

Questions and Suggestions for further learning

A Book of Tassie Babies

by Sarah Prince

This book provides extensive learning opportunities for young children, taking them on a journey of the senses through the different landscapes of Tasmania, including the coast, the rainforest, the woodlands etc. encouraging children to think about the sights, sounds and smells of the Tassie bush.

Other features of the book include:

- Rich and detailed text, highly educational, yet full of fun, with just a touch of whimsy!
- Beautiful sepia toned illustrations accompanied by rhyming couplets
 - Insects, birds, frogs and lizards hidden in the pictures
 - Fun facts about each animal
 - A list of native trees and flowers

Suitable for ages 0-6, this book contains pages of quite detailed text which can be read by, or to five, or six-year-olds. However, if reading to younger children, there are pages of much larger text accompanying the illustrations, which consist of rhyming couplets, to appeal to toddlers and babies. There are six different Tassie landscapes presented in the book – the coast, the creeks, the rainforest, the woodlands, the treetops, and the valleys, and 25 baby Tassie animals and birds.

As with all my ‘Questions and Suggestions’ pages, I have included dozens of examples here, but don’t think you have to ask them all, or do the actions in one sitting. These lessons could last for weeks! **Don’t let too many lessons and learning interfere with the fun!** Some questions are obviously aimed at older children, but with babies both ask *and answer* some fun questions along the way.

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 is just me! If there is a picture on the cover, talk about that too. Ask older children what they think the book might be about just by looking at the cover.

The Inside Cover

There is lots to learn on the inside front cover of this book. I have included the State bird, flower, butterfly, and animal of Tasmania. You could of course explore each one in more detail, or this could extend into exploring what other States have as their emblems, or indeed what the Australian emblems are, and what other countries have as their National emblems.

The Dedication Page

This book is dedicated to some friends of mine and some of the fun times we had together. I live in a bus and one day this brightly coloured bus pulled up next to us and out got, Mum, Dad, five children – Diesel, Braxton, Maci, Olive and of course ‘Little Dog’ Dawson – as well as Billy the dog! Seven people living in a bus! Let me assure you two is plenty! So the silhouettes throughout the book reflect some of the fun things these guys got up to whilst travelling around Tasmania.

Using the Fact Pages

Jumping ahead to the fact pages located at the back of the book, there are a number of ways you can choose to use these pages. If reading to babies, you might like to read them first and become familiar with some of the facts before hand, so you can talk about them as you read. With toddlers and older children however, you could turn to the fact pages as you read, saying something like, ‘Let’s see what the fact pages have to say’. That way you are demonstrating how to make better use of the book, how books have different sections, and how to use them, and what facts actually are. Alternatively you could not interrupt the ‘story’ and instead read the facts altogether at the end.

Map of Tasmania

This page provides a very basic map of Tasmania, the largest island off Australia’s mainland. Along with Hobart the State’s capital, some of the major towns are included, the larger islands off Tassie’s coastline, as well as the beautiful Great Lakes. I suggest having a map of Australia on hand as well as all sorts of learning could stem from exploring a far more detailed map, showing the mountains, rivers, lakes, waterfalls, and major tourists spots. I also suggest having a tape measure on hand as there are lots of learning opportunities for measuring things throughout the book.

A note regarding the text

In this book I have purposely made use of some of the rich and expressive words of the English language. Many of the words are far above the reading level of its young audience, but that doesn’t mean young children can’t learn such words and build upon their knowledge and vocabulary. The book contains many rare and unusual words not often used in everyday language e.g. ‘hike’ or ‘trek’ instead of ‘walk’. There are also lots of examples of onomatopoeia throughout the text which kids love. Onomatopoeia is a bizarre word which just means the word itself sounds like the actual sound e.g. bang, swish, crack, pop, rustle!

When you read such complex text to young children, there’s no need to explain *every* new word in *every* sentence, they’ll get the general idea. Stopping to explain everything would just interfere with the story and cause the learning to get in the way of the fun.

Definitely discuss them sometimes though as there are so many learning opportunities to be had. You could compare familiar words with unusual ones, e.g. using ‘myriad’ instead of ‘many’. You can have lots of fun exploring the different sounds found in the book, e.g. ‘plop’, ‘thud’, ‘chuckle’ etc. You could also extend the learning to imaginative play and pretend to be at the beach and build a mermaid in the sandpit. You could include actions and interactive play and ask children to show you their swooping and soaring skills, like the eagles flying high above our heads.

Tasmania – the beginning of the journey

This introductory page invites readers to come on a journey of the senses through the wild landscapes of Tasmania, namely the coast, creeks, rainforests, woodlands, treetops, and valleys, getting children to think about all the sights, sounds and smells of the Tassie bush. It introduces the fact that many of Tasmania’s animals, birds, frogs, lizards, insects and plants are incredibly rare and only found in Tasmania, not even on mainland Australia! Further learning could involve: finding out just which icy cold southern oceans surround Tasmania; where Gondwanaland actually was (and the other ancient land masses); and what stalactites and stalagmites are, how they are formed

over hundreds of millions of years, deep underground within the hundreds of limestones caves found all over Tasmania.

Exploring around the Tassie coastline

In the top left corner (and far bottom right), a little bunch of flowers can be seen, which are a sample of the flowers found around the coasts of Tasmania. You can jump ahead to the inside back cover and find out what they're called then go online to find out which is which!

There are also seagulls, crabs, seashells and sea stars all found around the Tassie coast.

Here the kids are doing some of their favourite activities, Diesel is kayaking off the coast, Braxton is fishing, the girls are beach combing, and Dawson is investigating what's on the rocks!

The text invites children to imagine exploring the Tassie coastline and experience some of the fun to be had on Tassie beaches. It can be read in its entirety to older children, but you may have to skip chunks and abbreviate it for babies and restless toddlers. In which case you could skip it altogether and just read the last two lines – '*Once we found some sea stars on the rocks by the jetty!*' (pointing out the silhouettes on the opposite page) and '*Come on, if we're really lucky, we might see...*' (which should be read with great enthusiasm and excitement of what's to come!)

Emphasise the different senses that are needed to: 'feel' the wet sand between your toes; 'taste' the salt on your lips; 'hear' the waves swoosh along the sand; 'smell' the mermaid's fishy seaweed hair; and 'see' the sparks fly high into the dark night sky.

Explain what the word 'explore' means and the rare and unusual words found within the text, together with the fun ones e.g. *squishes*, *sparkling*, *swoosh*, *moats*, *mermaids*, and *driftwood*. Talk about the difference between *boulders*, *rocks*, and *pebbles*. Discuss the colours on the page – *white* wings, *blue* skies, *orange* sparks. Also talk about the colour of the sandy beaches and the changing blue of the ocean.

Encourage the children to talk about their own experiences of being on the beach. Have you ever felt the sand squish between your toes? Can you remember what the salty sea tastes like on your lips? Who likes to feed chips to the seagulls? Have you ever built sandcastles and decorated them with rocks and shells? Hands up who has ever sat around a brightly burning campfire on a summer's night on the beach?

The Fairy Penguins

Be sure to read both pages of text together at first as the two pages work as a rhyme. Then focus on just one page at a time and repeat the text again before looking at the picture.

Read the text and discuss the word *supper* and how it is another name for *dinner* or *tea*. You could jump ahead to the fact pages and explain that penguin babies only get fed once a day and have to wait until dark when their parents come back with food for them. So no wonder they are hungry – imagine if we had to wait that long for dinner!

Look closely at the illustration and talk about how cute they are and how little their flippers are. Point to the one that has his mouth open and get the children to make some squawky penguin noises! Talk about how they haven't got any feathers yet, that they still have their soft down which means they can't go swimming yet.

Further learning could include: Finding out about how different (or not!) penguin chicks look from the adults; What kinds of fish penguins eat; Other types of penguins and where they live in the world; Other types of flightless birds there are in Australia and overseas; The difference between down and feathers.

Other activities could involve: Getting out your tape measure and showing the children just how small a fairy penguin is; Getting the kids to waddle about like penguins and trying to do things without using their hands!; Making some penguin cut outs using black and white paper and glue; Make some potato stamps of fairy penguin footprints and do some stamping;

Watching some penguin documentaries, or some fun penguin movies (e.g. *Happy Feet*, *The Penguin Movie*, *Mr Popper's Penguins*); Reading some penguin fact books and stories.

The Sooty Albatross

Read the text and discuss why this little albatross might be waiting for his mother, is he hungry too do you think? What does the word *sooty* mean? What colour is *sooty*?

Look closely at the illustration and talk about the nest he is standing in and what it might be made of. Point out that, like the penguins, he too hasn't got any feathers yet, which is why he can't go in the ocean either. Talk about his little webbed feet and what they might be for.

Further learning could include: Finding out about how different this chick looks compared to an adult sooty albatross; Where sooty albatrosses are found; How they spend most of their time either on the ocean or flying, and the fact they really only come to land to have their babies on Sub-Antarctic islands like Tasmania; What kinds of things albatrosses eat; Other types of albatross and where they live in the world – some of them are huge!

Other activities could involve: Finding out what other birds have webbed feet and why; What kind of things other birds make their nests from; Discovering how huge some albatrosses are – mark out their wing spans on the floor and see if the children have 'wingspans' as wide as an albatross!; You could read the book *A Perfect Day for an Albatross* (although it's for slightly older children) and come up with more albatross activities.

The Sub-Antarctic Fur Seal

Be sure to read both pages of text together at first as the two pages work as a rhyme. Then focus on just one page at a time and repeat the text again before looking at the picture.

Read the text and discuss the words *Sub-Antarctic* and *shy*. The Sub-Antarctic is the area directly above the Antarctic and includes the southerly parts of the Atlantic, Pacific, and Indian oceans. Here there are numerous islands on which live all kinds of unique animals and birds. Talk about what it means to be shy and the feelings we get when we meet someone new, or have to talk to adults or strangers.

Look closely at the illustration and talk about how sweet this little seal looks hiding his face like that. You could talk about how Fur Seals like this one have ears but they are only tiny. Also that they have lots of whiskers!

Further learning could include: Finding out what other kinds of birds and animals live on Sub-Antarctic islands above the Antarctic; What different kinds of seals there are in the world; Measuring how long 65cm so children can see how small they are as newborns.

Other activities could involve: Learning more about the Antarctic and the creatures that live there; Looking up online how awkward seals are on land, but how sleek and graceful they are in the water; Singing the song *The Seals on the Bus* together. In fact after you finish the book you could create a verse about every animal, although I have no idea what sounds a crayfish, a rakali, or a pygmy possum make, but you could have lots of fun making it up!

The Elephant Seal

Read the text and discuss the word *newborn* and what that means and the word *soaking*.

Look closely at the illustration and talk about how big this baby's eyes are. Point out how as babies they are covered in thick black hair to keep them warm. Seals love to sunbake and get warm because they spend lots of time in the icy cold ocean.

Further learning could include: Finding out just how weird and wonderful elephant seals are! There is of course their nose, which the males make the weirdest noises through! They also love taking mud baths and wallow in them for hours. The males also have lots of girlfriends! One of the strangest things about elephant seals though is how much bigger the males are than the females. The females look like pups next to their giant husbands! Talk about how strange it would be if our Dads were that much bigger than our Mums! You could find out where

elephant seals live in the world and also how big and blubbery they are on land and how sleek and smooth they are in the water.

Other activities could involve finding out: What other newborn babies look like – either people or animals – and just how vulnerable they are, and how they need lots of looking after, and lots of food. In the case of elephant seals they need *LOTS* and *LOTS* of food!; Making playdough seals – I’ve never made them but I’m pretty sure a playdough elephant seal, for even the youngest of children, would be pretty easy to make!; You could find out how many different seals there are in the world and if they all have weird noses like this one!

Hiking along beside a Tassie Creek

In the top left corner (and far bottom right), a little bunch of flowers can be seen, which are a sample of the flowers found growing by the creeks of Tasmania. You can jump ahead to the inside back cover and find out what they’re called then go online to find out which is which! There is also a little blue wren (and his girlfriends!), as well as butterflies, dragonflies, lizards, and beetles, all found beside Tassie creeks.

Here the kids are building a rock tower ten rocks high – be sure to count the rocks! Where is rock number ten? Who is holding rock number ten, is it Maci? Or is her rock too big? Perhaps it’s Dawson’s tiny little rock?

The text invites children to imagine hiking along beside a Tassie creek and experience how the water itself seems to be excited as it heads towards the sea. It can be read in its entirety to older children, but you may have to skip chunks and abbreviate it for babies and restless toddlers. In which case you could skip it altogether and just read the last two lines – ‘*Once we built a rock tower that was ten rocks high!*’ (pointing out the silhouettes on the opposite page) and ‘*Come on, if we’re really lucky, we might see...*’ (which should be read with great enthusiasm and excitement of what’s to come!)

Emphasise the different senses that are needed to: ‘see’ what lives in the rock pools; ‘taste’ the clean fresh water; ‘feel’ the smooth rocks under the water; ‘smell’ the boronia wafting on the breeze; and ‘hear’ the ‘plop’ as something slips into the water.

Explain what the word ‘hike’ means and how it is different from walking or wandering. What does it mean when I say it’s like the water is in a race? Also explain the rare and unusual words found within the text, together with the fun ones e.g. *rushes*, *settles*, *peer*, *wiggling*, *skating*, *darting*, *wobbly*, *fragrance*, *wafting*, *breeze*, *sleek*, *scurry*, and *buzzing*. Talk about the difference between a *breeze* and a *wind*, and between *hiking* and *scurrying*. Discuss what it means when I say the skimmers are skating and the dragonflies are darting. Also talk about why the lizards might be sunbaking!

Encourage the children to talk about their own experiences of hiking along beside a creek. Have they ever seen tadpoles in the water? What do tadpoles grow up to be?; Why is the water clean, fresh and icy cold?; What are banks? Are they the same as the banks where we keep our money?; What other things have you found hiking along beside a creek?

The Platypus

Be sure to read both pages of text together at first as the two pages work as a rhyme. Then focus on just one page at a time and repeat the text again before looking at the picture.

Read the text and discuss the word *sleek* and also talk about ‘*heading home*’ and what that might mean. He’s heading home now, but where’s he been do you think?

Look closely at the illustration and talk about his large, webbed feet, with sharp pointed claws. Talk about what such sharp claws might be used for. Also discuss his strange shaped bill (a ‘bill’ is a bit like a bird’s beak).

Further learning could include: Finding out about what a unique animal a platypus really is ie a monotreme and that there are only two in the whole world; Using the fact pages in the back to discover just how long the tunnels are that they build to keep their babies safe; Marking out a nursery tunnel on the floor and then talk about how good a platypus must be at digging for

such a small creature to build such a big tunnel; Reading some fact books or looking online to find out what a platypus eats and more amazingly how it finds food, because they do not use sight, sound, or smell to find food!

Other activities could involve: Making some playdough platypus and some eggs for their babies to hatch from; Reading some fact books or some of the numerous picture books about some cute platypuses e.g. *Shy the Platypus*; *Paddles the Platypus*; *Platypus* (by Sue Whiting); *Pugsley Platypus*; *Little Platypus*; *A Platypus Probably*, etc.

The Rakali

Read the text and discuss the word *scrabbling* and what it means. Ask the children if they have walked on stones and how tricky it can be when they slip and slide out from under your feet!

Look closely at the illustration and talk about how little the baby is compared to her mum and how long the mother's tail is, that it is longer than she is! Point out how they have lots and lots of whiskers!

Further learning could include: Finding out more about Rakalis – where they live, what they eat, how many babies they have, and whether they are a mammal or a marsupial?; Finding out some of the names the different Aboriginal tribes use to describe them.

Other activities could involve: Discovering if they are a water rat or are they more like an Australian version of an otter? Do some research about water rats and otters to help you decide; Reading the picture books *Rakali's Tale* or *Rakali's Roadtrip* together; Finding out more about the different water rats found throughout the world and researching otters and how incredibly cute they are!

The Giant Freshwater Crayfish

Be sure to read both pages of text together at first as the two pages work as a rhyme. Then focus on just one page at a time and repeat the text again before looking at the picture.

Read the text and discuss the word *giant*, *freshwater* and *clambering*. Perhaps talk about when people try and climb a rocky riverbank they use both their hands and feet and clamber up. Get the children to clamber about! Get the children to take some giant steps around the room and then some dainty little fairy ones!

Look closely at the illustration and talk about what an extraordinary creature a crayfish is. Look at his strange legs, his great big claws, his long antennae, his hard shell which is like a coat of armour – you may have to explain what a 'coat of armour' is!

Further learning could include: Finding out more about the giant freshwater crayfish which are incredibly rare and only found in Tasmania; Discovering just how many different colours a crayfish can be; Exploring crustaceans in general and the differences and similarities between crayfish (or crawfish if you live in the USA!), yabbies, marron, crabs, prawns and shrimps (the movie *Shark Tale* has some very funny crustaceans in it!).

Other activities could involve: Buying a crayfish from a fish market to show just how weird these creatures are in real life! Unless the children in your care are you own I would *NOT* recommend any taste tests, as this could lead to all sorts of disasters!; I haven't read it but apparently there is a Cajun crawfish version of *Alice in Wonderland* called *Down the Crawfish Hole*, where Maurice is fishing one day and follows a little blue crayfish down a hole!; You could make some weird and wonderful playdough crayfish with pipe-cleaner legs and pegs for claws!

The Spotted Marsh Frog

Read the text and discuss the word *spotted*, *marsh* and *croaky*. Explain what a marsh is and ask why a frog would like to live there. Talk about the word *croaky* and what that might mean.

Look closely at the illustration and talk about the fact that even though he is called *spotted* his spots looks more like *splotches*! Point out the stripe down his back and his long toes (especially his

extra-long middle toe on his back foot!). Talk about how easily he could hide in the leaves and grasses by a creek with all those splotchy spots!

Further learning could include: Talking about how some frogs croak, others go *ribbit ribbit*, *bonk bonk*, some go *ick ick*, or *creeeek, creeeek!* – what kind of sound does a Spotted Marsh Frog make?; Finding out about the different kind of frogs found in Tasmania; Going on to the *FrogWatch* website and finding out what sort of frogs live in your area and the different sounds they make.

Other activities could involve: Looking at the lifecycle of a frog; Finding out the differences between frogs and toads; Making some green frog cupcakes; Singing lots of froggy songs like *Five Little Speckled Frogs*, *Heigh-Ho Said Anthony Rowley*, and my all-time favourite *Galumph Went the Little Green Frog!*

Wandering through the Tassie Rainforests

In the top left corner (and far bottom right), a little bunch of flowers can be seen, which are a sample of the flowers found wandering through the rainforests of Tasmania. You can jump ahead to the inside back cover and find out what they're called then go online to find out which is which!

There is also a pink robin with his lady friends! Along with butterflies, mushrooms, beetles, a swamp rat, and a frog! All of which can be found in a Tassie rainforest.

Here the kids are looking at the bright orange toadstools they found growing by the track! (at least they would be orange if they weren't silhouettes!)

The text invites children to experience the secret world of Tassie rainforests! It can be read in its entirety to older children, but you may have to skip chunks and abbreviate it for babies and restless toddlers. In which case you could skip it altogether and just read the last two lines – '*Once we found some bright orange toadstools growing by the track!*' (pointing out the silhouettes on the opposite page) and '*Come on, if we're really lucky, we might see...*' (which should be read with great enthusiasm and excitement of what's to come!)

Emphasise the different senses that are needed to: 'hear' the water trickling and bubbling; 'smell' the dampness in the air; 'feel' the warmth of the sunlight; and 'see' the brilliant green of the tree ferns. (I didn't dare put taste in this one in case the children started eating toadstools!)

Explain the rare and unusual words found within the text and the fun ones e.g. *wander, trickling, bubbling, cascades, crashing, dampness, squelches, moisture, cushiony, swishes, buzzing, click, croak, and bustle*. Talk about the difference between *trickling* and *cascading*. Discuss what it means when everything is *buzzing* with life.

Encourage the children to talk about their own experiences of walking through a rainforest, if they are lucky enough to have done so! Or get them to try and imagine it; Have you heard the roar of a waterfall?; What does it feel like to have mud squelch between your toes?; Have you felt how soft moss is?; What else is bright green like a tree fern?; What other kinds of noises do insects make; Who can make some bird calls; Let's hear your croaky frog impersonations!

The Little Pygmy Possum

Be sure to read both pages of text together at first as the two pages work as a rhyme. Then focus on just one page at a time and repeat the text again before looking at the picture.

Read the text and discuss the words *perched* and *twig*. Discuss big branches, small sticks, and tiny twigs. Explain how birds perch on twigs and branches too and that to perch on something an animal must hold on with their long toes and claws and have perfect balance so they don't fall off! Point out it is something human beings just can't do! Although you could get them to try!

Look closely at the illustration and talk about his long curled up tail and big ears and how small he must be since he is not much bigger than the leaves and flowers!

Further learning could include: Reading the fact pages and discovering this little fellow is the smallest possum in the world!; Using your tape measure to show the children just how small a Pygmy Possum actually is and how small baby pygmy possums must be to fit into their

Mother's tiny pouch!; Talking about why a mother pygmy possum must build a nursery nest to keep her babies in until they can look after themselves (ie because they get too big to all fit!); Discussing their curly tail which is prehensile (which means they can use it like another limb) and helps them hold on and climb.

Other activities could involve: Finding out what other kind of possums live in Australia (and the rest of the world) and how big they grow; Investigating if all possums are marsupials and all carry their babies in pouches; Finding out what other animals have prehensile tails e.g. monkeys, lemurs, etc.; You could bring in some gum leaves and flowers so children can see what size they are and show them how small a pygmy possum must be to perch on top!

The Spotted-Tailed Quoll

Read the text and discuss the words *spotted-tailed*. Talk about how he hasn't got a stripy tail or a pink or a green tail, he's got a spotted tail! Also talk about why you would have to be quick – Can he move fast? Where is he going do you think?

Look closely at the illustration and talk about his cute little face and how he is very young so his teeth are only tiny. Also point out how spotty he is, including his tail. You could try counting all his spots! Ask the children what he is standing on. Does that mean he can climb trees?

Further learning could include: Using the fact pages to find out more about this little quoll. How they can be lots of different shades of brown and how they like to sunbake!; Finding out if there are other quolls in Tasmania (or Australia) and if they also have spotty tails!; Finding out what they like to eat and if they live in other places besides rainforests.

Other activities could involve: Making some simple quoll cut outs then mixing up all different shades of brown paint so the children can choose which colour quoll they will make. Then stick (or paint) on some spots!; Reading the picture book *Quentin the Quoll on Bruny Island* (although it's about an Eastern quoll not a spotted-tailed quoll!); Finding out what another animals like to sunbake e.g. alpacas, seals. My dog used to like sunbaking too, but she would get so hot that when she stood up she would be all wobbly and couldn't walk properly! So she would wobble over to the shade then literally just crash down in the shade to cool off! Does your dog do that?

The Red-Bellied Pademelon

Be sure to read both pages of text together at first as the two pages work as a rhyme. Then focus on just one page at a time and repeat the text again before looking at the picture.

Read the text and discuss the words *red-bellied* and *hitching*. Explain how a pademelon is a type of kangaroo and that he has a rusty red coloured belly. Bring in something that has rusted so the children can see exactly what you mean by *rusty red*. Talk about how you can *hitch* things to yourself e.g. by hanging something off your belt, by pulling something behind you, or by putting something in your pocket. This little joey is hitching a ride by being carried in his mum's pouch!

Look closely at the illustration and talk about how a pademelon looks very much like a kangaroo or a wallaby. Point out his big dark eyes and very black paws. Compare the baby to his mum and notice how they look almost exactly the same. Do you look the same as your mum or dad? Talk about how animals are not like people, that people all look very different even people from the same family, but animals often look *exactly* like their parents.

Further learning could include: Finding out the similarities and differences of Tasmanian pademelons compared to mainland pademelons; Using the fact pages find out why they would need to be warmer in winter living in Tasmania and also what the word *clucking* means. What other creature makes a clucking sound ie a chicken!; Comparing the differences between wallabies, kangaroos and pademelons.

Other activities could involve: Getting everyone to hop about like pademelons. Tie jumpers around their waists and using the head hole as a pouch, give the children some teddy bear joeys to hop about with!; Making a photo display showing how different human babies look from their

parents, compared to animals; Making a display of the whole kangaroo family and include bettongs and potoroos as well.

The Dusky Antechinus

Read the text and discuss the words *dusky* and *antechinus*. Antechinus is a tricky word, officially it is pronounced *anti-ky-nus*, but some people pronounce it *an-teck-ee-nus*. Explain the word *dusky*, that dusk is when the sun goes down and the sky starts to turn a grey colour before turning black. So a *dusky* antechinus is much darker in colour than his mainland cousins.

Look closely at the illustration and talk about how he looks like he is trying to hide. Ask the children what he might be doing, is he really hiding? What is he hiding from do you think? Perhaps he's just itching a scratch on the top of his head!

Further learning could include: Using the fact pages to find out an antechinus is about the size of a mouse, but unlike a mouse there are a marsupial, so they have a pouch to carry their babies. Talk about how tiny their babies must be to fit inside such a tiny pouch!; Discussing how they are the only antechinus that feeds during the day, that others feed during the night like most marsupials. Also explain how they like to talk to themselves a lot – hissing and chattering as they look for food!; You may want to avoid the fact that the antechinuses main claim to fame is how the males go into such a sex crazed frenzy during mating season and have sex with so many females that they literally die from exhaustion!

Other activities could involve: Finding out how many other antechinuses there are in Australia (or anywhere else in the world!); Discovering what they like to eat and if they build tunnels like mice and live underground like mice do (they actually make nests out of gum leaves in the hollows of trees!).

Trekking deep into the Tassie Woodlands

In the top left corner (and far bottom right), a little bunch of flowers can be seen, which are a sample of the flowers found in the woodlands of Tasmania. You can jump ahead to the inside back cover and find out what they're called then go online to find out which is which!

There are also some galahs, ants, lizards, beetles and a butterfly hiding on the pages.

Here the kids are climbing on a huge fallen tree in the woods.

The text invites children to experience the mystery of some of the ancient forests of Tasmania. It can be read in its entirety to older children, but you may have to skip chunks and abbreviate it for babies and restless toddlers. In which case you could skip it altogether and just read the last two lines – '*Once we found a giant fallen tree just perfect for us to climb on!*' (pointing out the silhouettes on the opposite page) and '*Come on, if we're really lucky, we might see...*' (which should be read with great enthusiasm and excitement of what's to come!)

Emphasise the different senses that are needed to: 'feel' the rough bark of the tree trunks; 'see' the wildflowers everywhere; 'smell' the eucalyptus; and 'hear' the thud, thud, thud of a kangaroo hopping by. (Again I didn't include taste in this one in case they started tasting wild berries and dying all about the place!!!)

Explain the rare and unusual words found within the text and the fun ones e.g. *trek*, *wise*, *camouflaged*, *airy*, *wildflowers*, *teeny*, *weeny*, *debris*, *pungent*, *eucalyptus*, *nostrils*, *myriad*, *foraging*, *yummy*, *rustle*, *blue tongue*, and *slither*. Talk about the difference between *walking* and *trekking*, between *looking* and *foraging*, *myriad* and *many*, *rustle* and *slither*, and the difference between *small*, *tiny*, *teeny* and *weeny*!

Encourage the children to talk about their own experiences of being in the bush. Do you get a bit scared when you hear the rustle of the leaves as a creature goes by?; What kind of sounds were the birds making flitting through the trees?; Have you seen the sunlight sparkling through the leaves? Or found some flowers, or some fungi growing? (Talk about fungi, mushrooms, toadstools and truffles!); What do gum leaves smell like? What do the flowers smell like, or the earth itself?; Discuss what insects might be found on the forest floor, or what other creatures might be living in the woodlands and forests.

The Tassie Devil

Be sure to read both pages of text together at first as the two pages work as a rhyme. Then focus on just one page at a time and repeat the text again before looking at the picture.

Read the text and discuss the word *dawn*. Explain how Tassie devils like most marsupials are nocturnal and are most active during the night.

Look closely at the illustration and talk about the fact it is still dark and the stars are still out because Tassie devils hunt at night. Point out his sharp pointy teeth and also his large ears so he can hear lots of noises in the night. Get the children to look at their teeth and how most of them are flat for chewing, but the devils teeth are pointed for tearing and biting and holding onto their prey. They might look cute as babies, but they are very vicious!!

Further learning could include: Using the fact pages in the back find out some of the amazing facts about Tassie devils; Talking about how they make awful screechy noises and how stinky they are. Going online to hear some of their screeches and get the kids to make their own screechy devil sounds!; Looking online will also explain the males smell because they mark their territory with urine so they constantly smell like wee! Hopefully this little cutie is a girl and won't grow up to smell so bad!

Other activities could involve: Going online to find out more Tassie devil facts and in more detail. They are unique to Tasmania and not found anywhere else on Earth, although they used to live all over Australia; Finding out which other marsupials have pouches that face backwards e.g. wombats and numbats; Discovering that Tassie devils have an amazing sense of smell and can smell things from a kilometre away! Maybe go for a walk and show the children just how far a kilometre really is! Or you could put something very stinky on the table and walk away from it to show how humans can't smell things from very far away at all!

The Brush Tailed Possum

Read the text and discuss the words *brush-tailed* and *snuggled*. Ask the children what they think brush-tailed might mean. Does it mean they have a skinny tail or a thick bushy one? Ask who likes to snuggle with their parents or big brothers and sisters, or even their pets! How does it make you feel – all safe and warm? This little possum baby looks safe and warm.

Look closely at the illustration and talk about where these two are. Explain this is a hollow tree branch, which is where possums like to build their nests. Point out their big eyes which help them see in the dark.

Further learning could include: Reminding the children that this too is a possum, turn back to the pygmy possum page and compare the differences between the two; Using the fact pages to find out how this possum's tail (like the little pygmy possum), helps it climb by curling around branches; Going online to find out how big this fellow grows compared to the little pygmy possum; Talking about how funny it would be if our mums had to carry us around on their backs for three months!; Asking if anyone has ever had a possum living in the ceiling of their house!

Other activities could involve: Reading two delightful books about a naughty brush-tailed possum – *Possum in the House* and *Possum at School*; Making a big poster of all the different kinds of possums there are in the possum family – include the gliders and cuscuses.

The Bettong

Be sure to read both pages of text together at first as the two pages work as a rhyme. Then focus on just one page at a time and repeat the text again before looking at the picture.

Read the text and discuss the word *fossicking*. You could get a big box of things, or a drawer, or go out into the garden to demonstrate what fossicking means – to rummage through things to find what you're looking for. What do you think these bettongs are looking for?

Look closely at the illustration and discuss again how much animal babies look like their parents, which is not the case for human babies, we can look quite different from our parents – these

two look almost identical, one is just smaller than the other. You could point out that even though this baby looks quite big, he can still fit inside mum's pouch which is hidden by the soft fur on her belly! Also talk about how long the claws are on their front paws and how they are used to dig up plant roots which they like to eat.

Further learning could include: Using the fact pages to find out how tall they grow (only 30cm).

Also that they, like most marsupials, sleep during the day and go rummaging and fossicking about for food at night, which is why they have quite big eyes so they can see in the dark.

Other activities could involve: Comparing our diets to bettong diets and the fact that we too eat tubers (e.g. potatoes), roots (e.g. carrots), mushrooms and truffles. So we could eat the same kind of diet as a bettong!; Searching online for some videos of bettongs carrying their nesting materials under their tails – which is incredibly cute!

The Echidna

Read the text and discuss the word *spikey*. Also talk about how an echidna's tongue goes in and out – get the children to show you how their tongues go in and out! What do you use your tongue for – is it to catch ants?

Look closely at the illustration and talk about how many spikes the echidna has – too many to count! Ask the children what an echidna likes to eat – is it sausages? Or lollipops! Talk about his strong claws and how they are used to dig up ant nests, then his long sticky tongue scoops up the ants for him to eat! I'm glad we don't have to eat ants!

Further learning could include: Finding out how unique an echidna really is as they are one of only two egg laying mammals in the world (platypus and echidnas are known as monotremes the only egg laying mammals); Discovering that the mother lays just one egg which hatches after only ten days, then the baby puggle lives in her pouch for about 50 days until it starts to grow spines, which is when the mother digs a nursery burrow where the baby stays for nearly a year! Would you like to live underground for a year? Ask the children why the mother would need to dig a burrow when the baby starts to grow spines!

Other activities could involve: Making some playdough echidnas using toothpicks, straws, little sticks, or even bits of spaghetti for their spikes!; Having a look online at the great paper plate echidnas you can make by painting one brown and folding it in half and cutting long the lines to make the spikes; Making some hedgehog cupcakes and just calling them echidnas!

Gazing up into the Tassie Treetops

In the top left corner (and far bottom right), a little bunch of flowers can be seen, which are just a selection of the flowering trees of Tasmania. You can jump ahead to the inside back cover and find out what they're called then go online to find out which is which!

There are also some yellow-tailed black cockatoos flying about, as well as some lizards, butterflies, caterpillars, and a kookaburra!

Here the kids have found a baby kookaburra that has fallen from a nest, Diesel is showing Olive and Dawson, while Braxton may have found its Mum!

The text invites children to look up and discover a whole new world high above their heads in the Tassie treetops. It can be read in its entirety to older children, but you may have to skip chunks and abbreviate it for babies and restless toddlers. In which case you could skip it altogether and just read the last two lines – '*Once we found a baby kookaburra that had fallen from its nest!*' (pointing out the silhouettes on the opposite page) and '*Come on, if we're really lucky, we might see...*' (which should be read with great enthusiasm and excitement of what's to come!)

Emphasise the different senses that are needed to: 'see' the sunlight shimmer and sparkle; 'feel' the spongy ground beneath your feet; 'smell' the smell of pine in the air; 'hear' the kookaburras laughing. (Again not game enough to introduce taste!)

Explain the rare and unusual words found within the text and the fun ones e.g. *gaze, swish, swoosh, sway, shimmer, sparkle, muddled, canopies, understory, birds of prey, swoop and soar,*

spongy, pinecones, flocks, feasting, shrieking and screeching, chuckle, raucous, and echoing. Talk about the difference between *swooping* and *soaring, eating and feasting, chuckling and laughing.*

Encourage the children to talk about their own experiences of looking up into the treetops. Have you heard the leaves on the trees swishing and swooshing in the wind? Or seen the branches swaying?; When you walk on lots of leaves does it feel all soft and spongy underneath your feet?; Have you ever seen flocks of cockatoos flying in the sky – were they black ones or white ones? And were they shrieking and screeching?; Have they ever seen a kookaburra or heard them laughing in the bush? I've never seen one steal sausages – have you?; Get the children to lie down outside and look up to see what they can see (they could walk around and look up, but I'm pretty sure that would end in tears!).

The Masked Owl

Be sure to read both pages of text together at first as the two pages work as a rhyme. Then focus on just one page at a time and repeat the text again before looking at the picture.

Read the text and discuss the words *fluffy* and *masked*. Explain the difference between rough, smooth, bumpy and fluffy. Talk about what a mask is and how it hides your face.

Look closely at the illustration and talk about how the mother looks like she is wearing a round mask. Talk about how big and bright her eyes are which she uses for hunting at night. Also talk about her lovely speckled feathers. Point how the baby doesn't have any feathers yet, that he still has his soft down. You can also point out their extremely sharp claws, which help the owls hold on to branches (you might like to ignore the fact they are also used to rip and tear mice and rabbits apart!).

Further learning could include: Finding out what other owls live in Tasmania (and Australia), and what sounds they make. Masked owls make weird (and pretty awful!) screeches and shrieks, but the Tasmanian boobook owl makes the lovely 'boobook' or 'more pork' sound which children could have fun with; Finding out what other owls are part of the barn owl family.

Other activities could involve: Marking out on the floor or the wall just how big a masked owl's wingspan is (1.3m) then get the children to hold out their 'wings' and see if they are the same size; You could read some of the delightful picture books that feature owls, including: *Owl Babies, Ten Little Owls, The Littlest Owl* (there are lots!); Making some masks out of paper plates which the children can decorate with paper feathers (or actual feathers), or you could make some simple cut out owls for the children to decorate. Bring in a branch from outside to display all your owl babies on!

The Wedge-Tailed Eagle

Read the text and discuss the words *wedge-tailed* and *guarded*. Explain that the wedge-tailed eagle has a tail that looks a bit like a diamond, look up some photos online to demonstrate. Also talk about the word *guarded* and ask why the eagle chick might need guarding. Ask the children if their parents 'guard' them sometimes. That guarding helps keep babies safe.

Look closely at the illustration and talk about how tiny this fluffy little chick is next to his mum and how different his beak is next to hers. Hers is long and incredibly sharp, but his is only small. Also discuss how her adult feathers are a deep rich brown compared to his white fluffy down.

Further learning could include: Telling the children how wedge-tailed eagles are nicknamed 'wedgies' – you could find out if the children themselves have any nicknames; Using the fact pages to discover they mate for life, so unlike the elephant seal who has lots of girlfriends, eagles only have one!; Finding out the differences between Tasmanian and mainland 'wedgies'; Discovering just how huge eagles are compared to say the masked owl!

Other activities could involve: Using your tape measure and the marks you made to show how wide the masked owl's wingspan is (1.3m), show the children just how much bigger an eagle's wingspan is (3m)! Get two (or even three!) children to lie down and stretch out to see if they are as big as an eagle!; Making a life-sized cut out of an eagle for everyone to paint together.

The Long-Eared Bat

Be sure to read both pages of text together at first as the two pages work as a rhyme. Then focus on just one page at a time and repeat the text again before looking at the picture.

Read the text and discuss the words *long-eared* and *flitting*. Get the children to tell you what long-eared means, see if they can tell you other animals that have long ears e.g. a donkey or a llama, or some breeds of dogs. Explain the difference between *flying* and *flitting*.

Look closely at the illustration and talk about his long ears and tiny little teeth. Also talk about how small his body is compared to his wings, that his wings are quite large.

Further learning could include: Using the fact pages to discover the long-eared bat is part of the micro bat family and finding out how many micro bats there are and just how tiny they really are. Use your tape measure to show how small they are; Finding out if other bats live in Tasmania (or Australia) and whether there are much larger varieties (e.g. the flying fox); Discovering that bats are the only flying mammals in the world and discussing how different a bat is from a bird; Discussing how yukky it would be if we had to eat caterpillars and scorpions!

Other activities could involve: Looking online to find some bat activities to do with kids, because of Halloween there are thousands! There are lots of fun fact pages as well as lists of bat songs and some beautiful bat books – my all time favourite being *Stellaluna* – a complete delight!

The Orange-Bellied Parrots

Read the text and discuss the words *orange-bellied*. Get the children to tell you what this means and all count together as you point to each baby.

Look closely at the illustration and talk about how cute these fluffy little babies are. Point out how their feathers on their wings are just beginning to grow. Make sure you count them of course and talk about why the one at the back hasn't got a beak!

Further learning could include: Using the fact pages to find out what colours they are as adults (and looking at pictures online); Showing the children a map of Australia and pointing out where Tasmania is and where '*south of mainland Australia*' is; Finding out where the '*alpine regions*' and the '*button grass plains*' can be found in Tasmania; Seeing if the children can work out why they migrate north for the winter and what '*breed*' means.

Other activities could involve: Finding out about the different parrots there are in Australia – do parrots live in other parts of the world? Going online to find out what noises parrots make and watching some funny videos of parrots talking, making animals noises, and singing! I used to have a pet galah called 'Bluey' whose best friend was our chicken called 'Chicken' and they would chase each other through the rafters of our house. 'Bluey' would run along the rafters calling – '*Come on Chicken, come on!*'. It was very cute indeed!

Meandering across the Tassie Valleys

In the top left corner (and far bottom right), a little bunch of flowers can be seen, which can all be found in the valleys of Tasmania. You can jump ahead to the inside back cover and find out what they're called then go online to find out which is which!

There are also some swallows, butterflies, bees and ladybirds hiding somewhere on these pages!

Here the kids are showing off some of their gymnastic skills doing handstands and cartwheels.

The text invites children to experience what it's like to meander across the grassy valleys of Tasmania. It can be read in its entirety to older children, but you may have to skip chunks and abbreviate it for babies and restless toddlers. In which case you could skip it altogether and just read the last two lines – '*Once we all did cartwheels and handstands in the long grass!*' (pointing out the silhouettes on the opposite page) and '*Come on, if we're really lucky, we might see...*' (which should be read with great enthusiasm and excitement of what's to come!)

Emphasise the different senses that are needed to: 'smell' the ground all rich and earthy; 'feel' the sun on your back; 'hear' the bees buzz; and 'see' the swallows swooping and swirling. (Once

again taste misses out, even though I could have got the kids to taste some nectar from the flowers, I figured that would probably end in bee stings!).

Explain the rare and unusual words found within the text and the fun ones e.g. *meander, discover, vegetation, heaths and sedges, meadows, teeming, fragrances, giant, stumbling, blades, fluttering, native, pollen, tunnels, marvel, swooping, swirling, on the wing, warbling, and squawky*. Talk about what a valley actually is and what it means to be ‘teeming with life’. Discuss the difference between *hills* and *valleys, walking* and *stumbling, flying* and *fluttering, and handstands* and *cartwheels*!

Encourage the children to talk about their own experiences of walking through a grassy valley (or maybe a park). Have you been lying in the grass and seen beetles and ladybirds stumbling about? Why would you feel ‘like a giant’?; What sounds do bees make when they’re out collecting nectar to take back to their hive?; Do you think the swallows are good at flying as they swoop and swirl and catch insects ‘on the wing’?; Have you heard the magpies warbling in the morning? Or seen them feed their squawky, squawky babies? Do you squawk like that for your breakfast?; Find out what heaths and sedges actually are and all the different colours they come in; Can you do a handstand?

The Red-Necked Wallaby

Be sure to read both pages of text together at first as the two pages work as a rhyme. Then focus on just one page at a time and repeat the text again before looking at the picture.

Read the text and discuss the words *red-necked*. The children should be able to explain what this means. You could go back and point out how the pademelon had a red *belly*, but this wallaby has a red *neck*.

Look closely at the illustration and talk about what a sweet little thing this baby wallaby is. Talk about his big rounded ears and his black feet and paws.

Further learning could include: Using the fact pages to find out that red-necked wallabies are called Bennett’s wallabies in Tasmania and that their shoulders are a rusty brown colour. Ask the children to show you their neck and shoulders; Singing the *Head and Shoulders* song and replacing the word ‘head’ with ‘neck’ to mix it up a bit; Asking the children why wallabies living in Tasmania would need thick shaggy coats.

Other activities could involve: Finding out more about ‘macropods’ and wallabies and the different kinds there are in Australia (there are 30 or more!) – there are swamp wallabies and brush wallabies, even yellow-footed rock wallabies with stripy tails!; Finding out the differences between others in the kangaroo family e.g. kangaroos, wallaroos, bettongs, pademelons, quokkas, potoroos etc.

The Native Hens

Read the text and discuss the word *native* and *hen*. Talk about what native means, that you can be a native to Australia, Tasmania, or anywhere else for that matter! Explain that female chickens are called hens and because these birds look a bit like chickens that’s why they are called native hens.

Look closely at the illustration and talk about how only two of them are running very fast, but the other one is looking straight at us!

Further learning could include: Using the fact pages to find out the native hen cannot fly and can instead run very fast and that it has the nicknames ‘roadrunner’ and ‘turbo chook’! Going online and finding out some of the amazing sounds these birds make – they have 14 different calls!; Comparing what the chicks look like and what they look like as adults.

Other activities could involve: Making some simple cut outs, painting them an olive-brown and giving them some pipe-cleaner legs, pale green beaks and stick on some bright red stickers for eyes; I haven’t read it but there is a book called *Tazzie the Turbo Chook Finds her Feet* which sounds like lots of fun!; Discovering what other flightless birds there are in Australia and the world, in fact there was another flightless bird in this book – can you remember what it was?

The Eastern Barred Bandicoot

Be sure to read both pages of text together at first as the two pages work as a rhyme. Then focus on just one page at a time and repeat the text again before looking at the picture.

Read the text and discuss the word *eastern*, *barred*, and *claws*. Get out your map and explain how we use directions, or the terms North, South, East and West, so we know where we're going! Animals that live on the East coast of Australia often have the name Eastern in their name e.g. Eastern Grey Kangaroo and the Western Grey Kangaroo come from opposite sides of Australia. Discuss the word *barred* and how it is a bit like the word *striped*, *lined* or *banded*.

Look closely at the illustration and talk about how we can't see his nose and whiskers – why is that? Point out his short white tail and stripy bottom. Discuss his bright brown eyes and big ears which help him see and hear in the dark at night.

Further learning could include: Finding out more about the bandicoot family and how many different bandicoots live in Tasmania and Australia; Using the fact pages to find out they go foraging at night and dig little cone shaped holes; Discovering they can have 16 babies every year! Imagine if your mummy had 16 babies every year!

Other activities could involve: Going online to see their bright pink noses and whiskers and that they make snuffling, snorting sounds when they look for their dinner!; Reading some of the bandicoot books such as *Ninja Bandicoots and Turbo charged Wombats* which contains stories from behind the scenes at the zoo. Also *Bouncing Back: An Eastern Barred Bandicoot Story* – a true story about some bandicoots that lived in a rubbish dump!; Investigating the Southern Brown Bandicoot which is only found in Tasmania.

The Wombat

Read the text and discuss the word *chubby*, *waving* and *paw*. Be careful with chubby if you have overweight children in your care, instead talk about how some babies can be chubby and how wombat babies are often chubby! Get everyone to wave hello and goodbye. And talk about how animals have front paws and back paws, but we have hands and feet.

Look closely at the illustration and talk about his cute little face, his really long whiskers, and the fact you can just see his two front teeth!

Further learning could include: Finding out how many kinds of wombats there are and how the mainland ones differ from the Tassie ones; Discovering which other marsupials have backward facing pouches; Going online to find out just how long wombat tunnels are and measuring them out in the back/schoolyard so children can see just how far they go!

Other activities could involve: Talking about how the top of his paws are all hairy, but look underneath, they are called *pads*. Compare the padded feet of different animals e.g. dogs, cats etc. which could lead to many lessons about footprints; Reading some of the beautiful and very funny books about wombats written for little kids, e.g. *Sebastian Lives in a Hat*, or *Diary of a Wombat*. I think my favourite though is *Wombat Divine!* about a wombat wanting to take part in the Christmas play.

The Tassie Baby We May Never Find

Here the kids are gazing out into the Tassie wilderness wondering just what other things might be hiding out there!

The text talks about one Tassie baby we may never find and the different landscapes he is no longer living in. You could revisit the landscapes in the book and also discuss whether the Tassie Tiger ever lived in the mountains, or underground in caves. Explain what paperbark forests are and button grass plains and if they think a Tassie Tiger could live there.

Emphasise the different prepositions and what they mean e.g. *around*, *beside*, *in*, *up*, *down*, as well as *deep in* and *out on*.

Talk about the footprints on the page and ask what kind of animal they might belong to. Are they bird prints do you think? Do they belong to a kangaroo or a mouse? What other animals have

footprints similar to these ones? A bear maybe or a dog? Talk about how one set of prints is bigger than the other, what does that mean do you think? Are they different kinds of animals or is one just smaller than the other?

The Tasmanian Tiger

Now we discover what animal is no longer found in Tasmania – the Tassie Tiger aka the Thylacine! Talk again about the footprints and point out that the little ones must be from the pup, that's why they are so much smaller than his Mum's prints!

Look closely at the illustration and talk about their stripy bottoms and unusually shaped tails. Point out how their tails are a bit like a kangaroo's tail. Also look at their long noses and what talk about what *narrow* means.

The text on the page is just a brief introduction to the thylacine, but the learning could extend into all sorts of different lessons. Lessons could evolve around: Marsupials/animals with pouches; Extinct and endangered species; Other types of wild dogs and wolves there are in the world; Why there are places left in the world where people have never been – is that a good thing do you think?; Palaeontologists and the work they do to find out about extinct animals and dinosaurs; The huge megafauna that once lived in Australia, etc.

The Fact Pages

Jumping

A List of Tassie Plants

Here I have made a brief list of the plants and flowers I included in the book. All these plants are endemic (or native) to Tasmania so are quite rare and very beautiful, but you will have to go online to find out which plant is which! You could discuss the strange names some of them have and what they might mean e.g. Bushman's bootlace or the Pineapple Candle Heath! This could of course extend into a great deal of lessons about plants; Native plants; Edible plants/fruits/nuts; The difference between trees, bushes, ground covers etc.; Everlasting flowers; Herbs and healing/medicinal plants – all sorts!

Learning about Silhouettes

There are all sorts of things to discover about silhouettes. Explain how silhouettes have no features, but you can still tell who or what they are. Darken the room and using a light source on a white wall, make hand shadows on the wall. Go online to find out how to make some simple animal shapes. Alternatively you could look at how to make a shadow puppet theatre using a large box and some tissue paper (very easy to do!). You can keep your puppets as black shadows or make cut outs and add cellophane to give them some colour.

Look more closely at shadows. On a sunny day go outside and have some fun making whole body shadows. Get the children to stretch out their arms then crouch into a ball and watch how the shadow changes. Go out in the morning, noon and afternoon and show the children how their shadows shrink and grow. Go out on a cloudy day and discuss why there are no shadows at all. Use chalk to trace a shadow then come back later and talk about where it has gone, how it has changed. You could even work out how to set up a sun dial to tell the time – this could be as simple as putting a stick in the ground and marking where the shadows are every hour. Go online to get more ideas, there are *lots* of things you can do with shadows! You could also use large sheets of paper to make silhouettes of each child in your care and talk about how even though they have no eyes or mouths you can still tell who is who!