
Teachers' Notes



ARIANA TREASURE: THE FUNDRAISER

Jacqueline de Rose-Ahern / Karen Erasmus

ISBN: 9781761111907

Recommended retail: \$10.99

Reading level: 5 to 8

BOOK SUMMARY

Join Ariana at the Treasure Chest - but the store is in trouble!

The Treasure Chest is about to be sold! Determined to save it, Ariana and all her friends organise a unique community fundraiser, featuring a food truck, petting zoo, Kandyan dancing, and more!

Can they prove how important the Treasure Chest really is? And will it be enough to stop the sale?

The Fundraiser is the sixth book in the Ariana Treasure early reader series.

THEMES

Family & Friendship • Kindness & Helping Others • Community

Problem-Solving • Sustainability • Loss

CONTENTS

Book Summary.....	1
Themes.....	1
About the Author.....	3
About the Illustrator.....	4
Reasons For Studying This Book.....	5
Key Curriculum Areas & Learning Outcomes.....	6
Teaching Points and Activities.....	8
Knowledge and Literal Understanding.....	8
Discussion Questions.....	9
Activities.....	13

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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.

In regards to *The Fundraiser*: Saying goodbye to a special place can be difficult. Sometimes when you leave a special place you also have to leave the people who made it special and the community that gives those places meaning. This story is a tribute to community, those people who help you along the way and feel like home. I'm glad that Ariana has her friends in the story who help her find a way to save her special place.



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.

REASONS FOR STUDYING THIS BOOK

Ariana Treasure: The Fundraiser is a heartwarming tale that offers several key lessons and themes. Teachers can use the Ariana Treasure series as a tool for exploring emotional regulation, loss, and sustainability.

The Ariana Treasure series, including *The Fundraiser*, promotes social-emotional learning, especially through its emphasis on kindness, empathy, and the importance of supporting friends and family. In the case of *The Fundraiser*, teachers can use this story to prompt discussions about community, saying goodbye, responsibility, values, helping students navigate challenges, problem solving and how to have difficult conversations.

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 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, 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

AC9S1U01 - identify the basic needs of plants and animals, including air, water, food or shelter, and describe how the places they live meet those needs

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

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

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

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.

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 why they think the book is called *The Perfect Day*?

AFTER-READING QUESTIONS

1. Ask students what their first impression of Ariana and Mr Francis is.
2. Ask students what their first impression of the Treasure Chest is.
3. Ask students what they might find at a place like the Treasure Chest (a thrift shop).
4. Ask students if they have ever been to a fundraiser or organised a fundraising event.
5. How does Ariana change over the course of the story?
6. How does Ariana's mum change over the course of the story?
7. How does Mr Francis and Ariana's friends help save the Treasure Chest?
8. Why do you think the Treasure Chest is so important to the community?
9. Do you have a favourite place?
10. Ask students what they might think the dedication means in the book "For those who believe there is always a way."

DISCUSSION QUESTIONS

GENERAL

- Why do you think Ariana felt her stomach tie up in knots? Have you ever felt nervous or worried like that?
- Why do you think Ariana crossed her arms when she said “No!”? What might she be feeling in that moment?
- What does it mean when Ariana felt her heart sink? What kind of emotions do you think she had?
- Why do you think Ariana’s heart felt happy at the end? What are some things that make your heart happy?
- Why do you think Ariana’s grandpa would want the shop to stay open? Why might the shop be important to the family?
- Why do you think Ariana was so determined not to sell the Treasure Chest?
- What does it mean to be proud or disappointed in someone? How can our actions make others feel that way?
- What does it mean to find a solution? Can you think of a time when you had to solve a problem?
- Have you ever asked your friends or family to help you with a problem? What happened?
- What are some good ideas for raising money, like the fundraising festival Ariana and her friends planned?
- Who is Seeya? What do you call your grandparents? Do you know where your family comes from?
- Do you know where Sri Lanka is? Can you find it on a map?
- What does it mean to be in a crowd? Have you ever been in a crowd? What was it like?
- Do you have a pet? If you could have any pet, what would it be and why?
- Where do you think all the water might be coming from? What are some things that could cause water inside a building?
- Do you think the Treasure Chest will be saved? Why or why not?
- What do you think will happen next in the story?

FAMILY & FRIENDSHIP

- Why is the Treasure Chest so important to Ariana?
- Why is Ariana’s mum thinking about selling the shop? How does that affect their family?
- How did Ariana’s friends help Ariana save the Treasure Chest?
- Why do you think Ariana’s mum kept having to sell the Treasure Chest a secret from Ariana until Mr Francis arrived at the shop? Why do you think she didn’t tell her earlier?
- How did Ariana’s friends help throughout the story? Did they show kindness and compassion?

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- How do you think Ariana felt at the end of the story when she saved her grandpa's shop?
 - Ariana's mum says, "Your grandpa would be so proud." What do you think she means by that?
 - What kind of relationship do you think Ariana had with her grandpa?
 - How do Ariana's friends help her when she's feeling sad or worried?
 - Christopher says, "I'm sure we can help you think of something." What does this say about him as a friend?
 - How do Ariana and her mum show they care about each other, even when things are hard?

KINDNESS & HELPING OTHERS

- List the ways Ariana and her friends showed kindness throughout the story.
- How did Ariana try to help save the Treasure Chest, her mum and her grandpa?
- In what ways do you show kindness to your friends and family?
- How did the community show Ariana compassion? What does compassion mean?
- How can fundraising help a community or individual in need?
- How do Ariana's friends show they care about her and the Treasure Chest?
- Why is it important to work together when there's a big problem?
- Have you ever helped a friend or someone in your community? What did you do?

COMMUNITY

- What is a community?
- What are some values of a community?
- How can a community help people in need?
- What communities do you belong to?
- Why do you think the Treasure Chest is important to Ariana's community?
- What are some ways people in the story showed support for the shop?
- What special places or events bring your community together?
- What kinds of problems can communities solve when they work together?
- Even when disaster struck, the community didn't give up. What does that say about them?
- If you were planning a community fundraiser, what would you include?

PROBLEM-SOLVING

- What would you do to save your favourite place or something important to you?
- What strategies did Ariana and her mum take to save the Treasure Chest?
- What do you think made their idea of a fundraising festival a good one?

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- How did Mr Francis and Mrs Martin help with a strategy to save the Treasure Chest at the end of the story?
 - Is Ariana a good problem solver? How?
 - What do you think might have happened if Ariana didn't ask for help?
 - What kind of disaster happens during the fundraiser? How do the characters respond?
 - When something goes wrong with a plan, what can we do to stay positive and keep trying?
 - What do you think Ariana learned about herself through this experience?

SUSTAINABILITY

- Ariana helps her mum at the Treasure Chest - the best thrift shop in town! What is a thrift shop? Have you ever been to a thrift shop?
- In the story, Ariana's mum is so happy that there are many people in the community wanting to make donations to the Treasure Chest (p.37). Have you ever donated items to a thrift shop/charity shop before? What have you donated?
- What are some good reasons to donate items you no longer need rather than throw them away?
- Do you think the idea of swapping or sharing things with others is a good way to reduce waste? Why or why not?
- Discuss mending and repairing items. Are there any barriers to mending or repairing?
- How can a fundraising event help with reducing waste and bring awareness to important environmental issues?

LOSS

- How would you feel if you were about to lose something important to you?
- How can you help someone who loses something?
- How can you help save something?
- How would you feel if through all your efforts you can't save something?
- How can you deal with losing something? Who can help you?
- How do you think Ariana feels about possibly losing the Treasure Chest?
- What do you think the Treasure Chest meant to Ariana's grandpa?
- Why do you think Mum says, "Your grandpa would be so disappointed in me"? What emotion is she feeling?
- When people or things we love are gone, what can help us feel better?
- How does Ariana support her mum when she is feeling overwhelmed?

ACTIVITIES

TREASURE CHEST MEMORY BOX

Students decorate and fill a small box (real or drawn) with drawings, words, or objects that remind them of someone or something special.

Consider: Why are these things important to you? How can we remember people even when they're not with us?

CREATE A FRIENDSHIP WEB

Students sit in a circle with a ball of yarn. As each student shares something kind a friend or family member has done for them, they toss the yarn to another student. By the end, a web will form showing how we're all connected.

KINDNESS COUPONS

Students create "kindness coupons" (e.g. "One free hug", "Help with your chores", "I'll play with you at recess") to give to someone in their community.

PLAN A FUNDRAISING EVENT

Students design their own fundraising event to help a cause they care about (e.g. saving an animal shelter, helping a local library, supporting a friend). They decide:

- What are they raising money for?
- What activities will be part of the fundraiser? (e.g. bake sale, car wash, petting zoo, mini-festival like in the story)

Extension: Present the plan to the class or create invitations for the event.

WRITE A LETTER TO GRANDPA

Students write a letter from Ariana to her grandpa, telling him what's happening with the shop and how she feels. Students can add a drawing of Ariana and her grandpa in the shop together.

DESIGN YOUR OWN THRIFT SHOP

Students imagine and draw their own thrift shop: What would they sell? Who would help run it? What would make it special in their community?

CREATE A 'SAVE THIS' POSTER

Students design a persuasive poster to raise awareness about a place, item, or cause that's important to them (e.g. a local park, a family tradition, an animal species).

They should include:

- Important facts about the place or thing
- Why it matters to them
- How the community can help

Extension: Hang posters around the classroom or create a "Save It!" gallery walk.

COMMUNITY CONNECTIONS

Students reflect on the different communities they are part of—such as family, school, sports teams, cultural groups, or clubs.

- List all the communities you belong to
- Talk to your classmates and see which ones you have in common
- Share what you do in each community and what values or activities are important to you

Further resources can always be found on our website.

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