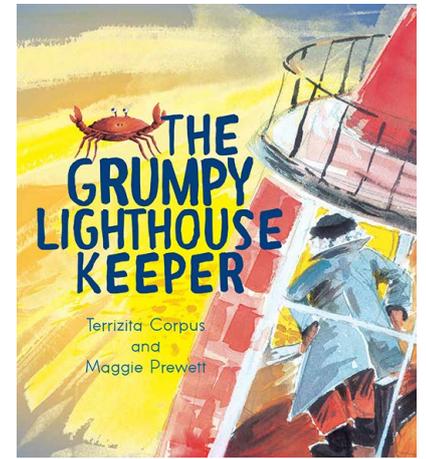


# Magabala Books • Teacher Notes

## The Grumpy Lighthouse Keeper

Written by Terrizita Corpus

Illustrated by Maggie Prewett



Teacher Notes prepared by Christina Wheeler

### OVERVIEW

On a dark and stormy night, the lighthouse keeper leaves the warmth of his home to ensure the lighthouse lamp is still lit. Meanwhile, some creatures of the sea seek refuge from the storm in the lighthouse keeper's bed. Coming home cold and wet to find a crab, turtle, jellyfish, octopus and bluebone fish in his bed, *The Grumpy Lighthouse Keeper* orders them out only to find that now, his bed is wet and slimy.

### THEMES

- Friendship
- Storms
- Lighthouses and Lighthouse Keepers
- Moods and emotions
- Poetic devices

### AUDIENCE AND WRITING STYLE

Expressive illustrations combined with poetic devices such as alliteration and onomatopoeia and a simple, fun storyline create an accessible and engaging text for younger readers.

### LINKS TO THE AUSTRALIAN CURRICULUM

This book and the classroom activities provided are primarily relevant to **English at year levels F-2**. The appendix highlights relevant content descriptions, cross-curriculum priorities and general capabilities.



### ABOUT THE AUTHOR AND ILLUSTRATOR

**Terrizita Corpus** is a Yawuru and Nyul Nyul woman from the Kimberly region of Western Australia. She holds a Diploma in Early Childhood and works in the area of early childhood health and literacy.

**Maggie Prewett** is descended from the Ngarluma people of the Pilbara region of Western Australia. Maggie lives in Broome and her art is in collections throughout Australia.



## CLASSROOM IDEAS

- Before reading, examine the front cover. What is a lighthouse? What is a lighthouse keeper? Why might the lighthouse keeper be grumpy?
- Look carefully at the end covers of the book. What creatures are these?
- Play a memory game using sea creatures. Put plastic toys or images of sea creatures on a tray. Give students thirty seconds to view the tray, then cover with a cloth. See how many creatures students can recall. Remove a creature or two. Can students tell which creature/s have been removed?
- The dedication page explains the history of the lighthouse in Broome. Use images and information from the internet to further explore this lighthouse at Gantheaume Point. Alternatively, investigate the history of a lighthouse local to your area. Discuss why lighthouses are important and the changes in their technology over the years.
- Scan the illustration from the first page opening that shows the storm at sea. Use this to stimulate discussion about storms. Write a recount of a storm. Illustrate this recount.
- On each page, words with onomatopoeia are written in a larger, coloured font. Focus on these words, discussing why the author has chosen these words. How do they contribute to the story? What other words might have been appropriate?
- Alliteration is used throughout the text. Focus on this device as the text is read aloud. Have students identify examples of alliteration as they further explore *The Grumpy Lighthouse Keeper*.
- Look carefully at the illustrations of each sea creature. Brainstorm ideas and words to describe each creature. Discuss the expressions on the creatures' faces.
- How do the sea creatures feel throughout the text? Use examples of illustrations and vocabulary from the text to help describe their emotions.
- Why is the lighthouse keeper grumpy? Does he have a right to feel grumpy? Discuss.
- How important is friendship to the sea creatures? When you feel scared, how do your friends and family help you?
- Compare *The Grumpy Lighthouse Keeper* with other stories such as *The Bad-Tempered Ladybird* by Eric Carle.
- Jumble the sequence of events from *The Grumpy Lighthouse Keeper*. In partners or small groups, have students re-order these events.
- Brainstorm other sea creatures that could have also gone to the lighthouse keeper's bed. What might their name be? How would they move? Write and illustrate your own page for *The Grumpy Lighthouse Keeper* using these ideas.
- Create a display in your classroom of sea creatures that the students have made.
- In groups of 6, act out the story of *The Grumpy Lighthouse Keeper*
- Write a poem about one of the sea creatures in the book.
- Complete an information report on a sea creature of your choice. This could be presented as a brochure, poster or Power Point. Use a graphic organiser to help plan the information report with headings such as diet, habitat, appearance, life cycle etc.



## APPENDIX - LINKS TO THE AUSTRALIAN CURRICULUM F-10 (VERSION 8.1)

Year	English
<b>Foundation</b>	<p>Understand that language can be used to explore ways of expressing needs, likes and dislikes (ACELA1429)</p> <p>Explore the different contribution of words and images to meaning in stories and informative texts (ACELA1786)</p> <p>Recognise and generate rhyming words, <b>alliteration</b> patterns, syllables and sounds (phonemes) in spoken words (ACELA1439)</p> <p>Share feelings and thoughts about the events and characters in texts (ACELT1783)</p> <p>Identify some features of texts including events and characters and retell events from a <b>text</b> (ACELT1578)</p> <p>Retell familiar literary texts through performance, use of illustrations and images (ACELT1580)</p> <p>Use comprehension strategies to understand and discuss texts listened to, viewed or <b>read</b> independently (ACELY1650)</p>
<b>Year 1</b>	<p>Explore different ways of expressing emotions, including verbal, visual, <b>body language</b> and facial expressions (ACELA1787)</p> <p>Understand patterns of <b>repetition</b> and contrast in simple texts (ACELA1448)</p> <p>Discuss how authors <b>create</b> characters using language and images (ACELT1581)</p> <p>Recreate texts imaginatively using drawing, writing, performance and digital forms of communication (ACELT1586)</p> <p>Innovate on familiar texts by using similar characters, repetitive patterns or vocabulary (ACELT1832)</p> <p>Respond to texts drawn from a range of cultures and experiences (ACELY1655)</p>
<b>Year 2</b>	<p>Understand that different <b>types of texts</b> have identifiable <b>text</b> structures and <b>language features</b> that help the <b>text</b> serve its purpose (ACELA1463)</p> <p>Understand how texts are made cohesive through <b>language features</b>, including <b>word</b> associations, synonyms, and antonyms (ACELA1464)</p> <p>Identify visual representations of characters' actions, reactions, speech and thought processes in narratives, and consider how these images add to or contradict or multiply the meaning of accompanying words (ACELA1469)</p> <p>Discuss the characters and settings of different texts and explore how language is used to present these features in different ways (ACELT1591)</p> <p><b>Create</b> events and characters using different media that develop key events and characters from literary texts (ACELT1593)</p> <p>Innovate on familiar texts by experimenting with character, setting or plot (ACELT1833)</p> <p>Use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of <b>context</b>, language and <b>visual features</b> and print and <b>multimodal text</b> structures (ACELY1670)</p>
<p><b>Cross curriculum priorities</b> Aboriginal and Torres Strait Islander histories and cultures, Sustainability</p>	
<p><b>General capabilities</b> Literacy, Personal and social capability</p>	

