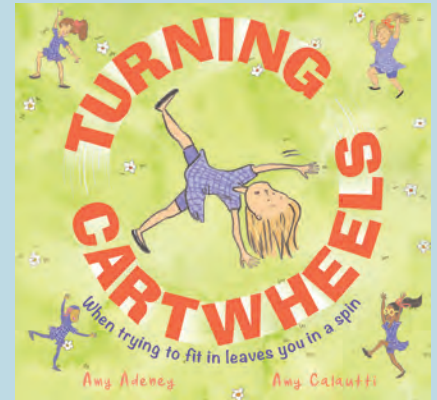




EK BOOKS TEACHER NOTES & RESOURCES

Title: Turning Cartwheels
Subtitle: When Trying to Fit In Leaves You in a Spin
Author: Amy Adeney
Illustrator: Amy Calautti
Publisher: EK Books
Price: ANZ \$24.99 | USA \$18.99 | CA \$24.99 | UK £10.99
ISBN: 9781925820515
Publication date: Feb 2021
Audience age: 4-8 years
Key Curriculum Areas: English, Health and Physical Education, Mathematics, Science, Visual Arts



SYNOPSIS:

Turning Cartwheels tells the story of Emma's desperation to join queen bee Carly's Cartwheel Club, who show off their acrobatic tricks in the playground at lunchtime. Week after week, Emma lines up for a try-out, only to be told by Carly that she hasn't made the cut. When Emma is finally accepted, she finds that Carly's rules and requirements take all the joy out of cartwheeling, and that being part of the gang isn't as awesome as she had expected.

The book explores themes of determination, persistence and self-confidence, but has a central focus on bullying — in particular, the subtle, underhanded social bullying often experienced by primary school-aged girls. The character of Carly represents the 'frenemy' that many young girls encounter — a strong, popular girl who seems to be their friend, but whose behaviour is often actually manipulative and mean.

While girls often gravitate towards 'frenemies', preferring to stay on their good side and remain part of their social group, *Turning Cartwheels* introduces the idea that there are alternatives, and that children should choose their friends based on kindness and having fun together. A sensitive and compassionate guide to finding true friendship, this story will help any young person struggling to find friends who make them feel like they belong.

THEMES:

Bullying. Friendship. Self-confidence. Determination. Persistence

SELLING POINTS:

- Bullying is a significant problem in schools but books generally depict the more overt physical or verbal bullying. *Turning Cartwheels* looks at the subtler, more manipulative style of psychological bullying that is sadly all too common, particularly among primary-school-aged girls.
- A valuable resource for parents, teachers and carers that will enable them to assist children in identifying true friends.
- Gently encourages children to believe in themselves and 'find their tribe'.



AUTHOR MOTIVATION

My daughter was having difficulty at school with a particular girl who, while seeming to be one of her close friends, was actually manipulating and being unkind to her. In my own teaching experience, I came across many of these ‘frenemies’ – generally strong, popular girls who were very subtle and underhanded in their bullying. I like to use picture books to raise issues with my children as much as possible, but all the picture books I found on this issue dealt with a more clichéd ‘tough guy’ bully character. From my years of teaching and discussions with many parents, I know how prevalent these ‘frenemy’ girls are in primary schools, so I set about writing my own story to help empower children who find themselves in similar situations to the one my daughter was facing. I chose cartwheels as the vehicle to tell this story because my daughter (along with so many kids in lower primary school!) was completely obsessed with cartwheeling, and it felt like the perfect hook to shed light on this important issue for as many kids as possible.

WRITING STYLE:

I wanted readers to be able to easily identify with the characters and story in *Turning Cartwheels*, so I kept the language as simple and straightforward as possible. I used some descriptive language to explain the way Emma felt during some of her experiences, so that readers would really understand her feelings and be able to empathise with her, and perhaps remember a time when they felt like that too.

ILLUSTRATION STYLE:

The illustration style is fun, bright and accessible. The bold black graphite lines used are inspired by doodle art. I included collages in some of the illustrations. I think the mixture of real things and illustrations makes it more interesting to look at.

AUTHOR/ILLUSTRATOR BACKGROUND:

Amy Adeney is a writer and primary teacher with a special interest in Literacy Education in the early years. She developed Busy Bookworms as part of her mission to inspire a love of reading in children.

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

INTERVIEW:

AUTHOR

What was the most rewarding part of this project?

When I was working on an early draft of *Turning Cartwheels*, I gathered up my courage and read it aloud at a family get-together. Later that afternoon, I found my daughter and my nieces acting out the story together. Their engagement with the concepts and the characters was so exciting to see, and was a good sign that kids would relate to Carly and Emma and see their own experiences reflected in the story.



What is the inspiration for this story?

I was doing an online course about writing picture books, and after many weeks of learning and doing small writing exercises, it was finally time to try writing a full picture book text. I'd written lots of picture book stories before, but I was nervous about this one because we were submitting it to the teacher and getting her feedback. One day I was out walking around the block with my daughter, talking about what this new story could be about, and as I walked, she cartwheeled along the footpath. All of a sudden the idea for Turning Cartwheels just popped into my head! And now every time I walk around the block, I remember the exact spot I was in when the journey of Turning Cartwheels began. That was in September 2017, so it took three years and five months before it became an actual book that I could hold in my hands!

What was the most challenging part of this project?

Since I signed the contract to make Turning Cartwheels into a book, there really haven't been any challenges in the process. I'd say most of the challenges came before I met my editor Anouska from EK Books. Making a start as a writer for children can be really difficult – working on my writing skills, finding out how the publishing industry works, making my stories stand out from all the other stories that writers are trying to have published. But as soon as I met Anouska, and the illustrator Amy joined the team, everything went really smoothly. We all have daughters around the same age, with similar experiences, and we all really believed in the story, so it was a pleasure to work on the book together.

ILLUSTRATOR

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

I use a mixture of digital and traditional artistic techniques. First, I sketch the illustration with graphite pencil, then I scan it and fill it in with digital colour. I used a marbling watercolour technique for the grass and other flourishes of collage. Amy, Anouska and I got our daughters to colour in some of the posters for the cartwheel club and I digitally collaged them into the illustrations. My son painted the baby's painting on page 11. My favourite bit of collage is the baby's jam sandwich.

What was the most rewarding part of this project?

I based the look of Emma on my daughter (Lilly). She is convinced the book is about her. Lilly is always asking to see the book with her in it. LOL.

Another rewarding thing was Anouska and Amy letting me try to include a girl in the cartwheel club in a wheelchair. I thought wheelies definitely count as a cartwheel!

What was the most challenging part of this project?

As this was my first traditional book contract, I was worried I wouldn't live up to expectations. But I just thought if I worked really hard I could set those thoughts aside and would do well.

TEACHER ACTIVITIES/NOTES:

Before Reading

- Look at the cover of *Turning Cartwheels*. What do you see?
- How do you think the girls are feeling?
- Do you enjoy doing cartwheels? How many different ways can you think of to do a cartwheel?
- What do you think the word 'frenemy' means? What kinds of behaviours might you see from a 'frenemy'? How is this different to a 'friend'?
- Discuss the line 'When trying to fit in leaves you in a spin'. What do you think the story is about? What might be the problem in the story? How do you think it might end?

During Reading

- Do you think Carly is being nice to Emma? Why or why not?
- Should Emma try harder to do what Carly wants, because it's her club?
- What do you think Emma will do next?
- What do you think Emma's new plan will be? Do you think she will still like doing cartwheels?

After Reading

- What did you learn about Carly and Emma?
- Do you think Carly was acting like a bully? In what ways?
- Why does Carly make the rules? How do you think this makes her feel?
- Why do you think Emma wanted to be in Carly's club so badly?
- Look at the illustrations of Emma when she is practising her cartwheels at home, versus when she is at school. What do you notice about her body language and facial expressions? How do you think she is feeling in these different settings?
- How do you think Emma felt when she wasn't accepted into the Cartwheel Club? How did she feel when she was accepted? How do you know?
- Was Carly nicer to the other girls than she was to Emma? What sorts of 'nice' things did she say? Do you think she was being a true friend to them? Why or why not?
- Can you spot Carly and her friends in the illustrations when the other girls are struggling with all the different kinds of cartwheels? What are they doing? Are these 'friendly' behaviours or 'unfriendly' behaviours?
- Why do you think Emma chose to take herself away from the Cartwheel Club on Friday?
- How was Emma's 'Can Do' Club different to Carly's Cartwheel Club? Which club do you think the children were happier being a part of? Why?
- Have you been in a club? What was it like? Was it fair to everyone in it?
- What are some behaviours/characteristics of what makes a good friend?



ACTIVITIES:

ENGLISH

Foundation Curriculum Links

Phonics and word knowledge: Recognise and generate rhyming words, alliteration patterns, syllables and sounds (phonemes) in spoken words ([ACELA1439](#))

Responding to literature: Share feelings and thoughts about the events and characters in texts ([ACELT1783](#))

Examining literature: Replicate the rhythms and sound patterns in stories, rhymes, songs and poems from a range of cultures ([ACELT1579](#))

Interacting with others: Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations ([ACELY1646](#))

Interpreting, analysing, evaluating: Use comprehension strategies to understand and discuss texts listened to, viewed or read independently ([ACELY1650](#))

Years 1 and 2 Curriculum Links

Expressing and developing ideas: Explore differences in words that represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs) ([ACELA1452](#))

Literature and context: Discuss how authors create characters using language and images ([ACELT1581](#))

Responding to literature: Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences ([ACELT1582](#))

Examining literature: Discuss the characters and settings of different texts and explore how language is used to present these features in different ways ([ACELT1591](#))

Creating literature: Innovate on familiar texts by experimenting with character, setting or plot ([ACELT1833](#))

Interpreting, analysing, evaluating: Use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features and print and multimodal text structures ([ACELY1670](#))

Creating texts: Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation and appropriate multimodal elements, for example illustrations and diagrams ([ACELY1661](#))

Nouns and Verbs:

- Sort the nouns/proper nouns (names) and verbs (actions) from *Turning Cartwheels* into the correct columns (see BLM 1). Can you think of any more?
 - Nouns: cartwheel, club, Monday, Tuesday, Wednesday, Thursday, Friday, Carly, Emma, playground
 - Verbs: tumbles, turns, fumbles, flails, twists, spinning, flips, climbing, clambering, chasing, racing, skip, swing, bounce

Alliteration:

- Spot the sentences with alliteration (words that start with the same letter). For example, 'Emma tumbles and turns...,' 'Emma fumbles and flails...'
- Write your own alliterated sentence about cartwheels and illustrate.

Phonics/Comprehension Match:

- Match the days of the week with the name of the cartwheel, and draw a picture to match.
 - Tuesday – Twists
 - Wednesday – One Handers
 - Thursday – Triples
 - Friday - Flips

Metaphors:

- Descriptive Phrasing* – the author describes the way Emma feels using metaphors that relate to 'turning cartwheels'. For example, 'Emma's tummy turns cartwheels...,' '...her arms feel like jelly snakes...,' '...her fingers are on fire.'
 - Discuss how these infer an emotion.
 - Write your own creative, descriptive phrases that describe an emotion with an action. Illustrate.

Creative Writing:

- Narrative* – Write a story about 'bullying'. Who is the bully? Where does the story take place? What is the 'bullying' problem? What happens to solve the problem? Don't forget to include a beginning, middle and end, and some 'WOW' words and descriptive phrases.

Thinking Tools:

- Mind map and Sorting* – Brainstorm both 'friendly' behaviours and 'unfriendly' behaviours around the title 'Who is Being a Friend?' Some examples might include, hugging, sharing, high fives, working together, waiting your turn, being bossy, pushing, stealing, destroying someone's work, pointing and laughing, and so on.
- Sort them into columns, and draw pictures to match. See BLM 2.



HEALTH AND PHYSICAL EDUCATION

Foundation Curriculum Links

Communicating and interacting for health and wellbeing: Practise personal and social skills to interact positively with others ([ACPPS004](#))

Identify and describe emotional responses people may experience in different situations ([ACPPS005](#))

Understanding movement: Identify and describe how their body moves in relation to effort, space, time, objects and people ([ACPMP011](#))

Years 1 and 2 Curriculum Links

Being healthy, safe and active: Practise strategies they can use when they feel uncomfortable, unsafe or need help with a task, problem or situation ([ACPPS017](#))

Communicating and interacting for health and wellbeing: Describe ways to include others to make them feel they belong ([ACPPS019](#))

Learning through movement: Identify rules and fair play when participating in physical activities ([ACPMP032](#))

Friendship/Anti-Bullying Activities:

- *Friendship is in our Hands* – Trace around your hand and write five ways you can be a good friend in each finger. Display all the students' hands in the shape of a cartwheel.
- *Split-Pin Anti-Bullying (Cart)Wheels* – Cut out two circles the same size. On one, divide into six equal parts with a pencil. In each part, write six strategies for preventing or stopping bullying, standing up for yourself, or reaching out for help. On the other circle, cut a wedge the size of one of the parts, and write a title. Poke a split pin through the middle of the two circles. As the wheel spins, each strategy will be revealed. See BLM 3.
- *Cartwheel Friendship Banner* - As a group, each student cuts out a body shape and writes one way to be a good friend/be kind. Join all the 'friends' together like they are doing cartwheels. Hang up to display. See BLM 4.
- *Outdoor Activity: Cartwheels* – Practise physical movement activities with cartwheels! Encourage positive interactions through turn taking, and group games.

SCIENCE/STEM

Foundation Curriculum Links

Physical sciences: The way objects move depends on a variety of factors, including their size and shape ([ACSSU005](#))

Years 1 and 2 Curriculum Links

Physical sciences: A push or a pull affects how an object moves or changes shape ([ACSSU033](#))

Questioning and predicting: Pose and respond to questions, and make predictions about familiar objects and events ([AC SIS037](#))

Windmill Project:

www.education.com/science-fair/article/engineering_windmill

- Build a windmill that spins in the wind to learn about wheel-and-axle machines, and how the turn of the rotation powers energy. You will need construction paper, straws, string, paperclip, tape, wooden skewers, scissors and glue.

Paper Spinners:

www.redtedart.com/diy-paper-spinner-toys

- Learn about colour theory in this STEAM activity about ‘spinning’. You will need paper, card, string, coloured pencils, scissors and glue. Colour two equal circles and stick to a piece of card (backs together), make two small holes on either side of the centre and thread string through. Watch how the colours change as you spin!

VISUAL ARTS

Foundation to Year 2 Curriculum Links

Use and experiment with different materials, techniques, technologies and processes to make artworks ([ACAVAM107](#))

Create and display artworks to communicate ideas to an audience ([ACAVAM108](#))

Cartwheel Ribbons:

- Design and create cartwheel ribbons to hold whilst performing cartwheels. You will need a paper plate, paint (or other craft items), ribbons or streamers and tape/a stapler. Cut out the centre of the paper plate, paint and decorate with ribbons.

The Colour Wheel:

- Explore colour mixing by painting a colour wheel. What are the primary colours? How do you make secondary and tertiary colours?

Colourful Club Poster:

- Using your knowledge of colour mixing, create a colourful poster advertising a new ‘Can Do Club’ (or your own name). Notice how the illustrations in Turning Cartwheels are created with paint, pencil and paper/texture collage techniques. Try a mixed-media approach.

MATHEMATICS

Foundation Curriculum Links

Number and place value: Establish understanding of the language and processes of counting by naming numbers in sequences, initially to and from 20, moving from any starting point ([ACMNA001](#))

Sort and classify familiar objects and explain the basis for these classifications. Copy, continue and create patterns with objects and drawings ([ACMNA005](#))

Years 1 and 2 Curriculum Links

Number and place value: Represent and solve simple addition and subtraction problems using a range of strategies including counting on, partitioning and rearranging parts ([ACMNA015](#))

Recognise and represent multiplication as repeated addition, groups and arrays ([ACMNA031](#))

Recognise and represent division as grouping into equal sets and solve simple problems using these representations ([ACMNA032](#))

Number Activities:

- *Number Spinners* – Make or use number spinners for a range of activities based on the students' maths levels, including identifying numbers, one-to-one correspondence with dice, adding 10, doubles facts, make to 10/20, take from 10/20, etc. See BLM 3.
- *Cartwheel Game Board* – Draw a circular number game board with mixed numbers going around. Play 'roll and build' by adding blocks to your block tower as you move around the circle (stop at 10/20). Play with a friend (first to 10/20).
- *Spinning Number Stories* – Write/create number stories using concrete materials, or things that spin (fidget spinner, spinning top, disc, bottle lids, etc.) for the processes of addition, subtraction, multiplication and division.
- *Pattern Practise* – Continue and create patterns of children doing cartwheels (see BLM 4 for template), alternating orientation and colour.

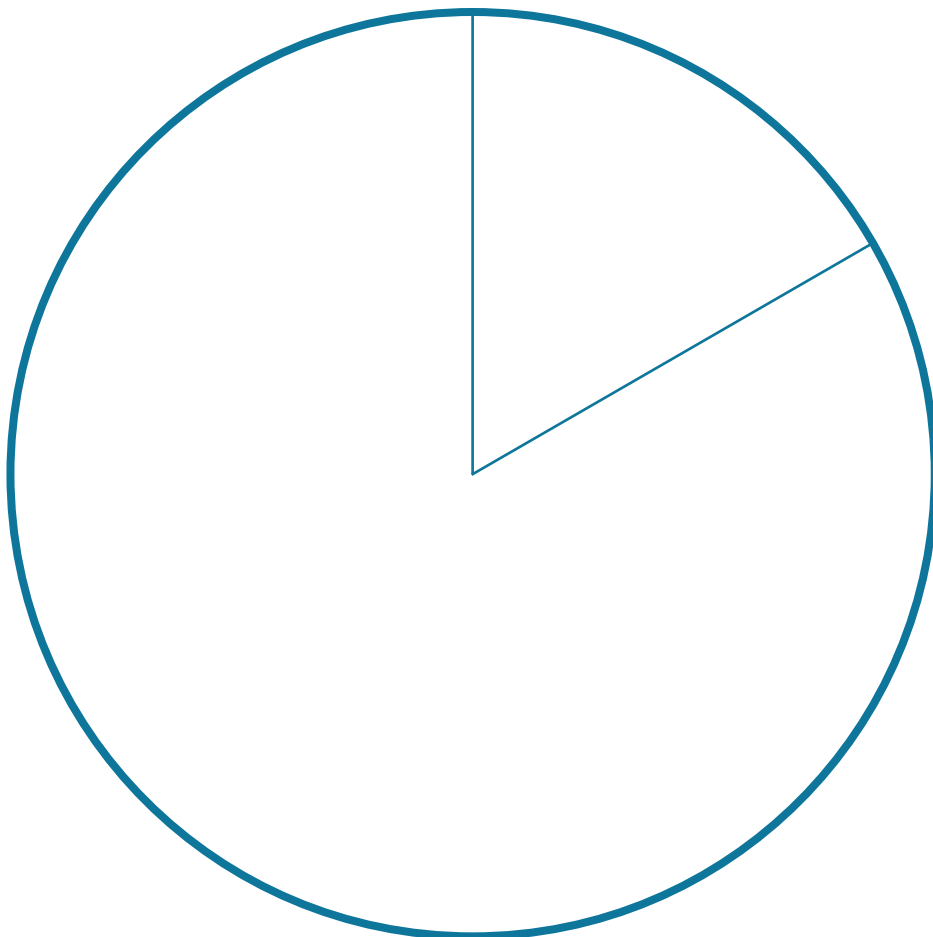
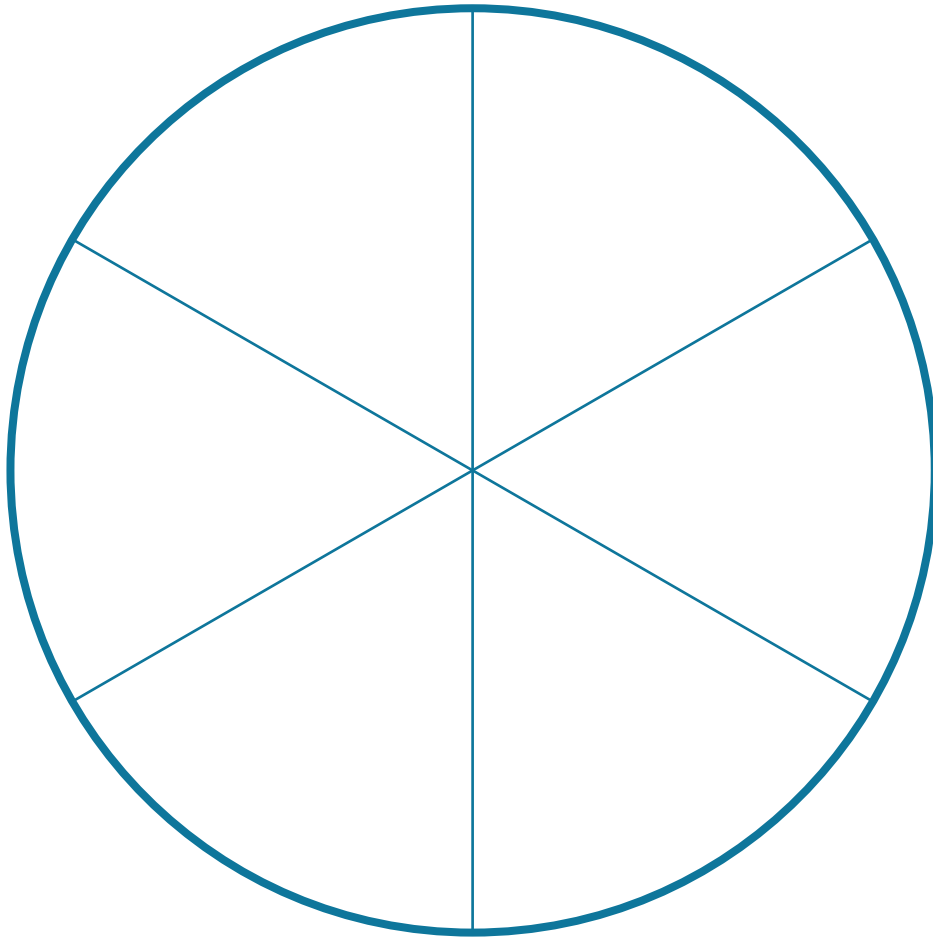
NOUNS	VERBS



Who is Being a Friend?

FRIENDLY	UNFRIENDLY





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