

Teacher's Notes



Come Over to My House

Written by Eliza Hull and Sally Rippin

Illustrated by Daniel Gray-Barnett

Teacher's Notes by Robyn Sheahan-Bright

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LEARNING OUTCOMES

RECOMMENDED FOR

3 years + (Pre-School+)

KEY CURRICULUM AREAS

- Learning areas: ACPPS019, ACPPS020, ACPPS024, ACELY1661, ACELY1656
- General capabilities:
 - Disability, Diversity and Inclusion
 - Communicating and interacting for health and wellbeing
 - Contributing to healthy and active communities
 - Understanding and creating texts

THEMES

- Disability
- Diversity and Inclusion
- Families and Homes

SYNOPSIS

Come Over To My House is a delightful picture book that explores the home lives of children and parents who are Deaf or disabled. Co-written by disability advocate Eliza Hull and bestselling author Sally Rippin, the inclusive rhyming text authentically explores the characters' various disabilities. A cast of friendly characters invite friends over for a play – there's fun to be had, food to eat and families to meet!

'Come over to my house. Come over and play! I'll show you around, you can stay the whole day. We'll swing on the swing-set and splash in the pool. Then I'll race you inside where my bedroom is cool.'

Featuring a gorgeous die-cut cover, bright illustrations and a diverse cast, this is a must-read for all families.

National treasure Sally Rippin pairs with writer, musical artist, journalist and disability advocate Eliza Hull to create this inviting picture book that shines a light on people who live with a disability. Their words are explored in lively and expressive illustrations by Daniel Gray-Barnett which perfectly complement the messages conveyed in this warmly empathetic text.



ABOUT THE AUTHOR/ ILLUSTRATOR

Eliza Hull is a producer and musician based in Castlemaine, Victoria. She has written music for American TV shows *Awkward*, *Teen Wolf* and *Saving Hope*, and is currently writing the film score for Australian feature film *Swallow*. Most recently, Eliza produced an eight-part podcast series, *We've Got This*, on parenting with a disability, for the ABC – as well as a podcast series on disability and relationships for ABC Radio National. Eliza is a proud disabled woman, with a physical disability. She is the Access and Inclusion Coordinator for Arena Theatre.
<https://www.elizahull.com/>

Sally Rippin is one of Australia's bestselling and most beloved children's authors. She has written over 50 books for children and young adults, and her mantle holds numerous awards for her writing. Best known for her *Billie B Brown*, *Hey Jack!*, *Polly and Buster* and *School of Monsters* series, Sally loves to write stories with heart, as well as characters that resonate with children, parents and teachers alike.
<https://www.sallyrippin.com/>

Daniel Gray-Barnett is an illustrator and author from the Huon Valley in lutruwita/Tasmania. He likes to think of himself as someone who was put on this planet to tell a few stories before he turns into a grumpy old man. He's worked with clients including Disney, Kiehl's, Sydney Opera House and *The New York Times* and his first picture book, *Grandma Z*, won a Children's Book Council of Australia award for Best New Illustrator. When he's not in the studio, he can be found daydreaming in the garden with his husband, German pointers and chickens.
<https://www.danielgraybarnett.com/>

THEMES

- **Disability**

This book offers an opportunity to begin a conversation about disability with parents, care-givers, teachers and children. Eliza Hull's and Sally Rippin's inclusive text 'normalises' rather than 'emphasises' the characters' various disabilities. Daniel Gray-Barnett's bright and detailed illustrations provide further conversation prompts. The characters' disabilities are often only shown in the illustrations, not spelt out in the text – this allows each character's personality to shine brighter than their difference.

Which disabilities are obvious in this book?

Which disabilities are implied in this book?

Disabled people deserve the same facilities as those who are not disabled. For example:

1. People in wheelchairs need access to buildings via ramps or lifts.
2. People who are Deaf/deaf need to be able to watch television and movies via audio enhancements or sign language or captions; to attend live performances with the same additions; to study by being offered transcripts of lectures and tutorials.



3. People who are blind or visually impaired need to be able to read via audio recordings, braille texts and other devices.
4. People who have neurological disorders need carers and teachers with specialist understanding and teaching methods.

Invite students to examine the book carefully, and then to list any other needs which certain disabled people may have, based on this text.

Celebrate International Day of People with Disability.

Read other picture books about people with disabilities and compare them to this one. [See: Related Reading.]

- **Diversity and Inclusion**

Treating others with respect is one of the major themes explored in this book. The disabled characters are welcoming newcomers into their homes, inviting them to understand their needs and to appreciate the skills they have. This book is a celebration of diversity.

Often we are told about the disabilities people have, but not about their abilities. Some disabled people actively celebrate their difference and want others to recognise that too.

Research the lives of famous artists, writers, musicians and actors with disabilities.

Research the lives of scientists with disabilities.

The Paralympic Games celebrate the achievements of sportspeople with disabilities. Research the lives of well-known disabled sportspeople.

- **Families and Homes**

These images invite the reader to consider how different families can be from each other, and how diverse their homes might be as well.

Some backyards contain a pool, or a cubby or a treehouse. One home depicted here is an apartment. One house looks out to the ocean.

These homes contain different types of family units, too, with single parents, step-parents and same-sex parents included.

What did you notice about each of these families?

What did you notice about each of these homes?



WRITING STYLE

The narration is in the **present tense**. It is written in **first person** ('I') alternating with **second person** ('You...') as if the narrator is addressing the reader personally, e.g. 'Your mum can stay too, I can teach her some sign.'

The text in this book also **rhymes** in a very engaging manner, which invites children to read it aloud.

The text is structured as a **cumulative tale** in which each home and family is introduced in a repeated format.

COMPREHENSION

The names of each of the characters are listed at the back of the book.

1. What disability does Mei Li have? (*Answer: She suffers from Cerebral Palsy.*)
2. Whose mother is Deaf in this book? (*Answer: Archie.*)
3. Bella and her dad use noise-cancelling headphones to assist them in dealing with what disability? (*Answer: Autism.*)
4. Prisha's family have a dog named Sam. Why does Prisha say the dog is her mother's? (*Answer: Her mum is blind, and Sam is her guide dog.*)
5. Hugo and his dad share what condition? (*Answer: Achondroplasia, which is a form of dwarfism.*)
6. Max's mum needs help sometimes from her sister Trudy. Why? (*Answer: Because she has an intellectual disability.*)
7. Zuri's dad contracted sepsis which led to what change in his body? (*Answer: He lost his arm.*)

WRITING EXERCISE

Write a segment to be added to this book, inviting the reader into your home and giving an idea of what sort of people live there. Begin with: 'Come over to my house, ...' (Remember that this text also rhymes.)

Invite students to review this book and to write about how the book conveys information in a creative way.

Having researched the life of a disabled person who was very successful in their chosen field of endeavour, prepare a presentation to the class on that person's achievements.

Write an acrostic poem using the letters in the word 'Disability'.



ILLUSTRATION STYLE

The illustrations by Daniel Gray-Barnett are vibrant and contain lots of details for students to examine closely.

The book features a 'die-cut' cover which depicts a number of children from different families standing in an open front door, welcoming the reader into their lives.

The last pages of the story depict a scene in which all these families are meeting in a community park. While those two illustrations are very different, they are united by themes of togetherness and playfulness.

ILLUSTRATION EXERCISE

Create a different cover for this book.

Design some endpapers for this book. For example, you might create a grid and use repeated images of objects which relate to the themes of the book, in a regular pattern.

Invite students to paint a portrait of any character in the book enjoying their favourite activities at home.

CREATIVE ACTIVITIES

Invite students to create a slogan and a poster celebrating disability and diversity. Create a classroom display of the students' responses to the tasks set above.

RELATED READING

Picture Books

Avis, Heather *Different: A Great Thing To Be!* Ill. by Sarah Mensinger. Waterbrook Press, 2010.

Catchpole, James *What Happened To You?* Faber Children's, 2022.

Flood, Nancy Bo *I Will Dance* Ill. by Julianna Swaney. Simon & Schuster, 2020.

Gianferrari, Maria *Hello Goodbye Dog* Ill. by Patrice Barton. Roaring Brook Press, 2017.

Hong, Nari *Days With Dad* Enchanted Lion Books, 2017.

Jung, Jin-Ho *Look Up!* Holiday House, 2016.

Khan, Rukhsana *King for a Day* Ill. by Christiane Krömer. Lee & Low Books, 2019.

Potter, Molly *The Same But Different* Ill. by Sarah Jennings. Bloomsbury, 2021.

Sotomayor, Sonya *Just Ask! Be Different, Be Brave, Be You* Ill. by Rafael López. Penguin Books USA, 2019.

Spillsbury, Louise *Questions and Feelings About Having a Disability*. Ill. by Xemina Jeria. Hachette Children's Books, 2019.



Thomas, Pat *Don't Call Me Special: A First look at Disability* (A First Look at...) Ill. by Lesley Harker. Hachette Children's Books, 2010.

Thompson, Laurie *Emanuel's Dream: The True Story of Emmanuel Ofoso Yeboah* Ill. by Sean Qualls. RHUS Children's Books, 2015.

Walsh, Melanie *Isaac and His Amazing Asperger Superpowers* Walker Books Australia, 2017.

Non-Fiction

Beese, Ava, Lilli and Nick *Proud to be Deaf: Discover my community and my language* Wayland, 2017.

Biram, Tracy, ed. *Disability* (Issues, Volume 393) Cambridge Media Group, 2021.

Burcaw, Shane *Not so Different: What You Really Want to Ask About Having a Disability* Ill. by Matt Carr. Roaring Brook Press, 2017.

Ladau, Emily *Demystifying Disability: What to Know, What to Say, and How to Be an Ally* Random House US, 2021. (Adult title.)

Rippin, Sally *Wild Things: How we learn to read and what can happen if we don't* Hardie Grant, 2022. (Adult title.)

Spilsbury, Louise *Autism* Franklin Watts, 2019.

Turner, Tracey *We are All Different* Ill. by Asa Gilland. Pan Macmillan UK, 2021.

Welton, Jude *Can I Tell You About Autism?* Ill. by Jane Telford. Jessica Kingsley Publishers, 2014.

Wood, John *A Focus on Disability* Book Life, 2018.

Yarney, Susan *Can I Tell you About ADHD?* Ill. by Chris Martin. Jessica Kingsley Publishers, 2013.

Websites

Aussie Deaf Kids
<https://www.aussiedeafkids.org.au/>

Australian Federation of Disability Organisations
<https://www.afdo.org.au/>

Australian Network on Disability
<https://www.and.org.au/>

Autism Awareness Australia
<https://www.autismawareness.com.au/>



Autism Spectrum Australia

<https://www.autismspectrum.org.au/>

CIVIC

<https://www.civic.org.au/>

'Classroom Resources' International Day of People with Disability

<https://www.idpwd.com.au/get-involved/schools/teachers/>

Deaf Children Australia

<https://www.deafchildreinaustralia.org.au/>

Deafness Foundation

<https://www.deafness.org.au/>

Disabled Children's Foundation Inc.

<https://disabledchildrensfoundation.org.au/>

Disability Awareness

<https://disabilityawareness.com.au/>

Discovering Disability & Diversity

<https://discoveringdisability.com.au/wp/>

'Dwarfism' healthdirect

<https://www.healthdirect.gov.au/dwarfism>

Hearing Australia

<https://www.hearing.com.au/About-Hearing-Australia/>

International Day of People with Disability

<https://www.idpwd.com.au/>

Kelsey-Sugg, Anna and Zajac, Bec 'Author Sally Rippin felt lost when her son couldn't read. She wants other parents to learn from her experience' *ABC News* 28 October 2022

<https://www.abc.net.au/news/2022-10-18/sally-rippin-son-s-story-of-learning-difficulties-dyslexia/101525920>

Paralympic Games

<https://www.paralympic.org/paralympic-games>

'Picture Books About Disability' Reading Middle Grade

<https://readingmiddlegrade.com/picture-books-about-disability/>

'25 Disability Awareness Activities for Kids of All Ages' A Day In Our Shoes

<https://adayinourshoes.com/resources-to-teach-kids-about-disabilities-awareness-and-inclusion/>

Vision Australia

<https://www.visionaustralia.org/>

