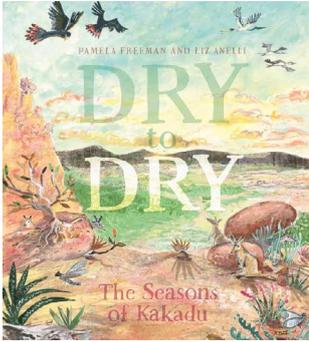




Walker Books Classroom Ideas



Dry to Dry

Author: Pamela Freeman
Illustrator: Liz Anelli
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*Notes may be downloaded and printed for regular classroom use only.

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Outline:

In the tropical wetlands and escarpments of Kakadu National Park, the seasons move from dry to wet to dry again. Those seasons have shaped the astonishing variety of plants, animals, birds, insects ... migratory birds by the thousands, grasshoppers and owls, lizards and turtles, fruit bats and spear grass. And, gliding past them all in the rivers and waterholes, the long, sinuous shapes of crocodiles ...

Author/Illustrator Information:

Pamela Freeman is an award-winning author. She has published several books with Walker, including *Victor's Challenge* (2009 Aurealis Award winner) and most recently *Desert Lake: The Story of Kati Thanda-Lake Eyre*, which was a CBCA Notable Book and shortlisted for the NSW Premier's Literary Awards. For more information about Pamela and her books, please visit her website: www.pamelafreemanbooks.com

Illustrator Liz Anelli previously lived and worked in England but now resides in Newcastle, NSW. She has a huge passion for drawing and keeps rows of sketchbooks in her studio. In 2017, her book *Desert Lake: The Story of Kati Thanda-Lake Eyre* (written by Pamela Freeman) was a CBCA Notable Book and was short-listed for the NSW Premier's Literary Award, NSW Premier's History Awards, the Environment Award for Children's Literature and the Educational Publishing Awards. Her other picture books with Walker Books include *Dry to Dry* (written by Pamela Freeman), *The Biscuit Maker* (written by Sue Lawson), *Ten Pound Pom* (written by Carole Wilkinson) - shortlisted for CBCA Picture Book of The Year and winner of the Educational Publishing Awards in 2018 - and *Maddie's First Day* (written by Penny Matthews).

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 are for:

- Primary 1-3
- Ages 5-9

Key Learning Areas:

- English
- Science

Example of:

- Picture Books
- Non-fiction
- Narrative Non-fiction

Themes/Ideas:

- Australian Wildlife
- Nature/Environment
- Change
- Weather



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Discussion Questions and Activities:

Before Reading

View the cover and title of the book. Identify the following:

- The title
- The author/illustrator
- The publisher
- The blurb.

What do you think the book might be about from looking at the title only? Do your ideas change after seeing the cover? Write your own story using the title *Dry to Dry*.

Consider the subtitle: *The Seasons of Kakadu*. What do students already know about Kakadu? Do they have any questions about it? Make a list of statements and questions the students may have about Kakadu.

Exploring the Text

Is *Dry to Dry* an imaginative, informative or persuasive text? Is it a combination of more than one of these types of texts? How can you tell? Who do you think the book was created for?

The text in this book is presented in two styles. Identify the formats. Why do you think the book is designed this way? Read the book using each format separately and then discuss how the different formats change the purpose and alter the perception of *Dry to Dry*. Which writing style do you prefer: the descriptive storytelling style or the informative factual style? In what types of texts would each of these writing styles usually be used? For example: novels, short stories, newspaper articles and reference books.

The flora and fauna of Kakadu adapt to the changing season. Find an example in *Dry to Dry* of an animal using the wet or dry season to their advantage. Examples could include the Leichardt grasshopper eating the dry leaves, crocodiles sunbaking in the mud, a gecko sheltering in a termite mound.

One of the font types sometimes features words in a larger or smaller font size. What effect does this change in font size have on the reader? Some spreads and text to consider could include:

- Spread 3: 'Lighting and thunder!'
- Spread 4: 'Sing a duet'
- Spread 6: 'Three times'
- Spread 7: 'Crack! Hiss!'
- Spread 10: 'Look out!'

Compare spreads 1, 3 and 6 to spreads 7, 9 and 10. How do the words and illustrations demonstrate the changes that occurs to Kakadu in the wet season compared to the dry? Can you see different colours used in the pages? What about different weather or animals or plants?

Read the 'About Kakadu' section at the back of the book. Did any of the information surprise you? Why or why not? Read about the six seasons – Wurrngeng, Gurrung, Gunumeleng, Gudjewg, Banggerreng and Yegge – and choose a season to revisit the pages for. What can you see in the pages that might be specific to the season you've chosen and why?

Dry to Dry includes an index at the back of the book. What is the purpose of an index? How do you use it? In what kind of books would you normally find an index? Using the index as a starting point, collect any other words from the book that you don't know the meaning of and create a Kakadu dictionary. You can also collect words and phrases from any further research to add to your dictionary. Illustrate some of the entries to help further explain their meaning.

Research Pamela Freeman online or in your school library. What other books has she written? How are they similar or different to *Dry to Dry*?

Compare *Dry to Dry* to a fiction picture book. How is the language different in each? Why have the authors of these texts chosen this language?

Exploring the Illustrations

Look at the colours Liz Anelli has used in *Dry to Dry*. Why do you think she chose to use these colours? Do you think they accurately represent the environment in Kakadu?

Research Liz Anelli online or in your school library. What other books has she illustrated? How are they similar or different to *Dry to Dry*?

Discuss the techniques Liz Anelli has used to enhance the mood of the illustrations on the following spreads:

- Spread 3: the thunderstorm
- Spread 7: the rains
- Spread 8: underwater
- Spread 9: at night

Further Activities

Find Kakadu National Park on a map of Australia. How far away is it from your school?

How is a National Park different or similar to parks near your home that you might visit regularly? Do you think you need to act differently in a National Park? Why or why not?

Have you ever visited Kakadu? Did you see any of the animals or landscapes shown in this book? As a class, visit <https://parksaustralia.gov.au/kakadu/>. Do you think *Dry to Dry* does a good job of showing what Kakadu is like? Why or why not?



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Discussion Questions and Activities:

Write a checklist of things you'd need to bring for an afternoon exploring Kakadu National Park. Which season would you like to visit in and why? Would your checklist change depending on the season?

How does your neighbourhood change as the seasons change? How does the changing of the seasons affect the trees, animals and weather? Draw a picture of your backyard in the summer and in the winter, and make a list of the differences.

Look at the map of Kakadu at the back of the book, and use it to help draw a map of your own neighbourhood.

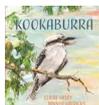
Write a book review of *Dry to Dry* stating what you liked and disliked about it, who you think would enjoy it the most and whether you think the information provided is credible. Use persuasive language to make the reader understand your opinion.

Write an imaginative story about a character exploring Kakadu. Use imagery to describe what your character experiences. You can choose to set your story in the wet or the dry seasons!

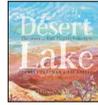
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