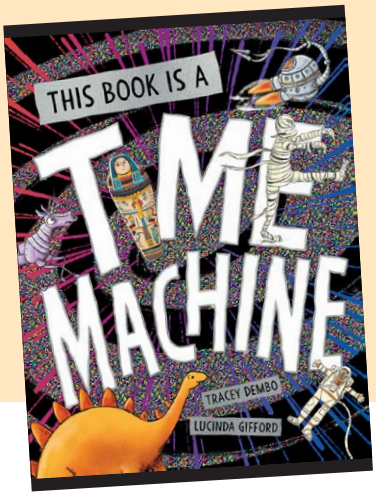
TEACHERS' NOTES

THIS BOOK IS A TIME MACHINE

BY TRACEY DEMBO AND LUCINDA GIFFORD



BOOK SUMMARY

Hello there! Guess what?

You are holding a real-life time machine!

You don't believe me?

I'll show you!

For a start, I wrote this blurb in the **PAST.**

Yet, you are reading it in the **PRESENT**.

And when you finish reading the blurb, it will be the **FUTURE.**

"A delightfully imaginative children's book that introduces the concept of time in an engaging, quirky, and accessible manner."

writingwa.org

CONTENTS

What this book is good for 2

About the Author 2

About the Illustrator 2

Pre-reading questions 3

Writing style / use of tenses 3

Themes around the past, present and future 4

Themes around sustainability and the environment 6

How a book is made 6

Creative and reflective exercises on time travel 7

Details of the Australian Curriculum Learning Areas and content descriptions used in these notes 9-10

Australian Curriculum Learning Areas and Content Descriptions

Humanities and Social Sciences (HASS):
AC9HSFS02, AC9HS1S01, AC9HS1S02, AC9HSFS05, AC9HS1S06, AC9HS1S03, AC9HS1S04, AC9HS1K01, AC9HS1K02, AC9HS2K01, AC9HS2K02

English:
AC9EFLA07, AC9EFLE02, AC9EFLY05, AC9EFLY06, AC9E1LA01, AC9E1LA08, AC9E1LE03, AC9E1LY05, AC9E1LY06, AC9E2LA08, AC9E2LA09, AC9E2LY06, AC9E3LA08, AC9E3LA09, AC9E3LE03, AC9E3LE05, AC9E3LY06, AC9E4LA09, AC9E4LA10, AC9E4LE03, AC9E4LY07, AC9E5LY03, AC9E5LY06, AC9E6LA07

See the back of these notes for detailed descriptions of these learning areas.

WHAT THIS BOOK IS GOOD FOR

- **Learning about literacy and language, including visual literacy and past, present and future tense**
- **Exploring concepts on:**
  a) **the past, present and future; and**
  b) **ideas about time, including as a gateway into discussions about history**
- **Reflective and creative exercises about the future**
- **Exploring how picture books are made and the Author / Illustrator relationship**
- **Learning about sustainability and the environment**

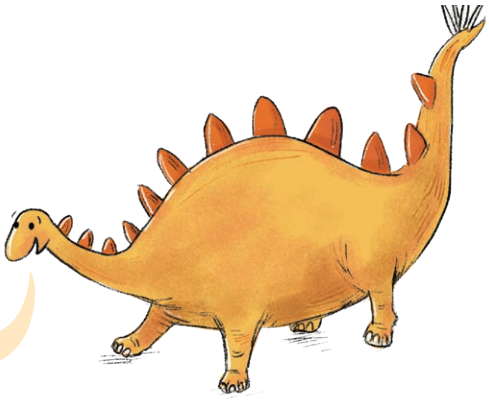
ABOUT THE AUTHOR

Tracey Dembo is a Perth-based writer who is passionate about igniting children's imaginations and helping our future leaders to find their own voice. She believes in the importance of play and has a strong interest in children's early learning and development. This perfectly aligns with her love of picture books and the important role they have in that process.

ABOUT THE ILLUSTRATOR

Lucinda is a hard-working Illustrator who has drawn the pictures for over 40 books, as well as for lots of websites, videos and posters. She has been drawing since she was a toddler in Scotland, when her teacher marvelled at her unusually terrifying sketches of witches.
Now Lucinda lives in Melbourne and has a wonderful job where she gets to draw every day. Lucinda's favourite things to draw are castles, cavemen and creatures with big teeth or tentacles.

PRE-READING QUESTIONS



- What does the cover of the book tell you about the story inside?
- What clues does the title of the book reveal about the story?
- How do you feel when you look at the cover? What do you think the story will be about?

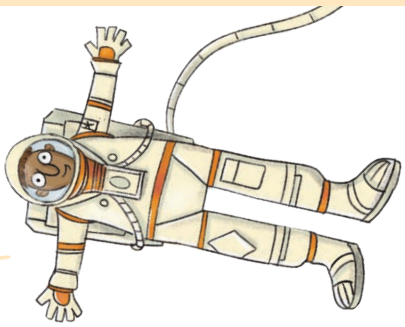
Now take a look at the back of the book.

- **Do you feel surprised reading the blurb or does it match your expectations after looking after the front cover?**
- **Do you think the blurb reveals any more about what might be inside the book?**

ACTIVITIES

- Read the book together without stopping to discuss it.
  Is the story inside what you expected after reading the cover and the blurb? Ask the children if they got their ideas from the words or the pictures.
- Look at the pictures on each page and how they show different emotions in the text. Ask the children if they would draw the pictures differently.

WRITING STYLE / USE OF TENSES



Look at pages 6 to 13.

Consider how the past, present and future tense are used in the text and how time can be represented through the tense of a verb (eg she arrived / she is arriving / she will arrive tomorrow).

ACTIVITIES

- Draw three columns down the page and label each:
  Past, Present and Future. Find examples in the text of different tenses and put them in the correct column (eg 'I actually wrote these words a while ago, in the past' and 'I am going to finish these pictures. Soon.')

THEMES AROUND THE PAST, PRESENT & FUTURE

Understanding how our world is different from the past and how it can change in the future helps us to make better sense of the world.

Look at pages 3 to 11 – where the Author discusses the differences between the Past, the Present and the Future.

- How do you think daily life has changed from what it was like when your grandparents were kids? What was life like 100 years before then? What was life like when there were cavemen?
  In particular, consider what toys kids played with, how they were taught at school, what food they ate and how they got around.
- What do you think life will be like for a kid 100 years from now?
  For example, consider what toys kids might play with in the future, what they might eat, how they might be taught and how they might get around.

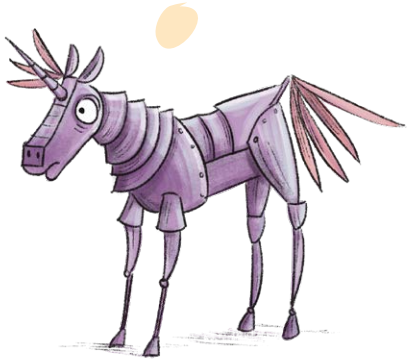
ACTIVITIES

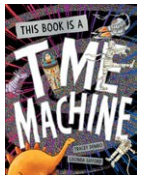
- Create a poster with three sections. Label one section 'Past', another 'Present' and another 'Future'. Draw pictures of toys, food, life at school and transport:

  a) as they were in the past in the 'Past' section;
  b) as they are today in the 'Present' section; and
  c) how you imagine them to be in the future in the 'Future' section.

Reflect on any similarities and differences between the sections.

- The illustrations show a lot of elements from the past and the future. Which pictures can you see that are from the past? Which ones can you see from the future? Again, draw three columns down a page labelled 'Past' 'Present' and 'Future' and sort different illustrations into the different categories.
- Consider some old photographs or artifacts from the past. How can these items give us information about what life was like then?
- Create a calendar using all the days of the week. Fill it with things that might happen in the future. These can include routine weekly or daily activities (eg 'I will go to soccer practice' or 'I will eat breakfast') to completely made up or fun activities (eg 'an alien spaceship will land in my garden' or 'I will play hide and seek'). Then classify each event as 'Likely to happen', 'Unlikely to happen' or as 'might happen'.





This Book is a Time Machine
by Tracey Dembo and Lucinda Gifford
published by Affirm Press 2023

affirm press

TIMELINE QUIZ

From the time where dinosaurs roamed the earth, to the time of the leaf-blower (ugh!), connect these events below to the correct place on the timeline.

Answers are here: lucindagifford.com/time-machine-answers

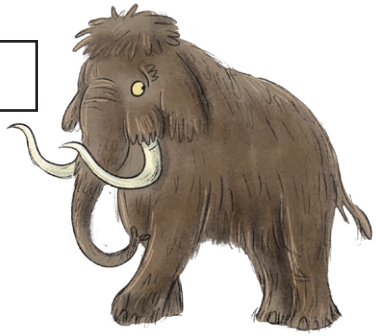
☐

Invention of the aeroplane

☐

First humans

☐



Woolly mammoths become extinct

☐

Shakespeare writes Hamlet

☐

The French Revolution!

☐

Dodos become extinct

☐

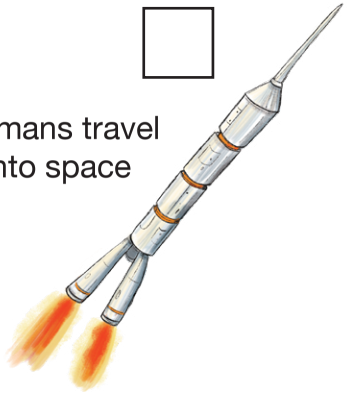
Invention of the wheel

☐

The pyramids are built

☐

Humans travel into space



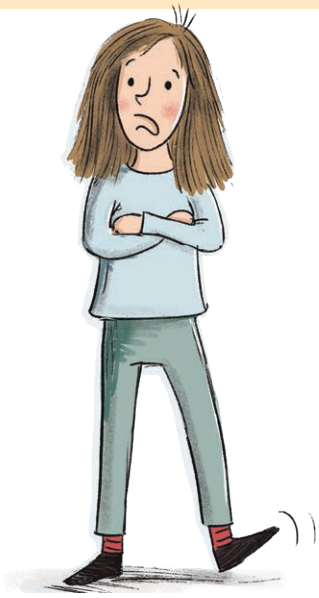
1 — 2 — 3 — 4 — 5 — 6 — 7 — 8 — 9

THEMES AROUND SUSTAINABILITY & THE ENVIRONMENT

The book contains a number of pictures of extinct creatures including dinosaurs and the dodo bird.

- What are some of the challenges facing the Earth's creatures today?
- What are some ways we might be able to reduce the impact of climate change on the Earth in the future?

HOW A BOOK IS MADE

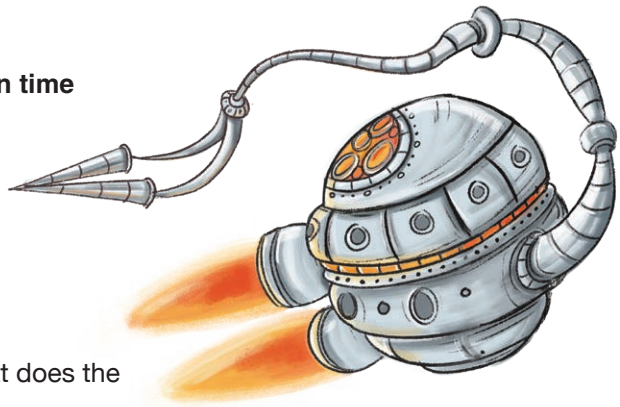


- This book is somewhat unique in that the Author and the Illustrator are characters within the book. What is the role of an Author in making a book? What is the role of the Illustrator?
- Does the book give you any insights into the role of an Author in making a picture book or the role of an Illustrator? How do you think the Author and Illustrator work together to create a book?
- Can you find examples in the text where the pictures tell us something that the words do not say?

ACTIVITIES

- Work individually or in pairs (eg as an Author or Illustrator) to create your own story using words and pictures. Are you able to tell some of your story using pictures alone?
- On the final page of the book, there is a book illustration machine drawing the pictures in the book instead of Lucinda. Do you think the ways in which Authors and Illustrators work will be impacted by future technology? How else might future technology impact our lives?

Do you think time travel is possible?
Discuss where you would go if you had a time machine.
Would you go forwards in time into the future or backwards in time into the past? Why?

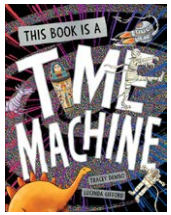


ACTIVITIES

- Imagine you had a time machine. Write a story about it. What does the time machine look like? Where would you go and why?
- Use cardboard boxes and other recycled materials to build your own class time machine. Link it to explorations of past events by incorporating it into a display about an event in the past that deepens students' understanding of history.
- What are your dreams and hopes for the future? Older students might consider things they might want to do in the next month, the next year or in ten years etc
- What machines can you imagine might be around in the future?
- Can you design a future machine to do your homework for you?

IMAGINE A MACHINE TO DO YOUR HOMEWORK FOR YOU...

What tools would your robot need? Would it also make you milkshakes, wash dishes and walk the dog? Add some buttons and dials and robot tools to the machine below to make it your perfect helper!!



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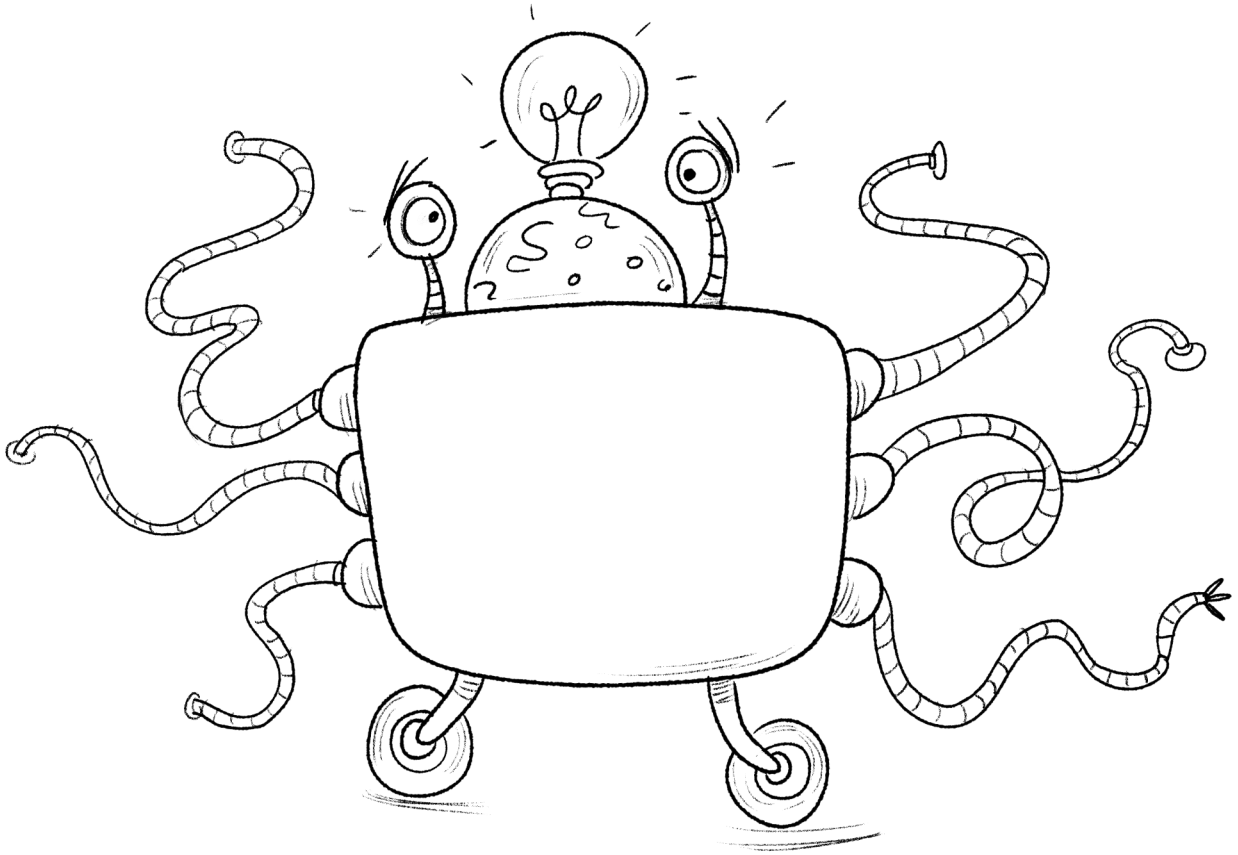

DETAILS OF THE AUSTRALIAN CURRICULUM LEARNING AREAS AND CONTENT DESCRIPTIONS USED IN THESE NOTES:

HASS:

Sort and record information including pictorial timelines and locations on pictorial maps or models (AC9HSFS02)

Develop questions about objects, people, places and events in the past and present (AC9HS1S01)

Collect, sort and record information and data from observations and from provided sources, including unscaled timelines and labelled maps or models (AC9HS1S02)

Share narratives and observations, using sources and terms about the past and places (AC9HSFS05)

Develop narratives and share observations using sources, and subject-specific terms (AC9HS1S06)

Interpret information and data from observations and provided sources, including the comparison of objects from the past and present (AC9HS1S03)

Discuss perspectives related to objects, people, places and events (AC9HS1S04)

Differences in family structures and roles today, and how these have changed or remained the same over time (AC9HS1K01)

Continuity and change between aspects of their daily lives and their parents' and grandparents' childhoods (AC9HS1K02)

A local individual, group, place or building and the reasons for their importance, including social, cultural or spiritual significance (AC9HS2K01)

How technological developments changed people's lives at home, and the ways they worked, travelled and communicated (AC9HS2K02)

English:

Explore the contribution of images and words to meaning in stories and informative texts (AC9EFLA07)

Respond to stories and share feelings and thoughts about their events and characters (AC9EFLE02)

Use comprehension strategies such as visualising, predicting, connecting, summarising and questioning to understand and discuss texts listened to, viewed or read independently (AC9EFLY05)

Create and participate in shared editing of short written texts to record and report ideas and events using some learnt vocabulary, basic sentence boundary punctuation and spelling some consonant–vowel–consonant words correctly (AC9EFLY06)

Understand how language, facial expressions and gestures are used to interact with others when asking for and providing information, making offers, exclaiming, requesting and giving commands (AC9E1LA01)

Compare how images in different types of texts contribute to meaning and understand how images can add to or multiply the meanings in a text (AC9E1LA08, AC9E2LA08, AC9E3LA09, AC9E6LA07)

Discuss plot, character and setting, which are features of stories (AC9E1LE03)

Use comprehension strategies such as visualising, predicting, connecting, summarising and questioning when listening, viewing and reading to build literal and inferred meaning by drawing on vocabulary and growing knowledge of context and text structures (AC9E1LY05)

Create and re-read to edit short written and/or multimodal texts to report on a topic, express an opinion or recount a real or imagined event, using grammatically correct simple sentences, some topic-specific vocabulary, sentence boundary punctuation and correct spelling of some one- and two-syllable words (AC9E1LY06)

(CONTD.) DETAILS OF THE AUSTRALIAN CURRICULUM LEARNING AREAS AND CONTENT DESCRIPTIONS USED IN THESE NOTES:

Experiment with and begin to make conscious choices of vocabulary to suit the topic (AC9E2LA09)

Create and edit short imaginative, informative and persuasive written and/or multimodal texts for familiar audiences, using text structure appropriate to purpose, simple and compound sentences, noun groups and verb groups, topic-specific vocabulary, simple punctuation and common 2-syllable words (AC9E2LY06)

Understand that verbs are anchored in time through tense (AC9E3LA08)

Discuss how an Author uses language and illustrations to portray characters and settings in texts, and explore how the settings and events influence the mood of the narrative (AC9E3LE03, AC9E4LE03)

Create and edit imaginative texts, using or adapting language features, characters, settings, plot structures and ideas encountered in literary texts (AC9E3LE05)

Plan, create, edit and publish imaginative, informative and persuasive written and multimodal texts, using visual features, appropriate form and layout, with ideas grouped in simple paragraphs, mostly correct tense, topic-specific vocabulary and correct spelling of most high-frequency and phonetically regular words (AC9E3LY06)

Understand past, present and future tenses and their impact on meaning in a sentence (AC9E4LA09)

Explore the effect of choices when framing an image, placement of elements in the image and salience on composition of still and moving images in texts (AC9E4LA10)

Plan, create, edit and publish written and multimodal imaginative, informative and persuasive texts, using visual features, relevant linked ideas, complex sentences, appropriate tense, synonyms and antonyms, correct spelling of multisyllabic words and simple punctuation (AC9E4LY06)

Explain characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text (AC9E5LY03)

Plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, developing ideas using visual features, text structure appropriate to the topic and purpose, text connectives, expanded noun groups, specialist and technical vocabulary, and punctuation including dialogue punctuation (AC9E5LY06)