

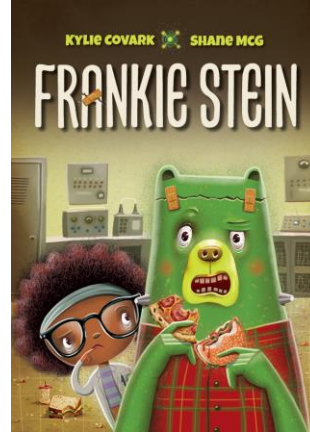
Teachers' Notes:

Frankie Stein

Author: Kylie Covark

Illustrator: Shane McGowan

Publisher: Ford Street Publishing



*Frankie Stein loves doing science experiments while her teddy watches on.
She wishes she could have a chat with him... he's a bear with scientific flair!
But Frankie gets a fright when she accidentally turns Bear into a monster.
Can she find a way to change him back?*

About the Author

Kylie Covark is an Adelaide based educator, poet, and children's author. She has three children, a cat, two goldfish, and five frogs. She loves visiting schools, talking to kids about reading and writing, and hearing all their amazing ideas. *Frankie Stein* is Kylie's third picture book.

Author Note – About Writing the Story

Way back in 1816, an eighteen-year-old named Mary was playing a game with some friends to pass the time on a rainy afternoon. The game was to see who could come up with the spookiest story. This is a great rainy-day game – you should try it too! Maybe the story you come up with will turn out to be one of the most famous stories of all time, just like Mary's did! For you see, it was during that game that Mary Shelley came up with the story of a scientist who creates a monster. The story was called Frankenstein.

Did you know?: Lots of people (and tv shows) get confused and think that Frankenstein is the name of the monster in the story, but it is actually the name of the scientist – Victor Frankenstein.

One of the people who was playing the rainy-day game with Mary was a poet named Lord Byron. Lord Byron was the father of Ada Lovelace. She was a brilliant mathematician, and some people say she was the world's first computer programmer. October 12 each year is Ada Lovelace Day – a day to celebrate the achievements of women in science, technology, engineering and maths (STEM).

Both Mary and Ada achieved remarkable things at a time when women had fewer opportunities than men. They are both still remembered today – Mary as a master story-teller, and Ada as a STEM pioneer. When I had the idea to write *Frankie Stein*, I knew right away that I wanted to make Frankie a girl, and I wanted her to be strong, resilient, and brilliant, just like Mary and Ada before her. I hope that they would both love the story. And I hope you do too!



Illustrator Note – From Shane McG

Frankie had to have ginormous spectacles because everyone knows that only very smart people wear horn-rimmed glasses. Frankie is not a 'Mad Scientist' but she has mad hair. She had to have exploding hair because her brain is just so huge. She needed to be brown-skinned because of course she would be. And she wears a white coat with a convenient pocket to place the pen that she uses to make endless very intelligent notes about things. Bear has all the accoutrements of a slightly dim but loud monster- but his only human quality is greed. He has a stylish chequered vest because I like to think he was dressed by Frankie.



Activities: Guided Discussion

Before reading

- Ask the students if they know what a scientist does. What does a scientist look like? Get them to have a go at drawing a scientist.
- Have a look at the cover and the title page. Ask students what they think the story might be about.
- Read the blurb. Ask students what they think might happen in the story.

During reading

- When Frankie creates a potion to test on Bear, ask students if they think it is a good idea. What could go wrong? What do they think will happen next?
- When Frankie is working on a solution to undo her transformation of Bear, ask students to identify some of the things she is adding to the mix in the illustration. How does this relate to the text?

After reading

- Ask if the book ended the way they thought it would end.
- It took Frankie six tries to finally change Bear back. Ask students if they've ever tried something that didn't work the first time. Did they give up or keep going? How did it make them feel?
- Look back at and discuss the drawings of scientists they did before they were introduced to the book. Would anyone draw a different picture now?

Re-reading

- Ask students to write down rhyming pairs that they hear as you read. Do any of the rhyming sounds repeat later in the book?
- Ask students to think of sound effects they could make to turn the reading of the text into a performance piece. For example, when Bear transforms, they might make a clapping sound, or they might drum on their knees as Bear tears through the cupboards.



Activities: Writing task

Frankie Stein wants to bring her bear to life because she wants to have a chat with him. She thinks he would be a bear with *scientific flair*.

If you had the power to bring one of your toys to life, which one would it be?

Why?

Write a short story about the day you would have with your toy if it came alive.



Activities: Story Structure

Stories have a beginning, a middle, and an end. Think about how Frankie might have been feeling in different parts of the story. Circle the words that you think best describe how Frankie was feeling in the beginning story, in the middle of the story, and at the end of the story.

Beginning

angry

excited

hopeful

bored

sad

confused

Middle

shocked

calm

disappointed

happy

guilty

scared

End

jealous

nervous

sad

happy

relieved



Activities: Rhyme

The book is written in rhyme. Can you draw a line to connect each of the rhyming pairs?

night

real

bear

test

chat

right

best

popped

wheel

flair

stopped

that

Choose one of the above pairs and write two lines of rhyme:



Activities: Living and non-living things

Frankie makes a potion that brings her teddy bear to life but usually teddy bears are non-living things.

What are some of the differences between a living thing and a non-living thing?

Go for a walk and observe some things in the environment. In the table below, write the names, or draw pictures of, some of the things you find. Can you work out if the things you have found are living or non-living?

OBJECT	LIVING	NON-LIVING
ROCK		✓
BUTTERFLY	✓	

Did you notice any differences between the places where you found the living and non-living things?



Activities: Transformations

We may not be able to bring our teddy bears to life, but we can all use science to transform one thing into something else. For example, when we fill an ice tray with water and then put it into the freezer, we can turn the liquid water into solid ice.

We can also *observe* transformations that happen around us. For example, a seed growing into a plant, or leaves changing colour in Autumn.

In this experiment, we are going to think about whether we can control transformations that happen naturally.

You will need:

3 thin slices of apple

3 small bowls

Lemon juice

Water

1. Put one slice of apple into each bowl.
2. Leave the apple slice in the first bowl uncovered
3. Cover the apple slice in the second bowl with water
4. Cover the apple slice in the third bowl with lemon juice
5. Discuss and record what you think will happen to each apple slice
6. Leave the apple slices for about half an hour
7. Check the apple slices again. Discuss and record your observations

	What do you think will happen?	What did you observe at the end?
Apple slice 1: Uncovered		
Apple slice 2: In water		
Apple slice 3: In lemon juice		



The activities in these teaching notes have been designed to align with the following content descriptions from the Australian Curriculum.

Foundation

Language

ACELA1786 – Explore the different contribution of words and images to meaning in stories and informative texts

ACELA1439 – Recognise and generate rhyming words, alliteration patterns, syllables and sounds (phonemes) in spoken words

Literature

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

ACELT1578 – Identify some features of texts including events and characters and retell events from a text

ACELT1579 – Replicate the rhythms and sound patterns in stories, rhymes, songs and poems from a range of cultures

ACELT1580 – Retell familiar literary texts through performance, use of illustrations and images

ACELT1831 – Innovate on familiar texts through play

Biological Sciences

ACSSU002 – Living things have basic needs, including food and water



Science Inquiry Skills

AC SIS014 – Pose and respond to questions about familiar objects and events

AC SIS011 – Participate in guided investigations and make observations using the senses

AC SIS233 – Engage in discussions about observations and represent ideas

AC SIS012 – Share observations and ideas

Year 1

Literature

ACELT1581 – Discuss how authors create characters using languages and images

ACELT1582 – Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences

ACELT1584 – Discuss features of plot, character and setting in different types of literature and explore some features of characters in different texts

ACELT1585 – Listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme

Biological Sciences

ACSSU017 – Living things have a variety of external features

ACSSU211 – Living things live in different places where their needs are met

Chemical Sciences

ACSSU018 – Everyday materials can be physically changed in a variety of ways

Science Inquiry Skills

ACISIS0124 – Pose and respond to questions, and make predictions about familiar objects and events

ACISIS0125 – Participate in guided investigations to explore and answer questions



AC SIS027 – Use a range of methods to sort information, including drawings and provided tables and through discussion, compare observations with predictions

AC SIS213 – Compare observations with those of others

AC SIS029 – Represent and communicate observations and ideas in a variety of ways