

Beach Song

AUTHOR

ROS MORIARTY

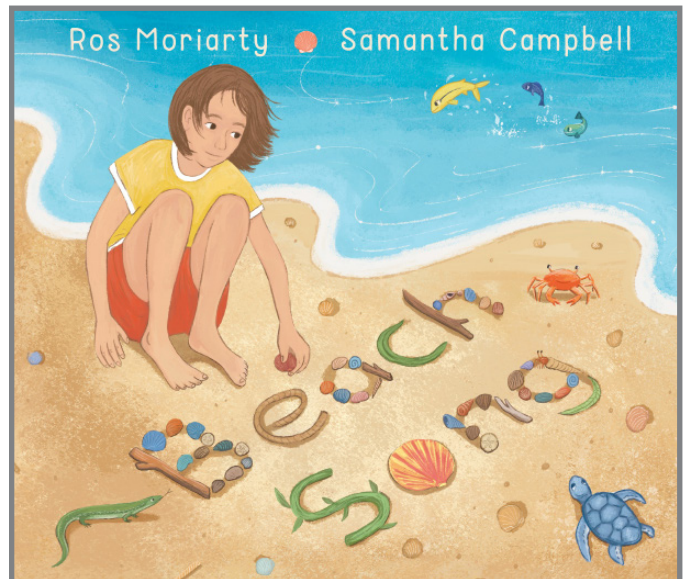
ILLUSTRATOR

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RECOMMENDED FOR: Lower Primary



SYNOPSIS

A day at the seashore can be full of surprise, wonder and excitement.

Leap through the waves like a dolphin.

Glide through the water like a fish.

Soar along the sand with the seagulls.

What will you do when you go to the beach?

A lyrical story that celebrates the joy found exploring the coast from the bestselling author of *Kangaroos Hop* and the highly acclaimed illustrator of *Bidhi Galing*.

ABOUT THE AUTHOR

Ros Moriarty is the author of several books for very young readers. She grew up in wild, pristine places in lutruwita/Tasmania, which inspired her love of writing about the natural world. Ros has spent most of her professional life as creative and managing director of leading Australian design studio, Balarinji, and is co-founder of the not-for-profit Moriarty Foundation. She lives on Cammeraygal Country in Sydney.

ABOUT THE ILLUSTRATOR

Samantha Campbell is a children's book illustrator and graphic designer. She is descended from the Dagoman people and lives in Mparntwe (Alice Springs) with her family. She draws inspiration from her childhood growing up in remote Aboriginal communities across the Top End. Her first picture book, *Alfred's War* (written by Rachel bin Salleh), was short-listed for the Premier's Literary Awards and the Speech Pathology Awards. Since then, she has illustrated numerous picture books including *Aunty's Wedding*, *Freedom Day*, *My Deadly Boots* and *Bidhi Galing*.

STUDY NOTES

BEFORE READING

- In a whole class discussion, ask students to name their five senses. After listing the senses on your whiteboard, tell the class they will be playing a game where you will say a place and they will try to imagine the things they might 'sense' in that place. Tell them the place is a BEACH and list the suggestions against the matching sense on the whiteboard. For instance, next to the word SEE you might put suggestions such as SAND, WATER and SEAWEED. Next to the word HEAR might be WAVES, SEAGULLS and LAUGHTER.
- Show the class the cover of *Beach Song*. Discuss the elements on the cover and ask the class if there are any

elements that tell you this will be a book set at a beach. Explain that the way words ‘look’ can sometimes help us better understand the meaning behind them. Focus attention on the colour and objects that make up the title and discuss how they communicate the idea of a beach.

- Ask the students if they can guess what might happen in the story.

AFTER READING

- Read the story through once and discuss how it made the students feel. What did they like about the images? What did they like about the words?
- Slowly re-read the story a second time, stopping at each double-page spread to talk about what the child in the story is sensing. Point out that the story repeats the line, ‘I see what the [creature] sees—’ and ask them to imagine what the child and creature might also be TOUCHING, TASTING, SMELLING and HEARING.
- Explain to students that words can stir feelings and that the author, Ros Moriarty, uses very poetic language to help us feel what the child in the story is feeling. The techniques she uses include:
 - Repetition—Note how the word ‘I’ is repeated on every spread and ask students if this made them feel like the child is speaking directly to them. Ask them to find other examples of repetition in the text.
 - Alliteration—Invite students to come up with reasons why the author might want to put words with similar sounds together in the story. Give as an example, ‘a fountain of sand that flies from her flipper . . .’. Explain that this is called alliteration and ask them to find other examples in *Beach Song*.
 - Word choice—Explain that some words appeal to our senses more than others. Use as an example from the text, ‘When I loll and roll and twist and turn’ and ask students how the underlined words bring the act of swimming underwater to life better than the words ‘I swim’.
- Create flash cards with the verbs that appear on the right-hand side of each double-page spread. Explain to the class that verbs are words that describe a movement or state of being and that everyone is going to play a game called Verb Charades. Show the children the verb flashcard for ‘blow’ while demonstrating the action. Now invite students, one at a time, to choose a card without showing anyone else, act out the verb and see if the rest of the class can guess correctly. Extra points can be given if students remember each creature in the story that is mentioned with the verb.
- Turn to the last page in the story and ask students to fill in the following sentences:
 - I sleep like a . . . sleeps.
 - I dream of . . .
- Study the book’s endpapers and name the creatures that are in the story but do NOT appear here.

AUTHOR OF NOTES
CAROLYN WALSH