

All the Things You Will Do!

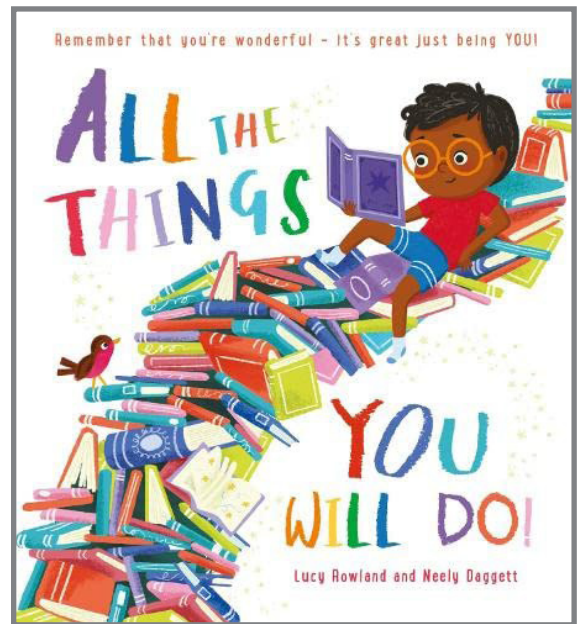
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ILLUSTRATOR
NEELY DAGGETT

SCIS: 5455085

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RECOMMENDED FOR: Lower Primary



SYNOPSIS

Sometimes in the mornings when I'm looking down at you, I stop and watch and ponder all the things that you will do.

This beautifully written and gorgeously illustrated picture book is full of all the hope and joy that comes with new beginnings. An inspiring and encouraging message to help children through life's ups and downs.

ABOUT THE AUTHOR

Lucy Rowland grew up in Cheltenham and gained a degree in Speech and Language Therapy from the University of Reading before becoming a children's speech and language therapist in South London where she now lives. Lucy has loved reading and listening to poetry from a young age and has turned her passion into writing picture book stories with quirky characters and irresistible rhythms—as seen in *Jake Bakes a Monster Cake*, *Pirate Pete and His Smelly Feet* and *Little Red Reading Hood*.

From a young age, Lucy Rowland loved reading and listening to poetry. As a children's book author, Lucy likes to create stories with quirky characters, laugh-out-loud moments and irresistible rhymes.

Find out more about Lucy at [@lucymayrowland](https://twitter.com/lucymayrowland).

ABOUT THE ILLUSTRATOR

Neely Daggett is a children's book illustrator based just outside Portland, Oregon. She has a B.A. in psychology from the University of Illinois at Chicago and a degree in graphic design from the Art Institute of Colorado. Creating picture books is her passion, but she also loves to cook, travel, run long distances, and visit the Oregon coast with her family.

You can find more of her work at www.neelydaggett.com.

STUDY NOTES

- Before reading the story, as a class, discuss the book cover and title. Some things to include in your discussion could be:
 - What do you think is happening in the cover illustrations?
 - Who do you think this story might be about?
 - What do you think could happen in this story?

- Who do you think the children on the back cover might be? What are they doing?
- What do you think the title of this story means? What is it telling us about the book?
- After reading the story, as a class, discuss how it was told. Some things that you might like to include in your discussion could be:
 - Who is telling this story?
 - How do we know who is telling it?
 - Whose voice do you hear when you read this story to yourself?
 - Who is this story being told to?
 - How do you know this?
 - Before reading this book, you thought about what might happen. Were you right?
 - Do you still think the meaning of the title is the same as what you thought before reading the book?
- How old do you think the little boy in the story is?
 - How old does the little boy look in the very first illustration?
 - How old does he look while reading? What about when he is teaching others?
 - Why do you think that he is shown at lots of different ages?
 - What do you think the illustrator is trying to show us, when she draws the little boy as an older child and as an adult?
- How would you describe this story to someone else? As a class, discuss some of your ideas about this book, and how you could describe it to someone who hasn't read it. Create an artwork that could be used as a poster to advertise this book. Caption your artwork with the title of the story, and a brief description of the book.
- How does reading this story make you feel?
 - How do you think the author of this book hoped that her readers would feel after reading it? Why do you think this?
 - As a class discuss how reading this book makes you feel about yourself, and about your future, and why you think the author might have written this story.
 - Write a brief analysis of your reaction to the story. Include in the analysis thoughts about what the author and illustrator were intending, as well as how reading the book made you feel, what in the book elicited that response, and why you felt that way about it.
 - Create an artwork that you feel represents your personal emotional response to the story. Display your artwork for everyone to admire. You can also display your analysis next to your artwork.
- This story has been written completely in the second person—where the text is speaking directly to the reader, addressing them as 'you' throughout. Why do you think the author chose to write this book using the second person? What would the impact have been if the author had told this story in the third person?
 - In pairs, rewrite part or all of the story, so that it is in the third person (referring to the little boy in the illustrations as 'he'). Read your rewritten section aloud, while looking at the pictures, then, as a class, discuss how it has changed the story, and the impact on the reader.
- When do you think the different events in the book take place? How can we tell? As a class, or in small groups, reread the story, noting the age of the main character on each page.
- Do you think it would be possible for any one person to do all the things mentioned in the story? Create a timeline for the main character where they get to do every single thing mentioned over the course of their lifetime. Use the illustrations to help you guess approximate ages of the character for each part.
- What are some of the things that you would like to do in the future? Draw or paint a picture of your future self and caption it with a description of what you are doing in the picture.
- Ask a variety of parents and/or caregivers to come and talk to the class about the different jobs that they have.
- As a class look, carefully at the page with the night sky as a background. How do you think the illustrator created this artwork? How do you think that you could create a night sky artwork?
 - Try creating your own night sky artwork.
 - On a large piece of paper, use vibrantly coloured oil pastels or crayons to make a bright multicoloured background. You will want to have large swathes of rich colour, and it can be in stripes, blocks, or swirls.

- Once the entire page is coloured, paint over the whole thing using black acrylic or poster paint. Make sure that your paint is in a thick enough layer that it covers all the first layer of colour.
- Leave your artwork to dry for at least 24 hours.
- While the paint is drying, think about your design, and create a rough sketch of what you want it to look like.
- Once it is completely dry, dip the bristles of a toothbrush in white paint, then shake it at your artwork to create a star splatter.
- Let the white stars dry, then draw a moon, and the landscape below on your page using a wooden skewer, or the end of a paintbrush to carefully scrape lines in the black paint.
- The paint should come off where you have scraped it, leaving the colour underneath showing through. Take your time scratching your lines and refer back to your original design sketch to help you.

AUTHOR OF NOTES
RAE CARLYLE