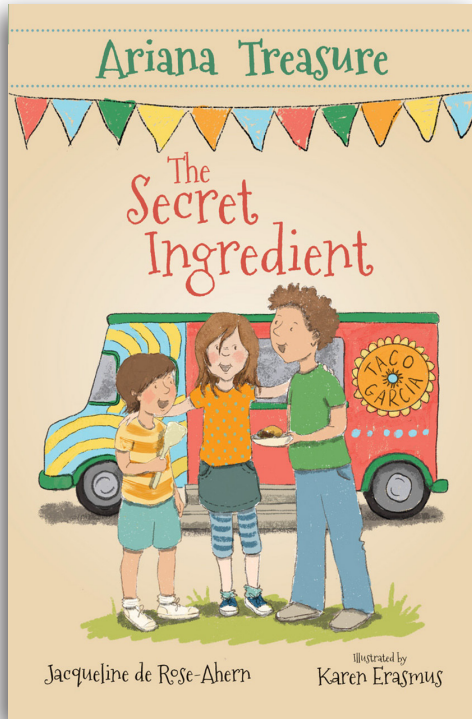


Teachers' Notes



ARIANA TREASURE: THE SECRET INGREDIENT

Jacqueline de Rose-Ahern / Karen Erasmus

ISBN: 9781761111822

Recommended retail: \$10.99

Reading level: 5 to 8

BOOK SUMMARY

Join Ariana at the Treasure Chest – come and find the secret ingredient.

Ariana is excited for the food truck competition.

Her friends Hunter and Jake are confident their family will win the big prize. All they need is a standout dish.

Can they find what they need at the Treasure Chest?

The Secret Ingredient is the second book in the Ariana Treasure early reader series.

THEMES

Family • Friendship • Problem solving •

Multiculturalism • Kindness and helping others • Sustainability •

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Jacqueline de Rose-Ahern is available for author talks and workshops.

Contact Wombat Books for more information.

Ariana Treasure 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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ABOUT THE AUTHOR



Jacqueline de Rose-Ahern is an international award-winning children's author who adores exploring all the world has to offer! Her appreciation of travel and uniqueness of culture has been captured in the pages of her books. Jacqueline was the recipient of the ACT Writers Centre (renamed MARION) 2017 Anne Edgeworth Fellowship. Her books have won awards in the US and have been shortlisted for the Speech Pathology Australia Book of the Year Awards. Jacqueline regularly contributes to a variety of online platforms and has appeared at several literary events, including the Canberra Writers Festival, the Goulburn Reader Writer Festival, NSW Kids & YA Festival and the Noted Writers Festival. She has also toured her books internationally. Jacqueline endeavours to encourage her readers to learn more about the world, supporting an empathetic and inclusive community. Jacqueline holds a Masters in International Development and is the founder of the Story Creators Community, assisting aspiring creatives on their creative journey.

AUTHOR NOTE

Growing up, my mum would volunteer at a local charity shop/thrift shop. I used to go along with her. I loved how the shop would bring the community together. It was here that I was exposed to the idea of upcycling and preloved shopping, and the benefits of this for our environment and community. Today, I still like swapping items with friends, family and others in the community - items that I may no longer use or need soon become treasured possessions for others. This was the concept behind Ariana Treasure and the Treasure Chest. The stories in this series are also related to experiences I had growing up. When it comes to *The Secret Ingredient* I'm not the best cook...but I do know that when I cook with others my dishes turn out much better than when I cook alone. I think cooking and feasting are experiences better shared. Hunter and Jake's mishaps are based on mine. When I write my stories, I often share them with trusted friends (my writing buddies), I feel having a team around you is always important to help reach your goals/dreams. That was the notion behind the secret ingredient. I also know a lovely Hunter who has two fabulous parents, who are incredible cooks, they inspired this story too.



ABOUT THE ILLUSTRATOR

Karen has been illustrating children's books for more than a decade. She loves creating characters and scenes that engage young people and encourage reading.

During her early career, teaching in primary schools, Karen discovered her love for picture books and the unique quality they hold for focussing children's attention and bringing reading and stories to life. Illustrators like Julie Vivas, Emily Gravett and Freya Blackwood were some of Karen's early inspiration. After moving to Australia from the UK with three young children

Karen studied illustration at Chisholm TAFE which led to her first published work. She now teaches fine art to adults at the same TAFE, whilst continuing with illustration projects. She lives by the sea south of Melbourne with her husband, three children, three dogs and six chickens.

ILLUSTRATOR NOTE

The Ariana book series was a new venture for me. I haven't tackled early reader books before and the real challenge was maintaining consistency with the characters all the way through. I particularly enjoyed creating the covers and added colour to the characters. Favourite scenes always include those with a lot of emotion.

REASONS FOR STUDYING THIS BOOK

Ariana Treasure: The Secret Ingredient is a wonderful story that offers several key lessons and themes. One of the central themes of the book is the importance of teamwork and collaboration. The Garcia brothers, Hunter and Jake, initially struggle with working together, often arguing and making mistakes in the kitchen. The progression of their learning to work as a team can be used to teach students about the value of collaboration, patience, and resolving conflicts constructively.

The Ariana Treasure series, including *The Secret Ingredient*, promotes social-emotional learning, especially through its emphasis on kindness, empathy, and the importance of supporting friends and family. In the case of *The Secret Ingredient* teachers can use this to prompt discussions about emotional intelligence, cooperation, and conflict resolution, helping students understand how their actions can contribute to a positive, supportive environment. Another significant theme is resourcefulness and creative problem-solving. This teaches students that even when faced with adversity making use of available resources can lead to success.

The Ariana Treasure series carries a strong environmental message, focusing on sustainability and the reuse of items. The Treasure Chest operates on donations, and Ariana and her friends make use of various recycled items. This presents an excellent opportunity to discuss the importance of reusing materials, reducing waste, and being environmentally conscious. The Treasure Chest also celebrates diversity and multiculturalism, as the characters in the story come from different backgrounds, and the competition highlights various cultural foods, such as Mexican cuisine. This diversity is woven throughout the narrative, offering a natural avenue for discussions about inclusivity, cultural appreciation, and the ways in which diverse experiences and perspectives enrich our communities.

The Ariana Treasure series is well-suited for beginner readers, with short chapters, clear illustrations, and plenty of white space. This makes it a perfect text for young readers, offering opportunities to practice reading comprehension, fluency, and vocabulary. Its themes are relevant across various subject areas, making it a valuable resource for a wide range of educational contexts.

KEY CURRICULUM AREAS & LEARNING OUTCOMES

YEAR ONE

English, Humanities and Social Science

AC9E1LA06 - understand that a simple sentence consists of a single independent clause representing a single event or idea

AC9E1LE02 - discuss literary texts and share responses by making connections with students' own experiences

AC9E1LY02 - use interaction skills including turn-taking, speaking clearly, using active listening behaviours and responding to the contributions of others, and contributing ideas and questions

AC9E1LA07 - understand that words can represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs)

ACELT1584 - Discuss features of plot, character and setting in different types of literature and explore some features of characters in different texts

AC9E1LA03 - explore how texts are organised according to their purpose, such as to recount, narrate, express opinion, inform, report and explain

AC9E1LY11 - use short vowels, common long vowels, consonant blends and digraphs to write words, and blend these to read one- and two-syllable words

AC9E1LY05 - use comprehension strategies such as visualising, predicting, connecting, summarising and questioning when listening, viewing and reading to build literal and inferred meaning by drawing on vocabulary and growing knowledge of context and text structures

AC9E1LA10 - understand that written language uses punctuation such as full stops, question marks and exclamation marks, and uses capital letters for familiar proper nouns

AC9E1LE01 - discuss how language and images are used to create characters, settings and events in literature by First Nations Australian, and wide-ranging Australian and world authors and illustrators

AC9E1LA09 - recognise the vocabulary of learning area topics

AC9HS1S04 - discuss perspectives related to objects, people, places and events

AC9E1LE05 - orally retell or adapt a familiar story using plot and characters, language features including vocabulary, and structure of a familiar text, through role-play, writing, drawing or digital tools

YEAR TWO

English, Humanities and Social Science

AC9E2LA01 - investigate how interpersonal language choices vary depending on the context, including the different roles taken on in interactions

AC9E2LA03 - identify how texts across the curriculum are organised differently and use language features depending on purposes

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AC9E2LE05 - create and edit literary texts by adapting structures and language features of familiar literary texts through drawing, writing, performance and digital tools

AC9E2LA02 - explore how language can be used for appreciating texts and providing reasons for preferences

AC9E2LE03 - discuss the characters and settings of a range of texts and identify how language is used to present these features in different ways

AC9E2LY01 - identify how similar topics and information are presented in different types of texts

AC9HS2S04 - discuss perspectives related to objects, people, places and events

YEAR THREE

English, Humanities and Social Science

AC9E3LE01 - discuss characters, events and settings in different contexts in literature by First Nations Australian, and wide-ranging Australian and world authors and illustrators

AC9E3LY02 - use interaction skills to contribute to conversations and discussions to share information and ideas

AC9E3LY01 - recognise how texts can be created for similar purposes but different audiences

AC9E3LE02 - discuss connections between personal experiences and character experiences in literary texts and share personal preferences

AC9HS4K09 - diversity of cultural, religious and/or social groups to which they and others in the community belong, and their importance to identity

AC9HS3S07 - present descriptions and explanations, using ideas from sources and relevant subject-specific terms

AC9HS3S05 - draw conclusions based on analysis of information

TEACHING POINTS AND ACTIVITIES

This book may be used in whole class, small group or independent learning activities in schools, and these activities are recommended for early primary use.

KNOWLEDGE AND LITERAL UNDERSTANDING

PRE-READING QUESTIONS	AFTER-READING QUESTIONS
<ol style="list-style-type: none">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. Do students have any guesses as to the setting of this new part of the series?	<ol style="list-style-type: none">1. Ask students what is their first impression of Ariana's friends, Hunter and Jake Garcia.2. Ask students what is their first impression of the food truck.3. Ask students what they know about Mexican cuisine.4. Have you ever been to a food truck? What was it like? Encourage students to use descriptive words.5. What changes between the Garcia brothers over the course of the story?6. Do you have a favourite cuisine? Where is it from?

THINGS TO THINK ABOUT DURING READING

- What is the message of *The Secret Ingredient*? ('If we work together, we do well. the secret ingredient is teamwork' '...with teamwork, we'll be unstoppable' - p.47)
- Contrasting behaviours: Boys 'burst' in running, their actions could have consequences such as hurting someone. Their father shuts the door 'gently' and walks slowly (strolled). Can students find more?

VOCABULARY FOCUS:

<ul style="list-style-type: none">▪ whooshed, sprinting, causing, cautioned (pp 1 - 2)▪ fixated, delivery (p.3)▪ inspiration, immediately, inquisitively (p.4)▪ tacos, burritos, churros (p.6)▪ encouragingly (p.7)▪ measuring cups, spatula (p.8)▪ stifled, patisserie, strolled, amazing, chef (p.9)▪ genius (p.41)▪ exclaimed, almost, rolled her eyes (p.10)▪ inspiration, dish, jingle (p.11)▪ stared, receive, donations, in person (p. 12)	<ul style="list-style-type: none">▪ scrumptious, 'Bon appetit' (p.13)▪ recipe book, 'no-bake cake' (p.15)▪ secret ingredient (p.17)▪ doughnuts, rumbled, Belgian waffles, kebabs (p.19)▪ dessert, signature dish (p.21)▪ delicious, murmured (p.22)▪ exciting, squealed, sneeze (p.23)▪ sneeze (p.24)▪ frantically, smothered, gulped (p. 32)▪ huffed, encouragingly, whisk (p.34)▪ cinnamon, vanilla (p.38)
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DISCUSSION QUESTIONS

GENERAL

- Why do the brothers make mistakes when they are cooking?
- What kinds of mistakes do they make?
- Why does Jake want to win the competition?
- Is it rude of Ariana to refuse to share 'our' secret ingredient (meaning the secret Grandpa shared with her)?
- What kind of fruits would you include in YOUR dessert Taco?
- What behaviours show the brothers Jake and Hunter are getting on well together – and not fighting? ('with our parents and this recipe' (p.22)/ Hunter gave Jake a high-five p.23)
- What signs are there that Mr Garcia is unwell? Do you think Mr Garcia's face really turned green? This is a metaphor. It means he went so pale that his skin almost looked green. It is a way of saying someone feels sick. (p.24)
- Mr Garcia has a cold. What is wrong with Mrs Garcia? (p.25)
- What sign shows that Hunter is very nervous as he hands Mrs Martin a plate of no-bake cake?
- Does the writer want us to think that Jake had put salt in the no-bake cake instead of sugar - making another mistake?
- How does the writer keep us waiting...build the tension as Mrs Martin tastes the cake?
- How did the boys get Mrs Martin's recipe for Salted Caramel cake?
- They didn't win, yet no-one seems sad. What did the family gain by taking part in the competition?
- The story includes many different cultures, such as the Garcia family's Mexican food. How does trying different kinds of food help us learn about other cultures?
- What are some foods from different cultures that you enjoy?
- How did the different backgrounds of the characters help them work together?
- What makes our differences special, and how can they help us solve problems?
- When Mr. and Mrs. Garcia got sick, Hunter and Jake were unsure if they could continue the competition. How did they face this challenge? What do you think they learned from that experience?
- Have you ever faced a challenge that seemed difficult at first? What did you do to get through it? How did working with others help you?
- The recipe book from the Treasure Chest inspired the boys to create a special dish. What does it mean to be inspired?
- Can you think of something or someone who inspires you to be creative or try something new?
- Ariana felt that the recipe book was a special gift from her grandpa. How do memories of loved ones inspire us?
- What is something special that reminds you of someone you care about?

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- Hunter and Jake made several mistakes while cooking, but they kept trying. What did they learn from their mistakes?
 - How do mistakes help us get better at something?
 - Do you think it's okay to make mistakes while learning something new? Why or why not?
 - How can mistakes help us grow?

FAMILY

- How did the Garcia family support each other during the food truck competition? What did Mr. and Mrs. Garcia do to help Hunter and Jake, and how did their support make a difference?
- Ariana remembers making the "no-bake cake" with her grandpa, which became a family tradition. Does your family have any special traditions? What are they, and why do you think they are important?
- Why do you think traditions like the recipe book are special to Ariana? How do family traditions help us stay connected with each other and with people we love?
- In the story, Ariana's mom gives advice and helps the boys when their parents are sick. What roles do different family members play in helping and supporting each other? What are some roles your family members have in your home?
- Ariana learns valuable lessons from her grandpa, like the importance of the secret ingredient. What lessons have you learned from your family members? How have these lessons helped shape who you are today?

FRIENDSHIP

- How did Ariana help her friends, Hunter and Jake, when they were having trouble in the kitchen? Why is it important to help our friends when they are struggling?
- What can you do to be a good friend when someone is struggling?
- Can you think of a time when you helped a friend with something? How did it make you feel? How did your friend feel?
- Ariana didn't share the secret ingredient with her friends because it was something special she remembered from her grandpa. How does trust between friends help strengthen their relationships? What does it mean to trust your friends?
- Why is it important to keep promises between friends? How can you show that you trust your friends, and how do they show trust in you?
- When Ariana's friends were arguing, she knew they needed to cooperate. How do friends help each other when they're not getting along? What can you do to help your friends work through disagreements?
- When the Garcia family members became sick, Ariana stayed by her friends' side and helped them out. Why do you think it's important to support your friends in tough times, even when things seem difficult?
- How do your friends make you feel better when you're feeling down or upset? What can you do to lift your friend's spirits when they are feeling sad or frustrated?

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PROBLEM SOLVING

- The Garcia brothers had a big problem when their parents got sick before the food truck competition. What was the problem, and how did they begin to think about solutions?
- Can you think of a time when you had a problem that seemed difficult to solve? What was the first step you took to start solving it?
- Ariana and her friends had to come up with a creative way to help the Garcias when they couldn't cook. What creative solutions did they come up with?
- How did thinking outside the box help them solve their problem?
- When you face a problem, how do you come up with creative ideas to solve it? Can you think of a time when a creative solution worked for you?
- The Garcia brothers had to learn to work together in order to cook the food for the competition. How did teamwork help them solve their cooking problem?
- What happens when people work together to find a solution?
- How can you work with others to solve a problem?
- Have you ever worked on a group project or problem with friends or classmates? How did you collaborate to find the best solution?
- How do you think working together as a family can help solve problems? Can you think of a time when your family had to cooperate to get something done?
- Why is it important for people in a team to listen to each other and work together? How does it make tasks easier or more fun?
- Throughout the story, the Garcias faced many obstacles, like the messy kitchen and the food turning out wrong. How did they keep going even when things didn't go as planned? What can we learn from them about overcoming obstacles?
- When Ariana helped Hunter and Jake, she brought new ideas and skills that helped solve their problem. How can different people bring their own strengths to help solve a problem in a group?
- When the Garcias got sick, it was an unexpected challenge that disrupted the food truck competition. How did Ariana and the boys handle this challenge, and what did they do to solve the problem?
- What do you do when something unexpected happens that makes your plan difficult to follow? How do you stay calm and think of a new solution?

KINDNESS AND HELPING OTHERS

- How did Ariana show kindness to Hunter and Jake when they were struggling? Can you think of other examples of kindness in the story?
- What are some ways you can show kindness to people around you every day? Why do you think kindness is so important?
- When Hunter and Jake's parents got sick, Ariana and her mom helped them with the food truck competition. How did this act of kindness make a difference for the boys? Why is it important to help

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others when they need it?

- How can being kind help you in your life?
- Ariana was around the Garcia brothers even when they had problems cooperating with one another. Sometimes it's hard to be kind when people are upset or arguing. How can you show kindness even when others are not being kind to you?
- Ariana's mum was very kind and helped the boys in the kitchen and offered them support. How can teachers, parents, or friends encourage kindness in a group or community? What are some things you can do to help others feel included and cared for?
- The boys had to learn to work together and be kind to each other to make the food truck competition work. Why do you think kindness is important for cooperation? How does being kind help people work better as a team?
- In the story, Ariana's kindness wasn't just a one-time thing. She kept showing kindness through her actions. How can kindness become a habit in your life? What are some small, everyday acts of kindness that can make a big difference?
- If you could start a kindness challenge at school, what would it look like? How would you encourage others to join in?

SUSTAINABILITY

- Ariana finds items at the Treasure Chest that can be reused. How does reusing things help the environment? What does "sustainability" mean to you?
- The Treasure Chest thrift shop runs on donations and encourages reusing items. How does reusing things help reduce waste? Can you think of some items at home or in your school that could be reused instead of thrown away? What about recycled or repurposed?
- Ariana and her friends used things from the thrift shop to create a special dish. How does using things we already have help reduce the amount of waste we create?
- How can we avoid wasting food, clothes, or other items in our daily lives? What small changes can we make to help reduce waste at home or school?
- The food truck competition involved creating dishes with a focus on special ingredients. How do food choices impact the environment?
- What are some ways we can make sustainable choices when it comes to food (e.g., buying local, reducing food waste)?
- How does growing our own food or supporting local farmers help the planet?
- Why do you think it's important to reuse things instead of throwing them away?
- Why do you think it's important to take care of our Earth and use resources wisely?
- How can you help take care of the Earth? Are there things you could do besides just reusing and recycling?
- Define the words 'sustainable', 'reuse', 'repurpose', 'recycle'!

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ACTIVITIES

RECIPE HUNT - FOOD, NUTRITION AND ALLERGIES RESEARCH

Research activity (split class into five groups)

- find a picture of a TACO. List ingredients for the recipe
- find picture of a BURRITO. List of ingredients for the recipe
- find a picture of a CHURRO. List of ingredients for the recipe
- find a picture of GUACAMOLE. List of ingredients for the recipe
- Allergies research what is GLUTEN
- Allergies research what is LACTOSE
- Allergies research – why can an allergy be dangerous – what happens if a person has an allergic reaction?

PRESENTING In your group, create a power point or poster to share what you have learned with the class. Every person in the group must have a role to play take part (even if they do not speak).

Option: Powerpoint and talk, poster and talk, cookery demonstration and handout.

Creative option: Song/dance, Video advert for recipe.

FOOD INFORMATION

Are there any ingredients in the recipe materials you may need to warn diners about - in case they have an allergy to gluten or lactose.

Can the recipe be adjusted to suit vegetarian or vegan diets? eg. Wheat flour, meat, milk, cheese, eggs.

ART AND DESIGN

EITHER:

1: DRAW and COLOUR the outside of your own food truck.

What colours and pictures will you put on the outside use to attract buyers.

Will you use any words – what is the truck/business called?

OR

2. Design your perfect layout/design for a small kitchen.

What do you need?

A fridge/storage for food and cooking implements, preparation surface, cooking area, a place for rubbish/recycling/food waste, a sink or area for washing hands, a place for serviettes, sauces, cutlery, a fire extinguisher?

Label each section.

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TEACHER RESOURCES

19 Healthy Mexican-Inspired Recipes for Kids by Penelope Wall (2021)

<https://www.eatingwell.com/gallery/13061/healthy-mexican-recipes-for-kids/>

Family Recipe Writing

https://live-legacy-admin.nypl.org/sites/default/files/at_home_activities_for_families_-_recipe-writing.pdf

Food Waste Facts

<https://www.ozharvest.org/food-waste-facts/>

Reducing Food Waste

<https://www.dcceew.gov.au/environment/protection/waste/food-waste>

No Bake Chocolate Fridge Cake

<https://www.sugarsaltmagic.com/no-bake-chocolate-fridge-cake/>

Food truck facts for kids

https://kids.kiddle.co/Food_truck