

What Will You Make Today?

AUTHOR

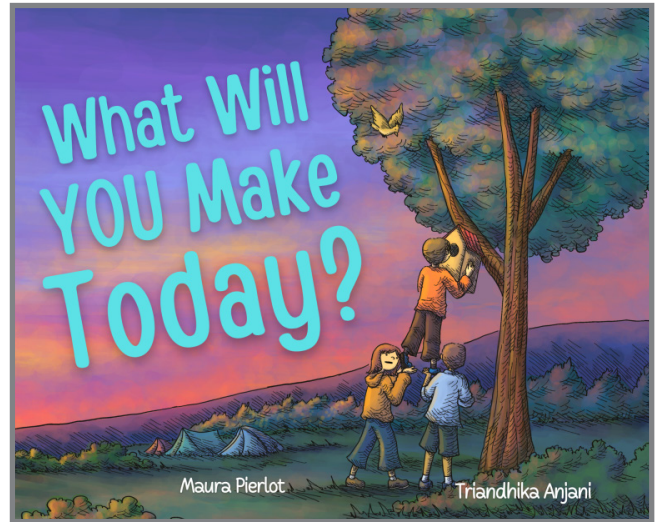
MAURA PIERLOT

ILLUSTRATOR

TRIANDHIKA ANJANI

SCIS: 5448765

ISBN: 9780645191578



SYNOPSIS

In a world bursting with possibilities, what will you make today? Will you make believe? Will you make noise? Will you make a wish? Will you make an excuse? Will you make things right? Will you make up your mind? Will you make a difference? A series of questions subtly builds perspective from a personal standpoint, culminating in a wholistic view of the world.

What Will You Make Today? aims to show children how their choices can effect change and make an impact in their own lives, in the lives of others and in the world.

ABOUT THE AUTHOR

Maura Pierlot is an award-winning author and playwright based in Canberra. Maura's widely acclaimed play *Fragments* will be released as a web series in 2023. Her debut picture book, *The Trouble in Tune Town*, won the 2018 ACT Writing and Publishing Award (Children's category) and overseas honours. She has a Ph.D. in philosophy, specialising in ethics.

ABOUT THE ILLUSTRATOR

Triandhika Anjani is originally from Indonesia and studied illustration in Japan. She lives in Canberra and works remotely as an illustrator. She has loved reading (and looking at) picture books ever since she was small, and always dreamed of making illustrations for stories. Dhika received 3rd place at the New England Illustration Prize 2022. The sky, light and nature landscapes are sources of inspiration for her and the subjects of many of her artworks.

THEMES

- Sustainable Living
- Community
- Friendship
- Adventure
- Leadership
- Teamwork

STUDY NOTES**BEFORE READING**

- Write the title of the book on the board and then discuss the following questions as a class:
 - What type of sentence is this? How would you answer this question?
 - Why would the author select a question as the title of the book?
 - What genre do you think the book is? Why?
 - Predict what the book might be about.
- Show students the front and back cover of the *What Will You Make Today?* Make a list of everything you see on the cover and then answer the following questions:
 - Where might this be? (setting)
 - Who is involved? (characters)
 - What is happening? (events, plot)
- Read the blurb on the back cover. What extra information does this give you? Is it useful in predicting what the book might be about? Why or why not?
 - Revise your prediction about the genre and content of the book (or add to it) after reading the blurb. What clues are you using to help you predict?
- Have students, individually or in small groups, write the different things they could ‘make today’ on individual sticky notes (or brainstorm ideas and write down the answers for the younger students). Single words or short phrases are fine. Then, as a class, sort these words into categories (eg. food, tangible items, intangible things, actions, sounds, etc.). Rank student ideas from most popular to least. Graph the top five (or ten) individual ideas. (Alternatively, graph the categories.) Are there any ‘original’ ideas that only one student came up with?
- ‘Read’ *What Will You Make Today?* with the students using **only the illustrations** (cover the text). What is happening in the story? Ask students to tell the story that is happening in the pictures. Remind students of the title that is in question form and tell them that the actual text is a series of questions, rather than a story.

WHILE READING

- What is ‘a world where anything is possible’ like? Use all your senses—what does this world look/feel/sound/taste/smell like?
- What decisions do you have to make every day?
- What is something you have discovered recently?
- Why are the children in the story making a team and making a plan? Why is this important?
- What was the mistake made by the children in the story? How did they fix it? How could they have prevented it?
 - Are mistakes okay? Discuss.
- Why is it important to make time for yourself? How did the child in the book do this? How do YOU make time for yourself?
- Look closely at the two pages: ‘Will you make something for today? / Will you make something for tomorrow?’ What is happening on these pages? What is the author trying to say here?
- Why is listening important? What does it mean to ‘be heard’?
- Look closely at the page: ‘Will you make things happen?’ How are the children ‘making things happen’? How else could you make things happen?
- Look closely at the page: ‘Will you make a difference?’ What ways are the children dreaming to make a difference? What other ways can you think of to make a difference?

AFTER READING

- The initial reading of *What Will You Make Today?* would be best done in one go. Then, go back to the start and as a whole class, brainstorm a list of possible responses to selected questions from the text.
- Imagine the author or illustrator were visiting your school. What questions would you like to ask them?
- Think about the message the author is conveying. What is her purpose with this story? Why is this important now?
- Using your powers of make believe, devise a creature or a machine that ‘makes a difference’—give it a name,

describe its features and label it.

- How do you make your bed or make your breakfast? How do you make friends? How do you make believe?
- Reread *What Will You Make Today?* and ask the students to discuss how the text made them feel using the below questions.
 - Which question had the most impact on them?
 - Did they like the way the narrative unfolded completely in the illustrations?
 - Did they find the questions helped or hindered the story?
- Discuss the use of questions in the text.
 - How is a question formed?
 - Explore different tenses.
 - What are the answers to the questions asked in the text?
 - What alternative questions could be asked? (eg. instead of 'what will you ...?' use 'did you ...?')
 - How do you turn questions into statements?
 - Are the questions skinny or fat? (Skinny questions require a very simple answer; fat questions require a longer explanation, usually with justification.)
- Examine the narrative elements of *What Will You Make Today?*
 - Identify the characters, the setting and the plot.
 - Identify the problem/complication and the resolution.
 - Create a story map or story mountain to visualise the story arc.
- What are the main themes in *What Will You Make Today?* What other books do you know that have similar themes? Select a theme and compare and contrast two or more books that focus on that theme.
- List all the ways 'make' is used in the text (eg. make believe, make time). Consider the origins of the word and how its meaning has changed. Go back to your list and explore the development of these phrases or expressions over time. What other words from the text might have interesting origins?
- In *What Will You Make Today?* the children make a wooden home for birds. Think about the pros and cons of this home. What else do you want to know about it?
- One of the questions in the story is 'Will you make believe?' Explore the concept of make believe. When can you make believe? What conditions do you need? What props do you need? Use a variety of props or settings to explore 'making believe' further.
- One of the questions in the book is 'Will you make a noise?' Use a variety of percussion and other instruments to 'make noise'.
 - How could you represent the noise made by the make-believe creature and the boy in the illustration?
 - What sounds or music would you add to accompany other scenes in the story?
- At the end of the book, there is a page illustrating 'The 6Cs'. Take time to discuss each of the 'Cs' and what they mean.
 - Rank the 6Cs in terms of importance. Is this possible? How do they interconnect? Can you have one without the other?
 - The illustrator used the image of a branch with six leaves to illustrate the 6Cs. Why do you think she did this? How does it reflect the message in the book?

AUTHOR OF NOTES

KELLIE NISSEN