



Peas & Quiet

by Gabrielle Tozer and Sue deGennaro

Book summary

Best friends Pip and Pop live in a peapod, but sometimes it can get a little too cosy - especially because they are so different!

Pip loves to sing, while Pop won't stop snoring. How are they ever going to work out how to live together? From award-winning author Gabrielle Tozer and illustrator Sue deGennaro comes the perfect book about friendship and learning how to get along.

CONTENTS

- Book Summary
- About the author
- Key themes
- Activities

Suitable Age Group 2+

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Notes by: Concetta Gotlieb



ABOUT THE AUTHOR

Gabrielle Tozer is the internationally published author of three YA novels: *The Intern*, which won the State Library of Victoria's 2015 Gold Inky Award, *Faking It* and *Remind Me How This Ends*. Her first picture book, *Peas and Quiet* (illustrated by Sue deGennaro), was published in June 2017, and her YA contemporary short story 'The Feeling From Over Here' (featured in *Begin, End, Begin: A #LoveOzYA Anthology*) is also out now.

Based in Sydney, Gabrielle loves sharing her passion for storytelling and creativity, and has appeared at festivals, schools and conferences around Australia. She has also been featured on *Weekend Today*, *Triple J* and *ABC Radio*, as well as in *The Sydney Morning Herald*, *Dolly*, *Girlfriend*, *TV Week* and *Cosmopolitan*.

Say hello gabrielletozer.com.

About the Illustrator

Sue deGennaro is an author and illustrator. Her illustrations are quirky and infectiously funny. She has worked in many careers (including confectionery, circuses and home renovations!), and now (between making books) she often teaches writing and illustration. Sue is the illustrator of *Millie Loves Ants*, *Hairy Nosed Wombats Find a New Home*, *The Tomorrow Book* and *Clarrie's Pig Day Out*.

'I need to be entertained – I'm going to be working on this book for a really long time, so it needs to rock me.'

- Sue deGennaro



Curriculum areas

This book works well with the Year 1-2, Stage 1 outcomes. The book could also be used with Stage 3 to discuss idiomatic language.

Learning areas: English, PDHPE

Cross Curriculum Priorities: Literacy, Numeracy, Information and communication technology capability, Critical and creative thinking, Personal and social capability, Ethical understanding, Intercultural understanding.

KEY LEARNING OUTCOMES

PDHPE Year 1, 2 (Australian Curriculum)

Explore actions that help make the classroom a healthy, safe and active place (ACPPS022)

Recognise similarities and differences in individuals and groups, and explore how these are celebrated and respected (ACPPS024)

PDHPE Stage 1 (Draft NSW Syllabus)

PD1-1 identifies the characteristics that make them similar and different to others

PD1-2 describes and uses strategies people can use to feel comfortable, resilient and safe in situations

PD1-3 describes the qualities that enhance relationships

PDHPE Stage 2 (Draft NSW Syllabus)

PD2-1 explores strategies to manage physical, social and emotional change

PD2-2 recognises and explains strategies that can be used in situations to make them feel comfortable and safe

PD2-3 explains how respect, empathy and valuing diversity can positively influence relationships

English (Australian Curriculum) (Year 1, 2,)

Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences (ACELT1575)

Discuss how depictions of characters in print, sound and images reflect the contexts in which they were created (ACELT1587)

Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose (ACELY1671)

Identify visual representations of characters' actions, reactions, speech and thought processes in narratives, and consider how these images add to or contradict or multiply the meaning of accompanying words (ACELA1469)

Understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suit audience and purpose (ACELA1470)

Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose (ACELA1463)

English (Australian Curriculum) (Year 5)

Show how ideas and points of view in texts are conveyed through the use of vocabulary, including idiomatic expressions, objective and subjective language, and that these can change according to context (ACELY1698)

REASONS FOR STUDYING THIS BOOK

Peas and Quiet is a whimsical, heartfelt and quirky tale. In a very sweet and approachable way it shows the complexity of contemporary relationships. Even the youngest students will be able to relate to the wacky characters Pip and Pop whose story is one we all know. The illustrations are beautifully executed with simplicity and depth. This is a book to read and re-read with your class whatever their age.

THEMES

Relationships

Pip and Pop are the perfect duo to get learners thinking about the complexity of relationships. Even the youngest students can relate to the frustrations and fun of spending time with others. Watch as these wacky characters use communication, collaboration and negotiation skills to solve their interpersonal problems and build a successful relationship. This book links perfectly with the ACARA General capability of 'Personal and Social Capability' as the students use the characters to reflect on their own understanding of relationships.

Cooking

Pip loves to bake, especially at night. Use this book to get the students thinking about their favourite organ... their stomach. Sharing chocolate cakes, tea parties and pancakes is a good opportunity to celebrate life in the 'classroom pod'. It's also a great time for students to share their quirky or not so quirky hobbies, like baking by the moonlight.

Veggie Patches

'Down in the veggie patch, behind the garden gnome, live two little peas in a pod they call home.' This book will bring your school veggie garden to life with the extraordinary lives of the peas, pumpkins and tomatoes. What are their thoughts, feelings and fears?

Activities

Activity	Notes & Curriculum Links	ICT Integration/Worksheet
Book Ingredients	<p>Discuss the cover. Introduce Pip and Pop.</p> <p><i>Guiding Questions</i></p> <ul style="list-style-type: none"> • What do you think the book is about? • What do you think the title means? • Can you tell what the characters likes and dislikes are by looking at the cover? • Are these peas happy peas? • What are the ingredients of this book? 	<p><i>Book Ingredients Slide</i></p> <p>Use an interactive whiteboard to brainstorm all the ingredients of the book.</p> <p>This slide can also be printed as a worksheet.</p>
What is a 'pea in a pod'?	<p>Read the book and discuss the contents.</p> <p>Ask the students to look up or consider the meaning of the phrase 'two peas in a pod'.</p> <p><i>Guiding questions (Think/Pair/Share)</i></p> <ul style="list-style-type: none"> • What picture do you get in your mind when the author uses this phrase? • Why does the author use this phrase in the text? • Do you know any similar phrases? 	<p><i>What is a 'pea in a pod'? slide.</i></p> <p>Use an online dictionary such as the Merriam Webster to look up the phrase.</p> <p>Use a device to brainstorm the meaning of 'peas in a pod'.</p> <p><i>Extension:</i> Use a brainstorming app such as Popplet or an IWB to brainstorm other idioms.</p>
Mad Sentence	<p>The author uses a number of phrases to describe the characters' emotions. E.g. 'drive round the bend'.</p> <p><i>Guiding questions</i></p> <ul style="list-style-type: none"> • Do you know any other phrases people use to describe emotions? • Do you have experiences of being driven crazy by friends or people they live with? • How do you feel when people do things that annoy you? • Do you have any strategies for dealing with difficult situations with friends? 	<p><i>Mad sentences worksheet</i></p> <p>Create sentences using the worksheet as a printable or digital template.</p>

<p>Busy Verb Dance</p>	<p>Use the word list provided or have the students create a list of words. Discuss the use of interesting verbs in the text.</p> <p><i>Busy Verb Dance</i></p> <p>Create a Verb Dance by acting out the words to music. You can create interesting sequences of movement by repeating the actions.</p> <p><i>Extension:</i> Discuss onomatopoeia. (Stage 2/3)</p>	<p><i>Busy Verb Dance Slide</i></p> <p>Load onto student devices such as iPads and have students animate the words as they dance.</p>
<p>Pod buddies V1</p>	<p>The characters are a great example of a realistic relationship. They have some things they like to do as individuals and some things they like to do together.</p> <p>Complete the Venn diagram to show the things that make Pip and Pop different and the ways they are similar.</p> <p><i>Guiding questions</i></p> <ul style="list-style-type: none"> • What are Pips likes/dislikes? • What are Pops likes/dislikes? • What things to they both like/dislike? • Is it good for friends to have different likes and dislikes? Why? 	<p><i>Pod Buddies V1 Worksheet/Slide</i></p> <p>Use an interactive whiteboard to complete the Venn diagram.</p>
<p>Pod buddies V2</p>	<p>Have students reflect on their relationships with others. Discuss whether they spend time looking at things from another person's perspective?</p> <p>In pairs students complete the Venn diagram to show the things that make them different and the ways they are similar.</p> <p><i>Guiding questions</i></p> <ul style="list-style-type: none"> • What are your likes/dislikes? • What are your buddies likes/dislikes? • What things do you both like/dislike? • How does it feel when you recognise things you have in common? 	<p><i>Pod Buddies V2 Worksheet</i></p> <p>Print worksheet or use as a digital template.</p>

<p>See the Emotion</p>	<p>In this activity, you'll look at how the author and illustrator depict emotion. Using one image from the book discuss how the visual aspects and dialogue used in the text tell the story of how Pop is feeling.</p> <p><i>Guiding questions</i></p> <ul style="list-style-type: none"> • How does the author show the characters speaking? • How does the illustrator show the characters' emotions? 	<p><i>See the emotion slide</i></p> <p>Label the image using an interactive whiteboard.</p>
<p>Face Match</p>	<p>Complete the face match activity. Students identify examples of the peas showing emotions through language and images.</p> <p>Students match the sentences to the faces shown. This can be done as a whole class activity or individually.</p> <p>Students then complete the other half of the worksheet by drawing other examples and writing the corresponding quotes from the text.</p>	<p><i>Face Match slide/worksheet</i></p> <p>Use an interactive whiteboard to draw lines from the faces to the text.</p> <p>Print as worksheet or digital template to complete matching activity.</p>
<p>Enough is enough</p>	<p>Peas and Quiet tells the story of how two peas deal with conflict in their relationship, eventually finding a compromise that makes them both happy. Discuss the key parts of the story e.g. orientation, problem, resolution and have the students complete the worksheet showing the key elements of the story.</p> <p><i>Guiding questions</i></p> <ul style="list-style-type: none"> • How does the author use this story structure to help the characters resolve their problems? Do you think that the resolution to their problem is a good one? • Do Pip and Pop must work together to solve their problem? • What are the key skills that Pip and Pop display when trying to resolve their problems? • Can you apply this problem-solving model to a problem you have had in a relationship? 	<p><i>Enough is enough slide/worksheet</i></p> <p>Use the slide to work through the story structure as a class or print as individual worksheets.</p> <p><i>Online storyboarding tools</i></p> <p>Use a digital platform to show the key events in a story about a relationship conflict they have had.</p> <p>https://boards.com/</p> <p>https://explaineverything.com/</p>

	Have students storyboard an idea for a relationship problem that they have worked out. Include images showing the key action as well as describing the problem and the resolution.	
Happiness is a piece of cake...or	<p>Students discuss the resolution to the book. In the end, Pop and Pip enjoy eating pancakes together rather than alone. Students can then discuss the foods they would like to share with friends to celebrate their friendship.</p> <p><i>Guiding questions</i></p> <ul style="list-style-type: none"> • Is it worth the effort to try to resolve problems? • Do you think food is a good way to celebrate with friends? • What are your favourite foods to share? 	<p><i>Happiness is a piece of cake...or slide</i></p> <p>Using an interactive whiteboard or collaborative device share the classes favourite celebration foods.</p>
A recipe for friendship	<p>Use the template provide for students to create their own recipe for a great relationship.</p> <p><i>Guiding questions</i></p> <ul style="list-style-type: none"> • Do you think the recipe will ever change? • Is it the same recipe for every relationship? 	<p><i>A recipe for friendship worksheet</i></p> <p>Print and complete recipe worksheet.</p> <p><i>Digital templates</i></p> <p>Use Canva to create your own recipe template.</p> <p>https://www.canva.com/</p>

PREPARED BY

Information about the author of the notes

Concetta Gotlieb is a qualified primary teacher. Concetta is passionate about working with teachers and students to design, develop and deliver digital learning experiences to solve problems and create connections. Her teaching and learning design focusses on students as creators and producers.