

These Long-Loved Things

AUTHOR

JOSH PYKE

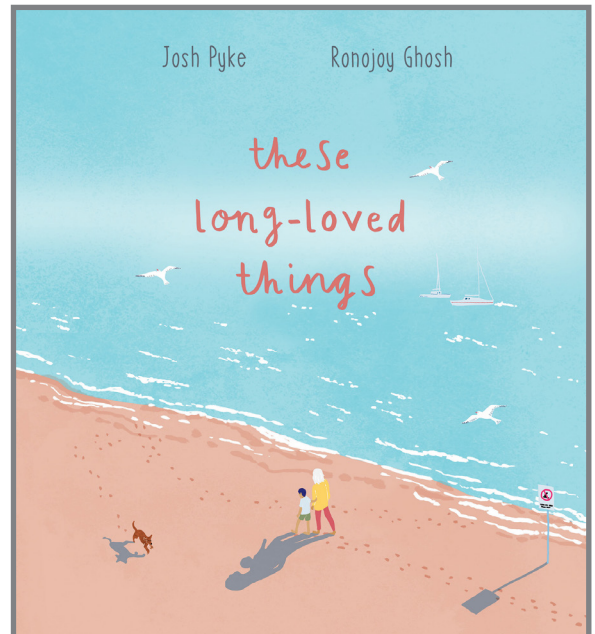
ILLUSTRATOR

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RECOMMENDED FOR: Lower Primary



SYNOPSIS

Where do they go, these long-loved things?

These stories told, these songs we sing?

Once a memory is made, it remains.

Even when it is forgotten.

From the creators of *Family Tree*, comes this moving story of love, loss and the power of shared memories.

ABOUT THE AUTHOR

Josh Pyke is a successful and much-loved Australian singer/songwriter, renowned for his unique and wonderful storytelling and lyricism. Josh has created many bestselling albums, won four ARIA awards, and has also written several books for children. He is a lifelong ambassador for the Indigenous Literacy Foundation.

ABOUT THE ILLUSTRATOR

Ronojoy Ghosh is an award-winning author and illustrator, with a day job in advertising (where he also wins awards). His first children's picture book *Ollie and the Wind* was shortlisted for Book of the Year by the CBCA in 2016.

STUDY NOTES

- Before reading the story, look closely at the cover and title, and discuss what you can learn from the title and artwork. Some things to include in your discussion might be:
 - What does the cover artwork show?
 - Who can you see appearing in the cover artwork?
 - What does the cover artwork make you think of?
 - What do you think the title of this story means?
 - What do we mean when we say something is 'long-loved'?
 - What do you think the title of this story means?
 - Who do you think might be the main character(s) of this story?
 - What do you predict might happen in this story?
 - Read the back cover of the book. Does knowing what is written on the back of this book change your prediction about what could happen? Why/why not, and if so in what way?
- As a class, talk about the question on the first page of this book. Where do you think these things go? How do you

think they get there?

- Before reading the rest of the story, look carefully at the illustration of the night time landscape at the beginning of the book. What can you see in this picture, and what do you think is happening?
 - After reading the story, look at this picture again. Has your understanding of what it is showing changed at all? Why/why not and in what way?
- What do you think happens when a memory is forgotten? Where do you think forgotten memories go? Paint a picture of a place that you feel represents forgotten memories. Before you start painting, spend some time talking with some of your classmates about whether you think this would be a happy place or a sad place, and why you think this.
- What is your earliest memory? Who else is in this memory?
 - What is one of your most loved memories? If you feel comfortable, share with the class the story of one of your most loved memories. It might be something as simple as being tucked into bed at night by a loved one, or it could be a holiday you have been on, or a birthday party or special event.
 - Draw a picture of this memory, and caption it with a description of the event. Hang your finished pictures on the classroom wall for everyone to look at, share, and talk about.
- Some of the words in the story are written in a different font. Why do you think they are written this way? What does the different font make you think of when you read these words?
 - Re-read the story, focusing on all the words and phrases that are written in a different font to the rest of the story. Do you think they might make a small story of their own? What is the impact on the reader of having them stand out like this? Why do you think that this particular font was chosen for them?
- Where and when do you think this story is set? Why do you think this?
- What do you think the book, as a whole, is describing? As a class, discuss your experience of reading this story, and your understanding of what is happening in it. Some things to include in your discussion might be:
 - Who is the narrator in the story?
 - Who is the 'you' being spoken to in the story?
 - Who else can you see appearing in the pictures, who isn't mentioned in the narrative?
 - How do you think the narrator in the story feels when the person he is talking to doesn't know the narrator's name?
 - Why do you think the person being addressed in the story does not recognise themselves in photographs?
 - What does the woman in the story know and understand, even though she has forgotten details from the past?
 - How does the narrator feel about the situation, and how can we tell this?
- What types of situations, illnesses, and other circumstances might cause someone to forget the people and places they know?
- Why do you think that the author uses the phrases 'I hold your hand/you hold my hand' several times throughout the story? How does it make you feel to hold someone else's hand?
- How did reading this story make you feel?
 - Create an abstract finger painting that you feel represents the emotions that reading this book, and thinking about what it is showing, has inspired.
- When the author talks about falling leaves, what do you think they mean? What types of things can falling leaves be used to metaphorically represent, and in what way might these representations be relevant to this story?
- As a class, go for a walk around your local area, and collect leaves. When you return to class, use your leaves to help you make a falling-leaf artwork inspired by the artwork in the end pages of the book. There are several ways you might like to use your leaves to help you make your artwork. Here are some examples:
 - You can place your leaves under your paper and make crayon rubbings of them.
 - You could paint individual leaves with different coloured paints and use them to make prints, like a stamp.
 - You can arrange your leaves on your page in a pleasing pattern, and then use a blow pen, spray paint, or simply flick paint from a paintbrush towards the page, leaving a shadow-image of the leaves on the painted page when you remove them.
 - You could create a collage with the leaves as a focal point or centrepiece within the artwork.

When you have finished your artwork, caption it with a quote from the story.

- As a class, discuss the meaning of the final pages in this story. What does it mean when it says that ‘Once a memory is made, it remains. Even when it is forgotten.’?
- Do you think that this is a sad book or a happy book? As a class, discuss your answer to this question, and the reasons why you think this.

AUTHOR OF NOTES
RAE CARLYLE