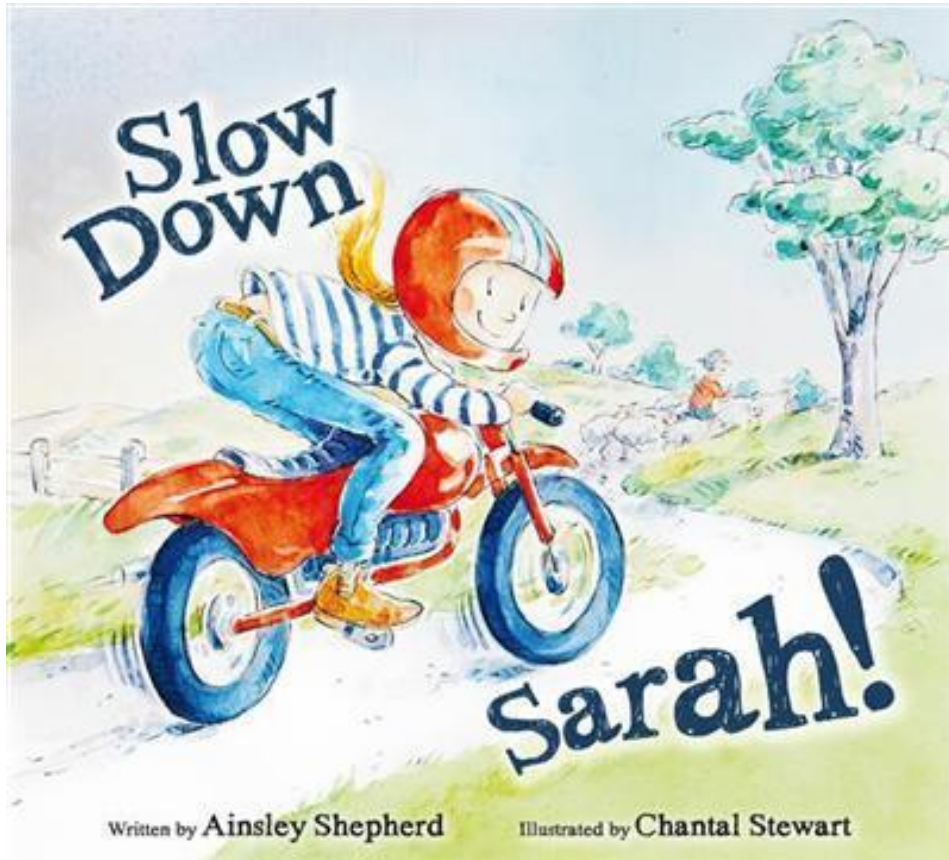


Teacher Resource Booklet



Slow Down Sarah!

Written by Ainsley Shepherd & Illustrated by Chantal Stewart

Blurb

What child doesn't dream of having the freedom to explore... the thrill of an adventure... or the excitement of saving the day? With their daily lives full of restrictions and cautions, children will enjoy the original content and adventurous freedom found in the book, *Slow Down, Sarah!* Sarah's speedy antics on her little motorbike bring havoc and chaos everywhere that she goes, resulting in the resounding cry of 'Slow down, Sarah!' But one day, her Dad is in trouble, and guess who saves the day?

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About the Author - Ainsley Shepherd

Ainsley Shepherd is passionate about writing, her children, and all things Australian. She aims to inspire, empower and encourage her readers to value their uniqueness and be true to who they were made to be. The experiences of her children, combined with their rural Queensland lifestyle, provide the perfect environment for producing Australian-focussed works that children love. Ainsley also gives children a voice through her business development role as part of the Child Writes team (www.childwrites.com.au). She is the editor of *Child Writes: Creating a Children's Picture Book is Child's Play*. Ainsley lives in Gayndah with her husband David and their four children.

About the illustrator - Chantal Stewart

Chantal was born in Paris, studied at the School of Applied Arts and began her career as a graphic designer. After moving to Australia, she discovered her true calling of becoming a children's book illustrator. Chantal has worked with some of Australia's most renowned publishers and authors. Her books have been shortlisted in the Children's Book Council of Australia Book of the Year awards multiple times, as well as the Young Australians Best Book Awards. Chantal was also shortlisted for the Children's Book Council of Australia's Crichton Award. Her titles include, *I Spy Mum!*, *I Spy Dad!*, *Percy*, *Smelly Chantelly*, *A Ghost of a Chance*, *Max Meets a Monster*, and *To the Light*. She lives on the outskirts of Melbourne surrounded by trees and birds, and believes she has the best job in the world!

About the Educational Consultant - Jenny Graham

Jenny is passionate about helping children learn to read and write. She is the founder of *AbcJenny*, a parenting website and Facebook page which gives information and activities to develop children's early reading and writing skills.

Jenny uses her nearly 20 years primary teaching experience to create educational activities for authors based on their book, linking the activities to the Australian Curriculum. She is also currently writing for *Oz Phonics* and an American based publisher, *Flying Turtle Publishing*.

It does not matter how busy Jenny is, she always finds time to spend with her husband and their two boys, Charlie and Tommy.

Activities linked to the Australian Curriculum.

Australian Curriculum Outcomes Foundation Level	No need to SHOUT.	Rhyming is fun.	Sneak Peek	What do you like?	Smiles or Frowns	Help! An emergency.	Word Detective	Fast like the wind.	Fun and safety	Act it out.
Understand that language can be used to explore ways of expressing needs, likes and dislikes (ACELA1429)				✓	✓					
Understand concepts about print and screen, including how books, film and simple digital texts work, and know some features of print, for example directionality (ACELA1433)							✓	✓		✓
Recognise that sentences are key units for expressing ideas (ACELA1435)							✓	✓		✓
Recognise that texts are made up of words and groups of words that make meaning (ACELA1434)							✓	✓		✓
Know how to use onset and rime to spell words (ACELA1438)		✓								
Recognise rhymes, syllables and sounds (phonemes) in spoken words (ACELA1439)		✓								
Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences (ACELT1575)				✓	✓	✓			✓	
Identify some features of texts including events and characters and retell events from a text (ACELT1578)			✓			✓		✓		✓
Retell familiar literary texts through performance, use of illustrations and images (ACELT1580)			✓							✓
Read predictable texts, practising phrasing and fluency, and monitor meaning using concepts about print and emerging contextual, semantic, grammatical and phonic knowledge (ACELY1649)										✓
Use comprehension strategies to understand and discuss texts listened to, viewed or read independently (ACELY1650)							✓			
Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge (ACELY1651)				✓				✓		
Produce some lower case and upper case letters using learned letter formations (ACELY1653)	✓			✓				✓		



No need to SHOUT.

The author, Ainsley Shepherd uses all capital letters for the word STOP. Explain to students the use of capitals, in this instance to shout the word STOP.

On the worksheet titled, No need to SHOUT, ask students to colour in the words which are all in capital letters.

At the bottom of the page is a speech bubble. Ask students to write a word all in capitals they would shout.

Activity One.



Rhyming is fun.

Emphasise the use of rhyme in the book. The second time you read the book, leave out the second rhyming word for the children to tell you.

On the worksheet, Rhyming is fun, ask students to cut out the words in the box and paste them next to their rhyming pairs.

Activity Two.



Sneak Peek.

The illustrator, Chantal Stewart gives the reader a sneak peek as to what is going to happen next, ie, mud near the clean washing, cows on the path. When reading the book ask children to predict what they think will happen on the next page.

On the Worksheet titled, Sneak Peek, students draw a scene before and after Sarah rides through. The pictures could be used as a wall mural with a before and after class scene and a toy motorbike driving across the mural.

Activity Three.



Everybody is different

Discuss how Sarah loves motorbike riding, yet her sister didn't like it. Everyone has different likes. On the worksheet titled, Everybody is different, ask students to draw a picture of one thing they like in the first box. Then find a friend who likes something different to them. Students could give an oral presentation about what they like compared to what their friend likes.

Activity Four.



Smiles or Frowns

Discuss with children that some activities people are happy to do, some activities people don't like doing and some activities make them neither happy or sad. On the worksheet titled, Smiles or Frowns, ask students to colour in the face which represents them when they are doing each of the listed activities.

Activity Five.



Help! An emergency.

Discuss what Sarah did in the emergency. Look at different options children have in an emergency in different environments. Ask students to complete the worksheet titled, Help! An emergency, drawing a picture of who they would ask for help.

Activity Six



Word Detective

The illustrator has created pictures to help children understand new words they might not know, for example grime, mustered. Discuss with children what they think the words grime and mustered mean. Students might be able to give different words to describe grime and muster. On the worksheet titled, Word Detective is a list of words you could use instead of grime and muster.

Also highlight the words the author used instead of said in the book. Ask students to vary their voice or give expression, depending on the meaning of each word. A list of the words used by the author instead of said, is on the worksheet titled, Word Detective.

Activity Seven



Fast like the wind

Sarah rode 'fast like the wind'. Discuss with the children the author's use of comparison. Ask students to complete the worksheet titled, 'Fast like the wind' colouring objects that go fast and objects that go slow. Underneath students draw and attempt to write their own sentence, 'Fast like..... Slow like.....'

Activity Eight.



Fun and safety.

Although Sarah likes riding fast, she also stays safe with her motorbike helmet on. On the worksheet titled, Fun and safety, children complete the maze by helping Sarah reach her motorbike helmet. Discuss safety on motorbikes.

Activity Nine.



Act it out.

Ask students to act out the scenes in the book, with a child playing the character, Sarah and racing though on an imagined bike. Think of different scenes to act out or act out the scenes from the book. Display or give students individual copies of the worksheet titled, Act it out. The audience can then read the words, "Oh slow down, Sarah! Sarah, STOP!"

Activity Ten.

Remember all authors and illustrators love feedback from children who read their books.

Students can

- Send reviews of their book
 - Let the illustrator know their favourite illustration and why
 - Ask questions about the main character
 - Suggest other adventures for the main character
 - Ask author/illustrator for a school visit (costs involved)
 - Send their completed worksheets
 - Send drawings of the main character or a scene from the book
- Or just write to tell them that they really liked their book.



No need to SHOUT.

Circle the words which are all in capitals.

SARAH speedy TOO FAST

SLOW DOWN

wind

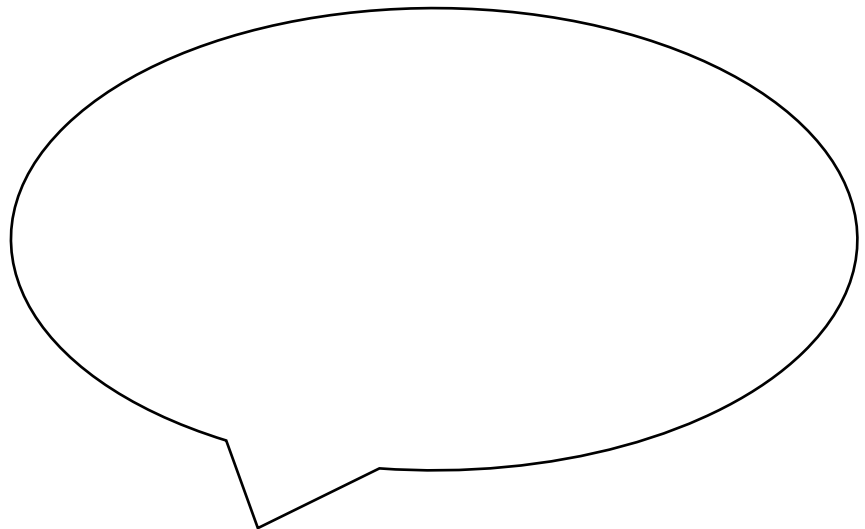
HELP

walk

RUN

motorbike

Write a word you could shout in the speech bubble then draw a picture of you underneath.





Rhyming is fun.

Cut out the words in the box below
and find their rhyming pairs.

fast past

need speed

fine line

spin grin

tin

mine

feed

last



Sneak Peek.

Draw a picture before Sarah rides past.

A large, empty rounded rectangle with a black border, intended for drawing a picture of what happens before Sarah rides past.

Draw a picture of what happens after Sarah rides past.

A large, empty rounded rectangle with a black border, intended for drawing a picture of what happens after Sarah rides past.



Everybody is different

Write and draw what you like. Ask your friend what they like.

I like _____

My friend likes _____



Smiles or frowns

Sarah had a big smile on her face when she was riding her motorbike fast. Colour in what your face looks like when you do the following activities.



Bike riding



Swimming



Scooter



Reading



Basketball



Cooking



Painting



Television





Help! An emergency.

Sarah was on a farm when an emergency happened. What would you do in the following environments if an emergency happened?

school

At school I would ask

home

At home I would ask

shop

At a shop I would ask

Three large empty ovals are arranged in a triangle. The top oval is labeled 'school' and has an arrow pointing to it from the text 'At school I would ask'. The bottom-left oval is labeled 'home' and has an arrow pointing to it from the text 'At home I would ask'. The bottom-right oval is labeled 'shop' and has an arrow pointing to it from the text 'At a shop I would ask'.



Word Detective

Teacher sheet

Grime

Definition: Dirt ingrained on the surface of something.

Synonyms: smut, soot, dust, mud, filth, sludge, muck, goo

Muster

Definition: Collect or assemble (a number or amount)

Synonyms: assemble, bring together, call together, marshal, rally, round up, summon, gather together, collect, call up,

(www.google.com)

Said

The words the author used in the book instead of said were:-

shouted, shrieked, spluttered, bellowed

Students could practise shouting, shrieking, spluttering and bellowing the following text

"Oh slow down Sarah. Sarah STOP."



Fast like the wind.

Colour the objects in **red** which go **fast** and **green** the objects which go **slow**.



Fast like a _____

A large empty rectangular box with a black border, intended for the student to write an answer to the 'Fast like a' prompt.

Slow like a _____

A large empty rectangular box with a black border, intended for the student to write an answer to the 'Slow like a' prompt.



Fun and Safety

Draw a picture of Sarah in the middle of the maze.
Can you help Sarah find her motorbike helmet so she can stay safe?





Act it out.

Act out some scenes from *Slow Down, Sarah!*

Give the audience the following words to say during the play.

Oh slow down, Sarah!
Sarah, STOP.

Oh slow down, Sarah!
Sarah, STOP.

Oh slow down, Sarah!
Sarah, STOP.

Contact details

Author Ainsley Shepherd

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Educational Activities created by Jenny Graham

www.abcJenny.com

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