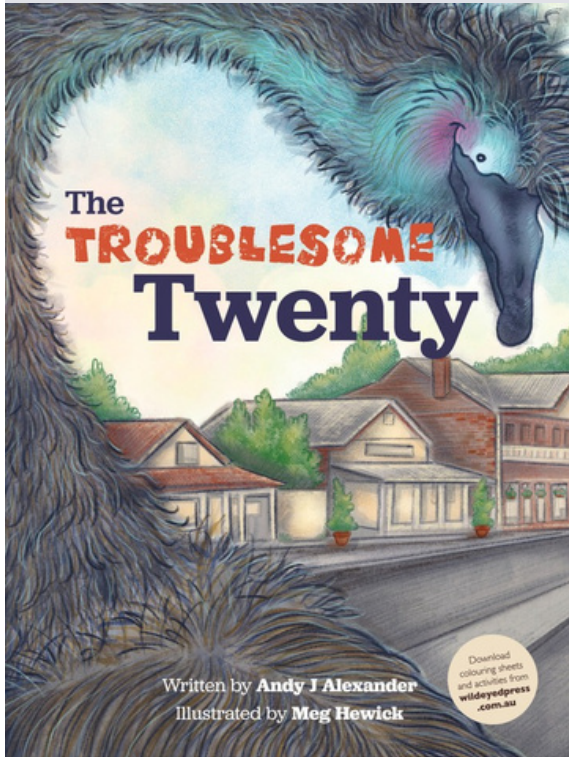


The Troublesome Twenty

Teaching Notes



TITLE: The Troublesome Twenty

AUTHOR: Andy J Alexander

ILLUSTRATOR: Meg Hewick

PUBLISHER: Wild Eyed Press

TARGET AGE GROUP: 4-7 years

KEY CURRICULUM AREAS: English, The Arts, Science

SYNOPSIS

Chaos erupts when a family of twenty emus tiptoe into Tiny Town. What will the townsfolk do? Follow the troublesome twenty as they take over Tiny Town. Join the townsfolk as they learn that change can be welcomed, even if it does feel troublesome to start with.

THEMES

Accepting change, newcomers, diversity, welcoming others, learning from each other, inclusion, wildlife interactions, country life and identity.

ABOUT THE AUTHOR

Andy J Alexander was born in Hong Kong. She lived on the edge of a jungle for the first 9 years of her life before relocating to a hobby farm in Australia. Confused by the sudden lack of people, Andy became friends with the farm animals. Since that young age, animals have been a massive part of Andy's life, providing huge inspiration for her stories. Andy now lives in a stone cottage in Nannup, Western Australia. Her family includes horses, donkeys, chickens, dogs, her husband and their toddler.



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ABOUT THE ILLUSTRATOR

Meg Hewick is a freelance Illustrator from Ontario, Canada, Meg is currently living back in Canada with her family after living in Albany, Western Australia. Meg studied at the Canterbury School for the Arts in Ottawa, Ontario and graduated onto OCAD University in Toronto, Canada.

EMU FACTS

- They are a flightless bird
- Emus are the second largest birds in the world standing up to 190cm tall and weighing 55kg.
- They are omnivores (eat plants and animals)
- They're important seed dispersers. Like Cassowaries, they swallow stones to help them grind food in their gizzard.
- They can go for weeks without eating, and walk for up to 25km a day in search of food
- They are fast runners, capable of reaching speeds of up to 50 km/hr (31 mph)
- They are also strong swimmers
- The female emu lays the eggs, but it's the male that incubates them and cares for the chicks
- While they walk and forage together, the chicks softly whistle to each other.
- Emu feathers have a unique feature, with two shafts emerging from a single quill, providing durability and insulation.
- The emu and kangaroo are on Australia's coat of arms because they are the only two Australian animals that can't move backwards, symbolising a nation moving forward.



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ACTIVITIES

BEFORE READING

- Talk about the title, cover page and blurb
- What do you think this book will be about?
- How can you tell?
- Who knows what sort of animal this is?
- What does the facial expression tell you?
- Where do you think this story takes place?
- What do you think chaos means?



DURING READING

- How do the words and images work together?
- What do you think will happen next?
- What do you notice about the characters?
- What do you enjoy about the illustrations?
- What do you think will happen to the emus?
- What will the people of Tiny Town do?
- Have you experienced anything like this?



AFTER READING

- What did you enjoy most about the story?
- Did you have a favourite part? Why?
- Why did the people chase the emus away?
- Why do you think the emus are welcomed back?
- What changed?
- Why did the town get renamed Emu Town?
- Have you ever seen an emu?
- Do emus really act like this?
- What would you do if you lived in Tiny Town?



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LITERACY ACTIVITIES

- Focus on literary devices – alliteration, repetition, anthropomorphism
- Create a new scene in Tiny Town (eg: the emus visit the supermarket, or the hairdresser)
- Create a list of all the emus favourite foods and add to it

SCIENCE

- Study the external features of emus

DRAMA

- Explore moving like an emu
- Look at the illustrations and create a list of emu actions. Act them out
- Talk about facial expressions and body language and looking at illustrations, have a go acting them
- Colour in emu finger puppets and use them to create character voices and stories

FURTHER INFORMATION AND RESOURCES

- Wild Eyed Press (buy the book)
- Andy J Alexander website
- Colouring In Sheets
- Emu Finger Puppets



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LINKS TO CURRICULUM

FOUNDATION

ENGLISH

Language

- explore different ways of using language to express preferences, likes and dislikes (AC9EFLA02)
- understand conventions of print and screen, including how books and simple digital texts are usually organised (AC9EFLA04)
- explore the contribution of images and words to meaning in stories and informative texts (AC9EFLA07)

Literature

- share ideas about stories, poems and images in literature, reflecting on experiences that are similar or different to their own by engaging with texts by First Nations Australian, and wide-ranging Australian and world authors and illustrators (AC9EFLE01)
- respond to stories and share feelings and thoughts about their events and characters (AC9EFLE02)
- recognise different types of literary texts and identify features including events, characters, and beginnings and endings (AC9EFLE03)
- retell and adapt familiar literary texts through play, performance, images or writing (AC9EFLE05)

Literacy

- identify some familiar texts, such as stories and informative texts, and their purpose (AC9EFLY01)
- use comprehension strategies such as visualising, predicting, connecting, summarising and questioning to understand and discuss texts listened to, viewed or read independently (AC9EFLY05)
- create and deliver short spoken texts to report ideas and events to peers, using features of voice such as appropriate volume (AC9EFLY07)



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Teaching Notes

ARTS – DRAMA

- use play, imagination, arts knowledge, processes and/or skills to discover possibilities and develop ideas (AC9ADRFD01)

SCIENCE

- observe external features of plants and animals and describe ways they can be grouped based on these features (AC9SFU01)

YEAR 1

ENGLISH

Language

- understand how language, facial expressions and gestures are used to interact with others when asking for and providing information, making offers, exclaiming, requesting and giving commands (AC9E1LA01)
- explore language to provide reasons for likes, dislikes and preferences (AC9E1LA02)
- explore how texts are organised according to their purpose, such as to recount, narrate, express opinion, inform, report and explain (AC9E1LA03)
- compare how images in different types of texts contribute to meaning (AC9E1LA08)

Literature

- discuss how language and images are used to create characters, settings and events in literature by First Nations Australian, and wide-ranging Australian and world authors and illustrators (AC9E1LE01)
- discuss literary texts and share responses by making connections with students' own experiences (AC9E1LE02)
- discuss plot, character and setting, which are features of stories (AC9E1LE03)
- orally retell or adapt a familiar story using plot and characters, language features including vocabulary, and structure of a familiar text, through role-play, writing, drawing or digital tools (AC9E1LE05) as visualising, predicting, connecting, summarising and questioning when listening, viewing and reading to build literal and inferred meaning by drawing on vocabulary and growing knowledge of context and text structures (AC9E1LY05)



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Literacy

- describe some similarities and differences between imaginative, informative and persuasive texts (AC9E1LY03)
- use comprehension strategies such as visualising, predicting, connecting, summarising and questioning when listening, viewing and reading to build literal and inferred meaning by drawing on vocabulary and growing knowledge of context and text structures (AC9E1LY05)

ARTS – DRAMA

- use the elements of drama and imagination in dramatic play and/or process drama (AC9ADR2D01)
- 1. create and co-create fictional situations based on imagination and/or experience (AC9ADR2C01)

SCIENCE

- identify the basic needs of plants and animals, including air, water, food or shelter, and describe how the places they live meet those needs (AC9S1U01)

YEAR 2

ENGLISH

Language

- explore how language can be used for appreciating texts and providing reasons for preferences (AC9E2LA02)
- identify how texts across the curriculum are organised differently and use language features depending on purposes (AC9E2LA03)
- understand that images add to or multiply the meanings of a text (AC9E2LA08)

Literature

- identify features of literary texts, such as characters and settings, and give reasons for personal preferences (AC9E2LE02)



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Teaching Notes

- discuss the characters and settings of a range of texts and identify how language is used to present these features in different ways (AC9E2LE03)
- create and edit literary texts by adapting structures and language features of familiar literary texts through drawing, writing, performance and digital tools (AC9E2LE05)

Literacy

- use interaction skills when engaging with topics, actively listening to others, receiving instructions and extending own ideas, speaking appropriately, expressing and responding to opinions, making statements, and giving instructions (AC9E2LY02)
- use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning (AC9E2LY05)
- create and edit short imaginative, informative and persuasive written and/or multimodal texts for familiar audiences, using text structure appropriate to purpose, simple and compound sentences, noun groups and verb groups, topic-specific vocabulary, simple punctuation and common 2-syllable words (AC9E2LY06)

ARTS – DRAMA

- use the elements of drama and imagination in dramatic play and/or process drama (AC9ADR2D01)
- create and co-create fictional situations based on imagination and/or experience (AC9ADR2C01)



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