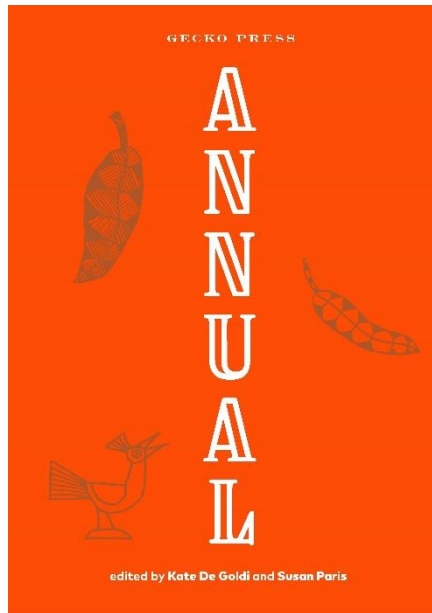


Teaching Notes

Annual

Edited by Kate De Goldi & Susan Paris



Synopsis:

This stunningly illustrated, meticulously created *Annual*, presented in a luscious publication includes a smart, varied, irresistible miscellany of writing, activity and illustration for 9 to 12-year-olds. Experienced editors, Kate de Goldi and Susan Paris, “wanted to give this age group – which we think is under-served – a heady mix of fiction, comics, poetry, essays, how-to’s, art, games, satire, and a film script. It’s a feast of content to be dipped into, pored over, returned to again and again – and like all good annuals this one has something for everyone in the family.”

The Editors:

Kate De Goldi is an award-winning writer and one of New Zealand’s best-known commentators on children’s literature, through her regular sessions on National Radio and extensive visits to schools. She writes fiction for all ages and has published nine books. Her popular children’s books include *Clubs*, *The 10pm Question*, and *From the Cutting Room of Barney Kettle*.

Susan Paris has fifteen years’ experience in publishing and nine years as editor of the *School Journal*. Under her stewardship, the *School Journal* has won Best Publication in New Zealand educational publishing three times. She has written more than forty chapter books for the educational market, both here and overseas.

Activities:

1. Before reading the book, look at the cover image and title. Discuss what you think this book might be about.
2. As a class, find out exactly what an annual is. Then research the difference between a collection, an anthology, a treasury and an annual.
3. After reading the *Annual*, choose and discuss your favourite entry. Write a plot summary, character study and/or use your chosen entry as inspiration to write a descriptive paragraph or poem. Illustrate it.
4. After reading the *Annual*, choose and discuss your favourite entry. Write an essay about the themes included in your chosen entry.
5. After reading the *Annual*, choose and discuss your favourite entry. Choose a character and the main event from your chosen entry. Write a personal diary entry about the event from your chosen character's point of view. Think about how you would describe the physical scene, any other characters who were involved, and your feelings about the incident.
6. There are many language features found in the *Annual*, for example, similes, metaphors, onomatopoeia, silent letters, alliteration, adverbs or adjectives. Find the definition and an example of each of those listed above from the different entries in the *Annual*. Make sure you reference which entry your examples came from.
7. Exclamation marks, question marks, speech marks, ellipses, full stops and commas are all types of punctuation in the book. Find and list an example of each from the book as well as their grammatical purpose.
8. Choose your favourite entry in the *Annual*, then write a letter inviting the contributor to come and visit your school. Tell them why they should come to your school and what you would like them to talk about. Decide together what your top ten questions for them would be and include them in the letter.
9. Choose your favourite entry in the *Annual*. Investigate the contributor and write a short biography on them and their work.



10. The *Annual* is full of a variety of illustrations and images. Examine the illustrations and images. Which illustration or image is your favourite? Explain why? What do you like about the style or the chosen medium? What colours are used? What kinds of lines and textures are used? Design your own illustration or image for the cover and/or another entry in the annual. Or, choose your favourite illustration or image from the annual and create your own artistic interpretation of it, using another medium – for example, painting, sculpture, photography or mixed-media.
11. Choose your favourite image from the book and find the source from the image credits section (p.136). Use an internet search engine, such as Google, to find out any possible information about the image's creator. Then write a short biography on the artist and their portfolio of artistic work and creations.
12. As a class, each write an entry to be included in a class annual. Look at the different text-types and forms found in the annual, for example, comics (p. 91, 103, p. 114-121), poems (p. 32 & p. 51), how-to guides (pp.44-50) and satire (pp. 92-95). Next, look at the ideas below, then brainstorm them as a class and add your own ideas, to use as inspiration for your individual entries.
 - What is your current inquiry topic? Write about an aspect of it.
 - Create a writing lucky dip box. Write ideas, words and phrases on cards. These could include types of animals, natural forces, memories, relationships, nouns, verbs or adjectives. Take a card from the box and use it as a starting point for your entry.
 - Go for a 'five senses' walk around your classroom, school or local area and record what you see, hear, smell, feel and maybe even taste!
 - Look at photographs, paintings or sculptures, or listen to music, then write about the emotions they evoke in you.
13. Study the features of the *Annual*. Note if and how the layout, type and illustrations match the text. Decide what you like or dislike about the book. Next, collate the individual entry pieces your class has created to make a class annual. Decide how to edit your annual, what order the entries will be in and how will they be grouped (by theme, language, form, etc). Illustrate either your own or a classmate's entry. Then print, bind and publish your annual.



14. Imagine your class annual is to be published professionally. In groups, research which publishing company you would like to publish it and why. Then write a proposal explaining why you think this company should publish your book. Mention elements such as the potential readership, your book's unique selling points and what you would like as the main components of the marketing campaign (posters, advertisements for print and radio, etc.). Create an itinerary for an annual contributor's talking and/or workshop tour of the country.
15. In groups, imagine you are a television or a film production company attempting to gain financial backing to bring to life one of the stories or scripts found in the *Annual*, for example 'What is Ugly?' (pp. 85-91). Write up and present your proposal to the class. Include information, such as your choice of title music and credits, presenter, show name and content, preferred channel and time slot, location, etc. Include technical and film-specific vocabulary (p. 85).
16. New Zealand author, Jack Lasenby's reviews refers to the *Annual* as, "...a Christmas stocking stuffed to overflowing with rich presents for the curious. It's a steaming plum pudding full of plums, raisins, nuts, cherries, and bright sixpences. I didn't just read the *Annual*, I ate it.". Do you like Jack Lasenby's review? Why or why not? Do you agree with it? Why or why not? Write your own review of the annual for your favourite magazine or website. What do you like about the book? Why? What did you dislike about the book? Why? Give it a rating, such as stars or a number out of ten.