



Teaching Notes by Tye Cattanach

Eye to Eye By Graeme Base

Looking at the cover –

Look closely at the cover of eye to eye with your students. How many animals, insects and sea creatures can they spot?

Make predictions on what you think the book might be about.

Ask students what room of the house they think the child protagonist is in.

Thinking about the title, what can your students predict about the story from the title of the book?

Reading the blurb –

Imagine you could soar high in the sky with an eagle or dive into the deep with a majestic blue whale.

Come eye to eye with some of nature's most impressive creatures as Graeme Base takes you on a richly illustrated journey of imagination and possibility.

What further clues does the blurb give your students about the story?

Page 1 and 2

Ask your students who they think the protagonist might be. How old might he be? Can he really fly or is he using his imagination? Ask your students if they have ever wished they could fly.

Looking at the eye on page 2 make a prediction about what the eye might belong to.

Page 3 and 4

Eagle – did your students predict this bird? What do they know about Eagles and their habitats?

Follow up activity – research Eagles and their natural environment.

Page 5 and 6

Visual literacy – students will begin to notice there are clues in the silhouetted image that inform the identity of the animal eye on the opposite page. Using cowboy hat as a clue, which animal do they think this eye might belong to?

Page 7 and 8

Horse – ask students how many of them like horses. Have they ever ridden one or petted one? What do they know about horses? Looking closely at the illustration, where do they think this horse might live?

Page 9 and 10

Who could this eye possibly belong to? Suggest absurd possibilities – examples could include an alien or a monster of some sort.

Page 11 and 12

Ant – what type of ants do your students think these are? How many are there? Ask students to list examples of different types of ants they know the names of. Examples could include – green ants, fire ants, bull ants, sugar ants, etc.

Page 13 and 14

Ask students to list creatures that live deep in the ocean. Which creature do they think might be pictured here?

Page 15 and 16

Whale – what type of whale is this? Ask your students to list all the different types of whale they know of. What special facts do they know about whales? Are whales endangered?

Page 17 and 18

Ask students to think about what creatures, animals and birds live in trees. Who do they think this eye might belong to?

Page 19 and 20

Chameleon – Where do chameleons live? Do we have them in Australia? What do your students know about chameleons? Can they name a famous cartoon chameleon from a recent Disney animation?

Page 21 and 22

Ask students what they think a MegaDroid suit might be. Is this a real or imagined suit? A good follow up activity might be to ask students to design and draw their own MegaDroid suit.

Whose eyes do we think these might be? Is it a real creature or an imagined one?

Page 23 and 24

Crab – What planet do we think the protagonist has imagined these giant crabs to be on? Ask students if they think crabs can really grow this big. How do they feel about crabs? Are they afraid of them or do they like them. Does anyone have a hermit crab as a pet? Have they ever seen crabs on the beach?

Page 25 and 26

Can you spot the clue for this animal in the silhouetted picture? What do students notice about this eye?

Page 27 and 28

Elephant – How many elephants are in this picture? Ask your students to share what they know about elephants. How many different types are there? Why do they have tusks? What do they use their tusks for? Are elephants endangered?

Page 29 and 30

Ask students if they have been in the open sea on a boat. How did they feel about being there? Have they ever stood on a beach and looked at the horizon? How big do they think the ocean might be? Whose eye do we think this might be?

Page 31 and 32

Octopus – Ask students if they know the difference between octopus and squid. Are they related? You might like to research the many different types of octopus as a class. A fun extra activity could be including the Tree Octopus in the discussion – found here <http://zapatopi.net/treeoctopus/>

Page 33 and 34

Ask students which animal or creature they think might live at the top of the world. Can they find a clue in the silhouetted illustration?

Page 35 and 36

Snow Leopard – Ask students what they know about Snow Leopards. Where do they think they live? Are they endangered?

Page 37 and 38

Ask students if they have ever looked closely at their own eyes in the mirror. What did they notice about their eyes? As a class, pair up and look at each other's eyes. How are human eyes different from each other? How are they the same?

Glossary –

There are many useful facts and discussion starting points in the glossary at the back of Eye to Eye. Follow up activities could include asking students to choose a favourite animal from the book and research their habitats and origins and reporting back as a whole class activity.

Further Links

<http://graemebase.com/>

About the Author



Graeme Base is one of the world's leading creators of picture books. His madly detailed alphabet book *Animalia* received international acclaim when it was first published in 1986 and has now sold over three million copies. The book has also inspired an animated TV series, has its own app and is the first offering in a detailed digital education program called The Graeme Base Educational Suite.

Amongst numerous awards across many of his published works, Graeme has received the 2007 Speech Pathology Book of the Year (Younger Readers), the 2007 Wilderness Society Environment Award and the 1989 Children's Book Council of Australia Picture Book of the Year.

Graeme lives in Melbourne with his wife Robyn and their three children.