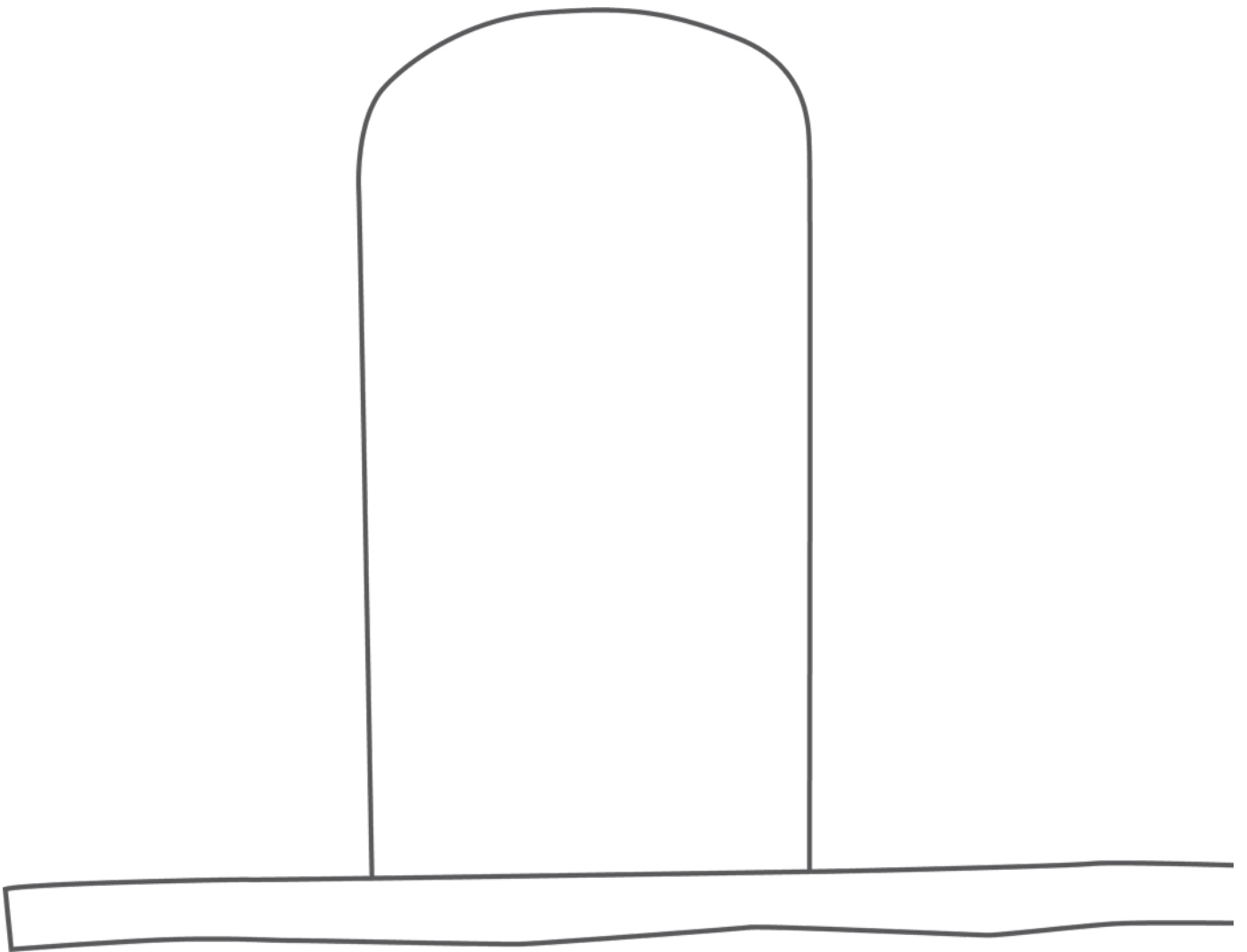
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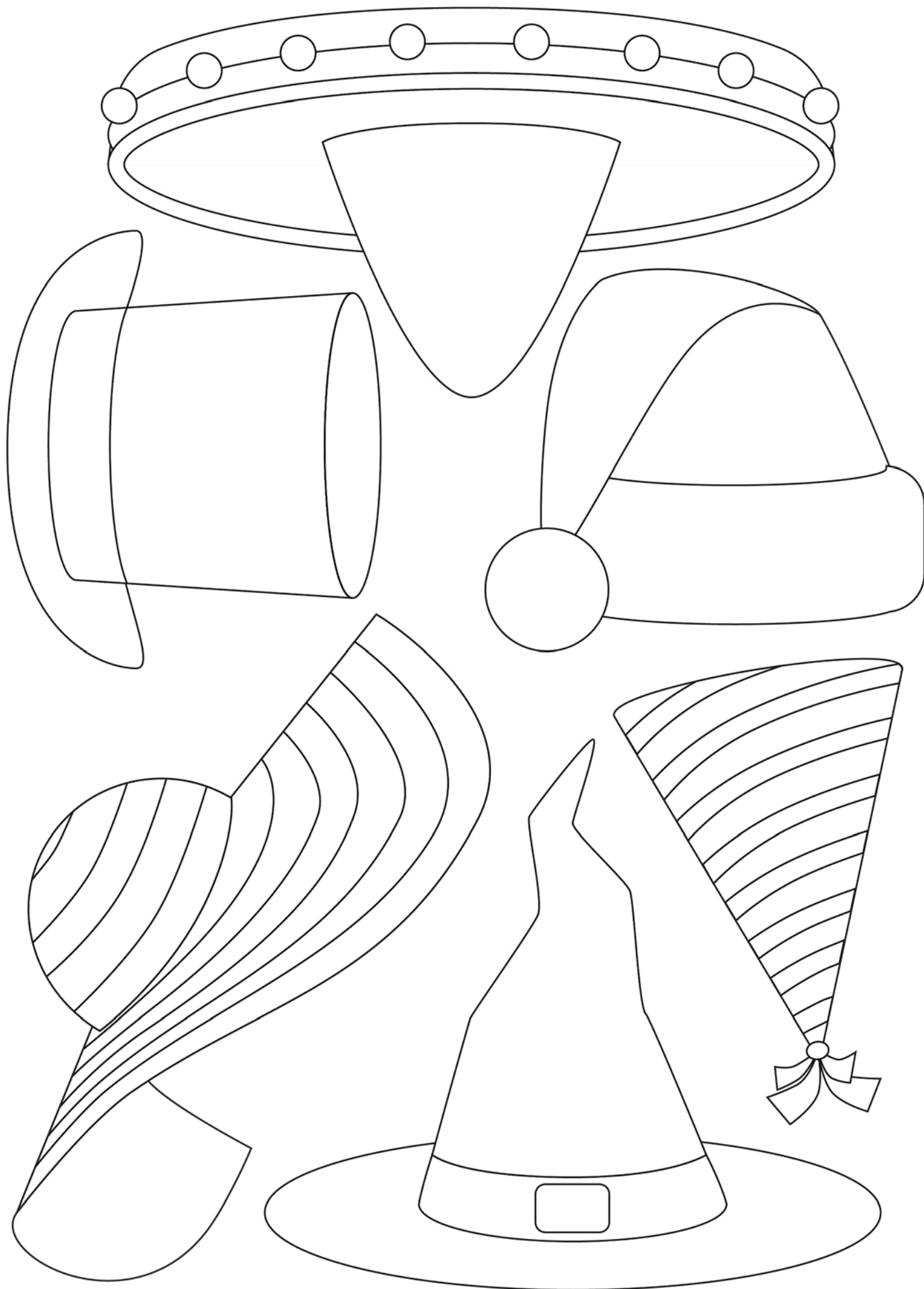
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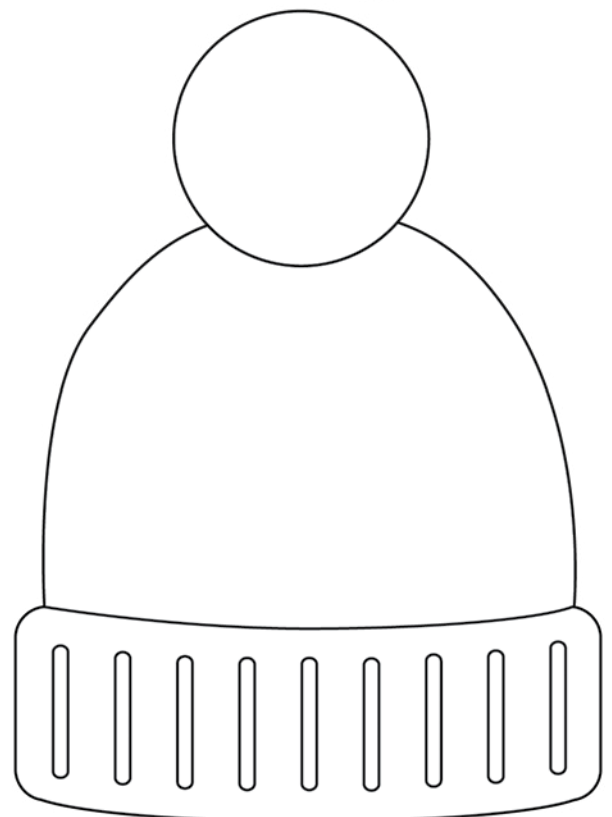
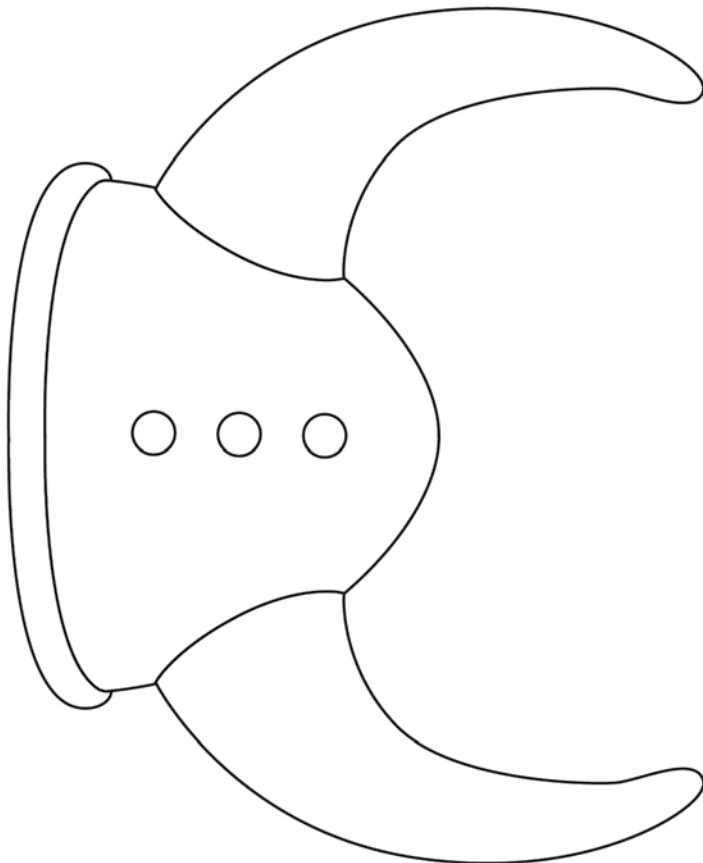
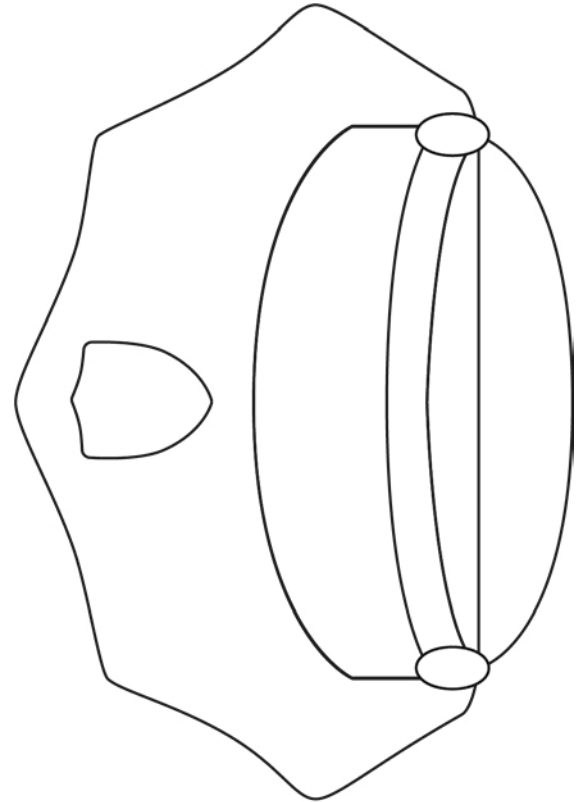
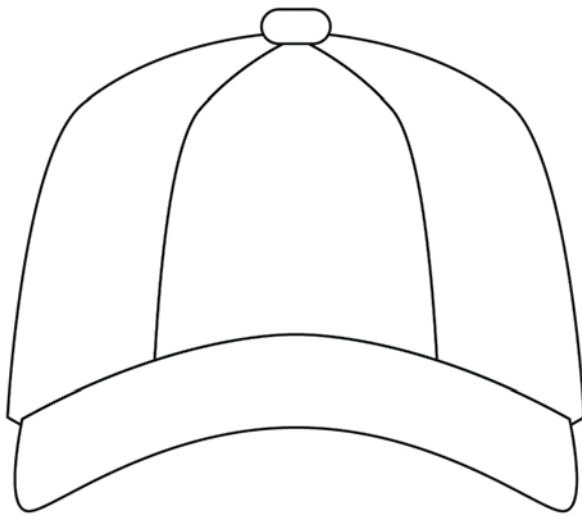
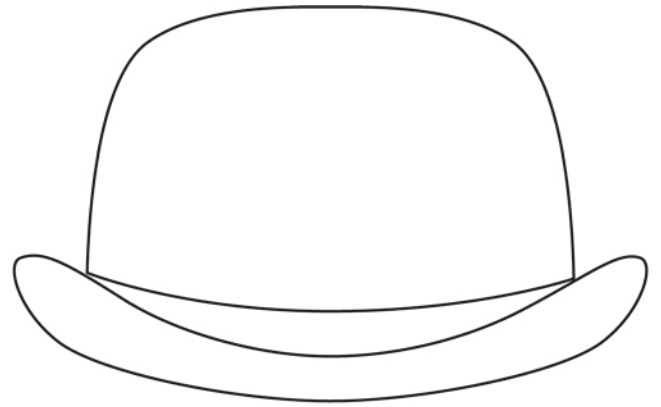
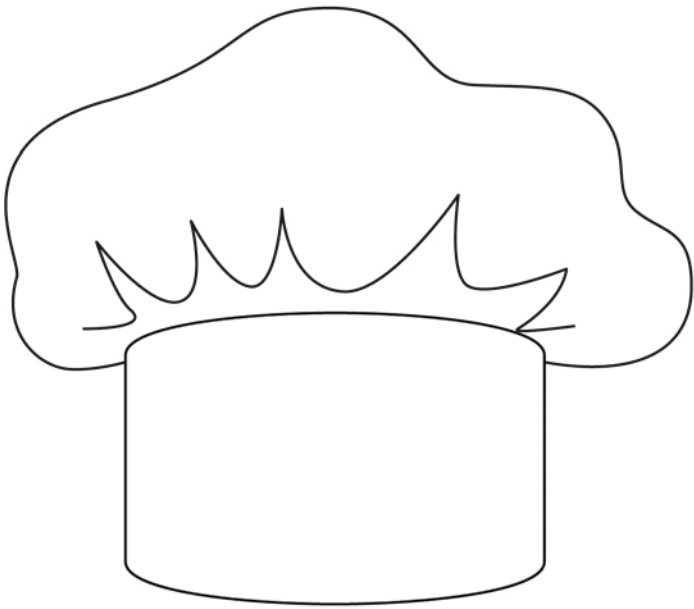
# Make your MOPOKE

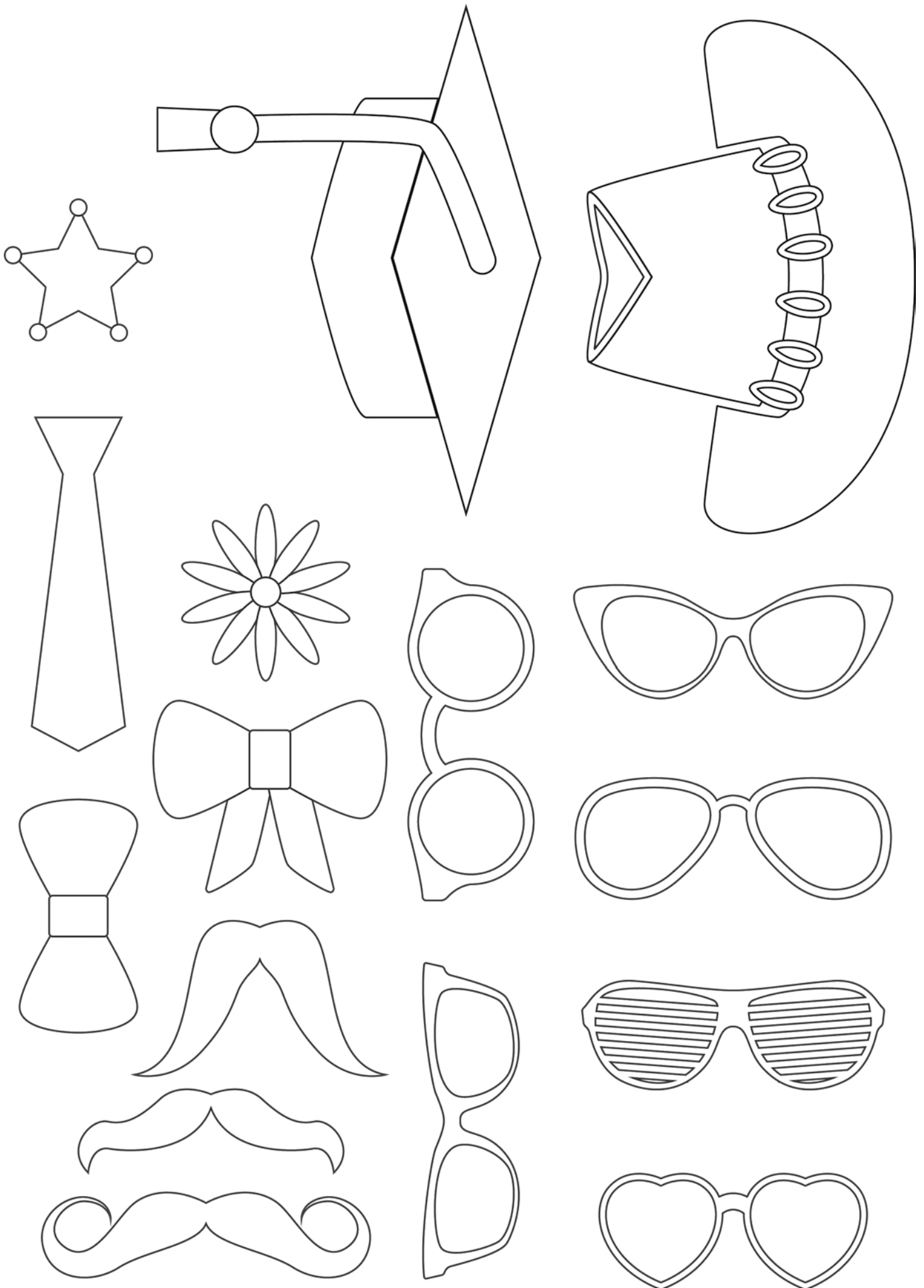
1. Bring your mopoke to life by drawing eyes, a nose, wings, feet and a tail on this outline.
2. Cut out the dress up items and try different combinations to get the look you want.
3. Glue on the items you have chosen, and colour in your whole picture.











# A LONG JOURNEY

From the narrator's point of view, write a letter to England.

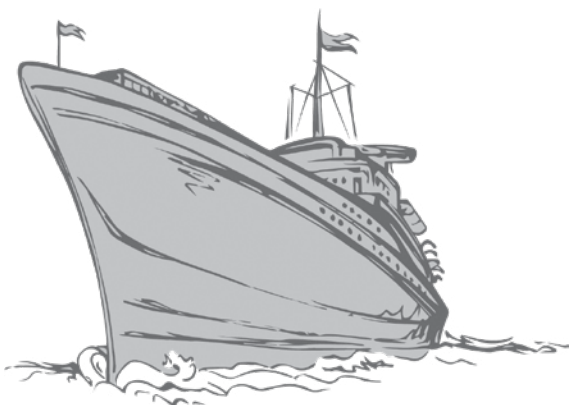
Address it to either Sally, Grandma or Granddad, or your pen pal Jennifer.



Write a list and draw some of the items you would take with you in your suitcase.



## About the Arcadia: The Facts



### Dimensions

Length

Width

Depth

### Cargo

Fuel

Water

Stores

### Passengers

First class

Tourist class

Crew



# SWAN LAKE



Summarise each of the three acts in two sentences or less. Choose a keyword for each act, and then draw a symbol or other picture to represent that keyword.

## ACT 1 - Your Summary

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Keyword: \_\_\_\_\_

A large, empty rounded rectangle with a double-line border, intended for a drawing.

## ACT 2 - Your Summary

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Keyword: \_\_\_\_\_

A large, empty rounded rectangle with a double-line border, intended for a drawing.

## ACT 3 - Your Summary

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Keyword: \_\_\_\_\_

A large, empty rounded rectangle with a double-line border, intended for a drawing.

# BUNNIES *run* WILD

Why do rabbits make good pets?

What strategies might work to make sure the rabbits don't escape?

In which state of Australia is it illegal to have rabbits as pets? Why?

Create an acrostic poem about rabbits.

R \_\_\_\_\_  
A \_\_\_\_\_  
B \_\_\_\_\_  
B \_\_\_\_\_  
I \_\_\_\_\_  
T \_\_\_\_\_



## Fun Facts about Rabbits:

What do you call a rabbit's home in the wild? \_\_\_\_\_  
How do rabbits show they're happy? \_\_\_\_\_  
How many directions can a rabbit hear at the same time? \_\_\_\_\_  
What else are rabbit ears used for other than hearing? \_\_\_\_\_  
Which directions can rabbits see without even moving their heads? \_\_\_\_\_  
How many times per minute does a rabbit chew? \_\_\_\_\_  
What does 'crepuscular' mean? How does this relate to bunnies? \_\_\_\_\_

# I just ate my friend

*I just ate my friend* is a very simple but clever picture book by Heidi McKinnon. Circle the words in this box that describe the illustrations. Then circle the words that describe the story.

**Bold**      Humorous      Pale      Colourful      Elaborate  
Traditional      Muted      Detailed      Quirky  
Bright      Fun      Old Fashioned      Unique  
Graphic

Are there some words that describe both the illustrations and the story? What do you think the author/illustrator had in mind? Is the book stronger or weaker because of it?

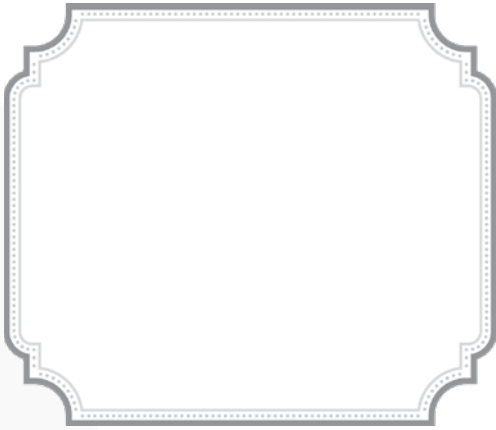
Draw something you eat that would taste better than your friend.

# ONCE UPON AN...

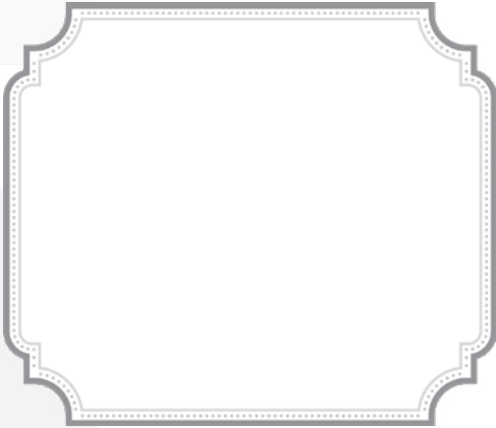
In *Once Upon An ABC*, illustrator Christopher Neilsen has drawn a colourful letters on each page. Author Sophie Masson has used each letter as the start of a sentence that describes a character or place from a folk tale. Visit your school library and choose a favourite folk tales, then, in the style of the book, create your own sentences below.

**My folk tale is:** .....

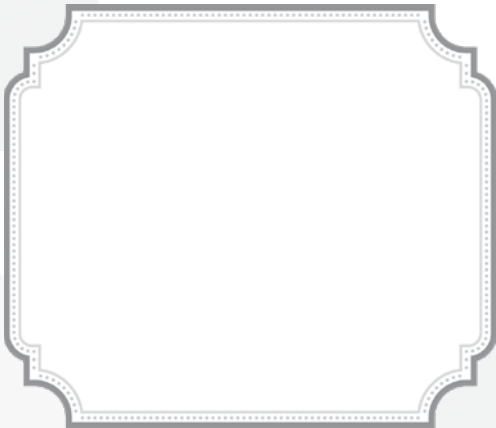
Choose three characters from this folk tale. Draw the first letter of each character's name in one of the frames below and then write your matching sentence.



is for .....  
.....  
.....



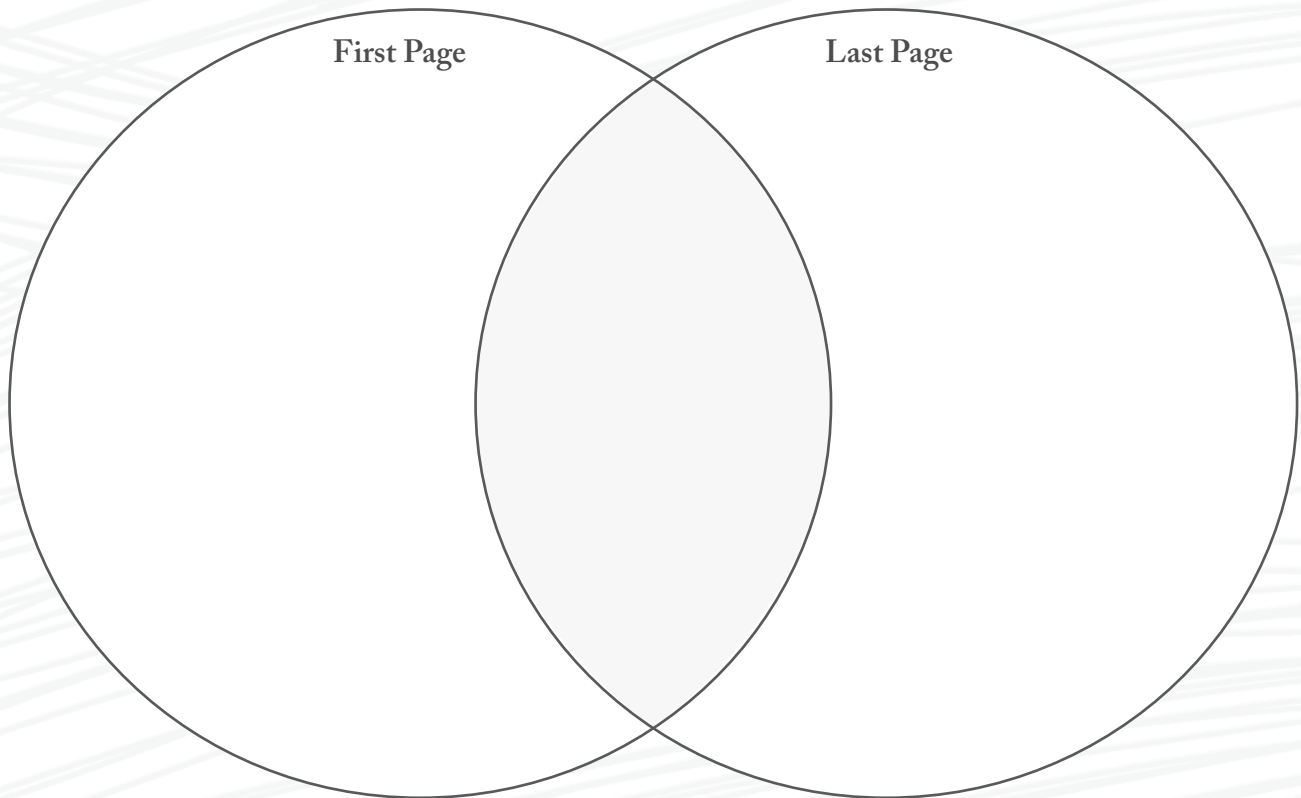
is for .....  
.....  
.....



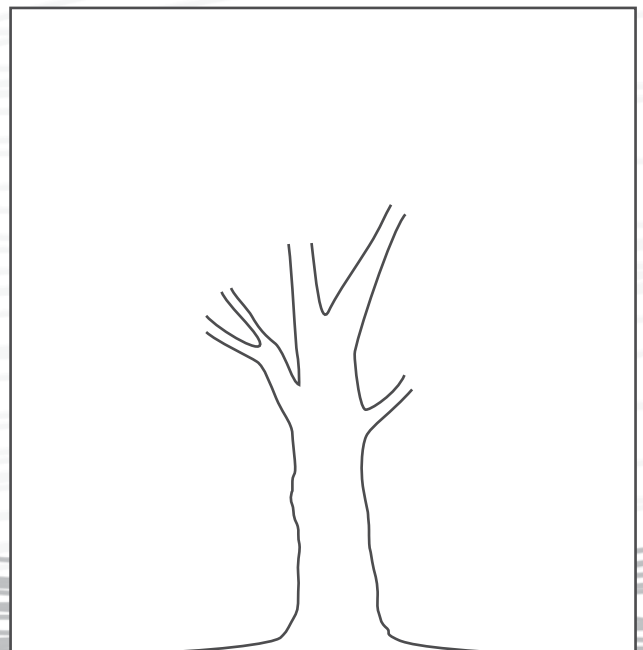
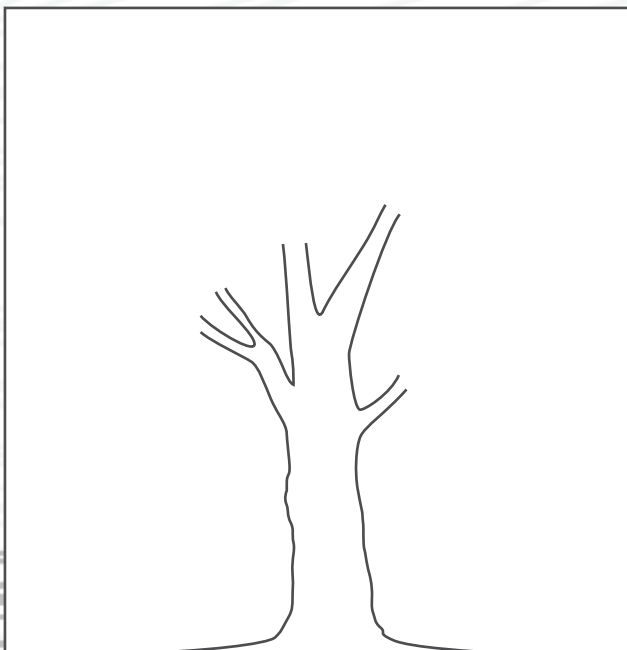
is for .....  
.....  
.....

# TINTINNABULA

Rovina Cai, the illustrator of *Tintinnabula* has cleverly utilised colour and line work to depict emotion and create atmosphere. Compare the first illustration to the last illustration using this Venn diagram. Analyse her use of colour and lines as well as the emotions the images provoke.



Complete and colour the drawings below in the same style as the *Tintinnabula* illustrations. In the first box, aim to reflect emotions such as fear and anxiety. In the second box, aim to evoke a feeling of calm and peace.



# CAN YOU *find* ME?

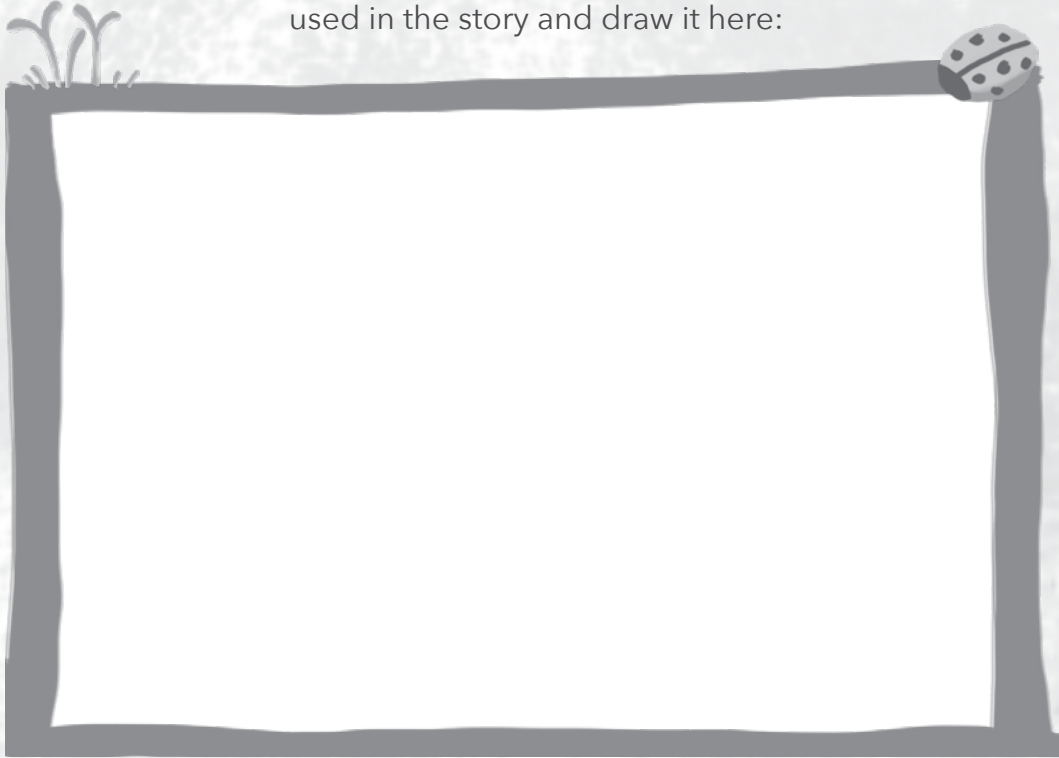


Colour in the moth, cut it out and then disguise it on a background of your design. You could create the background from twigs, leaves or other items from nature, use coloured pencils, sponge paint onto the paper or even create a collage with torn paper or crepe paper. You decide!

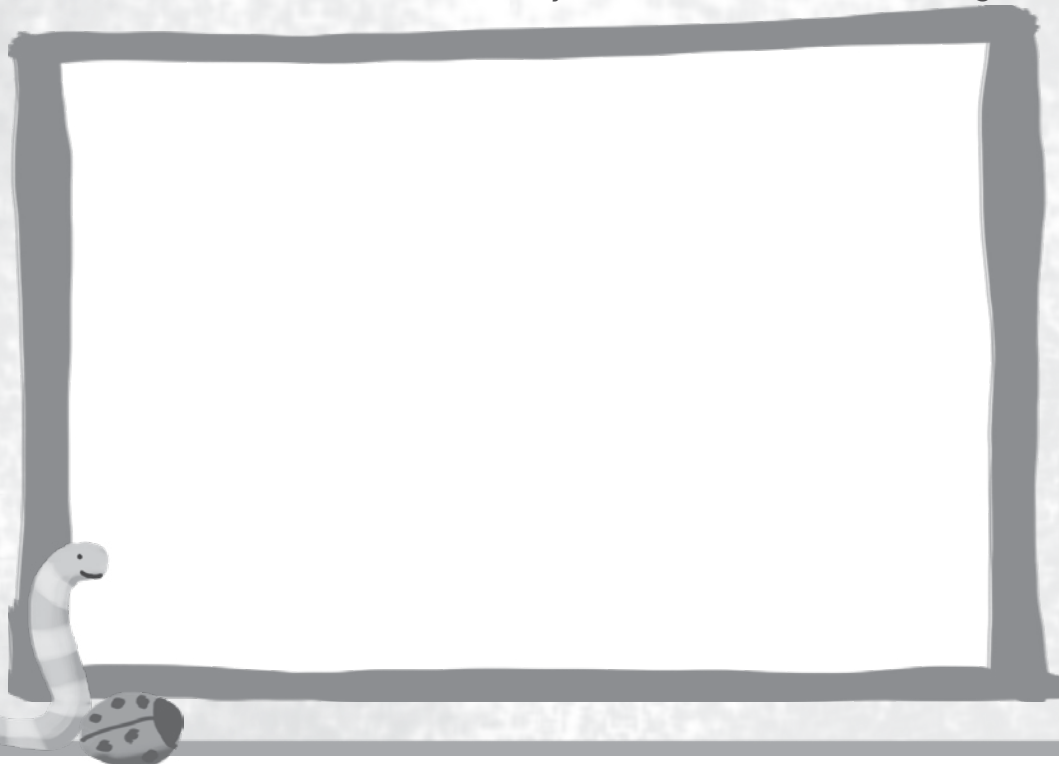


# The **Sloth** Who Came to **Stay**

The sloth is a very **SLOW** animal, the perfect kind to visit such a fast, busy family! Think of another very slow creature that could have been used in the story and draw it here:



Look at the illustrations in the book. How does the artist show movement when Amy's parents are rushing around? Think of a very **FAST** animal and draw it here. How will you show how fast it is moving?

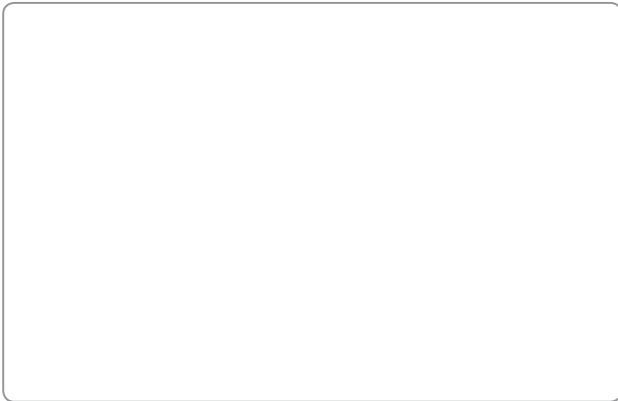


# Introducing: Microbes

Some microbes are harmless while others can spread infections or disease. Below is a selection of both useful and harmful microbes. For each one, research the microbe and then create an imaginary character based on the information you find. Draw a picture of your characters and give them names that reflect their characteristics and/or effects.

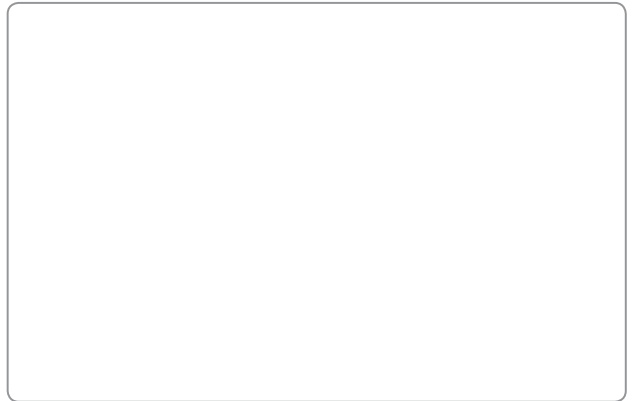
Name: \_\_\_\_\_

Microbe: *Rhinovirus*



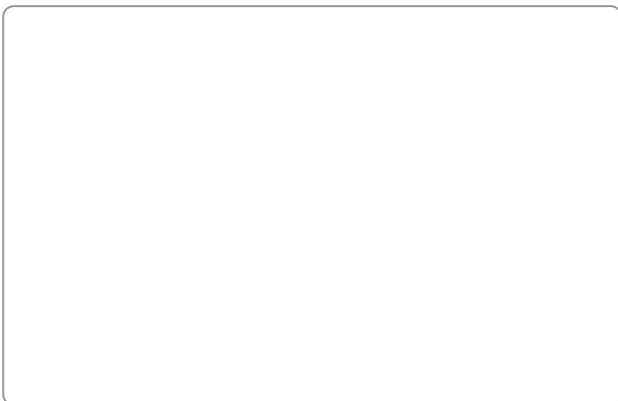
Name: \_\_\_\_\_

Microbe: *Saccharomyces cerevisiae*



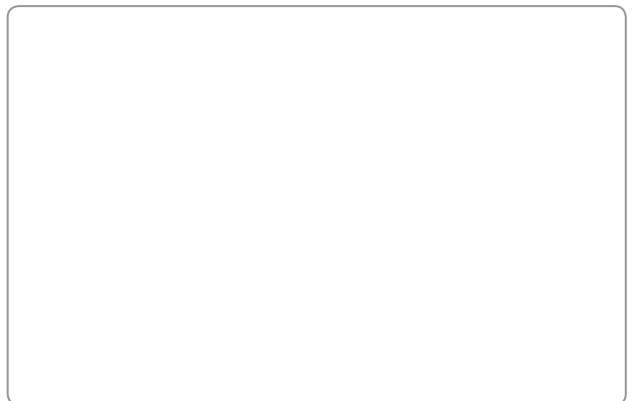
Name: \_\_\_\_\_

Microbe: *Bordatella pertussis*



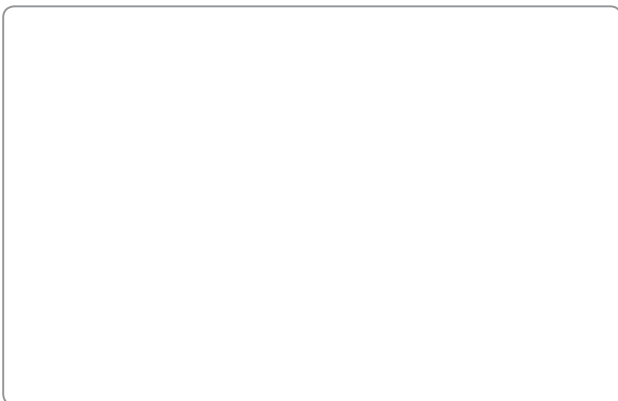
Name: \_\_\_\_\_

Microbe: *Lactobacillus acidophilus*



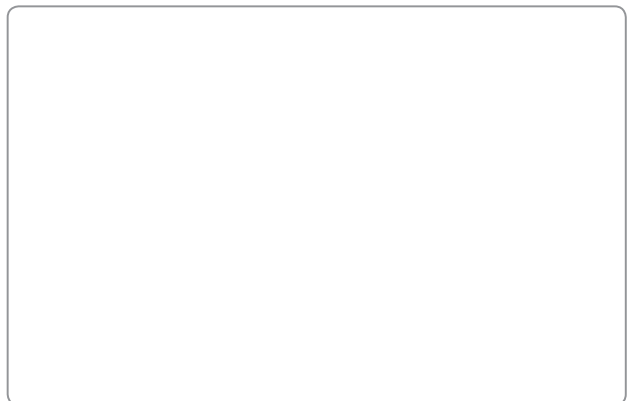
Name: \_\_\_\_\_

Microbe: *Trichophyton mentagrophytes*



Name: \_\_\_\_\_

Microbe: *Rhizobium*



**Extension Activity:** After you have discovered more about these microbes, write a fictional story that involves the useful and harmful microbes competing with each other.

# Design a Science Experiment

Bacteria can be found everywhere. Research 'how to grow bacteria' on YouTube and/or science websites. There are many different examples that use food or everyday items. From the information you find, design a new experiment to grow bacteria.

**Aim:**

**Hypothesis:**

## Materials

- 
- 
- 
- 
- 
- 

## Procedure

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

## Results

## Discussion

## Conclusion

# SAVE THE KOALA

Read *Koala*, by Claire Saxby, and complete this worksheet to provide an overview of their life cycle, habitat and the issues affecting native koala populations.

What major threats are impacting on koalas in the wild?

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Have you ever seen a koala in the wild? If so, describe where you saw them and how it made you feel. If you haven't seen a koala in the wild, why would you like to?

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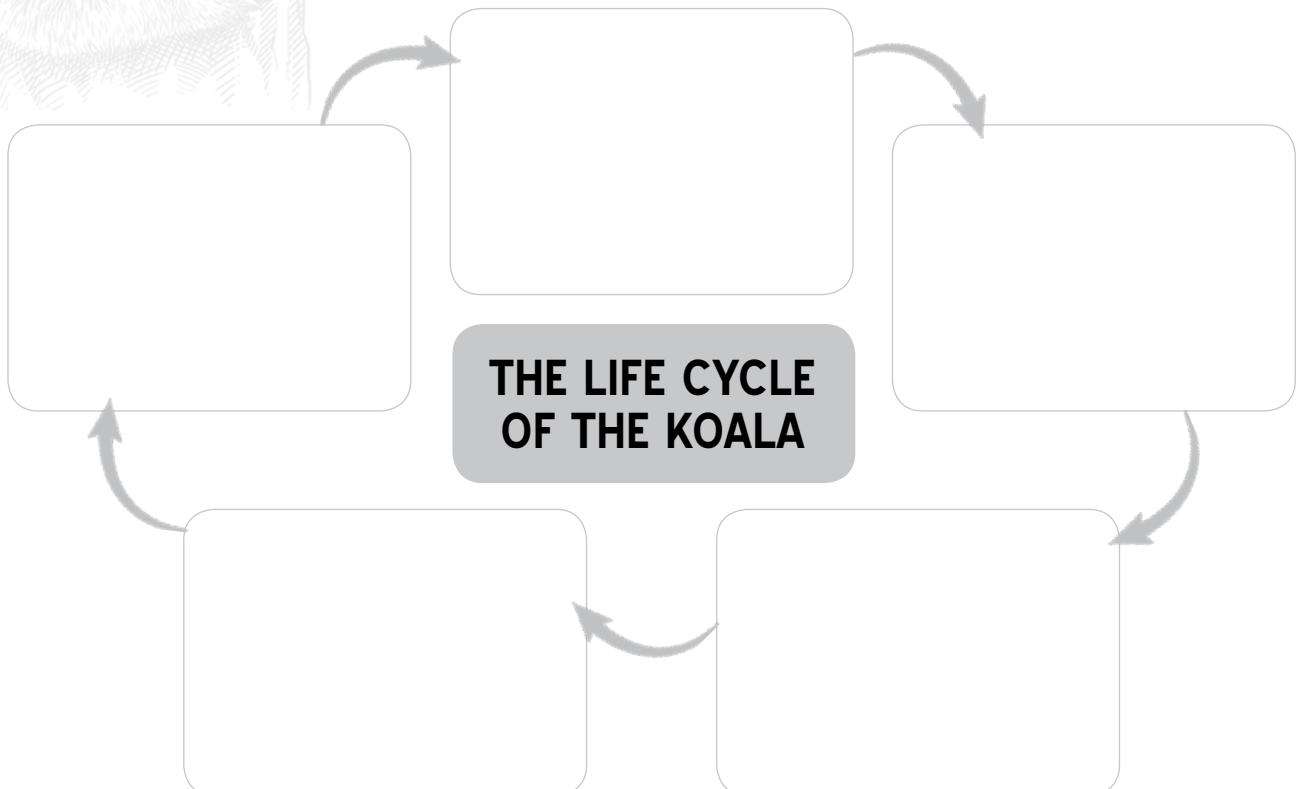
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What are three practical things we can do or change to help save koalas?

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# KOALA WORD SEARCH

Z L Y P D R J L R K E R M L L X M  
 T P A N Q Q G K Q U M B P E G M D  
 N R D I D S Y M C M Z Y N O E D J  
 Z X P D P W L A J Z L W E S U R R  
 Q R X T K U L E M B N J C O X C T  
 K L G F R Y S S E V A E L J J Y H  
 R Q U N P Q K R Z P N K R A B Y X  
 A R X T I O B Y A T J Y L M A T E  
 F U S Q A T Z R G M T A N B D J D  
 I W S L Y M A L B A M P C X N N G  
 G M A T T X A E T M P D O L P Q V  
 H M R W R N L I A Z W D T I I Q Y  
 T F B T D A B M Q P M T T L S M Y  
 I G O Y T A L Y V V V M Y K B O B  
 N X E O H Y R I K R Q N T G D V N  
 G R B J D R D X A M R Q V Z Q L K  
 G Q M G X T Z R D Y J M N Y J R Z

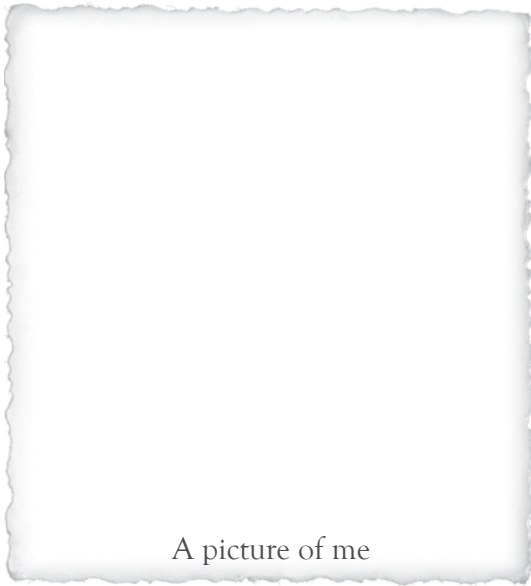
Eucalypts  
 Fighting  
 Marsupial  
 Poison  
 Scent Gland  
 Pouch  
 Eating  
 Koala  
 Mate  
 Australia

Food  
 Habitat  
 Tree  
 Sleep  
 Joey  
 Mammal  
 Fur  
 Leaves  
 Climb  
 Bark  
 Grey



Puzzle made on puzzle-maker.com

# JOURNAL OF A FLYING PIONEER



A picture of me

My name is \_\_\_\_\_

I became interested in flying because...

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An amazing fact about me: \_\_\_\_\_

---

I encountered a failure when... \_\_\_\_\_

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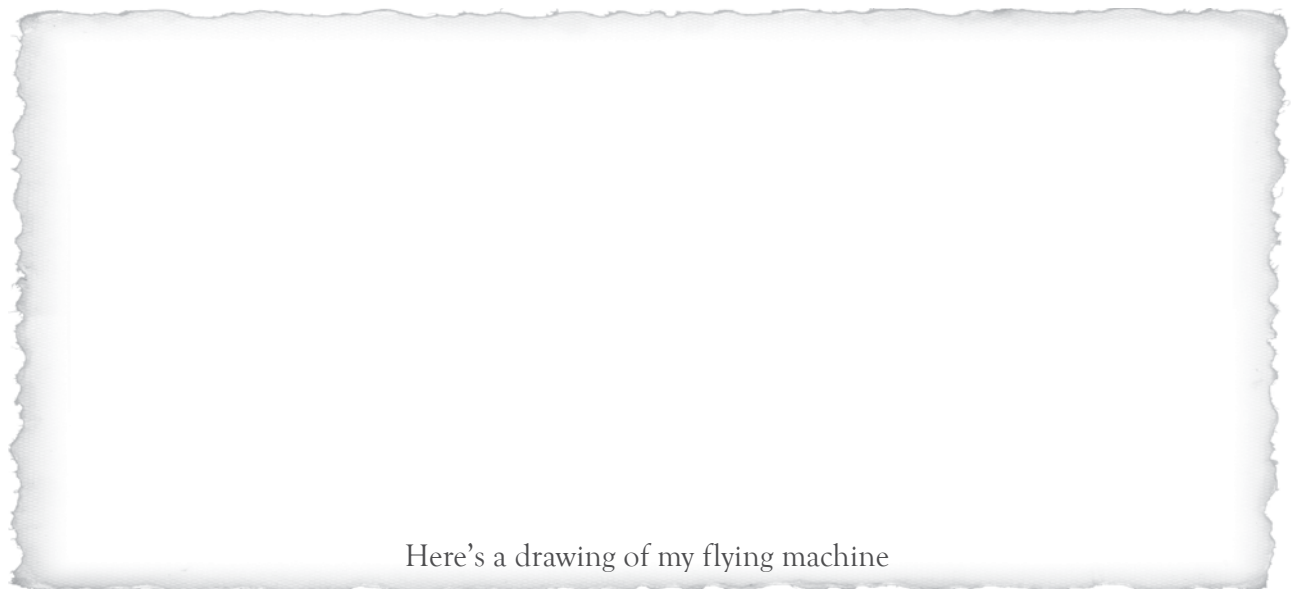
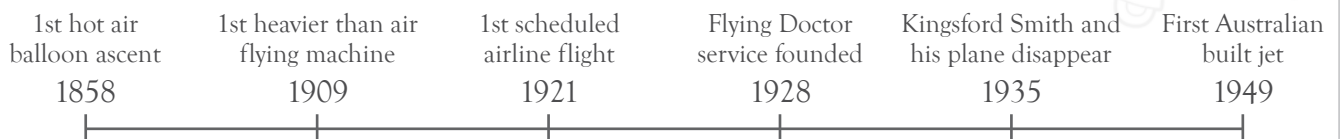
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I contributed to Australian aviation by... \_\_\_\_\_

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Here's where I fit in this early timeline of Australian aviation history. *Insert the date and event below.*



Here's a drawing of my flying machine

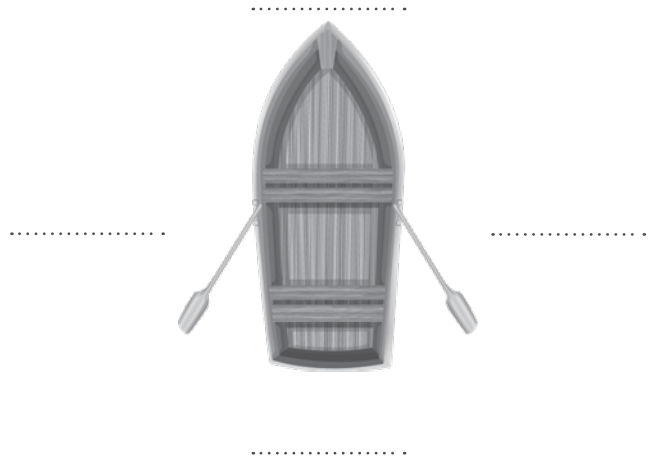


# WHICH DIRECTION IS THAT?

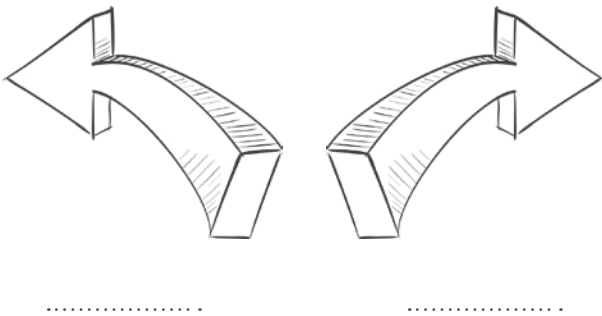
What are the four main points of a compass called?



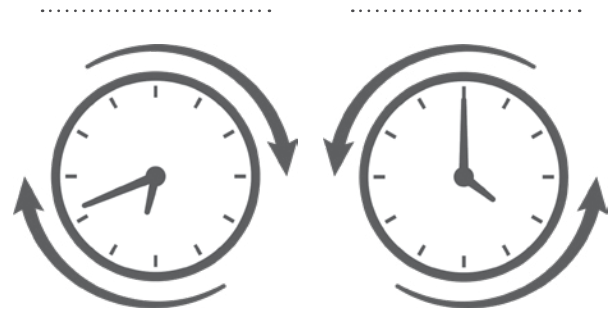
There are special terms for directions that are used only when you are on a boat. What are they?



Which direction are the arrows pointing in?



How do we describe movement around a circle?



If something is over your head it is

..... you



This side is your .....

This side is your .....

If something is beneath your feet, it is

..... you

# SNAPSHOT OF ANTARCTICA

After reading *The Big Book of Antarctica*, add keywords and facts to this chart to create a snapshot of Antarctica.

<p><b>Explorers</b></p>	<p><b>Wildlife</b></p>
<p><b>Plant Life</b></p>	<p><b>Places &amp; History</b></p>

# Famous Australians in History

Choose one of the famous Australians mentioned in the book *M is for Mutiny*. Combine information from the book with other research to complete this profile about their life.

My Name			
My birthday		My birthplace	
My early life			
I have a place in Australian history because ...			
Other achievements			
More interesting facts about me			
Something I said (or that was said about me)			
Date of death		Cause/place of death	

# World Building



In *How to Bee*, the author, Bren MacDibble, creates a fictional, dystopian version of Australia. These honeycomb cells each represent an element of society that was utilised to make her world-building more believable.

Environment

Government

Add key words in the top of each shape to represent Australia as you know it today. In the bottom of each shape, add relevant keywords from the story to compare and contrast the two. Discuss the differences and similarities with your class or work group.

Technology

Employment

Education



# Pollination

In *How to Bee*, Peony and the other children pollinate the flowers by hand. Research pollination and answer the questions below.

What is pollination?

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Other than bees, which animals or insects contribute to pollination?

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Do bees (or any bird or insect) pollinate on purpose? Discuss the reasons for your answer.

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Why is pollination so important that the children in *How to Bee* were given the responsibility?

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Some lesser known pollinators include thrips, flies and beetles. Despite this, some people consider them to be pests because of the impact they have on farm crops. Choose one of these three insects to research, then analyse its pros and cons in the chart below.

*Insect:* \_\_\_\_\_

pros

- 
- 
- 

cons

- 
- 
-

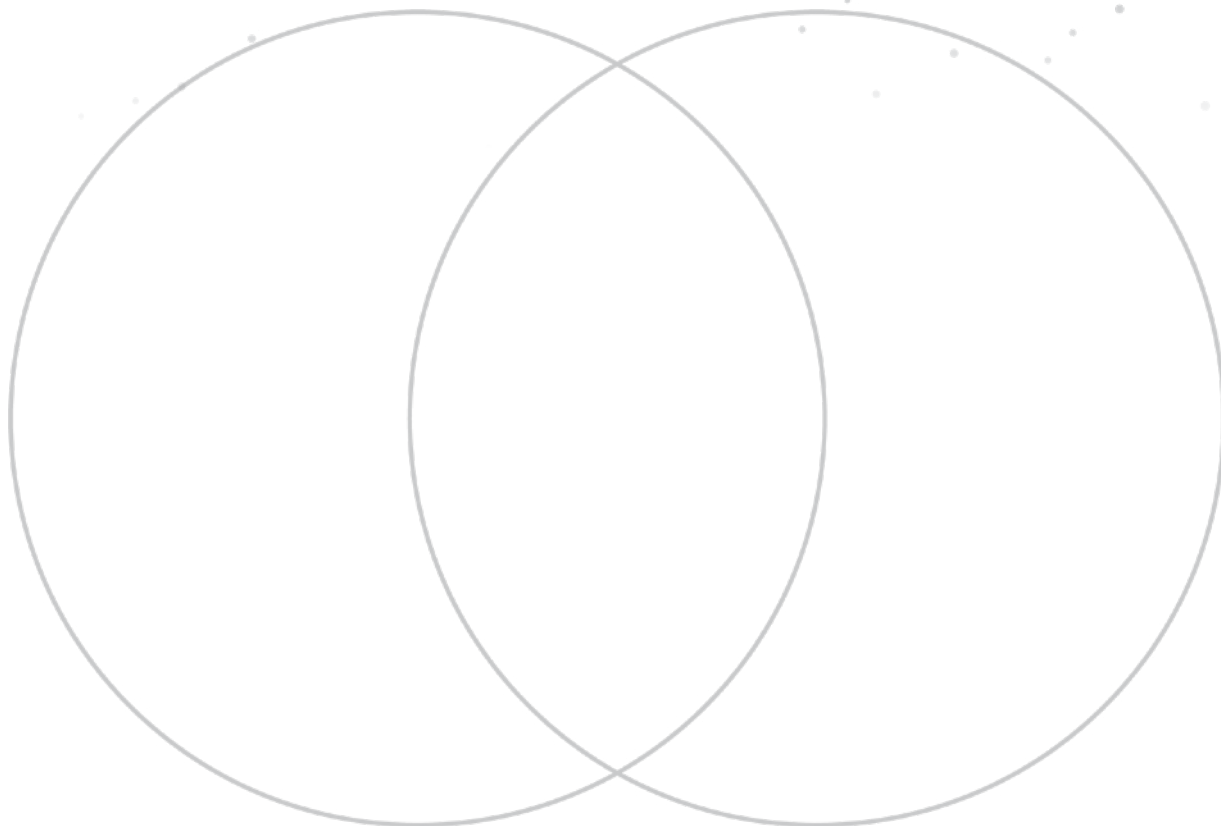


# Henrietta's Stories

Choose two stories from *Henrietta and the Perfect Night* and compare them by adding keywords to this Venn Diagram. Consider the characters, action, setting and storyline. Then think about Harriet's relationships, feelings and thoughts.

1. \_\_\_\_\_

2. \_\_\_\_\_



**For each of the five stories in this book, answer these questions:** 1. What did you like most about it? 2. What did you recognise from your own life? 3. What was the most important aspect of the story?

## *The Waiting Game*

- 1.
- 2.
- 3.

## *The First Day*

- 1.
- 2.
- 3.

## *The Sleepover*

- 1.
- 2.
- 3.

## *The School Play*

- 1.
- 2.
- 3.

## *The Arrival*

- 1.
- 2.
- 3.





# Henrietta's Journey

- Describe or draw three of the characters from *Henrietta and the Perfect Night*.

Henrietta	Olive	Mum

How would you describe Henrietta's life?

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In each of Henrietta's stories there is a different focus. Choose one story and identify the focus. Write a short reflection about your thoughts as you read the story.

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# Marsh and Me

A story map summarises the plot, settings and characters involved in a story. Cut out and paste these events onto a large sheet of paper to create a story map of your own. Use the blank tiles to add anything else you think should be included.

Joey discovers  
there is an  
intruder on  
his hill.

Joey meets  
Marsh in the  
tree house.

Marsh tells the  
story about  
the Plains of  
Khazar for the  
first time.

Marsh steals  
from the  
supermarket.

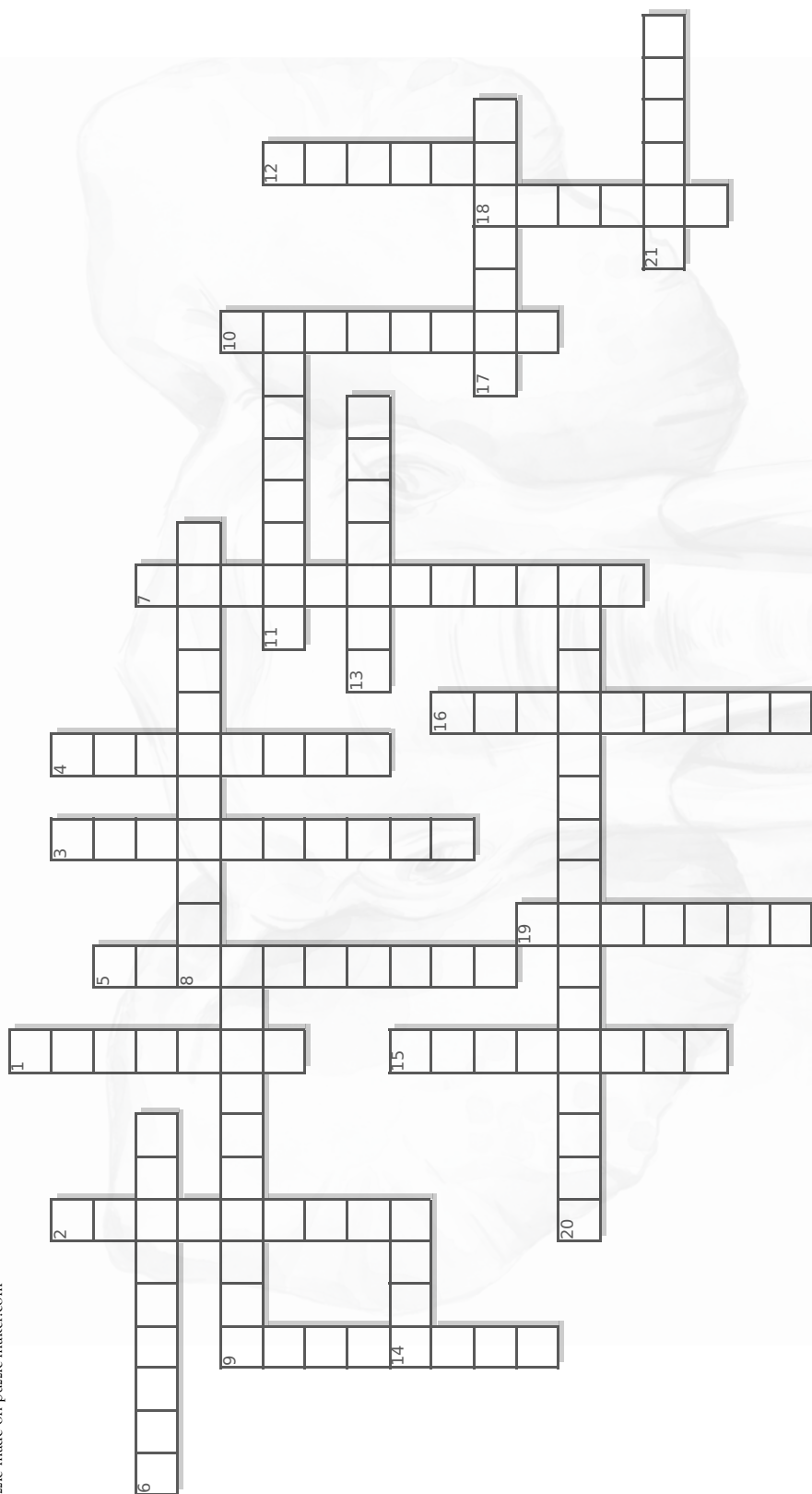
Joey visits  
Marsh's house  
and meets  
her dad.

Joey writes  
Marsh a song.

Marsh gifts  
Joey a guitar.

# The Elephant

*The Elephant* by Peter Carnavas is a beautiful story about a young girl determined to help her father who has a big sadness. Read the story to complete this crossword.



## Across

- 6 Type of tree in Olive's backyard.
- 8 A way to deliver lovely messages.
- 9 Grandad and Olive's favourite song.
- 11 When Olive made Grandad happy, I left him...
- 13 The 'animals' represent...
- 14 The broken elephant was made of...
- 17 Olive wants her dad to fix her mum's old...
- 20 A very colourful pigeon
- 21 Olive's best friend

## Down

- 1 Olive's perfect name for a dog.
- 2 The special name for 100 years.
- 3 When Arthur plays me, I sound like busted car horns.
- 4 I am never far away from Olive's dad.
- 5 Grandad used this to type poems for Olive's mum.
- 7 An electronic music machine.
- 9 An old-style school bag.
- 10 Olive's dad works as a...

- 12 Olive's class celebrate the centenary of their...
- 15 A tiny guitar with eight strings.
- 16 Ms Marsh asks the children to bring 'old and \_\_\_ things' to the school party.
- 18 Olive used me to take pictures.
- 19 Olive's 'favourite old and wonderful thing of all time'.

# A BRIGHT, LOUD LIFE



*"And it came to him suddenly ... that in the worst moment of his fear,  
he had found the right sort of courage."*



In the *Grand Genius Summer of Henry Hoobler*, Henry is overjoyed when he finds the courage to ride his bike without training wheels. Think about something that you would like to do or learn, but perhaps feel a little anxious about.

I would like to ...

I feel concerned about \_\_\_\_\_

Think of a person you can talk to about your fears. What type of person are they? What makes you want to talk to them? \_\_\_\_\_

How will you feel when you achieve your goal? \_\_\_\_\_

This is a drawing of me achieving my goal ...

# WHAT'S *in* YOUR SHOP?

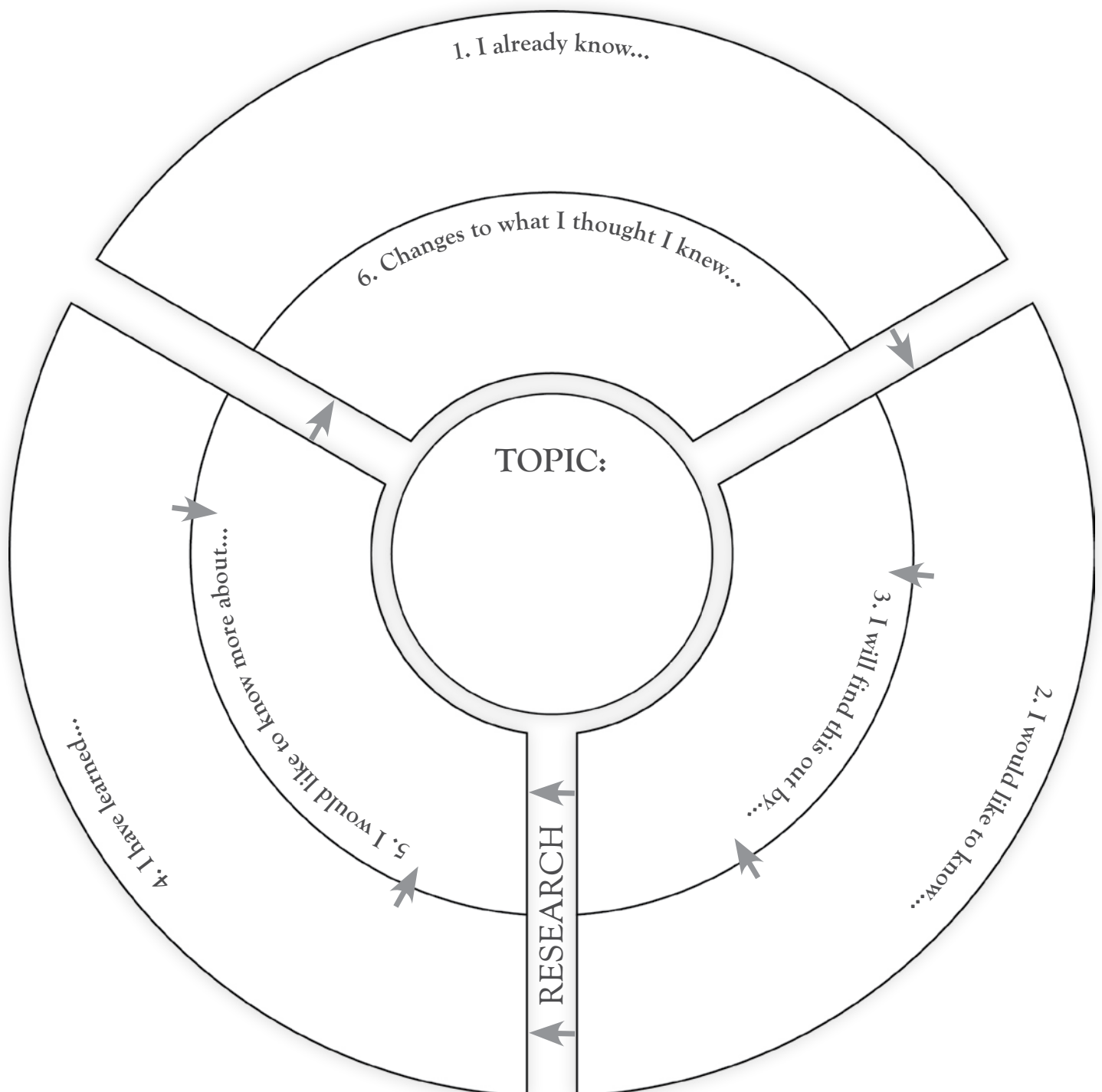
In *The Shop at Hooper's Bend* by Emily Rodda, an empty shop once owned by 'Uncle Frank' becomes the venue for a pop-up store, with each tenant only staying for one week. Imagine you are the shop owner and use this worksheet to create your business plan. Instead of a set amount of rent, the tenants are going to pay you a percentage of the sales from their pop-up store, so you'll want to choose the stores most likely to be successful.

What is the name of your shop?		
<b>Consider: What types of pop-up stores could work in your shop?</b>		
What type of products might attract people to the shop?		
The stores have to be setup and packed away very quickly. How does this impact on the type of products they sell?		
What qualities would you want the store owners to have?		
How will they let customers know about the store?		
<b>As the shop owner, think about how you can help make the stores successful.</b>		
How will you let potential customers know what is happening in your shop each week?		
What could you provide in the shop so the store owners didn't have to bring as much equipment with them?		
What rules will you need to implement to make sure the changeover from one store to another runs smoothly?		
<b>Which pop-up stores will be your tenants in your first month?</b>		
Week 1	Store name	Product
Week 2	Store name	Product
Week 3	Store name	Product
Week 4	Store name	Product

# ACTIVE LEARNING CHART

Write your topic in the centre, then complete the sections of the chart in number order. What do you already know about this topic? What would you like to know, and what action will you take to find that information? For example, you could research on the internet, borrow books from your library, interview an expert, or watch a documentary.

Once you have completed your research, write down what you have learned, and what you would still like to know. Finally, how did this information impact what you thought you knew?





# Comparing Illustrators and Styles

The Crichton Award acknowledges new Australian illustrators. Compare the illustrations in the six books that feature in this year's Crichton Award short list and complete the table below.

Describe the illustrations (medium, colour palette, style etc.)	In what way do the illustrations complement the story?	What do you like about the illustrations? What don't you like?	Name a book that features illustrations of a similar style
Illustrator name?		Book: <i>Can You Find Me</i>	
Illustrator name?		Book: <i>Mopoke</i>	
Illustrator name?		Book: <i>The Sloth Who Came to Stay</i>	
Illustrator name?		Book: <i>I Just Ate My Friend</i>	
Illustrator name?		Book: <i>Once Upon An ABC</i>	
Illustrator name?		Book: <i>Tintinnabula</i>	

If you had to choose one winner out of the six illustrators, who would you choose and why?

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# You are the judge

Imagine you are the judge of the Picture Books for the CBCA Awards. Choose your favourite from the six books in the awards short list and complete this report.

What is the title? \_\_\_\_\_

Who is the author? \_\_\_\_\_

Who is the illustrator? \_\_\_\_\_

WHO tells the story?

WHERE does it  
take place?

WHEN does it  
take place?

WHAT is the  
story about?

WHO are the characters  
in the story?

In WHAT order do the  
events happen?

WHAT is the problem  
in the story?

HOW is the conflict  
solved?

WHY do you like  
this story?

# SCAVENGER HUNT CLUES - SET 1 OF 2

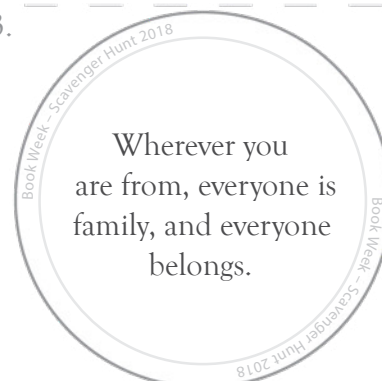
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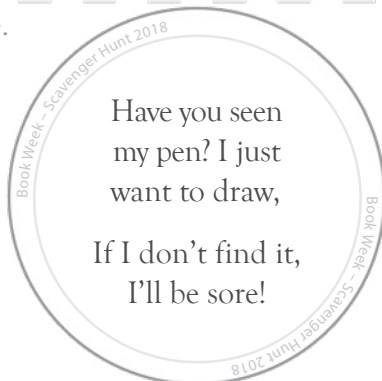
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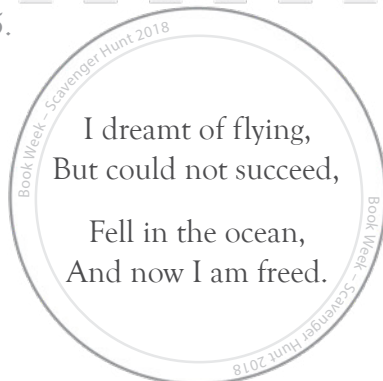
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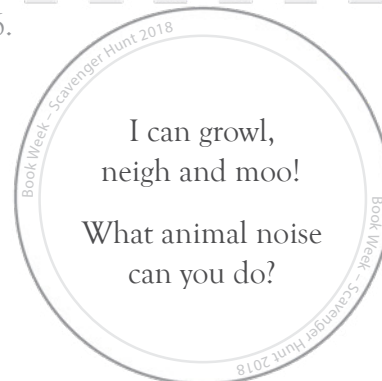
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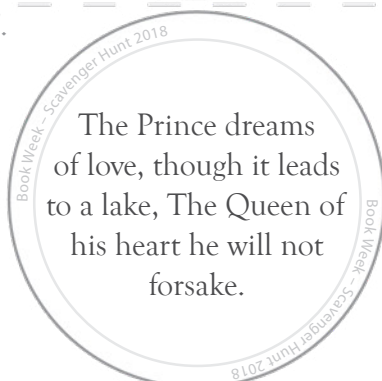
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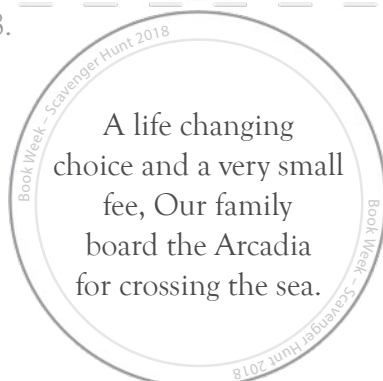
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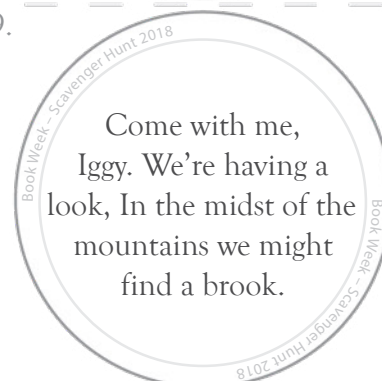
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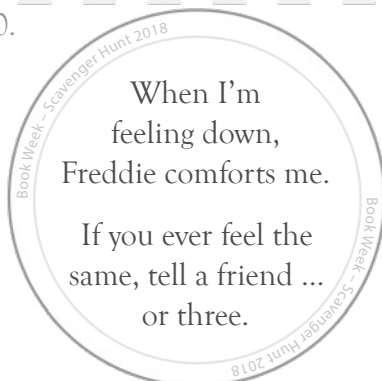
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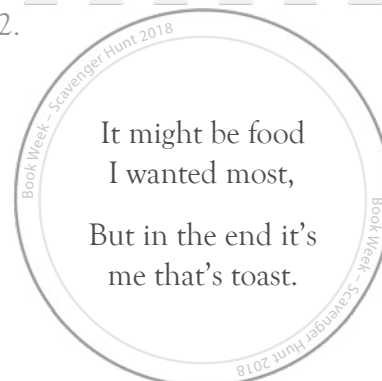
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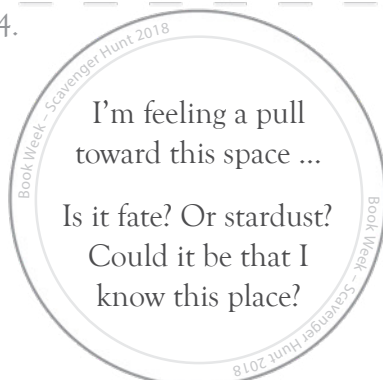
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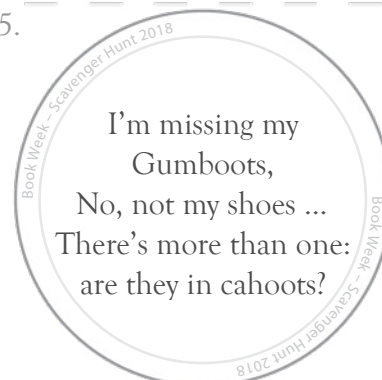
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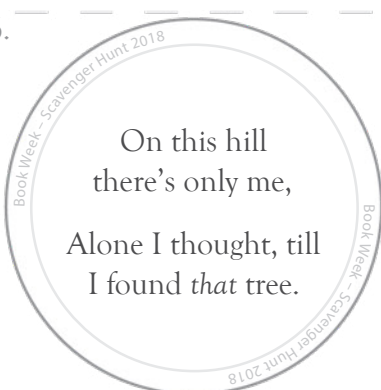


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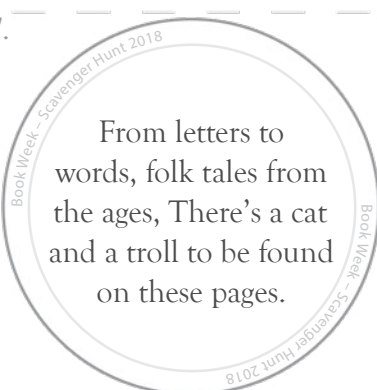


# SCAVENGER HUNT CLUES - SET 2 OF 2

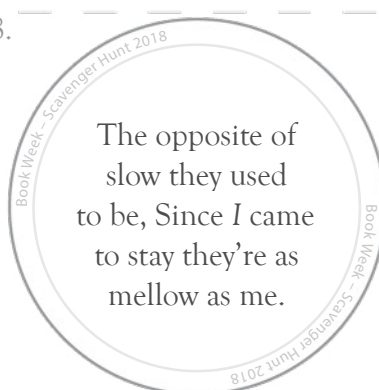
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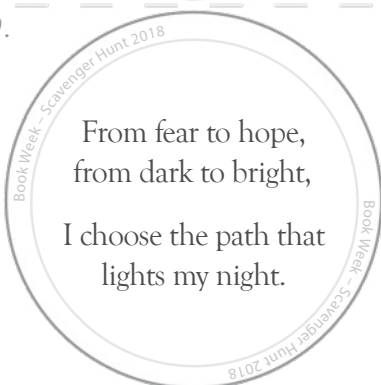
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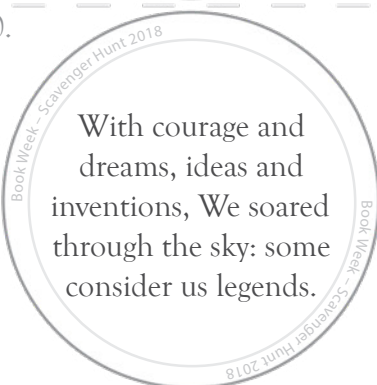
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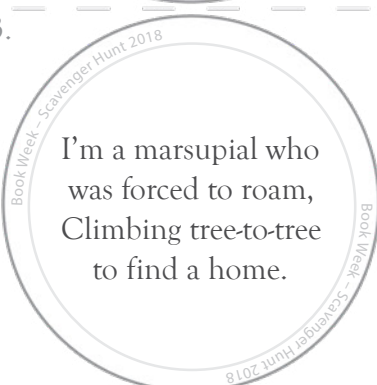
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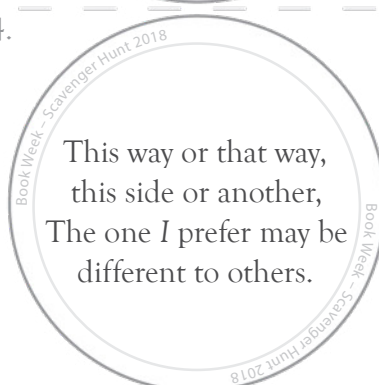
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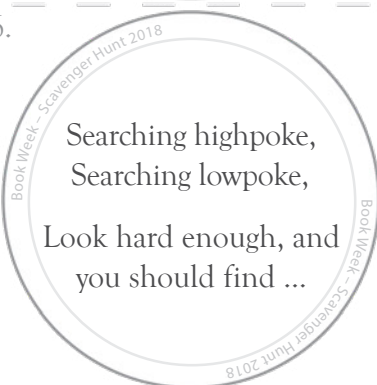
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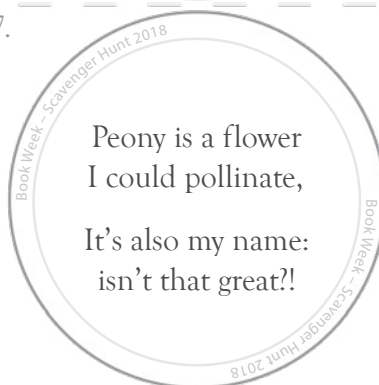
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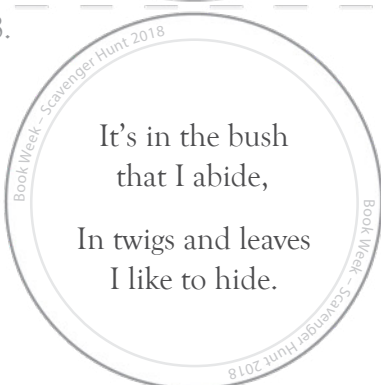
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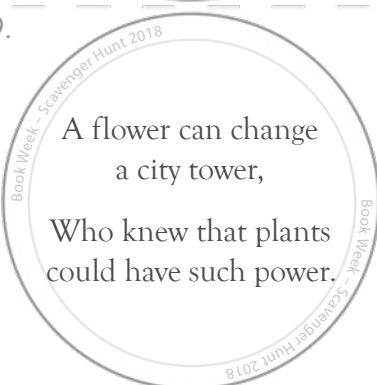
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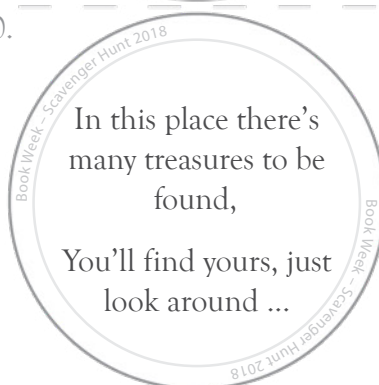
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30.



# TEACHER'S KEY: SCAVENGER HUNT CLUES

1 Boy	2 Hark, It's Me, Ruby Lee	3 I'm Australian Too
4 Rodney Loses It	5 The Second Sky	6 The Very Noisy Baby
7 Swan Lake	8 Ten Pound Pom	9 A Walk in the Bush
10 The Elephant	11 Do Not Lick This Book	12 I Just Ate My Friend
13 The Big Book of Antarctica	14 The Shop at Hooper's Bend	15 The Great Rabbit Chase
16 Marsh and Me	17 Once Upon An ABC	18 The Sloth Who Came to Stay
19 Tintinnabula	20 Amazing Australians in their Flying Machines	21 The Grand, Genius Summer of Henry Hoobler
22 Henrietta and the Perfect Night	23 Koala: Nature Storybooks	24 Left and Right
25 M is for Mutiny! History by Alphabet	26 Mopoke	27 How to Bee
28 Can You Find Me	29 Florette	30 The Library!



# How to run a Book Week Scavenger Hunt

The concept of a scavenger hunt connects well with this year's Find Your Treasure Book Week theme. As well as being great fun, it will encourage your students—and hopefully teachers—to familiarise themselves with this year's titles.

Blackline masters B44 & B45 provide clues that will help you integrate the short listed titles from the CBCA Awards into a scavenger hunt activity. We recommend you print them onto A3 paper or cardboard before cutting up the cards. In the instructions below the clues provided on the blacklines are referred to as 'book clues'.

## Parameters

Decide whether you want to combine year levels into teams, so that older students can help younger ones, or whether you will keep classes separate. The scavenger hunt can be implemented within the classroom or library, in one specific school building, or throughout the entire school grounds.

## Definitions

**book clue cards:** this refers to the clues provided on blackline masters B44 & B45. A teacher's answer key has also been provided (B46). These clues can be used in any order you wish. The numbers are to help you when referring to the answer key.

**directional clues:** these are clues you will create that lead to locations in your school where students can find the next clue, book or prize. They can be as simple as how many left and right turns they should make (refer to the book *Left and Right* for help thinking of fun directional clues), or modelled on these examples: *Boy* can be found where the teacher sits (under chair), or *The Second Sky* can be found where you get a drink of water after doing sport (bubbler outside sports centre). When you create these clues, consider the age group you will be using them with. Create very simple versions for younger students, and more complex versions to challenge and engage older students.



## Tips on How to Play

- Create directional clues that will lead the students to the book clue cards.
- To start the hunt, read the first book clue card aloud. Students answer by raising their hands. The student/team representative who guesses the correct book physically gets up and reads the directional clue on the back of that book clue card, to indicate where the book is hidden. With help from their peers, they find the book, inside which is the next book clue card.

Tip: Instead of the actual books, you could colour print and laminate the book covers. These can be found on the relevant publisher's websites, or search google images by ISBN or book title.

- Team starting times could be staggered, or clues used in different orders so that not all teams are trying to find the same clues at the same time.
- In each location provide them with a new book clue card. To make it easier for students, this could be tucked inside the book that answers the previous clue. To make it more challenging, you could require teams to correctly answer the book clue card in order to receive the next directional clue.
- If you choose the more challenging option, consider providing each team with a set number of 'I need another clue' cards (not provided) that they can use to ask for help if they are stuck on the answer. Using the clue could trigger a staff member or students from older grades doing something crazy to help them work out the answer, such as charades, drawing a picture, acting out a scene or singing a song.
- You could also add surprises in at various points along the way, for example, staff dressed as book characters handing out the clues (or dressed to help indicate the answer). There could be prizes for the teams who get the most correct answers, or complete the scavenger hunt in the shortest time.
- Consider adding Bonus Activities (questions to answer or actions to be completed) that will give teams the opportunity to earn extra points. Additional ideas can be found on The Book Curator website (after logging in, navigate to 'BW Resources 2018').

## Alternative: Classroom Activity

The book clue cards could be used as prompts for a fun classroom quiz. Directional clues could lead to books hidden in the classroom, or you could ask some students to act out the book title charades style while the rest of the class guess the answer. Alternatively, small groups could choose their favourite scene from a book and act it out, or turn the text from a picture book into a song as a clue.



*Special Needs*  
Information Books

Literary *Contemporary*

Genre

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FIND **'THAT'**  
BOOK  
FOR YOU

Hard-To-Find

*Popular*

*class novels*

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