



EK BOOKS TEACHER NOTES & RESOURCES

Title: Where the Heart Is
Author: Irma Gold
Illustrator: Susannah Crispe
Publisher: EK Books
Price: ANZ \$24.99 | USA \$18.99 | CA \$24.99 | UK £10.99
ISBN: 9781925820874
Publication date: June 2021
Audience age: 3-7 years
Key Curriculum Areas: English, Mathematics, Science, Health and Physical Education, The Arts



SYNOPSIS:

In 2011, Dindim the Magellanic penguin washed up on an island beach near Rio de Janeiro. He was rescued by a man called Joao, who nursed him back to health, and created a lifelong bond. Since then, Dindim has spent most of every year with Joao, leaving only to travel 8000 miles to the Patagonia coasts of Argentina and Chile. *Where the Heart Is* was inspired by this extraordinary true story.

With beautiful prose and stunning illustrations, Dindim's story will capture the hearts of young readers and adults alike. His journey across the ocean highlights both the little penguin's intrepid nature and the variety of wildlife he meets along the way. From whales to albatross, children will discover the kaleidoscope of life that exists in the ocean.

Where the Heart Is also offers a window into discussing big issues with young readers, such as the oil spill that almost killed Dindim, and the effects of climate change on animal habitats. Magellanic penguins are a near threatened species, and it is vitally important to increase our awareness of the dangers faced by these beautiful birds.

Poignant, moving, funny and heartfelt, Dindim and Joao's story is a celebration of friendship and nature. It explores the deep bond that can form between humans and animals, and encourages children to think more about the incredible animals who share our world.

THEMES:

Climate Change. Environmental Issues. Animal Habitats. Friendship. Nature.

SELLING POINTS:

- Based on an incredible true story.
- Makes pertinent issues, including environmentalism, accessible to young readers, inspiring them to take better care of our world.
- Will appeal to young readers and adults alike due to the gorgeous illustrations and prose, and the captivating – and cheeky! – characters of Joao and Dindim.



WRITING STYLE:

Irma Gold's prose is lyrical, heartfelt and evocative, bringing this true story to the page in a way that will touch the hearts and minds of both young and old. Adults will enjoy reading this story as much as children will enjoy listening to it.

ILLUSTRATION STYLE:

Susannah Crispe's illustrations are beautiful and visually rich, using watercolour and digital collage to bring the words to life. The settings for Dindim's story are vibrant and teeming with exotic animals. Children will love spotting monkeys, armadillos, Brazilian squirrels, and many other creatures throughout the pages.

AUTHOR MOTIVATION

I read a newspaper article about Joao and Dindim's incredible story and immediately felt the spark of a picture book arrive. The bond between humans and animals (wild or domesticated) can be so special, and I've experienced this myself with elephants in Thailand (I am an Ambassador for the Save Elephant Foundation). I'm passionate about wild animals remaining in the wild, but this can only happen if humans do not destroy their habitats. In this case, this happened with the oil spill that threatened Dindim's life.

AUTHOR/ILLUSTRATOR BACKGROUND:

Irma Gold is an award-winning author and editor of books for children and adults. She is the author of five picture books, Ambassador for the ACT Chief Minister's Reading Challenge, and Ambassador for the Save Elephant Foundation. She is also the author of a short fiction collection, *Two Steps Forward*, and a novel, *The Breaking*. Irma lives in Canberra with her three children and loves jumping castles, sunshiny days and all kinds of animals, most especially her little black cat.

Susannah Crispe is an award-winning Canberra-based illustrator, inspired by a background in zoology and art history, and a love of beautifully crafted books. Susannah is passionate about wildlife and has travelled extensively throughout South America, including to the beautiful locations from *Where the Heart Is*. Susannah works primarily in watercolour and digital collage, designing greeting cards, company logos and wildlife artworks for various clients. *Where the Heart Is* is her first book.



INTERVIEW:

AUTHOR

What is the inspiration for this story?

I read a newspaper article about Joao and Dindim's incredible story and immediately felt the spark of a picture book arrive. The bond between Joao and Dindim is so endearing, and their story was perfect for the picture book format.

What was the most rewarding part of this project?

The writing process itself was a great pleasure. And then seeing the story come to life through the illustrations is always very special.

ILLUSTRATOR

What media do you use to create your illustrations? Briefly describe your process.

I create my illustrations in layers, using watercolours to paint the different elements of each illustration. The background, foreground, characters and various plants and animals are all painted separately, then scanned into my computer. Using Photoshop and a Wacom tablet I then digitally edit and layer the elements to create the scene. This process gives me great flexibility when it comes to altering or editing illustrations.

What was the most rewarding part of this project?

Having travelled to these locations a few years ago, it was really special to try and capture those memories of jungle islands filled with birds and insects, and albatrosses and whales down near Patagonia, using paint. I also found creating the illustrated map of South America tremendously fun!

What was the most challenging part of this project?

Learning how to balance the aesthetic design with storytelling was challenging at times. The first spread in the book proved challenging as we wanted to show the devastating impact of an oil spill on the environment, however to paint Joao's beach covered entirely with oil didn't make sense graphically as the island really represented a safe haven for the sick little oil slick penguin chick. Throughout the rest of the illustrations, Joao's beach is pristine and filled with life, and the reality of an oil spill is that it takes months of hard work to clean up. After a lot of discussion between myself, the author and publisher, I chose to depict a minor amount of oil on the beach and in the ocean – enough to affect wildlife, to hint at a much greater spill further out to sea, and to inspire environmental conversations between the adults and children reading the book.



TEACHER ACTIVITIES/NOTES:

Discussion Notes and Activities:

N.B. These questions and activities can be adapted to suit the experience and ability of students.

Before Reading

- Look at the cover of *Where the Heart Is*. What do you see?
- How do you think the characters are feeling? Why? What does it make you wonder about?
- Why do you think the title of the story is *Where the Heart Is*? What might the story be about?
- What do you know about penguins? Where do they live? Are they friendly?
- What are some of the dangers that penguins might face?
- Have a look at a world map and point out South America. Read the title page of *Where the Heart Is* and discuss Dindim's journey and the fact that this book is inspired by a true story. Why might the author have wanted to write a story like this?

During Reading

- How do you think the tiny penguin became covered in oil? Why is this dangerous for penguins and other marine life?
- Why is Joao sad to leave Dindim? Why do you think he feels he can't keep Dindim?
- Now Dindim has grown up, why do you think he wants to leave?
- Do you think Dindim will find Joao again?

After Reading

- What was the story about? How does the title relate to the themes in the story?
- Why do you think Joao and Dindim had such a special friendship?
- Where do you think the oil came from? Why did it make Dindim sick? How did Joao help the tiny penguin to become strong again?
- Why does Dindim leave his home with Joao to visit Patagonia for a few months of the year? Why do you think he returns to Joao's beach?
- Do you think Dindim understands the dangers of oil spills and hungry sea lions when he journeys along the coast? What is his motivation?
- How do you think Joao feels when Dindim is away? Why?
- How do you feel about the illustrations? How does the illustrator help to show how the characters are feeling and the different sequences of Dindim's journey? What other wildlife can you spot in the pictures?
- What does 'endangered' mean? What are some man-made and environmental effects that could endanger wildlife? What can we do to help protect animals in the wild, like Dindim? Discuss 'climate change' and its effects on the environment.
- What might you do if you came across a sick or injured animal?



ACTIVITIES:

ENGLISH

Foundation Curriculum Links

Expressing and developing ideas: Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school ([ACELA1437](#))

Literature and context: Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences ([ACELT1575](#))

Responding to literature: Share feelings and thoughts about the events and characters in texts ([ACELT1783](#))

Examining literature: Identify some features of texts including events and characters and retell events from a text ([ACELT1578](#))

Creating literature: Retell familiar literary texts through performance, use of illustrations and images ([ACELT1580](#))

Interpreting, analysing, evaluating: Identify some differences between imaginative and informative texts ([ACELY1648](#))

Use comprehension strategies to understand and discuss texts listened to, viewed or read independently ([ACELY1650](#))

Creating texts: Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge ([ACELY1651](#))

Years 1 and 2 Curriculum Links

Expressing and developing ideas: Explore differences in words that represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs) ([ACELA1452](#))

Responding to literature: Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences ([ACELT1582](#))

Examining literature: Discuss the characters and settings of different texts and explore how language is used to present these features in different ways ([ACELT1591](#))

Creating literature: Recreate texts imaginatively using drawing, writing, performance and digital forms of communication ([ACELT1586](#))

Innovate on familiar texts by experimenting with character, setting or plot ([ACELT1833](#))

Texts in context: Respond to texts drawn from a range of cultures and experiences ([ACELY1655](#))

Interacting with others: Rehearse and deliver short presentations on familiar and new topics ([ACELY1667](#))

Interpreting, analysing, evaluating: Identify the audience of imaginative, informative and persuasive texts ([ACELY1668](#))

Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features ([ACELY1660](#))

Creating texts: Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation and appropriate multimodal elements, for example illustrations and diagrams ([ACELY1661](#))



TEACHER NOTES: Where the Heart Is

Nouns, Verbs and Adjectives:

- Write a list of nouns, verbs and adjectives from the book, *Where the Heart Is*, and sort into the correct categories. Illustrate.
- For example –
 - o Nouns: penguin, Dindim, Joao, Brazil, beach, sea lion, fishing net, oil, path, etc.
 - o Verbs: wiped, fed, rowed, waddled, honking, swam, spouting, whooshing, lumbered, nuzzled, etc.
 - o Adjectives: tiny, sticky, strong, sandy, sadly, handsome, big, inky, fat, etc.
- Write a sentence using nouns, verbs and adjectives from the list. Draw a picture to match.
- Penguin templates provided – see BLM 1 & 2.

Comprehension:

Through writing and discussion, answer comprehension questions relating to the story, such as:

- Knowledge: Who was in the story? What was the problem? When was Dindim ready to leave Joao's beach? Where did Dindim swim to? How far did Dindim swim?
- Comprehension: Retell the story in your own words. What was the main idea? Write three things Joao and Dindim liked to do together.
- Application: Joao was a good friend to Dindim because _____. Why was caring for Dindim significant? Why was it important for Dindim to have both a human friend and penguin friends?
- Analysis: Classify penguin characteristics as a part of the bird family. Draw a diagram of the parts of a penguin. How does the friendship with Joao compare with the friendship between Dindim and the other penguins?
- Synthesis: Predict how Dindim might travel between homes in the future. What other ideas can you think of to help and teach others about looking after our wildlife?
- Evaluation: Do you agree that Joao should let Dindim swim in the dangerous waters? What do you think about their friendship? What is the most important thing the story is teaching us? How would you care for a sick or injured animal?

Reading:

- Read other books and texts about penguins, fiction and non-fiction.

Creative Writing:

Imagine you came across a sick, injured or trapped animal. What would you do? How would you rescue it? Where will you take it and how will you help it?

- Write a narrative about an animal rescue. Include how you feel, what the problem is, and how you will solve it. Be sure to include a beginning, middle and end, and some 'WOW' words.

Persuasive / Letter / Informational Writing:

- Create a poster or a letter to raise awareness of climate change, and to persuade your audience to change some of their habits.
- Research a wildlife organisation to explore ways to help the environment.
- Create a brochure for a place where you can visit to see penguins.
- Search websites that allow live virtual camera experiences with penguins and record what you see.



Thinking Tools:

- Mind Map or Concept Web (BLM 3): Brainstorm and map out different topics, including:
 - o 'Penguins' (type, appearance, lives, eats, babies, species, behaviours, why it's endangered, etc.).
 - o 'Caring for Wildlife' (no littering or pollution, recycling, renewable energy, helping sick or injured wildlife, etc.).
 - o 'Activities to do with Penguins' (swim, mend nets, eat sardine sandwiches, read books, go shopping, sing lullabies, etc.).
- Venn Diagram (BLM 4): Compare the differences and similarities between Joao and Dindim. Think about their feelings as well as their appearances and traits.
- PMI Chart (Plus, Minus, Interesting) (BLM 5): Complete the PMI chart with the title 'Having a Penguin as a Friend'. What are the positives? What are the negatives? What are the interesting aspects or consequences for this situation?

MATHEMATICS

Years 1 and 2 Curriculum Links

Using units of measurement: Measure and compare the lengths and capacities of pairs of objects using uniform informal units ([ACMMG019](#))

Name and order months and seasons ([ACMMG040](#))

Location and transformation: Interpret simple maps of familiar locations and identify the relative positions of key features ([ACMMG044](#))

Time: Months of the Year:

'Dindim has spent eight months of every year with Joao, leaving in February for the Patagonia coasts of Argentina and Chile, and returning in June.'

- Create a visual timeline showing the months of the year. Draw/paste pictures of where Dindim is located, and what he might be doing, for each month.

Measurement: Distance:

'The trip back to Joao is an extraordinary 8000 kilometres (4970 miles).'

- Print out or draw a large-scale map of South America, showing the points of Joao's Island and Patagonia. Using concrete materials (and a ruler), measure the distance between the two locations. Compare the numbers used for different materials, such as paper clips, counters, beads, and other small objects. Record your findings.

SCIENCE

Foundation to Year 2 Curriculum Links

Biological sciences: Living things have basic needs, including food and water ([ACSSU002](#))

Living things live in different places where their needs are met ([ACSSU211](#))

Living things grow, change and have offspring similar to themselves ([ACSSU030](#))

Chemical sciences: Objects are made of materials that have observable properties ([ACSSU003](#))

Different materials can be combined for a particular purpose ([ACSSU031](#))

Nature and development of science: Science involves observing, asking questions about, and describing changes in, objects and events ([ACSHE013](#))



TEACHER NOTES: Where the Heart Is

Use and influence of science: People use science in their daily lives, including when caring for their environment and living things ([ACSHE022](#))

Questioning and predicting: Pose and respond to questions about familiar objects and events ([AC SIS014](#))

Planning and conducting: Participate in guided investigations to explore and answer questions ([AC SIS025](#))

Use informal measurements to collect and record observations, using digital technologies as appropriate ([AC SIS026](#))

Processing and analysing data and information: Use a range of methods to sort information, including drawings and provided tables and through discussion, compare observations with predictions ([AC SIS027](#))

Evaluating: Compare observations with those of others ([AC SIS213](#))

Communicating: Represent and communicate observations and ideas in a variety of ways ([AC SIS042](#))

Penguin Studies:

- Research information about different kinds of penguins, such as the Magellanic penguin. Find out about their habitat, what they eat, breeding, behaviours, predators, and other interesting facts. Write and draw/present your findings.
- Complete a life cycle poster including some details about the following stages of a penguin's life: egg, chick, fledgling, adult.
- Label a penguin diagram with the following labels: eyes, beak, feathers, flipper, webbed feet, stomach, tail.

Ocean Marine Wildlife – Food Chain:

- Discuss and make a 'food chain' paper chain by linking strips of paper together, with each link including a label and a drawing of an animal from the top of the food chain to the bottom. In order: 1. whales / sharks, 2. sea lions / seals, 3. penguins, 4. fish / squid, 5. krill, 6. plankton.

Oil and Water – How do penguins stay dry?

Penguin feathers have an oil-producing gland that make them feel waxy, which repels the cold water to keep them dry.

- With a penguin template (see BLM 2), crayons, spray bottle and coloured water, observe and discuss what happens when the water is sprayed over the coloured-in penguin.

Oil Spills – Pollution:

Oil spills cause a lot of damage, and are difficult to clean up. Reinforce children's understanding of oil spills with this experiment.

- You will need water, food colouring, vegetable oil, cocoa powder, cotton balls, a plastic boat and animals, a spoon, a sponge and paper towel.
- Mix the oil with a small amount of cocoa for colour and pour into the boat. Place on the coloured water and tip the boat over.
- Predict and observe what happens when attempting to remove the oil with a spoon, sponge, paper towel and cotton wool. What happened to the oil?
- Now, try cleaning oil from a feather or a piece of animal fur.

More details can be found at:

<https://moretime2teach.com/change-the-way-your-kids-think-about-pollution>



HEALTH AND PHYSICAL EDUCATION

Foundation to Year 2 Curriculum Links

Moving our body: Practise fundamental movement skills and movement sequences using different body parts ([ACPMP008](#))

Create and participate in games with and without equipment ([ACPMP027](#))

Understanding movement: Incorporate elements of effort, space, time, objects and people in performing simple movement sequences ([ACPMP029](#))

Learning through movement: Cooperate with others when participating in physical activities ([ACPMP012](#))

Outdoor activities:

- Fishing
- Swimming
- Row a boat
- Climb a tree
- Build a sandcastle
- Enjoy an outdoor picnic
- Make frozen banana penguins dipped in chocolate to share with special friends!

DRAMA

Foundation to Year 2 Curriculum Links

Explore role and dramatic action in dramatic play, improvisation and process drama ([ACADRM027](#))

Use voice, facial expression, movement and space to imagine and establish role and situation ([ACADRM028](#))

Penguin Play:

Act like a penguin with large motor movements including flapping wings, twirling, waddling, jumping, rolling into a ball, sliding on your tummy.



VISUAL ARTS

Foundation to Year 2 Curriculum Links

Use and experiment with different materials, techniques, technologies and processes to make artworks ([ACAVAM107](#))

Create and display artworks to communicate ideas to an audience ([ACAVAM108](#))

Cotton Ball Penguin:

- Create your own fluffy penguin to cradle in your lap and sing lullabies to by pasting cotton wool balls onto a penguin template (see BLM 2).

'Home Is Where the Heart Is' Recycled Materials Craft:

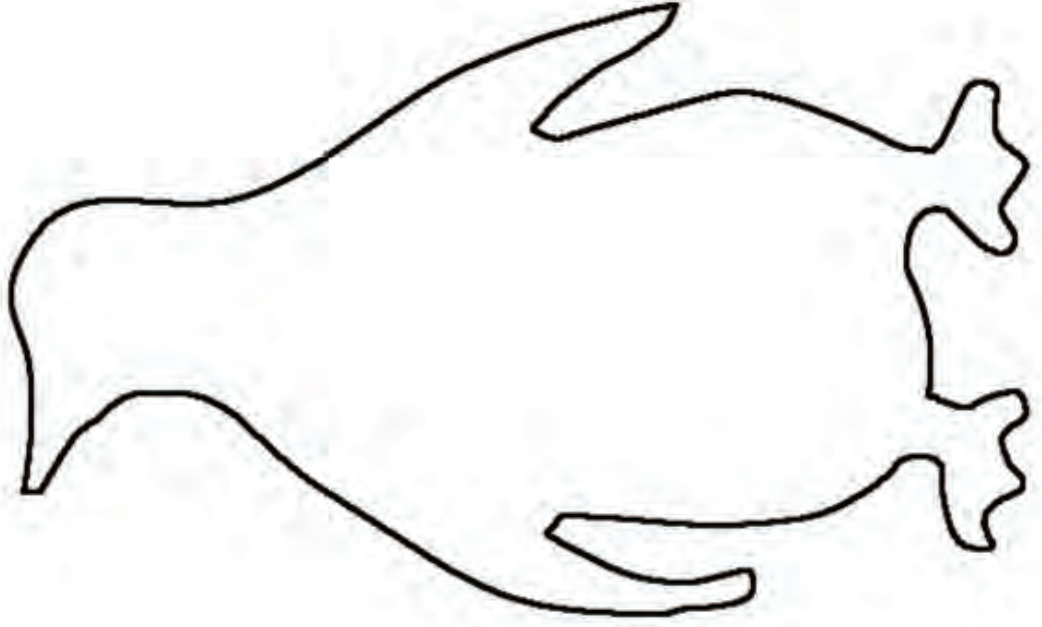
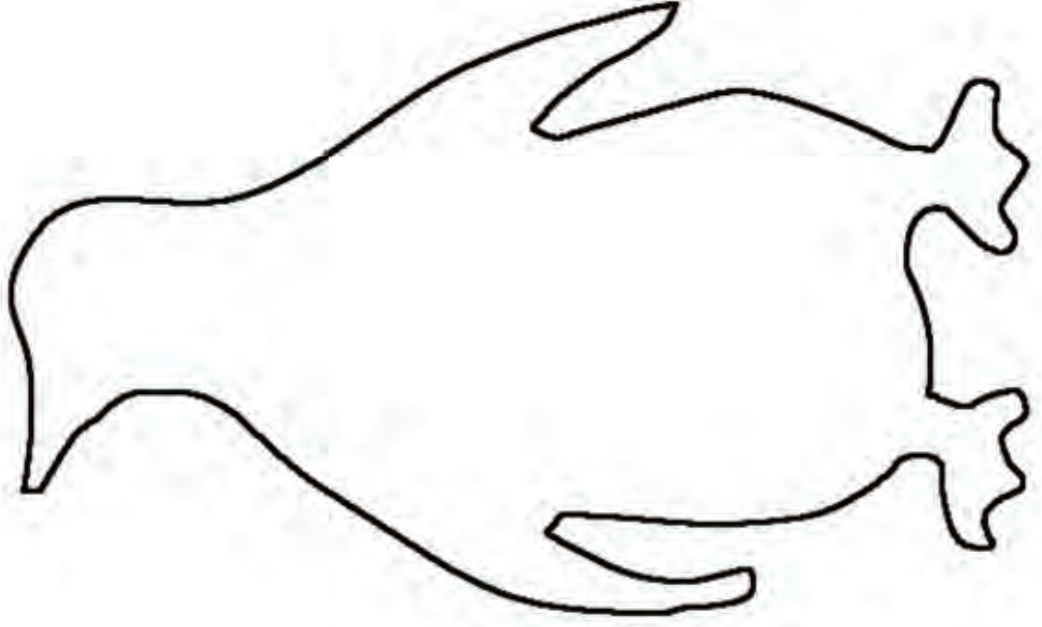
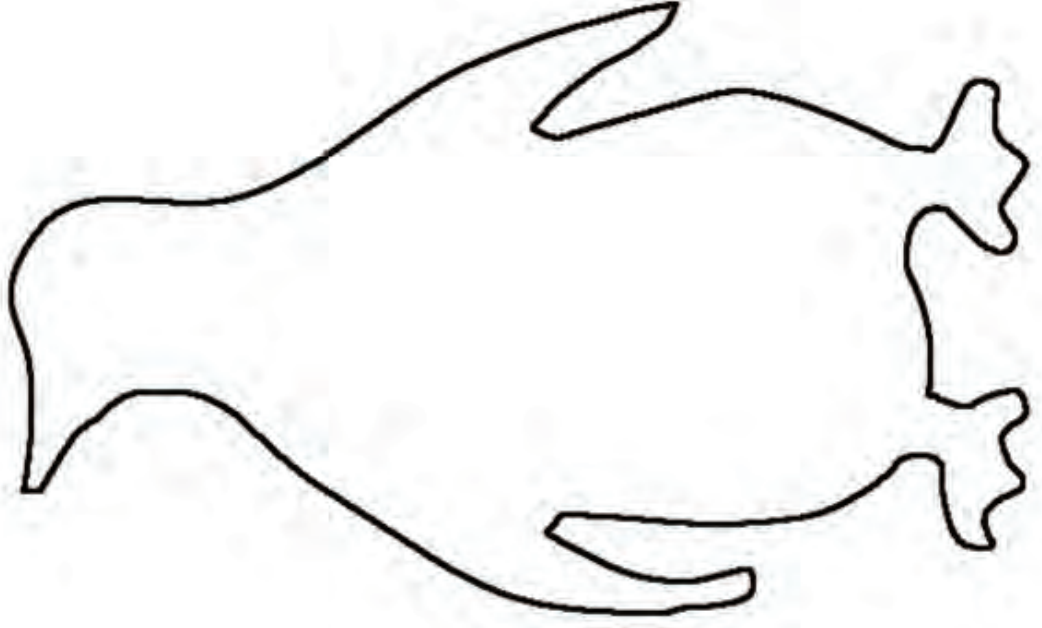
- Combining environmental studies and visual arts, create your own *Where the Heart Is* home using recycled materials, including plastic bottles, old netting, foil, lids, and other used materials. Discuss the notion of re-using rather than adding to landfill and ocean litter.

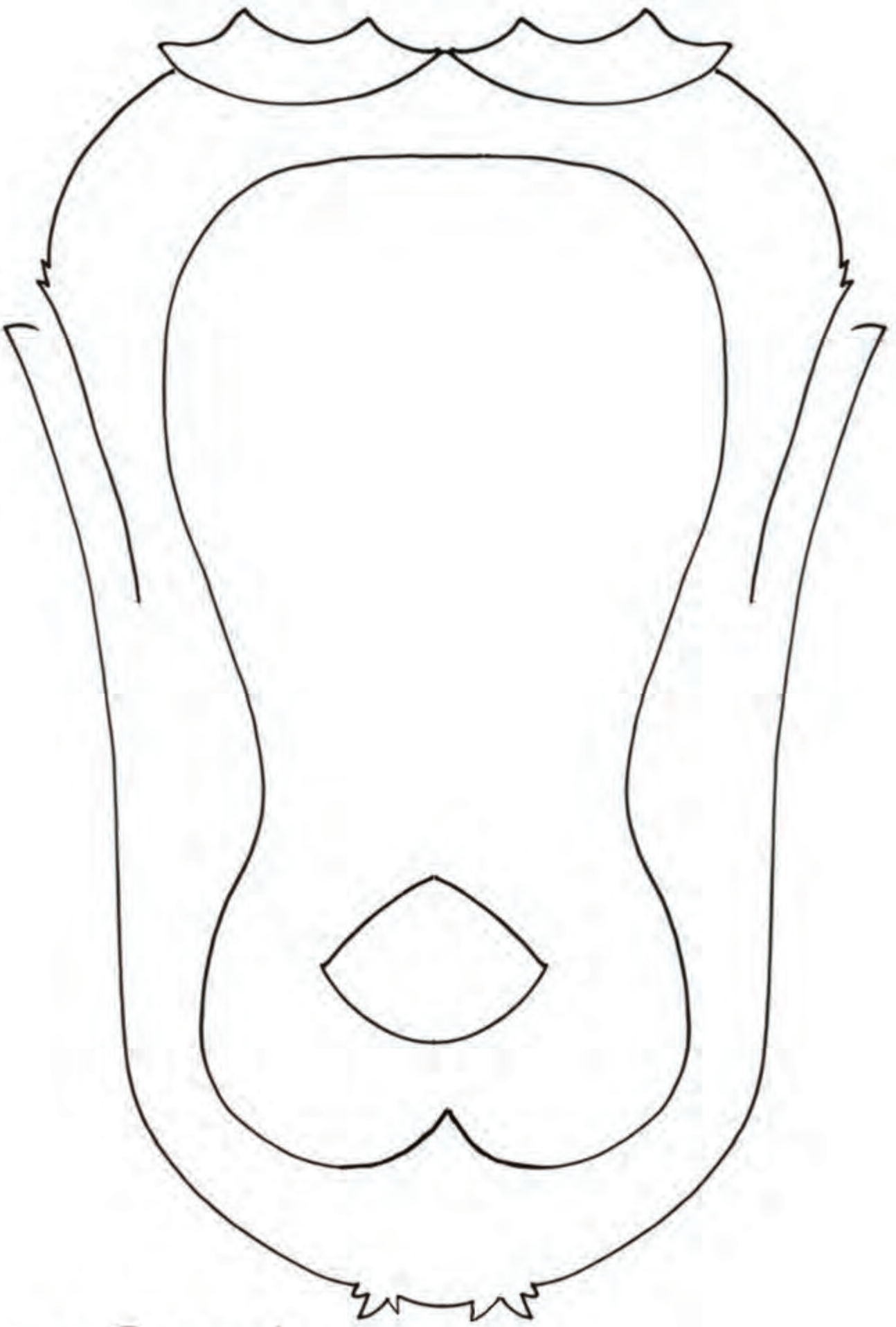
Watercolour Painting:

- Create a piece of art with watercolour paints, choosing from the themes home, beach, maps, friends, penguins, or re-create your favourite scene from the book.

BLM 1

Where the Heart Is by Irma Gold and Susannah Crispe

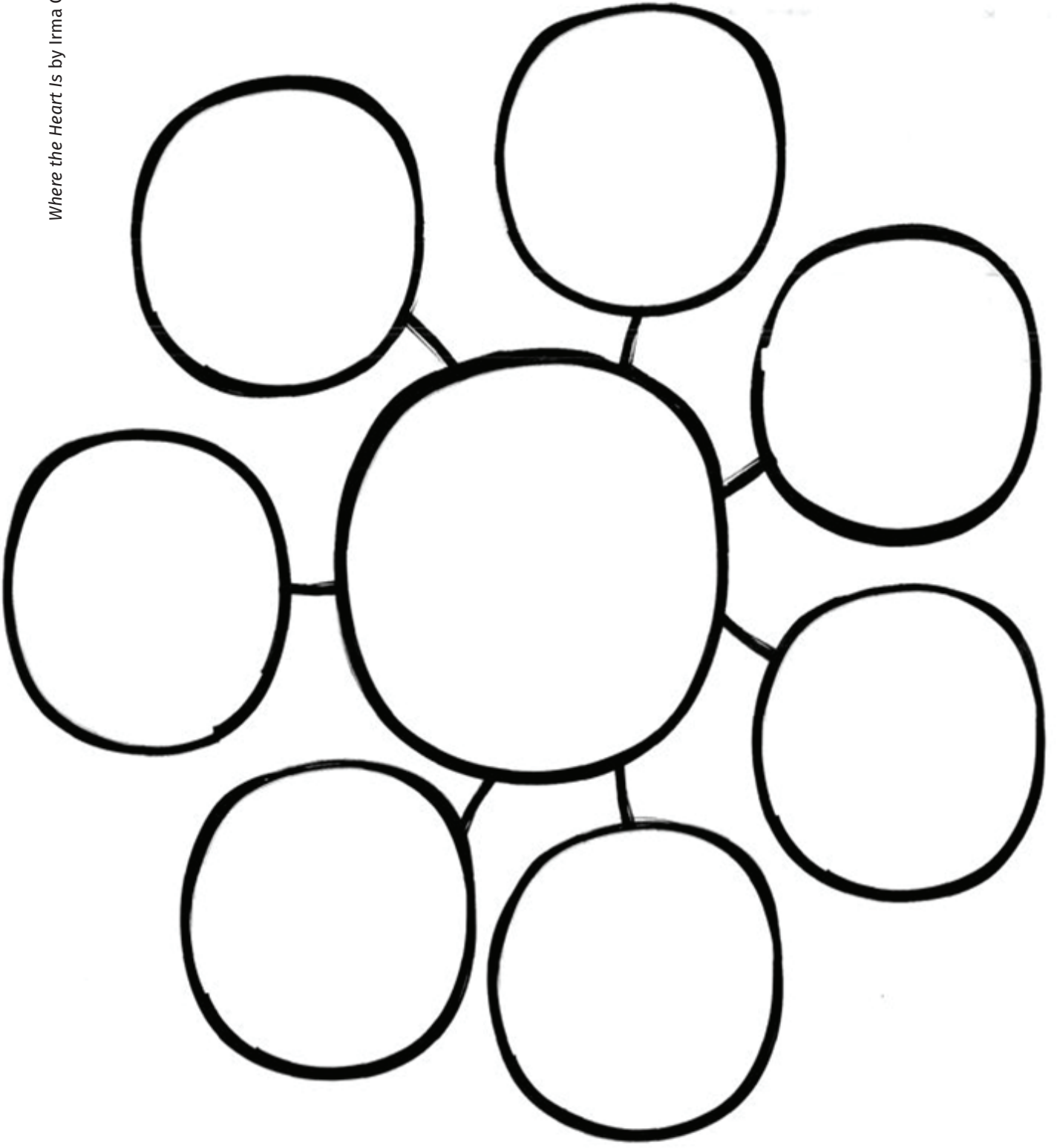




penguin

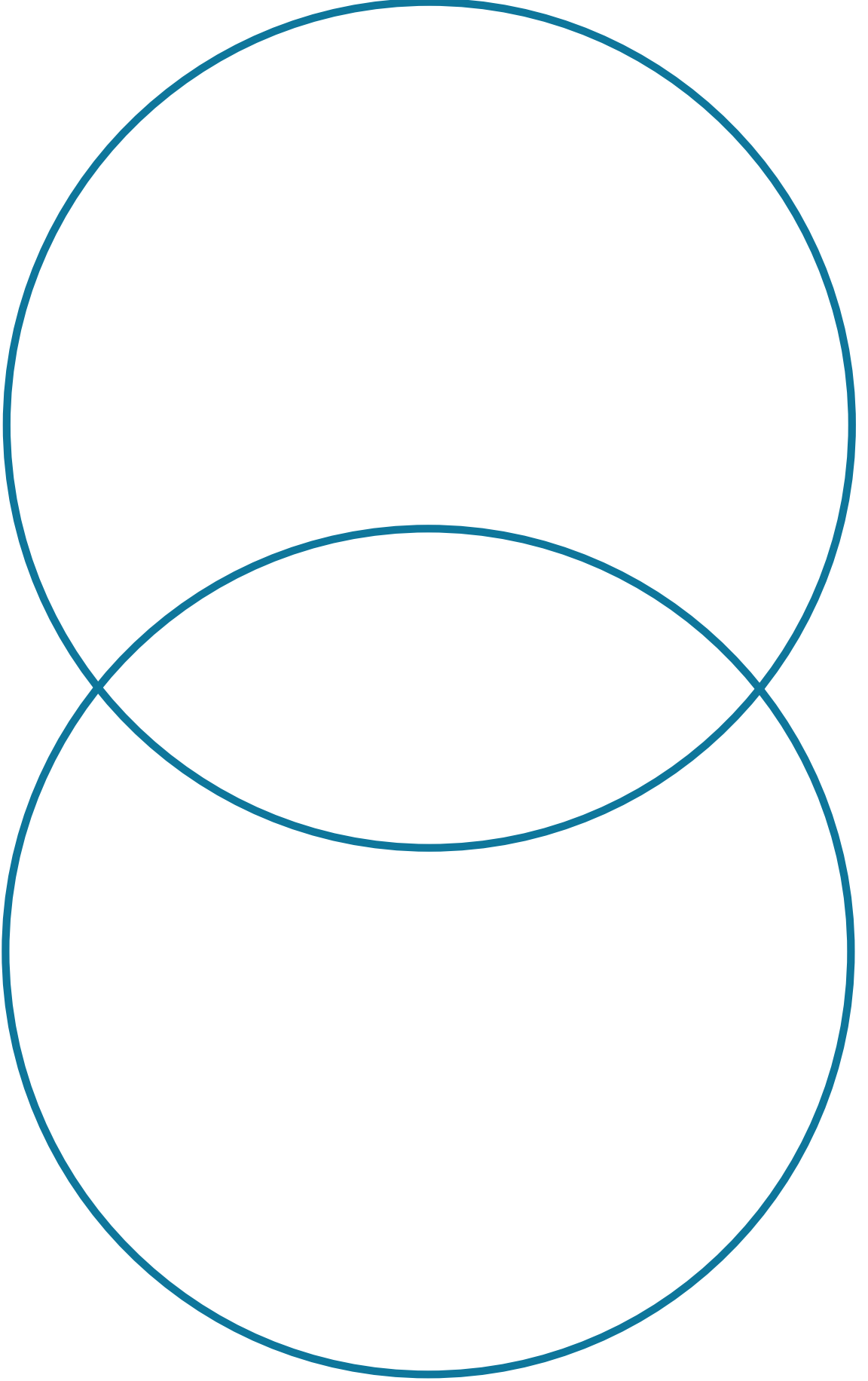
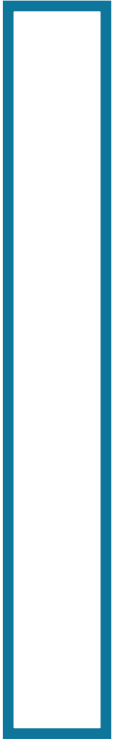
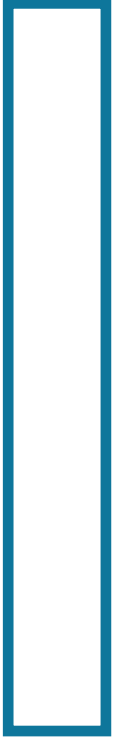
BLM 3

Where the Heart Is by Irma Gold and Susannah Crispe



BLM 4

Where the Heart Is by Irma Gold and Susannah Crispe



BLM 5

Where the Heart Is by Irma Gold and Susannah Crispe

PLUS	MINUS	INTERESTING

RELATED TITLES ORDER FORM

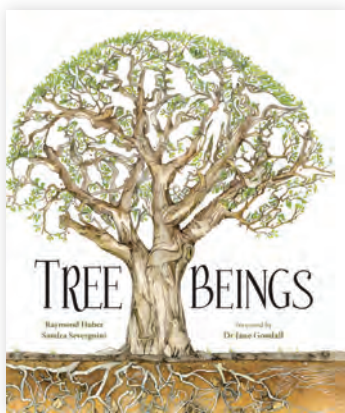


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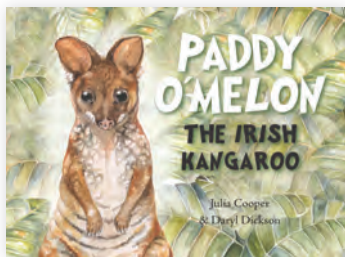
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