



Wombat Books
Stories you'll want to share

Teachers' Notes

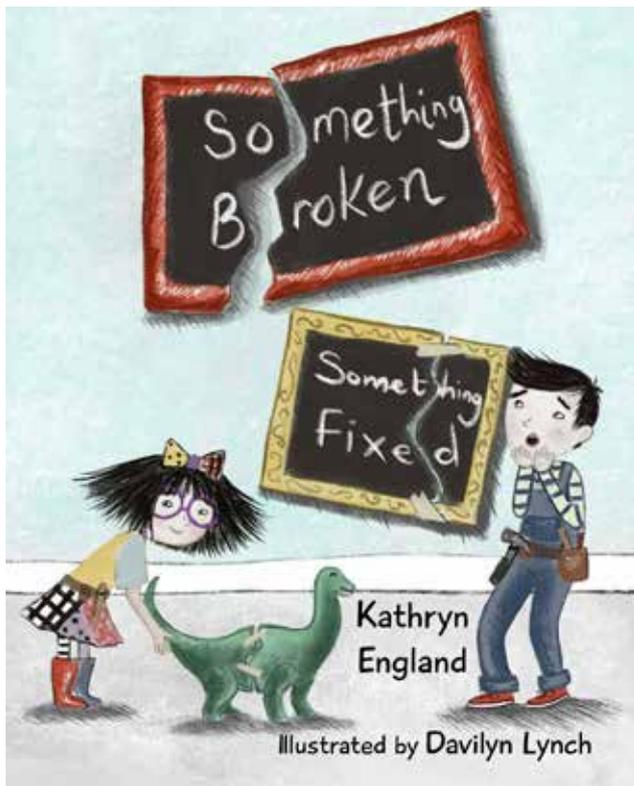
Something Broken, Something Fixed

Kathryn England / Davilyn Lynch

ISBN: 9781761110825

Recommended retail: \$17.99

Reading level: Ages 5 to 8 Picture Book



Book Summary

Amy likes to make things. Sometimes she uses broken things for parts. Sometimes things get broken. When her brother Finn goes looking for her, he follows a trail of broken objects from the house to the backyard, fixing items along the way. But what has his creative little sister been making?

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Reasons to Study

A story about sibling affection, it illustrates the value of persistence and acceptance of failure, and it may provide ideas for visual arts projects.

Themes

Overcoming disaster and heartbreak
and emotions Problem solving Relationship between sisters Feelings
STEM Concepts Love and Forgiveness

About the Author:



Kathryn first realised she could ‘spin a yarn’ when her Year 6 teacher read a humorous story she had written to the class. Kathryn can still recall the look on her teacher’s face and the inflection in her voice as she used her considerable narration skills to enhance the tale and make it sound entertaining (even to Kathryn!) It wasn’t until several decades later that she began writing in earnest. Her twenty-five published books range from picture books and easy readers to chapter books, novels and non-fiction. Other stories and articles have appeared in children’s magazines. Some of her stories come from her imagination while others are based on fact.

Author Notes:

What inspired you to write the book?

When I was around Amy’s age, I went through an inquisitive phase which involved dismantling a clock (the windup variety) to see how it worked. Of course, I couldn’t put it back together. There were cogs and springs everywhere! If I was as creative as Amy or Finn, I might have worked out a way of upcycling the pieces into something new, perhaps a windup toy.

What was the purpose behind the story?

To illustrate the creativity and resilience of children.

What do you think children will take away from this story?

Sometimes it really is the thought that counts. Amy wanted to make her big brother something special and that’s exactly what she did. He shows his appreciation for her efforts by spending time with her to work on something together.

Not to be too disappointed if something doesn’t turn out the way you want whether it’s a drawing, a craft project or some other creative endeavour. Try again or begin something new.

About the Illustrator



Davilyn was born and raised in Melbourne, Australia, where she would spend most days drawing, escaping into a world of creativity and wonder. She grew up in an inspiring household surrounded by her father's abstract canvasses on every wall.

After the distractions of life, it wasn't until her first child came along that she rediscovered her love of drawing and decided to make it a major part of her life.

With the help and support of her husband and close friends she was able to make her dream a reality and became a full-time illustrator.

Davilyn is self-taught, letting her passion and creativity be her guide in the picture books she works on.

Key Curriculum Areas:

CURRICULUM AREAS AND KEY LEARNING OUTCOMES

Foundation (Kindergarten/Prep)

English, Science, Visual Arts, Humanities and Social Sciences

ACELT1575	ACELA1429	ACELA1434	ACELY1653
ACELT1577	ACELA1430	ACELA1786	ACELY1646
ACELT1783	ACELA1432	ACELY1651	
ACELT1578	ACELA1435	ACELY1652	
ACSSU004	ACSIS012	ACSIS233	
ACAVAN107	ACAVAM108		
ACHASSIO05			

Year One

English, Science, Visual Arts, Humanities and Social Science

ACELA1444	ACELA1451	ACELT1582	ACELY1656
ACELA1787	ACELA1452	ACELT1584	ACELY1788
ACELA1447	ACELA1458	ACELT1586	ACELY1660
ACELA1449	ACELT1581	ACELT1832	ACELT1581
ACSSU019	ACSIS213	ACHASSIO22	
ACAVAN107	ACAVAM108		

Year Two

English, Science, Visual Arts, Humanities and Social Science

ACELA1461	ACELA1463	ACELT1833	
ACELA1462	ACELT1591	ACELY1665	
ACSHE035	ACSIS041	ACHASSIO38	
ACAVAN107	ACAVAM108		

Teaching Points and Activities

This book may be used in whole class, small group or independent learning activities in schools.

Please note, the following suggestions and activities are suited to a variety of year levels spanning Foundation to Year 6 primary aged children. Some activities may be applicable to early secondary school students, as well.

Knowledge and Literal Understanding

Pre-reading Questions

1. Show the cover to the class and ask the students what they think the book might be about.
2. Read the back cover blurb. Does this give them more of an idea of what the book could be about?
3. Ask students if they can recognize the setting of this story from the cover image.

After-reading Questions

4. Ask students if Amy or Finn reminds them of anyone they know: a friend, a sibling, themselves perhaps.
5. How does Amy change over the course of the story?
6. Ask students what they think of the story outcome. Do they agree with the ending?
7. What is the difference between recycling and upcycling?
8. If something breaks, should it automatically be thrown out or should someone have a go at fixing it? What are the advantages of not throwing things away e.g. less rubbish going into landfill?
9. Amy doesn't get upset that the special thing she made didn't work. Discuss the meaning behind these sayings:
 - If at first you don't succeed, try, try again.
 - Failure is success in progress.

Discussion Questions

Creativity and Resourcefulness

- How does Amy use her creativity to make something unique for Finn?
- Do you agree that Finn uses his creativity to make usable items out of broken things?
- Does Amy show resourcefulness in acquiring parts from all over the house for her project?
- When Finn makes a latch for the chook pen gate is he also being resourceful?

Inventions and Imagination

- Imagination allows us to create things we've never seen before. In this book Amy uses her imagination to try to make something never seen before. What kinds of things would you like to make that you haven't seen anyone else make?
- To Finn, broken things can be tackled in two ways: they can be fixed, like the rack in his parents' room, or their broken pieces can be adapted to something new, like turning the broken chair into a stool. What are the benefits of taking broken pieces and turning them into something new?

Upcycling

- Amy and Finn are practising upcycling by turning broken items into something new (even if it doesn't work!) Amy is more focussed on the end result i.e. using parts of broken and unbroken items to make her special thing without thinking too much about how it's all going to work. What about Finn's upcycling? Is it more successful or less given that he considers each task before turning the broken item into something usable.

Persistence and Cooperation/Collaboration

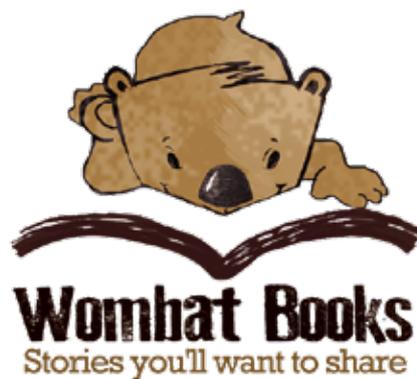
- Does Amy's failure of her invention stop her from moving on? Why do you think she is happy to begin a new project with Finn's help?
- Why is Finn's help mean a better outcome? Is it the cooperation and collaboration? Is it because he can help organise things and come up with a plan to work from?

Activities

STEM Concepts and Problem Solving:

Most inventors are adults. But you don't have to be a grownup to have a great idea. For example, in the early 1960s, six-year-old Robert Patch used bottlecaps and cardboard to build the first toy truck that could be taken apart and made into different types of trucks like an early Transformer.

- Sketch one of your toys and label all the parts that you can see and those you think may be inside e.g. a motor
- Design a toy by sketching its parts like Amy and Finn did for their joint project at the end of the book.
- Think of something that might break in your house. How could you fix it? Or how could you upcycle it into something new?
- What items in your house could you upcycle? Think of old tissue boxes, toilet rolls, tin foil, etc and design something you could make out of them.



Kathryn England is available for author talks and workshops. Contact Wombat Books for more information.

Something Broken, Something Fixed Teachers' Notes can be used in schools (independent learning, small groups, and whole classes); at home with caregivers; and as part of mental health support programs facilitated by counsellors, psychologists, children's charities, etc.

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