

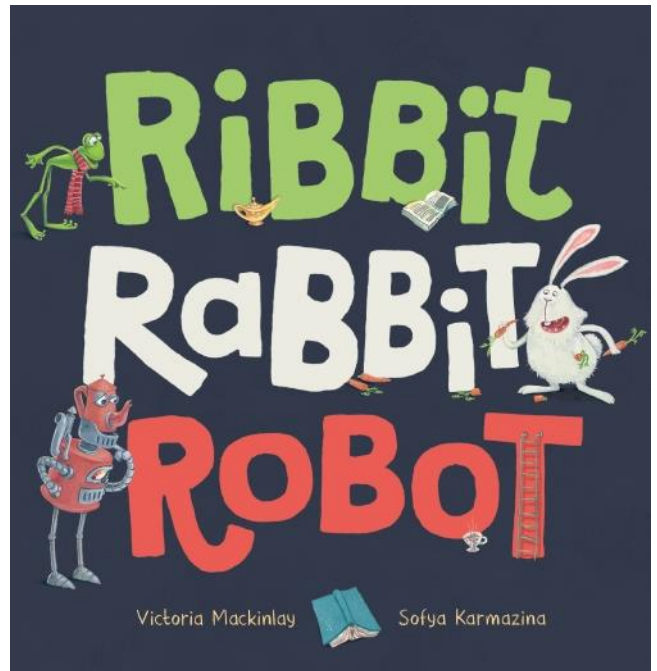
# Ribbit Rabbit Robot

Author

Victoria Mackinlay

Illustrator

Sofya Karmazina



## Synopsis

Frog, Robot, and Rabbit are poking through piles of books and clutter when Frog comes across an old-fashioned oil lamp which when rubbed produces a genie! The genie helpfully produces an instruction scroll, and Rabbit and Robot gleefully start rubbing the lamp and wishing for more and more good things for themselves. Frog, however, paid a little bit more attention to the details at the bottom of the genie's instruction scroll, and sets off on a quest of his own - to free the genie. How Rabbit and Robot cope with their rapid changes in personal circumstance, and Frog's thoughtful mission to help someone else, makes a delightful and entertaining fable about kindness and the dangers of greed.

## About the Author

**Victoria Mackinlay** is a children's author based in Sydney, Australia. She loves to play with language and tell rich and vivid stories that linger long after the covers are closed. This is her first book with Scholastic.

## About the Illustrator

**Sofya Karmazina** is a Sydney-based book designer and illustrator. She is passionate about great stories and children's books. She draws both digitally and using traditional media. All her work is driven by her curiosity and perseverance to achieve the best results.

## Themes

Magic, genies, wishes, kindness, competitiveness, greed, thoughtfulness, hope, friendship, and companionship.

## Writing Style

The text of *Ribbit Rabbit Robot* consists almost entirely of one and two word snippets of alliterative dialogue between the three main characters, with the exception of the written instructions contained on the mute genie's scroll, and the textual narrative is heavily dependent on the visual narrative to create reader comprehension of the sequence and nature of events. The storyline as a whole is crafted by the

interweaving of the two narratives, where events not only parallel each other faithfully, but every utterance is dependent upon an illustration to imbue it with meaning, and each illustration requires an understanding of the characters' speech in order to fully comprehend the events displayed. The vocabulary used is simple, alliterative, and cleverly contrasts instances of repetition with subtle and minor differences in word choice to convey a tale with a surprising amount of emotive depth. The sound patterns inherent in the title of the story continue throughout the text, with the appearance of phrases such as Rub it, Rob it, and Grab it! The story is ideal for reading aloud to an audience of the very young, and well suited to engendering a love of word play and careful attention to detail in the attentive reader.

### Illustration Style

Created using acrylics, Karmazina's artwork consists of a mixture of full and half page spreads with a variety of multi-panel sequences as well as vignettes. The characters are clearly anthropomorphic in both form and behaviour, and backgrounds uniformly contain a wealth of intricate detail that both enhances the visual narrative and supplements the main storyline. Karmazina's pieces are created using a palette of rich hued nature-based colours, figures are rounded and depth is created using subtle gradations of shading and tone. Linework is minimal, lending a soft-edged feel to many scenes, while the intensity of the chosen foreground colours creates the illusion of solidity and complements the softer background tones. As noted above, the visual narrative carries the overall storyline in parallel to the textual narrative, and the illustrations are integral to reader comprehension of the story as a whole.

## TEACHER NOTES

- 1) Before reading the story, as a class look closely at the cover and title, and discuss what you think the story might be about. Some things to include in your discussion could be:
  - What does the picture on the front of the book show?
  - Based on the title alone, who do you think the characters in this story might be? Why do you think this?
  - Where do you think this story is taking place?
  - What sort of things might happen in this story?
- 2) Before reading the story look at the picture inside the front cover of the book, and discuss what you can see. Some things to include in your discussion might be:
  - What does this picture remind you of - what do we call a picture of an area that shows where different places and buildings are in relation to each other?
  - Do you think this picture is a type of map? Why or why not?
  - What are the different places you can see in this illustration - what do you think all the different parts of the picture might represent, and why?
  - Can you see any figures in this picture? Who might they be and what do they appear to be doing?
  - Try to work out what as many of the places shown might be as you can.
- 3) After reading the story, look at the picture inside the front cover of the book again. Talk about what you think the different parts of the picture are showing. Some things to include in your discussion might be:
  - Were your guesses about what each part of the picture shows correct?
  - Were any of your guesses wrong?
  - How important is each place shown in the picture to the story?

- What things did you find out in the story that can help you identify what the places in the picture are showing? For example - what do you think the front yard of the house where Rabbit, Frog, and Robot are at the beginning might look like, and can you see it in this picture?
  - Is the picture at the back of the book the same as the one at the front - can you see any differences and if so what might they be?
- 4) Create a detailed map-drawing of your local area or school based on the map-drawings at the front and back of the book.
- Include in your artwork several of the places that you regularly visit.
  - Try to think of the most important or noticeable characteristic of the places you are including, and draw those aspects clearly.
  - Make sure that the places are sensibly arranged so that someone unfamiliar with the area could use your artwork to travel from one place shown to the next.
  - Colour your artwork for extra impact.
- 5) None of the characters in the story use very many words at all - and many of the words that they do use, follow a distinct pattern. As a class, discuss the pattern of the words that the characters use in this story. Some things to include in your discussion might be:
- What is it called when a series of words in a sentence, title, or phrase all start with the same letter?
  - Why might an author choose to use alliteration in their writing?
  - What is the pattern the author uses for many of the words in the story: is it just alliteration or is there more to what they are doing?
  - Do the words in the story rhyme? Why/why not? (think about what a rhyme is first!)
  - For a challenge, try to think of another group of words which follow a similar pattern, and write a short story using these words.
- 6) Using found materials from the class, school, or home recycling bin, design and craft a model robot of your own. Be sure to clean any food containers first! You can use the robot in the story for inspiration, or you can invent one that looks like anything you can imagine and make. Paint your finished construction and then display it next to your design as part of a classroom display. Remember to label your design so that everyone knows what the different features of your robot are.
- 7) What songs do you know that star (or co-star) rabbits, robots, or frogs? Learn and practice at least three different songs, each of which showcases at least one of these creatures. Present a reading of *Ribbit, Rabbit, Robot* at a school assembly accompanied by a performance of the different songs you have practiced.
- 8) What book are Frog and Froggie are reading at the end of the story? Who do you think might have written their copy of the book? What other books do you think that they might enjoy reading? Write a book recommendation for them, sharing information about one of your favourite stories, and why you think they would enjoy it.
- 9) Who is your favourite character in the story and why?
- 10) In small groups, or as a class, create short character summaries for each of the main characters (don't forget the genie!) Write down at least three dot points that describe something about each character. As a class discuss your character summaries, and talk about what words, illustrations, or combinations of the two gives us this information. Think about what you have learnt from the illustrations, and what you learnt from the text. Be sure to include in your discussion your hypotheses about why the different characters might have acted the way they did.

- 11) Which is your favourite part of the story? What made it so enjoyable to you?
- 12) What do you think might happen next? Write and illustrate a short story starring one or more of the characters from the story that shares what you think they might do after the end of the book.