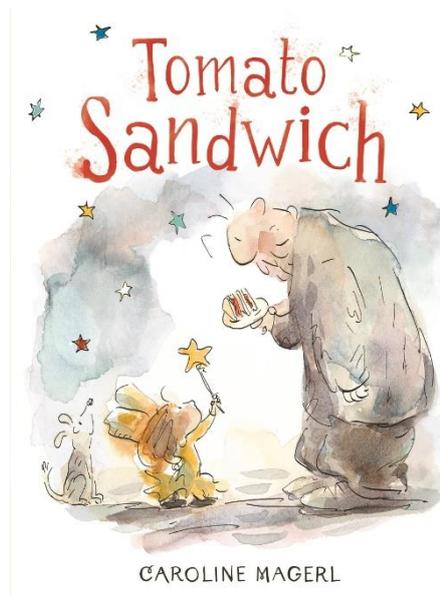


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## TEACHING NOTES

# Tomato Sandwich

Caroline Magerl



### Summary

**A wordless picture book from an award winning master storyteller, Caroline Magerl. Every page weaves a spell of magic, warmth, humour and love. And sandwiches.**

Ottily has decided that today will be magical. She pulls on her fairy dress, waves her wand and wishes for a fairy cake! But instead, Dad gives her tomato sandwich.

*Multi-award winning author-illustrator Caroline Magerl has created a wordless masterpiece in which her immersive, charming and humorous illustrations show us how love can create its own magic.*

Key Concepts: Wordless picture books, Family, Father and daughter, Imagination, Love, Humour,

Curriculum Connections: English, , Art, Personal and Social Development

***This is a book that can be used in multiple ways across year levels and the activities suggested carry across these. Teachers can select those that can be used or adapted to their own setting and needs.***

### BEFORE READING

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Teacher-librarian  
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- Looking at the cover, invite students' observations:
  - ✓ What first strikes the students? This could be the style of the illustration, the palette of colours used, or the clues about setting and characters.
  - ✓ What can students conjecture the story might be about?
  - ✓ What inferences can students make about the characters?
- Tell the students this is a wordless picture book. Invite their comments on how a book with no words/text can tell a story? Ask if there are any others situations where a picture or pictures tell us something e.g. information signage, environmental print.
- Establish the class learning wall and organise a bulk loan of books that could relate to the themes such as family, food.

### **DURING READING**

- Ottily wakes up and dresses in her fairy costume – it's apt that she requests a fairy cake (cupcake). What if?
  - ✓ She put on a cowgirl outfit?
  - ✓ Or a dinosaur costume?
  - ✓ Or superhero cape?
  - ✓ What special food would you match with different outfits?
- Dad offers some other suggestions for breakfast, all rejected – why doesn't he provide the cake? Is it because he wants her to have a healthy breakfast or because he doesn't have time/or know how to make a cake? How many reasons can you come up with?
- Ottily pays the baker with her wand.
  - ✓ What special treasure would you use to pay for a cake?
  - ✓ Why does the shopkeeper bite the star?
  - ✓ What does it infer?
  - ✓ Where have you seen that done before?
- Throughout the book we can 'read' the illustrations for the different thoughts/emotions.
  - ✓ How are they expressed?
  - ✓ What are the indicators of various emotions/thoughts?
  - ✓ Make lists of words for emotions on the learning wall. Then group them into categories where possible e.g. words that express being afraid of something: scared, terrified, spooked

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## **WRITING**

- Persuasive language – how to convince Dad to provide a cake? (or how to convince your parents to let you have a dog/bike/phone etc)
- Expository: How to make a tomato sandwich – written for older ones (for even younger ones - images to sequence). Or write a script and film it like a cooking programme!
- Add in another part of the adventure or retell – with a storyboard/comic/graphic (Canva has many useful templates). Here is an example:



- ✓ Extension: small group activity [Story Spine](#) using images rather than words. Fold blank paper into boxes and have each student draw a vignette of either part of the story, or creating another adventure. This could be on a timer. Emphasise the idea that ideas come first, 'tidying' up comes later.
- Investigate the history of tomatoes, other uses for tomatoes (besides eating) such as the sunburn soother. Create an infographic or informational poster.
- Older ones write [hamburger reports](#) on chosen aspect
- Younger ones write a book report with the [sandwich template](#)
- Who's been to a fair (or amusement park)? Describe it with 5 senses e.g. –what did you see? What did you do?
  - ✓ When are the fairs in town e.g. Ekka?
  - ✓ Where did you go– e.g. Dreamworld?
  - ✓ Illustrate the recount with favourite part of the experience.
- Older students: Use a 9-square/9-grid analysis on one of the images. Have students annotate the image with their observations on the

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different aspects e.g. thematic or visual elements, colours, light/shadow, brushstrokes, [illusion of] movement.

## AFTER READING

- **Character Analysis:** Use a blank 'person' template to create a character autopsy. That is attribute characteristics to the relevant part of the body. [find examples online]

## Art and Activities

- Pavement Summaries: Use pavement chalk to create 'one-pager' style summaries of the book. Paired activity works well for this.
- [Growing tomato seeds](#) – pots or garden – purchased seeds or recycled from tomatoes (cherry toms good for this)
- [Seed survival](#): Growing seeds but also what does this mean? Introduce the idea of seed banks and the [Svalbard Global Seed Vault](#).
- Research types of tomatoes – invite a grower (this could even be a family member with a home garden?) Or a greengrocer (if such a person exists anymore!)
- What does love look like? i.e. what in the illustrations speaks of love? Refer to the image/s, then analyse others.
  - ✓ How do you know? How would you draw it?



- Collect tomato recipes. What is your favourite way to eat tomatoes?
  - ✓ Compile a class cookbook, illustrated of course!
- Vegetable art [many ideas available online]. Be creative! And then eat the results.
- [Lots of ideas here!](#) (The 3d tomatoes are so cute!)
- [Dancing tomato craft](#)
- [Seeds to Success](#) a variety of activities across disciplines

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- Some ideas here from the [Walker Books website](#)
- Collage activity: Use the images provided or collect from catalogues, magazines or internet searches.
- Dress the character: What other costumes might Ottily have? Dress Ottily, Dad and doggo in your own choices. [template below]

## ABOUT THE BOOK

Tomato Sandwich

April 2025

**ISBN13:**9781760658045

## ABOUT THE AUTHOR

**Caroline Magerl** was born near Frankfurt in Germany and came to Australia when she was two. She lived on the yacht her family built until she was fourteen. In 2001 Caroline won the Children's Book Council of Australia Crichton Award for new talent in children's book illustration for her picture book *Grandma's Shoes* (written by Libby Hathorn). Since then she has been awarded a May Gibbs Fellowship and received an ASA children's picture book grant to work on her book *Hasel and Rose*. Nowadays she is a full-time artist, illustrator and printmaker.

*Maya and Cat* was Caroline's first book with Walker, which went on to become a CBCA Notable and was shortlisted in the NSW Premier's Literary Awards.

*Nop* was a CBCA Honour book and was shortlisted in the Queensland Literary Awards. Caroline's latest books, *Piano Fingers*, was also a CBCA Notable in the Picture Book of the Year category.

### Author's Notes

Working for years as an illustrator and cartoonist, before becoming a writer, has had a large impact on my writing process.

I like to describe my process in creating picture books as a two-legged sack race, egg and spoon optional.

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Sometimes the story is progressed by writing, and sometimes by drawing a sequence of images to describe action, a possible direction for the story to take.

Each book I have written, and that now numbers six, begins with a drawing. This seminal drawing somehow holds the key to the emotional content of the story I will write.

I keep these special pictures above my desk as a kind of compass. The overall feeling of the story is what I try to remember when I start getting lost in possible plots or lack of them.

Something Robert McKee wrote in his book "Story", proved helpful for a visual writer like myself. McKee said that writers write events. When I read those words, I realized that when I draw a series of images, I am writing those events. It is simply that I am describing the events in picture form.

So, in writing Tomato Sandwich, I had the joy of telling an entire story in pictures. I began with a very unimpressive sketch of a little girl wrinkling up her nose at a tomato sandwich. That was it. But there was a whole story in that doodle.

What I hope students and teachers will find in Tomato Sandwich is an encouraging resource.

Because whether a child writes or draws their story is immaterial, what matters most is getting that idea down on paper. This is the start of something concrete, something to play with, work on, and show other possibilities. That is, it is when we begin to realize what a trove of stories we all have in ourselves, which we can share.

### Related Resources

#### Books

Charlie and Lola: Charlie and Lola: I Will Not Ever Never Eat a Tomato – Lauren Child

Tomatoes in My Lunchbox – Costantia Manoli

Squished Tomatoes – Laya Saul

Tomatoes! - Meaghan Racicot

Nonno's Tomatoes - Afroz Martino

Grow It, Eat It – Dorling Kindersley

[Picture books for Father's Day](#)

#### Videos;

["THE NOT-SO-RED, RIPE, ROUND TOMATO"](#) [YouTube – 5.17 mins]

[The Life Of Tomato: A Fun Story About Life Cycle](#) [YouTube – 3.37 mins]

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### Curriculum Connections

English
<ul style="list-style-type: none"><li>• navigate, read and view learning area texts</li><li>• listen and respond to learning area texts</li><li>• interpret and analyse learning area texts.</li><li>• compose spoken, written, visual and multimodal learning area texts</li><li>• use language to interact with others</li><li>• deliver presentations.</li></ul>
Critical and Creative Thinking ART:
<ul style="list-style-type: none"><li>• making and responding to artworks</li><li>• draw on their curiosity, imagination and thinking skills</li><li>• express their ideas, concepts, thoughts and feelings creatively</li><li>• consider and analyse the motivations, intentions, factors and biases when responding to artworks</li></ul>
Personal and Social Capability
<ul style="list-style-type: none"><li>• recognise emotions</li><li>• appreciate diverse perspectives</li><li>• communicate effectively</li><li>• work collaboratively</li><li>• make decisions</li><li>• identify and assess personal strengths, interests and challenges</li></ul>

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## Dress the Characters



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Collage activity:



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