

**Title:** Mitchell Itches

**Subtitle:** An Eczema Story

**Author:** Kristin Kelly | **Illustrator:** Amelina Jones

**ISBN:** 9781922539724 | **Publication date:** April 2024

**Audience age:** 4-8 years

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

## SYNOPSIS:

An uplifting story about a boy who doesn't let his eczema hold him back from having fun and facing his fears. Meet Mitchell, a boy who is part of the one in five children living with eczema. In *Mitchell Itches*, we learn about his experiences with this condition, including the common triggers and stresses of managing it, while also understanding his resilience, the support he gets from his friends and family, and the self-care he practices to manage his symptoms. As part of his journey, Mitchell discovers a unique talent. His Uncle Sean introduces him to the guitar to keep his itchy hands occupied. Mitchell's condition, surprisingly, leads him to a new passion that could make him a sensation. Will his newfound talent take centre stage at the school band auditions? This engaging story helps children to empathize with others and understand the realities of living with a skin condition, showing that challenges can also lead to discovering our strengths.

## THEMES:

• Medical conditions - eczema • Family support • Resilience • Perseverance • Diversity • Bullying/anti-bullying

## SELLING POINTS:

- A relatable story for the one in five children living with eczema, offering understanding and tools for managing the condition.
- Encourages important discussions about resilience, coping with bullying, and the importance of empathy.
- Ideal for educational settings, fostering lessons on diversity, anti-bullying, and character strengths.
- A valuable addition to doctor's and dermatologist's waiting rooms, providing useful tips for managing eczema.

## AUTHOR MOTIVATION:

This book illustrates:

- Good management of eczema – what helps, what doesn't
- The need for a team/family approach
- The need for persistent adherence to prescribed therapy
- How to tackle bullying
- That children can take ownership of managing their condition
- That the qualities needed to deal with eczema: persistence, conscientiousness and resilience, lead to children developing 'grit'
- That children with eczema are children first, who just happen to have eczema.

I strongly believe that this book is needed for schools, families and libraries as a resource to explain eczema, its treatment and its lived experience for children. It is my passionate hope that this book makes a real life difference to children living with eczema.

**Grit** encompasses the qualities of perseverance, conscientiousness, courage, resilience and passion. Sometimes **grit** is referred to as mental toughness. Angela Duckworth, a researcher at the University of Pennsylvania, suggests that **grit** is a strong predictor of success and ability to reach one's goals. *Mitchell Itches* tells the story of a child with eczema who is capable, funny and conscientious, certainly not a 'victim' of his condition.

## AUTHOR/ILLUSTRATOR BACKGROUND:

**Kristin Kelly**'s professional journey spans from nursing in a large Sydney hospital to primary and preschool teaching and working as an end-of-life biographer. She combined her lifelong experiences with eczema and her diverse professional background to craft "*Mitchell Itches*." Kristin believes in nurturing kindness in the classroom and cherishes the privilege of capturing individuals' life stories. Her unique experiences underscore the value of empathy and continuous learning.

**Amelina Jones** is an illustrator with a passion for nature, paints and stories. She works in traditional watercolour and ink, always aiming to incorporate lots of story-telling elements and emotions into her work. The gentle form of watercolour mixed with her whimsical style create illustrations that aim to enhance a story and help bring it to life.

## INTERVIEW

### AUTHOR:

#### What is the inspiration for this story?

The inspiration for this story was having a child in my classroom with severe eczema symptoms. This echoed the experience of my cousin growing up, and to an extent myself, another cousin and one of my children. Eczema runs in families! I also had other children in my class with eczema and a parent who had dealt lifelong with eczema. Eczema is remarkably common, but rarely talked about. What struck me about eczema is that all of these people were lovely: smart, conscientious and kind, and although their eczema was distressing, they got on with their lives. This is not to say they didn't have bad days. I wanted to write a book about eczema for children with eczema, a book that showed them as the enduring marathon runners of chronic illness that they are. I wanted to highlight that dealing with adversity can bring gifts and that children with eczema are key players in managing their own condition. I wanted children with eczema to feel seen and a bit celebrated for what they go through.

#### What was the most rewarding part of this project?

The most rewarding part of this project has been seeing Mitchell come to life. I did 'test run' this book in my class with my own clumsy illustrations, but Amelina has brought Mitchell to life perfectly - and his friends and family. Mitchell has lived in my head for such a long time, and seeing the book come together is a dream come true.

#### What was the most challenging part of this project?

The most challenging part of this project is the length of time it takes for a book to come together! I had no idea! The other challenging part was getting Mitchell just right, I did not want him to be a child to whom things happen, I wanted him to have agency. Also, I know that eczema treatments will change over time, and hopefully they will become more effective, but this book is right for eczema and its current treatments and I hope it will be useful for many years to come.

## ILLUSTRATOR

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

I use watercolours, ink, and pencils. It all begins with a graphite pencil sketch, this is when I plan out the illustration, and draw the characters and any other elements I want in the drawing. Then I ink the drawing with brown line work and erase all the pencil marks. From here using my paintbrush and watercolours I paint all the colours and textures, building up the contrast and values for the final version you see in the book.

#### What was the most rewarding part of this project?

I love seeing a story come to life! I honestly find every part of the project incredibly fun and rewarding from the first sketch of the character to the final illustrations. But I will never get over the feeling of holding the finished book in my hands, there is something so special and magical about it.

#### What was the most challenging part of this project?

I would say the beginning, this is both the best and most challenging part. In this part of the project, I am designing what the characters would look like, the world they will live in and the colour pallet for the book. This is definitely one of the most important parts as it impacts the whole book and all the illustrations will be built on this foundation.

**TEACHER ACTIVITIES/NOTES:**

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

**DISCUSSION: BEFORE READING**

- Ask students if they have heard of the term 'eczema'. What is it? Do they know someone who has this condition?
- Explain that eczema is a medical condition where skin becomes itchy, dry and red because of a problem with the immune system. It is NOT contagious. It is NOT a person's fault for having eczema, and they can be helped to manage it.
- Look at the cover of *Mitchell Itches*. Ask, what do you notice? Who do you think Mitchell is? How can you tell? What is he doing? How do you think he is feeling? How do you think the other characters are feeling? Where are they? How does the cover make you feel?
- What do you think this story might be about? Do you think this book will be helpful? How?

**DISCUSSION: DURING READING**

- What does the first page tell you about Mitchell's condition and his personality? Do you think Mitchell will be happy or unhappy in this story?
- What does the word 'remedy' mean? What kinds of remedies he has tried?
- What does the text mean when it says, "*because Mitchell wasn't an octopus.*"
- Do you think Mitchell wants to 'find a way' to scratch? Why or why not?
- How does it feel for Mitchell to have eczema?
- Do you think Mum is right and Mitchell should give up soccer?
- What do you think of the kids that called Mitchell names and tried to avoid him? What would you do/say if you were Mitchell?
- Why does Mitchell feel the best when he's playing guitar?
- What does Mitchell want other children like him to know?

**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 Mitchell? What are some of his character traits, interests, dislikes, hobbies, etc? What are the important aspects about his attitude? Create a character profile of Mitchell.
- What did you learn about the condition of eczema and how to manage it? List some effective remedies and treatments. Compare and list the less-effective strategies or unhelpful things for eczema.
- In what ways DO Mitchell's family and friends help him?
- In what ways DON'T Mitchell's family and friends help him?
- Why can't Mitchell eat his auntie's famous quiche?
- Why does Dad use vinegar to clean the house? How would this help with Mitchell's itches?
- What activities did Mitchell do that DID and DID NOT help his eczema? How do you think he should manage these? (Should he give up the things that don't help?)
- What is the problem with kids who don't understand Mitchell's condition? What do you think of the way he was treated? Is this kind of bullying fair or unfair? Why? What do you think of Mitchell's reaction? Do you think it was effective? Why or why not? What strategies can you think of to help others understand and show more empathy for someone with a condition? See **BLM 1** – Friendly vs Unfriendly Behaviours.
- What are the two things that made Mitchell's itching go away? Write these in sentences and illustrate Mitchell in these scenarios.
- List all the benefits of Mitchell learning to play guitar.
- How can you describe the language used by the author? What is the intention of the story? Does it sound like a fictional story, an informative text, a persuasive text, or a combination? How does the author use humour to make the story engaging?
- 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 diagrams, symbols and other signs help support the text. For example, lists of things that do and don't help, a brainstorming web to show different remedies, and so on.
- Read the Eczema Tips at the back of the book. Discuss how these can help people with and without eczema. Write down some useful tips for your classroom.

## ACTIVITIES:

## ENGLISH

**Vocabulary: Spelling trigraph 'tch'**

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

- The name 'Mitchell' includes the word 'itch'. Focussing on the trigraph 'tch', find and list other words with the same spelling pattern.

For example, 'itches', 'itching', 'itchy', 'scratch/ing', 'catch/ing'. Other words could include, 'fetch', 'stretch', 'hatch', 'match', 'batch', 'glitch', 'pitch', etc.

- Students can also:
  - Say the words out loud
  - Clap the syllables in each word
  - Write the words broken up by syllables. Eg. M/i/tch/e/ll
  - Write the definitions of the words
  - Sort the 'tch' words by rhyme
  - Scratch the words from scratch paper (black paint dried over coloured paint, use a pencil or sharp tool to scratch the black paint).

**Vocabulary: Nouns, Verbs, Adjectives**

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

- Locate in the book the nouns, verbs and adjectives relating to Mitchell's eczema and his actions and feelings about the condition. Students could use **BLM 2** to sort the words into the columns.

**Nouns:** Mitchell (proper noun), mittens, face, eczema, ointment, cream, bath, salt, oatmeal, skin, fan, eggs, milk, soccer, beach, shells, guitar, stage, etc.

**Verbs:** scratching, smiling, help, washed, vacuumed, sweating, worried, catch, teased, fishing, practised, etc.

**Adjectives:** red, sore, white, lukewarm, special, soft, floppy, hot, itchy, breezy, allergic, dry, prickly, nervous, golden, incredible, etc.

- Students could add to these lists and create sentences including some of these terms. Illustrate sentences with pictures of Mitchell or themselves during a time they felt either uncomfortable or confident.

**Comprehension: Cloze**

(AC9E2LE02) (AC9EFL05) (AC9E1LE05) (AC9E2LE05) (AC9EFLY05) (AC9E1LY05) (AC9E2LY05)

- Students can write the following sentences, filling in the gaps with words or phrases that make the most sense.

'According to his mum, Mitchell was born \_\_\_\_\_.'

'Mitchell had tried all sorts of things to \_\_\_\_\_.'

'When his skin was very \_\_\_\_\_ and \_\_\_\_\_ and \_\_\_\_\_, Mitchell used \_\_\_\_\_ from the \_\_\_\_\_.'

'Mitchell's scratching got worse when \_\_\_\_\_.'

'The \_\_\_\_\_ you practise, the \_\_\_\_\_ you get.'

'Mitchell was a kid who was \_\_\_\_\_.'

- Students can illustrate a sentence of their choice.

## 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, Mitchell Itches, that you can relate to in your own life? Have you ever had a condition that required treatment? Have you ever felt uncomfortable (physically or emotionally), bullied, or confident after practising a new skill? What happened? What strategies helped you? Have you ever been to the beach, fishing, played soccer, played guitar or another instrument, or been on stage? Have you had to be resilient and persevere with something challenging?

**Text-to-Text:** Compare aspects of the story to those in another similar text, such as a different book (fiction or non-fiction) about eczema or other medical conditions, or texts relating to feeling different, isolated, bullied or managing challenges and practising new skills.

**Text-to-World:** Find out about a skin condition like eczema. There are tips in the back of Mitchell Itches for its management.

- Create a poster, brochure or digital presentation for people managing eczema (or another skin condition), including information with a description, its helpful treatments, things to avoid, suitable materials or equipment needed, and add your choice of diagrams or pictures.
- Find and list any reputable websites or associations that might have further information.
- Brainstorm ways to educate others and reiterate positive messages for self-esteem and showing empathy.
- How can this story help other children across the world?

## Creative Writing: Descriptive Language – Innovation on Text

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

- Students can write short stories, poems or lists about any of the following with their own descriptions. Include interesting or funny words or phrases to add humour / emotion and 'SHOW not TELL' strategies, such as, *'Mitchell never had to eat another of his auntie's famous quiches again.'*

They could base their responses on:

- 'The Search for Remedies'
  - "Mitchell wasn't an octopus."
  - 'Baths: What DOES and DOES NOT Help'
  - 'The Foods That Cause The Itch'
  - 'The Hardest Thing I Have Done'
  - 'Itchy Mitchy Plays the Scratchophone'
- Students might like to write their sentences in an ointment bottle shape. See **BLM 3**.

## Narrative Writing

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

- Students can write a narrative story based around a character with eczema. This could be real or imagined, heartfelt or funny.
- Ask students to think about who their characters are, and what might be the conflict or problem to solve (ie. How to deal with eczema, how to deal with bullying, how to find a cure, how to become a superhero or rock star, how to be happy with yourself, etc). 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.

## Recount / Reflective Writing

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

- Encourage students to think about a time when they persisted with a medical or physical challenge, or when learning a new skill, or when facing bullies. Students should include what happened, how they felt, how they managed the situation, the challenges and outcomes.

## Information Texts

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

- Students write or speak about their own information report about eczema or another condition. This could be written as a guide, a biography or a medical report to inform readers about a certain topic. These can include: different remedies for managing eczema (condition), an action plan, helpful and unhelpful tips and activities, skin facts, etc.
- Be sure to include an opening statement about the theme or topic, organised paragraphs with descriptive information, and a summarised conclusion or piece of advice.
- Alternatively, use **BLM 4** to describe their own condition and what's wonderful about them.

More information about eczema can be found at: <https://www.dermnetnz.org/topics/dermatitis/> and <https://www.eczema.org.au/>

## Thinking Tools / Graphic Organisers

(AC9EFLE01) (AC9EFLE02) (AC9E1LE02)

**Concept Web:** Use the concept web diagram to flesh out ideas on a chosen topic, such as 'Eczema Remedies and Treatments'. The sub-headings would include the different treatments and what they help with. See **BLM 5**.

**Y-Chart:** Students can imagine themselves as Mitchell having to persist with managing his itches, or his dealings with the bullies. Complete the graphic organiser with the headings: Looks Like, Sounds Like, Feels Like. See **BLM 6**.

**De Bono's Six Thinking Hats:** Think about how you felt/would feel with a medical condition or as Mitchell. 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 7**.

**KWHL Chart:** Students can complete a KWHL chart about eczema (or another condition): K (What I Know), W (What I Want to Know), H (How I Will Find Out), L (What I Have Learned). See **BLM 8**.

## Visual Literacy

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

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

- What words would students use to describe the emotions of Mitchell and the other characters? What is happening in the pictures when Mitchell is feeling relaxed/ irritated/ hot/ scared/ nervous/ isolated/ the best...? How do the colours, textures and perspectives drawn by the illustrator reflect the feelings and nature of the story (eg. watercolours, pastel tones and fine 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 ways Mitchell deals with his eczema. They might like to add some onomatopoeia for effect, such as 'SPLASH', 'OOF!', 'WHOOSH', 'OUCH!', 'SIZZLE', etc.
- Assess students' ability to express and sequence a narrative, express emotion, be concise, with illustrations and layouts that focus on effective composition and arrangement.

## SCIENCE / STEAM

### Growing and Preventing Mould Science Experiment

**Chemical sciences:** (AC9SFU03) (AC9S2U03) (AC9SFH01) (AC9S1H01) (AC9S2H01) (AC9SFI01) (AC9S1I01) (AC9S2I01) (AC9SFI02) (AC9S1I02) (AC9SFI03) (AC9S1I04) (AC9S2I04) (AC9SFI04) (AC9S1I05) (AC9S2I05) (AC9SFI05) (AC9S1I06) (AC9S2I06)

In *'Mitchell Itches'*, his dad removes mould around the house by spraying vinegar. 'Vinegar is a natural acid that can kill up to 82% of mould species, including black mould, on porous and non-porous surfaces.' In this experiment, students will be investigating mould growth and the preservatives that can prevent it from growing.

**Supplies needed:** 6 zip lock bags, 6 pieces of bread, water, additives including salt, sugar, vinegar, oil, and a warm location.

Place one piece of bread in each bag, each with a different additive (salt and sugar to be mixed with water), one with plain water and one dry. Place them all in the same warm location, such as on a window pane.

Prior to the experiment, students can make their predictions about which pieces will and won't grow mould, then observe and record how each piece of bread changes over time, and evaluate the results after several weeks.

Ask students, which additives prevented mould? Why does Mitchell's dad use vinegar? Why and how does mould grow in the first place?

Instructions for this experiment can be found at: [Growing and Preventing Mold a Science Experiment for Kids - Life with Moore Babies](#)

### Creating Sound – Musical Soundwaves

**Science links - Physical sciences:** (AC9S2U02) (AC9SFH01) (AC9S1H01) (AC9S2H01) (AC9SFI01) (AC9S1I01) (AC9S2I01) (AC9SFI02) (AC9S1I02) (AC9SFI03) (AC9S1I04) (AC9S2I04) (AC9SFI04) (AC9S1I05) (AC9S2I05) (AC9SFI05) (AC9S1I06) (AC9S2I06)

**The Arts - Music links:** (AC9AMUFE01) (AC9AMU2E01) (AC9AMUFD01) (AC9AMU2D01) (AC9AMUFC01) (AC9AMU2C01) (AC9AMUFP01) (AC9AMU2P01)

Whenever Mitchell played his guitar, he forgot about his eczema and thought about the music.

- **Experiment 1:** The science of sound waves can be made observable by forcing objects to react to the sound vibrations. You will need a clear bowl, wrapped over and secured tightly with plastic wrap and a large rubber band. Place sugar crystals in the centre of the plastic wrap, and experiment with loud and quiet sounds using voice, breathe, clapping, etc. Observe what the crystals do in reaction to the sound vibrations.
- **Experiment 2:** Observe the science of string vibrations with a guitar (or violin or cello). Pluck a string and watch the vibration, then discuss how the vibration sends sound waves into the air. Next, pluck a string and press down on it about halfway down the string. How does the sound change? Observe what happens to the pitch when you increase or decrease the tension (tighter or looser), and the differences between a thick and thin string.

### Make Your Own Guitar Instrument

**Science links - Physical sciences:** (AC9S2U02) (AC9SFH01) (AC9S1H01) (AC9S2H01) (AC9SFI01) (AC9S1I01) (AC9S2I01) (AC9SFI02) (AC9S1I02) (AC9SFI03) (AC9S1I04) (AC9S2I04) (AC9SFI04) (AC9S1I05) (AC9S2I05) (AC9SFI05) (AC9S1I06) (AC9S2I06)

**Design and Technology links:** (AC9TDEFK01) (AC9TDE2K01) (AC9TDE2K02) (AC9TDEFP01) (AC9TDE2P01) (AC9TDE2P02) (AC9TDE2P03) (AC9TDE2P04)

**Music links:** (AC9AMUFE01) (AC9AMU2E01) (AC9AMUFD01) (AC9AMU2D01) (AC9AMUFC01) (AC9AMU2C01) (AC9AMUFP01) (AC9AMU2P01)

- Make your own musical guitar by wrapping four or five elastic bands around a tissue box (lengthways). Materials needed include: a tissue box, cardboard roll/tube, 4 popsticks, rubber bands of different sizes, glue and decorative craft items.
- Create your own composition for friends!

See instructions here: [Homemade Guitar Craft - Super Simple](#)

## 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.

- Make your own home remedies to soothe itchy skin. These can include: cool compresses, oatmeal and baking soda baths, Epsom salt baths, aloe vera gel, Manuka honey with aloe vera gel and coconut oil, Vaseline, Chamomile tea.
- Keep your hands occupied to reduce scratching, like playing an instrument, drawing, puzzles, lego, fidget spinners, knitting, other games.
- Take a relaxing, lukewarm bath.
- Ask and accept support from your family, friends and professionals.
- Eat good food!
- Balance your levels of exercise – and stay hydrated!
- Join a sports team.
- Practise a speech – for a presentation, or in preparation for teasing by bullies.
- Write a journal or a song about your feelings.
- Enjoy family outings, such as visiting the beach, collecting sea shells, swimming or fishing.
- Take photos of yourself and family, and frame them.
- Learn a new skill, like a musical instrument. Perform your talents!
- Accept yourself for the wonderful person you are!

## VISUAL ARTS

### Scratch Art

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

- Paint a colourful background with shapes or patterns, completely to the edges of the page. Once dried, paint over this with black paint. Using a sharp scratching tool, carefully scratch out a picture of your favourite musical instrument, sporting equipment or a symbol of another activity. Create a designed image by scratching out parts in lines or shapes inside the outline.


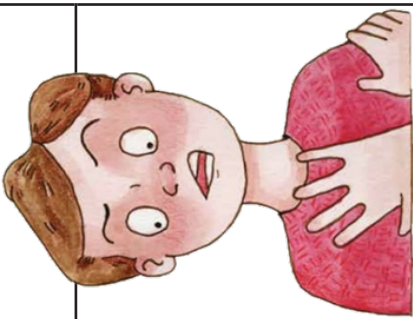


# Friendly vs Unfriendly Behaviours

NAME \_\_\_\_\_

DATE \_\_\_\_\_

Write down the behaviours that are friendly, and the behaviours that are unfriendly in the columns below.

<b>FRIENDLY</b>	<b>UNFRIENDLY</b>
 A cartoon illustration of a young boy with short blonde hair, wearing a light-colored collared shirt. He is smiling broadly and waving his right hand.	 A cartoon illustration of a young boy with short brown hair, wearing a red t-shirt. He has a surprised or nervous expression, with wide eyes and a slightly open mouth. His hands are pressed against his chest.

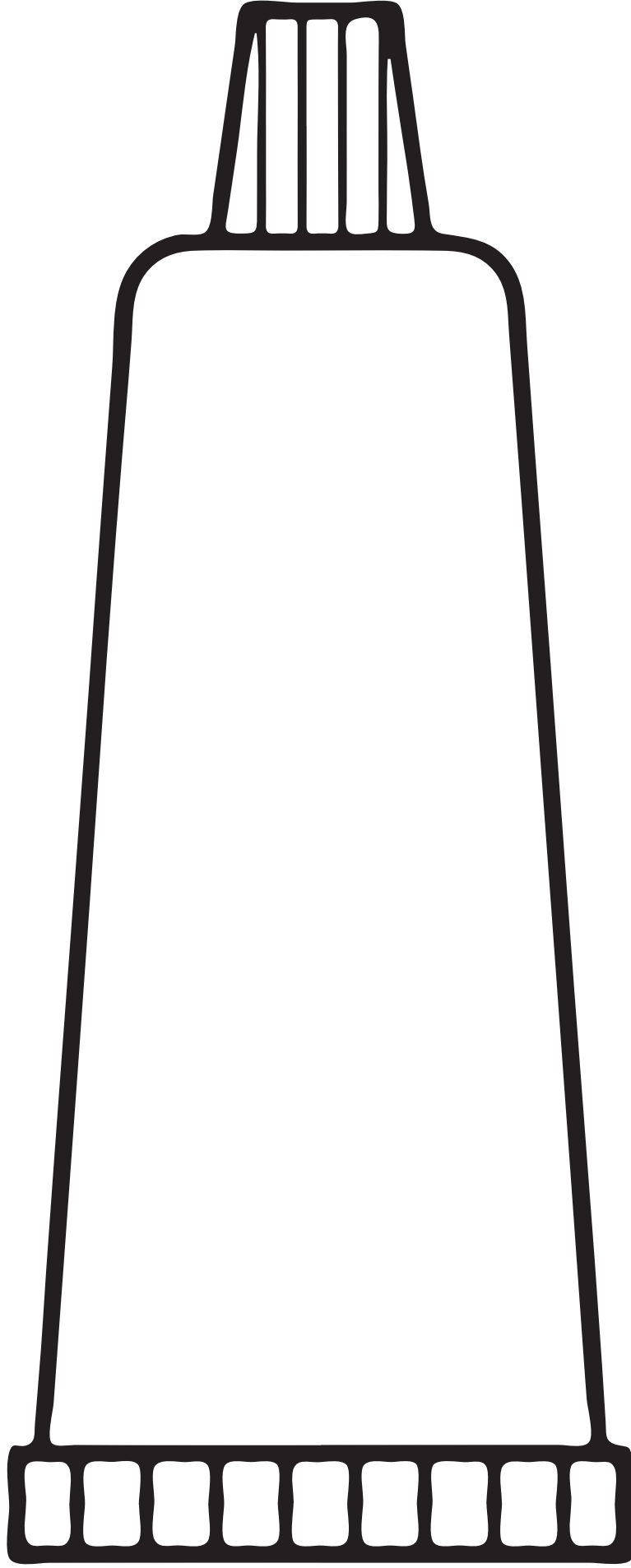
NAME \_\_\_\_\_

DATE \_\_\_\_\_

<b>NOUNS</b>	<b>VERBS</b>	<b>ADJECTIVES</b>

NAME \_\_\_\_\_

DATE \_\_\_\_\_



NAME \_\_\_\_\_

DATE \_\_\_\_\_

Fill in the boxes to share information about your topic.

**This is what I do for fun:**

Draw a picture!

**I have:**

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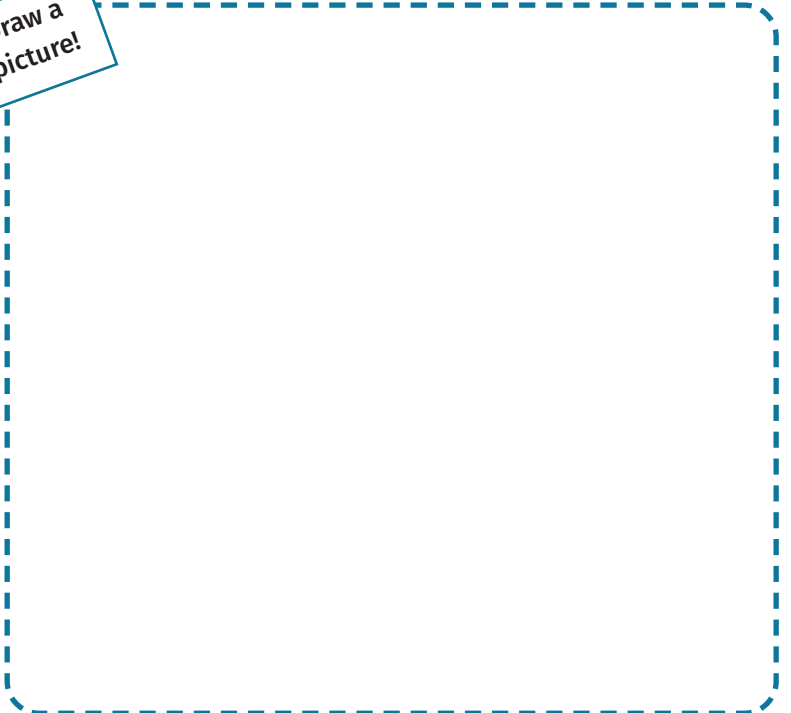
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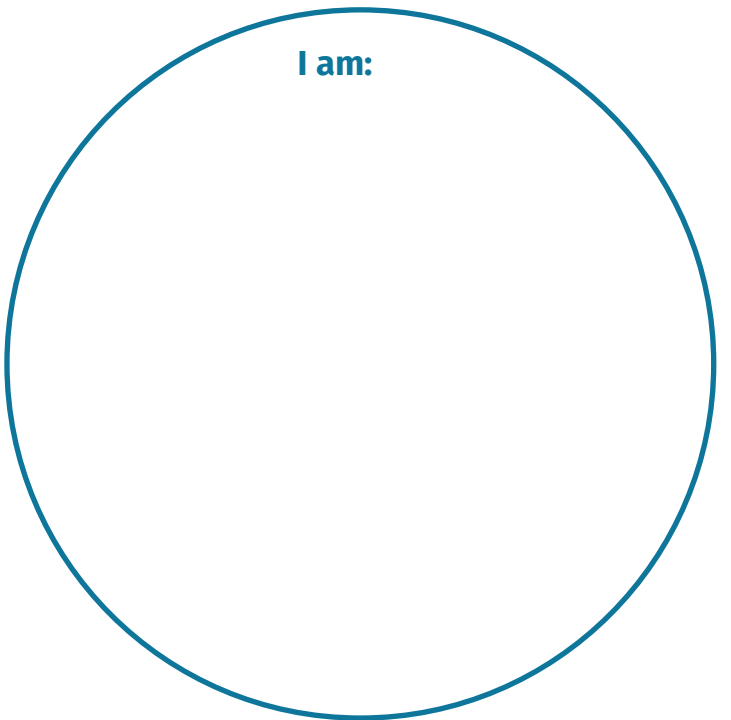


**I can:**

**Things that help:**

**Things that don't help:**

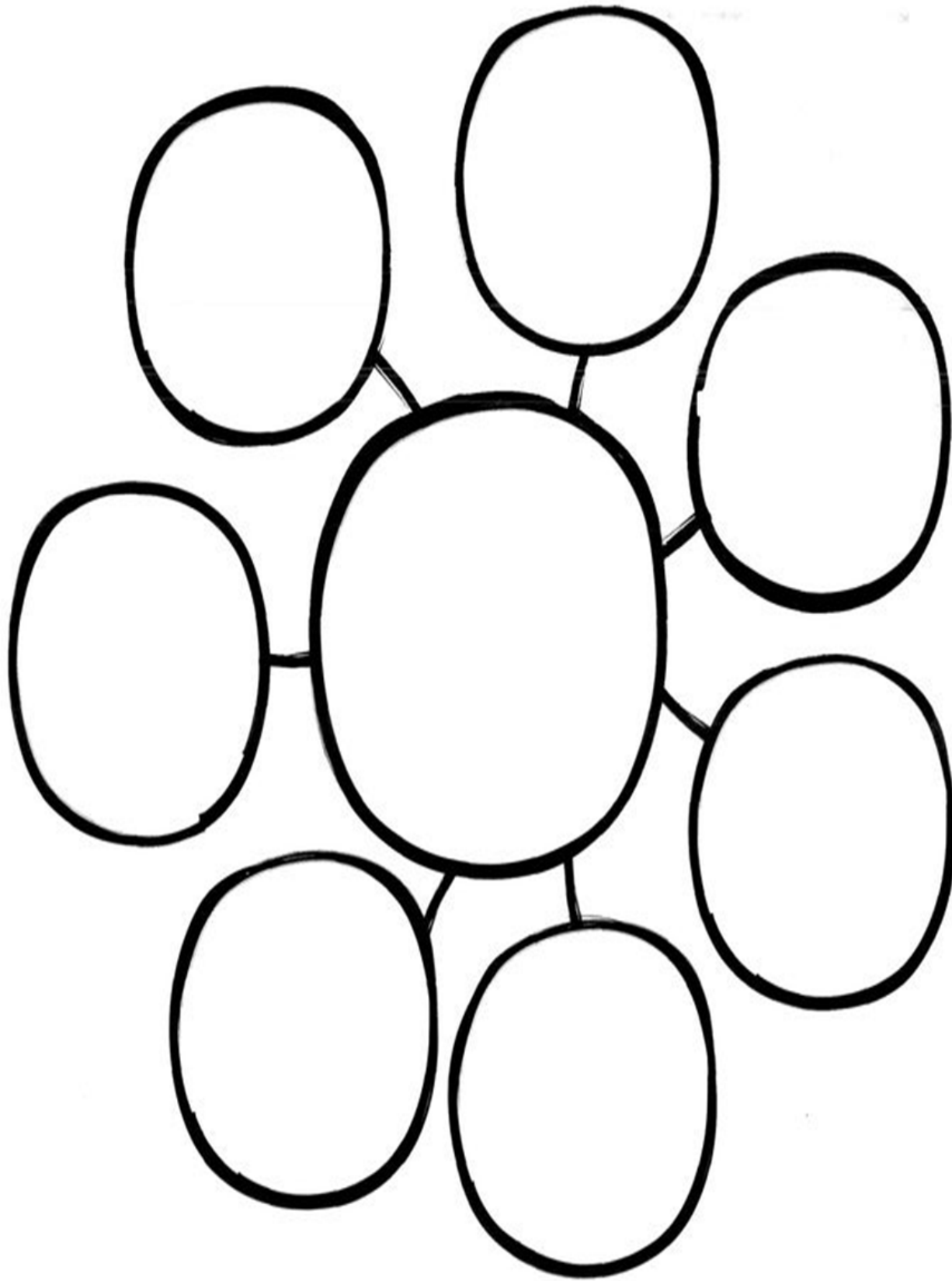
**I am:**



# Concept Web

NAME \_\_\_\_\_

DATE \_\_\_\_\_



NAME \_\_\_\_\_

DATE \_\_\_\_\_

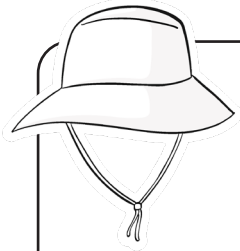
Looks like

Feels like

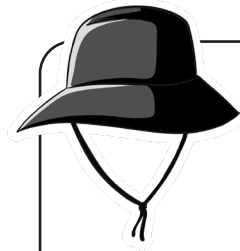
Sounds like

NAME \_\_\_\_\_

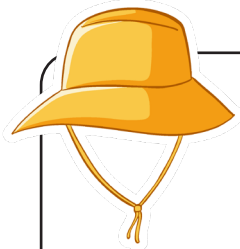
DATE \_\_\_\_\_



**facts and details**



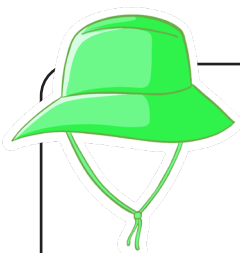
**examines the negative**



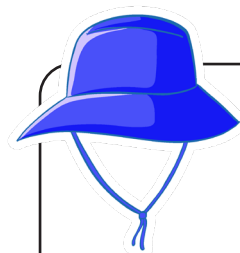
**focuses on the positive**



**emotions & feelings**



**requires imagination**



**focuses on reflection**

# KWHL Chart

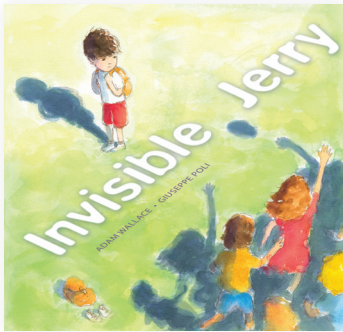
NAME \_\_\_\_\_

DATE \_\_\_\_\_

<b>K (What I KNOW)</b>	<b>W (What I WANT to know)</b>	<b>H (HOW I will find out)</b>	<b>L (What I have LEARNT)</b>



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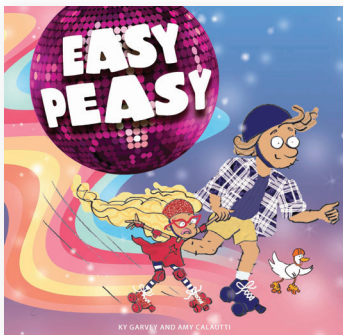
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