

TEACHERS' NOTES



WRITTEN BY

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SUITABLE FOR

Ages 9-12

THEMES

- Wildlife and environmental conservation
- Trust and responsibility
- Group dynamics
- Standing up for what you believe in
- Community spirit

CONTENTS OF THIS PACK

- Overview of The Good Times of Pelican Rise: *Save the Joeys!* (this page)
- Pre-reading discussion and activities (page 3)
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- Post-reading discussion and activity (pages 12 to 13)

DESCRIPTION

Grade sixers Sunday Moon and her besties Ockie, Kirra and Lottie are MAROONED in after-school care at Club Koala with the karaoke-loving grade twos and nit-infested preppies for company. It's not exactly the way these legends thought they'd be ending their time at Pelican Rise Primary!

But after the worst summer of bushfires ever, Sunday is determined to use her last year at Club Koala to make a difference: OUT with the headstand competitions and IN with knitting pouches for injured wildlife!

And when Mr Guclu tells the grade sixers to build a legacy project for their final year of primary, Sunday and her friends decide to keep the good times rolling with a website that will spread the word about their pouch project.

With the help of her friends, a radio station, a whole bunch of wool from the op shop, a LOT of animal memes and their legacy project, *The Good Times*, Sunday is going to save as many joeys as she can.

Welcome to **The Good Times of Pelican Rise** ... a fun series that explores growing up, finding community spirit, and using your voice to Be the Change.

ABOUT THE AUTHOR

After many years working as an editor in children's publishing, Samone Amba is thrilled to debut her middle-grade fiction series, *The Good Times of Pelican Rise*.

The idea for this series came to Samone while she was shelving books in the middle-grade section of Beaumaris Library. Her creative license wants to add that a book fell on her head, like Henny Penny's acorn or Isaac Newton's apple, but that is simply untrue.

Samone is now a pre-service early learning and primary school teacher and will one day be teaching middle grade as well as writing it!

FIND THIS BOOK AT OUR WEBSITE

<https://affirmpress.com.au/publishing/the-good-times-of-pelican-rise-save-the-joeys/>

PRE-READING DISCUSSION & ACTIVITIES

CIRCUMTEXTUALITY ACTIVITY: HOW THE TEXT IS PRESENTED

Curriculum areas:

- English: Text structure and organisation; Literature and context; Responding to literature; Interpreting, analysing, evaluating

Ask students to write a paragraph about their expectations of this book based on its cover illustration and titles. Questions to consider:

- Does the cover hint at what the story might be about?
- Only one character on the cover is looking at the reader while the rest are looking elsewhere. What might this indicate?
- Study each character on the cover. What do their poses and expressions indicate about their personalities? What relationship might they have with each other?
- Do you understand which is the series title and which is the book title?

INTERTEXTUALITY ACTIVITY: TEXT-TO-TEXT CONNECTIONS

Curriculum areas:

- English: Responding to literature; Literature and context; Language for interaction

When we pick up a book, we immediately judge it by its cover: from the cover art and design, we can guess what the book will be about and who it is for. The cover of *The Good Times of Pelican Rise: Save The Joeys!* provides an excellent opportunity to discuss visual clues about novel genres.

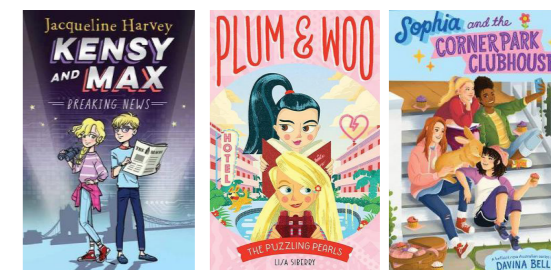
ABOUT THE MIDDLE GRADE GENRE AND WHERE THIS BOOK FITS

The primary audience for middle grade novels is children aged 9 to 12. Middle grade novels are more complex than junior fiction novels in their plots, characterisation, character arcs and language. Books in this genre typically have main characters who are within the age range of their primary audience. Regardless of whether middle grade novels are set in a realistic or fantasy world, their characters are usually on a journey to discover their identity, and this often involves developing new friendships and navigating changes in relationships.

The Good Times of Pelican Rise: Save The Joeys! is a contemporary middle grade fiction novel set in modern-day Australia.

ACTIVITY: WHERE SHOULD WE SHELVE THIS BOOK?

Ask students to research books in the contemporary middle grade genre and see if they can find book covers that are similar (or different!) in style. What do these covers have in common and how are they different? Do Australian novels look different to novels from overseas? Here are three examples to start the discussion:



TEXT STUDY

INTRATEXTUALITY (TEXT-TO-SELF CONNECTIONS)

EXTRATEXTUALITY (TEXT-TO-WORLD CONNECTIONS)

THEME: WILDLIFE & ENVIRONMENTAL CONSERVATION

Curriculum areas in this section:

- English: Responding to literature; Interpreting, analysing, evaluating; Interacting with others; Expressing and developing ideas; Creating texts

While this novel is a work of fiction, it shines a light on the real effects of bushfires on wildlife in Australia, and on the community's efforts to help injured animals. The story begins soon after a 'Black Summer' in Australia, during which bushfires have raged across both the east and west coasts. Our protagonist Sunday Moon is an animal-lover and is deeply upset to know that millions of animals were killed or injured in the fires. At her after-school care club, Sunday is introduced to the idea of knitting pouches for injured wildlife. Spurred on by this, Sunday and her friends Kirra, Lottie and Ockie set up a knitting group called Craft 4 Wildlife and embark on a mission to sew pouches and wraps for the marsupials and bats that have been orphaned or injured due to bushfires. The group uses a school project, *The Good Times*, to broadcast their efforts in the community, and encourage people to join them. Later, they are able to see their work put to use when they rescue a joey from its mother's pouch.

THEME EXTRACT AND DISCUSSION POINTS

'This isn't a beanie,' laughed Jess. 'It's a joey pouch. My cousin works in a wildlife rescue service over in Gippsland. They need pouches for all the orphaned baby animals.'

'Like kangaroo pouches?' said Ockie.

'Yep. Kangaroos. And wallabies. And wombats. And bandicoots. And possums. And gliders,' Jess said glumly. 'These babies all need to be kept somewhere warm and snug when their mums are gone. If humans don't care for them, they've got no hope.'

Sunday's heart felt heavy again. [chapter 1, p. 22]

- What does this extract say about the role of humans in wildlife recovery after bushfires?
- Were you aware that baby wallabies, wombats, bandicoots, gliders and possums could use pouches, in addition to kangaroo joeys?
- What does Sunday's 'heavy heart' tell you about her?
- This book mentions the number of animals killed or injured in the bushfires. Do you remember this number/can you find it in the story? [Answer: three billion.] Discuss as a class whether this feels realistic. Can you find references to the number of animals injured or killed in bushfires in real life in Australia each year. How does this compare to the statistic in this book?

ACTIVITY 1: CREATE A FACT SHEET

Flick to the end of chapter 13 (pages 174–175) and you will find a kangaroo fact sheet compiled by Sunday. Write a fact sheet for another animal affected by Australian bushfires, using the same or similar headings as Sunday's fact sheet.

ACTIVITY 2: COMPILER AN ANIMAL LEAGUE TABLE

Using Sunday's table from chapter 1 (page 13) as a reference, create a table of your top five favourite animals. List their best qualities (and qualities you don't like as much!) and then share your lists with each other. Try to include at least two Australian animals or make the whole table Australian themed.

~SUNDAY MOON'S TOP 5 FAVOURITE ANIMALS~
... WITH BONUS ANIMAL!

PET	STAR QUALITIES	ROOM TO IMPROVE	PET POTENTIAL RATING
#1 DOG	Loyal, super friendly, smart, funny and always so positive (wags tail).	ZERO! NOT EVEN A SMIDGEN.	10/10 GOLD STAR! Why-oh-why can't I get a dawwwg?

THEME: TRUST & RESPONSIBILITY

Curriculum areas in this section:

- English: Expressing and developing ideas; Language for interaction; Interpreting, analysing, Evaluating
- Personal and Social Capability: Development of resilience; Relationships and diversity

Sunday is reaching the end of primary school and yearns for more responsibility in her life. Specifically, she would like her parents to be less overbearing in regards to her gluten and nut allergies, she'd like to be able to travel home from school rather than be in after-school care, and she'd like to have a pet. Throughout this novel, we see Sunday trying to prove to her parents that she can be trusted with extra responsibilities, with eventual success: her parents trust that she can manage her allergies and that she could look after a pet.

THEME EXTRACT AND DISCUSSION POINTS

Extract 1

Sunday's peanut allergy got in the way of having a good time, A LOT OF THE TIME, and so did having to eat gluten-free. It was soooooo annoying having to think about food all the time. Sunday wanted to mindlessly shove food in her face, just like everyone else who chomped their way through life like PAC-MAN! [chapter 8, p.91]

Extract 2

Eating Nonna's Pizza twice in three days didn't bother Sunday! She looked at Mum, who smiled and nodded that it was all ok.

'Can you please make sure that my pizza is gluten-free ... and no nuts or traces of nuts,' Sunday said to Shellie.

'Absolutely,' said Shellie, nodding. [chapter 17, p.216]

- Compare the two extracts here: have there been any changes in Sunday's attitude towards her food allergies between these two extracts? If yes, what are they?

- In the top extract, we are reading Sunday's internal thoughts. In extract 2, we see Sunday communicating with her mum and Shellie. How is the language different in these extracts? What do they show about the way Sunday thinks privately compared with how she talks to people?
- Why is it important for Sunday's mum to see that Sunday can ask for her pizza to be gluten-free and nut-free?
- Do you have allergies that affect what you eat? Do your parents trust you to make your own foods or eat at friends' houses without their involvement? Why/why not?

THEME EXTRACTS AND DISCUSSION POINTS

If there was one thing Sunday hated about allergies, apart from the allergies themselves, it was when people made a big deal about what she was eating.

Having an anaphylactic peanut allergy AND coeliac disease was so awkward, especially when you had to wear a medical alert ID bracelet on your wrist and a medical alert ID pendant around your neck, plus carry a fluoro pink pouch holding two EpiPens, an action plan and emergency snacks!

Sunday lived with her allergies and knew they were serious. She never ate out anywhere without her parents ringing ahead to discuss her allergies and was used to reading labels very, very carefully. Still, she got tired being a walking, talking 'I'VE GOT ALLERGIES' sign, especially when people got all nosy about what happened if she ate something.

- What does this extract tell you about Sunday's feelings about her allergies?
- If you have allergies, do you experience people asking you about them? If you don't have allergies, do you ask other people about theirs?
- Can you understand why Sunday is annoyed that everyone knows about her allergies and asks her about them? Should she have to talk about her allergies to people if she doesn't want to? In what situations might it be better to talk about your allergies than in others?

THEME EXTRACTS AND DISCUSSION POINTS

Sunday's dad didn't need to say a thing that morning. Like the world's gloomiest fortune teller, Sunday could predict all of Dad's answers:

- The roads around Pelican Rise are far too busy, Sunday, even if you are roller-skating on the footpath.
 - Kids can't hail cabs by themselves, Sunday.
 - Kids certainly can't get an Uber by themselves, Sunday. That's nutso!
 - Speaking of nuts where is your EpiPen pouch? You must have your EpiPen with you at all times.
- What does this extract tell you about Sunday's dad?
 - If your parent or caregiver expressed these views to you, how would you respond?

THEME EXTRACTS AND DISCUSSION POINT

Extract 1

Sunday had no idea who was who, so she just said 'GOOD MORNING, CHOOKIES!' and went over to the big blue barrel on Betty Chook's back porch. Sunday measured five scoops of chook pellets into a bucket, bringing the scoop with her.

All the chooks fluttered about as Sunday made her way into the coop, carefully closing the door behind her. She scooped the food into five bowls.

Extracts 2 & 3

'WAIT!' she shouted at Sunday, who was about to follow the chooks onto the road. A car stopped, just where Sunday was about to step.

Sunday looked up, shocked. Cars were stopping at every approach!

Gundagai Road, Bendigo Bend, The Kimberley and Kakadu Crescent. Where had this Saturday morning traffic come from?

Sunday's heart sank. [p. 201–202] ...

Next thing, Mum and Ms Stowe were coaxing Betty Chook's chooks off the road, while Sunday held open the side gate, wooing the girls into Betty Chook's yard. All the other drivers at the roundabout looked on, equal parts amused and impatient. One by one, they drove away as Mum and Ms Stowe cleared the road. [p.203]

- In extract 1, we see Sunday's first experience of feeding Betty Chook's chooks. How does this experience go for Sunday? How might she be feeling after she's successfully scooped the food into the five bowls?
- The next extracts show a later experience, when the chickens escape. Unfortunately, this is witnessed by both Mum and Ms Stowe. What else is going wrong for Sunday in this scene?
- What would Mum think when she sees Sunday's chook-sitting efforts? Would this scene show Sunday's sense of responsibility has got better, stayed the same, or got worse?
- Sunday's first chook-sitting experience goes smoothly, so why do you think the chook-sitting goes badly wrong when Mum is there to witness it?
- Re-read the first eight pages of chapter 13 (p.166 through to p.173). Why do you think Sunday lies to her mum about feeding Betty Chook's chooks? Does Sunday feel good about lying to her mum? Why/why not, and can you find examples to back this up?
- Re-read chapter 16, in which Mum and Sunday have an argument about Sunday not telling Mum about feeding the chooks. Find a word or a passage in these pages that shows us how Sunday feels at this point.
- Do you think it's fair that Mum punishes Sunday for lying about the chooks, even if Sunday has demonstrated responsibility by finding herself a job and is regularly feeding the chooks?
- In chapter 21, Mum and Dad surprise Sunday by getting her a pet dog called Diesel. How has Sunday proved to them that she is responsible enough to own a pet?

THEME: GROUP DYNAMICS

Curriculum areas in this section:

- English: Examining literature; Responding to literature; Language for interaction

- Critical and Creative Thinking: Reasoning

- Personal and Social Capability: Development of resilience; Relationships and diversity; Collaboration

Within Sunday's friendship group, each friend takes on a particular 'role'. Ordinarily, Kirra takes charge and may be considered the group's leader, while Ockie is the joker and Lottie is the quieter friend who helps Sunday keep the peace. Their *The Good Times* project requires Sunday, Ockie, Kirra and Lottie to take on specific roles related to their skills and interests, and these roles are sometimes different to the roles they usually take in the friendship group. Sunday finds herself as the project's leader, taking the role as the editor-in-chief due to her love of words (and wordplay!) and her drive to coordinate the project. While Sunday's leadership position sometimes causes friction between her and Kirra, the organisation of the group according to their skills and talents reflects that we can have many roles in life, and that we can always try new things if we want to. It also reiterates that in any group-work situation, we all have attributes that will contribute to the success of the team.

THEME EXTRACTS AND DISCUSSION POINTS

With that many layers, *The Good Times* was the most complicated pun Sunday had put together, ever! It had more twists and turns than the roundabout on Kakadu Crescent, Gundagai Road and The Kimberley, which, if you went straight ahead, then changed names to become Bendigo Bend.

But how to show all that in a website heading?

Ugh!

Sunday threw up her hands. She had no idea!

'Two Os. Two circles. Good times. Disco balls,' muttered Lottie mysteriously, grabbing a piece of paper and scribbling.

'Ummm?' said Kirra, giggling. 'Is she ok?' she mouthed to Ockie and Sunday who shrugged.

'This website heading needs to be fun and playful!' Lottie said excitedly to her friends, who nodded. 'Fun and playful and good and happy and friendly and smiley.'

Then, a smile crept over Lottie's face.

'I've got the answer!' she said. 'A smiley face!' [chapter 8, p.92]

- In this scene, we see Sunday completely stumped on how to create a website heading, but Lottie comes up with the answer. What does this tell us about group work?
- How does the way Lottie thinks differ to the ways Sunday, Ockie and Kirra think?
- Do you think the group underestimates Lottie sometimes? Can you find other examples in the book of Lottie surprising Sunday, Ockie and Kirra?

THEME EXTRACT AND DISCUSSION POINTS

'I'll be the vlogger!' said Ockie. 'Style expert, dancer and DJ!'

'I'll podcast!' said Kirra. 'For the record, I'm just as stylish as you, Ockie ...'

Before they could bicker, Sunday said, 'You should both talk about fashion and stuff! I'm not sure how fashion relates to joey pouches, but I'm sure you'll make it work!'

'Well, all the pouches I've made so far are VERY FASHIONABLE!' said Ockie.

Kirra groaned and rolled her eyes.

'I'll be the photographer and cartoonist,' added Lottie. 'Maybe I can write the horoscopes, too?'

Everyone nodded. [chapter 6, p.72]

- In this extract, the group are deciding what their roles in the project will be. From this, can you list some similarities between Ockie and Kirra?
- Did it surprise you that Kirra opted to be the podcaster? Were you expecting Kirra to take on any other roles?
- What does this extract show you about the group's dynamics? What role is Sunday playing here in the group?
- Sunday doesn't mention what she wants to do. Based on what you know of Sunday, what could she have said in this moment?

THEME EXTRACT AND DISCUSSION POINTS

'Okay, grade six, let's gather and we'll hear your ideas. Nominate a person from each group to come up to the front!'

'It was your idea, Sunday,' said Ockie. 'You go up the front.'

'Er, it was OUR idea,' Kirra corrected him. 'But I agree that Sunday is today's superstar! Go up the front, Sunday!'

'Guys, maybe Sunday should decide if she wants to present or not,' said Lottie.

Sunday and Lottie always got stuck in the middle when Kirra and Ockie had to bicker over everything.

Kirra was a good friend, but she did always try to be the boss of everyone. Sunday thought it was probably something to do with being a big sister. Ockie jostled to be the boss, too. Sunday thought that was probably because he was always the little kid at home, with a much older brother AND sister. [chapter 6, p.73]

- In this extract, we learn that Kirra and Ockie bicker a lot, and Sunday and Lottie are often caught in the middle. What shows us that Sunday and Lottie are caught in the middle here?
- Kirra is quick to remind Ockie that the project is a group effort and not all Sunday's idea. Why would this be important to Kirra?
- Does being a group's leader or coordinator mean that you get to be in charge all of the time?
- Sunday reflects that Kirra always tries 'to be the boss of everyone'. Can you find an example here of Kirra trying to be the boss of everyone? Are there other examples in the book of Kirra taking charge?
- Sunday thinks Kirra and Ockie are bossy because they have siblings. Do you think being the older/middle/younger sibling affects how you interact with other people? Reflect on the book as a whole. Do you think Sunday is a good group leader? Find some examples to back your argument for or against this.

ACTIVITY 3: FIND YOUR ROLE (GROUP WORK)

Group together with your closest friend(s) for this activity. Get a sheet of paper and list your names, along with the 'role' you take when you're together as a pair or a group. Examples might be: 'joker', 'mediator', 'leader'. Discuss why you take on these roles, how long it has been this way, and if you enjoy being this way in the group. Do you belong to any other friendship groups, sporting teams or clubs? If so, do you take on the same role in these groups? Why/why not? Optional: the groups could present their findings to the class, with each member talking about the role they play in this group and why they make a great team.

THEME: STANDING UP FOR WHAT YOU BELIEVE IN

Curriculum areas in this section:

- English: Expressing and developing ideas; Language for interaction; Interpreting, analysing, evaluating; Creating texts
- Critical and Creative Thinking: Reasoning
- Personal and Social Capability: Development of resilience; Relationships and diversity

Sunday's passion for animals fuels her desire to use Club Koala for a good, animal-related cause. But we see that Sunday's passion is not just limited to animals. When the local radio station plays a series of songs about 'heat' on an extremely hot summer day amid bushfires, Sunday is irate. She recognises that the radio station is being insensitive to the experience of people in Australia at that time and it does not sit well with her. Sunday, encouraged by her mum, contacts the radio station to complain. In doing so, she shows that we can take action against things that cause us or others harm. Sunday knows that the radio station is not intentionally causing harm, but nonetheless she stands up for what she believes in and complains. The result is that the radio station is educated about its mistake and ends up donating to Sunday's cause.

THEME EXTRACT AND DISCUSSION POINTS

Sunday handed the phone back to Mum.

'Is this alright?' she asked.

Mum read the message.

'Too rude?' Sunday asked, pulling an 'awkward' face.

Mum looked surprised.

'No way! You tell 'em!' she said, a big grin bouncing off her face. 'You should always call out bad behaviour, Sunday.'

Sunday nodded. 'OK,' she said, shrugging.

Mum was getting really worked up, in a good way.

'It's ALWAYS right to stand up for yourself and others,' Mum said, nodding enthusiastically. 'Use your voice, Sunday. Be the change. I'm hitting send right NOW.' [chapter 4, p.50]

- Why was Sunday annoyed with the radio station?
- Sunday could have turned the radio off and thought no longer about the songs the station was playing. Why was it important to her that she complained to the radio station?

- What do you think Sunday's mum means when she tells her to 'Be the change'?
- Did Mum's reaction to Sunday's message surprise you?
- If Sunday's mum hadn't supported Sunday to complain to the radio station, do you think Sunday would still have complained? Why/why not?
- Are there other examples in this book of Sunday and/or her friends 'being the change'?
- Can you find the other reference in the book to 'Be the change'? [Answer: p.270]

ACTIVITY 4: WRITE TO A RADIO STATION

As a class, as a group or independently, listen to a radio station for a short while to understand the type of content they put on the air. Then write an email or message to the radio station to express your feedback. Mention things you enjoyed, things that you didn't like, and ways in which you think they can improve their content.

THEME: COMMUNITY SPIRIT

Curriculum areas in this section:

- English: Expressing and developing ideas; Language for interaction; Interpreting, analysing, evaluating
- Personal and Social Capability: Development of resilience; Relationships and diversity

The Good Times is a project that has started with Craft 4 Wildlife and will grow to include other local causes that Sunday and her friends are passionate about. The group knows that rousing their local community to assist them in their cause – in this case, knitting pouches and wraps – will help them achieve their goals as well as to bring awareness to important issues. Community is demonstrated in several ways in this book: we see the school community, the after-school care club community, the wildlife rescue community (the East Gippsland Wildlife Rescue organisation), and the Pelican Rise suburb community. The Craft 4 Wildlife initiative unites these community groups, showing how powerful people can be when they work towards a shared goal.

THEME EXTRACT AND DISCUSSION POINTS

'So, do you want to know the pouch tally?' asked Jess.

'Hit me with it!' said Tess, sounding like she was smiling down the phone.

Jess nodded at Sunday, Ockie, Lottie and Kirra to read out the list. Seven kangaroo slings, 15 bird nests, 31 bat wraps, 110 joey pouch liners and 110 joey pouches.'

The other end of the line was silent.

'Tess, are you there?' said Jess.

When Tess finally replied, her voice was all croaky.

'Yes! I am here. Kids, I am just blown away by all this generosity. Thank you so much.' [chapter 21, pp.253-254]

- In this extract, Jess is delivering good news to Tess. Why is Tess's voice croaky after she's heard the good news?
- How did you feel for Sunday when you heard this exchange between Tess and Jess, knowing

her efforts helped achieve this result? How would you feel if you were Sunday?

- Can you remember other moments in the book where people from the Pelican Rise community helped each other?

THEME EXTRACT AND DISCUSSION POINTS

The crowd erupted into a big cheer. Ms Stowe nodded and waited for them to quieten.

'The bushfires across Australia have broken our hearts, as have the sad stories we've heard about animals suffering. Not all of us can raise large sums of money to help with fundraising, but we CAN all work hard and work together to achieve big things. That is the lesson here. Give yourself a big pat on the back.'

- In this extract, the school Principal Ms Stowe is congratulating Sunday and her friends on their hard work. Do you think receiving praise is essential after you've done something good or charitable? Why/why not? You might like to debate this as a class.
- Do you agree with the statement, 'we can all work hard and work together to achieve big things'? Can you think of an example of when people worked together to achieve something positive for the world?
- After reading this book, have you felt like you could help animals or the community in some way? See the below activity to continue this discussion!

ACTIVITY 5: PLAN A COMMUNITY PROJECT

Break into groups and discuss projects that could benefit your local community in some way. This could be something as small as writing your neighbours nice letters to something as big as a beach clean-up. Let your imagination run free while you brainstorm! Once you've settled on an idea, draw up a basic project plan that includes the name and description of your project, where and when it will take place, and what you and your group will do to make it happen. Consider these aspects when planning your project:

- How this will benefit others in our community?
- Will this help connect members of our community?
- Is this a one-off event, or can we do this regularly/make it a new tradition?
- What is my unique role in this event?

POST-READING QUESTIONS

- Think about the Sunday Moon you met at the beginning of the book: has she changed by the end of the story? How? Why?
- Sunday has a different relationship with Kirra, Lottie and Ockie. What kind of friendships exist in your life and how are they unique from each other?
- Bushfires are a regular occurrence in Australia. Has this book taught you anything new about bushfires and their effects on local wildlife?
- This book is the first in a series. What do you think the next books could be about?
- Standing up for what you believe in and helping out where you can are key messages in

this book. Has this book inspired you to 'Be the change' in some way?

ACTIVITY 6: WRITE A BOOK REVIEW

What did you think of *The Good Times of Pelican Rise: Save the Joeys!*? Write a book review containing your thoughts on the novel. Don't forget to include:

- The author's name.
- The publisher's name.
- What the book is about.
- What you liked about it.
- What you didn't like about it.
- If it was similar to other novels that you've read.
- If you'd recommend it to your friends.

