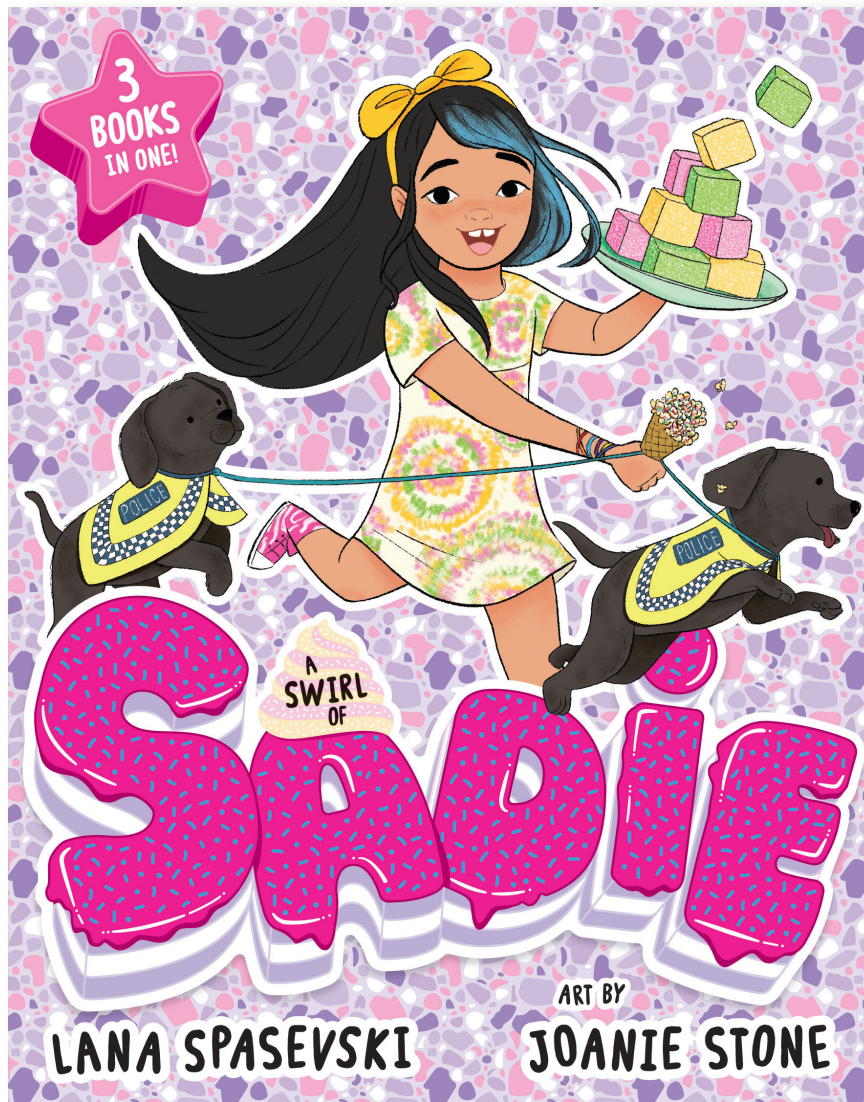


CLASSROOM RESOURCES



Written by

Lana Spasevski

Illustrated by

Joanie Stone

Suitable for ages

5 to 7

Themes

Being creative

Solving problems

Showing kindness

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- Overview of *A Swirl of Sadie*
- Key themes
- Questions for before we begin reading
- Discussion points and activities in key curriculum areas: Comprehension, Literacy, and Social & Emotional Development
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DESCRIPTION

Say hello to Sadie ... a superstar baker with a big heart!

In this book, Sadie needs to

- perform a yummy role for her school movie night.
- bake pup-friendly treats for a perfect puppy playdate.
- whip up two desserts for a special family banquet.

But Sadie's sweet intentions do not always go to plan! Her movie night ice creams are too melty to serve. The puppy treats are not behaving. And her banquet turns into a double dessert disaster! Can Sadie find a way to save the day?

In these three sprinkle-filled stories (complete with recipes!) the unstoppable Sadie shows that any problem can be solved with generosity, kindness and, of course, a delicious baked treat.

ABOUT THE AUTHOR

Lana LOVES writing kids' books just as much as Sadie LOVES sprinkles! Her writing is endlessly inspired by her young daughters, whom she lovingly calls her little book butterflies. Lana spends many hours treasure hunting in bookshops and attempting messy home bakes. Before Lana started writing kids' books, she worked on creating brand stories for some of Australia's most favourite products, including developing ideas for new baking products. Now, she hopes to inspire a love of storytelling through her books and sensationally sweet characters.

ABOUT THE ILLUSTRATOR

Joanie Stone was born and raised in Virginia, where she still lives today with her husband and young daughter. She spends her days painting in her light-filled studio in the country, surrounded by nature. She uses her background in traditional hand-drawn animation to bring life and movement to her characters and fills her images with textures reminiscent of children's books from the past. She hopes her images will inspire kids to pick up a pencil and create their own worlds through stories and art.

Find this book at our website: <https://affirmpress.com.au/publishing/a-swirl-of-sadie/>

KEY THEMES

Being creative

Sadie loves to join her dad in baking delicious sweet treats. But Sadie doesn't just follow her dad's recipes ... she makes up her own, too! Sadie shows creativity through coming up with new recipes that she knows her friends, family and community will love. And she also demonstrates creativity in solving the problems that she encounters along the way. This book is a great tool for discussing the meaning of creativity with young children, showing them that it can mean many things and that everyone is creative at heart.

Solving problems

Despite Sadie's best intentions, something tends to go wrong when she's baking a special treat. But while Sadie always has a wobble when her problems arise, she will also always think of an innovative solution to fix the problems and save the day. Seeing Sadie become upset shows that everyone can feel discouraged when something goes wrong, but seeing her solve the problems shows that everyone can turn things around if they have a positive attitude and a little creativity. This book is a beautiful demonstration of thinking about the different ways that problems can be solved and of approaching problems with optimism.

Showing kindness

Sadie is a kind child who always shows compassion for other people. She loves baking but she also loves being generous, so she combines the two! We see Sadie making treats for her soccer team, creating a moon-themed treat for her new friend Jax, and inventing a new dessert with her neighbour who is missing her family. This book can be used to discuss the many ways that we can show kindness, compassion and generosity to each other, and how we can use our skills to do good in the world

BEFORE WE BEGIN READING

- Have a look at the front cover. What do you think this book will be about?
- Why could the puppies on the cover be wearing police coats?
- Have a guess at the puppies' names. Check to see if you guessed correctly once you've read Story Two!
- Why do you think the book is called *A Swirl of Sadie*? Is there a swirl on the cover?
- Sadie is holding an ice-cream and a platter of something delicious. What might these be?
- Have you read the other Sadie books? (*A Sprinkle of Sadie* and *A Spoonful of Sadie*). If so, what do you like best about these books?



DISCUSSION IN KEY CURRICULUM AREAS

Comprehension discussion points

General questions to ask

- Sadie has a coloured chalk streak in her hair. Is the colour a) pink, b) blue or c) violet?
- Sadie's dad is a baker. What is Sadie's mum's job?
- What is Sadie's dog's name?
- What is Dad's nickname for Sadie?
- Who are Amber and Arlo and where do they live?
- Amber and Arlo are twins. Would you say they are very alike or very different? Describe some ways that they are alike and different to each other.
- In each of the stories, the ingredients that Sadie uses seem to talk to her. Are the ingredients actually talking to Sadie or is she imagining it? What type of things do the ingredients say? How does Sadie respond to them?
- Sadie comes across a few problems in this book. Does she become upset when things feel hard or go wrong? Can you find some moments in the book where this happens? Describe how Sadie looks and speaks in these moments.
- Sometimes Sadie can be a bit messy when she is baking! Can you find some moments in the book when Sadie's ingredients are on her hair, face or clothes?
- Sadie loves inventing new treats and coming up with her own ideas. Do you like to create new things too? What do you like to create? *See Activity 1 for a creative activity.*



Story-specific questions to ask

- In Story 1, Sadie plans to bake two delicious movie snacks. What are they?
- In Story 1, what stops Sadie being able to make these movie snacks? How does Sadie solve this problem? What movie snacks does Sadie end up making?
- In Story 1, the movie being screened on the school oval is a movie made by Sadie's year group. Can you find the name of the movie and what the movie is about?
- In Story 1, all the kids have a role to play in the movie night. Can you name all the children mentioned in this story and describe their role in the movie night?
- In Story 2, Sadie wants to prove she can be a perfect puppy-sitter. Why does she need to show Mum and Kirra that she can be a great puppy-sitter?
- In Story 2, what names does Arlo suggest for the police puppies? What names does Sadie actually give the puppies? Is there a reason that both names start with 'L'?
- In Story 2, Sadie makes cookies that puppies can eat. What is the ingredient that Sadie has used in place of chocolate?
- In Story 3, Sadie is in charge of the dessert table at her family banquet. They are hosting the

banquet to welcome a special family member to Australia. Who is the special guest?

- In Story 3, Sadie, the twins and Sadie's mum split into two baking groups. Who does Arlo get partnered with? What is Dad doing at this time?
- In Story 3, Sadie makes a giant mistake! What is this mistake? What is the result of this mistake?
- In Story 3, Sadie's grandmother does something to match with Sadie. What does she do?
- In Story 3, what are all the wonderful things that Sadie wants to remember about her day?



Literacy discussion points and activities

- In Story 1, the popcorn kernels 'CLINK' and 'CLANG' and 'POP' in the pot. These words are **onomatopoeia**, which means that when you say them aloud, they sound like the noise itself. There are some other types of onomatopoeia in this story. Select a story or a chapter and read it aloud, asking students to call out when onomatopoeia has been used.
- Sadie often thinks to herself. Can you find some moments when Sadie is thinking to herself. Does the writing look different to elsewhere in the book?
- In Story 2, p.149, the cake mixture expands to look like a '_____'. What does the cake mixture look like? This is a form of **simile**. Can you find some other fun similes that use the word 'like'?
- In Story 2, when Sadie starts baking she 'mashes' the banana with a fork and 'digs' a spoonful of peanut butter out of the jar. The words 'mashes' and 'digs' are **verbs**. As a class, pick a story or a chapter and find all the verbs. You could have a discussion about what each of these verbs mean and you could think of other verbs that could have been used in these moments.
- In Story 3, Amber teaches Arlo a new word: 'multi-tasking'. What does this word mean? Have you learned any new words from this book?
- In Story 3, Sadie's mum is described as 'a brilliant organiser'. Can you think of **adjectives** to describe Sadie, Dad, Butter, Amber and Arlo?
- In Story 3, Sadie's grandmother visits. The Vietnamese name for grandmother is bà nôi. As a class, discuss what everyone calls their grandparents or other older members of their family. Does anyone call their grandma Bà, like Sadie?

Social and Emotional Development discussion points & activities

- When Sadie is happy or excited, her eyes sparkle and she smiles. Can you find some moments in the book when Sadie is unhappy. How does she look and feel in these moments?
- Pick a story and find a moment when Sadie is worried or unhappy. Does Sadie feel worried or unhappy for long? Why not? What does this tell us about Sadie and her attitude to problems?
- Sadie often thinks to herself. Can you find some moments when Sadie



is thinking to herself?

- Amber knows Sadie very well and can help Sadie feel better when Sadie feels upset. Pick a story and see if you can spot the moments when Amber helps Sadie by cheering her up. What does Amber say and do in these moments? What other types of things can you say to someone when they are upset or worried?
- Sadie often tells Arlo that he can't have cake for nothing. What does Sadie mean when she says this? Do you ever ask your friends to help you with things? How do you thank them in return?
- When Sadie is baking, it is never just so that *she* has something nice to eat. Why else does Sadie bake the wonderful treats in this book? What does this say about Sadie?

FINAL REFLECTIONS

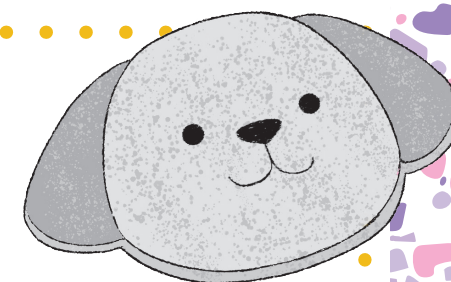
- Which was your favourite Sadie story in this book? Why?
- Amber and Arlo are Sadie's best friends. Who are your best friends? What activities do you like to do together?
- Do you bake or cook at home? If you do, who helps you? What types of foods do you like to make?
- If Sadie was your best friend, what would you bake for her?
- Which of Sadie's desserts do you most want to eat?
- Would you recommend this book to a friend?



ACTIVITY ONE: CREATE YOUR PERFECT TREAT!

Sadie invents sweet treats, like a giant pup-friendly cookie shaped like a dog's face. Why don't you design a baked treat, too? You might like to think of someone to give your invention to. For example, your grandma might love chocolate and oranges, so you are going to invent a new type of chocolate orange biscuit just for her. You could draw the ingredients and the finished product below!

My Sweet Treat ...



Drawn by _____

ACTIVITY TWO: FIND THE ONOMATOPOEIA!

Onomatopoeia are words that describe noises. When you say them aloud, the words sound like the noises described. There are lots of onomatopoeia words in *A Swirl of Sadie*! An example is 'POPS'. Ask students to circle all the onomatopoeia words below. For a more collaborative exercise, complete this exercise as a class, reading each word aloud and asking the class to identify the onomatopoeia. For an extra exercise, ask students to identify the verbs, adverbs, nouns and adjectives in this list.

BELLOWS

Ding-Dong

ARLO

ZOOMS

CLANG

SHAKES

PERFECT

GIGGLE

THUMPS

MESSY

POLICE

GRRR

SINGS

SIZZLE

BUTTER

ziPS

GENTLY

CLANK

SQUEAKS

MAKE

CLAPS

EXPLODES

SHHH

ROLLS



ACTIVITY THREE: GET INTO CHARACTER!

Pretend that you are a character in this book. You could be Amber or Arlo or even Butter! Now, pick a moment from one of the stories. You are going to write about this moment in a diary entry from the point of view of your character. For example, if you pick Amber, you could write about your interview with Arlo and Bianca from Story 1. You could describe how you felt being interviewed on camera, and why you chose to not reveal any spoilers. You could structure this account like a diary entry (see below for an example) or if you'd prefer to draw, you could select a scene and draw it instead. Have fun and be as imaginative as possible!

Dear Diary,

Today was a _____ day because I



ACTIVITY FOUR: SHARE FAVOURITE FOODS!

Ask students to pair up, or divide the class into small groups for this food-based activity. Ask the students to talk about and write down (if necessary) their:

- Top three favourite foods
- Favourite foods to eat with their families/guardians
- Favourite foods to take to the movies
- Foods that they eat on special occasions like birthdays, parties, holidays or similar events
- Foods that they have recently discovered and liked
- Foods that they want to try.

To keep the discussion more focused, you could pick one or two of these questions. You can ask the students to present their discussion to the class, with each students speaking on behalf of their partner or group. Concentrate discussion on the things the students had in common, and the things they learned about their classmates during this discussion. Or, you may wish to extend the activity and ask students to create drawings, posters, lists or even venn diagrams based on their answers to the questions.