

## Pinky and Peet the Little Aussie Bush Lizards

### Appendices for Primary School Teaching Notes

#### Appendices

##### *Appendix 1:*

Punctuation activity. Students might use the text for reference, or not.

pinky and pete lived in an aussie bush town

pinky looked at her and asked why do we have pink  
tongues

come and join me she said

wow that's a long way up said pete

mum whispered sweet dreams

hmmm let's talk about that another day laughed  
mum

##### *Appendix 2:*

Write the verbs in their correct column (remember 'is' can look like 's for  
example it's and that's

live	were	climbed	said	peeked
come	join	is	know	huffing
puffing	wait	suggested	showed	catch
munched	had	asked	keeps	can't build
need	build	explained	don't	smiled
leave	to find	get eaten	hope	don't get eaten
cried	have to be	to sit	see	hear
feel	can crawl	cautioned	get (into)	curl
yawned	to go	licked	settled down	to have
thought	could have	looked	are	aren't
talk	laughed	whispered	closed	sleep

## Answers

doing		thinking	saying	relating
come	showed	need	puffing	live
get eaten	closed	feel	suggested	is
munched	can't build	hear	asked	were
climbed	catch	thought	explained	don't
leave	peeked	see	said	have to be
join	curl	hope	cried	could have
sit	smiled	know	cautioned	to have
wait	sleep		yawned	aren't
licked	to go		talk	are

build	find		whispered	had
looked	can crawl		huffing	keeps
settled down			laughed	
get (into)				
don't get eaten				

*Appendix 3:*

Cut cards that students can mix and match (verbs and circumstances) to create sentences by adding **who** or **what** (participants)

Verbs		Circumstances – how, when, where	
talk	waited	another day	by birds
climbed	build	to the top of their burrow	by the burrow
live	licked	in an Aussie bush town	back down the burrow
get eaten	curl up	to the top	safely
sit	crawl	in a burrow	gently

*Appendix 4:*

Complex sentences activity: Cut the clause strips for students to arrange into meaningful sentences. This activity would work well when you are teaching

binding conjunctions and independent and dependent clauses ( or main clause and subordinate clause...depending on the terminology you choose to use)

Just when Mum thought she could have a rest,
Pinky looked at her and asked, 'Why do we have pink tongues?'
One day when they were not very old
their mum climbed to the top of their burrow
'Come and join me!' she said
as she peeked outside
'Wow, that's a long way up!' said Pete
as he climbed to the top
Mum whispered, 'Sweet dreams.'
as Pinky and Pete closed their eyes
once their tummies were full
The curious lizards had many questions
Mum laughed
as she curled up with her babies for an afternoon nap
because we can't build our own burrows
We need the spiders to build them for us
if we see or hear a bird or another animal and feel a little scared
We can crawl back down and feel safe

*Appendix 5:*

Students can find the words that have the long 'ee' sound in the text and list and categorise them, or the teacher can provide them and have the children find them in the text and then categorise them. The words with double letters can be treated in the same way

Peet	Aussie	burrow	peeked	huffing
puffing	suggested	grasshoppers	tummies	full
keeps	bigger	bottom	sleepy	settled
looked	little	afternoon	sweet	sleeping

Peet	peeked	me	she	keep
keeps	leave	eaten	hear	see
feel	sweet	sleepy	dreams	sleeping

## *Appendix 6:*

### **A story: Narrative**

<b>Title</b>	
<b>Orientation (who, when, where)</b>	<b>Who:</b>  <b>When:</b>  <b>Where:</b>
<b>Complication (what was the problem?)</b>	<b>The problem:</b>
<b>Resolution (how was the problem solved?)</b>	<b>How the problem was solved:</b>
<b>Conclusion (or coda)</b>	<b>How the story ends:</b>

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Possible structure of Pinky and Peet. This is just a suggestion.

**A story: Narrative**

<b>Title</b>	Pinky and Peet
<b>Orientation (who, when, where)</b>	<p><b>Who:</b> Pinky, Peet, mother lizard</p> <p><b>When:</b> one day, when the young lizards were not very old</p> <p><b>Where:</b> In the countryside near a bush town. Burra.</p>
<b>Complication (what was the problem?)</b>	<b>The problem:</b> The lizards are outside their burrow learning about their world, which can be dangerous
<b>Resolution (how was the problem solved?)</b>	<b>How the problem was solved:</b> Mother lizard teaches them about how to stay safe and survive.

<b>Conclusion (or coda)</b>	<p><b>How the story ends:</b> The lizards settle down for a nap in the safety of their burrow.</p> <p>This ending acts as a coda because 'sweet dreams' is a return to everything being all right in their world.</p>

### *Appendix 7*

Here are a few examples of similar books. Others will be found in libraries and online

Wallace, K. & Melnyczuk, P. *Imagine you are a tiger*. Hodder Books, London 2003

Dowson, N & Chapman, J. *Tigress*. Walker Books, London 2004

Booth, C. *Welcome home*. Ford St Publishing Vic 2013 (about whales)

Davies, N & Blythe, G. *Ice Bear*. Walker Books London 2008

### *Appendix 8*

Who used these saying verbs in the text

puffing	
suggested	
asked	
explained	
said	
cried	

cautioned	
yawned	
talk	
whispered	
huffing	
laughed	

*Appendix 9*

Here are some examples of logos of conservation organisations for students to examine, analyse, describe and use as inspiration to design their own. Look for others online



