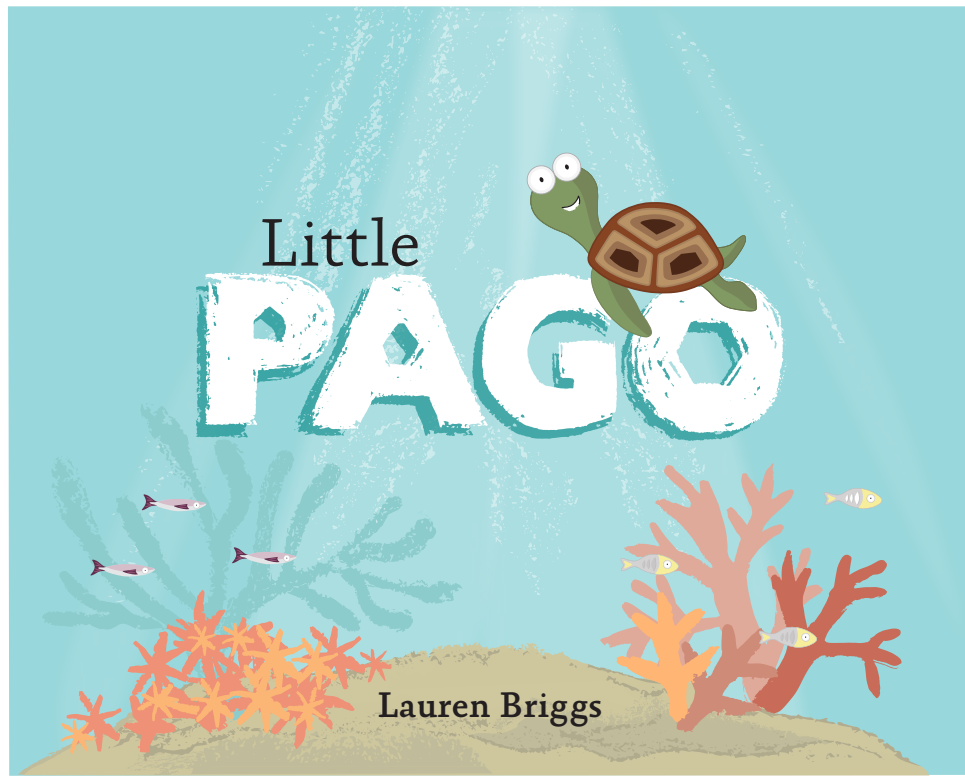


# Teachers' Notes



## Little Pago

Written and Illustrated  
by Lauren Briggs  
ISBN: 9781922643001  
Paperback  
September 2021  
Boolarong Press

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

**Written by Kate Camilleri**

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## 1. About the Author

**Lauren Briggs is an illustrator, storyteller and children's picture book maker from Sydney, Australia.**

**Lauren Briggs** is an illustrator, storyteller and children's picture book maker from Sydney, Australia.



Lauren has a Bachelor of Design in Visual Communications from UTS with a specialisation in illustration, design and photography. During this four-year degree she was selected to study at St Martins College of Art and Design in London. It was here that she was first introduced to the art of etching and printmaking. Following her studies, Lauren worked in design and photography in London, and started her own freelance design business in Sydney.

Lauren's passion for stories and children's picture books propelled her to create her first published children's picture book, *Stories for Simon*, written by her friend Lisa Miranda Sarzin.

Lauren's second book, *Little Pago*, Lauren's second book, published by Boolarong Press (September 2021) uses visual literacy and an emotive and relevant narrative to highlight the detrimental impact plastic pollution is having on our marine life.

***"I love using picture books as the vehicle to explore and share ideas about important social issues."***

Lauren is an advocate for literacy, Indigenous education and the environment, which sees her working as a voluntar in these areas of the Australian community. She loves spending time walking her Rhodesian Ridgeback Jedi, around the Sydney neighbourhood where she lives with her husband and four children.

## 2. Outline

Meet Little Pago, an energetic and playful baby sea turtle living on the Great Barrier Reef. Against a magical background of coral flowers and seaweed gardens, Little Pago and his friends set out on an adventurous journey in search for food. However, not everything floating in the ocean is safe for a baby turtle to eat. Little Pago finds himself in a few dangerous situations where he mistakes floating plastic for some of his favourite food. Little Pago's sea friends come to his rescue but what happens when his friends are not there to protect him? Who will keep Little Pago safe when he is alone and stuck in a plastic bag?

An imaginative and inspiring story from author and illustrator Lauren Briggs about friendship, perseverance and the important role each of us can play in keeping one of our ocean's most ancient and vulnerable sea creatures safe for future generations.

This children's fiction picture book, with an environmentally sustainable focus is written and illustrated for 2-5 year olds to share with their parents, carers and teachers.

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## Themes

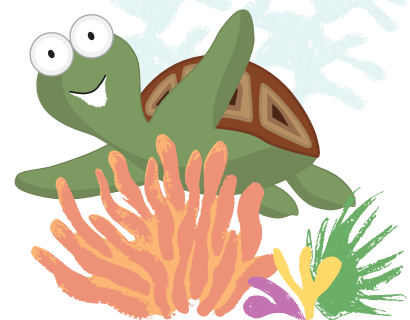
Friendship, environment, sustainability, perseverance, call to action, Australian Great Barrier Reef.

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## Age

2-5 year olds to share with their parents and teachers.  
These notes are for Primary years K-2.

**Key learning areas:** English, Creative Arts, Geography, Science and Technology



### 3. Activate students' prior knowledge

#### Australian Beaches

In these activities, students will explore different beaches and coastlines to gather a more thorough understanding of what it's like to be at the beach.

1. Ask the question: *What do we do at the beach?*

Build sand castles, collect shells, look for sea creatures, explore shallow rock pools, listen to the waves, look for seagull tracks in the wet sand, swim and dig for treasure.

2. Close your eyes and listen to the sound of the waves (watch for 2 minutes)

[https://www.youtube.com/watch?v=viqMeTap\\_KQ](https://www.youtube.com/watch?v=viqMeTap_KQ)

3. Watch this video on the world famous Bondi Beach:

[https://www.youtube.com/watch?v=QclOX\\_eo7VU](https://www.youtube.com/watch?v=QclOX_eo7VU)

*Discuss what you notice on this busy day at the beach.*

4. Close your eyes and listen to the sound of the waves (watch for 2 minutes)

[https://www.youtube.com/watch?v=viqMeTap\\_KQ](https://www.youtube.com/watch?v=viqMeTap_KQ)

5. In pairs or small groups give students pictures of the three different beaches. (*A beach with people, a beach without people and a photo of a beach once people have left for the day.*)

Students can explore the different images and then share with the class what they notice.

### 3. Activate students' prior knowledge cont. . .

#### Images of Australian Beaches

Image 1- (A beach without people) What do you notice?



Image 2- (A beach with people) What do you notice?



Image 3 (A beach after people have left) What do you notice?



### 3. Activate students' prior knowledge cont. . .

Have a class discussion about students' experiences with the ocean and beaches.

**Ask:**

*Have you ever been to a beach? If so, what was it like?*

*Was the beach crowded or empty? How many people were there?*

*How many buildings were there?*

*What animals did you see?*

*What plants did you see?*

Have students brainstorm how people living near the ocean affect ocean animals and plants.

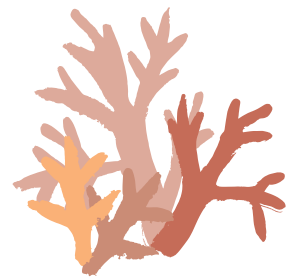
Prompt students to think about how people affect the environment, including through *rubbish, pollution, noise, fishing, too much light, too many buildings, and too many boats*. Write students' ideas on the board.

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## Before you read Little Pago

**Let's Predict:**

- What do you think this story might be about?
- Where do you think the setting of the story takes place?
- Who do you think Little Pago could be?
- What do you know about Turtles?
- Do you think this is a realistic or unrealistic text (informative/nonfiction imaginative/fiction)? Why?



**Let's read the blurb on the back:**

- Read the blurb on the back cover. How does this make you feel?
- What other sea creatures can you see?
- What are they doing?
- How do the colours make you feel?

**Let's Read:** As a class read Little Pago.

- Read the text uninterrupted or read the text with a guided discussion approach.
- Discuss pictures and draw on the prior experiences and background knowledge of the students.
- Provide opportunities for students to retell what the text is about.
- Use the pictures to link back to the meaning of the text.

## 4. Let's go on a picture walk

Picture walk of the text: Unpack new vocabulary, clarify understandings, draw on prior experiences and background knowledge of the students.

(Can use anchor charts with images from the book to unpack understanding.)

**Example:** Use the picture of Little Pago with the balloon in his mouth. What did Little Pago think he was eating?

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### After reading

- In pairs students take turns to retell the sequence of the story before revisiting the text with the class.
- What are the key events in the story?
- Revisit the type of text. Is it informative or imaginative?
- Discuss the intended audience of the text.

#### Literal/ Inferential Questions:

Discuss the text to identify the literal and inferential meanings presented.

**Ask questions such as:**

What? (literal)

When? (literal)

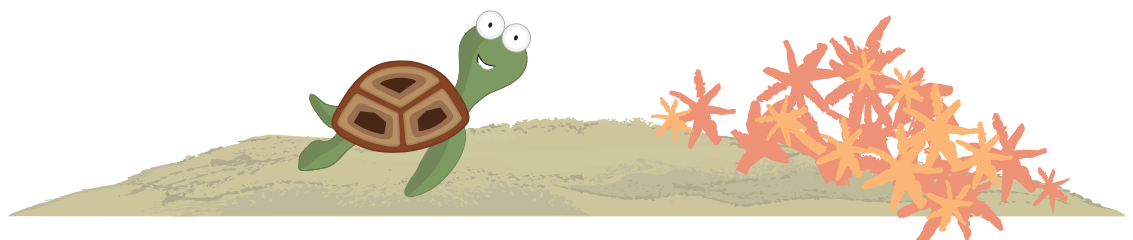
How? (inferential)

Why? (inferential)

Revisit earlier predictions about the text: were you right?

**Ask questions such as:**

- What was your favourite part of the text? Describe it.
- Who was your favourite character? Explain your reasons.
- What messages is the author trying to tell us?
- How did Little Pago make you feel?
- What can we do to help Little Pago and his friends?



## 4. Let's go on a picture walk cont. . .

### Let's explore

#### Class discussion questions:

- Where is the Great Barrier Reef located? (Show a map of Australia.)
- What different species of turtles live there? (Green and loggerhead turtles.)
- How can we protect turtle habitats?
- As a class brainstorm the negative impact of humans on ocean life.

#### *Ask: How do people living along coasts harm ocean animals and plants?*

Discuss students' ideas and list them on the board. Tell students you will look at some specific examples together;

- Discuss runoff from streets into storm drains and where it goes.
- Discuss how light pollution affects sea turtles.
- Discuss the dangers of boat propellers to turtles.
- Discuss how plastic bags and straws end up in the ocean and what happens to marine life if they mistake floating plastic for food.
- Identify how people can help.

#### *How can people help?*

- Ask students to describe things that people who live near or visit the ocean can do to keep the beach and water clean and to protect the animals that live there.
- If students live in a coastal community, discuss the specific issues that affect the ocean and marine life in their area.

#### *Fun activities to do with family and friends:*

- *Enjoy the sunshine over the weekend and clean up your local beach with your family and friends.*
- *Take photos and bring them into school to create a 'cleaning up our local area' or 'saving Little Pago and his friends' photo wall.*
- Send photos into the author to be displayed on Little Pago's website.

**Visit Take 3 for the sea to find out more details of how you, your school and your community can help protect our waterways. [www.take3.org](http://www.take3.org)**



## 5. Activity Ideas

*All activities come with a worksheet found in the next section of this document.*

### Activity 1 - Story Cluster

Write and draw everything you remember from the book, as well as any other information you have learnt. A story cluster helps to record key aspects of the topic in any order.



### Activity 2 - Turtle Profile

Read the information about green sea turtles to the students using the link below. (See the 'Did you know' page below for more information.)

Students can then answer the following questions and draw an image of their turtle and its habitat.

- What would you call your turtle?
- Where does your turtle live?
- How would you protect him?
- What makes your sea turtle special?
- What do turtles eat?
- Draw an image of your turtle in its habitat.



#### Information about Green Sea Turtles:

<https://www.wwf.org.au/what-we-do/species/green-turtle#gs.84bol1>

## 5. Activity Ideas cont. . .

### Activity 3 - Writing a Narrative

This activity is complimented by Worksheet 3.

**Narrative** - Students to complete a narrative about their turtle.

**Learning intention:** We are learning to write a narrative (story).

**Why are we writing?** To entertain and talk about an important message.

What does our narrative need:

#### Beginning

Who  
Where  
When  
What



#### Middle

A problem



#### End

A solution to  
the problem



### Activity 4 - Take 3 for the Sea / Little Pago Websites

As a class watch the videos from the Take 3 for the sea website (take3.org) so students can see the impact humans are having on our beaches and waterways.

Ask the questions and complete the activities:

**How do you feel about plastic waste in our oceans?**

**What are your dreams and ideas to help make a change?**

**Visit the Little Pago website and go to the 'Take Action' section.**

**[www.littlepago.com/take-action](http://www.littlepago.com/take-action)**

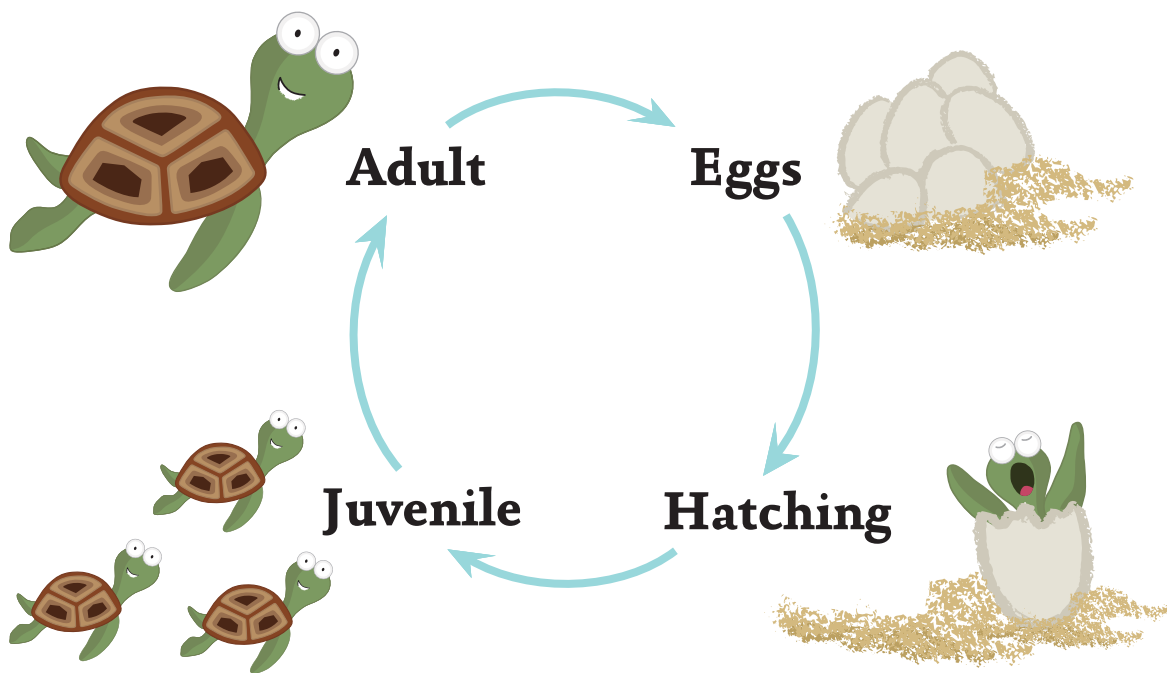
- Discuss what changes the class can make to reduce the amount of single-use plastic in the classroom.
- Create a goal chart for the classroom wall. List the class goals.
- Discuss one change each student can implement at home. List this on the goal chart each student can create a personal goal chart.

## 5. Activity Ideas cont. . .

### Activity 5 - Life Cycle of a Turtle

This activity is complimented by Worksheet 5.

Explore the circle of life! Every animal goes through different stages of growth throughout its life. Discuss and learn the names of each stage of the life cycle of a turtle with the link and image below.



Here is further information on the life cycle of a Green Turtle

[http://bookbuilder.cast.org/view\\_print.php?book=114010](http://bookbuilder.cast.org/view_print.php?book=114010)

## 6. Did you know?

- Turtles are one of the oldest reptiles living on the planet.
  - They live both on the land and in the sea. Turtles live everywhere on earth except Antarctica. Turtles inhabit all of the world's oceans except the Arctic.
  - Green sea turtles are an endangered animal. They are frequently hunted for their meat & eggs, are involved in boat propeller accidents, and are involved in drowning accidents from fish nets.
  - They can weigh up to 700 pounds and can grow to be 5 feet long!
  - A green sea turtle cannot pull its head into its shell.
  - Adult sea turtles feed on sea grasses and algae, while younger turtles will also eat crabs, jellyfish, and sponges.
  - Turtles live in the water and only venture onto dry land to lay eggs. When the eggs hatch the baby turtles head straight to the water.
- 

## Resources

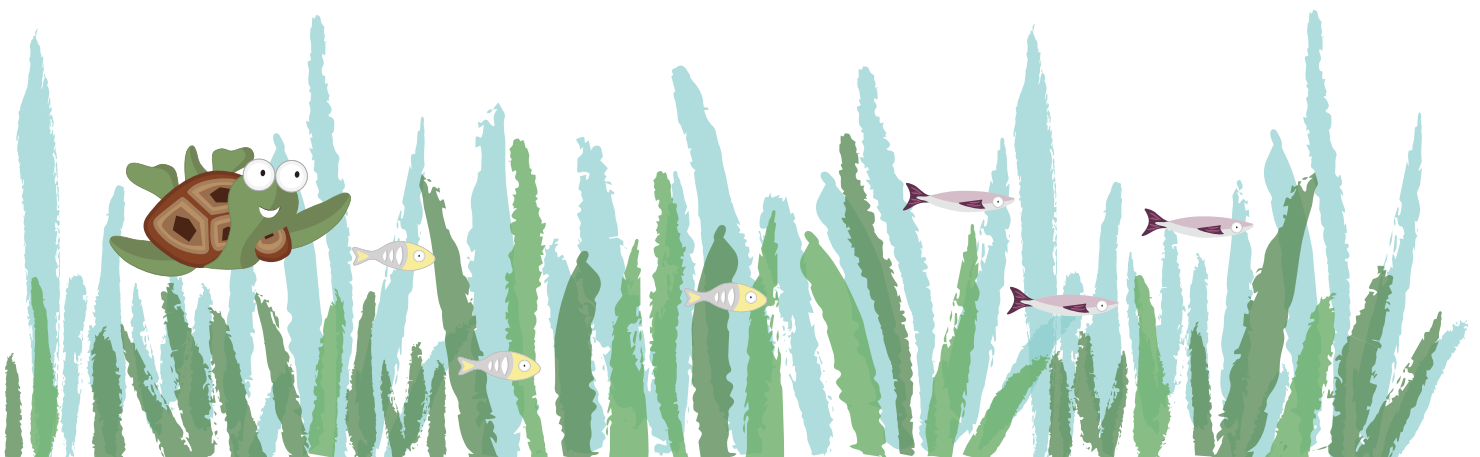
### Fascinating Facts about Sea Turtles

<https://www.barrierreef.org/news/blog/10-fascinating-facts-about-sea-turtles>

<https://www.bbc.co.uk/programmes/p03csqpr>

<https://www.wwf.org.au/what-we-do/species/green-turtle#gs.849l58>

<https://www.kidcyber.com.au/great-barrier-reef>



## 7. Curriculum Links

### Early Stage 1

#### English:

**ENe-4A** Demonstrates developing skills and strategies to read, view and comprehend short predictable texts on familiar topics in different media and technologies.

**ENe-8B** Demonstrates emerging skills and knowledge of texts to read and view, and shows developing awareness of purpose, audience and subject matter.

**ENe-11D** Responds to and composes simple texts about familiar aspects of the world and their own experiences.

**ENe-12E** Demonstrates awareness of how to reflect on aspects of their own and others' learning.

#### Geography:

**GEe-1** Identifies places and develops an understanding of the importance of places to people.

#### Creative Arts:

##### Making

**VAES1.1** Makes simple pictures and other kinds of artworks about things and experiences.

##### Appreciating

**VAES1.4** Communicates their ideas about pictures and other kinds of artworks.

#### Science and Technology:

**STe-2DP-T** Develops solutions to an identified need.

**STe-3LW-ST** Explores the characteristics, needs and uses of living things.



## 7. Curriculum Links cont. . .

### Stage 1

#### English:

**EN1-4A** Draws on an increasing range of skills and strategies to fluently read, view and comprehend a range of texts on less familiar topics in different media and technologies.

**EN1-8B** Recognises that there are different kinds of texts when reading and viewing and shows an awareness of purpose, audience and subject matter.

**EN1-10C** Thinks imaginatively and creatively about familiar topics, ideas and texts when responding to and composing texts.

**EN1-11D** Responds to and composes a range of texts about familiar aspects of the world and their own experiences.

**EN1-12E** Identifies and discusses aspects of their own and others' learning.

#### Geography:

**GEe1-1** Describes features of places and the connections people have with places.

**GE1-2** Identifies ways in which people interact with and care for places.

#### Creative Arts:

##### Making

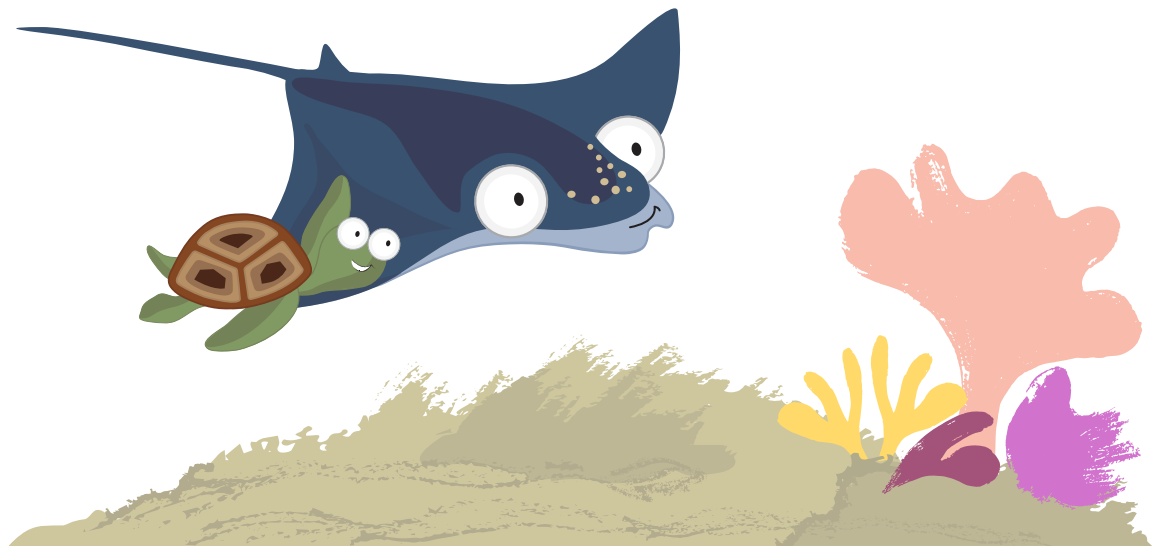
**VAS1.1** Makes artworks in a particular way about experiences of real and imaginary things.

**VAS1.2** Uses the forms to make artworks according to varying requirements.

#### Science and Technology:

**ST1-4LW-S** Describes observable features of living things and their environments.

**ST1-5LW-T** Identifies how plants and animals are used for food and fibre products.



# Activity Worksheet

## Worksheet for Activity 1 - Story Cluster

**Learning Intention:** We are learning to gather information from books we have read.

Write down or draw anything that you remember from Little Pago in the Story Cluster. Write down as much as you can.



# Activity Worksheet

## Worksheet for Activity 2 - Turtle Profile

**Learning Intention: We are learning to gather facts about turtle's and their habitats.**

What would you call your turtle? \_\_\_\_\_

\_\_\_\_\_

Where does your turtle live? \_\_\_\_\_

\_\_\_\_\_

How would you protect him? \_\_\_\_\_

\_\_\_\_\_

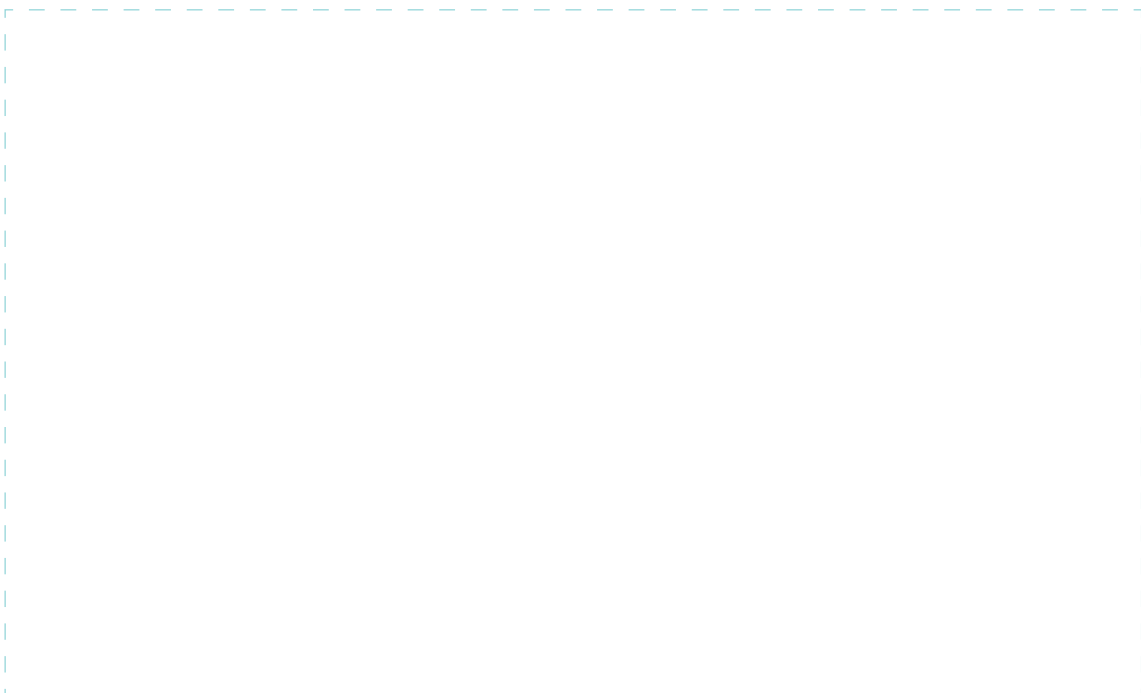
What makes sea turtles special? \_\_\_\_\_

\_\_\_\_\_

What does your turtle eat? \_\_\_\_\_

\_\_\_\_\_

**Draw an image of your turtle in it's habitat**

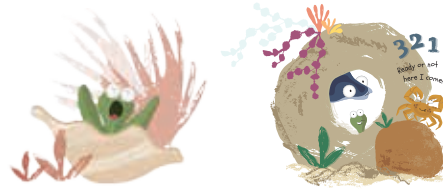


# Activity Worksheet

## Worksheet for Activity 3 - Writing a Narrative

Learning Intention: We are learning to write a narrative (story)

**Beginning** (Who, Where, When, What)




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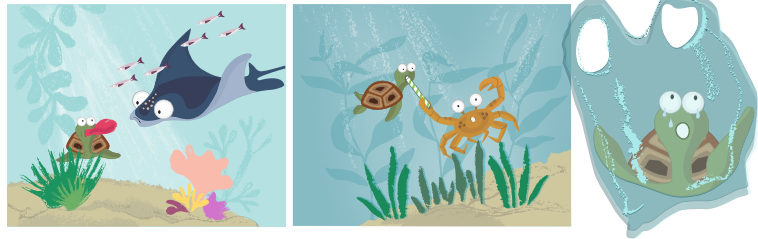
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**Middle** (A problem)




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**End** (Solution to the problem)




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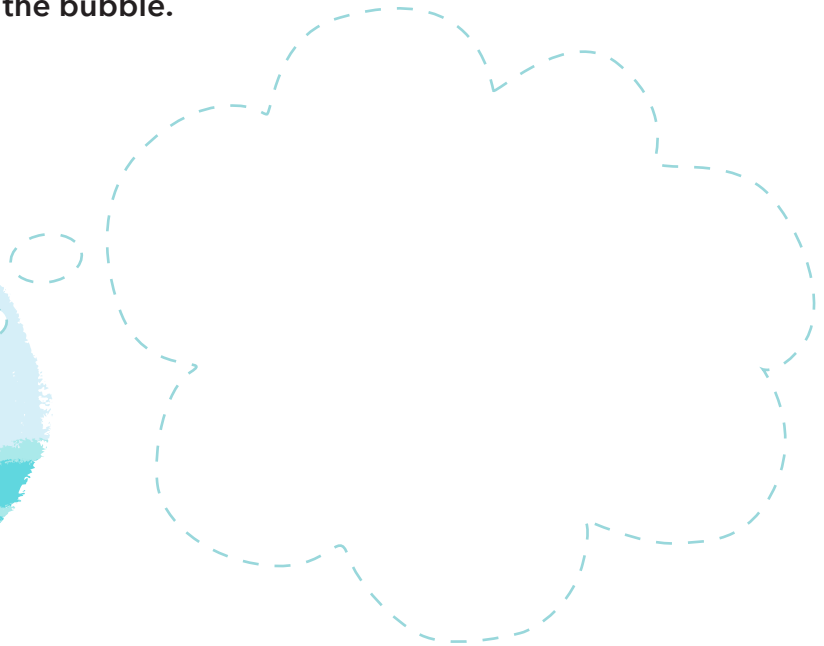
# Activity Worksheet

## Worksheet for Activity 4- Let's Make a Change Together'

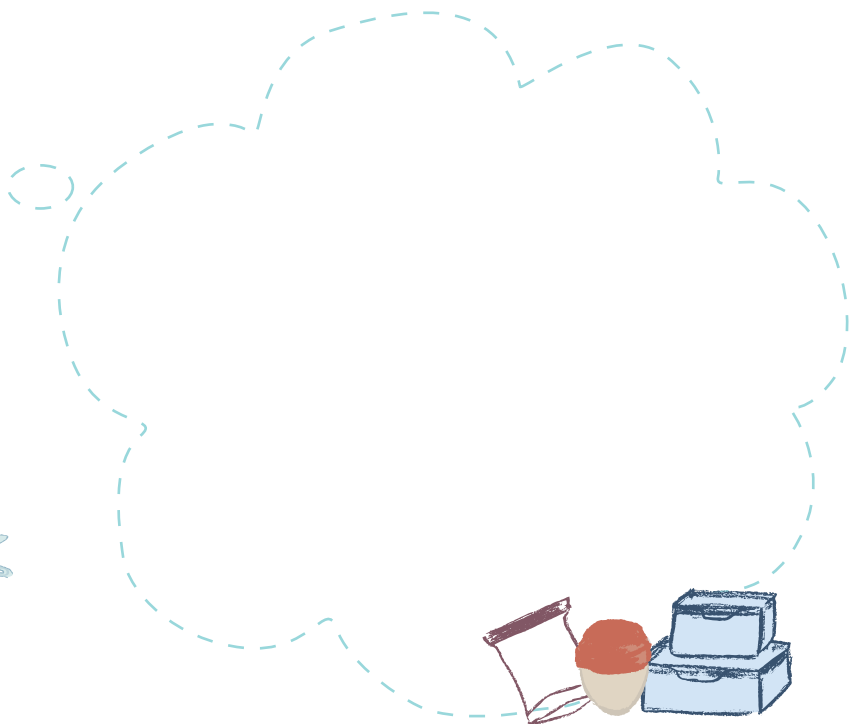
Learning Intention: We are learning to form our opinion on important topics.

How do you feel about plastic waste in our oceans? Why?

Use Pictures and words in the bubble.



What are your dreams and ideas to help make a change?



reusable containers

# Activity Worksheet

## Worksheet for Activity 5 - Life Cycle of a Turtle

Learning Intention: We are learning to understand that all living things have a life cycle.

**1.** Female sea turtle lays her **eggs**

Stick correct image here



**2.** Baby sea turtles **hatch**  
(hatchling)

Stick correct image here



**3.** Hatchlings make their way to the water

Stick correct image here



**4.** Juvenile sea turtle

Stick correct image here



**5.** Adulthood

(a mature adult is 20-50 years old)

Stick correct image here

# Activity Worksheet

## Worksheet for Activity 5 - Life Cycle of a Turtle

Cut out the images below and glue them in the correct place on the Turtle Life Cycle activity worksheet (previous page)

