**Type of Text**

Picture book

**Key Curriculum Areas**

English

****

Science

Health

Visual Arts

**Themes**

Coping with change

Wanting to belong

Searching for family

Personal discovery

Meeting new friends

**Notes prepared by:**

Martin Cohen, Chrissie Reushle and Jodie Creek

These notes may be reproduced free of charge for use and study within schools but they may not be reproduced (either in whole or in part) and offered for commercial sale.

Copyright © EK Books

**SYNOPSIS**

*Paddy O’Melon* is the endearing story of a young rainforest kangaroo. Separated from his mother as a young joey, Paddy is found and raised by an Irish family who live in the rainforest and often help orphaned or injured animals. But while Paddy loves his new human family, he’s curious to find out what he really is. So, he sets out on a journey into the rainforest where he meets a range of other interesting animals — from musky rat-kangaroos to green tree frogs, from ringtail possums to flying-foxes. But all he really wants is to be reunited with his mother and his own kind. Perhaps the cassowary can tell this little red-legged pademelon who he really is and take him safely home?

**AUTHOR/ILLUSTRATOR BACKGROUND**

**Julia Cooper** was born in the UK but moved to Queensland, Australia, where she worked in wildlife education and rehabilitation. Together with her partner, Martin Cohen, she was always busy caring for native animals ranging from flying-foxes to pademelons, wallabies to micro-bats, possums to bandicoots. Julia’s passion was also for educating people, especially children, about the wonders of the natural world and the need for us to look after our native wildlife. Sadly, in 2011 Julia passed away from an auto-immune disease, leaving this story as part of her legacy. By publishing this book, her partner Martin hopes to keep both Julia’s spirit and message alive.

**Daryl Dickson** is an award-winning painter and illustrator with a passion for the natural environment and native wildlife rehabilitation. Originally from London, she now lives in Far North Queensland, where she divides her time between her art and working to save the endangered mahogany glider.

**SELLING POINTS**

* The message of family and acceptance of individuality is relevant to both children and adults as we adapt to changes in our lives and find who we are in society — both our place and our character.
* A feel-good story with a positive outcome.
* Interactive and engaging shared reading experience.
* Develops general scientific knowledge of native Australian wildlife and the care of orphaned animals.
* Educational use — English (vocabulary, reading development, writing skills), Science (animal features, adaptations), Health (resilience, adapting to change, emotions, family, acceptance), Visual Art (use of colour to show emotion).

**TEACHING NOTES**

**Whole Class Reading**

*1) Before Reading*

* Show the cover to the class and ask the students what they think the book might be about.
* Read the back cover blurb. Does this give them more of an idea of what the book could be about?
* Make a prediction — Think, Pair, Share.
* What type of text is this? How do you know? What are the structural features of this type of text (narrative)?

*2) During Reading*

* Character analysis — discuss Paddy’s feelings at different parts of the text.
* Create a species fact sheet with information collected as you read, for some or all species.
* Point out punctuation, especially quotation marks.
* Discuss the use of verb groups and why.

*3) After Reading*

* See Classroom Ideas below.
* Create a character profile on Paddy.
* Retell the text to a buddy.
* Identify new vocabulary and add to shared vocabulary wall.
* Identify Orientation, Complication and Resolution in the story.

**Classroom Ideas (by KLA):**

(BLM sheets could be laminated and used for small group activities or photocopied for individual use)

**ENGLISH**

**Reading/Comprehension:**

* Write a book review (See BLM 1)
* Reading Comprehension using QAR-includes inferencing (See BLM 2)
* Sequencing Activities (See BLM 3)

**Writing/Vocab:**

* Identify new vocabulary, add it, with definition, to shared vocabulary wall
* Use sticky notes to identify and label types of sentences on a page — simple, compound, complex.
* Brainstorm words the author has used instead of ‘said’; e.g. boomed, squealed. Use as many of these in your writing as possible.
* Explicit lesson — quotation marks. Model using a part of the text. Write your own prediction of what Paddy might say to his family when he greets them. Be sure to use quotation marks accurately.
* Explicit lesson — verb groups, e.g. proudly explained
* Using descriptive language, write a paragraph describing one of the animals. Try to use figurative language in your writing.

**HEALTH**

* Brainstorm situations that have made the students feel like they don’t belong. Write them on cards. What did they do about it?
* Discuss what Paddy did to find out who he was. (He left the safety of home, made new friends, asked for advice, didn’t get offended when he was teased, set a goal of finding out and didn’t give up on his goal even when afraid, trusted his friends for advice.)
* Brainstorm the changes that have happened in Paddy’s life. Discuss how the changes made him feel.

**SCIENCE**

* Animal features — external (lower school). Identify behavioural and structural features of species in the text for specific environments (upper school), e.g. Herbert River ringtail possum’s tail curls around tree to hold on and assist climbing, Lumholtz’s tree kangaroo has stronger front paws adapted for climbing, male cassowary looks after chicks for entire parenting time.
* Research the distribution of each species in the story, and use this information to predict where the story takes place.
* Make a food web of rainforest creatures.
* Classify animals in the story into mammal, reptile, bird, insect etc.

**VISUAL ARTS**

* Build a collage showing the many textures in the different animals’ skin.
* Use crayon to create a rainforest habitat, showing at least three animals in their usual positions.
* Discuss the use of colour in the book — paint a picture using colour to show emotion.
* Discuss how different colours can convey emotions — paint an emotion using only one colour.
* Look at Paddy’s expressions and posture — draw a character looking sad and then looking happy.
* Choose an animal from the text. Create a diorama of their habitat using a shoebox.

**Book Review BLM 1**

**Paddy O’Melon, the Irish Kangaroo**

|  |  |
| --- | --- |
| Characters: | Setting: |
| What happens in the story?Orientation:Complication:Resolution: |
| Did you like the story? Give it a score out of 5 stars.C:\Users\sally\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\S14VK07R\768px-Empty_Star.svg[1].pngC:\Users\sally\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\S14VK07R\768px-Empty_Star.svg[1].pngC:\Users\sally\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\S14VK07R\768px-Empty_Star.svg[1].pngC:\Users\sally\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\S14VK07R\768px-Empty_Star.svg[1].pngJustify why you gave it this score: |

**Reading Comprehension with QAR BLM 2**

**Identify the type of QAR question, and then answer the following questions using whole sentences.**

**QAR question types — Right There, Think and Search, Author and Me, On My Own**

1. Describe Paddy O’ Melon’s feelings in the Orientation.

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. Why did the O’ Melon family walk up the hill?

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. What does ‘peering’ mean?

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. What do you think Paddy’s mum does while he is missing?

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. Who did Paddy need to find to work out who he was?

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

6. Who does Paddy meet in his search for the Cassowary?

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

7. Have you ever seen a Cassowary?

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

8. What time of day was it when Paddy saw his family again?

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Answers for QAR types:**

1. Author and Me — inference

2. Right There

3. On My Own

4. Author and Me — inference

5. Right There

6. Think and Search

7. On My Own

8. Author and Me — inference

 **Sequencing Activity BLM 3**

**Cut out and order the sentences:**

The Cassowary showed him to his family where he leapt towards his mum.

The O’Melon family found the joey and took it home.

Paddy met a tree kangaroo and a flying fox while looking for the cassowary.

A joey hid from dogs under a bush.

He finally met the cassowary, who was meant to help him find out who he was.

Paddy met frogs and a possum at night outside.

The joey was named Paddy and fed on special milk.

One day it was time for Paddy to start sleeping outside.