

# TEACHERS' NOTES

## In Just One Second

Author: Silvio Freytes

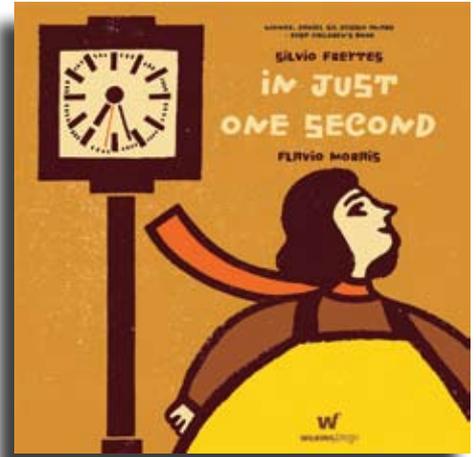
Illustrator: Flavio Morais

ISBN: 9780980416596

RRP: \$24.99

Publisher: Wilkins Farago

Teachers' Notes compiled by: Alison Lough



These teachers' notes have been compiled to use in conjunction with, or after reading the book *In Just One Second*. The notes are set out in seven sections: questions to pose at various stages of reading and subject-specific activities. I hope you find the questions and activities useful as you engage your students with this delightful book.

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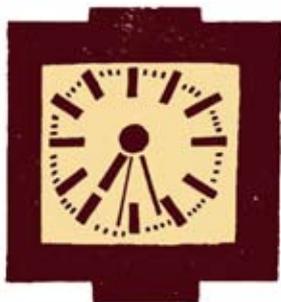
Other books by Wilkins Farago available with teachers' notes.

## 1. ABOUT THE BOOK

This ingenious and fascinating picture book depicts commonplace street scenes.

A baby tries to play a game, a burglar starts running down the street, a hairdresser spots on old customer, a dog catcher sneaks up on a stray dog. Some scenes are funny, some exciting and some just intriguing.

The final page shows that these events have one thing in common: they're all happening simultaneously. On one street. In just one second.



As well as providing a colourful and entertaining streetscape for children to explore, this striking picture book also introduces the concept of Time to kids, and encourages them to consider all the things that are happening in just one second in their own world.

Argentinian Silvio Freytes' simple story made *In Just One Second* a bestseller across the Spanish and Latin American world, while Brazilian Flavio Morais' distinctive illustrations won it the prestigious Daniel Gil international award for book design. This Wilkins Farago edition marks the first time it has been available in English anywhere in the world.

## 2. DISCUSSION POINTS & QUESTIONS

### PRE-READING QUESTIONS:

- What could this book be about?
- Who is the Author? Who is the Illustrator? What job do each of these people do when a book is created?
- Who else is involved in creating a book? Have you heard of a Publisher? What do they do? Show students the publishing logo and copyright symbol – discuss.
- Is there a picture on the cover? What is it? Does it give you any clues as to what might be in the book? Do pictures always give away the storyline?
- Discuss the meaning of fiction and non-fiction. Which do you think it is? Why?
- The endpapers have the word 'TIC!' written on them. What does this mean? Does anyone in the class speak another language? Do they know another translation for the word "second"? You could look up other translations for the word second.
- Look at the back cover. Is there a blurb or other information? What does it tell us?
- Flip through the book (without reading) and focus on the style and pictures. Ask for the student's opinions.
- How have the pictures been made? Do you think they've been drawn, painted etc?
- Do the pictures look real? Are they based on real life images?
- Are all the features in the pictures accurate?
- Think of some other books you know (or look through some). What other ways are illustrations sometimes made or presented in books?
- Read the title. What words are in the title? Are they words you recognise and use regularly?
- How long is one second?

- What can you do in one second?
- Flip through the book and with the title in mind, try to tell the story from the pictures only.

#### PAGE BY PAGE QUESTIONS:

*Late one autumn afternoon, somewhere in the south of the city, at 27 minutes and 32 seconds past seven o'clock, a woman dressed in yellow watched in great surprise as a girl leaned out of the window of the building in front of her.*

- When is Autumn?
- What happens in Autumn that is different to other seasons?
- Do you think it is 7.27am or 7.27pm? Why?
- What city could this be?
- Does it look like the city closest to where you live?
- Where is the south of your city?
- What could be happening in the North of the city at the same time?
- Why do you think the woman was surprised?
- Why might the girl have been leaning out of the window? Does the way she is posing give any clues as to her mood?
- What do think could happen next?
- What could be happening at the same time as this, in the next picture?

*At exactly the same moment, a cockroach looked at the woman dressed in yellow, unaware of approaching danger.*

- Why is the cockroach in danger?
- What other dangers could there be for a cockroach in the city?
- What do you think the cockroach might be thinking as he looks at the woman?
- Where do you think the cockroach has been or is going?
- What do think could happen next?
- Predict what the next page might show is happening at the same time this is going on.



*Behind it, a man (the husband of the woman dressed in yellow) lifted a threatening shoe, ready to flatten the unsuspecting cockroach.*

- Do you think he was intending to flatten the cockroach on purpose?
- How many cockroaches or other insects do you think would be stepped on in the street every day?
- What does unsuspecting mean?
- Have you ever noticed yourself about to step on an insect?
- Who could the man be?
- What alternative end might there be to this scene, rather than the cockroach being flattened?
- What may happen in the next second that changes the course of events?
- Predict what the next page might show is happening at the same time this is going on.

*A baby watched the man with his shoe in the air with great curiosity, wondering what he was going to do next.*



- What does the word curiosity mean?
- Why are babies so curious?
- Do you know a baby? Do they sometimes look at you curiously?
- Predict what the next page might show is happening at the same time this is going on.

*A playful dog, a rubber ball trapped in his mouth, looked at the baby, wanting to continue their interrupted game.*

- What has interrupted the game between the baby and dog?
- What game do you think they were playing?
- What makes the dog in the picture look so playful?
- Do you know the signs of a happy dog?
- Do you have a dog that likes to play ball?
- Predict what the next page might show is happening at the same time?

*Safe and sound behind the window, a cat kept a watchful eye on the dog.*

- What does the term safe and sound mean?
- Why is the cat safe and sound?
- What is a watchful eye?
- Why would a cat need to keep a watchful eye on a dog?
- Predict what the next page might show is happening at the same time this is going on.

*Another dog, a stray born and raised on the streets, eagerly waited for the cat to climb down so he could chase it. He didn't really know why.*

- What is a stray dog?
- How does a dog become a stray?
- How would a stray dog survive on the streets?
- What does eager mean?
- Why do you think the dog is so eager for the cat to climb down?
- Why do you think dogs and cats are always made out to be enemies? Do you think this is really the case?
- Predict what the next page might show is happening at the same time this is going on.

*A few metres away, the man from the council dog pound slowly sneaked up on the stray dog.*

- What does a council dog pound do?
- Why shouldn't we allow stray dogs to live on the streets?
- Why did the dog catcher need to sneak up?
- Why is he carrying a net? Do you think it would be easy to catch a dog in a net? What other methods could he try to use?

- Do you think he will catch the dog?
- If he did catch the dog, what do you think would happen to the dog?
- Predict what the next page might show is happening at the same time this is going on.

*A prowling thief saw the dog catcher and mistook him for a policeman.*

- What does prowling mean?
- What does a thief do?
  - What are some other terms for a thief? (robber etc)
  - What do you think this thief was intending to rob? Or do you think this thief had already stolen something?
  - Look at the way the thief is dressed? Why is he dressed like this?
  - How can a dog catcher be mistaken for a policeman?
  - If the book was to show what happens next in the story of the thief, what do you think might happen?
  - Predict what the next page might show is happening at the same time this is going on.



*A woman was shocked to see the thief as she was talking on the telephone.*

- Who might the woman be talking to? What could they be talking about?
- What do you think she would say to the person on the other end of the phone when she saw the thief?
- Do you think the page is referring to the woman in the telephone box or the woman in the window? How can you tell?
- Do you see many people using telephone boxes these days? Why or why not?
- What would you do if you saw a thief running down the street?
- Predict what the next page might show is happening at the same time this is going on.

*Nearby, a pretty young hairdresser recognised the woman on the third floor as an old customer and wondered who she was talking to.*

- Have you ever recognised someone you know when you've been out for a walk?
- Who could the woman on the third floor be talking to?
- What does the hairdresser's expression tell us about what she might be thinking?
- Do you think that the worried look on the woman on the telephone's face might make the hairdresser worried also?
- Do you feel worried when you see someone else looking worried? Why do you think this is?
- Predict what the next page might show is happening at the same time this is going on.

*Lost in thought, a handsome man looked at the young hairdresser from his new car.*

- What do you think the term 'lost in thought' means?
- What might he be thinking about?
- What does handsome mean?

- What is it that makes a person handsome?
- Do you think the man would be happy about driving a new car?
- Have you ever ridden in new car that someone has bought? How does it feel?
- Predict what the next page might show is happening at the same time this is going on.

*At that very moment, a man dressed as Santa Claus realised that the driver of the car was an old friend he hadn't seen for more than 25 years.*

*Meanwhile, the girl hanging out of the window saw Santa Claus.*

- If there is a man dressed as Santa Claus, what time of year would this be?
- Santa Claus comes in Summer in Australia, though this book is set in Autumn, so why would there be a Santa Claus on the street? Come up with as many possible explanations for this as you can.
- Talk about the book being set in a different country and that it is moving from Autumn into Winter at Christmas time in other countries. Point to Spain on a globe if you have one handy.
- What might the man in the Santa suit be going to do?
- Have you seen men dressed as Santa out on the street when it's nearing Christmas?
- If the man dressed as Santa Claus had not seen his old friend (driving the car) for more than 25 years, how old do you think the man might be?
- It says the girl hanging out of the window saw Santa Claus. In the picture the window above Santa is empty - so which girl does it mean?
- How would you feel if you spotted a Santa Claus in the street? What might the girl be feeling when she sees him?
- Predict what the next page might show, carefully considering the text on this page.

*All this happened late one autumn afternoon, somewhere in the south of the city. Everyone was so busy looking at other people, they didn't notice who was looking at them.*

*It was exactly 27 minutes and 32 seconds past seven o'clock.*

*It all happened in just one second.*

- Discuss how this picture ties the entire street scene all together. Go along character by character in the picture and revise what they are doing and who they are looking at.
- Talk about the other features in the picture - the plane, the buildings etc.
- Think about what other people (that we can't see) may be looking at one of the characters in the scene (eg someone from the plane window or a building rooftop).

**Tic!**

## POST-READING QUESTIONS:

- Look back over each page and imagine if the first sentence had said "It was late one spring afternoon..."
- How might the story have been different? Think about the text and the illustrations.
- Think about the time of day these things happened. What if it had been 3.45pm? How might the events have been different?
- What could be happening in the North of the city at the same time? or the East/West?
- Talk about the fact that this book was originally published in Spanish. Is there anything in the book that makes you think it is set in a different country?
- Compare the things in the story to things that could happen on an Australian city street. Would they be the same? What could be different? Would the characters look/dress the same way?

## SUBJECT SPECIFIC ACTIVITIES:

### Maths:

- Use counting strategies and a clock where necessary to work out the following: If it is exactly 7.32 and 27seconds (pm):
  - What time will it be in exactly 30 more minutes?
  - What time would it have been an hour ago?
  - Will it still be 7.32 in another 25 seconds?
  - How many more seconds need to pass until it reaches 7.33?
  - How many minutes until 8.00?
  - What time will it be in 10 hours, 4 minutes and 13 seconds? Will it still be pm or am? Will it still be the same day?
- Make a list of things that take just one second. Eg blink, clap etc.
  - Test each thing in the list.
  - Have someone time using a stopwatch and make up a sequence of 10 one second events. eg, blink, clap, stamp, jump etc.. see if it actually takes 10 seconds to complete the sequence.
  - Have everyone in the class perform a one second event one after the other and time to make sure it takes 24 seconds for 24 students etc.

### English:

Use these literacy activities with the whole grade or use them in a small group (early years literacy) style setting, with each group doing a different activity.

- Re-write the story using a different season to base the events in. Eg "It was late one summer afternoon".
- Make up captions in thought bubbles for various characters in the story to show what each is thinking at that second.
- Imagine you are the woman on the telephone and you see a thief running down the street. What would you say to the person on the other end of the phone? Make a picture with a speech bubble to show this.

- Independent workers could complete a cloze or comprehension activity based on the story (worksheet sample below).
- Use the story in a guided reading group (I have attached reading assessment rubrics you could use to assist with reporting).
- Imagine you were an insect like the cockroach in the book. Come up with some ways you could keep yourself safe in the city.
- How might each scene be different if the book was set using the same characters on the same street but at 7.27 and 37 seconds (just 5 seconds later)? Write and draw how you think some of the pages would look using this new timeframe.
- Photocopy the last page onto A3 size paper. Have the students add people into the picture (eg. more faces in windows, on the plane, on a bike, in the shops etc). Draw arrows to show who they are looking at. Make up sentences to write above the new characters to explain what they can see at that second.
- What other animals like to chase each other? Make a list, or draw a chain showing which animals are being chased in order (eg dog chases cat, cat chases mouse etc).
- The handsome man was in his new car. Make a list of 5 attributes a handsome man would have.
- Make a glossary of some of the new words you have come across in the book. Eg - eager, curiosity.
- Write the new words you have learned in 2 different sentences each.
- Ask young children to pick out words in the text that they recognise. Make a list of these words on the board. Make another list of the unfamiliar words from the story (just choose a few words, age appropriate). There are plenty of High Frequency words in the story, so there are countless spelling activities you could do.
- Break unfamiliar words (eg unsuspecting) into syllables and listen to the sounds that make the word. Copy some of the words onto flashcards (you could cut the words into syllables and ask children to match them up). This could be done prior to reading the book and then the children could try to find the word during the story, or do this activity after reading.
- List or categorise words from the book (depending on the age group using the book), e.g. list all the double letter words in the book; find as many two/three/four letter words as you can, identify nouns, adjectives, verbs etc.

### Geography:

- Decide on which city this could be and find it on a map - globe/atlas etc..
- What is in the south of your city? How does it differ from the north/east/west etc...
- Plot a map with compass points to show what is happening all over the city at the same time.

### Science:

- What happens in Autumn?
- What are the other seasons? What months are they in?
- What is distinctive about each season?
- Compare the seasons - what happens in Autumn that doesn't happen in Summer etc.
- Discuss how seasons vary between hemispheres, and even country.
- Is autumn in Australia the same as autumn in other countries? How does it differ?

## Art:

- The characters in this story have different facial expressions to show their mood and help us to know how they are feeling at that second. Can you draw a scene showing people with various expressions (eg shocked, surprised, thoughtful, happy, worried etc).
- Draw your own 'one second' picture that captures a variety of things happening in a street/park/school in one second. Make the picture flow like in the book where the last picture connects the first and last scenes (the girl from the beginning looking at Santa at the end).

## Drama:

- Individually, strike a pose like one of the characters from the book, then strike the poses together to recreate the scene from the end of the story. Have someone say "action" and act out what might happen for the next 30 seconds. Which characters are still in the street? Which ones are still in the same place? Who are the characters looking at now?
- While acting out the next few seconds of the story, periodically have someone say "cut" and freeze in the position you're in. Another student could provide commentary as to what is happening to each character at that second when "cut" is called.
- Spread the class around the room, or playground and on the word 'stop' have everyone freeze and look at someone else. Have one of the students take a photo using a digital camera. Upload the photo onto a class computer and analyse the picture. Print out the picture and add text. Each student can add a sentence which explains what they were looking at in the picture.

## 3. THINKING STRATEGIES

### 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 is the man going to step on the cockroach? - Because he can't see it.

Why ? - Because he's not looking at it.

Why ? - Because it's on the ground.

Why ? - Because it's small.

Why ? - Because it's a type of insect.

Have students working in pairs, pose starter 'why?' questions for each other and write down their five why answers.

## Thinker's Keys:

- Use the Thinker's Keys below to enhance student's critical thinking skills and provide fun activities for extended use of this book.

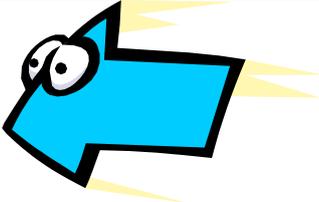
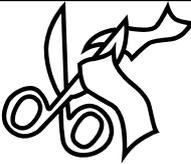
NB: The Thinker's Keys are a range of question starters developed by Tony Ryan. They are designed to engage and motivate students in divergent thinking activities and provide a framework for teachers when developing units of work.

The Thinker's Keys include:

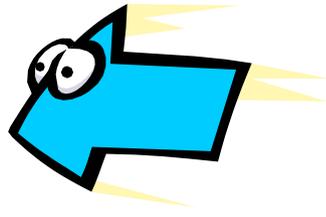
- The reverse - Pose a question based on what you cannot do.
- The what if.? - Pose a question beginning "what if..."
- The alphabet - compile a list of words from A- Z relating to the topic
- The BAR - make a chosen item bigger, add something to it, replace something on it. Illustrate and label your design.
- The combination - list the attributes of two dissimilar objects. Combine all the attributes to make a single object.
- The disadvantages - Choose an item and list all of its disadvantages.
- The question - Provide an answer and students come up with possible questions that would have that answer.
- The different uses - find different uses for a chosen object other than what it is intended for.
- The prediction - predict what will happen or what something will be like in the future.
- 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.
- The variations - describe different meanings or ways of explaining the same thing.
- The Interpretation - make a statement and interpret the meaning.
- The Brainstorming - brainstorm ideas about a given topic.
- The Commonality - list two objects or characters as similar or different as you like and make a list of all they have in common.

**THINKERS KEYS CHECKLIST:**

(Colour in the box as you complete an activity)

 <p>The Reverse</p>	 <p>The B.A.R</p>	 <p>The Commonality</p>
 <p>The Different Uses</p>	 <p>The Brainstorming</p>	 <p>The What If?</p>
 <p>The Disadvantages</p>	 <p>The Interpretation</p>	 <p>The Alphabet</p>
 <p>The Variations</p>	 <p>The Picture</p>	 <p>The Prediction</p>
 <p>The Ridiculous</p>	 <p>The Question Key</p>	 <p>The Alternatives</p>

## The Reverse



List 10 things you cannot do in one second.

## The Question



The answer is "one second". Think of 5 questions which could have this answer.

## What If?



What if the people in the story were walking the other way down the street?

## The Variations



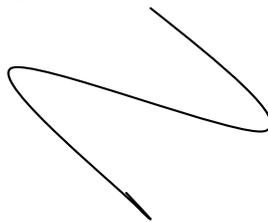
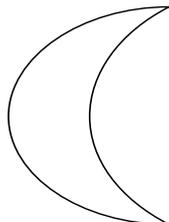
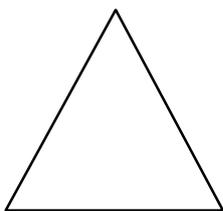
How many different ways can you say "wait one second"?

(eg. wait a moment, just a tic etc..)

## Picture



Design a clock that uses just these shapes & lines:



## B.A.R

Draw an object or character from the story. Make them BIGGER, ADD something and REPLACE something.

Label the 'BAR' parts.

## Different Uses

Think of 10 different uses for a clock

## The Ridiculous

Time is going to be changed to make one minute 100 seconds long. Develop an argument to support this.

## The Alternatives

Come up with 3 different scenarios that could have happened on the page after we see the thief running.

## The Interpretation



The stray dog in the story was born and raised on the streets. How can this be?



## Brainstorming

Brainstorm what you think might be happening all around the school at the same second.

## Disadvantages



List the disadvantages of walking down the street.

## The Prediction



Predict what will happen at these stages after school:

- \* One second after the bell rings.
- \* Thirty seconds after the bell rings.
- \* 1 hour after the bell rings.

## 4. WORKSHEET

Read the story then complete the following activities:

**1. Fill the gaps. You can use the words from the book, or use different words of your own that make sense.**

A) Late one \_\_\_\_\_ afternoon, somewhere in the \_\_\_\_\_ of the city, at 27 minutes and 32 seconds past \_\_\_\_\_ o'clock, a woman dressed in \_\_\_\_\_ watched in great surprise as a girl leaned out of the window of the building in front of her.

B) A \_\_\_\_\_ dog, a rubber ball trapped in his mouth, looked at the \_\_\_\_\_, wanting to continue their interrupted game.

C) A \_\_\_\_\_ thief saw the \_\_\_\_\_ catcher and mistook him for a \_\_\_\_\_.

D) Lost in thought, a \_\_\_\_\_ man looked at the \_\_\_\_\_ hairdresser from his new \_\_\_\_\_.

E) All this happened \_\_\_\_\_ one autumn afternoon, somewhere in the south of the \_\_\_\_\_. Everyone was so \_\_\_\_\_ looking at other people, they didn't \_\_\_\_\_ who was looking at them.

**2. Comprehension. Answer the following questions using full sentences.**

eg. Question: In which part of the city do the events in the story take place?  
Answer: The events take place somewhere in the south of the city.

Q) What did the cockroach look at?

A) \_\_\_\_\_

Q) What did the playful dog have trapped in his mouth?

A) \_\_\_\_\_

Q) What did the stray dog want the cat to do?

A) \_\_\_\_\_

Q) Who mistook the dog catcher for a policeman?

A) \_\_\_\_\_

Q) What floor was the hairdressers' old customer on?

A) \_\_\_\_\_

**3. On the back of this sheet, draw a picture of your favourite scene from the book and write in your own words what is happening.**

Rubrics for reading assessment -  
VELS BASED RUBRICS:  
(Victorian Essential Learning Standards)

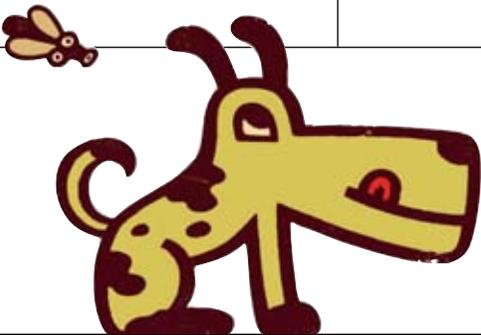
**Read and retell**

VELS ENGLISH PROGRESSION POINTS	Level 1 - (1.0)	Level 2 - (1.25)	Level 2 - (1.75)	Level 3 - (2.25)
RETELLING THE STORY - READING	<p>Is able to use the illustrations to assist them sequence the main events and ideas in the story coherently.</p> <p>(eg The dog wants to play with the baby and the man is about to step on the cockroach etc)</p>	<p>Is able to retell the story using the text as a prompt. Includes most of the main ideas in retelling the story. Uses self-correction, on recognition that they have said something that does not make sense</p> <p>(eg The dog wants to play with the baby at the same time that the man is about to step on the cockroach etc)</p>	<p>Demonstrates ordered retelling of the main ideas of the story in sequence. Uses vocabulary and phrases from the text.</p> <p>(eg A man was going to flatten a cockroach with his shoe and at the same time a playful dog wants a baby to play ball with him etc)</p>	<p>Demonstrates an understanding of the main ideas in the text. Is able to begin making inferences about the characters' motivations and intentions in the text.</p> <p>(eg and at the same time a playful dog wants a baby to play with him because dogs like playing ball etc)</p>



**Predict what will happen during the story.**

VELS ENGLISH PROGRESSION POINTS	Level 1 - (1.0)	Level 2 - (1.25)	Level 2 - (1.75)	Level 3 - (2.25)
READING	<p>Uses title and illustrations to predict and/or extend meaning.</p> <p>(eg I think that dog catcher is going to grab that dog because he's not on a lead)</p>	<p>Is able to make predictions of what the book will be about, using textual features and some known words.</p> <p>(eg I think that lots of things are going to happen at the same time)</p> <p>Begins to make valid predictions of what might happen next in the story when asked during reading.</p> <p>(eg on the next page, someone might bump into the back of the mans car)</p>	<p>Predicts a plausible ending for the story.</p> <p>(eg I think everyone might meet at the end of the street).</p> <p>Is able to infer characters' feelings.</p> <p>(eg I think the woman would have been worried when she saw the thief. The girl would probably have been excited to see Santa).</p>	<p>Is able to predict likely events throughout the reading of the story.</p> <p>(eg I think that next someone might be walking to the hairdresser thinking about having a haircut).</p> <p>Can make inferences about the consequence of actions represented in the story.</p> <p>(eg the woman who saw the thief should ring the police)</p>



### THE AUTHOR

Silvio Freytes was born in Argentina in 1971 and is a popular writer for children throughout the Spanish-speaking world. He is also an award-winning scriptwriter and filmmaker and is currently creative director of an advertising agency in Argentina.



### THE ILLUSTRATOR

Brazilian Flavio Morais studied at the Chelsea School of Arts in London before he became a commercial illustrator in Barcelona, Spain. His illustrations for *In Just One Second* won him a prestigious Daniel Gil Book Design Award. His illustrations have appeared in many newspapers, books and magazines, including *Vogue* and *MarieClaire*. He has held numerous solo exhibitions as an artist and sculptor and is particularly renowned for his murals. He now lives in Spain.



### TEACHERS' NOTES CREATOR

Alison Lough has been teaching in Victorian Primary Schools for 10 years. She is passionate about teaching literacy skills to children and has a 20 month old daughter who loves reading picture story books.

Alison currently teaches at Chelsea Heights Primary School and has enjoyed sharing these books and activities with her own students. She has created teachers' notes for several children's books published by Wilkins Farago. You can contact Alison with comments or questions via email [lough.alison.n@edumail.vic.gov.au](mailto:lough.alison.n@edumail.vic.gov.au)

### THE PUBLISHER

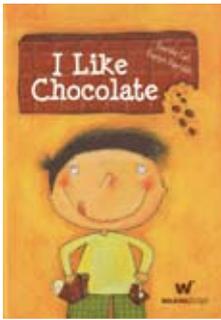
Founded in 1998, Wilkins Farago is an independent book publishing company based in Melbourne, Australia. We don't publish a lot of books, so we care about the ones we do publish. In recent years, we have developed a reputation for publishing acclaimed and award-winning children's books from around the world, many of them translated into English for the first time.



Through publishing the finest international children's books, we hope to expose children in Australia and New Zealand (and their parents and teachers) to new cultures, new perspectives, and new styles of illustration.

More of our titles can be seen at [www.wilkinsfarago.com.au](http://www.wilkinsfarago.com.au), we hope you enjoy reading and learning with our books.

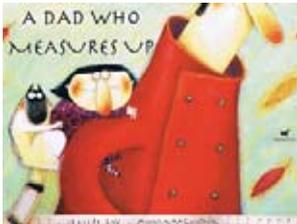
## 7. ALSO AVAILABLE - WITH TEACHERS' NOTES



### *I Like Chocolate*

by Davide Cali, illustrated by Evelyn Daviddi  
ISBN 9780980416589, RRP A\$24.99/NZ\$29.99, hb

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



### *A Dad Who Measures Up*

by Davide Cali, illustrated by Anna-Laura Cantone  
ISBN 9780958557191, RRP A\$16.99/NZ\$19.99, pb  
ISBN 9780958557177, RRP A\$26.99/NZ\$29.99, hb

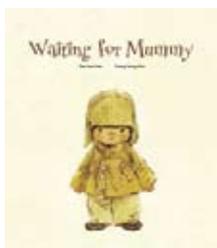
What makes a dad ideal? One little girl is about to find out, in this funny, charming and ultimately moving story of her search for a dad who can measure up to the mummy she loves.



### *Piano Piano*

by Davide Cali, illustrated by Eric Heliot  
ISBN 9780980416534, RRP A\$24.99/NZ\$29.99, hb

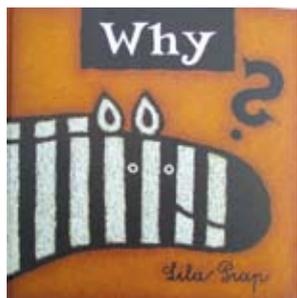
In this funny and entertaining picture book about finding your passion, young Marcolino doesn't want to practice the piano, but Grandfather helps him find the musical instrument that's right for him - and it's a real surprise!



### *Waiting for Mummy*

by Tae-Jun Lee & Dong-Sung Kim  
ISBN 9780958557146, RRP A\$26.99/NZ\$29.99, hb

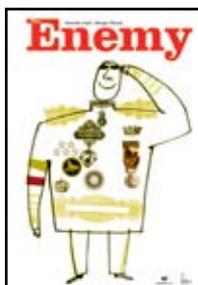
Book of the Year in Korea, *Waiting for Mummy* is a deceptively simple story of patience rewarded. A child waits for his mother at a tram-stop. Trams come and go, people alight, yet her devoted son waits stoically and patiently.



### *Why?*

by Lila Prap  
ISBN 9780958557153, RRP A\$16.95/NZ\$16.95, pb

A hit across Europe, this informative and entertaining picture book gives both funny and factual answers and features Hans Christian Andersen Award nominee Lila Prap's acclaimed pastel drawings.



### *The Enemy*

by Davide Cali, illustrated by Serge Bloch  
ISBN 9780958557184, RRP A\$29.95/NZ\$34.99, hb

*The Enemy* is a profound, moving and poignant fable for our time about two lonely soldiers facing each other across a barren desert battlefield. Are they the only soldiers left? How can they end the war? Just who is the enemy?