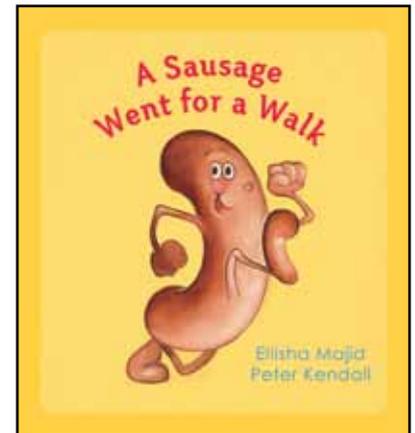


A Sausage Went for a Walk

Elisha Majid with
illustrations by
Peter Kendall

ISBN: 9781921361388 (BOARD BOOK)
9781921888038 (PAPERBACK)



The Story

A sizzling book that's full of beans! Want to butter up your young reader? 47,000 children have egged on Sausage as he scrambled away from the breakfast table. Full of saucy illustrations, this energetic tale features rhyming text to carry sausage from the plate to the door.

After twenty years spent avoiding poachers and cereal killers who'd like to get him into hot water, the story of Sausage is still so fresh it's straight from the cow.

Author Background

Elisha Majid was born in Kuala Lumpur but lived for several years in England, the US and Melbourne. She now lives in Perth, teaches at a high school and enjoys reading, yoga, good food and the outdoors. She has two adult children.

Illustrator Background

Peter Kendall is an artist who is active in many areas, from corporate and portrait commissions, to paintings for exhibition, to illustrating books, and cartooning. He has published five picture books.

Classroom Activities for Younger Readers (Lower Primary School)

Action Words/Doing Words/Verbs

1. Read each verse again and pick out the action words.

For example:

What does the sausage do?	jump, slip away
What does the egg do?	fly, wave goodbye
What do the cornflakes do?	flutter, scamper
What do the baked beans do?	clamber, stand to attention, march out in fours
What does the toast do?	dance, sing, huff and puff, run

2. Highlight the more unusual words, e.g. 'flutter', 'scamper', 'clamber', 'huff and puff'.
 - What do these words mean?
 - What animals like to scamper? To flutter? Have you ever clambered out of the pool?
3. In groups, or individually, act out each of the breakfast items' actions. Have the rest of the class guess the action and, consequently, the breakfast item.

Rhyming Words

1. Listen to the sausage verse.
 - What are the words that rhyme with 'day'? Touch your nose when you hear a word that rhymes with 'day', e.g. 'stay', 'away'.
2. As each verse is read aloud, pick out the word that rhymes with the first line (tap your nose when you hear one).
 - Cry (fly, eye, goodbye)
 - Floor (door, anymore)
 - Sauce (course, fours)
 - Jam (I am)
 - Wait (plate, late, gate)

Extension

3. Think of three other words that rhyme with:
 - 'day'
 - 'cry'
 - 'floor'
 - 'sauce'
 - 'jam'
 - 'wait'

Make a Breakfast Board

1. Talk about breakfast foods.
2. Discuss what makes a good breakfast.

3. Draw/cut out of magazines different breakfast items to put on the board.
4. Do you have different foods for breakfast on different days of the week? Match breakfast items with different days of the week, to help learn the days of the week.

LOTE

5. Find out the words for each breakfast item (in the book) in Indonesian, Italian, French or any other language.
6. Label the matching breakfast items with the foreign language words.

Create a short skit

1. Memorise one verse — or even the whole story — from the book.
 - Recite a verse (or the story) from memory while other students act it out.
 - Create simple costumes, or big coloured posters, for each breakfast item to wear.

Competition!

1. Have a creative drawing competition. Draw Sausage in different situations and costumes; ideas might include Sausage as a ballerina, Sausage driving a truck, Sausage and his family ...
 - The winner can be decided by a judging panel of other teachers, or by a class vote.

Questions

1. How many different breakfast foods were there on the table for Tim?
2. Why did breakfast run away?
3. What would you do if you were Tim?
4. Where did breakfast go?
5. Can you think of another title for the story? If so, which title do you think is better? Why?

Classroom Activities for Older Readers (Upper Primary School)

Action Words/Doing Words/Verbs

This picture story uses lots of action words (verbs). Use a different action word in each of the spaces below.

1.

A sausage went out for a walk one day.

'I'll be _____ for breakfast if I stay.'

He _____ off the plate and _____ away from breakfast.

2.

The egg _____ up and said with a cry,

'I won't _____ here, I'm going to fly.'

She winked her eye and _____ goodbye to breakfast.

3.

Cornflakes _____ down to the floor,

then _____ quickly out of the door,

'No ice cold milk over us anymore at breakfast!'

4.

The baked beans _____ out of the sauce,

'We're not _____ here as second course!'

They stood to attention and _____ out in fours from breakfast.

5.

Toast _____ up to butter and sang out to jam.

'Are you coming along?' 'I am!' 'I am!'

So thickly spread with butter and jam,

Toast _____ and _____ as out she ran from breakfast.

6.

Breakfast time! Tim couldn't wait.

He _____ to the table. 'An empty plate?'

He _____ out the window, 'Oh no, too late.'

For out the gate marched breakfast!

Possible answers:

1.

gobbled, swallowed

fell, dived, slid

crept, walked, strode

2.

gazed, sat, stood, got

wait, sit, lie

bade, said, waved

3.

tumbled, flittered, hovered, floated, crackled

hurried, sprinted, scrambled, capered

4.
scrambled, climbed
sitting, standing
walked, strode, stepped

5.
skipped, raced
lurched and swayed, gasped and gulped, skipped and pranced

6.
raced, ran
peeped, peered, gazed, gaped, stared

Style of the text

1. There are six verses in this story. Describe the form of each verse.
2. One verse is much longer than the other verses. Which verse is this?
3. Choose another breakfast food that you like, e.g. pancakes, rice bubbles. Create a verse for this breakfast food that fits with the story's form.
4. What age group would you recommend this picture book for?

Pictures

1. The story is made up of six rhyming verses. Instead of having a different picture for each verse, the text and the pictures have been spaced out over twenty-two pages, to create a moving scene of activity.
 - Comment on this layout. Explain why it might have been done this way.
2. This picture book is targeted at younger children.
 - Comment on the colours, and the style of illustration chosen for this book. Does it have appeal to this age group? Explain.
3. Look at the pictures only, from the beginning to the end.
 - How have the characters changed?

(Answer: They have slowly been animated so that in the last picture all the characters are upright and full of energy.)
4. 'He jumped off the plate and slipped away from breakfast.'
 - Which word has two meanings in this sentence?
 - Look at the picture that matches the words. What picture could you draw instead of this one?
5. Both the text and the pictures have given the sausage a bit of character.

- Think of five words to describe the personality, appearance and actions of the sausage. For example: 'cheerful', 'energetic' ...
6. Have a creative drawing competition! Draw Sausage in different situations and costumes; ideas might include Sausage as a ballerina, Sausage driving a truck, Sausage and his family ...

Design

(This activity requires copies of different editions.)

1. Two editions of *A Sausage Went for a Walk* have been published recently, a smaller board book in 2008 and a larger paperback in 2011. Both of these editions differ slightly from the original book which came out twenty years ago in 1991.
- What are the differences and similarities between the various editions?
 - Why do you think these changes were made?
 - Which version do you like best? Why?

Write a letter to the author, Elisha Majid, asking her to write a sequel to this story to find out what happens to breakfast. Send your letter C/O:

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