

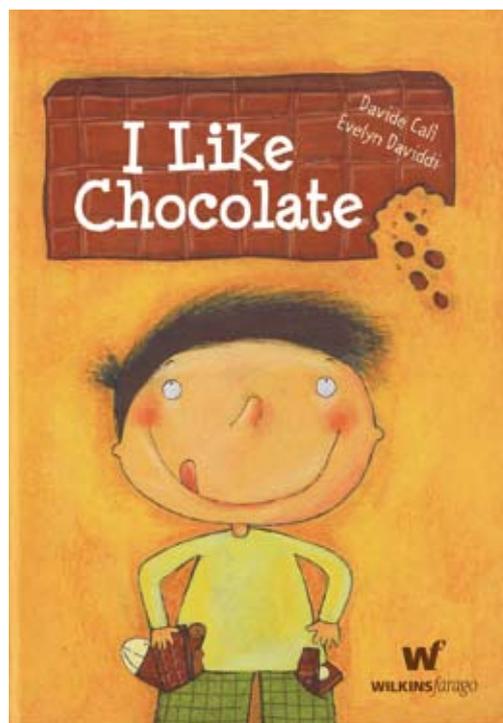
TEACHER'S NOTES

I Like Chocolate

by Davide Cali & Evelyn Daviddi

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Other books with Teachers' Notes available by Wilkins Farago,

1. About the book

Can you remember the allure of chocolate when you were a child? Every child loves it, and the delicious and funny picture book *I Like Chocolate* exactly captures why children love it so much.

It savours its different shapes and sizes; its colours and flavours; all the different ways it can be eaten (including *The Well-Mannered Nibble*); and the occasions chocolate is perfect for (including saying sorry to Mum for breaking her best vase).

A warm and entertaining celebration of our most guilty pleasure, *I Like Chocolate* also contains important messages about friendship, sharing, and eating in moderation.

I Like Chocolate was originally published in Italy and has now been translated into 11 languages across the world.

2. Discussion points & questions for teachers and parents by Alison Lough (Chelsea Heights Primary School, Victoria)

What a joy it is to read books to our students or own children, that are so relevant to our own lives. This adoringly simple book celebrates one of the greatest pleasures in life - chocolate! This delightful picture book will thrill young children and adults alike as you share reading each page, accompanied by captivating illustrations from Evelyn Daviddi.

Below are some activities I have created to use in conjunction with this book. These notes have been created with a junior primary school setting in mind. The notes encompass various areas of the curriculum and take advantage of some of the critical thinking strategies and graphic organisers available to teachers.

Here are some ideas to start discussion in your classroom on the subject of chocolate. Some of the questions have been repeated in different sections, you can decide when to pose these questions to suit your class.

PRE-READING QUESTIONS:

- What is chocolate?
- How is it made? (Instructions for how to make chocolate are attached in separate recipe file).
- What is in it? (See recipes and ingredients in separately attached file).
- How many different kinds of chocolate are there?
- Do you like chocolate?
- What other things could replace the word chocolate in the title?
- What do you think might be in the book?
- What information would you put in a book about something you like?
- Talk about some possible reasons for wanting chocolate.
- Discuss scenarios where eating chocolate would be appropriate.
- Brainstorm some occasions where you might give chocolate as a gift.
- Discuss the times of year when chocolate is more prevalent. (Easter for example).

PAGE BY PAGE QUESTIONS:

- Look at the picture on the first double page. Think about what must be going through his mind. How do you imagine he would be feeling as he goes to take a bite out of his chocolate bar?
- The boy has taken a bite right out of the middle of the bar. Why do you think he chose to eat it this way ?

"I like chocolate because of the way it crunches between my teeth"

- Why might he have changed his method of eating the chocolate? He has gone from biting the middle to breaking a piece off the end.
- How do you like to eat your chocolate bars? Eg piece by piece, big bites, in rows, suck, nibble, melt etc



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"And I like chocolate because there are so many different kinds"

- Discuss what each chocolate on the page could be.
- Make up and share or write a detailed description of each one.
- Design a menu for the 16 chocolates on the page. Use your own ideas, or use the list of flavours on the opposite page.
- Why are some of the chocolates different colours?
- What could be in the centres of the chocolates?

"I like chocolate because if you want to know what's inside them you have to taste them all"

- Would it be wise to eat all the chocolates at once?
- How many would you eat?
- What can happen if you eat too much chocolate?

"So many flavours, mint, coffee, caramel, nougat, vanilla, strawberry, cherry, nuts, and creams"

- Match the flavours to the pictured chocolates. Explain your choices.
- Which is your favourite of the listed flavours?
- What flavours have you tasted in chocolates?
- Are there any you know of that are not listed?

"I like chocolate because it comes in different colours"

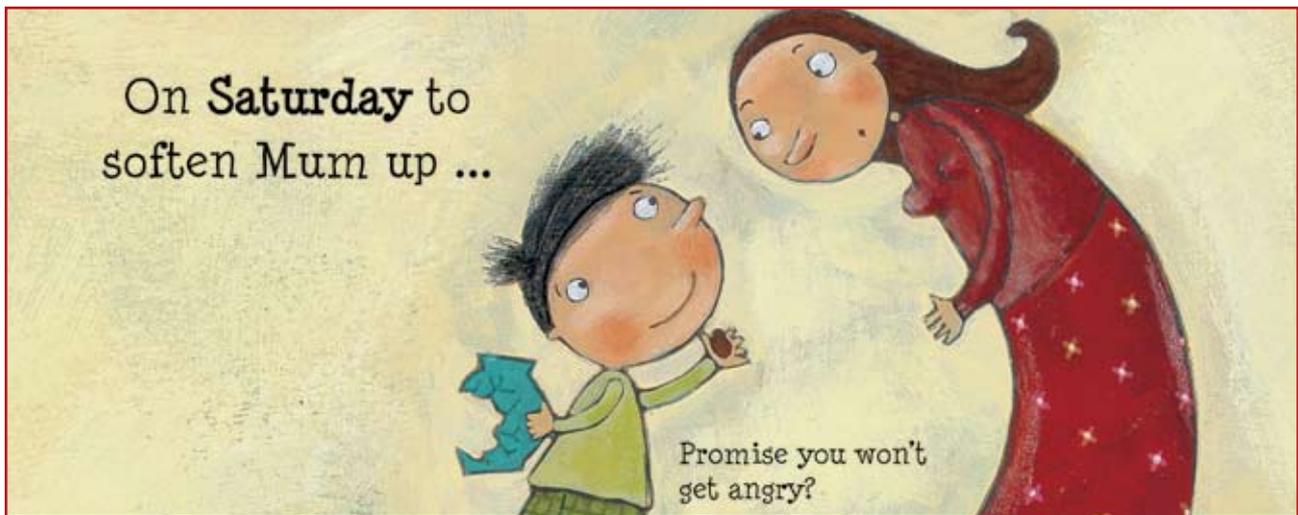
- Which colour chocolate is the most common?
- Which colour chocolate do you like eating the most? Why?
- Some chocolates combine more than one colour? Why do you think this is? Can you name some types of chocolate bars you know that use more than one colour?
- Why would it not be chocolate if it was green? Have you ever seen green chocolate? Can chocolate taste like something green? i.e Mint, Pistachio



"I like white chocolate because it's soft and milky...

...and also because it's harder to tell if I've had some"

- Why is there a picture of a cow on the page? What's the significance?
- Why is white chocolate harder to notice?
- Why wouldn't you want someone to notice you'd eaten chocolate?
- How can chocolate be made in different colours/flavours?
- Compare the ingredients of different types of chocolates. What is the same? Which ones are different?



"Chocolate is great any time, any place, but especially..."

- Examine the reasons provided on the page - are they positive/good things to happen, or negative/bad things? Why does chocolate help you feel better when you experience something negative?
- Have you experienced any of the situations listed on these pages? What did you do to make yourself feel better?
- What are some other ways of making yourself feel better if one of these situations were to arise?
- What are some other activities you could do if your TV wasn't working?
- Think up some other problems where you think chocolate would be a good solution.

"...when a friend doesn't seem to care"

- What does the heart on the ground represent?
- Discuss possible reasons for the boy's friend to behave this way.
- Have you ever felt like a friend didn't care? Describe the way you felt. What did you do?

"...and when you've ruined your new pants and you know mum's going to be mad"

- Have you ever done this? How?
- Why do you think this annoys mums so much?

"I like chocolate because it's the perfect gift for a special occasion..."

- Give some examples of other occasions where chocolate could be a perfect gift.
- Have you ever given or received chocolate as a gift?
- What type of chocolate would you give as a gift?
- Is the same type of chocolate appropriate for everybody?

"On Saturday to soften up mum", "(promise you won't get angry?)"

- Have you ever needed to soften up your mum or dad, or another relative for any reason?
- Discuss some other possible scenarios where softening someone up may be required.

"I like chocolate because there are so many different ways of eating it..."

- Which one of these methods would you use most often?
- Which is your favourite one pictured? Why?
- Which method do you think most people would use?
- Can you name some people you know who eat their chocolate using these techniques?
- Come up with some other suggestions for good chocolate eating techniques.

"So why is chocolate so good?" It JUST IS!"

- Can you answer this question with a better reason than 'it just is'?

"It goes into your mouth, down into your tummy, and straight into your heart"

- Does chocolate really travel around your body into your heart? What is actually meant by this sentence?

"The only thing I don't like about chocolate is you mustn't have too much"

- Why???
- How much is too much?
- What are the consequences of eating too much chocolate?

POST-READING QUESTIONS:

- How is chocolate made?
- How many different kinds of chocolates are there?
- How do you think chocolate was discovered?
- Why don't we eat too much chocolate?
- What happens if we do?
- Is there anything good in chocolate?



SUBJECT SPECIFIC ACTIVITIES:

Maths:

- Name as many chocolate bars as you can.
- Conduct a survey of favourite chocolate bars. List them in order.
- Create a graph using the data from your survey. Analyse the data and pose questions to your classmates. Which was the most popular, least popular, were mars bars as popular as crunchies, etc.
- Look at the illustration on the first page.
 - How many of the various items pictured are there? (pieces of chocolate, layers of cake, cupcakes etc)
 - How many items are in/on the display cabinet altogether?
 - How many chocolates would be in the pyramid? How can you work it out?
- Look at the block in his hand. There are 24 pieces in one block.
 - How many are showing?
 - How many are covered by the wrapper?
 - How many have been eaten?
 - If that's one bite, how many bites would it take to finish the whole block?

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- How many tiles are on the floor of the shop? How many half tiles? Trace or copy, then complete the layout of the shop on paper and estimate how many tiles would be needed altogether before drawing them in to test your guess. You could make the floor of the shop on the classroom floor using small paper squares.
- Count the spots on mum's skirt, checks on boy's pants, pattern on mum's bag, number of teeth etc. Estimate how many of these items there would be altogether if the person turned in a circle and we could count them all. Have students come up with methods of working this out and testing their guesses.
- Look at the chocolates on the third double page. How many days would the chocolates pictured last if you ate one a day? Two a day? Three a day? What if you ate one every second day? Etc
- Look at the maths symbol, \equiv in one of the illustrations. Find out what it means (congruence, or, can mean 'is equal by definition'). Look for some examples of this being used. Write/draw some examples using the symbol.
- Find pictures of chocolate items in magazines, papers and catalogues. Classify these pictures into groups of your choice.

English:

- Choose one or more of the questions/discussion points from the previous section to complete as a project. Eg. How is chocolate made?
- Make advertisements or write a detailed description for each of the chocolates shown in the book.
- Devise a list of activities you could participate in if your TV wasn't working.
- Write down two things you could say to mum and dad if they were arguing.
- List 10 people you know (relatives, friends, teachers etc) and match each person with a type of chocolate. Share with those people which type of chocolate you think they would be and why.
- Write down 5 people you would like to give chocolate to as a gift. Draw or write the type of chocolate you would give them and explain in one or two sentences why you chose that type of chocolate. (Eg I would give Monique a chocolate energy bar because she's always running around. I would give dad a chocolate bar with fruit and nuts in it because he loves sultanas and almonds).
- Use all the words in the story that are in bold to create a spelling list. Break the words down into syllables, letter blends etc. Have students group them in their own way.
- Type or write the bolded words on cards and play games with them. Students could try to make new sentences from the words. Have a few blank cards so students can add in extra words if they need them.
 - Brainstorm and list as many products as you can that contain chocolate or are made from chocolate. Try to think of some items that are not predominately chocolate based (such as some cereals).



History:

- Research the origins of chocolate being linked so closely with Easter.
- Research the history of chocolate. How was it discovered? The chocolate making process is fairly detailed with specific steps, who or where did this discovery take place?
- Imagine discovering that a tree could end up producing such a delicacy! Find pictures of some cacao trees and research their native home. Write a report on these fascinating (and very special) trees.

Health:

- Discuss eating sugary foods in moderation.
- What does it mean to make healthy food choices?
- What are the consequences of making unhealthy decisions about the food we regularly put in our bodies?
- What are the good things in chocolate? Look at the ingredients, break them down, talk about what happens when they are combined. Is healthy food still healthy when mixed with something unhealthy (eg milk is healthy, but what happens when chocolate topping is added).
 - What are antioxidants? Are they good or bad?
 - How do antioxidants affect our bodies?
 - What other foods contain antioxidants?
- Research the other benefits that chocolate holds. For example, it releases certain chemicals (neurotransmitters) in the brain (endorphins are one such chemical) that make us feel certain things (eg. happy, less stressed, relaxed).
- Display a copy of the healthy food pyramid and let students decide where chocolate would fit. Talk about the food groups and how much of each group can/should be eaten on a daily/weekly basis.
- Look up known chocolate companies and find out what these companies offer as a healthier chocolate alternative, if any.

Art:

- Make illustrations or paintings of your favourite ways of eating; uses for; types of; or occasions to give chocolate.
- Make a mosaic picture or an abstract artwork using chocolate wrappers.
- Melt some chocolate and use it to make a painting with. (Finger painting with chocolate would be very popular, just be sure students keep their fingers in their own dish).

Science:

- Melt different types of chocolate and compare melting times, what they look like, how they smell etc.
- Pour different types of melted chocolate into moulds and test the length of time to harden.
- Leave some chocolate in the sun, some indoors, some in a cool place, some in the

fridge and some in the freezer and document what happens in each situation. Students could record their findings on video or digital camera over time. Write a report of the findings.

- Do some taste testing.
 - Use blindfolds and guess the type of chocolate.
 - Does melted chocolate taste different to solid chocolate?
 - Are some brands of chocolate tastier than others?
- Gather together chocolate in different forms (cake, drink, hollow, solid etc) and compare and contrast the textures, tastes, smells etc
- Look up some videos of the chocolate making process on the internet. It's quite fascinating!

Music/Drama:

- Create a jingle for one of the chocolates in the book, or for one of your favourite chocolates.
- Act out the scenarios from the book where the boy decides chocolate is a good solution. (eg "to make it stop hurting" - the girl on roller skates, "to soften up mum" etc)
- Make up a short play where chocolate is central to the story.
- Play charades acting out reasons you would want to soften up mum with chocolate (as in the book).
- Have students demonstrate the various techniques for eating chocolate from the book (eg the shovel, the nibbler etc)
- Come up with other ways of eating chocolate and act them out. You could use real chocolate for this if it is appropriate. Alternatively you could substitute fruit such as slices of apple for the chocolate.
- Look up as many movies, books, songs, poems as you can that contain the word chocolate in the title, or are fundamentally about chocolate.



Games:

- The chocolate game! - There are many and varied versions of this game. Basically, there's a block of chocolate in the centre of a circle of children, a knife and fork and a die. Each person in the circle rolls the die in turn, if you roll a six, start cutting the chocolate with the knife and fork and keep going until the next person rolls a six. You may not use your hands at all to touch the chocolate, only the knife and fork. To make the game (and chocolate) last longer, you can also have a dress up outfit (normally consisting of 4 or five items such as jacket, scarf, hat and gloves) that the person has to put on before they begin cutting at the chocolate.
- With a partner, ask each other questions back and forth. The only rule is that you cannot say the word 'chocolate'. The first person to say chocolate loses. Obviously students need to be encouraged to think up leading questions that trick the opposition into saying 'chocolate'. This game can be played using any theme word.

- Make up a chocolate quiz - either questions about chocolate itself, the process and ingredients etc that may require some research. Or a quick quiz of known chocolates... eg I'm thinking of a chocolate bar that has a green wrapper, it has a soft centre and also... etc etc
- Hold an Easter egg hunt. (Or alternatively just a chocolate hunt using any wrapped chocolates).

THINKING STRATEGY ACTIVITIES:

KWL:

This is a good activity to begin a topic and then again at the completion of the activity or unit of work.

It stands for:

What do I Know? What do I Want to know? What have I Learned?

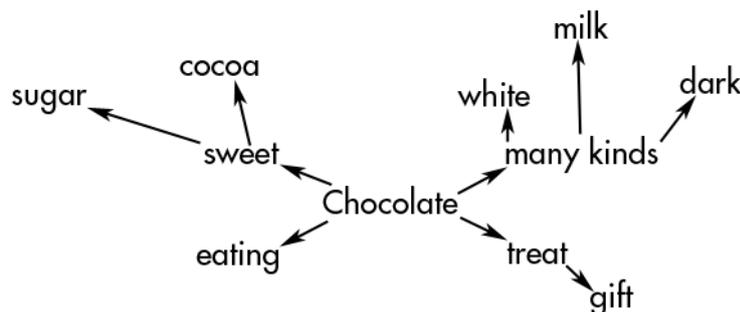
Example: CHOCOLATE

KNOW?	WANT (or need) to know ?	LEARNED ?
It's tasty It's Brown There are different kinds You shouldn't eat a lot I like it It melts in the heat	How do you make it? Where was it discovered? What would happen if I ate too much? Does it taste the same if it's melted and re-set?	That it derives from the cacao tree. That it releases chemicals in your brain to make you feel happy.

Spider Graph, or Clustering:

Draw a circle containing the word chocolate in the centre and write other words around the outside, linked by a line to the word chocolate. You can branch out, adding as many layers and linking lines as you need.

Example:



Compare and Contrast

Comparison-Contrast Charts are for looking at how things are similar and in what ways they are different.

- Compare different types of chocolate (white, milk, dark etc) or different brands or bars/blocks of chocolate.
- Decide on the qualities or characteristics to compare.
- First you look at the similarities, then you consider the differences

Basic Example:

Nicest Tasting Chocolate	Flavour	Texture	Smell	Taste Test
White	Very Sweet	Creamy	Milky	Enjoyable
Milk	Sweet	Smooth	Mild	Yum
Dark	Sharp	Smooth	Strong	Okay

P-M-I

Plus/Minus/Interesting, is a lateral and creative thinking strategy used in Sir Edward de Bono's thinking program.

It is used for affective processing to consider the pluses, minuses and interesting points felt about a lesson, concept or issue.

Example:

+ (Plus)	- (Minus)	I (Interesting)
Delicious	Not very healthy	Healthier versions available
Makes you happy	Costs money	Can make it

Observation Chart:

Make up a chart with columns for each of the 5 senses. List details of the item being discussed (in this case, chocolate) for each sense in the appropriate column.

Fact/Opinion Organiser:

Helps distinguish facts vs. opinions in a theme or text.

Facts are statements that can be shown to be true or can be proved, or something that really happened. You can look up facts in an encyclopaedia or other reference, or see them for yourself.

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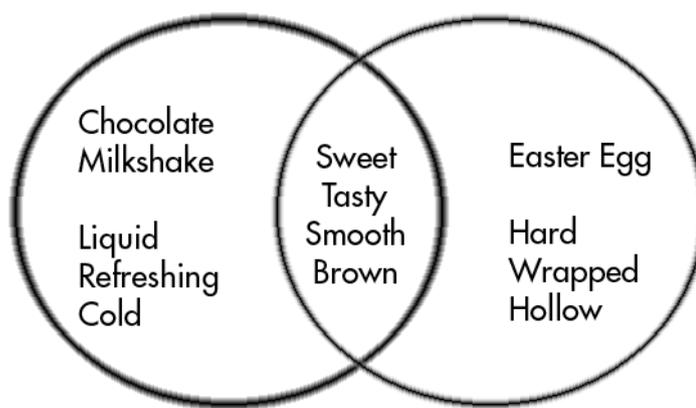
Opinions express how a person feels about something - opinions do not have to be based upon logical reasoning.

- Students can make up their own facts and opinions about chocolate, or use statements from the book.

Venn Diagram:

Venn diagrams illustrate the relationships between two or more groups of objects that share something in common.

Example:



Five Whys:

This strategy helps focus and refine beliefs or reasons for thinking certain ways. Students are asked 'why?' repeatedly - and they must state reasons in further increments of refinement until they reach a better, more concise understanding.

Example:

Why do we eat chocolate? - Because we like it.

Why ? - Because it tastes good.

Why ? - Because it has a sweet flavour.

Why ? - Because it's full of sugar.

Why ? - Because that's how it's made.

Example:

Why can't we eat chocolate every day? - Because mum says so.

Why - Because she knows it's not good for us to eat too much.

why - Because it can rot your teeth and make you put on weight.

why - Because there's a lot of sugar in it.

why - To make it taste sweet.

Thinkers Keys:

The Thinker's Keys are a range of question starters developed by Tony Ryan. They are designed to engage and motivate students in divergent thinking activities and provide a framework for teachers when developing units of work.

The Thinkers Keys include:

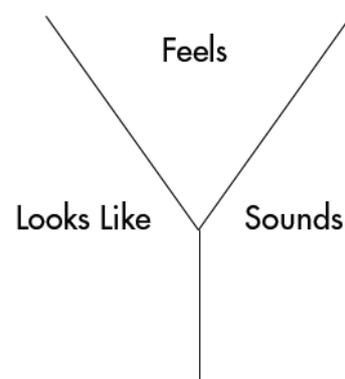
(Examples for each key for a chocolate theme are given)

- The reverse - name 10 things you cannot eat.
- The what if.? - what if apples tasted like chocolate?
- The alphabet - compile a list of words relating to chocolate from A-Z
- The BAR - make a chosen chocolate item bigger, add something to it, replace something on it. Illustrate and label your design.
- The combination - list the attributes of two dissimilar objects, such as a chocolate easter bunny and a fridge. Combine all the attributes to make a single object.
- The disadvantages - list all the disadvantages of chocolate cake (eg it's crumbly, it's fattening, it stains if you get it on your clothes).
- The different uses - find 10 uses for the foil wrapping on an easter egg.
- The prediction - predict what kind of array of chocolate bars will be available in 10 years.
- The picture - draw a simple diagram (a few lines or abstract shapes) and students work out how to link it to the topic.
- The ridiculous - make a ridiculous comment that would be impossible to implement and then attempt to substantiate it. Such as "all school lunches must be made entirely of chocolate products this year".

Y Chart:

A Y chart is a cooperative learning strategy for discussing a multifaceted issue. A 'Y' is used as the organiser for students to brainstorm what a topic looks like, feels like and sounds like.

Example: Have students fill the chart out with chocolate as the subject.



HANDS-ON ACTIVITIES:

- If you are feeling adventurous and can get your hands on the ingredients, you can try making chocolate from scratch. Would need access to certain equipment. (See below for how to make chocolate.)
- Can you stack some chocolates in a pyramid such as the one pictured on the first page? How do you make them stay there? How many can you stack? Try the activity with marbles or blocks in place of chocolate.
- Find some favourite recipes to make, using chocolate as one of the ingredients. (See below for some of my favourite recipe ideas).
- Do some fundraising for your school by holding a stall selling all things chocolate. Have each class make their favourite chocolate recipe.

HOW TO MAKE CHOCOLATE FROM SCRATCH

Step 1: Choose the Beans

This is an important step. Like coffee, cacao beans come in different varieties and flavours. There are four main varieties to choose from.

Step 2: Roasting

Roast the cacao beans in a moderate oven. In general cacao beans can be roasted from 5-35 minutes. Initially the beans should be at a higher temperature and the temperature should slowly be reduced. The roasting process should be stopped when the beans are "cracking", but before they start to burn. There should be no burnt smell. When the beans are roasted and have cooled try slipping the husk from one. If the bean has been properly roasted the husk will slip off and the bean will have a roasted flavour without any burnt taste.

Step 3: Winnowing

Now it is time to remove the husk from the chocolate. You will need to first crack the cacao bean and then blow the husk away. A coarse grinder will crack the husks or you can purchase a special roller to crack the beans. You can also, if you are just experimenting, crack them with a hammer and use a blow dryer to blow the loose husks away. This step must be done before grinding.

Step 4: Grinding

You can also buy a special grinder for chocolate. As you grind the cacao beans they will exude liqueur and pulp. You will continue to pass the nibs through the grinder to remove more husk and refine the chocolate.

Step 5: Refining and Conching

Now the process is coming to an end but this is one of the most important parts of making your chocolate. This is where you will add milk, cocoa butter, lecithin, sugar and what ever else you will be adding to your chocolate (various lists of possible ingredients are available online). You will need a machine that agitates and folds the chocolate for many hours. This process can take anywhere from 12 hours to a couple of days depending on the chocolate, what you are trying to accomplish, and the beans you have used. Conching is used to remove the grittiness from the chocolate and turn it into that melt in your mouth luxury that we all know and love.

Step 6: Tempering the Chocolate

Tempering chocolate changes the texture of the finished product as well as adding a glossy finish to your chocolate. Place the chocolate in a microwave safe bowl and microwave uncovered on medium (50 percent) power for 1 to 3 minutes, depending on the amount. Using a rubber spatula, stir the chocolate gently after a minute and a half. Continue microwaving in increasingly shorter time increments, and stirring, until most of the chocolate is melted. Place the bowl on the work surface and continue stirring until the chocolate is smooth and shiny.

Step 7: Moulding

You can use almost anything to mould your chocolate. Plastic moulds are available at many craft stores or online. You can also find antique tin moulds in fascinating shapes and patterns. Carefully pour the melted chocolate into your chosen mould using a syringe, a small ladle or a spoon. Tap to get any air bubbles out of the chocolate and place in the refrigerator until hard. (For hollow chocolates you would remove the mould when there was a thick outside layer and pour the still melted chocolate out of the mould).

FAVOURITE CHOCOLATE RECIPES:

CHOCOLATE CAKE

3/4 cup milk

2 eggs

1 tsp vanilla essence

4-5oz butter (or margarine)

8oz sugar

1 1/2 tablespoons cocoa

9oz Self Raising Flour

Preheat oven to 180°C. Line and grease a regular sized cake tin (round, square or ring). Vitamix (or thoroughly beat) milk, eggs, essence, and sugar for 1 minute. Stir in the flour and cocoa. Bake in a moderate oven for 35-40mins.

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CHOCOLATE ICING FOR CHOCOLATE CAKE

250g butter, chopped
1 cup icing sugar, sifted
1/3 cup cocoa powder, sifted

Beat butter and icing sugar until creamy. Add cocoa powder and mix. Spread evenly over top and sides of cake.

DOUBLE CHOCOLATE TRUFFLE DESSERTS Serves 4

250g block dark chocolate, chopped
4 egg yolks
3tblsps caster sugar
600ml thickened cream
240g block white chocolate, chopped
Fresh raspberries (or seasonal berries)

Place dark chocolate in heatproof bowl. Melt over boiling water, stir continuously until melted. Remove from heat. Combine 2 egg yolks and 1.5 tblspns sugar in small heatproof bowl. Place over heat. Whisk until thick and creamy (approx 1 min). Beat half the cream until soft peaks form. Gradually beat in melted chocolate and egg mixture until well combined and smooth. Spoon mixture into 4 serving glasses (3/4 cup capacity). Only half fill each glass. Level tops with spatula. Cover and refrigerate. Repeat using white chocolate. Spoon white mixture on top of dark layer. Cover and refrigerate overnight. Decorate with fresh raspberries to serve.

CHOCOLATE PUDDINGS Serves 2

1/2 cup plain flour
1tblsp cocoa powder
1tsp baking powder
2tblsp caster sugar
1 egg
40g butter
1/2 cup milk
Topping
2tblsp brown sugar
1tblsp cocoa powder
1/2 cup boiling water

Preheat oven to 170°C. Place the flour, cocoa powder, baking powder, sugar, egg, butter and milk into a bowl and whisk until a smooth batter forms. Divide the mixture between two one-cup capacity ramekins or small bowls. To make topping, combine the sugar and cocoa powder and sprinkle over each pudding. Pour the boiling water over the puddings and transfer to oven. Bake for 20-25 mins. Serve while hot with a large dollop of cream!

CHOCOLATE CRACKLES Makes approx 24

4 cups rice bubbles
1 1/2 cups icing sugar
1 cup desiccated coconut
3tblsp cocoa
250g cophera

Mix rice bubbles, icing sugar, coconut and cocoa in a large bowl. Slowly melt cophera in a saucepan over low heat. Allow to cool slightly then add to rice bubble mixture, stirring until well combined. Spoon mixture into paper patty cases and refrigerate until firm.

CHOCOLATE MACADAMIA COOKIES

125g butter, creamed
3/4 cup brown sugar
1 egg
1 cup self raising flour
1 cup plain flour
1 cup of white choc or milk choc chips (or a combination of both)
1 packet macadamia nuts (approx 200g)

Mix butter and sugar, stir in egg. Combine with flour, stir in choc chips and nuts. Bake in a moderate oven for 15-25mins.

This website also contains many fabulous chocolate recipes:
<http://www.taste.com.au/recipes/collections/chocolate+recipes>

3. About the author and illustrator

THE AUTHOR

Swiss-born Davide Cali is one of Europe's most innovative and acclaimed writers for children. He is the author of 12 illustrated books, including *I Can't Wait* (illustrated by Serge Bloch), which won France's prestigious Le Monde newspaper Baobab Prize for the most innovative book of 2005. *I Can't Wait* was also named Honour Book in the American Library Association's annual Batchelder Award, for the best children's book translated into English.



His books have now been published in 15 countries. Davide lives in Genoa, Italy but writes in French. *A Dad Who Measures Up* is the first of his books to be published in Australia and New Zealand. Wilkins Farago is publishing a second Cali book, another collaboration with Serge Bloch entitled *The Enemy*, in October 2007.

THE ILLUSTRATOR

Evelyn Daviddi was born in Carpi, Italy in 1973. She trained at the European Institute of Design in Milan. Evelyn works as an illustrator for many European publishers. Her extensive background includes illustrating for magazines, advertising, fashion, and cartoons. Among 15 books so far, she both wrote and illustrated *My Sister Makes Me Happy! My Sister Makes Me Mad!* (2006).



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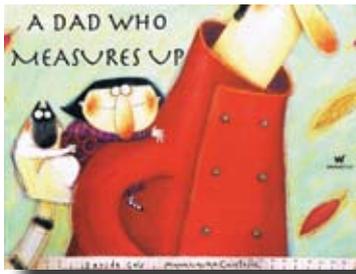
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Teachers' Notes for *I Like Chocolate* by Davide Cali and Evelyn Daviddi

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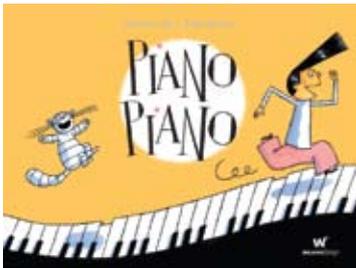
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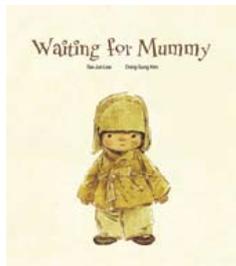


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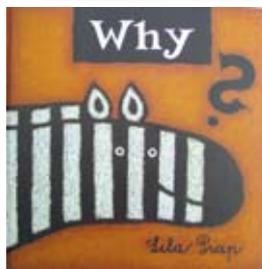


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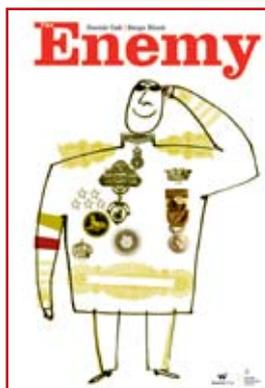


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