



## Puggle's Problem

Aleesah Darlison

### Teaching Notes based linked to the Australian Curriculum – English & Science

**Aleesah Darlison** writes picture books and novels for children. She also reviews books for The Sun Herald. Aleesah has won many awards for her writing including an Australian Society of Authors mentorship. Her stories have appeared in The School Magazine and several anthologies. Her picture book, *Puggle's Problem*, and her junior series, *Totally Twins*, was released in 2010. Aleesah's 2011 releases include the picture book, *Warambi*, the third instalment in her *Totally Twins* series and her brand new series with Walker Books called *Unicorn Riders*.

#### Teaching Notes for *Puggle's Problem*

Teachers may choose from the following teaching notes the syllabus outcome(s) appropriate for their students, to assist them to develop interest and skills in inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature.

Teaching notes are supplied for the Australian Curriculum (1), which states that “students learn how ideas and viewpoints about events, issues and characters that are expressed by authors in texts are drawn from and shaped by different historical, social and cultural contexts.” Through “responding to literature, students learn to identify personal ideas, experiences and opinions about literary texts and discuss them with others. They learn how to recognise areas of agreement and difference, and how to develop and refine their interpretations through discussion and argument.”

Students participating in a Literature Live author visit or virtual visit have the opportunity to listen to Aleesah Darlison talk about the inspiration for, and characters in *Puggle's Problem*, to ask her questions and to listen to students from their school and other schools as they discuss the narrative.

Australian Curriculum - English			
Kindergarten - Language	Year 1 - Language	Year 2 - Language	Suggested Activities
<p><i>Text structure and organisation</i> 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</p>	<p><i>Text structure and organisation</i> 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</p>	<p><i>Text structure and organisation</i> Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose</p>	<p>For Early Stage 1 students, teachers might:</p> <ul style="list-style-type: none"> <li>. read the story <i>Puggles' Problem</i> to them</li> <li>. where students are capable have them read <i>Puggles' Problem</i></li> </ul>
<p><i>Expressing and developing ideas</i> Recognise that texts are made up of words and groups of words that make meaning</p>	<p><i>Expressing and developing ideas</i> Explore differences in words that represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details like when, where and how (adverbs)</p>	<p><i>Expressing and developing ideas</i> 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</p>	<p>Students might:</p> <ul style="list-style-type: none"> <li>.interpret the illustrations in <i>Puggles' Problem</i></li> <li>.talk about <i>Puggles' Problem</i> based on its title and illustrations</li> <li>.use drawings to construct meaning from the descriptions in <i>Puggles' Problem</i></li> </ul>
Kindergarten - Literature	Year 1 - Literature	Year 2 - Literature	
<p><i>Literature and Context</i> Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences</p>	<p><i>Literature and Context</i> Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences</p>	<p><i>Literature and Context</i> Discuss how depictions of characters in print, sound and images reflect the contexts in which they were created</p>	<p>Students might</p> <ul style="list-style-type: none"> <li>. speculate on the behaviour of the characters in <i>Puggles' Problem</i></li> <li>. discuss their own behaviour in similar situations</li> </ul>
<p><i>Responding to Literature</i> Share feelings and thoughts about the events and characters in texts</p>	<p><i>Responding to Literature</i> Discuss features of plot, character and setting in different types of literature and explore some features of characters in different texts</p>	<p><i>Responding to Literature</i> Compare opinions about characters, events and settings in and between texts</p>	<ul style="list-style-type: none"> <li>. have students discuss how Pipp Puggles felt about being different to other puggles</li> <li>. have students discuss the advice given to Pipp by the animals in the story</li> <li>. ask students what advice they might give Pipp</li> <li>. using knowledge about echidnas, have students categorise facts about the skills of each of the animals in the story</li> </ul>

<p><i>Examining Literature</i> Identify some features of texts including events and characters and retell events from a text</p>		<p><i>Examining Literature</i> Discuss the characters and settings of different texts and explore how language is used to present these features in different ways</p>	<p>Students might:</p> <ul style="list-style-type: none"> <li>. participate in class/group brainstorming activities to list ideas and facts in <i>Puggie's Problem</i></li> </ul> <p>Teachers might:</p> <ul style="list-style-type: none"> <li>. discuss with the students the illustrations of the animals in the story</li> <li>. ask students if they can see Pipp's spines just starting to grow as his mum hugs him at the end of the book.</li> </ul>
<b>Kindergarten - Literacy</b>	<b>Year 1 - Literacy</b>	<b>Year 2 - Literacy</b>	
<p><i>Interacting with others</i> Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations</p>	<p><i>Interacting with others</i> Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions</p>	<p><i>Interacting with others</i> Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions</p>	<p>Students might:</p> <ul style="list-style-type: none"> <li>listen to Aleesah reading from <i>Puggie's Problem</i> during a visit/virtual visit</li> <li>. talk about <i>Puggie's Problem</i> with Aleesah</li> <li>. participate in class/group brainstorming activities to list ideas and facts following the reading of <i>Puggie's Problem</i></li> </ul>
<p><i>Interpreting, analysing, evaluating</i> Use comprehension strategies to understand and discuss texts listened to, viewed or read independently</p>	<p><i>Interpreting, analysing, evaluating</i> Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features</p>	<p><i>Interpreting, analysing, evaluating</i> Use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features and print and multimodal text structures</p>	<p>Students might:</p> <ul style="list-style-type: none"> <li>. interpret the illustrations in <i>Puggie's Problem</i></li> <li>. interpret characters and events in <i>Puggie's Problem</i> related to personal experience</li> <li>. speculate on the behaviour of Puggie in <i>Puggie's Problem</i> and then discuss their own behaviour in a similar situation</li> </ul>

### Australian Curriculum – Science

“There is strong support in schools across Australia for linking learning in science with learning literacy skills. The science tradition places a high priority on accurate communication. The Australian Curriculum: Science is supported by and in turn reinforces the learning of literacy skills. Students need to describe objects and events, interpret descriptions, read and give instructions, explain ideas to others, write reports and procedural accounts, participate in group discussions and provide expositions.”

Kindergarten	Year 1	Year 2	Suggested Activities
<b>Science Understanding - Biological sciences</b>			
Living things have basic needs, including food and water	Living things have a variety of external features	Living things grow, change and have offspring similar to themselves	Prior to Aleesah's presentation, students might investigate how echidnas grow, change and have offspring.
<b>Science as a Human Endeavour – Nature and development of science</b>			
Science involves exploring and observing the world using the senses	Science involves asking questions about, and describing changes in, objects (and events)	Science involves asking questions about, and describing changes in, objects and events	Prior to Aleesah's presentation, students might use their knowledge of Australian animals to categorise facts about the each of the animals in the story
<b>Science Enquiry Skills – Processing and analysing information and data</b>			
Engage in discussions about observations and use methods such as drawing to represent ideas	Use a range of methods to sort information, including drawings and provided tables	Use a range of methods to sort information, including drawings and provided tables	Following Aleesah's presentation, students might help develop and publish a group story about an Australian animal. Year 1 to 2 students might collaboratively write, illustrate and publish a literary recount about the needs of echidnas.

## Post Visit

By the end of the Year 1 students listen to, read and view a range of spoken, written and multimodal texts from familiar contexts. They interpret and provide relevant explanations of characters and main events in imaginative texts, and key ideas and visual features in short informative texts, making connections to personal experience. They demonstrate understanding by retelling orally one or two ideas and events from short texts listened to or viewed. They accurately identify the letters of the English alphabet, and know the sounds represented by most letters. They read short, predictable texts aloud with some fluency and accuracy, drawing support from their developing sound and letter knowledge. They effectively use predicting and questioning strategies to make meaning from texts.

Students create a short imaginative spoken and written text. They write one or more simple sentences to retell events and experiences for a known audience. Their writing is connected appropriately to illustrations and images produced as part of the text.

They include several related ideas on familiar topics, use drawings to support meaning, and include beginnings and endings to indicate sequence.

They select vocabulary to enhance meaning, and use relevant vocabulary related to the topic and content of texts to discuss ideas and to share responses.

They use capital letters and full stops appropriately.

They accurately spell many words with regular spelling patterns and a growing number of irregularly spelled words.

They interact in pair, group and class discussions and make short presentations of a few connected sentences on familiar and learned topics.

In informal classroom settings students speak clearly and purposefully and engage in pair, group and class discussions, and participate actively in group tasks.

Teachers may choose to have students complete the *Puggie's Problem* worksheet which is based on The Australian Curriculum Foundation Year Work Sample (1).

## References

(1) [www.australiancurriculum.gov.au](http://www.australiancurriculum.gov.au)

[http://www.alesahdarlison.com/resources\\_\\_downloads](http://www.alesahdarlison.com/resources__downloads)

<http://www.literaturelive.net/>

<http://www.enchantedlearning.com/subjects/mammals/echidna/Echidnaprintout.shtml>

<http://www.abc.net.au/science/articles/2000/06/01/2688596.htm>

<http://www.sandratemple.com/>

<http://dartconnections.org.au/upcoming/litlive.html>

<https://products.schools.nsw.edu.au/prc/booklist/home.html>

Video of puggie hatching: <http://www.youtube.com/user/sahsie72#p/a/f/0/ZXEC1Qx4cJg>

Video of puggie being hand fed: <http://www.youtube.com/user/sahsie72#p/a/f/1/JOKjcfEnXeQ>

Video of Adelaide Zoo puggie: <http://www.youtube.com/user/sahsie72#p/a/f/2/-JJlclpSDE>

Book Trailer for Puggie's Problem: <http://www.youtube.com/user/sahsie72#p/a/u/2/-YD728a-DT0>

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