Each big event theme pack contains:

- A bumper grab bag of teaching ideas and activities (9 pages)
- 12 blackline masters (4 each for lower, middle and upper primary)
- Activities in Writing, Language, SOSE, The Arts, Science, Drama and more!
- 2 Major activities that can involve the wider community
Key facts

- Book Week is held in July or August of each year and is a celebration of Australian writing and illustration of children's books.

- Four areas of excellence are acknowledged: older readers, younger readers, picture books and information books. Early in April six titles in each area are shortlisted. A judging panel is made up of 8 judges from each state and territory who select the winners and announce them on the Friday before Book Week. From these categories an Australian Children's Book of the Year is also announced.

- For a book to be considered for an award it must have been published in the calendar year prior to the awards. In addition the book must have been written or illustrated by an Australian or a person resident in Australia. Publishers are responsible for nominating a book.

- Each book is examined for its literary merit, its appeal to children, the quality of illustrations, and the design and production of the book.

- The Book Week Awards began in 1946 and are co-ordinated by the Children's Book Council of Australia (CBCA) whose aim is to encourage children's reading. Since then it has developed into an internationally acclaimed award and demonstrated the high calibre of Australian Literature. Originally only one award was presented, then in subsequent years new categories were introduced: 1952 the picture book, 1982 Junior Book and in 1993 the Eve Pownall Award for non-fiction.

- Each Book Week promotes the reading of the shortlisted books and the enjoyment of others. To achieve this many activities are planned based around the theme. The 1999 theme is Weave the Book Web. Other themes have included: Books are Bridges, Build with Books, Go Undercover and It's Always Book Time.

What's in this pack

- **FLYING START**
  Teaching ideas and activities including:
  
  - Brainstorming, Role Playing, Language Exercises, Ideas for Classroom Design. [BLMs 1, 2, 3.]
  
  - **WIZARD WRITING**
    Teaching Ideas and Activities for different types of writing: Narrative, Recount, Procedure, Report, Exposition, Poetry. [BLMs 4, 5, 6.]

- **BOOK BONANZA**
  Teaching activities featuring Grandpa by Lilith Norman & Noela Young, Little Blue Parcel by Norma Spaulding and Staircase Cat by Colin Thompson & Anna Pignataro.

- **ART, CRAFT, DRAMA, AND MUSIC**
  Teaching Ideas and Activities for the four subject areas.

- **SCIENCE, TECHNOLOGY, PD & HEALTH AND SOSE**
  Teaching Ideas and Activities for the three subject areas.

- **MAJOR ACTIVITY 1**
  **Hold your own KOALA Awards.** [BLMs 7, 8, 9.]

- **MAJOR ACTIVITY 2**
  **Book Fair.** [BLMs 10, 11, 12.]

How to use this resource pack

This book is designed as a practical, accessible classroom resource for teachers. The 12 pages of teaching notes and 12 pages of Blackline Masters outline a cross-section of activities which teachers can pick out and use for a wide range of year levels and curriculum areas. These are self-contained units and major activities ready to be used. Alternatively they can be starting points to adapt and expand upon. Although the activities and BLMs have been divided into suggested year levels these are intended purely as a guide and teachers are encouraged to use their discretion based on their knowledge of the ability of their students.

Why use this resource

Themes are a way of teaching through the sharing of discoveries. The theme of Book Week is one that can be explored in a variety of subject areas using a balance of content and skill demands.
Flying Start

Ideas For Classroom Design

- Collect poems about books and create a display.
- Display a list of the shortlisted books, their authors and illustrators.
- Collect reviews of the shortlisted books from newspapers, magazines and journals.
- Have students create posters to display around the classroom featuring themes from different years.
- Conduct a daily “book look” to share each of the nominated books with the students.
- Make a timeline of previous Australian Book Award winners and prepare a display for the classroom.
- Develop an Interest Centre using the books and materials about one of the shortlisted authors.

Brainstorming

- Stipulate interest in books with questions such as:
  - Can you name the different parts of a book?
  - What is a pseudonym? Do you know any authors who use one? (Emily Rodda aka Jennifer Rowe)
    - Why do you think she uses a pseudonym?
  - How would you describe these types of books: (a) hard cover? (b) paper back?
  - Where in the book would you find the identity of the publisher and year of publication?
  - Where would you find any other information? (For example, some books give the web site for the author and illustrator.)
  - What attracts you to a book? Is it the cover? The title? The blurb? Or have you read something else the author has written?
  - What would you look for when reviewing a book for the older or younger reader; a picture book or an information book?
  - Do you like to share a book? With who? What is your favourite book?
  - What is this year’s theme for Book Week? What does it mean?
  - Which books are shortlisted for the book awards? Which is your choice? Why?

Activities

**LOWER**

- List words that mean ‘great’ that you could use to describe your favourite book. Display these around the room.
- Look at an illustrated book and list all the colours used in the pictures.
- Talk to students about the different stages a book passes through, from the ideas first thought of by the author, to the publication and selling of a book.

**MIDDLE**

- Have students generate a series of questions about their favourite authors and novels. Divide the class into teams and use the questions for a Book Trivia Quiz.
- Analyse and list what makes a best seller.
- Create an alphabet of Australian authors and illustrators.
- Have students select two books they have read. Ask them to list the similarities and differences in setting, characters, action, illustrations and theme.

**UPPER**

- Hold a Book Talk. Ask each student to share a book they have enjoyed.
- Hold a Book Lunch where students bring in their favourite book and read a short excerpt to others.
- Have students research one of the authors they have read. Ask them to list a series of questions for the author and communicate these to them by email, letter or fax. Have them produce a five minute report to present to a class or library audience encouraging others to be interested in the author’s work.

**ALL**

- Explore the internet to find out information on your favourite authors. You can also visit the CBCA website at www.slsa.sa.gov.au/cbca/
- Hold a Book Parade where students can dress up as their favourite book character.
Role Play & Descriptive Language Exercises

Role Play

LOWER
○ Choose your favourite character from one of the books you have read. Role play him/her to the class and ask them to guess who the character is.

MIDDLE
○ Act out a scene from a book where the characters are travelling from one place to another.

UPPER
○ Work with a partner to act out a scene where an author is being interviewed by a journalist.

Mime

LOWER
○ Select an animal from a book you have read and move as the animal does.

MIDDLE
○ Work in a small group of 2-3. Choose a book where a range of emotions are described. Select three of these emotions to mime to the class and have them guess what they are.

UPPER
○ Choose a book title to mime to the class and have them identify the book. This can also be expanded to team competitions.

Language Activities

LOWER
○ Explain to the class that a blurb is a short explanation about a book to encourage people to read the story. Have students look at a few examples and then write their own blurb for one of the books they have read.
○ Select one story which has an animal as a character (Mr McGee and the Biting Flea). Create a diagram of the life cycle of the animal and relevant details of its habitat, life and characteristics.
○ Ask students to list the events that happened in one of the stories they have read. Have them work in groups of 3 or 4 to place them in the correct sequence. Record the events on a chart and decorate the chart using images from the story.

MIDDLE
○ Choose a character from a favourite book you have read. Examine this character in relation to a range of characteristics such as cheerful, generous, annoying.
○ Plan a “Plot Profile” by brainstorming the important events in a selected story. Sequence the events in chronological order and record these along the horizontal axis. On the vertical axis plot the level of interest of each event.
○ Select one story from the shortlisted books. List all the major characters in the story. Draw a chart to demonstrate how the people are related: family, friend or foe. Use different symbols to show the relationship.
○ Select a character in one of the books you have read and list all the places that he or she visits. Create a map of where the character goes and indicate what happens there.
○ Work with a partner and take turns in being the editor. Select one of the shortlisted books and ask your partner to write a blurb for the book. Proof read and edit the blurb.

UPPER
○ Generate lists of words the judges may use to describe: illustrated books, junior fiction or non-fiction.
○ Divide the list into positive, neutral and negative comments.
○ Prepare a class debate on: “Best sellers are also award winners.”
○ Encourage students to enter Young Writers’ Awards presented by the Fellowship of Australian Writers. For an entry form send a stamped addressed envelope to: 1999 Literary Award FAW (Vic) Inc., PO Box 3036 Ripponlea 3183.
○ Research the books of one of the authors shortlisted. Create a Timeline with the list of titles and years of publication.
○ Each year a Frustrated Writers Competition is sponsored by CBCA (NSW). Have students find out more about this. Entry forms may be obtained from CBCA NSW PO Box 765 Rozelle 2039.
From a Story to a book

How does a book get from the author to you?

**Step 1** Draw the missing pictures

**Step 2** Cut out all the pictures

**Step 3** Arrange the pictures in the correct sequence

---

**Draw Pictures**

**Send to publisher**

**Have an idea**

**Book is printed**

**Write the book**

**At bookshop**

**Fix up story**

**Read book**

**Sold**
Select two of your favourite book characters. List their characteristics (generous, bossy, curious) and give each one a character rating out of ten.
Each year many books receive awards. Do some research to find out who won the following awards for this year's Book Week.

<table>
<thead>
<tr>
<th>Book of the Year for Older Readers</th>
<th>Book of the Year for Younger Readers</th>
<th>Picture Book of the Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Winning Author</td>
<td>Winning Author</td>
<td>Winning Author</td>
</tr>
</tbody>
</table>
|                                   | Your comments on the book:           | Your comments on the book:
|                                   |                                     |                          |
|                                   |                                     |                          |
|                                   |                                     |                          |
|                                   |                                     |                          |

Which of these awards are given in:

- Australia?
- United Kingdom?
- United States of America?

Other awards you could investigate

- Mary Grant Bruce Award
- Nan Chauncy Award
- Newberry Medal for best children’s book
- Kate Greenaway Medal
- Carnegie Medal
- Caldecott Medal
Wizard Writing

**LOWER**
- Discuss with students how they would feel if a mysterious parcel was sent to them. Write the words and sentences on the board. Make up a class story from these.
- Have students draw a grandparent (or another close relative) and write a short story about them.

**MIDDLE**
- Many novels discuss how people treat others. Choose one of the shortlisted books and put yourself into one of the scenes where there is conflict. Describe how you would react.
- Identify the components of a narrative (orientation, complication and resolution) and give examples from shortlisted books.

**UPPER**
- Choose one of the shortlisted books to turn into a radio play.
- Select an illustration from one of the shortlisted picture books and write a story about it.

**Recount**

**LOWER**
- Interview one of your grandparents and create a pictorial diary of the events of his/her life.

**MIDDLE**
- Books are often written from one point of view. Have students read a book and write how another character would have experienced and told the same story.

**UPPER**
- Select your favourite character from any book. Recount an event in your lifetime when you felt most like that character.

**Report**

**LOWER**
- Create a pictorial diary of Book Week happenings in your school.

**MIDDLE**
- Have students give a talk on their favourite book. Include information about the setting, plot, characters and illustrations.

**UPPER**
- Research the message behind a picture book. Describe what historical or personal event has been portrayed in the book.

**Procedure**

**LOWER**
- Describe the parts of a book. Label a diagram.
- List five things that make a book enjoyable.

**MIDDLE**
- Write a report on one of the authors nominated for the Children's book awards.
- Create a timeline for an event portrayed in one of the shortlisted information books.
- Explain the procedure of how a book is nominated for an award.

**UPPER**
- Write the procedure for finding a particular author or illustrator on the Internet.
- Find the meaning of the root word “biblio”. Write an explanation of its meaning and origins.
- Plan and implement a Book Fair (see Major Activity 2) or a Book Look (sharing books of a particular type to entice others to read).

**Exposition**

**LOWER**
- Compare two of the picture books and give reasons why you prefer one.

**MIDDLE**
- Write a letter to congratulate the winner of the Book Awards. State why you think the book won.

**UPPER**
- Examine the shortlisted information books and explain which format is the most appealing to young readers.
Poetry

Teaching Notes

Students can choose to write poetry in a variety of styles and forms. Those listed here are some suggestions which would fit into the theme of Book Week.

Book Poem
Max Fatchen wrote a poem called My Book, Your Book telling us all the things a book can be:

“A dream,” “a star,” or “something bumping in the night.”

Try writing a poem using his title and talk about what books mean to you.

A Poem to the careless Reader
We always need to remind people to return books they have borrowed and to look after those books. Try to write a short poem to jolt their memories. Below are some examples.

To the careless reader:
When a page that is dog-eared confronts you,
It may cause a sensation of shame.
If your conscience confesses that once you,
Were guilty yourself of the same.

To the worst reader of all:
Don’t write in the margin, you devil,
All pencilled remarks are taboo;
For however much others may drivel,
We want to read them not you.

Traditional Poems
A traditional poem is one that many people know but no one remembers who first shared it with a group. They were passed on by word of mouth and were easy to memorise because of their musical quality. Below is an example of a traditional poem:

Birthdays
Monday’s child is fair of face,
Tuesday’s child is full of grace,
Wednesday’s child is full of woe,
Thursday’s child has far to go,
Friday’s child is loving and giving,
Saturday’s child works hard for a living;
But the child who is born on the Sabbath day
Is bonny and blithe and good and gay.

Have students choral speak the poem. Assign different sections to different groups of students.

Ask students to investigate what days of the week their friends were born on and write an alternative version to suit their friends’ personalities.

Have students investigate other traditional poems such as “Solomon Grundy.”
High Five

Choose your favourite picture book and list the five things (one in each finger) that make it your favourite.

Name:

Draw and colour your favourite character in the palm.
Be an Art Critic

Select one of the books nominated for Children’s Picture Book of the Year and examine the illustrations.

Book Title __________________________

Author ____________________________

Illustrator __________________________

Explain why this book is your choice to win the award.

____________________________________

____________________________________

____________________________________

Choose your favourite illustration and describe it. What colours are used? How is it created? Try drawing an illustration in the same style as the illustrator.

____________________________________

____________________________________

____________________________________

____________________________________

____________________________________
Book Words

There are many sayings with the word “book” in them. Do you know what these mean?

1. He is in my good books.
   Meaning: ________________

2. To know a book by its cover.
   Meaning: ________________

3. As alike as two bookends.
   Meaning: ________________

What book saying do these pictures represent?

Saying ________________
Meaning ________________

Saying ________________
Meaning ________________

There are also lots of words that begin with “biblio”. What does this mean?

Choose 3 “biblio” words to illustrate. Give them to a friend to guess.

Word ________________
Meaning ________________

Word ________________
Meaning ________________

Word ________________
Meaning ________________

© Blake Education P/L 1999 — Big Event Theme Packs. Downloaded from www.askblake.com.au
This page may be reproduced by the original purchaser for non-commercial classroom use.
This book examines the concept of how death can affect young children. It provides students with the opportunity to discuss how we deal with the death of a loved one and the many ways we can share their memories.

Preliminary Activities
- Collect pictures of older people. Create a collage of the faces.
- Ask each student to bring in a photograph of one of their grandparents and a separate one of themselves. Display the grandparent pictures and have the children try to match their pictures.
- Invite a student's grandparent in to talk to the class about when they were young. For example: what they had for lunch, the games they played, and what they wore to school.
- Talk about people students love, and the reasons why they love them.
- Brainstorm a list of things you keep to help you remember people. For example: photographs, jewellery, presents.

During the story
- Discuss why Blake's mother was annoyed with Grandpa.
- Ask: "How would you feel if someone called you a name that wasn't your own as Blake's grandfather did?"
- List the ways Blake coped with the death of his grandfather.
- Pose the question: "What special things did grandpa make for Blake?"

Ongoing Activities
- Share stories about special people and how we remember them on special occasions.
- Discuss how people are often named after a loved family member.
- Investigate how other people remember loved ones. Visit a cemetery and read the special messages on the graves.
- Generate a list of things students can do to help older people.
- Invite an older person from the community to share a traditional craft or hobby with the class.

Follow up activities
- RECOUNT
  - Have students discuss where their grandparents live and who looks after them when they need help.
  - Have students visit a close relative and share the visit with classmates.
- WRITING
  - Have students paint a picture of their grandmother or grandfather and write a list of their favourite things about that person.
  - Have students compile a list of questions to ask their grandparents when they visit. For example: about games, foods, books and toys they may have had when they were children.
  - Ask students to write a poem about a person or a pet that they love.
- SPEAKING
  - Have a class news time when students talk about their grandparents
- DRAMA
  - Reenact Blake telling his news about his grandfather at school.
  - Ask students to bring in their grandparents' or parents' clothes to create a dress-up box.
- RESEARCH
  - Create a family tree using family photographs.

Other suitable books are:
- Toby by Margaret Wild
- Grandpa's Teeth by Rod Clement
- The Man Who Loved Boxes by Stephen Michael King
Book Bonanza

BOOK: The Little Blue Parcel by Norma Spaulding

SYNOPSIS: A couple await the arrival of something important. Finally a small parcel arrives. This forces the roles of Mr and Mrs Twistangle to change but they do not open the parcel for a long time.

Teaching Notes

The book explores the relationship between Mr and Mrs Twistangle and how it changes over time. The couple exist within their own worlds until it is disrupted by the arrival of the parcel. This is the catalyst for many changes. For example, Mrs Twistangle becomes more self assured and Mr Twistangle becomes a little more amiable. The story can be related to how we cope with many issues that arise in our lives.

Preliminary Activities

- Play pass the parcel. A special item relating to the story could be placed in the middle of the wrapping.
- Wrap up a number of different size boxes with paper and ribbons. Encourage students to draw what might be inside. Write a short description of the object. Write a card to go with the parcel.
- Discuss the procedure for giving and receiving presents.

During the story

Pose the questions:
- What do you think the people are waiting for?
- What could be in the parcel?
- Why don’t the Twistangles want to open the parcel?
- Why didn’t Sparkle open the parcel?
- What was the secret surprise of the shell?
- What may have happened if Sparkle had not delivered the parcel to the Twistangles’ house?

Ongoing Activities

Relate the theme of the book to the students’ own experiences with questions such as:
- Have you ever been slow at opening a parcel? Why?
- How could you disguise a parcel?

Follow up activities

RECOUNT
- Recount receiving your favourite birthday present.
- Discuss what happens in your home when a parcel arrives.

WRITING
- Write a letter thanking someone for a present.
- List the characteristics of Mr and Mrs Twistangle before they opened and after they opened the parcel.
- Design a poster that Sparkle would make to let people know he had found the parcel.

DRAMA
- Recreate the reactions of Mrs Twistangle when her husband was trying to take the parcel from her.
- Role play what Sparkle may have said to the parcel.

RESEARCH
- Compare the illustrations of this book with Henry and Amy (another book illustrated by Stephen Michael King and shortlisted in 1999). Investigate if other authors or illustrators have ever had two books shortlisted in the same year.
- Investigate why people register, certify or send parcels “cash on delivery.”
- Investigate the different types of knots which can be used to tie up things. Experiment to see which knots are the best for tying parcels.

Other suitable books are:
- Buzzard Breath and Brains by James Maloney
- Bob the Builder and the Elves by Emily Rodda
- A Ghost of a Chance by Nette Hilton

© Blake Education P/L 1999 — Big Event Theme Packs. Downloaded from www.askblake.com.au
This story relates the impact of war on communities and individuals and could be used as a starting point for a discussion about the refugees and displaced people who have been transported to Australia after wars such as World War II, the Vietnam War or the Kosovo conflict.

Preliminary Activities
- Ask students to gather pictures of countries affected by war. Discuss these effects with the students.
- Have students investigate and find magazine and newspaper articles related to refugees and displaced people.
- Visit Colin Thompson's homepage at http://www.atlantis.com/~colinet

During the story
The teacher may help relate the story to the students by discussing:
- When Australia has been involved in wars;
- The reasons why war was declared in various places such as Europe, Vietnam or Kosovo;
- The problems faced by people when war was declared; where would they go and how they would travel;
- The aftermath of war; the destruction and return to a new way of life.

Ongoing Activities
- Students examine a world map and identify the parts of the globe that have been effected by war.
- Discuss the organisations who support other countries: Amnesty International; United Nations, World Health Organisation.
- List the effects of war on a community.

Follow up activities
RECOUNT
- Students visit a local war memorial and report on their visit.
- Write a report on the visit of a guest speaker.

WRITING
- After discussing the loss of lives during war, students should investigate how our heroes are remembered. Write to the War Memorial in Canberra to gather more information.

SPEAKING
- Students interview a person who has left their native country because of war or a person who has gone to war to help another country.

DRAMA
- Act out the soldiers checking the building in which the Staircase Cat lived.
- Mime the reunion of Oskar with the caretaker's daughter.
- Role play what the caretaker and family would have had to do before the soldiers invaded their home.

RESEARCH
- Students create a timeline of the activities of the house and investigate a period in history that mirrors the story told.
- Investigate the community associations who assist people who are returned service people or for their families. (Legacy, RSL)
- Invite a guest speaker (returned service person, a refugee) in to talk about his/her experiences.

Other suitable books are:
- Celebration by Julie Vivas
- The Silver Sword by Ian Serraillier
- In Spite of All Terror by Hetet Burton
Art, Craft, Drama and Music
Teaching Notes

Art and Crafts

LOWER
- Have students design their own book plates which state: "This book belongs to...". Students can glue this in the front of their favourite books.
- Compile a class Big Book about Book Week activities and have students illustrate this.
- Weave a mat using two different pictures of books, authors, or book characters. Cut the pictures into strips and weave them, keeping the strips of the pictures in the right order.

MIDDLE
- Create a puppet of one of the characters from your book. Compile a list of characteristics to help you create your puppet. Think about age, gender, nose shape, skin colour, hair colour and style. Discuss the type of puppet that could be created. The puppet could be made from a sock, paper bag, paper plate or papier mache.
- Create a Book Week sticker. Make up a slogan to encourage people to read. Write it on cardboard, decorate the slogan and cover with contact.
- Create an Author Tree using pictures of award-winning authors and flags to indicate the awards they have won.
- Design an award which would be suitable for presenting to the winner of the Best Information Book section.

UPPER
- A story board is a series of frames giving the events of the story. Select a chapter or book and create a story board using words and pictures.
- Design wrapping paper suitable to wrap up a book that you wish to give someone as a present. Take a large sheet of white paper and print designs on the paper.
- Experiment using watercolours to create a vivid illustration that could be used as a cover for one of the nominated books.
- Imagine your favourite author is coming to speak at your school. Design a poster to advertise this visit.

ALL
- Make a variety of bookmarks to display during Book Week:
  - Weave a bookmark using strips of coloured paper, glue, cardboard, scissors, contact. Cut coloured paper into thin strips about 1.5 cm wide. Lay five strip down. Weave the paper into a small mat about 8x20cm long. Glue onto cardboard. Cover with contact. You could also use wavy pieces of paper or zigzags to create more unusual patterns.

Drama

ALL
- Students work in groups of 3-4 to select a short section of a book and as a group create a freeze frame of the scene for others to guess the book and the scene.

Music

LOWER
- Make untuned musical instruments: such as bottles with rice or beads inside, drums made from empty cans taped together, rain sticks (cylinder filled with rice or beads), or bottles filled with water. Use these instruments to compose a soundtrack for one of the shortlisted picture books.
- Select a story that rhymes and have students clap the rhythm of the text. For example, Mr McGee and the Biting Flea.

MIDDLE
- Select a children’s book that has been made into a film and listen to the music. Have students discuss if the music suits the story-line. Ask them to suggest other pieces of music that would be suitable.
- Ask students to select music that reminds them of a particular book character, or a special scene from a book.

UPPER
- Select a novel set during a particular historical period. Find music of the period and compile a selection of pieces to share with other students.
Use ideas and themes from shortlisted books to generate ideas for these subjects. Some 1999 shortlisted books have been used as examples on this page.

**LOWER**
- Mr Mcgee and the Biting Flea by Pamela Allen could be used to launch an examination of fleas and their characteristics and habits.
- Have students work in groups of 3-4 to experiment with different types of paper to test their capacity to absorb ink. Each group could experiment with writing on a variety of paper (tissues, newspaper, blotting paper) with biros and fountain pens. Findings should be reported to the class.

**MIDDLE**
- The Staircase Cat by Colin Thompson and Anne Pignatoro, or Rabbits by John Marsden and Shaun Tan can be used to lead into the subject of caring for domestic pets and the regulations regarding keeping pets.
- Have students research how to make their own paper from recycled newsprint. Extend this activity into an investigation of how paper is made. Each group of 4-5 could be assigned a different type of paper to research. For example: newsprint, glossy paper for magazines, and paper for books.

**UPPER**
- Have students work in groups of 3-4 to examine the process of how books are printed and coloured pictures made. Each group could be assigned a different process to report on such as the printing process, the binding process, coloured illustrations, or black and white illustrations.
- Ask students to choose a computer publishing program to design a bookcover which would be suitable for one of the shortlisted books.

**Personal Development, Health and PE**
- Look through Henry and Amy by Stephen Michael King and list all the qualities a good friend should have.

**MIDDLE**
- Reading books is a leisure activity for many people. Have students investigate how their friends and family use their leisure time. Why or why not is reading part of their leisure time?

**UPPER**
- Many characters in books play sport. Select a sport and investigate how it is played and when it was first introduced into Australian schools. (Buzzard Breath and Brains by James Moloney).
- Research diseases that animals carry which can harm people. (Rabbits by John Marsden).
- Investigate community groups that assist with the control of diseases.

**Society and the Environment**
- Have students write to the local library to inquire about the activities they plan for Book Week.
- Ask students to list reasons why we have libraries.
- Have students make suggestions of what they would like to do at the library. Send these to the local library.

**MIDDLE**
- Ask students to interview the school librarian about Book Week to find out how the library has celebrated it in different years. Display results of this research around the room and encourage students to develop some of these ideas when planning the class activities for Book Week.
- Have students visit the local library and list all the materials and resources available for public use.

**UPPER**
- To protect authors and illustrators there are international laws of copyright. Have students investigate what these are and how they protect creative works.
- On the cover of a book is the recommended retail price. Ask students to find out what this means. Also have them find out what percentages of the sale price the publisher, author, illustrator and book seller receive.
Major Activity 1

Hold your Own KOALA Awards

Teaching Notes

Plan and implement your own KOALA (Kids Own Australian Literature Awards).

KOALA is an award in New South Wales and childrens' books are nominated by students. The KOALA Council supplies all the materials required to run the program smoothly but you could develop your own awards in one particular year group or a few grades.

Timetable

ONE MONTH BEFORE
○ Contact the KOALA Council for more information. Address: Box 2269 Crofts Avenue, Hurstville NSW 2220. Phone: 02 9952 8361 Fax: 02 9952 8355.
○ Use the information provided to develop your own class program for nominating and presenting awards for books in various categories.

ONE WEEK BEFORE
○ Gather a selection of the shortlisted books in one of the categories (picture books, younger readers, older readers, information books). Read the books, design the voting papers, timetable sessions to read the books to different classes and then to vote. Discuss with the students the style of voting. For example, placing a number from 1 to 6 against each of the shortlisted books (1 for first preference), or just voting for their three favourite books.

Preparation activities

BRAINSTORMING
○ Which category of books should be voted on? Should any new categories of books be nominated for the KOALA awards? For example: most humorous or best character.
○ How should the reading sessions be timetabled?
○ What age group will form the audience? How will this influence the choice of books to be read?
○ Which voting system should be used?

ROLE PLAY
○ Students role play how they will read the stories to other children. For example: how to hold the book, the volume, tone and pitch of voice.

SPEAKING
○ Students are timetabled to visit different classes and explain the purpose of the reading sessions and the voting system.

WRITING
○ Students write out the list of books from the nominated category.
○ Students prepare the voting papers according to the voting system previously decided upon.
○ Students work out timetables for visiting the classes to whom the books will be read.

RESEARCH
○ Students read all the shortlisted books to acquaint themselves with the stories.
○ Students practise the reading sessions with a partner.

THE EVENT
○ Students visit the other classes at the arranged times and read the books to small groups.
○ After all books have been read students revisit the classes with the voting papers, and ask them to vote for their favourite books.

Follow-up
○ Students collate voting results and organise a presentation day for the winning book.
○ Letters of appreciation are sent to the classes who participated in the voting.
○ Have students write to the winning author or illustrator about their KOALA event.
○ Tell students that each state has their own children’s choice awards which they may like to investigate. For example: BILBY (Book I love Best) (Qld), WAYBA (West Australia Young Readers’ Book Award), YABBA (Young Australians’ Best book Award)(Vic); KROC (Kids Reading Oz Choice)(NT); CROW (Children rate outstanding writers) (SA); COOL (Canberra’s Own Outstanding List) (ACT). Bilby website: http://www.home.gil.com.au/~cbcqld/bilby.htm
Here is an example of a Book plate.

Book plates show that a book belongs to you. Design a bookplate to stick in the front of your books so that they are always returned to you. Draw your favourite toy, animal, flower or food on your book plate.

My Book Plate

This book belongs to:
Create a Book Wall about your favourite books. Complete the details, then display on the wall.

<table>
<thead>
<tr>
<th>Author</th>
<th>Title</th>
<th>Illustrator</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Characters</th>
<th>Plot outline</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Drawing of setting</th>
<th>Description of Main Character</th>
<th>Drawing of Main Character</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Koala Awards

Find out all the books shortlisted for this year’s Book Week Awards in the following categories.

**Picture Book of the Year**

<table>
<thead>
<tr>
<th>Book</th>
<th>Author</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Book of the Year for Younger Readers**

<table>
<thead>
<tr>
<th>Book</th>
<th>Author</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Choose one of the above categories and design your own KOALA Awards (Kids Own Australian Literature Awards).
Major Activity 2
School Book Fair

Teaching Notes

Sharing books with others is a great way to get to know them and have good times. The second best way to share a book is to go and browse in a bookshop. Plan to have your own bookshop come to life at school and have a Book Fair.

Timetable

ONE MONTH BEFORE
- Select a day and time for the School Book Fair.
- Publicise the Book Fair by putting up posters, handing out brochures and visiting all the other classrooms.
- Encourage students to bring in old books to buy, sell and swap with others.
- Set aside a storage area for the incoming books.

ONE WEEK BEFORE
- Sort out the donated books into various categories. For example: Science Fiction, Adventure, Mystery.
- Decide which books are to be sold and which are to be swapped. Put prices on the books to be sold.
- Assign Book Fair roles to the students. For example: Marketing, Collecting and Storing, Gate Attendance.

Preparation Activities

BRAINSTORMING
- How should the Book Fair be publicised?
- Into which categories should the books be organised?
- How should the books be priced?

ROLE PLAY
- Discuss the process of purchasing a book. Have students think about what they may be asked at the Book Fair, then role play buying and selling situations, including providing the correct change.

SPEAKING
- Have students visit the other classrooms and explain the purpose of the Book Fair. Select some students to speak about it at the school assembly.

WRITING
- Create posters to encourage other students to come to the fair. Encourage students to use old Book Week slogans such as: United through Books; Books are Bridges; Books for the World of Tomorrow; Books bring Adventure; Books are Friends; Books are Common Wealth; Make Friends with Books; It's always Book Time; Roundabout with Books; Look in a Book; Build with Books; Imagine if You will; Go Undercover; Anywhere, anytime, any Book.
- Create an advertisement to share in assembly to encourage others to attend the book fair.
- Have students select a shortlisted book from this year or other years and create something to display about their book such as a poster, puppet, model, advertisement, review.
- Write invitations to other classes to come to the fair. Perhaps make the admittance price a preloved book for the buy, sell or swap.

RESEARCH
- Visit a local bookshop to see how books are displayed to make them look inviting and interesting.
- Discuss with booksellers and librarians how to price any books that have been brought in.
- Describe in detail the procedure for purchasing, swapping or selling a book.

The event
- Set up the display, making sure titles can be seen and the display is appealing.
- Have change to use for any books that are purchased.
- Remind students to be polite and cheerful.

FOLLOW-UP
- Evaluate whether the fair was successful. Discuss what was most enjoyable and what changes need to be made.
- Discuss what to do with the books that are left over.
- Plan for another fair next year.
Book Fair Poster

Make an exciting poster for our Book Fair so that lots of people will want to come. Draw all the interesting things they will see and hear.

**COME TO OUR BOOK FAIR**

When ________________________________
Where ________________________________
Why ________________________________
Our Slogan is ________________________________

This is what you will see!
**Bookworm**

**Step 1**
Cut out this Bookworm shape and trace around it on a piece of cardboard. Cut out your Cardboard Bookworm.

**Step 2**
Write a slogan for your Book Fair. (Hint: On this page are many slogans from past Book Weeks. They should give you some ideas.)

**Step 3**
Decorate your Bookworm by using material like wool, glitter, lace or buttons.

---

**Another Book Mark Idea**

**Travelling Book Mark**

**Materials:**
Cardboard, glue, contact, postage stamps

**Instructions:**
Paste postage stamps onto a length of cardboard 6cm x 20cm. Allow glue to dry and cover with contact.
### Book Bingo

In the squares below are some examples of books and authors that were shortlisted for the 1998/99 Book Week awards. Choose some authors that were shortlisted in other years and fill in the squares. When you finish, cut up the squares and authors’ names and play Book Bingo with a group of 3-4 friends.

| Title: BUZZARD BREATH AND BRAINS  
| Author: James Moloney  
| Year: 1998/99 |

| Title: NIGHT TRAIN  
| Author: Judith Clark  
| Year: 1998/99 |