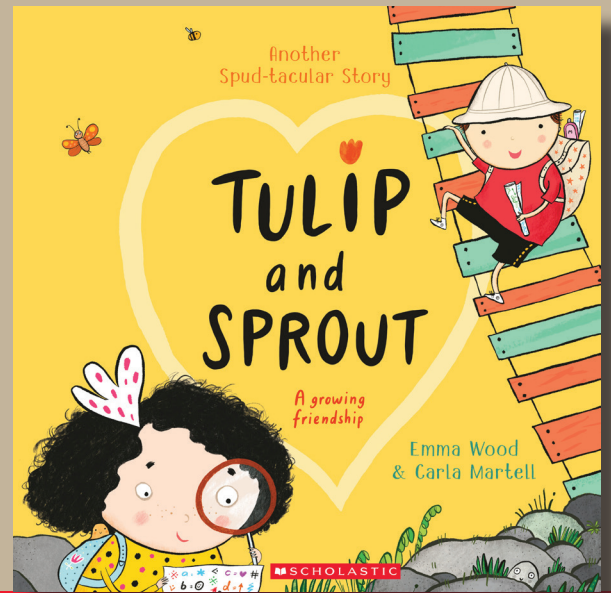


Tulip and Sprout

By Emma Wood

Illustrated by Carla Martell



• Reading • Writing • Thinking Skills • Feelings • Art

Synopsis

Tulip, Max and Susan loved creating coded messages, unearthing precious treasures and practising their hide-and-seek skills on Tunnel Mountain. When Max and Susan head away on holiday, Tulip and her dad go on an expedition to the jungle. While out in the garden, Tulip's dad spots Doug, her missing potato, except Doug no longer looks anything like Tulip remembered. It turns out that Doug has sprouted a number of baby potatoes, one of which Tulip picks up and names Sprout. When Tulip's friends return home, she is excited to introduce them to Sprout and a rock garden, aptly named 'Susan's Garden', that Tulip has created. At dinner time, Tulip's dad introduces a quirky looking carrot called Colin. The story ends with the friends reflecting on what a great holiday time it has been for them all.

About the Author

Emma Wood worked for ten years as a radio journalist and broadcaster, as well as many years in communications in Dunedin. Her skills are diverse, from penning scripts for national television advertising campaigns, pitching stories to the country's top news producers, voicing cinema advertisements and producing radio documentaries. This is Emma Wood's second book with Scholastic, her first book, *Tulip and Doug: Friends for (almost) ever*, was published in 2020.

About the Illustrator

Carla Martell is an illustrator and designer based in Auckland. All those years getting in trouble for doodling in class (usually animals with hats on) eventually paid off, as she is now illustrating children's books, designing for animation and dreaming up new multimedia projects. Most of Carla's illustrations are drawn by hand (often in pen and ink) then digitally combined with handmade textures and typography. She's a big fan of printmaking, writing words that go with pictures and turning her hand to making images move. She is also a licensed artist, creating designs for products such as gift wrap, greeting cards, wall art and homewares.

Writing and Illustration Style

Tulip and Sprout is the heart-warming sequel to *Tulip and Doug*. This second collaboration by author Emma Wood and illustrator Carla Martell contains the same magic ingredients that made the first book so loved: quirky, relatable characters; fun, friendly illustrations packed with charming details; important themes of independence, loss, and friendship; and a compelling child-centric plot. What makes *Tulip and Sprout* more than a delightful sequel is that it contains its own something special – hope. This transformational tale of new beginnings offers up a worldview where change, although challenging, can be productive, rewarding, and exciting.

This 24-page picture book is written mostly in third person, but also includes dialogue. The vocabulary is rich and bursting with opportunities for follow-on conversations about being ‘fearless adventurers’, discoverers of ‘fascinating specimens’, scientists, and friends. The black outlined colour and personality-filled illustrations are a mixture of full bleed and cameo style. *Tulip and Sprout* is an excellent reminder that it’s okay to be different and that the world is full of possibilities.

Shared Learning and Discussion Points

During the shared sessions, encourage students to ask questions to clarify their understanding of characters and events. Have them make predictions and inferences and relate these to their own experiences. Read the book aloud and, if appropriate, have students read alongside or by themselves. Use all or some of the questions below for discussion, comprehension checks and making connections.

ASK YOUR STUDENTS

Look at the cover and read the blurb then turn to the title page.

- What do you think will happen in this story?
- Have you ever felt ‘quite alone’? What made you feel better?
- What is a ‘sprout’? What does it do?
- What is Tulip holding on the title page?

Comprehension

- What does it mean to be ‘famous’? Would you like to be famous? Why/why not?
- Have you ever heard of someone having a potato or a rock as a friend? Why could they be good friends?
- Can you find Susan on pages 4–5?
- How do you know that Tulip, Max and Susan are having fun? Would you like to play on Tunnel Mountain? Who would you play with?
- How do you know that Tulip misses Doug? What do you think happened to him?
- Why is Tulip not looking forward to the holidays?
- What does the word ‘headquarters’ mean? Why did the author use this word instead of ‘home’?
- What do you do when you’re bored?
- What is an ‘expedition’? What would you take if you were packing for an expedition to the jungle?
- What is the ‘wild predator’ that Tulip ‘tamed’? Is it really a predator? Why/why not?
- What is a ‘specimen’? What is another word you could use instead of specimen?
- How do you think Tulip feels about finding Doug? Do you think she minds that he has changed? What has he become? Predict what you think will happen next.
- What are the white tendrils that are growing out of Doug called? (p.14)
- How is Tulip being a good friend to Doug? (p.15)
- Why would a ‘brave, calm and kind’ friend be good to have? Which attributes do you most value in your friends? What kind of friend are you?
- Predict what Tulip and Sprout are planning. (p.17).
- Check your prediction on page 19. Why did Tulip and Sprout make a garden for Susan? What kind of garden is it?
- Why has Tulip’s dad got his own special friend?
- Why were they ‘the best holidays ever’?



teacher toolkit

 SCHOLASTIC

Activities

ACTIVITY 1: MAKE A NEW FRIEND

Design and make your own potato or rock friend. Use paints or permanent markers to give your friend features and/or clothing. Would you like an animal or a human friend? Give your new friend a name and a personality. Tulip described Doug and Sprout as 'brave, calm and kind'. Choose three adjectives (describing words) to tell other people about your new friend.

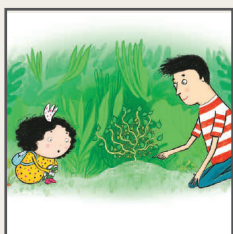


ACTIVITY 2: BUDDY BANK

Do you have a rock garden at your school? Maybe you could turn it into a bank of buddies for tamariki who are looking for a friend at lunchtime. Before you put up a sign and start handing out buddies, you'll need to write a letter to the principal asking permission to turn the rocks into new friends. Remember to explain in your letter why you think it would be a good idea to have a buddy bank. You could also suggest some rules to keep the buddy bank running smoothly, for example, all buddies must be returned before the end of lunchtime.

ACTIVITY 3: UNSCRAMBLE THE STORY

Photocopy from the book, or cut out these five illustrations and put them into the right order to retell the story of *Tulip and Sprout*. Write a caption under each illustration that explains what is happening.



ACTIVITY 4: HOLIDAY HAPPINESS

Imagine that you went on holiday with your rock or potato friend. Where would you go? What would you do? Draw a postcard of your holiday adventure. Then write a message to your teacher about the fun that you and your friend had.

ACTIVITY 5: PLANT A POTATO

Grow your own potatoes in your school garden or in old fabric shopping bags. The best potatoes to use are old potatoes that have started to sprout. One potato can be cut into several chunks – just make sure that each chunk has an 'eye' or sprouting point. Leave the chunks to dry out overnight. Put about 10 cm of soil or compost in the bottom of the bag. Then place the pieces of potato chunks on the dirt, cut side down. Cover with soil. Water well and put in a sunny spot. Keep watering the soil so it stays damp but not overwet. After about two weeks, your potato plant will start to grow upwards. Mound up more soil around the plants as they grow. After about two months, carefully dig up the soil beneath to find the new potatoes. If you want bigger potatoes, you can leave them till the top of the vines have died off. The best time to start this project in Aotearoa New Zealand is September. Then you'll have potatoes before the end of the year.

Written by Frances McBeath