

**Title:** My Heart

**Author:** Katrina McKelvey

**Illustrator:** Deb Hudson

**ISBN:** 9781922539571 | **Publication date:** Mar 2024

**Audience age:** 3-8 years

**Key Curriculum Areas:** English, Visual Literacy, Mathematics, Science / STEAM, Health and Physical Education, Visual Arts



### SYNOPSIS:

*My Heart* depicts the many ways a mother's heart can experience love and emotion while her baby journeys through the milestones of growing up. The story uses repetition and subtle variation to reflect the activity and reactions of the mother's heart, and how they change with each mother-child interaction.

The narrative moves through the early years until the child goes off on their first independent activity, a deeply moving moment for all mothers. Beautifully detailed illustrations depict the connection between mother and child, reminding readers that a mother's heart will always be with her children, no matter where they go.

### THEMES:

• Mother-child relationship • Emotions/Love • Milestones • Independence/Growing Up • First time learnings

### SELLING POINTS:

- A heartfelt narrative that makes an ideal baby shower gift or Mother's Day present
- A perfect bedtime read for mothers to share with their young ones.
- A comforting tale for children about to start preschool or primary school.

### WRITING STYLE:

From the perspective of a mother, this piece can be seen as a poem, letter, prayer, or even a song. It follows a similar pattern as the original letter I wrote my daughter, but I hope it reflects what all mother's feel at this time in their journey as a parent. This piece is rich with verbs, onomatopoeia, alliteration, rhyming words, repetition, and metaphors. It's a very emotive piece, and every time I try to read the last line, I can't. I hope my book touches everyone the way it has touched me. This is the first time I have written something so emotional and with a repetitive style.

### ILLUSTRATION STYLE:

Her illustrations style celebrates bright colours, detail and texture. She enjoys drawing happy, joyful everyday things.

### AUTHOR MOTIVATION:

I wrote a very emotional letter to my daughter, Lara, when she was 5 years old. She was off to Kindergarten. I had mixed feelings about it. I was so proud of her, but at the same time, life was changing for me as she was my youngest to go to school. I really wanted to share this letter but also keep my feelings towards her at this time private, so I decided to write a universal letter/poem/prayer so we could share our relationship with everyone – one that many mothers and children could relate to.

### AUTHOR/ILLUSTRATOR BACKGROUND:

**Katrina McKelvey** is a children's author, former primary school teacher, wife and mother living in Newcastle, NSW, Australia. She is left-handed, loves tea, scary movies and rollercoasters, and is addicted to mint chocolate. When she was little, a hot air balloon accidentally landed in her backyard.

**Deb Hudson** has been drawing and creating since she was a little girl. As a child her mother said she was ‘off with the fairies’ in her own little dream world, dancing about in dress ups and talking to imaginary friends. She has illustrated eight children’s picture books and a seven book junior reader series with more coming in 2024 and 2025. Deb is inspired by the joy and wonder-filled dreamy moments of the everyday. Her work has been described as whimsical, carrying you off to fantastic places and worlds. She lives in the fabulous city of Melbourne, Australia, with her husband, three children, energetic border collie, a fluffy white bunny and a bright yellow canary.

## INTERVIEW

### AUTHOR:

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

My daughter and my beautiful relationship with her was the inspiration for this story.

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

There are two rewarding parts for me.

The first one was when I found out the publishing team loved this story as much as I did. And my heart was poured all through those words. It’s always an overwhelming feeling when this happens.

The second one was when I first saw concept drawings illustrated by Deb early in the illustration process. I printed them out and pinned them on the wall in front of my desk. They are still there from March, 2022. The final illustrations in the book have perfectly evolved so much since then, but it proved back then Deb could see what was stuck in my head (that’s why I’m not an illustrator – ha!). And her gentle illustrations reflected my feelings.

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

There were many versions of this story. I knew once I had the sentence structure right, the rest would flow. It was getting this right that was the most challenging part for me. And I really wanted to use a rich variety of verbs too.

## ILLUSTRATOR

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

I begin with scrap paper as it’s great to scribble down all of my ideas. Then I go through my sketches and take photographs of the best bits, then I take them into a program called Procreate. Here I draw with an Apple Pencil directly onto a screen. I draw everything, just like on paper but the best part is that I can make changes easily as I work in many layers. It’s my favourite way to work as I can also work anywhere, in a cafe, on a train, boat and best of all in my children’s room as they drift off to sleep.

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

The most rewarding part was researching mother’s and their children through pictures online and in books, not only humans but animals too. So many beautiful pictures that warmed my heart too. This really got me inspired to try to express through my drawing that depth of love.

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

I don’t recall any part being too challenging. I really enjoyed drawing all of the varied expressions and fitting them all on the second last spread was so much fun.

## TEACHER ACTIVITIES/NOTES:

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

### DISCUSSION: BEFORE READING

- Watch the short clip to start a conversation about mothers (or mother-figures) and their role and feelings about being a parent: [Mothers Heart - YouTube](#)
- Ask the students to discuss how the clip made them feel. What were the words used to describe what mothers do for their young? How do students think the mothers felt in those various moments?
- Ask students to think about their own mother (or guardian) and how they are there for them, like the animal mothers in the video (eg. Love, care, teach, feed, show the way, etc). Turn and talk to a friend, each giving one example or situation when their mother showed one of these actions.
- As a class, create a chart or visual diagram (perhaps in the shape of a heart) using words that describe the actions, feelings and behaviours of loving mothers.
- Look at the cover of My Heart. Ask, what do you notice? What patterns, shapes and colours can you see? Why do you think these were chosen for the cover? What do you think the characters are feeling? How does it make YOU feel? What does it make you wonder?
- Why do you think the title is called, 'My Heart'?
- What do you think this story might be about? Do you think this book will be helpful?

### DISCUSSION: DURING READING

- Discuss the first page, 'When I found out you were coming ... my heart glowed.' What is this referring to? How do you know? What kind of feeling is associated with 'glowing'?
- What do you notice about the baby throughout the story?
- Why would the mother's heart gasp or ache?
- What makes the mother's heart laugh and cheer?
- What emotion is the mother feeling when her heart beamed?
- Describe what's happening in the pictures.
- How do you think the story will end?
- Can you predict what might happen after this story ends?

### DISCUSSION: 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?
- What did you learn about the mother, her child, and their relationship? Can you name some describing words (adjectives) about each of them?
- What are some examples of the 'happy' ways the mother's heart feels and acts. What are some of the 'less happy' ways? Can you name (or match) specific emotions that relate to these actions? For example, 'My heart beamed' = pride. 'My heart sang you a lullaby' = compassion. 'My heart laughed' = joy/happiness.
- What do you notice about the mother's presence in various moments of the child learning, becoming independent, getting hurt or sick, etc? Is she always in the picture? Is it possible that she is always 'there for you' even when she's not nearby? How does the story show you this?
- Consider the last page with all the things the mother's heart does. Write these down. Choose your favourite to illustrate.
- Why do you think the author used repetition in the story to describe 'my heart'? How does this help the story? How does this help the reader?
- What do you like about the illustrations? What have they taught you about each of the characters? Has the illustrator effectively portrayed the mother's feelings and the child's feelings in different situations? How? How has the illustrator shown the changes of the child? What kinds of colours, shapes, textures and perspectives has she used to express the different emotions and focal points of the story?
- Turn and talk to a friend about some milestones in your life as you've grown up.

## ACTIVITIES:

### ENGLISH

#### Vocabulary: Literary Devices

(AC9EFLA08) (AC9EFLE04) (AC9E1LE04) (AC9E2LE04) (AC9EFLY09) (AC9EFLY13) (AC9E1LY09) (AC9E1LY10) (AC9E1LY11) (AC9E1LY13) (AC9E2LY09) (AC9E2LY10) (AC9E2LY11)

'My Heart' includes some literary devices in the text that help make the story engaging and memorable. These include alliteration, repetition, onomatopoeia, metaphors, and rhyme.

**Alliteration:** *'...my heart gasped, and gulped, and then grinned.'*

**Repetition:** *'When ... my heart ...'*

**Onomatopoeia:** *'flutter', 'wobble', 'splash', 'gasp', 'beat', etc.*

**Metaphors:** *'My heart glowed.' 'My heart melted.' 'My heart fluttered.' 'My heart smiled,' etc.*

- The illustrations are also metaphors for new life, growth and the potential to thrive by depicting flourishing flowers and wildlife including butterflies, birds and bees. What do students notice in the pictures?

**Rhyme:** *'whirled / twirled'*

- Find and list the examples of each literary device. Can you add your own to these?
- What do you notice about the patterns of the words or language?
- Discuss and write the meanings of various terms and phrases.
- Spelling idea: Choose a spelling focus, such as words beginning with 'h' for 'heart', or 'ea' as in 'heart' and 'beat' (notice different phonemes and make a list with the same digraphs). Write the word/s in hearts and/or flowers – use different materials such as 'glowing' highlighters or 'melty' crayons, for example.
- Create a 2D or 3D heart that pops out or hangs from a string and write a favourite metaphor.
- See **BLM 2** for a heart template.

#### Vocabulary: Emotive Verbs

(AC9EFLA08) (AC9E1LA07) (AC9E2LA07) (AC9EFLY13)

- Locate in the book, and write the emotive verbs (action words that evoke an emotional response), like the examples below.
- Students could use **BLM 1** to sort the words into the columns that give reference to 'Positive / Happy' and 'Difficult / Less-Happy' emotions.

**Verbs:** *glowed, melted, fluttered, smiled, giggled, leapt, ached, gasped, gulped, grinned, laughed, cheered, beamed, sang, beat, soars.*

- Students could add to these lists and create sentences including some of these terms.
- Students could draw pictures of mother and child in their own moments they felt some of these emotions.

#### Vocabulary: Compound Words

(AC9EFLA08) (AC9E1LA07) (AC9EFLY13) (AC9E2LY10) (AC9E2LY11)

- With 'heart' as the base word, students can brainstorm a list of compound words (words made up of two or more words that come together to express a single meaning. Compound words can be closed, open or hyphenated.)

For example, 'heart + broken = heartbroken'. Others may include, *heartache, heart-warming, heartfelt, heartstrings, heartbeat, heart attack*, etc.

- Students might like to use the heart template to write their compound word equations. See **BLM 2**.
- Play other word games with these words, such as Memory, Snap, or make word puzzles to connect compound words.

**Comprehension: Recall – Match the sentences**

(AC9E2LE02) (AC9EFLE05) (AC9E1LE05) (AC9E2LE05) (AC9EFLY05) (AC9E1LY05) (AC9E2LY05)

- Students use recall to match the sentences to describe the action with the emotion. For example, *When we shared our first snuggle* (action) = *my heart melted* (emotion).
- Alternatively, write the actions in flower/leaf/butterfly/bubble shapes and connect the emotions (written in heart shapes) with a piece of string. See **BLM 3** and **4**.

**Comprehension**

(AC9EFLE01) (AC9EFLE02) (AC9E1LE02) (AC9E2LE02) (AC9EFLE05) (AC9E1LE05) (AC9E2LE05) (AC9EFLY05) (AC9E1LY05) (AC9E2LY05)

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? How did the mother's heart feel when...? What happened when the child fell off his bike? What were some of the mixed-up outfits? What can you see in the last scene?
- Comprehension:** Retell the story in your own words. What were the main themes? What are the changes that occurred throughout the story? What makes the mother's heart feel ... when ...? How does the mother love, care, protect and teach her child?
- Application:** How does the mother's actions help the child? Why was it important for mothers to 'be there' for their children? Why does the author want readers to know how mothers feel in different situations? What helpful and caring things do you do for someone else? Why is it important to become independent? What is the dog's role in the story?
- Analysis:** What are some of the features of a baby/child? Draw a labelled diagram of yourself. Create a slideshow showing the sequence of events in the story or in your own life. Compare how your skills and feelings about a particular activity (eg. bike riding, swimming, ball skills, dancing, etc) have changed and developed over time.
- Synthesis:** Predict what will happen after the end of this book. Will the mother's feelings change or fade as the child gets older? Why is it important to have and continue relationships with parents, family and friends? What ideas can you think of for designing a memory book, or a flower garden (or a special bonding experience)?
- Evaluation:** Do you agree with the way the mother approached each situation? Why or why not? What are the positive and the difficult emotions portrayed in the story? Do you think any of these should be different? Do you think the child taught the mother anything? How? What is the most important thing the story is teaching us? How has this book given you a different perspective on mothers/parents?

**Creative Writing: Descriptive Language and Emotions – Innovation on Text**

(AC9EFLE01) (AC9EFLE05) (AC9E1LE05) (AC9E2LE05) (AC9EFLY06) (AC9E1LY06) (AC9E2LY06)

- Students can complete the sentence with their own descriptions, *'When \_\_\_\_\_ ... my heart \_\_\_\_\_.'*
- Students can be guided to include some descriptive phrases and emotive verbs.
- They can illustrate their sentences and then collate them all to make a class book.

**Narrative Writing**

(AC9EFLE01) (AC9EFLE02) (AC9E1LE02) (AC9E2LE02) (AC9E1LY01) (AC9E2LY01) (AC9EFLY06) (AC9E1LY06) (AC9E2LY06)

- Students can write a narrative story based around a mother-child relationship, perhaps using the introductory video ([Mothers Heart - YouTube](#)) as inspiration.
- Ask students to think about who (or what) their characters are, and what might be the conflict or problem to solve (ie. Helping the child/mother to complete a task). What kind of adventures might be experienced (real or imagined)? What is the tone of the story (heartfelt, funny, etc)? What personal emotional or physical challenges might need to be overcome (example, making messes, falling off bikes, learning to become independent, etc)? How will they be resolved?
- Begin your narrative with a sizzling start, such as dialogue, onomatopoeia, action or scene setting.



Think about using interesting figurative and emotive language, like metaphors and emotive verbs!

- Set it out with a beginning, middle and end.

#### Alternative idea:

- Write the story from the perspective of the child, and how you feel when your mother grows and achieves various milestones. How does your heart feel when she ... What creative ideas can you think of to make your story interesting? What challenges would need to be overcome? How does your story end?

### Recount / Reflective Writing

(AC9EFLE02) (AC9E1LE02) (AC9E1LY01) (AC9E2LY01) (AC9EFLY06) (AC9E1LY06) (AC9E2LY06)

- Encourage students to think about a time when their mother (or another adult) helped them in a particular situation, and what they think she felt. Students should include what happened, how each person felt, how they managed the situation, the challenges and outcomes.

### Acrostic Poems

(AC9EFLE04) (AC9E1LY01) (AC9E2LY01) (AC9EFLY06) (AC9E1LY06) (AC9E2LY06) (AC9EFLY09) (AC9E1LY09) (AC9E2LY09)

- Students can write an acrostic poem for their mother (or another adult) about the feelings in their heart using the letters; **H-E-A-R-T**. For example, **H**appy when you give me cuddles, **E**xcited when we dance like rock stars, **A**nxious when we say goodbye, **R**elieved when you say you're proud, **T**rusted when I learn by myself.
- Other acrostic poems could include the words; LOVE, CARE, PROTECT, MOTHER, etc.

### Thinking Tools / Graphic Organisers

(AC9EFLE01) (AC9EFLE02) (AC9E1LE02)

- **Concept Web:** Use the concept web diagram to flesh out ideas on a chosen topic, such as 'My Heart Feels ...'. The sub-headings would include the student's chosen emotions, with a description of why or when they feel that way. See **BLM 5**.
- **Timeline:** Complete a timeline to show the milestones of different stages in your life (or of the child in 'My Heart'). Think about including dates and pictures for each milestone. See **BLM 6**.
- **Y-Chart:** Students can imagine themselves in one of the situations in the book, or one from their own life. For example, falling off a bike, feeling ill, making friends or going to school for the first time. Complete the graphic organiser with the headings: Looks Like, Sounds Like, Feels Like. See **BLM 7**.

### Visual Literacy

(AC9E2LA08) (AC9EFLE01) (AC9E2LE02)

- Look at the different expressions on the hearts throughout the book to identify the given emotions. Can students find alternative words to describe these emotions? Using sticky notes, students can draw an expression on a heart face to represent the different emotions for each situation in the book from the perspective of the mother and the child (and the dog, too!). Students use the illustrations to guide their thoughts on how the characters are feeling at different points in the story.
- Place the 'heart faces' on the sticky notes on the illustrations next to the action, or students can draw these themselves. They can write alternative feeling words, such as proud, hurt, content, etc, and should explain how they know this.
- Do the colours, shapes and patterns help to clarify the mood and feeling in each illustration?
- (Visual Arts) Students could draw themselves in a scene that depicts a certain emotion. What does their body language and facial expression look like? What colours and shapes could be used to represent this feeling? What angles or perspectives would work best to show the emotion?

## MATHEMATICS

### Timelines

Measurement: ([AC9MFM02](#)) ([AC9M1M03](#)) ([AC9M2M03](#))

- The child in 'My Heart' changes and grows over time. Students can complete a timeline of the child in the book, or their own life, to show the chronological ages of completing milestones from birth to now. These can include descriptions of major events, such as being born, first foods, first steps, first time swimming / riding / going to school, etc. Include any pictures and diagrams for each year / stage. This could be presented digitally, as a poster or in a scrapbook. See **BLM 6**.

## SCIENCE / STEAM

### Growth: From Seed to Flower

Science links: Biological sciences - ([AC9SFU01](#)) ([AC9S1U01](#)) ([AC9SFH01](#)) ([AC9S1H01](#)) ([AC9S2H01](#)) ([AC9SFI01](#)) ([AC9S1I01](#)) ([AC9S2I01](#)) ([AC9SFI02](#)) ([AC9S1I02](#)) ([AC9SFI03](#)) ([AC9S1I04](#)) ([AC9S2I04](#)) ([AC9SFI04](#)) ([AC9S1I05](#)) ([AC9S2I05](#)) ([AC9SFI05](#)) ([AC9S1I06](#)) ([AC9S2I06](#))

- The notion of growth and change in 'My Heart' is represented with flowers in the illustrations. Students can learn about the development of flowers and plants.
- Watch this video to learn more about germination and plant growth:

[Plant Life Cycle Stages From Seed To Fruit | Primary School Science Animation - YouTube](#)

### Experiment: Growing flowers from seeds

'The life cycle of a plant with flowers generally follows five key stages. These are *germination*, *growth*, *flowering*, *seed formation* and *seed dispersal*. However, not all plants grow flowers, and non-flowering plants will spread seeds or spores in order to create more plants.'

Students can:

- Learn about the meanings of each stage of the flower life cycle.
- Write simple sentences about what seeds and plants need to grow.
- Complete a life cycle diagram to show the evolution of the plant. See BLM 8.
- Plant their own seeds and watch the stages evolve. Measure and record its growth over time using a record table / diary and photos or drawings.
- Compare the outcomes of different plants and flowers.
- Write a procedure text on how to grow your own flower from a seed.

More information and resources can be found at: [Flowering Plant Life Cycle | Life Cycle of a Plant | Twinkl](#)

### Lessons of the Heart

Science links: ([AC9S1U01](#)) ([AC9SFH01](#)) ([AC9S1H01](#)) ([AC9S2H01](#)) ([AC9SFI01](#)) ([AC9S1I01](#)) ([AC9S2I01](#)) ([AC9SFI02](#)) ([AC9S1I02](#)) ([AC9SFI03](#)) ([AC9S1I04](#)) ([AC9S2I04](#)) ([AC9SFI04](#)) ([AC9S1I05](#)) ([AC9S2I05](#)) ([AC9SFI05](#)) ([AC9S1I06](#)) ([AC9S2I06](#))

Design and Technology links: ([AC9TDEFK01](#)) ([AC9TDE2K01](#)) ([AC9TDE2K02](#)) ([AC9TDEFP01](#)) ([AC9TDE2P01](#)) ([AC9TDE2P02](#)) ([AC9TDE2P03](#)) ([AC9TDE2P04](#))

Mathematics links: ([AC9M1M03](#))

Students can engage in biology lessons to learn more about the functions of the heart. These can include:

- Learning about the heart – Understand the functions of the heart and circulatory system, as well as ways to keep your heart healthy. A video can be seen at:  
[The Human Heart for Kids | Educational video to learn all about how the heart works - YouTube](#)
- Students can write facts they learned from the video.
- Students can list at least three ways to keep your heart healthy.
- Students can create a 3D model of the heart using recycled or craft materials. Make sure it is labelled.
- DIY Stethoscope – A STEM project for students to build their own stethoscope to listen to their own, or others' hearts. Students can identify and time the differences heard when resting and after exercise. You will need plastic tubing, PVC pipe elbows and tape. Instructions can be found at:  
[Awesome DIY Stethoscope for Kids - Left Brain Craft Brain](#).
- Alternatively, students can record and time their heart rate by feeling their heart and pulse during resting and after exercise.

## HEALTH AND PHYSICAL EDUCATION

### Healthy Mind / Healthy Body Ideas:

(AC9HPFP01) (AC9HP2P01) (AC9HPFP02) (AC9HPFP03) (AC9HPFP04) (AC9HP2P02) (AC9HP2P03) (AC9HP2P04) (AC9HPFP05) (AC9HP2P05) (AC9HPFM01) (AC9HPFM02) (AC9HP2M01) (AC9HP2M02) (AC9HPFM03) (AC9HP2M03) (AC9HPFM04) (AC9HP2M04) (AC9HP2M05)

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

- Have an outdoor picnic.
- Listen to the sounds of nature.
- Observe insects and other creatures in nature.
- Smell flowers or pick a bunch for your mother.
- Listen to your heartbeat.
- Snuggle with your parent or pet.
- Take a bubble bath.
- Try new foods and tastes.
- Make your own recipes.
- Take your dog for a walk.
- Splash in the pool and learn new swimming strokes.
- Go for a bike ride – wear protective gear.
- Experiment with different mixed-up outfits and dress ups.
- Put on a play for your friends and family.
- Play sports and activities like skipping and ball games. Be safe and fair!
- Share toys and play games with your friends.
- Make new friends!
- Snuggle in beside a loved one and read a favourite story, watch a movie or look at photos of fond memories.
- Sing lullabies.
- Dance like rock stars.
- Learn to tie your own shoe laces, bag your own bag, get dressed for school.
- Write about and draw all the ways your heart feels.
- Draw or make your own heart for someone who loves you!

## VISUAL ARTS

### Emotions Collage Heart Art

(AC9AVA2E01) (AC9AVAFD01) (AC9AVA2D01) (AC9AVAF01) (AC9AVA2C01) (AC9AVAFP01) (AC9AVA2P01)

- Create a mixed media heart piece using a range of materials such as squares of tissue paper, patterned paper, wax crayons or paint. Each piece of the heart will represent a different emotion or feeling. For example, opaque tissue paper against the window is like a 'glowing' heart, or a paint blob could represent a 'melted' heart, or a brightly coloured piece could be a 'cheering' heart, and so on. Students can share what their hearts mean to them. See **BLM 2** for a template.

### Paper / Construction Heart Craft

(AC9AVAFE01) (AC9AVA2E01) (AC9AVAFD01) (AC9AVA2D01) (AC9AVAF01) (AC9AVA2C01) (AC9AVAFP01) (AC9AVA2P01)

- Students can create a heart craft of their choice using construction paper, craft materials, fabric, clay or recycled household items. They might like to add some loving words using the sentence, 'My heart \_\_\_\_\_ when \_\_\_\_\_.' This could be presented as a framed picture, a sculpture or hanging piece to be given as a gift, perfect for Valentine's Day, Mother's Day or any day of the year!

Some ideas can be found at:

[Paper Heart Crafts ~ 19 crafts that are perfect for Valentine's Day \(twitchetts.com\)](https://www.twitchetts.com/)

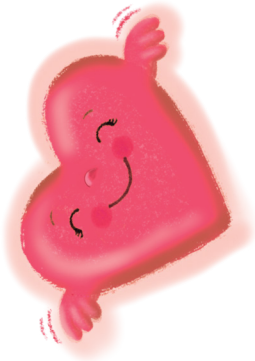


FEELINGS CHART

NAME \_\_\_\_\_

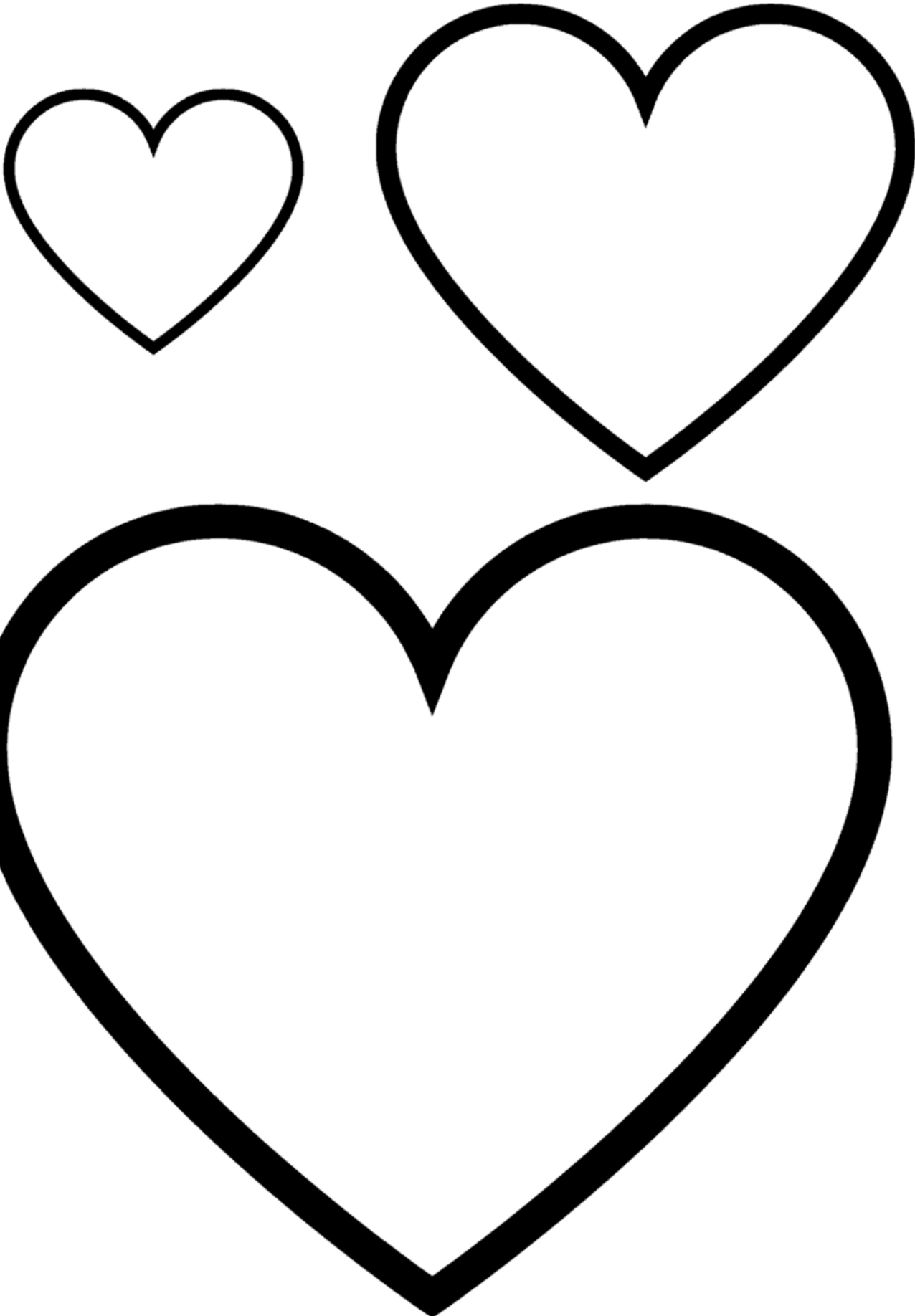
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Use the table to sort groups of words. Place your own headings in the boxes.

NAME \_\_\_\_\_

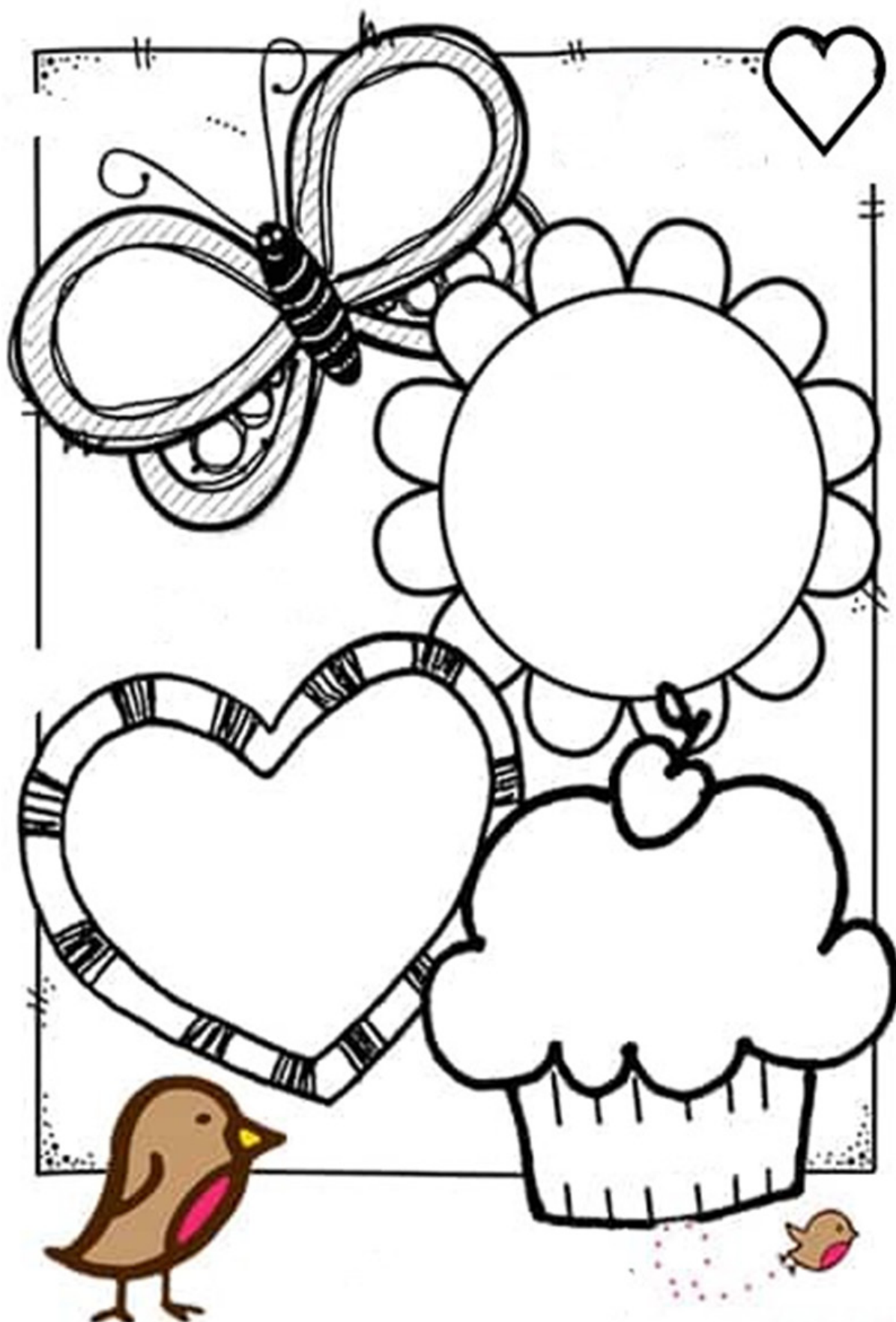
DATE \_\_\_\_\_



NAME \_\_\_\_\_

DATE \_\_\_\_\_

Copy and complete the sentence around the shapes, 'When .... my heart ...' Draw pictures inside the shapes.



NAME \_\_\_\_\_

DATE \_\_\_\_\_

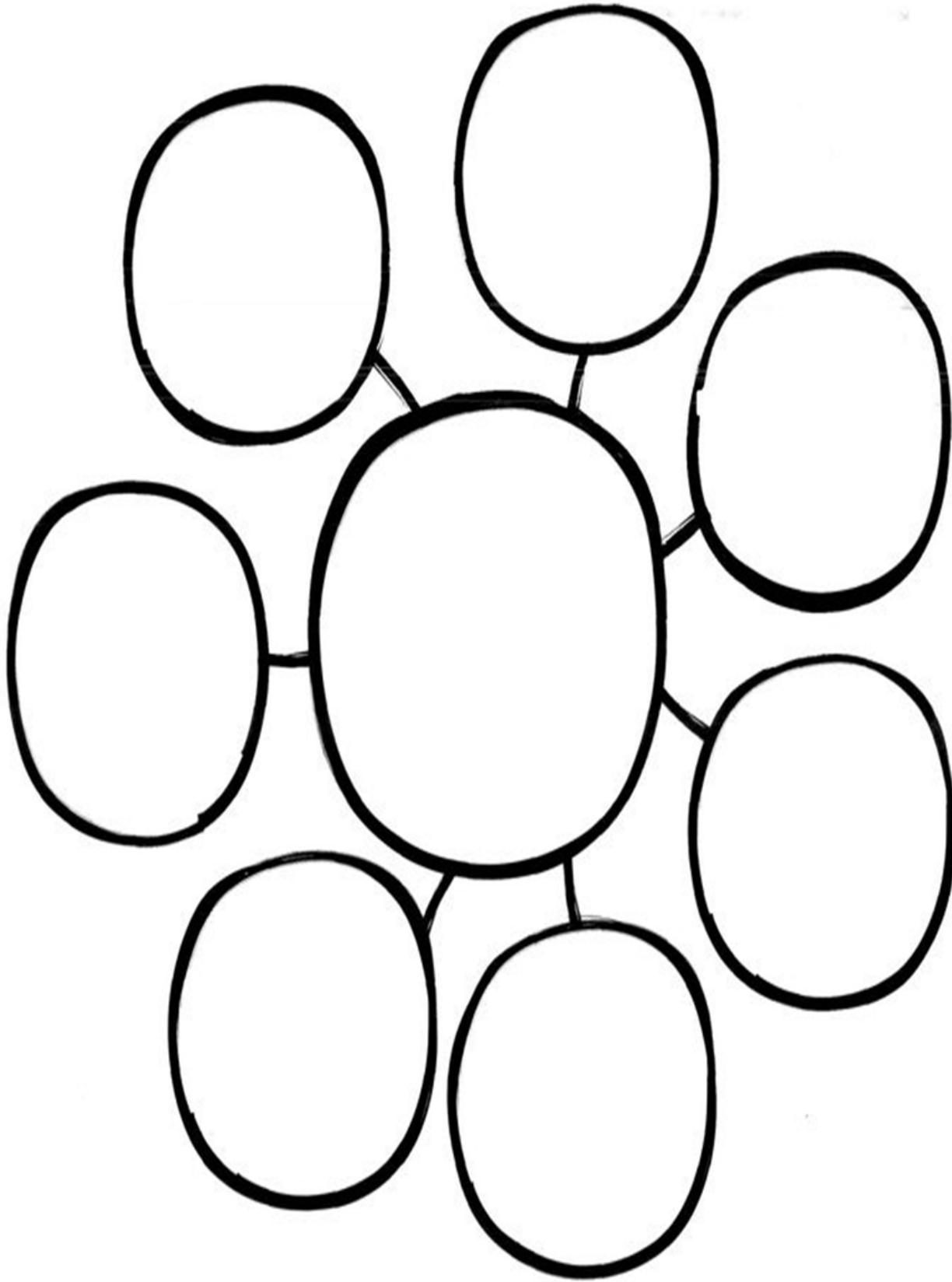
Draw a line to match the heart word with the picture.

	<p><i><b>fluttered</b></i></p>
	<p><i><b>giggled</b></i></p>
	<p><i><b>leaped</b></i></p>
	<p><i><b>soars</b></i></p>
	<p><i><b>smiled</b></i></p>
	<p><i><b>ached</b></i></p>

Concept Web

NAME \_\_\_\_\_

DATE \_\_\_\_\_





DATE \_\_\_\_\_

[illegible]

Case No.	Case Name	Case Type	Case Status	Case Description	Case Details	Case Notes	Case Attachments	Case Comments	Case History	Case Log	Case Summary	Case Report	Case Review	Case Approval	Case Action	Case Outcome	Case Feedback	Case Evaluation	Case Improvement	Case Conclusion	Case Final
1	Case 1	Case 1 Type	Case 1 Status	Case 1 Description	Case 1 Details	Case 1 Notes	Case 1 Attachments	Case 1 Comments	Case 1 History	Case 1 Log	Case 1 Summary	Case 1 Report	Case 1 Review	Case 1 Approval	Case 1 Action	Case 1 Outcome	Case 1 Feedback	Case 1 Evaluation	Case 1 Improvement	Case 1 Conclusion	Case 1 Final
2	Case 2	Case 2 Type	Case 2 Status	Case 2 Description	Case 2 Details	Case 2 Notes	Case 2 Attachments	Case 2 Comments	Case 2 History	Case 2 Log	Case 2 Summary	Case 2 Report	Case 2 Review	Case 2 Approval	Case 2 Action	Case 2 Outcome	Case 2 Feedback	Case 2 Evaluation	Case 2 Improvement	Case 2 Conclusion	Case 2 Final
3	Case 3	Case 3 Type	Case 3 Status	Case 3 Description	Case 3 Details	Case 3 Notes	Case 3 Attachments	Case 3 Comments	Case 3 History	Case 3 Log	Case 3 Summary	Case 3 Report	Case 3 Review	Case 3 Approval	Case 3 Action	Case 3 Outcome	Case 3 Feedback	Case 3 Evaluation	Case 3 Improvement	Case 3 Conclusion	Case 3 Final
4	Case 4	Case 4 Type	Case 4 Status	Case 4 Description	Case 4 Details	Case 4 Notes	Case 4 Attachments	Case 4 Comments	Case 4 History	Case 4 Log	Case 4 Summary	Case 4 Report	Case 4 Review	Case 4 Approval	Case 4 Action	Case 4 Outcome	Case 4 Feedback	Case 4 Evaluation	Case 4 Improvement	Case 4 Conclusion	Case 4 Final
5	Case 5	Case 5 Type	Case 5 Status	Case 5 Description	Case 5 Details	Case 5 Notes	Case 5 Attachments	Case 5 Comments	Case 5 History	Case 5 Log	Case 5 Summary	Case 5 Report	Case 5 Review	Case 5 Approval	Case 5 Action	Case 5 Outcome	Case 5 Feedback	Case 5 Evaluation	Case 5 Improvement	Case 5 Conclusion	Case 5 Final
6	Case 6	Case 6 Type	Case 6 Status	Case 6 Description	Case 6 Details	Case 6 Notes	Case 6 Attachments	Case 6 Comments	Case 6 History	Case 6 Log	Case 6 Summary	Case 6 Report	Case 6 Review	Case 6 Approval	Case 6 Action	Case 6 Outcome	Case 6 Feedback	Case 6 Evaluation	Case 6 Improvement	Case 6 Conclusion	Case 6 Final
7	Case 7	Case 7 Type	Case 7 Status	Case 7 Description	Case 7 Details	Case 7 Notes	Case 7 Attachments	Case 7 Comments	Case 7 History	Case 7 Log	Case 7 Summary	Case 7 Report	Case 7 Review	Case 7 Approval	Case 7 Action	Case 7 Outcome	Case 7 Feedback	Case 7 Evaluation	Case 7 Improvement	Case 7 Conclusion	Case 7 Final
8	Case 8	Case 8 Type	Case 8 Status	Case 8 Description	Case 8 Details	Case 8 Notes	Case 8 Attachments	Case 8 Comments	Case 8 History	Case 8 Log	Case 8 Summary	Case 8 Report	Case 8 Review	Case 8 Approval	Case 8 Action	Case 8 Outcome	Case 8 Feedback	Case 8 Evaluation	Case 8 Improvement	Case 8 Conclusion	Case 8 Final
9	Case 9	Case 9 Type	Case 9 Status	Case 9 Description	Case 9 Details	Case 9 Notes	Case 9 Attachments	Case 9 Comments	Case 9 History	Case 9 Log	Case 9 Summary	Case 9 Report	Case 9 Review	Case 9 Approval	Case 9 Action	Case 9 Outcome	Case 9 Feedback	Case 9 Evaluation	Case 9 Improvement	Case 9 Conclusion	Case 9 Final
10	Case 10	Case 10 Type	Case 10 Status	Case 10 Description	Case 10 Details	Case 10 Notes	Case 10 Attachments	Case 10 Comments	Case 10 History	Case 10 Log	Case 10 Summary	Case 10 Report	Case 10 Review	Case 10 Approval	Case 10 Action	Case 10 Outcome	Case 10 Feedback	Case 10 Evaluation	Case 10 Improvement	Case 10 Conclusion	Case 10 Final
11	Case 11	Case 11 Type	Case 11 Status	Case 11 Description	Case 11 Details	Case 11 Notes	Case 11 Attachments	Case 11 Comments	Case 11 History	Case 11 Log	Case 11 Summary	Case 11 Report	Case 11 Review	Case 11 Approval	Case 11 Action	Case 11 Outcome	Case 11 Feedback	Case 11 Evaluation	Case 11 Improvement	Case 11 Conclusion	Case 11 Final
12	Case 12	Case 12 Type	Case 12 Status	Case 12 Description	Case 12 Details	Case 12 Notes	Case 12 Attachments	Case 12 Comments	Case 12 History	Case 12 Log	Case 12 Summary	Case 12 Report	Case 12 Review	Case 12 Approval	Case 12 Action	Case 12 Outcome	Case 12 Feedback	Case 12 Evaluation	Case 12 Improvement	Case 12 Conclusion	Case 12 Final
13	Case 13	Case 13 Type	Case 13 Status	Case 13 Description	Case 13 Details	Case 13 Notes	Case 13 Attachments	Case 13 Comments	Case 13 History	Case 13 Log	Case 13 Summary	Case 13 Report	Case 13 Review	Case 13 Approval	Case 13 Action	Case 13 Outcome	Case 13 Feedback	Case 13 Evaluation	Case 13 Improvement	Case 13 Conclusion	Case 13 Final
14	Case 14	Case 14 Type	Case 14 Status	Case 14 Description	Case 14 Details	Case 14 Notes	Case 14 Attachments	Case 14 Comments	Case 14 History	Case 14 Log	Case 14 Summary	Case 14 Report	Case 14 Review	Case 14 Approval	Case 14 Action	Case 14 Outcome	Case 14 Feedback	Case 14 Evaluation	Case 14 Improvement	Case 14 Conclusion	Case 14 Final
15	Case 15	Case 15 Type	Case 15 Status	Case 15 Description	Case 15 Details	Case 15 Notes	Case 15 Attachments	Case 15 Comments	Case 15 History	Case 15 Log	Case 15 Summary	Case 15 Report	Case 15 Review	Case 15 Approval	Case 15 Action	Case 15 Outcome	Case 15 Feedback	Case 15 Evaluation	Case 15 Improvement	Case 15 Conclusion	Case 15 Final
16	Case 16	Case 16 Type	Case 16 Status	Case 16 Description	Case 16 Details	Case 16 Notes	Case 16 Attachments	Case 16 Comments	Case 16 History	Case 16 Log	Case 16 Summary	Case 16 Report	Case 16 Review	Case 16 Approval	Case 16 Action	Case 16 Outcome	Case 16 Feedback	Case 16 Evaluation	Case 16 Improvement	Case 16 Conclusion	Case 16 Final
17	Case 17	Case 17 Type	Case 17 Status	Case 17 Description	Case 17 Details	Case 17 Notes	Case 17 Attachments	Case 17 Comments	Case 17 History	Case 17 Log	Case 17 Summary	Case 17 Report	Case 17 Review	Case 17 Approval	Case 17 Action	Case 17 Outcome	Case 17 Feedback	Case 17 Evaluation	Case 17 Improvement	Case 17 Conclusion	Case 17 Final
18	Case 18	Case 18 Type	Case 18 Status	Case 18 Description	Case 18 Details	Case 18 Notes	Case 18 Attachments	Case 18 Comments	Case 18 History	Case 18 Log	Case 18 Summary	Case 18 Report	Case 18 Review	Case 18 Approval	Case 18 Action	Case 18 Outcome	Case 18 Feedback	Case 18 Evaluation	Case 18 Improvement	Case 18 Conclusion	Case 18 Final
19	Case 19	Case 19 Type	Case 19 Status	Case 19 Description	Case 19 Details	Case 19 Notes	Case 19 Attachments	Case 19 Comments	Case 19 History	Case 19 Log	Case 19 Summary										

Y-Chart

NAME \_\_\_\_\_

DATE \_\_\_\_\_

Looks like

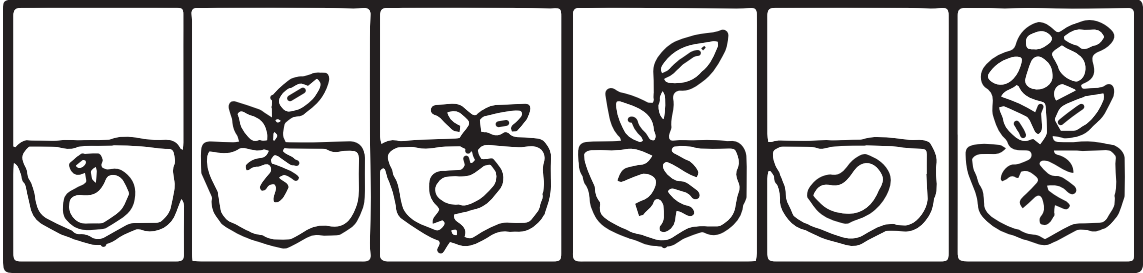
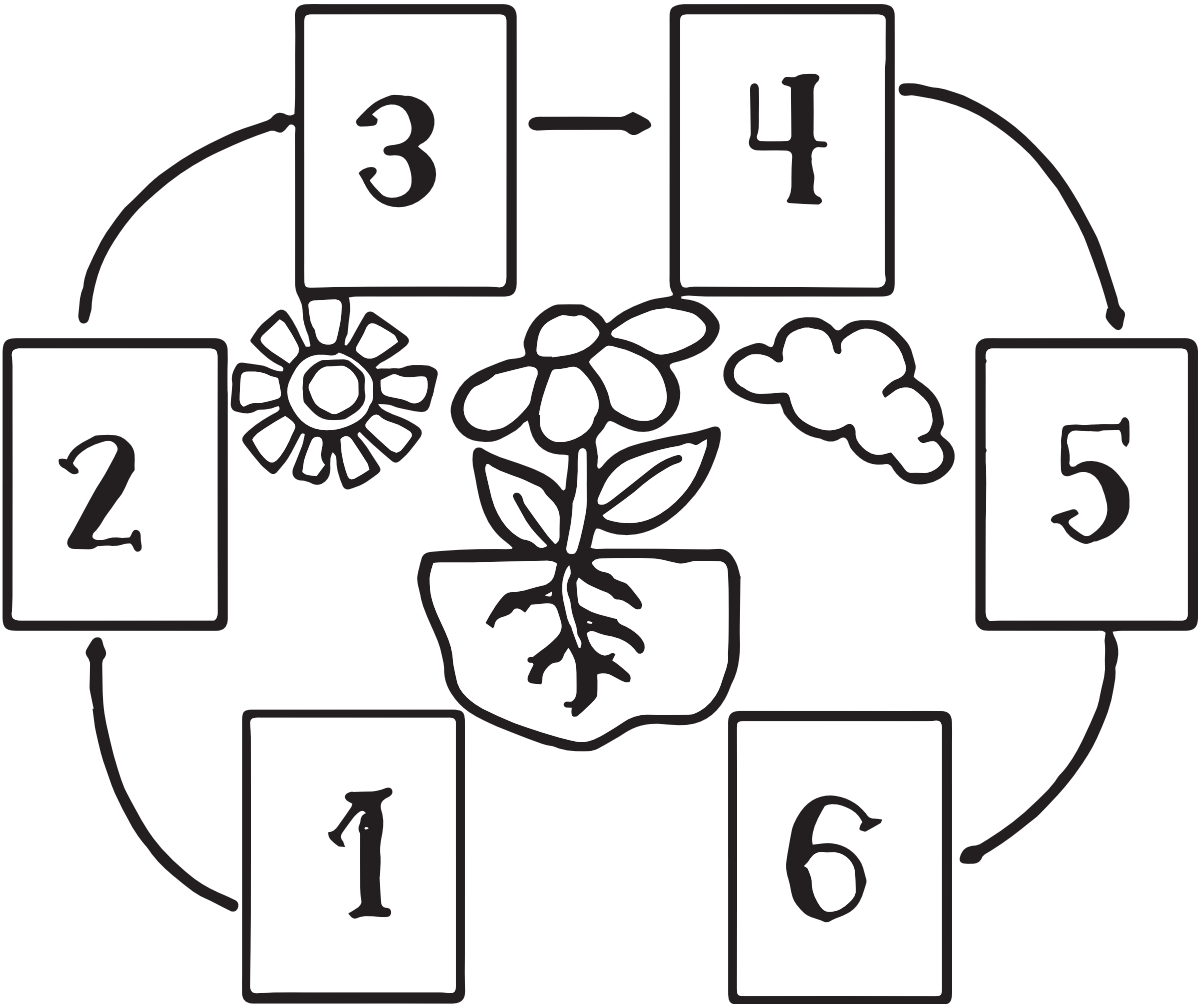
Feels like

Sounds like

NAME \_\_\_\_\_

DATE \_\_\_\_\_

Cut and paste the order of the life cycle and label each stage



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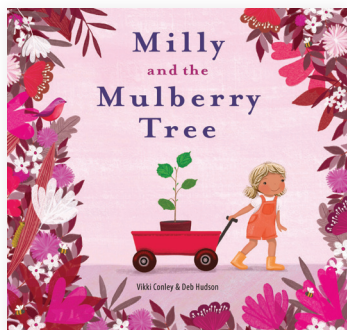
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