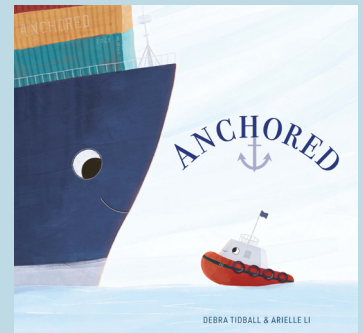




EK BOOKS TEACHER NOTES & RESOURCES

Title: Anchored
Author: Debra Tidball
Illustrator: Arielle Li
Price: ANZ \$24.99 | USA \$19.99 | CA \$24.99 | UK £10.99
ISBN: 9781922539496
Publication date: Apr 2023
Audience age: 3-8 years
Key Curriculum Areas: English, Mathematics, Science / STEAM, Health and Physical Education, HASS, Visual Arts



SYNOPSIS:

Despite being oceans apart, Tug and Ship are connected by strong bonds in *Anchored*, a tale of love and connection told through the relationship of a tugboat and a cargo ship.

Debra Tidball was inspired to write *Anchored* by the watercraft she observed on harbourside walks, especially the tugboats that send huge ships out into the open ocean and welcome them back again after long, sometimes perilous journeys. 'As a parent, it made me think about the sustaining power of love - how holding someone in your heart can make you more courageous, and make the world seem like a better, brighter place despite not being together.'

With her social work background and Masters Qualification in Children's Literature, Debra understands the vital role attachment plays in child development. In a world where many parents are separated from their children for periods of time due to work and/or living arrangements, a sense of attachment can feel stretched. *Anchored* is a reassuring book reminding children that their attachment with their parents/caregivers can sustain time apart: they are firmly anchored in each other's hearts.

Anchored honours the intrinsic value and worth of a child and the sustaining power of love. It's an empowering story that will give children a sense of pride and strength to get through the 'missing you' days.

THEMES:

Separated families. Parent-child attachment. Social and emotional development. Love and connection. Ships and boats.

SELLING POINTS:

- Has universal applicability, but with particular resonance for work-away parents and separated families.
- Depicts parent-child attachment, which is foundational and vital to a child's social and emotional development, within a narrative that provides reassurance for young children separated from parents or caregivers.
- Shows the empowering effect of connection on both the child and adult when they are apart: the child brightens, and even sustains, the adult's world, and, in the end, the child is buoyed by, and can emulate, this understanding.
- The relationship between the Tug and Ship is not made explicit as a child-parent, thereby also leaving the connection open-ended for interpretation of particular child-adult/friend relationships.

WRITING STYLE:

The third person narration uses personification and stays close to Tug's perspective. Dialogue, poetic devices like imagery, metaphors, similes, alliteration, repetition, emotive words and onomatopoeia show Tug and Ship's loving relationship and feelings.

ILLUSTRATION STYLE:

Anchored is created using digital rendering to simulate traditional gouache painting techniques. I used a colour scheme of mainly blues and greys against the bright red of Tug and vibrant cargo of Ship.

AUTHOR MOTIVATION:

Debra Tidball was inspired to write *Anchored* by the watercraft she observed on harbourside walks, especially the tugboats that send huge ships out into the open ocean and welcome them back again after long, sometimes perilous journeys. 'As a parent, it made me think about the sustaining power of love - how holding someone in your heart can make you more courageous, and make the world seem like a better, brighter place despite not being together.'

As many of the ships I see are navy ships, I thought of my experience as a child with my father deployed in Vietnam with the RAAF. I know the significance of postcards, and presents brought home on leave, and the emotional comfort of knowing my father was thinking of me despite the distance.

AUTHOR/ILLUSTRATOR BACKGROUND:

Debra Tidball is an award-winning author of picture books, short stories, poems and plays for children. With a background in social work and qualifications in children's literature.

Arielle Li is a Taiwanese-Australian illustrator based in Australia. She has been passionate about creating art from a young age, and has been pursuing illustration as a career since 2019.

INTERVIEW:

AUTHOR

What is the inspiration for this story?

Watching the tug boats farewelling and welcoming big ships around the harbour made me think about how it feels to say goodbye to a loved one and how keeping them in your heart can sustain you through the 'missing you' days.

What was the most rewarding part of this project?

Getting the words just right to convey the emotion needed, and coming up with the concept of the anchor as a metaphor – you might find it surprising that that concept came to me very late in the process, but was a rewarding 'light bulb' moment! And seeing Arielle's gorgeous pictures!

What was the most challenging part of this project?

Personifying boats! I knew I was giving them human feelings, but I needed to work out what other attributes I would give them. I tried to keep with boat terms like engines 'sparking' and 'purring' to convey excitement and contentment, and the flag imagery to convey emotion, but I couldn't go past giving them hearts in the end! Note: it's way easier to personify animals!



ILLUSTRATOR

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

I used an app on my iPad Pro called Procreate to create the illustrations. I started by brainstorming a few character designs for Ship and Tug. After we've decided on a design, I then sketched out the thumbnail storyboards, making adjustments as needed. Then, after the storyboard is approved, I then used the sketch as a base to paint on top of digitally.

What was the most rewarding part of this project?

I really enjoyed researching boats and observing the sea. I was also inspired by paintings by old masters such as J.M.W. Turner and Claude Monet. I personally love the ocean, so it was really rewarding for me to be able to capture it in my work.

What was the most challenging part of this project?

I contracted COVID-19 around 3 weeks before the final illustration submission deadline, and that caused my entire plan to be disrupted. It was really hard trying to focus when I kept falling asleep every few minutes.

TEACHER ACTIVITIES/NOTES:

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

DISCUSSION:

Before Reading

- Watch the short clip to introduce 'loneliness' and being apart from loved ones:
[THE LONELY SCARECROW - YouTube](#)
- Discuss the perspectives / feelings of the bird and the scarecrow, how they felt 'lonely' and what actions were taken to overcome this emotion. Ask students, how do you think the scarecrow will feel once the bird has left? Why?
- Think of a time when you felt lonely, or missed someone you love. What did you do? What thoughts went through your mind? How did you manage the situation? What could have been done differently?
- Create a chart or table with headings 'Loneliness' (or 'Alone') and 'Connectedness' (or 'Anchored'). Ask students to name some synonyms to describe the meanings / feelings for each column. For example, 'Loneliness': sad, alone, lonely, isolated, solitary, loss. 'Connectedness': joined, linked, anchored, attached, loved, union. See **BLM 1**.
- Look at the cover of *Anchored*. Ask, what do you see? What do you think the characters are feeling? How does it make YOU feel? What does it make you wonder?
- What is an anchor? What do you think is meant by the title, 'Anchored'?
- What do you think this story might be about? Do you think this book will be helpful?

During Reading

- What can you tell about the relationship between Tug and Ship in the first couple of pages?
- Why do you think Tug and Ship need to be apart from each other?
- Why might Tug be feeling less brave and more alone?
- Does Ship feel the same way? What does Ship mean, 'You were in my heart'?
- Why does Tug feel big and bursting with pride?
- How do you think Tug will feel next time Ship goes out into the ocean?

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 Tug and Ship, and their relationship? Can you name some describing words (adjectives) about each of them? What kinds of vessels are they? (Tug is a tug boat, Ship is a cargo ship).
- How does the sea shining less brightly and a feeling of sinking relate to how Tug was feeling?
- Why do you think it was important for Tug to learn how to feel 'less alone' when Ship was away?
- How did Tug feel when Ship returned?
- How did Ship overcome feeling alone when Ship felt '*lost in the inky nights speckled with twinkling stars*'? What other strategies or thoughts did Ship use to feel more connected to Tug? How did this help Tug change from the beginning to the end of the story?
- Find and make a list of the 'ship' or 'boat' terms used by the author to express the emotions / connections between the characters? For example, '*anchored*', '*boomed*', '*sputtered*', '*sinking*', '*sparked*', '*toted*', '*buoyed*'.
- What do you notice about the repetition in the text? Why do you think the author repeated the descriptions about the shining sea and feelings of bravery and loneliness? How does this help the story? How does this help the reader?

- ‘Chugga chugga chugged’, ‘Boom Boom Boom’, ‘Toot Toot Toot’ are sound words called ‘onomatopoeia’. Can you find other onomatopoeia in the story, or think of your own to suit the ‘boat / engine’ theme?
- What do you like about the illustrations? What have they taught you about each of the characters? Has the illustrator effectively portrayed the characters’ feelings? How? What kinds of colours, textures and perspectives has she used to express the different emotions and focal points of the story?
- Turn and talk to a friend about a time when you weren’t able to see people you cared about for a long period of time.

ACTIVITIES:

ENGLISH

Vocabulary: Literary Devices

(ACELA1437) (ACELA1439) (ACELA1438) (ACELA1448) (ACELA1454) (ACELA1458) (ACELA1469) (ACELA1778) (ACELA1455) (ACELA1822) (ACELA1474) (ACELA1471) (ACELA1472) (ACELT1579) (ACELT1585) (ACELT1591) (ACELY1650) (ACELY1660) (ACELY1670) (ACELA1824) (ACELA1825)

‘Anchored’ includes some literary devices in the text that give reference to the ‘connectedness’ nature of the story. These include alliteration, repetition, onomatopoeia, metaphors, similes and rhyme.

Alliteration: ‘pushing, pulling, prodding’, ‘shimmering shoals’, ‘flag fluttered’, ‘tippy-top’.

Repetition: ‘pushing, pulling, prodding’, ‘the sea shone / glow...’, ‘brave’, ‘alone’.

Onomatopoeia: ‘boomed’, ‘sputtered’, ‘boom boom boom’, ‘chugga chugga chugged’, ‘toot toot toot!’, ‘crashes’

Metaphors: ‘The gap between them widened,’
 ‘... a speck on the horizon,’
 ‘...the sea shone a little less brightly,’
 ‘... felt like sinking,’
 ‘You were in my heart. You made the sea glow brighter,’
 ‘... grows into a wild beast,’
 ‘... they were anchored in each other’s hearts.’

Similes: ‘Ship towered over Tug like a warm hug,’ ‘...the sea glitters like crystals’

Rhyme: ‘Tug / hug’, ‘been / seen’, ‘apart / heart’.

- 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.
- Spelling idea: Choose a spelling focus, such as ‘ee’ as in ‘been’ and ‘seen’, or ‘ch’ (‘ch’ makes a ‘c’ sound in ‘anchored’ and a ‘ch’ sound in ‘chugged’). Write the word/s with white crayon on white paper, then reveal with watered-down blue paint.
- Create a tug boat flag and write a favourite metaphor or simile.
- See **BLM 2**, **BLM 3** and **BLM 4** for boat templates.

Vocabulary: Emotive Verbs

(ACELA1437) (ACELA1452) (ACELA1454) (ACELA1468)

- Locate in the book, and write the emotive verbs (action words that evoke an emotional response), like the examples below.
- Students could use **BLM 1** to sort the words into the columns that give reference to 'Loneliness / Alone' and 'Connectedness / Anchored'.

Verbs: anchored, boomed, widened, sputtered, pushing, pulling, prodding, wondered, missed, shone, sinking, sparked, purring, tooted, dance, glow, pulses, crashes, twinkling, bursting, snuggled, fluttered, drooped, buoyed.

- Students could add to these lists and create sentences including some of these terms.
- Students could draw pictures of Tug and/or Ship in the moments they felt 'alone' and 'anchored'.

Comprehension / Spelling: Word – Picture Match

(ACELA1786) (ACELA1437) (ACELA1452) (ACELA1453) (ACELA1454) (ACELA1467) (ACELA1468) (ACELA1470) (ACELA1471) (ACELA1817) (ACELA1818) (ACELA1778) (ACELA1821) (ACELY1650) (ACELY1660) (ACELY1670)

- Students can find the 'connections' of the words (nouns) with the pictures by drawing a line to the correct match.
- Alternatively, write the words in paper flags or shipping container shapes and connect the pictures with pieces of string. Play other word games with these words, such as Memory, Snap, or make word puzzles to connect compound words (eg. tug-boat, jelly-fish, some-times, end-less, good-bye) Words can include: anchor, ship, tug boat, jellyfish, breakers (waves), flag. See **BLM 5**.

Comprehension: Text-to-Self, Text-to-Text, Text-to-World

(ACELT1575) (ACELT1783) (ACELT1582) (ACELT1584) (ACELT1589) (ACELT1590) (ACELY1650) (ACELY1660) (ACELY1665) (ACELY1670)

- 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, Anchored, that you can relate to in your own life? Have you ever felt lonely, or missed someone you were apart from? Do you remember how you felt in times of isolation, such as lockdowns and remote learning? Was there a time when you needed to feel brave or resilient? What happened? What strategies helped you? Have you ever been on a boat or ship? Have you been swimming in the waves, or seen jellyfish dance, or watched twinkling stars at night? Do you like to make your own boats or objects that float, or push, pull and prod?

Text-to-Text: Compare aspects of the story to those in another similar text, such as a different story (fiction or non-fiction) about boats and ships, or other engines like Thomas the Tank Engine, books relating to the recent pandemic, or overcoming feelings of being alone and finding connections, like 'Milly and the Mulberry Tree'.

Text-to-World: Find out about Navy ships (Australian Defence Force) and other shipping (import / export) work, or the types and roles of different boats / vessels.

Create a poster or digital presentation for an event on a boat / ship that would 'connect' people in some way. For example, a birthday, wedding or holiday cruise.

What can you discover about different strategies for feeling 'less alone' or 'more brave'? Use these to teach others via friendships groups or (safely) online. How can this story help other children across the world?

Creative Writing: Descriptive Language and Emotions

(ACELA1435) (ACELA1451) (ACELT1783) (ACELT1831) (ACELT1582) (ACELT1832) (ACELT1833)

- Students can complete the sentence,
'I've been to _____ where _____. I felt _____.'
- Students can be guided to include some descriptive phrases or emotive verbs. Examples include,
'I've been to the tropics where the sea glitters like crystals and jellyfish dance in shimmering shoals.'
'I've been out past the breakers where the swell pulses and grows into a wild beast that crashes over my hull.'
'I was just a dot in an endless blue of sea and sky. I felt lost in the inky nights speckled with twinkling stars.'
- Students might like to write their sentences in a flag or boat shape.

Narrative Writing

(ACELT1580) (ACELY1651) (ACELY1652) (ACELT1832) (ACELY1661) (ACELY1672) (ACELY1648) (ACELY1658) (ACELY1674)

Students can write a narrative story based around the beautiful wonders they might find in and across the ocean, just like Ship. Ask students to think about whether the writing is from a first- or third-person perspective on a ship, or as the ship itself? What kind of adventures might you experience, traveling to new places (real or imagined)? What kinds of sights, creatures or characters might be found (example, dancing jellyfish, shimmering shoals, wild beast swells, twinkling inky night skies, or something imaginary)? What personal emotional or physical challenges might need to be overcome (example, missing loved ones, getting stuck in another place)? How will they be resolved?

- Begin your narrative with a sizzling start, such as dialogue, onomatopoeia, action or scene setting. Remember to use interesting figurative language, like metaphors and similes! Set it out with a beginning, middle and end. See **BLM 4** for a planning template.

Alternative idea:

- Imagine you longed for a new friend or loved one, but they could only be reached all the way across the ocean. How do you feel to be alone? What creative methods can be taken to send a message across the sea? How will the message be returned? What challenges would need to be overcome? Will the problem of loneliness be resolved in the end?

Thinking Tools / Graphic Organisers

(ACELA1429) (ACELT1575) (ACELT1783) (ACELT1583) (ACELT1589) (ACELY1650) (ACELY1660) (ACELY1670)

- **Concept Web:** Use the concept web diagram to flesh out ideas on a chosen topic, such as 'Ways to Connect with Others' or 'Different Kinds of Boats'. The sub-headings for 'Ways to Connect with Others' could include, 'send a message', 'make a phone call', 'share a memory', 'look at photos', 'give a gift', 'an act of kindness', 'plan a meet up', etc. See **BLM 6**.
- **Venn Diagram:** Complete a Venn Diagram to compare the similarities and differences between Tug and Ship. Think about their appearances, emotions, behaviours, strategies, etc. See **BLM 7**.
- **Y-Chart:** Students can imagine themselves as Tug missing Ship and waiting for Ship to return, or when Tug feels big and proud. Complete the graphic organiser with the headings: Looks Like, Sounds Like, Feels Like. See **BLM 8**.
- **KWHL Ship:** Students can complete a KWHL Chart: K (What I Know), W (What I Want to Know), H (How I Will Find Out), L (What I Have Learned) on the ship template about a kind of boat of their choice (or their own topic). See **BLM 4**.

Recount / Reflective Writing

(ACELA1437) (ACELT1575) (ACELT1783) (ACELY1651) (ACELA1787) (ACELT1582)

Encourage students to think about a time when they felt lonely or isolated, or missed someone they were apart from. Students should include how they felt, how they managed the situation, the challenges and outcomes.

SCIENCE / STEAM

Ocean Science

Biological sciences: (ACSSU002) (ACSSU017) (ACSSU211) (ACSSU030)

Chemical sciences: (ACSSU003) (ACSSU018) (ACSSU031)

Earth and space sciences: (ACSSU019) (ACSSU032)

Physical sciences: (ACSSU005) (ACSSU020) (ACSSU033)

(ACSHE013) (ACSHE021) (ACSHE034) (ACSHE022) (ACSHE035)

(AC SIS014) (AC SIS024) (AC SIS011) (AC SIS025) (AC SIS039) (AC SIS233) (AC SIS027) (AC SIS040) (AC SIS213) (AC SIS041) (AC SIS012) (AC SIS029) (AC SIS042)

- Learn about the layers of the ocean, the marine animals and ecosystems inhabiting our oceans, and scientific experiments including the density of salt water versus fresh water, how sounds travels underwater, the impacts of pollution, and how blubber keeps animals warm.

Links and information can be found here:

[15 Activities for Kids about the Ocean Ecosystem - Nature's Path Blog \(naturespath.com\)](https://naturespath.com)

Floating and Sinking: Learning about Buoyancy

(ACSSU005) (ACSSU033) (ACSHE013) (ACSHE021) (ACSHE034) (ACSHE022) (ACSHE035)

(AC SIS014) (AC SIS024) (AC SIS011) (AC SIS025) (AC SIS039) (AC SIS233) (AC SIS027) (AC SIS040) (AC SIS213) (AC SIS041) (AC SIS012) (AC SIS029) (AC SIS042)

- Students can experiment with floating and sinking of various objects, and learn about the science of buoyancy.

Science involved: When an object is in water, it has two opposing forces acting upon it; its weight (gravity) and the upward force of the water. An object will float when its weight is equal to or less than the upthrust. It will sink if the object's density is greater than the upthrust.

Experiment 1: Bobbing for Oranges

- Students can explore how the changes in density affect the object's buoyancy. Make predictions prior to each test. Student first place an orange in a large tub filled almost to the top with water. Observe whether the orange floats or sinks. Next, peel the orange and place in water again. What happens to the orange this time?
- Students can discuss their observations. The orange has air pockets in the skin, allowing it to float. Peeling the skin changes the density and causes the orange to sink.

Experiment 2: Sinking Ships

- Students can explore the weight, or mass, their 'ship' takes before the buoyancy is overcome and it sinks. With a small plastic container (or a foil or playdough boat), students predict how many coins (or other small weights) it can hold before it sinks. Observe and record. Can they alter the variables (ie. change the shape of the boat, try different weights) to keep the ship afloat for longer?

Design and Build Your Own Boat

Science links – (ACSSU005) (ACSSU033) (ACSHE013) (ACSHE021) (ACSHE022) (ACSHE034) (ACSHE035) (ACSI014) (ACSI024) (ACSI011) (ACSI025) (ACSI039) (ACSI0233) (ACSI027) (ACSI040) (ACSI0213) (ACSI041) (ACSI012) (ACSI029) (ACSI042)

Design and Technologies links - (ACTDEK001) (ACTDEK002) (ACTDEK004) (ACTDEP005) (ACTDEP006) (ACTDEP007) (ACTDEP008) (ACTDEP009)

- Label a diagram of a boat, including flag, mast, engine / propellor, hull, anchor, bow, stern. See **BLM 2** and **BLM 3**.
- Follow the instructions to build a self-propelled tug boat, using a margarine tub, yoghurt pot, craft sticks, elastic band, duct tape, glue and paint. The boat will propel by winding the elastic band on the pedal. Instructions can be found here:
[How to make a self propelled boat craft from a margarine tub! - Red Ted Art - Kids Crafts.](#)
- Students follow a design process to imagine, plan, create, test, and improve their own boat or other kind of water transportation (in small or large groups).
Use ideas, shapes and patterns found in nature to inspire the design.
Address the importance of using re-used or environmentally sustainable products as a part of their designs. These can include popsticks, paper straws, dowels, craft paper or foam, old plastic containers, elastic bands, and so on. Evaluate the model's effectiveness, appearance, durability and function in meeting the needs of its target audience. Have students understood the opposing forces involved in buoyancy and how this is a factor in their design?

HUMANITIES AND SOCIAL SCIENCES

Oceans of the World

(ACHASSI001) (ACHASSI018) (ACHASSI002) (ACHASSI004) (ACHASSI019) (ACHASSI036) (ACHASSI037) (ACHASSI005) (ACHASSI006) (ACHASSI007) (ACHASSI024) (ACHASSI039) (ACHASSI040) (ACHASSI008) (ACHASSI026) (ACHASSI010) (ACHASSI043) (ACHASSK014) (ACHASSK015) (ACHASSK017) (ACHASSK031) (ACHASSK033) (ACHASSK047) (ACHASSK048) (ACHASSK050) (ACHASSK051)

Students explore the different oceans on earth; their names, locations and properties, and how to care for the marine world. Activities and topics to investigate can include:

- A video to learn about the oceans, their marine life and pollution issues can be seen at:
<https://youtu.be/1WZsxVDTqcU>
- Research the names and locations of the world's oceans, including facts such as: Oceans or seas cover over 70 per cent of the earth's surface with salt water. The names of the oceans are Pacific, Indian, Atlantic, Arctic and Antarctic / Southern. Can students find / mark these on a map / globe of the world?
- What are the names of some other seas and reefs? (Bass Strait, Tasman Sea, Coral Sea, Great Barrier Reef, Red Sea, Mediterranean Sea, and so on). Locate these on a map of the world.
- Students locate their own state or territory on a map, and draw a line to their closest ocean. Draw different coloured lines (or pin with string), from their location to each of the different oceans.
- Discuss why it is important to care for our oceans and their ecosystems. What are the problems marine life faces with pollution? What can we do to help?
- Discuss ways we can feel connected to people who may live nearby, or across the ocean. How are we connected to our own place, and how can we connect with other places? Students could draw or make a model of the earth and attach pictures or items, with string or wire, of things that allow 'connections' with others around the world. These could include: modes of transportation (boats, planes, etc), computer / technology, letters / parcels, message in a bottle, carrier pigeon (or whale!), sky writing, billboards, and so on.

MATHEMATICS

Space: Prepositional Language

Measurement and Geometry: (ACMMG010) (ACMMG023) (ACMMG044) (ACMMG046)

- Create an 'ocean' by drawing a variety of objects on a large sheet of paper, including a dock, cranes, pier, mountain, boats, shark, coral, jellyfish, waves, etc. Using a boat figurine / toy, in partners, students take turns to instruct 'Tug' and/or 'Ship' around the ocean. Students need to ensure they are using prepositional language.

Examples of terms to include: push **forward**, pull **backward**, prod **straight** ahead, the gap **between** them, **on** the horizon, sink **downwards**, tower over / crashes **over**, **in** my heart / **in** the endless blue of sea and sky, snuggle **beside** each other, **at** the tippy-top, and so on. Other terms can include: **left**, **right**, **behind**, **under**, **next to**, **upwards**.

Extension: Grid Maps

- Draw a smaller map of your ocean on grid paper using grid references / coordinates, a key and instructions on how to get Tug to reach Ship across the sea. See **BLM 9**.

HEALTH AND PHYSICAL EDUCATION

Healthy Mind / Healthy Body Ideas:

(ACPPS003) (ACPPS004) (ACPPS005) (ACPPS006) (ACPPS017) (ACPPS018) (ACPPS020) (ACPPS021) (ACPMP008) (ACPMP012) (ACPMP025) (ACPMP028)

Mindfulness and physical activity are ideal for mental and physical health, as well as building relationships with family and friends.

- Visit the beach, docks or ocean and watch / record the different boats and ships out at sea
- Venture out on a boat, canoe, kayak, ship, yacht, jet ski or other water vessel!
- Make your own 'working' boat out of household materials
- Take your boat out onto the water – a nearby pond, creek, lake or ocean
- Go for a swim in the waves (between the flags!)
- Visit an aquarium to learn about the marine life and ecosystems from our oceans and waterways
- Learn ways you and your family can reduce plastic and be more sustainable in your home
- Write a letter, card or email, or send a gift to a loved one far away
- Connect with someone by sending a message in a bottle across the ocean!
- Role play or use stick puppets for the story of 'Anchored', or create your own story as a boat or ship – what sounds do they make?
- Act out 'dancing like jellyfish', 'wild beast swells', 'twinkling stars', 'a fluttering flag', 'pushing, pulling and prodding'.
- Snuggle in beside a loved one and read a favourite story, watch a movie or look at photos of fond memories
- Draw or make your own anchor for someone to be reminded of you!

VISUAL ARTS

Watercolour Painting: Landscapes

(ACAVAM106) (ACAVAM107) (ACAVAM108) (ACAVAR109)

The illustrator of *Anchored* has used mixed media to create contrast between the characters and their surroundings with defined lines and bold primary colours, and the fluid nature of the ocean with tones of blue and white. Students can choose a favourite scene from the book (horizon, corals, crashing waves, inky night sky), or a landscape of their choice. Using pencils or crayons and watercolour paint, create an emotive scene that captures the feeling of either 'loneliness' or 'connection'.

Paper Chain Anchor

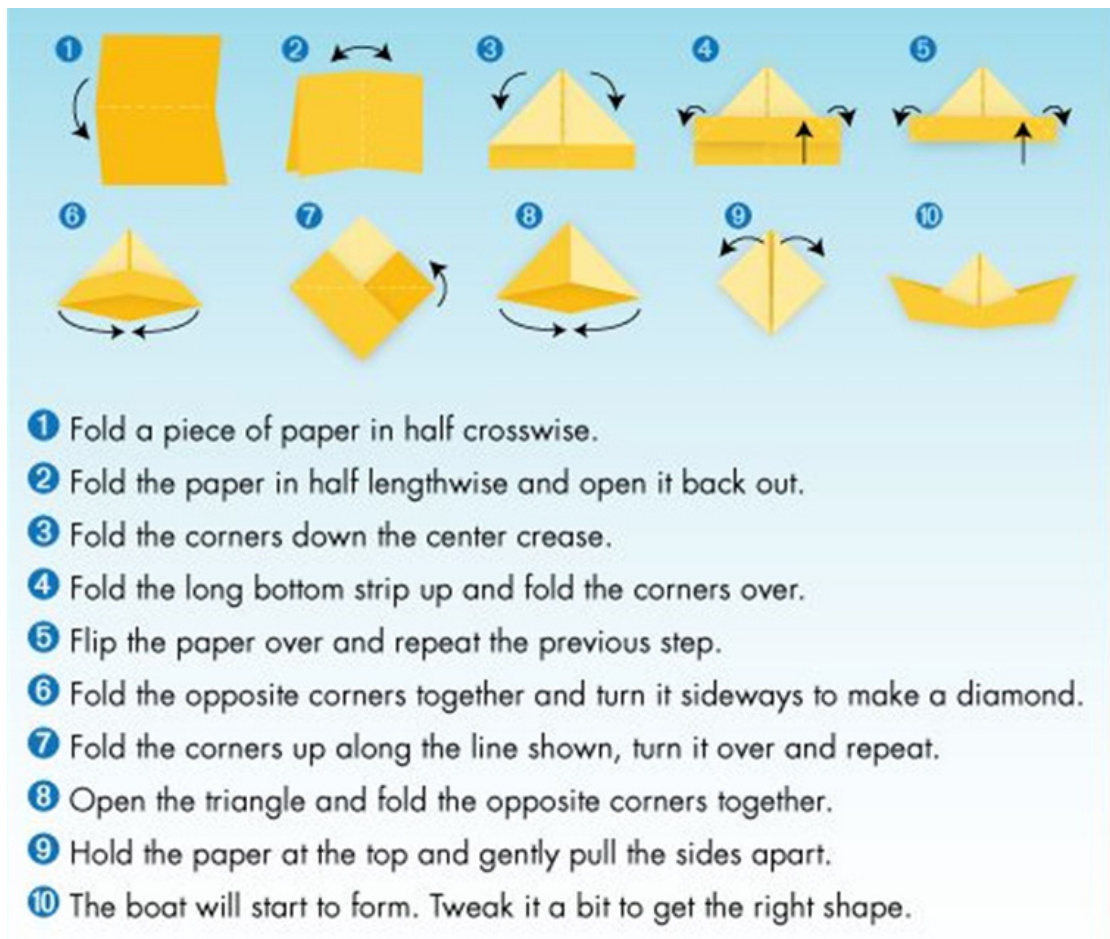
(ACAVAM107) (ACAVAM108)

Students can create an anchor that is connected to a heart using a template (see **BLM 10**), and construction paper. To create the anchor, trace the shape onto construction paper and cut out. Students might like to decorate this with encouraging / loving words or patterned paper, cellophane, paint, papier mâché, etc. Using strips of construction paper, join together to form a paper chain, and connect it to the top hole of the anchor. For the heart, this can be constructed with cardboard, clay, fabric (sewed and stuffed) or other material. Add a hole and string. Connect the other end of the paper chain to the heart. Hang to display or gift to someone special.

Paper Boat Origami

(ACAVAM107) (ACAVAM108)

Construct an origami boat by following the instructions. Students might like to frame their decorated boats, hang on mobiles, or turn into a special note for someone special.



Feelings Chart

NAME _____

DATE _____

<i>Loneliness (Alone)</i>	<i>Connectedness (Anchored)</i>

NAME _____

DATE _____



NAME _____

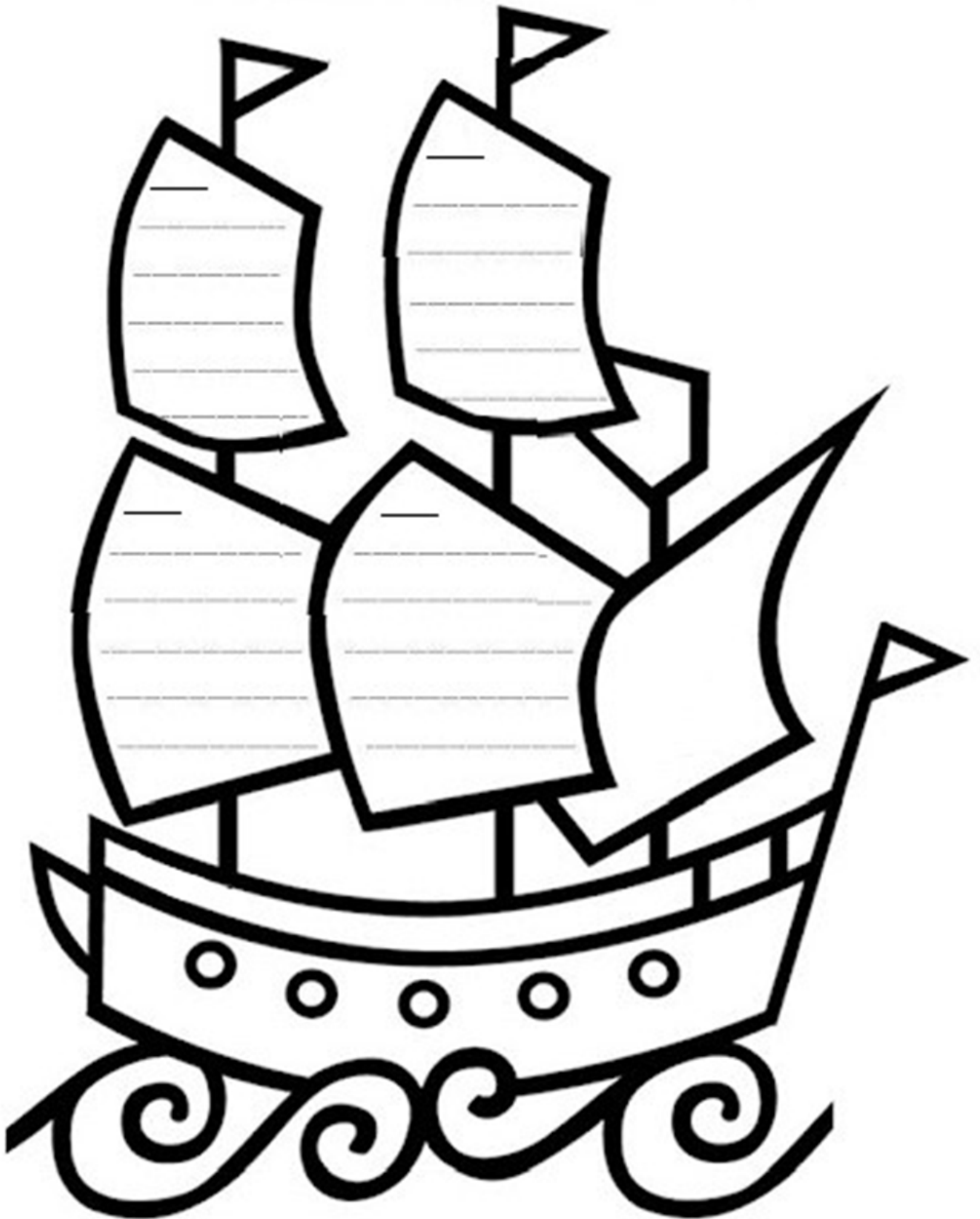
DATE _____



Boat

NAME _____

DATE _____



Word-Picture Match

NAME _____

DATE _____

Draw a line to match the word with the picture.

breakers



anchor



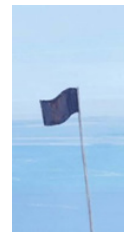
Tug boat



Ship



flag

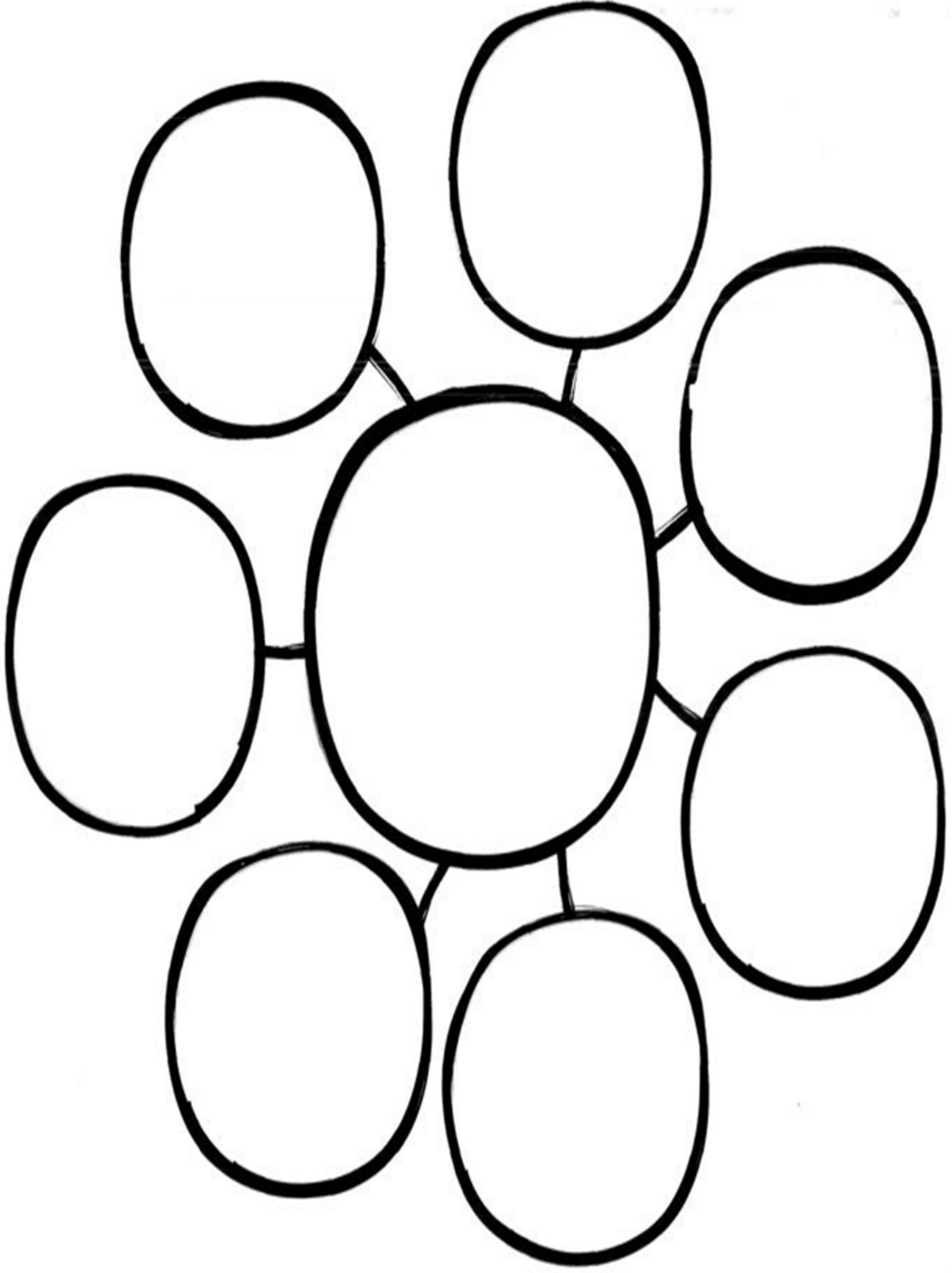


jellyfish



NAME _____

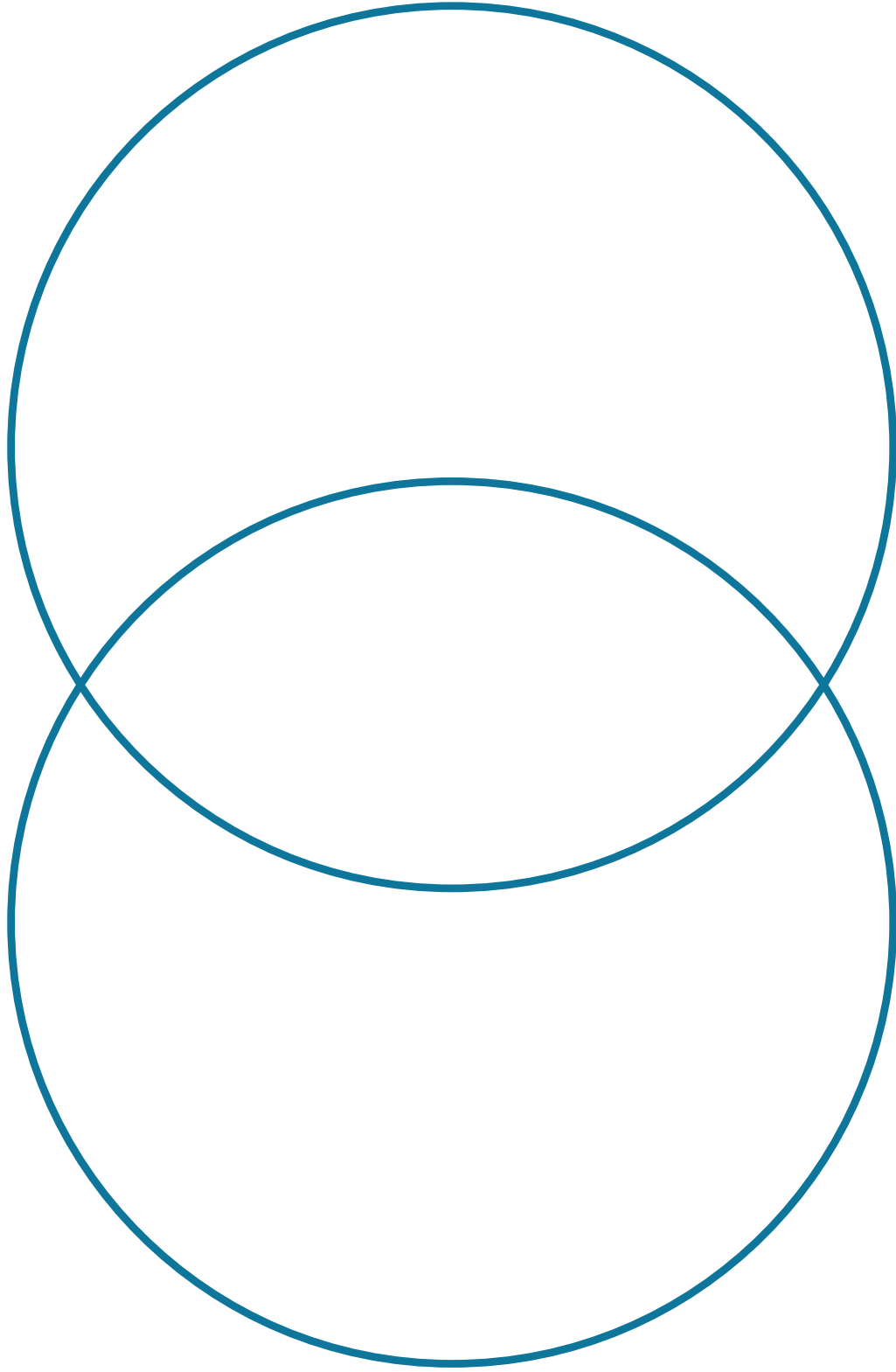
DATE _____



Venn Diagram

NAME _____

DATE _____

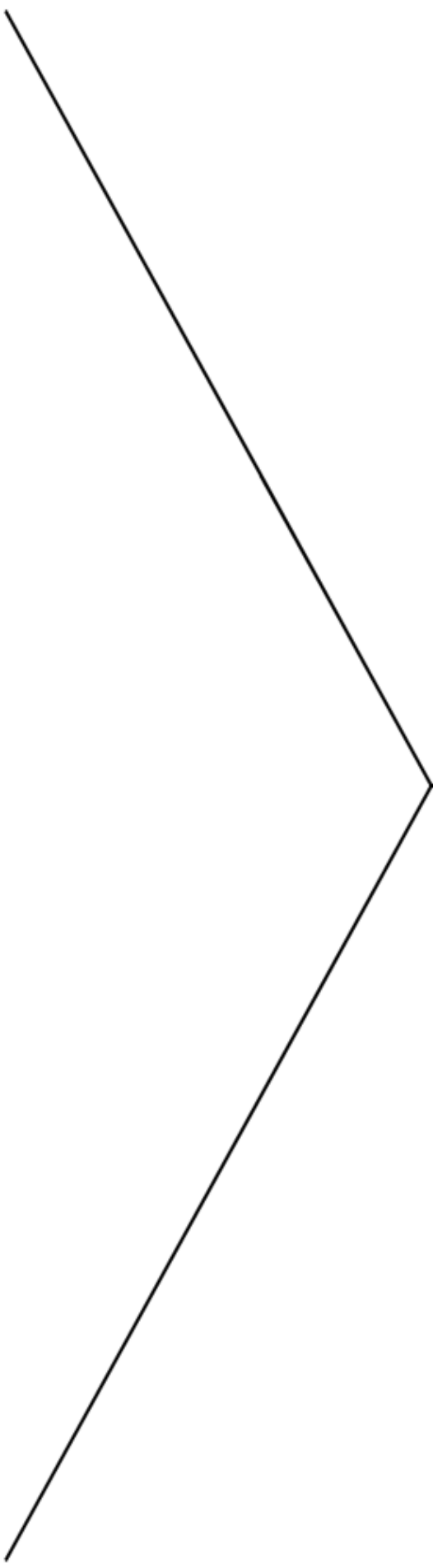


Y Chart

NAME _____

DATE _____

Looks like



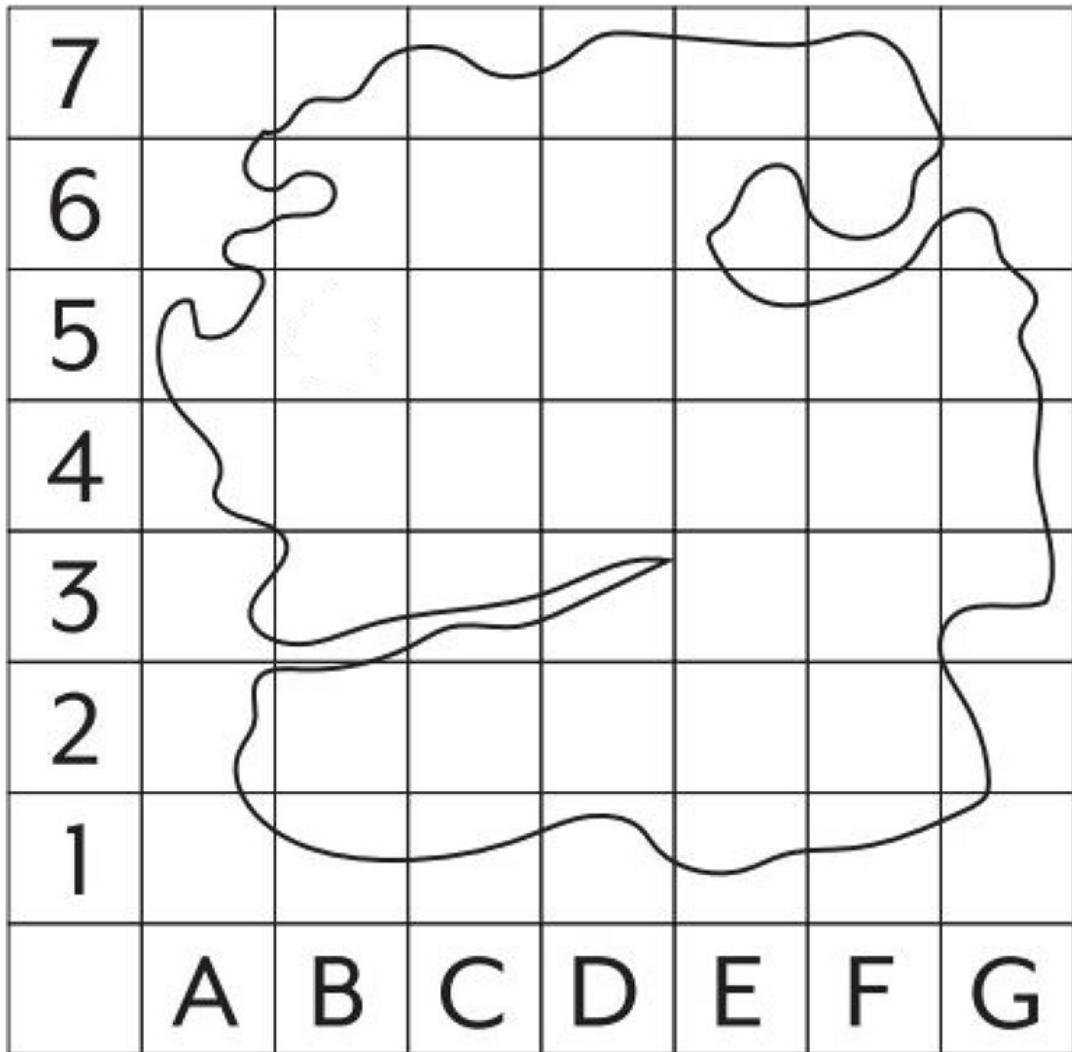
Feels like

Sounds like

Grid Map

NAME _____

DATE _____

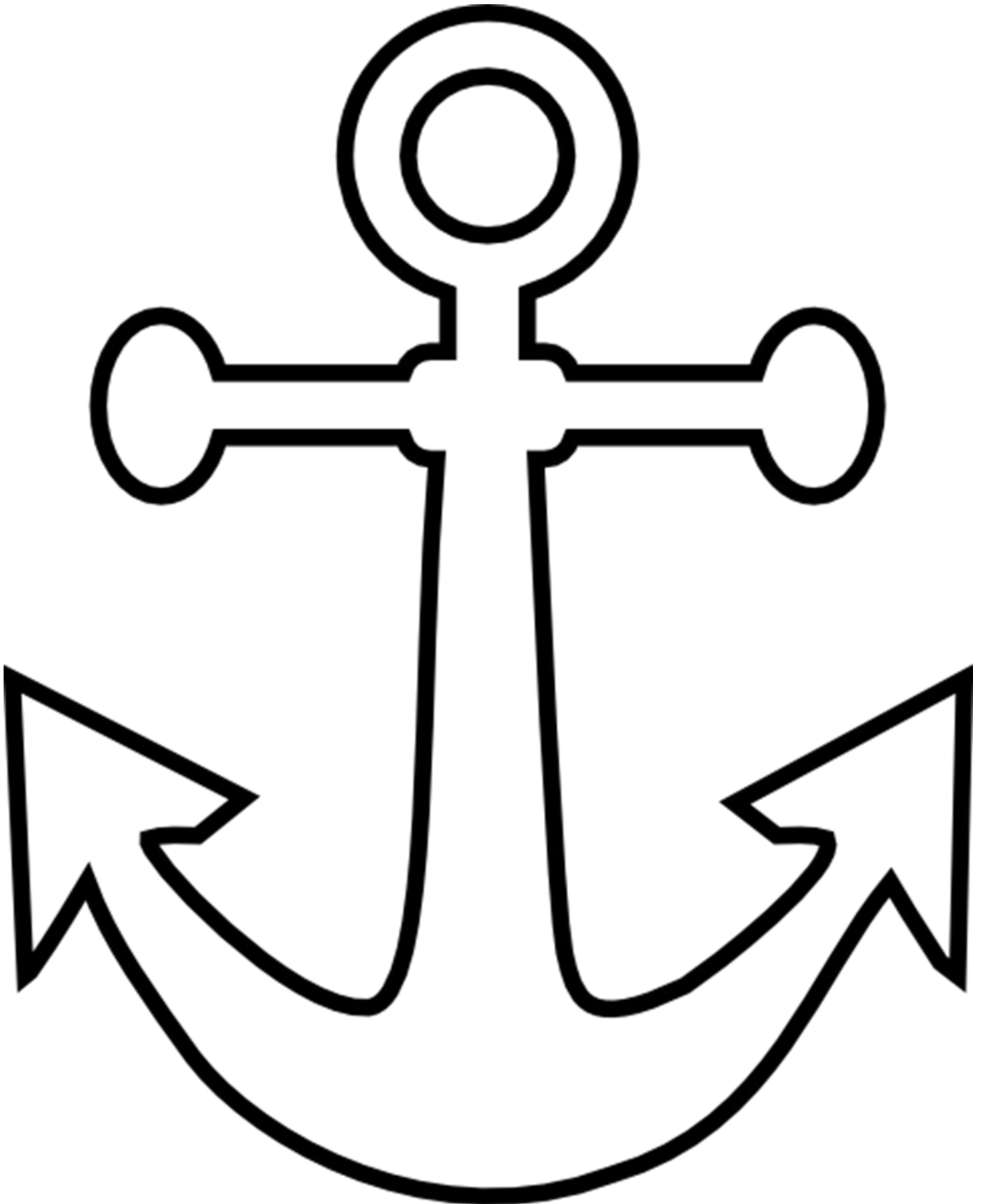


Key:

Anchor

NAME _____

DATE _____



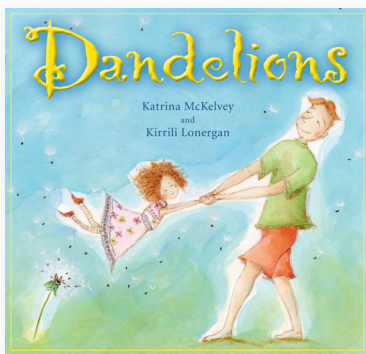
RELATED TITLES ORDER FORM



Get Ready, Mama!
SHARON GILTROW & ARIELLE LI

Turn getting ready into a morning of fun with this guide to dealing with even the most mischievous of reluctant risers!

THEMES: FAMILY, ROUTINE, ROLE REVERSAL
9781922539083 | Hardcover | 245 x 255 mm | 9½ x 10 in | 24 pages | Colour |
USA \$18.99 | CA \$24.99 | UK £10.99 | AU \$24.99 | NZ \$24.99



Dandelions
KATRINA MCKELVEY & KIRRILI LONERGAN

A heart-warming picture book about a father's love, the resilience of nature and the importance of hope!

THEMES: HOPE, RESILIENCE, FATHER-DAUGHTER BOND
9781925335569 | Paperback | 245 x 255 mm | 9½ x 10 in | 32 pages | Colour |
USA \$12.99 | CA \$16.99 | UK £6.99 | AU \$14.99 | NZ \$14.99



Milly and the Mulberry Tree
VIKKI CONLEY & DEB HUDSON

Join Milly as she plays, learns and grows in this vibrant story about exploring new worlds and the magic of home.

THEMES: HOME, TRAVEL, ADVENTURE, LOVE, CHILDHOOD
9781922539120 | Hardcover | 245 x 255 mm | 9½ x 10 in | 32 pages | Colour |
USA \$18.99 | CA \$24.99 | UK £10.99 | AU \$24.99 | NZ \$24.99

Contact your school supplier to order.

School: Customer Number:

Contact Name: Order Ref:

Phone No: Email:

Address:

EK Books are also available from all good bookstores and

www.ekbooks.org