



A Educator's Guide for

JAMIE AND THE HALF-WOLVES

written by Charlotte Kieft
illustrated by Soda Design



ISBN: 978-1877535-22-2

Contact:
Giltedge Publishing
PO Box 511
Kerikeri 0245
Northland
New Zealand

About the book:

It's a full moon when Jamie's family starts behaving ... well, unusually. Jamie, as usual, is left behind at home while his parents and sister take off for their midnight romp. Being the only normal one in the family is so unfair. But then one morning Jamie wakes to find something has gone wrong and only he can help ... if he can find anyone who will believe his strange, blood-curdling story.

About the author:

Charlotte Kieft is a writer with a passion for fantastical tales and historical fiction. Besides writing, she loves travel, cycling, and scuba diving – or combining all three (although it's hard to cycle underwater). She lives by the sea in New Zealand with her husband and two small dogs.



Pre-Reading Discussion Questions:

- Tell everything you know about werewolves.
- Observe the book's front cover. Identify graphic elements that support your knowledge of werewolves.
- Discuss the significance of the full moon on the cover.
- Determine how the font used in the cover art serves to enhance the story.
- Read the blurb printed on the back cover. List the clues given about Jamie's character. Identify his problem. Predict how his problem will be solved.
- Consider the title—JAMIE AND THE HALF-WOLVES. Based on your impression of the cover art the title, and blurb make a prediction. What do you think this story is going to be about?

Post-Reading Discussion Questions:

Madison pulled a face at him. “It’s not fun. You know what Mum says. It’s a disability. A curse” (pg. 5).

- A word *curse* is defined as evil, a burden, or a jinx. Discuss how being a werewolf could be considered to be a curse.
- The word *disability* means a restriction, a disadvantage, or a weakness. Tell how being a werewolf might cause a person to become disabled.
- In your opinion, which term best defines what the experience of being a werewolf would be. Explain your answer.

Of course, Jamie was the first one up the next morning too. He looked around the kitchen. It was the usual disaster zone that came with a full moon. But something felt different... wrong (pg. 9).

- It seems that every morning after a full moon would be troublesome for Jamie. Discuss what made this particular morning after different than all of the others.
- If Jamie weren’t human, do you think he would’ve sensed that there was a serious

problem? Explain your answer.

She cleared her throat. “You haven’t formally invited me in yet. Without an invitation I can’t cross the threshold” (pg. 17).

- Discuss the significance of Dr. Ramelstein’s request. Tell why she could not or would not assist Jamie until she was formally invited to do so.
- Consider Dr. Ramelstein’s character. Predict why she is able to diagnose a cure for Jamie’s family members.

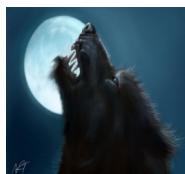
Madison frowned. “Maybe we should try one more full moon with you locked in your room – just in case” (pg. 21)?

- Examine Madison’s comment. Explain why she is concerned about Jamie’s well-being.
- Discuss how Jamie’s actions lifted the curse and disability of being a werewolf for his family members, and for himself.

Review the Pre-Reading Discussion questions. Discuss your story line predictions based on the cover art, title, and blurb. Were you correct?

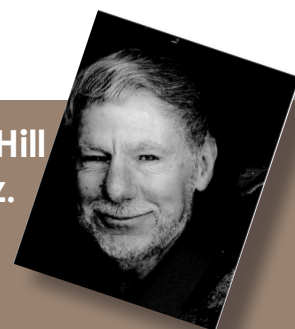
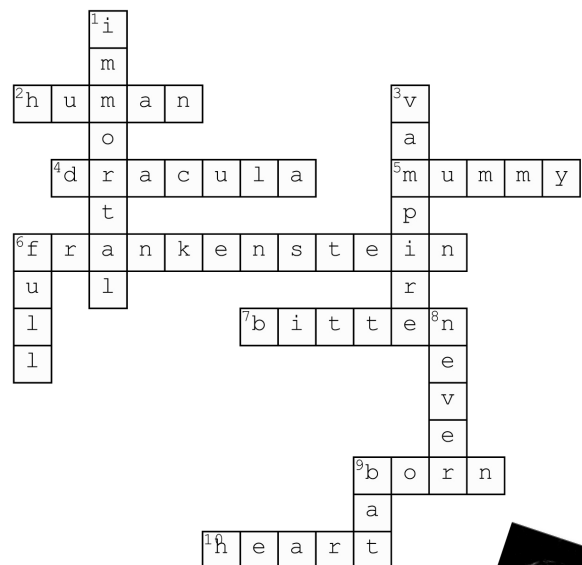
Extension Activities:

~ Research the legend of the werewolf. Consider aspects of **JAMIE AND THE HALF-WOLVES** that correspond to the information gathered in your research. In a short essay, identify how the author used actual werewolf folklore to enhance details of the story.



~ Access a few videos depicting the transformation of werewolves from the human to non-human state. Note the change in the physical and temperament of the creatures. Write a short narrative from Jamie’s point of view describing his emotional reaction to witnessing the terrifying alterations his family members experience at the rise of the full moon.

Vocabulary Crossword Answers:



A free audio book read by YA author David Hill is available at www.giltedgepublishing.co.nz.

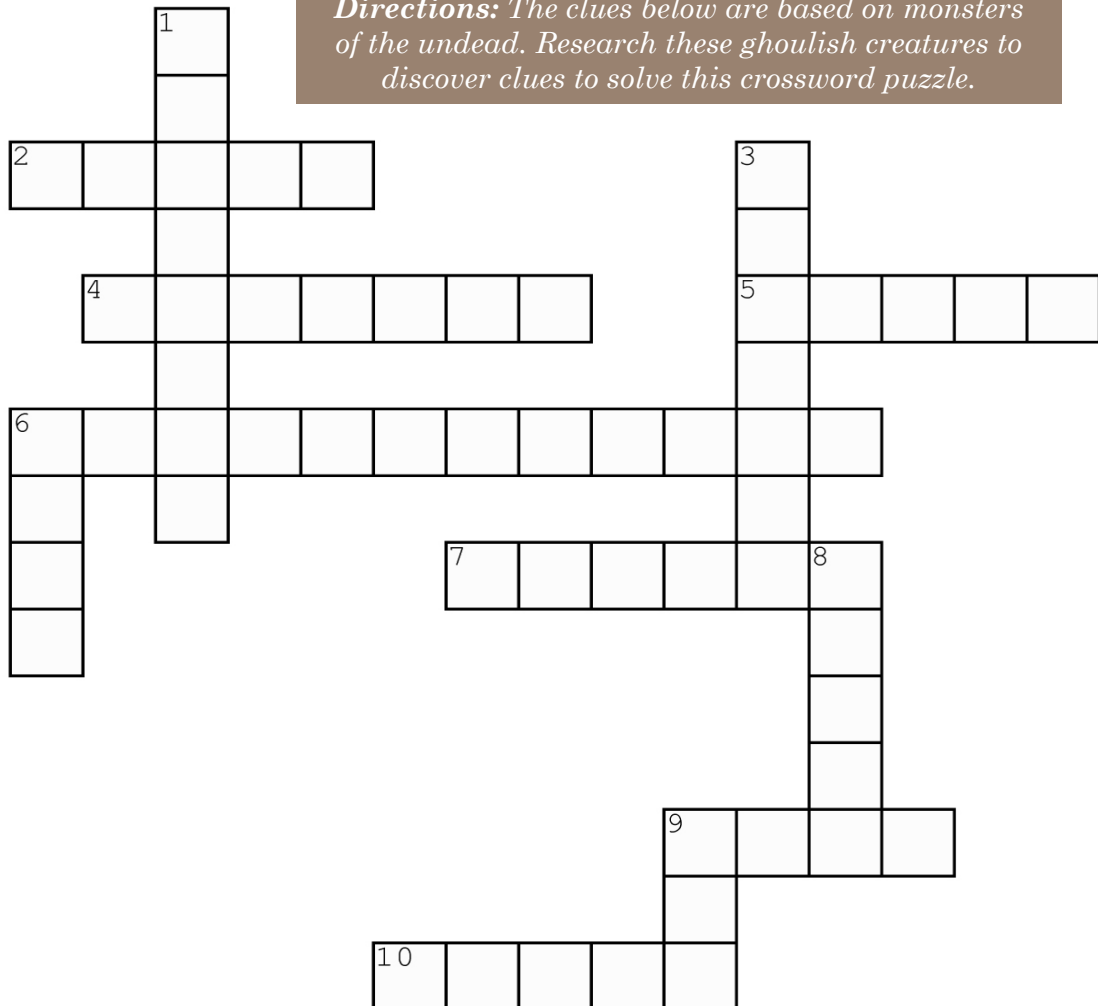


Guide created by Debbie Gonzales, MFA
www.debbiegonzales.com

Vocabulary Crossword Puzzle

"Any other time you'd complain!" he protested. "But when it's a full moon, everything changes" (pg. 7).

Directions: The clues below are based on monsters of the undead. Research these ghoulish creatures to discover clues to solve this crossword puzzle.



Across

2. If the name werewolf, the term 'were' means _____
4. The vampire Count
5. At one time entombed, this bandaged monster silently stalks its human prey
6. A creature created by a science experiment gone wrong
7. A person will become a werewolf if _____ by one
9. It is possible for a person to be _____ a werewolf
10. A wound to the _____ is one way to kill a werewolf

Down

1. Werewolves can live forever because they are _____
3. The undead who live off of human blood
6. Werewolves turn on a _____ moon
8. The curse of the werewolf can _____ be broken
9. Nocturnal flying animal associated with vampires





An Educator's Guide for

THE BOY WHO COULDN'T FLY

written by Peter Friend
illustrated by Soda Design



ISBN: 978-1877535-24-6

Contact:
Giltedge Publishing
PO Box 511
Kerikeri 0245
Northland
New Zealand

About the book:

With their beautiful, broad wings, the people of Quill are born to soar through the air. So what went wrong with Padrin - or "Padrin the penguin" as the kids at school taunt him? There seems to be no chance he'll ever fly and every chance that he'll continue to be the object of ridicule for his whole life. Sometimes, however, it needs someone who is different from everyone else to be a hero...

About the author:

Peter Friend has sold fiction to numerous magazines and anthologies around the world. In real life, he's a computer analyst, but hopes to one day become a full-time living art treasure.

His latest publication is *Deadline Delivery*, an interactive adventure book set in a future flooded city, available in ebook or print format from Amazon.



Pre-Reading Discussion Questions:

- Study the cover of the book. Explain what the cover art and title suggest what this story might be about.
- Respond to these questions based on the blurb on the back cover:
 - ~ Where will the story take place?
 - ~ Name the protagonist.
 - ~ Identify the protagonist's problem.
 - ~ Determine the solution to the protagonist's problem.
 - ~ Define the word 'hero'. Tell what the word means to you.
- Consider the title - THE BOY WHO COULDN'T FLY. Based on your impression of the cover art the title, and blurb make a prediction. What do you think this story is going to be about?

Post-Reading Discussion Questions:

“There’s more to life than flying, Padrin” (pg. 3).

- *Foreshadowing* is a literary device used to suggest the action or events that will take place in a story. Discuss how the quote foreshadows the events that occur in *THE BOY WHO COULDN’T FLY*.
- Examine Padrin’s desire to fly. Explain why flying is so important to him.

Quillians never went swimming – their wings weren’t waterproof like duck or seagull feathers, and wet wings were so heavy that they would soon drag a Quillian underwater and keep them there (pg. 15).

- Consider the quote above. Identify how the statement reveals Kralico’s weakness.
- Discover how the statement reveals Padrin’s ultimate strength.
- Compare and contrast Padrin and Kralico. Identify shared traits. Tell ways that they differ.

He ran into the waves after her. The rushing water tugged at his body and he lost his balance. He took a deep breath and dived, waving his arms and kicking his legs, and flapping his stubby wings ... (pg. 18).

- In this scene, Padrin is spontaneously responding to a dangerous situation. He’s set his fears aside in efforts to save Kralico. Determine what this action reveals about his character.
- Examine how this action ultimately benefitted Padrin.

“No thank you, ma’am. I can already fly – underwater” (pg. 22).

- Explore how in the act of saving his nemesis, Kralico, Padrin came to discover how own inner strength.
- How about you? Are there times in your life when you feel different, as if you don’t fit in? Consider ways that your perceived differences, like Padrin’s, may become your strengths.

Review the Pre-Reading Discussion questions. Discuss your story line predictions based on the cover art, title, and blurb. Were you correct?

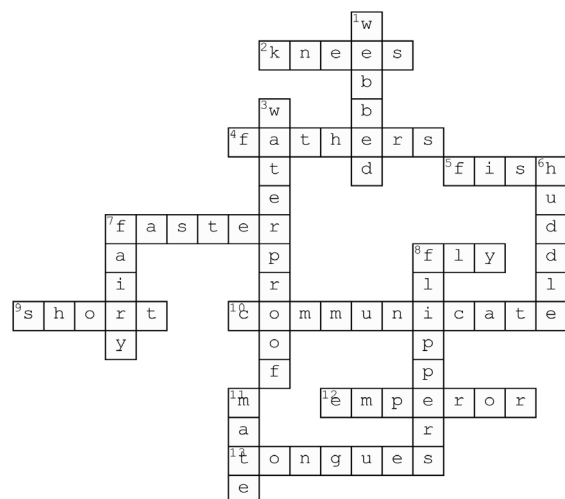
Extension Activities:

~ *Anthropomorphism* is a literary tool in which an author gives an animal human traits. Identify ways that author Peter Friend used this anthropomorphism in the story. Examine Padrin’s character. Give examples of how the author used true facts about penguins to develop Padrin’s physical nature, natural limitations, and a logical and believable solution to the story.

~ Draw an illustration of your interpretation of what a Quillian might look like. Write a short informational essay listing and describing facts about the bird.

~ Consider Padrin’s emotional response as he studied the city of Quill’s skyline (pg. 2). Write a short essay explaining why he preferred the beach over the golden towers of Quill.

Penguin Crossword Answers:



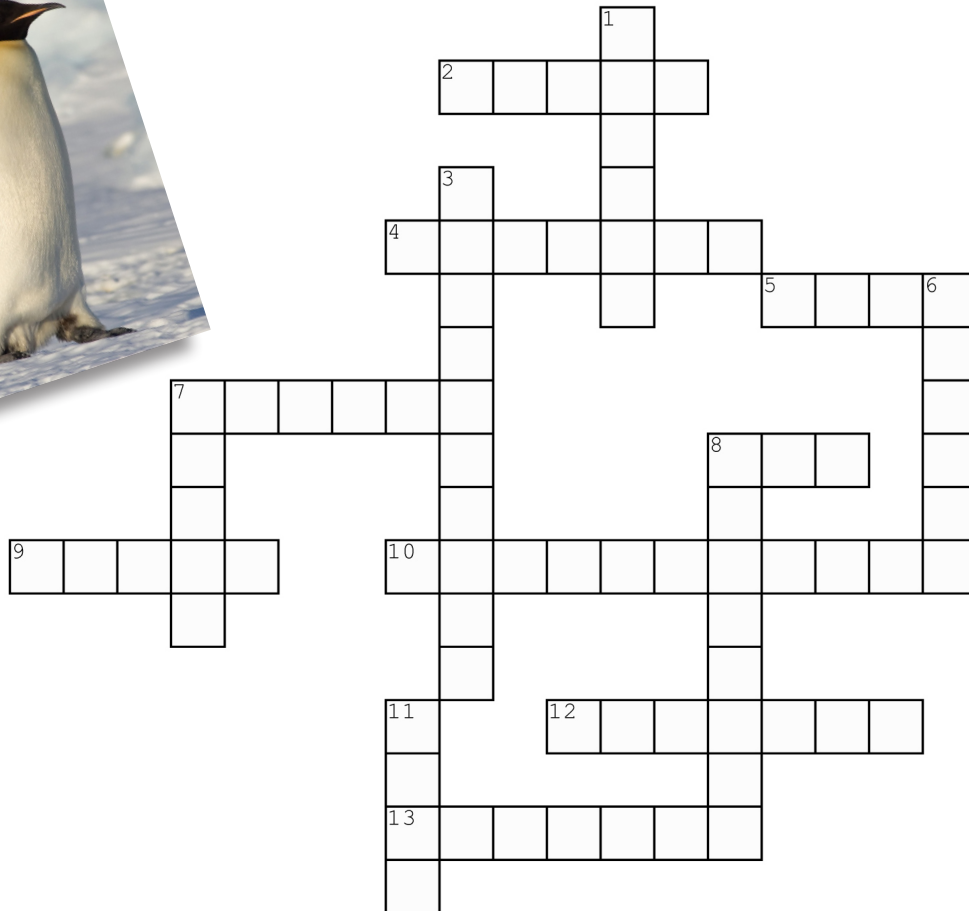
Guide created by Debbie Gonzales, MFA
www.debbiegonzales.com

A free audio book read by YA author David Hill
is available at www.giltedgepublishing.co.nz.



Penguin Crossword Puzzle

Directions: Research basic facts about penguins to solve this crossword puzzle.



Down:

- 1. Penguins have black _____ feet with claws
- 3. Penguins have _____ feathers to keep their skin dry
- 6. Penguins _____ together to keep warm
- 7. The smallest penguin species
- 8. Penguins have _____ instead of wings
- 11. Penguins _____ for life

Across:

- 2. Penguins have no _____
- 4. Penguin mothers and _____ care for their young
- 5. Penguins eat _____
- 7. Penguins walk _____ than humans
- 8. Penguins cannot _____
- 9. Penguins have _____ legs
- 10. Penguins _____ by waving flippers & moving their heads
- 12. The _____ Penguin is the largest penguin species
- 13. Penguins have bristles on their _____ that help slippery seafood from getting away





A Standards-aligned Educator's Guide for

IN LESS THAN A FLASH



written by Corinne Fenton
illustrated by Soda Design

ISBN: 978-1877535-23-9

Contact:
Giltedge Publishing
PO Box 511
Kerikeri 0245
Northland
New Zealand

About the book:

Briana longs to dance with flowing, elf-like grace but her ballet lessons are not going well and she seems to be constantly at war with her own feet. Then one night she catches a glimpse of a strange, gliding light down at the lake. It looks like magic and indeed she soon discovers someone who can dance more beautifully than any human she has ever seen. He's an inspiration but there's a catch - he's apt to disappear in less than a flash.

About the author:

Corinne Fenton is a writer with a passion for picture books that warm the heart. She often writes stories about animals. For those who know Corinne her affinity with animal characters is no random choice. Corinne has rescued so many strays over the years that she now never leaves the house without a pet lead.

Writing is her passion. She says, "While I love the writing and research, in the end it is the feedback from my readers that makes it all worthwhile."



Pre-Reading Discussion Questions:

- Observe the cover. Describe all aspects depicted in the illustration.
- Consider the colour palette used by the illustrator. Explain how the use of colour establishes mood or theme in this story.
- Identify the image represented as a silhouette. Tilt the book in your hand. Notice the effect movement has on the image. Determine the image's disappearing and reappearing in glitter-like form might serve the story.
- Read the blurb printed on the back of the book. Name the protagonist, identify what she wants, and what is standing in her way of getting it.
- Consider the title - IN LESS THAN A FLASH. Based on your impression of the cover art the title, and blurb make a prediction. What do you think this story is going to be about?

Post-Reading Discussion Questions:

She watched mesmerised as the glittering light danced before her eyes (pg. 3).

- The ‘premise’ is the purpose of a story. The premise describes what the story is basically all about. Discuss how the quote above represents the premise of IN LESS THAN A FLASH.
- Discover how the quote serves to connect Briana, Winthrop, and the premise of the story.

“Oh yes, there are many other elves. But all the other elves are beautiful, graceful dancers. This is why I come here, to practise, so that I might become as graceful as all my friends” (pg. 10).

- Compare and contrast Briana’s and Winthrop’s deepest desires. Explain the similarities and differences between the two characters.
- Identify ways that both characters help the other to achieve their goal.
- Discuss the value of practise.
- Explore the connection between practise and commitment.

“Well, come with me then. Anything’s possible if you want it badly enough” (pg. 17).

- The ‘theme’ of a story is defined as the tale’s true meaning. Consider how the quote above reveals the theme of IN LESS THAN A FLASH.
- What about you? What are your deepest desires? How committed are you in achieving your goals? How diligently do you practise to make your dreams become a reality?

In less than a flash, he had gone (pg. 19).

- Though Winthrop physically disappears in this scene, identify ways that his influence remains.
- Elves are supernatural creatures known to bring dreams to sleeping people. Do you think the story took place in Briana’s dreams or in reality? Or does it matter? Explain your answer.

Review the Pre-Reading Discussion questions. Discuss your story line predictions based on the cover art, title, and blurb. Were you correct?

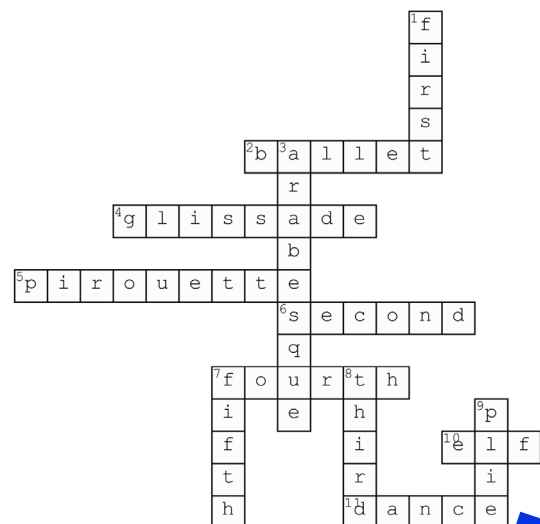
Extension Activities:

~ Watch a ballet video. Observe the dancers’ fluid motions and artistic interpretation. Consider Briana’s and Winthrop’s deep desire to dance well. Write a short narrative from either character’s point of view expressing their desire to master difficult ballet steps. Tell why it is so important for them to do so.

~ Research elves and their roles in mythology and folklore. State ways that your findings support or conflict with the characterization of an elf as represented in the story.

~ Give each chapter a title. Illustrate scenes depicting the overall themes of each chapter. Chose a quotation that you feel best represents each of your drawings.

Vocabulary Crossword Answers:



A free audio book read by YA author David Hill is available at www.giltedgepublishing.co.nz.

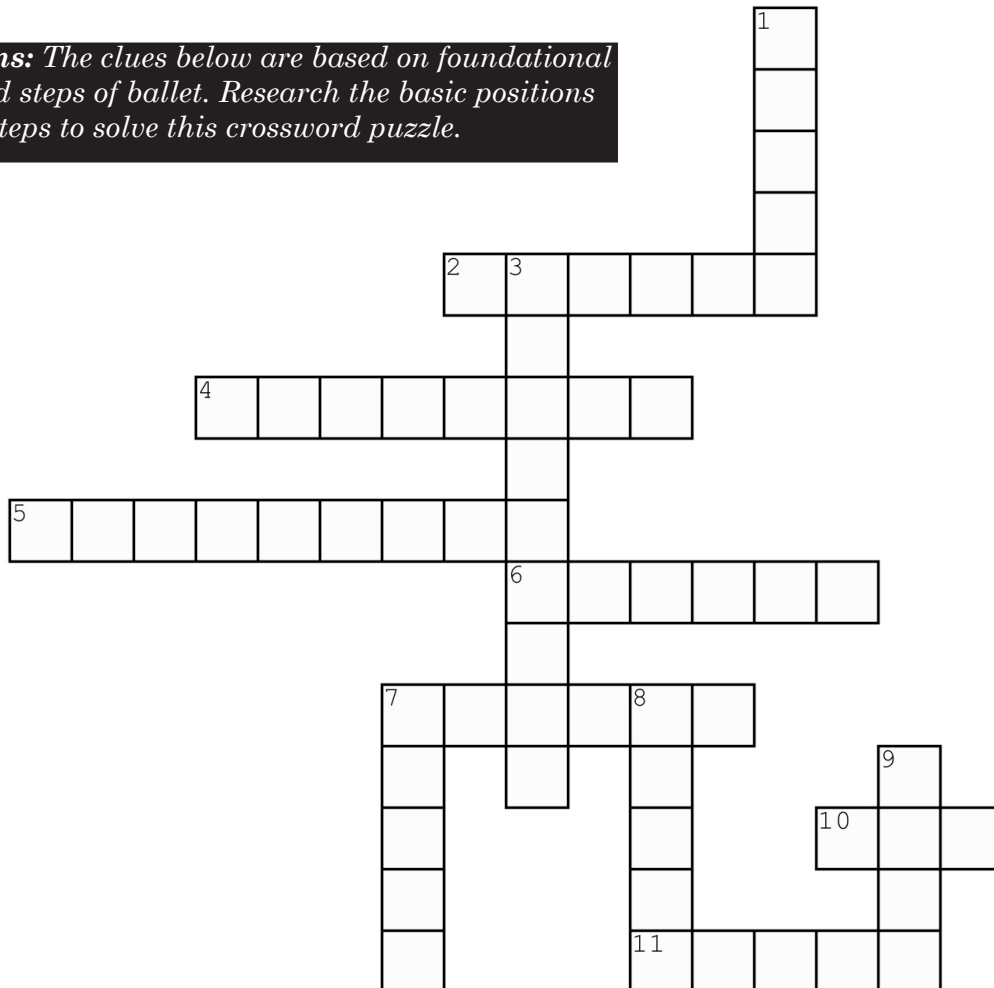
Guide created by Debbie Gonzales, MFA
www.debbiegonzales.com



Vocabulary Crossword Puzzle

“How I wish I could dance like that,” Briana said out loud. She went on watching him, following every movement he made, like she was etching them into her mind (pg. 4).

Directions: The clues below are based on foundational moves and steps of ballet. Research the basic positions of ballet steps to solve this crossword puzzle.

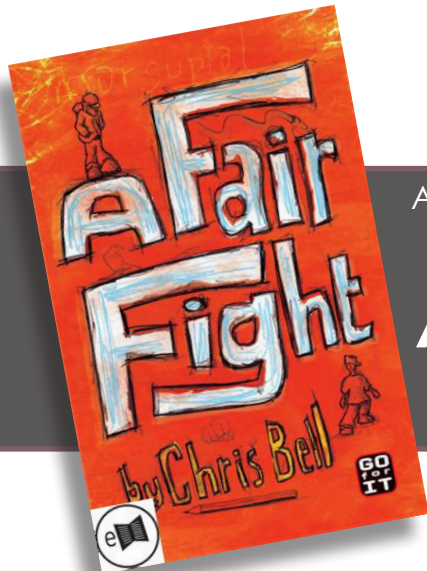


Across

2. An artistic dance form
- 4 . A gliding step
5. Spinning on one foot with raised foot touching knee of supporting leg
6. _____ position - feet apart, arms wide
7. _____ position - one foot in front of the other, one arm raised above head, the other out to the side
10. Small supernatural creature
11. Move to music

Down

1. _____ position - heels touching, toes turned out, arms in front in oval shape
3. Body supported on one leg, the other is extended horizontally backwards
7. _____ position - one foot exactly in front of the other, arms raised overhead in ballerina oval
8. _____ position - cross one foot in front of the other, one arm curved in front, the other is out to the side
9. A ballet move that involves bending both knees in a smooth motion



A Educator's Guide for

A FAIR FIGHT

written by Chris Bell
illustrated by Soda Design



ISBN: 978-1877535-26-0

Contact:
Giltedge Publishing
PO Box 511
Kerikeri 0245
Northland
New Zealand

About the book:

“Outsmart the enemy” advises Gramps. Easy for him to say. Every day Andrew has to face the bully Pryke and his gang, and they always call the shots. But Gramps is right, there is no way he can out-muscle them. There must be a way of changing the ground rules to make a fair fight... but what is it?

About the author:

Chris Bell has written 35 published books for children, including picture story, chapter and YA short fiction. These days she can most often be found writing historical fiction and visiting old worlds to see where her characters are going. Her first YA historical novel *Prison Boy* was awarded a 2014 Varuna Retreat Fellowship. More recently, her junior novel *Strange Creatures* was highly commended in the 2016 CYA Writing for Children Published Author Prize. Her contemporary road novel *Jumping Through Hoops* won the same prize in 2011. Chris is passionate about kid’s literature and serves as Assistant Coordinator for SCBWI Vic (Society of Children Book Writers & Illustrators Victoria).



Pre-Reading Discussion Questions:

- Analyze the cover art. Identify the sketches dispersed throughout the title. Predict what these sketches might have to do with the story.
- Explain why the lettering is hand-drawn rather than being printed in a standard font. Explore the purpose of this type of graphic art design.
- Define the word *fair*. Determine how a fight between two individuals could be engaged in fairly. List the rules that would be necessary to establish a fair fighting field.
- Read the blurb printed on the back cover. Explain what the phrase “they always call the shots” means. How does *calling the shots* relate to being bullied?
- Discuss what the term “out-muscle” means. If Andrew isn’t able to beat Pryke in a physical fight, what other options might he have to beat him? Explain your answer.

Post-Reading Discussion Questions:

He heard footsteps pounding after him. He knew he'd made a big mistake. His shirt ripped as Pryke grabbed him by the back of his collar. A blurry fist plunged towards Andrew's nose and connected hard (pg. 4).

- Identify the 'mistake' Andrew made. Do you think the joke he played on Pryke warranted such a violent reaction? Explain your answer.
- The word *unjust* means one-sided and wrong. Discuss why Pryke's treatment of Andrew is unjust.

Gramps scratched the bald patch n his head. "There's only one secret to getting the better of bullies, Andrew. Use your brain, outsmart the enemy. Then they'll leave you alone" (pg. 9).

- Foreshadowing is a literary technique authors use to give a hint of what is going to happen later in the story. Identify how the author foreshadowed events to follow in the quote above.
- Is Gramps' theory of 'outsmarting' bullies correct? Is 'getting the better' of them in this way the best strategy? How so?

In a loud voice, Andrew shouted, "You think you're so tough, Pryke, just because you're bigger than me. We're the same age, same class. Let's have a fair fight" (pg. 22).

- It is clear that the differences in size and strength stack against Andrew's favor. Determine how being the same age and in the same grade evens the playing field for Andrew and Pryke.
- Consider Andrew's change in character at this stage of the story. Identify the source of his developing confidence.

On the way back to his seat, he couldn't help himself. He stopped beside Pryke and said, "Let me know if you want to fight any more. I'm even better at maths quizzes" (pg. 27).

- Reconsider Gramps' advise. Explain how Andrew used his 'brain to outsmart the enemy'.
- Identify the line suggesting that Andrew is safe from further bullying by Pryke. Tell how Andrew plans to keep fights with Pryke fair.

Review the Pre-Reading Discussion questions. Discuss your story line predictions based on the cover art, title, and blurb. Were you correct?

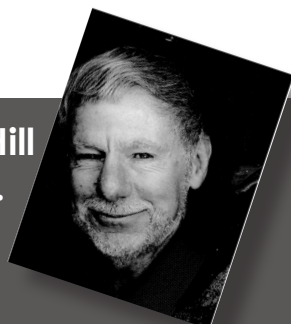
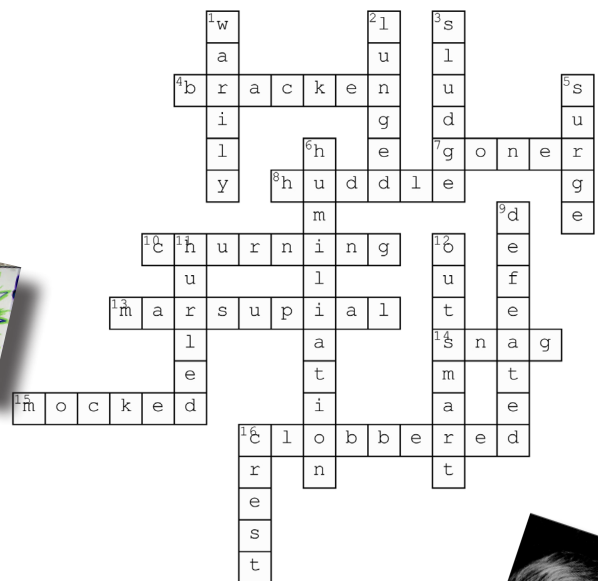
Extension Activities:

~ Study the front cover. Identify how the sketched images and words represent key plot points in the story. Determine how the graphics depicted on the front cover foreshadowed events in the story. Write a short informative essay about using the technique of foreshadowing in A FAIR FIGHT.

~ The *theme* of a story its overall lesson or message. The *premise* is what the story is about. Reread each chapter, considering the theme and premise for each. Decide upon one image that would best represent the theme and/or premise of each chapter. Draw an illustration for each chapter based upon theme and premise. Give each illustration a title. Share your work with the class.



Vocabulary Crossword Answers:



A free audio book read by YA author David Hill is available at www.giltedgepublishing.co.nz.

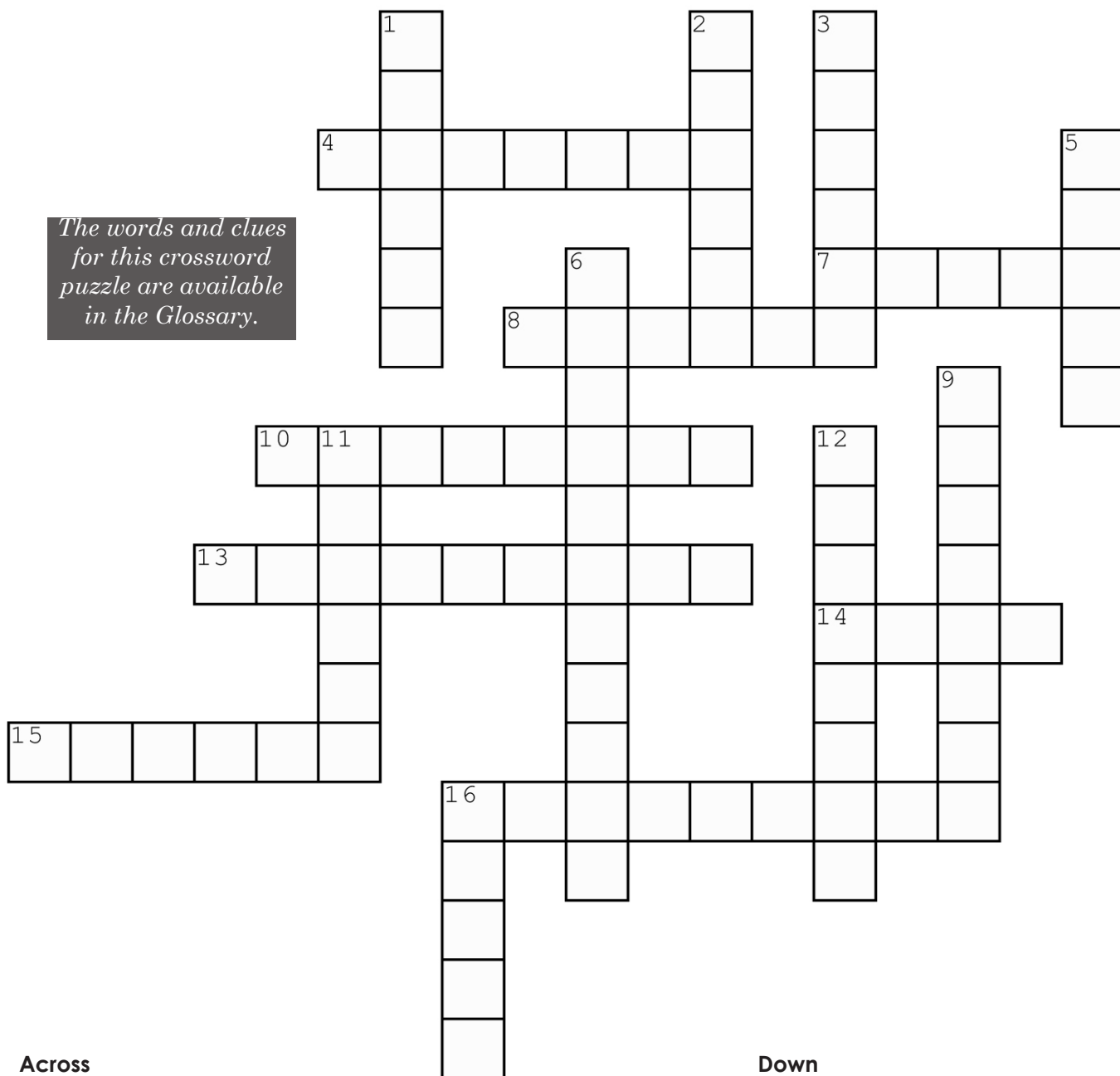


Guide created by Debbie Gonzales, MFA
www.debbiegonzales.com

Vocabulary Crossword Puzzle

“I think that means we have a winner,” said Miss Wu (pg. 27).

The words and clues for this crossword puzzle are available in the Glossary.



Across

- 4. Type of fern
- 7. Person in big trouble
- 8. Group of people standing close together
- 10. Swirling; moving roughly and violently
- 13. Animal that has a pouch to incubate and care for their young
- 14. Sharp part of tree extending over water
- 15. Teased
- 16. Hit; punched

Down

- 1. In a watchful, careful way
- 2. Move forward suddenly
- 3. Thick, gooey muck
- 5. Rush
- 6. Shame
- 9. Beaten
- 11. Threw
- 12. Outwitted
- 16. Top

