

## BEACH BUDDIES

HELEN MILROY

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YEAR LEVEL: F-2

### ABOUT THE BOOK

From the author of the Backyard series, Palyku author Helen Milroy, comes an exciting picture book about beach buddies!

This delightful collection of illustrated Australian sea creatures is sure to capture the hearts of readers big and small. From pretty starfish to puffed-up blowfish, this is a fun and educational early reader picture book introducing tiny readers to animals you might find at the beach.

### ABOUT THE AUTHOR

Helen Milroy is a descendant of the Palyku people of the Pilbara region of Western Australia. She was born and educated in Perth. Helen has always had a passionate interest in health and wellbeing, especially for children. Helen studied medicine at the University of Western Australia. She is currently a professor at UWA, Consultant Child and Adolescent Psychiatrist and a Board Member with Beyond Blue.

### THEMES

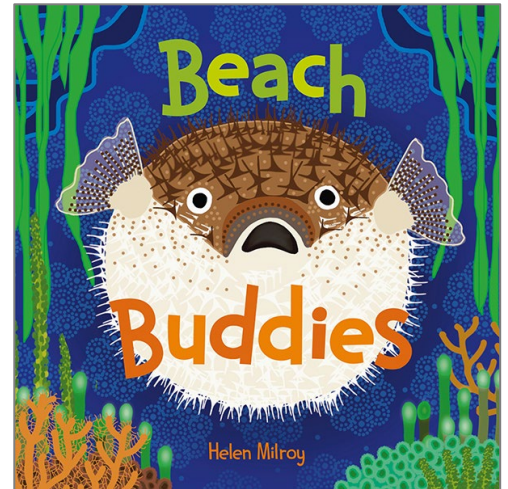
- Sea animals
- Colours
- Movement/action words (verbs)
- Rhyming

### AUSTRALIAN CURRICULUM OUTCOMES

- Early Years – preschool
- F–Y1 English
- F–Y1 Visual Arts – Colours
- F–Y1 Biological Sciences
- F–Y1 Numeracy

### USEFUL WEBSITES

- Author's website: [helenmilroy.com](http://helenmilroy.com)



## CLASSROOM IDEAS

### Discussion Questions

1. What sea animals did students hear about in the book?
2. Which was their favourite animal and why?
3. Have students demonstrate how a jellyfish dances, an octopus moves, a crab walks, etc.

### Vocabulary – verb focus

4. Which animal puffed up? What does that mean?
5. Which animal dives? Can you pretend to dive?
6. Which animal drifts? Can you pretend to drift around the room?
7. Which animal hides? Can you hide?
8. Which animal casts a spell? How would you cast a spell?
9. Re-read and pause. Let the students fill in the missing word:
  - 'Blowfish puffs himself up \_\_\_\_\_' (wide!)

### Vocabulary – adjective focus

10. Introduce simple describing words such as:
  - Wide
  - Prickly
  - Glittering
  - Goofy
11. Play the 'What am I' game using the describing words and see if the students can guess which sea animal you are describing. Also include colour, number of tentacles, how it moves, etc., in the description. The students can take turns describing a sea animal for the others to guess.

### Rhyming words

12. Re-read the book and ask the students to identify the rhyming words.
13. Make a class list of these words to use in their writing later.

### Feelings and emotions

14. Which animal looks funny or silly?
15. Which one might be a little scary? Why?
16. If you were in the ocean, which animal would you be?

## Creative Writing

### Kindy

1. Have the students draw their favourite sea animals and complete the following sentence:
  - a. I like the \_\_\_\_\_ because it \_\_\_\_\_.

### Pre-primary

2. A mini poem: Under the Sea I See ...
  - a. Students to create a 2- to 3-line poem inspired by the book. Sentence starters:
    - i. Under the sea I see a \_\_\_\_\_
    - ii. It can \_\_\_\_\_
    - iii. It is \_\_\_\_\_ (describing word)

#### Examples:

- i. Under the sea I see a crab
- ii. It can snap
- iii. It is red

### Year 1

3. Ocean adventure poem.
  - a. Structure support:
    - i. The \_\_\_\_\_ does \_\_\_\_\_
    - ii. While the \_\_\_\_\_ \_\_\_\_\_
    - iii. And the \_\_\_\_\_ \_\_\_\_\_

#### Examples:

- i. The dolphin jumps up high
- ii. While the turtle swims nearby
- iii. And the shark swims fast past me

Extension:

- i. Add describing words, such as 'shiny fish, slow turtle'
- ii. Try rhyming words, such as high/by, sand/land.

## The Arts

1. Look through the book and talk about all the different colours used on each page.
2. Prepare a lesson on primary colours and then colour mixing. Have the students experiment with colour mixing using pipettes and/or single drops of paint.
3. Make a classroom frieze of the ocean and the animals we find there. Each student can contribute an animal, coral or seaweed. Write down their explanation of the colour they used, and if it was a primary colour or if they had to mix colours to make it, and use these to annotate the frieze.
4. Invite the parents or another class to admire the frieze and have the students explain all about it.
5. Ocean creatures craft for the classroom frieze. Each student can create a sea animal using the following:
  - a. Paper plates
  - b. Paint
  - c. Pipe cleaners (for tentacles)
  - d. Glitter

## Health and Physical Education

1. Move like a sea animal. Discuss how each of the animals in the book would move/swim/glide around. The students can then practise moving in this way.
  - a. Starfish – lie still in a row
  - b. Crab – pretend to collect shells sideways
  - c. Blowfish – puff cheeks and arms wide
  - d. Seahorse – gently sway side to side
  - e. Jellyfish – wriggle fingers and float
  - f. Stingray – glide low to the ground
  - g. Sea Urchin – Curl into a ball
  - h. Octopus – wave arms like tentacles
  - i. Anemone – wriggle fingers
  - j. Clownfish – a big silly smile
2. Play a game of Simon Says, asking students to move like a seahorse/octopus/stingray, etc.
3. In pairs, take turns to move like one of the sea animals, and their partner can guess which one they are.

## Sensory Play Idea

1. Create a small 'ocean tub':
  - a. Water plus blue food colouring
  - b. Toy sea animals or sponges
  - c. Students can act out the book in water play

## Mathematics

**Kindy focus:** counting and number recognition.

1. Count the sea animals using pictures or toy animals:
  - a. How many are there?
  - b. Match to numbers 1–10.
  - c. Point out 3 jellyfish.
  - d. Can you find 2 crabs?

**Pre-primary focus:** Sort and Compare.

2. Give out mixed sea animal cards. Students can sort by:
  - a. Type, e.g. shell, no shell
  - b. Movement, e.g. swim/drift/crawl
3. Math talk:
  - a. Which group has more/less?
  - b. Are any groups the same?

## Science

**Kindy Focus:** Move like a sea creature.

1. Explore movement:
  - a. Float (jellyfish)
  - b. Crawl/scuttle (crab)
  - c. Glide (stingray)
2. Discussion:
  - a. Which animals move fast? Slow?
  - b. Which ones float?

**Pre-primary and Year 1 focus:** Animal features and protection.

1. Look at the features of the sea animals:
  - a. Shell – crab, sea urchin
  - b. Tentacles – octopus, jellyfish
  - c. Spines – urchin
2. Discussion:
  - a. Why do animals have shells?
  - b. Which animal hides?
  - c. Which animals puff up?
3. Activity: sort the animals by how they stay safe.



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