



Magabala
Books 

Teacher Notes

Look and See

written by Shane Morgan

illustrated by Shane Morgan

Teacher Notes prepared by Christina Wheeler

OVERVIEW

This little gem of a book captures the shenanigans of some very cheeky Australian animals. From a kangaroo that hops free, to a dingo that howls with might, this rhythmical yet humble tale takes a different look at some quintessential Australian animals. Filled with gentle humour that youngsters will enjoy, and complemented with bold illustrations, *Look and See* will be one of those books that parents and children will read again and again.

- Simple yet robust illustrations.
- Universal and beautiful story for all ages and cultures.
- Well-suited to the Australian Curriculum for early primary students.

ABOUT THE AUTHOR & ILLUSTRATOR

Shane Morgan is a descendant of the Yorta Yorta peoples of Victoria. Shane lives in Shepparton and is currently working for Rumbalara Health Service, Mooroopna, Victoria.

THEMES

Australian Animals

- The text includes many Australian animals including dingoes, kangaroos, emus and lizards.

Poetry

- Rhythm and rhyme underpin the text.

WRITING STYLE

Look and See is targeted at an early childhood audience. Its beautiful illustrations combine seamlessly with the verse to create a simple yet fun text that incorporates elements of poetry such a rhythm and rhyme as well as simple sentence structures. It offers a versatile way in which to teach grammar and punctuation. Young readers will read *Look and See* again and again.

LINKS TO THE AUSTRALIAN CURRICULUM

These notes have been written in context with the Australian Curriculum. The appendix highlights a selection of relevant cross-curriculum priorities, general capabilities and content descriptors across a range of year levels that the following activities address.

CULTURAL NOTES

An effective way to include Aboriginal & Torres Strait Islander information is to regionalise it within your curriculum. Educating your students about their own local history, bringing to life the Indigenous past of your region and using local Aboriginal and Torres Strait Islander languages (wherever possible) within the school and classroom context is a wonderful way to start.

In addition, consider the following ways in which to incorporate indigenous perspectives into the teaching of this resource:

- Use the following website to investigate the connection between indigenous people and Australian animals. <http://coolaustralia.org/take-action/indigenous-connections/>
- Explore indigenous legends about Australian animals at the following website. <http://www.sacred-texts.com/aus/mla/>

CLASSROOM IDEAS

- Before reading, examine the cover carefully. What animals do you recognise from the cover? What do you know about them? Share your thoughts with a friend.
- After reading the first verse about the lizard, discuss rhyme. Practise with some simple examples. Give students the first part of each subsequent animal's verse, asking them to suggest some possible rhyming words. Predict what might happen in the second part of each verse. (For example, 'look at the emu running so fast...' – what words rhyme with 'fast' and how might the verse end?)
- Discuss the illustrations and the way in which they contribute to each scene. How do they tell us more than the words alone? Why is it important that the audience 'reads the pictures' as well as the words?
- Which is your favourite animal from *Look and See*? Explain to a friend what you like about that animal. Visit the library and borrow a non-fiction book about that animal to find out more about it. You may also find information online. Have a class sharing session where students speak about that animal for a minute or two.
- Recreate some of the artwork in *Look and See* and use as a classroom display.
- In small groups, perform this poem to your class. Use actions to show what's happening in the text.
- Use the text to explore parts of sentences as well as the use of capital letters, commas and full stops.
- Using other native Australian animals, create your own verses to add to *Look and See*. Illustrate these new verses.
- If using iPads, use an app such as *Explain Everything* to retell this story in your own words.
- Write a prose version of *Look and See*.

- Read picture books and Aboriginal myths about Australian animals that have been written by indigenous authors such as Bronwyn Bancroft and Ambelin Kwaymullina.
- Use the vocabulary in *Look and See* to examine syllables and sounds in spoken texts.
- Retell this story in your own words. Add in some extra verses if you wish.
- Write simple sentences to explain what is happening on each page opening.

Appendix – Links to the Australian Curriculum

Year Level	English - Language	English - Literature	English - Literacy
Foundation	<ul style="list-style-type: none"> • Understand that punctuation is a feature of written text different from letters; recognise how capital letters are used for names, and that capital letters and full stops signal the beginning and end of sentences (ACELA1432) • Explore the different contribution of words and images to meaning in stories and informative texts (ACELA1786) • Recognise rhymes, syllables and sounds (phonemes) in spoken words (ACELA1439) 	<ul style="list-style-type: none"> • Identify some features of texts including events and characters and retell events from a text (ACELT1578) • Recognise some different types of literary texts and identify some characteristic features of literary texts, for example beginnings and endings of traditional texts and rhyme in poetry (ACELT1785) • Replicate the rhythms and sound patterns in stories, rhymes, songs and poems from a range of cultures (ACELT1579) 	<ul style="list-style-type: none"> • Deliver short oral presentations to peers (ACELY1647)
Yr 1	<ul style="list-style-type: none"> • Identify the parts of a simple sentence that represent 'What's happening?', 'What state is being described?', 'Who or what is involved?' and the surrounding circumstances (ACELA1451) • Explore differences in words that represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs) (ACELA1452) 	<ul style="list-style-type: none"> • Listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme (ACELT1585) • Recreate texts imaginatively using drawing, writing, performance and digital forms of communication (ACELT1586) 	<ul style="list-style-type: none"> • Respond to texts drawn from a range of cultures and experiences (ACELY1655) • Read supportive texts using developing phrasing, fluency, contextual, semantic, grammatical and phonic knowledge and emerging text processing strategies, for example prediction, monitoring meaning and rereading (ACELY1659)