



EK BOOKS TEACHER NOTES & RESOURCES

Title: One Book Was All It Took

Author: Wenda Shurety

Illustrator: Amy Calautti

Publisher: EK Books

Price: ANZ \$24.99 | USA \$18.99 | CA \$24.99 | UK £10.99

ISBN: 9781922539137

Publication date: July 2022

Audience age: 4-7 years

Key Curriculum Areas: English, Humanities and Social Sciences, Science / STEAM, Health and Physical Education, Visual Arts



SYNOPSIS:

Find out how reading just one book can lead to a brand-new library in this lively chain-reaction story about actions and their consequences – however unintended they may be! Violet has searched her room high and low, but just can't find a book she hasn't read before. She wishes her town had a library; a magical place full of adventure where she would never run out of stories to discover. But alas, on this particular rainy day, the only unfamiliar book she can find is the one propping up the kitchen table. Dad won't miss it, right?... With a CLATTER and a CRASH, Violet's actions set in motion an unstoppable chain of events that soon has the whole town in chaos!

Young readers will delight at the playful, colourful illustrations, while learning an important lesson about how actions lead to consequences. The story also introduces children to the wonder of libraries, while highlighting their vital role in fostering literacy. *One Book Was All it Took* is the perfect tongue-in-cheek adventure story to share with budding bookworms. From the hilarity of the chaos that Violet causes, to the heart-warming reminder of the important role libraries have played in many of our lives, readers of all ages will find joy in this vibrant book. It is also an excellent introduction to the concept of how our actions can affect others, an important lesson for all young ones – especially Violet!

THEMES:

Actions lead to consequences. Fostering a love of reading and books. Adventure. The importance of libraries and literacy.

SELLING POINTS:

- The library theme will appeal strongly to anyone with a love of reading, and will be a joy to share with budding bookworms.
- In the face of budget cuts and closures, the book emphasises the importance of libraries and their vital role in both schools and the community.
- Will help to teach even the youngest readers that their actions can affect others, both positively and negatively.

WRITING STYLE:

Contemporary narrative

ILLUSTRATION STYLE:

My illustration style is a mixture of hand drawn linework, digital painting and collaged objects and textures. I try to add fun humor and movement into the illustrations by using a naive cartoony style. I chose to use bright colours and clashing patterns which has given the book a certain vibrancy and exciting appeal. As soon as I read the manuscript I knew I would be using a rainbow as to symbolize the magic that catches Violet's eye, which also influenced the colour palette.

AUTHOR MOTIVATION:

I wrote this story to highlight the importance of books and libraries. I am concerned about the reduction in funding for school libraries and want to communicate their significance in schools and the community. There is a strong relationship between reading attainment and school library use as shown by a British study (Clark, 2010) and an Australia-wide school literacy survey (Masters & Forster, 1997). <https://eprints.qut.edu.au/63170/> . Also, many public libraries face closure around the world. For example; Britain has closed 800 libraries since 2010. <https://www.theguardian.com/books/2019/dec/06/britain-has-closed-almost-800-libraries-since-2010-figures-show>

I also wrote this story because of my fascination with the butterfly effect; how one action can activate a chain of consequences. Everything we think and say and do has consequences for ourselves and for others. Like ripples on a pond, our actions spread out and affect others because everything is interconnected. Even though the concept may be beyond some children, it's useful for them to know that something they do could affect someone or something either positively or negatively.

AUTHOR/ILLUSTRATOR BACKGROUND:

Born in London, **Wenda Shurety** is a children's author who loves to write stories from the heart about nature, diversity and the magical world of the imagination. One Book Was All It Took is her seventh picture book. Wenda lives in Brisbane with her husband and daughter.

Amy Calautti loved to draw from a young age and often made up games based around drawing to entertain her younger brother and cousins. She now lives with her small tribe of humans who inspire her every day.

INTERVIEW:

AUTHOR

What is the inspiration for this story?

Many things inspired this story, including my love of libraries, my crazy pets, my daughter, the butterfly effect and the picture book by Peter Carnavas called The Children Who Loved Books.

What was the most challenging part of this project?

It was coming up with a chaotic chain of events that started with Violet and ended with the building of a library.

What was the most rewarding part of this project?

When I finally came up with a chain of events that worked!



ILLUSTRATOR

What media do you use to create your illustrations? Briefly describe your process.

I storyboard the illustrations on little bits of paper imagining illustration ideas and design ideas for how the illustrations might flow from page to page. I also have to make sure that the illustrations match the story I'm illustrating and my ideas haven't gone on too much of a tangent, this takes about 2-3 weeks. I usually work when my kids are at school and at night when they've gone to sleep so it's about 8-10 hours a day.

Next I send my work to our lovely editor and she then sends it to the book designer and Author for any changes that might be needed. I usually work on any changes for about a couple of weeks. Once all the necessary changes are made, the most enjoyable and easy part comes which is final art. The final art took me about a month to finish. Digital painting is quite time consuming but I enjoy it. I've illustrated the entire book on my laptop which has a touch screen and pen it has been very handy indeed. To create the illustrations I hand drew the linework, scanned it into my laptop then filled the linework with collage and digital painting. I also created some digital patterns for some of the illustrations and I used a gaussian blur effect to help create the rainbows.

What was the most rewarding part of this project?

I really love how bright and colourful the book is, and I also love the dad character. I didn't create an extra family around the two central characters as not every family has a mum, brother or sister. I'm not sure there are a lot of picture books with a Dad as the main parental figure, and I think that makes this book quite unique.

What was the most challenging part of this project?

Probably finding how the end of the book should be. Originally, I illustrated violet sneezing from a dusty book which causes a series of events, but Wenda realised that a new library wouldn't have dusty old books, so I thought of a new way to illustrate the end. I like the new ending much more as all the kids are picking up a book, helping Violet and discovering new stories.



TEACHER ACTIVITIES/NOTES:

N.B. These questions and activities can be adapted to suit the experience and ability of students.

DISCUSSION:

Before Reading

- Do you have a favourite book or genre / kind of story? Tell a friend about it.
- Do you often visit the library? Which libraries are local to you? What do you like about visiting the library? What kinds of activities / events have you been to at the library?
- Why are libraries an important part of a community? Find out what kinds of services they offer.
- Look at the cover of *One Book Was All It Took*. What do you see? How do you think the character is feeling? How do you know? How does the cover make you feel?
- What does the title make you think of? What do you think it means? What do you think will happen in this story?

During Reading

- Why did Violet decide it would be a perfect day to read? Can there be other perfect times to read?
- Violet wants to find a book she hasn't read before. What could she do if she can't find one?
- What do you think might be a reason her town doesn't have a library?
- What is the role of the Mayor? Why could it be beneficial to write a letter to the Mayor?
- What do you think will happen if Violet removes the book from under the table?
- What do you think will happen next?
- What do you see happening in the pictures?

After Reading

- What is the main idea of the story? What are the important themes or messages in the book? How did it make you feel, and have you altered or changed your point of view on the importance of books and libraries?
- What did the author mean by the phrase, 'one book was all it took'?
- What did you learn about Violet? List some adjectives to describe her personality / behaviour.
- Do you think Violet realised the effect, or consequences, of her actions when she pulled the book out from under the table? What could she have done differently?
- What did you learn about the concept 'cause and effect' or 'actions lead to consequences'? Have you heard of the term 'the butterfly effect', or 'a chain reaction'? What does this mean? How did this happen in the story? In what ways were Violet's actions positive and negative?
- How do the illustrations show us 'the perfect book'? Where else can we see this 'special effect'?
- How did Violet's letter influence the Mayor to open a library?
- Do you think Violet was influenced by the Mayor? In what way? Clue: look at the last page. How does this reaction remind you of the 'cause and effect' relationship?
- What do you like about the illustrations? How do they make you feel? Why do you think the illustrator has chosen to use this colour palette? What else do you notice about the patterns and textures used in the artwork?
- Do you recognise any book titles or book characters that you know? Make a list.
- How is the town's new library, and every library, "the heart of a community"? Create a list of events and activities that are organised through the local library.
- What do you think could happen after the last page of *One Book Was All It Took*?



ACTIVITIES:

ENGLISH

Vocabulary: Rhyming Words

(ACELA1439) (ACELA1438) (ACELA1458) (ACELA1778) (ACELA1455) (ACELA1822) (ACELA1474) (ACELA1471) (ACELA1472) (ACELA1824) (ACELA1825)

- Find and list rhyming pairs that appear in the book. For example, 'book – took', 'rain – pane', 'moan – groan'. Make a list of other rhyming words that go with these pairs. What do you notice about the spelling patterns? Can you identify any common digraphs and trigraphs?

Vocabulary: Onomatopoeia

(ACELA1439) (ACELA1823) (ACELT1579) (ACELT1585) (ACELT1592)

Onomatopoeia is the formation of a word from a sound associated with the name.

- Find and list the 'sound words' in the text. Can you come up with some more to go with the pictures in the story? Draw a colourful illustration to match.
Examples include: *pitter-patter*, *whiff*, *drip*.

Vocabulary: Homonyms

(ACELA1437) (ACELA1454) (ACELA1470) (ACELA1455) (ACELA1823) (ACELA1825) (ACELY1650) (ACELY1660) (ACELY1670)

Homonyms are words with the same spelling and/or pronunciation, but different meanings.

- Find and list words that could be considered as homonyms, and write the definitions for each. Using a dictionary may be a part of exploring different text types (see below).
Examples include: *read/read*, *letter*, *pen*, *miss*, *head*, *rail*, *right*.

Exploring Text Types

(ACELA1450) (ACELA1453) (ACELT1575) (ACELT1577) (ACELT1783) (ACELT1785) (ACELT1582) (ACELT1584) (ACELT1589) (ACELT1590) (ACELT1591) (ACELY1645) (ACELY1648) (ACELY1650) (ACELY1655) (ACELY1659) (ACELY1665) (ACELY1669) (ACELY1670)

- Brainstorm, then explore and read a variety of text types. For example, storybooks, chapter books, comic books, dictionaries, digital or print magazines / newspapers, recipe / cookbooks, letters / diaries, posters / advertisements, information books, maps / directories / travel guides, etc.
- Ask, what kinds of books appear in the story? What is a 'genre'? What is the difference between fiction and non-fiction? Compare the format / structure between two different kinds of texts.

Exploring Libraries

(ACELA1460) (ACELA1430) (ACELA1433) (ACELA1447) (ACELA1450) (ACELA1463) (ACELA1466) (ACELA1786) (ACELA1437) (ACELA1453) (ACELT1575) (ACELT1581) (ACELT1587) (ACELT1577) (ACELT1783) (ACELT1582) (ACELT1583) (ACELT1589) (ACELT1590) (ACELT1578) (ACELT1584) (ACELT1591) (ACELT1580) (ACELT1586) (ACELT1833) (ACELY1645) (ACELY1655) (ACELY1665) (ACELY1648) (ACELY1650) (ACELY1658) (ACELY1660) (ACELY1668) (ACELY1670) (ACELY1651) (ACELY1661) (ACELY1671)

- Visit the school or local library, or research the website of one online. What kinds of events, activities and services do they offer?
Ideas for exploring the library:
 - Mark the library's upcoming events on a calendar.
 - Make a list or create a mind map of all the kinds of services the library offers.
 - Go on a hunt around the library to find all the different sections, or find a certain number of different text types on the shelves.

- Challenge students to find books on a given topic / subject.
- Find a book that explains a procedure, such as a recipe, and try it out!
- Learn 10 – 20 facts from an information / non-fiction text. Share with a friend.
- Find a book you enjoy and role play a scene or your favourite part.
- Write an advert for an upcoming book event at the library, such as a book launch, storytime session, or author / illustrator workshop or presentation. What is the purpose? Who will be there? When will it take place? What will be included in the session? Where will it be held? Will there be a cost? Make your advert sound enticing and exciting to attend!
- Write some interview questions for a librarian, such as ‘What do you like about your job?’, ‘What is the hardest thing about being a librarian?’, ‘What are your favourite books to read?’, ‘Why do people come to the library?’, and so on. Then, interview a librarian!
- Learn how the Dewey Decimal System or Classification System works, and locate a book from the computer catalogue or a given call number.
- Choose your favourite book and write a book report or review about it. See [BLM 1](#) for a template.

Vocabulary - Similes

(ACELA1435) (ACELA1786) (ACELA1437) (ACELA1454) (ACELA1469) (ACELA1470) (ACELT1591) (ACELT1832) (ACELT1833)

A simile is a figure of speech comparing one thing with another thing of a different kind.

For example, ‘**It stank like an old sock**’, ‘**The letters floated down into the foyer like giant snowflakes**’

- Discuss their meanings.
- Change the phrase to mean something else. Example, ‘It stank like a rotten cabbage’, ‘The letters floated like feathers on a light breeze.’
- Write your own similes. Illustrate your favourite phrases.

Comprehension

(ACELT1575) (ACELT1783) (ACELT1578) (ACELY1646) (ACELY1650) (ACELA1787) (ACELT1587) (ACELT1582) (ACELT1591) (ACELY1660) (ACELY1670)

- Through writing and discussion, answer comprehension questions relating to the story, such as:
 - **Knowledge:** Who was in the story? What was the main problem? Where do the events take place? When did Violet start the chain of events? What happened after Violet found the book under the table?
 - **Comprehension:** Retell the story in your own words. What was the main idea? What are the differences and similarities between Violet and the Mayor? What made the Mayor decide to open a library?
 - **Application:** How does Violet’s actions change the course of the day / week / season? Why is it important to think carefully before you act? Why are libraries the heart of a community? How is reading and exploring different books beneficial to our learning?
 - **Analysis:** What are the features of a library? Draw a bird’s eye view map of the library. Draw a diagram or comic strip showing the sequence of events in the story. How does the way Violet and the other children find perfect books to read compare before and after the library was opened?
 - **Synthesis:** Predict how Violet will consider her actions in the future. Why is this important? What ideas can you think of for completing a reading challenge or library scavenger hunt? How would you, creatively, recommend books or library visits to others?

- *Evaluation:* Do you agree that Violet shouldn't have taken the book from under the table? Why or why not? What is the most important thing the story is teaching us? What do you think about the way the characters reacted when things went wrong? How do you think the Mayor has become more aware of the needs of the community?

Comprehension – Story Sequencing

(ACELA1447) (ACELA1463) (ACELT1578) (ACELT1785) (ACELT1584) (ACELY1650) (ACELY1660) (ACELY1670)

- Complete a story sequence comic strip or paper chain showing the events that happened in the book. See **BLM 2** for a template. Use the following sentences or your own, or pictures, to complete your sequence.
 1. Violet looked for a book to read.
 2. Violet wrote a letter to the Mayor to open a library.
 3. Violet took a book from under the table leg, and Dad messed on his shirt.
 4. Dad missed the bus.
 5. Sally made a stinky cake.
 6. Nellie the cat ate the cake.
 7. Nellie's owner did not repair the town hall roof.
 8. Connor the clerk slipped in the puddle and dropped a file of letters.
 9. Violet's letter landed gently on the Mayor's foot.
 10. A brand new library was opened the following summer.

Narrative Writing

(ACELT1581) (ACELT1582) (ACELT1586) (ACELY1651) (ACELY1661) (ACELY1662) (ACELY1671) (ACELY1672)

- Imagine you were Violet and started a chain of events (or 'the butterfly effect') because of a careless or accidental action. What could alternative consequences of that action be? Who is in the story? What are the problems that arise from the action? How will they be resolved? Begin your narrative with a sizzling start, such as dialogue, onomatopoeia, action or scene setting. Set it out with a beginning, middle and end.

Alternative ideas:

- Imagine you were able to time travel and alter a piece of history, causing a 'butterfly effect' and changing the course of historical events. For example, someone has stopped paper creation and books could never be made! What would be the consequences of this action? Will you save the day?
- Imagine you were a book character from your favourite story. What adventures and challenges would you face? What other characters would you meet along the way?

Creative Writing: Innovation on Text

(ACELA1435) (ACELA1451) (ACELT1783) (ACELT1831) (ACELT1582) (ACELT1832) (ACELT1833)

- Ask students to brainstorm ideas for what might happen next after the last page of the book. Begin with the sentence, 'One book caught her eye...' or 'One book was all it took because/when/as...'. Illustrate.



Letter / Persuasive Text Writing

(ACELA1430) (ACELA1437) (ACELA1439) (ACELA1460) (ACELA1447) (ACELA1463) (ACELT1585)

- Write a letter to the Mayor of your local town with an idea or request for a community service. Think about what kinds of activities, needs or events might be needed to improve literacy, community interaction, or another purpose. Can you make reasonable suggestions on how to organise or fund the new service? Or is there a need to upgrade an existing service to be more user friendly and environmentally sustainable?
- Include a title, introduction with the 5Ws and a strong opinion, a few reasons / arguments for your case and a conclusion that summarises your ideas.

Family Interviews about Books and Libraries

(ACELA1426) (ACELA1443) (ACELA1460) (ACELA1428) (ACELA1444) (ACELA1446) (ACELA1461) (ACELA1437) (ACELA1454) (ACELY1646) (ACELY1784) (ACELY1656) (ACELY1788) (ACELY1666) (ACELY1789)

Humanities and Social Sciences Links: (ACHASSI001) (ACHASSI018) (ACHASSI002) (ACHASSI035) (ACHASSI005) (ACHASSI006) (ACHASSI022) (ACHASSI039) (ACHASSI009) (ACHASSI025) (ACHASSI041) (ACHASSI026) (ACHASSI027) (ACHASSK013) (ACHASSK028) (ACHASSK030) (ACHASSK044) (ACHASSK045) (ACHASSK046)

- Students can practise connection and communication skills through some research about libraries and reading practices from their own family members. Students' findings may be represented as a book with images, photos or drawings on each page.

Some interview questions or topics may include: *Do you visit your local library often? What do/did you like about the library? How have libraries changed over time? How has the technology changed over time? What are your fondest memories of your school or local library? Did you have a favourite librarian? What is your relationship with books and reading? What is your favourite book or kind of book? How would you feel and what could you do if you found out your local library was closing down? Why do you think libraries are important for the community?*

Thinking Tools / Graphic Organisers

(ACELA1429) (ACELT1575) (ACELT1783) (ACELT1583) (ACELT1589) (ACELY1650) (ACELY1660) (ACELY1670)

- **Y-Chart:** Students can imagine themselves as Violet, or another character, in one of the scenarios in the book, such as finding the perfect book, or Nellie the cat eating the cake, or the Mayor remembering the wonderful things about the library. Complete the graphic organiser with the headings: Looks Like, Sounds Like, Feels Like. See **BLM 3**.
- **Ripple Effect Diagram:** This diagram shows how one consequence of our actions connects and leads to another. Students can show how Violet's action of taking the book from under the table lead to a series of connected consequences. Alternatively, consider another example of an action of your own and how one turn leads to another. See **BLM 4**.
- **Ranking Ladder:** Students can organise their thinking through a ranking (or logic) ladder. Topics to rank in order of least to most important, or least to most favourite, could include: Community Services (including libraries, aged care, disability support, the arts, child care, road and park maintenance, etc), Library Services, Top 10 Favourite Books, Favourite Books about Books, and so on. See **BLM 5**.



SCIENCE / STEAM

Rainbow Explosions (Baking Soda and Vinegar Reaction)

(ACSSU003) (ACSSU018) (ACSSU031) (ACSHE013) (ACSHE021) (ACSHE034) (ACIS014) (ACIS011) (ACIS233) (ACIS012) (ACIS024) (ACIS025) (ACIS039) (ACIS027) (ACIS041) (ACIS029)

- Violet's perfect books exploded with rainbow colours! Students can experiment with their own rainbow explosions. You'll need baking soda, liquid watercolours or food colouring, vinegar, dish soap and jars / containers (one for each colour). Add the same amount of baking soda to each jar and colour evenly with the liquid colours. Add a squirt of dish soap to the vinegar, and squirt into each of the baking soda jars.
- Experiment with variations like leaving out the dish soap, or adding the dish soap to the baking soda first. Predict, observe and record the findings. Which explosions worked the best?

Science involved: The baking soda (base) and vinegar (acid) mixed together releases carbon dioxide (gas). There is a further reaction when the carbon dioxide mixes with the soap.

Rainbow Paper Art

Science links – (ACSSU003) (ACSSU018) (ACSSU031) (ACSHE013) (ACSHE021) (ACSHE034) (ACIS014) (ACIS011) (ACIS233) (ACIS012) (ACIS024) (ACIS025) (ACIS039) (ACIS027) (ACIS041) (ACIS029)

Visual Arts links – (ACAVAM106) (ACAVAM107) (ACAVAM108)

- 'Violet' is one of the colours of the rainbow. Can you name the six others? Create stunning paper for a book or piece of art with all the colours of the rainbow. You will need black construction paper, a bowl of water, clear nail polish and paper towels.

Release a drop of nail polish into the water and wait a couple of seconds. Immediately dip a small piece of black paper into the water mixture, allowing the nail polish to attach. Set aside on a paper towel. If the nail polish creates a film, try the experiment more quickly. Is there a technique that is the most effective?

Science involved: The dipped paper in the water mixture is coated with a thin layer of nail polish. The rainbow colours are caused by thin-film interference. Holding the rainbow paper at different angles will allow the light to show the different colours. The same effect happens when oil mixes with water on the road on a rainy day.

Rainbow Recipes

(ACSSU003) (ACSSU018) (ACSSU031) (ACSHE013) (ACSHE021) (ACSHE022) (ACSHE035) (ACIS014) (ACIS037) (ACIS011) (ACIS024) (ACIS039) (ACIS233) (ACIS027) (ACIS041) (ACIS012) (ACIS029)

- Dad's cookbooks may not have looked exciting, but there is an abundance of colourful and tasty rainbow recipes that are fun for children to try, and they will be using science skills in a hands-on way. For example, they will learn about turning solids into liquids, different textures and the effects of combining different compounds with / without heat or cold. Students can use skills in predicting, observing, recording, evaluating and communicating when working through the processes.

Examples include:

- Rainbow cookies
- Rainbow cakes
- Rainbow jelly
- Rainbow pancakes
- Rainbow vegetable kebabs or pizza



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- Rainbow toast or doughnuts
- Rainbow popcorn
- Rainbow pasta
- Rainbow fruit salad

For more ideas visit [Rainbow Recipes for Kids \(steamsational.com\)](https://steamsational.com).

HEALTH AND PHYSICAL EDUCATION

Healthy Mind / Healthy Body Ideas:

(ACPPS003) (ACPPS004) (ACPPS005) (ACPPS006) (ACPPS017) (ACPPS018) (ACPPS020) (ACPPS021) (ACPMP008) (ACPMP012) (ACPMP025) (ACPMP028)

Mindfulness and physical activity are ideal for mental and physical health, as well as building relationships with family and friends.

- Read a book on a rainy day, or any day!
- Find different kinds of books – go on a book scavenger hunt!
- Visit the library! Attend a special event. Ask the librarian for help to find some books to borrow
- Write a letter to a friend, family member, or important council person
- Find a recipe in a cookbook, and make it!
- Visit a neighbour or a friend – recommend or make something creative together
- Take care of a pet, or go for a walk with your pet around the neighbourhood
- Dress up as your favourite book character. Attend a book parade!
- Role play your favourite scene from a book
- Build your own street library for neighbours to share books (STEAM activity)
- Build the tallest tower of books!
- Learn a new skill or craft from reading an instructional guide.

VISUAL ARTS

Mixed-Media Bookish Art

(ACAVAM106) (ACAVAM107) (ACAVAM108)

The illustrator of *One Book Was All It Took* uses a variety of media in the illustrations, including real fabrics and textures, watercolours and digital art. Using a range or selection of media and techniques of your choice, including waterpaints, collage, pencils, patterns, and so on, design and create your own book-related art. Your piece can include a scene from the book, or a picture of your favourite book character. Make sure your artwork is super colourful!

Colour Mixing Ideas

Visual Arts links - (ACAVAM106) (ACAVAM107) (ACAVAM108)

Science links - (ACSSU003) (ACSSU018) (ACSSU031) (ACSIS011) (ACSIS024) (ACSIS038) (ACSIS012) (ACSIS213) (ACSIS042)

The illustrations in the book are vibrant and playful with a medley of stunning, bright colours. Explore a range of techniques and ideas to discover the effects of colour mixing.



TEACHER NOTES: One Book Was All It Took

- *Colour Mixing on a Window:* Place a squirt of each primary colour (red, blue and yellow acrylics) into separate zip lock bags. Tape each to the window and spread the paint inside the bag. Place bags on top of each other (ie. red and yellow) and let the light show the new colour (ie. orange) shining through. Try different combinations, and even all three.
- *Rainbow Spin Mixing:* Using primary-colour (standard or neon) acrylic paint, coffee filters and a salad spinner, squirt each colour paint into the centre of the coffee filter (in the spinner), and spin! Experiment with varying amounts of each colour to create secondary colours.
- *Coloured Marble Painting:* With different coloured acrylic paints, marbles, paper, teaspoons and a high-sided tray, dip the marbles into different coloured paint and place on the paper in the tray with a teaspoon. Tip, turn and tilt the tray to create your rainbow marble painting.

MY BOOK REPORT★



MY NAME: _____

THE TITLE OF MY BOOK IS: _____

The author's name is: _____

The illustrator's name is: _____

CHARACTER

My favourite character was _____

Four words to describe this character:

1. _____
2. _____
3. _____
4. _____

SETTING

One place where the story happened was _____

Three words to describe this setting:

1. _____
2. _____
3. _____

THE STORY

Beginning

Middle

End

This book was:

- ☐ Awesome!
- ☐ Pretty good.
- ☐ OK.
- ☐ Not my favourite.
- ☐ One I did not like.

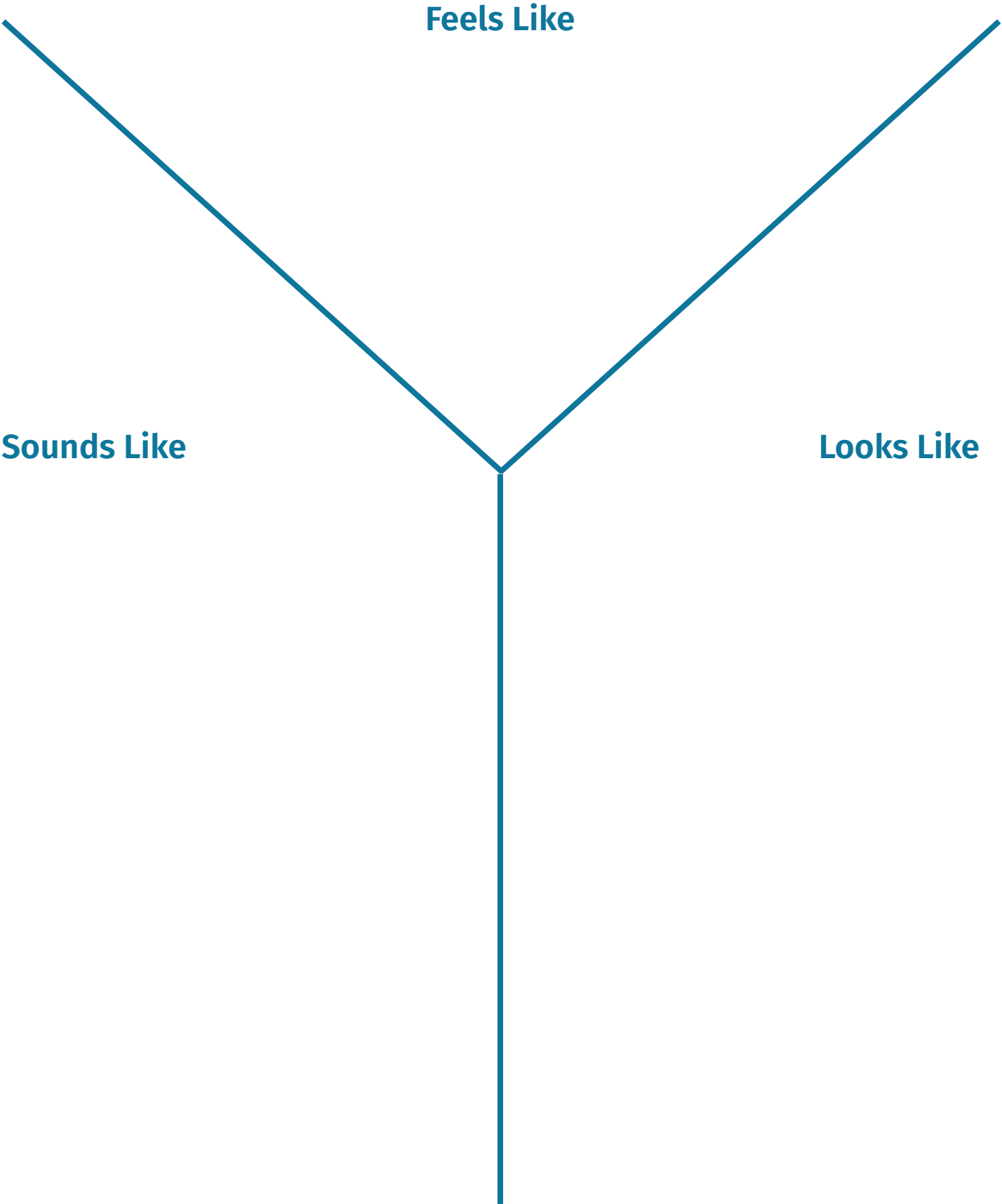
MY FAVOURITE EVENT

NAME _____ DATE _____

COMIC STRIP

NAME _____

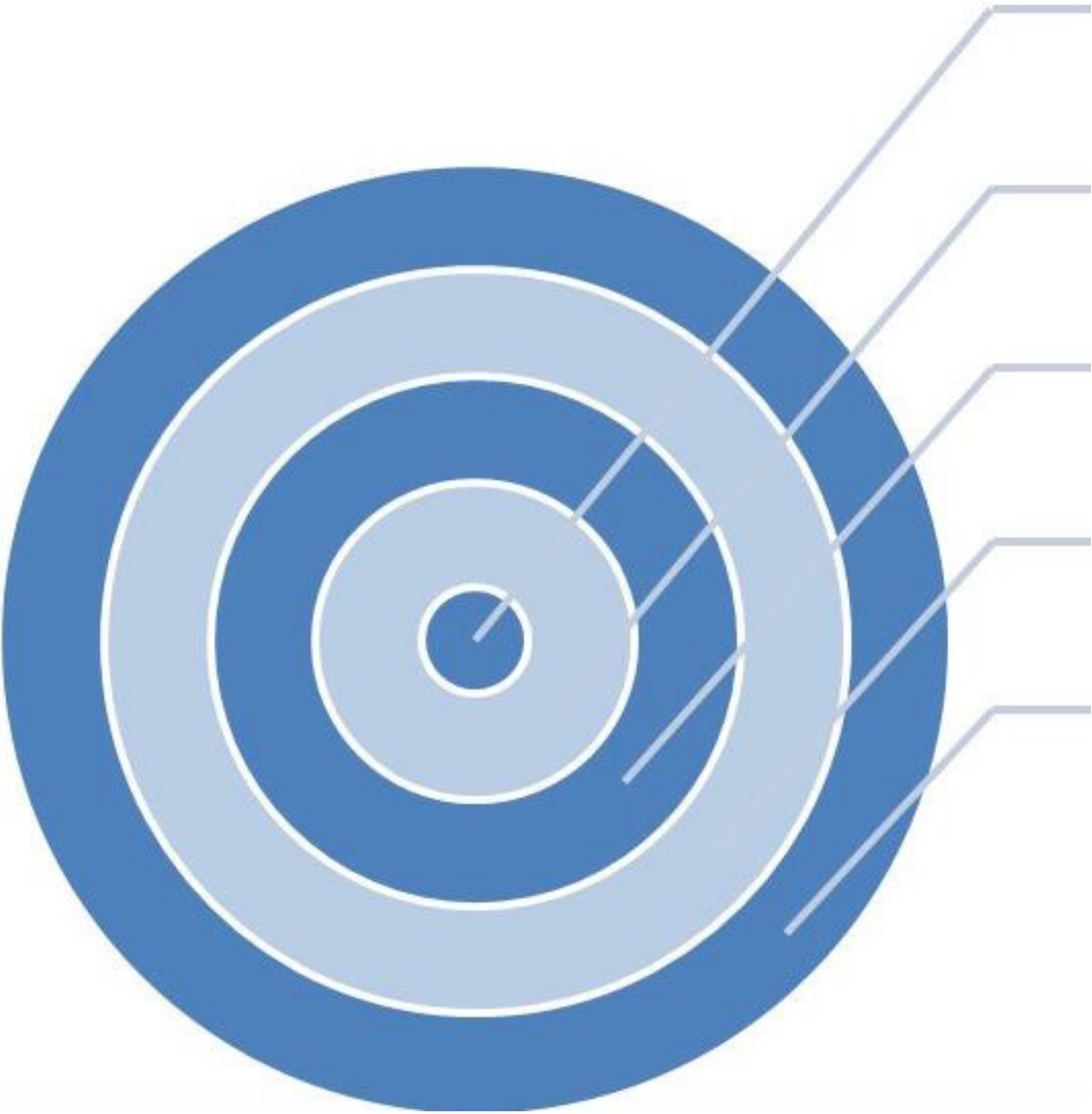
DATE _____



RIPPLE EFFECT

NAME _____

DATE _____



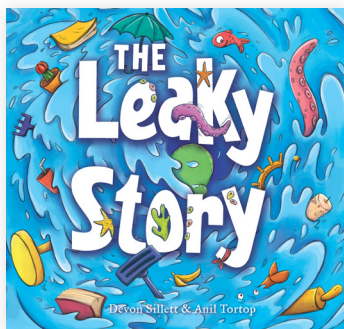
RANKING LADDER

NAME _____

DATE _____

[illegible]

RELATED TITLES ORDER FORM



The Leaky Story

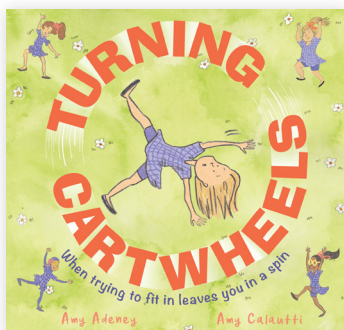
A Fun-filled Adventure into the Power of Imagination and the Magic of Books!

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