



TEACHERS' RESOURCES

RECOMMENDED FOR

Lower primary
(Preschool – Year 1)

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KEY CURRICULUM AREAS

- **Learning areas:** English, Creative Arts, HSIE
- **General capabilities:** Literacy, Critical and Creative Thinking, Personal and Social Capability, Intercultural Understanding

REASONS FOR STUDYING THIS BOOK

- To discuss new vocabulary, respond to texts and share feelings and thoughts about the events and characters in texts.
- To use and experiment with different materials, and create artworks to communicate ideas to an audience
- To learn more about our relationships with each other.

THEMES

- Friendship/significant relationships
- Celebrating diversity
- Our relationship to the natural and built environment
- Change and continuity
- Domestic and wild animals

PREPARED BY

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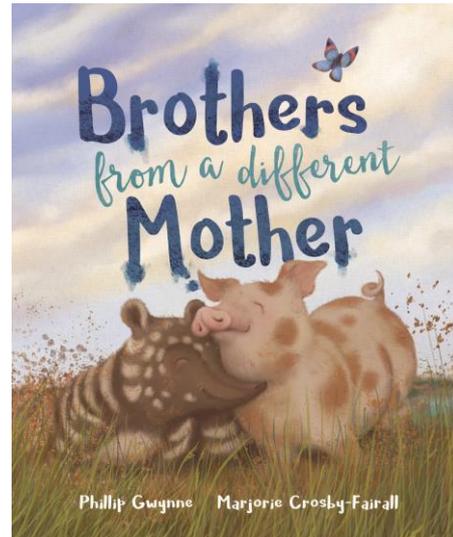
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Brothers From a Different Mother

Phillip Gwynne & Marjorie
Crosby-Fairall

PLOT SUMMARY

Tapir lives in the jungle.

Pig lives in the village.

But when they meet at the waterhole, they discover they are the same in so many ways.

They might even be brothers from a different mother.

From a master storyteller comes this heartfelt story of friendship ... and seeing past our differences.

ABOUT THE AUTHOR

Phillip Gwynne is an Australian author best known for his 1998 best-selling debut novel *Deadly, Unna?*, a rites-of-passage story which uses Australian Rules football as a backdrop to explore race relations in small town South Australia. It was made into a feature film, *Australian Rules*, for which Phillip won an AFI award.

Phillip Gwynne has written numerous other works for both children and adults, including a number of picture books and early readers, such as *Michael* in the Stuff Happens series published recently with Penguin Young Readers, and *The Worst Team Ever*,

Born to Bake and *A Chook Called Harry* for the Aussie Bites Series.

He's currently based in Melbourne and is married with a son and 2 daughters.

AUTHOR'S INSPIRATION

Phillip Gwynne says:

My family and I were at the Singapore Zoo when we saw the tapir.

'It's like a pig, but it's not like a pig,' said one of my daughters.

'It's like a brother from a different mother,' said the other.

Immediately I knew there was a picture book in this – I just had to write it!

We were living in Bali then, and my children were going to an International School. My daughter came home one day and said there was a new kid at school and he was from Jakarta. Immediately I assumed he would be Indonesian. Later, when I met this new kid from Jakarta he turned out to be Swedish! His parents had been posted to Jakarta for their work. Like the pig and tapir in my story, my kids just refused to recognize difference – it just wasn't important to them, it didn't matter.

The story was actually a pretty easy one to write.

ABOUT THE ILLUSTRATOR

Marjorie Crosby-Fairall was born in America and currently lives in Sydney, Australia. She has a Bachelor of Fine Arts in Illustration from Northern Illinois University. In 1997 she won the CBCA Eve Pownall Award for Information Books and has since been short-listed for other awards. She currently works as a freelance illustrator for educational publishers, general editorial book publishers and magazines. Marjorie loves to experiment with new techniques for her illustrations, but often returns to her beloved and well-used colour pencils.

THEMES

Friendship/significant relationships

Pig and tapir meet and become friends because of the similarities they see in themselves, rather than the differences. Using this story, students can identify what has led them to make friends with particular people and compare with those of their

peers. How are they similar and different to each other. What role do the fathers play in the lives of Pig and Tapir. How is that similar to the students' experience?

Our relationship to the natural and built environment

Looking at the book's illustrations and text, students can identify the elements of the built environment of a village compared to the natural environment of the jungle and how each the characters react when they find themselves in an unfamiliar environment. Students can also look at why the waterhole seems to be an area of neutral ground where both Pig and Tapir feel they belong.

Creativity/imagination:

Using the illustrations in the book, children can identify features that are significant to them and link that to their own experience. They can talk about the use of different colours, shapes, textures and other things of interest in the art and also talk about the artist and how/why she made the book.

Change and continuity:

Using the language and events in the book children can learn about and discuss things associated with time, change and place.

Endangered Animals:

Students can discuss the differences between a domestic and wild animal and what that means. Surprisingly, despite looking a lot like a pig with a trunk, the tapir is actually most related to the horse and the rhinoceros. There are four species of tapir, all classified as endangered (the book's illustrations are based on the Malayan tapir).

PRE-READING QUESTIONS

1. Look at the front cover of the book. Read the title together. Can you see what the title is referring to? What do you think the story will be about?
2. Open the book wide to see the front and back cover as one large image. Where do you think the story is set? How does the choice of colours make you feel?
3. Read the writing on the back of the book. What do you feel about it? What kind of things are you now expecting to see inside the book? What questions do you have?



4. Can you see something that appears on the front cover as well as on the back cover? Hint: Keep looking out for this creature as you read through the story.

KEY STUDY TOPICS

English

Questions

1. How many different types of animals play characters in this story? (Hint: one of the characters doesn't speak) Can you think of other stories that have non-human or non-living characters?
2. What is a brother or sister? Do you have one? If you do, what things do you have that you share? (eg house, parents, grandparents, TV, swings, trampoline).

Activity

1. Can you find three words in the book that are new to you? Try to work out what they mean from the context (the way they are used and what surrounds them).

Human Society and Its Environment

The influence of humans on the natural environment is one small focus in this book. The story can be used to discuss the characteristics of the animals themselves and what impact humans and their animals might have on the survival of the tapir, which is an endangered animal. These questions have been incorporated into the page by page reading notes.

There are also general questions about reactions to situations and environment below:

Questions

1. Has there been a time when you've had to leave something special behind – a toy, a pet, a friend, a family member?
2. Do you remember a time when you were in a strange or new place and didn't feel very comfortable?
3. What did you do to help you feel comfortable? Did someone else help you?
4. What character in the story seems to be there on nearly every page with Pig and Tapir? When is it not there? (When they're scared or sad.)

Activity

1. Have one group of children each draw or cut out a picture of a tree, flower or vine, then paste them all together on a large piece of paper to make a jungle. Another group or use collage/cotton wool/crepe paper/paddle pop sticks etc to make clouds, grass or huts to make a village. Then all the class could create a waterhole with cellophane. Perhaps print and cut out pictures of a real pig and tapir with blu tak on the back to move into the different scenes to tell the story.

Creative Arts

The illustrator, Marjorie Crosby-Fairall, began her drawings with a lead pencil to do rough sketches of the story (see her activity sheet on her website: <https://www.crosby-fairall.com/resources/>) Once everyone was happy with the roughs drawings, Marjorie then refined them and then used watercolour paints and coloured pencils colour them, and finally used her computer to add the finishing touches for the book.

There are many ways you can create pictures – with coloured pencils, textas, coloured paper, cut-outs from magazines, and scraps of all sorts of things! You can even use mud!

Questions

1. What do you notice about the very first page of the story when they are leaving their old home? (Hint: what can you see of their old home?)
2. What do you notice about the colours in the first few pages of the story compared to colours later in the story? How does it make you feel?

Activities

1. Collect different shaped and coloured leaved and stick them onto paper, making patterns. Think about how the spotted tapir baby could blend into that pattern.
2. Mix up some clean soil with water and use the mud like finger paint to draw a muddy picture! (Look at pages 28- 31 for some inspiration.)



READING BROTHERS FROM A DIFFERENT MOTHER

Teaming up an author and illustrator for a picture book is an important task. Often just as much of the story being told is conveyed through the illustrations – through expressions and actions of the characters, the colours, and the backgrounds. It is important to pause and ask students to examine the illustrations on each page carefully for further information and clues to the story. Whilst asking students questions about the text, look for questions that can be answered with the illustration on the page.

Page 2 and 3

- Before reading any of the story, look at the two animals on pages 2 and 3 – what kinds of animals are they? How are they different? How are they similar? Where do you think they live?
- Have you ever seen a pig up close? Where? What do you remember about them?
- Have you ever seen a tapir, perhaps at a zoo? What else does it remind you of, other than a pig? (Talk about how the tapir is actually more like a rhinoceros or a horse than a pig, but its nose does look like an elephant's trunk and they do use it to search along the ground for food to put into their mouths).

Page 4 and 5

- Can you swim? What is something you can see the characters doing when their heads go under the water. Do you do that too? (Blow bubbles.)
- Have you ever seen a pig or a tapir swim? They're actually very clever swimmers and the Tapir sometimes even uses his trunk as a snorkel, and can sink to the riverbed and walk along the bottom, like rhinos can. See below for clips of pigs and tapirs swimming.
- Swimming pigs:
<https://www.youtube.com/watch?v=HbxPXTTrGYUU>
- Swimming tapirs:
https://www.youtube.com/watch?v=H57Gr_LfyFg

Page 6 and 7

- Try to remember when you once met someone new. Did it take you a while before you went up to them or spoke to them.
- What kinds of things can you notice about someone without speaking to them?

- What are some of the things you might say to someone new that you'd like to be friends with?
- What do you think Pig and Tapir mean when they think they might be brothers from a different mother?

Page 8 and 9

- What are some of the things you do together when you play with your friends each day?
- What thing do you think Pig and Tapir like to eat? What yummy things do you like to eat?

Pigs and Tapirs are vegetarians. Do you know what that means? Here's just a couple of websites that tells you about what Tapirs like to eat and do:

<https://animalcorner.co.uk/animals/tapir/>
http://kids.mongabay.com/animal-profiles/malayan_tapir.html

Page 10 and 11

- Look at Pig in this illustration. How is he feeling? Read the text to find out why.
- Where is Pig in this illustration? How do you know?

Page 12 and 13

- Look at Tapir in this illustration. How is he feeling? Why?
- How is the background different in this illustration to the one on pages 10 & 11? Why do you think that is? (This could lead to a discussion about jungle/forest and how it can be darker in there because of all the vegetation, whereas humans clear away the jungle to build their villages and plant crops, which is why you can see sky and there is more light and no trees. Tapirs are endangered because forest clearing by humans have left them with less area in which to live.)
- Compare the father tapir in this illustration to baby Tapir. How are they different?
- A tapir only has spots when it's a baby. Why do you think that is? (Answer: Camouflage to keep them hidden in their jungle home, to protect them while they're young and unable to defend themselves.)



Page 14 and 15

- How are Tapir and Pig feeling now? Why?
- Have you ever missed someone when they have gone away or you aren't able to see them? What are some of the ways you can still keep in touch?

Page 16

- Before you read the text, where is Tapir now on this page? How do you think he's feeling? Why?
- Where is Pig now, and how is feeling? Why?

Page 17

- Have you ever felt frightened and didn't know which way to go?
- Despite their small legs, pigs and tapirs are actually quite fast runners. What is one reason why it would be useful for a Tapir in the jungle to be able to run fast?
- Play a game of Simon Says just using: 'Simon says, take one step forward' or 'Simon says, take one step backward'.

Page 18 and 19

- Before reading the text, what animal is this? Think about the story so far. Is this character talking to Pig or Tapir?
- Read the text: Have you ever been lost? What do you think you should do if you're lost?
- Why do you think Cow doesn't believe Tapir when he says that Pig is his brother?

Page 20 and 21

- What sort of animal is this? How can you tell? (Tail, lives in trees, fingers and toes for gripping branches.) Have you seen one before? Where?
- Why do you think Monkey doesn't believe Pig when he says that Tapir is his brother?

Page 22 and 23

- Where are Pig and Tapir looking when they are running? What happens next? Why? When you run along, where should you be looking?
- Before you read the text on p23, where do you think Pig and Tapir have both run to?
- What is the one thing they always like to do together (hint: look at the illustration?)

Page 24 and 25

- Which characters are on these pages? How can you tell? (eg size compared to fence, no spots on tapir)

Page 26 and 27

- Why can't Father Tapir and Father Pig tell which is their son?

Page 28 and 29

- Why do you think pigs and tapirs like to wallow in the mud? (Keeps ticks and other insect away from their skin, and keeps them cool in the heat.)
- Have you ever played in the mud? How does it feel?

Page 30

- What is happening to the two dads on this page?

Page 31

- When they are all covered in mud, what happens? Why?
- Think about times when you have had a multi-cultural or mufti day or sports carnival at school compared to when you all wear the same school uniform. Do you sometimes think about someone if a different way if they look different? Why?



ORDER FORM

TITLE	AUTHOR	ISBN	SCHOOL YEAR	RRP	QTY	TOTAL
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Ten Little Fingers and Ten Little Toes	Mem Fox & Helen Oxenbury	9780670072392	Pre-1	\$24.99		
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