



Title: The Welcome Cookies

Author: Kaye Baillie

Illustrator: Kirrili Lonergan

ISBN: 9781922539502 | **Publication date:** Sep 2024

Audience age: 4-8 years

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



SYNOPSIS:

Mabel loves visiting Miss Plum's Sugar Plum Café and drawing pictures for the arty-smarty wall. But one day, Mabel finds the café under renovation by someone new. She misses her favourite café, and she misses Miss Plum's smiles. One day, the café reopens, and Mabel reluctantly visits there with her mother. Will this new place provide Mabel with the same joy she felt in the old place? And how will Mabel accept its differences?

In *The Welcome Cookies*, Mabel witnesses what she perceives to be the destruction of a place she loved. The story shows how even though we can sometimes mourn the loss of a place and miss seeing people, if we open ourselves to new things, it can mean new beginnings and a chance for new friendships to develop. The story also shows how a child has the power to make someone feel special and welcome. With sensitive illustrations that give life to Mabel's emotional responses, this book will have young and old alike wanting to visit their local café to taste the welcome cookies.

THEMES:

- Anxiety
- Trying new things
- Change
- Food
- Art
- Community

SELLING POINTS:

- Ideal in a home, school or therapeutic setting to start discussions about how a change of routine can cause anxiety or disappointment that lingers.
- Explores themes of change, anxiety, giving people a chance, trying new things, kindness, sharing, food, art and how a friendly local café can create community and a safe space.
- Relatable to all ages as café time can be a special time for anyone. And everyone can relate to uncertainty when faced with change.
- Includes a recipe for welcome cookies!

AUTHOR MOTIVATION:

I love picture books set in the city like *'Nana in the City'* by Lauren Castillo and *'Rain!'* by Linda Ashman and Christian Robinson. The stories are a joy to read, and the illustrations of the cityscape are beautiful and alive. I chose to set the story in a café because people of all ages enjoy the cosiness and friendliness of their favourite cafe.

AUTHOR/ILLUSTRATOR BACKGROUND:

Kaye Baillie is an award-winning children's author, with eleven fiction and non-fiction books published in Australia and internationally. With a passion for writing about remarkable people or events, Kaye's stories are full of humour and heart.

Kirrili Lonergan is a children's book illustrator, art therapist and mother of four. She has illustrated several picture books as well as creating designs for clothes, prints and pottery.

INTERVIEW

AUTHOR:

What is the inspiration for this story?

When my daughter was small, she didn't like going to unfamiliar places. But she loved cookies! So, to help her, we often went to cafés that served yummy cookies and cakes.

What was the most rewarding part of this project?

Seeing Kirrili's illustrations in full colour! I loved seeing Mabel and the other characters brought to life and how she captured their moods and emotions. I also loved how she created such a beautiful setting in both Miss Plum's and Lionel's cafés. Also, for making the Welcome Cookies look so delicious!

What was the most challenging part of this project?

Creating the first draft. When I start writing a story, I write down any thoughts which I think are important to the story. It doesn't matter what order I write these things down. It's important not to forget them. When I have enough thoughts written down, I start to shape the story and that is the hardest bit.

ILLUSTRATOR:

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

The Welcome Cookies was illustrated using a variety of mediums. I love to dabble until I reach the right balance. All the illustrations are initially hand sketched, followed by a combination of digital, water colour, gouache, pastels, ink and collage.

What was the most rewarding part of this project?

The most rewarding part was stepping into Mabel's world, feeling all her emotions and designing two cafes with their own unique but welcoming feel. I also love to add hidden extras.

What was the most challenging part of this project?

Setting up the flow of each spread using a different perspective inside the café. Also the challenge of knowing when to stop as I could have kept playing with this story!

TEACHER ACTIVITIES/NOTES:

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

DISCUSSION: BEFORE READING

- Show students a picture of a shop or café in destruction or renovation phase. Ask students to think about and answer: What do you see? (observations) What do you think? (what might be happening) What do you wonder? (anything puzzling or further questions). Draw up a large version of the table in **BLM 1: See, Think, Wonder** to record their answers.
- Further to the task above, ask students to turn and talk to a friend about how they would FEEL if this was a place they enjoyed visiting. What thoughts or worries might go through your mind? How might you react?
- Look at the cover of 'The Welcome Cookies'. Ask, what do you see? What do you think this story is about? What does it make you wonder? What might the character be feeling in this instance? How does the cover make you feel?
- Do you think this book will be helpful? How?

DISCUSSION: DURING READING

- How do you think Mabel feels when she sees people taking down Sugar Plum Café?
- Why does Mabel not want to see where the old café was?
- How is she feeling about visiting the new café? How do you know? Do you think her feelings might change later in the story?
- What might Mabel be feeling in the new café and about the new owner?
- Do you think Mabel will see Miss Plum again?

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 Mabel? Can you name and describe her feelings throughout the story? Some words could include: anxious, disappointed, confused, grief, longing, relieved, proud, welcome, and so on.
- Why did she feel strongly about Sugar Plum Café and Miss Plum? What do you think was going through her mind when it was closed down?
- How did Mabel react to the change? What, if anything, could she have done differently?
- How did Mama help Mabel through her difficult feelings?
- What does 'retired' mean? What does this mean for Miss Plum? What does this mean for Mabel and their relationship?
- How do you think Mabel feels about Lionel? How did Lionel and Mabel help each other?
- What might be the enjoyable things, and the challenging things, about changes to your usual routine or favourite places/things to do?
- What strategies can be helpful when you need to adapt to changes?
- Look at a weekly timetable and discuss the changes throughout the week. What do you do on Fridays? Do you have any special activities on a particular day of the week?
- What do you like about the 'Welcome Cookies'? Do you like to decorate cookies?
- What techniques were used to create the painting and the decorations on the cookies?
- How can you describe the language used by the author? Can you identify the repetitive parts of the story? What onomatopoeia has the author used, and how does this impact the storytelling?
- What do you like about the illustrations? What kinds of colours, shapes, textures and perspectives has the illustrator used to express the different emotions and focal points of the story? Look at each page and discuss the visual cues that show us the relationships between people and the atmosphere of the café.
- What was the surprise that Mabel loves? What surprises might occur after the story ends? What kinds of surprises do you like?

ACTIVITIES:

ENGLISH

Vocabulary: Spelling Digraph 'oo' as in 'cookies'

(AC9EFLY10) (AC9EFLY12) (AC9EFLY13) (AC9EFLY14) (AC9E1LY11) (AC9E1LY13) (AC9E1LY14) (AC9E2LY09) (AC9E2LY10) (AC9E2LY11)

- Focusing on the digraph 'oo', students can identify the spelling patterns in words such as 'cookies', as well as the different phonetic sounds (say/hear the difference between 'book' and 'smooth', for example).
- Find and list all the 'oo' words in the text: *doorbell, door, took, look, bookshop, good, cookies, too*.
- Brainstorm more 'oo' words, then sort them all into the phoneme categories of 'short oo' and 'long oo'. Some examples of long 'oo' include: *roof, tooth, moose, spoon*.
- Students might like to write these in the 'Welcome Cookie'. See **BLM 2**.

Vocabulary: Nouns, Verbs, Adjectives

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

- Locate in the book the nouns, verbs and adjectives relating to feelings, the café, art and changes.

Nouns: *doorbell, icing, cake, painting, blobs, dots, curls, curves, cocoa, bus, oranges, honey, rose petals, cookies, tubes, children, sugar, etc.*

Proper Nouns: *Mabel, Mama, Sugar Plum Café, Miss Plum, Lionel, Spotty, Friday, Welcome Cookies, etc.*

Verbs: *painted, added, dried, skipped, sanding, falling, catching, scuffing, squeezed, smelled, looked, whispered, mumbled, giggled, smiled, licked, decorate, etc.*

Adjectives: *squishy, surprise, big, bright, old, new, great, sticky, powdery, fresh, etc.*

Students could add to these lists and create sentences including some of these terms. Illustrate sentences with pictures of their favourite café, cooking or art activity.

Vocabulary: Literary Device

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

'The Welcome Cookies' includes some literary devices in the text that add to the structure of the story and the engagement of language. These include alliteration, repetition, onomatopoeia, metaphors, similes and rhyme.

Alliteration: *'curls and curves', 'cakes and cocoa'*.

Repetition: *'It was Friday!', 'She loved Miss Plum's / Lionel's smile.', 'She added blobs and dots. Curls and curves.'*

Onomatopoeia: *'tinkety-tinkle', 'Scritchety! Scratch!', 'Foom! Foom!', 'Scream! Scream!', Metaphors / Similes: 'Just like the shreds of the café's name, Mabel felt like she was falling.', 'Something... welcoming.'*

Rhyme: *'smarty-arty', 'dried / tied', 'table / Mabel'*

- 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?
- Discuss and write the meanings of various terms and phrases.
- Use the onomatopoeia words on a poster and paint a picture to match.
- Create a cookie cut out and write a simile that includes the word 'welcome'. For example, 'As welcome as sunshine on a rainy day', 'As welcome as house mice.'
- Write a kind, 'smiley' rhyming message or poem for a new friend.

Comprehension: Story Sequence / Retell

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

- Order the sentences as they appeared in the book and draw the story sequence.
 - Mabel and Mama visited Miss Plum's Sugar Plum Café on Fridays.
 - The Sugar Plum Café had closed down.
 - Mama took Mabel to the new café, but it was different.
 - Mabel helped Lionel decorate the Welcome Cookies.
 - Mabel loved Lionel's big smile ... and surprises!
- Students can also make stick puppets of the characters to retell the main points in story in their own words. See **BLM 3** and **BLM 4**.

Comprehension

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

- 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, The Welcome Cookies, that you can relate to in your own life? Have you ever missed a favourite place or person in the community because of a change? Have you ever felt anxious, sad or confused about a change in your life? What happened? What strategies helped you? Where is your favourite café or place to visit? Do you enjoy creating artwork or decorating cookies? Think about a time when you tried something new (food, skills or experiences).

Text-to-Text: Compare aspects of the story to those in another similar text, such as a different book (fiction or non-fiction) about baking or food decorating, visiting a favourite place, or texts relating to feeling disappointed or anxious about a change in routine.

Text-to-World: Find out about the history of your favourite place to visit – how long has it been there? What was there before? Who are the owners or founders? What do people in the community enjoy about this place? How does it help people?

- Create a poster, brochure or digital presentation to share the features and benefits of visiting your favourite place – like an advertisement! Include information about where to find it, what they offer, special events or activities, and add your choice of diagrams or pictures.
- Follow the recipe and share welcome cookies with people in your school and community.
- Brainstorm other ways you can make someone feel special and welcome.
- How can this story help other children across the world?

Creative Writing: Descriptive Language and Emotions – Innovation on Text

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

- Students can complete the sentence about their own 'welcome' experiences with their own descriptions, either making someone feel welcome, or when they feel welcomed.
'I love to _____ when/by _____.' Or
'I feel _____ when _____'
- Students can be guided to include some descriptive phrases and language including emotive verbs and adjectives.
- They can illustrate their sentences and then collate them all to make a class book titled, 'You're Welcome!'

Narrative Writing

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

- Students can write a narrative story based around a favourite place... that changes! This could be real or imagined, heartfelt, funny or adventurous.
- Ask students to think about who (or what) their characters are, and what might be the conflict or problem to solve (ie. How and why the place changes, what is the character's internal challenge?). What events or situations might be experienced (real or imagined)? What is the tone of the story? What personal emotional or physical challenges might need to be overcome? 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. Set it out with a beginning, middle and end.
- Alternative idea: Write a baking/decorating or arty story where the child is opening a new shop/ café/art gallery. 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 favourite place or routine changed, or they had to try something new or make a new friend. They should describe how they, and others, felt, what happened, how they managed the situation, the challenges and outcomes.

Instructional Texts: Recipes

(AC9E1LA03) (AC9E2LA03) (AC9E1LA09) (AC9E1LE02) (AC9EFLY01) (AC9E1LY01) (AC9E2LY01) (AC9EFLY03) (AC9E1LY03) (AC9E2LY03) (AC9EFLY07) (AC9E1LY06) (AC9E1LY07) (AC9E2LY06) (AC9E2LY07)

- Students could write a procedural text with the method to baking and decorating their own favourite sweet recipe, such as cookies, cake or other café-style pastries. Include a title, introduction on what the piece is about, materials and equipment needed, steps in order, and conclusion.

Instructions on how to make Welcome Cookies can be found in the back of 'The Welcome Cookies'. Alternatively, see **BLM 8** for a recipe template.

Thinking Tools / Graphic Organisers

(AC9EFLE01) (AC9EFLE02) (AC9E1LE02)

- **Venn Diagram:** Students complete a Venn Diagram to compare the similarities and differences between Sugar Plum Café and Lionel's Cafe. Think about who the owners are and their actions, the atmospheres and appearances of the cafes and what they offered, how Mabel felt in each, etc. See BLM 5.
- **De Bono's Six Thinking Hats:** Students can explore the six thinking hats in terms of change of ownership with the café. As the new or old owner, use the six hats to consider your feelings and the information available. *Red* (fears, feelings, intuition), *White* (information, facts), *Yellow* (Benefits, positive thinking), *Blue* (big picture, focus, learnings), *Green* (creative thinking, alternatives), *Black* (risks, problems, obstacles). See **BLM 6**.
- **Y-Chart:** Students can imagine themselves as Mabel, either when she discovered the destruction of Sugar Plum Café, or when she discovered that she loved surprises. Complete the graphic organiser with the headings: *Looks Like*, *Sounds Like*, *Feels Like*. See **BLM 7**.

Acrostic Poems

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

- Students can write an acrostic poem for a special person in the community, telling them how they make people feel welcome.
The poem could use the letters; **W-E-L-C-O-M-E** or **S-M-I-L-E** or something similar.

Visual Literacy

English links: (AC9E2LA08) (AC9EFLE01) (AC9E2LE02) | Visual Arts: (AC9AVAFD01) (AC9AVA2D01) (AC9AVAF01) (AC9AVA2C01) (AC9AVAFP01) (AC9AVA2P01)

Through the illustrations, we can learn more about Mabel's (and the other characters') emotions by their facial expressions and body language. There are also other visual clues that tell us more about the community and café atmosphere than the text alone, including images, signs and other small details.

- What words would students use to describe the emotions of Mabel and the other characters by looking at their facial and body expressions? What is happening in the pictures when Mabel is feeling relaxed / joy / anxious / disappointed / reluctant / surprised / elated...? How do the colours, textures and perspectives drawn by the illustrator reflect the feelings and mood of the story (eg. watercolours, earthy and pastel tones and fine/sketched lines, close ups and various angles)?
- With understanding the visual literacy represented in the book, students can create their own comic book showing a sequence of events in which Mabel navigates the changes. They might like to add some onomatopoeia for effect, such as 'Tinkety-tinkle', 'Splash!', 'Plop!', 'Scratchety' 'Scratch', 'Foom!' 'Scream!', 'VROOM', 'Mmm', etc.
- Assess students' ability to express and sequence a narrative, express emotion and mood, be concise, with colours, shapes and patterns in the illustrations and layouts that focus on effective composition and arrangement.

HUMANITIES AND SOCIAL SCIENCES

Community Cafes and Shopping Strips

Geography: (AC9HSFK03) (AC9HS1K03) (AC9HS1K04) (AC9HS2K03) (AC9HSFS01) (AC9HSFS02) (AC9HS1S01) (AC9HS2S02) (AC9HSFS03) (AC9HS1S03) (AC9HS2S04) (AC9HSFS04) (AC9HS1S05) (AC9HS2S05) (AC9HSFS05) (AC9HS1S06) (AC9HS2S06)

- Students explore their local community shopping strip, and find ways to be a part of and encourage a community culture. Activities and topics to investigate can include:
 - Interview a café owner about ways they maintain a community atmosphere and customer enjoyment. For example, a 'smarty-arty' wall or a baking/decorating workshop.
 - A part of the café visit can include a bus ride and/or walk through the shopping strip to see what else is offered in the community, such as the local library or bookshop, green grocer, deli, chemist, hairdresser, any special planned community events in the street, and so on.
 - Locate their favourite (or visited) café on a map.
 - Students might like to organise a school community event, such as a pop-up café, art exhibition, or cookie decorating workshop to raise funds for their school or community charity.
 - Notice the changes in your community shopping strip, such as renovations of stores, new buildings or Grand Opening events. How do these affect you and others in the community? How will they bring more people to visit?
 - Discuss the importance of caring for our neighbourhood and respecting the facilities / environment around us. What might happen if we didn't care for them? What are some useful and creative ways to help?

Community Construction Activity

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

- Create a visual 3D model including some of these facilities in your community, using recycled/re-used materials like old milk bottles and cardboard boxes/tubes, etc. Be sure to include your favourite café!

VISUAL ARTS

Salt Dough Cookies

([AC9AVA2E01](#)) ([AC9AVAFD01](#)) ([AC9AVA2D01](#)) ([AC9AVAF01](#)) ([AC9AVA2C01](#)) ([AC9AVAFP01](#)) ([AC9AVA2P01](#))

- Students can create their own non-perishable salt dough cookies. They can help with the baking process, using plain flour, table salt, warm water, glitter/paint, and polyurethane spray for preservation (optional). Students choose the shapes of the cookies and can decorate using paint in a piping tube and/or brushes. Ask students to reflect and share what their cookies represent and who they might be for.

Salt dough recipe can be found here:

[How to make Salt Dough | Salt Dough Recipe - Play & Go Adelaide](#) ([playandgo.com.au](#))

Watercolour Cafés

([AC9AVAFE01](#)) ([AC9AVA2E01](#)) ([AC9AVAFD01](#)) ([AC9AVA2D01](#)) ([AC9AVAF01](#)) ([AC9AVA2C01](#)) ([AC9AVAFP01](#)) ([AC9AVA2P01](#))

- The illustrations in 'The Welcome Cookies' have been created with a soft watercolours and gentle lines for its sense of warmth and comfort. Using similar media, students can paint a scene with their favourite café (or another place from a holiday). Students can share what this place means to them, or how it has changed.

MATHEMATICS

Recipes

Measurement: ([AC9MFM01](#)) ([AC9M1M01](#)) ([AC9M2M01](#))

- Students can practise measuring capacity by following a recipe for Welcome Cookies. Provide students with measuring tools, such as measuring cups, spoons, containers, etc and encourage them to measure out the list of ingredients from a recipe (real ingredients or other consistencies like water, sand, rice, blocks, etc). Students record their progress and assess each other's results.
- Extension: Students could fill several cups or containers and compare/order their capacities from smallest to largest.

Recipes Extension:

Science links: ([AC9SFU03](#)) ([AC9S2U03](#))

- Experiment with a real recipe to discover the results of following and NOT following the correct quantities. For example, how does the consistency of the mixture look and feel when there's not enough milk? Too much flour? How does it taste with not enough sugar? See **BLM 8**.

SCIENCE / STEAM

Cookie Science

Chemical sciences: ([AC9SFU03](#)) ([AC9S2U03](#)) ([AC9SFH01](#)) ([AC9S1H01](#)) ([AC9S2H01](#)) ([AC9SFI01](#)) ([AC9S1I01](#)) ([AC9SFI02](#)) ([AC9S2I02](#)) ([AC9S1I03](#)) ([AC9SFI03](#)) ([AC9S1I04](#)) ([AC9SFI04](#)) ([AC9S2I05](#)) ([AC9SFI05](#)) ([AC9S1I06](#)) ([AC9S2I06](#))

As an extension of the above Mathematics experiment, students can further explore the science of cookies by investigating some variables in the baking process. See BLM 8.

- For example, in different groups, students can predict, then observe the varied results for some of the following (comparing appearance, consistency, taste, etc):
 - Butter vs margarine
 - Self-raising flour vs all-purpose flour
 - White sugar vs brown sugar
 - Cookies baked slowly on low temperature vs quickly on higher temperature
 - Type of baking sheet (non-stick paper, foil, etc)
 - Proportion of wet ingredients vs dry ingredients (how the cookie spreads during baking)
 - Baking soda vs baking powder (differences with cookie dough and final product)
 - Different shapes and sizes (compare taste and texture)
 - Different additions, like chocolate chips, dried fruit, etc
 - Home-made frosting vs store-bought icing.
- Students discuss, record and evaluate the findings after comparing the variables. What were their favourites? What would they do differently or try next time? What scientific concepts can be determined? (Eg, changes in consistency, affects of heat, etc)

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.

- Walk around your community shopping strip.
- Visit your favourite café!
- Prepare some artwork – ask to have it hung up in the café.
- Experiment with painting techniques – blobs and dots, curls and curves.
- Explore nature and beautiful landscapes when on holidays with your family.
- Try different ways to get to your school or shopping strip – catch the bus/train/tram/car, walk, skip, scooter, ride, shuffle, etc.
- Try a new place or a new kind of food you've never tried before.
- Smile and make a new friend.
- Read your favourite books with your family.
- Remember friendly people you no longer see. Write them a letter or paint a picture in their memory.
- Welcome new community members with kind gestures.
- Write and draw your feelings in a journal, talk to a trusted adult, keep a favourite toy with you, make some sensory items or say positive mantras to help with difficult emotions.
- Bake and decorate Welcome Cookies (or another favourite treat)!
- Paint or make a surprise gift for someone special!

NAME _____

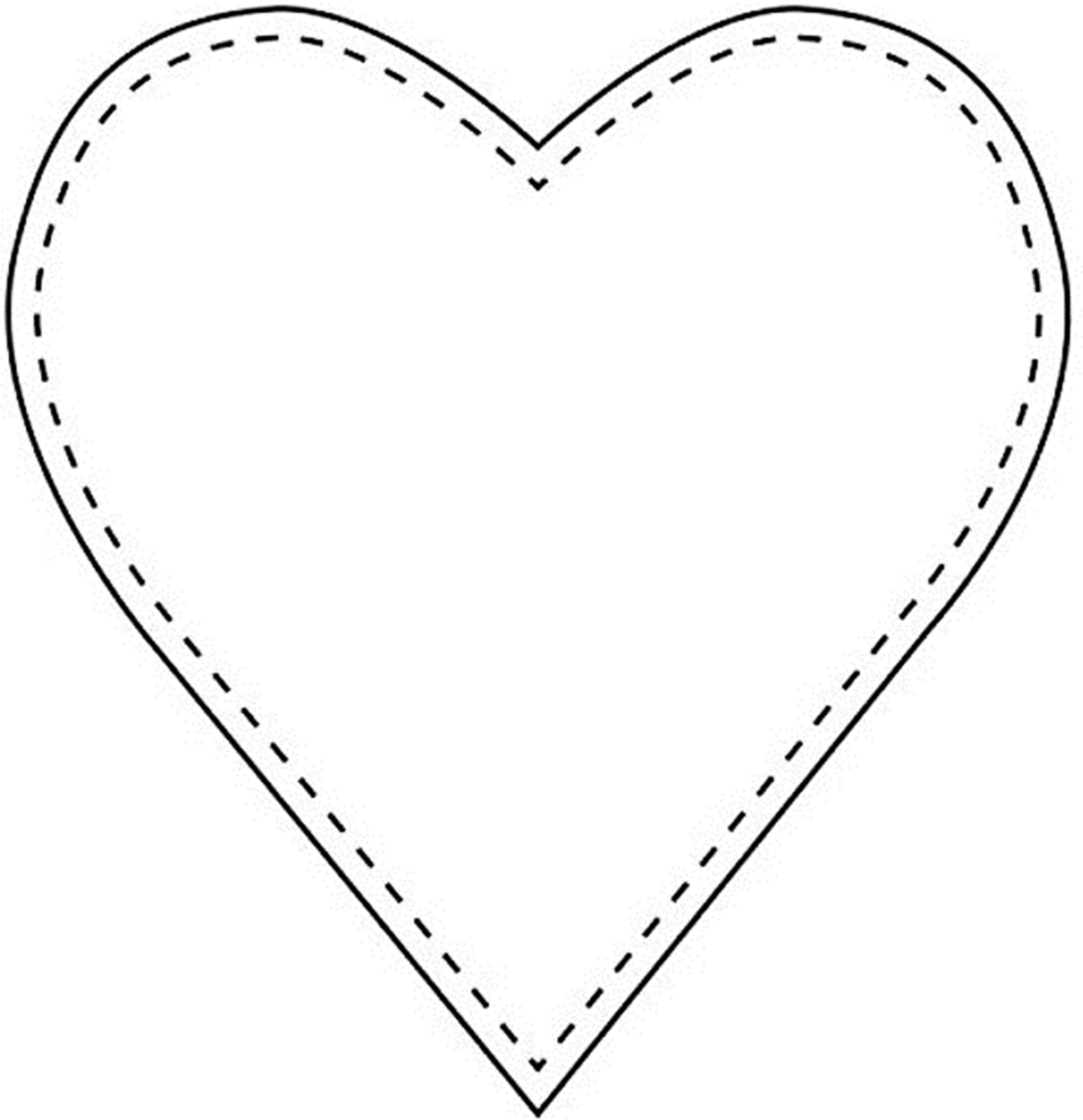
DATE _____

Write your responses to the prompt in the columns below.

SEE (What do I notice?)	THINK (What do I think is happening?)	WONDER (What do I wonder?)

NAME _____

DATE _____



NAME _____

DATE _____

Read the parts of the story. They are not in the correct order. Cut and paste the words and pictures in the correct sequence so that the story makes sense.

The Sugar Plum Café had closed down.



Mabel and Mum visited Miss Plum's Sugar Plum Café on Fridays.



Mum took Mabel to the new café, but it was different.



Mabel loved Lionel's big smile ... and surprises!



Mabel helped Lionel decorate the Welcome Cookies.



NAME _____

DATE _____

Use the pictures to retell the story or write about the characters.



MABEL



MUM



MISS PLUM

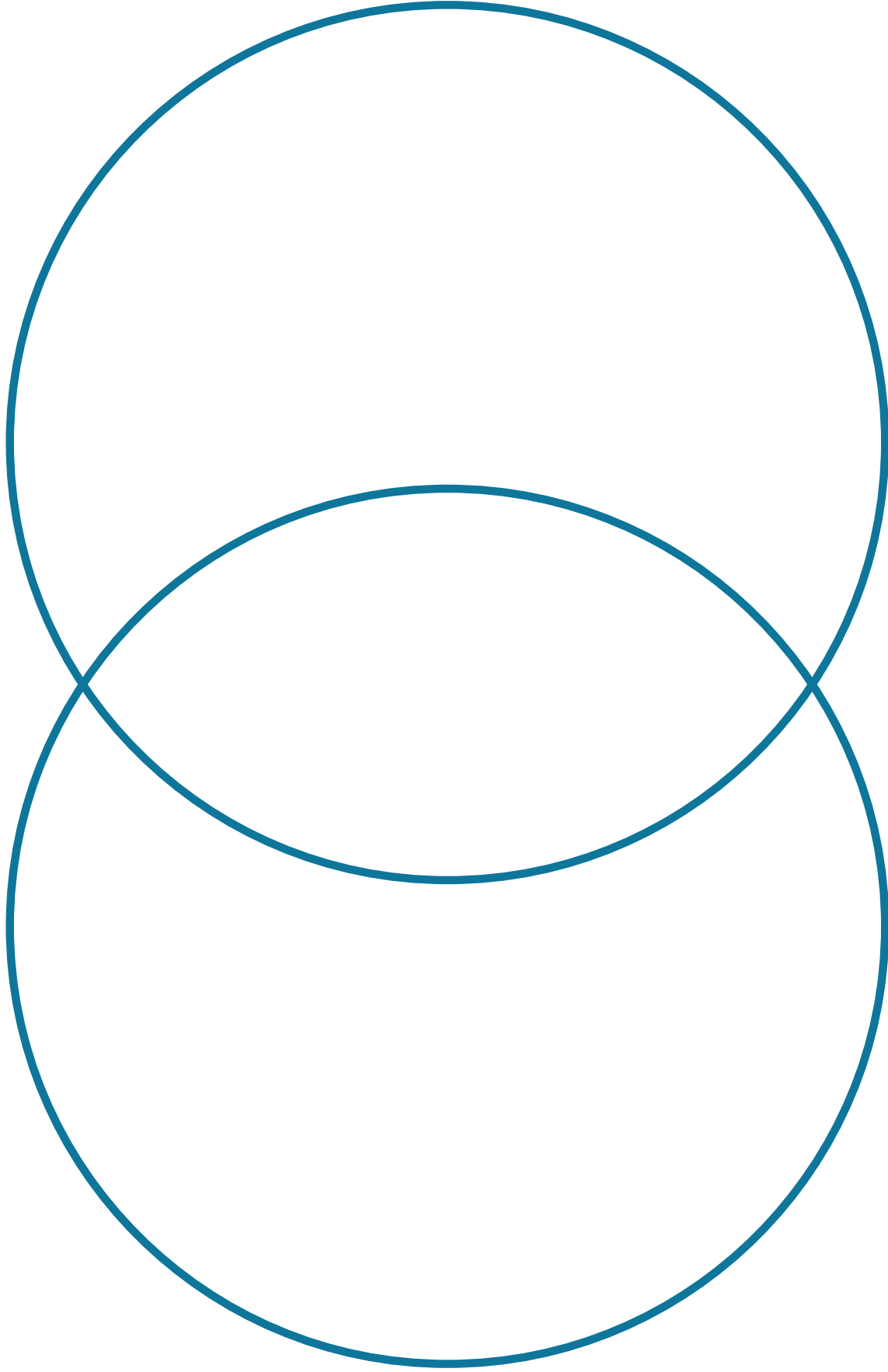


LIONEL

Venn Diagram

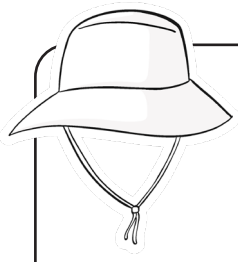
NAME _____

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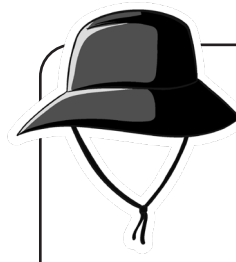


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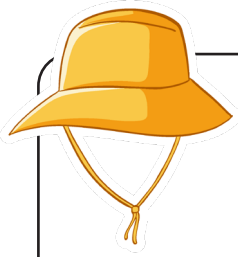
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facts and details



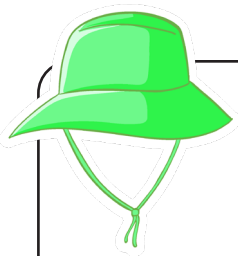
examines the negative



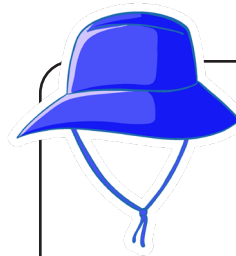
focuses on the positive



emotions & feelings



requires imagination

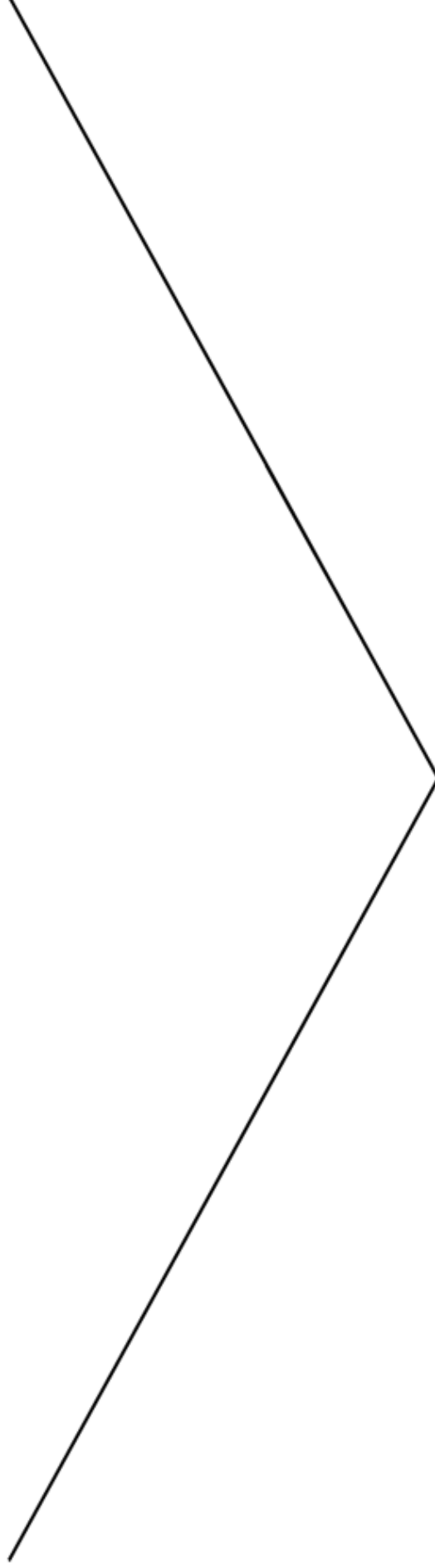


focuses on reflection

NAME _____

DATE _____

Looks like



Feels like

Sounds like

NAME _____

DATE _____

Recipe For: _____

Made by Chef _____

Ingredients needed:

{	_____	_____
	_____	_____
	_____	_____
	_____	_____

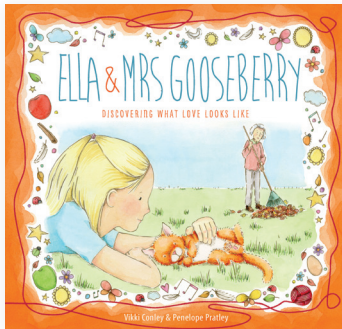
Directions: _____

Draw the finished recipe

This recipe was:



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