

LITTLE BLUE WHERE ARE YOU?

SALLY MORGAN AND KAREN BLAIR

ISBN (HB): 9781760997182

YEAR LEVEL: F-2

ABOUT THE BOOK

A waggly tale from one of Australia's most beloved First Nations writers.

Skippy Gillespie is taking himself for a walk in the park – but he is not alone! Rocky Road Jack has followed him, and that nasty cat now has his eyes firmly on a tiny duckling. Will Skippy save the day, and will Little Blue ever get home to his mother?

ABOUT THE AUTHOR

Sally Morgan is from the Palyku people of the Pilbara region of Western Australia. She is an acclaimed author and artist, and a lifelong dog-lover.

Karen Blair creates award-winning books from her home studio in Fremantle, where she lives with her husband, two children and small dog.

THEMES

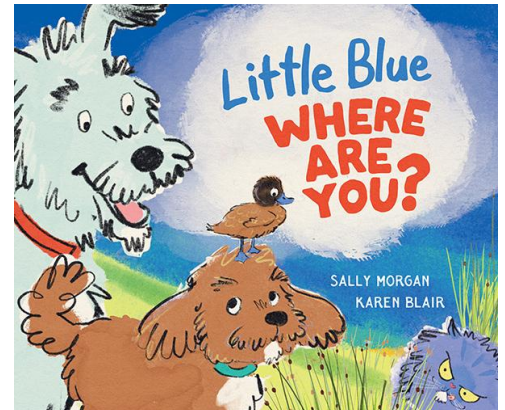
- Pets – cats and dogs
- Helping others
- Being an upstander
- Emotions
- Rhyming
- Onomatopoeia
- Friendship

AUSTRALIAN CURRICULUM OUTCOMES

- Early Years – preschool
- F-2 English
- F-2 Visual Arts -
- F-2 Health and Physical Education
- F-2 Numeracy
- F-2 Science

USEFUL WEBSITES

- Sally Morgan author page: fremantlepress.com.au/contributor/sally-morgan/
- Sally Morgan artist page: artgallery.nsw.gov.au/collection/artists/morgan-sally/
- Koori Curriculum Sally Morgan collection page: kooricurriculum.com/collections/sally-morgan-collection
- Karen Blair: karenblair.com.au/
- Karen Blair author page: fremantlepress.com.au/contributor/karen-blair/



CLASSROOM IDEAS

Discussion Questions

1. What pets do you have at home and what do you have to do to look after them?
2. What does it mean when it says '**the poor duck quailed**'.
3. The illustrator has had fun making words look like they sound. Look at how she has written the words '**yowl**', '**frenzied**' and '**splomp**'. Why do you think she has done this? Have a go at writing words using visual word art so they *look* like their meaning.
4. In the story, we would say that Skippy Gillespie and Boofa Boy Jones are 'Upstanders'. This is someone (or an animal) who decides to help another person/animal feel safe, included or happy again.
 - a. Discuss how you can be an Upstander in the playground.
 - b. What qualities do you think you show when you are being an Upstander?
5. Look carefully at the illustrations in the book and discuss the emotions that are shown through the facial expressions and body language of the characters.
6. Look through the book and discuss how the illustrator shows movement in the pictures. It could be movement of the dogs with their ears flapping or legs stretched out, or the movement of the water through swirly lines. Ask the students to point out the different techniques throughout the book.
7. Reading to recognise rhyme. Read the book a few times so the students become familiar with the story and hear the rhyming words. Talk about what it means when words rhyme. Go through the book again and get the students to finish the sentences with rhyming words. They can shout out the word as you come to it.
8. At the end of the story, we read how proud the two dogs are because of their actions to save Little Blue. Think of a time that you have been proud of something you have done. Share these ideas at circle time. When you are feeling proud of yourself, how does it make you feel and act?

Creative Writing

1. The Great Animal Rescue. You are an animal hero, and your job is to save another animal who needs help. Use this five-sentence story planner:
 - a. Choose the hero animal you will be and write from their perspective.
 - b. Who needs your help and where are they?
 - c. What dangers or problems do they face?
 - d. How do you rescue them?
 - e. How does the story end and how do you both feel at the end?
2. Create a 'Lost Animal' Poster for your character. Annotate its distinctive features and include information about its personality, i.e. likes to chase butterflies, likes to climb trees, likes eating ... etc.
3. The Brave Upstander – a tale of kindness and courage. You are in the playground with a group of friends playing together. One student is being left out, picked on or treated unfairly. You decide to be an Upstander – someone who helps, speaks up or makes things right. Plan the story:
 - a. Introduce yourself and where you are.
 - b. What do you see happening?
 - c. How does the other person feel?
 - d. What do you do to be an Upstander?
 - e. How does the story end?
4. Create a class book of 'Our Dogs and Ducks Stories' for **Kindy and Pre-primary**. Story starter: 'Today a dog and duck are playing near the pond. They see something interesting. What do they do next?' Then do the following:
 - a. The students pick one dog (big dog, tiny dog, spotty dog, fluffy dog) and one duck (yellow duck, baby duck, sleepy duck, quacking duck) and draw them playing together.
 - b. Ask them what their characters are doing and scribe this for them.
 - c. Speech bubbles can be added to show what the animals are saying.
 - d. Put them all together in a class book to share.

The Arts (Years 1 & 2)

1. Dogs on the Run drawing activity.
 - a. Discuss how to show movement in a picture by practising:
 - i. Zig-zag lines

- ii. Curvy lines
- iii. Swirly loops
- iv. Fast, short strokes
- b. Get the students to sketch the dogs encouraging big shapes and fun poses, not tiny details.
Details to discuss:
 - i. Two or more dogs
 - ii. One dog in front, one behind
 - iii. Legs stretched out to show running
 - iv. Tails up, ears flapping, tongues out
- c. Show movement by adding:
 - i. Motion lines behind the dogs
 - ii. Dust puffs
 - iii. Speed swirls
 - iv. Wiggly lines for wagging tails

The students can add a background and decorate as desired. The students can also add a simple sentence strip and/or pawprint tracks across the page. This can be made into a class mural of running dogs.

The Arts (Younger students)

1. Younger students can show the movement of the dogs using painted/sponged pawprints or fingertip dot painting. They can use different colours for different dogs. Encourage curvy paths, zig-zag lines, loops and big jumps to show the chase. These can be pre-marked on the page for the very young students to follow.

Health and Physical Education

1. Chasing Puppies game. This has a focus on dodging, changing direction, spatial awareness, safe chasing and tagging and imaginative play.
 - a. The students are all puppies playing a chasing game in the park. One student is the 'chasing dog'.
 - b. The students warm up with the following directions:
 - i. Puppy trots – light jogging.
 - ii. Big dog stretches – reach up and reach down.
 - iii. Tail wags – twist side to side.
 - iv. Puppy hops – small jumps.
 - c. The main game:
 - i. The 'chasing dog' tries to gently tag another puppy.
 - ii. When tagged, the new student becomes the 'chasing dog'.
 - iii. Everyone must stay inside the 'park' (designated area).
 - iv. No pushing, grabbing or bumping allowed.
 - d. Add imagination with the following instructions:
 - v. Fast dogs – students run faster.
 - vi. Sleepy dogs – students slow down.
 - vii. Rainy day – students pretend to glide and slip around.
 - viii. Fetch – everyone runs to a cone and back.
 - e. Place 3–4 hoops around the space, these are safe kennels where the puppies can rest for three seconds. Only one puppy per kennel at a time.

Mathematics (Years 1 & 2)

1. Dogs and Ducks at the Pond addition, subtraction and multiplication.

Learning focus:

- Counting two different groups
- Adding and subtracting within 20
- Comparing quantities (more/less)

Materials needed: dog counters, duck counters, a 'pond' mat (blue paper), 'grass' mat (green paper).

- a. Place some dogs on the grass and some ducks on the pond, and students count each group.
Questions:

- i. Are there more dogs or ducks?
 - ii. How many more?
 - iii. How many altogether?
- b. Continue with worded number stories such as:
 - i. 'Two dogs run to the pond to look at the ducks.' Students move two dog counters from the grass to the pond and re-count.
 - ii. 'Three ducks swim away to the reeds.' Students remove 3 ducks and re-count.
- c. Skip-counting using the ducks' legs (2) or the dogs' legs (4).

Mathematics (Kindy and Pre-primary)

1. The above activity can be simplified for this age group by simply counting the dogs and ducks and using a number line to place them on to help with 1–1 correlation and number recognition. Focus questions:
 - a. How many altogether?
 - b. Which group is bigger?
 - c. How many more ducks than dogs are there (or vice versa)?

Science

1. Floating and Sinking activity. Big idea – some objects float and some sink. Ducks, like Little Blue, float because of their body shape, air trapped in their feathers and light bones.

(Kindy and Pre-primary)

- a. Prepare a water tub with different objects for the students to experiment with to see which float and which sink.

(Year 1 & 2)

- b. Introduce the activity by explaining why ducks float. Ask the students what else might float on a pond and what might sink to the bottom, and discuss as a class.
- c. Prepare a mix of test objects such as feathers, leaves, pebbles, corks, plastic lids, sticks, sponges and buttons plus a prediction sheet or mini whiteboards.
- d. Each group will have 5–6 objects to test, sorting them into two bowls first, one for those they think will float, and the other for those they think will sink. Encourage them to explain why they think it will float or sink, i.e. It will float because it is light/soft; it will sink because it is heavy/hard, etc.
- e. Students can gently place each object in the water and observe the following:
 - i. Does it float on top?
 - ii. Does it sink quickly?
 - iii. Does it bob up and down?
 - iv. Does it float at first and then sink?
- f. The students can then record what happened in a table or graph form.



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