

WE ALL SLEEP

Ezekiel Kwaymullina

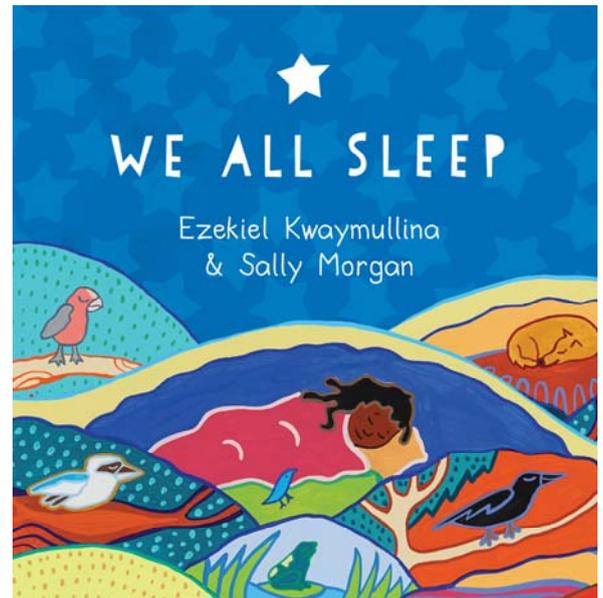
Illustrations by Sally Morgan

ISBN (PB): 9781925162684

Themes: Australian landscapes and animals,
childhood, imagination

Year level: Kindergarten–Y3

Cross-curriculum priorities: Aboriginal and Torres Strait
Islander histories and cultures; Sustainability



ABOUT THE BOOK

Against pink skies kookaburra calls ...

Acclaimed mother-and-son team Sally Morgan and Ezekiel Kwaymullina take readers on a journey through a day, celebrating the interconnectedness of people and animals in lyrical language and sumptuous colour.

ABOUT THE AUTHOR

Ezekiel Kwaymullina is from the Palyku people of the Pilbara region of Western Australia. His children's picture books include *We All Sleep* (2015), *Dreamers* (2014), *The Two-Hearted Numbat* (2011) and *My Country* (2011).



ABOUT THE ILLUSTRATOR

Sally Morgan was born in Perth in 1951. She has published books for both adults and children, including her acclaimed autobiography, *My Place*. She has also established a national reputation as an artist and has works in many private and public collections.

STUDY NOTES

LITERACY: COMPREHENDING TEXTS THROUGH LISTENING, READING AND VIEWING

Pictures and words

1. Examine the different parts of a book: title, author name, illustrator name, front cover, back cover, spine. Ask students to point to each.
2. Ask students to explain the difference between an 'author' and an 'illustrator'.
3. Photocopy two spreads from *We All Sleep*, showing the illustrations but omitting the text. As a class, brainstorm ideas about what is happening on each spread. Have students write their own words.

Interactive read-aloud with play-acting (focus: verbs)

4. As a class, create a list of actions based on the movements of the animals on each spread. Then read the book aloud and have students perform the actions, e.g. 'frog leaps' (jump), 'crow flies' (stretch out arms like wings), 'turtle swims' (pretend to swim).

Reader's Theatre

5. Reader's theatre combines reading and performing. The goal is to give reluctant readers a purpose for reading aloud, while also allowing them to develop their reading skills and confidence.

- Select one student to read the title of the book, the author's name and the illustrator's name.
- Select eleven students who wish to be 'narrators'. Allocate them one spread each to read aloud, e.g. the first student will read, 'Against pink skies kookaburra calls.'
- Select one student to act the part of the child.
- Invite the remaining children to create a mask depicting their favourite animal in the story. Students will come onto the stage and act as their animals when the narrator reads the appropriate sentence.
- Have the entire 'cast' (class) come onto the 'stage' together to read the final sentence in chorus: 'We all sleep.' Then have students lie down and pretend to sleep (ending pose).
- You may like to perform this as an assembly item.

Puppet show

6. Ask students to create their own animal puppets, which they can use to retell the story. Show them several different mediums they can use, e.g. pastels, watercolours, water pencils or cut-outs of geometric shapes such as triangles and rectangles.

Visual literacy

7. In groups of four, have students examine the illustrations in detail.
 - a. What style has illustrator Sally Morgan used to draw the characters – realistic, cartoon, abstract, fantasy?
 - b. What medium has she used – collage, black and white, watercolour etc.?
 - c. Where has the illustrator positioned objects on each page and what effect does this create?
 - d. What shapes can students see? Can students identify any patterns?
8. How many animals can you count on each page? Be careful – some of them may be hiding at the edge of the illustration! Hint: look out for fish!
9. There is one animal that appears on every page of *We All Sleep* – can you find it?

Comprehension strategies to practise (Kindergarten to Y3)

- Sounding out words aloud (not only in your head)
- Phonics (blending and segmenting)
- Using illustrations to help predict unknown words
- Predicting words by recognising familiar letter patterns

Depending on the needs of your class, the story can be used to practise finding initial and final sounds (e.g. point to a word on the page that starts with 's') to develop letter/sound awareness. Or they can be used to practise fluency and expression for more advanced readers, who may likely still be challenged by some of the vocabulary (e.g. mangrove, kookaburra).

We All Sleep can be used for different reading sessions, including:

- Modelled reading as a whole class
- Guided reading in small groups
- Shared reading in student pairs
- Independent reading

LITERACY: COMPOSING TEXTS THROUGH SPEAKING, WRITING AND CREATING

Spelling and vocabulary

10. Have children practise the correct spelling of common sight words included in the book, e.g. *over, from, on, in, with, by, the, we, all*
11. Have students keep a personal dictionary, adding new words they encounter under the letter of the alphabet with which they start. Students should include the correct spellings for each of the animals in the story:

• kookaburra	• goanna	• pelican
• frog	• crocodile	• crow
• magpie	• turtle	• dingo
• galah	• snake	

Fun ways to practise spelling!

12. *Water words* – students use a paintbrush and cup of water to write their spelling words on the ground outside the classroom.
13. *Hangman* – students play ‘Hangman’ but must select a word from *We All Sleep* as the mystery word.
14. *Spelling Bingo* – create bingo grids that contain the list words from *We All Sleep* (instead of numbers). Play as a class or in small groups, with children taking turns each or the teacher as the ‘bingo caller.’

Verbs and adjectives

15. Create a class definition for the term ‘adjective’.
 - a. Why are adjectives important in story writing? What do they do?
 - b. Read the book as a class and collect adjectives, e.g. pink, shady, rocky.
 - c. Have students use these in a sentence.
16. Create a class definition for the term ‘verb’.
 - a. Why are verbs important in story writing? What do they do?
 - b. Read the book as a class and collect verbs, e.g. slithers, scratches, hides, lies.
 - c. Have students use each these in a sentence.
17. Print the adjectives and verbs you have collected as a class on individual cards. Shuffle them, then have students sort the cards into two categories – adjectives or verbs.

Poetic language

18. What is **alliteration**?
 - a. Find examples of alliteration in the book, e.g. ‘kookaburra calls’; ‘snake slithers’.
 - b. Experiment with alliteration to create five word-pairs on the theme ‘Australian animals’.
19. What is **consonance**?
 - a. Find examples of consonance in the book, e.g. ‘Against pink skies kookaburra calls’, ‘In green waves turtle swims.’
 - b. Experiment with consonance to create you own sentences.
20. Create a free-verse poem on the theme ‘Australian animals’.

Creative writing

21. Write an imaginative story about a day in the life of your favourite animal from the story. Where do you live? What do you eat? How will you spend your day? What dangers will you face? What adventures will you have?
22. What makes you unique? How are you similar and different to your friends? Write a poem entitled ‘What makes me special’.
23. Plan and draft a short story on one of the following topics.
 - We all sleep, and often we dream. What kind of things can we do in dreams that we can’t in waking life? Write a story about a day at school where you had the powers you can have in a dream!
 - What is the difference between a dream and a nightmare? Write a story about a frightening nightmare.
 - Write a story that ends with: ‘... and then I woke up.’

Written report

24. Research your favourite animal from *We All Sleep* and write a report using the subheadings: habitat, diet, physical characteristics, life cycle, native/not native to Australia, conservation status.

Speaking and listening

25. Research the life cycle of your favourite animal from *We All Sleep*. Present your findings to the class or in small groups. You may like to make a poster depicting each stage of the life cycle. Try to include drawings and/or images.

CROSS-CURRICULAR LINKS

Art

26. As a class, students discuss their understanding of the term 'artist'. List different kinds of artists, e.g. painters, sculptors, graffiti artists, photographers, mixed-media artists, print artists, illustrators etc.
27. Who is your favourite artist? Why do you admire their work?
28. View some of the artworks created by the illustrator of *We All Sleep*, Sally Morgan.
29. *Continue the story* – students create their own page about an Australia animal to add to *We All Sleep*. They should come up with a sentence similar to Ezekiel Kwaymullina's and an illustration similar Sally Morgan's. Hold a class exhibition and invite other classes/parents.
30. Undertake a class excursion to an exhibition at your local or state art gallery.
31. Undertake a class excursion to an exhibition at a gallery of contemporary art in your region.
32. Plan and create a class and/or school sculpture made from recycled materials that will educate others in your school about 'eco-art'.
33. Create a mask of your favourite animal from *We All Sleep* to use in a reader's theatre performance of the book.

Science

34. Visit the Australian animals exhibit at your local zoo to learn more about endangered species.
35. Explore food chains and food webs in different Australian habitats.
36. Explore the classification system for different kinds of organisms – mammals, reptiles, amphibians, insects etc.
37. *We All Sleep* takes readers on a journey through a day, from sunrise to sunset. It lends itself to a unit of study on time – how to read analogue and digital clocks, *am* and *pm*, 24-hour time etc.

Sustainability cross-curricular priority

38. Many of the Australian animals and natural environments depicted in *We All Sleep* are currently under threat for a variety of reasons. Research ways in which students can contribute to sustainable living. For 'change the way you live' links visit http://www.wwf.org.au/get_involved/change_the_way_you_live.
39. Create a poster or pamphlet advertising this information to your school community. Suggested topics:
 - Recycling
 - Sustainable shopping
 - Transport – car and air travel and offsetting
 - Saving water
 - Reducing energy consumption
 - Green building design
 - Ethical and responsible investment
40. Create a recycling project at your school. What everyday classroom materials can be recycled?

AUSTRALIAN CURRICULUM LINKS BY YEAR LEVEL

Foundation Year

- Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences ([ACELT1575](#))
- Respond to texts, identifying favourite stories, authors and illustrators ([ACELT1577](#))
- Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations ([ACELY1646](#))
- Identify some differences between imaginative and informative texts ([ACELY1648](#))
- Understand that some language in written texts is unlike everyday spoken language ([ACELA1431](#))

Year 1

- Discuss how authors create characters using language and images ([ACELT1581](#))
- Respond to texts drawn from a range of cultures and experiences ([ACELY1655](#))
- Express preferences for specific texts and authors and listen to the opinions of others ([ACELT1583](#))
- Discuss features of plot, character and setting in different types of literature and explore some features of characters in different texts ([ACELT1584](#))

- Understand concepts about print and screen, including how different types of texts are organized using page numbering, tables of content, headings and titles, navigation buttons, bars and links ([ACELA1450](#))
- Explore differences in words that represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs) ([ACELA1452](#))
- Compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning ([ACELA1453](#)) □

Year 2

- Discuss how depictions of characters in print, sound and images reflect the contexts in which they were created ([ACELT1587](#))
- Compare opinions about characters, events and settings in and between texts ([ACELT1589](#))
- Identify aspects of different types of literary texts that entertain, and give reasons for personal preferences ([ACELT1590](#))
- Discuss the characters and settings of different texts and explore how language is used to present these features in different ways ([ACELT1591](#))
- Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose ([ACELA1463](#))
- Understand how texts are made cohesive through resources, for example word associations, synonyms, and antonyms ([ACELA1464](#))
- Create events and characters using different media that develop key events and characters from literary texts ([ACELT1593](#))
- Discuss different texts on a similar topic, identifying similarities and differences between the texts □ ([ACELY1665](#))
- Identify the audience of imaginative, informative and persuasive texts ([ACELY1668](#))
- Read less predictable texts with phrasing and fluency by combining contextual, semantic, grammatical and phonic knowledge using text processing strategies, for example monitoring meaning, predicting, rereading and self-correcting ([ACELY1669](#))
- Use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features and print and multimodal text structures ([ACELY1670](#))
- Know some features of text organisation including page and screen layouts, alphabetical order, and different types of diagrams, for example timelines ([ACELA1466](#)) □

Year 3

- Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors' reasons ([ACELT1594](#))
- Draw connections between personal experiences and the worlds of texts, and share responses with others ([ACELT1596](#))
- Discuss how language is used to describe the settings in texts, and explore how the settings shape the events and influence the mood of the narrative ([ACELT1599](#))
- Identify the point of view in a text and suggest alternative points of view ([ACELY1675](#))
- Understand how different types of texts vary in use of language choices, depending on their purpose and context (for example, tense and types of sentences) ([ACELA1478](#))
- Understand that paragraphs are a key organisational feature of written texts ([ACELA1479](#))
- Discuss the nature and effects of some language devices used to enhance meaning and shape the reader's reaction, including rhythm and onomatopoeia in poetry and prose ([ACELT1600](#))
- Know that word contractions are a feature of informal language and that apostrophes of contraction are used to signal missing letters ([ACELA1480](#))
- Identify the effect on audiences of techniques, for example shot size, vertical camera angle and layout in picture books, advertisements and film segments ([ACELA1483](#))
- Understand how to use sound–letter relationships and knowledge of spelling rules, compound words, prefixes, suffixes, morphemes and less common letter combinations, for example 'tion' ([ACELA1485](#))

