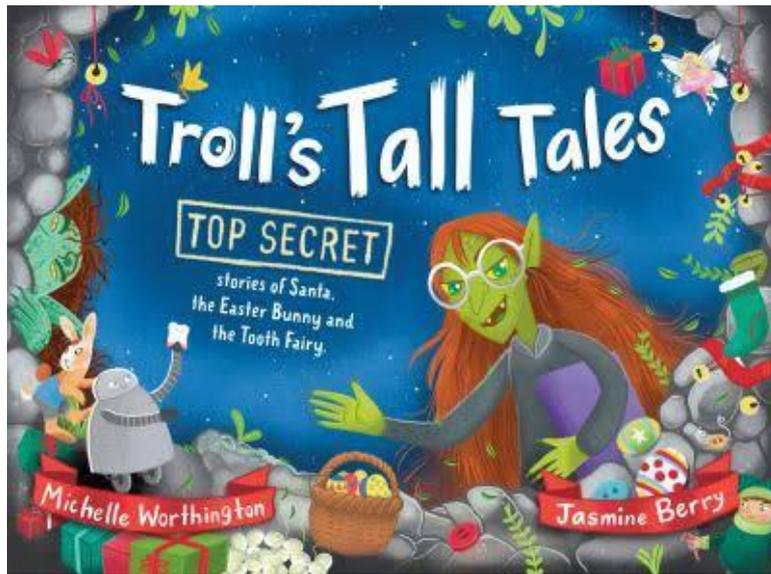


Teacher Notes



Troll's Tall Tales

Top Secret stories of Santa, the Easter Bunny and the Tooth Fairy

by **Michelle Worthington**
and **Jasmine Berry**

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For 4 – 8 – year olds

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About *Troll's Tall Tales*

In *Troll's Tall Tales*, the Troll tells his version of the truth behind the legends of the Easter Bunny, the Tooth Fairy and Santa. But a word of warning for those who are quick to believe the Troll's stories — they are tall tales. Don't be too eager to believe.

This picture book breaks the fourth wall by talking directly to readers, challenging them to read on and find out what is behind the legend. It's like a truth or dare. Find out at your own peril. Who could resist the challenge? This hilarious story engages readers from start to finish.

The Blurb

Did you know...Rather than just one Easter Bunny, there are 418 rabbits secretly trained in the ancient art of egg-fu? And don't tell anyone, but the Tooth Fairy is bigger and smellier than you think, although he's also a very nice chap. Even Santa and his workshop aren't quite what they seem! Discover the hilarious stories behind these well-known characters, straight from Troll's top secret files.

Themes

Story, legend, truth, magic, belief, humour

About the author Michelle Worthington

Michelle Worthington is an international award-winning author, screenwriter and business woman. Shortlisted twice for the Children's Book Council of Australia's picture book of the year, two-time winner of the International Book Award and finalist in the USA Best Book Awards. Michelle also received a Gellett Burgess Award and a Silver Moonbeam Award for her contribution to celebrating diversity in literature. Michelle is the director of Share Your Story Australia, an organisation of industry professionals supporting aspiring authors.

About the illustrator Jasmine Berry

Jasmine Berry is an illustrator and graphic designer from Perth, Western Australia. Jasmine has over 10 years of experience creating masters and artwork for a leading Australian Educational Publisher.

Links to the Australian Curriculum

Troll's Tall Tales is a useful resource for teaching in the three strands of the English Curriculum (language, literature and literacy) and can be used as a springboard for developing skills in listening, speaking, reading, writing and creating as children listen to and engage with texts for enjoyment.

***Troll's Tall Tales* — a read aloud lesson**

Before reading

The front cover

Show children the front cover of the book and read the title.

Ask children to share what they know of trolls.

Ask them to think about what a troll would know about Santa, the Easter Bunny and the Tooth Fairy.

Ask them to think about why the troll's tales might be top secret. What does top secret mean?

Have them point out items illustrated and suggest what they might have to do with the story.

Discuss the meaning of 'tall tales' and what that may indicate about the stories the troll tells.

The back cover

Show children the back cover. Read the blurb.

Ask children to respond to the blurb:

- What do they think about what they've already found out?
- Do they think the troll's stories will be believable?
- Will they believe the troll's stories?

Ask if they have any questions about the blurb; for example, what is egg-fu? If you wish, list their questions and confirm their answers, if possible, while reading.

Reading the story

Opening pages — engaging the reader

Turn to the beginning of the story. As you read the first spreads, the troll asks the reader if they are ready to find out the real story behind the legends. Ensure the children are engaged and respond to the troll's questions. Use the font size and shape to inform your reading performance and point out their use to the children.

Discuss: What is a legend? What does it mean to be 'legendary'? What other legends do you know?

The Easter Bunny Pages

Read the **first page** about the Easter Bunny. Ask the children if that's true about the Easter Bunny and ask them to explain how they think the Easter Bunny delivers all the eggs.

Then read **the troll's explanation** and examine the illustration, including the diagrams showing the egg-fu moves. Ask children to explain where the term 'egg-fu' originates and what it means.

Encourage children to ask any questions they may have about the rabbits' training and their moves.

Encourage them to think about whether the rabbits could hold chocolate in their paws without it melting. Discuss what happens when they hold chocolate in their hands. [Conduct a science experiment about melting chocolate if desired.]

Consider whether all 418 rabbits are included in the illustration. How could they find out how many are illustrated?

Why does the troll tell the children to not unwrap chocolate eggs they find on the floor? What might they be?

The Tooth Fairy Pages

Before reading, discuss what the children already know about the Tooth Fairy. When does the Tooth Fairy visit? Who has been visited by the Tooth Fairy? What happens when the Tooth Fairy visits? What does the Tooth Fairy do with the teeth?

Read the **first Tooth Fairy spread**. Discuss which part of the Tooth Fairy story the troll says is true and which part is not true. Do the children think the troll is telling the truth? You could ask for a show of hands.

Read the **second spread** and discuss what the troll says about the Tooth Troll and the Tooth Fairy. What do the fairies use the teeth for? What does the troll use them for? How does the Tooth Troll steal the teeth?

Encourage children to ask any questions they may have about what the troll says.

Discuss what treasure the troll may get in return for a baby tooth.

Read the **third spread**. Discuss reasons for choosing a Tooth Fairy for the stories about collecting teeth. Do the children agree? What do they think of the Tooth Troll? Have they ever smelled anything bad at night? Why would it be the troll's fault. What does it mean that trolls aren't known for their good manners? Have you ever been blamed for anything that wasn't your fault?

Discuss what the troll has told the children about the Tooth Troll and the Tooth Fairy. Do they believe the troll, or do they believe what they previously thought? You could ask for a show of hands again.

Another question page

Read the spread. Are children ready to hear the next story? Do they think the troll is telling the truth? How bad can the next story be?

The Santa pages

Before reading ask children what they already know about Santa. Have them examine the illustration and suggest how this Santa is similar to and different from the Santa they know. Is there anything they find shocking in the illustration?

Read the **first spread**. Discuss what the troll means when he says, ‘Not anymore, anyway.’.

Discuss the acronym SANTA. Explain what an acronym is and discuss others they know; for example, ANZAC, NASA.

Discuss what is meant by ‘state of the art technology’.

Read the **second spread**. Discuss why Santa works alone, what happened to his elves and what other helpers he tried. Invite children to examine the illustrations to determine what went wrong with Santa’s helpers.

Open the **third spread**. Discuss what children know about how Santa travels around the world delivering presents. Ask them to observe the illustration and compare what is shown with what they already know. Read the text. Discuss. Which makes more sense — what they already knew or what the troll is saying? Remind them that the book is called ‘tall tales’.

Explain the meaning of caribou if children are unfamiliar with the word.

The final spread

Read the final spread. Invite children’s reactions to what the troll has said.

Do the children believe the troll’s stories? Would they rather stick to the old tales instead? Why would the adults stick to the old tales? Is there more magic in the troll’s tales than in the old tales? Which magic do the children prefer?

Final page

Do the children think trolls look good in tutus? Ask for a show of hands.

After reading

The children may like to take one of these (or other) legends and write their own version to explain what they believe about the Easter Bunny, the Tooth Fairy or Santa; for example, The Truth about (the Easter Bunny) according to (name).

Links to the Australian Curriculum

English

Language

Foundation

(ACELA 1429) Understand that language can be used to explore ways of expressing needs, likes and dislikes

(ACELA 1430) Understand that stories and informative texts have different purposes

(ACELA 1433) Understand concepts about print, including how books work, and know some features of print, for example directionality, front and back covers; title and author

(ACELA 1434) Recognise that texts are made up of words and groups of words that make meaning

(ACELA 1786) Explore the different contribution of words and images to meaning in stories and informative texts

(ACELA 1437) Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school

Literature

Foundation

(ACELT 1575) Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences

(ACELT 1577) Respond to texts, identifying favourite stories, authors and illustrators

(ACELT 1783) Share feelings and thoughts about the events and characters in texts

(ACELT 1578) Identify some features of texts including events and characters and retell events from a text

Year One

(ACELT1581) Discuss how authors create characters using language and images

(ACELT 1582) Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences

(ACELT1832) Innovate on familiar texts by using similar characters, repetitive patterns or vocabulary

Year Two

(ACELT1589) Compare opinions about characters, events and settings in and between texts

Literacy

Foundation

(ACELY 1646) Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations

(ACELY 1650) Use comprehension strategies to understand and discuss texts listened to, viewed or read independently

Year One

(ACELY1656) Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions

Year Two

(ACELY1665) Discuss different texts on a similar topic, identifying similarities and differences between the texts