



Amy and Phoenix Teachers' Notes

Written by Jenny Woolsey



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About the Story

Eleven-year-old Amy Pringle lives on a farm. She knows all the animals by name and can talk to them like Doctor Doolittle. Amy is looking forward to her favourite ewe, Edna, giving birth. When she sees her dad with his gun, she knows something is wrong. It is soon evident that the lamb who she names Phoenix, only has three legs. Amy wants to save Phoenix so must think of a way to do so. She has an idea which she puts into action. Her big sister Hannah then posts a video of the lamb on YouTube and it goes viral. Amy is so excited by this and thinks all her problems are solved but they are not. Phoenix is stolen, and Amy must find him before it is too late.

Amy and Phoenix is a heart-warming fantasy story about a caring, strong-willed and determined girl. It explores the themes of farm life, animal welfare, disabilities, the relationship between animals and children, advocacy/standing up for beliefs, and cyber safety.

About the Author



Jenny Woolsey is a writer and blogger, speaker, teacher, and advocate for people with facial differences and mental illness, and inclusive education. She has a Master of Education (Honours), a Certificate IV in Youth Work and a Certificate IV in Training and Assessment.

Home is in the north of Brisbane, in Queensland, Australia, with her husband, three magnificent children, three spirited cats and her cute fluffy dog.

Jenny started writing stories when she was little. As a teenager, poetry was her favourite genre. In 2013 Jenny left the classroom and started writing children's novels. Her theme is *Difference and Diversity*.

Jenny writes to help children and teens who feel different, shy, anxious, or don't fit in. She understands as she was all of those growing up!

Jenny's message is:

You are good enough – in fact you are more than that – you are perfect just the way you are.

Remember, no matter what you look like or feel like, you are valuable and can achieve great things in life...

Just be yourself. 😊

You can find Jenny in many places:

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Facebook:- <https://www.facebook.com/JennyWoolseyAuthor/>

Twitter: @Jenny_Woolsey

YouTube: <https://www.youtube.com/user/jennyw67>

Why Jenny Wrote Amy and Phoenix:

Jenny was born in the 1960s in Brisbane. When she entered the world, everyone knew instantly that there was something wrong with her. Her eyes were bulgy, like froggy eyes, and her skull was small. There was a flurry of movement and doctors were called. The baby – Jenny, was diagnosed as having a rare craniofacial syndrome, known as Crouzon syndrome. It meant that her life, and the life of her family, would not be like other people's.

Being different in a world where difference wasn't tolerated very well was hard for Jenny. She was stared at, comments were made about her and she was shunned. At school, she was verbally and physically bullied. Her brothers would get into scraps trying to protect her from other mean children. It was difficult for the whole family.

Jenny needed life-saving surgeries and reconstructive plastic surgeries. She became visually impaired due to complications in one of these operations, and would never be able to drive.

Jenny had an inner determination to succeed. She went to university and studied to be a primary teacher. One of Jenny's favourite books to read to her class was Charlotte's Web by E.B. White. She loved Fern's determination to save Wilbur the piglet and the talking animals.

Jenny's youngest daughter has always loved baby farm animals, and whilst visiting a farm with her, Jenny was inspired to write Amy and Phoenix. When planning the story Jenny decided that she would have a strong determined girl and talking animals too, but she would put a modern twist on the story with the use of YouTube and the internet.

Study Notes for Teachers

Discussion Questions:

BEFORE READING THE STORY:

1. What clues does the title give about what the story might be about?
2. From reading the blurb on the back cover, do you have any further ideas?
3. Do the pictures on the front and back cover give you any more clues?
4. Why do you already know about farms and lambs?
5. What type of story do you think this is and why? (Fantasy)

CHAPTER ONE - THREE:

- After reading the first page, what do you think is going to happen?
- What is the reason Dad has his gun?
- What do you think a 'dodgy' lamb is? (On page 5)
- What do you think about Dad wanting to kill the lamb?
- On page 6, why does Dad say, 'You and your Doctor Doolittle talk...'
- What is wrong with the lamb? Why does Mr Pringle want to put the lamb down?
- Research Greek mythology and the phoenix bird.
- At the end of Chapter One describe Amy and Mr Pringle.
- Before you read Chapter Two, brainstorm ways Amy could persuade her father to keep the lamb. Make a list of pros and cons.
- At the end of Chapter Two predict what might happen in Chapter Three.
- Why do you think Mark the vet thought Amy would make a good vet?
- On page 16 Amy couldn't see but she could hear. What are our five senses?
- Do you think Amy's plan to hide Phoenix in a haystack will work? Why or why not? Do you have a better idea?
- At the end of Chapter Three, what do you think Amy should do next?

CHAPTER FOUR - SIX

- What happens in Chapter Four?
- On page 23 & 24, why do you think Dad changed his mind on Phoenix?
- Why does Amy say on page 24 that it is good to be different? How are you different to other people? This is a good chance to discuss diversity.
- In Chapter Five, what are the four seasons and what happens in each of the seasons?
- What does Phoenix learn to do?

- On page 27, what does Amy overhear her dad wanting to do?
- What is the RSPCA? Research what they do.
- On page 28, Amy talks about the story of Noah's ark. Why would she compare the story to the animals?
- What were the ideas made by the farm animals on page 29 & 30? Which was the best one and why? Brainstorm your own ideas.
- In Chapter Six, what is Kobie trying to teach the lambs?
- Is there something you have tried and kept on trying until you were able to do it? How did it feel before, during, and after you had accomplished it?
- What are your chores? How would Amy's chores be different to your own?
- What do you think has happened at the end of Chapter Six?

CHAPTER SEVEN - NINE

- Describe Mrs Pringle.
- What do you think the idea Amy has after seeing Finn is watching YouTube?
- At the end of Chapter Seven, the lambs have disappeared. Where do you think they are? What do you think has happened to them and why?
- How would you lure your dad to the paddock if you were Amy?
- Why does Amy feel mad at herself? What do you think she will do next?
- What happened in Chapter Eight?
- What do you know about Hannah from reading the story?
- On page 45, Amy tells a lie to her dad. Do you think she will be caught out on her lie? Discuss. Have you ever told a lie and been caught out on it, or maybe you got away with it?
- In Chapter Nine, on page 47, Edna tells Amy that she hoped she chose a jig. What is a jig?
- What happened in Chapter Nine? Do you think the dance is going to work for Amy?

CHAPTER TEN - TWELVE

- In Chapter Ten, what do you think is going to happen?
- What did happen? Did the chapter end as you thought?
- What do you think is going on in Dad's head?
- In Chapter Eleven, what happens that excites Hannah?
- What does a video 'going viral' mean?
- Why is the news phoning them?
- Do you think Dad will allow the news to come to the farm? Why or why not?
- On page 60, Dad decides Phoenix is going but then changes his mind. Why?
- On page 65, Dad instructs Amy to not tell the news about him not wanting to keep Phoenix. Why would he say that to her? What do you think she'll do?

- How does Chapter Twelve end?

CHAPTER THIRTEEN – FIFTEEN

- Can you think of a time when you were really nervous and couldn't think what to say?
- Did Amy follow Dad's instructions about speaking to the media about Phoenix?
- What do you think Dad will do?
- Why are foxes such a big problem on a farm?
- Why do you think Rick told Amy that she was inspirational?
- How does Chapter Fourteen end?
- Chapter Fifteen begins with the news article. What do you think it would say? Write the article as if you were the reporter.
- What catches Amy's attention underneath the story?
- What are the prizes? Why do you think Amy wants to go to the talent show?
- Design your own advertisement.
- At the end of the chapter Amy is thinking of a way of get Hannah to help her make sure Dad says yes to the talent show. What ideas do you have for convincing Dad?

CHAPTER SIXTEEN - EIGHTEEN

- Why do you think Dad said yes to the talent show?
- Design a routine for the lambs for the talent show, including their costumes.
- If you won \$200 what would you spend it on? What does Amy want to spend it on?
- On page 84 it says Amy has butterflies in her stomach. What does that mean? What happens to your body when you are nervous?
- Discuss what talents the children in the talent show have. You could even put on your own talent show.
- What happened in Chapter Seventeen? Do you think Amy, Hannah and the lambs will win? Why or why not?
- How would you have solved Amy's dilemma of being hungry at the beginning of Chapter Eighteen? Would you have left the lambs with strangers? Why or why not?
- Where do you think the lambs are?

CHAPTER NINETEEN – TWENTY-TWO

- What happened in Chapter Nineteen?
- How would you go about trying to find the missing lambs?
- Pretend you are the policeman interviewing the Pringle family, what questions would you ask? Would you collect any evidence? You could role play this.

- In Chapter Twenty, Hannah designs a Wanted Poster. Design your own Wanted Poster.
- Do you think the farm animals will be able to find anything out about the lambs?
- What happened in Chapter Twenty-One?
- In Chapter Twenty-Two, on page 115, Amy has a sudden vision – what do you think it is?
- Where are the lambs?
- On page 119, Amy decides not to tell her parents what she knows. Do you agree with this? Why or why not?

CHAPTER TWENTY-THREE – TWENTY-FIVE

- In Chapter Twenty-Three, where does Amy find the lambs?
- What was the problem Amy encountered inside the barn?
- How would you get the lambs out from behind the hay bales?
- In Chapter Twenty-Four, how does Kobie save the day?
- Why do you think Mr Packman had the lambs?
- What has happened to Phoenix?
- What does Brittney choose to do?
- What is the bad news that Mum delivers to Amy?
- What happens in Chapter Twenty-Five that surprises and confuses Amy?
- How does this chapter end?

CHAPTER TWENTY-SIX

- How has Dad changed?
- How do you think Dad knew where Amy had gone?
- Why did Amy think the lambs were at the Packmans' farm?
- How does the story end? Were you expecting it to end this way?

GENERAL QUESTIONS AFTER READING THE STORY:

- Does Brittney change over the story? How?
- Does Dad change over the story? How?
- What was Amy's problem, what obstacles did she come up against, and how did she solve the problem? Did she end up getting what she wanted? What was the price she paid?
- Why do you think the story ended the way it did?
- What elements of the story made it a fantasy?
- Why do you think Jenny Woolsey wrote this story?
- Why do you think the story is written from Amy's point of view? Would it be the same if written from Phoenix's point of view, or even Dad's?

PERSONAL QUESTIONS:

- Have you ever been on a farm? What did you like or not like about it?
- What was your favourite part of the story? Why?
- What was your least favourite part of the novel? Why?
- Could you identify with any of the characters?
- Do you know any people who are like the characters in the novel?
- Have you read any books similar to this story? Compare and contrast them.
- Who would you recommend this book to and why?



AUSTRALIAN CURRICULUM

YEAR 3-5 LINKS

English

CREATING TEXTS:

- Persuasive Text
- Descriptions
- Recount of an event
- Narratives
- Procedures
- Information Report on farm animals
- Poetry and rhymes
- Book reviews
- Writing from different points of view
- Use a range of software including word processing programs with fluency to construct, edit and publish written text, and select, edit and place visual, print and audio elements (multimodal texts).

INTERPRETING, ANALYSING, EVALUATING:

- Literal meaning questions – What do the words say?
- Inferential meaning questions – What does the message mean?
- Personal meaning questions – What do I think about it?
- What is the main idea of the story?
- Are there supporting details?
- Describe the story with Who, What, Where, When, Why and How
 - Where does the story take place?
 - Who is the main character?

- What was the problem?
- What happened?
- When did things take place?
- What is the outcome?
- How did Issy feel?
- Why did things turn out the way they did?
- What are the themes of the story?
- Discuss posing and discussing questions, such as 'Should this character have behaved as they did?', and begin to make balanced judgments about the dilemmas characters face and relative merit and harm.
- Talk about Point of View.
- Write the story from another point of view e.g. Dad.
- Examine the author's description of a character's appearance, behaviour and speech and note how the character's development is evident through his or her dialogue and changing relationships and the reactions of other characters to him or her.
- Recognise the influence our different historical, social and cultural experiences may have on the meaning we make from the text and the attitudes we may develop towards characters, actions and events.
- Identify pivotal points in the plot where characters are faced with choices and comment on how the author makes us care about their decisions and consequences.
- Statement: Fact or Opinion
- Mental imagery
- Similes and Metaphors
- Onomatopoeia
- Story Map/Sequencing of story events
- Semantic Web
- Identifying facts about farming
- Make links between Amy's experiences and the students' own lives/experiences.
- Make inferences about the characters' feelings.

LITERATURE:

- Draw connections between personal experiences and the worlds of texts, and share responses with others.
- Discuss how language is used to describe the settings in texts, and explore how the settings shape the events and influence the mood of the narrative
- Discuss the nature and effects of some language devices used to enhance meaning and shape the reader's reaction, including rhythm and onomatopoeia in poetry and prose
- Create imaginative texts based on characters, settings and events from students' own and other cultures using visual features, for example perspective, distance and angle
- Make connections between the ways different authors may represent similar storylines, ideas and relationships

- Discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers' interest by using various techniques, for example character development and plot tension
- Create literary texts that explore students' own experiences and imagining
- Create literary texts by developing storylines, characters and settings
- Present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others
- Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses
- Understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in narratives, shape poetry, songs, anthems and odes
- Create literary texts using realistic and fantasy settings and characters that draw on the worlds represented in texts students have experienced

LITERACY

- Identify the point of view in a text and suggest alternative points of view
- Plan and deliver short presentations, providing some key details in logical sequence
- Identify the audience and purpose of imaginative, informative and persuasive texts
- Identify the audience and purpose of imaginative, informative and persuasive texts
- Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features
- Identify and explain language features of texts from earlier times and compare with the vocabulary, images, layout and content of contemporary texts
- Identify characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text
- Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts
- 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
- Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text
- Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources

Health & Physical Education

- Explore how success, challenge and failure strengthen identities.
- Explore strategies to manage physical, social and emotional change.
- Examine the influence of emotional responses on behaviour and relationships.
- Identify and practise strategies to promote health, safety and wellbeing.

- Describe how respect, empathy and valuing diversity can positively influence relationships.
- Investigate how emotional responses vary in depth and strength.
- Practise skills to establish and manage relationships
- Practise skills to establish and manage relationships
- Identify how valuing diversity positively influences the wellbeing of the community
- Combine elements of effort, space, time, objects and people when performing movement sequences
- Manipulate and modify elements of effort, space, time, objects and people to perform movement sequences
- Participate in physical activities from their own and others' cultures, and examine how involvement creates community connections and intercultural understanding

GENERAL:

- Family relationships
- Self-identity
- Resilience
- Cyber safety

Science understanding (Biological sciences):

- Living things can be grouped on the basis of observable features and can be distinguished from non-living things
- Living things have life cycles
- Living things depend on each other and the environment to survive
- Living things have structural features and adaptations that help them to survive in their environment

Geography

- The similarities and differences between places in terms of their settlement, demographic characteristics, and the lives of the people who live there, and people's perceptions of these places.

Design and Technologies and Digital Technologies

- Investigate food and fibre production and food technologies used in modern and traditional societies.
- Investigate how and why food and fibre are produced in managed environments and prepared to enable people to grow and be healthy
- Generate, develop and communicate design ideas and processes for audiences using appropriate technical terms and graphical representation techniques.
- Select appropriate materials, components, tools, equipment and techniques and apply safe procedures to make designed solution.

The Arts - Visual Arts, Media Arts & Drama

- Investigate and devise representations of people in their community, including themselves, through settings, ideas and story structure in images, sounds and text.
- Explore representations, characterisations and points of view of people in their community, including themselves, using settings, ideas, story principles and genre conventions in images, sounds and text.
- Use media technologies to create time and space through the manipulation of images, sounds and text to tell stories.
- Develop skills with media technologies to shape space, time, movement and lighting within images, sounds and text.
- Explore ideas and narrative structures through roles and situations and use empathy in their own improvisations and devised drama.
- Explore dramatic action, empathy and space in improvisations, playbuilding and scripted drama to develop characters and situations.
- Use voice, body, movement and language to sustain role and relationships and create dramatic action with a sense of time and place.
- Develop skills and techniques of voice and movement to create character, mood and atmosphere and focus dramatic action.
- Shape and perform dramatic action using narrative structures and tension in devised and scripted drama, including exploration of Aboriginal and Torres Strait Islander drama.
- Rehearse and perform devised and scripted drama that develops narrative, drives dramatic tension, and uses dramatic symbol, performance styles and design elements to share community and cultural stories and engage an audience.



See www.jennywoolsey.com for free activity sheets