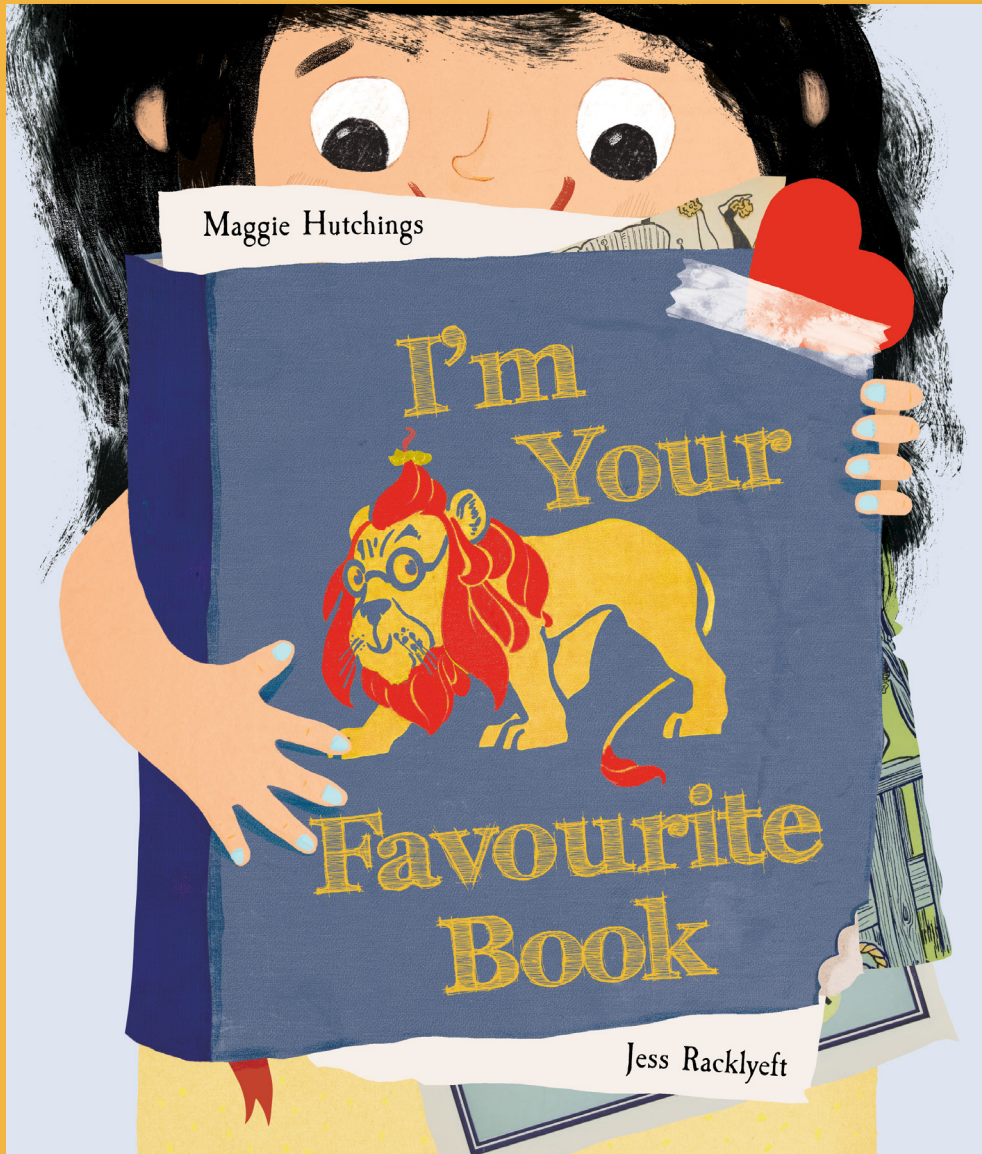


Classroom Resources



Written by

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Illustrated by

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Suitable for

ages 3 to 7

Contents of this pack

- Book details for *I'm Your Favourite Book*
- Questions for before we begin reading
- Discussion points in key curriculum areas: Comprehension, Social and Emotional Development, and Literacy
- Final reflections
- Four activities: Creative writing; Show and tell; Literacy development; Drawing



Description

I'm your favourite book!

And even though page 6 blew away at the beach, page 10 got dipped in the bath, and your dog ate page 4, you remember all my words. The sparkle rubbed off my cover, my spine is bent and bowed, and my last page is holding on by a single thread, but you still read me every day. Because I'm your favourite book.

A beautiful celebration of the magic of books, and a reminder of how the books we read as children stay with us forever.

About the author

Maggie is a counsellor, family-dispute mediator, writer and artist who spends her weekends covered in paint and scribbling lists that are never completed. She is a famously mad aunt, nanna and mother who talks to herself out loud and falls over a lot in the garden at her house in northern New South Wales. Maggie writes stories with heart and soul for children and adults that encourage kindness, hope and resilience.

About the illustrator

Jess Racklyeft is an author and illustrator based in Fitzroy, Melbourne. From her home studio, Jess creates original paintings and prints for greeting card companies and various clients. But her favourite work of all is producing children's books! Jess has authored and illustrated several picture books and board books and has won several awards, including a CBCA Award.

Find this book at our website:

<https://affirmpress.com.au/publishing/im-your-favourite-book/>

Before we begin reading

- Have a look at the front cover. What do you think this book will be about?
- Can you describe the book on the front cover? Does it look neat or messy? How so?
- What is the animal on the book cover?
- How is the girl looking at her book? What does this tell us about the girl?
- Do you have a favourite book? What makes it special to you? Can you describe how it looks?

Discussion points in key curriculum areas

Comprehension & Social and Emotional Development

- There are two main characters of this book. Who are they? Which main character is the narrator (the speaker) in the book?
- Does the girl ever speak? What do you think the girl would say about her favourite book?
- Page 6 of the favourite book blew away at the beach. Do you ever bring a book to the beach with you? Why/why not? What other activities do you like to do at the beach?
- Page 4 was eaten by the dog. Look at the pages where this happens. What does the girl's face look like? How about the dog's? What does this tell us about their mood at the time?
- Do you have a pet? Have they ever messed up or stolen one of your things?
- Have a look for the dog and the cat all the way through the book. Can you describe some of the things they're doing? Does the cat do something that might damage the favourite book?
- The girl has drawn pictures, scribbled and wrote her name on her favourite book. What do you think about that? Have you ever drawn or wrote on a book?
- Does the girl have a sibling? How do you know? Do we see the sibling?
- Oh no! The favourite book goes missing. Where do you think the book went?
- Have you ever lost a favourite thing? How did you feel? Did you ever get it back?
- The girl was given a new copy of the book. What did she think about the brand-new book? What made the old book so special to her?
- What did the girl do when the favourite book was found? How might she have been feeling in this moment?
- How does the girl make sure that the favourite book will never be lost again?
- Can you describe all the different places that the girl reads her favourite book? Do you have a special spot somewhere to sit and read?



Literacy

Vocabulary

There might be some words that are unfamiliar to students, such as the words below. Structure an activity around learning these words (and/or other unfamiliar words in the book) and their meanings.

- Dipped
- Remember
- Scribbled
- Dripped
- Sparkle
- Bowed
- Thread



Point of view

The favourite book tells the story in this picture book. But who is the favourite book speaking to: the girl or the reader? Have a class discussion about how and why this book is narrated by the favourite book. Some further questions to ask:

- What do you think about this unique point of view?
- Does the favourite book seem to mind that the girl has lost some of its pages, drawn on it and dripped water and jam on it? Why/why not?
- If your favourite thing could talk, what would it say about you?
- Would this picture book be different if the girl was speaking to the favourite book instead?

Final reflections

- Which was your favourite part of this story and why?
- Do you have a favourite book? If not a favourite book, then what about a favourite thing?
- How does it feel when our favourite things become damaged or lost? Has this ever happened to one of your favourite things? How did you feel after it happened?
- Have you learned any new words from this book? Which words did you like best?
- Is this book similar to other picture books that you've read at home or studied in class? What makes it different?
- Do you enjoy reading picture books? Why is reading important for us?
- Would you recommend this book to a friend?

Activity one: Creative writing

Write a short story about something happening to your favourite book. If you don't have a favourite book, pick any book that you enjoyed! Perhaps there is a book in your classroom or library that you could choose?

Your story should include:

- A descriptive beginning. This should tell the reader a little bit about your favourite book. What is it called? How does it look? Why is it your favourite and what do you love most about it? How would you feel if your favourite book was gone?
- An incident in the middle. Something should happen to your favourite book. Perhaps you leave it at the bus stop by mistake and it goes on a new adventure? Perhaps it accidentally gets put in the washing machine and comes out soapy and damaged? Perhaps your little brother or sister draws all over it or puts it in the bin? Maybe the book comes to life and goes exploring while you're asleep? It can be any of these ideas or ideas of your own. Use your imagination!
- A thoughtful ending. If your favourite book gets lost or goes missing, does it ever return to you? Do you miss it? Do you get a replacement? If your favourite book is damaged, can it be repaired? Do you have happy memories of your favourite book? What have you learned about yourself by the ending?

Activity two: Show and tell

Teachers, ask your students to bring their favourite books to class. If they don't have a favourite, perhaps you could help them choose a book that they enjoy? Some discussion points for the students to consider during their show and tell:

- Why they chose to bring this book to class.
- What this book is called, who it is written and illustrated by, and what the story is about.
- What they love the most about the book. Is it the story? The illustrations? The way it feels in their hands? A special memory associated with this book?
- How do they treat this book? Does it go everywhere with them, or does it have a special place where it's kept at home? Do they read it at bedtime? Do they read it with a grown-up, or do they read it alone?
- Why their classmates should read this book, if they haven't already?

During the show and tell, keep a list of some of the things that students have said. You could discuss these shared points as you go or afterwards.

Keep a list of the class's favourite books. Are any of them the same?

Once the show and tell has finished, compile the list of the class's favourite books and distribute it to students.

Activity three: Verb endings

Teachers, use this activity to discuss how regular verb endings of '-ed' and '-ing' can signify past or present tense. Then, use the activity sheet below to discuss verb endings inspired by the story of *I'm Your Favourite Book*. You could perform this activity as a class, or you could divide the class in small groups to workshop this activity together.

Does this sentence have an -ed or an -ing ending?

Use the verbs underneath the sentence to decide.

Splash! I _____ my favourite book in the bath.

drop

Oh dear! My dog is _____ my favourite book!

eat

Here is a picture of me _____ my favourite book.

hold

Oops! I accidentally _____ jam on my favourite book!

spill

After I lost my favourite book, I still _____ the story.

remember

When I found my favourite book, I _____ it.

hug

Activity four: Draw your favourite book

Grab your pencils, pens or crayons and draw a picture of your favourite book. Perhaps you'd like to draw the book's cover? Try to find colours that are used on the book. Perhaps you'd also like to draw you holding your favourite book, like on the cover of *I'm Your Favourite Book*?

If you can't think of a favourite book, perhaps you can borrow one from a friend, or your teacher, or your library? Use the space provided below, or ask an adult for a new piece of paper for your masterpiece!



Drawn by