

# Puggles' Problem



By Aleesah Darlison

Illustrated by Sandra Temple

## Teacher's Notes

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<b>NSW English Syllabus</b>			
<b>Reading Outcomes</b>	<b>Early Stage 1</b>	<b>Stage 1</b>	<b>Activities</b>
Learning to Read- Reading & Viewing Texts	RES1.5 Demonstrates developing reading skills to read short, predictable written texts on familiar topics. <b>Responding to Texts</b> <i>. uses drawings to construct meaning from descriptions in written texts.</i>	RS1.5 Reads a wider range of texts on less familiar topics with increasing independence and understanding, making connections between own knowledge and experience and information in texts. <b>Shared, Guided and Independent Reading</b> <i>. interprets story illustrations</i> <i>. draws on own knowledge to interpret characters and events in literary texts related to personal experience</i> <i>. speculates on the behaviour of characters in stories and discusses own behaviour in similar situations</i> <i>. participates in class/group brainstorming activities to cluster and categorise ideas and facts following the reading of texts.</i>	<b>Pre-visit Activities</b> Teachers might: <ul style="list-style-type: none"> <li>. read the story <i>Puggle's Problem</i> to Early Stage 1 students</li> <li>. where students are capable have them read <i>Puggle's Problem</i></li> <li>. have students discuss how Pipp Puggle 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> <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>

Reading Outcomes (continued)	Early Stage 1	Stage 1	Activities
Learning about Reading-Context and Text		RS1.7 Understands that texts are constructed by people and identifies ways in which texts differ according to their purpose, audience and subject matter. <b>Subject Matter</b> <i>. talks about the topic of a text based on its title and illustrations</i>	Teachers might book a ‘Connections’ virtual excursion, or book Aleesah Darlison to visit your school. During the real or virtual visit students might ask Aleesah Darlison: <ul style="list-style-type: none"> <li>. to explain about echidnas and puggles</li> <li>. the inspiration behind her book, <i>Puggle’s Problem</i></li> <li>. how she created her characters</li> <li>. how she worked with her illustrator to bring the story of Pipp Puggle to life.</li> <li>. Discuss illustrations that are not mentioned in the text – the dancing ants which link to the end papers, the possum, the spines on Pipp’s back right at the end.</li> <li>. Explain how illustrators can build stories into the illustrations that may complement or differ from what is being said in the text. Study other picture books to see where this is done, eg Fearless by Colin Thompson, Bamboozled by David Legge and Hunting for Dragons by Bruce Whatley.</li> </ul>

<b>Writing Outcomes</b>			
Learning to Write — Producing Texts	WES1.9 Engages in writing texts with the intention of conveying an idea or message. <b>Channel of Communication</b> <i>. recognises the fact that texts can be produced using a range of media</i> <i>. uses visuals to communicate ideas</i> <i>. uses drawing software to create pictures for scribed texts</i> <i>. creates pictures using a drawing program, writes own text or has it scribed.</i>	WS1.9 Plans, reviews and produces a small range of simple literary and factual texts for a variety of purposes on familiar topics for known readers. <b>Channel of Communication</b> <i>. uses drawings to accompany texts where relevant.</i>	<b>Post-visit Activities</b> After listening to the teacher read <i>Puggle’s Problem</i> to the class, students might: <ul style="list-style-type: none"> <li>. identify their favourite part of the book</li> <li>. discuss how they could write their own story about Australian animals.</li> <li>. work independently to draw some pictures of the animals they might have in their own story.</li> <li>. each write a story about Australian animals on a large sheet of paper and read it to the class.</li> <li>. write a new page for ‘Puggle’s Problem’.</li> </ul> The teacher may sequence a joint construction of class story / stories.

<b>Science and Technology Syllabus</b>			
Living Things	<p><i>LT ES1.3</i>            Identifies ways in which living things are different and have different needs.</p>	<p><i>LT S1.3</i>            Identifies and describes ways in which living things grow and change.  <i>Collaboratively writes, illustrates and publishes a literary recount about the needs of growing animals.</i></p>	<p><b>Post-visit Activities</b>            Students might:</p> <ul style="list-style-type: none"> <li>. discuss the ways echidnas, grow and change throughout their life cycle.</li> <li>. collaboratively write a literary recount about Pipp Puggle's need for spines</li> <li>. select an Australian animal that is not in <i>Puggle's Problem</i>, then write and illustrate a new page for the book.</li> </ul>
Using Technology	<p><i>UT ES1.9</i>            Identifies and uses a limited range of equipment, computer-based technology, materials and other resources when undertaking exploration and production.  <i>Uses a touch sensitive pad or standard keyboard to help develop and publish a group story about an Australian animal.</i></p>	<p><i>UT S1.9</i>            Selects and uses a range of equipment, computer-based technology, materials and other resources to undertake an investigation or design task.  <i>Uses a touch sensitive pad or standard keyboard to help develop and publish a group story about an Australian animal.</i></p>	<p>Students might:</p> <ul style="list-style-type: none"> <li>. use technology to research the life cycle of Australian marsupials, including youtube footage of puggles hatching and growing</li> <li>. use computer software to publish their story about an Australian animal.</li> </ul>

Creative Arts Syllabus			
Visual Arts Making	<p>VAES1.1            Makes simple pictures and other kinds of artworks about things and experiences.  <i>investigates stories and the features of fantasy and imaginative characters derived from their experience, imaginings, artworks, cartoons, illustrated books and other books</i></p>	<p>VAS1.1            Makes artworks in a particular way about experiences of real and imaginary things.  <i>. explores narrative devices by creating comic strips and illustrated stories derived from imaginative and other events in their lives, drawing on ideas from Puggle's Problem.</i></p>	<p>Teachers might:</p> <ul style="list-style-type: none"> <li>. discuss with students the artist, Sandra Temple, who illustrated 'Puggle's Problem' and seek further examples of her work</li> <li>. discuss the medium used by Sandra Temple for the illustrations in <i>Puggle's Problem</i> (The materials Sandra used are: plain paper, pencil sketches, black felt tip pen and Faber Castel colouring in pencils.)</li> <li>. show students examples of Sandra Temple's artwork</li> <li>. have students experiment with a range of media to develop their own cartoon animal.</li> </ul>
Appreciating	<p>VAES1.3            Recognises some of the qualities of different artworks and begins to realise that artists make artworks.  <i>. talks about pictures and other artworks they have seen, noting what they are about and who made them.</i></p>	<p>VAS1.3            Realises what artists do, who they are and what they make.  <i>. identifies particular qualities in artworks such as the way the subject matter is represented and the use of particular techniques and the effects these have in the artist's work and on viewers.</i></p>	<p>Teachers might:</p> <ul style="list-style-type: none"> <li>. discuss with students: Who are artists? What do they do? What do they make?</li> <li>. provide opportunities for students to meet and talk with artists about what they do or make and what they think about art</li> <li>. using examples of the animals in <i>Puggle's Problem</i>, discuss with students how animals represented in the book might not look the same as they exist in the world, and explain how artists use certain techniques to achieve these effects (eg distortion, exaggeration, change in colour and scale)</li> </ul>

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### **Additional Resources and Website Links**

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

[http://www.aleesahdarlison.com/resources\\_downloads](http://www.aleesahdarlison.com/resources_downloads)

[http://aleesahdarlison.com/yahoo\\_site\\_admin/assets/docs/Echidna\\_Fact\\_Sheet\\_1.18853230.pdf](http://aleesahdarlison.com/yahoo_site_admin/assets/docs/Echidna_Fact_Sheet_1.18853230.pdf)

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

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

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

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