

WALKER BOOKS

# Read to Us!

## STORY TIME KIT

TERM THREE & FOUR 2022



WALKER BOOKS

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## STORY TIME KIT

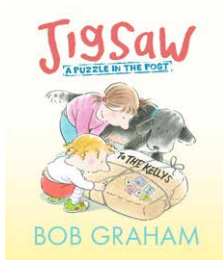
TERM THREE & FOUR 2022

It is our pleasure to present our first Walker Books *Read to Us! Story Time Kit* for 2022. 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.

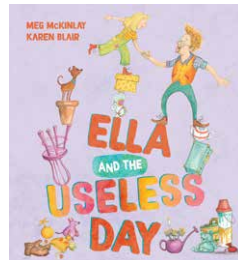
Our term three and four 2022 Story Time Kit showcases four delightful books filled with themes of family, hope, recycling, sustainability, upcycling, community, siblings, humour, differences and more. For each title, we offer activities aimed at boosting children's narrative skills, letter knowledge, print awareness, vocabulary, print motivation, or phonological awareness – but most of all, their enthusiasm for literature.

Have fun!

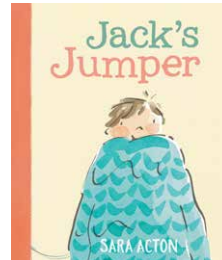
### BOOKS FEATURED IN THIS STORY TIME KIT



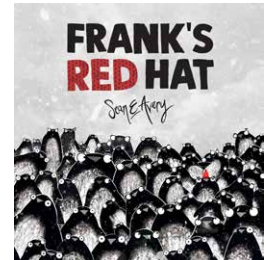
*Jigsaw: A Puzzle in the Post*  
Bob Graham  
9781529503319  
July 2022



*Ella and the Useless Day*  
Meg McKinlay  
Karen Blair  
9781760653095  
August 2022



*Jack's Jumper*  
Sara Acton  
9781760654054  
July 2022



*Frank's Red Hat*  
Sean E. Avery  
9781760654283  
October 2022



This Story Time Kit was written by Rebecka Sharpe Shelberg.

Rebecka Sharpe Shelberg is a children's librarian and author who lives in Sydney, Australia with her husband and three mischievous children. She firmly believes that stories and illustration are the real magic in this crazy, confusing world. She loves love and kindness, and really does want world peace. When she isn't reading, writing, listening to or talking about books, reading, the library or her children, she is asleep.

Her picture books include *Reflection* (a CBCA Notable 2017) and *Visiting You*, her first early chapter book series is due for publication in 2023.

WALKER BOOKS



# Jigsaw

## A PUZZLE IN THE POST

### Themes

Family



Hope



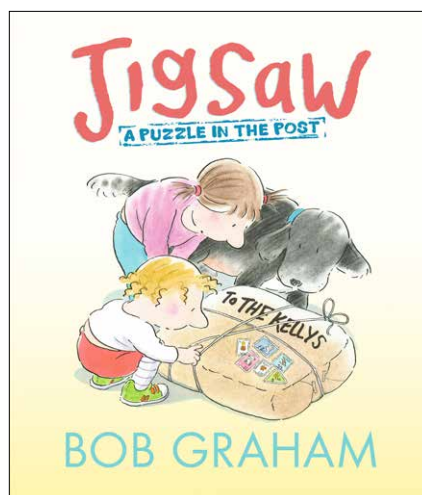
Exploring

### Exploring the Story

Read though the first few pages of the book, stop when you get to ‘*“Let’s get started” said the Kellys*’ with the image of the recycling truck. Discuss with the children what they have just seen happen in the story. Do the Kellys know about the missing piece? What do the children think will happen next? When will the Kellys realise? What do they think will happen when they realise? Imagine they were doing the puzzle at home, what would their response be when they realised a piece was missing?

Finish reading the story. Did the children think that the Kellys would go searching through the rubbish? Listen closely to the author’s description of what the family found while they were searching, do the children think they were searching through rubbish or were they searching through memories and thoughts and feelings that have been passed on, thrown out, lost or forgotten? Discuss with the children if they have ever lost something important to them, a note, a piece of a game, a favourite sock? Did they ever find the item again or are they still wondering what ever happened to it?

At the end of the story, once the puzzle is complete, Kitty and Katie write (and draw) a letter to their mysterious puzzle sender and post it to ‘sumwear’. Do the children think that the letter will reach the puzzle sender? Do you think that it might reach someone else who might appreciate it all the same? Do they think that the person who sent the puzzle forgot to write who it was from, or do you think it was on purpose to maintain some mystery? Have a talk to the children about different ‘random acts of kindness’ such as people leaving books to be discovered by strangers or paying for the coffee of the person in the line behind. Ask the children if they have ever heard of or experienced a random act of kindness and how it would make them feel if this happened to them. Why do they think that people participate in random acts of kindness? Are there any random acts of kindness that they could think of to participate in?



## Activities

### Puzzle It Out

Print the puzzle template on sturdy cardboard. Carefully cut around the puzzle pieces and then jumble them all up. Can you put the puzzle back together again?

### Design Your Own Puzzle

Print the template onto sturdy card and use it to design and draw your own puzzle. Make it as bright and colourful as you like and then cut it out. You might like to swap and try putting a classmate's puzzle back together.

### Find the Missing Piece

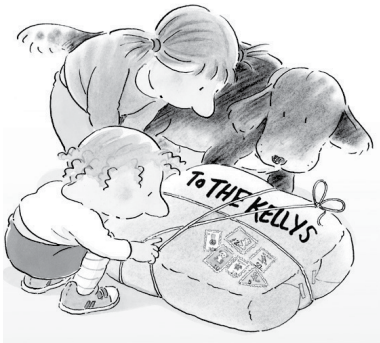
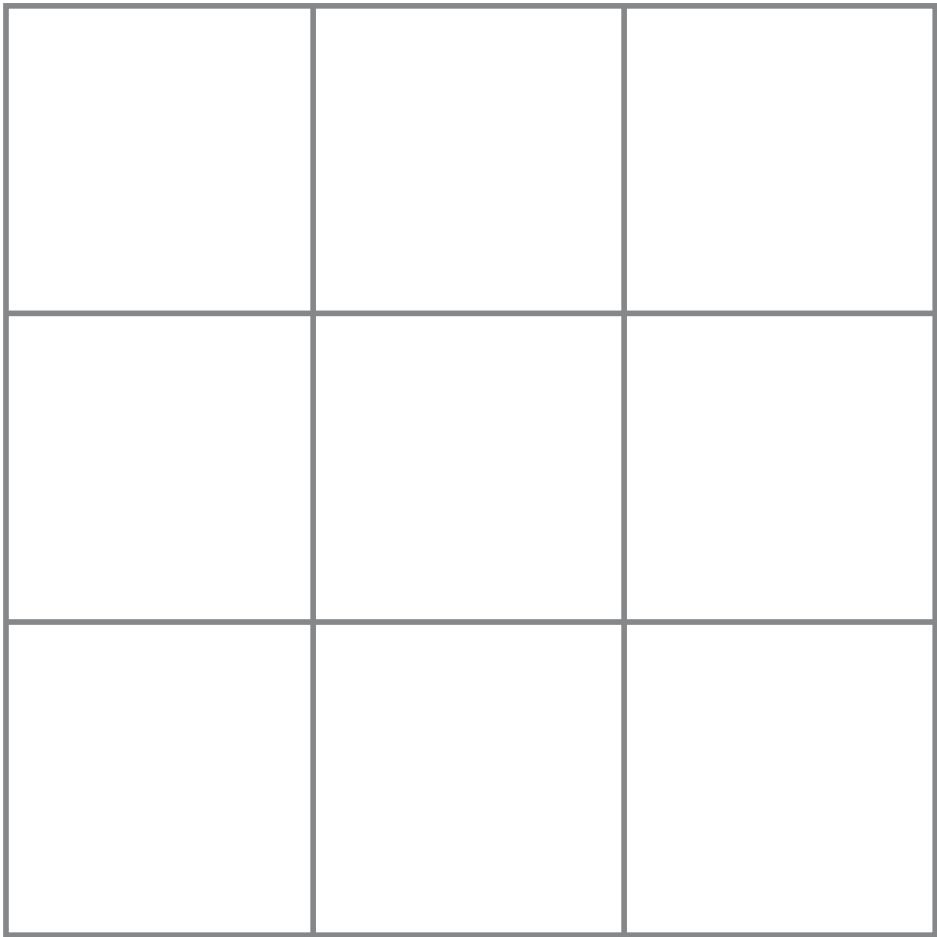
The Kellys needs your help to find the missing puzzle piece. Develop problem solving and fine motor skills with this maze.

### Anonymous Letter of Kindness

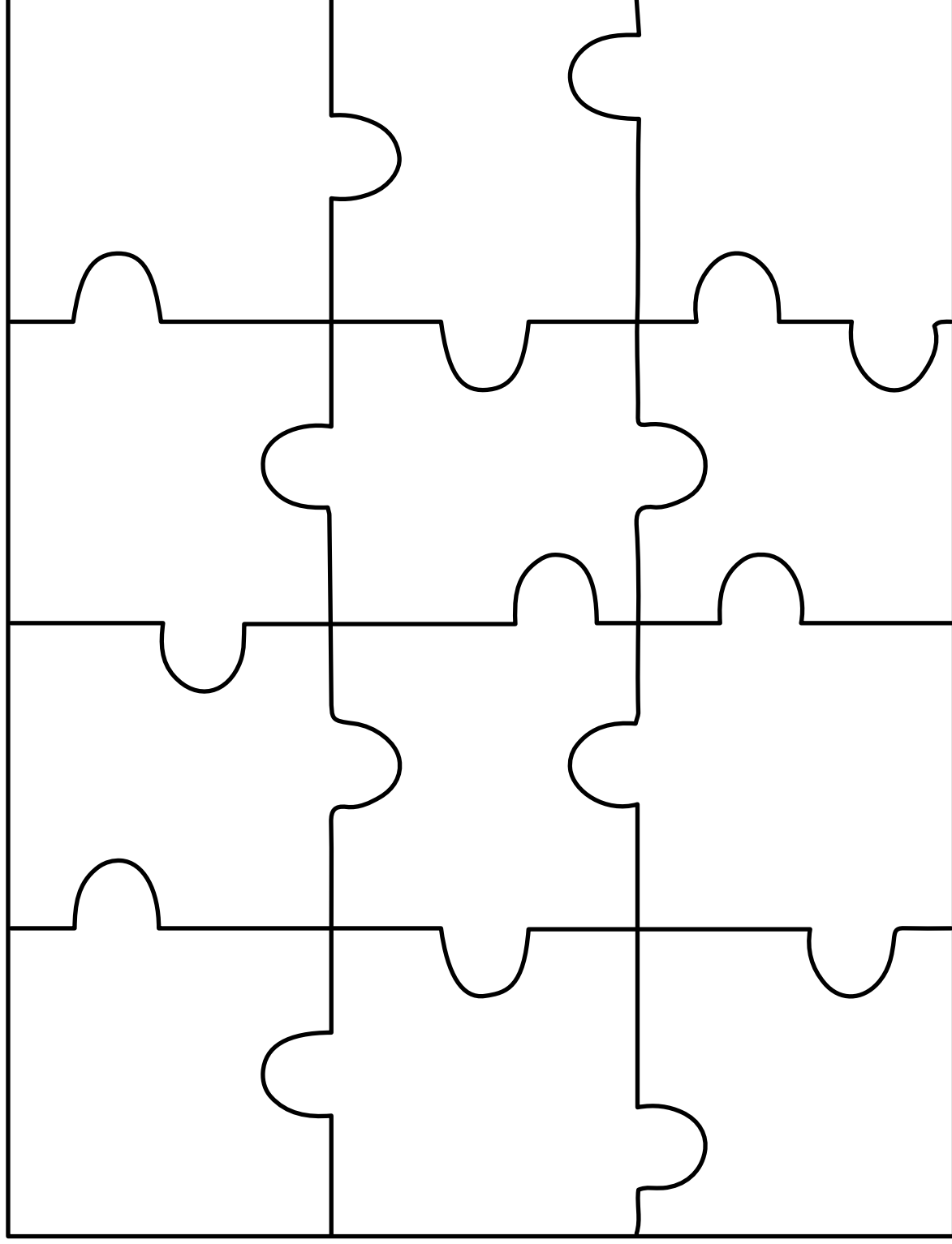
Using the template, write an anonymous letter of kindness. You can draw a picture and say something kind like 'you are doing a good job' or 'you make the world a happier place'. Deliver your letter to someone you think could use a random act of kindness in their day.



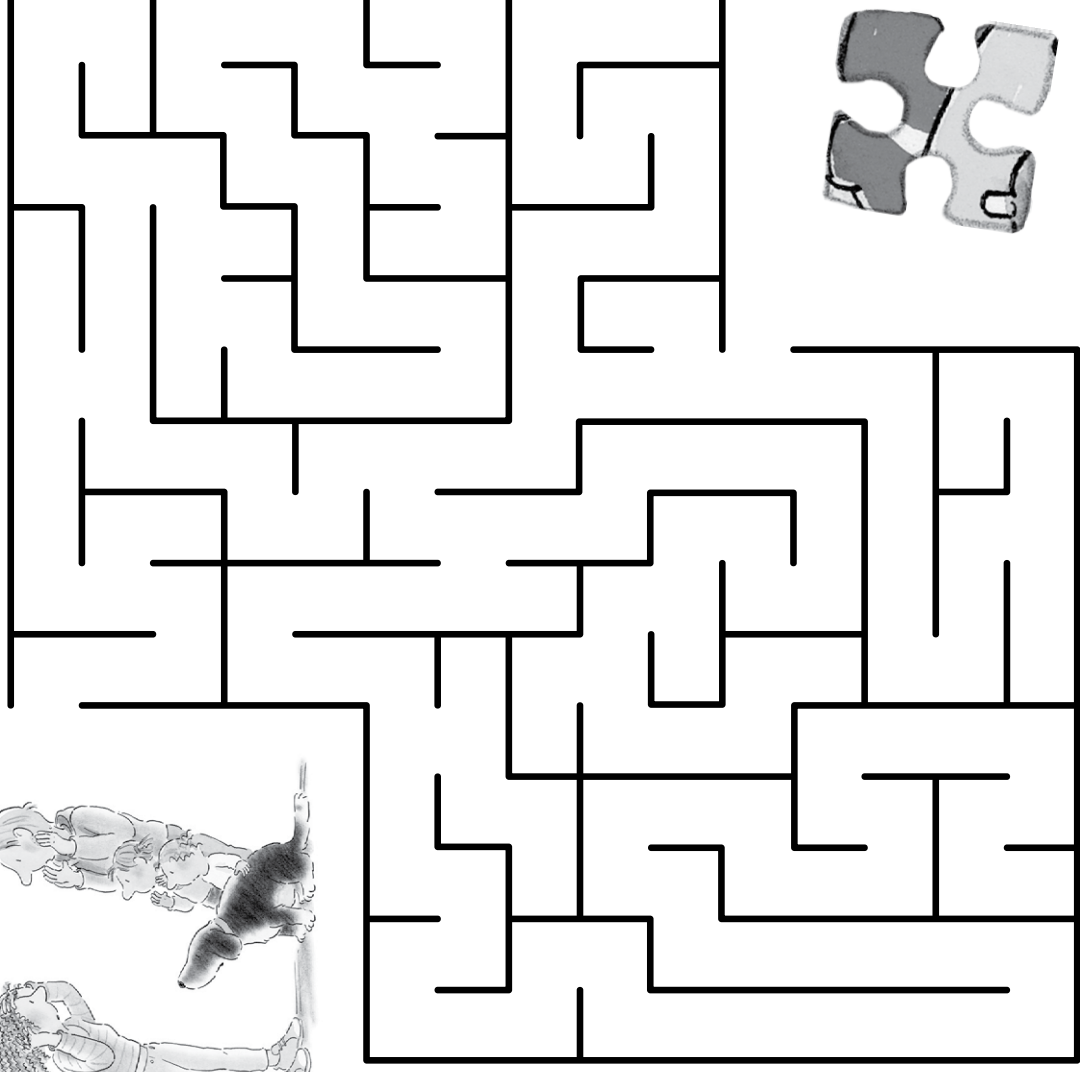
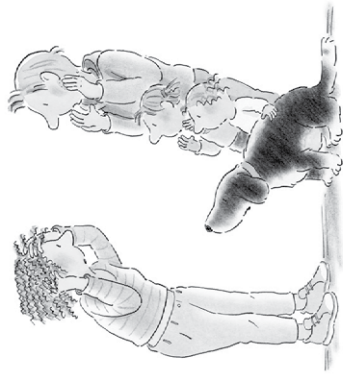
# PUZZLE IT OUT



# DESIGN YOUR OWN PUZZLE



# FIND THE MISSING PIECE



# ANONYMOUS LETTER OF KINDNESS

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# ELLA AND THE USELESS DAY

## Themes

Sustainability



Upcycling



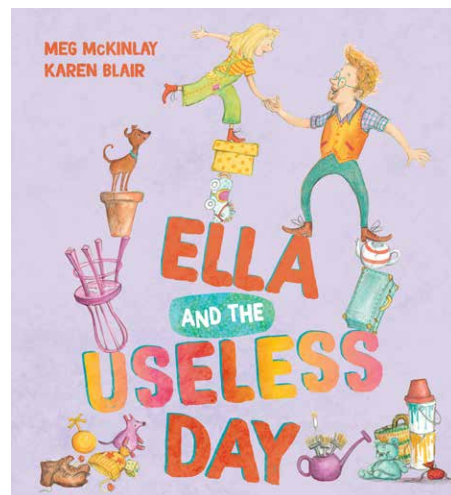
Community

## Exploring the Story

In the story Ella and Dad 'searched and scrambled and sorted', 'poked and picked and piled', 'hunted and hoisted and heaved'. Ask the children if they can see why these words have been grouped together. If they need assistance you might like to write the words on the board. Discuss with the children the use of alliteration and why the author might have chosen to write it this way.

Ask the children if they have ever had a clear out at home like Ella and Dad. What are the reasons they needed to do a clear out (old, broken, outgrown, etc)? Do they think that all the items they cleared out were useless or are the items only useless to the person who doesn't want them anymore? What did they do with all the things that were cleared out? After reading the story, are they inspired to look for other ways to clear out unwanted or useless belongings? As a group, brainstorm as many options as you can think of to reuse 'useless' items rather than taking them to the tip (i.e. selling, donating, recycling, upcycling, trading, refurbishing, etc). You may like to explore the library resources and learn more about recycling. Can you find a book on upcycled arts and crafts?

As Ella and Dad move through the town towards the tip, their neighbours ask for the useless things and seem very excited to have them. Without looking at the end papers, ask the children if they can think of reasons why each person wanted an apparently useless thing, encourage them to use their imaginations and be creative. Once they have discussed it, look through the end papers to discover what everyone did with their useless things. Did anyone have the same ideas or were they all very surprising creations?



## Activities

### Amazing Alliteration

Look at the words on either side of the template provided and make alliteration matches by drawing a line between the matching words. Can you use the alliteration matches you've found to make your own superbly sublime sentences? Try adding in some alliteration of your own.

### Imagine it Different

Imagine you received one of Ella and Dad's useless things. What would you turn it in to? Chose one of the four templates and draw a picture of what you would turn your useless item into.

### Beautiful Bookmarks

You will need some old picture books that have been withdrawn from your library collection for this project. Cut or tear text and images from the withdrawn picture books and carefully arrange them until you are happy with your design. Using a glue stick, paste your pieces onto the back of the template provided, aim to cover the whole area of each bookmark shape and don't worry about it going outside of the lines. Once dry, turn the template over and carefully cut around the two bookmark shapes, one will be the front of the bookmark and the other will be the back. Glue the two sides together with your designs facing out. If you would like to make your bookmark more sturdy, you might like to laminate it. You can punch a hole in the top and add ribbon as well..

### Your House Self Portrait

What does the inside of your house look like? Use the template provided to draw yourself at home with your family.



# AMAZING ALLITERATION

**AMAZING**

**House**

**HUMONGOUS**

**Sunshine**

**MIGHTY**

**Afternoon**

**SILLY**

**Mountain**

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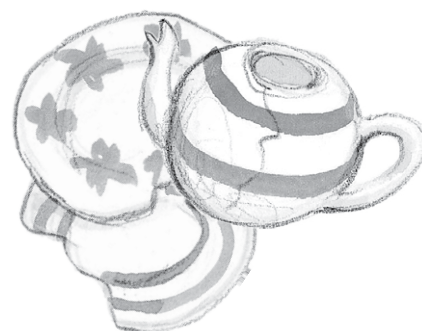
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# IMAGINE IT DIFFERENT

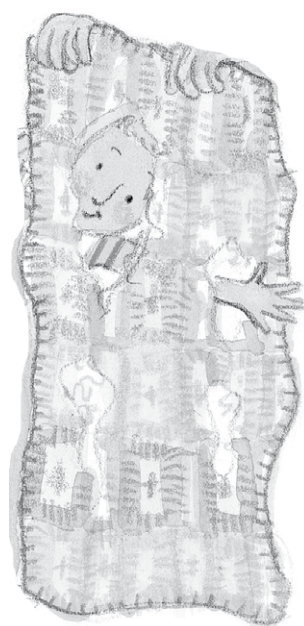




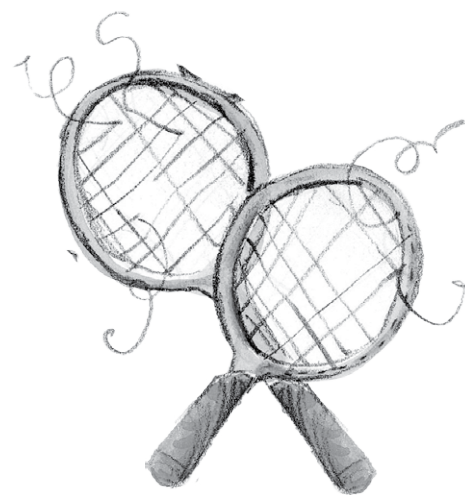
# IMAGINE IT DIFFERENT



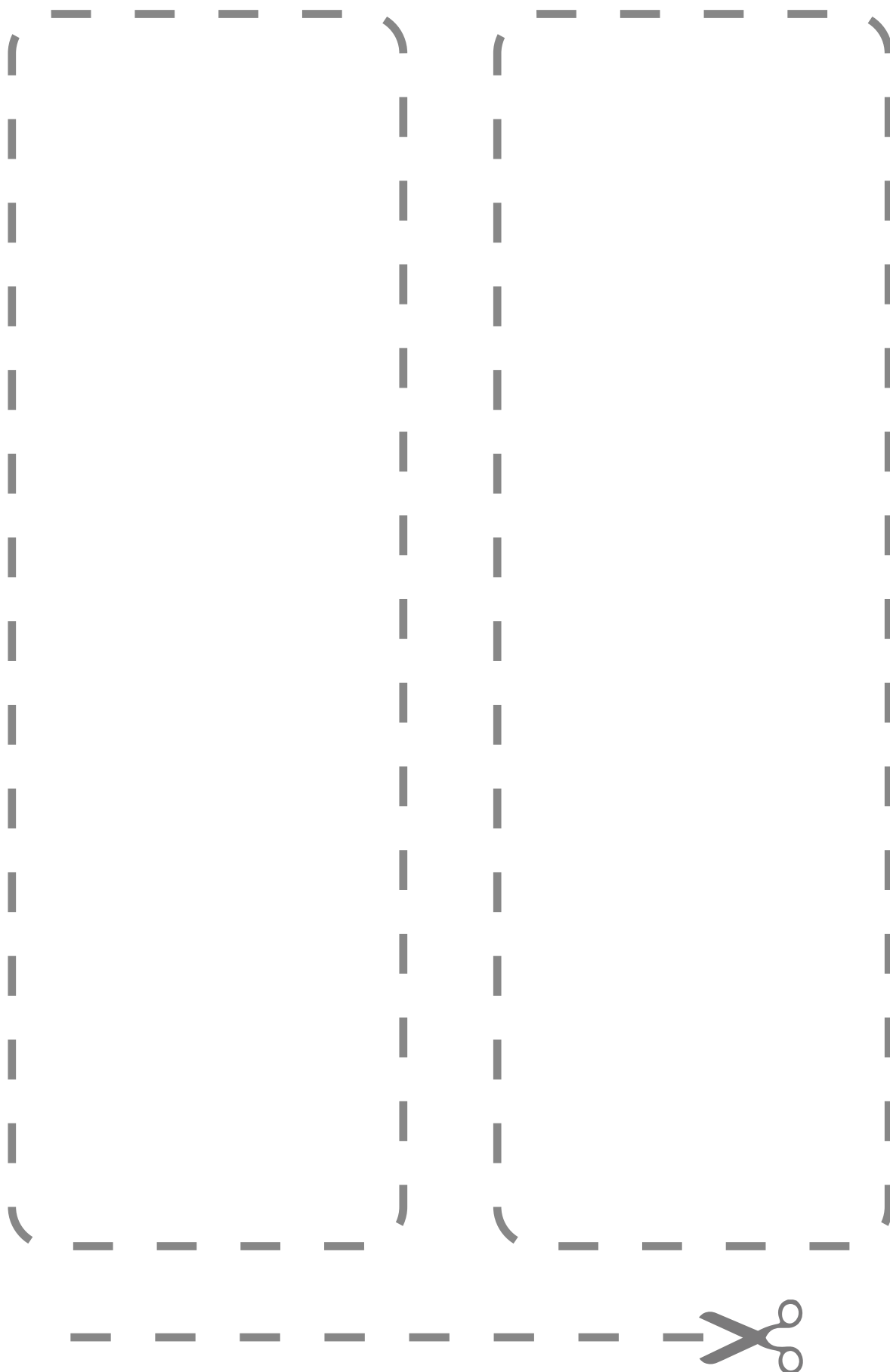
# IMAGINE IT DIFFERENT



# IMAGINE IT DIFFERENT

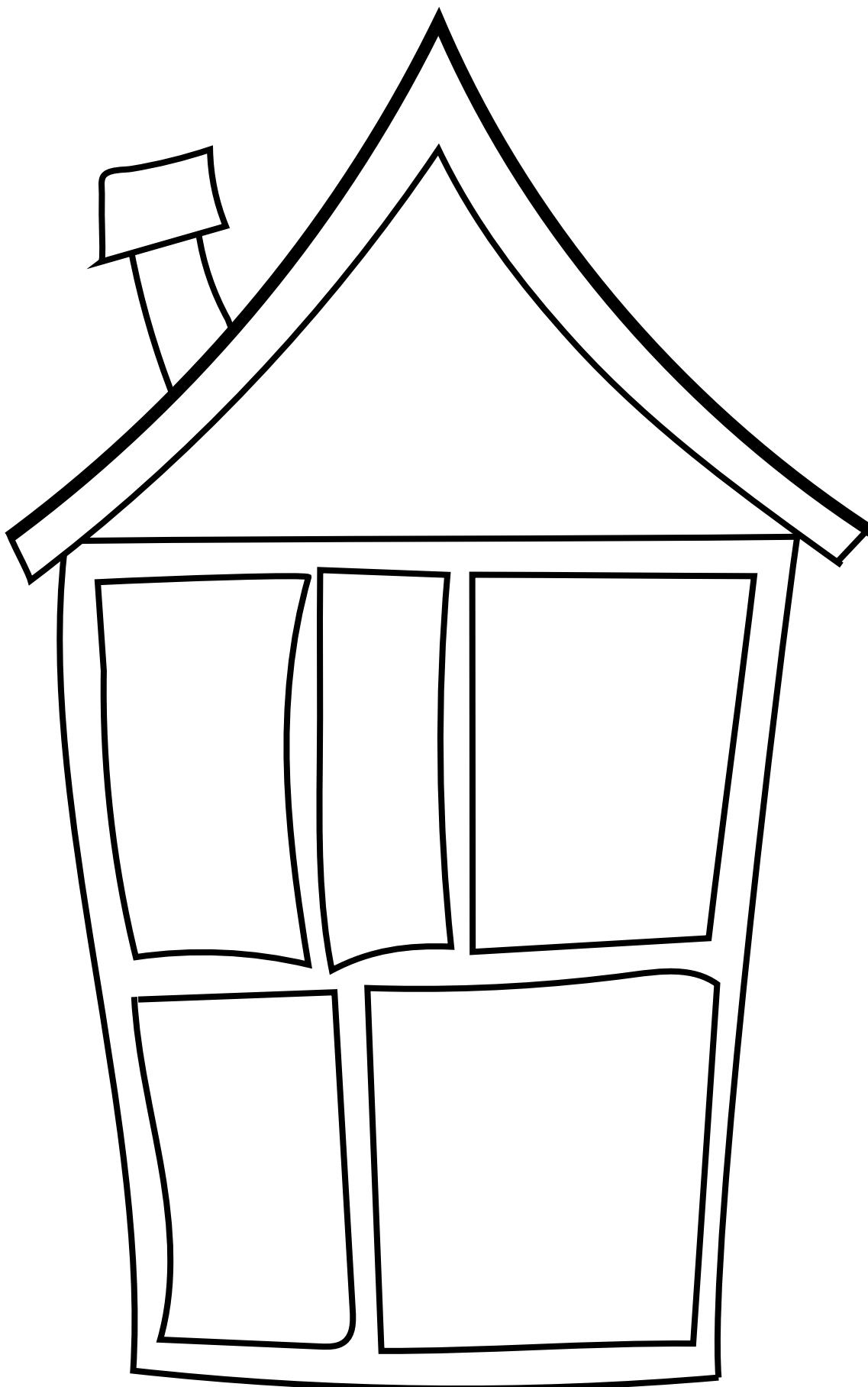


# BEAUTIFUL BOOKMARKS





# YOUR HOUSE SELF PORTRAIT



# Jack's Jumper

## Themes

Family



Siblings



Upcycling



## Exploring the Story

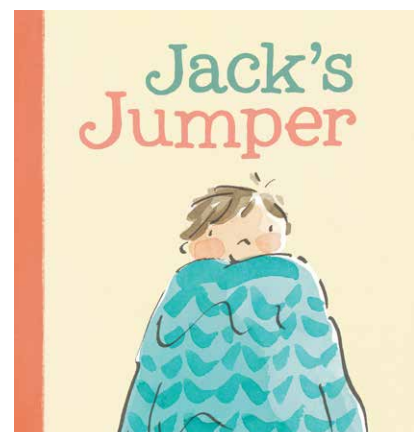
Read the first few pages of the story to the children and then stop. Ask them to think about why they think Jack has such a large jumper. Where do they think he would have gotten it from? Why do they think he is dressing up and playing with it so much? After you have discussed this with the class, continue reading the story to the group.

Once you've finished the story, discuss with the children why Paul left. Where do they think he went and what do they think is making him so busy? Look closely at the illustrations for clues, is Paul somewhere close or far away? How do they know? Do the clues help the children to understand why Jack is so attached to Paul's old jumper?

Discuss the idea of comfort items with the children. Do they have a special item that brings them comfort? It might be a toy or a blanket or a piece of clothing. Can they remember who gave them the item? How does the item make them feel?

When Paul takes the unravelled jumper and goes into his room, what did the children think he was doing? Did they expect him to make something with all that wool? Did they expect him to make so *many* wonderful things – a new jumper, a toy, a scarf, some gloves, a hat AND a cat bed for the cat and her kittens?

Knitting is a skill that takes practise and patience to learn, but as we can see from the story it can help to create many wonderful items, from clothing to toys to blankets and more. Ask the children if they have any knitted items at home. Discuss if these items were purchased from a store or if someone made them as a special gift. Ask if any of the children have learnt to knit or if they know anyone who knits. What kinds of things do they like to make?



## Activities

### Introduction to Knitting

Use the library resources and/or online resources to get an introduction to French knitting. Gather the materials required (paddle pop sticks, toilet paper rolls, washi or masking tape, glue and patterned paper for decorating) and have the children make their own hand-held French knitting loom. Once they have made and decorated their looms, allow them to choose some wool and take them through the step-by-step process of how to begin knitting. There are lots of ideas online for things to make out of the French knitting lengths once they're complete.

### Perfect Postcards

Paul sends Jack postcards of "*castles, colourful houses, and pastries filled with custard*". Imagine someone in your household has moved away. One way to keep in touch might be to send them a postcard like Paul sends to Jack. Have a think about what might make that person really happy and using the template provided, design your own postcard to send them.

### Polaroid Pictures

The end pages show lots of polaroid photographs of Jack and Paul spending time together. Imagine spending the whole day with someone you love doing all the things you love. Would you flip pancakes? Put on a magic show? Knit? Play with kittens? Use the Polaroid Pictures template provided to illustrate the types of photos you might take during that perfect day together.

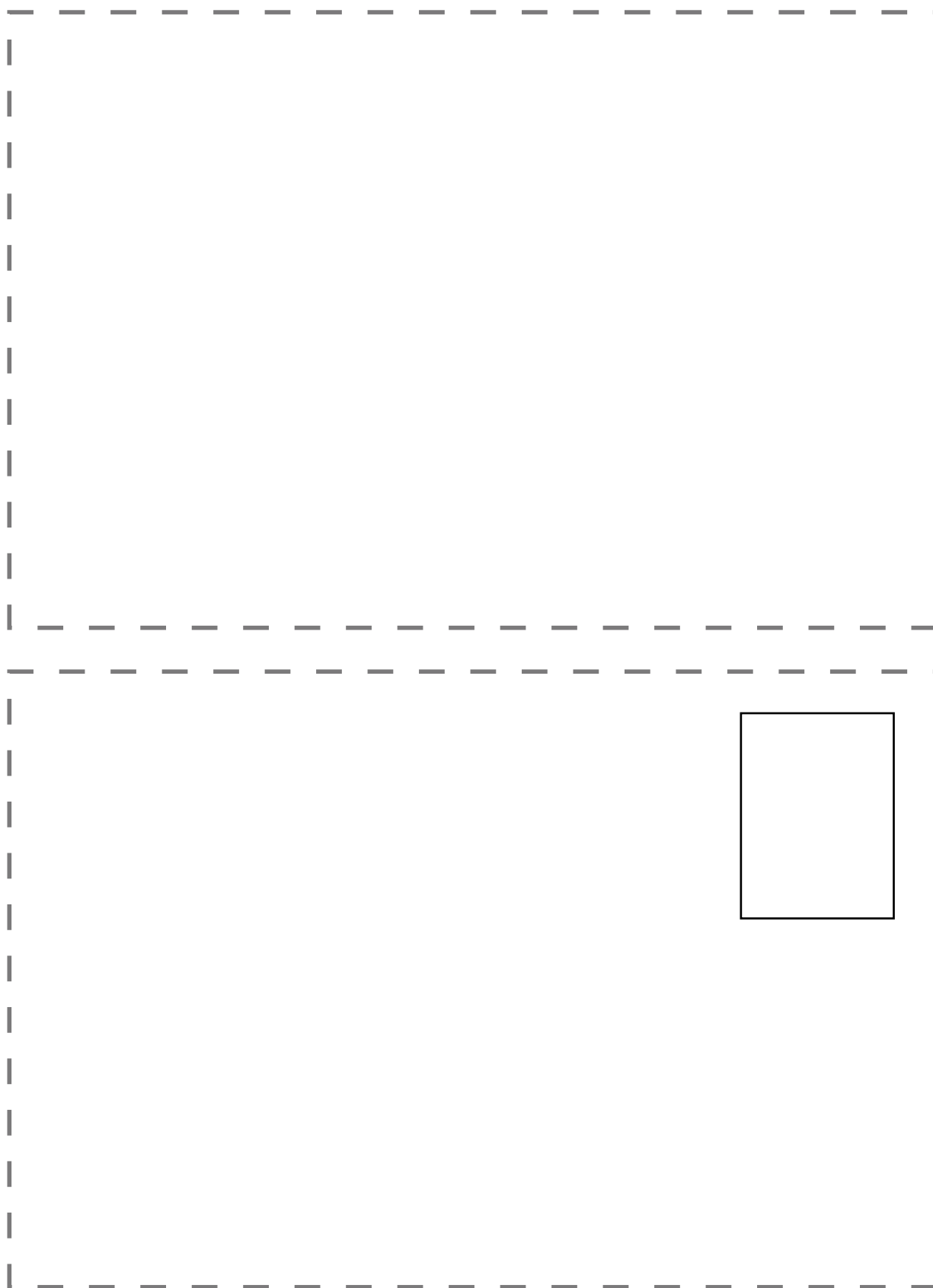
### Follow the Wool

Something is unravelling Jack's jumper. Can you follow the line to see who the culprit is?



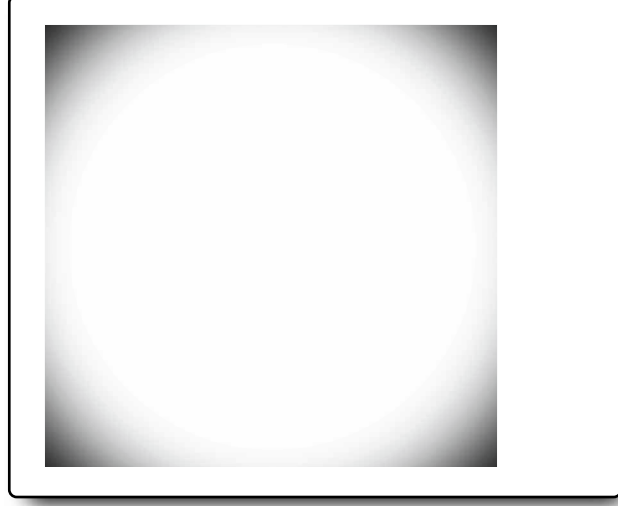
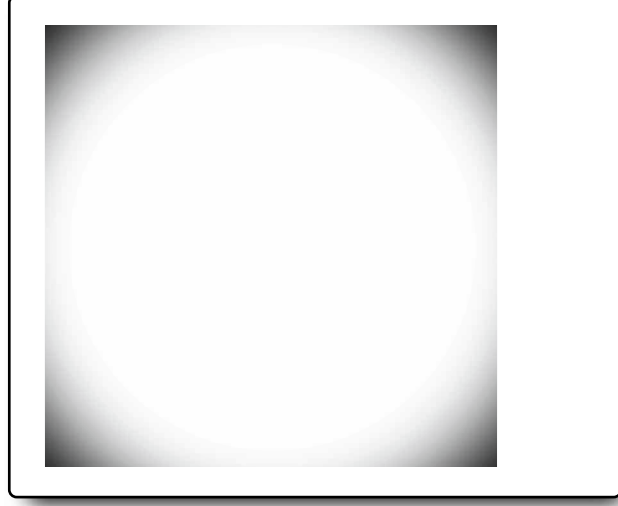
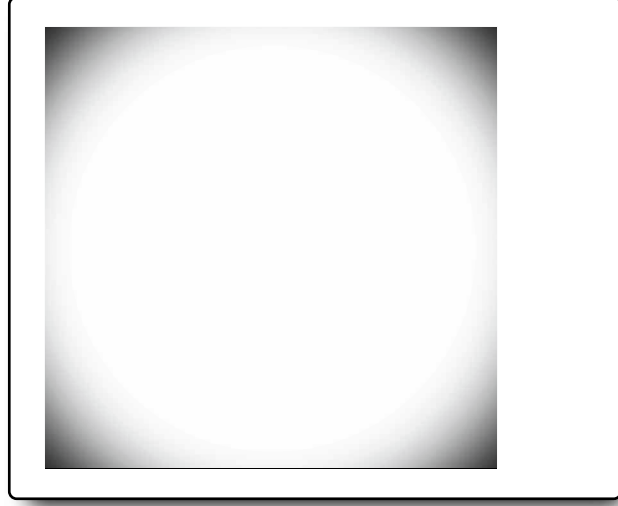
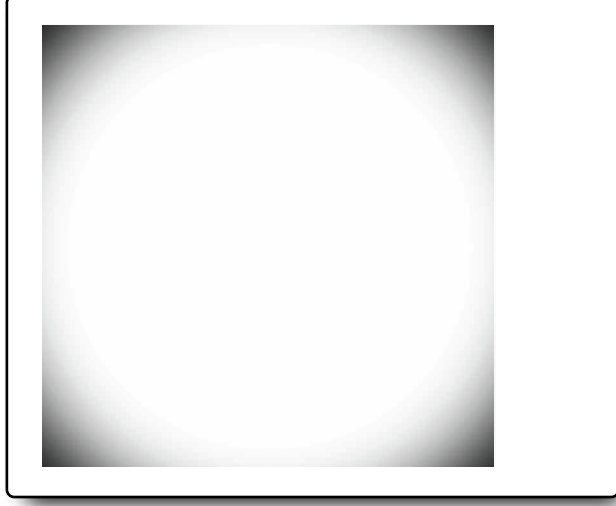
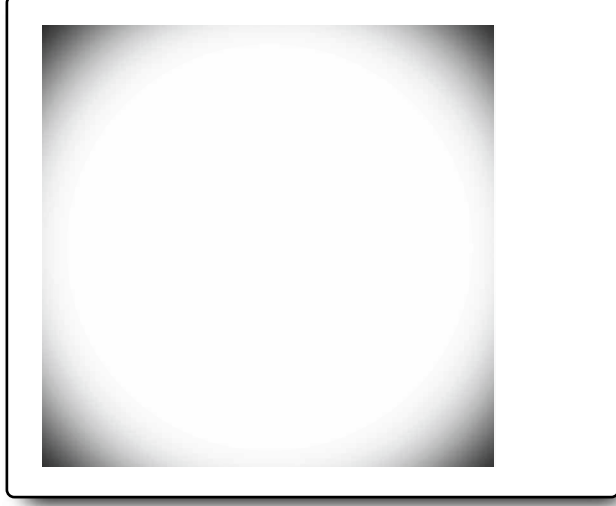
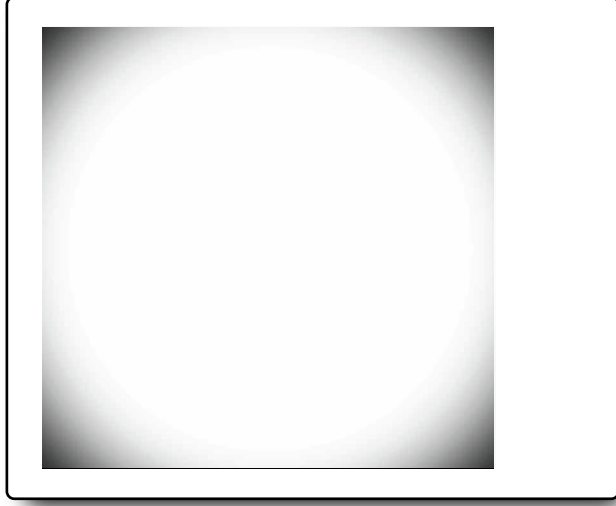
# PERFECT POSTCARDS

Using coloured pencils or textas, create your beautiful postcard design in the 'postcard front' section of the template provided. On the 'postcard back' section of the template, draw a stamp and write the message you would send to that special person who had to move away. Once you have finished, cut out both sides of the template and glue together. To make it extra sturdy, you may like to glue a piece of cardboard in between. Once finished you can hand deliver your postcard to your loved one at home.

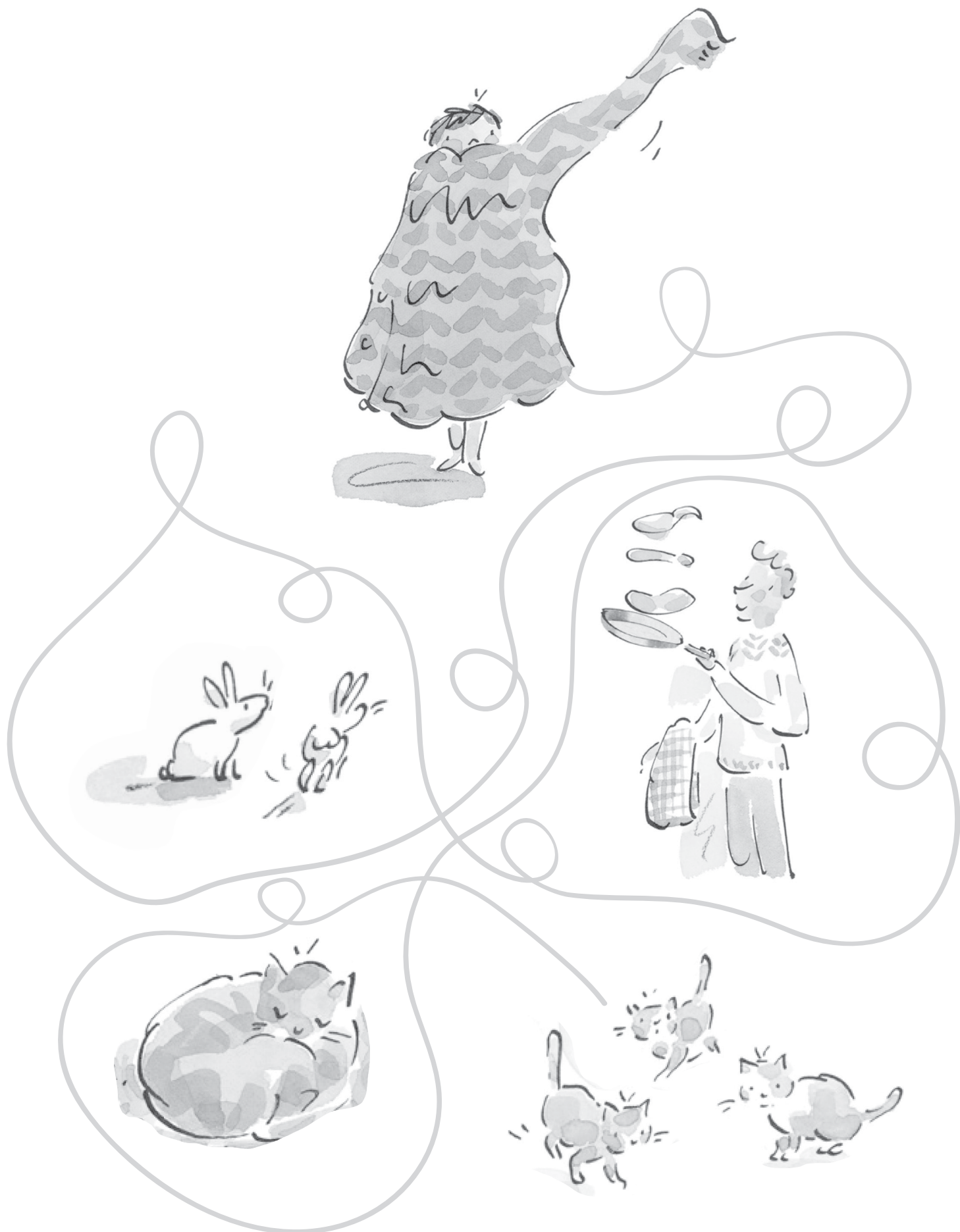




# POLAROID PICTURES



# FOLLOW THE WOOL



# FRANK'S RED HAT

## Themes

Humour



Differences

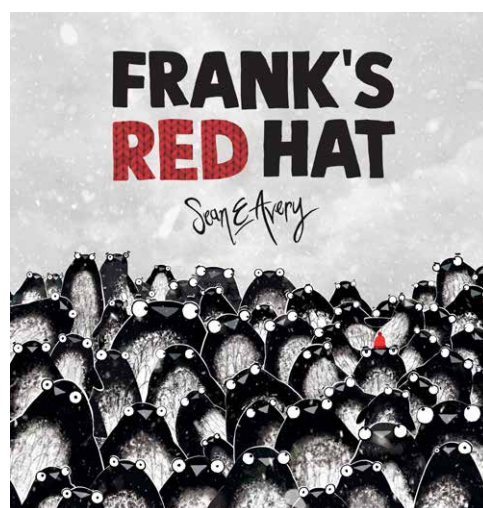


Being Yourself

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## Exploring the Story

Show the class the cover, end papers and title page of the story. Ask them to think about what they think will happen in the story and make a prediction based on the information they have. They can tell the class their predictions or write them down (younger children may like to draw a picture). Now read the story to the class and as a group discuss how the story may have been different or similar to their predictions. Did anyone predict that there would be a red hat? Did anyone think there might be other colour hats? Did anyone predict that there would be a giant penguin-eating killer whale? Now that they know the story and have more information, can they make further predictions as to what Frank did next? For older children, you can assign them a creative writing task to imagine what happens next.



We probably all know the colours of the rainbow, there's even a song all about it. Sing or play the song 'I can sing a rainbow' for the children and make a list of all the colours that are included in the song. In the story, Frank makes hats in colours different than those listed in the song. Have a look at the coloured hat labels in the illustration (apricot, crimson, violet, teal and many more!) and see if any of these match up with the colours in the song. Discuss with the class how there can be different hues and variations of the colours in the rainbow. Provide the class with colour swatches that are the same colours mentioned in the story and ask them to sort them into the colours from the song (are there any that could fall under two different colours?) Ask them to sort into a colour gradient and then ask how else might they like to sort the colours. You might like to explore further by completing the picture book colour wheel activity below.

## Activities

### Daring Designs

Frank designs many amazing hats throughout the story. Use the template provided to create your own hat design that will keep Frank warm – in style!

### Picture Book Colour Wheel

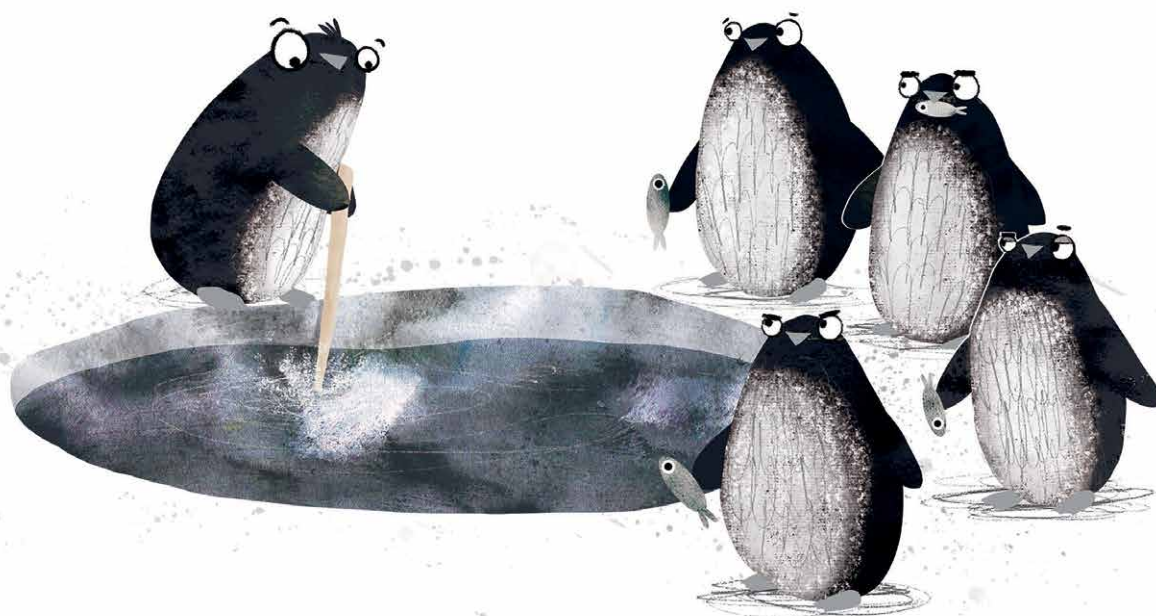
As a class, use the library resources to create a giant colour wheel. Select picture books with different coloured front covers and arrange in a big circle on the floor, slightly overlapping. Can you find all the colours that Frank used when making his hats?

### But Neville Was Not Fine

Just then, a killer whale leaped from the icy ocean depths and ate Neville in one big bite - but in a card! Use the attached templates to recreate this moment from the book where Neville was not fine. Then give your card to a friend who is having a bad day. It's likely that their day wasn't as bad as Neville's.

### Frank's Find-a-word

Frank needs your help to find all the hidden words in this find-a-word puzzle.





# DARING DESIGNS



# BUT NEVILLE WAS NOT FINE



GLUE  
FRANK  
HERE



**I HOPE YOUR DAY  
IS BETTER  
THAN NEVILLE'S**



# FRANK'S FIND-A-WORD

H	U	F	L	U	K	T	H	K	R	R	E	H	A
T	O	U	A	H	E	R	N	R	E	K	K	W	S
U	S	O	L	E	A	A	L	D	L	L	W	E	E
R	R	E	A	N	R	O	N	E	S	R	L	A	N
N	N	E	A	F	A	O	S	N	A	L	V	I	S
N	V	E	D	L	W	K	O	A	I	E	N	V	A
S	S	I	V	M	M	N	E	V	N	I	T	U	L
L	U	N	W	G	H	H	E	U	M	I	S	K	L
R	R	S	E	L	T	N	A	U	E	N	L	V	E
R	L	I	V	M	I	L	F	A	L	W	R	V	L
W	A	N	R	P	E	N	G	U	I	N	R	V	E
T	W	A	V	E	A	U	E	E	W	E	W	H	L
A	W	S	H	L	D	N	E	R	V	O	U	S	S
H	O	A	R	G	W	P	T	E	V	I	R	N	L

**WALRUS**

**NEVILLE**

**WARMTH**

**RED**

**WONDER**

**NERVOUS**

**FRANK**

**SEAL**

**HAT**

**PENGUIN**