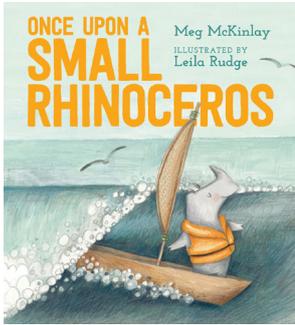




Walker Books Classroom Ideas



Once Upon a Small Rhinoceros

Meg McKinlay
Leila Rudge
9781925126709
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*Notes may be downloaded and printed for regular classroom use only.

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Outline:

Once, there was a small rhinoceros who wanted to see the big world. So she built a boat. And sailed away ... From the duo behind award-winning picture book *No Bears* comes a simple yet inspirational tale about challenging the norm, pushing boundaries and being true to oneself.

Author/Illustrator Information:

Meg McKinlay grew up in Bendigo, Victoria, in a book-loving, TV- and car-free household. On the long and winding path to becoming a children's writer, she has worked a variety of jobs including swim instructor, tour guide, translator and teacher. These days, she lives with her family near the ocean in Fremantle and divides her time between teaching and writing, a balance that swings wildly between chaos and calm. She is always busy cooking up more books and you can visit her on the web at www.megmckinlay.com

Leila Rudge was born in England. She moved to Australia after completing an Illustration Degree at Bath Spa University. Creating tiny characters for books is her favourite part of illustrating. In 2012, her book *No Bears* (written by Meg McKinlay) was short-listed for the CBCA Picture Book of the Year award in both the Picture Book and Early Childhood categories. Her first picture book as both author and illustrator, *Ted*, was a CBCA Notable Book. In 2017 her second book as author-illustrator, *Gary*, was short-listed for the CBCA awards.

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.

<p>These notes are for:</p> <ul style="list-style-type: none"> • Ages 5+ • Primary years F-2 	<p>Key Learning Areas:</p> <ul style="list-style-type: none"> • English 	<p>Example of:</p> <ul style="list-style-type: none"> • Picture Book • Fiction 	<p>Themes/Ideas:</p> <ul style="list-style-type: none"> • Bravery • Adventure • Family 		
National Curriculum Focus:*					
<p>ENGLISH</p> <p>Foundation</p> <p>ACELA1431 ACELA1432 ACELA1786 ACELT1577 ACELT1783 ACELT1578 ACELT1785 ACELT1831 ACELY1647 ACELY1648</p>	<p>Year 1</p> <p>ACELA1444 ACELA1787 ACELA1447 ACELA1453 ACELT1581 ACELT1582 ACELT1584 ACELT1586 ACELY1658 ACELY1661</p>	<p>Year 2</p> <p>ACELA1465 ACELT1587 ACELT1589 ACELT1590 ACELT1591 ACELT1833 ACELY1665 ACELY1668</p>	<p>HASS</p> <p>Foundation</p> <p>ACHASSK014 ACHASSK015</p> <p>Year 1</p> <p>ACHASSK031 ACHASSK033</p> <p>Year 2</p> <p>ACHASSK051</p>	<p>Visual Arts</p> <p>F-2</p> <p>ACAVAM106 ACAVAM107 ACAVAM108 ACAVAR109</p>	<p>*Key content descriptions have been identified from the Australian National Curriculum. However, this is not an exhaustive list of National Curriculum content able to be addressed through studying this text.</p>



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Discussion Questions and Activities:

Before Reading

Before reading *Once Upon a Small Rhinoceros*, examine the cover of the book. Identify the following:

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

What do you think the story might be about from hearing the title only? Do your ideas change after seeing the cover? Write your own story using the title *Once Upon a Small Rhinoceros*.

Exploring the Text

The other rhinoceroses tell the small rhinoceros that she can't do certain things like row a boat or read a map. Does the small rhinoceros listen to them? Why?

Resourcefulness means to make do with what you have to create a solution to a problem. How does the small rhinoceros demonstrate resourcefulness?

The other rhinoceroses use words that are usually considered negative such as "lost", "scary", "strange" etc, but the small rhinoceros considers these positive words. Why? Discuss how it can sometimes be good to get lost, or do scary or strange things. Also discuss how to stay safe when doing new things.

Make a list of all the animals that the small rhinoceros sees on her adventure. Based on these animals and the people she saw, where in the world do you think she could have travelled?

Take turns telling the class about a time that you travelled somewhere and an interesting thing you saw, heard or tasted. This could be anywhere from a park near your house to a holiday on the other side of the world.

Why do you think the small rhinoceros wanted to travel the world? Do you think her journey was successful? Why?

Has there ever been a time you wanted to do or go somewhere new, but other people said you shouldn't? Write a short story about that time, or tell the class. Why do you think other people told you not to do it?

The last spread shows the even smaller rhinoceros dreaming while looking out at the horizon. What do you think she is dreaming about? Write a sequel to *Once Upon a Small Rhinoceros* featuring the even smaller rhinoceros. What do you think she will do? Think about what she will do, where she will go, what she will see, hear, taste, feel and think. Illustrate your story.

Create a play based on *Once Upon a Small Rhinoceros*. Choose classmates to play characters such as the small rhinoceros, the large rhinoceroses, the even smaller rhinoceros and the animals and the people the small rhinoceros meets. Create dialogue and props for your play and perform it for other classes.

English

Is *Once Upon a Small Rhinoceros* an imaginative, informative or persuasive text? How can you tell?

What is the purpose of this text? Is it giving information, telling a story or giving instructions? How can you tell?

What does the reader know about the small rhinoceros from reading the book? As a class list some describing words about her. Create a word cloud for the small rhinoceros at www.abcya.com/word_clouds.

Find other books about rhinoceroses in your school library. Pick one of the books and compare it to *Once Upon a Small Rhinoceros*. How is it similar? How is it different? Think about the story, the illustrations, the message/moral, etc.

Is this book a real or imagined story? What would you expect in a non-fiction book about a rhinoceroses?

Create a book display of books about rhinoceroses in your classroom or library

Imagine you are the small rhinoceros and write a diary while on your adventure. This activity can be scaled depending on ability - the diary could be based on just one page of the book, or up to the entire journey.

Visual Arts

How do the illustrations add to the story? How would the story be different if there were no illustrations?

Endpapers are the first and last pages of a picture book, usually stuck to the inside of the front and back cover. How do the endpapers in *Once Upon a Small Rhinoceros* give the reader clues about the story?

Analyse one of the double-page spreads from the book.

Questions to ask could include:

- What do you look at first? Why? Then how does your eye travel around the page? (This is called the "reading path".)
- What techniques and materials has Leila Rudge used? (e.g. watercolour, strong outlines, etc.)
- What perspective has she used: is the picture shown closeup or from a distance?
- What objects are big and small? Why are they shown this way?
- What objects are in the foreground (front of the picture? The background? Midground?)
- What are the dominant colours? What mood (feeling) do these colours create?
- Where are the creatures or people in the picture looking? Why are they looking there? What effect does this have?