

Olive of Groves and the Great Slurp of Time

By Katrina Nannestad

Illustrated by Lucia Masciullo

Book Summary:

Olive is gobsmacked. Basil Heffenhuffenheimer has just hiked out of the Black Forest in 1857 and into Mrs Groves' Boarding School for Naughty Boys, Talking Animals and Circus Performers. When he offers to take Olive into the past, she cannot resist a time-travelling adventure. After all, what could possibly go wrong?

Plenty, dear reader. Plenty!

When Olive and her friends return to the present with a hungry dinosaur, an Elizabethan pirate and a scissor-happy servant boy, strange and disturbing things start to happen at Groves. Furthermore, 'new' student, Pigg McKenzie, is taking an uncomfortable interest in the dangers and disasters of time travel. Can Basil and Olive keep control of their adventures, or will the Time Slurp and a certain villainous pig have their wicked way?

Curriculum Areas and Key Learning Outcomes:

English:-

- Critical and Creative Thinking
- Ethical Understanding

Suitable Ages: 8-12

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Notes by: Katrina Nannestad

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About the Book

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Plenty, dear reader. Plenty!

Basil takes Olive adventuring through time - to the age of dinosaurs, Germany in 1857, the Court of Queen Elizabeth I and Ancient Rome. Each time they return to the present, they have inadvertently brought someone extra home - a dinosaur, an Elizabethan pirate and a scissor-happy servant boy to name a few. Strange and disturbing things begin to happen at Groves and Olive begins to suspect that Basil has not yet fully mastered the art of time travel. Perhaps one cannot interfere with the past without paying some kind of price ...

At the same time, 'new' student, Pigg McKenzie, has arrived at Groves and is taking an uncomfortable interest in the dangers and disasters of time travel.

Can Basil and Olive keep control of their adventures, or will the Time Slurp and a certain villainous pig have their wicked way?

This is the second book in the *Olive of Groves* series.

About the Author

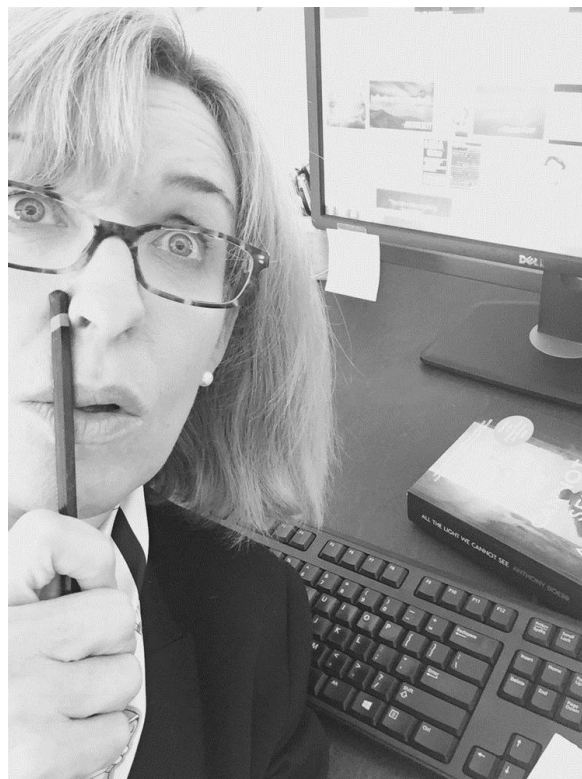
Katrina Nannestad grew up in country NSW in a neighborhood stuffed full of happy children. Her adult years have been spent teaching, raising boys, perfecting her recipe for chocolate-chip bickies, time travelling and pursuing her love of stories.

Katrina celebrates family, friendship and belonging in her writing. She also loves writing stories that make children laugh. What can be better than contagious belly giggles, hen-like cackles or wild guffaws that end in a snort?

Katrina now lives near Bendigo with her family and an exuberant black whippet called Olive. She dreams of one day owning a spotted pig called Harold and a goat called Feta.

Katrina's first book, *Bungaloo Creek*, was published by ABC Books in 2001 and was a CBCA Notable Book the following year. In 2014, her novel *The Girl Who Brought Mischief* won the Patricia Wrightson Prize for Children's Literature in the NSW Premier's Literary Awards and was a CBCA Notable Book in the same year. Her highly successful *Red Dirt Diaries* series has also been recognised with several awards: *Red Dirt Diary* was shortlisted for the West Australian Young Readers' Book Award in 2012 and for the Speech Pathology Australia Book of the Year Awards in 2011. *Red Dirt Diary 2: Blue About Love* was recognised with a CBCA Notable listing in 2013. *Olive of Groves* was shortlisted for the Indie Book Awards (Children's Books) in 2016.

You can visit Katrina's website at: www.katrinanannestad.com



The Author Talking About the Book

I had a crazy amount of fun writing *Olive of Groves*. Once I had become familiar with the characters in my mind, they all began to run riot. I felt like the naughty boys, talking animals and circus performers were completely ignoring my ideas and wishes. I simply ran along after Olive and her fellow students, notebook in hand, trying to record the wild and woolly things that went on. It really is delightful when characters take on a life of their own!

For the second book in the series, I thought it would be fun to introduce a totally new type of student to the school. When Basil Heffenhüffenheimer time travelled from the Black Forest in 1857 to Groves in the present, he opened the way for adventure (and disaster) in faraway times and places.

I must admit that sorting out *the logic of time travel* was a challenge. I thought that one could not possibly meddle with the past without changing the future, but I had to work out exactly *what* the consequences would be. There was a lot of problem solving to be done. There was also a lot of giggling and daydreaming to be done.

I had a marvellous time writing this second book in the *Olive of Groves* series and hope that Olive's new adventures bring a smile to the faces of many children. So much the better if there is laughing and snorting!



STUDENT ACTIVITIES

Please refer to Teacher Notes for Olive of Groves.

Many of the activities listed for book 1 can be adapted for books 2 and 3 in the Olive of Groves series.

CURRICULUM AREAS AND KEY LEARNING OUTCOMES (AUSTRALIAN CURRICULUM)

English:

ACELT1596	ACELT1599	ACELT1600	ACELY1676
ACELT1602	ACELT1606	ACELT1607	ACELT1612
ACELT1613	ACELT1800	ACELY1708	

A number of the Student Activities relate to the General Capabilities covered in the Australian Curriculum:

- Critical and Creative Thinking
<http://www.australiancurriculum.edu.au/generalcapabilities/critical-and-creative-thinking/introduction/key-ideas>
- Ethical Understanding
<http://www.australiancurriculum.edu.au/generalcapabilities/ethical-understanding/introduction/key-ideas>

BEFORE READING

Predicting and Anticipating

Look at the cover of *Olive of Groves and the Great Slurp of Time*.

Consider both title and illustration.

Discuss what the book might be about.

What do you think is meant by the term 'Great Slurp of Time'?

Time Travel Word Wall

Discuss time travel.

Students brainstorm a list of words and phrases that they associate with time travel.

Make a word wall with the heading 'Time Travel'.

Revisit the word wall *during* and *after* the reading of the book. Have their ideas about time travel changed? Do they want to add to the word wall?

DURING READING

Word, Words, Words - Expanding Vocabulary

BLM 1 and BLM 2 (at end of notes)

The author likes playing with words - for beauty, humour and meaning.

As you read *Olive of Groves and the Great Slurp of Time*, list interesting words and phrases that you find. This may be words whose meaning is unknown, words you have never heard before, old-fashioned words and phrases, phrases that make you laugh, words that draw a picture in your mind as you read them.

Add your *own* words and phrases to the list. Share your list with others.

Try using these interesting words and phrases in your own writing.

Analysing and Predicting

Predicting and problem solving are important literary and life skills.

Stop at significant points during the reading of *Olive of Groves and the Great Slurp of Time*.

- Ask students to write three questions they have about the story to this point. Share and discuss questions in small groups or as a class.
- Discuss the story and make predictions about what will happen.

Below are some significant points in the story at which you might like to stop and complete these Analysing and Predicting activities:

Page 33

Page 63

Page 90

Page 132

Page 172

Page 205

Page 243

Page 266

AFTER READING

Friendship

Friendship is a major theme in the book.

We see many different types of friendships, e.g. between Olive and her roommates, Wordsworth, Chester and Blimp, who have a deep affection for each other; between naughty boys Carlos and Bullet Barnes, who have joint interests in dynamite and explosives; between Olive and Num-Num, in which Olive is the nurturing, protective mother figure and Num-Num is the needy baby.

We see jealousy between friends, e.g. Eduardo is jealous of Olive's new friendship with Basil.

We see friendships that are formed then broken apart, e.g. Sparky and the dragon; Bozo, Boffo and Clara the cow; Olive and Num-Num.

We see friendship lurking beneath the surface of seemingly negative relationships, e.g. Olive and Star; Olive and Anastasia.

Discuss:

What is a friend?

Are there different types of friends?

Do you have to agree with someone to be their friend?

Can you respect someone you don't like?

What words do you associate with friendship?

Compare the story of *Olive of Groves and the Great Slurp of Time* to other stories of friendship. Students will be familiar with many books, movies, YouTube videos and TV shows they can compare.

The following two resources will provide a shared starting point for discussion and writing on the theme of friendship:

- Literacy Shed animation - <http://www.literacyshed.com/homesweethome.html>
- Picture Book - Fox, by Margaret Wild and Ron Brooks

Bravery

Bravery is one of Olive's most admirable traits.

Discuss:

What is bravery?

Does being brave mean that we don't feel afraid?

When should we be brave?

When is it okay not to be brave?

Who in the novel is brave? Who is not brave?

Are all brave characters likeable? Are all cowardly characters despicable?

Read Chapter 22 (Page 173-81) - Discuss the various characters and their choices during this time of crisis.

Risk Taking

Basil is a beginner when it comes to time travel. He still has much to learn but is more concerned about the fun and adventure at hand than safety.

Discuss:

What risks do Basil and Olive take?

Do you they were right to take these risks? Is there a point at which they should have stopped? What would you have done?

When is risk taking a good thing?

When is risk taking a bad thing?

Time Travel - Thinking Creatively

There are many stories, TV shows and movies about time travel. There are many theories about time travel. Some people believe that time travel is possible.

The author says, 'I must admit that sorting out *the logic of time travel* was a challenge. I thought that one could not possibly meddle with the past without changing the future, but I had to work out exactly *what* the consequences would be. There was a lot of problem solving to be done.'

Get students to write their wonderings about time travel on slips of paper. Draw these out of a box, one at a time, and discuss.

Time Travel - Describing the Journey

There are a number of passages in the book that describe the feeling of slipping from one time to another.

Read a selection from the following passages - Pages 41, 50, 113, 154, 181, 230-1, 247.

Discuss:

How do you think you would travel from one time to another - personal power, magic, a portal, a vehicle, a machine, an accident, other?

How would the journey through time *feel*?

What would you see, hear, feel, smell?

Write a description.**Time Travel Brochure**

There is more than one setting in which the action takes place in this book.

Basil's time travelling takes us to a number of different places in different eras.

Discuss the various settings in the novel. Which one would you like most to visit?

If you could time travel anywhere in any time, where would you go? Why? What would you take?

Research a time and place in history that you would like to visit.

Prepare a travel brochure that will persuade people to go on a time travelling holiday to this place.

Playing With Words - Description

Good story writers make many choices about the words they use.

Compare the following two descriptions:

- *Fido was very tired.*
- *Fido dragged his feet through the mud, his body drooping lower and lower to the ground with every step.*

Both sentences reveal that the dog is tired. The first one simply tells us. The second paints a picture of how the dog is moving and we infer that the dog is utterly weary.

Read the following passages about Pig McKenzie.

Discuss the language used, the images conveyed, the information we gain both explicitly and implicitly about Pig McKenzie. (BLM 3 contains these passages. It may be helpful for students to read these individually and highlight key words and passages before class discussion.)

Pushing his way past Fumble, he snorted at the rats, leered at Olive, plonked down into the armchair and scratched his belly. (Page 27)

The pig shook his head sadly, tugged at his ears, then staggered about the room, wailing. He bumped into the wall, tearing a large strip of wallpaper away ...

barrelled headfirst into Fumble's belly, reducing the poor, frightened moose to tears ... stumbled into the fireplace, kicking ashes out onto the pretty pink rug ... ricocheted into Olive, knocking the tin of crayons from her hands ... lurched into the bed, snapping off one of the legs ... cast himself against the chest of drawers, biting an ugly hole into the timber ... then returned to the centre of the room where he slumped his shoulders and emitted a long, deep sigh of despair. (Page 30)

The pig flared his nostrils ever so slightly. Plucking a toffee apple from the top of the pile, he waved it in front of his snout and sniffed deeply. He rolled his eyes, licked the shiny toffee - once, twice, three times - then gobbled it all up. Crunch, crunch, snaffle, snortle, munch, munch, munch! Sugar and apple juice dribbled down his chin. He rubbed his belly and tossed the ravaged apple core over his shoulder. (Page 123)

Nodding to Mrs Groves, he waddled through the parlour, patting his bloated belly. He paused at the door, leered, covered one nostril with his trotter and snorted out the other. (Page 193)

Getting Across the Park

Choose one of the following characters:

- An escaped prisoner on the run
- A frail old lady
- A playful, energetic puppy
- An acrobat

Write a paragraph describing their passage from one side of a large and crowded public park to the other.

Playing With Words - Alliteration

Alliteration is when the same sound occurs at the beginning of two or more words that are close together.

The Narrator uses alliteration to humorous effect throughout the book, in both chapter headings and the main text.

Discuss these examples:

- *6 - In which we find ourselves in a perplexing prehistoric pickle*
- *... destined to become a tasty morsel on a Cretaceous cracker seasoned with a dollop of Jurassic jam!*
- *Blimp is in a terribly treacherous situation.*
- *Personally, I would have said that Blimp was in a Pterribly ptreacherous situation.*
- *Putrid Perfidious Porker!*

- *Hideous Hog!*
- *He did a prehistoric poo-poo when he brought Num-Num back to Groves. Then he had an historical hiccup with Clara, followed by a memorial muddle with Samuel, the pirate and the dragon. The crocodile was the final chronological cough.*

Write your own examples of alliteration. (BLM 4)

Next time you are writing a story, see if you can use alliteration at least once to enrich a scene or description.

QUICK AND QUIRKY

The following are quick five- or ten-minute activities designed for both fun and learning. The goal is to foster language development and creative and critical thinking.

Pig Names

Pig McKenzie always uses the wrong name for Olive. As long as it starts with O and sounds ridiculous, he will use it.

List ten names that Pig McKenzie might call you. Try to be creative and funny.

Try using unusual words.

e.g. If your name is David, the pig might call you Ducktail, Digital, Dirt-bag, Dustbin, Doldrums, Disaster, Day-care, Dostoyevsky, Dakota or Dishwasher.

Boarding Schools.

In the novel we learn of another unusual school, besides Mrs Groves Boarding School for Naughty Boys, Talking Animals and Circus Performers. Basil has been sent to Frau Schilling's Boarding School for Mountain Climbing Girls, Talking Goats and Cuckoo Clock Makers.

Write the name of three crazy new boarding schools.

Synonyms

Wordsworth loves his thesaurus and is often rattling off lists of synonyms to anyone who will listen, e.g. *'How distressing!' moaned Wordsworth. 'Distressing, grievous, tragic, appalling, nerve-wracking and more than flesh and blood can bear!'* (Page 47)

Provide students with a word and have them list as many synonyms as they know.

Share then use a thesaurus to add new words to the class list.

Anagrams

When Olive is sick her friends write a message with letter cards that says, 'TEN WOOL LEGS.' It is a mistake and should, in fact, say, 'GET WELL SOON.'

Write an anagram on the board and ask students to solve the secret message or word.

Simple cryptic crosswords are a good source of anagrams and clues.

Dictionary

While Wordsworth is clever with words and has a remarkable vocabulary, Blimp can be quite confused about words and their meanings and Frank the liar likes to confuse others with false meanings.

'A petition?' cried Blimp. 'What's a petition? Can you eat it?'

'Absolutely!' said Frank the liar. 'A petition is a kind of dessert that the French eat on special occasions. It has frog legs and whipped cream in the middle and cherries on top.'

...

'No, no, no!' snapped Wordsworth. 'A petition is not a dessert. It is a document that we all sign, declaring that we want something.' (Page 125)

Play Dictionary. In this game, each student chooses a word that they think is unfamiliar to most other students. On a piece of paper they write down the real meaning and two made up meanings. They must then read out the word and the three meanings. Classmates vote on which they think is the *real* meaning. The student gets a point for every student who votes for a false meaning.

Words, Words, Words BLM 1

Interesting Words

Fun Phrases and Sentences

**Old-fashioned
Words**

Fun Words

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Words, Words, Words BLM 2

Interesting word	Meaning	A sentence using this word

Playing With Words - Pig McKenzie BLM 3

The following passages are describe Pig McKenzie's actions.

Pushing his way past Fumble, he snorted at the rats, leered at Olive, plonked down into the armchair and scratched his belly. (Page 27)

The pig shook his head sadly, tugged at his ears, then staggered about the room, wailing. He bumped into the wall, tearing a large strip of wallpaper away ... barrelled headfirst into Fumble's belly, reducing the poor, frightened moose to tears ... stumbled into the fireplace, kicking ashes out onto the pretty pink rug ... ricocheted into Olive, knocking the tin of crayons from her hands ... lurched into the bed, snapping off one of the legs ... cast himself against the chest of drawers, biting an ugly hole into the timber ... then returned to the centre of the room where he slumped his shoulders and emitted a long, deep sigh of despair. (Page 30)

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Alliteration BLM 4

Write a sentence about each of the following in which you use alliteration.

hippopotamus	The hippopotamus slipped and sloshed in the slimy mud.
lion	
anteater	
squirrel	
cockroach	
eagle	

toad	
kitten	
butterfly	
wasp	
dolphin	
worm	