

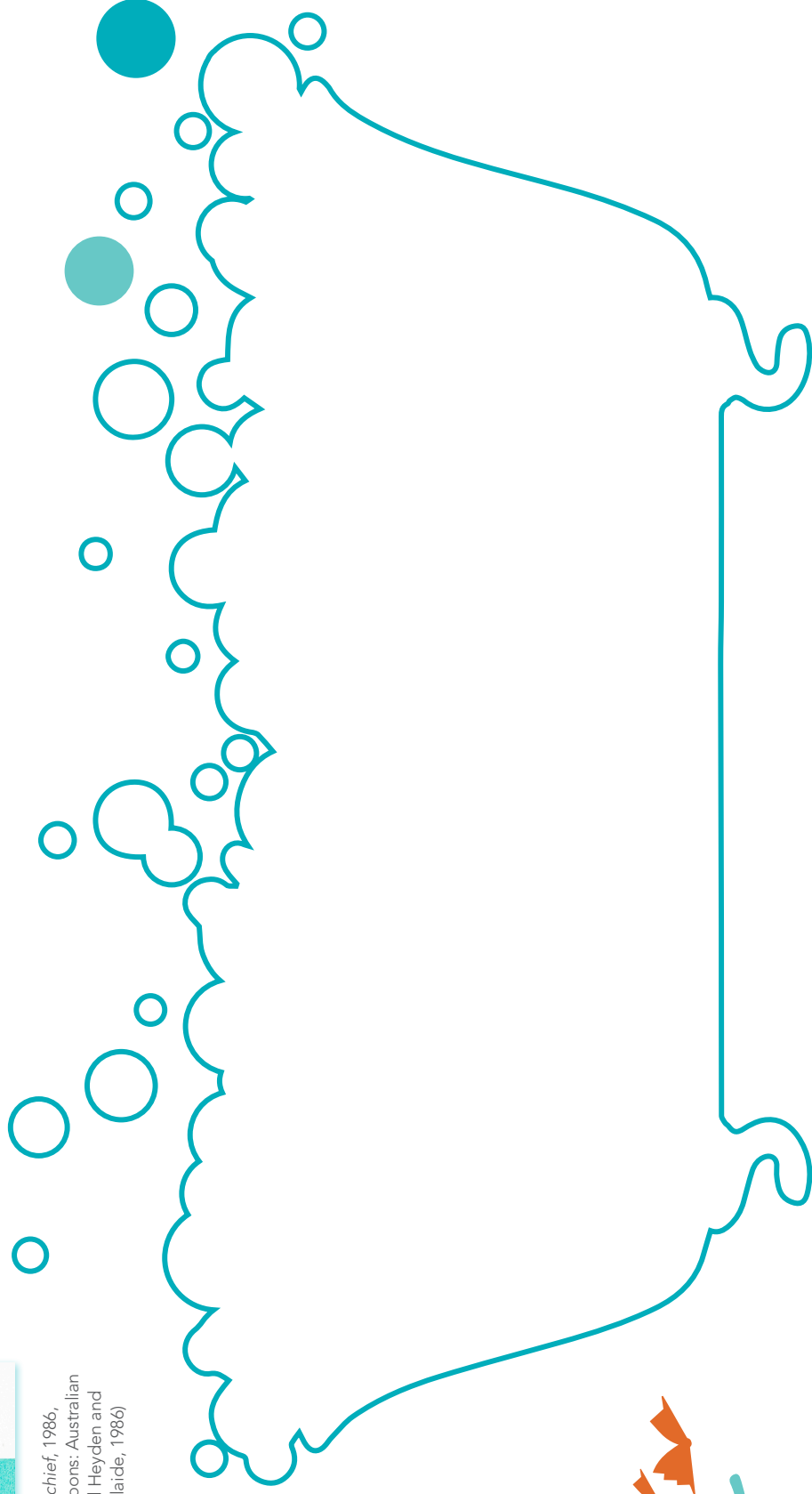


Kerry Argent, *Manco the Peruvian chief*, 1986, published in *Someone is flying balloons: Australian poems for children*, selected by Jill Heyden and Celia Jellett (Omnibus Books, Adelaide, 1986)

Put together a Story Team

Manco the Peruvian chief is getting ready for story time and bed. He has a friend to help him. Who helps you? Put together a Story Team for your story time. It could be mum or dad, your brother or sister, cousins, friends, Nana, Grandad, Teddy, or even Blankie. You can work together to score a story goal!

Who are your fans? Do you have a cheerleader squad? Draw your team members, and write their names next to your drawings.



STORY ISLAND
an adventure
in pictures

www.slv.vic.gov.au/story-island

Story Island: an adventure in pictures is a State Library Victoria touring exhibition displaying items from the Scholastic Dromkeen Children's Literature Collection.



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What's your story?



Public Libraries
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Baby bathtime!

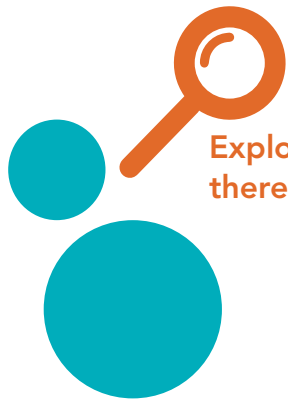
Have fun with your baby or toddler, pretending it is bath time.
Blow pretend bubbles and pretend to wash baby – it might tickle!

**If you know a bath time song, sing it to your baby.
Or make up a tune for this one:**

Splish splash splosh: bath time song

**Splish, splash, splosh,
Singing in the bath,
Find the soap, give it a rub,
And give yourself a wash.**

**Splosh, splish, splash,
Making lots of suds,
Take the shower, rinse it off,
You're ready in a flash!**



**Explore the plughole in the exhibition pod –
there's a surprise inside.**

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Robert Ingpen, *The fearless Ferrygnomes of Bass Strait*, 1979, published in *Australian gnomes* (Rigby, Adelaide, 1979)

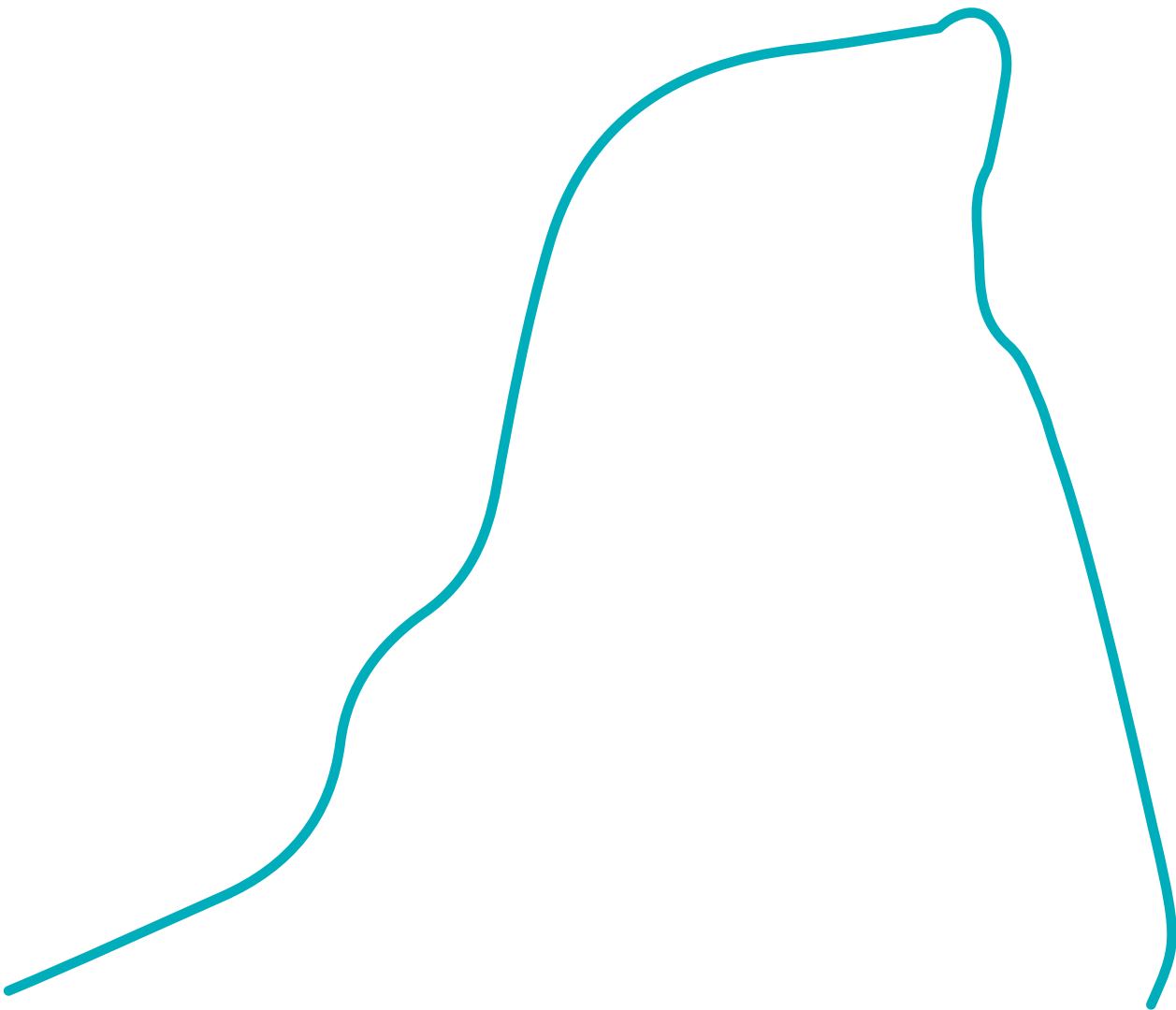
That's a FACT!

'Fiction' means a story from someone's imagination. The stories in the exhibition are fictional. Facts are real things and events. This made-up story is written as if it's factual.

Read the text out loud. How is it different to fictional stories?

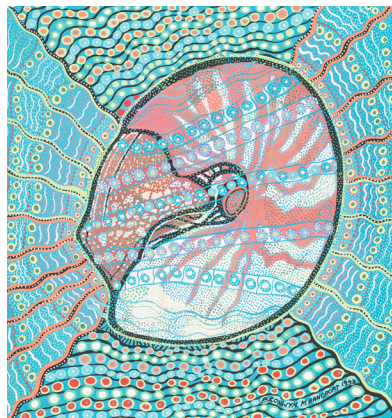
Use the library to find out some real facts about seals. What environments do they live in? What do they eat? How do they move? Ask a librarian to help you. Write down your facts here.

Are there other things in the exhibition that you'd like to know some facts about? Use the library to do some research.



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Bronwyn Bancroft, *Stradbroke*, 1993
published in *Stradbroke dreamtime*
by Oodgeroo Noonuccal (Angus &
Robertson, Pymble, NSW, 1993)
Permission granted by Harper Collins
Publishers Australia Pty. Ltd.

Swimming colours

Find this picture in the exhibition. It shows an image of a nautilus shell in beautiful colours.

How many different colours can you count? Write down the names of the colours. You might need to make up some new colour names.

Now close your eyes and see the colours in your imagination. How do they make you feel? Describe the sensations.



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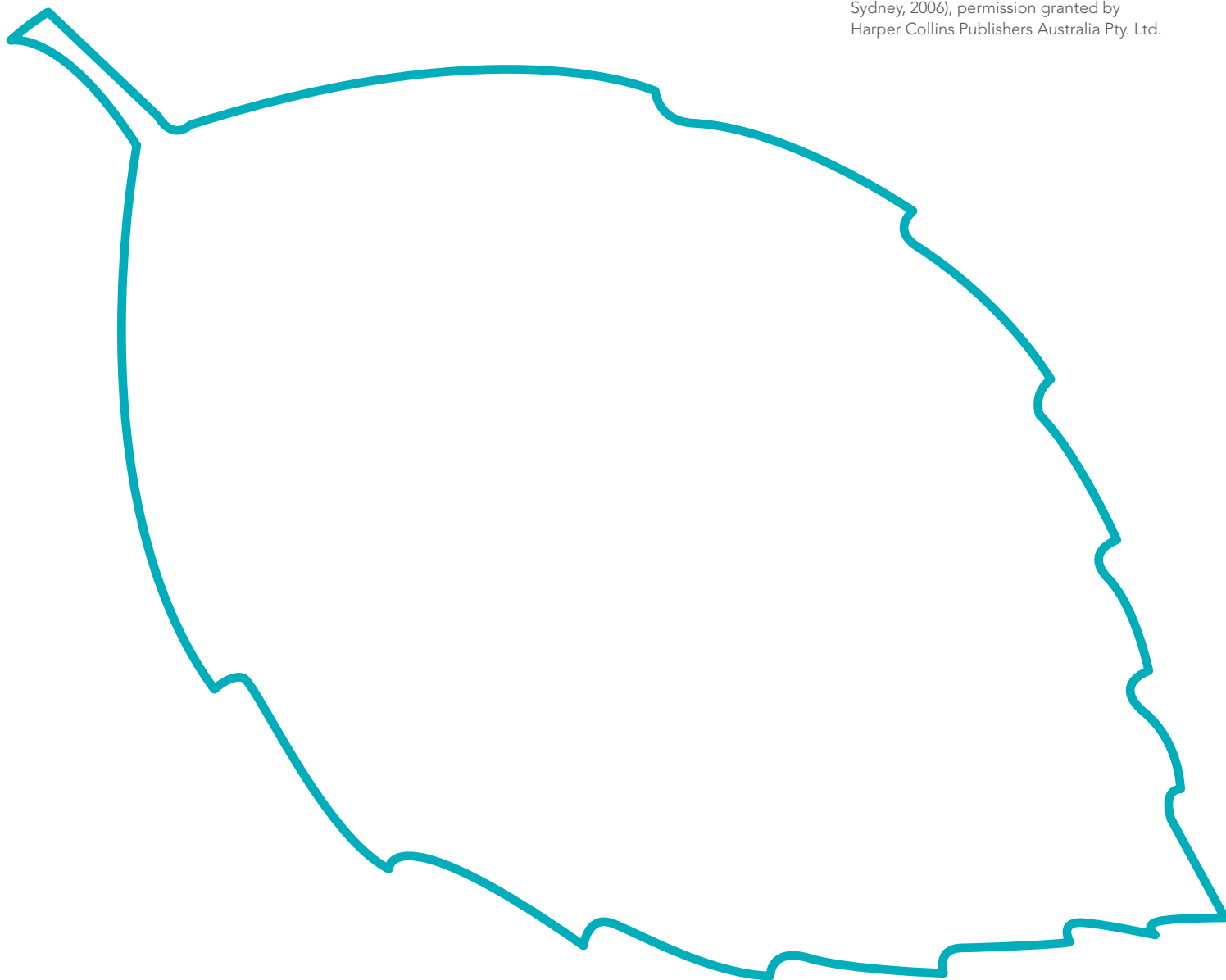
Hide and seek

The animals in this picture look very similar to the leaves and plants in their environment. This is called 'camouflage'.

Look around the space you are in. Imagine if there were animals camouflaged in the library, or in your bedroom or kitchen at home. What would they look like? What would they be called? Draw them and write their names here:



Rachel Tonkin, *Insects use camouflage to escape being eaten*, 2006, published in *Leaf litter* (HarperCollins Publishers, Sydney, 2006), permission granted by Harper Collins Publishers Australia Pty. Ltd.



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Craig Smith, 'I wish I didn't always have to blush', 1983, published in Parrot fashion by Eleanor Nilsson (Omnibus Books, Adelaide, 1983)

Parrot puppets

These birds are different kinds of parrots. Parrots are very chatty! Colour-in and cut out the bird mask below.

Wear the mask and create your own parrot character. What is your character's name? What sort of voice do they have? Speak in your parrot's voice. What does your parrot say?

At home you can use old socks to make simple puppets. You can glue things onto your socks to add to their characters. Use paper cut outs to create eyes, feathers and a beak. Maybe you can find some real feathers. Get together with some friends to create a parrot story or scene!



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Jan Ormerod, *But Lizzie's mama likes to imagine, too*, 2004, published in *Lizzie nonsense* (Little Hare Books, an imprint of Hardie Grant Egmont Surry Hills, NSW, 2004), text and illustrations copyright © Jan Ormerod 2004

Peekaboo baby!

– activity for carers and babies

Lizzie's baby brother is nestled in his pram as the family walk through the bush.

Cut out the baby face and the pram shape and play a game of peekaboo with your baby.

Combining familiar, physical, fun games with simple pictures will help your baby begin to make connections between images and their meaning, creating a strong foundation for literacy.



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Make a movie

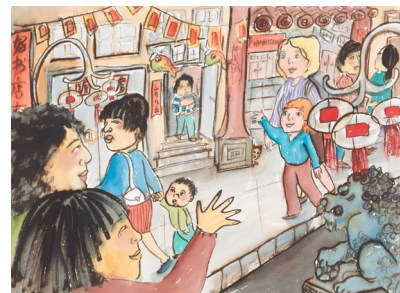
Find the picture of Fang Fang and her mum. Read the text by the picture. It talks about what has just happened, and asks you to think of what will happen next. Imagine the parts of the story like scenes in a movie.

Draw the scenes in the frames below

You've created a 'storyboard'. Film directors begin their movies by drawing a storyboard.

Perhaps you've made films with a phone or a camera.

Make a film based on your storyboard.



Sally Rippin, ...when Fang Fang and her mother have finished eating..., 1996, published in *Speak Chinese, Fang Fang!* (Omnibus Books, Norwood, SA, 1996), reproduced by permission of Scholastic Australia Pty Limited

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Mapping your place

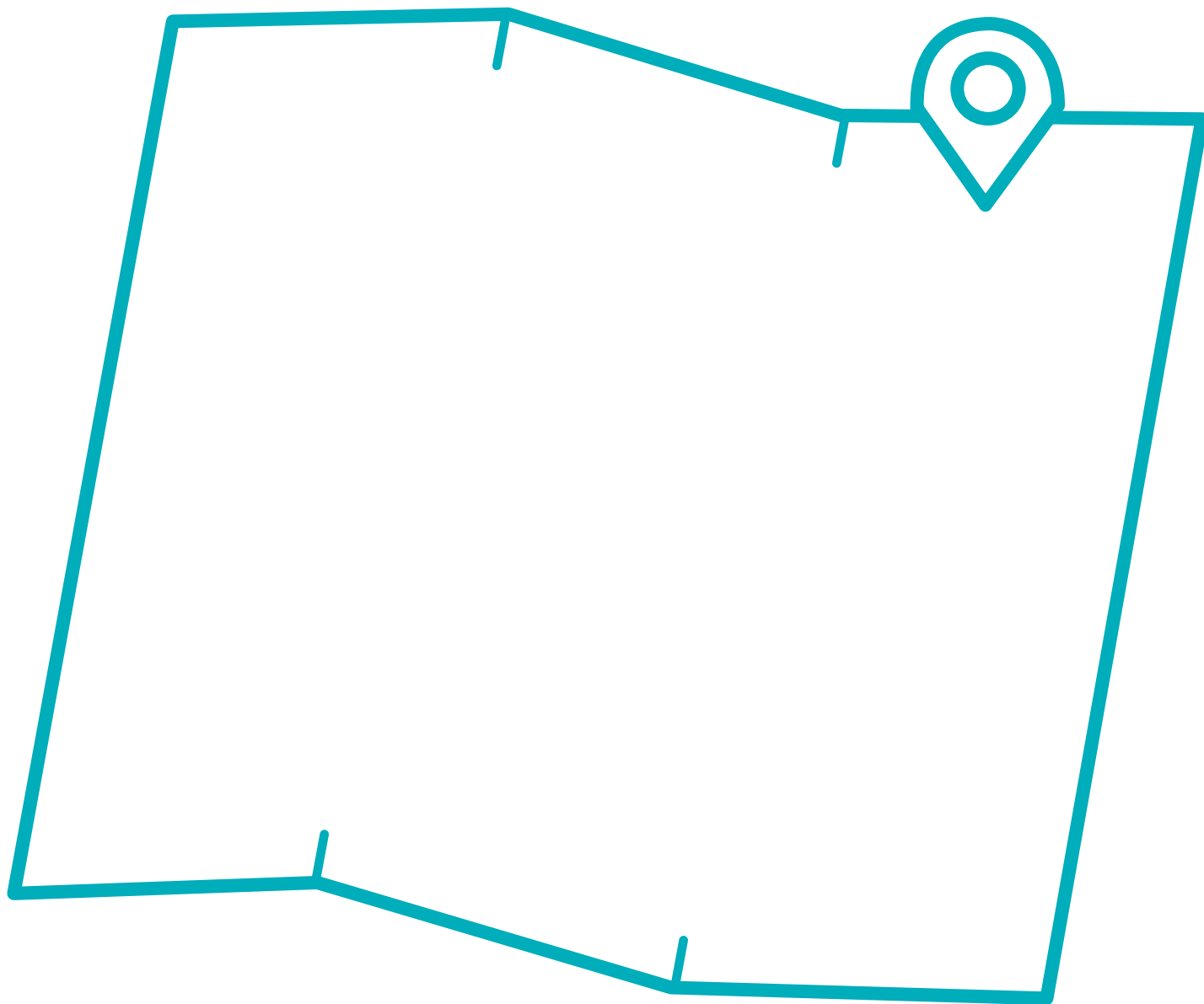
One of the illustrations in the exhibition includes a map.

Can you find it? What's the title of the illustration?

Think about where you live. Are there lots of streets?

Or parks? Or bush? Imagine looking down from high above.

Draw a map of your place.



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Mash it!

The Cunmerrie is an amazing fantastical animal. Its different body parts look like different animals. It's a bit like an animal collage, or mashup.

Cut out the words below and stick them down to make a sentence about the Cunmerrie, and what is happening in the picture. You can add some words of your own if you like. It's a sentence mash!



Robert Ingpen, *The Cunmerrie*, 1981, published in *The unchosen land* (Rigby, Adelaide, 1981)

Blue

Dangerous

Sky

Brown

Brave

With

Beak

Frightened

Up

Huge

Feathers

Down

Hairy

Claws

Power

Golden

Rescue

And

Leathery

Rocks

Rushing

Grey

Escape

Soaring

Barren

In

Creature

Eyes

On

Beast

Terrifying

The

People

Use the library to find pictures of animals.

Draw or trace them and use your drawings to make a fantastical animal with different animal body parts. What is your animal called? Write a story about your animal.

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Lisa Stewart, *Cuddle*, 2011, published in *Can I cuddle the moon?* by Kerry Brown (Scholastic Press, Gosford, NSW, 2011), reproduced by permission of Scholastic Australia Pty Limited

Share a story

With your child, select an unfamiliar picture book from the centre pod or the library shelves.

When choosing your book, ask your child:
What would you like to read about?

BEFORE
you begin to read the book together, look at the cover. **What do you think this book is about?**

WHILST
looking through the book
What is happening in the pictures?

How could we work out these tricky words?
What do you think is going to happen next?

AFTER
the story
What was your favourite part of the book?
Who was your favourite character in the story?
Why do you like that character?

If you could change the ending of the book, what would it be?

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an adventure in pictures

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Become a scribe

– activity for carers/final pod

Ask your child to talk about the exhibition: which parts did they like? Are there any related experience that interests them?

Which parts of your conversation would they like you to record?

Write down their ideas as they talk. Use the child's language.



Jeanie Adams, *Grandad looked quite worried*, 1991, published in *Going for oysters* (Omnibus Books, Norwood, SA, 1991) © Jeanie Adams/licensed by Viscopy, 2015, reproduced by permission of Scholastic Australia Pty Limited

Ask your child to read back the writing.

Your child may want to draw a picture or create something to match the writing.

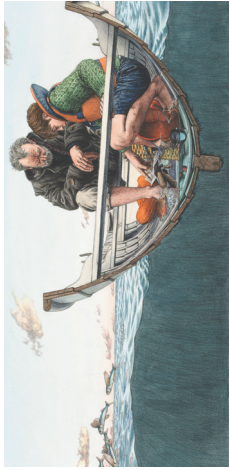
Your older children can be encouraged to scribe for younger ones in the same way.

Use this process regularly at home to encourage your child to speak and write about their experiences, thoughts and feelings.



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Peter Gouldthorpe, *The boy felt water swirling about his feet*, 1993, published in *First light* by Gary Crew (Lothian, Port Melbourne, 1993)

What's YOUR story?

Stories are created by interesting characters in interesting places doing interesting things! One thing leads to another, and this is sometimes called 'story grammar'. We start by meeting the characters, then we find out about where they live, then something happens to get the story started, then the characters face a challenge. The way they respond to the challenge helps them learn something about themselves, and their world.

**Can you work out the story grammar in the picture,
The boy felt water swirling around his feet?**

Who are the main characters?

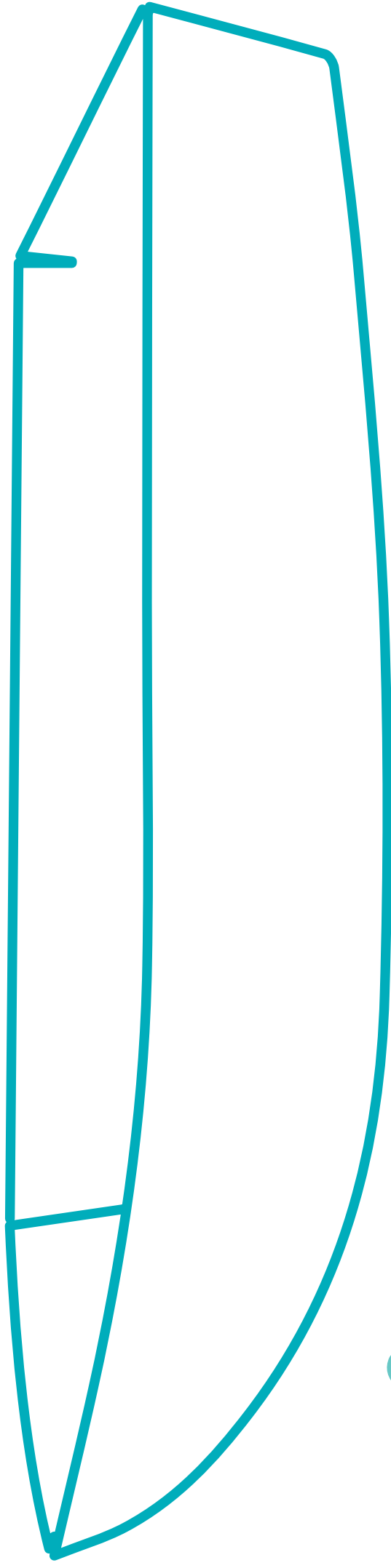
Where do they live?

Where does the action take place?

What has happened?

How do the characters solve the problem?

What do they learn?



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Make an erasure poem

Do you know what an erasure poem is? Use the text in the box below to create an erasure poem inspired by this illustration. See if you can recreate the strange and dreamy feeling of the picture with your poem.

Draw a box around each one of the words that you want to be in your poem. The words need to stay in the same order that they are in text.

Scribble over the rest of the words with a pencil or marker pen, so that the only words that can be seen are the ones that make up your poem.

You've made an erasure poem.

Decorate around your erasure poem with drawings that match its theme.



Ida Rentoul Outhwaite, [A fairy riding on the back of a bat], c. 1921, publication details unknown, © V. & S. MARTIN, Scholastic

Indeed they were constantly bumping. They could now fly strongly, though they still kicked far too much; but if they saw a cloud in front of them, the more they tried to avoid it, the more certainly did they bump into it. If Nana had been with them, she would have had a bandage round Michael's forehead by this time.

Peter was not with them for the moment, and they felt rather lonely up there by themselves. He could go so much faster than they that he would suddenly shoot out of sight, to have some adventure in which they had no share. He would come down laughing over something fearfully funny he had been saying to a star, but he had already forgotten what it was, or he would come with mermaid scales still sticking to him, and yet not be able to say for certain what had been happening. It was really rather irritating to children who had never seen a mermaid.

Text from Peter Pan by JM Barrie



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