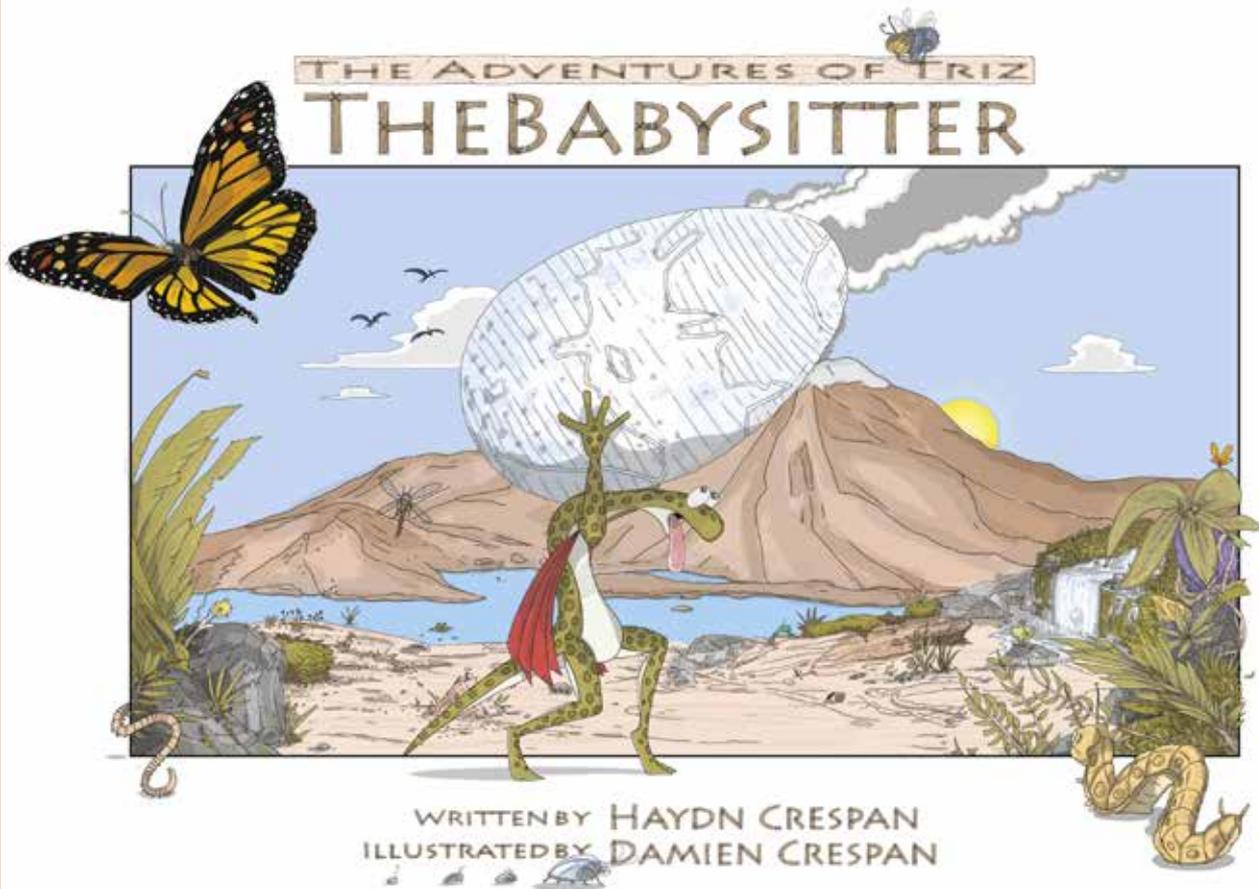


Teachers' Notes



Contents

1. About the Co-Authors and Illustrator
2. Outline — Themes — Aim
3. Activate Student's Prior Knowledge
4. Let's go on a Picture Walk
5. Activity Ideas (Activities 1–5)
6. Did You Know? Information and Resources
7. Curriculum Links
8. Activity Worksheets

Notes may be downloaded and printed for regular classroom use only.
Written by Debra Crespan
Teachers' Notes © Debra Crespan
All Rights Reserved
For enquiries please contact: Debra Crespan – debraleeandpaul@bigpond.com



BOOLARONG
PRESS
Established 1976

1 About the Co-Authors and Illustrator

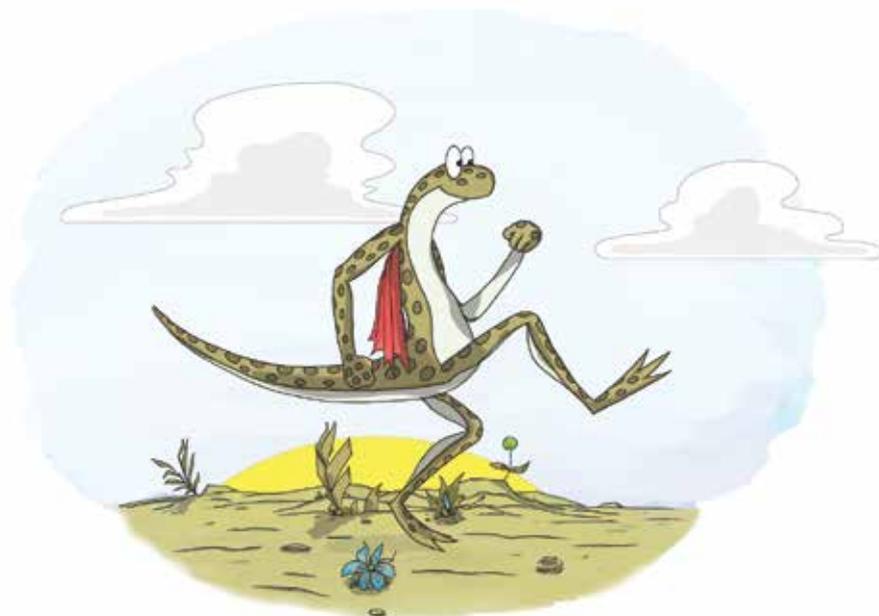
Damien born in Townsville and Haydn in Mount Isa, are Queensland brothers who have always had a passion for Illustration and story-telling. Both born with Asperger's Syndrome, Haydn has written stories all his life and despite the added challenge of being colour blind, Damien has drawn since the age of two. It was almost inevitable that these two brothers would mesh their talents to create this imaginative and creative story *The Adventures of Triz the Babysitter*, their debut children's book. The idea for the story came to Haydn at the age of 10. Writing for him was an outlet, a way to create a world to which he could escape. As with many of his stories they went into a drawer, but Triz was about to emerge in a big way. Damien was studying Animation at Griffith University at the time and began developing the story further during many long phone calls and emails. It was only natural that the story would have an animated style to it because the young Damien was heavily influenced by Asterix and it was a place where his wicked sense of humour could play out.

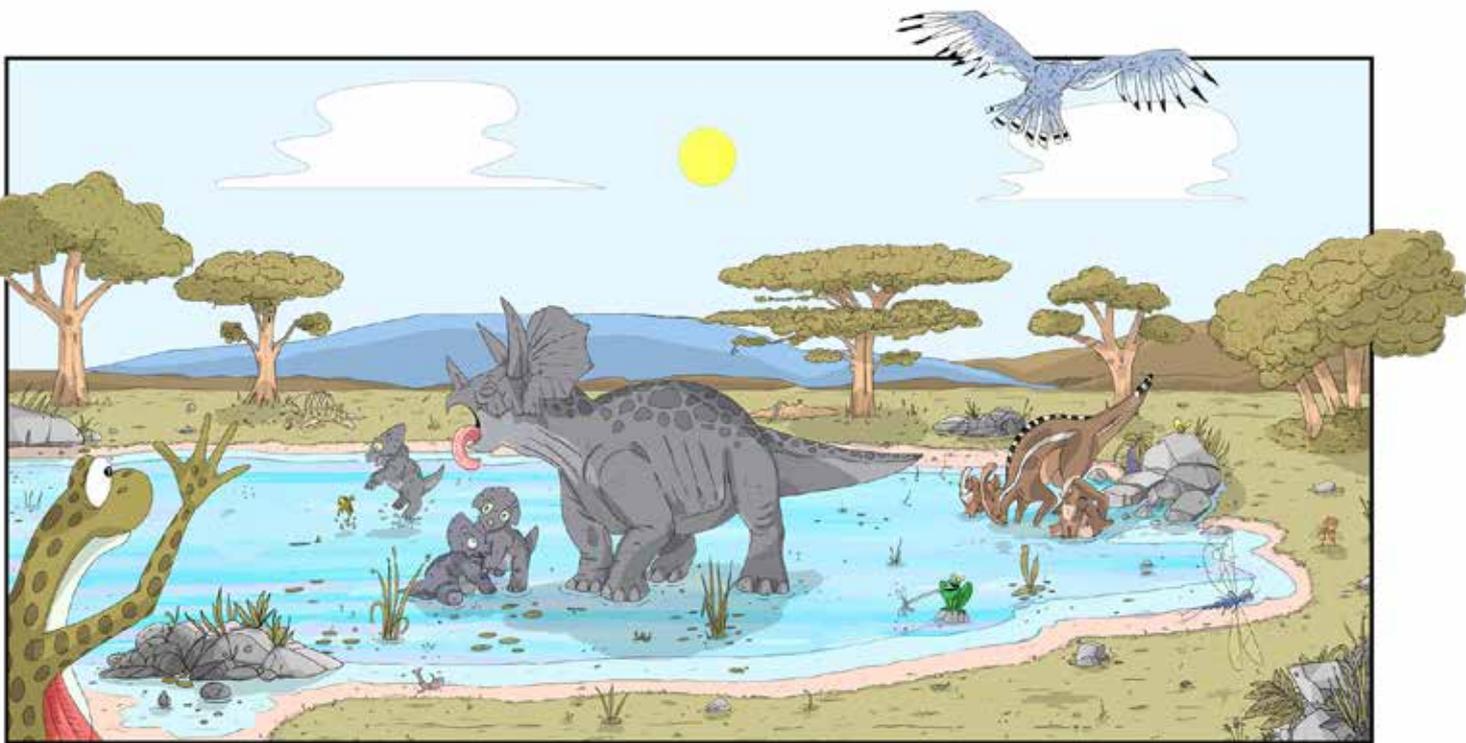
This book showcases their personal connection to the character of Triz, and how he perseveres in spite of the obstacles that face him. Triz's daily struggles mirror their own, its message being, that no matter what life throws at you, keep trying and NEVER give up.

To be able to share your stories with children, is a privilege and something we don't take for granted.

Both Authors currently reside in Brisbane, where Haydn is signed with acting agency 888 and Damien, an aspiring film maker, is freelancing as an artist. The two are also collaborating on an eight-part television series, with a long line of future projects to come, including short films, feature films and of course more adventures for Triz.

They are very busy at present, with many book signings around Townsville and Brisbane.





2 Outline

Set in pre-historic times, Triz, a small gliding lizard is asked by his good friend Marjory (a large archaeopteryx) to babysit an unhatched egg for the day. He is honoured to be asked and takes the responsibility very seriously, for how difficult could it be? He was about to find out. The egg unexpectedly hatches and this is where things get interesting. While the little chick is totally oblivious to the danger it is in, poor Triz who deals with the consequences, faces danger at every turn. But does he give up? Not a chance. Simple prose along with cartoon style illustrations, bring the book to life, and amongst the funny and wicked humour lies important themes that can be explored by students.

- Simple prose, beautifully presented, for children to read easily. (Ideal for reluctant readers)
- Rich and colourful animated style illustrations
- Set in pre-historic times
- Humour accompanied by important themes

Themes

Friendship, responsibility, trust, perseverance, resilience, honesty, courage, and pre-historic times.

Age

2-6 year old's to share with their parents and teachers.

These notes are for Primary years K-2.

Key learning areas:

English, The Arts, Science and HASS

3 Activate students' prior knowledge

Dinosaurs

Have a class discussion on what students may know about dinosaurs.

(All dinosaurs that appear in the book will be positioned on a table for the students to view)

Ask

1. Can you name any of the dinosaurs on the table? (*They are in the book*)
2. Can you name a dinosaur that is not in the book?
3. What type of food did the dinosaurs eat? (*Plant or meat or both*)
4. What do we call a meat-eating dinosaur? What do we call a plant eating dinosaur and what do we call a dinosaur that eats both?
5. When did the dinosaurs live? (*245 million – 65 million years ago*)
6. How do we know that dinosaurs existed? (*Fossils*)
7. Did humans live at the same time as the dinosaurs?
8. Did all dinosaurs live at the same time?
9. What other creatures lived at the time of the dinosaurs? (*Crocodile, various insects, birds*)
10. Are there any dinosaurs alive today? (*Birds*)
11. What is your favourite dinosaur and can you tell me an interesting fact about it?
12. What do we call a Scientist who studies dinosaurs? (*Palaeontologist*)
13. Do you know of any places in Australia, where there are many dinosaur fossils? (*Winton*)
14. Why do we find dinosaurs on all continents around the world? (*Pangea*)

Before you read

The Adventures of Triz The Babysitter

Let's Predict:

- What do you think this story might be about?
- Where do you think the setting of the story takes place?
- What animal do you think Triz might be?
- Do you think this is a realistic or unrealistic text (is it informative/non-fiction or imaginative/fiction? Why?)

Let's read the blurb on the back:

- Read the blurb on the back cover. How does this make you feel?
- Who are the characters in the book? Can you find them?
- What is happening at the bottom of the page?

Let's Read

As a class read *The Adventures of Triz The Babysitter*

- Read the text uninterrupted or read the text with a guided discussion approach.
- Discuss pictures and draw on the prior knowledge of the students.
- Provide opportunities for students to retell what the text is about.
- Use the pictures to link back to the meaning of the text.

4 Let's go on a picture walk

Picture walk of the text: Unpack new vocabulary, clarify understandings, draw on prior experiences and background knowledge of the students.

After Reading

- In pairs students take turns to retell the sequence of the story before revisiting the text with the class.
- What are the key events in the story?
- Revisit the type of text. Is it informative or imaginative?
- Discuss the intended audience of the text.

Literal/Inferential Questions:

Discuss the text to identify the literal and inferential meanings presented.

Ask questions such as:

- What? (literal)
- When? (literal)
- How? (inferential)
- Why? (inferential)

Revisit earlier predictions about the text: were you right?

Ask questions such as:

- What was your favourite part of the text? Describe it.
- Who was your favourite character? Explain your reasons.
- What message is the author trying to tell us?
- How did the story make you feel?

Let's explore

Class discussion questions:

- Where and when was the story set?
- What types of animals are in the story?
- What are the different habitats in the story?
- How did Triz's feelings change throughout the story?
- What emotions did he show?
- Have you ever had to babysit a brother or sister OR did they ever have to babysit you? Was it a good or bad experience? What happened?
- Why do you think that Triz did not give up, when things got tough?
- What do you think might have happened to the chick if he did?
- How did Triz react when he realized he had lost the chick?
- Did he run away, or did he go to Marjorie to accept the consequences?
- Do you think Triz would like to babysit for Marjorie again?
- What do you think the message of the story might be? (eg. Even when things get tough/obstacles in your way, be like Triz and NEVER GIVE UP!)

Discuss friendship, honesty, trust, commitment, persistence, resilience, and integrity.

5 Activity Ideas

All activities come with a worksheet in the next section.

Activity 1

Story Cluster

Write and draw everything you remember from the book, as well as any other information you have learnt. A story cluster helps to record key aspects of the topic in any order.

Activity 2

Drawing Inspiration

Read information about the gliding lizard using the link below. (See the **"Did you know"** page for more information).

Students can then answer the following questions and draw an image of their gliding lizard in its habitat.

- What would you call your gliding lizard?
- Where does your gliding lizard live?
- What would your gliding lizard eat?
- How big is your gliding lizard?
- What colour is your gliding lizard?
- What animals might want to eat your gliding lizard? (*Predators*)

Information about gliding lizards.

Fun Gliding Lizard Facts For Kids (kidadl.com)

Activity 3

Writing a Narrative

This activity is complemented by Worksheet 3

Narrative: Students to complete a narrative about their gliding lizard.

Learning intention: We are learning to write a narrative (story).

Why are we writing? To entertain and talk about an important message.

What does our Narrative need?

Beginning

Who

Where

When

What

Middle

A problem

End

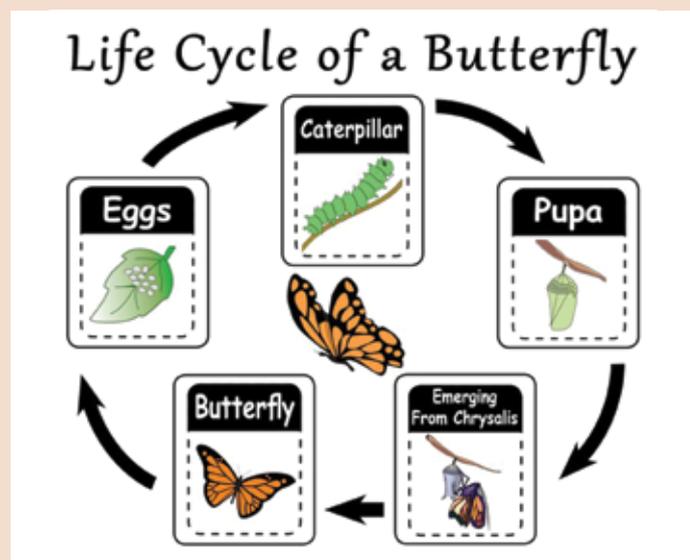
A **solution** to the problem

Activity 4

Life Cycle of a Butterfly

This activity is complemented by Worksheet 4

Explore the circle of life! Every animal goes through different stages of growth throughout its life. Discuss and learn the names of each stage of the life cycle of a butterfly with the link and image below.



Here is further information on the life cycle of a butterfly.

The butterfly life cycle! — National Geographic Kids (natgeokids.com)

Life Cycle of a Butterfly | #aumsum #kids #science #education #whatif — Bing video (4 min 54 s)

Activity 5

Create your own Dinosaur

This activity is complemented by Worksheet 5

(Students will need paper and coloured pencils for this activity)

Using their knowledge of dinosaurs, the student will design their own dinosaur and name it.

Students will consider such things as

- Is it a plant or meat eater?
- Does it walk on all fours? How long are its legs?
- Is its neck short or long?
- Does it have a tail?
- How big is its head?
- Does it have a long or short body?
- Does it live on land or in water?
- What colour is it?
- What is its name and why?
- The students will share their design with the class.

Activity 6

Let's go on a seek and find mission

In groups of two, students will be provided with a book and a magnifying glass, where they can discover objects/creatures that are difficult to see with the naked eye. They can share their discoveries with their classmates.

Did you know?

- The gliding lizard is also known as the flying dragon or Draco lizard.
- They have dry scales.
- They mainly live in trees in forests.
- They are usually born in a litter of 2-5 lizards.
- They live with other lizards.
- They can live for 20 years.
- They like to eat ants and termites.
- They only weigh (18 g) and are 20cms long.
- Their predators are large birds and snakes.
- They come in different colours: brown, grey, green, or black.
- They are found in South East Asia and Southern India.

Resources

Fun Gliding Lizard Facts For Kids (kidadl.com)

The butterfly life cycle! - National Geographic Kids (natgeokids.com)

Life Cycle of a Butterfly | #aumsum #kids #science #education #whatif - Bing video (4 min 54 s)

7 Curriculum Links

Foundation

English

ACELT1783 — Share feelings and thoughts about the events and characters in texts

ACELT1580 — Retell familiar literary texts through performance, use of illustrations and images

ACELT1575 — Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences

Science

ACSIS014 — Pose and respond to questions about familiar objects and events

The Arts

Visual Art (F-2)

ACAVAM107 — Use and experiment with different materials, techniques, technologies, and processes to make artworks

ACAVAM108 — Create and display artworks to communicate ideas to an audience

Year 1

English

Literature

ACELT1581 — Discuss how authors create characters using language and images

ACELT1584 — Discuss features of plot, character and setting in different types of literature and explore some features of characters in different texts

ACELT1586 — Recreate texts imaginatively using drawing, writing, performance, and digital forms of communication

Literacy

ACELY1656 — Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information, and questions

Science

Biological Sciences

ACSSU211 — Living things live in different places where their needs are met

Curriculum Links

Year 2

English

Literature

ACELT1587 — Discuss how depictions of characters in print, sound and images reflect the contexts in which they were created

ACELT1833 — Innovate on familiar texts by experimenting with character, setting or plot

Literacy

ACELY1668 — Identify the audience of imaginative, informative, and persuasive texts

Science

Inquiry Skills

AC SIS024 — Pose and respond to questions, and make predictions about familiar objects and events

HASS

History

ACHASSK044 — The history of a significant person, building, site and/or part of the natural environment in the local community and what it reveals about the past. (Dinosaur fossil site in Winton, Qld)

Geography

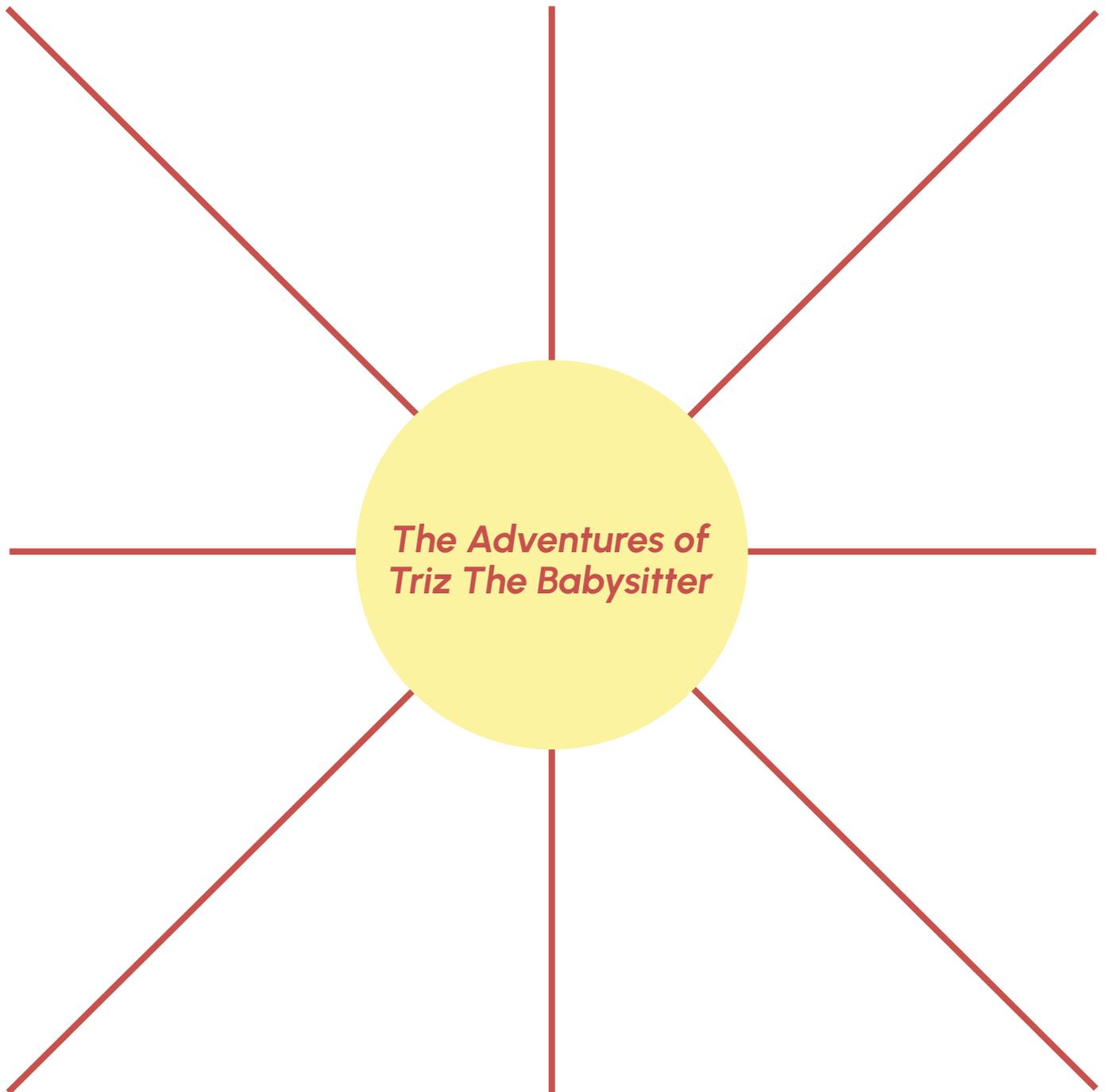
ACHASSK047 — The way the world is represented in geographic divisions and the location of Australia in relation to these divisions. (Originally Pangea)

8 Activity Worksheet

Worksheet for Activity 1

Story Cluster

Learning Intention: We are learning to gather information from books we have read. Write down or draw anything that you remember from *The Adventures of Triz the Babysitter* in the Story Cluster. Write down as much as you can.



Activity Worksheet

Worksheet for Activity 2

Drawing Inspiration

Learning Intention: We are learning to gather facts about gliding lizards and their habitats.

What would you call your gliding lizard?

Where does your gliding lizard live?

What would your gliding lizard eat?

How big is your gliding lizard and what colour is he/she?

What animals may want to eat your gliding lizard? (Predators)

Draw an image of your gliding lizard in its habitat



Activity Worksheet

Worksheet for Activity 3

Writing a Narrative

Learning Intention: We are learning to write a narrative (story).

Beginning (who, where, when, what)

Middle (Problem)

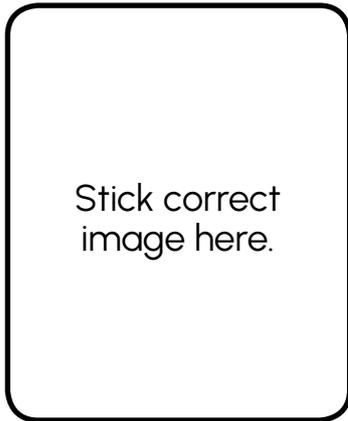
End (Solution)

Activity Worksheet

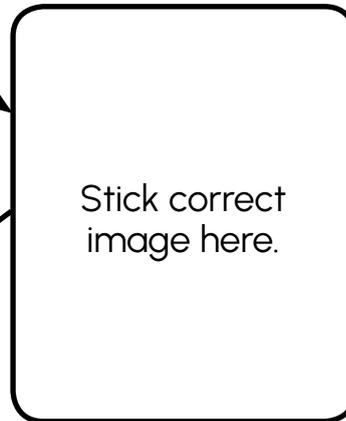
Worksheet for Activity 4 Life Cycle of a Butterfly

Learning Intention: We are learning to understand that all living things have a life cycle.

1. Female butterfly lays eggs on a leaf.



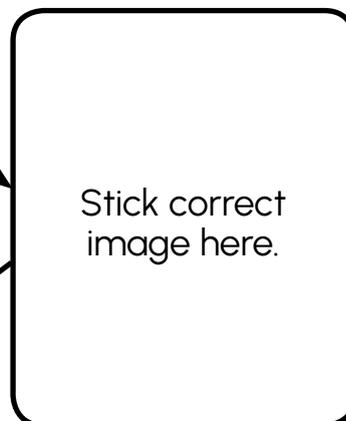
2. The caterpillar leaves its egg.



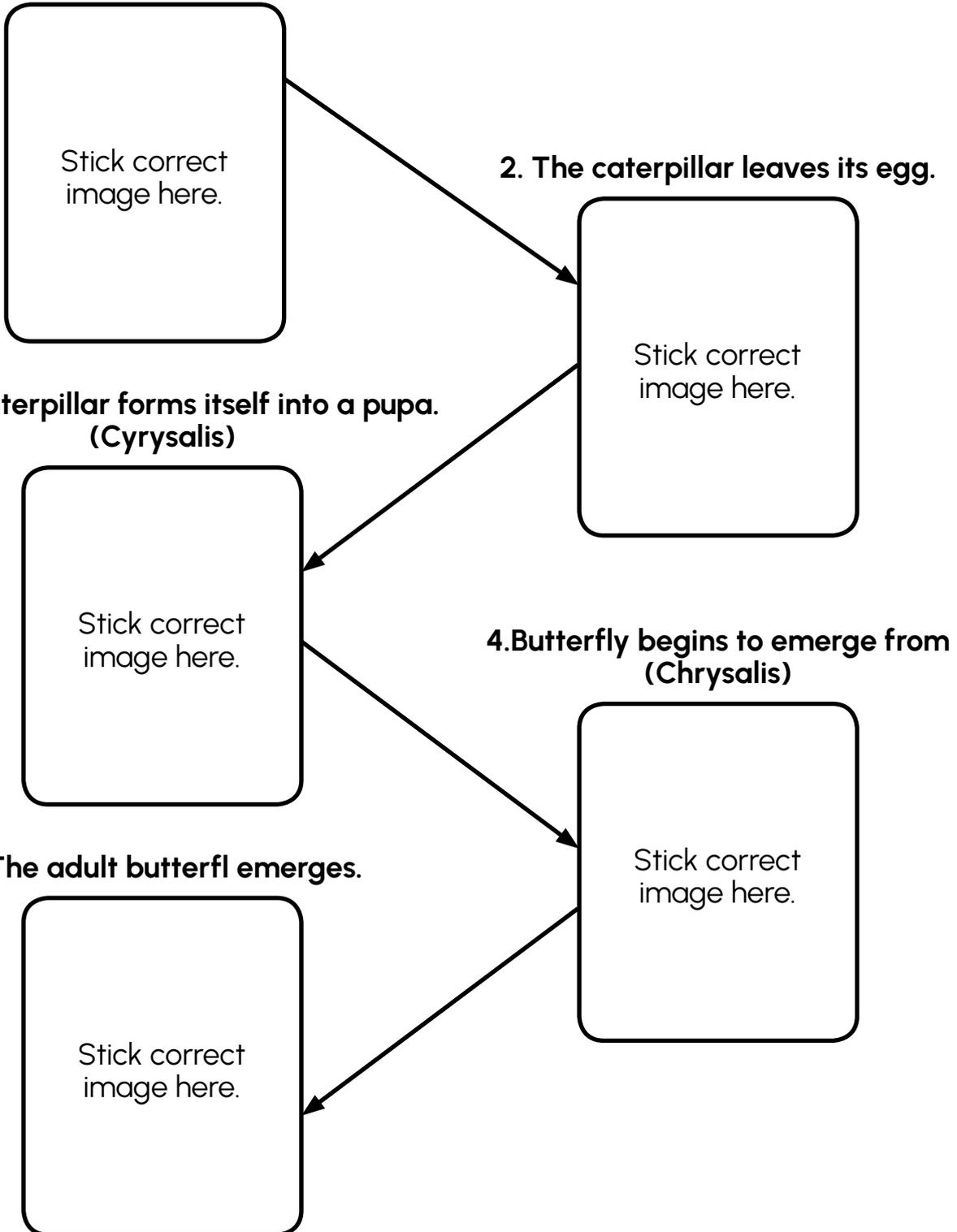
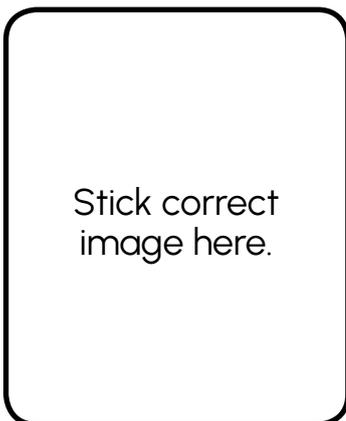
3. The caterpillar forms itself into a pupa.
(Chrysalis)



4. Butterfly begins to emerge from
(Chrysalis)



5. The adult butterfly emerges.

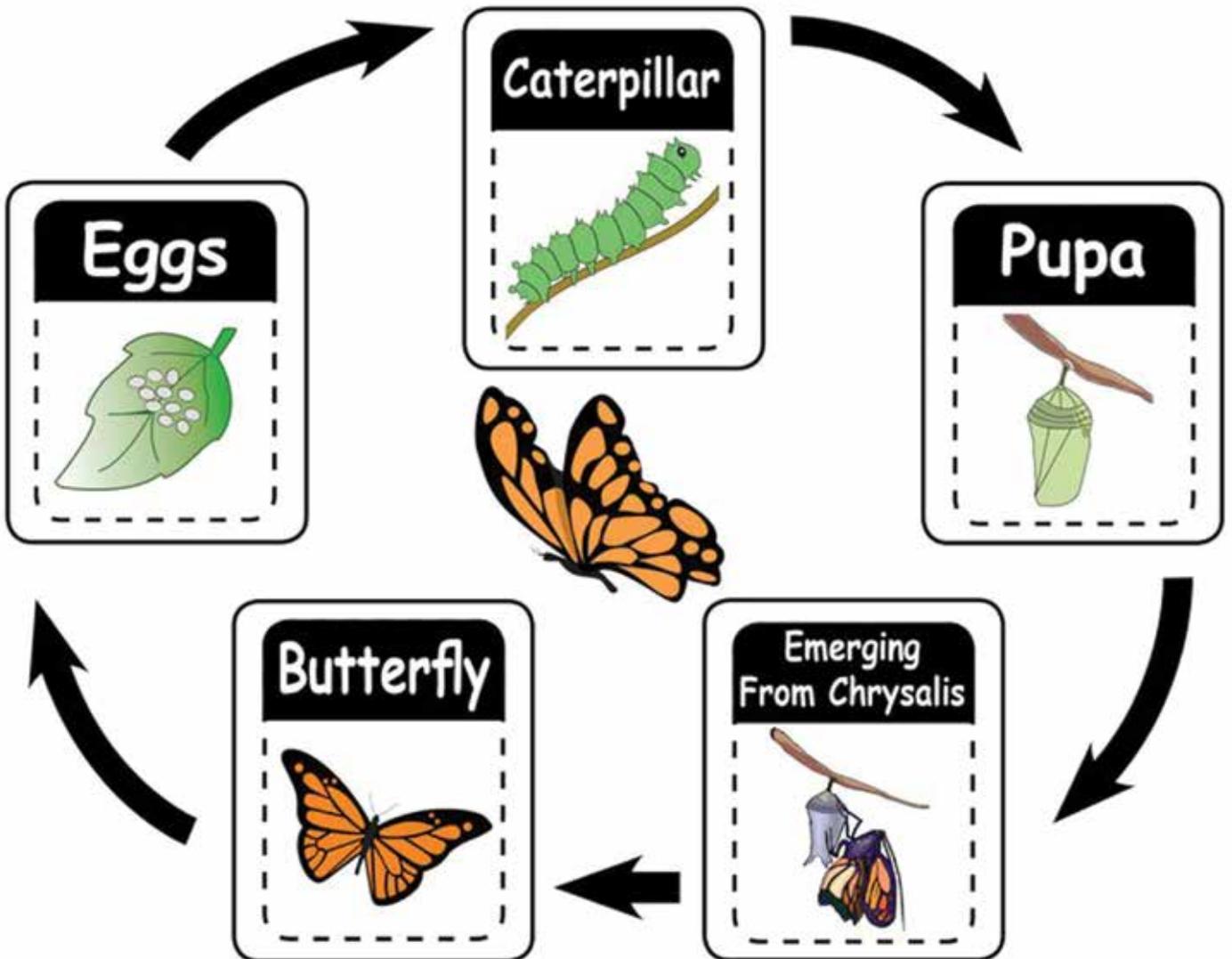


Activity Worksheet

Worksheet for Activity 4 Life Cycle of a Butterfly

Cut out the images below and glue them in the correct place on the Life Cycle of a Butterfly activity worksheet (previous page)

Life Cycle of a Butterfly



Activity Worksheet

Worksheet for Activity 5

Create your own Dinosaur

Using their knowledge of dinosaurs, the student will design their own dinosaur and name it. They can then present their creation to the class. Students will need paper and coloured pens for this activity.

Circle your choices below.

- Does your dinosaur eat meat/plants?
- Does he walk on 2 legs/4legs?
- Is his neck long/short?
- Does he have a tail/no tail?
- Does he have a big head/small head?
- Does he have a long body/short body?
- Does he live on land/water?
- Does he have horns/no horns?
- Does he have spikes/no spikes?

What colour will your dinosaur be?

What name have you chosen for your dinosaur?

Why did you choose this name?

NOW IT IS TIME TO PRESENT YOUR AMAZING CREATION TO THE CLASS!