

## Questions and Suggestions for further learning

# A Book of Aussie Babies

by Sarah Prince

**The is a little fact book aimed mainly at four, five and six-year-olds. It can also be used for little ones, just don't read it as such as the text is far too long, just point to the pictures and discuss some of the facts about each animal.**

**Before writing it, I thought I knew a lot about our native animals and birds, but was astounded at just how little I knew! So I guarantee everyone will learn something from this seemingly simple little book! Australia's animals, which are predominantly marsupials, are quite extraordinary with unique adaptations perfectly suited to our harsh environment.**

### **Features of the book include:**

- **Some incredibly cute Aussie babies!**
- **Descriptions and facts about each baby**
  - **A glossary in the back**
  - **A map of Australia**
- **Sprigs of wattle – our National flower!**

While this book is aimed at 4-6 year-olds, it can still be read with babies and younger ones, you can either abbreviate the text, or ignore the text entirely, and just focus on the illustrations. Even when reading this book with five and six-year-olds, you may still need to abbreviate the text if you find their attention waning, or just read a page or two a day and focus on just one or two animals a day.

Each page in this book could easily extend into weeks worth of lesson plans, but don't force the learning if the children aren't keen. Resources you could have on hand include – a large map of Australia, paints and sticks to do some painting with, gum leaves and other native leaves and flowers, some essential oils for children to smell, lots of photos of Aussie babies, fact books of Aussie babies, and some of the gorgeous picture books about Aussie babies as well. I also suggest reading the book with a tape measure, then you can measure how tall each child is, then discover the kangaroo is two metres high, while the little pygmy possum baby is only a few centimetres. This way children begin to understand what measurement is all about!

### **The front cover**

When reading a book to any age child begin with the front cover. Read the title and the names of the author and illustrator, explain how one wrote the words and the other drew the pictures. Although in this case it's just me! If there's a picture on the cover, talk about that too. Ask children what they think the book might be about just by looking at the cover.

## The inside cover

Turn to the inside cover and discuss what you see. In this case it is a map of Australia with a sprig of wattle (our National Flower). If you live in Australia talk about where you live and discuss the names of the different States.

## The dedication page

In this case I have dedicated the book to two of my best friends – Katja and Marion – who in actual fact are not Aussies at all but are from Germany. However, they would LOVE to be Aussies and have visited Australia over a dozen times!

## Using the glossary

You can use the glossary in a number of ways (even though it's only a very small one!). You could make yourself familiar with some of the words in the glossary before you start. That way you will be able to explain them briefly as you read. Then when you get to the glossary itself in the back, explore the words in more detail. Or with older readers you could turn to the glossary as you read, e.g. when you read that '*Bilbies are nocturnal omnivores*' say something like, '*Ooh let's look that up in the glossary and see what that means*'. That way you are showing the children what a glossary is and how to use it.

## Australia page

Have your map of Australia pinned on the wall and talk about how simple mine is and how much detail your big map has. Exploring maps can take weeks, so don't get too carried away with maps on the first read through! Show them how the borders are the same on both maps and point out where the capital cities are. Explain to the children that the blue lines are rivers, point out the roads, or the mountains, or the deserts, depending how detailed your map is.

## Bilbies

Read the animal name then look closely at the illustration and talk about how big his ears are and what they might be for. Talk about his long nose and all his whiskers and the funny black stripe on his tail.

Explain to the children words such as *desert*, *dwelling*, *research*, *protection*, *fungi*, *burrow* and *curious*.

Use the glossary to explore words like *nocturnal* and *omnivore*.

Discuss how big ears help animals to hear and how they also keep them cool.

Use your map to point out where the deserts are in Australia.

Use your tape measure to find out how big adult bilbies actually are.

Talk about how humans are not like bilbies, that we have to drink water, or we will die, and that we can only have one baby a year (unless of course it's twins!), that we don't have pouches, that we don't live in burrows, but we do eat some of the same things!

Further learning could include investigating others from the bandicoot family or the marsupial family; finding out how big baby bilbies are; discovering what other animals live in deserts; and exploring some seeds, bulbs, fruit and fungi that humans eat.

## Cassowaries

Read the animal name then look closely at the illustration and talk about their stripes and big chunky legs and feet! Point to the casque beginning to form on their heads, then later when you read about it, refer back to the illustration and discuss it again.

Explain to the children words such as *flightless*, *tropical*, *rainforest*, *fungi* and *fiercely*.

Use the glossary to explore words like *casque*, *carrion*, *omnivore* and *predator*.

Discuss how different the baby cassowaries look from the adults by showing the children some photos and talking about their blue heads and great big dome.

Use your map to find out where cassowaries live and where northern Queensland is (you could also use a map of the world to see where New Guinea is).

Talk about how cassowaries live in tropical rainforests where there is lots of fruit, frogs and insects to eat; how people do not really know what the casque is for; and how for most birds it is the female that sits on the eggs.

Further learning could include exploring other flightless birds there are in the world; finding out just how big cassowary eggs are compared to chicken eggs; and comparing the differences between emus, ostriches and cassowaries.

## Crocodiles

Read the animal name then look closely at the illustration and talk about what the crocodile baby is doing (ie hatching). Discuss how tiny this crocodile must be to fit in an egg! Talk about how a crocodile is a reptile and how reptiles have different eyes to people, look closely at their pupils and how they are vertical and not round.

Explain to the children words such as *freshwater*, *saltwater*, *wetlands*, and what the *wet season* and *dry season* are.

Use the glossary to explore words like *billabong*, *amphibian* and *hatchling*.

Discuss how big the crocodile babies will grow up to be; how they call out to their mums from inside the egg (you could point out that chickens do the same thing!); and how the mother crocodile carries her babies one by one to the water in her mouth – marvel at how gentle she must be to not bite them with her great big teeth!

Use your map to show the children where ‘Freshies’ live and explain why they don’t live in the sea like ‘Salties’.

Use your tape measure to find out how big adult crocodiles grow to be, make marks on the floor and have children lie down between them and see if they are as big as a crocodile. Then lie down yourself and get the children to measure you and see if you are that big!

Talk about how dangerous crocodiles are and how many rivers and waterholes up north are far too dangerous to swim in, even if you are really hot!

Further learning could include exploring the differences between crocodiles and alligators; where and how many eggs a crocodile lays; what other creatures lay eggs, e.g. birds, echidnas, platypus etc.; the different kinds of amphibians there are that a crocodile might eat!

## Dingoes

Read the animal name then look closely at the illustration, talk about what this young dingo pup is doing. Is he yawning perhaps or is he howling?

Explain to the children words such as *snuffle*, *whimper*, *intruder*, and *chorus*. Get the children to snuffle and whimper!

Use the glossary to explore words like *nocturnal* and *omnivore*.

Discuss how they are a kind of dog but one that rarely barks, but often howls instead. Get the children to demonstrate their howling skills as they call to one another!

Use your map to show children where dingos live and explain how hot central Australia is.

Use your tape measure to find out how tall an adult dingo is, is it as tall as the children.

Talk about how many Aboriginal tribes have used dingoes to help them hunt, keep them warm at night, and to help protect their camps, but they have not been domesticated like a dog.

Further learning could include exploring the differences between dogs and dingoes; and other wild dogs in the world e.g. wolves, coyotes, dholes, jackals etc.

## Echidnas

Read the animal name then look closely at the illustration point out just how many spikey spikes this little fellow has! Discuss how long and strong his claws look and what they might be for. And point out how his big long tongue is just sticking out a little bit!

Explain to the children words such as *groom*, *teats*, and *nursery*.

Use the glossary to explore words like *monotreme*, *predator*.

Discuss how his spikes help protect him against predators (remind children what a predator is), and how his diet consists completely of ants and termites! Thank goodness we don't have to live on ants or termites! Ask them why they think rolling into a ball would help protect them.

Talk about what a cute name 'puggle' is for a baby echidna. Ask the children why the mother would need to build a tunnel when they start to grow spines. Talk about how echidnas like to swim and groom themselves in the water.

Further learning could include exploring how the echidnas of the mainland differ from the Tassie version; how the echidna is a monotreme, which like the platypus, are the only two in the whole world; and how the echidna has poor eyesight but a very good sense of smell to smell all those ant nests!

## Emus

Read the animal name then look closely at the illustration and point out how stripy these babies are compared to the adult birds and how sturdy their little legs look and discuss how good emus are at running. Point out their strong claws.

Explain to the children words such as *gallop*, *stride*, *defend* and *speckled*.

Discuss how what a 'boom' might sound like, and what a 'grunt' and 'hiss' are.

Use your tape measure to find out how long their strides are, and how long a metre is and how huge three metres is! Measure the children's stride so they can compare.

Talk about how unusual it is for the male to build the nest and also sit on the eggs. Find a picture of an emu egg next to a chicken egg so the children can see how big they are and what a beautiful colour they are. Discuss how the male gets skinny because he doesn't eat or drink when he is sitting on the eggs and that only stands up to turn the eggs. Compare photos of the adult birds next to their babies.

Further learning could include exploring other flightless birds around the world such as the ostrich, the kiwi and in Australia the cassowary and the Tassie 'roadrunner' (which is a type of rail); why the eggs need to be turned; and how long the father sits on the eggs for.

## Flying Foxes

Read the animal name then look closely at the illustration and talk about how this baby is upside down and wrapped in his wings.

Explain to the children words such as *roosts*, *colonies* and *vision*,

Discuss how their wings are used for flying and also to stay warm. Also discuss the difference between human babies at just a few months old and how it takes *much* longer before we can look after ourselves!

Use your map to discover what North, South, East and West mean and show where flying foxes are found. You could also talk about how far 50 kilometres is to go and find food. I'm glad we don't have to travel that far when we're hungry!

Use your tape measure to find out how wide their wings are and how long their bodies are.

Talk about how many a few hundred is compared to tens of thousands – it will take a bit of counting but perhaps use Hundreds and Thousands (sprinkles) and get each child to count out ten to make a hundred then ten of those to make a thousand etc.! A serious maths lesson!

Further learning could include finding out the different kinds of bats we have in Australia (or the world) and exploring how tiny the micro bats are compared to this big Flying Fox; and look at photos of other bats and discuss how small their eyes are compared to these guys.

## Goannas

Read the animal name then look closely at the illustration. Talk about how amazing his stripes and spots are. Get the children to look closely and discuss the texture of his skin and how sharp his claws are.

Explain to the children words such as *reptile*, *paddle* and *termite*.

Discuss how their stripes and spots helps them to hide from predators. Also talk about what colour bluish-black is. Ask the children how they would get to the bird's eggs to eat them.

Use your tape measure to find out the difference between 20cm and 2.5 metres! Get the children to lie down and see if they are as big as a goanna (you might need two children!). You also lie down and get the children to measure you and see if you are as long as a goanna!

Use the glossary to explore words like *carnivore*, *mammal*, *carriion* and *camouflage*.

Talk about how humans are not like goannas and that we would die if we didn't eat for weeks!

Further learning could include finding out about all the different goannas we have in Australia and which one is the largest; what camouflage is and how animals have different ways of hiding from predators; how the lace monitors lay their eggs inside termite mounds; and how goannas make good 'tucker' for the various Aboriginal tribes across Australia.

## Kangaroos

Read the animal name then look closely at the illustration. Point to the mothers pouch and explain that this little fellow is sticking out because he is getting too big for it, so his legs and tail don't fit! Talk about his big brown eyes and how he has lots of whiskers!

Explain to the children words such as *recognisable*, *species*, *teat*, *muscular* and *balance*.

Discuss how humans also stay in their Mum's tummy for nine months, but that we are still fed by our mothers for much longer!

Use your tape measure to find out how big adult red kangaroos actually are. Get the children to measure you as well to see if you are that big!

Use the glossary to explore words like *nocturnal* and *omnivore*.

Talk about the muscles we have in our legs, and while we can hop and jump, but not nearly as well as a kangaroo! Talk about how a tail would help them balance. Point out their tails also help them swim (like the goanna). Talk about how fast 70 kilometres an hour is and find out how fast a human being can run.

Further learning could include exploring other kinds of kangaroos e.g. the grey kangaroo and others from the kangaroo family e.g. wallabies, pademelons etc.; other marsupials that keep their babies in pouches; and how tiny kangaroo joeys are when they are first born.

## Koalas

Read the animal name then look closely at the illustration. Point out how soft and fluffy he looks and how big and fluffy his ears are and what a strange shaped nose he has compared to us!

Explain to the children words such as *eucalypt*, *species*, *poisonous*, *digest* and *pap*!

Discuss how long 20 hours is in a day. Talk about how sleepy they must be all the time!

Use your map to show where koalas live (You'll have to find out where they live first!)

Use the glossary to explore the word *nocturnal*.

Talk about how humans are not like koalas that we only need to sleep for about eight hours a day and how we would die if we had to eat eucalypt leaves!

Further learning could include bringing in some eucalypt leaves or oil to smell; finding out some of the different eucalypt trees there and compare their gumnuts and flowers; finding out the three or four species of gum leaves koalas can eat; and how important it is for us to not chop them down and to keep planting more of them so the koalas have somewhere to live.

## Kookaburras

Read the animal name then look closely at the illustration. Ask the children why this baby looks the way he does without any feathers! Point out that he is a laughing kookaburra and how happy he looks. Get the children to laugh like a kookaburra as loudly as they can!

Explain to the children words such as *introduced*, *chuckle* and *raucously*.

Discuss how baby kookaburras are looked after by the whole family, including their big brothers and sisters! Also talk about why this little fellow is covered in spikes and not feathers. You must also of course sing *Kookaburra Sits in the Old Gum Tree*!

Use your map to show where kookaburras come from and where they have been introduced.  
Use the glossary to explore the word *carnivorous*.  
Talk about how kookaburras are a bit cheeky to steal goldfish and meat from barbecues!  
Further learning could include exploring how different the adults look from their babies; the different kookaburras and kingfishers there are in Australia (and New Guinea); and the sounds the other kookaburras and kingfishers make.

## Numbats

Read the animal name then look closely at the illustration. Point out his pointy nose, his stripy back and incredibly fluffy tail!  
Explain to the children words such as *termites*, *diurnal*, *burrow*, *teats* and *disturbed*.  
Discuss how these little guys only eat termites and have to eat thousands and thousands every day!  
Also talk about how numbats are not like other marsupials, in that they sleep at night and feed during the day (because that is when termites are active). Talk about how they protect themselves in their burrows by blocking the entrance with their bottoms!  
Use your map to show the children where Western Australia is.  
Use the glossary to explore words like *predators* and *lactation*.  
Talk about how humans are not like numbats in that they do not eat termites and we do not have hard bottoms! Get the children to make ‘tut, tut, tut’ noises to keep others away! Discuss why they can only have four babies at a time (because they only have four teats).  
Further learning could include exploring whether there are other marsupials that do not have pouches; what a termite nest looks like; and how numbats have long, sticky tongues to catch termites (like anteaters have sticky tongues to catch ants).

## Platypuses

Read the animal name then look closely at the illustration. Discuss their bills and long sharp claws.  
Explain to the children words such as *waterproof*, *bill*, *electrical currents*, *prey*, *shrimps*, *yabbies*, *leathery*, *hairless*, *teats*, *pores*, *grooves* and *lap*.  
Discuss how the platypus catches its food and how they spend most of their time in the water.  
Use the glossary to explore words like *monotreme* and *carnivore*. See if the children can remember what the other monotreme is called. Talk about how different echidnas and platypuses look, yet they are the same in other ways.  
Use your tape measure to see how long four metres is and talk about how long it must take such a small animal to dig so far. Then measure out 20 metres and marvel at how amazing the females must be to dig such a long tunnel.  
Talk about how unique platypus are with their unusual bills and how they catch food, how they lay eggs and how they feed their young.  
Further learning could include exploring in more detail how platypuses feed; and how unique monotremes are and how they are only found in Australia.

## Possums

Read the animal name then look closely at the illustration. Look at his long curly tail, his big ears, and little paws with their long ‘fingers’.  
Explain to the children words such as *glider*, *pygmy*, *mundarda*, *underparts* (not underpants!), *whiskers*, *snout*, and *nectar*.  
Discuss how such a tiny thing survives in the bush, explain what colour cinnamon is, and explain why their big eyes help them see at night.  
Use your map to explain what south-western means and where they live.  
Use your tape measure to find out how tiny this baby is and how big an adult pygmy possum is.  
Use the glossary to explore words like *nocturnal* and *marsupial*.

Talk about why they would need a long tongue to eat nectar. Talk about how small their pouches must be and how small their babies must be to fit inside it! Discuss why they have babies in spring and not in winter.

Further learning could include exploring all the different possums, cuscus and gliders there are in Australia; how tiny the pygmy possums are; and what other creatures have long tongues to drink nectar e.g. hummingbirds and butterflies.

## Quokkas

Read the animal name then look closely at the illustration. Point out how smiley and happy he looks!

Explain to the children words such as *species*, *wallaby*, *isolated*, *island*, *mistook*, *coastal*, and *curious*.

Discuss who the Dutch explorers were and why they called it Rottnest Island.

Use your map to show the children where Rottnest Island is

Use the glossary to explore the word *nocturnal*.

Talk about how quokkas have a pouch like a kangaroo and have one little joey each year.

Further learning could include exploring the quokkas on Rottnest Island and how no one is allowed to touch them!; exploring others in the kangaroo family e.g. wallabies, bettongs etc.; why quokkas are safe on the islands off Western Australia; and how long quokka joeys stay in the pouch for and how big they get as adults.

## Quolls

Read the animal name then look closely at the illustration. Explain that this is an Eastern Quoll and you can tell because he does not have spots on his tail.

Explain to the children words such as *native*, *dens*, *stalking*, *prey*, *pouncing*, *pregnant*, *convert*, *teats*, *survive*, and *extinct*.

Discuss how quolls do not have a pouch until they are pregnant then the folds of skin on her belly change to become like a pouch to keep the babies safe and that it opens backwards so no dirt gets inside. Talk about how tiny a grain of rice is, but that quolls only have six teats so she can only raise six babies.

Use your map to find out where Tasmania is and talk about how they are no longer found on the mainland.

Use the glossary to explore words like *carnivore* and *nocturnal*.

Talk about how humans are not like quolls and they don't carry their babies on their backs. Imagine how cute it must be to see so many babies riding on her back and how funny it would be if human babies were carried around on their Mum's backs!

Further learning could include finding out about the spotted-tailed quoll which can be nearly a metre long!; about other marsupials that do not have a pouch as such; about other animals and birds found only in Tasmania; and reading the delightful picture book *Quentin the Quoll on Bruny Island* (one of three in this Bruny Island series).

## Rosellas

Read the animal name then look closely at the illustration. Talk about how this baby's feathers are just beginning to grow on his wings and tail, but that he still has his soft down as well.

Explain to the children words such as *native*, *breast*, *intelligent*, *several*, and *breeding season*.

Discuss how parrots have strong beaks to crack open seeds and nuts.

Talk about how parrots can whistle just like humans and they can learn tricks and solve puzzles (explain this is not the same as a jigsaw puzzle!). Explain how rosellas do not talk but that many parrots can. Look online to find some of the amazing things parrots can do – solve puzzles, sing, talk and dance!

Further learning could include exploring others from the parrot family (there are a lot!); and how different they look as babies compared to the adult birds.

## Sea Lions

Read the animal name then look closely at the illustration. Talk about his big brown eyes and whiskers. Ask the children if they know what sound seals make.

Explain to the children words such as *colony*, *severe*, *flippers*, *stocky*, *external* and *distinctive*.

Discuss how sea lions and fur seals have external ears (like we do!) and how they like to sunbake like we do! Watch videos of them moving so awkwardly on land, then how graceful they look in the water.

Use your map to show where Australian sea lions are found.

Talk about how humans are not like sea lions, that we can recognise our own babies voices, but not their smell! Talk about the word distinctive and how we are all distinctive, that we are not like anyone else on Earth! Explain that 60% means they spend about 15 hours a day swimming and catching food. Ask the children if they know what *cuttlefish*, *lobsters*, and *octopus* are.

Further learning could include finding out about Seal Bay on Kangaroo Island where there are lots of sea lions that like to sunbake!; and finding out how many different seals and sea lions there are in the world; watching some videos of how playful seals are.

## Tasmanian Devils

Read the animal name then look closely at the illustration. Talk about how cute he is and how he looks like he wants you to tickle his tummy, but why that may not be a good idea! Discuss his long sharp claws and what they might be for.

Explain to the children words such as *stocky*, *harsh*, *screech*, *sense of smell*, *prey*, *dens*, and *teats*.

Discuss what it means for a pouch to open backwards, what direction is that? Talk about how many weeks or months 100 days is.

Use your map to show where Tasmania is.

Use the glossary to explore words like *carnivorous* and *marsupial*.

Talk about how far a kilometre is and how amazing it is that a Tassie devil can smell something from that distance! Also talk about how they can climb, swim and run very fast. Explain what strong jaws they have which can chew through bones and wire! Ask the children what would happen if you tried to keep one in a cage.

Further learning could include exploring other marsupials whose pouch opens backwards; what other carnivores the children can name; and the difference between a Tasmanian Devil and a Tasmanian Tiger.

## Thorny Dragons

Read the animal name then look closely at the illustration. Discuss what a very strange little creature a thorny dragon is!

Explain to the children words such as *deserts*, *spikes*, *ridges*, *moisture*, *condenses*, *threatened*, *underground burrow* and *back and forth*.

Discuss how the thorny dragon's spikes help it drink in the desert. Point out the big lump on the back of its neck which is a false head. They put their real head down so predators attack the false one instead! Talk about how their spikes make them hard for other animals to eat them!

Use your map to show where the central deserts of Australia are.

Use your tape measure to find out how big adult thorny dragon is ie very small! Then show the children how tiny this little baby is – only 3cm! You will need to explain how I made it bigger in the book!

Use the glossary to explore words like *predators*.

Talk about how lizards lay eggs, but they don't sit on them like birds do. Discuss how three or four months is a long time, since a chicken only takes 21 days to hatch and an echidna baby hatches after only 10 days!

Further learning could include exploring online videos of the weird way this little fellow walks!; discover what other lizards there are in Australia (there's a *lot!*); find out what other animals



live in the hot deserts of Australia; and what other animals live in burrows, e.g. rabbits, wombats, meercats etc.

## Wombats

Read the animal name then look closely at the illustration. Laugh about how he is itching his bottom with his big strong claws!

Explain to the children words such as *stocky*, *wisdom*, *extensive burrow systems*, *defence*, *threatened* and *rump*.

Discuss how big and strong his claws are and what they might be used for.

Use your tape measure to find out just how big an adult wombat is. Also measure out 2 metres and 20 metres to show how huge their burrows can be!

Talk about how humans also give birth to only one baby in a year (unless its twins or triplets), but not all in spring.

Further learning could include exploring other names for animals collectives, e.g. a gaggle of geese, a flock of sheep; where wombats live; and how different the wombats are on the mainland compared to their Tasmanian cousins.

## Glossary page

Talk about what a glossary is and what it's for. Read each word and describe it, even if you haven't read the text, or can't remember where it was in the text. Only read a few words at a time or for older children perhaps explore just one or two words a day.

Amphibian – ask the children if they have ever seen a frog or a toad

Aussie – ask the children if they are Aussies! If not use a map to find out where they were born

Billabong – ask if they have ever seen a billabong, or perhaps you could make one in the backyard!

Camouflage – collect photos of animals hiding using camouflage

Carnivore – talk about how people can be carnivores too, and also herbivores!

Carrion – talk about how people *DON'T* eat carrion, but that some birds and animals love it!

Casque – make some casques out of ice cream containers, look up some dinosaurs that had casques

Hatchling – talk about how small hatchlings are, what birds do the children know hatch from eggs

Lactation – talk about how people are mammals too which means they feed their babies milk

Mammals – talk about how we are warm blooded and snakes and lizards feel cold to touch

Marsupial – how many marsupials can the children name whose babies develop in a pouch?

Monotreme – can the children name the only two egg laying mammals in the world?

Nocturnal – talk about animals that hunt at night and ones that feed in the day (diurnal)

Omnivore – talk about how we are omnivores too and ask what the children like to eat

Predator – talk about how lions, tigers, even birds, snakes and crocodiles all eat other animals.

## Aussie picture books

There are a million and one fact books out there for little kids and lots of Indigenous stories too, but I'll leave that up to your local libraries to fill you in on the best ones, but some beautiful picture books include the following:

*One Woolly Wombat; One Keen Koala; Wombat Stew; Koala Lou; Possum Magic; Wombat Divine; Wombat Big, Puggle Small; Josephine Wants to Dance; Baby Wombat's Week; Feather Boa; A Walk in the Bush; Australian ABC of Animals; Heart in the Pouch; Tippy and Jellybean; Koala Bare; Bilby Secrets; Edward the Emu; Edwina the Emu; Eric the Postie; Diary of a Wombat; Diary of a Baby Wombat; Somewhere in Australia; Shy the Platypus; Hop Up! Wriggle Over!; Coral Sea Dreaming; Tick Tock Tick Tock What's Up Croc?; Turtle's Song; One Less Fish; Evie is All Ears; By the Billabong; Wombat Walkabout; Picasso the Green Tree Frog; Sebastian Lives in a Hat; Clancy the Quokka; Sleep Tight Platypup; Olga the Brolga; Neville the Devil; Christmas Wombat; Wombat goes to School; Miss Lily's Fabulous Pink Feather Boa; Puggle; Millie Loves Ants; Echidnas Can't Cuddle; Little Platypus; The Fairy Penguin; Waddle, Giggle, Gargle; Stellaluna; Possum in the House; Possum Goes to School; Blossom Possum; Hush Little Possum.*