



Reflect and Respond

The Wild Guide to Starting School

Author: Laura Bunting

Illustrator: Philip Bunting

Storyteller: Nazeem Hussain

Publisher: Scholastic Australia



Themes: Starting School, Change/Transition, Friendships, Learning, Health, Safety

Year levels: Lower Primary

Learning areas: Health & Physical Education

Discussion questions:

- Before reading the story, look at the front cover. Who do you think this book is for? What kind of advice do you think you might find in it?
- What were the healthy and unhealthy breakfasts that the little koalas had?
- What is your favourite healthy breakfast? Why do you think it is important to have a "*healthy, filling breakfast*" before school?
- Can you recall a day when you started something new for the first time? How did you feel?
- "*And those feelings are all perfectly normal.*" Discuss this phrase from the book and the importance of recognising that the different emotions we can feel when we start something new, are normal and often happen to many other people too.
- What are some of the distractions on the way to school that we see in the story?
- Can you recall some of the 'school essentials' that the characters bring to school? What else might be helpful to bring to school? What types of things aren't suitable to bring to school?
- "*...listening can be more important than talking.*" Discuss this phrase and why listening is such an important skill at school. What might it 'look' like? How can it help us?
- The story shares some ideas for what you could do if you're missing home during the school day? Can you remember what some of these were? Do you have any other ideas?
- The creators of this book have used a lot of humour in the text and the illustrations to share ideas about starting school. What part of the story made you laugh? Why?
- Why do you think the story is called the '**wild** guide'? What is 'wild' about this guide?
- If you could give someone a tip about starting school, what would it be?

Story response ideas:

a. Do vs Do not

Discuss some of the examples in the story of what you should and shouldn't do. Invite students to select one of the topics from the story to create their own '**Do**' and '**Do not**' lists.

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Story response ideas continued...

They can make a list using a **T-chart**, writing and drawing the different things they would suggest someone 'does' and 'doesn't do'. For example, if you chose the topic of 'Lunchtime', you might suggest:

- including fruit and vege snacks - in the 'Do' column
- not bringing ice cream - in the 'Do not' column.

b. The first time I...

Discuss the different emotions we might feel when starting something new, such as, school, a new sport or activity etc. Invite students to think of a time when they've started something new. Using a **Y-Chart**, they can then explore this situation further by writing and drawing:

- how they felt, in the **Feels like** section
- what they saw, in the **Looks like** section
- what they heard and/or said, in the **Sounds like** section.

They could then use the thinking in their Y-Chart to help them with writing a short descriptive snap-shot of the first time situation that they have chosen.

c. Role-play that verb

Smiling, licking, listening, talking - are some of the many **verbs** (action words) that can be found in the story. Discuss the purpose of verbs, and how they can tell us what someone or something is doing.

1. Invite students to identify other verbs in the story (switch the captions on to help with this). Note these down on the whiteboard or on a large sheet of paper for the class to see.
2. Select one of the verbs to act out to the class and ask if they can work out which verb you are demonstrating. Students could then have a go at doing this in partners, or as a whole class activity.
3. You might like to also ask them if they can think of other verbs that are similar to the one they have chosen. E.g. What is another word similar to **talking**? Chatting, speaking etc.



Scan the QR code to
view the story!

See the **Student
Task Sheet** below
for more activity
ideas and templates



Y-CHART

NAME _____



LOOKS LIKE

SOUNDS
LIKE

FEELS
LIKE





Student Task Sheet

Print this page for your students to use during Literacy Rotations

Today, you will be viewing and listening to:
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Publisher: Scholastic Australia



Year levels: Lower Primary

Learning tasks:

After viewing the story, choose one of the following three activities to complete.

A. Plan a healthy...

Choose one of the following meals and plan some healthy food options:

- school lunch
- breakfast
- after-school snack

Use the **List template** to write and draw your healthy food items for the meal or snack you have chosen.

B. School activity survey

Carry out a survey and ask your classmates what their favourite school activity is. You might like to list some possible options first, and then use tally marks to keep count of how many people like each of the options. Can you find out what the most popular activity is? Use the attached **Survey template** to help you.

Some possible activity options: reading, writing, mat time, mindfulness, sport, playtime, assembly, art, music, maths, excursions etc.

C. A cuddle from home

Create your own 'cuddle from home' using the attached **template**. You might like to invite members of your family to draw and write messages on this too. This can be kept in your backpack as a special something to glance at when you feel like you need a cuddle from home to cheer you up.

Don't forget you can also chat to your teacher about how you're feeling.

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view the story!





SCHOOL ACTIVITY SURVEY



SCHOOL ACTIVITY	TALLY	TOTAL

The most popular school activity is ...



A cuddle
from
home



