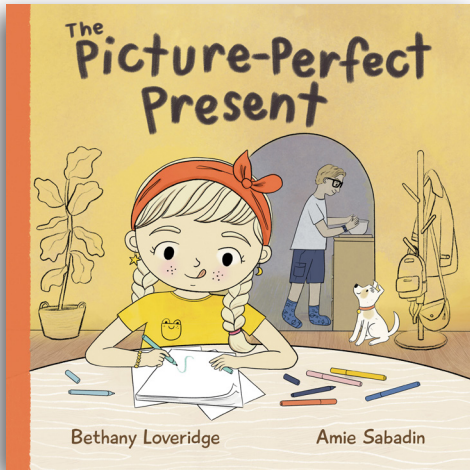

Teachers' Notes



THE PICTURE-PERFECT PRESENT

Bethany Loveridge / Amie Sabadin

ISBN: 9781761113215

Recommended retail: \$24.99

Reading level: 4 to 8

BOOK SUMMARY

Can Meg come up with the perfect present for Dad before time runs out?

With one day to find a special gift for her dad, Meg thinks of ideas by drawing Dad's favourite things. Would he like a fully automatic coffee machine, an indoor ice-skating rink, or a pet hippo? By the end of the day, Meg is out of time, and out of ideas. What will she do?

The Picture-Perfect Present is a book for creative children who love drawing, using their imagination, and their dads!

THEMES

Fathers & Families • Creativity & Imagination • Generosity • Individuality

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**Bethany Loveridge is available for author talks and workshops.
Contact Wombat Books for more information.**

The Picture-Perfect Present 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



Bethany Loveridge is an author-illustrator, film and art teacher, and lifelong bookworm. She's been in trouble for daydreaming and doodling since she could dribble and has dreamt of having books of her own for almost as long.

Bethany lives in Queensland, Australia with her trivia-loving husband and two creative kids.

Find her at www.bethanyloveridge.com or hanging with the animals at Lone Pine Koala Sanctuary.

AUTHOR NOTE

Since she could pick up a pen and paper, my daughter has been decorating the walls of our house with her artworks, making impromptu galleries and inviting us to 'grand openings' to admire her work. Now that my son is old enough to contribute too, the exhibitions are more serious--floor to ceiling themed arrangements.

Like I always did, my daughter draws while she listens, filling the borders of her school books with squiggles of line and colour. Now, when I get a story idea, it starts as a picture or scribble before I fully flesh it out. The connection between drawing or putting down marks on paper and information actually going into your head is incredibly strong (there's lots of research about this).

The Picture-Perfect Present is inspired by the way people generate ideas by drawing. It's also inspired by a lifetime of creative gift-giving--flowers and rocks and feathers gathered on a walk, 'special' recipes (it's the thought that counts), a scavenger hunt, thoughtful messages left in lunchboxes, or a glorious gallery wall of artworks. I hope *The Picture-Perfect Present* encourages children to get creative too.

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ABOUT THE ILLUSTRATOR

Amie has been scribbling and splashing paint since forever. With a background in design and a handbag always stocked with art supplies, she finds inspiration everywhere. She works in traditional and digital mediums to create joyful illustrations.

Amie lives in Queanbeyan, NSW with her husband, their two children and miniature schnauzer. When she's not drawing, she enjoys organising her art supplies, walking, and spending time with her family.

ILLUSTRATOR NOTE

Illustrating *The Picture Perfect Present* was a delight! This was my first colour picture book and felt a bit scary to start with.

After reading the story lots of times, I created the colour palette, I knew it had to be warm and joyful just like the story. Next I worked on creating the characters and a storyboard ensuring they both aligned with the story well. Applying colour and adding all the textures, values and finishing touches was the best part—there's nothing quite like seeing it all come together.

Materials wise, I began with pencil sketches in a sketchbook, I then created some textures using paint, ink, and pastels. The rest of the process took place digitally, using my iPad and laptop.

REASONS FOR STUDYING THIS BOOK

The Picture Perfect Present is a warm and imaginative picture book that helps young learners develop creativity and emotional awareness as well as foundational literacy skills. Through Meg's amusing attempts to find the perfect gift, students can explore ideas of family, thoughtfulness and generosity.

The text provides opportunities for imaginative and creative thinking and Meg's increasingly outrageous gift ideas highlight the ability to think beyond the obvious. This helps young learners increase their comprehension strategies using visualising and predicting skills.

Meg's need to find the perfect gift for her beloved father supports students' emotional literacy and empathy, especially in the context of family relationships. Students can reflect on their own family dynamics and experiences while considering the experiences of others. Meg's story highlights that meaningful and thoughtful gifts don't have to be large and expensive and that generosity is about understanding and care.

The use of illustrations in helping to tell the story makes this an excellent resource for examining how images contribute to storytelling. Students can focus on the visual details on each page and how they portray clues about character and setting, extending their knowledge of how stories are told.

KEY CURRICULUM AREAS & LEARNING OUTCOMES

FOUNDATION

English, Humanities and Social Science

AC9EFLE01 - share ideas about stories, poems and images in literature, reflecting on experiences that are similar or different to their own by engaging with texts by First Nations Australian, and wide-ranging Australian and world authors and illustrators

AC9EFLE02 - respond to stories and share feelings and thoughts about their events and characters

AC9EFLY04 - read decodable and authentic texts using developing phonic knowledge, and monitor meaning using context and emerging grammatical knowledge

AC9EFLY05 - use comprehension strategies such as visualising, predicting, connecting, summarising and questioning to understand and discuss texts listened to, viewed or read independently

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

AC9HS1S05 - draw conclusions and make proposals

AC9HS1S06 - develop narratives and share observations, using sources, and subject-specific terms

YEAR ONE

English

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

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

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experiences

AC9E1LE03 - discuss plot, character and setting, which are features of stories

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

YEAR TWO

English

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

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

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

YEAR THREE

English

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

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

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

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.

KNOWLEDGE AND LITERAL UNDERSTANDING

PRE-READING QUESTIONS

1. Give the students a moment to analyse the cover. What details can they find and what do they think it will mean within the story?
2. Is there any details on the cover that gains their interest? Why is that?
3. Read the back cover blurb and discuss. Ask what themes they think might be prevalent in the story. Ask them if they have read other books that might be similar.
4. Is there anything they hope to see in the story? Why?

AFTER-READING QUESTIONS

1. Was there something in particular that you liked about Meg?
2. Does Meg's relationship with her dad have any similarities to your relationship with your dad or mum?
3. Find three things that were not mentioned but are in the pictures in the book that tell you more about the characters. For example, the protagonist's name is Meg, because we can see "Meg's Room" hanging up on the wall in page 3.
4. What did you think of Meg's idea?
5. Was the book at all similar to what you predicted before reading?
6. How did you feel about the ending and why?

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DISCUSSION QUESTIONS

FAMILY & FATHERS

- What impossible present would make your parent feel special?
- What other pictures could Meg draw for her Dad based on what he likes?
- Can you give three words to describe your parent?
- Some people live in families where they don't have a Dad. Could Meg's story and ideas be used for any parent or carer?

CREATIVITY & IMAGINATION

- What's the most creative gift you have been given and what did you think about it?
- How do you come up with new ideas for a project (e.g. brainstorm aloud, make a list or mindmap, draw thumbnails)?
- Where do you get your best ideas (e.g. in the shower, while you're playing sport, in your dreams)?
- Do you think artists try to give us messages in their artworks, if so, how?

GENEROSITY

- Why do we give gifts?
- How do you feel when someone gives you a gift?
- Why is it important that Meg thinks about the best gift for her father?
- If money was no object, what would your dream gift be?
- If money was no object, what would your parent or carer's dream gift be?

INDIVIDUALITY

- How can collaborating or working with others improve our ideas?
- If her Dad likes hippos, and she wants to give him a pet hippo, what might she think to give him because he loves skating?
- Do you have any activity-specific words your parents have taught you, like the ones in the book - "toe loop", "the lutz", or "the lunge" ?

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CLASSROOM ACTIVITIES

EXHIBITION

As a class, create a themed exhibition to hang on your classroom wall. What message will you try to communicate in your artworks?

IMPOSSIBLE GIFT!

Invent the perfect gift for a parent or carer, using:

- a mindmap or other graphic organiser which includes your gift-recipient's needs and wants
- a series of ten, drawn thumbnails (be loose and creative and refine/improve as you go)
- a final drawing of your resolved invention with labels explaining how it works

ILLUSTRATION DETECTIVE

Select your favourite page and ask:

- What do the pictures tell you that the words do not?
- What can you learn about Meg or her dad?

ILLUSTRATOR FOR A DAY!

Add a new page to the story. Include an illustration and one sentence.

PERFECT PICTURE GIFT

Using *The Picture-Perfect Present* as inspiration, create a book gift for your parent or carer which includes drawings of things you love to do together, things you're thankful for, or happy memories.

MINDMAPPING

Start with one word or theme and add any related terms or concepts that come to mind.

BRAINSTORMING & BRAINWRITING

Write your idea, then pass it to the next student to build on/add an improvement.

FLASH FIVES

Sketch out five ideas in 5 minutes.

TAG

Tell something you liked

Ask a question

Give a suggestion

Further resources can always be found on our website.

The Picture-Perfect Present

Colour in and find a word

BLANKET

DAD

DOG

GIFT

HAPPY

IMAGINE

PAPER

PENCILS

PRESENT

B	L	A	N	K	E	T	T
S	R	G	I	F	D	H	F
R	E	N	I	G	A	M	I
E	P	T	E	P	D	O	G
K	A	H	P	N	E	L	V
R	P	Y	Z	O	C	I	X
A	P	R	E	S	E	N	T
M	S	L	I	C	N	E	P

