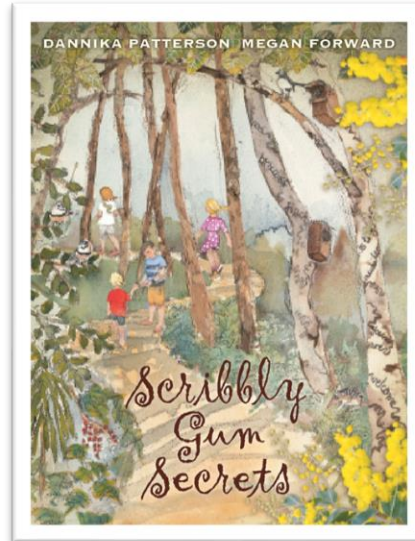


# TEACHERS' NOTES

## Scribbly Gum Secrets



Prepared by Dannika Patterson  
with links to Australian Curriculum

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## **Book Summary**

### **Key points:**

- Explores ecological awareness for children in a gentle and joyful way
- Encourages curiosity, hypothesising, problem-solving and questioning
- A story of curiosity and discovery in a uniquely Australian setting
- CBCA-shortlisted illustrator Megan Forward combines water colour, charcoal and collage. Megan's artwork has been layered with original botanic photography by author Dannika Patterson in the design process, to produce a visually stunning picture book
- Written in sophisticated rhyme, with cross-curriculum links in Science, English, Art and Maths.

### **A sample review, written March 30 2020:**

"It's family time and mum's choice of activity and she chooses a bushwalk. While the children would much rather stay inside with their screens, they reluctantly join her, dragging their feet all the way. But as they leave the built-up area and into the bush, they start to notice things like the train of "itchy grubs" on the old post and the new baby flying fox. But Charlie, the youngest, has noticed strange writing on a tree and he will not move on till someone reads it to him. Has someone taken a marker and written all over the bark, or is there another explanation?"

As schools shut down and children are required to stay at home with only themselves for company, this is a timely release that may give parents trying to teach them at home an idea for an excursion. Looking closely at the things in the neighbourhood, taking photos, mapping the journey and identifying interesting everyday things that usually go unnoticed could offer a broad spectrum of learning as well as the exercise involved. And some might even like to investigate the strange writing on the trees to give Charlie his answer...does it hold secret messages?

The rhyming text and the beautifully detailed pictures which hold so much to be discovered make this a perfect book to introduce our children to things they might not have noticed and send them scurrying for answers.

**BARBARA BRAXTON - TEACHER LIBRARIAN  
M.ED.(TL), M.APP.SCI.(TL), M.I.S. (CHILDREN'S SERVICES)  
DROMKEEN LIBRARIAN'S AWARD 2003**

## **Themes**

- Environmental awareness
- Science & Nature
- Ecosystems (Australian bush)
- Life Cycles (Scribbly Gum Moth)
- The 5 Senses
- Family

## **Author Information**

Dannika Patterson is an award-winning Queensland writer with a passion for connecting children and their families to nature, through quality literature.

Dannika's debut children's title *Jacaranda Magic* (2018) won 'Best Selling Children's Book' at Little Gnome Book Shop for 2018. In 2019, Dannika was recognised for her 'Contribution to the Arts in Queensland' with an MBC Queenslander of the Year Award.

Dannika's book titles include *Jacaranda Magic* (2018), *My Tribe* (2019), *SeaSpray17: Ocean Photography & Haiku Poetry* (2019), *Scribbly Gum Secrets* (2020), *Between The Cracks* (2020) *Day & Night* (2020) and *Giving* (2020).

Visit [www.dannikapatterson.com](http://www.dannikapatterson.com) to discover more about Dannika's other titles, book an author visit or writing workshop.

## **Illustrator Information**

### **Megan Forward - Children's Book Author & Illustrator**

Megan Forward is a twice CBCA (Children's Book Council of Australia) – shortlisted illustrator and author with a Bachelor of Visual Arts and a Bachelor of Teaching specialising in Visual Art and English.

The other children's titles Megan has illustrated include *All I Want for Christmas is Rain* by Cori Brooke, *Jacaranda Magic* by Dannika Patterson and *Emily Green's Garden* by Penny Harrison. Megan is also an Author-Illustrator and has both written and illustrated *A Patch From Scratch* (Penguin).

Megan facilitates hands-on interactive STEAM (Science, Technology, English, Art and Maths) workshops for young children using her picture books as stimulus. Megan is passionate about teaching sustainability to young children, engendering a love of nature through literature.

Visit [www.meganforward.com](http://www.meganforward.com) to learn more about Megan's work.

## **School & Library Visits and Interactive Workshops.**

Dannika Patterson and Megan Forward have built a range of co-presented STEAM (Science, Technology, English, Art and Maths) workshops based around their common titles, *Jacaranda Magic* and *Scribbly Gum Secrets*, giving children an opportunity to hear both author and illustrator perspectives. Face to face and virtual visits/workshops available. Visit [dannikapatterson.com](http://dannikapatterson.com) to see current range of workshops and author visits offered.

### **Reasons for studying this book**

- Faction: a story that blends (nature) facts with a fictional storyline.
- This book encompasses many different areas of the Curriculum as well as inspiring children to look for things they might not have noticed and send them scurrying for answers.
- Provides a delightful journey into emergent literacy experiences such as exploration of vocabulary, retelling & concepts of print.
- Looking closely at the things in the neighbourhood, taking photos, mapping the journey and identifying interesting everyday things that usually go unnoticed could offer a broad spectrum of learning as well as the exercise involved.
- To inspire curiosity and wonder. As keen as Charlie is to investigate the strange writing on the trees and discover if they hold secret messages, perhaps students will be reminded of other creatures or curiosities of the natural world that they want to know the 'secret' behind...and be motivated to investigate the answers for themselves.
- Rhyming text. Rhyme recognition.
- Australian students will be exposed to a rhyming story set in familiar environments. Being able to relate directly to the environments – both suburban and bushland - and identify with the experience of the characters means this book will hold deeper meaning for them.
- Students will explore the detailed pictures, which hold so much to discover. There are layers to both the text and pictures in this book.
- Themes of caring for the world's ecosystems run strong throughout Patterson and Forward's collective body of work. By showing the wonders to be discovered, investigated and protected in our natural bushland environments, students should gain a

better understanding and appreciation of the reasons we need to take better care of this intricate and important part of our world and the life that is sustained within it.

- Motivation to get outside and explore natural environments.

### **Links to the Australian curriculum**

This book can be used to facilitate learning in early education environments and for primary school children of all ages. There are key links to general capabilities of **literacy, numeracy and intercultural understanding** as well as **science, HASS, creative and critical thinking** and cross-curricular priority, **sustainability**.

#### **Literacy**

*Literacy encompasses the knowledge and skills students need to access, understand, analyse and evaluate information, make meaning, express thoughts and emotions, present ideas and opinions, interact with others and participate in activities at school and in their lives beyond school. Success in any learning area depends on being able to use the significant, identifiable and distinctive literacy that is important for learning and representative of the content of that learning area.*

<https://www.australiancurriculum.edu.au/f-10-curriculum/general-capabilities/literacy/>

#### **Creative and Critical Thinking**

*Critical thinking is at the core of most intellectual activity that involves students learning to recognise or develop an argument, use evidence in support of that argument, draw reasoned conclusions, and use information to solve problems. Examples of critical thinking skills are interpreting, analysing, evaluating, explaining, sequencing, reasoning, comparing, questioning, inferring, hypothesising, appraising, testing and generalising.*

*Creative thinking involves students learning to generate and apply new ideas in specific contexts, seeing existing situations in a new way, identifying alternative explanations, and seeing or making new links that generate a positive outcome. This includes combining parts to form something original, sifting and refining ideas to discover possibilities, constructing theories and objects, and acting on intuition. The products of creative endeavour can involve complex representations and images, investigations and performances, digital and computer-generated output, or occur as virtual reality.*

<https://www.australiancurriculum.edu.au/f-10-curriculum/general-capabilities/critical-and-creative-thinking/>

## **Sustainability**

*Education for sustainability develops the knowledge, skills, values and world views necessary for people to act in ways that contribute to more sustainable patterns of living. It enables individuals and communities to reflect on ways of interpreting and engaging with the world. Sustainability education is futures-oriented, focusing on protecting environments and creating a more ecologically and socially just world through informed action. Actions that support more sustainable patterns of living require consideration of environmental, social, cultural and economic systems and their interdependence.*

<https://www.australiancurriculum.edu.au/f-10-curriculum/cross-curriculum-priorities/sustainability/>

## **Numeracy**

*In the Australian Curriculum, students become numerate as they develop the knowledge and skills to use mathematics confidently across other learning areas at school and in their lives more broadly. Numeracy encompasses the knowledge, skills, behaviours and dispositions that students need to use mathematics in a wide range of situations. It involves students recognising and understanding the role of mathematics in the world and having the dispositions and capacities to use mathematical knowledge and skills purposefully.*

*When teachers identify numeracy demands across the curriculum, students have opportunities to transfer their mathematical knowledge and skills to contexts outside the mathematics classroom. These opportunities help students recognise the interconnected nature of mathematical knowledge, other learning areas and the wider world, and encourage them to use their mathematical skills broadly.*

<https://www.australiancurriculum.edu.au/f-10-curriculum/general-capabilities/numeracy/>

## **Early Years Learning Framework**

Outcome 1: Children have a strong sense of identity (*Charlie is exploring his sense of 'agency' – wanting answers to his wonderings; feeling knowledgeable in his understandings of the scribbles*)

Outcome 2: Children are connected with and contribute to their world

Outcome 3: Children have a strong sense of wellbeing

Outcome 4: Children are confident and involved learners

Outcome 5: Children are effective communicators

## **Teaching and learning activities**

### **Activities**

These are activities to do before reading to prepare students for the concepts/themes explored in the book. These are not necessarily curriculum based.

## **Before you read the book – connecting with prior knowledge**

### **Examine the front and back cover of the book and identify the following:**

- The title
- The author
- The illustrator
- The publisher
- The blurb

### **See**

- Look at the front cover of the book. What can you see on the front cover? What do you think this book will be about? What do you see that makes you say that?
- What are the different plants, animals and people you can see? Look at the shapes and colours.
- Do you know the name of the trees on the front cover with the squiggles on them? Have you seen this in your neighbourhood or on bush walking trails?

### **Think**

- Where do you think this story is set? What makes you think this?
- Do you think the contents of this book will be fiction or fact or both? What makes you think this?
- What thoughts and feelings do the title and the image on the front and back cover evoke?

### **Wonder**

- Read the title and the blurb - discuss what or who you think may be responsible for making the mysterious marks on the Scribbly Gum Trees. How do you think the marks might be made?
- Which other Australian flora and fauna do you think might be featured in this book?

### **Research**

- Learn more about Dannika Patterson and her other stories. Is there a theme with her books?
- Learn more about Megan Forward and her illustrations. Explore how she uses her art to share her view of beauty of the natural world and encourage eco-awareness.

## **Example Activities by Year Level with Curriculum Links**

**The activities in this section are suggestions per year level (please see the following section for more general activities that may be adapted across multiple year levels).**

### **Foundation/Prep/Year 1**

#### **Science**

Participate in guided investigations and make observations using the senses (AC SIS011)  
People use science in their daily lives, including when caring for their environment and living things (AC SHE021)

#### **Elaborations**

- using sight, hearing, touch, taste and smell so that students can gather information about the world around them

- identifying ways that science knowledge is used in the care of the local environment such as animal habitats, and suggesting changes to parks and gardens to better meet the needs of native animals

### **Discussion/Inquiry Questions**

• *Scribbly Gum Secrets* features descriptions based on the five senses, in both text and illustrations. Keen eyes will see 'secret' scribbles hidden in the scribbles on the scribbly gum trees in the form of descriptions (e.g. 'The taste of nectar') and prompts (e.g. 'Look up. What do you see?') Discuss what other things students might expect to touch, taste, hear, smell and see on a walk through the bush or a natural environment in their local area.

- What is the natural landscape in your local environment? Who looks after this environment? What animals and plants are found here? Link to Indigiscapes as an example?

### **Activity**

• Ask students to stand outside (at home or school) in a natural environment and explore what their five senses help them to observe: think about what they hear, smell, touch, see and taste? Discuss observations of what the five senses tell you about this place at this one moment in time.

• Sensory deprivation activity. Demonstrate how senses are enhanced if one (or more) is removed. E.g. Using blindfolds (or closing eyes) ask students to try to identify common natural objects without the use of sight. Lemon myrtle leaves are a good example from *Scribbly Gum Secrets* to do this exercise with. First touching the leaves, then crushing them to smell their intense scent. Honey or honeycomb is another good example that could include a demonstration of taste. Scribbly gum bark is a great one to focus on identification by touch only, as the patterns the scribbly gum moth grubs make in the bark are raised, a little like braille.

- Create a habitat/landscape for a native animal

## **Year 2**

### **Science**

People use science in their daily lives, including when caring for their environment and living things (ACSHE035)

### **Elaborations**

• recognising that many living things rely on resources that may be threatened, and that science understanding can contribute to the preservation of such resources

### **Discussion/Inquiry Questions**

• *Scribbly Gum Secrets* features many animals in the text and illustrations that rely on forests and native bushland for their food, water, shelter and nesting places. Discuss what you can do to help protect where these creatures live.

### **Activity**

• Select your top five favourite species of flora and/or fauna from *Scribbly Gum Secrets*. Make a poster showing where they live, what they need to survive and what you can do to protect their environment.



- Write a story about a day in the life of one of your favourite creatures from the pages of *Scribbly Gum Secrets*. What does it do all day? How does it stay safe? Where does it find food, water and shelter?

**Examples of fauna in *Scribbly Gum Secrets*:** Carpet Python, Gonna, Bush Stone Curlew, Kookaburra, Blue Banded Bee, Cicada, Black Cockatoo, Tusked Frog, Flying Fox, Richmond Birdwing Butterfly, Processionary Caterpillar, Fairy Wren, Wasp, Scribbly Gum Moth.

**Examples of flora in *scribbly gum secrets*:** Scribbly Gum Trees, Paperbark Trees, Wattle, Bottlebrush, Lemon Myrtle, Melaleuca sp (formerly Callistemon), Acacia podalyriifolia, Austromyrtus dulcis, Glochidion ferdinandi, Austromyrtus dulcis, Ripogonum brevifolium, Pandorea floribunda.

### Year 3

#### **Science**

Science knowledge helps people to understand the effect of their actions (ACSHE051)

#### **Elaborations**

- researching Aboriginal and Torres Strait Islander peoples' knowledge of the local natural environment, such as the characteristics of plants and animals

#### **Discussion/Inquiry Questions**

- Many of the animals featured in *Scribbly Gum Secrets* have provided food sources for Australia's Indigenous people or signs about seasonal events or animal behaviours for thousands of years. Identify the Indigenous groups in your local area. Discuss what can be learnt from the way Indigenous people farmed and managed the land and the animals that lived in it.

The Quandamooka are the indigenous people local to the area that this story was set, in native bushland near the waters of Moreton Bay in Brisbane. They have a strong understanding and knowledge of the connection between land and sea and signs in nature from traditional Quandamooka lore.

Some examples of indigenous understandings from Quandamooka people involving the animals and plants featured in *Scribbly Gum Secrets* are:

**Processionary Caterpillars:** When hairy grubs travel linked together in a long row, it means the mullet season is starting and the fish are moving up the east coast to their spawning grounds.

**Wattle:** When the Wattle is in flower it signals the beginning of the tailor season.

#### **Activity**

- Select a creature featured in *Scribbly Gum Secrets* that lives in your local area. Find out how the local Indigenous people caught the animal, used it for food and incorporated it into their Dreamtime stories and artwork. Present your findings as a poster, story or presentation to the class.
- Make a classroom wallchart featuring five flora or fauna from *Scribbly Gum Secrets*. Include their conservation status, their natural habitat, their food and water sources (if fauna), and possible threats to their environment.

### Year 4

#### **Science**

Science knowledge helps people to understand the effect of their actions (ACSHE062)

### **Elaborations**

- considering methods of waste management and how they can affect the environment
- exploring how science has contributed to a discussion about an issue such as loss of habitat for living things or how human activity has changed the local environment

### **Discussion/Inquiry Questions**

- *Scribbly Gum Secrets* features animals and plants whose environments are threatened by human activities. Select three animals or plants from the book and research to understand if they are currently rated as a threatened species, as either vulnerable (VU) or endangered (EN). Discuss what could be done to make sure they don't become endangered (EN). Discuss how science can help us understand the connection between loss of animal habitat and human actions such as waste management, tree clearing, urbanisation, pollution and climate change.

### **Activity**

- Conduct a classroom trivia competition based on animals or plants from *Scribbly Gum Secrets*, with questions exploring facts about the habitats and care these species need to survive.
- Select one of the animals or plants discovered as a threatened species and create a 'Let's Save the [insert your creature or plant's name]' poster, showing where and how it lives, and what can be done to stop it becoming extinct.

### **Science**

Living things have life cycles (ACSSU072)

### **Elaborations**

- making and recording observations of living things as they develop through their life cycles
- describing the stages of life cycles of different living things such as insects, birds, frogs and flowering plants

### **Discussion/Inquiry Questions**

Scribbly gums are spectacular Australian eucalypts that get their name from the strange 'scribbles' left behind on their smooth bark. These zigzag tracks are tunnels made by the larvae of the Scribbly Gum Moth and tell a story of the insect's life cycle. Despite the evidence left behind on scribbly gum trees, living specimens of Scribbly Gum Moth larvae and adults are rarely seen. The adults are very small and grey. Only one species has been formally described, but there are several undescribed species known from collections. Scribbly Gum Moths live in forests and woodlands from south-eastern Queensland to Victoria. They feed on the sapwood of the scribbly gum tree. Scribbly Gum Moth larvae pupate in November-December, adults are mainly active during April-March. The female scribbly gum moth lays eggs between layers of old and new bark. The larvae burrow into the new bark and, as the old bark falls away, the feeding trails of the larva are revealed. The diameter of the tunnels increase as the larvae grow, so the scribbles start thinner and grow thicker, as the larvae grow. When the larvae have reached their maximum size they emerge and crawl out from between the bark and into the litter, or into cracks in the bark, where they form an elongate ridged grey cocoon. Adults scribbly gum moths emerge in the following autumn, and are attracted to light.

### **Activity**

- make a poster that charts the life cycle of the scribbly gum moth, from egg to larvae/grub to cocoon to moth and show that each 'scribble' on a scribbly gum tree represents part of the life cycle of these tiny creatures. What other facts can you discover about the life cycle of scribbly gum moths by researching in the library or online?

- compare and contrast the life cycles of the scribbly gum moth and the scribbly gum tree. The moth is dependent on the tree for survival, as it feeds off its sapwood. What can we do to protect the environments of both the scribbly gum tree and the scribbly gum moth?

## **HASS**

The importance of environments, including natural vegetation, to animals and people (ACHASSK088) **Elaborations**

- exploring how vegetation has an important role in sustaining the environment by producing oxygen, protecting food-producing land from erosion, retaining rainfall, providing habitat for animals, sheltering crops and livestock, providing shade for people, cooling urban places, producing medicines, wood and fibre, and making places appear more attractive
- exploring strategies to protect particular environments that provide the habitats for animals (for example, planting bird-attracting vegetation)

## **Discussion/Inquiry Questions**

- In *Scribbly Gum Secrets*, Dannika Patterson and Megan Forward feature many unique native Australian flora and fauna. Discuss what happens to animals and plants when their natural environment is destroyed through land clearing, building developments and natural disasters. What can you do to help stop this loss of habitat?

## **Activity**

- Imagine that you are a bush stone curlew that has lost its home in a bushfire, a flood or due to urban infill. Write a story about how you feel, what you do to survive and how human beings can help you.
- Select another animal in *Scribbly Gum Secrets*. Find out what the specific threats to their environment are, and make a poster that explores what can be done to ensure their survival, including providing food sources, nesting boxes, backburning, etc.

## **Year 5**

## **HASS**

The influence of people, including Aboriginal and Torres Strait Islander Peoples, on the environmental characteristics of Australian places (ACHASSK112) **Elaborations**

- exploring the extent of change in the local environment over time (for example, through vegetation clearance, fencing, urban development, drainage, irrigation, farming, forest plantations or mining), and evaluating the positive and negative effects of change on environmental sustainability.

## **Discussion/Inquiry Questions**

- Find out which of the animals and plants in *Scribbly Gum Secrets* live and grow in your local area. Discuss the changes to the environment that have occurred in your local area over the last 50 to 100 years. Look at things like housing density, road networks, population increases, etc. How have these things impacted on the native wildlife, including animals, trees, birds and insects?

## **Activity**

- Interview an older person who has lived in your local area for many years. Write a newspaper article or a blog post recording their observations about how the environment and the creatures and other living things that live in the area have changed during their lifetime.

- Draw maps of your local area as it was 50 years ago and as it is now. Highlight major changes in both the natural and built environments, including roads, buildings, housing estates, etc. Identify on the modern-day map the native animals that have been affected by these changes.

The environmental and human influences on the location and characteristics of a place and the management of spaces within them (ACHASSK113)

### **Elaborations**

- exploring the extent of change in the local environment over time and the impact of change on ecosystems
- investigating a current local planning issue (for example, redevelopment of a site, protection of a unique species), exploring why people have different views on the issue, and developing a class response to it

### **Discussion/Inquiry Questions**

- Discuss how protecting the plants and animals featured in the native bushland environment in *Scribbly Gum Secrets* can affect development proposals. Find out about specific examples, such as building tunnels for wombats under highways or changing building regulations—or halting construction altogether—to help protect specific creatures.

### **Activity**

- Find an example of a vulnerable or endangered creature from your local area that has been protected from a building development. Present the story as a play, a song, a picture book, a newspaper article or a blog post.

**Current example (April 2020):** *The Toondah Harbour project in Redlands City and considerations of impact to migratory shorebirds.*

- Find photographs and paintings of your local area as it was in the past. What sort of environment did it have (e.g. forest, grass plains, rainforest, desert, etc). Create a collage showing what it was like for native animals to live in your area in the past, compared to what it is like for the animals to live in the area now. Explore what has changed and why, and what effects these changes have had on the native animal population.

The impact of bushfires or floods on environments and communities, and how people can respond (ACHASSK114)

### **Elaborations**

- explaining the impacts of fire on Australian vegetation and the significance of fire damage on communities

### **Discussion/Inquiry Questions**

- Some of the flora and fauna in *Scribbly Gum Secrets* are particularly vulnerable during natural disasters, while others rely on bushfires or floods to regenerate their food sources. Identify creatures that live in your local area whose environment is particularly vulnerable to fire damage. Discuss what makes them vulnerable and how they can be protected.

### **Activity**

- Find out about a catastrophic fire event such as Black Saturday in Victoria in 2009, Ash Wednesday in South Australia in 1983, Black Friday in Victoria in 1939 or the Canberra bushfires of 2003. What effect did the bushfire have on the local native animal population? Which animals were particularly vulnerable and why? Create a poster warning about the effects of bushfires on native animals.

## All Years F-10

### Cross-Curriculum Priorities - Sustainability

Taken from: <https://australiancurriculum.edu.au/f-10-curriculum/cross-curriculum-priorities/sustainability/>

The Australian Curriculum places emphasis on Sustainability as a priority for study that connects and relates relevant aspects of content across learning areas and subjects.

Cross-curriculum learning is fundamental to:

- understanding the ways social, economic and environmental systems interact to support and maintain human life
  - appreciating and respecting the diversity of views and values that influence sustainable development
  - participating critically and acting creatively in determining more sustainable ways of living.
- Through the priority of Sustainability, students develop the knowledge, skills, values and world views necessary to contribute to more sustainable patterns of living.

#### The Sustainability Cross-Curriculum Priority

Sustainability addresses the ongoing capacity of Earth to maintain all life.

Sustainable patterns of living meet the needs of the present without compromising the ability of future generations to meet their needs. Actions to improve sustainability are individual and collective endeavours shared across local and global communities. They necessitate a renewed and balanced approach to the way humans interact with each other and the environment.

Education for sustainability develops the knowledge, skills, values and world views necessary for people to act in ways that contribute to more sustainable patterns of living. It enables individuals and communities to reflect on ways of interpreting and engaging with the world. Sustainability education is futures-oriented, focusing on protecting environments and creating a more ecologically and socially just world through informed action. Actions that support more sustainable patterns of living require consideration of environmental, social, cultural and economic systems and their interdependence.

#### Key concepts

The Sustainability priority has been developed around the three key concepts of systems, world views and futures.

The first key concept explores the interdependent and dynamic nature of systems that support all life on Earth and our collective wellbeing. The second concept enables a diversity of world views on ecosystems, values and social justice to be discussed and recognised when determining individual and community actions for sustainability.

The third concept is aimed at building capacities for thinking and acting in ways that are necessary to create a more sustainable future. The concept seeks to promote reflective thinking processes in young people and empower them to design action that will lead to more a more equitable and sustainable future. Sustainable futures result from actions designed to preserve and/or restore the quality and uniqueness of environments.

#### **General Activities: To be adapted across year levels and learning environments**

#### Creative Responses

#### Writing

- Design a postcard featuring one of your favourite creatures from *Scribbly Gum Secrets* and their habitat. Write a message on the back of the postcard to one of your friends or family members telling them some interesting facts about this creature.
  - Using your favourite illustration from the text, write a rich description of what is happening on the page. Read this to a partner and ask them to identify which illustration you have chosen.
- Write or illustrate a poem about your favourite plants or animal in *Scribbly Gum Secrets*. Combine the poems to create a class book of poems about the plants and animals that live in the Australian bush. Select an appropriate title for your book/collection.
- Find other books by author Dannika Patterson or illustrator Megan Forward in your school library. Write a book review of the book you have chosen, and present it to the class, explaining why others should read the book.

### Visual Arts

- Discuss how the illustrator has used the following on each page: • Colour • Line • Positioning/Layout • Framing Angle • Gaze Create a new front cover for the book using a different illustration style.
- Make a list of the best-known native Australian animals featured in *Scribbly Gum Secrets*. Make a wall map of Australia showing where these animals live and what their conservation status is.
- Megan Forward has used collage in key places (as well as watercolour and charcoal pencil) in her illustrations *Scribbly Gum Secrets*. Megan collected real materials from the Australian bush like berries, leaves and pieces of fallen paperbark – even wings of a dead butterfly she found on the forest floor! – to use in the collage elements of this book. Go for a walk around your neighbourhood or school grounds and collect natural elements. Select one of your favourite animals or plants from this book and create a portrait of it and its environment using one or more of the following media as well as the natural collage elements you have collected: paint, texta, pencil, watercolour, charcoal, crayon.
- In small groups (or individually), create a diorama in a cardboard box to show the habitat or landscape. Try to incorporate materials from the natural environment into your display. Use the illustrations in the book as a guide for which colours and materials to use.
- Use a scratchboard so children can make their own scribbles like the ones in the trees featured in the book
- Search in the garden for leaves, paint them and print them on to paper to make leaf prints
- Use condis crystals, lemon juice and a stick from the garden to create tree trunks with secret scribbles. Discuss the reaction of the condis crystals with the lemon juice and the change that happens over time (invisible – visible markings), as the mixture dries on the paper.

### Performing Arts

- Copy out all the verbs used to tell the story. Choose one randomly to act out for the class. See if they can guess which one you are doing!
- Choose a section of the book to read aloud. Think about how you can use your voice and body to bring the story to life for listeners. For example, facial expression, pausing, changing your pace and volume, posture and actions/gestures.
- Create a soundscape for the book using either recorded sounds found online, or sounds that you create yourself. Choose sounds that capture the mood of the story.

### The Five Senses

- Look at the scribbly text hidden in the trees in the illustration of *Scribbly Gum Secrets* and also read Dannika Patterson's text. Are all five senses mentioned in this story, in some way? Can you make a list of every reference to a sense that appears in this book...in either words or images?
- In pairs, take turns describing something in the Australian bush using only one sense. Then try describing the same thing using all five senses. Which gives a clearer image of the thing you are trying to describe?
- Students choose a favourite flora, fauna or character in *Scribbly Gum Secrets* to write a poem about. Start this process by writing down different ideas that explore the five senses. After they have gathered different ideas, take one line to explore each of the senses and put them together to create a 5-line poem that doesn't mention the actual name of the species being written about. Read the poems aloud and see if classmates can identify the flora or fauna correctly from the poems based on the five senses.
- Ask students to find a photograph of a natural place in their neighbourhood. Write a descriptive piece about this to draw attention to one particular sense this place inspires.

### **Figurative language**

- Explore the various figurative language used within the text (Adjectives, Assonance, Alliteration, Rhythm, Rhyme, etc)

### **Numeracy**

- Look at the page with the itchy grubs crossing a post. How many itchy grubs can you count? How many children do the 'Eight blue eyes' that looked down and the 'eight legs' that raced belong to?
- Collect, count and classify. Walk outside and collect a range of natural objects. Counting the total number different things found outside, then classify/arrange them into sub groups to count - ie, sticks, leaves, flowers, bark, fruit/seed pods/nuts.
  - What shapes can you identify in the illustrations?
  - Do you notice any natural patterns occurring within the illustrations?
  - Discuss positional language found in the book. "looked down/up"; scribbles on, bats high, itchy grubs low; in/out; through; over etc

### **Patterns**

- Search for any patterns throughout this book. Discuss the different patterns in the language, illustrations and themes.

### **Environmental awareness**

- Discuss the themes, illustrations and language in the book. Will this story be relevant in ten years time? How would this text change, if at all?
- How does literature make us think differently? Why do we need stories like this?

### Look Closer – Search and Find

• Inside the hardcover version of the book, *Scribbly Gum Secrets*, are endpapers. Discuss what end papers are and what different designs or information they can hold. In *Scribbly Gum Secrets*, the endpapers are an added interactive element – they invite children to search and find the different objects from nature that appear on the end papers, within the illustrations in the book. For those referencing a paperback copy of the book (without endpapers), a reference photograph is below to engage children in this search and find activity.



### Further Reading

#### Books

- Patterson, Dannika and Forward, Megan, *Jacaranda Magic*: Ford Street Publishing, 2018
- Patterson, Dannika and Bates, Kian: *SeaSpray17: Ocean Photography & Haiku Poetry*, 2019
- Forward, Megan, *A Patch From Scratch*: Penguin Random House, 2017
- Brooke, Cori and Forward, Megan, *All I Want For Christmas Is Rain*: New Frontier Publishing, 2017
- Patterson, Dannika and Brockwell, Niki, *My Tribe*: Library For All, 2019
- Macinnis, Peter, *Australian Backyard Explorer*. Canberra: NLA Publishing, 2009
- McCartney, Tania, *Australia Illustrated*. Sydney: EK Books, 2018
- McCartney, Tania, *Fauna*: NLA Publishing, 2019
- Newton, Gina, *Amazing Animals of Australia's National Parks*. Canberra: NLA Publishing, 2016

#### Websites



- <https://indigiscapes.redland.qld.gov.au/>
- <https://australianmuseum.net.au/learn/animals/insects/scribbly-gum-moth/>
- [natgeokids.com/au](http://natgeokids.com/au)
- [nationalgeographic.com.au/tv/wild-australia](http://nationalgeographic.com.au/tv/wild-australia)

### **SAMPLE YEAR LEVEL PLAN: Scribbly Gum Secrets Learning Plan: Year 1**

Plan prepared by Jacki Clark (TL @ Manly State School QLD)

<b>Learning Areas: English, Science and HASS</b>	<b>Year Level: 1</b>
<b>Focus Text: Scribbly Gum Secrets</b>	
<b>Learning Plan</b>	
<b>Achievement Standards</b>	<b>Ideas</b>
<p><b>English:</b> Understand that the purposes texts serve shape their structure in predictable ways (ACELA1447).</p>	<ul style="list-style-type: none"> <li>• Look at the pictures in <i>Scribbly Gums</i>. What type of book do you think it is? Could it be a recount or a procedure?</li> <li>• Take a book talk: <ul style="list-style-type: none"> <li>➤ Look at the front cover of the book. What can you see on the front cover? What do you think this book will be about? What do you see that makes you say that?</li> <li>➤ Look at the Endpapers. What can you see?</li> <li>➤ Where do you think the story is set?</li> <li>➤ Read the title and the blurb. What do you think will happen?</li> <li>➤ In a narrative, there is always a beginning, middle and end. There's always a problem and a resolution.</li> <li>➤ What do you think each of these might be?</li> </ul> </li> </ul>
Recognise that different types of punctuation, including full stops, question marks and exclamation marks, signal sentences that make statements, ask questions, express emotion or give commands (ACELA1449).	<ul style="list-style-type: none"> <li>• Look through the text in <i>Scribbly Gum Secrets</i>.</li> <li>• Discuss speech marks [p. 3], commas and full-stops [p. 6], question mark [p. 10] and exclamation mark [p. 13].</li> <li>• Discuss the difference between statements and questions, write some examples.</li> </ul>
Discuss how authors create characters using language and images (ACELT1581).	<ul style="list-style-type: none"> <li>• How do the characters from <i>Scribbly Gum Secrets</i> come "alive"? Talk about how the author has created the characters by using words. Do they remind you of anyone you know? What is it about those characters that remind of you that person?</li> </ul>
Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences (ACELT1582).	<ul style="list-style-type: none"> <li>• After reading the story, <i>Scribbly Gum Secrets</i>, discuss with students when they have been on a walk. What things have you seen? Have you discovered anything new while on your walk? What senses do you use when going for a bushwalk?</li> </ul>
Express preferences for specific texts and authors and listen to the opinions of others (ACELT1583).	<ul style="list-style-type: none"> <li>• Discuss other books written and illustrated by Dannika Patterson and Megan Forward.</li> <li>• Review <i>Snugglepup and Cuddlepie</i> and look at the Scribbly Gums then compare and contrast to <i>Scribbly Gum Secrets</i>.</li> </ul>

Discuss features of plot, character and setting in different types of literature and explore some features of characters in different texts (ACELT1584)	<ul style="list-style-type: none"> <li>• After reading the story, revisit the structure of a narrative. What happened in the beginning, middle and end? What was the problem? How was it solved?</li> <li>• Compare to other narratives read.</li> </ul>
Recreate texts imaginatively using drawing, writing, performance and digital forms of communication (ACELT1586).	<ul style="list-style-type: none"> <li>• Looking at illustrations in the story, <i>Scribbly Gum Secrets</i>, collaboratively write character descriptions for some of the characters.</li> <li>• After describing the characters, recreate student's own interpretation of those characters.</li> </ul>
Innovate on familiar texts by using similar characters, repetitive patterns or vocabulary (ACELT1832).	<ul style="list-style-type: none"> <li>• Read '<i>Walking Through the Jungle</i>' and innovate on text using characters and settings from <i>Scribbly Gum Secrets</i>.</li> </ul>
Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation and appropriate multimodal elements, for example illustrations and diagrams (ACELY1661).	<ul style="list-style-type: none"> <li>• Think of an animal you have seen while out walking. Write a short story about this animal. Consider capital letters, full stops, commas and question marks.</li> </ul>
<b>Science</b> Living things live in different places where their needs are met (ACSSU211).	<ul style="list-style-type: none"> <li>• Compare different habitats in the area, eg. The bay and the backyard. Discuss different living things in these places. What will happen if these habitats change?</li> <li>• Create a life cycle on an animal in the local area. Then ask, what will happen if that living thing doesn't have anything left to survive?</li> </ul>
<b>HASS</b> Reflect on learning to propose how to care for places and sites that are important or significant (ACHASSI026)	<ul style="list-style-type: none"> <li>• Look around your local area and discuss what is significant in that area, eg. Moreton Bay, bushland reserves, etc. Brainstorm ideas: <ul style="list-style-type: none"> <li>➤ Why this area should be cared for and what we can do to look after it?</li> <li>➤ What might this area look like in the future if these places change?</li> <li>➤ What can we do improve this place for the future.</li> </ul> </li> </ul>
<b>MATHS</b> Give and follow directions to familiar locations ( <a href="#">ACMMG023</a> ).	<ul style="list-style-type: none"> <li>• Look at the map on pages 8-9. Write instructions how the family got to the bush from their home.</li> <li>• With a partner, describe how you got from your place to the nearest park.</li> </ul>
<b>Visual Arts</b> Explore ideas, experiences, observations and imagination to create visual artworks and design, including considering ideas in artworks by Aboriginal and Torres Strait Islander artists (ACAVAM106).	<ul style="list-style-type: none"> <li>• Observe and record shapes, colours and textures of objects in students nearby area.</li> <li>• Consider viewpoints – discuss colours used in book. Why do you think those colours were chosen?</li> <li>• Investigate colours and styles of artwork used by other cultures, for example Aboriginal and Torres Strait Islander peoples, and recreate a scene from the story using colours and styles used.</li> </ul>
Use and experiment with different materials, techniques and technologies and processes to make artworks (ACAVAM107).	<ul style="list-style-type: none"> <li>• Explore a range of materials (natural and man-made) and technologies and create a <i>Scribbly Gum</i> tree.</li> </ul>
Create and display artworks to communicate ideas to an audience (ACAVAM108).	<ul style="list-style-type: none"> <li>• After above activity, share ideas with classmates about choices they made.</li> </ul>

	<ul style="list-style-type: none"> <li>• Make a decision about how to display their artwork to share their ideas, eg. Office foyer, school art gallery.</li> <li>• Consider viewpoints – discuss artwork used by Megan Forward. What figures/shapes can you see in the artwork? How has the artists treated figures/shapes to convey their ideas?</li> </ul>
<b>Additional Ideas:</b>	<ul style="list-style-type: none"> <li>• <b>Handwriting</b> – practice handwriting using the similar shapes to that used by the Scribbly Gum Moths in <i>Scribbly Gum Secrets</i>.</li> </ul>

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