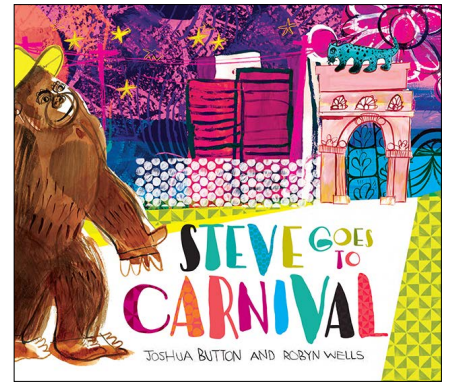


# Magabala Books • Teacher Notes

## Steve goes to Carnival

Joshua Button and Robyn Wells



Teacher Notes prepared by Christina Wheeler

### OVERVIEW

Steve is a gorilla who lives at a zoo in Rio. In the evenings, he listens to jazz on the radio with his friend, Antonio the zookeeper. One night, Steve is feeling a little lonely and so he lifts the latch of his cage door and goes off to search for Antonio. At the tram stop outside the zoo, he finds a hat – the perfect disguise. Steve climbs aboard a tram and rides down the hillside, past the favelas and into the city. It is carnival time in Rio! Fireworks explode in the sky and sequined dancers shimmy along the avenue. 'Feliz Carnaval' cry the sambistas.

Steve follows the sounds of a saxophone and discovers his friend Antonio playing in a quartet at the Blue Jaguar Jazz Club. When a beautiful dancer steps on to the dance floor, Steve takes her by the hand. They twirl and twist to the music until suddenly, Steve's hat falls off to reveal he is a gorilla! Calmly, the dancer puts Steve's hat back on his head and they spin this way and that way, this way and that way, all the way to dawn.

- Joshua Button's virtuosic illustrations tug at the heartstrings in this larger-than-life adventure
- Remarkable story will charm readers, young and old
- Art and animal lovers will be wowed by the vivid mélange of zoo animals and carnival in Rio
- Destined to be an Australian classic
- Back cover endorsement from Shaun Tan, internationally renowned artist

### THEMES

- Festivals and culture
- Brazil
- Music
- Friendship

### AUDIENCE AND WRITING STYLE

*Steve Goes to Carnival* celebrates the festivals and culture of Rio de Janeiro as seen through the adventures of Steve the gorilla. Lured by the vibe of Rio's streets, Steve ventures out of the zoo to explore and soak up the atmosphere of the world's most famous carnival. Written in third person, present tense and including the Portuguese language, it exposes young readers to the culture and festivities of the Brazilian city. The rich illustrations lend themselves beautifully to visual literacy. It is suitable for readers in the early primary years.

### LINKS TO THE AUSTRALIAN CURRICULUM

This book and the classroom activities provided are primarily relevant to the following areas of the Australian Curriculum:

Learning area	Year level
English	Years F-3

The appendix highlights relevant content descriptions, cross-curriculum priorities and general capabilities that relate to the text and classroom ideas provided.





## ABOUT THE AUTHORS AND ILLUSTRATORS

**Joshua Button** is descended from the Walmajarri people of the East Kimberley in Western Australia. He first worked with Robyn in a literacy program at primary school that resulted in the celebrated picture book, *Joshua and the Two Crabs* (Magabala Books 2008).

**Robyn Wells** has a degree in Fine Arts and has lived in the Kimberley for many years. She is passionate about enabling young people to express themselves through language and art.

## CLASSROOM IDEAS

### English

- Before reading *Steve Goes to Carnival*, use the front cover to predict what the text may be about. What mood do the colours of the cover give the book?
- What is a carnival? Have you ever been to a carnival? Share your experiences. If not, how can the illustrations from the text help your understanding of what a carnival may be like?
- Pay special attention to the verbs used in *Steve Goes to Carnival*. How do these add detail to the narrative? Add these words to a word wall and use them in your own writing.
- Discuss the use of alliteration, imagery and onomatopoeia in the text. Examples include:
  - Howler monkeys hoot and chatter
  - Sloths sway slowly from side to side
  - The air shakes with the thud of bass drums, the rattle of tambourines, the honk of trombones, and the shrill of samba whistles
  - A jazz quartet is playing. The piano tinkles, the double bass pounds, the saxophone wails, and the singer hums and trills.
  - A beautiful dancer with zigzag hair steps onto the dance floor
  - They twist and twirl across the floor
- What relationship do Antonio and Steve share? How do they help one another? What can we learn about friendship from their relationship?
- Research more about gorillas. Compile an information report on this species, including details about their appearance, behaviour, diet and habitat.
- Music plays an important role in *Steve Goes to Carnival*, particularly in bringing Antonio and Steve together. What role does music play in your life?
- Listen to some jazz music. What instruments can you hear? Using instruments from your music department, create your own carnival music.
- Choose one of the other zoo animals on which to create a story similar to *Steve Goes to Carnival*.
- Using crayon-covered paper painted over with black paint, scratch fireworks using skewers or toothpicks. Display these in a classroom display.
- In the role of Steve, write a postcard to the other animals in the zoo sharing your experiences of the carnival.
- What is your favourite page opening? Why do you like this particular page? Share with a friend.
- Research more about Rio de Janeiro and Brazil. View footage of the 2016 Rio Olympics that highlights aspects of Rio. Create a poster, information report or digital story about Rio and its carnivals.
- The carnival in Rio is world-famous. Select an event in Australia that could form the basis of a picture book similar to *Steve Goes to Carnival*.
- Retell the story from Antonio's point of view.
- What does *Steve Goes to Carnival* reveal about life in cities? How does this compare with your hometown's lifestyle?
- Hold your own 'class carnival' that includes food, music, dancing and costumes.
- How does your community come together for special celebrations? Make illustrations of these events. For each drawing, write a sentence or two to describe these experiences.



- Make your own masks and headdresses similar to those featured in *Steve Goes to Carnival*.
- Look carefully at the last page opening. Write the next few pages of *Steve Goes to Carnival*. What do you think may change for the animals of the zoo after Steve has gone to carnival?
- Compare *Steve Goes to Carnival* with *Herman and Rosie* by Gus Gordon. How are they similar and different?
- Use the glossary at the back of *Steve Goes to Carnival* to examine the Portuguese language used in the text.

## APPENDIX - LINKS TO THE AUSTRALIAN CURRICULUM

Year	English
<b>F</b>	<p><b>Literature</b></p> <p>Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences (<a href="#">ACELT1575</a>)</p> <p>Share feelings and thoughts about the events and characters in texts (<a href="#">ACELT1783</a>)</p> <p>Identify some features of texts including events and characters and retell events from a <a href="#">text</a> (<a href="#">ACELT1578</a>)</p> <p>Replicate the rhythms and sound patterns in stories, rhymes, songs and poems from a range of cultures (<a href="#">ACELT1579</a>)</p> <p>Innovate on familiar texts through play (<a href="#">ACELT1831</a>)</p>
<b>1</b>	<p><b>Literature</b></p> <p>Discuss how authors <a href="#">create</a> characters using language and images (<a href="#">ACELT1581</a>)</p> <p>Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences (<a href="#">ACELT1582</a>)</p> <p><a href="#">Listen</a> to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including <a href="#">alliteration</a> and rhyme (<a href="#">ACELT1585</a>)</p> <p>Innovate on familiar texts by using similar characters, repetitive patterns or vocabulary (<a href="#">ACELT1832</a>)</p>
<b>2</b>	<p><b>Literature</b></p> <p>Identify aspects of different types of literary texts that entertain, and give reasons for personal preferences (<a href="#">ACELT1590</a>)</p> <p>Identify, reproduce and experiment with rhythmic, sound and <a href="#">word</a> patterns in poems, chants, rhymes and songs (<a href="#">ACELT1592</a>)</p> <p>Innovate on familiar texts by experimenting with character, setting or plot (<a href="#">ACELT1833</a>)</p>
<b>3</b>	<p><b>Literature</b></p> <p>Draw connections between personal experiences and the worlds of texts, and share responses with others (<a href="#">ACELT1596</a>)</p> <p>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 <a href="#">narrative</a> (<a href="#">ACELT1599</a>)</p> <p>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 (<a href="#">ACELT1600</a>)</p> <p><a href="#">Create</a> imaginative texts based on characters, settings and events from students' own and other cultures using <a href="#">visual features</a>, for example perspective, distance and angle (<a href="#">ACELT1601</a>)</p> <p><a href="#">Create</a> texts that adapt <a href="#">language features</a> and patterns encountered in literary texts, for example characterisation, rhyme, rhythm, mood, music, sound effects and dialogue (<a href="#">ACELT1791</a>)</p>
<p><b>General Capabilities</b></p> <p>Intercultural understanding</p>	

