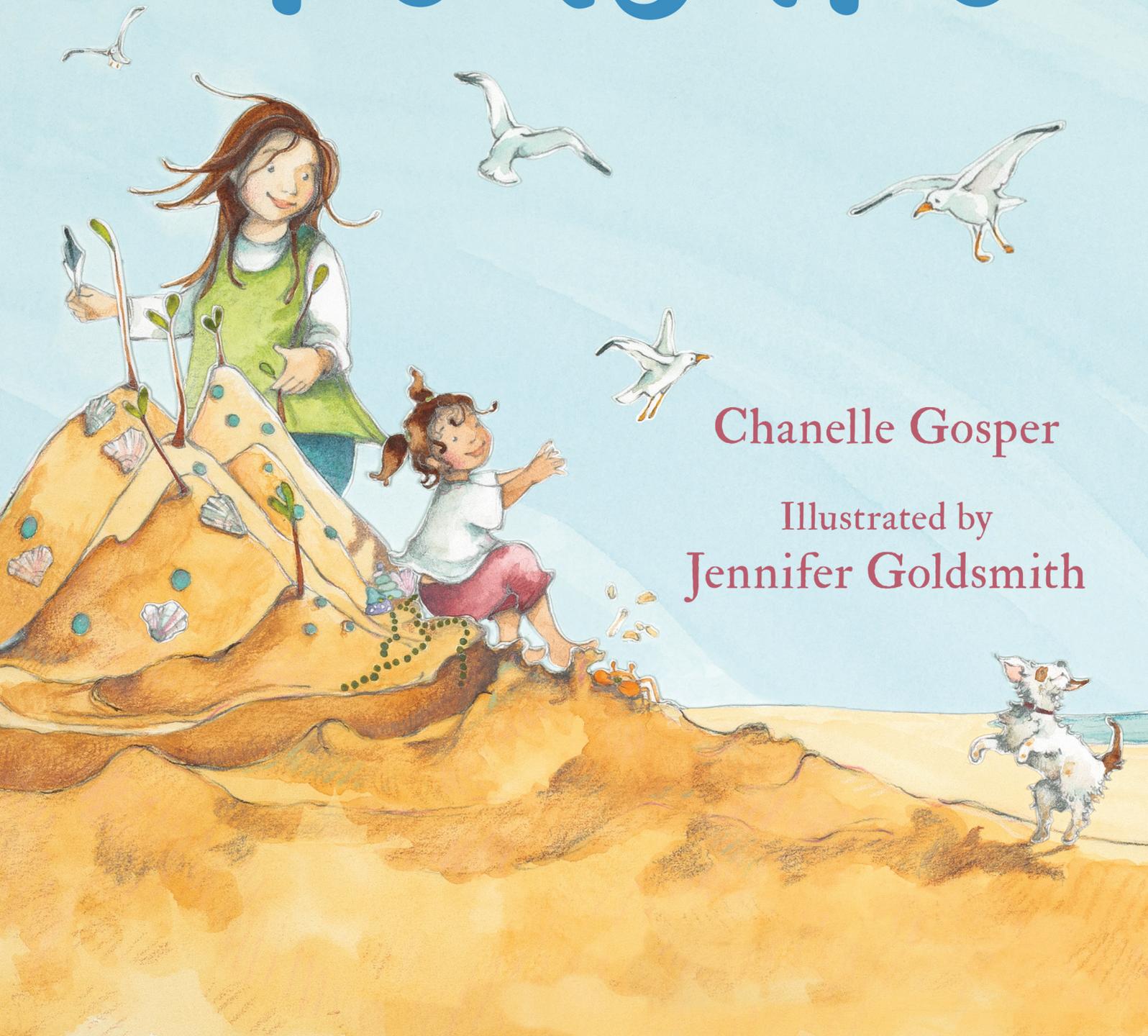


# Little Treasure



Chanelle Gosper

Illustrated by  
Jennifer Goldsmith

**TEACHERS RESOURCES**

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## Teachers Resources by Robyn Sheahan-Bright

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# INTRODUCTION

'Inside the small bowl of your hands,  
I see your treasure.'

This tender picture book will touch the hearts of children and parents alike, with its poetic observations about the unbreakable bond between mother and child and its reminder to treasure every moment together.

A mother and child explore a deserted beach on a windy day – an afternoon that they'll both treasure always. This is a poetic book about how the small moments spent together are often the most precious.

'Small pleasures' and 'small treasures' lie at its heart.

## THEMES & CURRICULUM TOPICS

Several themes are covered in this book which might be related to the Australian Curriculum, including:

### HUMANITIES & SOCIAL SCIENCES (HASS)

<https://www.australiancurriculum.edu.au/f-10-curriculum/humanities-and-social-sciences/hass/>

### MOTHER AND CHILD RELATIONSHIP

**Discussion Point:** 'Little Treasure' may refer to the collection of objects the child gathers. It also refers to treasuring the moments we share together. And it may equally refer to the fact that the child is a 'little treasure' to her mother. Discuss the word treasure, and the bond between parents and children.

**Discussion Point:** This story is about a mother and child spending time together and sharing special moments. Often family life can be busy and we neglect the time we might spend doing things quietly together. Discuss some of the activities which mothers and children might partake in. What do your students like to do with their mother or carer?

**Discussion Point:**

'Along twisting new paths in the unbroken sand,  
you choose your way.'

There is a subtle sense that this adventure is the beginning of the child growing up and making her own way in a changed world, and that her mother realises that as well. Readers might surmise that this may also be one of very few days spent entirely alone with this child, as the child will begin to socialise in pre-school and school-based activities, making the day even more special. Invite students to reflect on the images and to discover any other details they observe in this story about a mother and child.

## MINDFULNESS

**Discussion Point:** The concept of being 'still' or 'slow' and focusing on being mindful is very topical at present. What does being mindful mean? How do we encourage ourselves to be mindful?

## COLLECTING

**Discussion Point:** The child and mother could be said to be 'beachcombing' a word which is used to describe a person searching for items washed up onto, or left on, any beach which they are exploring. What things have you discovered on a beach? [See also **Creative Arts** below.] [See also **Worksheet 3.**]

**Discussion Point:** Many people like collecting things. Invite students to share their experiences of collecting. What do they like to collect when they are exploring?

## BEACHES AND COASTAL ECOLOGY

**Discussion Point:** This book depicts a beach on which the child finds both animate beings and inanimate objects. Discuss with students the ecology of a beach and the various life forms and objects they have observed on beaches.

**Discussion Point:** Shells are often found on beaches, as are rocks. Sea glass is far less common but on some beaches is a rare treasure. Sea glass is weathered glass fragments from broken glass bottles that have been tossed by waves and sanded down until the sharp edges become smooth. They are like the jewels described in this book. What things should be collected on beaches? What should be left alone?

## ENGLISH LANGUAGE AND LITERACY

<<https://www.australiancurriculum.edu.au/f-10-curriculum/english/>>

The text of this book might be studied in relation to the following aspects:

**Activity:** The text consists of **repeated questions**: 'Look! ... What do you have there?', 'Look! ... What do you see there?' Such cumulative tales rely on a traditional structure in which a character embarks on a journey and makes several encounters, prompting a repeated question, which leads to a climax. What was the resolution of this story?

**Discussion Point:** This text is written in **second person**:

'Look!  
Here you come, running to me,  
with sandy hands cupped carefully.  
What do you have there?'

Encourage students to experiment with writing in second person rather than the far more common first or third person. Discuss the effect the use of second person has on the narrative.

**Activity:** The verses in this poetic text **rhyme**, e.g., bell/shell; me/sea; reveal/heal. Sometimes, though, the rhymes are imperfect, e.g., lines/fine. Choose one of the rhyming pairs and write a list of other words that rhyme with it.

**Activity:** Phrases refer to **fairy tales**, e.g., a mermaid's jewels/a treasure ship/ faraway lands. Invite students to write a list of other such fairy tale phrases.

**Activity: Literary devices** used in this text include alliteration, e.g., tall twisting turrets/purple pebble/seaweed strand/pale pink perfection. What other literary devices can you identify?

**Activity:** Write a **story** set on a beach and based on activities which you enjoy?

**Activity:** Write some **poems** inspired by this text. [See **Worksheet 3.**]

**Activity:** Invite students to answer questions about the text in order to test their **comprehension skills**. [See also **Worksheet 2.** below. See also **Author's Notes** below.]

## VISUAL LITERACY

This is relevant to the following Curriculum Area:

<<https://www.australiancurriculum.edu.au/f-10-curriculum/the-arts/visual-arts/>>

The visual text of a book combines with the written text to tell the story using the various parts of the book's design and illustrations, as explored below:

**Activity:** The **cover** of a book is an important part of its message. This depicts the mother and child building a sandcastle, collecting treasures, and playing with a small dog and a seagull in an idyllic beach setting. Invite students to write a summary of what the cover suggests to them.

**Discussion Point:** Other parts of the book work together to tell the story. The **endpapers** depict a delicate seaweed strand like the one the child has collected in the book. The **half-title page** depicts a feather. The **title page** contains a circle within which are depicted the mother, child, dog and bird examining the treasure. How does the **layout of the storyboard** and the **format and design** of the book influence your reading of it?

**Activity:** Visually creating characters entails studying **facial expressions** and **'body language'** and drawing to reflect a character's **personality and feelings**. What emotions or personality traits did you observe in these images?

**Activity:** The **medium or style** employed is watercolour paper, paint and pencils. The **colours** used in this book are warm pastels. Draw and colour an image based on the illustrations in this book. [See also **Worksheet 1.**]

**Activity:** Invite students to draw, paint or collage a scene to accompany the story they wrote above. Create a classroom mural using all the images. [See also **Worksheet 1.** and **Worksheet 4.** below.]

## CREATIVE ARTS

There are many creative activities suggested by this text:

1. Make a **Mobile** out of found objects collected on a beach. Use fishing line and a hanger as materials from which to hang your treasures.

2. Make a **Paper Plate Crab**. For details see: 'Paper Plate Crab Craft', *Arty Crafty Kids*, <<https://www.artycraftykids.com/craft/paper-plate-crab-craft-easy/>>

3. Create a **'Fish in the Sea'** artwork using cupcake wrappers and craft paper. For details see activity 5, 'Go Fish': Dan Wiener, 'Summertime Crafts: 22 Beautiful Beach Crafts for Kids', *Kids Love WHAT*, June 26, 2022,

<<http://kidslovewhat.com/diy-crafts/summertime-crafts-22-beautiful-beach-crafts-for-kids/>>

4. Create a **Beach Shoebox Diorama**. For details see: 'Activities for the Book Hello Ocean', *Look We're Learning*,

<<https://www.lookwerelearning.com/beach-shoebox-diorama-printable/>>

5. Make a **Beach Memory Jar**. Find an interestingly shaped jar with a lid. Start collecting small found objects on the beach and gradually fill the jar. Once it is full, you can close the lid and perhaps add a ribbon or some sort of decoration to the lid of the jar. Keep the jar or give it to someone special who shares these memories with you.

## LEARNING TECHNOLOGIES

**Activity:** Research the topics above online.

## MATHEMATICS

**Activity:** Have fun counting things in this text.

## FURTHER TOPICS FOR DISCUSSION AND RESEARCH

- This is Chanelle Gosper's first picture book. How would you describe her writing?
- Research the work of artist Jennifer Goldsmith.
- Students might research this book in comparison to reading other picture books about the themes listed above. [See **Bibliography**.]
- Investigate any other topic not covered in these notes which you consider is suggested by this text.

## CONCLUSION

This is a warm and charming evocation of the bond between a mother and child as they enjoy a day together. It is also a celebration of the special joys of beachcombing. It is a tribute to time in nature without any other purpose than sharing this precious time.

## AUTHOR'S NOTES

Have you ever been exploring and spotted something special? A shiny rock, a shimmery shell, a ship on the horizon? Maybe these things aren't just everyday objects – maybe they're treasure! I wrote this story to play with the idea that little things you find can be more than meets the eye if you just look close enough. A patterned rock may be a piece of the sky, a piece of sea glass may be a jewel. And even things you can't hold in your hand, like precious moments with the people you love, are types of treasure too. This story is to remind readers to look closely for the treasures that are all around, especially the ones we can't store in a box.

I've buried a few little gems in the text for hunters of poetic treasure. You can find rhyme, repetition, assonance and alliteration, and if you look really carefully, you'll find patterning across the different verses too. Watch for the way I've used the words 'here', 'there', 'come' and 'go' as the story progresses – this is a tool to remind readers how moments pass and to therefore cherish each one.

I hope you enjoy exploring this book and discovering the precious little treasures that can be found in everyday moments. Happy treasure hunting!

## ILLUSTRATOR'S NOTES

My name is Jennifer Goldsmith, and I was the illustrator who worked on *Little Treasure* by Chanelle Gosper.

I came to visual storytelling quite oddly through toymaking. I went from adding layers to character with fluff and threads to drawing characters you could make emotional connections with using paint and paper.

I've never been a competitive person and always feel the need to include everyone. I don't like the idea of somebody being left out or finding themselves alone. Perhaps that's why I connect so easily with gentle stories of inclusion and everyday life. I know it's why I tend to add scruffy dogs into my stories, to add companionship and comfort. I'm drawn to telling stories that let the reader see a bit of themselves and their experiences in the pages. I hope that when a reader turns the last page of one of my books they feel like they've walked a few steps in the company of the characters, and feel a sense of resolution that they've all reached the last page together.

As a self-taught illustrator from a rural town, I tend to fall back on the easy to access materials of quality water colour paper, paint and pencils. Working this way everything is quite clunky, slow and low-tech, but this allows me to spend a lot of time with the story and gives me an opportunity to think and grow ideas as the story develops. Everything starts with a 2B pencil and a story never really feels finished until the courier is standing on my doorstep, and even then I'm still thinking of one or two delicate changes that never made it to the book.

## ABOUT THE AUTHOR

**Chanelle Gosper** is a writer based in South Australia, where she lives with her husband, daughters and a whole lot of story ideas. A lifelong love of learning and adventure has seen her live in three different countries, travel the world and enjoy a colourful career that includes primary school teaching, recruitment, healthcare support and marketing. While writing has been a constant companion on all her adventures, Chanelle is only now pursuing her dream of sharing her stories with the world and was thrilled to have her short story, 'Unsettled', highly commended and published in the Stringybark Stories 2021 anthology *The Mirror*.

## ABOUT THE ILLUSTRATOR

**Jennifer Goldsmith** is an internationally renowned figure in the world of handmade inventive toy characters. Jennifer has always thought of toymaking as a kind of storytelling and her need to build and share characters now finds life through watercolour and pencil illustrations. She is also the illustrator of *Where Happiness Hides* by Anthony Bertini.

Follow her on Instagram: [@jennifer.goldsmith.storyteller](https://www.instagram.com/jennifer.goldsmith.storyteller).

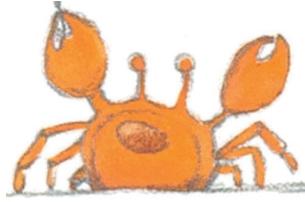
# WORKSHEETS

## WORKSHEET 1. COLLAGE

Use a variety of objects, materials and textiles to create a collage with this image. You might photocopy and enlarge to A3 to give you more room to work.



## WORKSHEET 2. NAME THAT TREASURE



1.

2.

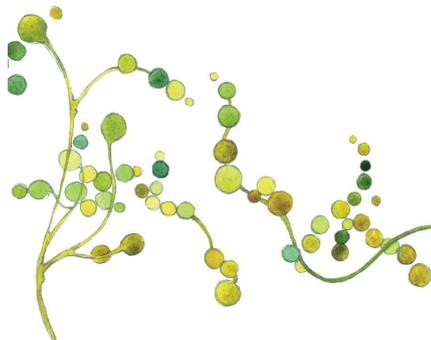
3.



4.

5.

6.



7.

8.

9.

**Answers: 1. Shell 2. Crab 3. Feather 4. Seagull 5. Puppy 6. Heart 7. Rocks 8. Seaweed 9. Fish**

## WORKSHEET 3. POETRY ACTIVITY

a) Write an ACROSTIC POEM using the letters in 'beachcombing':

B	
E	
A	
C	
H	
C	
O	
M	
B	
I	
N	
G	

b) Then write a HAIKU POEM about beaches exploring the feelings expressed in this book:

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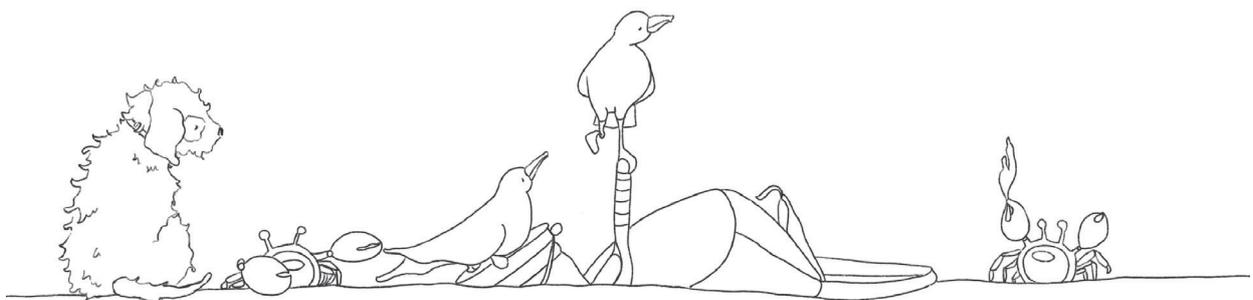
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## WORKSHEET 4.

Use this sketch as a starting point to draw a beach scene inspired by this picture book. You might photocopy and enlarge to A3 to give you more room to work.



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## ABOUT THE AUTHOR OF THE NOTES

**Dr Robyn Sheahan-Bright AM** operates justified text writing and publishing consultancy services, and is widely published on children's literature, publishing history and Australian fiction. In 2011 she was the recipient of the CBCA (Qld Branch) Dame Annabelle Rankin Award for Distinguished Services to Children's Literature in Queensland, in 2012 the CBCA Nan Chauncy Award for Distinguished Services to Children's Literature in Australia, and in 2014, the QWC's Johnno Award. In 2021 she was appointed a Member of the Order of Australia.