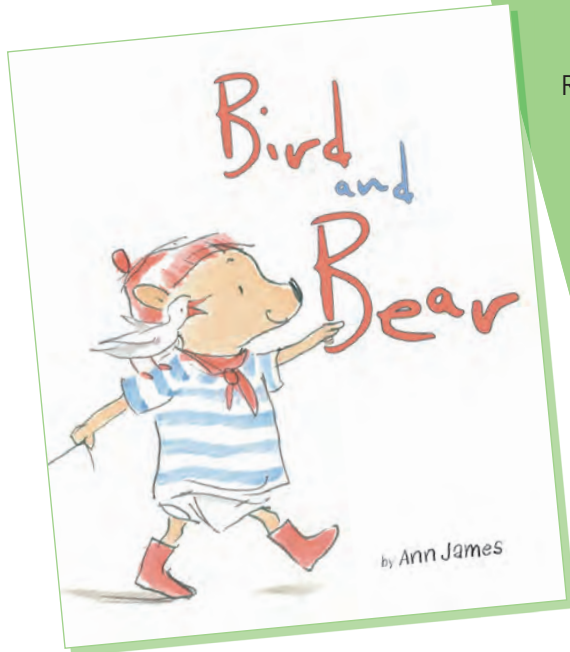




www.australianstandingorders.com.au

PRESCHOOL NO. 2 2013

PRESCHOOL STANDING ORDER



FEATURED BOOK:

BIRD AND BEAR

For information about our featured book, visit our website: australianstandingorders.com.au

Rhyming fish, badly behaved puppies, birds, bears and Bertie... a lovely range of preschool picture books this month to suit every mood.

Fabulous Fishes is a colourful and appealing rhyming story about fish. The rhyming text will encourage children to read along and there are simple concepts to teach as well.

Bad Dog Flash is a gorgeous book about a mischievous puppy. As well as the very appealing illustrations and storyline by Ruth Paul, it's a good introduction to ideas of right and wrong and good and bad behaviour.

Seadog is also about a cheeky dog, this time one who loves the sea (and rolling in smelly things on the beach). The teacher notes offer ideas for learning about adjectives.

Grumpy Grandpa is a picture book from best-selling author, Kate Forsyth. The little girl in the book is frightened of her grandpa, who always seems grumpy. Or is he? Clever visual clues provide the answer.

Pamela Allen's new picture book, **Bertie**, continues the theme of grumpy vs happy. This clever book is like two stories in one. Read about happy Bertie then turn the book around and read about grumpy Bertie – a very smart way to engage children. Pamela's trademark illustrations and text are as fabulous as always.

Bird and Bear is a charming, gentle book by the oh-so-talented Ann James. Bird and Bear are best friends and together they solve the mystery of Bear's other friend – the one who looks just like him. The illustrations are delightful.

Happy reading.

COMING NEXT ISSUE

ON THE DAY YOU WERE BORN
– Margaret Wild and Ron Brooks

HELPING LITTLE STAR
– Sally Morgan and Blaze Kwaymullina

TO GET TO ME
– Eleanor Kerr and Judith Rossell

TOO MANY CHEEKY DOGS
– Johanna Bell and Dion Beasley

THE SHORT GIRAFFE
– Neil Flory and Mark Cleary

SCIS

Don't forget that all ASO selections have been allocated SCIS numbers. These can be found on our website:

www.australianstandingorders.com.au

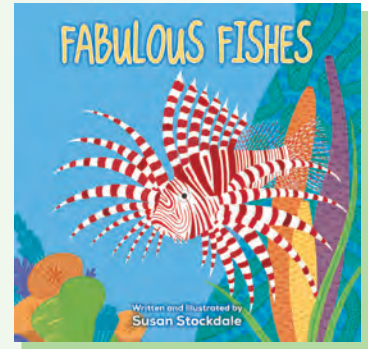
FABULOUS FISHES

SUSAN STOCKDALE

Fabulous Fishes is a great rhyming story about fishes of all shapes, sizes and colours, many of which can do amazing things. They leap, they glide, they crawl on land, and 'they all call the water home'. In this perfect read-aloud book, the simple rhyming text invites children to join in the reading. The text is rich with delightfully simple, descriptive and rhyming words and phrases that highlight the specific characteristics of each of the fish, and the bright, bold, colourful illustrations clearly depict the different aspects and behavioural characteristics of the various fishes. The simplicity of the text and illustrations makes **Fabulous Fishes** a delightful book to read and to look at. It also introduces children, families and teachers to the world's oceans, full of fascinating and diverse fish species.

ISBN: 9781921504556

RRP: \$24.95



TEACHER NOTES

- Find words that rhyme and write them on the board, eg sand – land, hide – ride – tide – glide, lights – tight. Find words that start with the same letter/s and write them on the board, eg speckled – spotted – spiked – spiny. You can make these phrases into little single rhymes – emphasising the sounds and the rhythm.
- Talk with the children about the meaning of the descriptive words and ask them to reflect and to comment on why the fish look like they do, and live where they do, and why where they live makes a difference to what they look like.
- Use the pictures in the book as reference for children to draw, or make with collage, their own fish and fish habitats. Tell the story using the children's drawings (perhaps made into puppets).
- At the painting easel, provide colours like those in the book and suggest that the children make bold, colourful paintings on large sheets of paper. The children can use the pictures in the book as reference.
- Dramatise the actions in **Fabulous Fishes**. Make yourselves into round fish, spiky fish, leaping and gliding and hiding fish. Use 'fish music' to move to. Use fabric in the colours of the illustrations to help set the scene for the 'swimming fish'.
- With the children, discover which of the world's oceans each fish lives in. Use a map or an atlas. Find out which fish live in Australian waters.
- Find out more about each of the fish – where they live, how they protect themselves, etc.

BAD DOG FLASH

RUTH PAUL

Flash is a frisky, mischievous puppy who always wants to play! But sometimes playing leads to trouble and a very stern, 'Bad dog, Flash!' Poor little Flash! An adorable story by award-winning author-illustrator Ruth Paul about a little dog with a big sense of mischief and an even bigger heart.

ISBN: 9781775430964

RRP: \$15.99



Teacher Notes

- Flash gets into trouble for his mischievous activities. Re-read **Bad Dog Flash**. What sorts of things does Flash do to get in trouble? Does Flash know what he's doing is wrong? Think about how he feels about the things he does. Now think about the way his owners feel. Would you react the same way?
- Why do you think Flash's owners say 'Bad dog, Flash'? How does this make him feel? Have you ever done something that you thought was fun but then later got in trouble? How did it make you feel? How do you think Flash's owners could teach him to behave himself without making him feel sad? Look at the final spread of the book. How does the little girl teach Flash not to lick her face?
- Is Flash a 'bad dog'? As a class, discuss the difference between words like 'bad', 'naughty' and 'cheeky'. Is Flash being bad, or naughty, or cheeky? Why is it important to think about the words we use when we speak to others?
- Training puppies is hard work! Invite the local vet to come and speak to the class about training puppies. What sorts of things do you need to do to make sure the puppy is healthy, happy and well-behaved?
- The cat in the story is very different to Flash. Why do you think this is? How are cats and dogs different in their behaviour? Would the cat perhaps have behaved differently had it been a kitten? How are adult animals different in their behaviour to baby animals?
- Use **Bad Dog Flash** to talk about rhyming words. Not all the lines in the book rhyme. Which ones rhyme? Why do you think this is the case? What is the effect of rhyming lines over two pages?
- How do the illustrations complement the text? Consider the perspective of each picture. Usually, we're on Flash's level and we can't see his owners' faces. When he is sent outside, the garden looks very big and empty. Why do you think Ruth Paul lets us see the little girl's face in the final spreads of the book?
- Do you have a puppy or another pet at home? Write and illustrate your own story about you and your pet. If students don't have a pet, ask them to write an imaginative story about a day with their ideal pet.

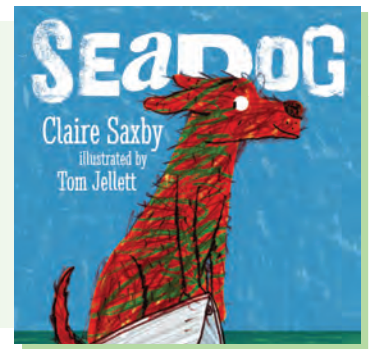
SEADOG

CLAIRE SAXBY AND TOM JELLET (Illustrator)

Seadog isn't your typical obedient dog – he doesn't like to fetch, do tricks or take baths. Instead, he loves chasing seagulls, playing in the waves and rolling in piles of fish. Despite his mischievousness, his owners love him all the same. Little readers will love this lively and entertaining picture book about a scruffy but lovable pet dog.

ISBN: 9781742756509

RRP: \$19.95



Teacher Notes

- Have students list words that they think best describe Seadog, and compare these with terms that they think are normally associated with dogs.
- Ask students draw a picture of themselves doing something they love or enjoy doing.
- The illustrator has used a variety of textures and warm tones to communicate the loving friendship between Seadog and his owners; the childlike scratchy crayon effect and the squiggly dotted lines also depict Seadog's movement throughout the story. On a piece of paper, draw a simple map with Points A and B, making sure to include obstacles along the way (eg trees, buildings, etc). Invite your students to think of different ways to reach Point B from Point A, marking their movements on the map.
- What feelings can be associated with the following colours?
 - o Red
 - o Blue
 - o Green
 - o Yellow
- Have your students draw a picture of themselves with their friends, and ask them why these people are special to them.
- Ask your students to write down five words they think best describe them, then have them draw a series of images based on these terms to illustrate who they are.
- The language employed in the story focuses on Seadog's unique characteristics, using singular sentences of compound adjectives (eg 'a jump-and-chase-the-waves dog') to contrast certain expectations of dogs (eg 'a sit-still-then-roll-over dog'). As a result, a rhythmic pattern emerges and is repeated throughout, to engage early-learning readers and to encourage an understanding of individuality as an integral component of personal identity. Brainstorm a list of simple adjectives such as hot, straight, round and wide. What are their opposites?

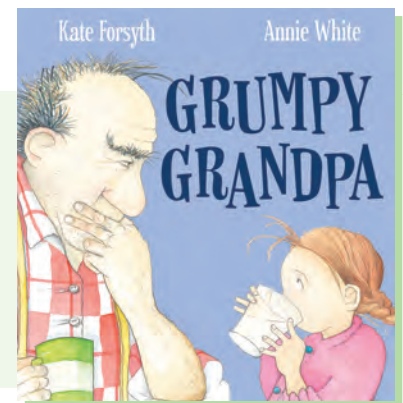
GRUMPY GRANDPA

KATE FORSYTH AND ANNIE WHITE (Illustrator)

Visiting Grandpa is very scary. Grandpa is as big as a giant and grumpy, cross and cranky. Or is he? From award-winning author Kate Forsyth, **Grumpy Grandpa** is a delightful story about visiting grandpa and discovering that people are never quite what they seem.

ISBN: 9781742831756

RRP: \$24.99



Teacher Notes

- Why do you think the little girl is afraid of Grandpa? What sorts of things about him does she find frightening?
- Look at Grandpa's house and garden on pages 5 and 6. Does this look like the home of a scary person? How does the illustration give us clues that Grandpa may not be as scary as he seems?
- 'Grandpa scowls and grumpily growls: "Are you grizzling? Or are you singing?"' Why do you think Grandpa repeats this question? Is Grandpa grumping or is he teasing?
- With sensitivity towards students' personal circumstances, discuss grandparents with the class. What kinds of grandparents are there (grumpy, fun, cuddly)? How often do you see your grandparents? Do you look forward to seeing them? Why/why not?
- Grandpa likes to dig in the dirt and loves being grubby and grimy. What sorts of things does your grandpa like to do? What sorts of things do you like to do? What sorts of activities can you do together? Organise a grandparents day at school where children can bring their grandparents to class to join in some activities.
- Looking at pages 17 and 18, what relationship does Mum have with Grandpa in **Grumpy Grandpa**? How is it different to the relationship the little girl has with Grandpa? Why do you think the two relationships are different?
- How has the illustrator used patterns and colour in **Grumpy Grandpa**? For example, Mum's dress is striped, as is the big armchair Grandpa naps in. Grandpa's shirt and the little girl's skirt are both checkered. How do the illustrations make you feel towards the characters?
- The little girl hugs a stuffed bunny to her through the whole book. Re-read **Grumpy Grandpa**, making note of the bunny's facial expressions in each picture. How does its face change? Whose mood is it reflecting? Now look at the final picture of the book. Where is the bunny? What do you think this means?
- Look at the cover of the book. What facial expression does Grandpa have? What about the little girl? How can you tell (eg the position of their eyebrows or eyes)? What effect does it have to have both their mouths covered? As a class, talk about how the different features on our face can move independently to change our expressions. Use sheets of paper to isolate the eyes, the brow and the mouth. How does a lowered brow cue a grumpy expression? What changes if a lowered brow is paired with a smiling mouth?

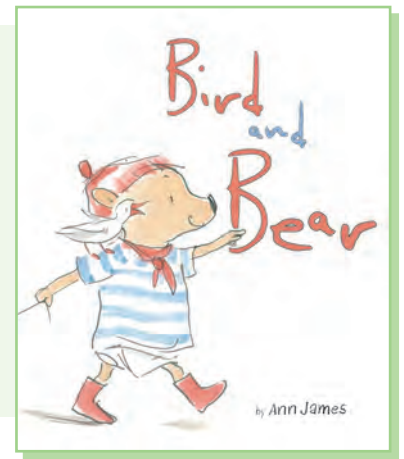
BIRD AND BEAR

ANN JAMES

Life can be a mystery when you are a little bird and a little bear. There are so many things to discover, to experience, to understand. In this book, we meet Bird and Bear, who are the best of friends – even though they are different. But Bear has another friend who is just like him. He meets this friend every morning in the bathroom when he brushes his teeth, sometimes when he's walking past a shop window, or in the pond at the park. Of course, Bear is seeing his reflection, but this is a mystery that he needs to unravel with the help of his good friend, Bird.

ISBN: 9781743463796

RRP: \$14.95



Teacher Notes

- Bird gives Bear a peanut as a birthday present. Discuss why this might be a good idea and why it might not be.
- List the places you might find your reflection.
- Imagine you are going on a birthday picnic. What would you pack?
- Imagine that you are a twin and there is someone who looks exactly like you. What are the pros and cons of this?
- Pair up with another student and pretend you are looking in a mirror. Do a series of actions, like brushing your teeth and combing your hair. The other student needs to mirror exactly what you are doing. When you finish, swap roles. (Teachers can then point out that one person is using their right hand and the other person is using their left hand for the mirror effect.)
- Imagine you have a friend who is much smaller than you. How could you help your friend? How could they help you?
- What are the rules for crossing a road? What are the lines on the road called that Bird and Bear walk on when they cross?
- Your reflection can be different depending on what you are looking into. Choose three different forms of reflection (eg a mirror, glass and water) and note the differences between the reflections. Questions you might ask are: Does the colour change? Does the amount of detail change? What is the most stable reflection? Does the size change?
- Do you have a pet at home that has seen their reflection on glass or in a mirror? How did they react? Do you think that they have understood what they have seen?

BERTIE

PAMELA ALLEN

We all have days when we feel up or down. In **Bertie**, the inimitable Pamela Allen shows that one person's mood can carry on to others around them. With all Pam's trademark simplicity of line and characterisation, **Bertie** is the perfect book to share with young children. Together you can choose ... are you happy or grumpy? Will you cry, or will you sing? Will you play the trumpet, or will you shout?

ISBN: 9780670076956

RRP: \$19.99



Teacher Notes

- What sorts of moods can people get into, eg happy, sad, angry, frustrated? Demonstrate the face, body language and behaviour that would match each of these moods. How do you feel about other people or things in general when you are in these moods?
- How can your mood affect the people around you? If you are sad or cranky how might this affect other people?
- Look at the cover with Bertie smiling. Describe Bertie. What sort of boy does he seem to be? How do you react to this picture? Does it make you smile? Why? Do you think this is going to be a happy story or a sad story? Why?
- How does each of the other characters react to Bertie being happy? How does his mood make them feel? Consider the illustrations. How do they help to convey this feeling of happiness? What other characters' actions could you think of that might be a reaction to Bertie's happy mood eg the children skipped/played?
- Now turn over and look at the cover with Bertie frowning. Describe Bertie. What sort of boy does he seem to be? How do you react to this picture? How do you predict people might react to Bertie now?
- How does Bertie's grumpiness make each of the other characters feel? How have the illustrations changed, especially with regards to the colours being used? Consider the characters and reactions you created earlier. How might these behaviours change now that Bertie's mood has changed?
- Make posters for the classroom that encourage people to behave in a way that will make others feel good, eg 'Smile and the world smiles with you'.
- How has the illustrator used colour to help reinforce the feeling on each page? How can colours affect the way we feel? Which are happy colours? Which are sad colours? Which are angry colours? Which are calm colours?
- Why might the illustrator have chosen to make each of the characters so ordinary looking, even though they are kings and queens? What might this tell us about the importance of behaviour and how much it affects other people?
- The ideas in this story are based on opposites. What might be another opposite word for happy? Make a list of words that are opposites.