



## Fact and Fiction

Environmental Education Activities based on Fact and Fiction Books

LandLearn  
Department of Primary Industries

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LandLearn

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## A Sustainability Education program of the Department of Primary Industries.

This booklet was compiled by Sarah Cody (Primary School teacher, 1999) of LandLearn and updated by the LandLearn team (2008).

### LandLearn aims to:

- Engage students in active, experiential learning which can include on-going participation in community environmental management projects
- Encourage and support the incorporation of studies about sustainable agriculture and natural resources management into schools' curricula
- Provide support for teachers and school communities through professional development, current learning and teaching resources and student activities that make learning fun
- Promote partnerships between schools and community groups, such as Landcare, and between urban and rural school communities.

### Key messages

Caring for our land and its resources is a shared responsibility. Learning and action now is an investment in a future with:

- A sustainable environment
- Quality food and natural fibres produced by farmers using responsible practices
- Viable rural and regional communities
- Challenging, valued and purposeful careers and employment in agriculture-based industries.

### Support for schools

Visit the LandLearn website: [www.landlearn.net.au](http://www.landlearn.net.au)

As a provider of curriculum resources and support, LandLearn works in the context of a holistic, integrated approach to environment education. Schools can adapt the learning activities and teaching resources to suit their particular curriculum structure, pedagogical approach and learning themes. Sustainability and the environment, including sustainable agriculture as the source of food and natural fibre, can provide an integrating framework for the implementation of the Victorian Essential Learning Standards.

Principals, Curriculum and Professional Development Coordinators and teachers are invited to contact LandLearn to discuss the support LandLearn offers to schools, including professional development and fieldwork. Themes we can assist with include sustainable agriculture as the source of food and natural fibre, school gardens (especially edible ones) as learning environments, landcare, natural resource management, biodiversity in a range of landscapes, all underpinned by the principles of sustainability education.

LandLearn teaching and learning resources aim to support transformative learning that will empower students to take responsibility for their actions and for behaviour change to contribute to a sustainable future. The resources include activities to encourage students as individuals, and whole school communities to participate in local community action and projects to support relevant local and regional management plans.

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# Table of Contents

	Page
<b><i>Introduction</i></b>	4
<b><i>Victorian Essential Learning Standards Curriculum Connections</i></b>	6
<b><i>Fiction books:</i></b>	
Animals on the farm	8
Drought	9
Green Air	10
Here comes the rain	11
Mahogany the Mystery Glider	12
Mrs Wilkinson's chooks	13
My Farm	14
One Less Fish	15
The Adventures of Ernie Wiggles: Earthworm Extraordinaire	16
The Rabbits	17
The Story of Rosy Dock	18
Window	19
<b><i>Non-Fiction books:</i></b>	
A Sheepdog	20
Burning Stubble	21
Clover Hay	22
Farms	23
Shearing Time	24

## Introduction

This resource is designed to encourage and support teachers with literacy activities that link to environmental education. The activities link in with a number of environment-related topics including school gardens, healthy eating, indigenous culture, farming, climate and changes in the landscape.

Each book in this resource is summarised and identifies age suitability and key concepts. Following this is a summary of potential activities and key questions specific to each book.

Environmental education in the literacy block can have a range of positive outcomes. It is one way to achieve VELS English outcomes in an integrated, environment-focussed unit. See the curriculum connections pages that follow.

### General literacy activities

Aside from the specific activities provided with each book, the books can also be considered using key concepts or critical literacy. Some suggestions for each are summarised below.

### Key concepts

Key (or 'rich') concepts are themes or values that appear in books. You may read a book with the class more than once and consider a different key concept each time. The 'key concepts' section in each activity suggests specific concepts for the class to explore.

#### *General key concept examples*

Adaptation	Environment	Happiness
Cause and effect	Ethics	Identity
Choice	Evidence	Responsibility
Culture	Food	Sustainability

### ***How to use key concepts with your class***

Consider a key concept and then think laterally about potential questions that relate to the book and that specific key concept.

#### *Example 1. Adaptation*

What were examples of adaptation in this book?

Which characters adapted most? Which adapted least? And why do you think this is so?

When have you had to adapt?

What are examples of adaptation in our environment?

#### *Example 2. Cause and effect*

What things happened in this book? What were there causes? What were the impacts of these events?

What things do you do in life that has an effect? Is there anything you do that doesn't have an effect?

#### *Example 3. Environment*

What was the environment like in this story? How did the characters rely on the environment? How did they impact on the environment? How did the environment impact them? How do you rely on your environment? What do you like about the environment?

#### *Example 4. Evidence*

How was evidence important in this story? Where were the instances of lack of evidence? Are you ever asked for evidence in the things you do? When do you hear evidence? Eg. Media.

#### *Example 5. Food*

What did people eat in this story? Where did they get their food from? What role/s did food play in their lives? Where do you get your food from? How and where does it grow?

#### *Example 5. Sustainability*

What is sustainability? What was happening in this book that seemed unsustainable? How did this show? What things do you do that are sustainable?

### **Critical Literacy**

Lower Primary - students could investigate or discuss:

- An alternative ending to the book;
- Try to predict what the story might be about from the title and the cover of the book;
- What the pictures tell the reader about the story;
- How did the story make the reader feel? Why?

Middle Primary – students could investigate:

- How the language of the book encourages the reader to think or feel a certain way;
- Which perspective is the story told from? How would the story change if it was told from the perspective of another character?
- Are there any hidden meanings of messages in the illustrations in the book? What do they mean and how can you tell?

Upper Primary - students could investigate:

- Our assumptions that nature/the environment must be protected against development;
- The significance of the natural environment in sustainable futures;
- The right of indigenous people to maintain their culture;
- Any assumptions, stereotypes, attitudes or beliefs being portrayed in the books you have read.



## Victorian Essential Learning Standards Curriculum Connections

Use of the learning and teaching activities in **Fact & Fiction** may contribute to achievement of elements of the Standards in the English Domain for Levels 1-4. Indications of the key elements of relevant standards are provided in the tables below to assist teachers to make decisions about the appropriateness of these activities for their students. Teachers may adapt these activities contribute to achievement of the standards at other levels or domains such Interpersonal Development, Civics and Citizenship, The Arts, Humanities – Geography, Science and Communication.

<b>English Level 1</b>		
<b>Dimension Reading</b> <b>Key element of standard</b> Students:	<b>Dimension Writing</b> <b>Key element of standard</b> Students:	<b>Dimension Speaking and listening</b> <b>Key element of standard</b> Students:
<p>... match print and spoken text in their immediate environment ...</p> <p>... read aloud simple print and electronic texts that include some frequently used words and predominantly oral language structures ...</p> <p>... read from left to right with return sweep, and from top to bottom ...</p> <p>... use title, illustrations and knowledge of a text topic to predict meaning ...</p> <p>... use context and information about words, letters, combinations of letters and the sounds associated with them to make meaning, and use illustrations to extend meaning ...</p>	<p>... write personal recounts and simple texts about familiar topics to convey ideas or messages ...</p> <p>... form letters correctly, and use a range of writing implements and software ...</p>	<p>... use spoken language appropriately in a variety of classroom contexts ...</p> <p>... ask and answer simple questions for information and clarification, contribute relevant ideas during class or group discussion, and follow simple instructions ...</p> <p>... listen to and produce brief spoken texts that deal with familiar ideas and information</p>

<b>English Level 2</b>		
<b>Dimension Reading</b> <b>Key element of standard</b> Students:	<b>Dimension Writing</b> <b>Key element of standard</b> Students:	<b>Dimension Speaking and listening</b> <b>Key element of standard</b> Students:
<p>... locate directly stated information, retell ideas in sequence using vocabulary and phrases from the text, and interpret labelled diagrams ...</p> <p>... predict plausible endings for stories and infer characters' feelings ...</p> <p>... identify that texts are constructed by authors, and distinguish between texts that represent real and imaginary experience ...</p>	<p>... write short sequenced texts that include some related ideas about familiar topics ...</p> <p>... write texts that convey ideas and information to known audiences ...</p> <p>... select content, form and vocabulary depending on the purpose for writing, and describe the purpose and audience for their own and others' writing ...</p> <p>... use appropriate structures to achieve some organisation of the subject matter ...</p>	<p>... listen to and produce spoken texts that deal with familiar ideas and information ...</p> <p>... demonstrate, usually in informal situations, that they are able to speak clearly using simple utterances and basic vocabulary ...</p> <p>... organise spoken texts using simple features to signal beginnings and endings ...</p> <p>... contribute to group activities by making relevant comments and asking clarifying questions to facilitate communication ...</p> <p>... recall main ideas and information after listening to short live or recorded presentations ...</p> <p>... listen to others and respond appropriately to what has been said ...</p>

<b>English Level 3</b>		
<b>Dimension Reading</b> <b>Key element of standard</b> Students:	<b>Dimension Writing</b> <b>Key element of standard</b> Students:	<b>Dimension Speaking and listening</b> <b>Key element of standard</b> Students:
<p>... read and respond to an increasing range of imaginative and informative texts with some unfamiliar ideas and information, vocabulary and textual features ...</p> <p>... interpret the main ideas and purpose of texts ...</p> <p>... make inferences from imaginative texts about plot and setting and about characters' qualities, motives and actions ...</p> <p>... infer meaning from material presented in informative texts ...</p>	<p>... write texts containing several logically ordered paragraphs that express opinions and include ideas and information about familiar topics ...</p> <p>... write narratives which include characters, setting and plot ...</p> <p>... order information and sequence events using some detail or illustrative evidence, and they express a point of view providing some information and supporting detail ...</p> <p>... combine verbal and visual elements in the texts they produce ...</p> <p>... meet the needs of audiences by including appropriate background information ...</p>	<p>... vary their speaking and listening for a small range of contexts, purposes and audiences ...</p> <p>... listen attentively to spoken texts, including factual texts, and identify the topic, retell information accurately, ask clarifying questions, volunteer information and justify opinions ...</p>

<b>English Level 4</b>		
<b>Dimension Reading</b> <b>Key element of standard</b> Students:	<b>Dimension Writing</b> <b>Key element of standard</b> Students:	<b>Dimension Speaking and listening</b> <b>Key element of standard</b> Students:
<p>...analyse these texts and support interpretations with evidence drawn from the text ...</p> <p>... analyse imagery, characterisation, dialogue, point of view, plot and setting ...</p>	<p>... produce, in print and electronic forms, a variety of texts for different purposes using structures and features of language appropriate to the purpose, audience and context of the writing ...</p> <p>... employ a variety of strategies for writing, including note-making, using models, planning, editing and proofreading ...</p>	<p>... plan, rehearse and make presentations for different purposes</p> <p>... identify the main idea and supporting details and summarise them for others when listening to spoken texts ...</p> <p>... identify opinions offered by others, propose other relevant viewpoints and extend ideas in a constructive manner ...</p>



# Animals on the farm

Teresa O'Brien  
Koala Books, 1991

## Summary:

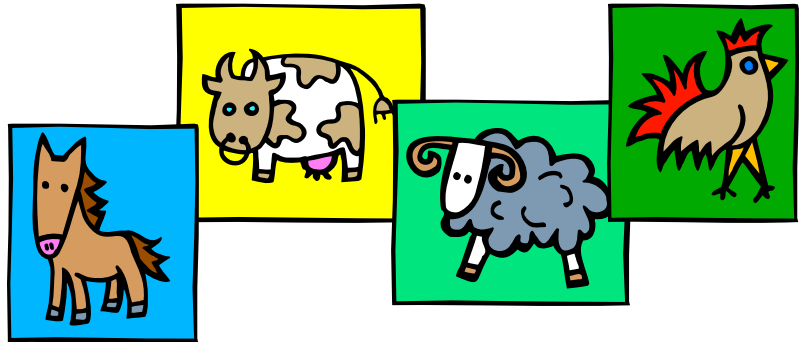
An informative question and answer flap book about farm animals.

## Suitable for:

Lower primary (prep/one)

## Key concepts

Farm Animals  
Animal Products



## Activities

- Make a fact sheet about an animal from the book. Include details such as:
  - Appearance
  - What it does
  - What it is used for.
- Brainstorm other farm animals and follow the pattern in the book to make a class 'BIG BOOK'.
- Visit a farm to observe the farm animals in their own environment. Write a class wall story about your observations.
- Use the book as a springboard for creative writing –
  - 'I am a horse. I.....'
  - 'I am a sheep. I.....'
- Make lists of other groups of animals eg. sea creatures, birds.
- Discuss and explore animals and their products.
- Watch movies about farm animals eg. "Babe", "Charlotte's Web", "Chicken Run".
- Create match-up games eg. animals and their young  
animals and their products.

## Quote:

*"Who are we, hiding behind the hedge, waiting for our hay? We are cows."*

# Drought

Tricia October  
Hodder Headline Aust Pty Ltd  
ISBN 0 7336 0877 9

## Summary:

This story explores the cycle of drought, rain and renewal, and reveals the fascinating variety of techniques bush creatures use to stay alive as they wait for the rains to come.

## Suitable for:

Upper primary

## Key concepts

Drought

Native flora/fauna

Bush habitat

Survival mechanisms of animals in drought

Pre/during/post effects of drought on land, animals, plants.



## Activities

- Take one species and explore its behaviour pre / during / post drought (including survival mechanisms).
- Explore the effects of drought on the land.
- Which areas of Victoria experience drought on a regular basis? Plot these on a map of the state. Are there any parts of Victoria experiencing drought now?
- What effect does drought have on farms and farming communities?
- Compare / contrast drought and floods. Use current articles and pictures obtained from newspapers, magazines and the internet.
- Create an acrostic using the word: DROUGHT.
- How do we manage our land during a drought?
- Measure your local rainfall for a month. How did it compare to the average rainfall for that month?

## Quote:

“All day the clouds gather. They hang low and dart as they spread across the sky. Will rain fall today? Sometimes the clouds pass by leaving the sky hot and bright again.”

# Green Air

Jill Morris  
Illustrated by Lindsay Muir  
Greater Glider Productions, 1997  
ISBN 0 947304 30 4

## Summary:

An informative and entertaining tale of Silus the platypus frog. When heavy rain swells the creek where Silus lives, he is washed out to face the dangers of the world outside the forest.

## Suitable for:

Middle to upper primary

## Key concepts

Life as a Southern Platypus Frog.  
Rainforest flora and fauna  
Ecosystems



## Activities

- Write about life in the rainforest ecosystem from the viewpoint of another species presented in the book.
- Make a class word bank of terms relating to RAINFOREST habitats, using “Green Air” and other resource books.
- Where do we find rainforest in Australia? Plot on a map.
- What species of flora and fauna are found in a rainforest?
- Construct a collage of a place where Silus might live. Use natural materials if possible.
- Investigate the life cycle of a frog. Present in picture form.
- List the ways in which Silus manages to survive the dangers he encounters outside the forest. What are the survival mechanisms used by other animals in other habitats?
- The Southern Platypus Frog disappeared in 1981. Create a wanted poster with a reward for its discovery.

# Here comes the rain

Clare Good.  
Illustrated by David Cox  
Scholastic Aust Pty Ltd, 1999

## Summary:

Everyday Grace watches the animals for signs that her grandfather told her to look for – signs that it will rain. The days become hotter and the ground begins to crack, and Grace is sure it will never rain again.

## Suitable for:

Lower and middle primary

## Key concepts

Drought  
Farms  
Farm Animals  
Weather



## Activities

- List the signs the animals give when rain is coming.
- How does the author convey the experience of drought? What descriptive words/images does she use?
- Compare/contrast life in the city/country as presented in the story.
- Explore the effects of drought on the land, plants, animals, people.
- Use other picture books and/or reference books to build a broader picture. Present using pictures and words.
- Continue the story after the rain.
- Create a newspaper report under the heading 'The day it rained'.
- Why were Grace's parents looking for a place in the city?
- When have you had to wait for something? Write about your feelings leading up to it, and how you felt when it finally happened.

# Mahogany the Mystery Glider

Jill Morris & Sharon Dye  
Greater Glider Productions, 1999  
ISBN 0 947304 42 8

## Summary:

After 106 years shrouded in mystery, the endangered Mahogany glider was rediscovered. The author has given Mahogany a character and a voice, and has used this tool to impart her extensive scientific knowledge of gliders in a gentle, poetic, non-threatening way.

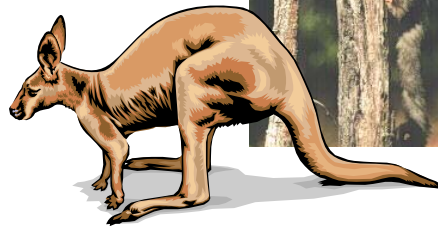
A detailed reference/story book.

## Suitable for:

Middle to upper primary

## Key concepts

Gliders  
Endangered species  
Marsupials/mammals  
Native flora/fauna  
Habitats



## Activities

- Plot, on a map of the country, the habitats and locations of the six species of gliders found in Australia. Discuss and compare your findings and give possible reasons why they have settled in those particular places.
- List other endangered species native to Australia. What is being done to protect them?
- Compile a word bank of both common and scientific names of our flora and fauna. Use these for match up activities.
- Compile a fact sheet on each species of glider found in Australia. Present in poster / display form.
- Make your own glider using the dimensions given in the book.
- List other marsupials and mammals that are native to Australia.
- Creative writing – ‘Imagine you were a species of animal ‘rediscovered’ after 106 years. How would you feel? What do you think would happen to you?’

# Mrs Wilkinson's chooks

Leone Peguero & Mike Spoor  
Random House Australia Pty Ltd  
ISBN 0 09 182902 X

## Summary:

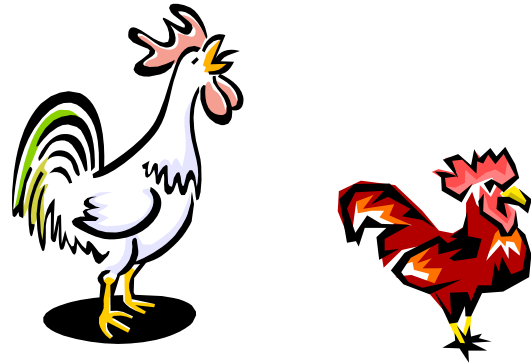
Lonely Mrs. Wilkinson decides to keep some chooks for company and soon life in the neighbourhood is turned upside down!

## Suitable for:

Low/middle primary

## Key concepts

Chickens  
Pets  
Neighbourhoods  
Loneliness  
Tolerance



## Activities

- How could Mrs Wilkinson have kept her chooks under control?
- Design and build a model of a chicken coop.
- 'From farm to supermarket' - how is food grown and processed into the products we buy from the supermarket? How are eggs packaged and sold? What products are eggs used in? Other examples: (cows – milk, cheese, butter) (wheat – bread, biscuits) (fruit – canned fruit, jam, juice).
- Read other 'chook' stories eg. "The Little Red Hen". What are the characteristics of chooks in fiction?
- Explore the differences between hens/roosters.
- Draw the chooks making mischief – how did they harass the neighbours?
- Write a new ending for the story, where the neighbours were not quite so tolerant of Mrs Wilkinson and her chooks.
- What other animals could Mrs Wilkinson expect to find on the farm?

## Quote:

"After her large brood of children had left home, and her dear husband had departed this world, Mrs Wilkinson decided to keep some chooks for the cheerful company they made and for the lovely white and brown eggs she would collect in her old straw hat..."

# My Farm

Alison Lester  
Allen & Unwin  
ISBN 1 66373 703 6

## Summary:

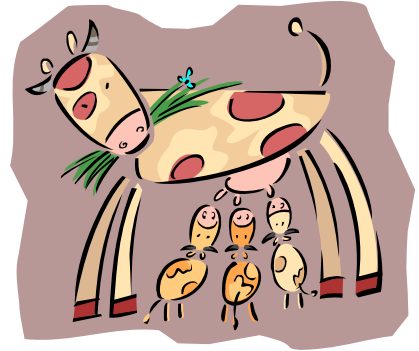
Affectionate, funny and full of adventure, 'My Farm' gives a vivid picture of a child's life on the land.

## Suitable for:

Lower/middle primary

## Key concepts

Farm life  
Seasons  
Farm animals



## Activities

- Plot timeline of events that occur in each season on a farm.
- 'A year in the Life of a Farm'. Present in picture/words.
- Creative writing – 'Life on a farm'.
- Brainstorm lists of: foods grown on farms; farm animals; chores...
- What different kinds of farms are there? How are they similar / different to the farms in your area?
- Invite farmers in the area to talk to the children about managing a farm.
- Invite children in the class to share what it's like to live on a farm.
- Organise an excursion to a farm in your area.
- Compare/contrast country and city life.

## Quote:

"We fed out hay in the cold winter months when the paddocks were bare. The cattle ran after the truck, bellowing for food."

# One Less Fish

Kim Michelle Toft and Allan Sheather  
University of Queensland Press, 1997  
ISBN 0 7022 2947 4

## Summary:

A cautionary tale of what might have happened if the Great Barrier Reef had not been protected.

## Suitable for:

All primary levels

## Key concepts

Fish/reef life

Conservation and protection of the environment

Damage to the reef ecosystem by humans.



## Activities

- Investigate the ways in which the Great Barrier Reef is being protected from further damage.
- Make a fact file on the different species of fish that inhabit the Reef.
- In what ways have humans damaged the Reef? List examples from the book.
- Name other places that are inscribed on the World Heritage List (in Australia and around the world). Compile information about a selection of these places, including why each one was nominated to be put on the list.
- Think about and answer the following question: What do you think would have happened to the Reef and other protected environments around the world if government had not made laws to prevent further development and damage? Do you foresee other habitats that may need protecting in the future?
- What are the 'hot' environmental topics in media today? Use newspapers, magazines, current affairs programs, the internet etc to aid your investigation. Present your findings in a report to the class.



# The Adventures of Ernie Wiggles: Earthworm Extraordinaire

Allan Windust  
Allscape, 1998  
ISBN 0 9586163 0 2

## Summary:

A rhyming tale of Ernie the Earthworm's misadventures in the sun.

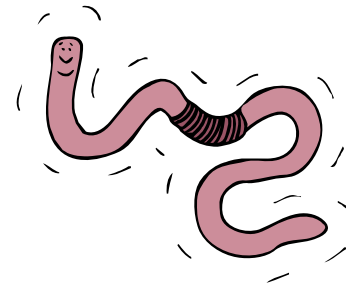
## Suitable for:

Lower primary

## Key concepts

Earthworms

## Activities



- Why do earthworms burn in the sun? How did Ernie change his behaviour so he didn't burn again?
- Present the song "Do the Ernie Wriggle" to another class, explaining the lesson Ernie learnt and the general behaviour of earthworms.
- Visit a worm farm and compile a list of facts about worms eg. what they eat, where they live, what they look like and how they move.
- Enlarge the text and use as a BIG BOOK. The children could illustrate the pages.
- Create a profile sheet on different worm species. How are they similar / different?
- How do worms contribute to the environment they live in? Why are they good for our gardens – especially the soil?
- What other creatures inhabit our soil and live in the ground? Brainstorm a list and construct fact sheets on each.
- Construct a worm farm at your school/home. Contact local experts such as your Waste Management Group or search the web for information on how to set one up.
- Create a giant Ernie from stockings and stuffing. Make sure he is in an environment where he won't burn.

# The Rabbits

John Marsden and Shaun Tan  
Thomas C. Lothian Pty Ltd, 1999  
ISBN 0 85091

## Summary:

A dark, haunting tale that uses the image of the rabbits as a metaphor for the arrival of the first European settlers in Australia. Extremely provocative and acknowledges man's ever-increasing destruction of the land.

## Suitable for:

Mature and well - informed upper primary school and above.

## Key concepts

Australian history.

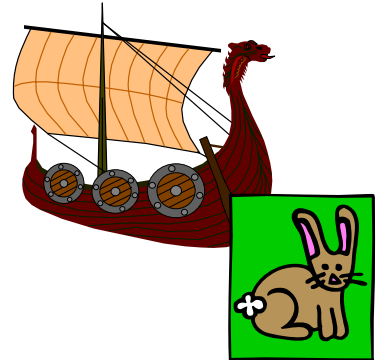
White settlement.

Aboriginal perspective on white settlement.

Introduction of pest species to Australia.

Mismanagement of the land / environmental disasters.

Injustices Aboriginals have experienced throughout history eg. stolen children.



## Activities

- Explore the arrival of the First Settlers and discuss the impact they made on the land and Aboriginal people on their arrival.
- Invite staff from Department of Primary Industries to give a talk about environmental resource management and conservation.
- Illustrate the destruction man has made to the Australian environment since 1788.
- Discuss how the Aboriginal people used and cared for the environment.
- What was the Australian environment like before settlement? Compare / contrast with the environment today.
- Rabbits are an introduced species. What effect have they had on our environment?

## Quote:

“They brought new food and they brought other animals. We liked some of the food and we liked some of the animals. But some of them made us sick, and some of the animals scared us.”

# The Story of Rosy Dock

Jeannie Baker

Random House Children's Books, 1996  
ISBN 0 09 183945 9

## Summary:

100 years ago, people from Europe settled in the timeless Australian desert and planted seeds from the other side of the world. The story of Rosy Dock is a tale about a settler and her seeds – and the effect it has on the land.

## Suitable for:

All levels: lower, middle and upper primary.

## Key concepts

Desert  
Introduced species of flora/fauna  
Pest plants and animals  
Drought/flood



## Activities

- Explore the background of our early settlers. Who were they? Where were they from?
- Identify plant and animal species introduced to Australia (ie. non-native). Where did they originally come from?
- Which introduced species have become pests and have caused damage to our environment? What measures are being taken to eradicate or control them?
- On a flow chart, illustrate the pattern of drought / flood in the desert. List native flora / fauna that inhabit the desert.
- Research other habitats in Australia. Make a collage of other habitats using natural materials.
- Make another book based on “The Story of Rosy Dock”, but substitute another introduced species eg. “The Story of Patterson’s Curse”.
- Investigate and produce posters of plants/animals native to other countries around the world.

## Quote:

“...another settler arrived. She brought seeds from the other side of the world and planted a garden. One plant she especially loved for its beautiful red seed pods...”

# Window

Jeannie Baker  
Random House Children's Books, 1992  
ISBN 0 09 918211 4

## Summary:

A picture book that deals with the increasing pace of environmental change and destruction. The story is presented through collage, looking out through a window over a period of 24 years.

## Suitable for:

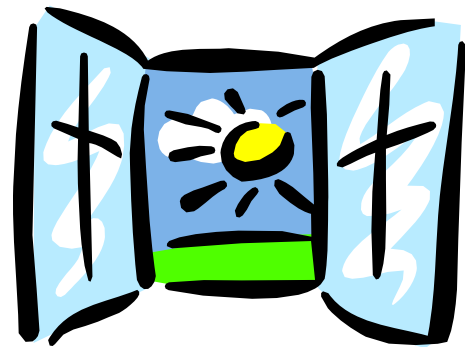
All levels: lower, middle and upper primary.

## Key concepts

Environment

Changes to the environment over time

Physical growth of town/city/ community over time



## Activities

- Create a story to go with the images in the book. Lower level primary could do this as a class – upper levels could write their own stories and present to lower grades.
- What do you believe is the main idea or point the author is trying to make?
- Identify changes made to the land in “Window”. Are these things still happening to our environment, and is the pace of change increasing, decreasing or much the same as in the past?
- Make your own collage detailing what may happen to the land in the next 24 years, outside the new window.
- Debate the advantages / disadvantages of change to our communities and the environment around us.
- Look outside your window at home. Ask a parent to describe the changes made to your area over time. (Look at photos of development in your area as well.)
- How are we caring for our environment in times of development and change? What protective measures/guidelines are in place, if any?

# A Sheepdog

Susan Jackson  
Avalon Books, 1999  
ISBN 1 876649 06 2

## Summary:

A book about the role of a sheepdog on a farm.

## Suitable for:

Lower primary

## Key concepts

Farm  
Sheepdogs  
Shearing Sheep



## Activities

- Write and illustrate “A Day in the Life of a Sheepdog”.
- Visit a farm and observe a sheepdog in action.
- Find out what breed of dog Clarry the sheepdog was.
- Collect pictures from magazines and label the different dog breeds.
- Labradors can also be trained to be ‘working’ dogs – as Guide Dogs. Explore a day in the life of a Guide Dog.
- List the ways a sheepdog can help a farmer.
- Use the word ‘sheepdog’ as a stimulus for compound word activities (eg. match-up games).
- Imagine that sheepdogs and sheep could talk. As you read the story, record what they might say to each other. Clarry will probably be doing most of the ‘talking’!
- Watch the movie “Babe”. Compare Clarry to the sheepdogs in the film.

# Burning Stubble

Susan Jackson  
Avalon Books, 1999  
ISBN 1 876649 04 6

## Summary:

The book details the process of burning stubble and why it is done.

## Suitable for:

Middle primary

## Key concepts

Stubble  
Paddocks  
Farms



## Activities

- List and illustrate the process of pre-during-post stubble burning.
- List the safety measures taken when burning stubble.
- Photocopy the pictures of the story, jumble them and have the children put them into the correct order with their own captions.
- Design and produce a poster on 'Fire Safety' – what must you do in an emergency (Stop-Drop-Roll).
- Dramatise "Burning Stubble" and add dialogue.
- Answer some 'what if the fire got out of control?' Explore the consequences.
- Is burning stubble good for the land? Explore other ways of managing or using stubble.
- List other ways in which farmers look after their land and keep it in the best condition.
- Creative writing: 'What would it be like to be a farmer?'

# Clover Hay

Susan Jackson  
Avalon Books, 1999  
ISBN 1 876649 01 1

## Summary:

The book details the process of cutting balansa clover for hay.

## Suitable for:

Middle primary

## Key concepts

Pasture  
Clover  
Hay



## Activities

- Illustrate and label each step of the hay-making process.
- What other plants are used for pasture?
- What animals will eat the hay?
- Bring some hay into the classroom and use the five senses to describe it:
  - touch
  - smell
  - what it looks like
  - what sound it makes when rubbed together
  - taste (if you dare!)
- List the machinery used in the process of cutting hay.
- Make a list of other machinery used on farms (and for what purpose).
- Make your own book using the title of another plant used for pasture. Use “Clover Hay” as your model.
- Construct a quiz using information from the text.
- Make models of machinery used to make hay. Try to make them to scale and label the parts which are used in the process.

# Farms

Susan Jackson  
Avalon Books, 1999  
ISBN 1 876649 08 9

## Summary:

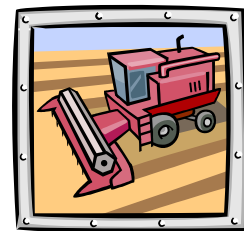
A factual, relevant and realistic book about farms written to be read to and by children.

## Suitable for:

Lower primary

## Key concepts

Farms



## Activities

- Visit a farm in your area and create a wall story about your visit. Take photos, talk to the farmers, find out what happens to the produce from the farm – eg. where does it go?
- Make a model of a farm and label its parts. Use as a stimulus for example, writing activities.
- List different types of farms and their products.
- Make a word bank of 'farm' words for use in story-writing.
- Investigate the types of machinery used on farms. Compile a fact sheet on each machine, including a picture, and order from smallest to largest as a display.
- List the various jobs that need to be done on a farm. Invite a farmer to come in to the classroom and chat with the children.



# Shearing Time

Susan Jackson  
Avalon Books 1999  
ISBN 1 876649 07 0

## Summary:

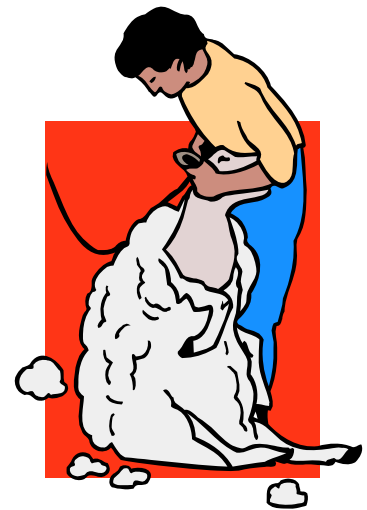
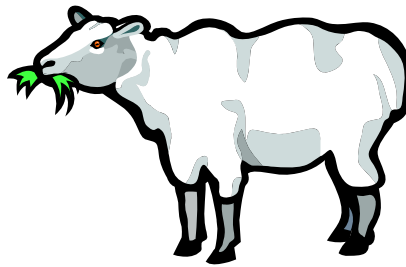
A factual relevant and realistic book about farms written to be read to and by children.

## Suitable for:

Lower primary

## Key concepts

Shearing  
Farms  
Wool



## Activities

- Make a classroom display of products made from wool.
- Write a detailed job description of a shearer.
- Learn the song “Click goes the Shears” and dramatise.
- Illustrate sheep before and after shearing.
- A shearer shears sheep – what other jobs do people have on farms?
- Investigate where the bales of wool go and what happens to them after shearing.
- Describe and illustrate the tools a shearer uses.