

Wait!

By Beck & Matt Stanton

Book Summary:

'our new family favourite ... a hilarious ride and one that adults and kids will both love'

- Jayebyday.com on This Is a Ball

For the Grown-Ups:

'Wait! Just wait!'

You find yourself saying this all the time, right? Well, we're sorry to say, but you're gonna hate this book!

This book is going to make you wait too. Once you and the kids start reading it, you can't do anything else until it's finished.

You'll just have to ... wait. And the kids will love it!

Ages 4+

National Curriculum Learning Areas and Content Descriptions:

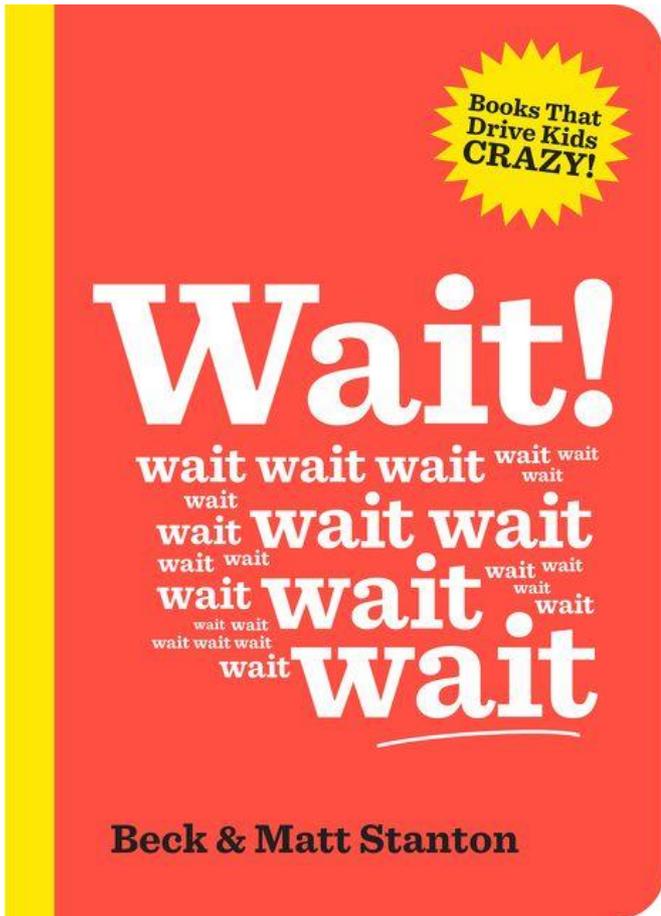
ENGLISH ACELA1429, ACELA1430, ACELA1432, ACELA1433, ACELA1435, ACELA1786, ACELA1439, ACELA1438, ACELT1575, ACELT1577, ACELT1783, ACELT1578, ACELT1580, ACELY1645, ACELY1646, ACELY1784, ACELY1648, ACELY1650

DRAMA ACADRM028

ARTWORK ACAVAR109

MATH ACMNA289, ACMMG009

Appropriate Ages: 4 years +



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Notes by: Nadia McCallum

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About the author

Beck Stanton is the acclaimed co-creator of the bestselling picture books, *This Is a Ball*, *Did You Take the B from My ___ook?* And *The Red Book*. Before her career in children's books, Beck worked as a primary school teacher. She lives in Sydney with her husband, bestselling author-illustrator Matt Stanton, and their two young children.

Book Orientation

Learning Experiences

Look at the Cover of the Book:

Can you find the name of the author and illustrator?

This book is called, 'Wait!' Why do you think 'wait' was written so many times on the front cover?

What techniques has the author used to make this book appealing? What have they done to make you want to pick it up and read it.

Page 1

Why do you think the author might not be ready to read the book just yet?

Authors tell stories to share experiences. Is 'waiting' something you've had to do?

Who have you had to wait for?

Where have you waited? List all the kinds of places people have to wait.

Why do we have to wait? List all the different reasons why people might have to wait for something.

Page 2

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Text Awareness & Drama;

How are the words written to help us understand their meaning?

Can you say these words in a way that helps the listener understand their meaning?

Page 3

Why do you think the author/illustrator chose red for this page?

Some colours have meaning. What is the significance of red?

Why do you think some of the text was written in a billboard?

What other signs do you see on your way to school, or when you're out and about?

Page 4

What techniques has the author used to create interest? (Underlining words, short simple sentences, rhetorical questions and onomatopoeia)

How has punctuation been used creatively on this page?

Onomatopoeia: 'Ugh' is a word that imitates the sound you make when you say it. What other words do you know that are like this?

Page 5

Name all the different types of food that you can see in this picture. Why do you think the author drew pictures of food for this page?

Make a tally of how many people like each of the different types of food illustrated on this page. Which type of food is the most popular? Which is your favourite? Which was liked the least?

Page 6

What shapes can you see in the illustration of the playground?

Look around the room you are in. Where can you see those shapes in your room?

Page 7

Would you want to give a polar bear a cuddle? Name five things you might cuddle instead of a polar bear.

Page 8

Why has the author written bored as 'boooooored'?

What do you do to amuse yourself while you are waiting? As class make a list of all the things you can do to while away the time, while you wait for something/someone.

Page 9

Do you know why it is so hard to rub your tummy while you are patting your head?

It is because you are trying to do two very different motions simultaneously. Try this one; 1. While sitting at your desk, lift your right foot off the floor and make clockwise circles with your foot. 2. Now, while turning your foot, draw the number 6 in the air with your right foot. What happens to your right foot? Is it still turning clockwise? (It should have changed direction!)

Page 10

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Did you know that not everyone can curl their tongues? Only 65%-81% of people can (Nobody is sure of the exact number!). How many people in your class can curl their tongues?

“Kill time” is an idiom. An idiom is *a phrase or an expression that has a figurative, or sometimes literal, meaning* (<https://en.wikipedia.org/wiki/Idiom>). What does this expression mean?

Page 11

What grown-up things do your parents have to do? Do they have to hang washing like author of this book?

Page 12

The author has so many important things to do; pay the bills, register the car, etc. What important things do you have to do today? Are the things that are important for you to do, important for everyone to do?

Page 13

The author needs to make a phone call? Who have you called on the phone? Why do you call them on the phone instead of seeing them in person?

Is there a particular way people tend to answer the phone? Why do you think you have to say who you are, when you answer the phone, when you don't need to say that when you greet people when you see them in person?

Page 14

The author is complaining that this book has too many words! Do you agree? Should books have more words than pictures? Can you have a book which doesn't have any words?

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Page 15

How many times has wait been written on this page?

How many different colours have been used?

Page 16

There is a Queen and a polar bear on this page. Have we seen them before?

Page 17

Do you want to read it again? Why/why not?

What makes a book, the kind of book you'd like to read more than once?

Identifying syllables in spoken words

Clap the syllables in these words;

pg1 – amazing

pg2 – moment

pg3 – comes

pg4 – together

pg5 – probably

Research Tasks

Examining Colour

How many colours are used in the illustrations in this book?

Do you know all their names?

Do any of the colours have special significance or meaning?

Are there colours which are used to make us feel a certain way, or colours which represent certain emotions?

Which colour is your favourite? Why is it your favourite?

Draw a picture where that colour is the main colour of your picture.

Curriculum Links

ENGLISH

Understand that language can be used to explore ways of expressing needs, likes and dislikes (ACELA1429)

Understand that texts can take many forms, can be very short (for example an exit sign) or quite long (for example an information book or a film) and that stories and informative texts have different purposes (ACELA1430)

Understand that punctuation is a feature of written text different from letters; recognise how capital letters are used for names, and that capital letters and full stops signal the beginning and end of sentences (ACELA1432)

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)

Explore the different contribution of words and images to meaning in stories and informative texts (ACELA1786)

Recognise and generate rhyming words, alliteration patterns, syllables and sounds (phonemes) in spoken words (ACELA1439)

Understand how to use knowledge of letters and sounds including onset and rime to spell words (ACELA1438)

Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences (ACELT1575)

Respond to texts, identifying favourite stories, authors and illustrators (ACELT1577)

Share feelings and thoughts about the events and characters in texts (ACELT1783)

Identify some features of texts including events and characters and retell events from a text (ACELT1578)

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Retell familiar literary texts through performance, use of illustrations and images (ACELT1580)

Identify some familiar texts and the contexts in which they are used (ACELY1645)

Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations (ACELY1646)

Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact (ACELY1784)

Identify some differences between imaginative and informative texts (ACELY1648)

Use comprehension strategies to understand and discuss texts listened to, viewed or read independently (ACELY1650)

DRAMA

Use voice, facial expression, movement and space to imagine and establish role and situation (ACADRM028)

ARTWORK

Respond to visual artworks and consider where and why people make visual artworks, starting with visual artworks from Australia, including visual artworks of Aboriginal and Torres Strait Islander Peoples (ACAVAR109)

MATH

Compare, order and make correspondences between collections, initially to 20, and explain reasoning (ACMNA289)

Sort, describe and name familiar two-dimensional shapes and three-dimensional objects in the environment (ACMMG009)

NOTES PREPARED BY

Nadia McCallum completed a Bachelor of Arts majoring in Psychology and Sociology, before going on to complete a Masters of Teaching which she finished with Honours. She has taught in the Catholic, Government and Independent school systems at a Primary School level. Nadia has a special interest in the explicit teaching of thinking skills in order to develop critical thinkers who actively explore, engage with and learn about the world around them and themselves. Nadia works as an education consultant advising schools and speaking at conferences on curriculum differentiation and assessment.

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