

An Ordinary Day

By Libby Gleeson, illustrated by Armin Greder

Jack's days were all the same, dull, grey and boring - until his imagination came into play. Then he entered a world of colour and excitement where most extraordinary things happen!

Introducing the Book

The Cover

What do you think this book is going to be about? Who wrote the book? Who illustrated the book? Look at the back cover. *Now* what do you think this book is going to be about?

Frontispiece/Title Page

How do you think Jack is feeling? Do you think the picture of the whale, the goldfish, the plate and the jar are going to be important in the story? Why? How?

Choose any school day and list what you do from the time you get up until the time you go to bed. Share your 'ordinary day' with a friend. The teacher collects the lists.

Getting Into the Book

Read to '*and ate his toast in silence ...*'

How do you think Jack is feeling as he starts his day? Why? Does the text tell us all that is happening in the illustrations? What doesn't the text tell us?

Read '*Everything looked the same.*' Why does everything look the same to Jack?

Read to '*I'm sorry I missed the first class but the bus was really really late ...*' How do you think Jack is feeling walks along? Why? What excuses is Jack thinking about for not doing his homework and arriving at school late? Why do you think Jack hasn't really done his homework? Why does he want to be late for school?

Brainstorm and record a list of excuses for not doing homework and being late for school.

Look at the illustrations at the top of the double page spreads. Does the text tell us all that is happening in the illustrations? What doesn't the text tell us? Why is the

text written in different styles? Who is telling the story? Is there more than one story?

Show the students the rest of the book. What is unusual about this book? Why do think that the author decided not to write more text? Look at the final illustration, what do you think happens next?

Drama: Improvisation: Role Playing

Have each child select one aspect of getting up in the morning, which relates to the pictures in the story, eg. Putting on clothes, putting on shoes, making and eating toast, etc.

Work out each individual action which makes up this aspect and act it out to the rest of the class.

Extension:

Ask children how they think Jack was feeling and why they think this. Repeat the series of actions showing a different emotion, eg. Angrily, sadly, happily, etc.



Music: Structure

Make up new words to the tune: *Here we go round the mulberry bush* (*The Essential Arts Handbook*, page 176.) Match the words to the actions created in the drama activity above, eg.

*This is the way we put on our shirt,
Put on our shirt, put on our shirt.
This is the way we put on our shirt,
Early in the morning.*

*This is the way we put bread in the toaster,
Bread in the toaster, bread in the toaster.
This is the way we put bread in the toaster,
Early in the morning.*

Music: Tone Colour

Add appropriate instruments to each verse to represent the actions of the verse.

Music: Dynamics

Experiment with singing each line a different dynamic level, eg.

Line 1: Sing softly

- Line 2: Sing louder
Line 3: Sing even louder!
Line 4: Sing softly.

Discuss which series of dynamic levels sounds the best and why.

Visual Arts: 2D: Drawing

Look at the pictures on the double page spread starting with the words: *He passed the baby with the red balloon.*

Discuss the repeated visual representation of a red balloon, ie. On the front cover of a book, a baby's balloon, a shoe stepping on some red gum.

Try to find any other similar repeated visuals on a theme, ie. Gold star, moon and sun; ladder in stocking, man with a ladder, bag with snakes on it, man's tie with snakes and ladders.

Have children select a scene from a magazine and add repeated visual on a theme throughout the picture.

Extension:

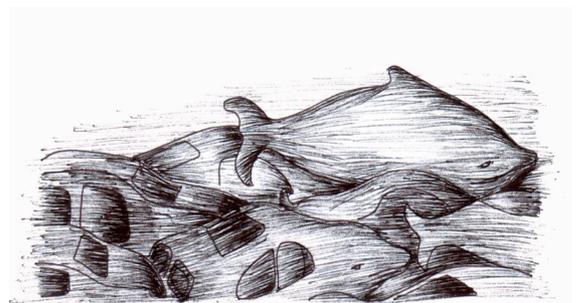
Have children draw their own picture and include repeated visuals on a theme, then write a sentence to describe one of them, as in the story.

Visual Arts: 2D: Drawing

Look at the pages in the story which show the dull coloured cars and buses jammed together.

Discover how they gradually become brightly coloured whales swimming in the sea, and then turn back again into buses and cars.

Have children take a common object and draw it in several repetitions, with each repeated drawing having it change slightly into another object.



Display these in sequence with a title describing the series of pictures.

Drama: Improvisation

Using the artwork from the previous activity, have children role play their object slowly turning into another object. Let them share their improvisations to the rest of the class, along with their artworks.

Music: Tone Colour /Dynamics /Duration / Pitch

Have children look at the dark pictures of traffic in the story and create music to represent these pictures.

Then have them create music to represent the coloured whales swimming freely in the sea.

Create a class soundscape which depicts the traffic jam turning into a group of whales.

Discuss how the pieces of music were different in relation to dynamics (loud and soft sounds), tempo (fast and slow sounds), pitch (high and low sounds), and duration (regular and irregular sounds).

In groups, select one of the above artworks created in the above activity, and have children create music to depict the first object changing into the second object.

Combine this with the drama activity and share with each other, using music, drama and the artworks to depict one object changing into another one.

Reflect on how it felt to be one object changing into a different object, and why they felt this.

Coming Back to the Book

Go through the book again and discuss the illustrations. Does the way Jack is feeling change? Why? How do you know? Does Jack's day remain ordinary? What happens? What does the illustrator do to show you that Jack's day is changing? How does the illustrator show time is passing? For example, using small illustrations which show a sequence of actions or events.

Referring to the illustrations in the book discuss the variations in the appearance of the whales. The purpose of the activity is to overlay and blend crayon colours to create texture, pattern and line based on *An Ordinary Day*. Armin Greder used charcoal and pastels to illustrate the book. The teacher demonstrates first and then the students draw the shape of a whale on paper. To create texture choose three

colours - not black, (Armin Greder uses mainly blue, yellow, red and purple) and using a long, horizontal line movement overlay alternating bands of two brighter colours covering the object. Black or white crayon lines are then added. The background is covered with a contrasting wash.

Jointly construct the text to match the illustrations of how Jack's 'ordinary day' becomes extraordinary.

Using the lists they have compiled about their 'ordinary day' the students use *An Ordinary Day* as the model and then write how their day becomes extraordinary. The students then draw their ordinary day becoming extraordinary without including their text.

The finished illustrations are displayed and the students are invited to retell the stories of their friends using only the illustrations.

Going Beyond the Book

Compare *An Ordinary Day* with *The Great Bear* also by Libby Gleeson and Armin Greder.

Complete an author or illustrator study on Libby Gleeson or Armin Greder. Go to Libby Gleeson's web site.

Read other picture books about ordinary and extraordinary days, for example:

- *The Red Tree* (2001) by Shaun Tan,
- *Luke's Way of Looking* (1999) by Nadia Wheatley
- *Just Another Ordinary Day* (1995) by Rod Clement
- *Way Home* (1994) by Libby Hathorn,
- *Alexander and the Terrible, Horrible, No Good, Very Bad Day* (1972) by Judith Viorst.



You woke up this morning running late for work. It was an ordinary day, full of obstacles, until you got in prison. You've managed to escape to the desert, then found yourself in a cave and who knows where you'll end up! How many times will you die in one run? Hold mouse button or X key to wait, click or press X to jump. An Ordinary Day (also called Chapter 6) is the sixth album of the South Korean pop music group god. It was released in December 2004, nearly two years after their previous album. In between, member Yoon Kye-sang had left the group and pursued acting. The album was their first release as a quartet and since switching from Sidus to JYP Entertainment. The album's overall theme is centered around first love, heartbreak and loss. The songs are largely pop or R&B but feature a more diverse array of genres