

WALKER BOOKS

# Read to Us!

STORY TIME KIT

TERM ONE & TWO 2019





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## STORY TIME KIT

TERM ONE & TWO 2019

It is our pleasure to present our first **Walker Books Read to Us! Story Time Kit**. 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 one and two 2019 Story Time kit showcases four delightful books filled with themes of friendship, fantasy, individuality, and humor. For each title, we offer two 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



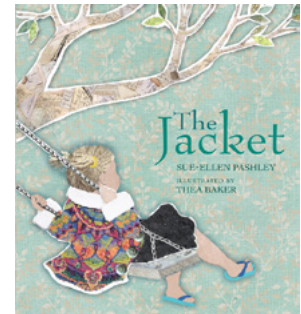
**Maple the Brave**  
Chloe Jasmine Harris  
9781925381924  
May 2019



**Let Me Sleep, Sheep!**  
Meg McKinlay  
Leila Rudge  
9781925381887  
March 2019



**Queen Celine**  
Matt Shanks  
9781760650346  
February 2019



**The Jacket**  
Sue-Ellen Pashley  
Thea Baker  
9781925381788  
May 2019



This Story Time Kit was written in consultation with 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.

# Let me SLEEP, SHEEP!

## Exploring the Story

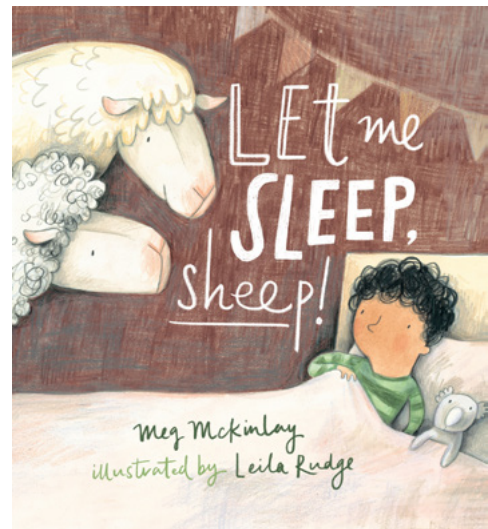
Use this book to talk about bedtime routines. Ask your group what they do before bed – do they put on their pajamas? Do they brush their teeth? Do they read a story? What other routines or rituals do you have before getting into bed?

Amos is having trouble falling asleep, so he decides to count sheep. What else could Amos try to help him fall asleep? What would you do if you couldn't get to sleep?

Build your own fence to jump over. Ask your group to gather small items from around the room (or provide a box of safe objects) and take turns adding an object to make a fence. Use items like books, cushions, soft toys, etc. You'll have to test it of course! So give each child a number (just like the sheep) and when you call their number, that child can jump the fence.

Ask if anyone in the group has met a real sheep. What does their wool feel like? What do they smell like? Where do they live? What do they eat? Show some photos of sheep and bring in a sheepskin rug for a tactile experience.

The sheep have lots of requests for Amos – a sturdy fence at just the right height, a soft landing, water and more. If you were a sheep, what would you want added to the fence?



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## Build-a-Fence

Colour and cut out the objects on the sheet. Collage the objects into a fence that Felix, Walter and Judith would be proud to jump over! You can add extra pictures to your collage to make it extra special.

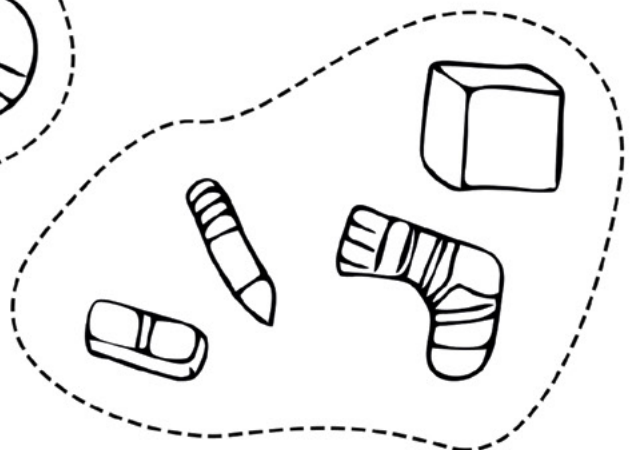
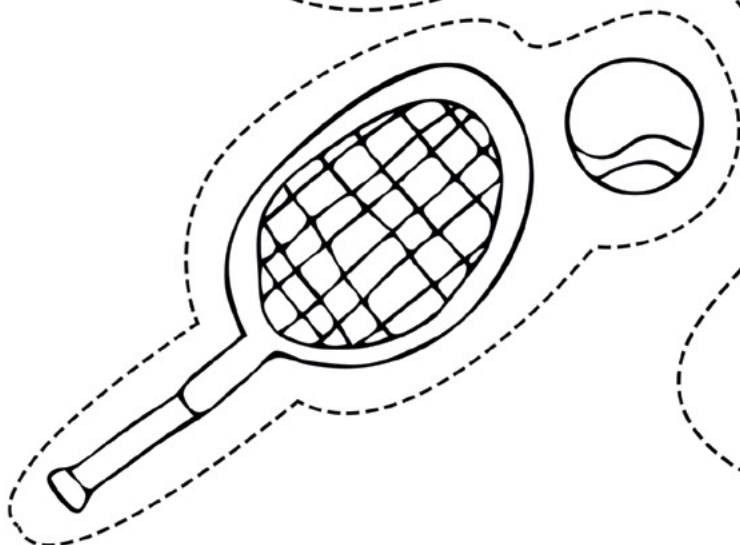
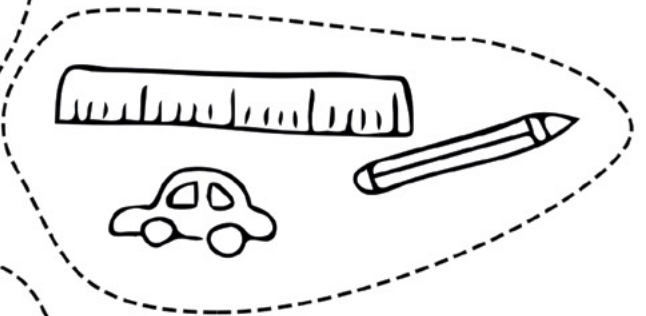
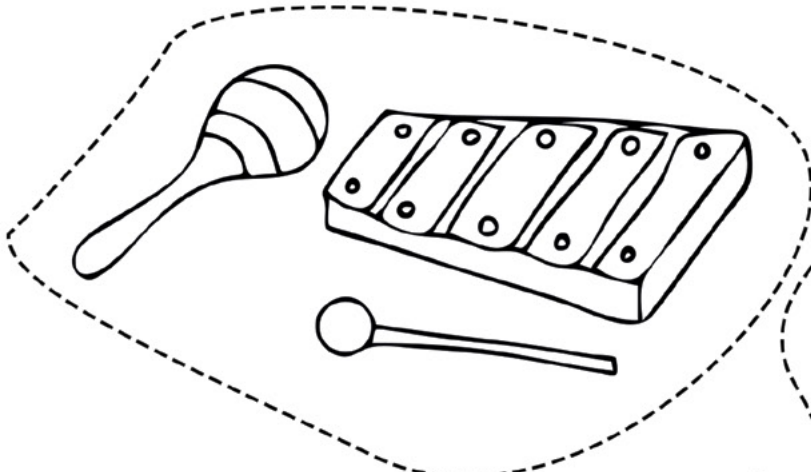
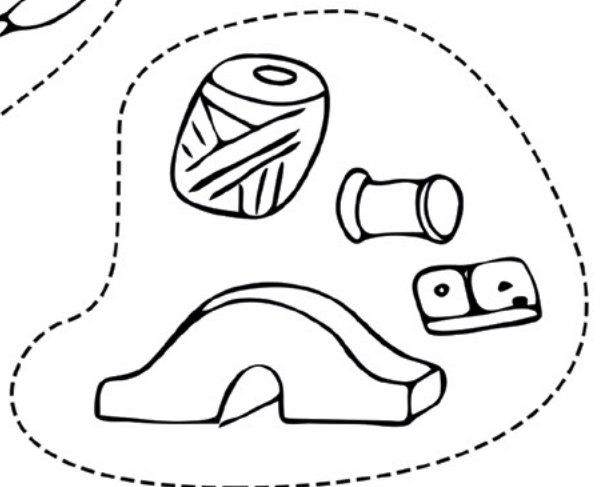
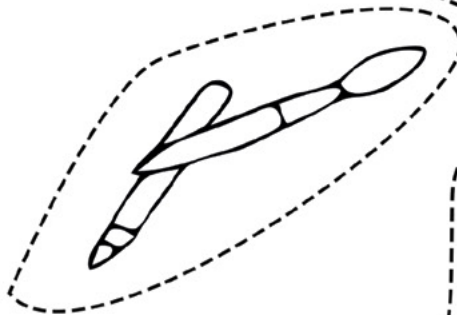
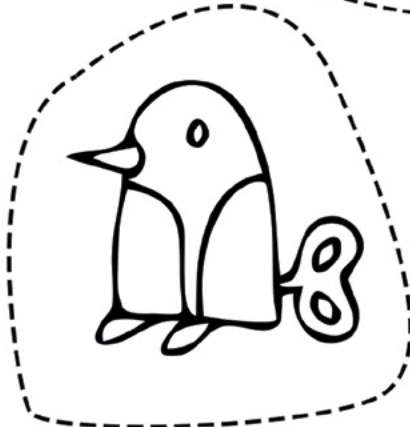
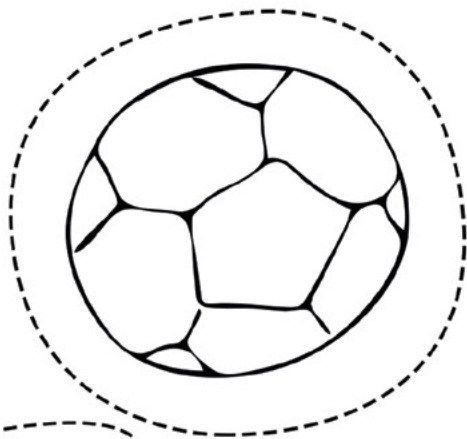
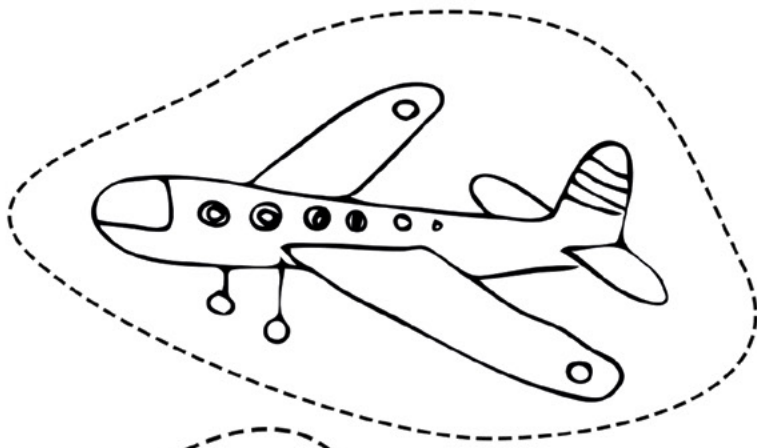
## Counting Sheep Bunting

Felix (Sheep Number 1), Walter (Sheep Number 2) and Judith (Sheep Number 7) are the only sheep in the book that are named. Make up names for the seven other sheep and write their names in the space underneath each picture. Then colour and cut out each sheep. Use a hole punch to cut holes in the top of each flag and thread string through to create a counting sheep bunting!

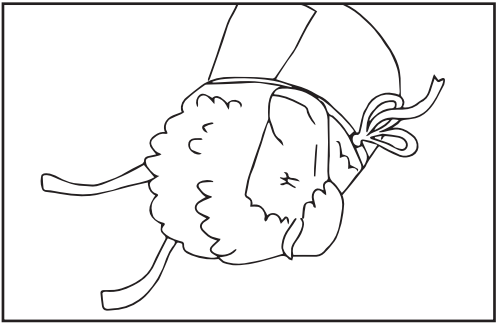
## Cotton Wool Felix

Use cotton wool, colourful paper and paste to decorate this picture of Felix.

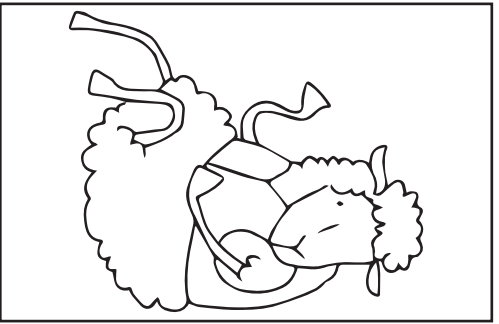








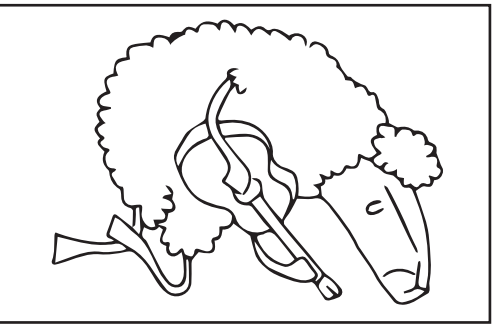
1. Felix



2. Walter



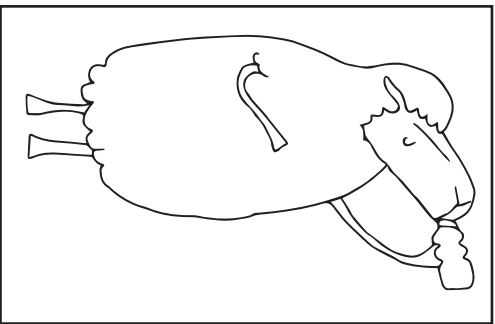
3.



4.



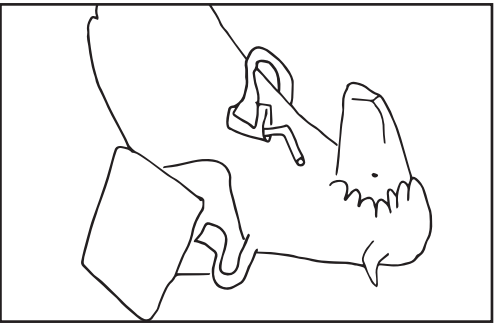
5.



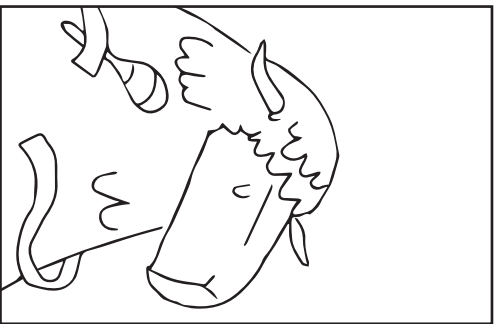
6.



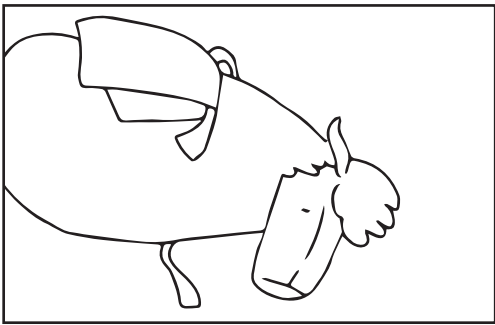
7. Judith



8.



9.



10.

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



# Queen Celine

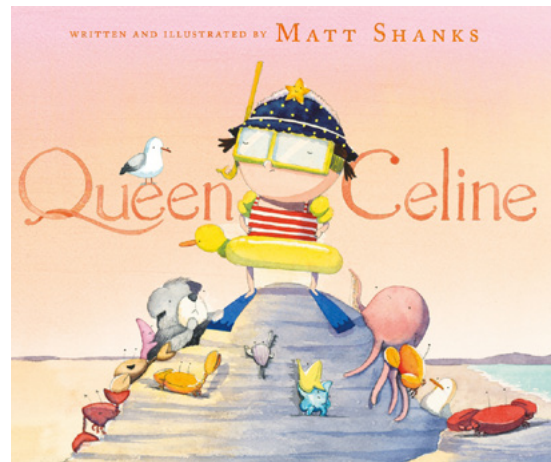
## Exploring the Story

You can use *Queen Celine* to talk about weather. Show your group the spread where Celine is standing “in gusty winds, pouring rain and scorching heat”. Ask your group what is the best weather to go to the beach? What can you do at the beach when it’s cold? Windy? Raining?

This book is a great introduction to early STEM concepts, such as living things have needs that must be met by their environment. Ask why Queen Celine’s Kingdom needs the “mighty floods”? What happens when Celine’s fortress stops the floods?

While reading, ask the group to identify the animals that appear in the story. What other animals might you see at the beach?

Touch on friendship and sharing by referring to the sign Celine puts up at the end of the story. What does it say? Who is it meant for? Why do you think she put up this sign?



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### Happy/Sad Jellyfish

Colour and cut out the happy and sad jellyfish. Create tentacles by attaching strips of paper, ribbon, wool, string or other material to the back of the happy face. Glue the sad face to the back of the happy face with a ruler or stick between them as a handle. Ask the group happy/sad questions – with the group answering by showing the happy side or the sad side. How does Celine feel when she arrives at the beach? How do the animals trapped in the fortress feel? How does Celine feel when she realises she has made “a royal mistake”? How do you feel on your birthday? How do you feel when you hurt yourself?

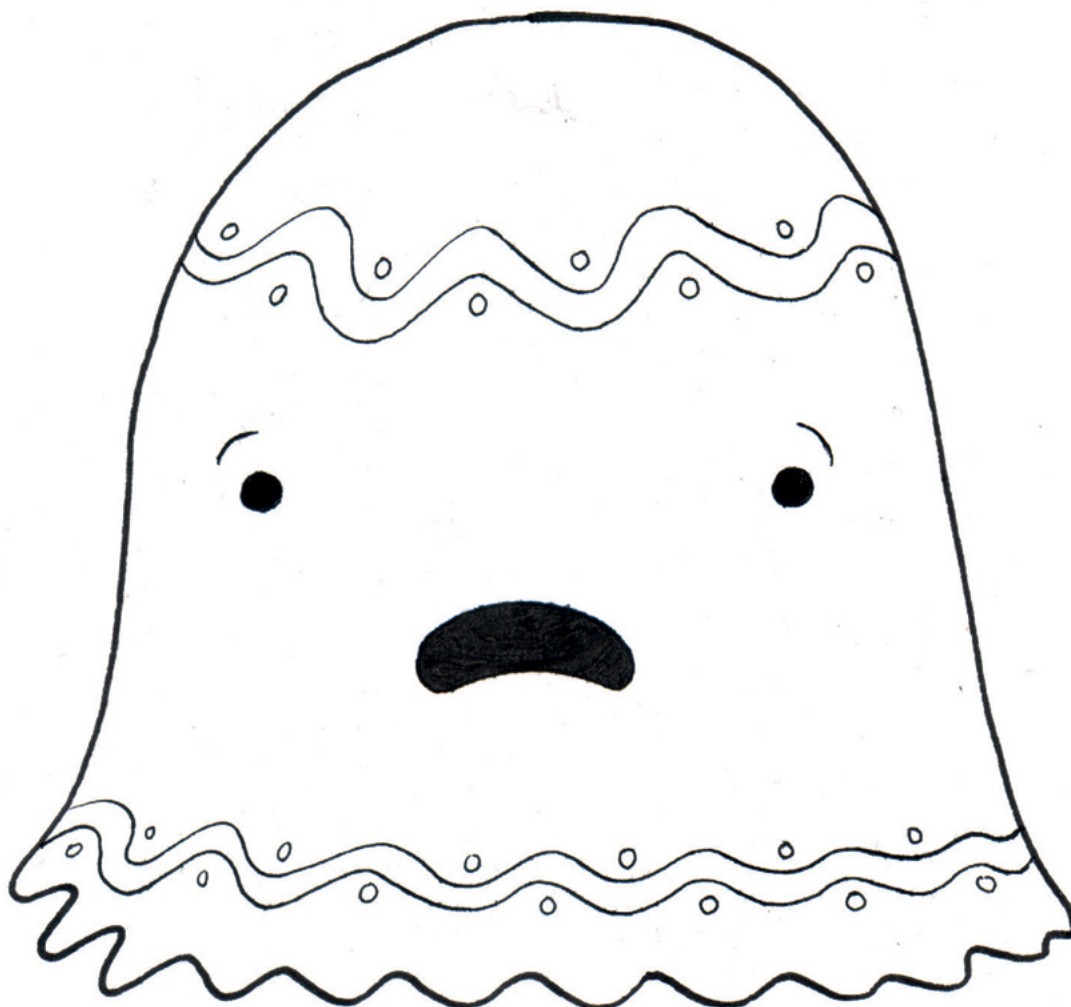
### Rock Pool Collage

Children can draw and colour sea creatures and plants in the template provided using the book as inspiration or drawing other marine life from research or their imagination. Tell children not to colour in the water as they will be using coloured cellophane over the top of their drawing. Hand out sheets of blue cellophane, cut to the size of the colouring sheet. Ask children how the blue cellophane changes their drawing and the colours? Next, hand out sheets of yellow cellophane and do the same activity, replicating the page where Celine realises her “kingdom [has] lost its sparkle.”

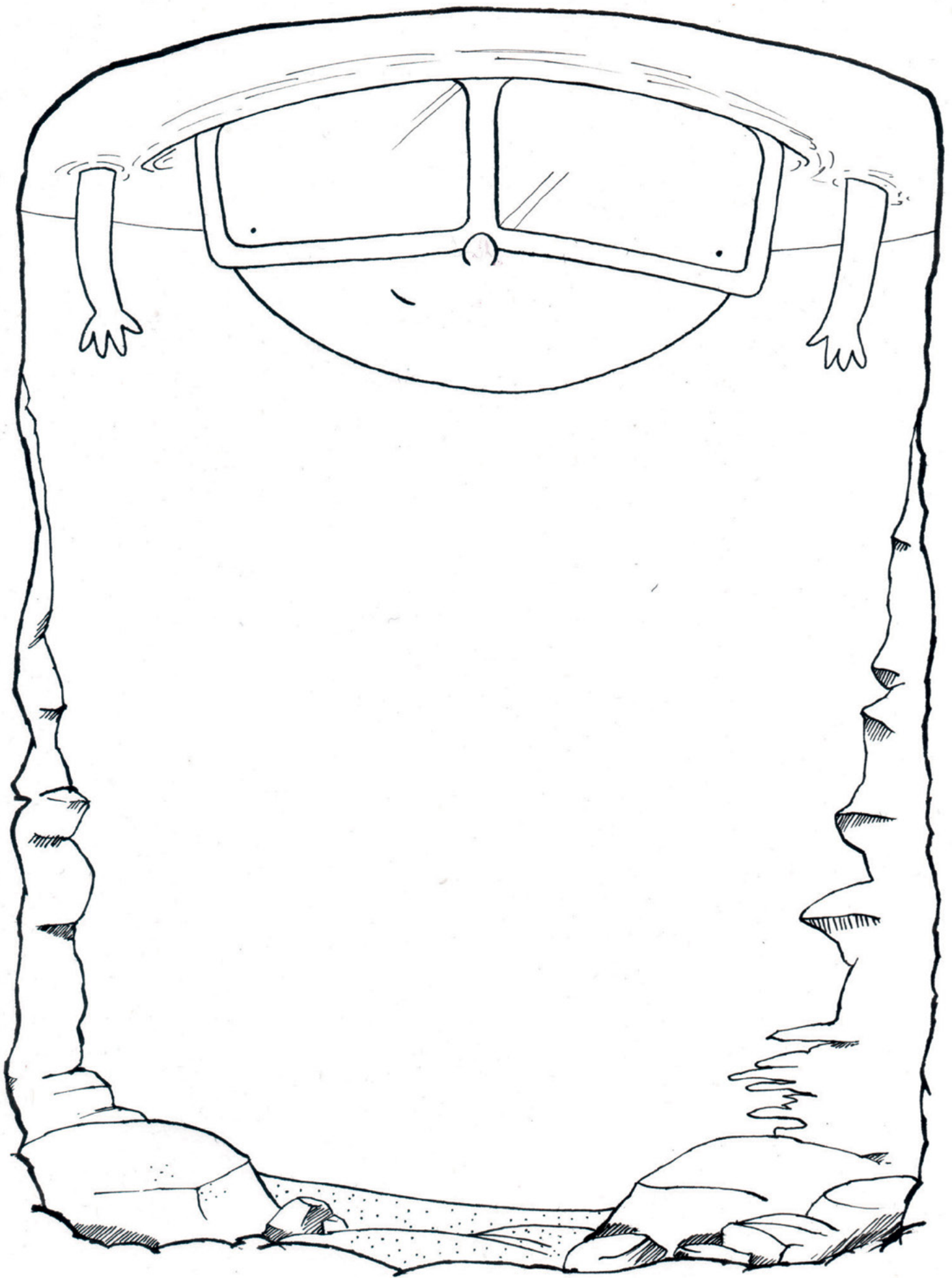
### When I go to the Beach

Use the template to help students write about what they would like to do if they go to the beach. If your group is unlikely to have visited a beach this can be used to explore the experience. Use the illustrations in *Queen Celine* as a starting point. Then introduce other picture books and show photos or videos of children at the beach.









When I Go to the Beach ...

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

I like to

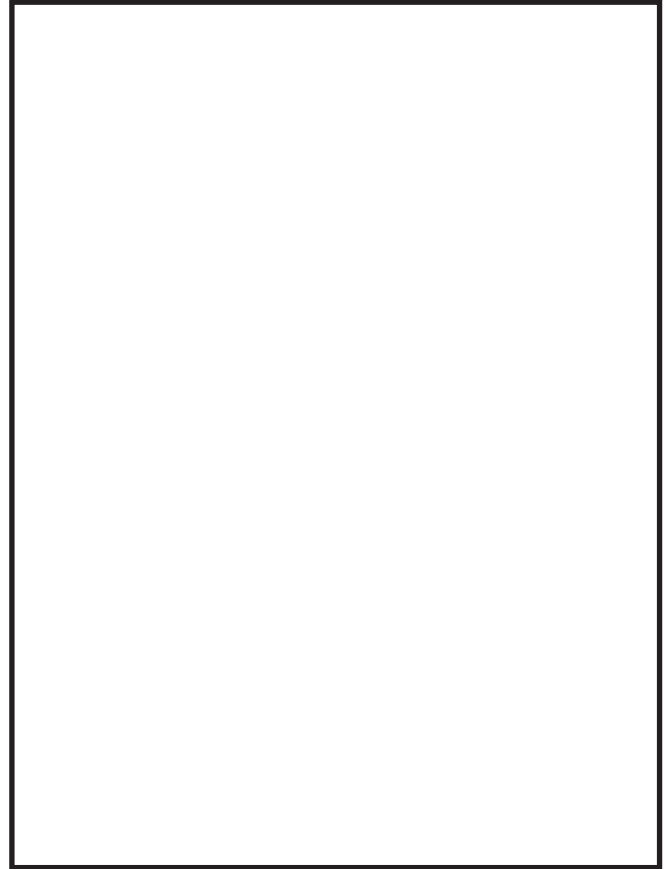
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Draw a picture of yourself  
at the beach!



I wear

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I carry

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I go with

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And I always swim between the

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# MAPLE THE BRAVE

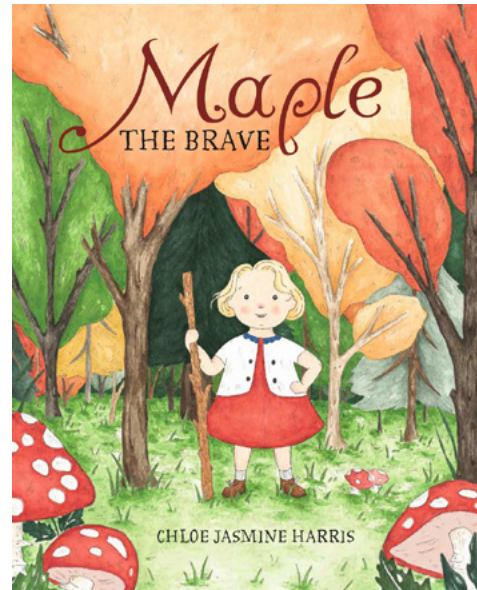
## Exploring the Story

In real life, animals in the wild should be left alone, though it is fun to imagine being friends with them in stories. If you could choose one animal to be friends with, what would you choose and what would its name be?

What do you think “brave” means? Can you remember a time when you were brave?

No one knows how Maple came to live in her small home in the trees. Use your imagination to come with some ideas of why Maple lives in that house.

Making new friends can be difficult in an unfamiliar place. Have a group discussion about how to make new friends and how to make a person new to your group feel welcome.



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## Maple's Forest

Create a collage of Maple's forest using found natural materials. Take children outside to your grounds or a local park and collect natural materials such as leaves, sticks, dirt, grass, feathers, etc. Explain to the group that they need to be careful and environmentally conscious when collecting natural materials – i.e. don't over-pick any plants or take something that an animal needs. Collage the found materials on the work sheet to create a beautiful and unique forest for Maple.

## How is Maple Feeling?

Explore emotions and body language by identifying the emotion/s Maple is presenting in each of the illustrations. Children can write multiple answers for each. Also children can draw how they think Maple would look when she is feeling certain emotions.

## Help Maple Find her Friends

Maple needs your help finding her friends! Develop problem solving and fine motor skills with this maze.



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





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



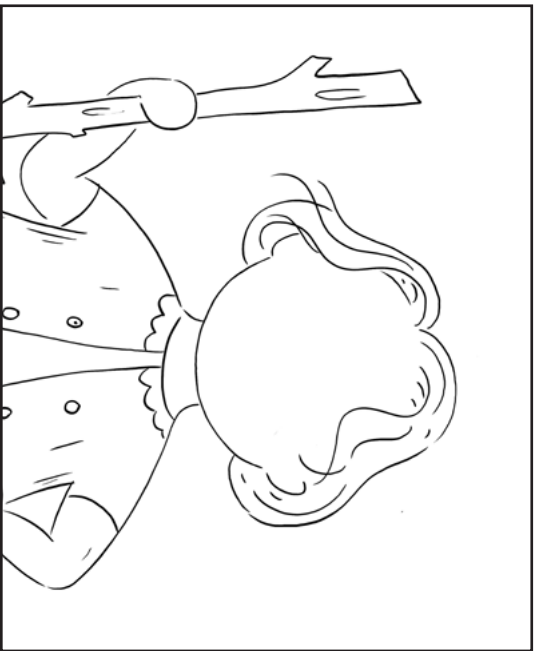
Maple feels ... \_\_\_\_\_



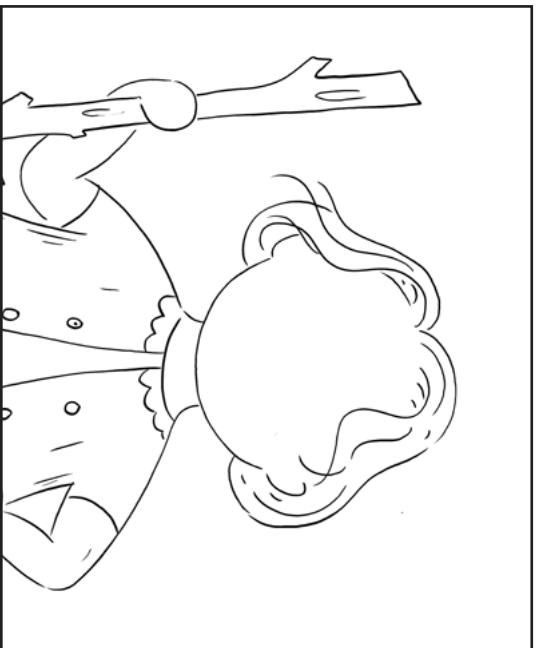
Maple feels ... \_\_\_\_\_



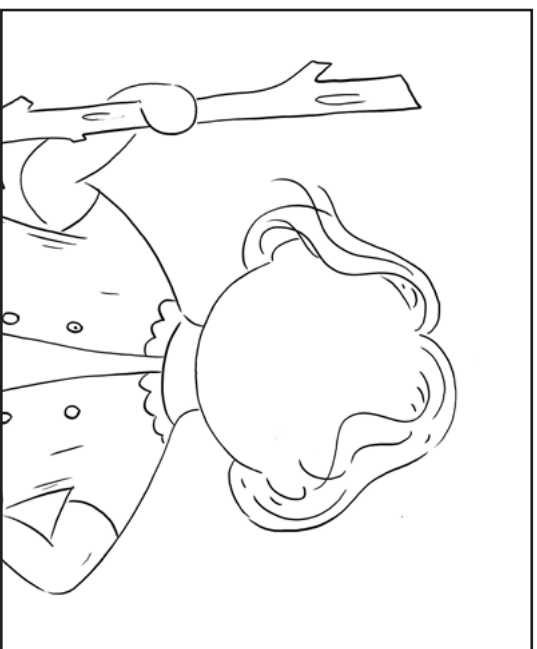
Maple feels ... \_\_\_\_\_



Draw Maple feeling angry



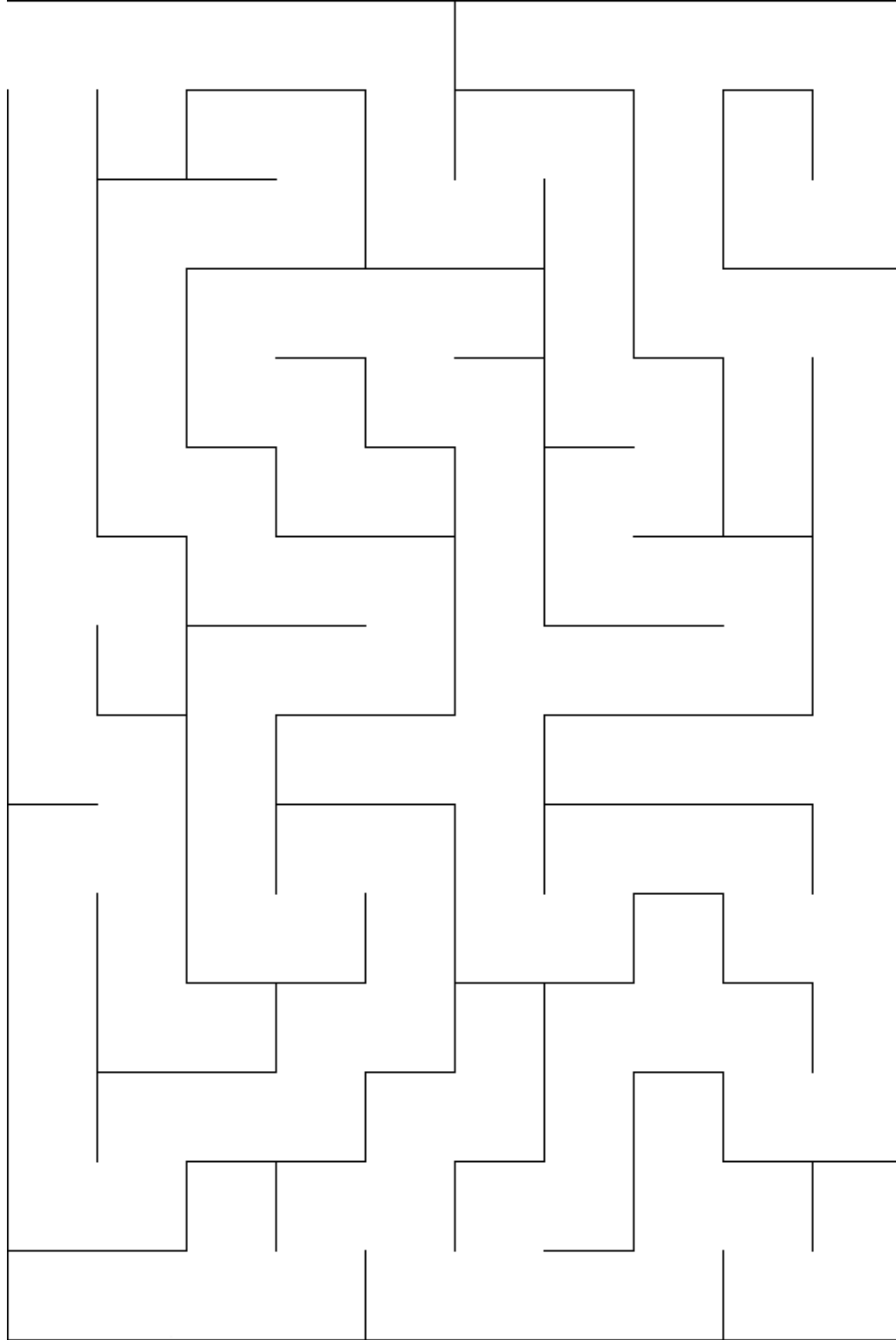
Draw Maple feeling silly



Draw Maple feeling excited

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

# Help Maple find her friends!





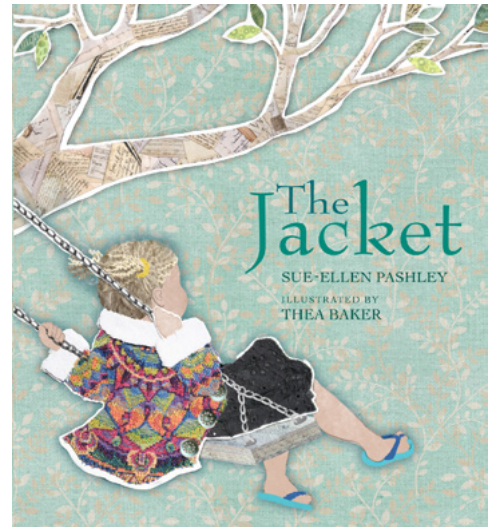
# THE JACKET

## Exploring the Story

Look at the illustrations in *The Jacket*. What interesting things has the illustrator used? Point out the use of collage to the group, showing that the materials used include fabric, wrapping paper, ribbons, sand, paper, paint, buttons and photographs.

Use the spread where Cornflake the cat has kittens as a counting activity. How many kittens can you count?

There are four dazzling buttons on the jacket at the beginning of the story and only two left on the teddy at the end. Ask the group what happened to the other two – show them the spread where they go to the beach and the spread with kittens.



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## Teddy Collage

Encourage fine motor skills, hand-eye coordination and creativity with this collage activity. Using the teddy bear frame template, upcycle unwanted materials to create a special outfit for teddy. Children can take a fresh sheet of paper and stick materials to it in any way they want. Materials could include used wrapping paper, greeting cards, fabric from unwanted clothes, tea towels, tablecloths, etc. This is also a great use for upcycling books that are surplus to your collection, rather than throwing them out. Depending on ability level you could have the material pre-cut, or allow the children to do their own cutting. Once the collaged sheet is complete, cut the inside of the teddy bear's suit out of the frame and paste it to the collage (children may need adult help with this).

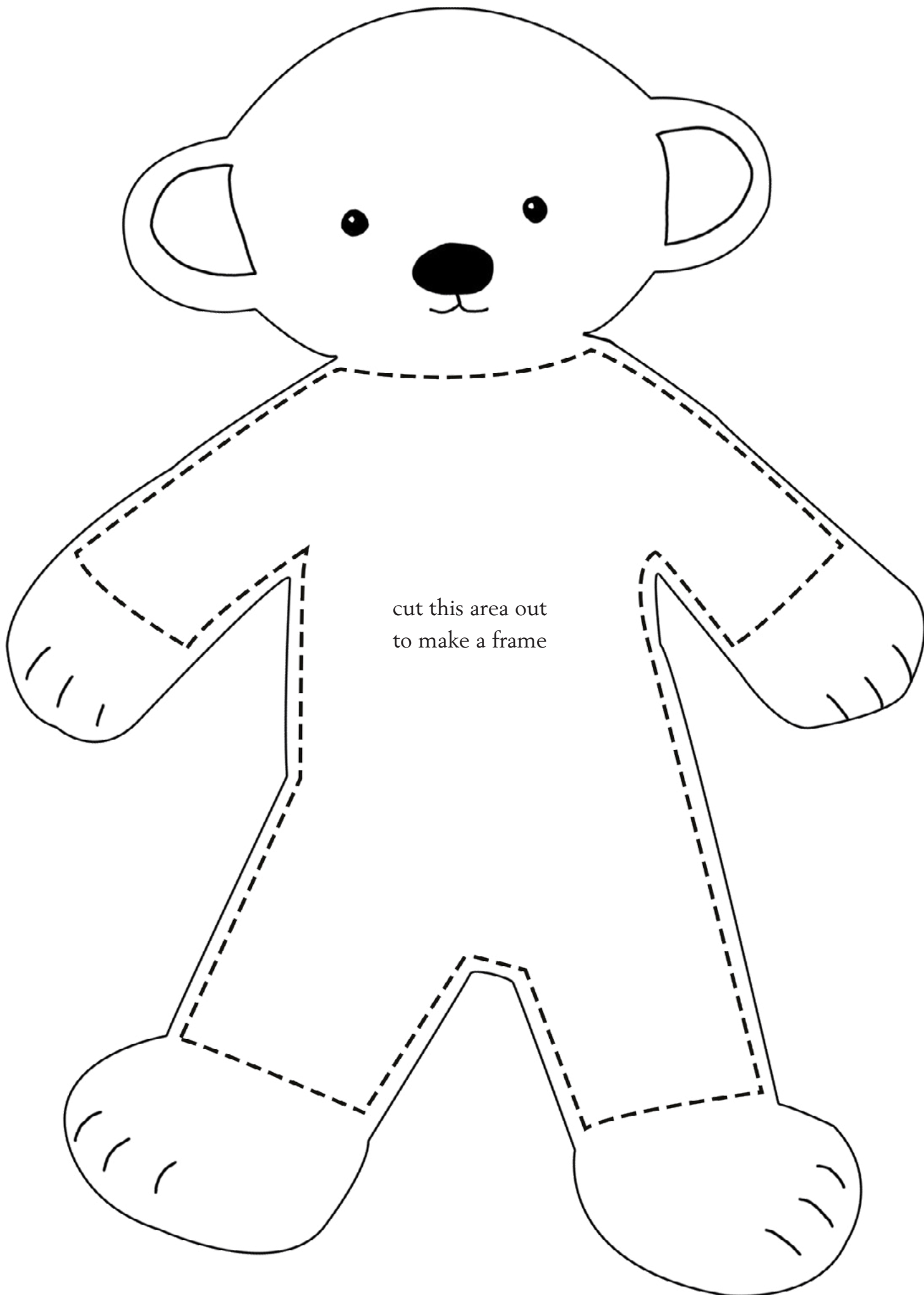
## Sequencing *The Jacket*

Challenge comprehension skills by asking children to put these illustrations in chronological order. You can either cut out each square and paste down in order, or write a number next to the illustration indicating the order.

## My Favourite Thing

Encourage your group relating to the story by asking if they have a favourite thing like Amelia and Lilly. It could be clothing, a toy, a book, a blanket, etc. Ask students to draw their favourite thing and write a few words on what they love about this particular object.

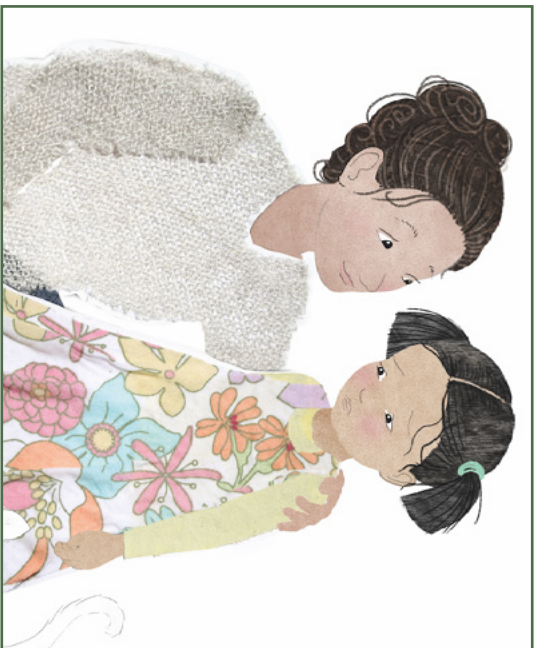








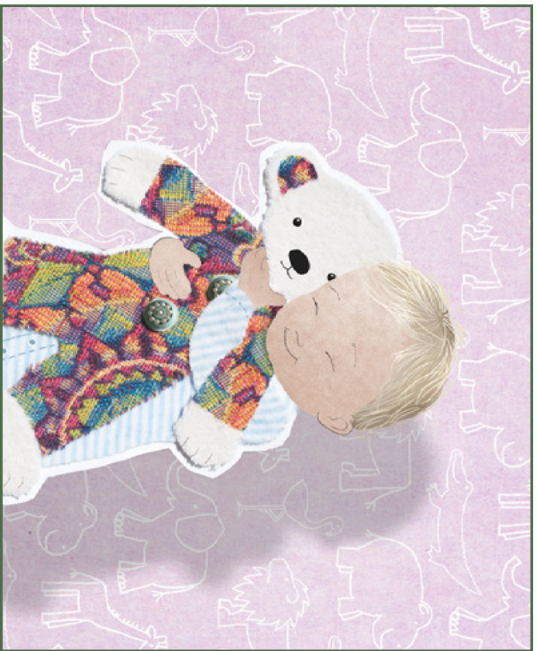
Lilly wears the jacket to the beach



Amelia outgrows the jacket



Cornflake has kittens in the jacket



Mum turns the jacket into a teddy



Lilly puts the jacket on her doll

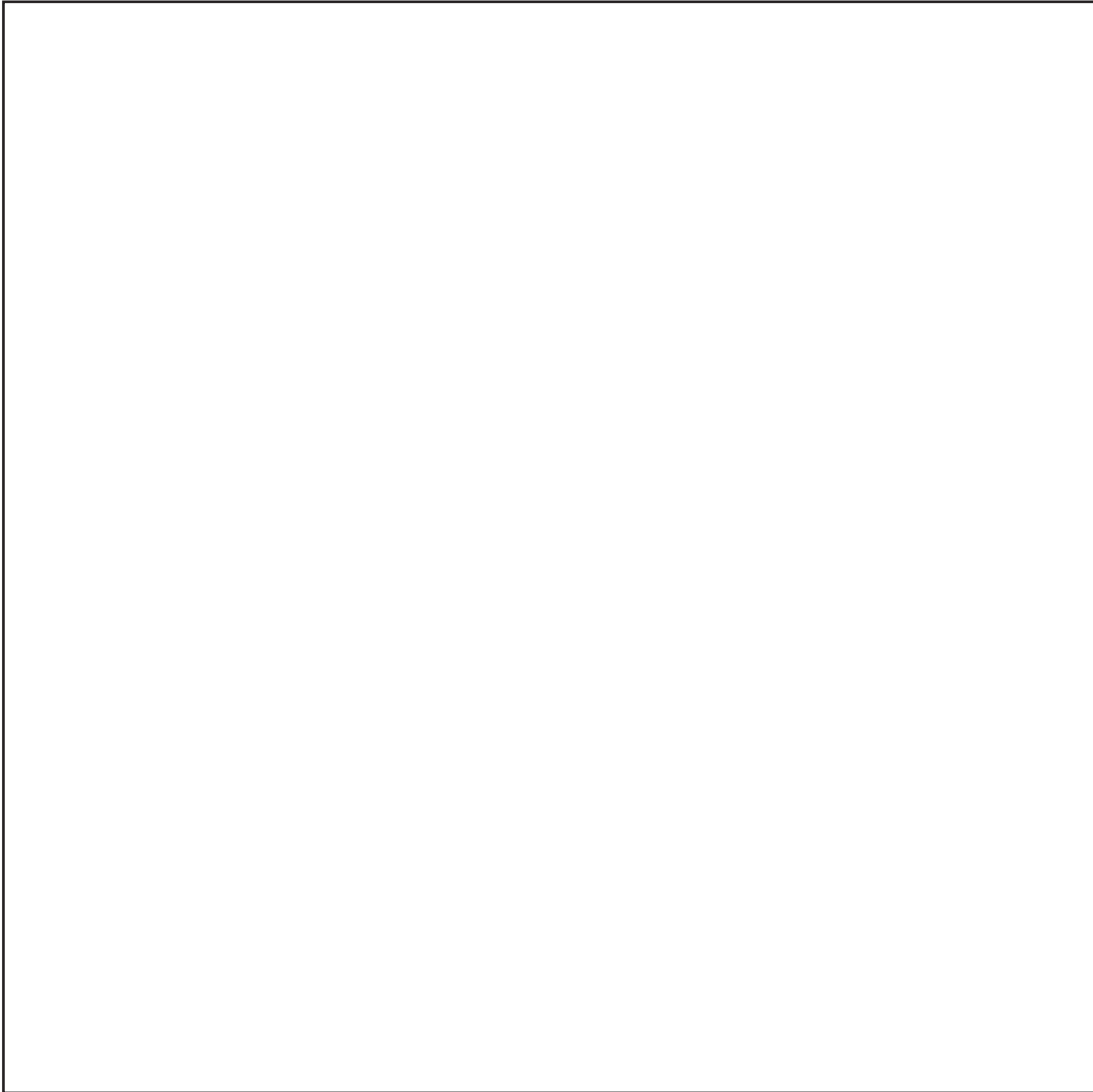


Amelia receives the jacket



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

## My Favourite Thing



My favourite thing is \_\_\_\_\_

It is my favourite because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_