

PYTHON

CHRISTOPHER CHENG & MARK JACKSON

Nature Storybooks



These notes are for:

- Primary

Key Learning Areas:

- Science
- English

Example of:

- Picture book
- Non-fiction

Themes and Ideas:

- Reptiles
- Natural habitats
- Life-cycles
- Environment

*Notes may be downloaded and printed for regular classroom use only.

Walker Books Australia Ph +61 2 9517 9577

Locked Bag 22 Fax +61 2 9517 9997

Newtown, N.S.W., 2042

These notes were created by Christopher Cheng.
For enquiries please contact Steve Spargo:
steve.spargo@walkerbooks.com.au
Notes © 2012 Walker Books Australia Pty. Ltd.
Notes © 2012 Christopher Cheng.
All Rights Reserved.

ABOUT THE AUTHOR

Christopher Cheng loves writing and talking about all things to do with children's books. Christopher loves animals too! He established the Zoomobile and also taught at Taronga Zoo for eight years. He is now a full-time author of children's books of many genres in digital and print formats. He lives with his wife in an inner-city Sydney terrace that is filled with children's books.

Christopher won the 2012 Aurealis Award for Children's Fiction (told primarily through pictures) for *Spooky Spooky*, published by Random House Australia.

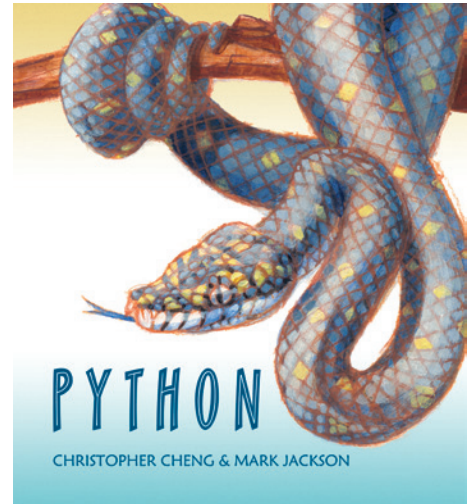
ABOUT THE ILLUSTRATOR

Mark Jackson is an illustrator based in Melbourne. He has co-illustrated several books with his wife, Heather Potter, and their work has been featured in several exhibitions. Mark has three previous titles published by Walker Books Australia: *The Truth About Penguins* written by Meg McKinlay, 2010; *Not Like Georgie* written by Scott Hatcher, 2009; and *Stuck!* written by Charlotte Calder, 2009, which was short-listed in the Young Children Category of the Speech Pathology Australia Book of the Year Awards 2010, and received a Notable mention in the Picture Book Category, Children's Book Council of Australia Awards, 2010. For more information and samples of his artwork, please visit his website: <http://www.jackpot-art.com/index.html>.

HOW TO USE THESE NOTES

This story works on many levels. The suggested activities are therefore for a wide age and ability range. Please select accordingly. These notes have been created based on the Australian National English Curriculum with a strong focus on multimodal learning and use of web 2.0 tools. These notes may be adapted to suit all ages.

For information about new releases, the latest awards news and links to a range of teacher resources, sign up to our education newsletter at www.walkerbooks.com.au/Teachers



Python

Author: Christopher Cheng

Illustrator: Mark Jackson

9781921529603

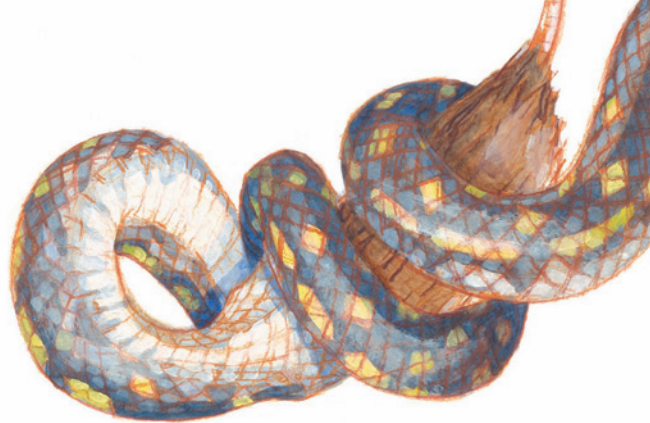
ARRP: \$29.95 • NZRRP: \$32.99

No. of Pages: 32

August 2012

PYTHON

CHRISTOPHER CHENG & MARK JACKSON



LITERATURE AND LITERACY

Exploring the context of literature

- Gather photos of snakes in general and pythons in particular. Define some characteristics and then group these images accordingly.
- Research information about pythons from books and videos and the web. Create an interactive presentation about pythons on the IWB (Interactive white board).
- Scaffold students to research and write about pythons.
- Create a matching game for pictures and words about pythons
- On a zoo excursion take photos and movie footage of pythons.
- Research pythons on the internet. Compile data on pythons as pets and in the wild. Using wikispaces create a wiki displaying this data.
- Design the ultimate python enclosure for a zoo. Label features and present to the class.
- Contact the local herpetological society and invite a speaker to talk about reptiles.

Examining literature

- The text in this book is presented in two styles. Identify the formats. Why do you think the author did this? Read the book using each format separately and then discuss how the different formats change the purpose and alter the perception of Python.
- Identify the events in a python's life as described in Python. Have students work in small groups to present this as a Keynote/ PowerPoint presentation.
- As a class, write a list of the facts about pythons as presented in the book on the IWB.

Responding to literature

- Before beginning a study of this title using an online or IWB polling tool, conduct a survey to ascertain students' reactions to pythons. Redo the poll after reading Python and discuss results.
- Do you think a python is a good animal for a pet? Why or why not? Hold a class discussion.
- Scan in a picture of a python and then identify the physical characteristics of a python on an IWB.
- How would you feel if you encountered a python basking on a track? Write a diary or blog entry.

Creating literature

- Create a poster on the rules and responsibilities of keeping reptiles as pets.
- Brainstorm about a newly hatched python and then write a narrative illustrating the python's first days.
- Choose and research information for another animal. Present this in a similar "book" style to Python or in a digital format using software.
- Rewrite the factual information in the book as a narrative and then compare the impact of the two narratives.

LANGUAGE

Examining text structure and cohesion

- Discuss why the text in Python is presented in two fonts and how it might contribute to the understanding of the title.
- Is this a story or an information book? Discuss the features of each text type.
- List all the forms of descriptive language in the title using an IWB. Construct similar lists for other animals.

Examining grammar & vocabulary

- Find sentence that ends in "...". Discuss the effect this has on the narrative.
- Use an IWB to create lists of words, nouns, adjectives, verbs, etc in the narrative. Use websites to find photos of other animals and make similar lists of words. In pairs create a multimedia presentation for words in the various lists, or use the lists to create a classroom display.
- Brainstorm a list of animals and their movements. Using cards or an online game, have students construct and then play a game matching the animal and their movements. Identify the movements that are linked to multiple animals.
- Using the index, create a short dictionary on pythons.

Examining visual and multimodal features

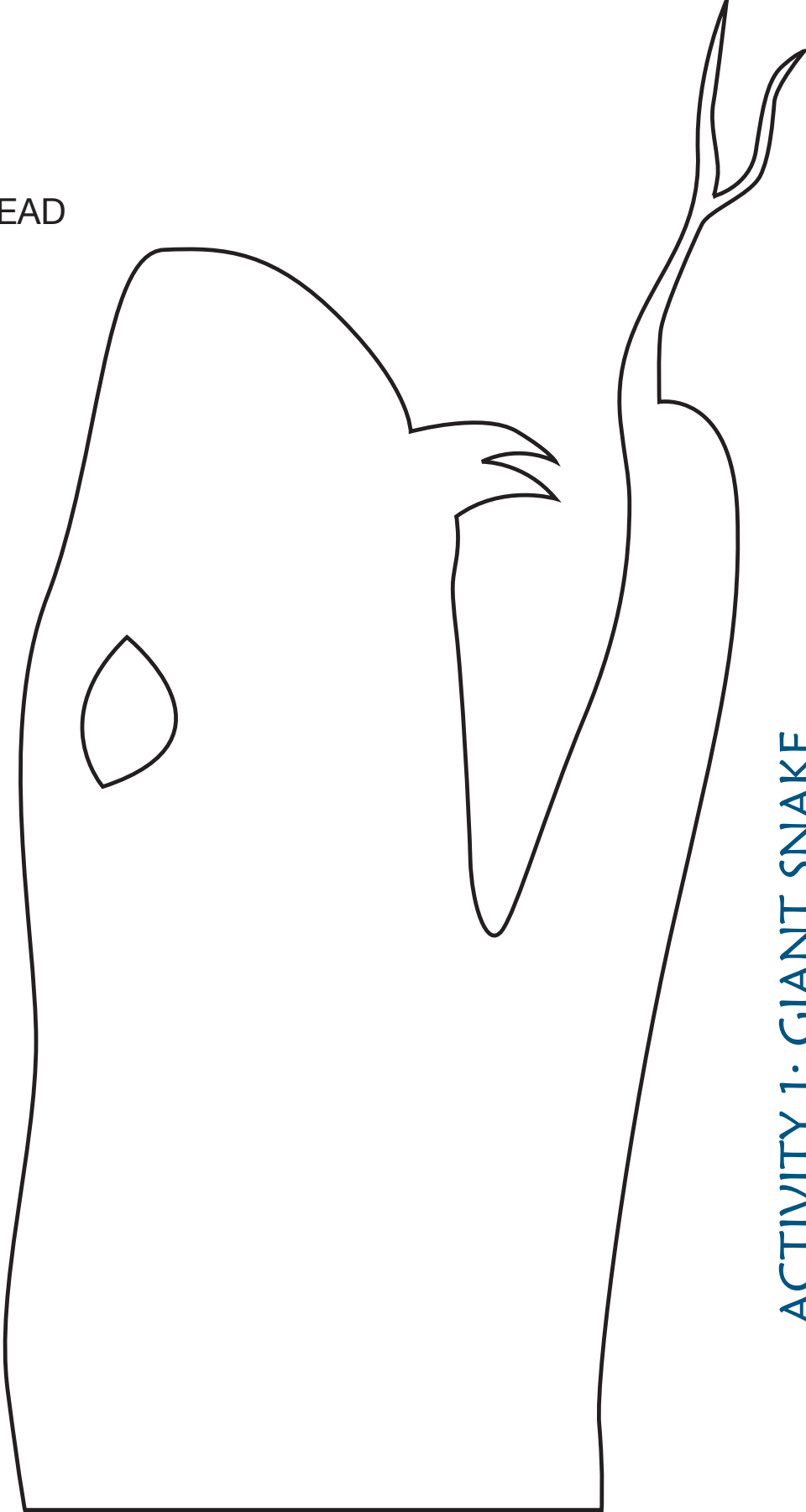
- Turn to page 22. Where is the python looking? Discuss the impact of this image.
- Compare the illustration on page 22 with that on pages 16 & 17. Scan in the images and then examine and draw vectors for where the python and rat are looking. Discuss these images.

PYTHON

CHRISTOPHER CHENG & MARK JACKSON



HEAD



ACTIVITY 1: GIANT SNAKE

Make a giant python with colourful scales to decorate your classroom wall.

You will need:

- Print-outs of the python's head and tail
- Sheets of colourful paper
- Pencils
- Scissors
- Glue

Directions:

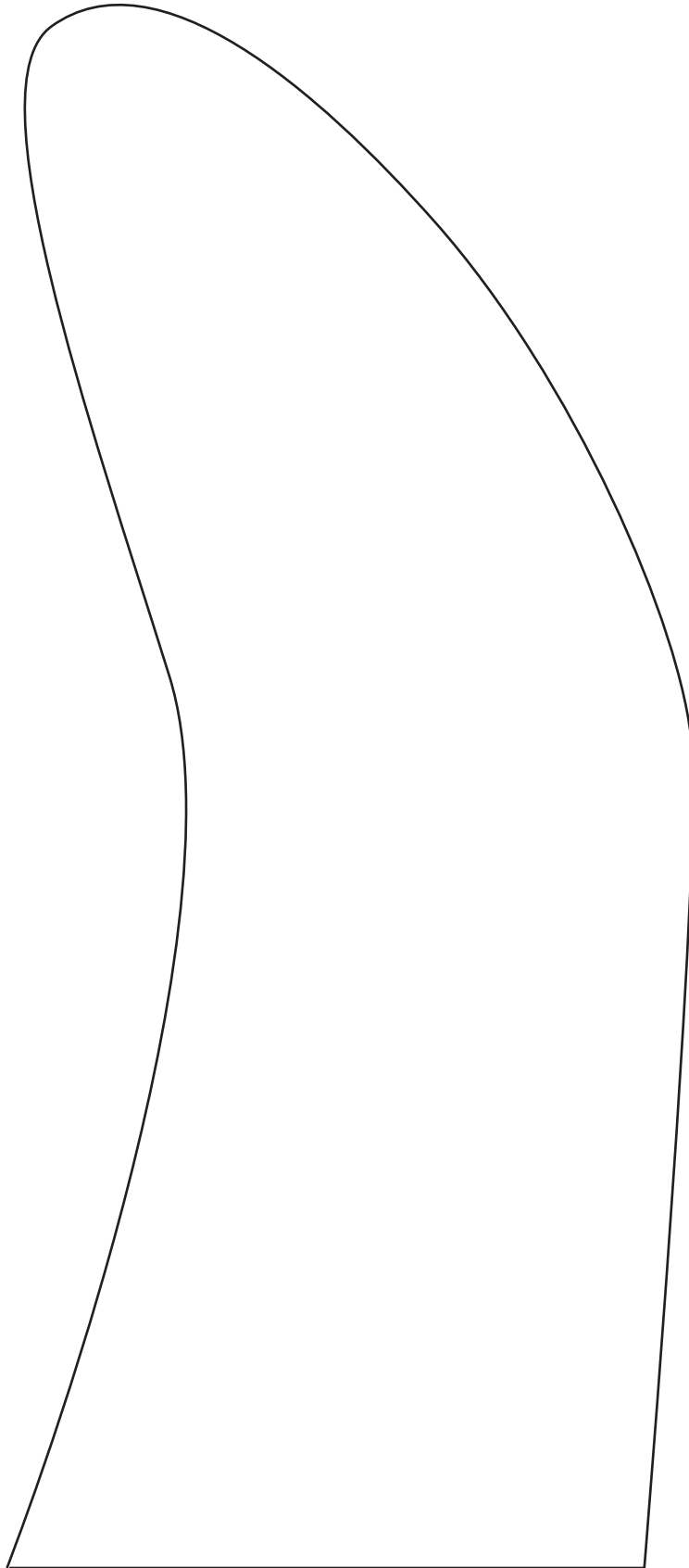
1. Cut out the head and tail and stick them to a large sheet of paper
2. Draw a long and winding body connecting the head to the tail
3. Trace around your feet onto the coloured paper and then cut them out to make scales
4. Glue the scales onto the snake's body, making sure they are all layered in the correct direction

PYTHON

CHRISTOPHER CHENG & MARK JACKSON

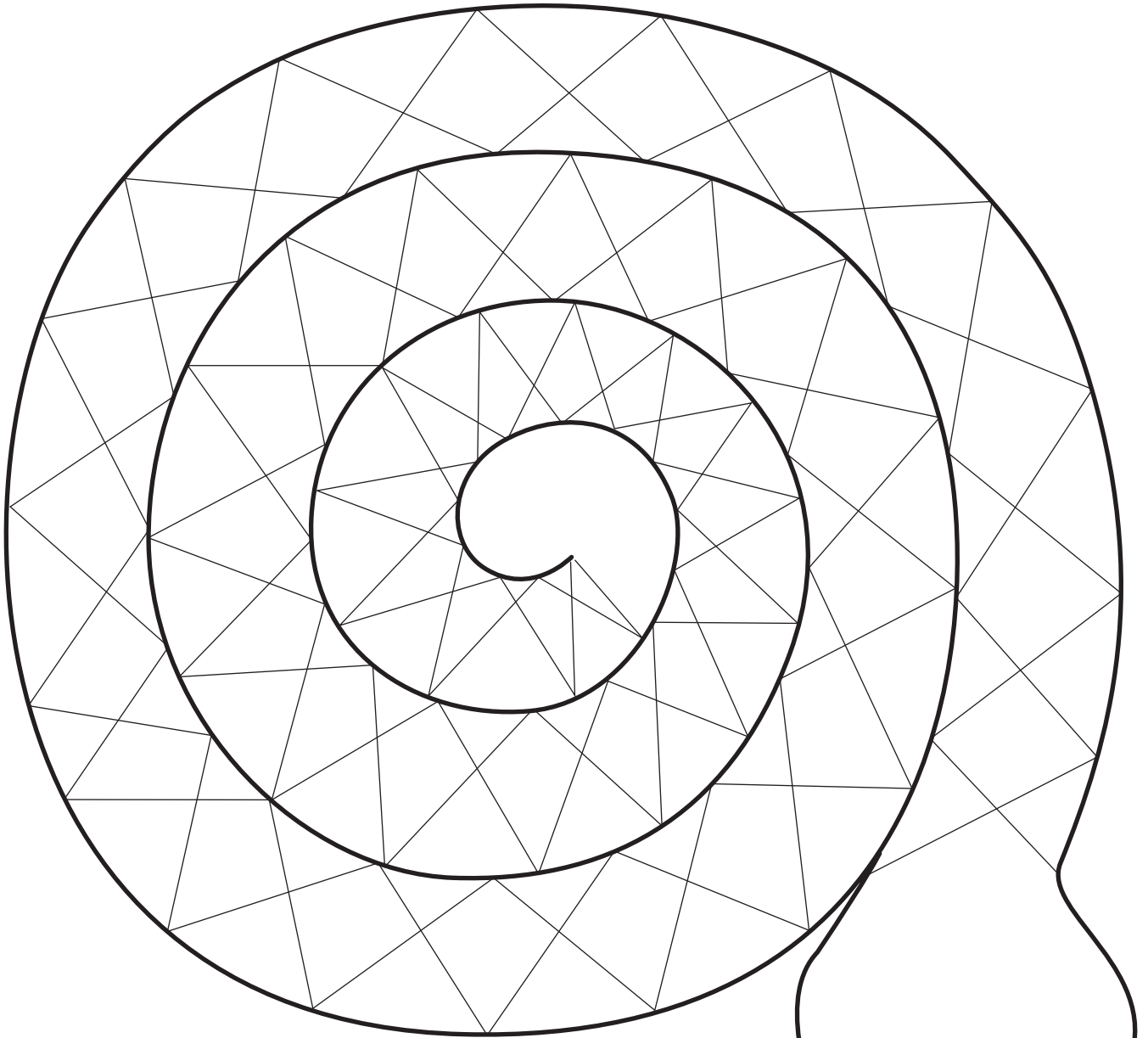
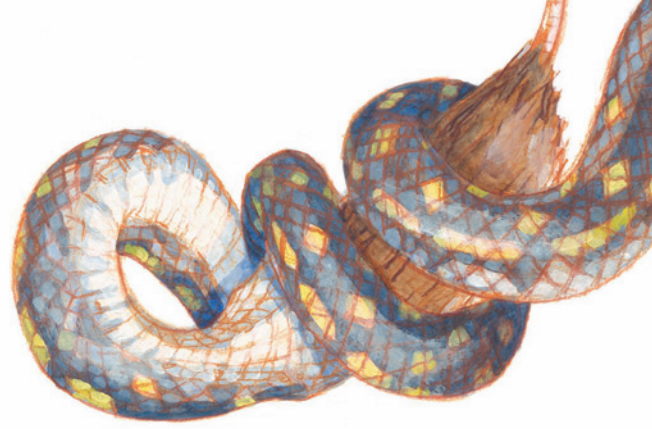


TAIL



PYTHON

CHRISTOPHER CHENG & MARK JACKSON



ACTIVITY 2: SPRINGY HANGING SNAKE

Make a Springy Hanging Python

Directions:

1. Glue bits of colourful paper or colour-in the python's scales
2. Carefully cut along the outline of the python
3. Make a small hole in the python's tail and thread some string through
4. Hang your springy pythons up!

