



Walker Books Classroom Ideas



You, Me, Community

Author: Zanni Louise
Illustrator: Tony Flowers
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*Notes may be downloaded and printed for regular classroom use only.

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Outline:

*Do you ever feel alone?
Stranded like a washed-up stone?
Look around and soon you'll see
you're part of a community.*

There are all sorts of communities – from school to soccer teams, from towns to the world of trees. They don't always look or think the same, but communities are connected by the things they share and the people they care about - including you!

Full of heart and hope, *You, Me, Community* reminds us that we're never really alone, because we're part of something bigger: a community. Lots of them, in fact!

Author/Illustrator Information:

Zanni Louise is passionate about writing quality books for children and inspiring people to write their own stories. Zanni has written 16 books for children, including picture books and junior fiction. Her books have been described as quirky, warm and funny, and are sold in many foreign territories. She's been twice listed in the CBCA Notables, and her picture book *Archie and the Bear* was selected for the highly prestigious international children's catalogue: The White Ravens.

Tony Flowers is a scribble-o-holic and international award-winning illustrator. His love for illustration and storytelling spans over 50 books including early reader chapter books and picture books that have sold around the world. Tony fills his drawings with humour and interesting details. His passion for his motorcycle, cars, cats and dogs shows in his drawings, which are often found hiding in the backgrounds of his works.

How to Use These Notes:

This story works on many levels. The suggested activities are therefore for a wide age and ability range. Please select accordingly.

Ages: From 3 to 8 years

Key Learning Areas: English

Genre: Picture Books

Format: Hardback

Imprint: Walker Books Australia



Walker Books Classroom Ideas

Discussion Questions and Activities

Before Reading

Before reading, view the cover and title of the book. Identify the following:

- The title of the book
- The author/illustrator
- The publisher
- The blurb

What do you think the story might be about from looking at the title only? Do your ideas change after seeing the cover?

Activity:

Write your own story using the title of the picture book.

Based on the cover, what do you think this story is about? How do you think it will begin/end? Revisit your answer after reading the story to see if your predictions were correct.

Discuss the title of the book. Do you think this is a good title? Why or why not? If you were asked to choose an alternative title for the book, what would it be? Remember, a good title should capture the audience's attentions and give them some idea of what the book is about.

Exploring the Text

Exploring the Text

Discussion:

- Who do you think the audience for this book is? Why?
- Is the book an imaginative, informative or persuasive text? How can you tell?

Literary techniques allow a writer to convey a deeper meaning in their text.

- What techniques can you find in this text? e.g. metaphor, imagery, alliteration, personification
- What deeper meaning can you draw from the text?

Exploring the Illustrations

Discussion:

- How do the illustrations add to the story?
- Do you think the illustrator has effectively told his story visually?

Activity:

Cover the text in the book and write your own story following the illustrations.

Discussion:

Choose one of the spreads and have a class discussion about the following illustration decisions:

- How do the illustrations add to the story?
- How do you think the people are feeling? What clues might there be in the pictures?
- Is there a main colour in this spread? How does it make you feel?
- Do the colours change from spread to spread? Why might that be?
- Do the pictures take up the whole page, or are they framed?
- Are any of the words bigger on the page than the others? Why could that be?



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Exploring the Text in Depth:

1. Before reading, discuss what you think the story is going to be about. What clues are there on the cover and in the blurb?
2. Explain what a 'multicultural community' (or a 'multicultural society') means. Discuss how the book shows multiculturalism (i.e., through different animal species and different dwellings & landscapes). With the whole class participating, write a mind-map of all the good things about multicultural communities.
3. What communities are you a part of? Draw them on a piece of paper, with your name written in the middle. You can also show whether any of your communities overlap!
4. In the book, the town-animals are building a new bridge. They accidentally use two different bridge designs, but then they connect them together. Split your students into pairs and assign each person as 'left' or 'right'. The 'lefts' draw the left side of a bridge, and the 'rights' draw the right side of a bridge – *but* make sure the students can't see what their partner is drawing! Once everyone is finished, tape the left and right sides of each pair together to reveal all the connected bridges.
5. Working in groups, write an acrostic poem using the word 'COMMUNITY'.