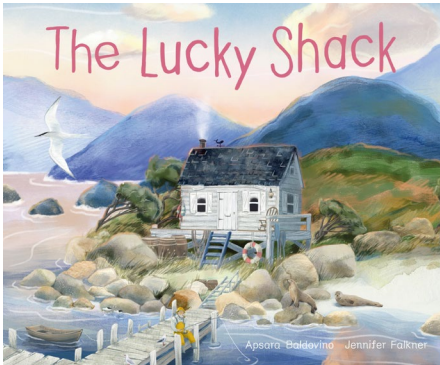


Classroom Resources



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The Lucky Shack

Apsara Baldovino and Jennifer Falkner

BOOK SUMMARY

A timeless message of hope – of love lost and found again – this story is a stunning debut that will warm your heart.

*I am a lucky shack.
I spend my days watching boats bob gently
under puffy clouds, on a sparkling sea.*

Surrounded by natural beauty, a seaside shack is lovingly cared for by a fisherman, until one day everything changes.

The Lucky Shack is a heartfelt and uplifting journey through the seasons, the cycle of life, and the beauty and power of nature. If you are brave enough to let the light in, love and gratitude will triumph.

KEY LEARNING OUTCOMES

- ACELA1469
- ACELT1587
- ACELT1592
- ACELY1670

THEMES

- Families
- Natural World
- Belonging
- Resilience

Recommended Reading Ages: 3+

Resources Created For: Lower and Middle Primary

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Before Reading

What is personification?

Personification is a very effective figurative language device. It gives human qualities to objects and ideas. (Depending on the ability of your class or how specifically you would like to define personification, you could also include animals here as well.)

Personification also gives writers the opportunity to share opinions and beliefs and infuse a sensory, visible and invisible point of view into an object and evoke emotions, connotations and associations in an audience.

1. Ask students if they can think of any examples of personification they have already encountered. As a class discuss *what* has been personified and *how* they know it has been given human characteristics. Some examples to discuss could include:
 - a) Thomas the Tank Engine
 - b) "Five Little Ducks"
 - c) *The Day the Crayons Quit* (or any other books in this series)
2. In the following examples, can students identify:
 - a) *what* has been personified
 - b) *how* it has been personified
 - c) what idea each example is trying to communicate.
 - The ice-cream shop was calling my name.
 - The characters leapt off the page of the book.
 - The waves danced in the sunlight.
 - The clouds threatened rain.
 - My alarm clock yelled that the day had started.
3. Personify the objects and experiences below. Use some of the words in the box for inspiration. Think about what feelings you want to evoke in your audience.

babbling	dancing	weeping	flying
monster	friendly	giant	mosquito
missile	rumbling	cantankerous	wet blanket

- A mobile phone
- A bus
- A football
- A home
- Grief
- Happiness
- Love

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The connotations of home

Connotations are imaginative and emotional associations that words, images or ideas can carry with them. Connotations can be positive and negative and embody emotions and sensations. They can change over time both for an individual and a community.

For example, what are the connotations of the colour pink? Today many shades of pink are associated with girls and femininity, however until as recently as a hundred years ago, pink was seen as a colour to dress boys in because it is essentially a light red, which is strongly associated with masculinity and power.

1. As a class discuss the connotations of the word 'home'.
 - a) What words, feelings or images come to mind?
 - b) Most people's homes are in buildings like houses and apartments. What are the connotations of these words?
 - (i) How and why do the connotations for these words differ to home?
2. What are the feelings, images, and memories students associate with the idea of the beach and a beach shack?
 - a) Are there many, if any, similarities between the connotations for these words and home? Students may like to represent these similarities and differences on a Venn diagram.

During Reading

Turn to the opening spread of *The Lucky Shack* and focus on the left-hand page to answer these questions:

1. What feelings and ideas are evoked by the shack on this spread?
2. What does the shack look like? In what ways does it appear human?
3. Why has the illustrator added these elements? What ideas about houses are being shared?
4. How does personification of the shack influence the reader? What do we think and feel about it?
5. How does the text add to the emotional impact for the reader? Why do you think the author has used the word 'lucky'?

Both the illustrations and the words are used to personify the shack.

1. Identify three different phrases or sentences that personify the shack.
 - a. For each example, identify the connotations created.
 - b. For each example identify the techniques used to create personification and connotation.

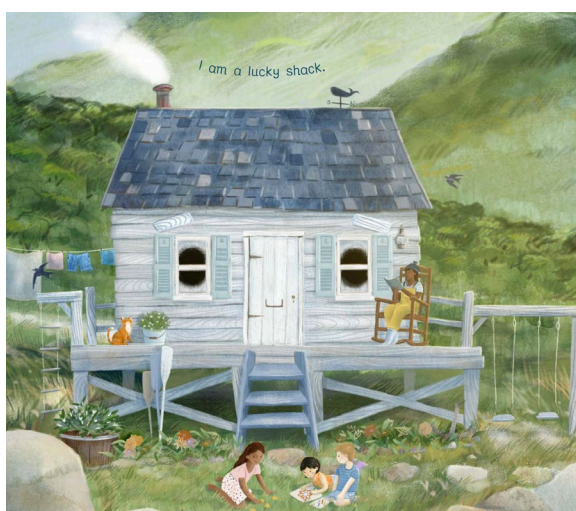
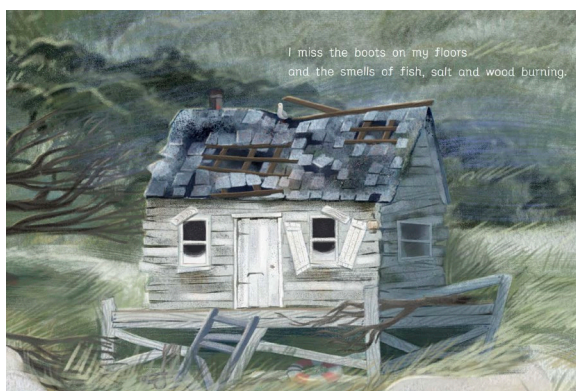
Throughout *The Lucky Shack* the shack is personified, however there are also other examples.

1. Ask students to find as many other examples of personification in the text and illustrations as possible.
2. Allocate an example to each student, or small group, and have them create a collage to be shared with the class that explains what has been personified, how it has been personified and the idea that is being communicated.

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Over the course of the story, the shack goes from being a home to being a shack, to being a home again.

1. These three images of the shack convey a great deal of information. Ask students to identify the connotations of each image, and which techniques are being used to create these feelings.



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2. As a class, track the identity of the shack across each spread.
 - a) Identify the techniques used in both the text and illustrations to communicate the shack's changing identity. (Students may find it helpful to go back to the previous activity asking them to think about the different connotations of a home vs a house or apartment.)
 - (i) Some techniques to think about include colour; rhyme; alliteration and assonance; positioning; point of view; gaze; framing.
 - b) The word 'home' is never used in *The Lucky Shack*, yet the shack is clearly happiest when it is a home. What ways do the words and written techniques indicate that the shack has changed from being a shack, to being a home?

After Reading

1. Ask students to draw a place that is important to them and where they feel like they belong.
 - a) Encourage them to use the techniques they have explored in *The Lucky Shack* to help convey how this place makes them feel in their illustration.
 - b) Ask them to compose a four-line poem using personification and connotation to add to their drawing.

About the Author and Illustrator

Apsara Baldovino writes picture books with humour and heart and is the debut author of *The Lucky Shack*, due for release in July 2023. Nature, the seasons, and the tiny wonders of our incredible world inspire her writing. Apsara's passion is to dream up memorable characters, experiment with perspectives and create books that will be treasured for years to come. She lives by the sea in Sydney, Australia, with her husband and sons, and, with endless cups of tea, dreams of new ways to tell stories.

Jennifer Falkner is an illustrator and designer based in Perth, Western Australia. Since graduating from Curtin University with a major in illustration she has spent the last 16 years of her career in art direction, textile design, brand development and illustration. Before returning to Perth in 2018, Jennifer lived and worked in Canberra, Bangkok, Jakarta and Singapore. Jennifer finds inspiration in the daily antics of her two small boys, independent bookshops, her local museum, the cinema and the rich biodiversity of Australia's southwest. Her favourite mediums are gouache, watercolour, ink, pencils and Photoshop.

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