

Title: Rosie's Garden

Author: Olivia Coates | **Illustrator:** Samantha McLelland

ISBN: 9781921497056 | **Publication date:** Apr 2025

Audience age: 3-7 years

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



SYNOPSIS:

A little determination goes a long way in this inspiring story about creating green spaces and building community. Rosie loves nothing more than to dig and spend time with people from her neighbourhood in the community garden. There's Mr Dellagatti who collects seeds, Annika who plays the violin, and even Esmeralda the chicken who likes worms for breakfast! But when the garden is sold to the Big Boss of a city company, Rosie looks on helplessly as it is destroyed and replaced by a towering skyscraper. Where will her friends from the garden go now? And what will happen to Esmeralda now that her home is gone? It's going to take some unexpected teamwork and a whole lot of bravery, but maybe Rosie can find a solution that makes everyone happy... *Rosie's Garden* is an inspiring story about preserving nature and standing up for the things that are important to us. Through simple prose and beautiful illustrations, it explores themes of environmentalism, urbanisation and community in a way that will engage younger readers and get them thinking about the world around them, and the role we can all play in protecting it. Essential reading for any little ones interested in nature, buildings, the outdoors – and digging!

THEMES:

- Sustainability / Environmentalism
- Community engagement
- Changes
- Urbanisation
- Creative problem solving
- Gardening / nature

SELLING POINTS:

- Explores themes of sustainability, community engagement and navigating change in a way that is understandable and accessible for children aged 3-7.
- Realistically highlights that change is inevitable, but through collaboration and creative solutions there is hope for a positive future.
- Beautiful, detailed illustrations will make every page a joy for little readers to explore.

AUTHOR MOTIVATION:

Firstly I was inspired by real life, 7 year old Rosie, whose contagious love of digging brought joy to all those in her company. But also, I have a deep, un-put-outable passion for shared garden spaces. While it has always been the case, but perhaps even more in the wake of lockdowns and isolation, we can see how connecting with nature and community and having time to do things we love are all important for nourishing our souls. Shared garden spaces gift us all of these things.

After years of gardening with schools and kindergartens communities, I felt compelled to write a story that honoured the magic that transpires in these spaces. I have seen time and time again, that when people work side by side with their hands in the soil, it's not only the plants that flourish, but hearts as well. Real life Rosie reminded me that children have different motivations for coming to the garden, and bring unique ideas and experience, and yet somehow amongst the compost, worms and odd shaped vegetables they find a common ground that unites them in ways that nothing else can.

AUTHOR/ILLUSTRATOR BACKGROUND:

Olivia Coates is an early childhood professional who is passionate about the role of the natural environment in education and care for young children.

Samantha McLelland is a freelance illustrator and former school art teacher. She loves pottery, cooking, reading and exploring the outdoors.

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 seed or several seeds and have them pass them around. Ask, where do seeds come from? What does the seed feel like? Can you compare the sizes of different seeds? What can you do with these? What do you think might grow from these seeds? How do you grow seeds? Where can you grow seeds? Do all seeds grow in the same conditions? Why are these seeds so important?
- Brainstorm all the places you can have a garden. Show students pictures of more obscure places, like buildings and balconies / a desert / underwater and ask if you can grow a garden there. Why or why not? 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 a table with the headings: I See, I Think, I Wonder and record their answers. See [BLM 1](#).
- Look at the cover of 'Rosie's Garden'. What do you notice about the cover that might tell you where Rosie might keep a garden? What do you notice about the materials needed to grow a garden? How do you think Rosie might feel in this story? Why? How does this cover make you feel?
- Do you think this book will be helpful? How?

DISCUSSION: DURING READING

- Upon opening, the garden is hidden. Ask students if they can see the garden. What is meant by Lot 33?
- Why do you think these characters are helping in this garden?
- What does Mr Dellagatti mean when he says, 'Thanks for filling my bucket, Rosie'?
- What is happening to Lot 33? Why is no one allowed to enter?
- How do you think Rosie is feeling about the garden being destroyed and the new building construction? How would you feel?
- When Rosie goes to see the Big Boss, what do you think her idea might be? Do you think it will work?
- What did you think of the ending to this story? Was it expected or were you surprised? How do you feel about it?

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 Rosie and her friends from the garden?
- What were each of their roles in the garden? At the end of the story, Rosie can still dig. What do you think her 'digging' job might look like now?
- Why does Rosie want to fill Mr Dellagatti's bucket? What is the literal meaning? What is the metaphorical meaning? What does this tell you about the importance of friendship?
- How did Rosie feel about the construction of the building when the workers took away her garden? How did she feel about it at the end of the story? Why did her feelings change?
- In what ways did the trucks and excavators make Rosie feel small? What metaphorical meaning can you infer from this?
- How did Rosie try to stop the construction? Are there ways you can approach people in your council about issues in the community? What kinds of things might your community want to help with or decide on to make the town better? Why was having a garden in her neighbourhood so important to Rosie?
- What is significant about the preservation of nature, sustainability and conservation of the environment? List ways you can be environmentally friendly and serve the community at the same time.
- What do you think of the way Rosie managed her feelings about the changes to her community, and how did she show 'resilience' and 'resourcefulness'?

- What would you rate as more important: Rosie's garden or the office skyscraper? Give reasons for your answer. Alternatively, describe the benefits and disadvantages of each.
- What words can you use to describe Rosie's feelings in different parts throughout the story? (eg. happy, fulfilled, valued, small, helpless, disappointment, grief, worried, hopeful, proud, etc)
- Can you relate to this story in some way? What are some positive strategies you could use if you had to adapt to change? Turn and talk to a friend about it.
- How can you describe the language used by the author? How does the author use literary devices like repetition, metaphors, alliteration, onomatopoeia and puns?
- What do you like about the illustrations? What kinds of colours, shapes, textures, perspectives, facial expressions and body language has the illustrator used to express the different emotions, actions and focal points of the story? Look at each page and discuss the visual cues that show us how the 'unspoken' message comes through the pictures.
- What did you find most surprising / interesting / impactful / enjoyable about this story?

ACTIVITIES:

ENGLISH

Vocabulary: Spelling – Gg for garden

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

- Identify phonemes and practise spelling 'garden' and other words beginning with 'g', in varying techniques and formats. Write a list of common 'g' words, recognising the different sounds the initial 'g' makes. For example, compare the 'g' sounds in 'garden' and 'giraffe'.
- Students can:
 - Say the words out loud.
 - Clap the syllables in each word.
 - Write the words broken up by syllables. Eg. g/ar/d/en.
 - Write some words in alphabetical or length order.
 - Write the words with different media (pencils, crayons, letter stamps, textas, etc) or make them with natural materials, such as flower petals, stones, twigs or leaves.
 - See **BLM 2** for a sunflower template.

Vocabulary: Nouns, Verbs, Adjectives

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

- Locate in the book the nouns, verbs and adjectives relating to Rosie's feelings and the actions / descriptions of the garden/construction. Students could use **BLM 1** to sort the words into columns.

Nouns: *Rosie, Mr Dellagatti, seeds, Chad, rainbows, Annika, violin, pumpkins, soil, rocks, clocks, keys, Esmeralda, bucket, company, sunflower, bottle top, lollipop, trucks, excavators, skyscraper, office, Poppy, cake, etc.*

Verbs: *visited, collected, chased, played, dig/dug, filling, buy, revved, roared, rumble, crunch, scrape, clunk, listen, ignore, towered, marched, surprised, drew, etc.*

Adjectives: *old, new, wet, big, booming, enormous, small, helpless, taller, giant, grand, little, bossy, lovely, etc.*

- Students could add to these lists and create sentences including some of these terms. They could illustrate sentences with pictures of Rosie or themselves during a time they made a change or worked on an important project.

Vocabulary: Literary Devices

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

Alliteration:

'Big Boss'

'supervisors in striped suits'

'managers in meeting rooms'

Repetition:

'If you didn't know to look...'

'Mr Dellagatti collects seeds, Chad chases rainbows and Annika plays violin to the pumpkins.'

'Rosie comes to dig.'

Onomatopoeia:

'rumble', 'crunch', 'scrape', 'clunk'

Metaphors / Descriptive language:

'Thanks for filling my bucket, Rosie.'

'Rosie felt small and helpless.'

Rhyme:

'new / shoe'

'rocks / clocks'

'missing keys / mysteries'

- 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.
- Write the onomatopoeia words (or your own) on a long strip of brown paper to represent soil, and draw a picture or series of pictures to match. The words and pictures could represent the construction site or the steps on growing a plant (*dig, poke, pat, sprinkle*, etc).
- Create a garden collage and write a metaphor or descriptive sentence that illustrates the event and emotion.
- Write a rhyming message or poem about the community garden.

Comprehension: Picture – Name – Sentence Match

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

- Students can match the picture to the correct corresponding name and sentence as told in the story. See **BLM 3**.

Rosie – Comes to dig.

Mr Dellagatti – Collects seeds.

Chad – Chases rainbows.

Annika – Plays violin to the pumpkins.

Esmeralda – Eats worms for breakfast.

Creative Writing: Descriptive Language – Innovation on Text

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

- Students can write short stories, poems or lists about the following line with their own innovative descriptions about what happens next. Include interesting or funny words or phrases to add humour / emotion and 'SHOW not TELL' strategies.
- Students write an innovative piece using the line, **'If you didn't know to look, you might not see...'**
- Illustrate.

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, *Rosie's Garden*, that you can relate to in your own life? Do you like gardening, or building? Have you ever experienced a change in your community or with something you enjoy doing? What happened? What strategies helped you?

Text-to-Text: Compare aspects of the story to those in another similar text, such as a different book (fiction or non-fiction) about gardening, construction or friendships, or texts relating to changes in the community or standing up for things that are important.

Text-to-World: Find out about the impacts of urbanisation around your neighbourhood, and how your area considers preserving the environment. What does the community and local council do to help people come together to create a better world? Do you have a community garden? Have you been to visit?

- Create a poster, brochure or digital presentation to share the features and benefits of your local community garden or building. Include information about where it's located, what attracts people (and creatures), some history about the area and how it has changed, and add your choice of diagrams or pictures.
- Alternatively, write a letter to a council member or draw a plan for an improvement in your area. How can this story help other children across the world?

Narrative Writing

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

- Students can write a narrative story based around the above 'Creative Writing' concept, or a character who creates an unusual/exotic garden. This could be heartfelt or funny.
- Ask students to think about who their characters are, and what might be the conflict or problem to solve. 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 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.

Procedural Text

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

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

- Rosie and her friends grew lots of flowers and plants, including sunflowers and pumpkins. Students can write and share a procedural text on how to care for and grow a chosen seed/plant/vegetable. For example, the steps to growing a sunflower are:
 - Choose a sunny, sheltered location.
 - Plant the seeds into the ground.
 - Mulch the roots and apply compost.
 - Water consistently to keep the soil moist.
 - Provide supports for tall varieties.

Further instructions can be found at: [How to Grow Sunflowers with Kids-Little Sprouts Learning](#)

- Students need to understand the structure and format of procedural texts including an introductory paragraph about the text, paragraphs or points describing each step in the process, and a summary / conclusion with additional tips.

Thinking Tools / Graphic Organisers

(AC9EFLE01) (AC9EFLE02) (AC9E1LE02)

Venn Diagram: Use the Venn Diagram to compare the similarities and differences between Rosie's gardens before and after the construction of the skyscraper. See **BLM 4**.

Y-Chart: Students can imagine themselves in one of the situations in the book, or one from their own life. For example, working as a team in the garden, the destruction of the garden, planning a new garden, etc. Complete the graphic organiser with the headings: Looks Like, Sounds Like, Feels Like. See **BLM 5**.

Concept Web: Use the concept web diagram to flesh out ideas or write informative facts on a chosen topic, such as 'Growing a Rooftop/Balcony Garden', or 'Sunflowers are...', 'Pumpkins are...', and so on. Write and/or draw short descriptions for each sub-heading. See **BLM 6** (or **BLM 2** for a sunflower).

Visual Literacy

English links: (AC9E2LA08) (AC9EFLE01) (AC9E2LE02)

Visual Arts: (AC9AVAFD01) (AC9AVA2D01) (AC9AVAF01) (AC9AVA2C01) (AC9AVAFP01) (AC9AVA2P01)

Through the illustrations, we can learn more about Rosie's emotions by her facial expressions and body language. There are also other visual clues that tell us more than the text alone, including the signs and diagrams, and other details around the town.

- What words would students use to describe Rosie's changing emotions? What is happening in the pictures when Rosie is feeling happy, fulfilled, helpless, disappointed, hopeful, proud, etc? How do the colours, textures and perspectives drawn by the illustrator reflect the feelings and the differences between nature and the building?
- With understanding the visual literacy represented in *Rosie's Garden*, students can create their own expanding book (like a stretching accordion) showing the sequence of events. This can be folded vertically (like a skyscraper) or horizontally (like a garden). Students might like to add some onomatopoeia for effect, such as 'RUMBLE', 'CRUNCH', 'SCRAPE', 'CLUNK', etc.
- Assess students' ability to express and sequence a narrative, express emotion, be concise, and include illustrations and layouts that focus on effective composition and arrangement.

THE ARTS: MUSIC

Exploring Instruments and Music

(AC9AMUFE01) (AC9AMUFD01) (AC9AMUFC01) (AC9AMUFP01) (AC9AMUE01) (AC9AMU2D01) (AC9AMU2C01) (AC9AMU2P01)

Like Annika, explore the use of instruments such as the violin.

- **Match and Label the Instruments:**
Learn the different parts to the violin or other instrument and draw a labelled diagram.
- **Instrument Exploration / Practise:**
Learn different sounds and techniques to various instruments through hands-on practise and/or by watching a video.
Watch: [Musical Instruments Sounds For Kids \(27 Instruments\) - YouTube](#)
Students can also create their own songs with a program such as:
[Chrome Music Lab - Song Maker \(chromeexperiments.com\)](#)
- **Music for Plants:**
Learn about the benefits of playing music to plants, and which types of music help stimulate growth. Experiment with playing music to your plants over an extended period of time.
More information can be found at:
[Music for Plants - What Helps Plants Grow and What Doesn't \(commonsensehome.com\)](#)

THE ARTS: VISUAL ARTS

Garden / Nature Art

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

- Students can create art with the subject of gardens, or by using natural materials to create a collaged piece. They can experiment with different patterns, colours and media, including paints, or crayons, or nature items like leaves, seeds and dried flowers, etc to create an abstract piece or a garden scene.
- Explore other famous artworks with gardens or nature as subjects, such as the work of the Impressionists.

SCIENCE / STEAM

The Study of Plants and Creating Gardens

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

- Students can research and write / draw about a chosen plant and its needs, or how to prepare a rooftop garden (or how to plant without soil). Some informational videos can be found at:
Preparing to plant a garden:
[Let's Plant a Garden! | Squeaks Grows a Garden! | SciShow Kids \(youtube.com\)](#)
Different plants' needs:
[Make a Calendar of Seeds! | Squeaks Grows a Garden! | SciShow Kids \(youtube.com\)](#)
How seeds grow: [Watch a Seed Sprout! | Squeaks Grows a Garden! | SciShow Kids - YouTube](#)
Growing plants without soil:
[Growing Plants Without Soil! | Squeaks Grows a Garden! | SciShow Kids - YouTube](#)
- Students can:
 - Learn about the meanings of each stage of the plant's life cycle, and complete a diagram with their findings.
 - Write simple sentences about what seeds and plants need to grow.
 - Plant a seed as a group for future generations (and wildlife) to enjoy. (Refer to the Procedural Text task for writing about the process of planting seeds.)
 - Measure and record the plant's growth over time using a record table / diary and photos or drawings.
 - Compare the outcomes of different seeds planted in different areas and conditions, including an experiment on planting seeds with and without soil.
 - Create your own class/school vertical garden, rooftop / balcony / courtyard garden for the students to tend to and enjoy. Include a range of flowers, herbs, vegetables, fruits and other plants.
 - Include a compost area with worms to help create nutritious soil for your garden. More information about composting can be found at:
[How to set up a worm farm the easy way | Kookaburra Worm Farms](#)

Skyscraper Building with Rooftop Garden: STEAM Challenge

Science – Physical sciences: (AC9SFU02) (AC9S1U03)

Design and Technologies: (AC9TDEFP01) (AC9TDE2K01) (AC9TDE2K02) (AC9TDE2K03) (AC9TDE2P01) (AC9TDE2P02) (AC9TDE2P03) (AC9TDE2P04)

- Students, in groups, draw a design and construct a 'skyscraper building' using recycled materials, such as cardboard, boxes or other materials for their structure. Their designs also need to include an attractive rooftop garden.
- Evaluate its stability, durability, aesthetic appeal, and ability to cater for the community. Students can have a 'Grand Opening' to reveal their structures.
- Communicate the results.

MATHEMATICS

Counting Seeds

Number: ([AC9MFN01](#)) ([AC9MFN03](#)) ([AC9MFN05](#)) ([AC9MFN06](#)) ([AC9M1N01](#)) ([AC9M1N03](#)) ([AC9M1N04](#)) ([AC9M1N05](#)) ([AC9M2N01](#)) ([AC9M2N04](#)) ([AC9M2N05](#))
Measurement – Capacity: ([AC9MFM01](#)) ([AC9M1M01](#)) ([AC9M2M01](#))

- Students can use seeds, or another counting material (beans, rocks, worm candy, etc), or cups of soil to 'fill a bucket'. Students first predict how many can fit in a given bucket or buckets of different sizes. Students write down their predictions and then fill them, counting as they go. What is the maximum number of seeds, or cups of soil that can fit in the bucket? Discuss and compare the results. Sort and order buckets by capacity.
- Students can write their own number sentences with addition and subtraction scenarios.
- Extension: Use repeated addition, equal grouping and arrays as mathematical strategies for larger numbers. For example,
 - Mr Dellagatti collected three seeds then found another five seeds from the sunflower.
 - How many seeds did he collect?
 - There were ten worms in the soil, and Esmeralda ate seven for breakfast. How many were left?

Building Skyscraper Towers

Number: ([AC9MFN01](#)) ([AC9MFN03](#)) ([AC9MFN04](#)) ([AC9MFN05](#)) ([AC9MFN06](#)) ([AC9M1N01](#)) ([AC9M1N03](#)) ([AC9M1N04](#)) ([AC9M1N06](#)) ([AC9M2N01](#)) ([AC9M2N04](#))
Measurement – Length: ([AC9MFM01](#)) ([AC9M1M01](#)) ([AC9M1M02](#)) ([AC9M2M01](#))

- Students can build their own skyscrapers using blocks or other concrete materials.
 - Create buildings of different heights. Compare and sort by size and length. Arrange them in ascending and descending order.
 - Measure the lengths of different-sized towers with formal and informal materials, such as rulers, or objects like seeds, worms, leaves, etc.
 - Add numbers to the blocks to make a number line. Use the number line for counting, adding and subtracting equations.
 - Use the blocks to create operational equations by adding two groups together, or taking some away.

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 and physical health, as well as building relationships with family and friends.

- Take a bus, bicycle, walk/ walk your dogs or skate around your neighbourhood or to your local community garden.
- Talk to people in your area and find out what they enjoy about the community.
- Collect seeds for planting.
- Chase, draw or admire rainbows as art.
- Do cartwheels!
- Play violin or your favourite instrument (to help things grow or just for fun!).
- Plant, observe and harvest pumpkins and other vegetables in your garden.
- Plant flower seeds, tend to them and watch them grow.
- Observe different kinds of gardens around your neighbourhood and what makes them special.
- Make a book about different kinds of gardens.
- Use a recipe to make your favourite pumpkin and vegetable meal.

- Dig a hole for planting or as a treasure hunt in the soil or sandpit – what interesting things can you find?
- Create a compost bin or area with worms, or find worms in the soil.
- Visit a farm or community space where you can feed some chickens with worms or grains.
- Visit your local construction site and find out what they're building.
- Draw a plan for an interesting community garden.
- Draw a picture or write about your feelings in a journal, or communicate with a trusted adult about your feelings, plan some strategies that can help.
- Celebrate new achievements with family and friends!

TABLE

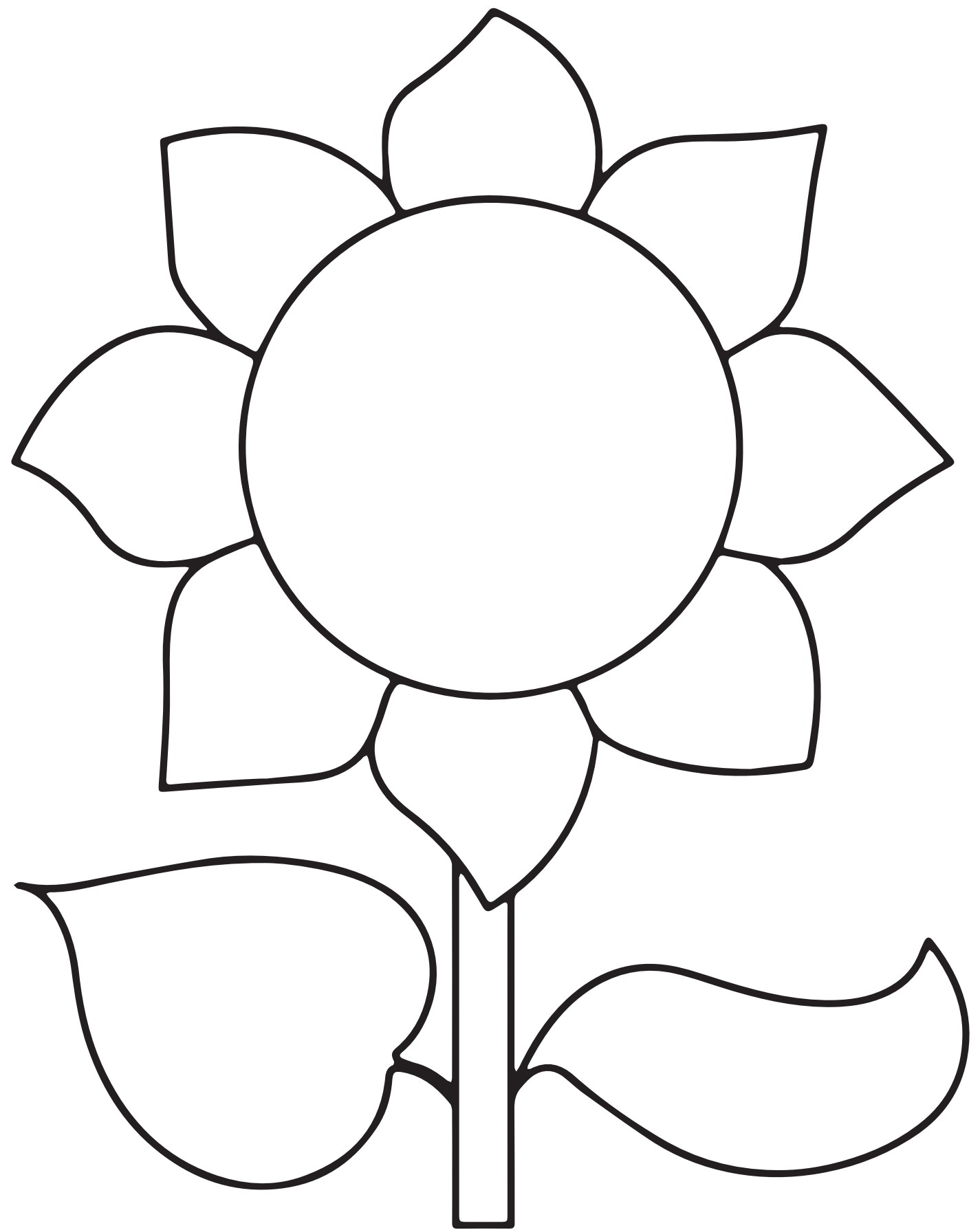
NAME _____

DATE _____

Sunflower

NAME _____

DATE _____

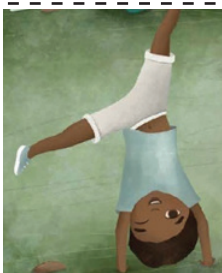


Rosie's Garden Match

NAME _____ DATE _____

Cut and paste the sentence and picture to the correct name as told in the story.

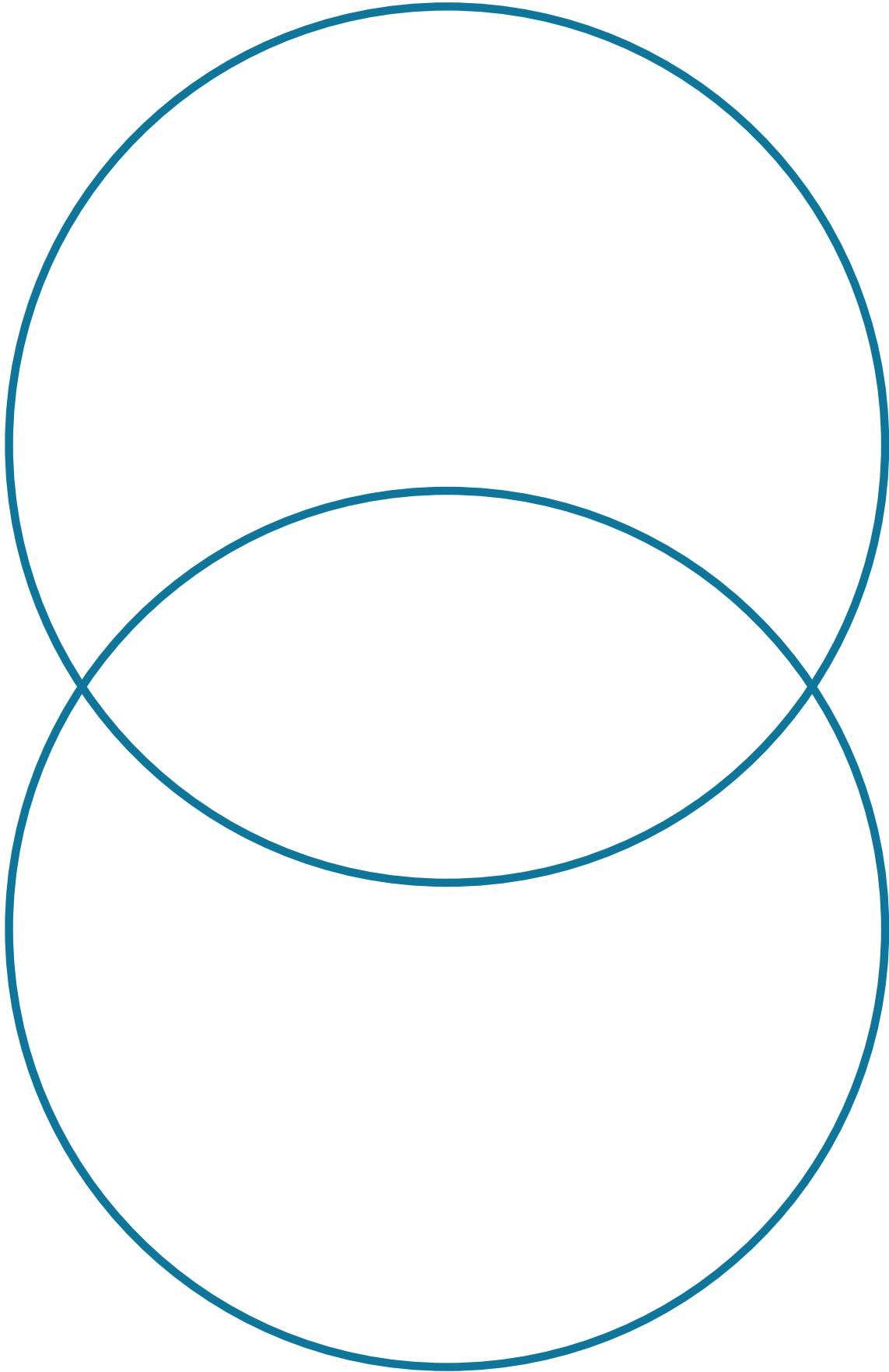
ROSIE		
MR DELLAGATTI		
CHAD		
ANNIKA		
ESMERALDA		

Comes to dig.	Plays violin to pumpkins.	Collects seeds.	Chases rainbows.	Eats worms for breakfast
				

Venn Diagram

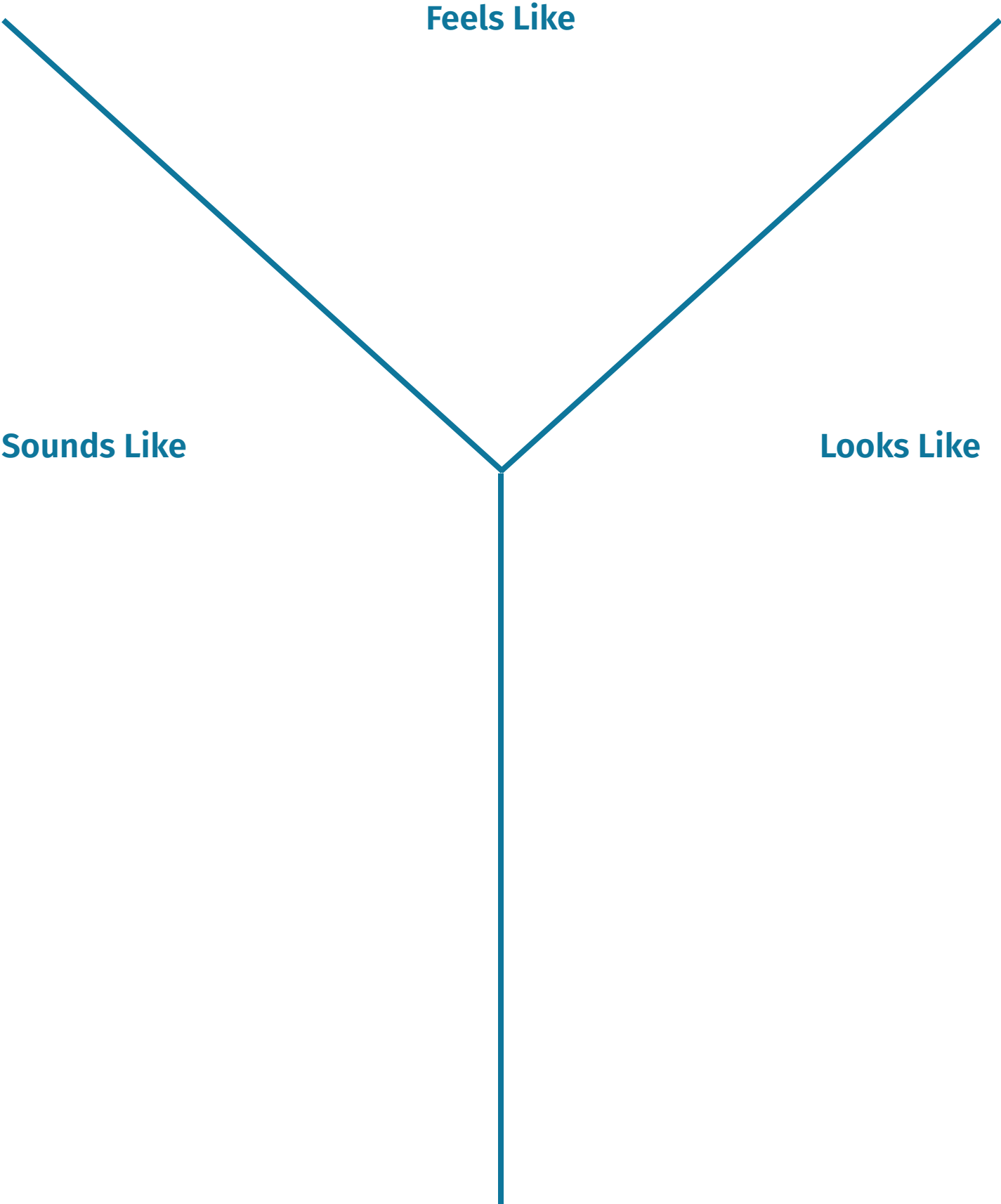
NAME _____

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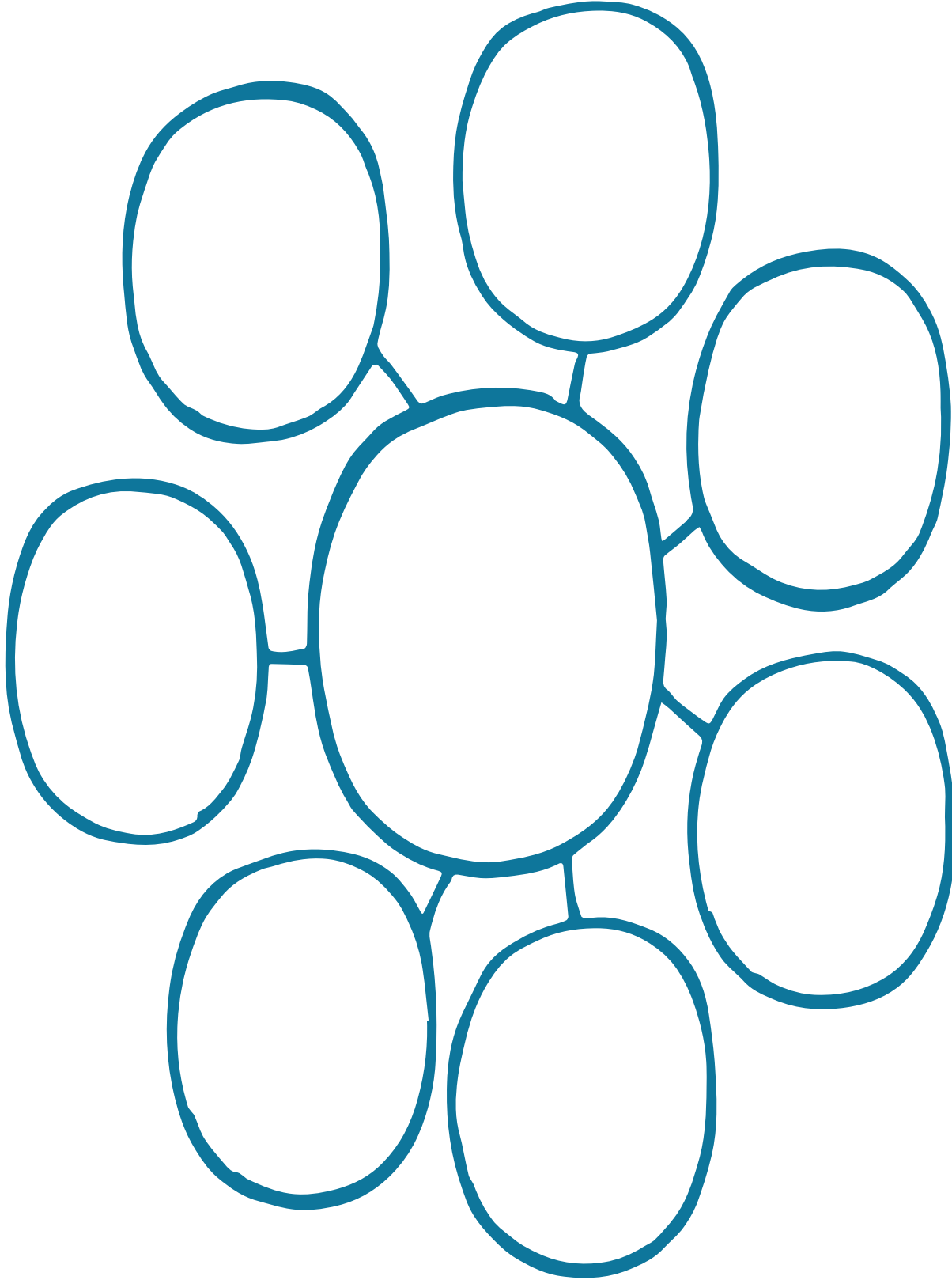
DATE _____



Concept Web

NAME _____

DATE _____



RELATED TITLES ORDER FORM



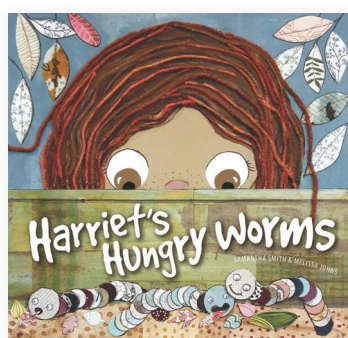
Butterfly Girl

ASHLING KWOK & ARIELLE LI

In this charming and sensitively illustrated book, a young girl whose only friends are butterflies must learn how to transform a city balcony into a welcoming environment for her fluttering friends.

THEMES: FRIENDSHIP, NATURE, BUTTERFLIES, COMMUNITY BUILDING, COPING WITH CHANGE

9781922539564 | Hardcover | 245 x 255 mm | 9½ x 10 in | 32 pp | AGES 4-8



Harriet's Hungry Worms

SAMANTHA SMITH & MELISSA JOHNS

This funny, engaging eco story invites young readers to follow the adventures of Harriet's ravenous compost worms as they munch their way through their wide and wonderful weekly menu, eventually producing ... worm wee!

THEMES: RECYCLING, COMPOSTING, GARDENING, SUSTAINABILITY, ENVIRONMENTAL AWARENESS

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The Welcome Cookies

KAYE BAILLIE & KIRRILI LONERGAN

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