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Parent Resource

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www.mudgyandmillie.com

Mudgy & Millie Adventures: Australia

Background

Mudgy Moose and Millie Mouse are very different animals who inhabit the same location, Coeur d'Alene, Idaho. They are fast friends in the original book, ***Mudgy & Millie***.

Story Summary

In this adventure Mudgy and Millie cross the ocean in a hot air balloon to go to Australia to find a boomerang. While they are searching, they learn about unfamiliar animals, some “Aussie” words, and unusual food. Mudgy finds that it is not easy to throw a boomerang. With the help of friends they get their boomerangs, make wonderful friends, and have a lot of fun!

Parent Resource Message

Mudgy & Millie Adventures: Australia is a delightful story of friendship and adventure. This Parent Resource is intended to support teachers as they read to and with their children. The guide will give ideas and activities to enrich the experience, increase comprehension, practice Aussie vocabulary and handwriting, learn about unique animals of Australia, as well as include questions for reflection and discussion. In addition, the animals in the story are good role models and demonstrate through their actions and words the ideals of friendship.

When Susan shared her new book with us, we became very excited. Mudgy and Millie just happen to live in our community. Hundreds of children and their families have grown up surrounded by statues of the two characters and have been immersed in Mudgy and Millie folklore while hiking on Tubbs Hill. It makes sense that their adventures continue.

Mudgy & Millie Adventures: Australia will introduce the language, animals, and continent of Australia. As Mudgy and Millie fly across the ocean to Australia and land in a strange place, this book provides an opportunity for children to see examples of compassion, how to make friends, how to pick yourself up when you fail, manners, and how much joy comes from learning about an unfamiliar place. The friendships made throughout this story teach valuable life lessons.

As you know, how you introduce and read books to young children can greatly affect a child's connection with books. Many children need to be guided through the reading process. The “picture walk” is one way to teach new vocabulary and information prior to reading the story. It will also help children make predictions about the story that can be confirmed or changed during the reading. It will enhance understanding of the story. Last, the suggestions for the projects and activities can be a springboard for further immersion into their understanding of Australia.

Before Reading the Story

[Young readers need to begin with a “picture walk.” \(See Picture Walk Guide below.\)](#)

- Looking at the pictures and talking about each page before reading the story will engage the children and help them make connections. The example questions for each picture in the Picture Walk Guide will help you make sure the children are guided toward important information in the story.
- In this book, children are introduced to animals that are uniquely Australian. The best time to introduce them is during the picture walk so that the flow of the story is not interrupted. The children will begin to make predictions and confirm their thinking about the story.

Picture Walk Guide

[Note: It is okay to pick and choose questions. Sometimes kids like to notice things on their own. This guide helps to keep their thinking focused.](#)

Show the cover. Ask the children what they notice about the cover. Who is in the story? What do they think the story will be about? Get several ideas. Read the title, author, and illustrator.

Review the title page to see if there are more clues in the pictures.

p. 5 What are they doing?

p. 6 What do you think they are talking about? Look at Muddy’s face. He seems worried or concerned.

p. 7 What is Millie pointing to? Does anyone know what it is?

p. 8 Why do you think they are running up the hill to the cave?

p. 9 Where did they get the hot air balloon? Where do you think they are going?

p. 10 It looks like they are still flying. Do you think they have been gone a long time?

p. 11 What is happening in the picture? What time of day is it? They look pretty happy.

p. 12 Where do you think they are?

p. 13 What do you notice in the picture? Do you know the name of the bird? It’s an emu - a large Australian bird that does not fly. The emu is running away; where do you think he is going? Make predictions.

Is there anything else in the picture? If they notice the joey hiding, point to him. If not, don’t tell them. He is hiding in most of the pictures.

p. 14 The emu is talking to them. Any ideas about what they are talking about?

- p. 15 What are they doing now? Where do you think they are all going? Same prediction?
- p. 16 What do you notice in this picture? Are they talking about something serious? How do you know? Look at their faces.
- p. 17 Look at their faces in this picture. I wonder what is happening to make Mudgy concerned. Millie and the emu are smiling. The emu is telling them something.
- p. 18 What do you see in this picture? The animal in the water is called a platypus - a mammal with a bill like a duck and a flat tail
- p. 19 The emu looks like he is talking to the platypus about something. Any ideas?
- p. 20 The platypus is eating something. Do you know what it is? A crayfish. In Australia they call this a yabbie.
- p. 21 Now what do we see? An echidna - a mammal that has a spiny coat and sticky tongue. Can you tell what it eats?
- p. 22 What do you think Mudgy and Millie are thinking?
- p. 23 What are all the animals looking at in the tree? Do you know what it is? A koala - a small, slow-moving mammal. The mother has a pouch for her baby. A koala eats leaves and looks like a bear but it is not. It is a marsupial. Introduce the gum tree (eucalyptus). Maybe the animals are here to see the koala.
- p. 24 What do you see in the picture? Be sure that they notice the boomerang. It is a special piece of wood that you throw. Be sure they notice the paint. What are the animals painting?
- p. 25 What are the animals doing? Mudgy seems worried. What could be the problem?
- p. 26 What is happening? What is the problem?
- p. 27 Are you right?
- p. 28 Mudgy looks pretty happy. Why? (Someone may notice the mother kangaroo is talking to the joey. What do you think she is saying?)
- p. 29 Tell me what you notice. The joey is in the pouch of the kangaroo. How many know what a kangaroo is? Do all the animals seem like they are having a good time?
- p. 30 Oh my goodness, they are all running somewhere. Where could they be going now?
- p. 31 Where are they? Explain that the pond is called a billabong. What are they doing?
- p. 32-33 What are they doing? Why?
- p. 34 What is happening?
- p. 35 Where are Mudgy and Millie? They must be so tired. What did they bring back?

During the Reading (Tips)

What is the purpose for reading?

- This book is a picture book intended to entertain and teach at the same time. The pictures are as important as the text.
- It is appropriate for all ages of children.
- This story has new names for unfamiliar animals. If a “picture walk” is done prior to reading, children will be comfortable with the new words and will be able to understand and enjoy the story with increased pleasure.
- It is always a good idea to read the story to younger children immediately after the “picture walk.” They are ready to dig in and anxious to confirm their thoughts about the book.
- How to go about reading the book depends on the ability of the child. If you are certain the child will be able to read it without any difficulty, give them a copy, let them read, and enjoy!
- Partner reading is another option for fluent readers. Each can have a copy of the book or the partners use one book and take turns, each reading a page.
- **Everyone will benefit from a read aloud/read to!** Asking questions when appropriate to reflect your thinking as you read to the children models how readers think during reading and invites them to participate with you. Stopping to model your thinking at key points by asking questions such as “I wonder what....?, I wonder why.....?, I wonder what happened when....?, I thought this____, but it was really _____, What will happen next?, will engage them in the important details of the story. It will help create a conversation between the reader and the listener that will facilitate the understanding of the story and help children make connections.
- Australian expressions are used in this story. You will need to explain the meaning as you read them (beaut, g’day, bonza, fair dinkum, how ya goin’, mates, Aussie). Aussie words and meanings are on p. 36 at the end of the book.

It will be important to reinforce those expressions after the picture walk. Using Aussie words throughout the day is a way for the children to have fun while practicing their new words.

After the Reading

It is important to end reading with a time for reflection and discussion. Again, these are ideas from which to pick and choose.

- In a read aloud or read to situation, it is usually the person who is reading the story to initiate the reflection time by asking questions. Children should be encouraged to ask questions, too.
- It is great to refer back to the text for reference to find answers to reflection questions.

Sample questions:

- Did Mudgy and Millie find what they came to Australia to get? (A boomerang) What else did they find? (Good friends) **Be open to other ideas as well.**
- What was so funny about Elmer Emu telling Mudgy and Millie to follow him?
- Poor Mudgy! I bet he felt bad that he was the only one not able to throw the boomerang. How did Kula Koala help him? Have you ever felt that way? Can Mudgy do other things well?
- How did Mudgy pick himself up? He looked sad and then looked _____ (happy, joyful, etc.). I wonder how he did that? Do you know how he did it?
- I can't imagine flying in a hot air balloon. How do you think it felt, going over the ocean? Would you do it?
- Have you ever thrown a boomerang? Does anyone have one?
- Elmer Emu didn't know that Mudgy was a moose and Millie was a mouse. Why? He didn't notice that they were different until he had to introduce them to Pilly Platypus. Why do you think he didn't notice?
- How did Millie encourage Mudgy in the story?
- How did Mudgy and Millie use good manners when they saw the ant soup?

Question suggestions for going deeper or for assessment (again, pick and choose):

- How did Millie know about boomerangs?
- How did they get to Australia?
- Why did Elmer Emu tell them to follow him?
- What is a billabong? What did they do at the Billabong Bash?
- Do Mudgy and Millie like to eat yabbies? How do you know?
- What did Ekkle Echidna do with all the ants? What do you think about it?
- How did Mudgy and Millie show their good manners?
- Who painted the best boomerangs? What did the other animals say about them? Elmer Emu said, "They are carved perfectly." What did he mean?

- Mudgy and Millie got their boomerangs. Did they get anything else? (Good friends - be open to other ideas)
- They look so happy at home. Do you think they would like to go for another ride to a new place? Where do you think they should they go? Why?

Suggestions for Projects and Activities

- Research how to make a boomerang.
<https://www.youtube.com/watch?v=OufubGg-FVQ>
- Make a boomerang and try it out.
- Make masks for the characters and act out the story or put on a play.
- Build a diorama of a billabong.
- Make paper mache animals.
- Organize a Billabong Bash with your friends.
- Color pages of animals.
- Word Search the Aussie words.
- Practice your handwriting using Aussie words.
- Find Joey on each page.
- Learn the Mudgy and Millie songs. (www.mudgyandmillie.com)
- Draw a hot air balloon and write about where you would fly in it.
- Learn more about the Australian animals in the book. Research them online and make an Australian animals book of facts.
- Locate Australia on a map. Discuss how far it is from where you live. How could you get there? Make a chart about what you know about Australia.
- Write a recipe for another unusual soup.

Common Core State Standards (CCSS)

Below is a summary of the Anchor Standards for English Language Arts (ELA) in the area of Reading. Anchor Standards are a broad definition of the skills students should be able to achieve by the end of each grade level.

Key Ideas and Details

This standard requires students to read text carefully to determine both broad ideas (themes/central ideas) and implicit/explicit details. It also asks students to analyze and interact with text over the course of their experience with it.

Craft and Structure

This standard requires students to examine text from a stylistic viewpoint. It asks students to make observations about word choice, the physical design of text, and literary elements such as point of view and figurative language.

Integration of Knowledge and Ideas

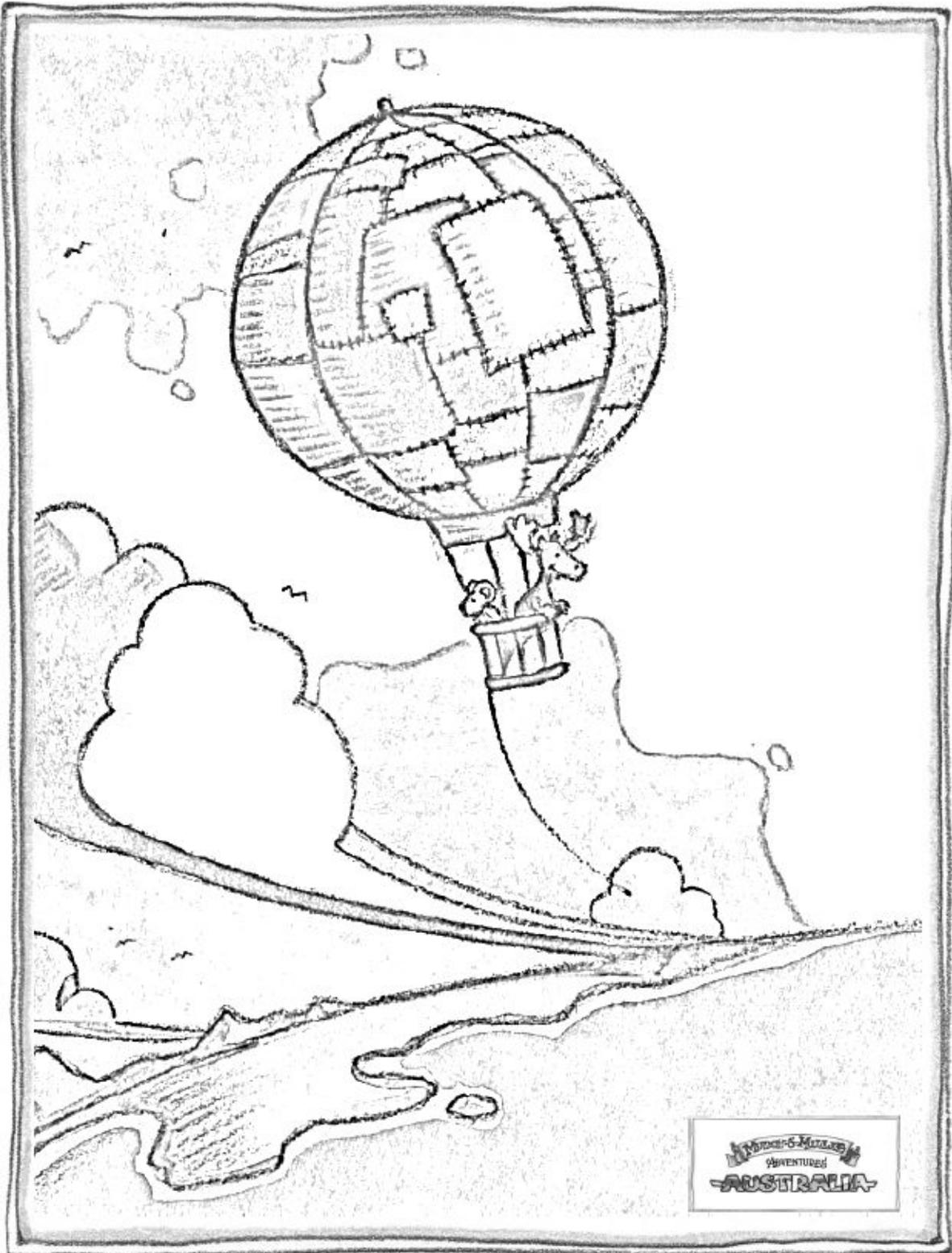
This standard places an emphasis on multiple text types. (“Text” is defined beyond print to include artifacts, images, video, etc.) It asks students to compare, evaluate, and analyze text in order to connect and expand their literary experience.

Range of Reading and Level of Text Complexity

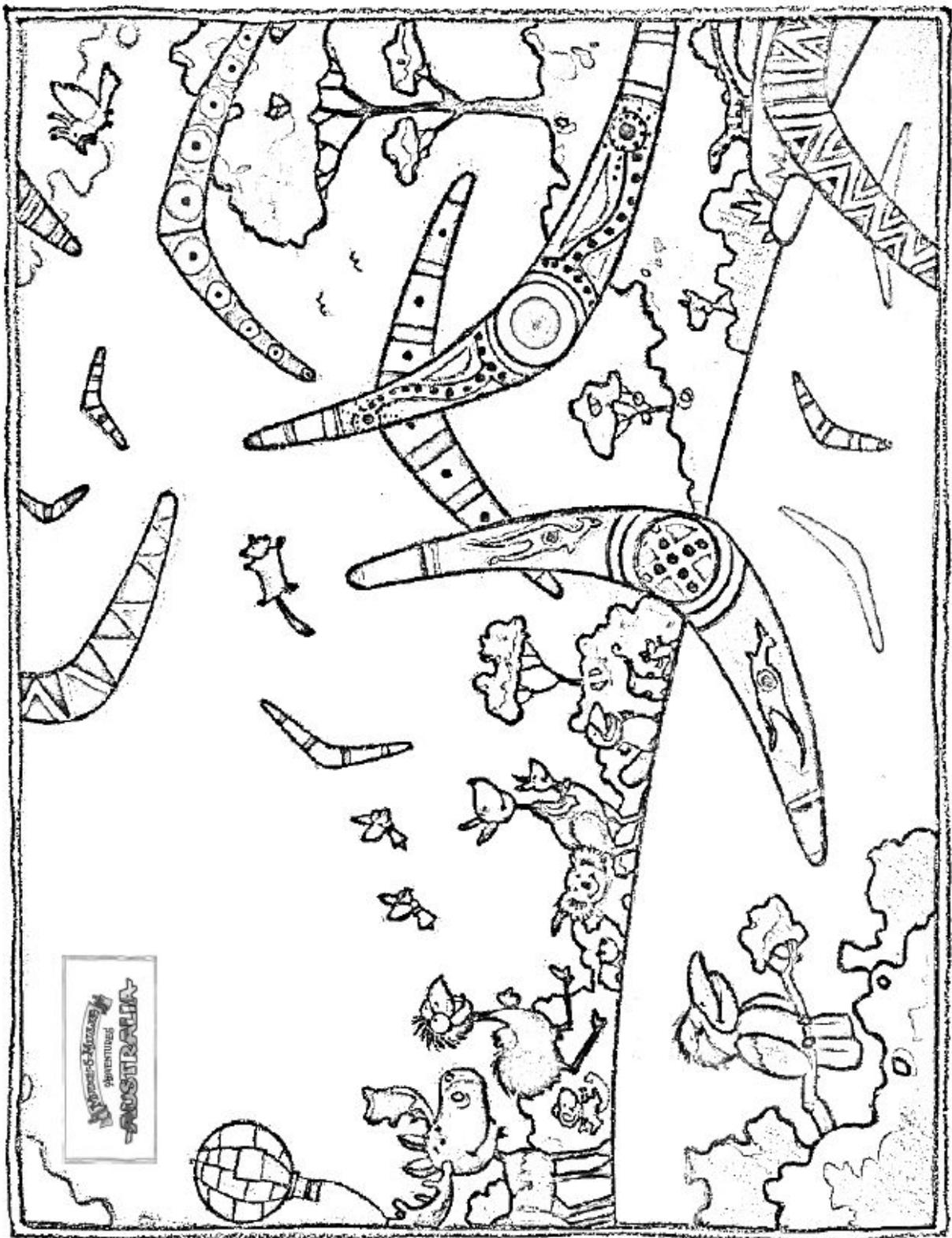
This standard requires students to read and comprehend text that is considered “grade level appropriate.”

Mudgy & Millie Activity Pages

- Coloring picture of Mudgy & Millie in a hot air balloon
- Coloring picture of Mudgy & Millie and friends with boomerangs
- Coloring picture of a boomerang
- Picture of blank boomerang to design and color
- Handwriting pages of Aussie words
- Word Search of Aussie words



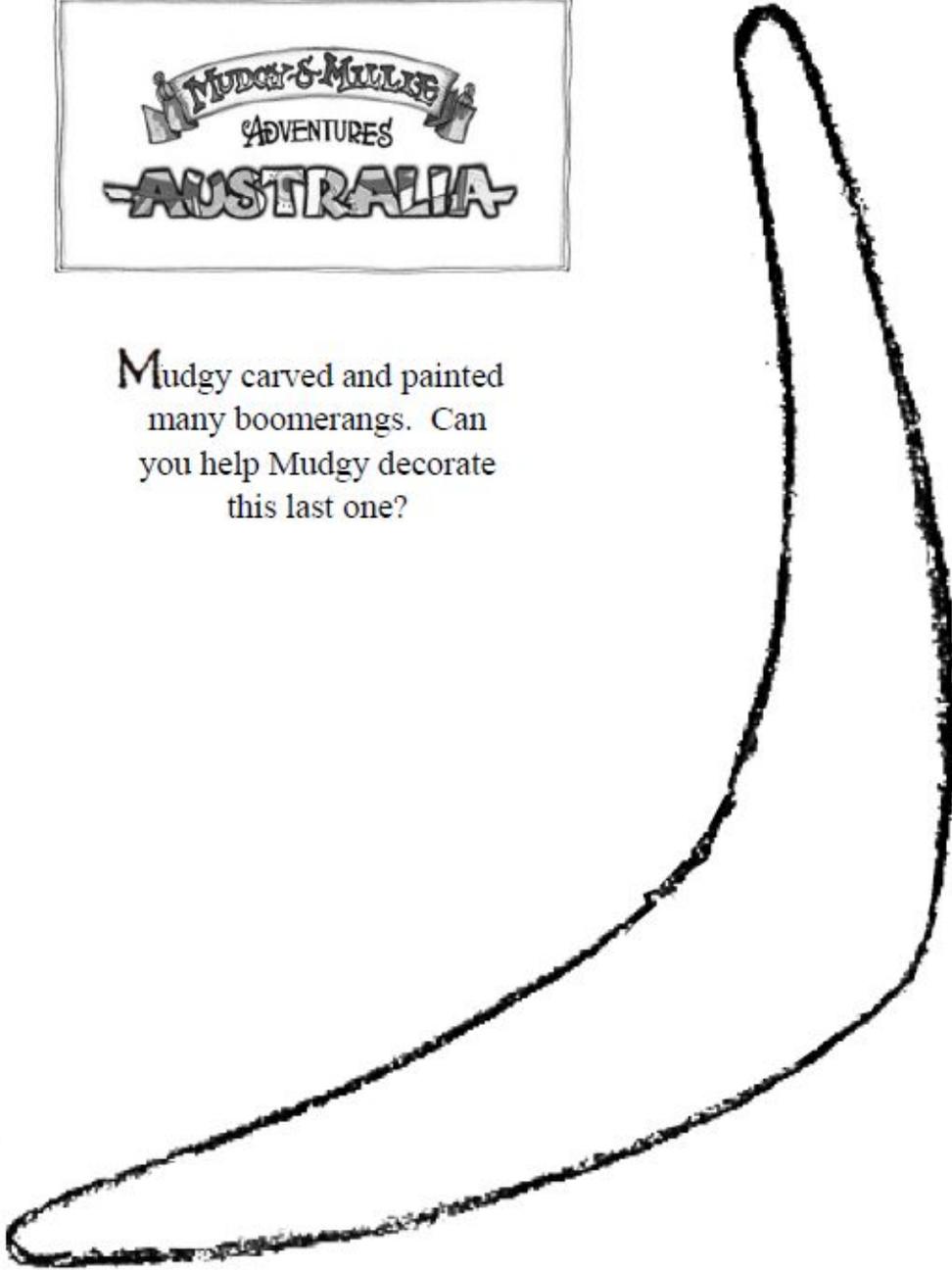
WILSON & MILES
ADVENTURE
AUSTRALIA





MUDGY & MILLIE
ADVENTURES
AUSTRALIA

Mudgy carved and painted many boomerangs. Can you help Mudgy decorate this last one?



Name: _____

Date: _____

Mudgy and Millie Words

Aussie

Australia

bash

bonza

beaut

billabong

boomerang

echidna

emu

joey

koala



Name: _____

Date: _____

Mudgy and Millie Words

mates

platypus

yabbies





boomerang echidna Australia bonza Aussie joey
 bash billabong emu beaut

Can you find the Aussie words?

e	e	z	q	k	z	h	k	z	h	l	v	h	i
k	x	w	v	p	a	c	e	o	z	r	g	q	t
b	a	h	p	s	f	u	e	j	t	d	t	x	f
y	e	r	m	m	m	g	w	c	y	j	a	l	p
x	z	a	a	e	b	t	f	e	h	z	a	i	i
o	n	p	u	j	u	j	o	b	n	i	i	o	n
o	v	g	s	t	q	j	s	o	w	y	d	q	q
t	a	e	l	u	g	b	b	m	a	j	g	n	a
p	l	h	p	p	o	h	k	r	l	d	q	c	a
j	p	b	o	o	m	e	r	a	n	g	s	o	m
o	w	n	i	u	o	o	b	a	s	h	y	t	y
x	x	q	b	i	l	l	a	b	o	n	g	k	p
d	b	j	r	a	u	s	t	r	a	l	i	a	s
u	s	a	a	u	s	s	i	e	g	h	o	j	s