

WALKER BOOKS

# Read to Us!

STORY TIME KIT

TERM THREE & FOUR 2020



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## STORY TIME KIT

TERM THREE & FOUR 2020

It is our pleasure to present our second Walker Books *Read to Us! Story Time Kit* for 2020. This kit contains simple and entertaining activities to be used in conjunction with our books. Each activity is designed to foster the skills that lead to early reading success in children.

Our term three and four 2020 Story Time Kit showcases four delightful books filled with themes of emotions, belonging, self esteem, friendship, imagination and change. For each title, we offer activities aimed at boosting children's narrative skills, letter knowledge, print awareness, vocabulary, print motivation, or phonological awareness – but most of all, their enthusiasm for literature.

Have fun!

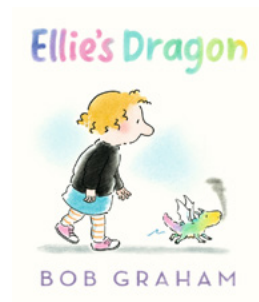
### BOOKS FEATURED IN THIS STORY TIME KIT



*Barkley*  
Rebecca Crane  
9781760651404  
July 2020



*Bear in Space*  
Deborah Abela  
Marjorie Crosby-Fairall  
9781760651510  
August 2020



*Ellie's Dragon*  
Bob Graham  
9781406387629  
July 2020



*There is No Magic in this Book*  
Michelle Macwhirter  
Sophie Beer  
9781921977299  
November 2020



This Story Time Kit was written by Rebecka Sharpe Shelberg.

Rebecka is a librarian, children's author and general book enthusiast, who lives in Sydney, Australia, with her bearded husband, three small mischievous children, two fluffy dogs and a bearded dragon. Though she is obsessed with books of all kinds, she is particularly enamoured with picture books and would happily spend an entire day (and a year's salary) in a good bookstore. Her first picture book, *Reflection*, was a CBCA Notable book for 2017.

WALKER BOOKS

# BARKLEY

## Themes

Friendship • Differences • Self Esteem

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## Exploring the Story

Barkley describes himself in certain ways, such as being big, or being fluffy. But then when he compares himself to the other dogs he decides that he is not big or fluffy at all. Discuss with the children if they think he is correct? Ask them to consider if another dog being fluffier or bigger than Barkley means that Barkley is no longer big or fluffy at all? Go around the group and ask each child to name one of their own features or talents. Ask them to consider if someone else has more of that feature or talent than they do, does that negate their feature or talent altogether? To extend this activity, read *I'm the Best* by Lucy Cousins and discuss as a group.



When Barkley continues to compare himself to other dogs, how does he end up feeling? What does he end up thinking about himself? Ask the children to think about a time that they might have compared themselves to someone else (i.e. Have you ever wished that you looked the same or had the same skills as someone else?). What did they compare (talents, looks, belongings?) and how did it make them feel? How did they deal with those feelings and what did they learn from the experience?

Max is very sad when he loses Barkley. Do you think he is worried that Barkley is not the biggest dog? Or the fluffiest, or the fanciest dog? Why do you think Max is sad? What do you think he cares about most when he thinks of Barkley?

There are lots of wonderfully different characters in this book, both dog and human. Explore the illustrations with the group. Is there a human that looks like someone they know? Can they identify any of the different breeds of dogs. Do any of the children have a dog at home and do they know what kind of dog it is? Can they see a dog in the illustrations that looks like their dog? To extend this activity, use the library resources to find books on dog breeds to assist the group in finding out more about the dogs in the illustrations.

## Activity

### Lost Notice

When Barkley finds the lost sign that Max has made, he realises that Max knows him best of all and knows exactly what kind of dog he is. Read the lost notice closely. Think about if someone who loved you had to write a lost note to help you find your way home, what would they put on it? How do you think they would describe you? Use the template to create your own lost notice. Don't forget to draw a picture of yourself.

To extend this activity for older children, pair the class up and get each child to create a lost notice for their partner. If need be, remind the class that this is an exercise in kindness. How do the two notices compare?

### Perfect Dog For Me

Think about all the different kinds of dogs that you have seen in the illustrations and that you looked up in the library resources. Now draw and collage a picture of your perfect dog. Have a think about what materials will help you to create your perfect dog, would she be fluffy or scruffy? Big or middle size? Spotty or fancy? Wearing a hat or carrying a stick? Use materials collected from your craft stash and from outside to give your dog lots of personality. Make sure you give your dog the perfect name as well.

### Opposite Perspective

Barkley thinks he's fluffy, until he compares himself to a fluffier dog. He thinks he's a big dog, until he compares himself to a bigger dog. But if we change his perspective, Barkley will find that he is still a fluffy dog or a big dog. Using the attached template, find and cut out a dog who is:

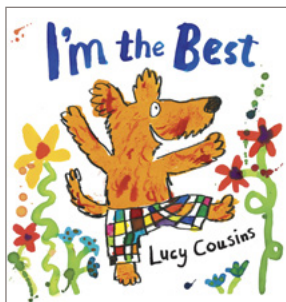
- Smaller than Barkley
- Scruffier than Barkley
- Longer than Barkley

### Help Barkley Find Max

Barkley needs your help to find his way back to Max. Develop problem solving and fine motor skills with this maze.

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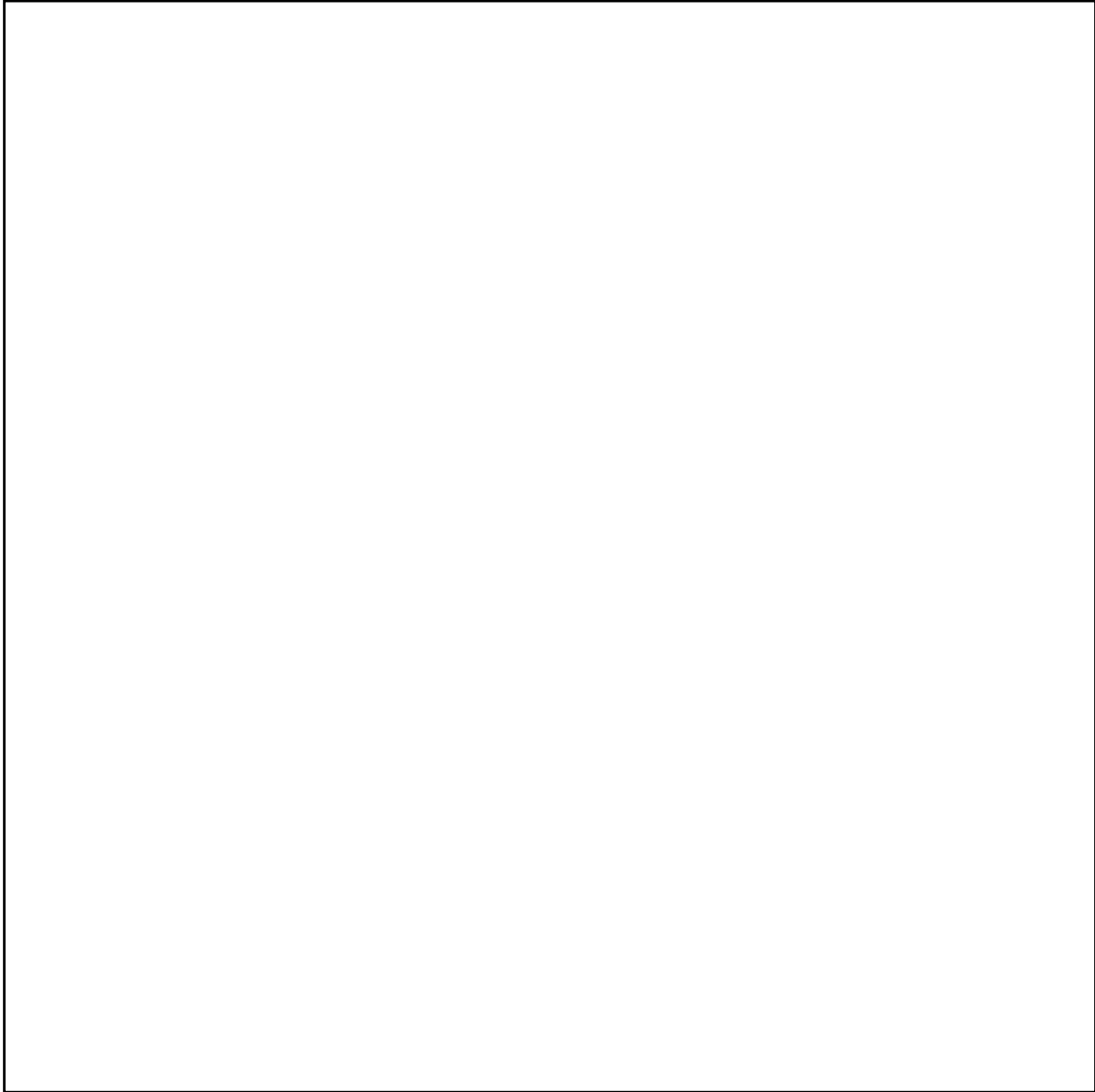
### Related Titles



I'm The Best  
Lucy Cousins  
9781406329650



# LOST



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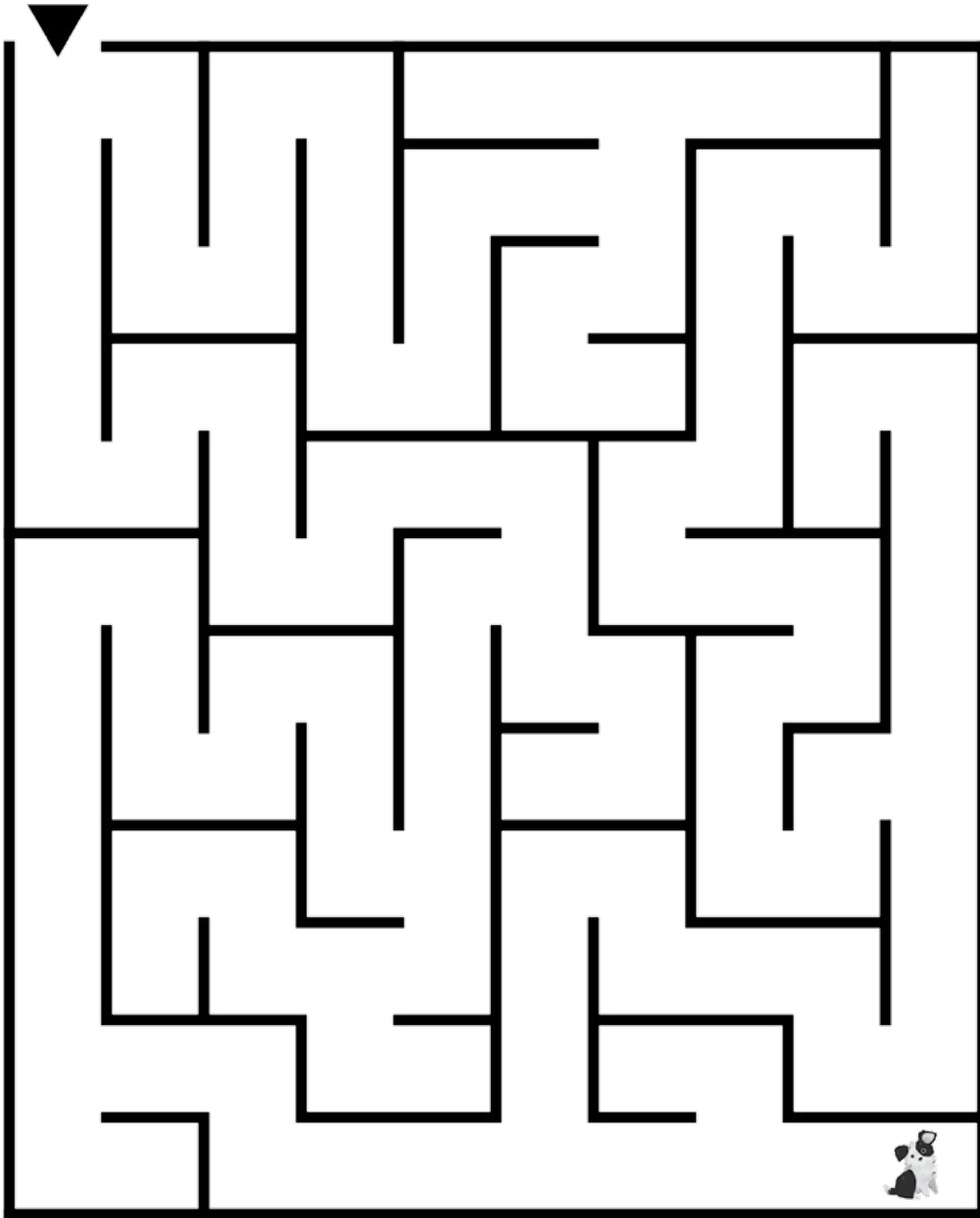
Name: \_\_\_\_\_





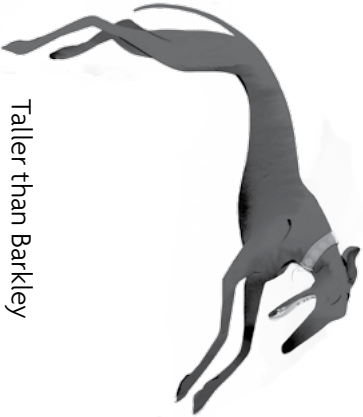

The name for my perfect dog would be \_\_\_\_\_

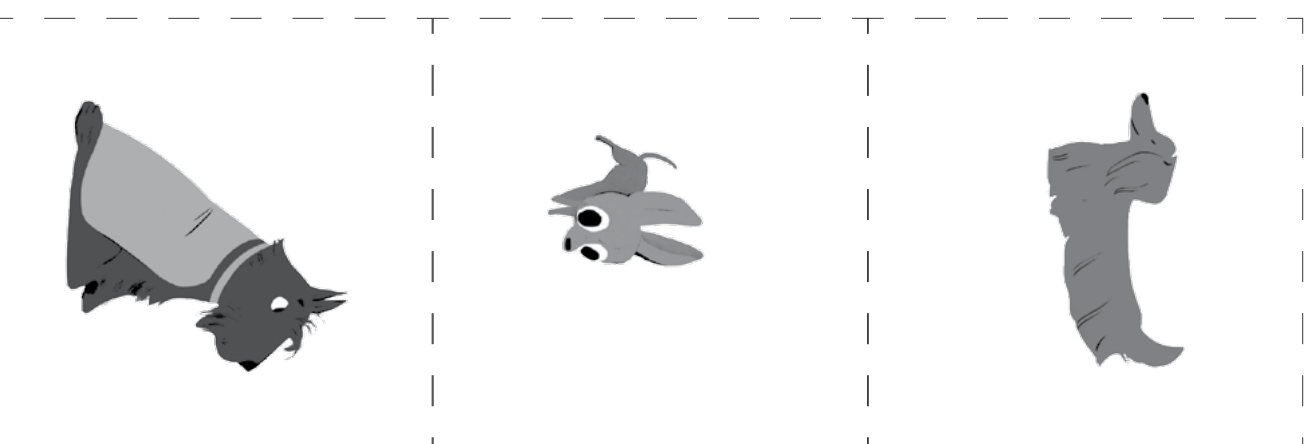
They will look like \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



 <p>Bigger than Barkley</p>	 <p>Barkley</p>	<p>Smaller than Barkley</p>
 <p>Fluffier than Barkley</p>	 <p>Barkley</p>	<p>Scruffier than Barkley</p>
 <p>Taller than Barkley</p>	 <p>Barkley</p>	<p>Longer than Barkley</p>





# Bear in Space

## Themes

Belonging

Friendship

Emotions

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## Exploring the Story

Bear is different. Ask the children if there has ever been a moment or situation when they have felt different to everyone else that they are with. Ask them to share this experience if they feel comfortable doing so. What made them feel that way? How did they react? Is being different a good or a bad thing? Discuss how everyone can feel like they are the different one, depending on what the situation is and who they are with.

Ask the children why they think the other bears laugh, stare, or call bear names? Is it because they don't understand him and what he is doing or how he thinks? How do you think this made bear feel? What could the other bears have done instead? Discuss

ways to approach and welcome differences and how the children might overcome their own uncertainties if they don't know how to react (i.e. asking questions about what bear is doing, getting to know what he likes and how he thinks about the world, offering to join his game, inviting him to join in with them, making space for him in the group or just making sure he knows that he is welcome when he is ready to join in.)

Bear begins to feel lonely up in space all by himself. Do you think that he is happy when he makes a friend with Panda? How do you feel when you make a friend? Panda joins Bear in his adventures, doing the things he likes to do best and they soon become friends. Bear and Panda share stories, make plans, drink hot chocolate and race together. What do you like to do with your friends?

In the end, Bear continues to be different from all the other bears, but they become curious about him and want to join in his games. Discuss with the class how Bear continues to be himself and shares his interests with others.



## Activity

### Design a Rocket

Bear spends a lot of time designing and improving his rocket. Design your own rocket and make a list of what the three most important things you would pack in your rocket.

When Bear makes new friends, they join in to create a faster, stronger and bigger rocket so they can all travel together. They join their rockets together so they can travel as a team. As a class (or in smaller groups) look at each rocket design and as a group decide how to create the best rocket by joining your design elements together.

### I Feel The Same/I Feel Different

Play a game with the children, offering them different scenarios where they can identify if they feel like they would fit in with everyone else or if they would feel different. You can make it a physical indication by getting them to stand up with their hands in the air if they would feel like they are different and getting them to squat down low if they would feel the same OR you can make a craft activity by cutting out the attached same/different templates and fixing them to paddlepop sticks. Some examples of questions could include:

Do I feel the same as everyone else or different to everyone else:

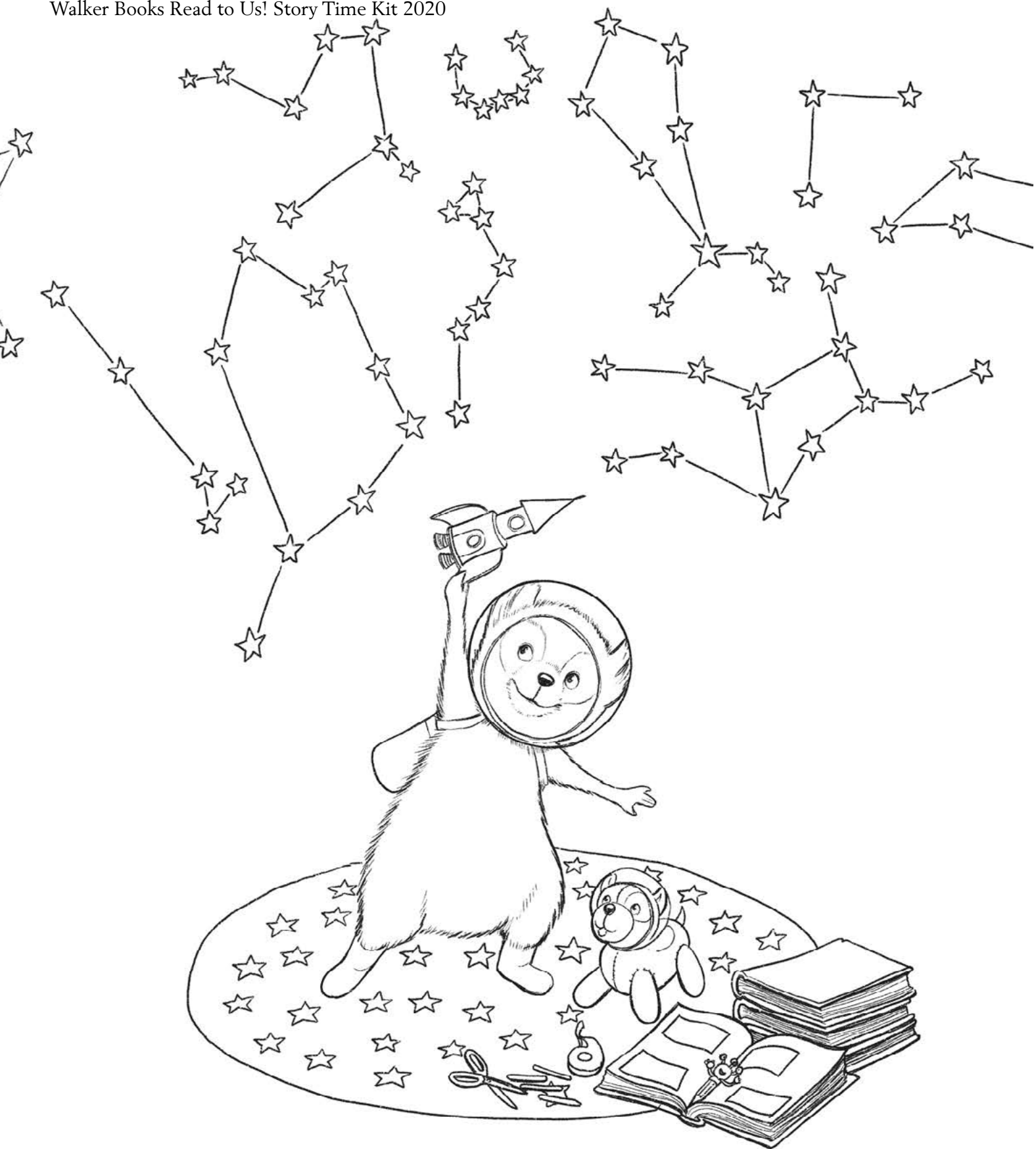
- When I'm a student starting at a new school
- When I'm spending time with my family
- When I play games with my friends
- When I'm in a room full of grownups
- When I sit in my classroom

### Space Map

Bear loves reading and learning about space. Explore your library catalogue and find some books and eResources about space. Decide what part of space you would like to visit the most and draw a map of how you will get there in your rocket. Take inspiration from the illustrations from *Bear in Space* and try to make your map as detailed and interesting as possible.

### Colouring Sheet



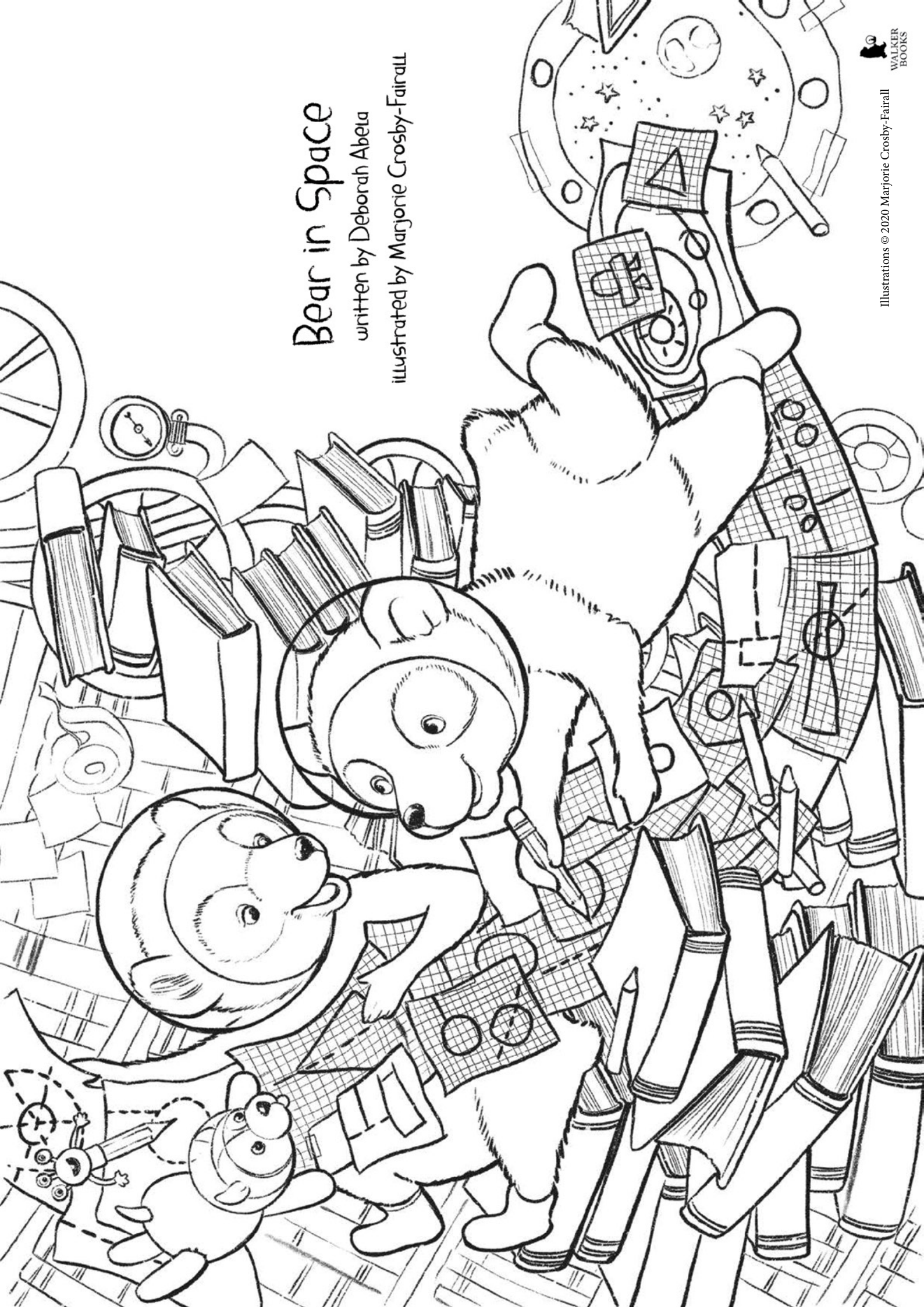


Bear in Space written by Deborah Abela illustrated by Marjorie Crosby-Fairall

# Bear in Space

written by Deborah Abela

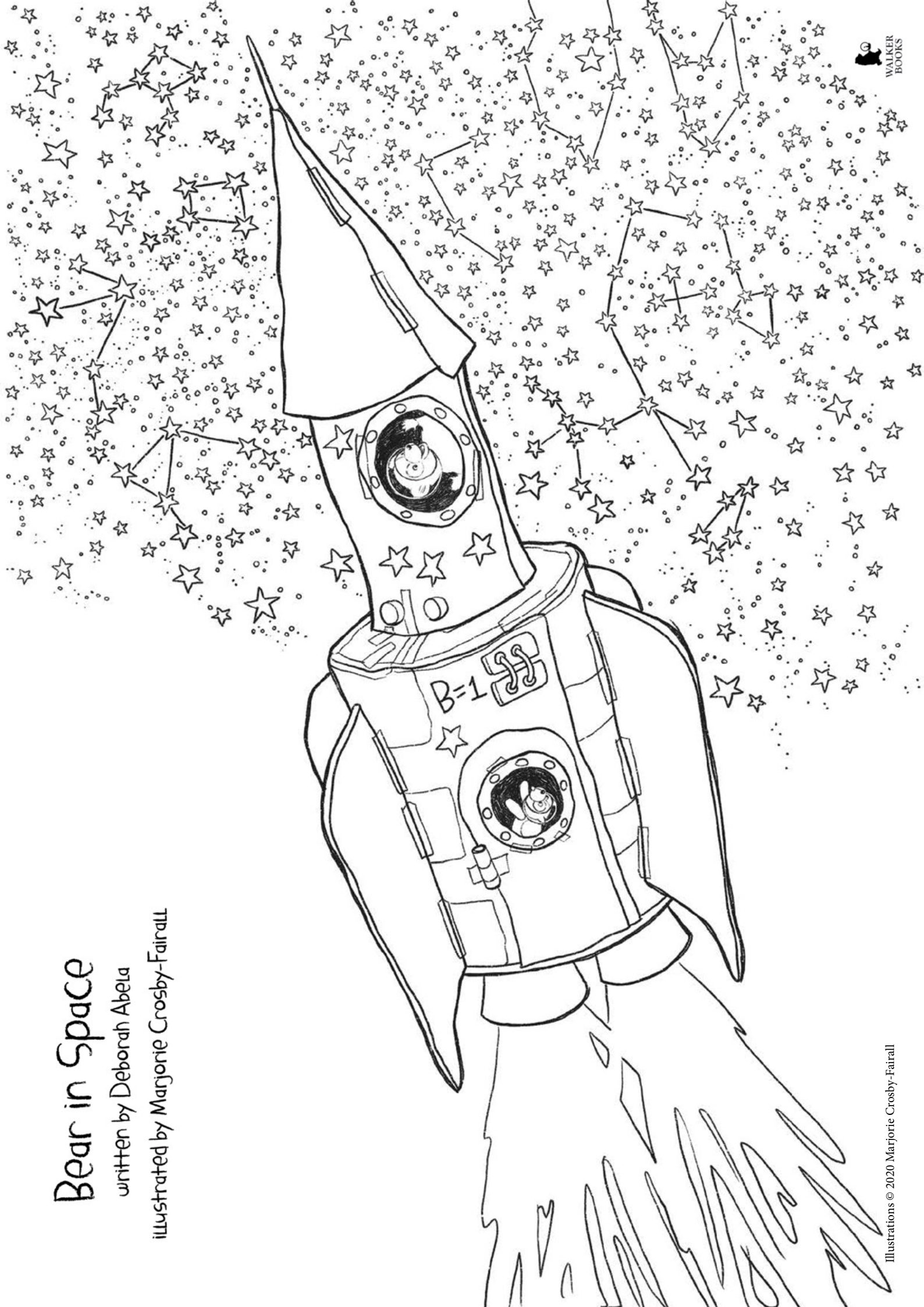
illustrated by Marjorie Crosby-Fairall



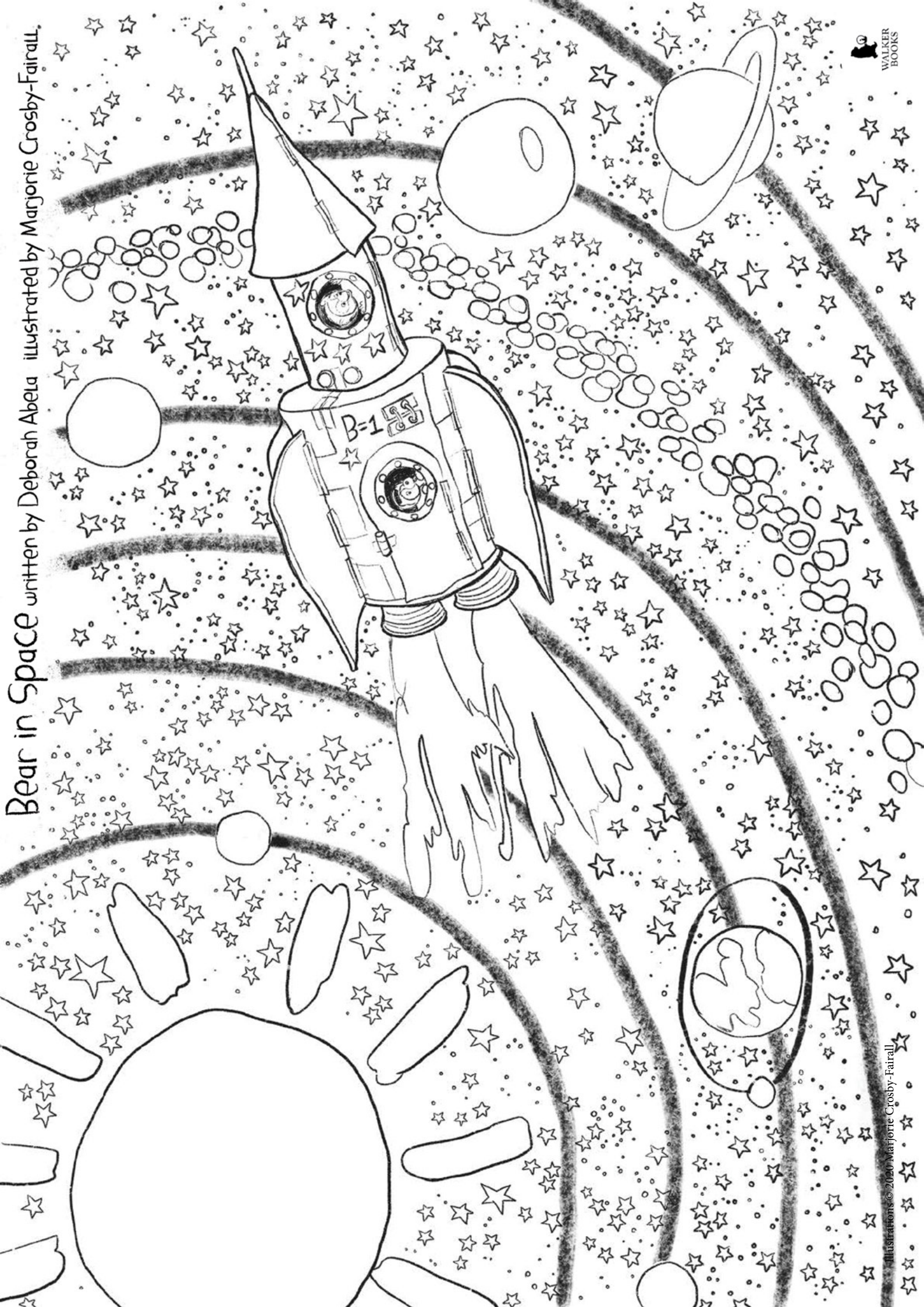
# Bear in Space

written by Deborah Abela

illustrated by Marjorie Crosby-Fairall



Bear in Space written by Deborah Abela illustrated by Marjorie Crosby-Fairall.



**D I F F E R E N T**

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**S A M E**

# Ellie's Dragon

## Themes

Growing Up



Change



Friendship

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## Exploring the Story

Explore the end pages at the front and the back of this book. Ask the children if they can see where Ellie found her dragon? What do they think is happening on the end pages at the back of the book?

Throughout the story, there are some people who can see Scratch and others who can't. Ask the children if they can identify what the difference is between the people who are able to see him and the people who can't? Why do they think this is?

Ellie feeds her dragon nasturtiums, chillies, burnt toast and barbeque coals. What do you think you might feed a dragon if you found one? Consider if you think you would need to cook for your dragon or would they cook for themselves?

Scratch starts off sleeping in the dollhouse in Ellie's room. Have a think about your own room. Where do you think a dragon might sleep? How do you think you would make your dragon most comfortable? What other things might your dragon need to live in your room?

As Ellie grows older, scratch begins to fade. Discuss with the children why they think that is. Can they identify other things that Ellie is starting to outgrow? Ask the group to think about if there are things in their own lives that they used to love or rely on that they might have outgrown. Ask how they feel when Scratch leaves Ellie's room. Do they feel sad for Ellie? Do they feel sad for Scratch? What do they think of the way the story ends? Do they think both Ellie and Scratch are happy when the story is finished?

Ellie's Dragon



BOB GRAHAM

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## Activity

### Your Own Dragon

When Ellie finds her dragon, it is "pale and luminous with shifting rainbow colours". If you found a dragon, what colours do you think it would be? Use the attached template to colour, paint, and/or collage your dragon. Think about what you could use to give your dragon a luminous quality. You might want to use shiny cellophane or glitter glue, or incorporate foil paper into your collage. What would you name your dragon?



## Paper Aeroplane Dragons

Create your own paper aeroplane. Try get it to fly just like Scratch.

## Dragon Dinner Plate

Using old magazines and catalogues, cut out pictures of what you might feed your baby dragon and glue them to a paper plate. Remember, they don't have to eat the same as humans so be creative like Ellie and think of what a dragon might really like to eat.

## Goodbye Scratch

Ellie and Scratch didn't really have a chance to say goodbye. If Ellie could write a goodbye letter to scratch, what do you think she would say? Use the attached template to write Ellie's goodbyes.

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## Related Titles



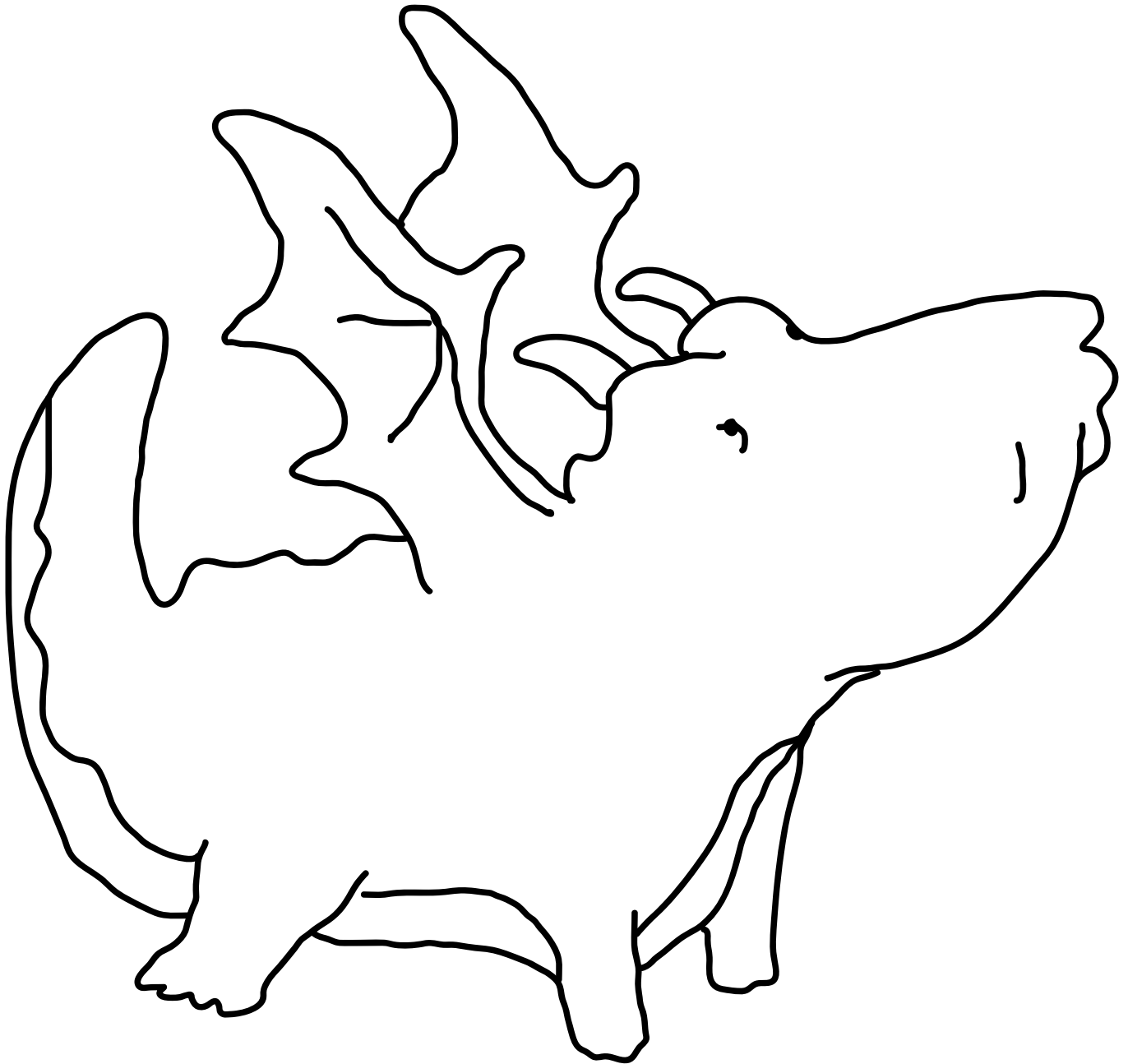
Home In The Rain  
Bob Graham  
9781406368239



The Underhills  
A Tooth Fairy Story  
Bob Graham  
9781406387612







# THERE IS NO MAGIC IN THIS BOOK

## Themes

• Magic

• Imagination

• Observation

## Exploring the Story

Have the children sit with their backs to you or lay on the ground with their eyes closed and read the book to the children for the first time without allowing them to see the illustrations. Discuss what they think is happening in the book based only on what they have heard. Now read the book with them again, this time allowing them to view and absorb what the illustrations are telling them. Discuss how their perception of the book changes when they hear the words and can view the illustrations at the same time.

Discuss how half the story is actually told with the words while the illustrations are telling the other half of the story. Focus on how the illustrations may have changed the story entirely. Discuss with the group how much of the illustrations they think were the

intention of the author and how much was purely from the imagination and interpretation of the illustrator. Discuss how a different illustrator could have interpreted the story in an entirely different way. Would the main character still have been a cat? Would the story still be set in a castle?

Ask the children if they think there is magic in the book. Ask them why they think the main character doesn't think there is magic in the book. Is it because he lives in a world of magic and therefore that is just ordinary to him (i.e. this is just an ordinary book filled with ordinary things)? Do you think if the cat came to our world he would think everything was ordinary or would he think our world was magical? At what point does the bookkeeper believe that there is magic in the book? What made him change his mind? What is the magic you think he is talking about?



## Activity

### Can You Find Magic List

The Bookkeeper believes that there is no magic in this book but we think you might be able to find otherwise. Use the attached checklist and see if you can find all the magic in these beautiful illustrations!

## Build a Geometric Castle

The castle in this book is structured from a wonderful collection of brightly coloured geometric shapes. As a group identify what shapes are used throughout the castle. Print the attached template onto sheets of coloured paper. Have the children cut out the range of geometric shapes in different sizes and colours and then build their own castle by piecing the shapes together and gluing them onto a larger sheet. Try planning the castle out first before gluing the shapes down. When planning, consider if the castle has turrets, bridges, stairs, and how many windows and doors it might have.

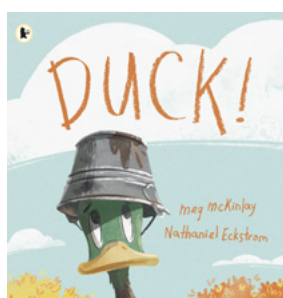
## Write and Illustrate Your Own 'No Magic Here' Scene

As a group decide what scene you would add to the story. Choose a location and an event and write what is happening in the same format as the book (i.e. This is the \_\_\_\_\_. There is no magic here).

Now in smaller groups, or as individuals, have the children illustrate their version of the above 'No magic here' sentence. Once everyone is finished, compare illustrations and discuss how each person has interpreted things in different or similar ways to the others in the group.



## Related Titles



Duck!  
Meg McKinlay &  
Nathaniel Eckstrom  
9781760652128



# Check List

A flying carpet

A football in a tree

A statue writing a birthday card

A child surfing on a book

A tentacle with a letter

A pig in a hat

A frog prince

A dragon staircase

A goose with three golden eggs

A book with wings

Upside down rain

A runaway gingerbread man

A bucket of rainbow apples

A giant in a maze



# Geometric Castle

