



RECOMMENDED FOR

Lower primary
(ages 4+)

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KEY CURRICULUM AREAS

- **Learning areas:** English, Visual Arts, Media Arts, Science
- **General capabilities:** Literacy, Critical and creative thinking, Personal and social capability, Visual literacy, Science Understanding (Earth and space science and Physical sciences)

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 retell familiar texts through performance, use of illustration or images
- To learn about the weather and the way objects move, and create objects that respond to natural phenomena
- To use and experiment with different materials, and create artworks to communicate ideas to an audience

THEMES

- Problem solving
- Nature
- Friendship
- Sharing and cooperation

PREPARED BY

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Ollie and the Wind

Ronojoy Ghosh

PLOT SUMMARY

Ollie lives on a windy island and spends lots of time walking, exploring and playing on his own. When the wind carries off his hat and then his scarf, Ollie tries to chase and catch the wind. He wants to ask for his things back but the wind always escapes. When the wind steals Ollie's balloon, the boy starts to wonder: is the wind a thief or is it trying to play? But how do you play with the wind?

Ollie tries to share his favourite toys with the wind but discovers that not everyone likes to play the same games. He has to think about what he and the wind have in common before he discovers just the right toy for them both.

ABOUT THE AUTHOR

Ronojoy Ghosh has lived in India, Indonesia, Singapore and New Zealand, and currently lives in Sydney with his wife and young son. He wrote *Ollie and the Wind* for his son, who refuses to sleep until he hears a story every night.

INTERVIEW WITH THE AUTHOR

Can you tell us a little bit about your background and how you came to be a writer and illustrator?

I have been reading to my son every night since he was very young. This inspired me to make up my own stories for him. As I have worked as an art director in advertising for many years, which involves creative thinking and drawing, it felt natural to do a picture book.

What was your inspiration for writing Ollie and the Wind?

Before moving to Sydney I lived in Wellington for a few years, which is a very windy city. I didn't like the wind too much at first but after seeing how people embrace it, use it as an element in art and as an energy source, it gave me ideas. I also remember using my imagination to keep myself entertained as a child. In a way, *Ollie and the Wind* is a combination of these experiences.

What media did you use to create the art? Can you explain a little bit about your process?

All my drawings start as sketches, which helps me compose each illustration. I use pencils, pens and watercolours, as I love seeing textures come through the drawing. I finish the illustration on a computer as it gives me the flexibility to edit or change things freely.

Did you do any research to create the illustrations, or model them on any real people or places?

I look at a lot of photography and paintings for inspiration. Ollie's island is an imaginary place but it is inspired by my surroundings and the Australian landscape.

What was the most challenging part of the project?

There are only two characters in the book and one of them is invisible. The biggest challenge was to show the interaction between Ollie and the wind and to keep each page interesting visually.

Do you have a favourite picture book author or illustrator?

Beatrice Alemagna, Shaun Tan, Chris Houghton and Jon Klassen are a few of my favourites.

PRE-READING QUESTIONS

1. Look at the front cover of the book. Read the title together. Can you identify Ollie in the picture? What is he doing? What do you think the story will be about?
2. Read the blurb at the back of the book. What do you feel about it? What kind of things are you now expecting to see inside the book? What questions do you have?
3. Just inside the cover, before the title pages and the start of the story, are some illustrated pages. These are called 'endpapers'. What do the endpapers in the front of the book show you? What do they add to what you've already guessed about the story? (When you've finished reading the book, try looking at the front and back endpapers together. Do they mirror what happens in the story?)

KEY STUDY TOPICS

English

1. How many characters are in this story?
2. **Discussion:** Do you think things other than people can be characters in a story? How? Can you think of other stories that have non-human or non-living characters?
3. Can you find three words in the book that are new to you? Try to work out what they mean from the context (the way they are used and what surrounds them). See **Worksheet 1**.
4. **Worksheet 2** has a 'word match' activity to help you with the vocabulary in the book.
5. Make a list of all the **verbs** (action words or doing words) used to describe what the wind does. Look at the list you just made and say the words aloud. Do any of the words *sound* like the wind? There is a very long word used for words that sound like the things they describe. It is: **onomatopoeia**. Can you think of other words that might describe the wind and that sound like the wind too?

Nature and science

Wind is the flow of air. Temperatures affect air pressure, which causes air to move. Cool air has higher pressure than warm air. During the day, the land heats up faster than the ocean. This makes the air over the land warmer. Because the warm air has lower pressure, the cool, high-pressure air over the ocean flows towards the land. (You can find this explanation in more detail, and read more about the wind here: http://www.ducksters.com/science/earth_science/wind.php)



1. List the toys and games that Ollie tries to get the wind to play with. Which ones does the wind like? Why do you think that is?
2. Can you think of any other toys or games that use the wind?
3. Can you think of other devices or machines that use the wind? (Hint: these could relate to leisure and sport, making energy, farming and industry.)
4. There are lots of ways to observe the direction and speed of the wind, and the effect of the wind on objects.
 - a) make a pinwheel and observe the direction and speed of the wind
 - b) make wind chimes
 - c) make and fly a kite
 - d) make and race boats
 - e) make and fly paper aeroplanes

Social skills and play

1. The start of the story says 'There were never many people around'. Do you think Ollie minds spending time alone? Give reasons for your answer. How do you entertain yourself when you are alone?
2. What are some games or activities you can play outside? What's your favourite game to play:
 - a) on your own?
 - b) with a friend?
 - c) with a big group of people?

Discussion: Are some games better with fewer people and some games better with lots of people? Why?
3. Do you think Ollie's opinion of the wind changed as the story went on? Why do you think that is? Have you ever decided you liked someone more once you knew more about them?
4. Why do you think Ollie tried different toys and games with the wind? Have you ever tried to play a game with someone and discovered that they didn't like or couldn't play the game you liked? What did you do?
5. Imagine if *Ollie and the Wind* was told from the wind's point of view. **Activity:** Draw a new cover for *The Wind and Ollie*; or in a group write a new picture book text, song or play telling the story from the wind's point of view.

Further Discussion for points 3, 4 and 5: What is 'empathy'? What does it mean to 'compromise'? Do you think having empathy and being able to compromise helps people get along?

The Arts and Visual Literacy

1. Look at the first pages of the story (with the text 'Ollie lived on an island.') The text says 'there were never many people around.' Does the illustration match the text? What can you see in the illustration?
2. Look closely at the illustration of Ollie chasing the wind with a net. Compare the way the water and the sky look. What do you notice? As well as different colours, the illustration uses different **textures** or **patterns** for each colour.

Activity One way to create a picture is to make a collage – this uses shapes and colour (or texture and pattern) to create an image. You can make collages by cutting and gluing different types of paper and card, cloth and ribbons, and lots of other everyday items, such as leaves, aluminium foil, empty boxes or packets. Try making your own collage art. You could make a picture of your own design, or you could choose a favourite illustration in *Ollie and the Wind* and make a collage that looks like the illustration.

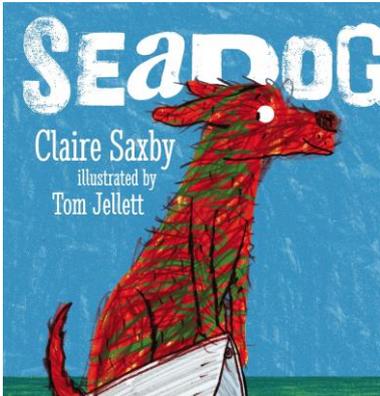
3. In the interview, author/illustrator Ronojoy Ghosh said one of the hardest parts of creating *Ollie and the Wind* was showing the wind, because the wind is invisible.

Activity: Look carefully at the illustrations in the book. Write a list of the ways Ronojoy has shown the wind. Can you think of other things or concepts that you can't see, but that can be illustrated anyway? How would you illustrate them?

4. **Worksheet 3** invites students to analyse, compare and discuss two different illustrations
5. **Worksheet 4** asks students to consider how an illustration can convey part of a story without any text.
6. Sometimes illustrators draw lots of different versions of the characters and settings that appear in their books. **Worksheet 5** shows some early versions of how the character Ollie looked. These are called character sketches. In the empty space on the sheet, you can draw how you think Ollie could have looked in the book. You can also colour in Ronojoy's character sketches to make them look more like the final version of Ollie that appeared in the book.



FURTHER READING FROM RANDOM HOUSE AUSTRALIA



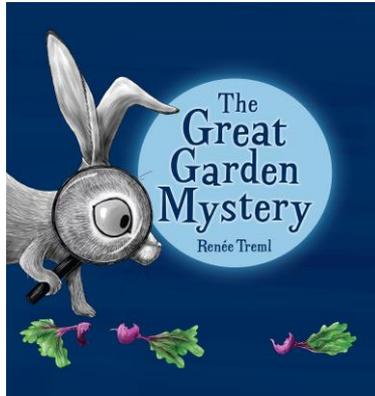
Seadog
by Claire Saxby and
Tom Jellett

Why this story? To read a story in rhyme and discover the joys of being your own kind of person – or dog!

Not since Harry the Dirty Dog has there been such a lovable puppy with such an aversion to pet grooming. A beautiful picture book about a lovable, but scruffy dog.

Our dog is not a clean dog,
a shiny or a fluffy dog.
Our dog is a seadog.

Teachers' resources available.



The Great Garden Mystery
by Renée Trembl

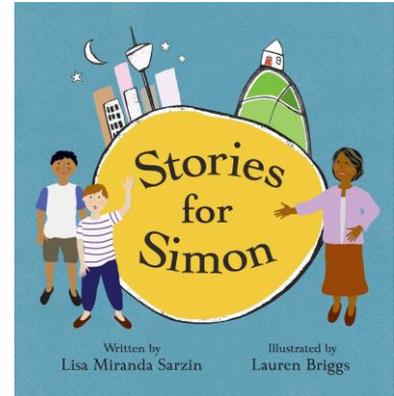
Why this story? To solve a mystery and learn about Australian animals.

Someone is stealing the beetroots, who could that somebody be? Join us in the garden and we'll unravel this mystery.

A mix of clever Australian animals examine the evidence, but can this cluey cast catch the thief before they strike again?

This beautifully illustrated picture book is perfect for reading aloud and features a cast of Australian and other animals that will delight both young and older readers.

Teachers' resources available.



Stories for Simon
by Lisa Miranda Sarzin and
Lauren Briggs

Why this story? To understand more about Australia's history, its Indigenous people, and reconciliation.

A beautiful story of acknowledging the past and working together for a brighter future.

When Simon unwraps a beautiful boomerang wrapped in an old newspaper, he learns of the national apology to the Stolen Generations. Who were the Stolen Generations and how can saying 'sorry' help? Through a new friendship and a magnificent collection of stories, Simon gains a deep appreciation of the past and a positive vision for the future.

Includes a foreword by Bidjigal Elder Vic Simms and endorsement from Adam Goodes, Australian of the Year 2014

Teachers' resources available.



WORKSHEET 1: Vocabulary

As you read *Ollie and the Wind*, look for words that are new to you or that you don't understand. Write up to three new words in the first column.

In the second column, write down what you think the word might mean.

In the third column, write down why you think they mean this. (For example, it might be because of the other words near the new word, or the illustration.)

Finally, look up the word in the dictionary and copy down the definition given there.

New word	What I think it means	Why I think it means that	Dictionary definition
1			
2			
3			



WORKSHEET 2: Word Match

Draw a line to match the word to its meaning. You can use a dictionary or ask your teacher for some hints.

Word	Meaning
1 gust	<i>understood clearly</i>
2 whisked	<i>moved suddenly or jerked about</i>
3 realised	<i>the boundary between the earth and the sky</i>
4 favourite	<i>a sudden strong blast</i>
5 interested	<i>moved quickly or in a sweeping movement</i>
6 twitched	<i>secretive or sly</i>
7 horizon	<i>to be curious or concerned about</i>
8 sneaky	<i>most liked</i>



WORKSHEET 3: Visual literacy

Sometimes a story can be set in one place, on one day. Sometimes a story can be set in many places over many days. The two illustrations below come one after the other in the book. Do you think these two illustrations show the same day or different days? The exact same place or different places? List your reasons.



WORKSHEET 4: Wordless storytelling

This illustration appears at the end of the story. There are no words to go with the illustration.

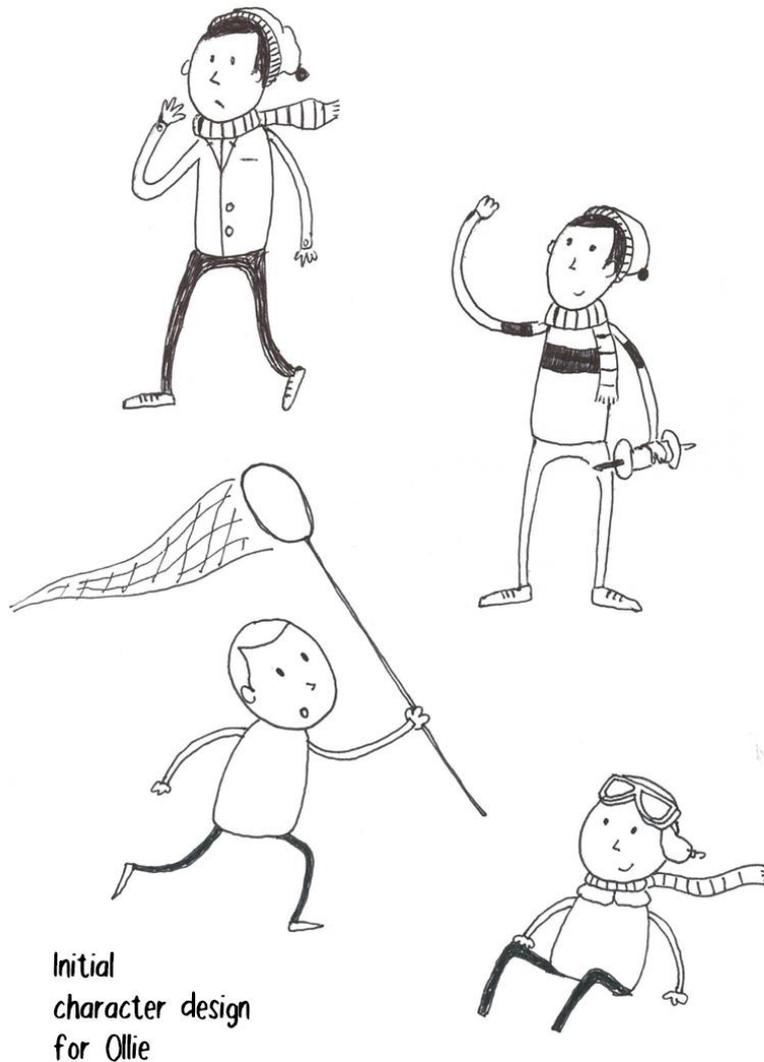
1. What do you think this illustration is saying?
2. Why do you think the author chose to include an illustration without any words?
3. Do you think any of the other illustrations in the book could have appeared without words?



WORKSHEET 5: Creating a character

Below are some early sketches Ronojoy made of the character Ollie.

1. Which sketch do you think looks most like Ollie in the book? Why do you think Ronojoy tried so many version of Ollie?
2. Draw your own version of Ollie – how would you make Ollie look? (Don't forget: Ollie could be a girl too!)



ORDER FORM

TITLE	AUTHOR	ISBN	SCHOOL YEAR	RRP	QUANTITY	TOTAL
Ollie and the Wind	Ronojoy Ghosh	9780857987440	K-1	24.99		
The Great Garden Mystery	Renee Treml	9780857984166	K-1	19.99		
Seadog	Saxby and Jellett	9781742756516	K-1	14.99		
Stories for Simon	Sarzin and Briggs	9780857987440	1-6	24.99		
TOTAL						

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