



# EK BOOKS TEACHER NOTES & RESOURCES

**Title:** Easy Peasy

**Author:** Ky Garvey

**Illustrator:** Amy Calautti

**Publisher:** EK Books

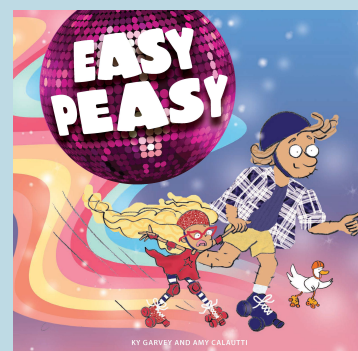
**Price:** ANZ \$24.99 | USA \$18.99 | CA \$24.99 | UK £10.99

**ISBN:** 9781922539441

**Publication date:** Feb 2023

**Audience age:** 4-8 years

**Key Curriculum Areas:** English, Mathematics, Science/STEAM, Health & Physical Education, The Arts



## SYNOPSIS:

*Easy Peasy* follows Ruby, who has just received her first pair of roller skates as a present from her dad. She's convinced it will be easy peasy to learn how to roller skate and dismisses her dad when he offers to help her. But after a few tumbles, Ruby realizes it isn't as easy as she thinks and she might need her dad's help after all.

Author Ky Garvey was initially inspired by her son, who as a little boy loved his skateboard so much that he took it to bed with him every night like a teddy bear. But as she began to write, she remembered the joy of roller skating with her dad at the local rink every Saturday morning. As Ky puts it, 'It was treasured time together and I wanted to reflect that relationship in my book.'

*Easy Peasy* will delight skating-mad girls and patient parents while providing a lesson in independence and perseverance. And the hilarious, relatable illustrations by Amy Calautti add an extra dash of shiny, sparkly fun!

## THEMES:

Father-daughter relationship. Perseverance. Independence. Physical Activity

## SELLING POINTS:

- Reflects the relationship between a strong, determined female character and a patient and gentle male role model in the father figure.
- Emphasizes family relationships, perseverance, independence and knowing that it is OK to ask for help.
- Taps into the currently trending roller-skating market.

## AUTHOR MOTIVATION:

All my children's book manuscripts are inspired by real life events. Initially, the story was inspired by my son, who as a little boy loved his skateboard so much that he took it to bed with him every night like a teddy bear. As I put thoughts down on paper, I remembered the joy of roller skating with my Dad. We went roller skating at the local rink every Saturday morning. It was treasured time together and I wanted to reflect that relationship in my book.

## ILLUSTRATION STYLE:

I think the illustrations are very bright with swishy black outlines to give a sense of movement. I created patterns and textures and collaged them in digitally which adds to the retro look to the illustrations.

## AUTHOR/ILLUSTRATOR BACKGROUND:

**Ky Garvey** has two sons diagnosed with Autistic Spectrum Disorder and ADHD. Her sons inspire her to write fun and engaging stories that turn challenges into triumphs in a way that is supportive, inclusive and empowering. She also writes and hosts the podcast Totally Lit!

**Amy Calautti** loved to draw from a young age and often made games based around drawing to entertain her younger brother and cousins. She now lives with her small tribe of humans who inspire her every day.

## INTERVIEW:

### AUTHOR

#### What is the inspiration for this story?

*Easy Peasy* was inspired by two important people in my life. My son and my father. I like to put a part of myself and those I love in each story I write as it helps the story have meaning and authenticity. As I began to write *Easy Peasy* I thought of my son and how much he loved his skateboard when he was little. He loved it so much that he took it to bed with him at night. I wanted to reflect that in my story. I had fond memories of riding my roller skates when I was a little girl. My Dad would take me to the roller skating rink on a Saturday morning. It was so much fun and more importantly it was something we could do together.

#### What was the most rewarding part of this project?

It was such a fun topic to write about. I've been going to roller-fit lessons to learn how to skate again. It has been fun reconnecting with my inner child.

#### What was the most challenging part of this project?

When writing the story, it was challenging to find a way for Ruby to decide she needed help. I didn't want her to give up but wanted the character to know that sometimes it is ok to ask for help no matter how grown up you feel.

### ILLUSTRATOR

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

I hand draw the outlines of all the illustrations, then I scan to my computer and I colour all the art digitally. I created my own glitter pattern, rainbows, checked flannelette (for dad's flanno), wrapping paper, wood textures, fabric textures etc.. I also took a photo of some cute daisies and collaged them in. It's a lot of fun, and I like the idea of people looking through my illustrations and thinking, is that a real flower? wait a second, how did she do that glittery rainbow?

#### What was the most rewarding part of this project?

I really enjoyed creating the illustrations for *Easy Peasy*, I got a lot of creative freedom and I was lucky enough to be able to include a duck character who rollerskates. So adorable!

#### What was the most challenging part of this project?

The most challenging part was when finishing *Easy Peasy* on time! I got unexpectedly busy and unwell, but it ended up being a blessing because I had more time with the story mulling over in my mind, in turn making the illustrations better than I originally envisioned.

## TEACHER ACTIVITIES/NOTES:

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

### DISCUSSION:

#### Before Reading

- Ask students to name a sport or physical activity that they love to do. Ask them to reflect on the level of difficulty of the activity when they first began – rate it from 1 to 5.
- Now ask students to consider a new sport / activity they would like to try. They can rate their level of confidence in trying something unfamiliar.
- Show pictures of roller skates, roller blades, ice skates, roller shoes, scooter, skateboard and hoverboard (see **BLM 1**). Ask students to identify each one. What are the differences and similarities? Have students ever tried using any of these? Ask them to turn and talk to a friend about their experiences.
- Look at the cover of Easy Peasy. What do you notice? What are the characters doing / wearing? What does it make you wonder? What do you think this story might be about? How does it make you feel?
- When might you use the phrase, 'easy peasy'? What does it mean?

#### During Reading

- From the first two pages, what can you tell about Ruby's feelings about her birthday present?
- Ruby has a lot of confidence in her ability to try something new. Do you think this will help her in the end?
- Why do you think Ruby doesn't want Dad's help to learn to roller skate?
- How do you think she is feeling after each bump? Think about what you would do if this were you.
- What do you think will happen next?
- Do you think Ruby will keep trying to roller skate?
- How do you think Dad might help Ruby?

#### After Reading

- What is the main idea of the story? What are the important themes or messages in the book?
- What did you learn about Ruby? What were her strengths? How did she overcome the challenge of learning to skate by herself?
- How do you feel about Dad's approach, when Ruby refused his help at first? Do you think this was effective? Why or why not? Do you think Ruby needed time to ask for help?
- How did Ruby's feelings about learning to skate change throughout the story? Can you draw an imaginary line in the air, or a line on paper to show her 'up and down' emotions.
- How did you feel about Ruby's skating experience? Can you relate? Did you achieve the same outcome of success?
- What is the meaning and importance of 'perseverance'? What might have happened if Ruby gave up? Discuss the importance of trying new things yourself, and when it's ok to ask for help.
- What are the benefits of an activity like roller skating? What are the disadvantages? How can you assess whether the benefits to learning something new outweigh the disadvantages? How might this thinking help you overcome future activities that seem 'too hard'?
- What do you like about the illustrations in the book? How do they show Ruby's perseverance and what she did to keep safe? How do they show the relationship between Ruby and her Dad? What kind of colour palette, patterns, textures and art techniques has the illustrator used for this story? Why do you think she chose to illustrate the story this way? How do the pictures make you feel?
- Make a list of things you find 'easy peasy', and a list of things you find 'too hard'. Do you believe in yourself to find a way to make them all 'easy peasy'? Write down some helpful tips. See BLM 2.

## ENGLISH

### Vocabulary: Spelling and Definitions

(ACELA1786) (ACELA1437) (ACELA1439) (ACELA1438) (ACELA1454) (ACELA1458) (ACELA1470) (ACELA1471) (ACELA1817) (ACELY1650) (ACELY1660) (ACELY1670)

- Locate and write down terms relating to roller skating from the book. These can include: roller skates, rolled, wobbled, balance, forward, fall, whizzing, laces, rink
- The above terms can be written inside or around a wheel or roller skate shape. Colour and cut out the shape to display. See **BLM 3** & **BLM 4**.
- Discuss and write or draw the meanings of some of these terms.
- Students could build or make the words. For example, use small paint rollers, playdough or beads to roll / create letters; 'R-O-L-L-E-D', 'W-H-I-Z-Z-E-D'.

### Vocabulary: Nouns, Verbs and Adjectives

(ACELA1437) (ACELA1452) (ACELA1454) (ACELA1468)

- Locate in the book, sort and write relevant nouns (names), verbs (action words) and adjectives (describing words), like the examples below.  
  
**Nouns:** Ruby, Dad, gift, box, roller skates, wall, steps, driveway, elbow, knee, bottom, lights, rink, hand, hair, etc.  
**Verbs:** shook, tore, slept, rolled, giggled, wobbled, bumped, tumbled, landed, packed, rubbed, whizzing, smiling, etc. **Adverbs:** slowly, proudly.  
**Adjectives:** special, shiny, heavy, sparkly, red, bright, early, easy peasy, hard, etc.
- Students could add to these lists and create sentences including some of these terms.
- Students could use the above and/or their own adjectives to label / describe a diagram of a roller skate, or a picture of themselves in a fun activity.

### Vocabulary: Onomatopoeia

(ACELA1437) (ACELA1454) (ACELA1469) (ACELA1470) (ACELA1439) (ACELT1581) (ACELT1590) (ACELT1578) (ACELT1584) (ACELT1585) (ACELT1591) (ACELT1580) (ACELT1586) (ACELT1832) (ACELY1647) (ACELY1667) (ACELY1650) (ACELY1660) (ACELY1670)

- 'Easy Peasy' includes onomatopoeia (sound words) to describe the actions of Ruby as she learns to skate. Find and list the examples. Can you add your own to these? How effective are these to the story?  
Examples include: *clunk, crash, wibble, wobble, bump, thump, crunch*.
- Students can draw or perform Ruby in action sequences, using onomatopoeia terms.

### Comprehension

(ACELT1575) (ACELT1783) (ACELT1578) (ACELY1646) (ACELY1650) (ACELA1787) (ACELT1587) (ACELT1582) (ACELT1591) (ACELY1660) (ACELY1670)

- Through writing and discussion, answer comprehension questions relating to the story, such as:
  - **Knowledge:** Who was in the story? What was the main idea / focus? Where do the events take place? Where did Ruby practise her skating? What happened after she packed her skates away? When did Ruby learn to skate on her own without falling?
  - **Comprehension:** Retell the story in your own words. What were the main themes? What are the differences and similarities between roller skates and roller blades? What made Ruby decide to ask her Dad for help? How did Ruby keep safe from getting too hurt?

- *Application:* How did Ruby's roller skating practise and confidence help her to become an independent skater? Why was it important for Dad to be gentle and supportive, and not too pushy? What helpful tips could Ruby give to someone learning to skate? (Example, hold the wall, push off the steps, etc). Why is it important to learn a new skill?
- *Analysis:* What are some of the features of roller skates / blades / ice skates? Draw a diagram of one of these. Create a slideshow showing the sequence of events in the story. Compare how a new skater and an experienced skater move on their wheels.
- *Synthesis:* Predict how Ruby will approach skating, or any new skill in the future. Why is it important to persevere and be resilient? What ideas can you think of for designing a pair of roller skates or blades? How would you advertise your new roller skates, or an event at a roller rink?
- *Evaluation:* Do you agree with Ruby's approach to learning to skate? Why or why not? How did she learn from the process? What is the most important thing the story is teaching us? What are the positives and negatives of learning a new skill? Write a story or poem titled; A World Without Sports.

## Comprehension: Story Sequencing

(ACELA1447) (ACELA1463) (ACELT1578) (ACELT1785) (ACELT1584) (ACELY1650) (ACELY1660) (ACELY1670)

- Complete a story sequence on paper or as a slideshow showing the events that happened in the book. See **BLM 4** for an example template. Use the following sentences or your own, or pictures, to complete your sequence.
  1. Ruby received a pair of shiny, sparkly roller skates for her birthday.
  2. Ruby wobbled and wobbled and fell.
  3. Dad offered to help Ruby to learn to roller skate. She said, 'No. It's easy peasy.'
  4. Ruby fell down again and landed on her bottom.
  5. Ruby asked Dad to help. They went to the roller skating rink.
  6. Ruby skated all by herself.

## Application: Kinaesthetic Understanding and Active Listening

(ACELA1446) (ACELA1787) (ACELA1469) (ACELT1575) (ACELT1783) (ACELT1582) (ACELY1646) (ACELY1647) (ACELY1656) (ACELY1788) (ACELY1666)

- Create a paper wheel / circle divided into four or six parts. In each part, students write and draw activities they find 'easy peasy'. On the back or on another wheel, students write and draw activities they find 'too hard'.
- Interact with others by sharing, listening to and discussing strategies and tips for helping others to learn the 'easy peasy' tasks, and strategies for practicing / improving the tasks that are 'too hard'. Write these down. See **BLM 2** & **BLM 4**.

## Narrative Writing

(ACELT1581) (ACELT1582) (ACELT1586) (ACELY1651) (ACELY1661) (ACELY1662) (ACELY1671) (ACELY1672)

- Imagine you were a pro skater (roller skater, blader, ice skater, skateboarder, etc). Based around the idea, 'It's easy peasy', create a world of competition, or something imaginary. Where does your story take place? What does this world look like? What is your mission / goal? What would be the challenges / problems you face along the way? How will these be resolved? Who will help?
- Begin your narrative with a sizzling start, such as dialogue, onomatopoeia, action or scene setting. Set it out with a beginning, middle and end. Remember to include some WOW words and interesting adjectives.

## Alternative ideas:

- Use the following phrase as a sentence starter and innovate on the story; 'It's easy peasy...'
- Imagine a world where sporting activities didn't exist. What would the people in the story do? How would this affect them? How would they feel if they weren't allowed to do any physical activity?

## Information Report / Persuasive Writing / Procedural Text

(ACELA1430) (ACELA1786) (ACELA1447) (ACELA1450) (ACELA1453) (ACELA1463) (ACELY1648) (ACELY1651) (ACELY1658) (ACELY1660) (ACELY1661) (ACELY1668) (ACELY1671)

- Students can create a poster or digital presentation with the collation of facts about roller skating or their favourite sporting activity. Be sure to include a title, enticing and interesting facts about uniform, rules, strategies, equipment needed, and perhaps some historical and cultural facts, plus diagrams, pictures and captions for the report.
- Refer to the above 'narrative' idea of 'A World Without Sports'. Students can write a persuasive piece on why or why not sporting activities are important to our health and wellbeing.
- Students could write a procedural text with helpful strategies on how to learn a new skill, such as roller skating tips on balancing, pushing forward and stopping.

## Recount / Reflective Writing

(ACELA1437) (ACELT1575) (ACELT1783) (ACELY1651) (ACELA1787) (ACELT1582)

- Encourage students to think about a time when they learned a new skill they thought was 'too hard' in the beginning, or when they asked a parent or older person to help with something. Students should include how they felt, how they managed the situation, the challenges and outcomes.

## Thinking Tools / Graphic Organisers

(ACELA1429) (ACELT1575) (ACELT1783) (ACELT1583) (ACELT1589) (ACELY1650) (ACELY1660) (ACELY1670)

- **KWHL Chart:** Students can complete a KWHL+2 chart or placemat graphic organiser about what they learned in the book, or prior to and from their research on roller skating or another sport. The headings include K (I Know), W (What I Want to Know), H (How Will I Find Out), L (What I Have Learnt), plus 2 facts or reflections on what they learned about themselves. See **BLM 5**.
- **Venn Diagram:** Complete a Venn Diagram to compare the similarities and differences between two different kinds of skates / wheels. Think about their appearances, purpose, special features, etc. See **BLM 6**.
- **De Bono's Six Thinking Hats:** Think about the feelings and actions of Ruby as she learned to roller skate, and any alternative ways of thinking with the use of the six hats:  
**Red** (fears, feelings, intuition), **White** (information, facts), **Yellow** (Benefits, positive thinking), **Blue** (big picture, focus, learnings), **Green** (creative thinking, alternatives), **Black** (risks, problems, obstacles).
- **Ranking Ladder:** Use a ranking ladder to rate several physical activities from easiest to hardest. Discuss the reasons for this order. See **BLM 7**.



## MATHEMATICS

### Space: Prepositional Language

Measurement and Geometry: ([ACMMG010](#)) ([ACMMG023](#)) ([ACMMG046](#))

- Create a 'rink' using a large sheet of paper, and a figure or object with wheels. In partners, students take turns to instruct the 'skater' around the rink, or from one 'goal post' to the end 'goal post', using prepositional language.

Examples of terms to include: forward, backward, to the left, turn right, three rolls straight ahead, behind the line, on the line, under the lights / disco ball, between the gates, etc.

Extension: ([ACMMG019](#)) ([ACMMG037](#))

- Use concrete measurement units to measure the length and width of the rink, or the distance between point a and point b.

### Opinion Poll: Favourite Sports

Statistics and Probability: ([ACMSP011](#)) ([ACMSP262](#)) ([ACMSP263](#)) ([ACMSP048](#)) ([ACMSP049](#)) ([ACMSP050](#))

- Create a poll or survey to find out students' favourite sporting activities.
- List all the sports that students suggest, then tally their responses against each category.
- Students use the data to draw a simple picture graph, bar or column graph to represent the results.
- Students discuss or write their findings to questions like, 'Which sport is the most popular?', 'Which sport is the least popular?', 'Which sport received 5 votes?', 'How many more votes did roller skating receive over swimming?', etc.

## VISUAL ARTS

### Mixed Media Roller Skate Collage

([ACAVAM106](#)) ([ACAVAM107](#)) ([ACAVAM108](#))

Use a range of papers and materials, including wrapping paper, shiny and sparkly paper, sequins, glitter, paint, pens, string, etc to create a patterned collage of a roller skate (or another kind of skate, helmet or their favourite sporting activity).

See BLM 3 for a roller skate outline.

### Paint Rolling

([ACAVAM106](#)) ([ACAVAM107](#)) ([ACAVAM108](#)) ([ACAVAR109](#))

Create an abstract piece of art using a 'roller'! This can include a cardboard tube, rolling pin, paint roller, or even the wheels of a roller skate. Use bright colours like in 'Easy Peasy', and a range of long and short rolling and colour mixing techniques across the whole canvas. Reference other abstract pieces of art for inspiration and discussion about techniques used and emotive qualities.

## SCIENCE / STEM

### Design and Build Your Own 'Wheels'

Science links – ([ACSSU005](#)) ([ACSSU033](#)) ([ACSHE013](#)) ([ACSHE021](#)) ([ACSHE022](#)) ([ACSHE034](#)) ([ACSHE035](#)) ([ACSIS014](#)) ([ACSIS024](#)) ([ACSIS011](#)) ([ACSIS025](#)) ([ACSIS039](#)) ([ACSIS233](#)) ([ACSIS027](#)) ([ACSIS040](#)) ([ACSIS213](#)) ([ACSIS041](#)) ([ACSIS012](#)) ([ACSIS029](#)) ([ACSIS042](#))

Design and Technologies links – ([ACTDEK001](#)) ([ACTDEK002](#)) ([ACTDEK004](#)) ([ACTDEP005](#)) ([ACTDEP006](#)) ([ACTDEP007](#)) ([ACTDEP008](#)) ([ACTDEP009](#))

- Learn about the **science** behind a roller skate's wheel and axle system – the bearing between the wheel and axle fights friction. Friction is when two objects resist each other and force them to slow down. The bearing helps the skater to go fast because the friction becomes almost non-existent.
- Learn about how **technology** has helped evolve the roller skate – a century ago roller skates would have been made with wooden wheels. With better equipment, like the durable plastic that is used now, roller skates are much more effective.
- Learn about the **engineering** behind the elements of the roller skate – mechanical engineers have designed and tested the safety and accuracy, and comfort of the ride. Civil engineers have designed ramps to safely enjoy skating.
- Learn the **mathematics** of skating – Newton's first law of motion involves the force of movement from the skater, and the stopping of the movement from the skater. This concept is a maths equation of  $\text{weight} = \text{mass} \times \text{gravity}$ .
- Label a diagram of a roller skate, roller blade, ice skate or skateboard, including shoe / board, wheels, laces / straps, axle, brakes.
- Students follow a design process to imagine, plan, create, test, and improve a 'skate on wheels' (in small or large groups).  
Use ideas, shapes and patterns found in around your room to inspire the design.  
Address the importance of using re-used or environmentally sustainable products as a part of their designs. These can include drinking straws, dowels, pipe cleaners, matchsticks, plastic wheels or milk lids, cardboard or container. Evaluate the model's effectiveness, appearance, durability and function in meeting the needs of its target audience.

## HEALTH AND PHYSICAL EDUCATION

### Healthy Mind / Healthy Body Ideas:

([ACPPS003](#)) ([ACPPS004](#)) ([ACPPS005](#)) ([ACPPS006](#)) ([ACPPS017](#)) ([ACPPS018](#)) ([ACPPS020](#)) ([ACPPS021](#)) ([ACPMP008](#)) ([ACPMP012](#)) ([ACPMP025](#)) ([ACPMP028](#))


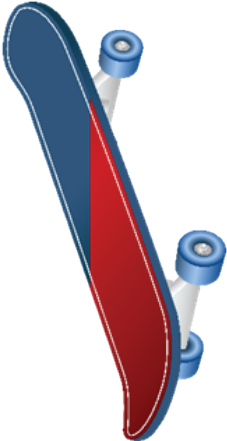





Mindfulness and physical activity are ideal for mental and physical health, as well as building relationships with family and friends.

- Practise a sport or physical activity outdoors or at a centre.
- Try roller skating! Ask someone to hold your hand.
- Watch videos on learning to skate, or another skill.
- Draw sketches and take photos of you and your family sharing fun, special moments.
- Listen to your favourite music with your family. Have a disco!
- Make a card or special gift for the birthday of a loved one. Make your own wrapping paper.
- Design a cool pair of skates.
- Teach someone else how to learn a new skill.
- Tell yourself, 'I can do it!', and 'Never give up!'



NAME \_\_\_\_\_

DATE \_\_\_\_\_

SKATES	NAME
	SKATEBOARD
	
	ICE SKATE
	
	ROLLER BLADES
	
	ROLLER SHOES
	SCOOTER

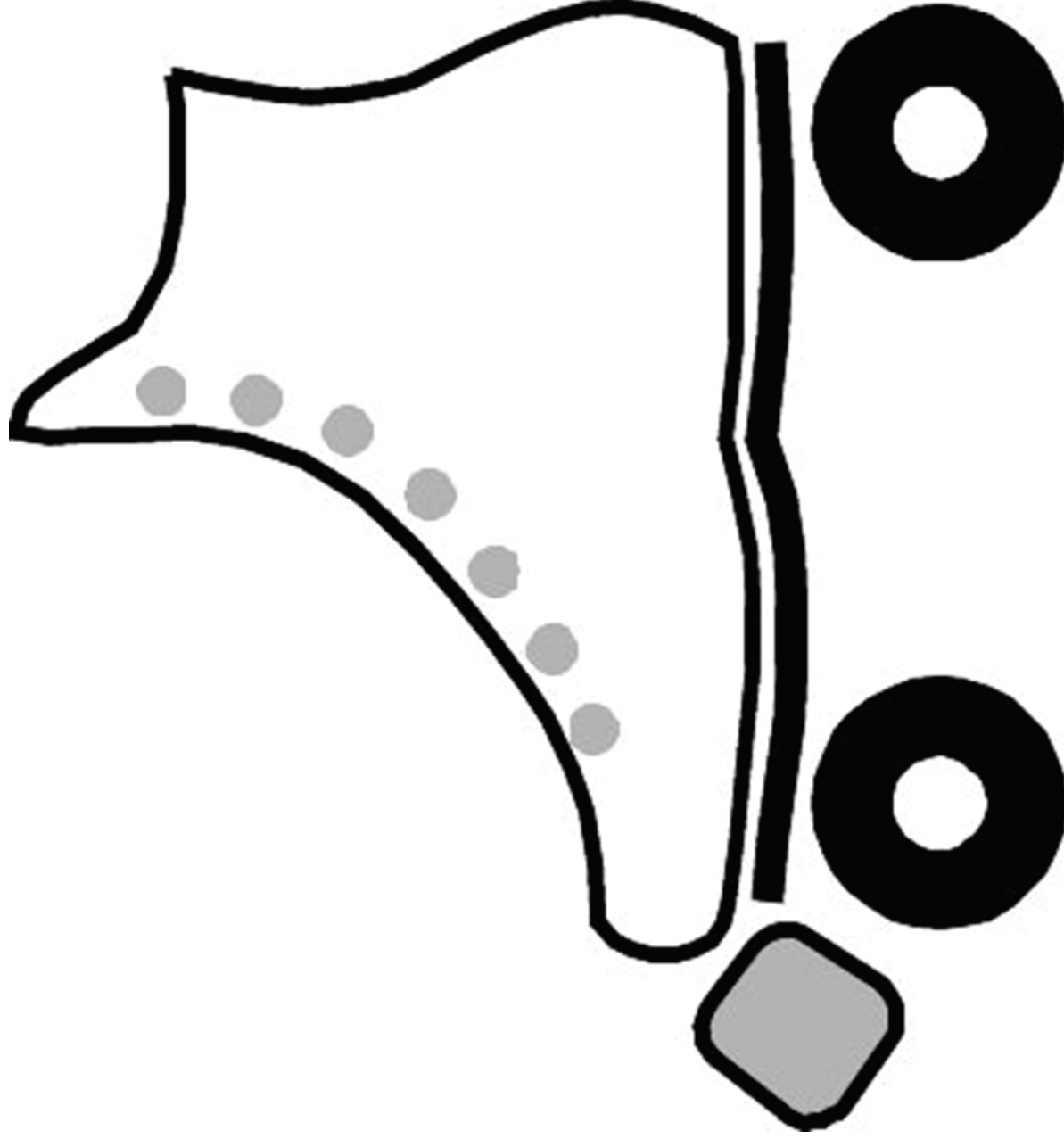
# Easy Peasy vs. Too Hard

NAME \_\_\_\_\_

DATE \_\_\_\_\_

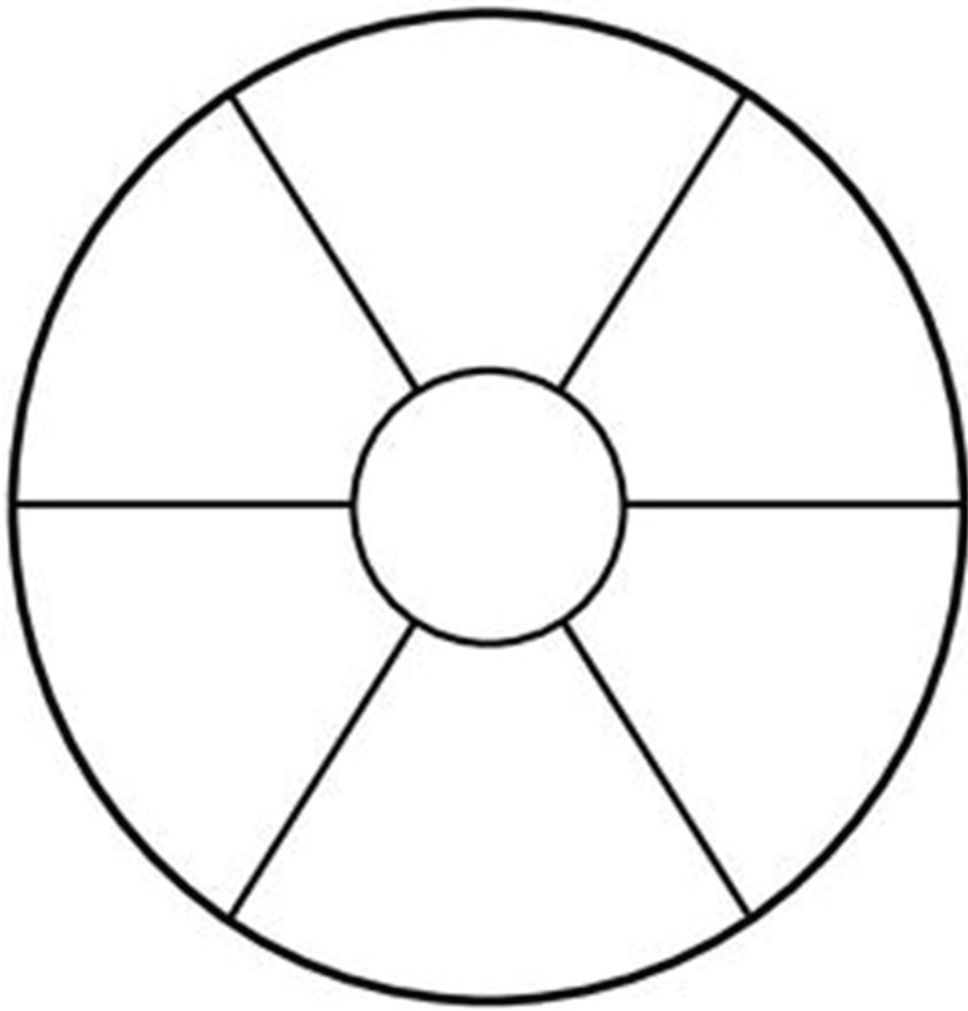
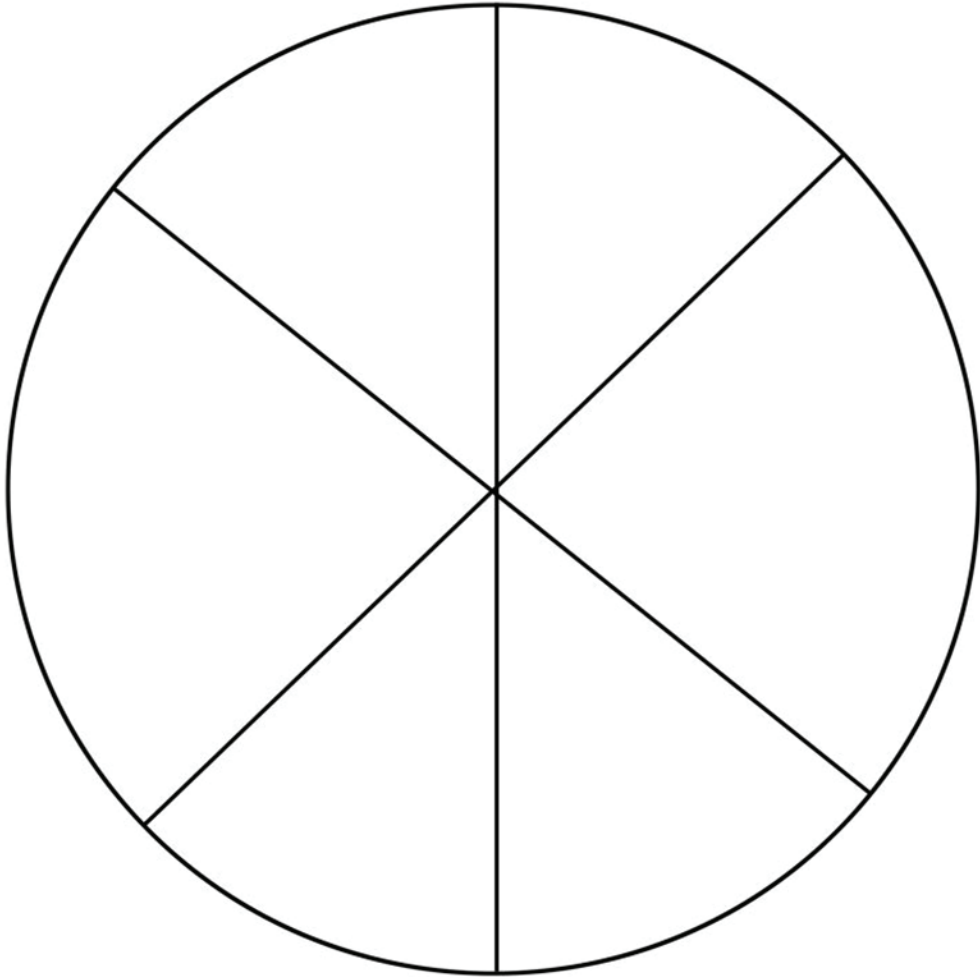
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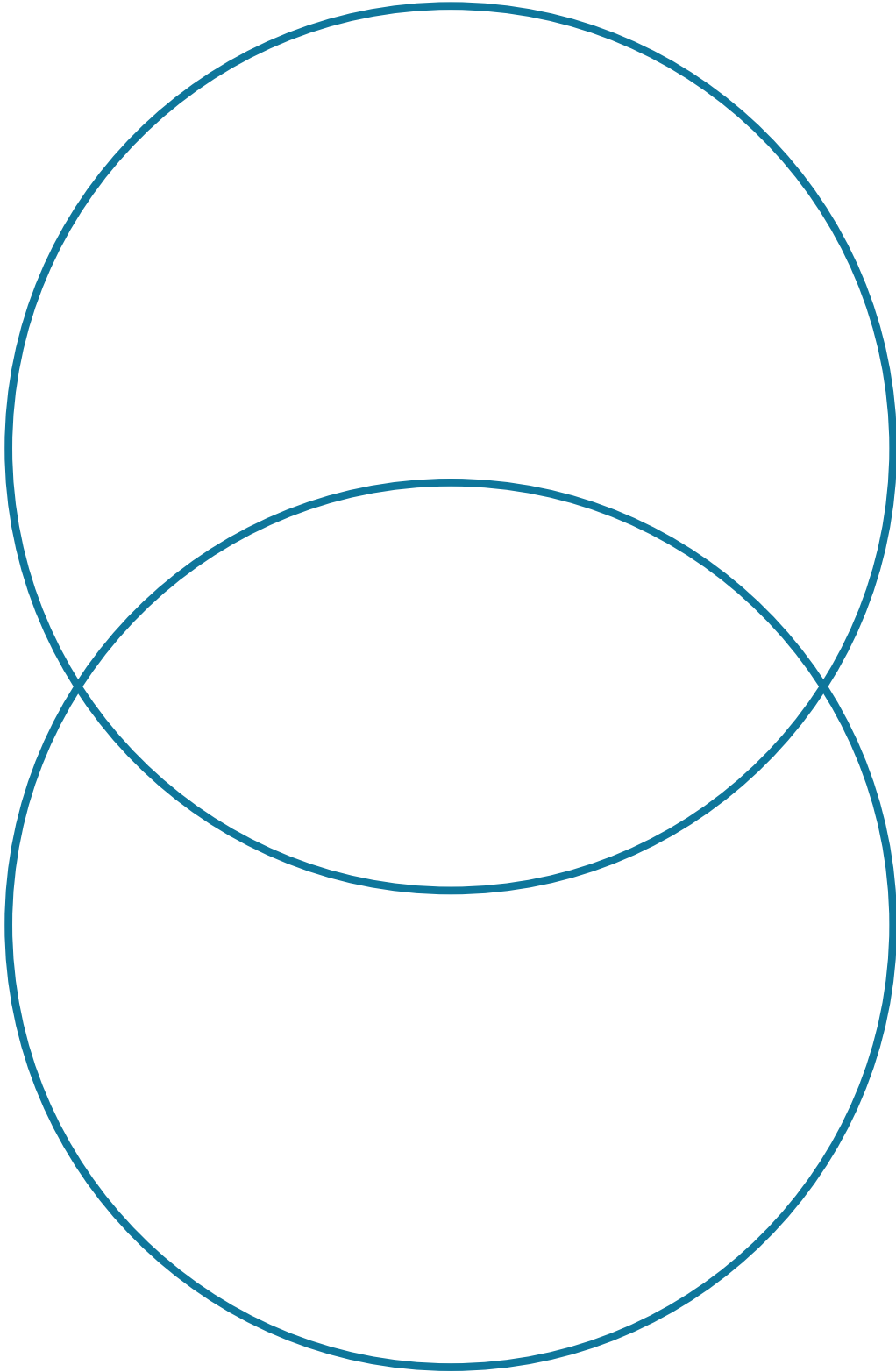
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K (What I KNOW)	W (What I WANT to know)	H (HOW I will find out)	L (What I have LEARNT)
Facts		Reflections	

VENN DIAGRAM

NAME \_\_\_\_\_

DATE \_\_\_\_\_



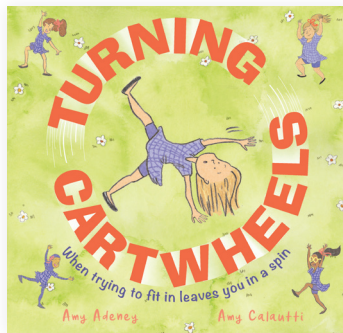


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## RELATED TITLES ORDER FORM



### Turning Cartwheels

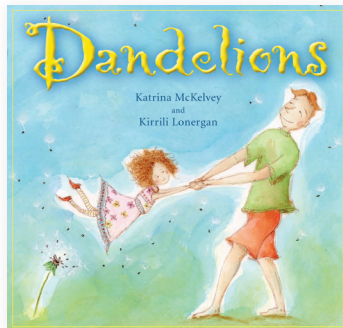
*When Trying to Fit In Leaves You in a Spin*

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**THEMES:** SOCIAL BULLYING, FRIENDSHIP, PEER PRESSURE, FITTING IN, SCHOOL

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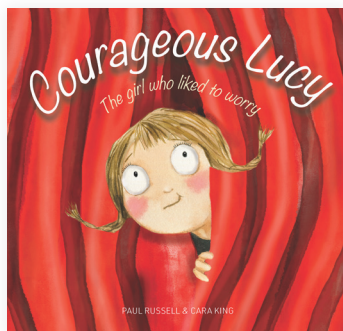
### Dandelions

KATRINA MCKELVEY & KIRRILI LONERGAN

One day, a little girl notices her father mowing the lawn — in the process destroying her favourite flowers. Will she forgive her dad, and will nature surprise her?

**THEMES:** HOPE, RESILIENCE, FATHER-DAUGHTER BOND

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