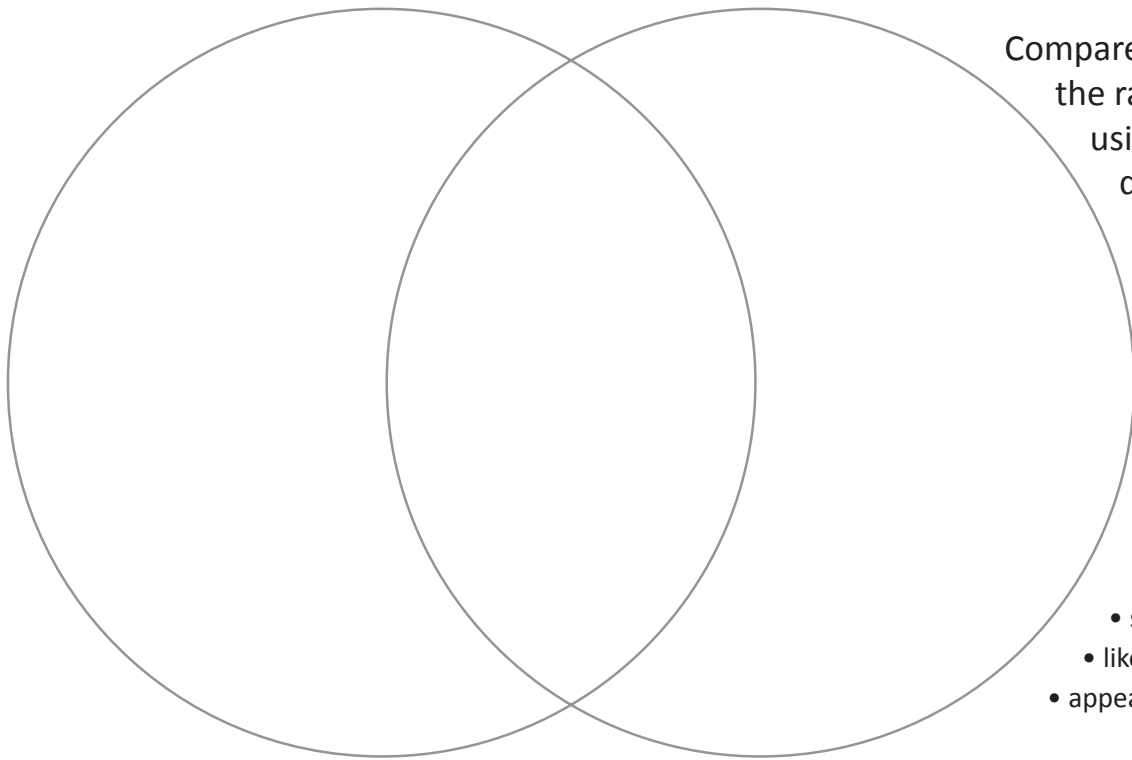


# ALPHABETICAL INDEX OF BLACKLINE MASTERS BY BOOK TITLE

Book Title	Blackline Master	Additional Blackline Master
All I Want for Christmas is Rain	B4: The Impact of Drought	
Amazing Animals of Australia's National Parks	B37: Amazing Animals	
A Most of Magical	B26: A Most Magical Girl	B27: Welcome to Under London
A Patch from Scratch	B17: Design your own Patch!	B18: Getting Arty with Nature
A-Z of Endangered Animals	B33: A-Z of Endangered Animals	
Captain Jimmy Cook Discovers Third Grade	B30: Captain Cook	
Chip	B2: From Chips to Fish	
Dragonfly Song	B23: Wendy Orr	B24: Dragonfly Song
Fabish: The Horse that Braved a Bushfire	B34: Bushfires in Australia	B35: Fabish
Gary	B1: Getting to Know Gary	
Go Home, Cheeky Monkey	B6: Collective Nouns	B7: Cheeky Animals
Home in the Rain	B12: A Wet Trip Home	
Mechanica	B10: A Catalogue of Mechanica	B11: Introducing a Newly Discovered Mechanica
Melbourne Word by Word	B19: Word by Word	
Mrs Whitlam	B29: Mrs Whitlam	
My Brother	B15: My Brother	
Nannie Loves	B3: What does Nannie love?	
Out	B13: That's Not My Name	B14: A Snapshot of Me
Rockhopping	B25: Let's Go Hiking	
Small Things	B20: Small Things	
Spellbound: Making Pictures with the A-B-C	B31: Letters Make Pictures!	B32: Spellbound Pictures
The Gigantic Book of Genes	B38: Exploring Genetics	B39: My Family Tree
The Patchwork Bike	B8: The Patchwork Bike	B9: Graffiti Expert
The Snow Wombat	B5: Follow the Wombat Trail	
Welcome to Country	B21: Welcome to Country	
William Bligh: a stormy story of tempestuous times	B36: William's Tempestuous Times	
Within these Walls	B28: Within these Walls	
Escape to Everywhere Activity	B40: Escape to Everywhere	
Comparison Activities	B16: You are the judge	B22: Comparing Illustrators and Styles

# GETTING TO KNOW Gary

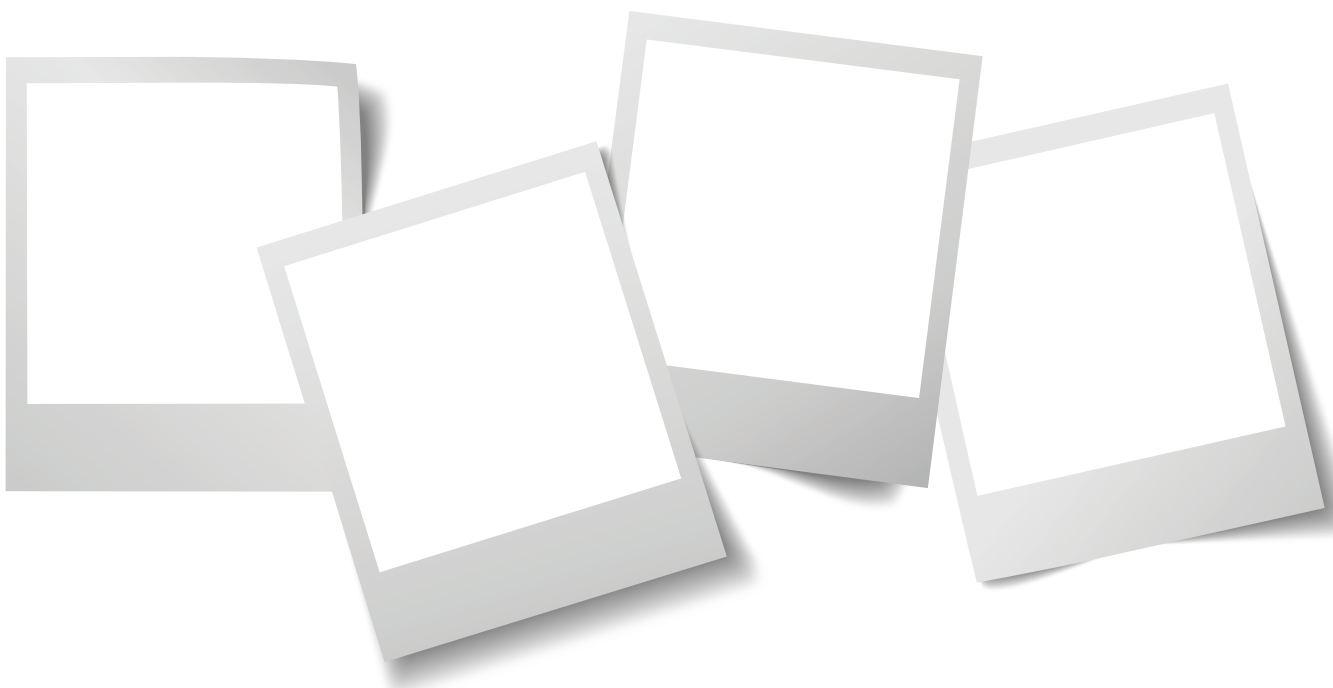


Compare Gary with the racing pigeons using this Venn diagram.

Consider their:

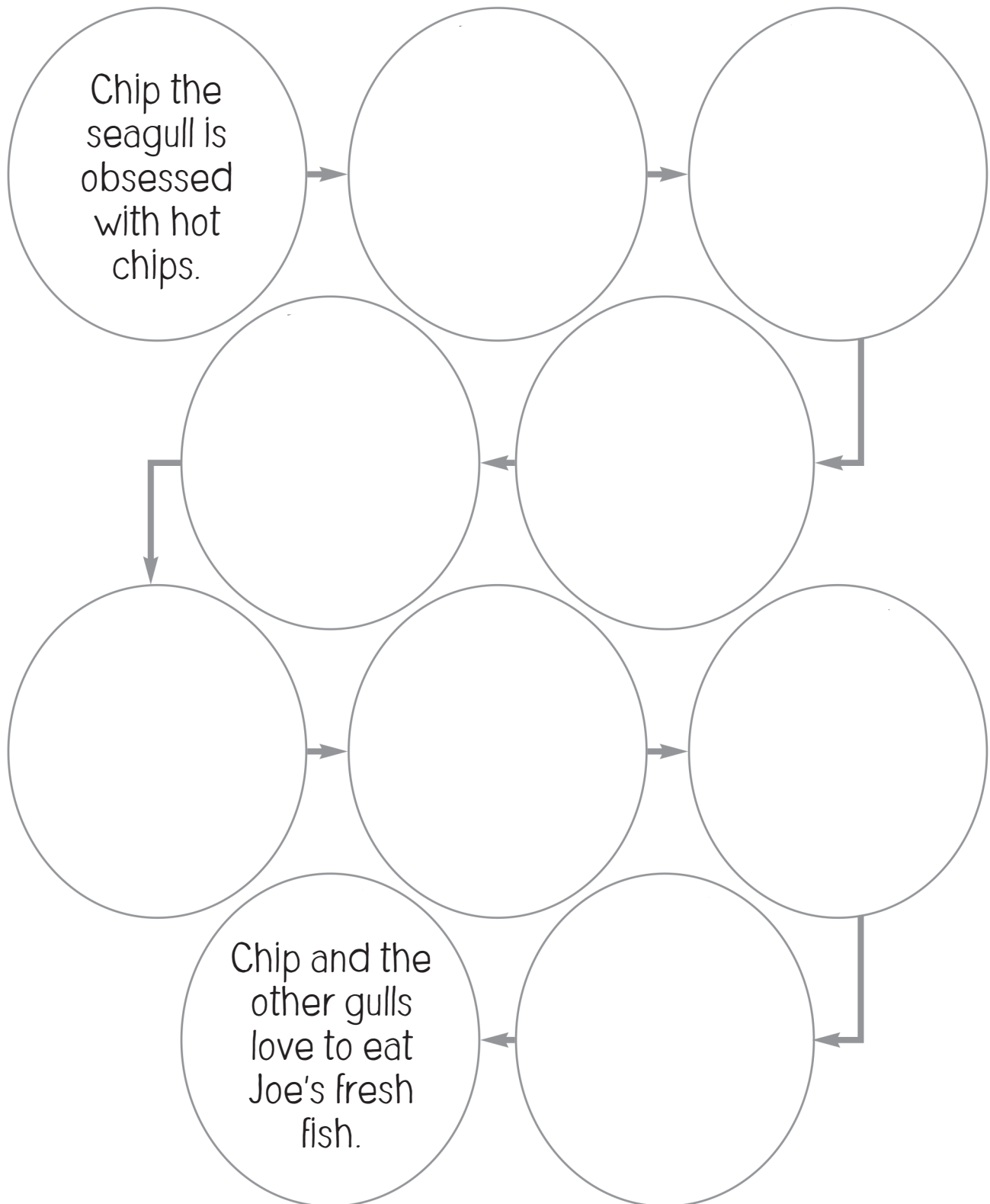
- thoughts
- feelings
- attitudes
- skills
- balance
- fitness
- bravery
- sense of direction
- likes/dislikes
- appearance

Imagine you are Gary. Draw some of the items you would have in your scrapbook.



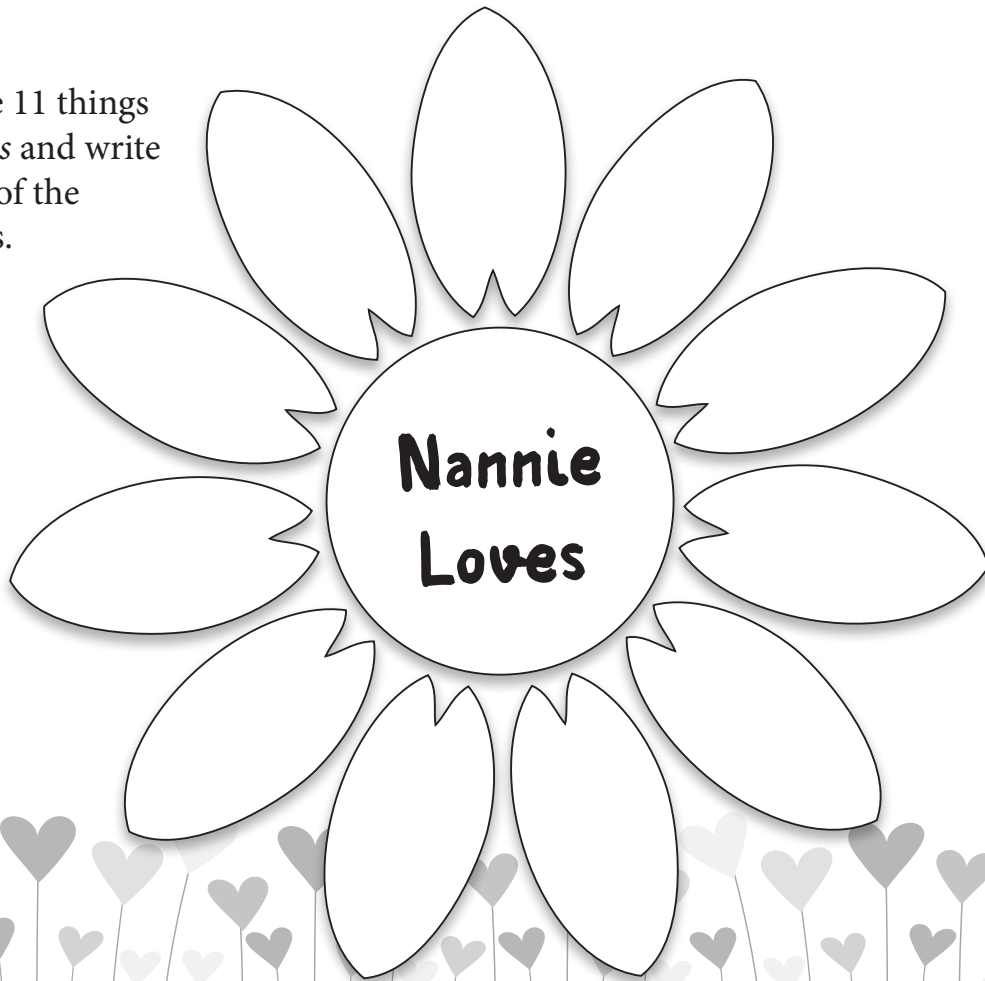
# From CHIPs to Fish

What happened to transform Chip from a greedy chip lover to a contented fish eater? Describe the story using the time line below.



# What does Nannie love?

Discover the 11 things  
*Nannie Loves* and write  
one in each of the  
flower petals.



Draw one of the things Nannie loves.

# The Impact of Drought

After reading *All I Want for Christmas is Rain*, research the impacts of drought on Australian farmers and add your notes to the table below. In the fourth box, offer suggestions on ways to help our drought affected farmers. On the map of Australia, write the percentage of each state that is currently affected by drought.

ECONOMIC IMPACT

SOCIAL IMPACT



ENVIRONMENTAL IMPACT

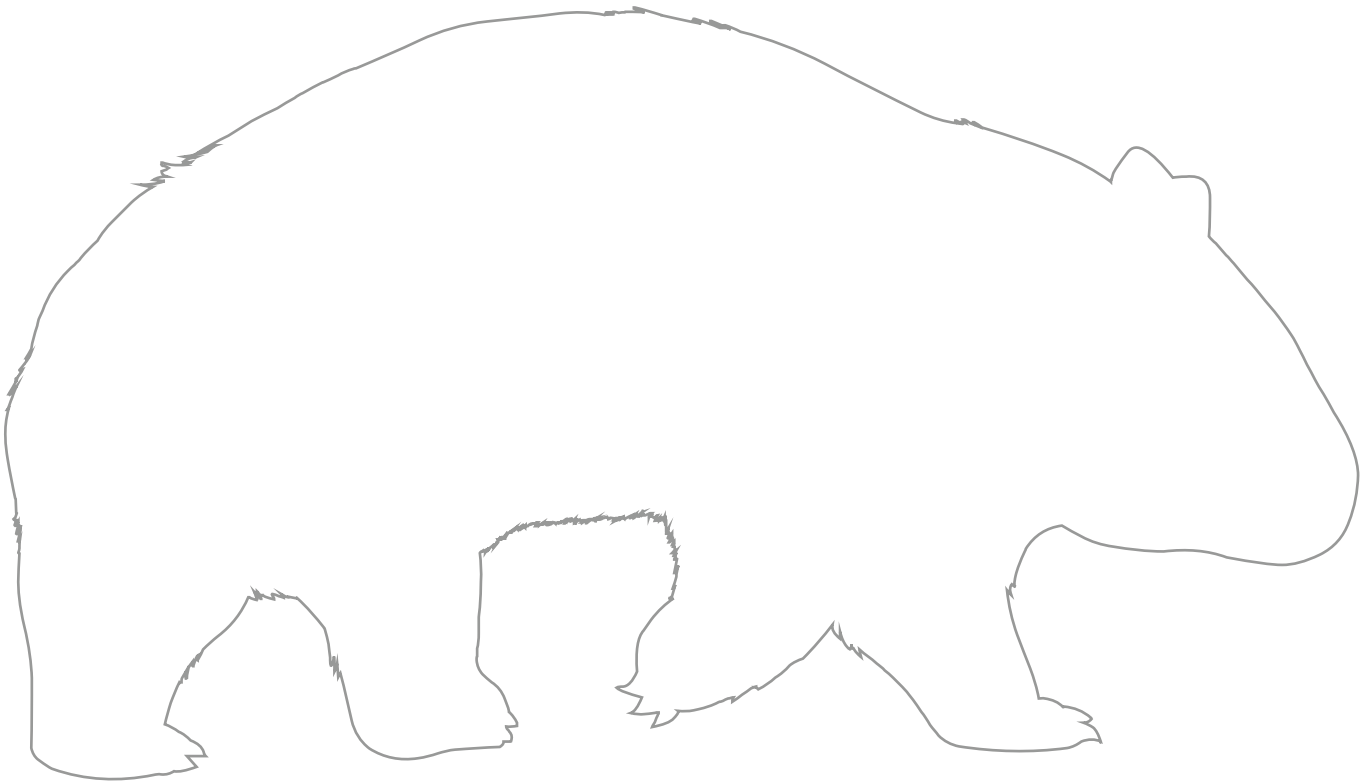
HOW I CAN HELP

# Follow the Wombat Trail

Use the letters below to create an acrostic poem about wombats.

	M
	A
	R
	S
	U
	P
	I
	A
	L

Add keywords to the picture below. Consider: What do wombats look like?  
What do they eat? What type of homes do they have? What habitat do they live in?  
Where might you find a wombat?



# COLLECTIVE NOUNS

Dogs aren't the only cheeky animals at Canteen Creek. Complete this table with information on the other animals that appear in the book *Go Home, Cheeky Animals!*

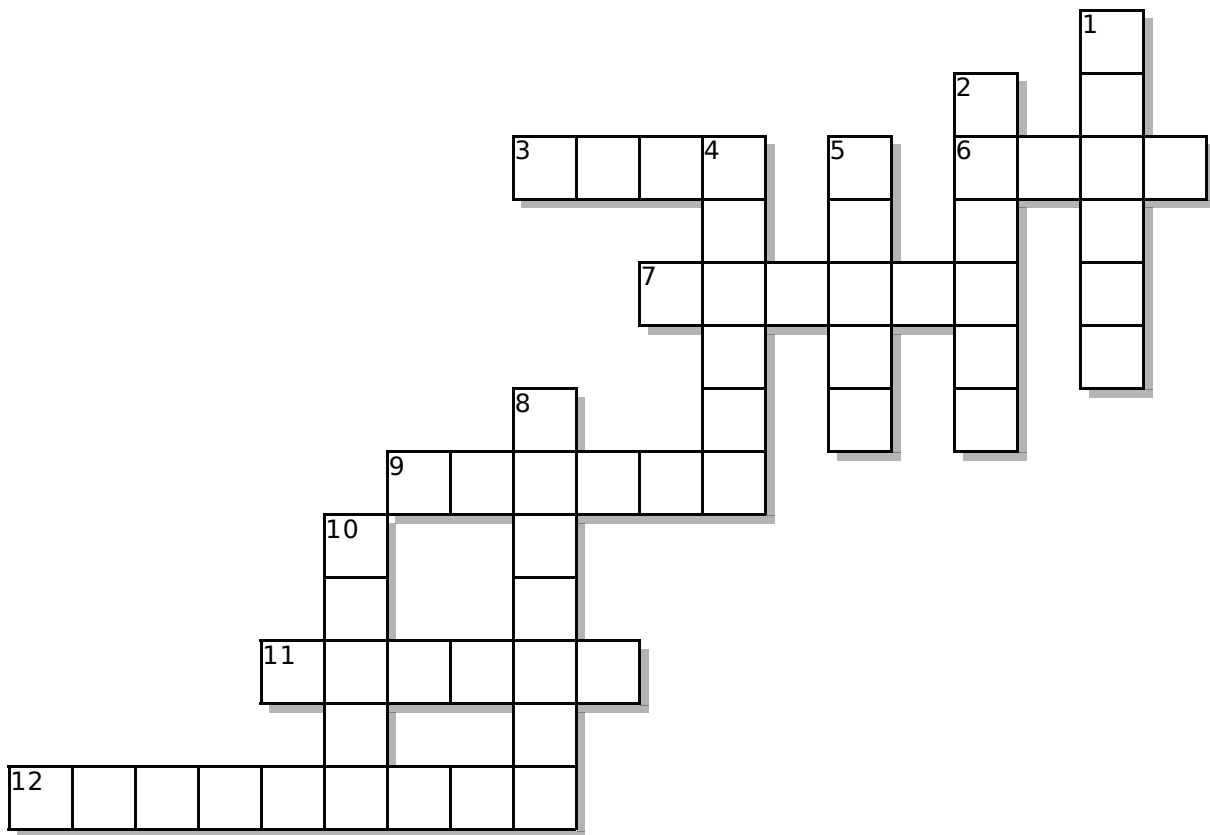
The author has given a name to each group of animals. Find these in the story and add them to your table, then research other collective nouns for each of the animals and add them in the last column.

As an extra activity, find another fiction book in your library that features those animals in a story and add the book title, author and illustrator (if applicable) to your table.

Cheeky Animal	Cheeky Behaviour	Name the author gives the group	Collective Nouns
C			
Also featured in the book: Written by: Illustrated by:			
D			
Also featured in the book: Written by: Illustrated by:			
H			
Also featured in the book: Written by: Illustrated by:			
B			
Also featured in the book: Written by: Illustrated by:			
C			
Also featured in the book: Written by: Illustrated by:			

# CHEEKY ANIMALS

Read *Go Home, Cheeky Animals* to complete this crossword.



## ACROSS

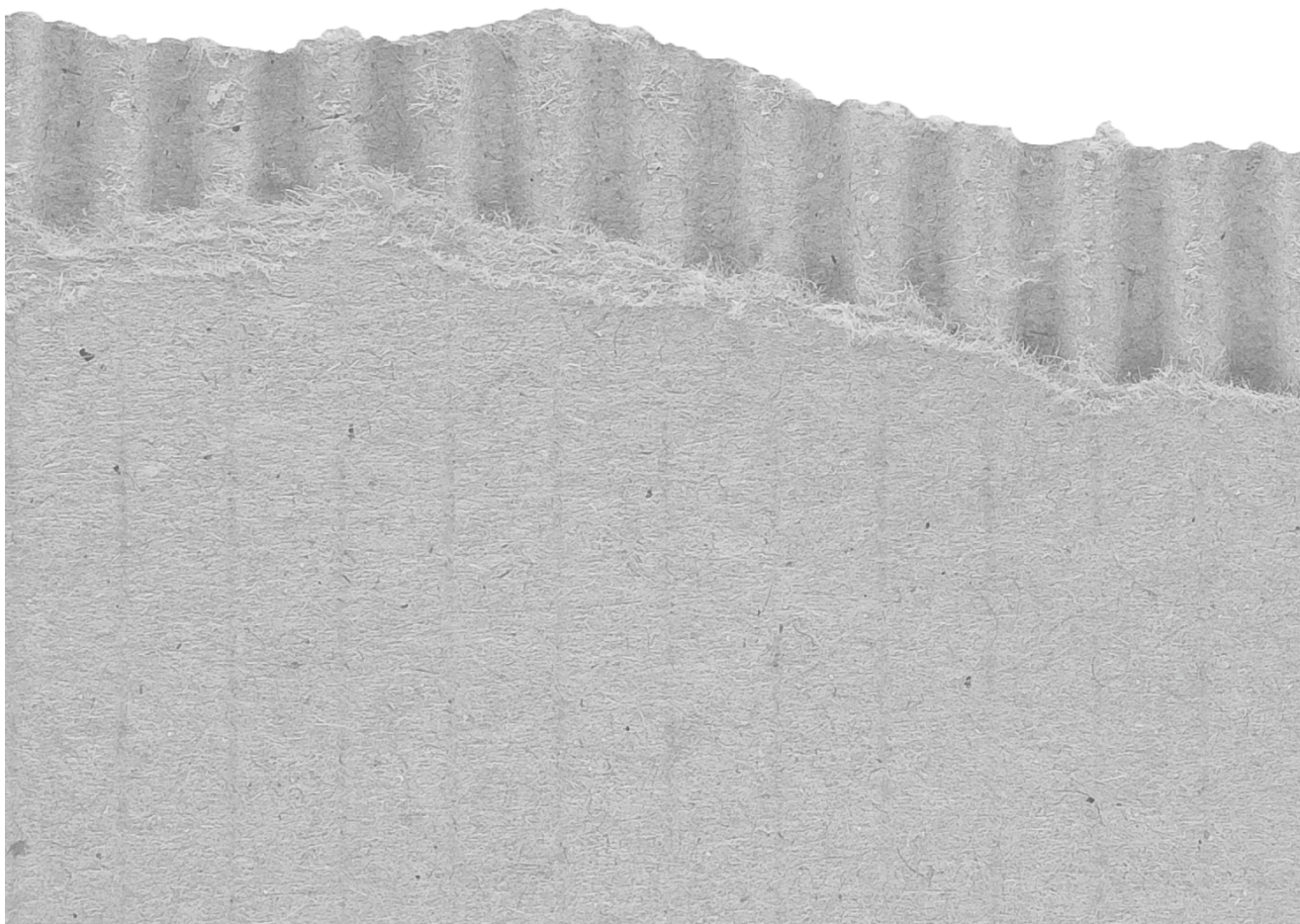
- 3 Animals that Grandpa feeds
- 6 Where we live
- 7 Officers that try to help
- 9 We wear them on our feet
- 11 Animals that steal our lunch
- 12 Animals that eat the oval

## DOWN

- 1 Animals that drink all our water
- 2 Calling out loudly
- 4 Heavy rain and thunder
- 5 Aunty waves it
- 8 Animals that mess up our yard
- 10 Dogs make this noise

# THE PATCHWORK BIKE

Draw a bike like the one in the story.  
Add labels for the recycled parts.



Create new sentences using words from the story.

Word	Your sentence
whooping	
shrieking	
laughing	
shiketty shake	
winketty wonk	
bumpetty bump	

# GRAFFITI EXPERT

Illustrator Van T Rudd is an expert at street art!  
Use this space to design your own graffiti or street art.

a catalogue of

# Mechanica

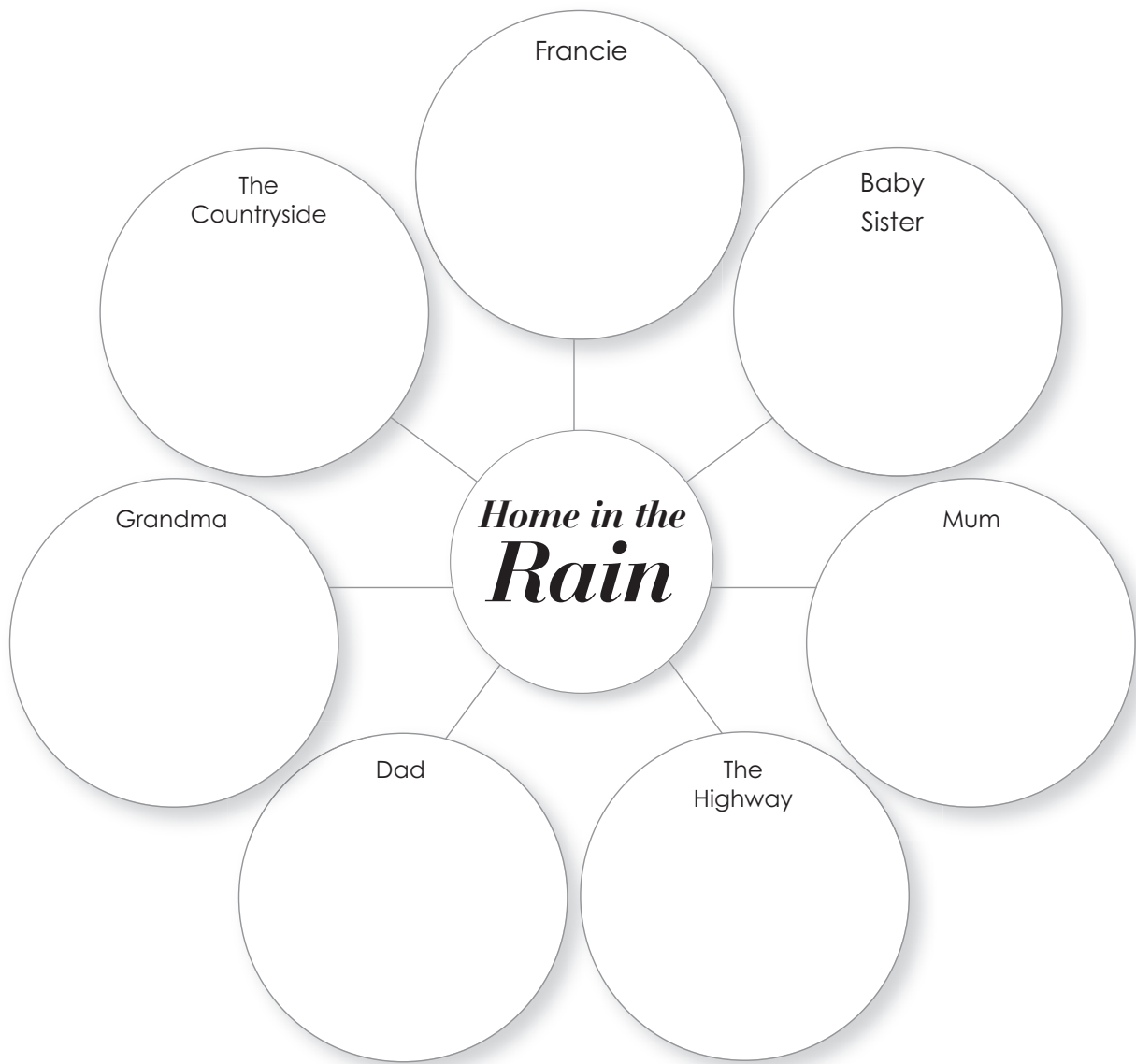
Interesting Fact	Weight	Width	Speed	Power Source	Sensors	Origin
<i>Rex Drago Musca</i>					<i>King Dragonfly</i>	
<i>Papilo Factum in Sina</i>					<i>Chinese Butterfly</i>	
<i>Merula Electrica</i>					<i>Electric Blackbird</i>	
<i>Mechanica Papilo</i>					<i>Mechanical Butterfly</i>	
<i>Aquila Artificialis</i>					<i>Artificial Eagle</i>	
<i>Colubris Octonus</i>					<i>Hummingbird</i>	
<i>Vespertillo Automatismus</i>					<i>Automated Bat</i>	
<i>Angius Articulator</i>					<i>Articulated Snake</i>	
<i>Interfectorem Apis</i>					<i>Killer Bee</i>	
<i>Potestatum Aranea</i>					<i>Powered Spider</i>	
<i>Falcem Tinea</i>					<i>Sickle Moth</i>	
<i>Parva Diptera</i>					<i>Small Fly</i>	
<i>Ieiunium Psittacus</i>					<i>Fast Parrot</i>	

*Introducing a newly discovered*  
**Mechanica**

[illegible]

# A Wet Trip Home

Read **Home in the Rain**. Add keywords from the book under each topic in the map below. Include words that describe the contribution the character or setting made to the story.



Using the keywords you have listed in the chart, prioritise the three most important aspects of the story and write one sentence about each.

1	
2	
3	

# That's Not My Name

Compare and contrast *Out* with *Ziba Came on a Boat*, which is also about refugees. You can either read *Ziba Came on a Boat* or watch this YouTube clip: <http://tinyurl.com/mvnybfa>

	Out	Ziba Came on a Boat
The main character's experiences		
Home		
Family		
Dangers		
The journey		
Her new country		
Emotions		
The Book		
Illustration style		
Colours		
Writing style		
Point of view		
Your Opinion		
What do you like about the story?		
What don't you like?		
After reading the book, what questions do you have?		

# A SNAPSHOT OF ME

Create a snapshot of yourself in words, by answering the questions below.  
Then draw a photo of you with your family in the picture frame.

My personality:

I am good at:

I like to:

My hobbies are:

Favourite things:

Favourite memory:



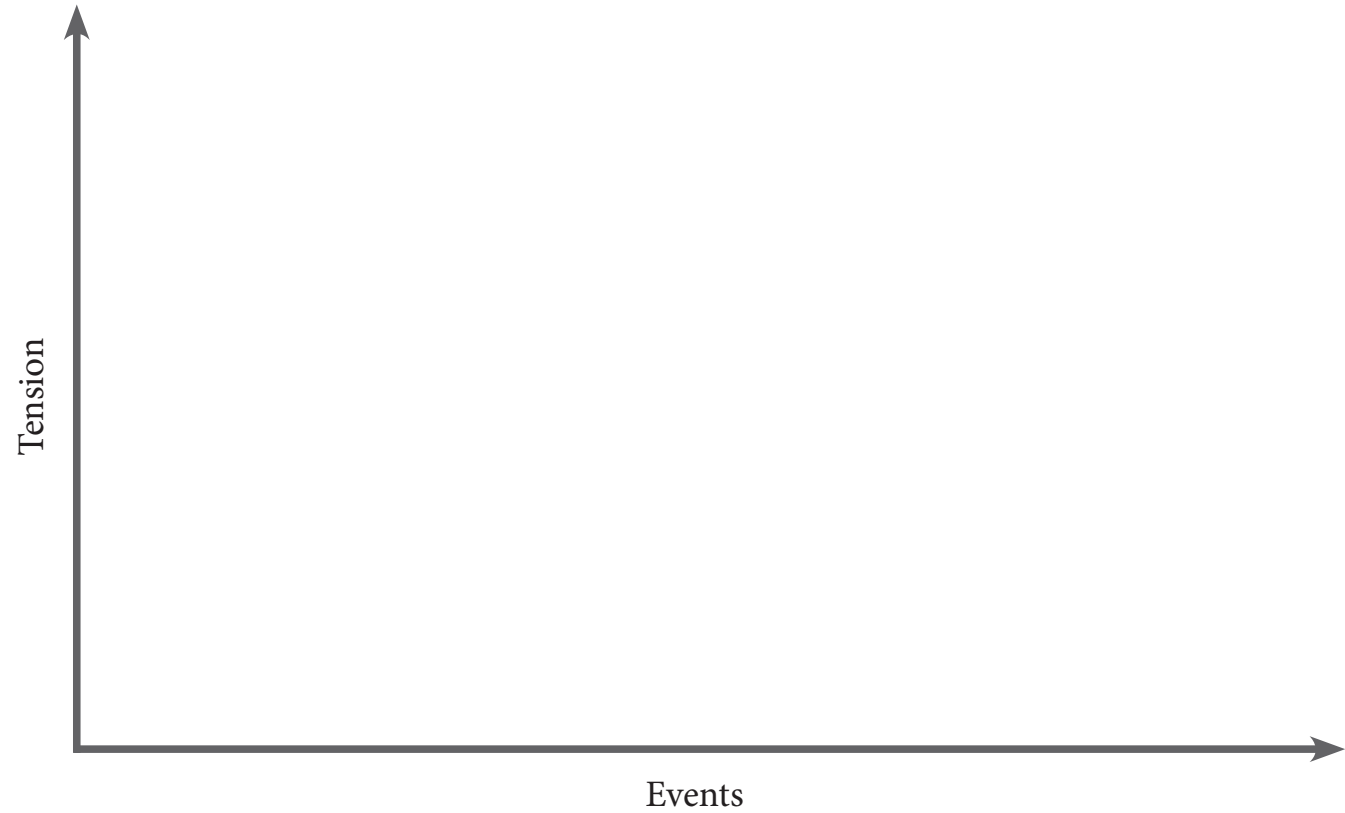
# MY BROTHER



This story conveys deep emotion through the author’s choice of words as well as the evocative illustrations. Identify synonyms and antonyms for each of the words listed below.

Word	Synonym	Antonym
downcast		
lonely		
grey		
lost		
safe		
beautiful		
search		
together		

STORY GRAPH: Create a story graph to portray the narrator’s actions and emotions. Only choose those events that either create tension or convey strong emotion.



# 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?



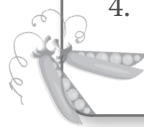
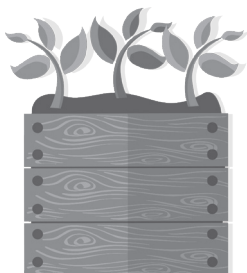
# Design your own PATCH!



Gardening can be so much fun, especially when you can eat what you grow! Imagine you are planning your own veggie patch. Choose four types of fruits or vegetables you would like to include in your garden. Draw your chosen plants in the boxes and label them. Research when they should be planted and add that information to your chart.



There are many environmental factors that help plants grow, from insects and other creatures to different weather elements. Identify four of these factors and explain how they help plants grow.



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_





# Getting ARTY with NATURE



The author and illustrator of *A Patch from Scratch* drew inspiration from her family and surroundings. She went into her garden and drew from nature.

Find something in nature from your own garden or school grounds and sketch it in this space.

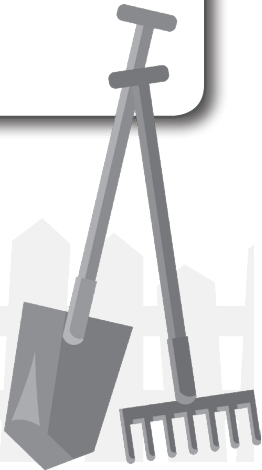


Circle the adjectives that you think best describe the illustrations.

<p>The COLOURS are:</p> <p>BRIGHT      SOFT      BOLD</p> <p>STRONG      VIVID      WARM</p> <p>WATERY      NEUTRAL</p>	<p>The STYLE is:</p> <p>LOOSE      FUN</p> <p>REALISTIC      CARTOONY</p> <p>TIGHT</p>
-------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------

What materials do you think were used to create the illustrations in *A Patch from Scratch*?

OIL PAINTS	WATERCOLOURS	
PASTELS	PENCIL	
INK	CHARCOAL	COLLAGE



# WORD BY WORD

**Choose a capital city anywhere in the world.**

**City** \_\_\_\_\_ **Country** \_\_\_\_\_

In the book *Melbourne Word by Word*, you'll find images unique to Melbourne, each with a one word 'title'. Choose four titles from the book and write them on the lines below. Look for pictures of iconic landmarks or scenes from your city that you think match the titles. You could cut them from travel brochures or magazines, find them on [www.photosforclass.com](http://www.photosforclass.com) and print them off, or draw them yourself.

# small things

Imagine you  
are creating a  
wordless  
picture book.

Brainstorm ideas  
for a scene and  
write notes.



Next, draw a picture in the frame below that conveys the scene without using words.



# welcome to country

Choose an Australian Indigenous artist. Research them on the internet and in your school library to create a profile of them and their work.

THE ARTIST	
Name	Home Town/State
Why did they become an artist?	
What art are they best known for?	
What inspires their work?	
What type of stories do they seem to feature in their artwork?	
THEIR ART	
Choose one piece of their art. What is it called?	
What story does it tell?	
ILLUSTRATION WORK	
Imagine you are a publisher looking for an illustrator. What kind of book would you choose this artist for?	
Why do you think their art would work for that type of story?	

# 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:		Book: <i>Welcome to Country</i>		
Illustrator:		Book: <i>Mechanica</i>		
Illustrator:		Book: <i>A Patch from Scratch</i>		
Illustrator:		Book: <i>Small Things</i>		
Illustrator:		Book: <i>Melbourne Word-by-Word</i>		
Illustrator:		Book: <i>The Patchwork Bike</i>		

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

# WENDY ORR

Australian author Wendy Orr is best known for her book *Nim's Island*. She also wrote *Dragonfly Song*. Look up Wendy's website at [www.wendyorr.com](http://www.wendyorr.com) to find out more about her. Choose three of her other books and summarise them below.

Book Title	Brief synopsis
Which of these books would you most like to read and why?	
What makes <i>Dragonfly Song</i> so different to Wendy's other books?	
1	
2	
3	

# DRAGONFLY SONG

What are five things you have learned about the Bronze Age from reading *Dragonfly Song* by Wendy Orr?

1

2

3

4

5

From the book and other research, add keywords to the table below.

## The Bronze Age

People and Culture	Landscape
Food	Cities
	Animals

# LET'S GO HIKING

Imagine you are going on a 3 day hike. Brainstorm the equipment, clothing, food and water you would need and write your list around the backpack.



How can you help ensure that you and your friends enjoy your adventures and make it safely back home?

What should you do before you leave?	
What safety equipment might you need to take with you?	
What do you need to be aware of during your trip?	

# A MOST MAGICAL GIRL

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.

Shadowlings  
attack Miss  
Henrietta and  
Miss Estella

Annabel and  
Kitty escape  
the Kingdom  
of Trolls

Annabel is  
left with her  
two witch  
great-aunts

Annabel and  
Kitty pass  
through the  
Singing Gate

Annabel  
defeats Mr  
Angel

Annabel and  
Kitty defeat  
the dragon

Annabel and  
Kitty journey  
to Under  
London

Annabel  
retrieves the  
White Wand

# WELCOME TO UNDER LONDON

*A Most Magical Girl* by Karen Foxlee is set in Victorian London, where everything isn't as proper or normal as Annabel first thought. Answer the questions below about this magical world.

Name four ordinary objects that are actually magical in *A Most Magical Girl*.

- 1
- 2
- 3
- 4

Name four creative objects you would feed to the dark-magic extracting machine.

- 1
- 2
- 3
- 4

Think about some of the differences between Under London and the real world above London. In the boxes below compare the people/beings, places and lifestyle. After completing your sheet discuss your findings in a small group. Do they cross-over? Are there some similarities?

Fantasy: People/beings	Fantasy: Places	Fantasy: Lifestyle
Real: People/beings	Real: Places	Real: Lifestyle

# WITHIN THESE WALLS

*Within These Walls* is a realistic account of what it was like to be a Jewish child in Warsaw during the Holocaust, and the dramatic changes the Nazi occupation brought to their lives. Compare their experience before and after the war in the chart below.

Pre-War Warsaw

Lifestyle		Prohibitions/Challenges
Daily Activities	Diet	Observance of Faith

World War II Warsaw

Lifestyle		Prohibitions/Challenges
Daily Activities	Diet	Observance of Faith

# MRS WHITLAM

Jot down the sequence of the plot in your own words.

Orientation	Complication	Resolution

List words you could use to describe Mrs Whitlam.

---

---

---

---

Write an alternate ending to the story.

---

---

---

---

---

---

---

---

# CAPTAIN COOK

Jimmy Cook has discovered that he has quite a lot in common with the explorer Captain James Cook. After reading *Jimmy Cook Discovers Third Grade*, research Captain Cook to complete the activities below.

Captain Cook’s famous voyages	
Ship	Places he visited
Ship	Places he visited
Ship	Places he visited

Choose one of Cook’s voyages and draw a simple map to show the route he took.

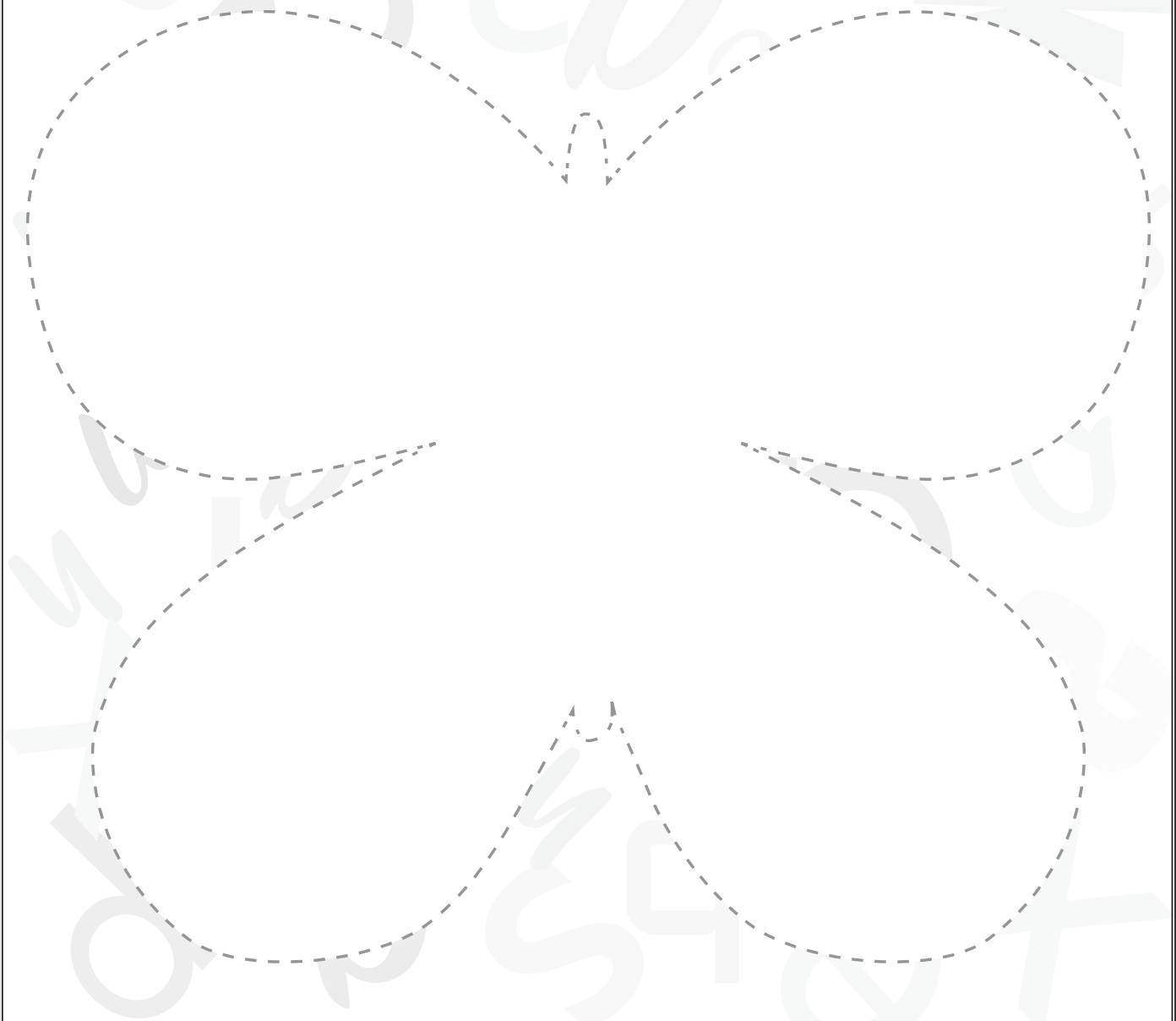
# LETTERS MAKE PICTURES!

It's amazing how much we can do with letters. Amongst other things we can use them to write stories, or even do our school work! Did you know you can also use letters to create artworks?

A font or typeface is a style of lettering. There are many different ways to write the letters of the alphabet, and *Spellbound* inspires us to think more creatively about letters..

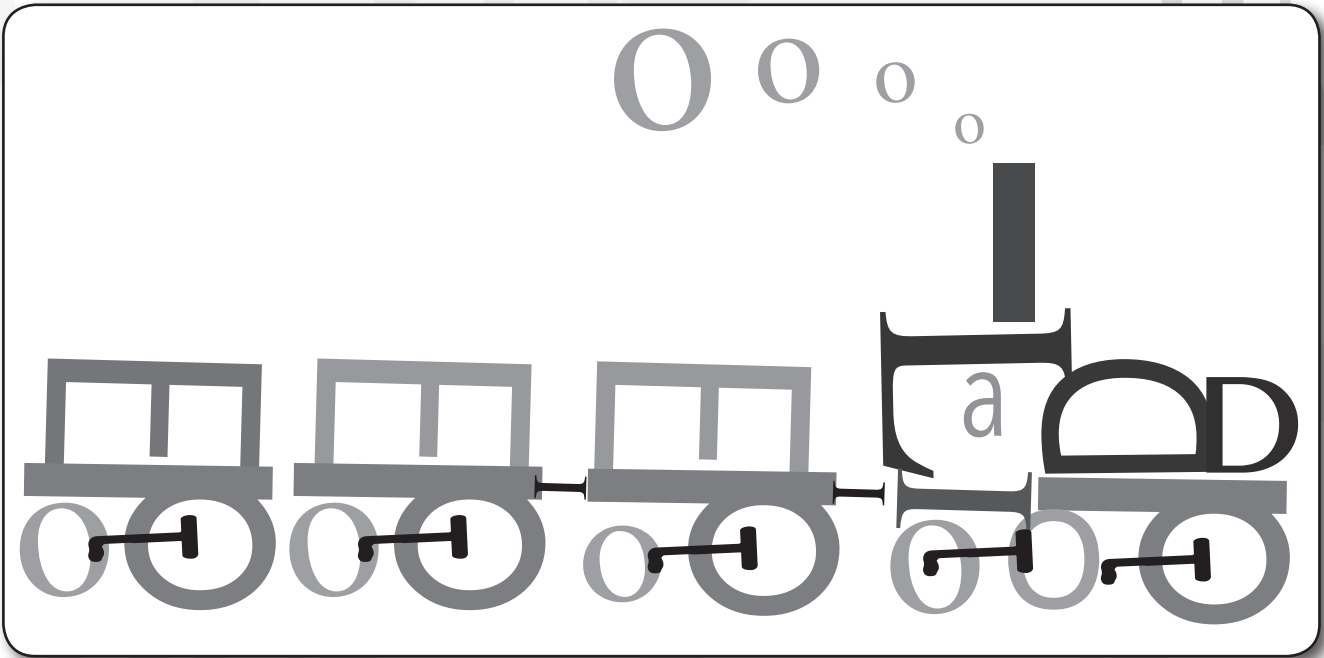
Design yourself a  
**BiG BEAUTiFUL BUTTERFLY**  
using only the letter **B**

Find some old magazines and newspapers, cut out the letter B's, and use this template to create your own letter picture!



# SPELLBOUND PICTURES

How many letters can you spot in this picture?



Other activities to try

Design a **DANGEROUS DINOSAUR**  
using only the letter **D**

d

Have a go at a **TREMENDOUS TREE**  
using only the letter **T**

t

# A-Z OF ENDANGERED ANIMALS

Go to [www.arkive.org](http://www.arkive.org) and browse by species group or by the conservation status of the creature, which ranges from vulnerable, endangered, critically endangered and extinct to 'extinct in the wild'.

Using *A-Z of Endangered Animals* and the Wildscreen Arkive website, complete the information for your choice of four endangered animals featured in the book.

Describe four species from the Critically Endangered list

1 Name \_\_\_\_\_ Species Group \_\_\_\_\_

Habitat \_\_\_\_\_

Threats \_\_\_\_\_

What can be done? \_\_\_\_\_

2 Name \_\_\_\_\_ Species Group \_\_\_\_\_

Habitat \_\_\_\_\_

Threats \_\_\_\_\_

What can be done? \_\_\_\_\_

3 Name \_\_\_\_\_ Species Group \_\_\_\_\_

Habitat \_\_\_\_\_

Threats \_\_\_\_\_

What can be done? \_\_\_\_\_

4 Name \_\_\_\_\_ Species Group \_\_\_\_\_

Habitat \_\_\_\_\_

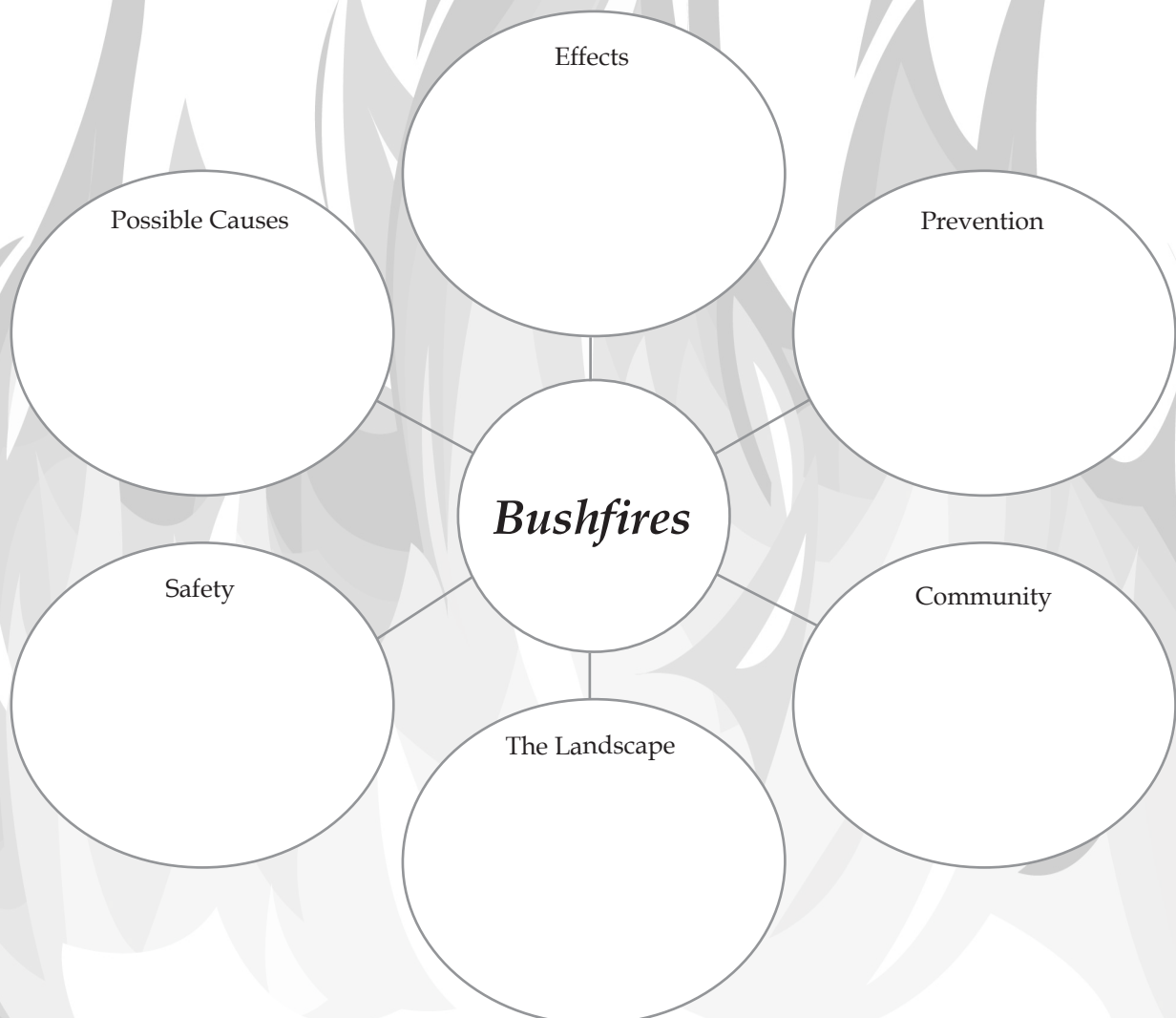
Threats \_\_\_\_\_

What can be done? \_\_\_\_\_

# *Bushfires in Australia*

Consider these questions before adding keywords to the mind map below.

- a) What is a bushfire?
- b) What does a bushfire look like?
- c) Where can a bushfire occur?
- d) Who is responsible for keeping people safe in a bushfire?
- e) Why do we need to learn about bushfires?
- f) Where in Australia do most bushfires occur? What states/territories would have the worst bushfires? Why?
- g) What might the landscape look like after a bushfire?
- h) What happens to a community after a bushfire?
- i) How do they affect people, animals, Australian native plants?
- j) How did indigenous people use fire and/or deal with fire?



# Fabish

As you read *Fabish the horse that braved a bushfire*, look out for the ways this amazing horse exhibited leadership qualities, and add the examples to this table.

Leadership Characteristics	How did Fabish exhibit this quality?
Attitude	
Work ethic	
Being a good example	
Communication	
Looking after others	
Leading the way	

Author Neridah McMullin has incorporated all the five senses into her evocative story. Complete the chart below by adding words used in the story to the relevant boxes.

Sight

Smell

Taste

ENGAGING THE FIVE SENSES

Hearing

Touch

# William's Tempestuous Times

Episodes from the life of William Bligh

British Navy Life

Shipboard Life

The Bounty

Tahiti

The Mutiny

My Opinion

Put together a list of unfamiliar words from the text.  
Link them into the vertical word to create an acrostic.

T  
E  
M  
P  
E  
S  
T  
U  
O  
U  
S

## EXTENSION ACTIVITY

Research the meaning of each word and then use the word in a new sentence.

# AMAZING ANIMALS

Choose an unusual animal from the book *Amazing Animals of Australia's National Parks* and write its name on the line below. If you were able to see it in its natural habitat, what would it look like, feel like and sound like? Describe it by adding keywords to the Y chart.

LOOKS LIKE

SOUNDS LIKE

FEELS LIKE

Write a paragraph explaining what you find interesting about this animal.

# Exploring Genetics

Gregor Mendel is considered to be the founder of modern genetics. Research his life and achievements, and add ten points of information to the box below. Include his year and country of birth, his plant experiments and what he found out about recessive and dominant genes.

1	6
2	7
3	8
4	9
5	10

Genes and DNA	Research and explain
Your DNA can be changed by factors in the environment such as...	
Proteins are the building blocks for ...	
The gene for brown eyes is..	
The gene for blue eyes is..	
Traits you can inherit include ...	
Genetic fingerprints can solve...	

# My Family Tree

Create a simple family tree by following these steps:

- 1. Write your name and country of birth in the box at the bottom of the page.
- 2. Move up one level and add the names of your parents and their countries of birth.
- 3. Move to the top level and add your parents' parents (your grandparents).

MY GRANDPARENTS

His father:	His mother:	Her father:	Her mother:
Country of birth:	Country of birth:	Country of birth:	Country of birth:

MY PARENTS

My father:	My mother:
Country of birth:	Country of birth:

ME

My name:

Country of birth:

# Escape to Everywhere

**Activity:** Imagine you are escaping to your favourite place in Australia!

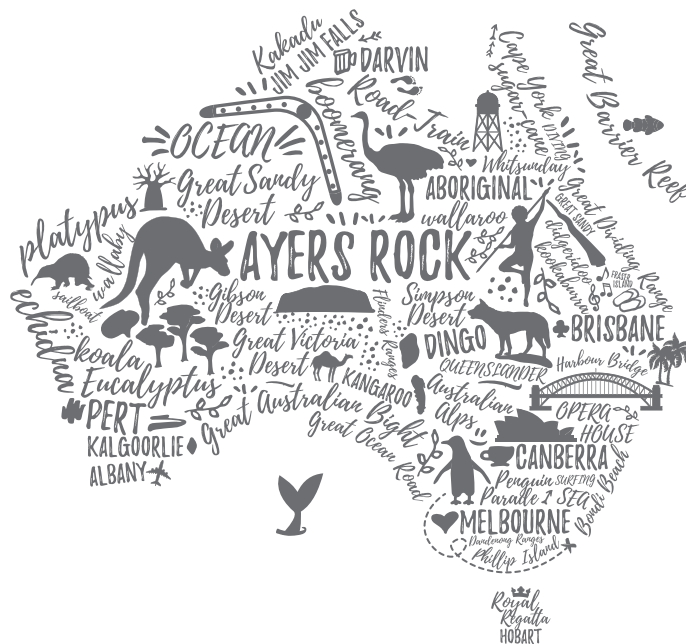
Search your school library to find a book from that place. Compare your choices with those of your classmates. Write the names of the books in the boxes below.

Northern Territory

Queensland

*New South Wales*

Western  
Australia



Australian  
Capital  
Territory

## South Australia

*Tasmania*

Victoria