



# TEACHERS' RESOURCES

## RECOMMENDED FOR

Pre-school and early primary  
(ages 4–8)

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## KEY CURRICULUM AREAS

- **Learning areas:** English; Visual Arts;
- **General capabilities:** Literacy, Critical and creative thinking; Personal and social capability; Visual literacy;

## REASONS FOR STUDYING THIS BOOK

- To discuss new vocabulary, respond to texts and share feelings and thoughts about the events and characters in texts
- To interpret images, and to experiment with creating images to communicate ideas to an audience.
- To discuss the concept of judging by appearance and stereotypes, what can be missed by doing so, and how it affects oneself and others.

## PREPARED BY

Penguin Random House Australia

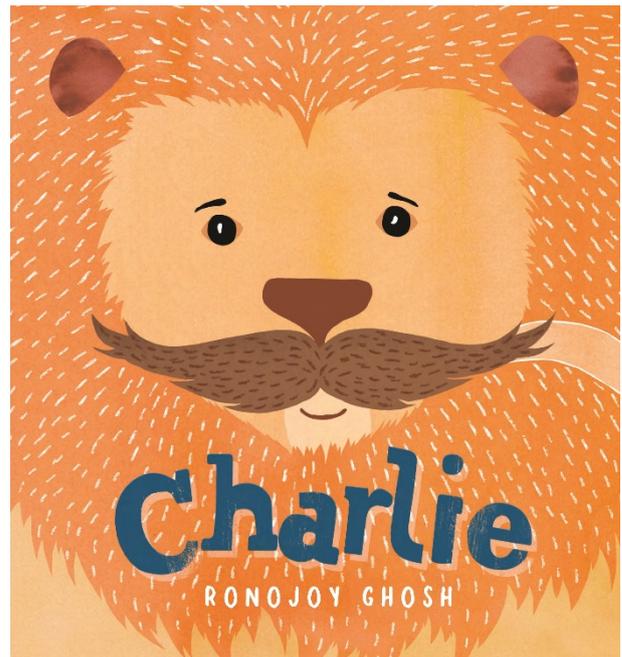
## PUBLICATION DETAILS

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*Charlie*

Ronojoy Ghosh

## PLOT SUMMARY

Charlie's a very clever lion. He loves art, fancy restaurants and travelling. Or at least, he thinks he would. It's hard to tell, since he lives in a zoo and people seem strangely nervous whenever he leaves.

Charlie realises what he needs – a disguise! He creates a cunning disguise and explores the world outside the zoo. He visits all sorts of places and has wonderful adventures before heading home. And tomorrow . . . he might just bring his friends along.

*Charlie* is a beautiful and funny picture book about fitting in and standing out.

## ABOUT THE AUTHOR

Ronojoy Ghosh has lived in India, Indonesia, Singapore and New Zealand and currently lives in Sydney. He wrote his first picture book, *Ollie and the Wind*, for his son, who refused to sleep every night until he heard a story. *Ollie and the Wind* was shortlisted for the 2016 CBCA Book of the Year Award for Early Childhood. Ronojoy's second picture book was *No Place Like Home*, and he illustrated the picture book *I'm Australian Too* by Mem Fox.

## AUTHOR'S INTERVIEW

### What was your inspiration for writing Charlie?

Charlie represents all the people who have been judged by their looks. It happens every day in our society, even in schools. I wanted to encourage the message of equality through Charlie.

### How did you first imagine Charlie – was he always a lion?

Yes. Charlie's personality reminds me of my cat, Chimney. Chimney looks angry all the time but he's the sweetest and gentlest soul around.

### Could you tell us a little about how you created the illustrations in Charlie?

The hardest part about Charlie is his expression. He doesn't have too many as his moustache covers a lot of his face. I had to work a lot with his eyes, posture and even the environment he's in to convey his mood.

I always draw elements on paper with watercolours, pens and pencils. I then scan everything onto a computer and bring all the elements together. This gives me the flexibility I require to edit my work, as I change my illustrations quite a bit as I work on them.

## PRE-READING QUESTIONS

1. Look at the front cover of the book. Who or what is the character? What do you think the story will be about?
2. List three words that describe how the character looks to you. Do you notice anything unusual about the character?
3. Read the blurb on the back cover. What do you feel about it? What kind of things are you now expecting to see inside the book? What questions do you have?

## KEY STUDY TOPICS

### English

#### Questions

1. Read *Charlie* together as a class. What do you think the author is saying with this story?
2. What traits or behaviours do you usually associate with lions? Do you think the bus passengers on pages 6–7 have similar ideas about lions? Does Charlie fit the bus passengers' stereotype of how lions usually behave?
3. In the text on pages 6–7, the author makes a joke to keep up the tension about whether or not Charlie really is scary. What was the joke?
4. Look at the girl and the man outside the bakery on pages 8–9. Are they reacting to Charlie in the same way? Why do you think that might be?
5. Do you think Charlie's disguise would work if he were a lion walking around your town? Does this make you think the story is meant to be taken literally or metaphorically?
6. Does Charlie's disguise change who he is? Do you think it's fair that Charlie is judged on his appearance?
7. Can you think of a time when your first impressions or opinions of something changed after you learned more about that thing?
8. The author says that Charlie '*loved the freedom his brilliant disguise gave him*'. What does the word 'freedom' mean to you?

#### Activities

1. Were any of the words in the story new to you? Could you guess what they meant from the context (the way the words were used and what surrounds them)?
2. Imagine you are one of the animals shown on pages 30–31. Write a short story about the adventures that animal will have with Charlie, while wearing their disguises.

See worksheets 1 and 2 for more activities.

### Art and Visual Literacy

#### Questions

1. Picture books tell their stories through illustrations as much as through words. Look at pages 2–3 ('*Charlie was a very clever lion.*') Where do you think Charlie is and why? What has the author included in the illustration to show that Charlie is indeed a 'clever lion'?



2. Look at pp 4–5. What details can you see illustrated near the text '*Or at least, he thought he would...*' What do you think has just happened?  
Can you find another page where the illustrations tell as much or more of the story than the words?
3. Does Charlie spend a long time thinking up his disguise? What makes you think so? What hints can you find in the illustrations?
4. Did you notice that Charlie made a new friend in the course of the story? There are hints in the illustrations, even though the text doesn't mention it. Who is Charlie's new friend?
5. Look at pages 30–31 (*'He knew there were plenty of new adventures waiting for him tomorrow.'*) What do you think Charlie is planning for tomorrow?

### Activities

1. The text says Charlie took a train to the countryside while he was wearing his disguise. Draw a picture of Charlie and other travellers on the train. Think about how these travellers might behave around Charlie compared to the people on the bus on pp 6–7.
2. Draw two pictures of yourself side by side: one that shows you feeling confident and happy, and one where you feel left out or misunderstood. How can you convey those two moods, just through expression and body language? Try choosing a colour scheme for each drawing that reinforces the mood you are conveying.



FURTHER READING FROM PENGUIN RANDOM HOUSE AUSTRALIA



*Ollie and the Wind*  
by Ronojoy Ghosh

**A story about Sometimes the best things appear out of thin air**

The wind blows all day on Ollie's island. There aren't many people around, but there's lots of space to play.

One day the wind steals Ollie's hat. Then it darts away with his scarf. But is the wind just naughty, or is it trying to tell Ollie something?

*Teachers' resources available.*



*No Place Like Home*  
by Ronojoy Ghosh

**The city is no place for a polar bear like George – but where exactly *is* home?**

Being homesick is making George a terrible grump. Not knowing where home is makes it even worse.

So George sets off on a search. He isn't sure what home looks like, but he'll know it when he finds it.

*Teachers' resources available.*



*Girl on Wire* by Lucy Estela and Elise Hurst

**A poignantly beautiful story about learning to believe in oneself**

*Girl on Wire* is a simple yet brilliantly uplifting allegory of a young girl struggling to build her self-esteem and overcome the anxiety that many children feel as they grow – she walks the tightrope, afraid she will fall, but with the support of those she loves, her toes grip the wire and she walks forward, on her own, with a new confidence.

# WORKSHEET 1: STORY PROMPTS – YOUR PERFECT DAY

Charlie treats himself to a wonderful day of exploring, eating and trying new things. What would your perfect day involve? Use the story prompts below, and then write a short story about your perfect day in your workbook.

**On my perfect day I would . . .**

Go to these places (countries, cities, areas)

_____	_____
_____	_____

Visit these attractions (such as a museum, famous building, natural wonder, park)

_____	_____
_____	_____

Try this skill, hobby or experience

_____	_____
_____	_____

Eat this kind of food

_____	_____
_____	_____



## WORKSHEET 2: MEMORY TEST

Charlie fit a lot of things into his day outside the zoo. Some activities are listed below. Without re-reading the story, can you remember which things Charlie did, and which things Charlie did not do? Circle the things he did in **blue** and underline the things he did not do in **red**.

fly an aeroplane

sew a shirt

attend an art class

give a tourist directions

take a bubble bath

ride a horse

bake a cake

sew a shirt

carry a satchel

take photographs

ice-skate

swim in a pool

dance

eat a hotdog

visit an art gallery

pick a bunch of flowers

knit jumpers

go to a science museum

make his friends disguises

use a telescope

eat chicken

make friends with a dog

cluck like a chicken!

wear a backpack

paint a picture of a house



## ORDER FORM

TITLE	AUTHOR	ISBN	SCHOOL YEAR	RRP	QTY	TOTAL
Charlie	Ronojoy Ghosh	9780143785026	K-2	\$24.99		
Ollie and the Wind	Ronojoy Ghosh	9780857988485	K-2	\$24.99		
No Place Like Home	Ronojoy Ghosh	9780143792192	K-2	\$14.99		
Girl on Wire	Lucy Estela and Elise Hurst	9780143787167	1-2	\$24.99		
<b>TOTAL</b>						

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