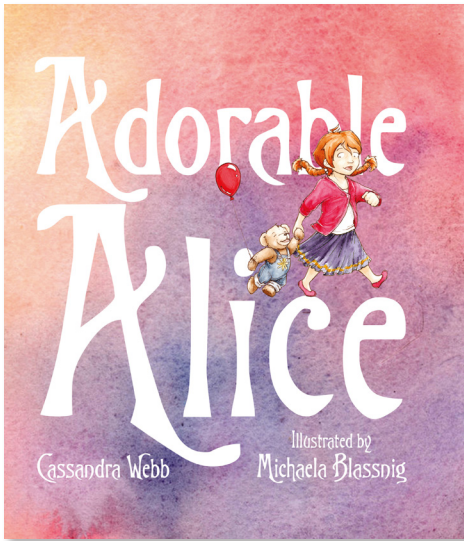


TEACHERS' NOTES

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Adorable Alice

Written by Cassandra Webb

Illustrated by Michaela Blassnig

Synopsis

Alice is adorable. With her arms tied in a knot, lips buttoned and eyes blindfolded, she explores her home in a different way everyday of the week. See what Alice discovers.

Author Background Information

Cassandra Webb is a chocaholic writer from the small coastal village of Narooma, Australia. Writer of children's and young adult fiction, fantasy and picture books. Cassandra also writes creative non-fiction. She grew up in rural and remote Australia and remembers riding horses, working with helicopters and being home-schooled. Now on the coast with her two children she enjoys the beaches in summer and the nearby snowy mountains in winter.

Illustrator Background Information

Michaela is a Queensland-based illustrator and *Adorable Alice* will be her first published book.

Educational Applicability

Exploring and observing using hearing, smell, touch, seeing and taste (Curriculum Code: ACSHE013)



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DISCUSSION TOPICS

Before and during reading the book:

1. List the senses and discuss what they are used for – the serious stuff. *Adorable Alice* will introduce the fun and funny stuff.
2. Introduce the book – read the title and ask students to comment on the cover.
3. Read the text:

She could hear a clack-clack-clacking sound.

'Hello Grandma,' she said.

'Hello Alice,' said Grandma.

'You smell like peaches,' said Alice.

(from page 14/15) and ask the students to draw what they think is happening in the scene. This picture can then be used in the Reflection Discussion exercise below.

After reading the book:

1. Ask the students what their favourite part was, and what they thought of the teddy bear.
2. Ask the students what their favourite smell is.
3. How did Alice describe her grandmother? What picture did you draw to correspond with page 14/15 and how are they the same or different from the illustration in the story? Why?

Cassandra Webb's (the author) answer: Before Michaela Blassnig did her fantastic illustrations I only had little images in my mind of what was happening on each page. For this page in particular I pictured Grandma in her chair knitting and the knitting needles made a clack-clack-clacking sound. When Michaela read the text she must have thought of something different because she has drawn grandma clack-clack-clacking with a knife. What did you draw?

Word Knowledge

Understand learning area vocabulary

Vocabulary in *Adorable Alice* includes:

Monday

Tuesday

Wednesday

Thursday

Friday

Hear

Speak

Nose

Eyes

Arms

Smell

Listened

Soap

Grandma

Grandpa



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ACTIVITIES

Critical and Creative Thinking:

Inquiring. Identify, explore and organise the information and ideas from *Adorable Alice*.

Class Discussion

Identify how Alice is limiting her senses in each instance. If she has covered her eyes what other senses does she use? How does this work, or not work.

Cut and Paste

On each day of the week Alice explores a different sense. Organise the sense, the day of the week, and what her teddy is up to through a cut and paste activity.

Blind Exploration

Explore a space, ie a classroom, in groups of three with one student blindfolded and the other two acting as their guides.

Expand on this activity by placing an item that appeals to one sense in the space, a ticking clock, a bar of peach scented soap, a soft rug, etc, and ask students to locate the item blindfolded.

What's in the Bag?

In teams students use their feet to feel inside a bag of items. Each student has a turn and then together the teams decide what they have felt and where that item sits on a chart. The chart might be simple, ie hard items, soft items, or the chart could be more complicated, ie items as long as my foot, but not as wide or soft, softer, softest.

Key Thief Game

One student sits in a chair with a set of keys underneath the chair and a blindfold on. The rest of the class attempts to sneak up to the chair and steal the keys. Using their sense of hearing the blind-folded student can point to the location of the thieves, if they manage to point to a sneaking student that student must return to the starting point. Once the keys have been stolen the thief must return to the start without letting them jingle or they risk being caught before they have won the game.

Reflecting on thinking and processes:

Read and Discuss

Read *Adorable Alice* again and discuss the illustrations. On each day of the week Alice is trying to do something different, but her ideas aren't always perfect. Discuss.

Composing texts through speaking, writing and creating

Use language to interact with others

Adorable Alice explored a different sense each day of the week, except Saturday and Sunday. Ask the



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students to create their own sense for these days. Something fantastical. Students can do this by using the *Adorable Alice* model:

On Saturday she _____

[How did this change Alice's world?]

[What did Alice think of this?]

This can be done as individuals, in small groups or in two big groups, a Saturday group and a Sunday group.

For Older Students, Social Management:

1. Work collaboratively
2. Communicate effectively

Expand on the Organising Elements of the Literacy Continuum (Comprehending texts through listening, reading and viewing AND Composing texts through speaking, writing and creating) by exploring how *Adorable Alice* would exist or be shared without one or all of the elements listed.

In groups compose a page each of *Adorable Alice* using items that the 'reader' would smell or taste or touch (like charades but blindfolded). Then ask the students to 'tell' the class their story.

MARKETING AND SELLING POINTS

1. *Adorable Alice* is about an adorable little girl who decides to go without one of her senses every day of the week
2. Vibrant illustrations
3. Educates children on the importance of the five senses in an adorable way



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