

**Title:** Nova's Missing Masterpiece

**Author:** Brooke Graham

**Illustrator:** Robin Tatlow-Lord

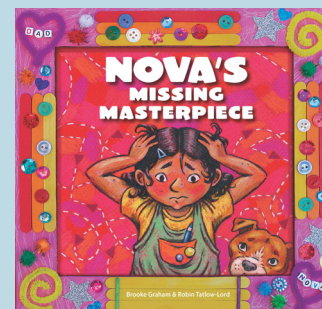
**Price:** AU \$24.99 | NZ \$27.99 | USA \$19.99 | CA \$24.99 | UK £10.99

**ISBN:** 9781922539380

**Publication date:** March 2024

**Audience age:** 4-8 years

**Key Curriculum Areas:** English, Science, The Arts – Visual Arts, Health and Physical Education



## SYNOPSIS:

When Nova realizes the artwork that she created for her dad's birthday present is missing her tum bmy flip flops and her heart ker-thumps. She and her dog, Harley turn the house upside down but the missing masterpiece is nowhere to be found. Inevitably, Nova loses her temper. But Harley remains calm. Together, they continue searching for the missing masterpiece and eventually Nova starts to pay attention to Harley and his calming strategies. Just when it seems the artwork will never be found Nova tries one last strategy, which leads her directly to her missing masterpiece!

Learning to self-regulate, persist, problem solve, and be resilient are essential skills that need to be taught and modelled to children to support their social and emotional growth. *Nova's Missing Masterpiece* gives children useful coping strategies to deal with anger and frustration, making the book an invaluable tool for parents, educators, health professionals and counsellors.

With vibrant, well-observed illustrations, this is the perfect story to show children how anger and frustration affect their brains and bodies, and how simple techniques can help them self-regulate and reset.

## THEMES:

- Social and Emotional Intelligence
- Self-regulation
- Anxiety
- Resilience
- Persistence
- Problem solving
- Art and crafts

## SELLING POINTS:

- Helps children recognise the body signals that indicate they are starting to feel frustrated or angry (e.g. racing heart, funny tummy, yelling, stomping feet and crying).
- Features current evidence-based strategies to help self-regulate/calm down, including belly breathing, drinking water, listening to music, stretching and relaxing.
- A valuable resource for parents and caregivers that can also be used in a clinical setting by psychologists and counsellors.
- The perfect companion to this team's previous award-winning book on anxiety, *Go Away, Worry Monster!*
- Excellent classroom resource for English units focusing on narratives: visual literacy, character description/analysis, poetic devices (features repetition and a lot of alliteration) and plot. Also, a great resource for Health and Wellbeing lessons.

## WRITING STYLE:

*Nova's Missing Masterpiece* is an emotive narrative written in third-person, past tense with engaging literary devices such as alliteration, repetition and onomatopoeia.

**AUTHOR MOTIVATION:**

After receiving feedback from parents and educators that *Go Away, Worry Monster!* was helping so many children I wanted to write a companion story that gave more strategies to help children with self-regulation. I knew from teaching Wellbeing that dealing with anger was another important topic that children need help with.

**AUTHOR/ILLUSTRATOR BACKGROUND:**

**Brooke Graham** is a children's author, primary school teacher and mother who enjoys writing heartfelt picture book stories and junior fiction. She is passionate about children's mental health and wellbeing.

**Robin Tatlow-Lord** is a writer, animator and cartoonist. Having been drawing since she was in diapers, she loves bringing character and emotion to all her pictures and favours kids' books, comics and graphic novels.

**AUTHOR INTERVIEW:****What is the inspiration for this story?**

Teaching wellbeing to Prep-6 students inspired me to write *Nova's Missing Masterpiece*. My students loved learning about how the brain processes emotions and they also enjoyed practising strategies to self-regulate when angry or frustrated. It made me realise how important it is to explicitly teach these skills.

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

Seeing the story come to life with Robin's storyboard and vibrant illustrations.

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

The rewrites! I wrote numerous drafts, some of which were total rewrites. It took many months of submitting it to my critique group for feedback, then rewriting it again before *Nova's Missing Masterpiece* was accepted for publication.

## TEACHER ACTIVITIES/NOTES:

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

### DISCUSSION:

#### Before Reading

- Watch a short clip from the movie, 'Inside Out' to introduce the emotion of 'anger':  
[Get to Know your "Inside Out" Emotions: Anger - YouTube](#)
- Discuss the situation that caused 'anger', and the behaviours associated with it. How did 'Anger' respond?
- Think of a time when you felt angry. What did you do? What did your body feel like? How did you manage it? What could have been done differently?
- Create a chart or table with headings 'Positive Emotions' and 'Difficult Emotions'. Ask students to name some emotions for each column. See **BLM 1**.
- Look at the cover of *Nova's Missing Masterpiece*. Ask, what do you see? What do you think the characters are feeling? How does it make YOU feel? What does it make you wonder? What do you think might have happened, and what might this story be about? Do you think this book will be helpful?

#### During Reading

- What might be happening for Nova as her heart ker-thumps and her tummy flip-flops? What does this mean?
- What do you notice about Nova's behaviour, body language and facial expressions? What does this tell you about how she's feeling?
- What could Nova do to help her find Dad's missing present?
- What do you think might happen next?
- How is Harley the dog helping Nova?
- What might Nova do if she doesn't find the present before Dad's party?

#### After Reading

- What is the story about? What is the main idea? How did it make you feel? Do you have a part that you relate to or enjoyed the most?
- Why do you think it was so important for Nova to find her masterpiece? What might be the main reason for her frustration?
- What did you learn about Nova and Harley in the story? Make a list of things you learned about their behaviours (eg. Nova - tossing out toys / clothes / puzzles, stamping feet, shouting, etc. Harley – deep breathing, drinking, singing). How did Nova's feelings change throughout the story?
- What kinds of physical feelings (eg. heart thumping, tummy fops, shaking fists, head pound, and so on) did Nova experience when she was feeling anger? See **BLM 2**.
- What was Nova feeling when she found the missing masterpiece? What does this tell you about using your 'positive emotions' in a difficult situation?
- Is it ok to have big emotions, like anger? Why do you think it's important to have 'strategies' for when you are experiencing difficult or big emotions? Do you think there are ways, times and places where these emotions can be managed or controlled to help yourself and others around you? What could be the dangers in letting difficult emotions get too big? Can you think of more 'calming' strategies that help in these situations?
- What do you notice about the repetition in the text? Why do you think the author set out the story with the repeating line, '*But Nova's missing masterpiece was nowhere to be found.*'? How do the repeating lines remind you of feelings of 'panic' and 'pausing for a breath', just like Nova's actions in the story?
- 'Missing masterpiece' is an alliteration (words begin with the same sound). Can you find other alliterated sentences in the story?
- What do you like about the illustrations? What have they taught you about each of the characters? Has the illustrator effectively portrayed the characters' feelings? How? What kinds of colours and textures has she used to express the different emotions, as well as the 'artistic' effects of the materials Nova used for her masterpiece? How does the prominent 'red' colour suit this story?
- What kinds of art and craft materials can you find throughout the story?
- Turn and talk to a friend about the best 'masterpiece' that you have made, and who you made it for.

## ACTIVITIES:

### ENGLISH

#### Vocabulary: Literary Devices

(ACELA1439) (ACELA1438) (ACELA1448) (ACELA1458) (ACELA1778) (ACELA1455) (ACELA1822) (ACELA1474) (ACELA1471) (ACELA1472) (ACELT1579) (ACELT1585) (ACELA1824) (ACELA1825)

'Nova's Missing Masterpiece' includes some literary devices in the text that give reference to the 'mindfulness' nature of the story. These include alliteration, repetition, onomatopoeia and metaphors.

- Find and list the examples of each. Can you add your own to these? What do you notice about the patterns of the words or language?

**Alliteration:** 'missing masterpiece', 'perfect portrait', 'somewhere safe', 'pulled, peered, peeked', 'searched, scavenged, slithered', 'calm and content', 'belly breathing', 'foraged, fished, ferreted', 'rummaged, rifled, wriggled', etc.

**Repetition:** 'But Nova's missing masterpiece was nowhere to be found.'

**Onomatopoeia:** 'thumped', 'flip-flopped', 'stomped', 'roared', 'pounded', 'lapped', 'Woof!', 'howl', etc.

**Metaphors:** 'Her heart ker-thumped and her tummy flip-flopped.'

#### Vocabulary: Emotive Verbs

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

- Locate in the book, and write the emotive verbs (action words that evoke an emotional response), like the examples below. You could use **BLM 1** to sort the words into 'positive emotions' and 'difficult emotions'.

**Verbs:** cried, thumped, flopped, tossed, tipped, upturned, pulled, peered, peeked, searched, scavenged, slithered, stormed, stomped, shook, breathed, sighed, noticed, rise, fall, counted, foraged, fished, ferreted, lapped, sipped, rummaged, rifled, wriggled, stormed, sobbed, howl, closed, listened, snuggled, stretched.

- Students could add to these lists and create sentences including some of these terms. They could draw pictures of Nova or themselves that associate with both 'positive' and 'difficult' emotions.

#### Comprehension: Text-to-Self, Text-to-Text, Text-to-World

(ACELT1575) (ACELT1783) (ACELT1582) (ACELT1584) (ACELT1589) (ACELT1590) (ACELY1650) (ACELY1660) (ACELY1665) (ACELY1670)

- Ask students to think about the text and how this connects to what they know. Answer and write about the following questions ...

**Text-to-Self:** What are some aspects in the story, Nova's Missing Masterpiece, that you can relate to in your own life? Do you like to make your own art and craft projects? Have you created a homemade present for someone special's birthday? Have you ever lost something important to you? Have you ever felt anger, worry or panic? What happened? How did you overcome it? Do you have a pet or special toy that helps to calm you?

**Text-to-Text:** Compare aspects of the story to those in another similar text, such as a different story (fiction or non-fiction) about art and craft projects, birthdays, books about overcoming big emotions or worries, like 'Go Away, Worry Monster!'

**Text-to-World:** Find out about a birthday or craft event / class in your family and community that you can attend. Create an art masterpiece for someone special. What can you discover about different 'calming' strategies? Use these to create helpful posters, or teach others via friendships groups or (safely) online. How can this story help other children across the world?

**Creative Writing: Descriptive Emotions**

(ACELA1435) (ACELA1451) (ACELT1783) (ACELT1831) (ACELT1582) (ACELT1832) (ACELT1833)

- Students can draw their own 'perfect portraits' in the template (see **BLM 3**), along with some descriptive phrases or emotive verbs about how they are feeling in various parts of their bodies. For example, 'My heart ker-thumps with anger', 'My eyes are sparkling with excitement.', 'My lips tremble when I'm sad.', 'My hands shake with worry.', 'My arms stretch to refresh my body.'
- Alternatively, students can write descriptions / labels about Nova's physical feelings when she was feeling angry. See **BLM 4**.

**Creative Writing: Writer's Workshop**

(ACELA1430) (ACELA1450) (ACELA1464) (ACELA1434) (ACELA1786) (ACELA1437) (ACELA1451) (ACELA1452) (ACELA1453) (ACELA1454) (ACELA1469) (ACELT1575) (ACELT1783) (ACELT1582) (ACELT1584) (ACELT1591) (ACELT1832) (ACELT1833) (ACELY1655) (ACELY1651)

- Brainstorm lists of 'positive emotions', 'self affirmations' and 'calming strategies', either found in the book or from your own research. Think about one or two elements from each group and write several possible story titles. Plot out a narrative idea with dot points for one of the titles, making sure to relate the writing piece to the chosen positive themes. What is the main idea?

**Narrative Writing**

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

Using the ideas explored in the 'Creative Writing: Writer's Workshop' task, students can write a narrative, including at least one positive emotion, affirmation or calming strategy. Encourage them to think about the tone of the story (funny, serious, surprising, scary, etc). Include one major 'difficult emotion' to overcome using your positive elements / strategies. Remember to include a setting, interesting characters, a series of or repeating events, a problem and a resolution. Students might like to try to include some literary devices, such as alliteration, metaphors / descriptive language or onomatopoeia. Set it out with a beginning, middle and end.

**Alternative idea:**

- Imagine you created a magnificent masterpiece for an art show! But then it went missing, or broke, or something else went wrong. How would you feel? What challenges might you face? How will you overcome the difficult feelings, and how will the problem be resolved?

**Recount / Reflective Writing**

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

Encourage students to think about a time when they lost something important, or felt anger or worry and used strategies to remain calm and content. 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)

**Concept Web:** Use the concept web diagram to flesh out ideas on a chosen topic, such as 'Calming Strategies', or 'DIY Birthday Gift Ideas'. The sub-headings for *Calming Strategies* could include, 'belly breathing', 'counting breaths', 'sipping water', 'playing music', 'listening to relaxing sounds', 'stretching your body', etc. See **BLM 5**.

**Venn Diagram:** Complete a Venn Diagram to compare the similarities and differences between Nova and Harley. Think about their appearances, emotions, behaviours, etc. See **BLM 6**.

**Y-Chart:** Students can imagine themselves as Nova as she searches for her missing masterpiece, or when she is practicing calming strategies like Harley. Complete the graphic organiser with the headings: Looks Like, Sounds Like, Feels Like. See **BLM 7**.



## SCIENCE

### Tubes of Emotion – Vinegar and baking soda experiment

(ACSSU003) (ACSSU018) (ACSSU031) (ACSHE013) (ACSHE021) (ACSHE034) (ACSIS014) (ACSIS011) (ACSIS233) (ACSIS012) (ACSIS024) (ACSIS025) (ACSIS039) (ACSIS027) (ACSIS041) (ACSIS029)

**Colours can represent different emotions; red for anger, yellow for happiness, blue for sad or calm, green for growth, purple for luxury, and so on. Students can explore their social – emotional wellbeing through discussion and scientific experimentation. Which emotion do you feel most strongly today?**

Students will need cardboard tubes (for the number of emotions they wish to represent), baking soda (about 2 tbsp per roll), a squirt of dish soap, vinegar (2/3 cup), water (1/3 cup), food colouring, droppers and markers.

Draw facial expressions on each tube to represent a different emotion, and stand these up on a tray. Can students predict how to create the largest reaction for the emotion they feel most strongly, through to the smallest reaction for the emotion felt the least? Pour the baking soda into each tube, then add each colour of food colouring, and the vinegar – dish soap – water mixture. Watch the tubes erupt with emotion!

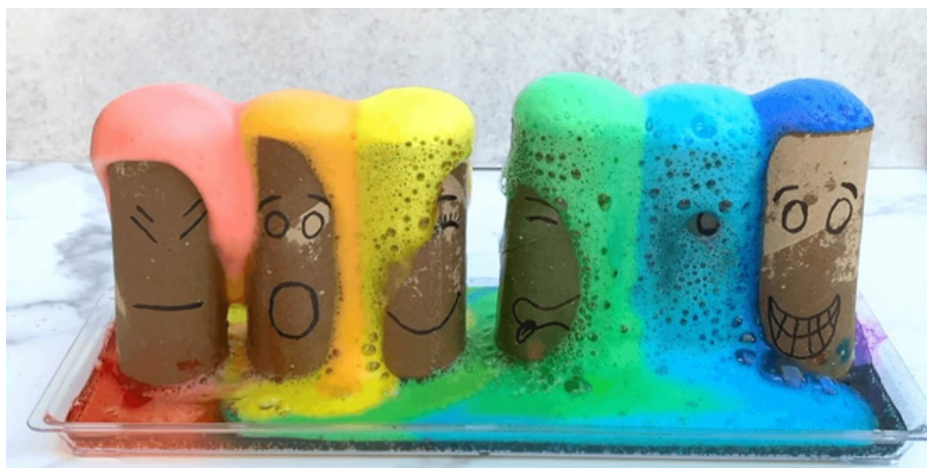


Image and experiment from [HELP KIDS EXPRESS FEELINGS WITH TUBES OF EMOTION ACTIVITY](https://www.mothercould.com/help-kids-express-feelings-with-tubes-of-emotion-activity/) (mothercould.com)

Experiment with variations like leaving out the dish soap, or adding the dish soap to the baking soda first. Predict, observe and record the findings. Which explosions worked the best?

*Science involved:* The baking soda (base) and vinegar (acid) mixed together releases carbon dioxide (gas). There is a further reaction when the carbon dioxide mixes with the soap.

### Science and Mindfulness

(ACSSU002)(ACSSU030) (ACSHE013) (ACSHE021) (ACSHE022) (ACSHE034) (ACSHE035) (ACSIS011) (ACSIS025) (ACSIS038) (ACSIS233) (ACSIS027) (ACSIS040) (ACSIS012) (ACSIS029) (ACSIS042)

- Students can learn about the functions and parts of the brain and how mindfulness helps our brain function properly. The relevant parts of the brain are called, the Amygdala, the Hippocampus and the Pre-Frontal Cortex.

Use craft sticks, paper and tape to create characters for each part:

- **Amy the Amygdala** (a jumpy superhero who tries to protect you, a stress response known as the 'fight, flight, freeze or fawn response').
- **Tex the Pre-Frontal Cortex** (the sheriff that helps us deal with emotions, impulse control and make wise decisions).
- **Hippo the Hippocampus** (the librarian that stores and recalls memories, and helps to control your attention and manage and respond to emotions).

Through mindfulness activities, we can train our focusing, memory and calming skills, and make good choices in challenging situations more easily.

## 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. Use the book and the 'Science and Mindfulness' understandings to:

- Role play or use the stick puppets in a scene with the brain characters, Amy, Tex and Hippo, showing how different parts of the brain function.
- Try 'doggy yoga' and stretching with your pet.
- Focus on belly breathing, watching your tummy rise and fall.
- Focus on the five senses around you in the moment.
- Practice counting breaths when feeling stressed or anxious.
- Find a peaceful spot for a drink or a snack.
- Play your favourite music or listen to relaxing sounds.
- Engage in mindfulness colouring or a craft project.
- Draw a self portrait or a portrait of a family member.
- Create a mindful box with stress-relief toys / gadgets.
- Snuggle with a pet or loved one to read some favourite books or tell mindful stories.
- Write positive affirmations on cards, rocks or pendants to keep with you.
- Plan a special gift, enjoy a birthday celebration!

## THE ARTS – VISUAL ARTS

### Perfect Portrait Art

(ACAVAM106) (ACAVAM107) (ACAVAM108) (ACAVAR109)

- Using white paper, pencil, crayons or oil pastels, students can draw and colour a 'perfect portrait' of themselves, a family member or a pet. It might be helpful to use a mirror or a photo as a reference.

Once complete, the portrait could be cut out and pasted onto a piece of patterned or coloured paper.

### DIY Picture Frame

(ACAVAM106) (ACAVAM107) (ACAVAM108)

- By using a cardboard square or frame as the base, students can create their own picture frame design by painting and sticking on various craft items, such as coloured pop sticks, foam stickers, pipe cleaners, sequins, buttons, gems, beads, and so on.
- Students might like to attach their 'Perfect Portraits' into the frame, and gift their 'masterpiece' to a special loved one.

### Puzzle Art

(ACAVAM106) (ACAVAM107) (ACAVAM108)

*'Nova searched the shower, basin and bathtub. She scavenged amongst the sheets, towels and blankets. Then slithered into the washing machine.'*

- On a sheet of thick paper stock, students can draw a simple house plan layout showing different rooms and some furniture. They can draw a 'missing masterpiece' in one of the rooms or secret location. Colour using an appropriate medium, such as watercolour paints to allow view of the background image.
- To make a puzzle, students fold the house plan into four or eight parts. Draw over the folds in a tessellated pattern (puzzle or wavy shapes that fit together). Cut out each puzzle piece. Students can ask a friend to put the puzzle back together and find the 'missing masterpiece' in the house. See **BLM 8** for an example house plan.

# Emotions Chart

NAME \_\_\_\_\_

DATE \_\_\_\_\_

Positive Emotions	Difficult Emotions



Sorting Activity

NAME \_\_\_\_\_

DATE \_\_\_\_\_

Nova's Angry Feelings	Nova's Angry Behaviours	Nova's Calm Behaviours

Tossed out toys	Listened to music	Heart ker-thumped	Stormed into the kitchen
Counted five deep breaths	Shaky fists	Upturned the rug	Stretched
Stomped feet	Tummy flip-flopped	Head pounded	Belly breathing
Feeling hot and bothered	Sipped cool water	Roared/shouted	Sobbed

# Portrait of Emotions

NAME \_\_\_\_\_

DATE \_\_\_\_\_



# How Does Nova Feel?

NAME \_\_\_\_\_

DATE \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

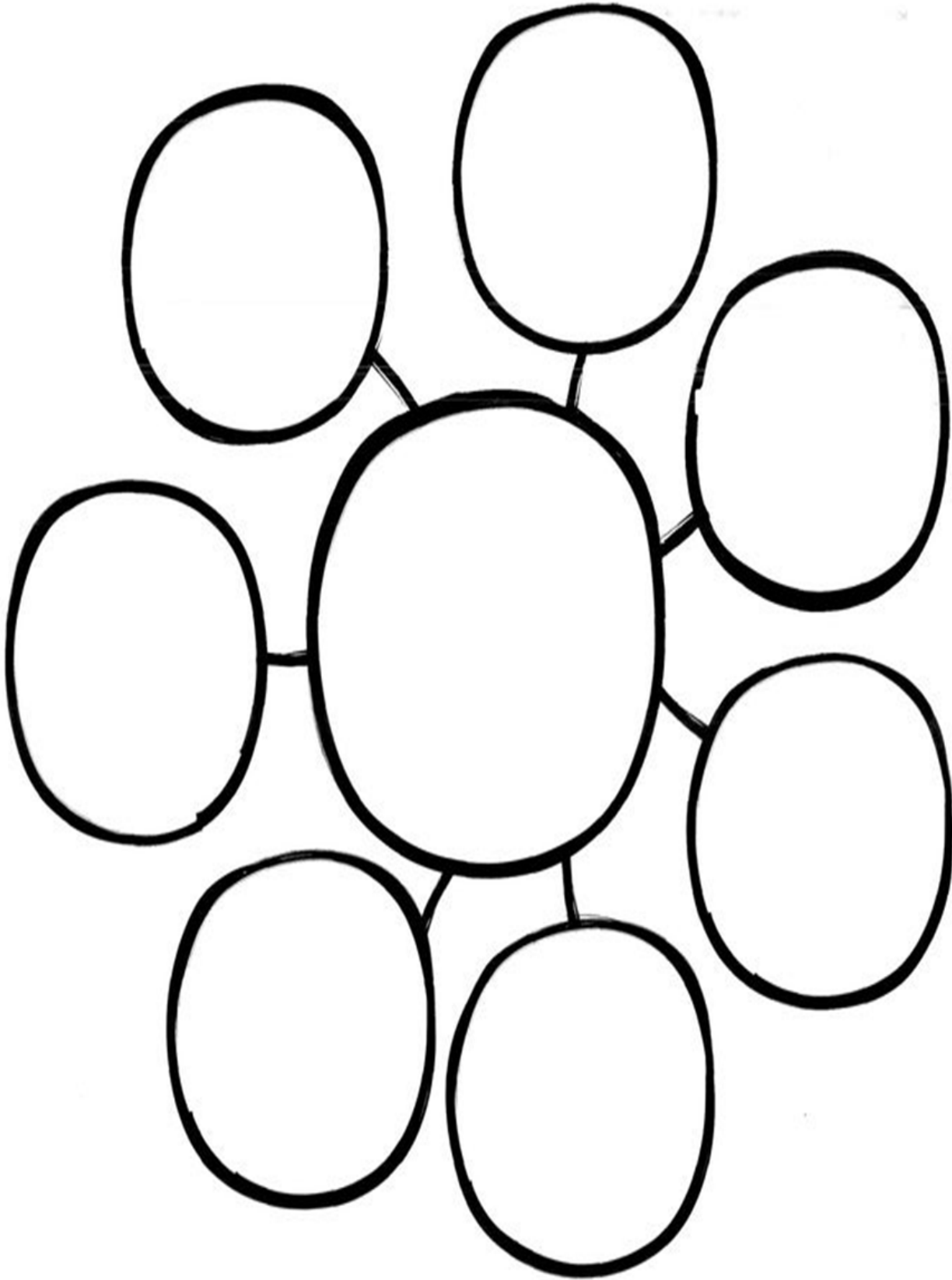
\_\_\_\_\_



# Concept Web

NAME \_\_\_\_\_

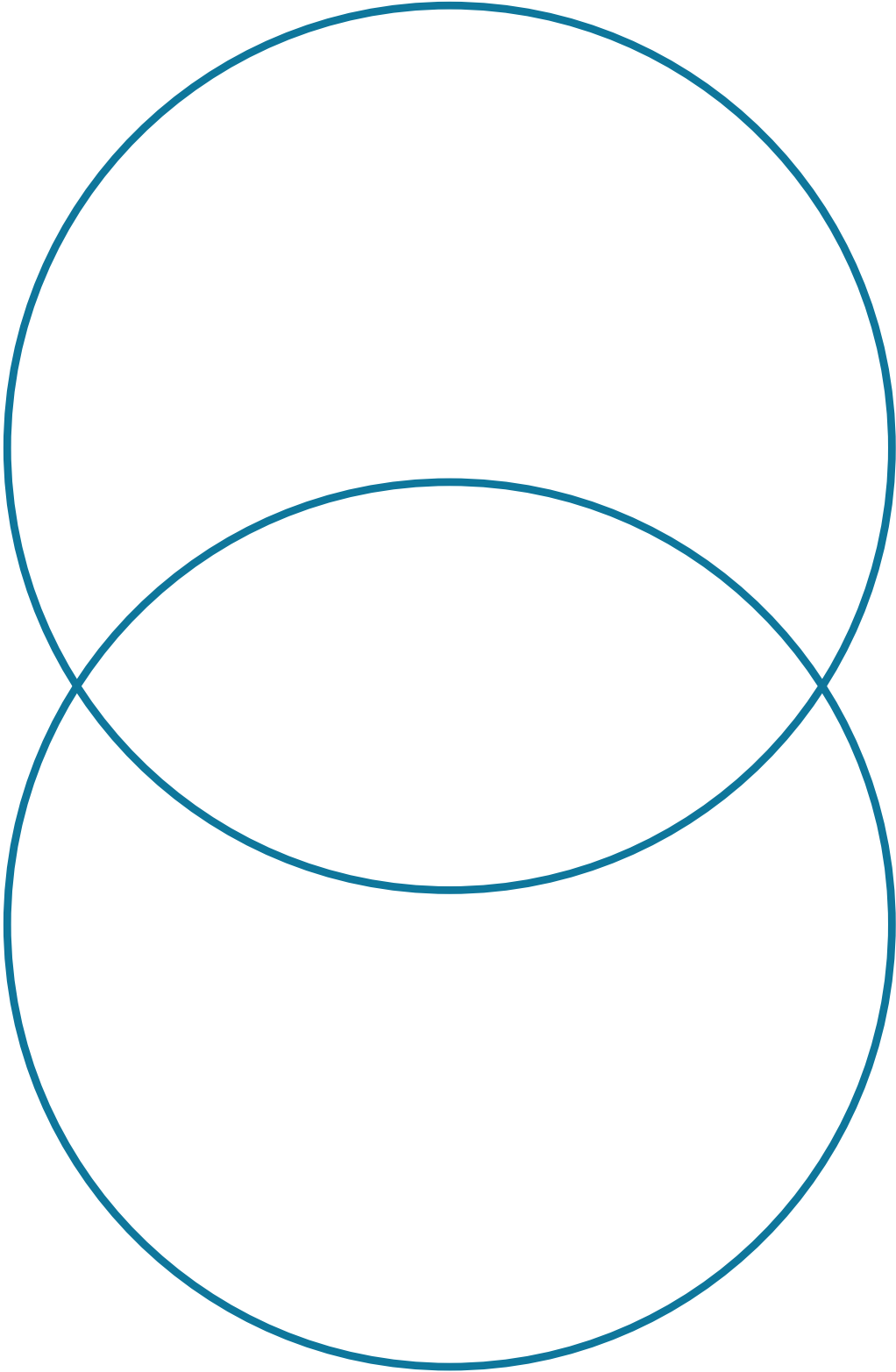
DATE \_\_\_\_\_



# Vehn Diagram

NAME \_\_\_\_\_

DATE \_\_\_\_\_



Y-Chart

NAME \_\_\_\_\_

DATE \_\_\_\_\_

Looks like

Feels like

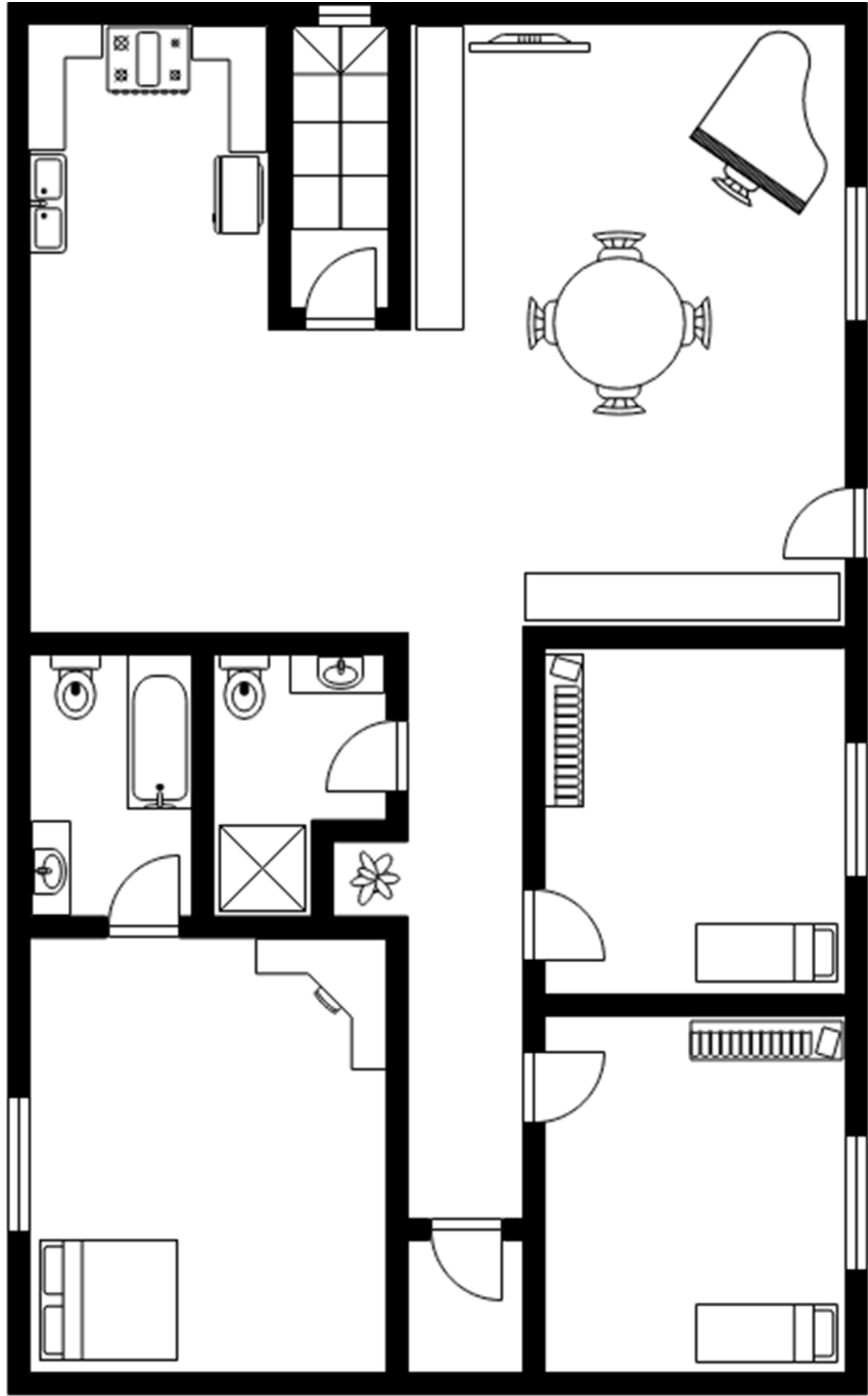
Sounds like



# Missing Masterpiece Puzzle

NAME \_\_\_\_\_

DATE \_\_\_\_\_



## RELATED TITLES ORDER FORM

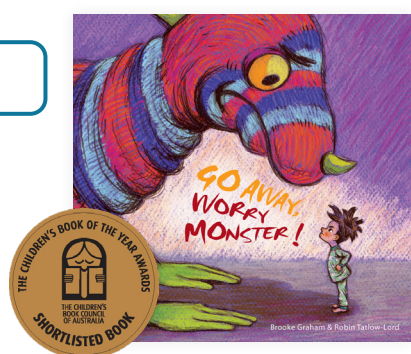


### **Tabitha and the Raincloud** DEVON SILLETT & MELISSA JOHNS

When you wake up under a raincloud you have a choice: feel soggy and miserable or dance in the rain!

**THEMES:** ANGER, EMOTIONAL REGULATION, OPTIMISM

9781925820133 | Hardcover | 245 x 255 mm | 9½ x 10 in | 32 pages | Colour |

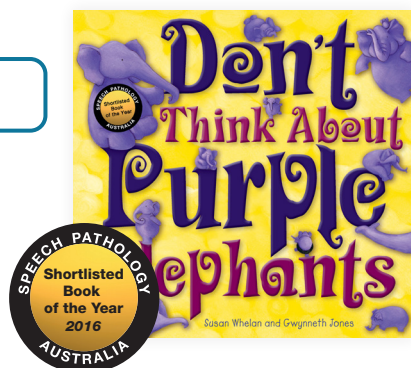


### **Go Away, Worry Monster!** BROOKE GRAHAM & ROBIN TATLOW-LORD

Learn anxiety-reducing techniques with Archie when Worry Monster climbs into his bed the night before starting school.

**THEMES:** ANXIETY, RESILIENCE, EMOTIONAL REGULATION

9781925820393 | Hardcover | 245 x 255 mm | 9½ x 10 in | 32 pages | Colour |



### **Don't Think About Purple Elephants** SUSAN WHELAN & GWYNNETH JONES

This little girl finds a way to ease her worry, which deeply resonates with children and parents ... involving elephants!

**THEMES:** WORRY, COPING WITH ANXIETY

9781921966699 | Hardcover | 245 x 255 mm | 9½ x 10 in | 32 pages | Colour |

9781925335484 | Paperback | 245 x 255 mm | 9½ x 10 in | 32 pages | Colour |

**Contact your school supplier to order.**

School: ..... Customer Number: .....

Contact Name: ..... Order Ref: .....

Phone No: ..... Email: .....

Address: .....

EK Books are also available from all good bookstores and

**[www.ekbooks.org](http://www.ekbooks.org)**