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Special features - Engaging graphics depicting sequences

Discuss the types of things the wombat did during the day. What is her favourite thing to do? How can you tell? What do you think the wombat will do tomorrow?

How would you describe this wombat? Where do wombats usually live? What do they eat? Would they make good pets? What would be a problem if you had a wombat for a pet? What problems did the family in this story have with the wombat?

Look at the pictures in the story of the wombat sleeping. Can you lie in the same position? Pretend to be a wombat. How could you tell some-one you wanted apples for dinner?

Pretend you are the girl in the family from the story - Diary of a wombat, by Jackie French. Using the finger puppet of a wombat, pretend you are having a 'Show and Tell' day at school and you are telling your classmates all about your pet wombat. What could you tell them?

Take it in turns to take the finger puppet of the wombat. Try to make up seven sentences about the wombat - one for each day of the week.

You can either:

- think up seven sentences to describe the wombat - how she looks and acts
- make up seven sentences about the crazy things the wombat might do on each day of the week. (How ridiculous and outrageous can you make her activities?)

You will need: Tic Tac Toe board ; copy of the book
10 counters (five each of two different colours)
Question word cards

How to play:

Place the question word cards face down on the table and put the game board between the two players. Give each player a set of five counters. Take turns putting a counter on the tic tac toe board, aiming towards putting three counters in a row (horizontally, vertically or diagonally). Before you can put a counter on the board however, you have to turn over a question card and think of a question about the book that uses that question word.

Example questions for this activity:

Who was cooking the bar b que?

When did the wombat like to sleep?

Where did the wombat find some carrots?

What did the wombat like to eat?

Question cards for language game

what?

who?

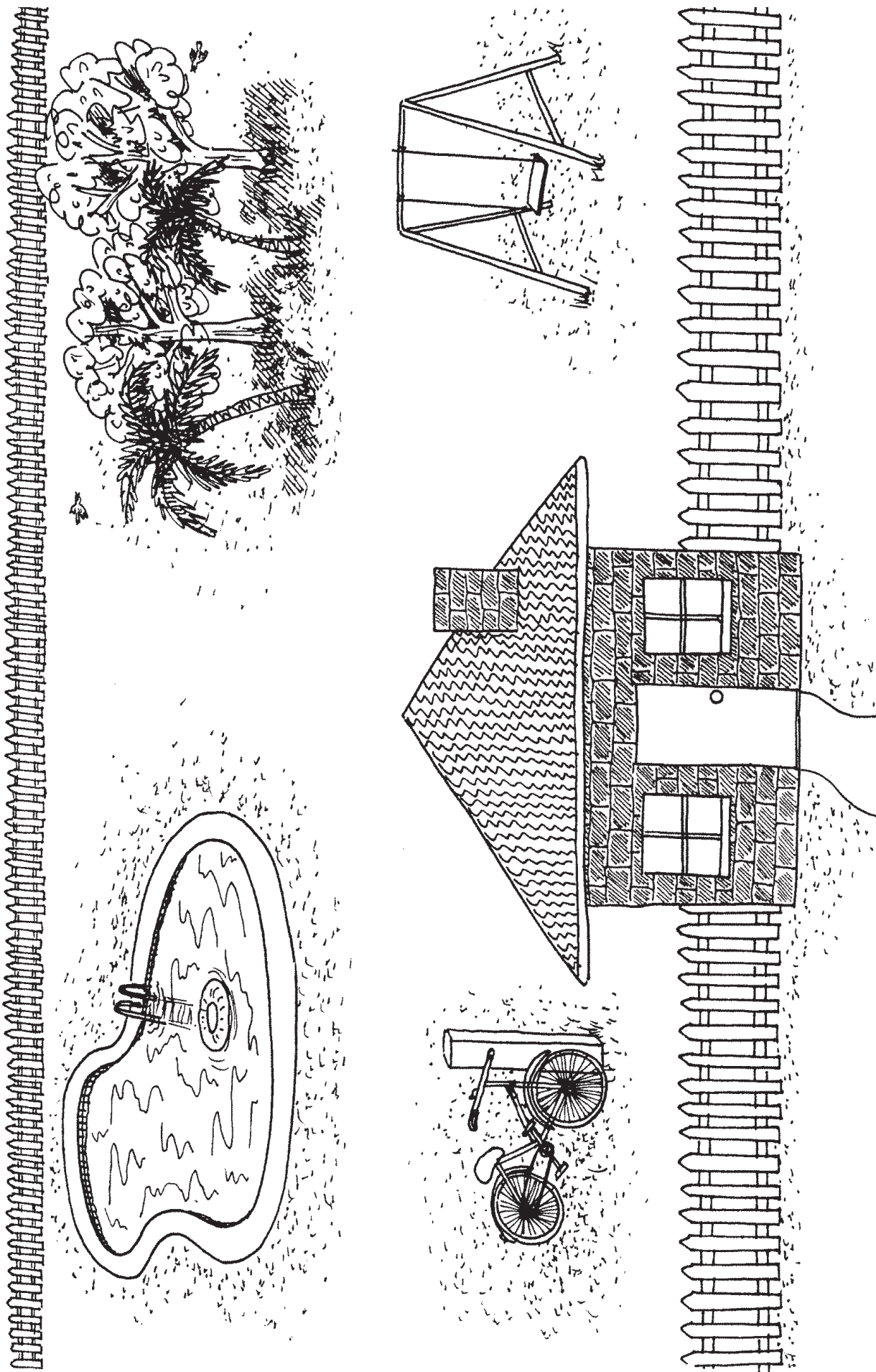
when?

where?

why?

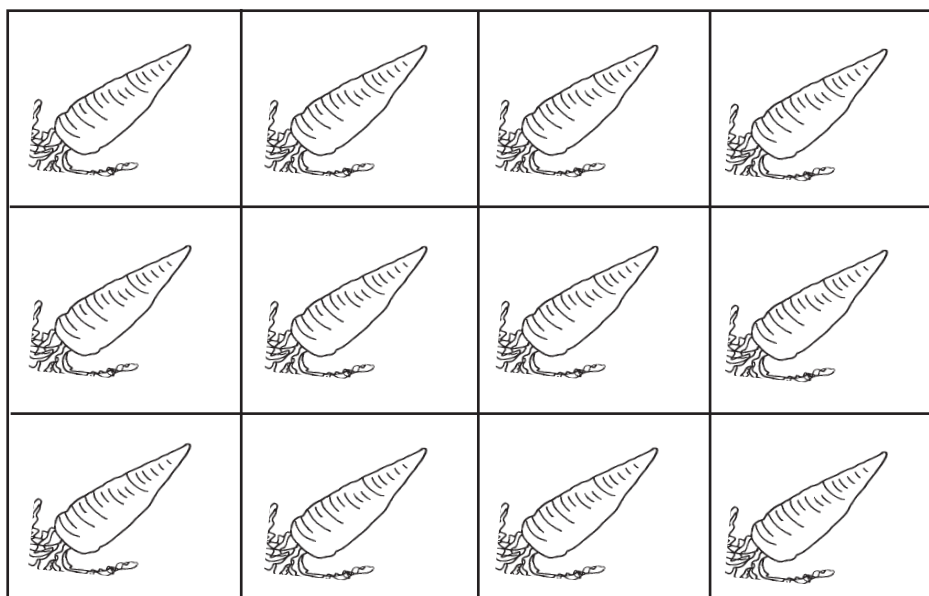
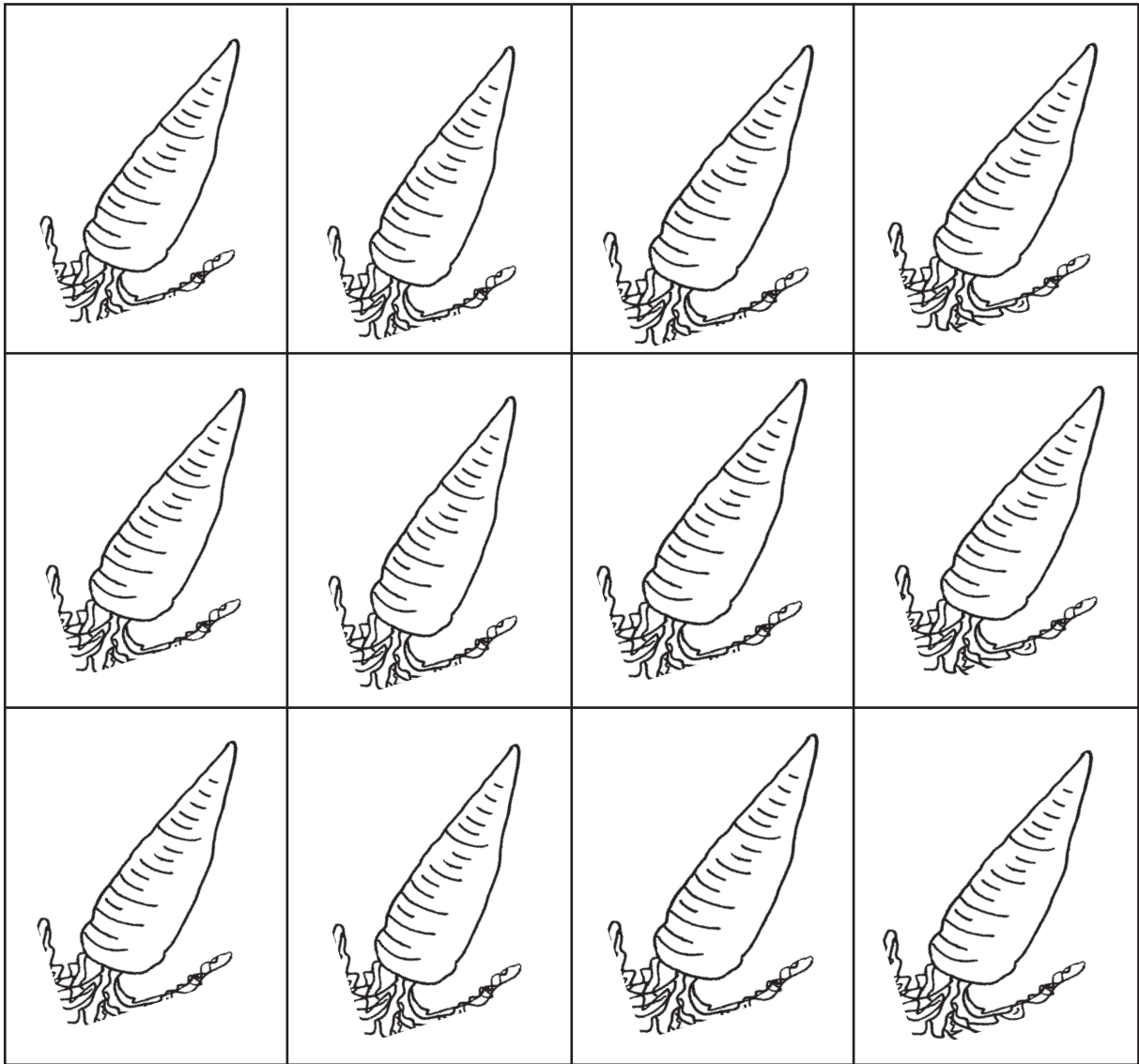
how?





Diary of a Wombat

Barrier game - Backyard scene + carrots



DIARY OF A WOMBAT - Memory Game



Diary of a Wombat

Sentences

Formulating sentences

As a group, discuss what type of an animal the wombat is, and what he looks like. Then review the verbs that you generated in the previous activity. Help the children develop a key sentence that combines what the wombat looks like and highlights his favourite activity.

e.g. The wombat is a brown furry creature, that enjoys sleeping much of the time.

Next, look at the pictures of Australian animals, focusing the talk around what the animal looks like and the things that animal likes to do. After some discussion, the group works together to formulate a key sentence modelled along the same format as the 'wombat' sentence.

Similes

Look at the page of Australian animals and as a group think of something that is special about that animal.

e.g. a sleepy koala a prickly echidna
 a bouncy kangaroo a shy platypus

Then think of a time when you as a person might feel something similar - i.e. when do you feel sleepy?, prickly?, bouncy? etc. When you have brainstormed some ideas, try putting them into a sentence, phrased as a simile. Again, an example sentence has been provided to model from.

e.g. I had worked hard all day and was feeling as sleepy as a koala.
 After a good night's sleep, I got out of bed feeling as bouncy as a kangaroo.
 My sister made me so angry, I felt as prickly as an echidna.
 There were so many people at the party, I was as shy as a platypus.

Text

Text Innovation

From all the previous activities' discussion, focus on a diary of things you do at school - breaking it into four sections - first session / second session / lunch / third session; over just five days - Monday to Friday. Brainstorm verbs for all the things you do at school. Write down your ideas on the planning page (ideas don't have to be totally realistic).

Identify the funny things that the wombat did - i.e. rolled in the dust, fought with the door mat, banged on rubbish bins etc. Have the children talk about the sort of funny things or problems that might happen at school.

e.g. spilling paint over the floor sleeping in math
 falling off the chair being bored in class

Help the children think of something that would be like demanding carrots (e.g. losing a pencil and asking the teacher for a new one each day). Then, have the children write out a simple story based on the ideas of things you do at school during one week. Keep the language very simple - like that in the story. It may be quite difficult to follow the story out line exactly, so simply work through five days of a school week, where Monday shows the things that usually happen, and then have one incident on each day. Also, have the main character ask for a pencil each day - but try to make up different ways for him or her to ask, or happen to find one.

Text

Cause and Effect

Point out to the group that the wombat did a number of things to tell the humans what she wanted - bashing on garbage bins, chewing on the door, and chewing on various things until they got the message. Talk about whether they think this would really work - i.e. if you bashed on the rubbish bin, would Mum understand that you wanted an ice-cream?

Put out the cause and effect page and discuss the flow of action from wanting carrots -> to bashing on the garbage bin -> to getting the carrots. Talk about the flow of action in the language terms of :

- e.g. Because the wombat wanted some carrots, she bashed on the garbage bin.
- or The wombat wanted some carrots, so she bashed on the garbage bin.

Then read through the What if ...? type scenarios on the next page of the resource materials and discuss with the group what would happen or what they would do, in each of these situations. Again, scaffold the children's responses into the cause / effect language from the example above.

Hide and Seek

Before the group comes into the room, hide the pictures of carrots around - in on and under various objects. Tell the children that they are to take turns to find the hidden carrots. As a child goes off and finds a carrot, they bring it back to the group and explains where they found the carrot, giving clear language to describe where the carrot was hiding. If the children enjoy the game, let the children take turns at hiding the carrots and finding them.

Play the game as - Hot and Cold. The person who has hidden the carrots gives clues to the other children using the language terms 'near' and 'far'.

- e.g. There's a carrot hidden near the chair.
- There's a carrot hidden far away from the table.

Then as the children get close to or further away from the carrot, the children can say -
You are getting nearer. You are getting further away.

Counting Syllables



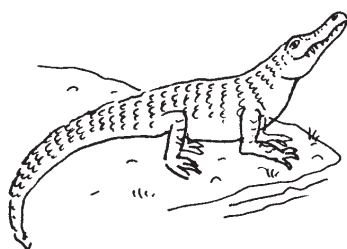
wombat



kangaroo



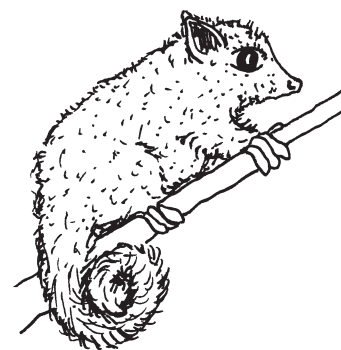
koala



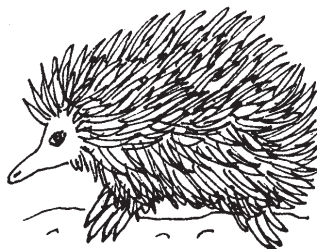
crocodile



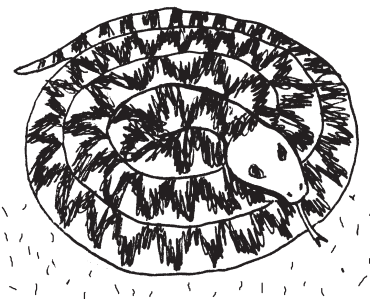
emu



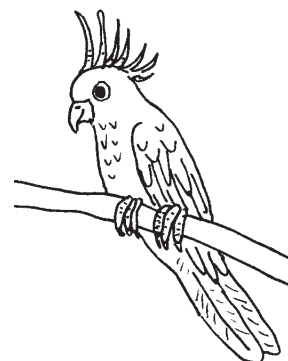
possum



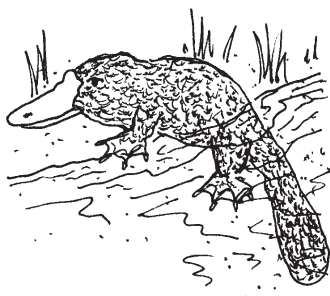
echidna



snake



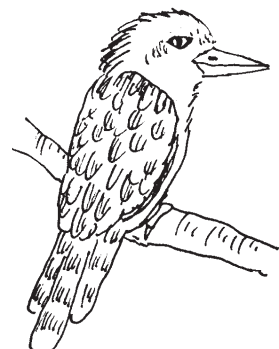
cockatoo



platypus



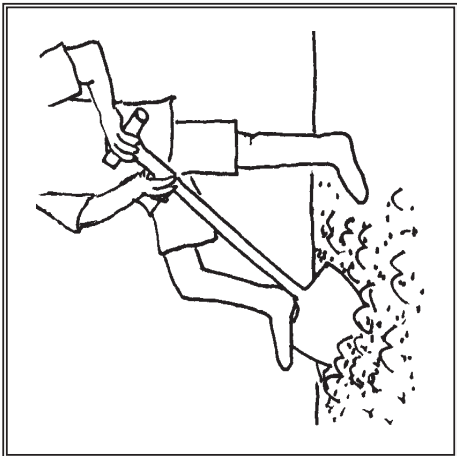
bilby

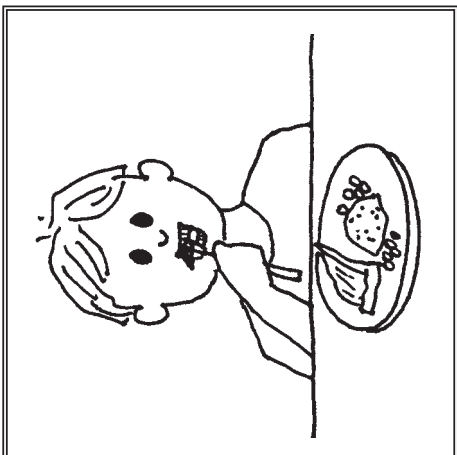


kookaburra

Rhyming



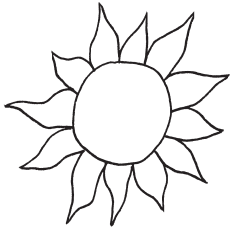




Describing - adverbs

eat	hungrily
fussily	noisily
sleep	frequently
deeply	briefly
dig	vigourously
carefully	timidly
fight	bravely
fiercely	happily
bash	loudly
gently	angrily
scratch	softly
enthusiastically	quickly

Words - Verbs



Morning

sleep

dig

Afternoon

eat

Evening



Night

sleep

Sentence Formulation

The wombat is a brown furry creature, that enjoys sleeping much of the time.

The _____ is _____, that likes to _____.



Sentence Similes



My sister made me so angry, I felt as prickly as an echidna.

_____, I felt as _____ as _____.

Monday

Morning:

Middle:

Lunch:

Afternoon:

Went home.

Monday



Morning: Wrote stories



Middle: Did math

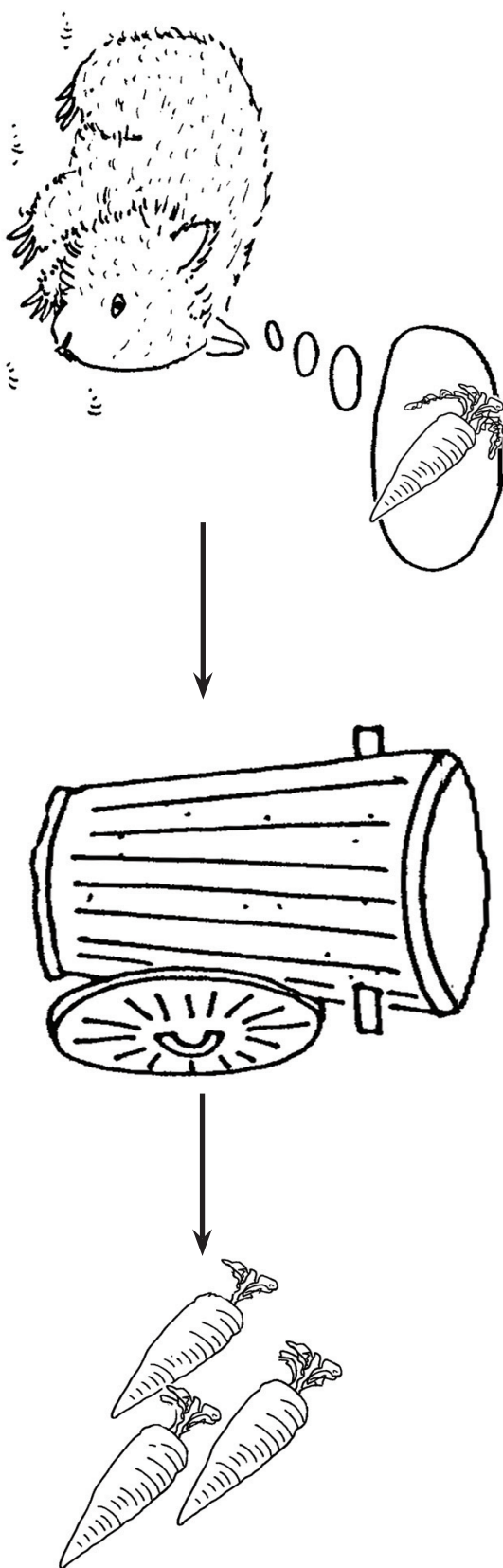
Lunch: Played footy with friends

Afternoon: Went to library



Went home.

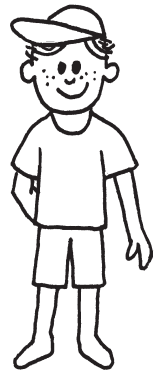






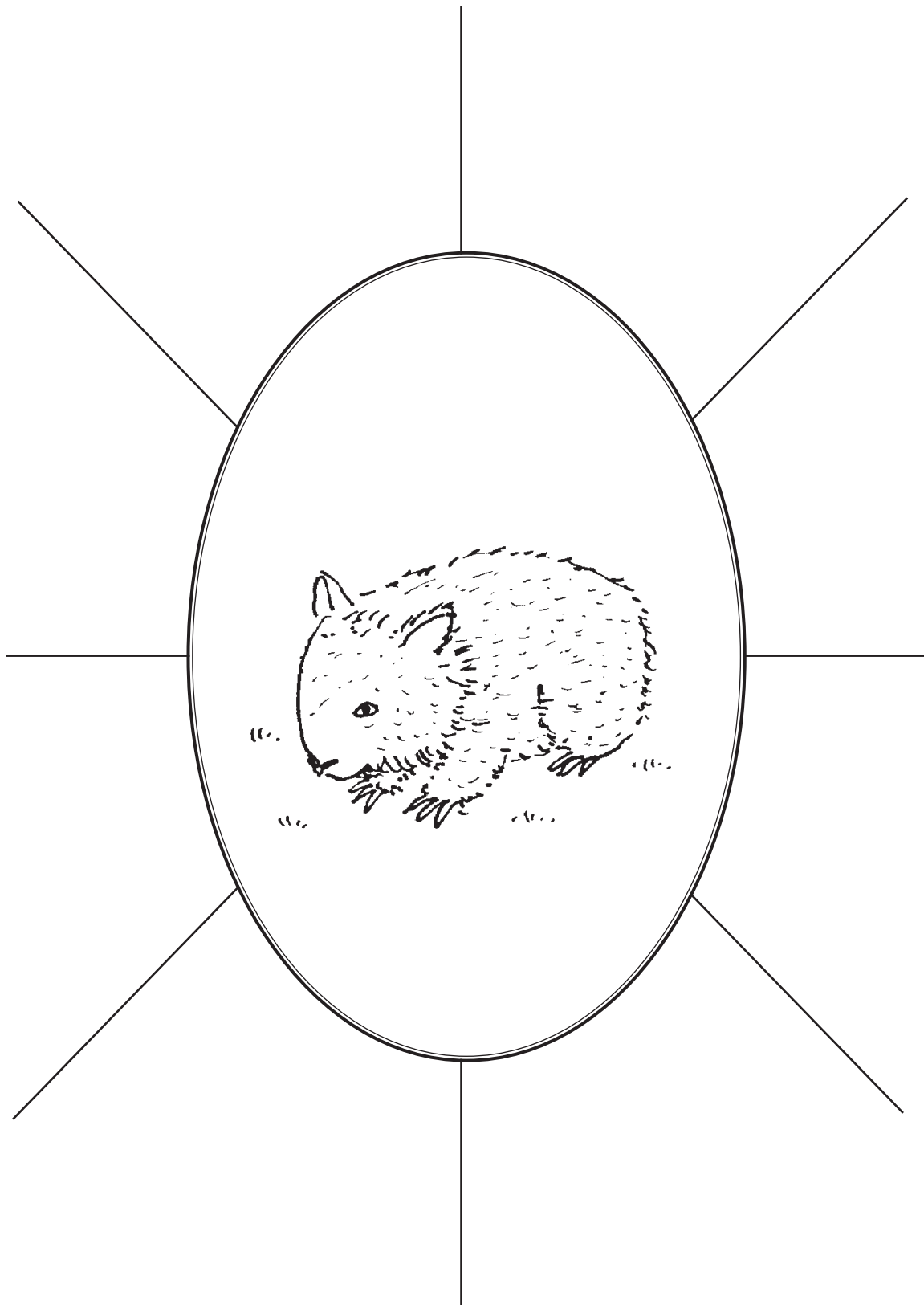
What would happen if

- you bashed on the rubbish bins at home?
- you dug a deep hole in the backyard?
- you put the wet clothes in the dirt?
- you bashed a hole in the door?
- you spilt a can of paint all over the ground?



What would you do if ...

- you wanted something for afternoon tea?
- you needed a new pencil for school?
- you decided to help your mum working in the garden?
- you were feeling very tired?
- you had a really itchy spot on your back?
- you were very dirty after digging in the garden?
- you didn't like what Mum had given you for dinner?



Make two concept webs for 'Wombats':

- 1. Think of words to describe the wombat in this story.*
- 2. Find all the words (verbs) that talk about what the wombat did in the story.*

Text - True / False / I don't know / Maybe

This wombat likes digging holes.

The wombat is an animal that lives in America.

All wombats love eating carrots.

Wombats are curious animals.

This wombat made a big mess.

Wombats are bigger than kangaroos.

On Tuesday the wombat slept.

Dad likes his sausages with dust on them.

The door mat won the battle with the wombat.

Wombats prefer to sleep in the morning.

The wombat found some carrots in the car.

This wombat doesn't like wet holes.

Humans like wombats.

Language Game - Tic-Tac-Toe

