



Title: Hugo's Runaway Legs

Author: Alys Jackson

Illustrator: Leigh Brown

Publisher: Larrikin House

Target Age Group: 3-8 years

Key Curriculum Areas: English, The Arts, Technologies, Health & Physical Education, Science.

SYNOPSIS

Hugo Holt's legs have run away and jumped on the bus! Hugo can't do without them. How on earth will he catch his runaway legs?

What would you do if your legs quit on you?

THEMES

Movement, being active, animals, problem-solving, rhyme & humour.

ABOUT THE AUTHOR

Alys Jackson wasn't always a writer. After studying biology, she took off on a trip that lasted 12 years. She has been chased by an elephant, swum with piranhas and once fell out of a bunk bed.

In 2000, she arrived in Adelaide with a suitcase full of notes and has been writing ever since. When not writing, she can be found tending 7 chickens, 3 bee hives and a cat called Leo. She hopes that you enjoy her books as much as she loved writing them.



ABOUT THE ILLUSTRATOR

Leigh Brown has been drawing for as long as she remembers. From multimedia, chapter books and educational illustration, the path has been varied and fascinating. Finally pitching up at children's picture books where she is very happily settled. Ever curious and interested, she is always waiting to meet a new group of characters who need her help to tell their story.



ACTIVITIES

BEFORE READING

Questions to ask:

1. What do you think this story might be about?
2. Can you point out the following features of the book?
(Spine, title, illustration, front page, back page, blurb, end papers).

DURING READING

Recognising rhyming words - Ask students to croak like a toad and put up their hand when they notice the rhyming words on a selected page. (ACELA1439) (ACELT1585)

Recognising alliteration - Ask students to neigh like a horse and put up their hand when they notice any alliteration used in the story. (ACELA1439) (ACELT1585)

Clap the rhythm - On a selected page, students clap their hands along to the beat of the words. (ACELT1585)

Questions to ask:

1. What do you think will happen next?
2. What do you notice about Hugo's legs?
3. Why do you think Hugo's legs have run away?
4. Who else is on the bus?
5. How many different animals can you see in the story?
6. Have your legs ever quit on you?
7. Can you make any connections to the story so far?
(ACELT1575) (ACELY1646) (ACELT1582) (ACPPS020) (ACPPS004)

AFTER READING

Questions to ask:

1. What did you enjoy most about the story?
2. What was your favourite animal, why?
3. Link to community - Organise an active session with a local sports person, gym or dance instructor.
(ACELY1646) (ACELT1581) (ACPPS007) (ACPMP008) (ACPMP010)



SUGGESTED ACTIVITIES:

1. Cloze passages: Choose a section of text and omit words. Students to fill in the blanks.

Curriculum Links: (ACELA1435) (ACELA1434) (ACELA1786) (ACELY1650) (ACELA1447) (ACELA1448)

2. Animal Profile: Students draw a number of the animals in the story and write the name of the animal underneath each picture.

Curriculum Links: (ACELT1783) (ACAMAM054) (ACAMAM056) (ACAVAM108) (ACTDEP007) (ACELA1586)

3. Word Search: Create a word search using words and animals from the text.

Curriculum links: (ACAMAM054) (ACAMAM056) (ACELY1663) (ACELA1586) (ACTDEP007) (ACELY1653)

4. Retell Activities:

a) Create a table with the following headings: Setting (Where?) - Characters (Who?) - Problem (What?) - 1. In the beginning - 2. Next - 3. Then - 4. Finally - 5. Solution - 6. Lastly. Ask students to write or draw the order of events in the story.

b) Write short sentences which retell the story and jumble them up. Ask students to put them in the correct order.

Curriculum Links: (ACELT1578)

5. Acrostic Poem: Students choose an animal from the story and write an acrostic poem.

Curriculum Links: (ACELY1651) (ACAMAM056)

6. Write a blurb: Explore the existing blurb on the back cover. Explain the purpose of the blurb to the students and ask them to create their own.

Curriculum Links: (ACELY1651) (ACELA1586)

7. Research task - Lovely Legs: Students research one of the animals that was explored in the story and create a poster for the classroom. Students can label the legs of the animals with words to describe them. For example: tall, fast, flat.

Curriculum Links: (ACELY1651) (ACAMAM056) (ACELT1578)

8. Making connections:

a) Students to choose an animal from the story and draw it. Then ask students to draw themselves next to the animal. Students write about the characteristics that they share with the animal.

b) **I'm Quitting!** Students write and draw about a time their own legs wanted to quit on them. Ask: What happened? What did you do? How did you feel?

Remind: Remember to use words like firstly, then, after that and finally to begin your sentences. Use capital letters and full stops where necessary.

Curriculum Links: (ACELT1575) (ACPPS003) (ACELY1663) (ACAMAM054) (ACPPS018) (ACPPS021)

9. Flip-the-flap Book: Match the animal legs with their owner and mix and match them by making a flip-the-flap book.

Curriculum Links: (ACELY1651) (ACAMAM056)

10. Exercise circuit: Set up a circuit for the students where they can move around like the animals in the story. They can hop, bound, run, jog, skip, gallop, dance etc. from one cone to another, across a gym floor, on an outside court or oval.

Curriculum Links: (ACPPS007) (ACPMP008) (ACPMP010) (ACPMP012) (ACPMP014)



FURTHER INFORMATION & RESOURCES:

Move your Legs - Pancake Manor: <https://www.youtube.com/watch?v=CNMyh5OyfGE>

You Can Do It Too - Arms and Legs Dance: <https://www.youtube.com/watch?v=AeEfBpNU9V8>

Related Titles:

The Land Belongs to Me written by Alys Jackson, illustrated by Shane McGrath – Big Sky Publishing, 2019.

How Many Legs? written by Kes Gray, illustrated by Jim Field - Hachette UK, 2015.

Alys Jackson Website: <http://alysjackson.com/>

Leigh Brown Website: <http://leighmb.weebly.com>



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