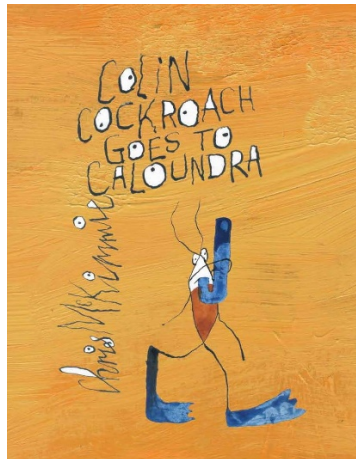# Teacher's Notes
Colin Cockroach Goes to Caloundra *by Chris McKimmie*

ABOUT THE STORY

Colin Cockroach flees to Caloundra to avoid the roach bomb placed by the humans from his house. After enjoying a new setting he decides to return home to his parents, who have relocated to under the sink of the house next door. With rich language including examples of alliteration, rhyming, word play, strong verbs, and fantastic variety of sentence structures, this book is an ideal mentor text for young writers all the way from Foundation to Year 6. In addition, it contains a strong message about acceptance and differences which can be compared to refugees and would also make a worthwhile addition to a Readers' Workshop.

ABOUT THE AUTHOR

Chris McKimmie is a writer, artist, designer, musician, lecturer, grandad to seven grandkids and one dog, Teddy, a black Labrador who shares his morning tea biscuits.

Chris has had many solo and group exhibitions of his art, and his books have been included in Children's Book Council of Australia shortlists, long lists, honours lists and notable books lists.

AUTHOR'S NOTE

We used to own an old blue Toyota 4-wheel drive. We took it up to Fraser Island and other places on the Sunshine Coast including Caloundra. There was not much use for it in Caloundra as it is a very low-key holiday place.

A friend of ours has a unit up there and she said we could have it or a weekend. We packed our bags and drove up there and when we got there a cockroach jumped out of one of the bags and ran across the floor.

I had bought quite a few books about things going somewhere, as in Mr Chicken Goes to Paris and I wondered why the main character never goes somewhere ordinary like Caloundra. So putting two and two together, ie, the cockroach that hitched a lift with us and my interest in one

day doing a book about something that goes somewhere. So I came up with Colin Cockroach Goes to Caloundra.

The news influenced my choice of cockroach as well because of all the awful images of refugees and homeless people being treated like dirt. I was going to have the roach bomb called the Enola Gay but decided against it as spelling it out too much. However, as I wrote it, it turned into story of love and friendship between Colin and Kylie, and Colin's need to go back home and find his mum and dad and leave Kylie behind.

Stan is having a bit of a flirt with the woman next door when they arrive back home. This gave me the chance to write one of my favourite lines in the book: 'I love your tan, Stan.' His tan has a very Donald Trump quality to it. This line echoes a line in my book Brian Banana Duck Sunshine Yellow — 'It's beautiful, Wayne.'

The obvious theme here is home is where the heart is. Where is Colin's heart now? With Mum and Dad? Or with Kylie?

ACTIVITIES

The following learning tasks have been categorised by the focus for learning. Before reading the book with children, decide on the learning focus to determine which angle to take for their learning. If you intend to include predicting in your skills taught, begin with this so students are not aware of the text.

Focus on the Skill of Predicting

Before reading, discuss with students that predicting means making guesses about what will happen based on information we see in the text. Explain that good readers look at the text including the pictures to see if there are hints about what is coming. When we predict incorrectly, it can add to our enjoyment of the book and authors sometimes include hints about events which don't come to keep their audience guessing and add to the excitement.

Predicting focus questions:

Page	Potential Questions
Front cover	What do you think this book might be about? Does the picture give you any clues?
Inside front cover	Do the pictures of cockroaches add to your prediction? Do you think they are all Colin, or different cockroaches? What do their faces tell you?
Inside cover page with car	Does this change your prediction? Why?
Page starts 'One sunny Saturday morning'	Why do you think Colin's Mum and Dad warned him to be careful of the humans? What do you think they will do? What makes you think that?
Page starts 'Stan and Fran had a plan'	How do you think the roach bomb will change the story? Is there a hint on this page about what will happen next?
Page starts 'They drove up the coast'	Looking at Colin's face, what do you think will happen next? How is he feeling?
Page starts 'Colin loved Caloundra'	What do you think will happen when Colin goes surfing? Why do you think that? What hints have there been?
Page starts 'After dinner and a little lie down'	What do you think will happen next? What will happen with Kylie the crab?
Page starts 'Goodbye, Colin'	What do you think happened to Colin's Mum and Dad?

Responding to Reading, either as Shared Writing or as an individual response

As a group, brainstorm what might have happened to Colin's Mum and Dad while he was in Caloundra. Use what happened to Colin as a guide to tell the story, brainstorming adventures they might have had.
Either as a group or individually, write the experience of Colin's Mum and Dad. Include hints for the audience to help them to predict what is going to happen.
Share drafts about Colin's Mum and Dad with others and ask them to predict as they read. Did they predict what students thought they would, or did they see something else?

Reflecting on Predicting

Ask students to think about how predicting impacted their reading of Colin Cockroach Goes to Caloundra. Did it make the book more enjoyable or exciting? Explain that this is called 'foreshadowing' when authors try to make their audience predict, and it is one of the ways in which authors add to their audience's enjoyment.

Focus on the Skill of Inferring and Visualising

Before reading, discuss with students that inferring is when we understand things which we aren't explicitly told, like that a person is happy if they are smiling. Visualising is when we make a picture in our minds while reading. Visualising relies strongly on inferring, and we use our own experiences to add to our 'mental movie' as we read. Good readers infer and visualise to add to their understanding of texts.

These skills can be practised with books which students have already experienced, and repeated exposures often help to increase their skills and notice new details.

Visualising and inferring focus questions:

Page	Potential Questions
Inside front cover	What are all of these cockroaches thinking? How do they feel? What makes you say that?
Page starts 'One sunny Saturday morning'	When you read 'toasty and eggy smells were coming from upstairs', what do you think, smell, see, hear and feel? What do your visualisations help you to infer? Looking around their 'home' what can you infer? Is it comfortable? Do they like it there? When Mum and Dad warn 'Be careful of the humans', what can you infer from that? How do you picture the humans, and is it changed by this warning?
Page starts 'Colin found a yummy breakfast waiting for him'	What do you infer about Fran when she says 'My poached egg! My sourdough toast!'? What tone of voice is she using in your mind? How does this help you to understand what you are reading? Do you think some people might think she feels angry, sad, frustrated, outraged, or something else? How would this change your reading? What is Fran thinking? What is Stan thinking? How do you know?
Page starts 'Run! Run! Run!'	How are all the cockroaches feeling? What are they doing? Why? Picture what the cockroaches can see off the page.

Page starts 'They drove up the coast'	How is Colin feeling? How are the people on the bus feeling? How are Stan and Fran feeling? How do you know? Have you had an experience like any of these characters?
Page starts 'Colin loved Caloundra'	Has Colin been to the beach before? What makes you think that?
Page starts 'It was a long night of hopping and bopping'	How is Colin feeling on this page? How do you know? Is he feeling happy? Sad? Tired? Lonely? Excited?
Page starts 'Mum? Dad?'	What is the big blue shape above Colin's head? Why has the author included this?
Page starts 'It's a bit crowded'	What else is in Colin's new home that you can't see? What might it look like once they've been there longer?

Responding to Reading, either as Shared Writing or as an individual response

There are lots of hints in the book about how characters are feeling and what they're thinking about. Ask students to think about the page with the disco, which starts with the words 'After dinner and a little lie down, Colin snuck out'. Support them to visualise all the information they can about the disco, then write and draw about it. Things they might include are the location of the disco, what other creatures were there, what music they might have listened to, if there was food or drink available, and how various creatures dance.

Reflecting on Predicting

Ask students to think about what they understood from using their visualising and inferring skills which they might have missed if they just read the words and didn't put extra thought in. Explain that this is the reader's side of when we 'show don't tell' as writers.

Focus on the Author's Craft and Word Choice

Revisit with students that the purposes for writing are to persuade, entertain or inform. Colin Cockroach Goes to Caloundra is a narrative, and their main purpose is always to entertain. Authors use many techniques to engage their audiences, and Colin Cockroach Goes to Caloundra gives many examples of how authors can use word choice to add interest.

These skills can be practised with books which students have already experienced, and repeated exposures often help to increase their skills and notice new details.

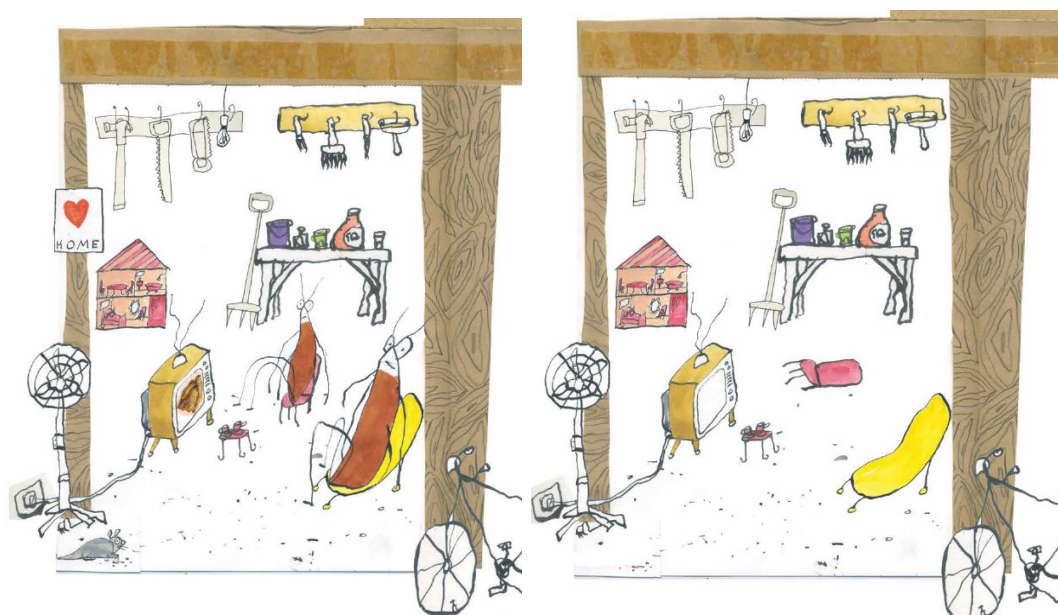*Author's Craft and Word Choice focus questions:*

Page	Potential Questions
Front cover	Why do you think the author has chosen this title, and this name for his main character? (Noticing alliteration)
Page starts 'One sunny Saturday morning'	Notice the word 'warned'. How would it change your predictions and the tone of this page if it changed to 'said'?
Page starts 'Colin found a yummy breakfast waiting for him'	What emotive language can you notice on this page? What difference would it be if Fran said 'My egg! My toast!' instead of 'My poached egg! My sourdough toast'? How does this change the way you see the character? How does the newspaper position the reader?

Page starts 'Stan and Fran had a plan'	What word choices do you notice on this page to engage the reader? (rhyme: Stan and Fran and plan, coast and toast; Repetition: Run, everybody! Run!, continued next page)
Page starts 'They drove up the coast'	Notice the name on the bus, Budgie Tours: Cheep! Cheep! Why has the author chosen this? (Humorous word play to engage the audience)
Page starts 'They stopped at the biggest pineapple'	Thinking about the size of the different characters, what do you notice about Colin? Why do you think the author has done this?
Page starts 'Hey! Cockroach in the water!'	What do you think the author is trying to achieve on this page? Why? How? Notice that the shark is 'going home to Mummy' when sharks are generally considered to be scary, and that cockroaches are considered to be scarier than sharks in this book. Does this change the way you feel about Stan and Fran's reaction to the cockroaches?
Page starts 'It was a long night of hopping and bopping'	Why do you think the author has chosen 'hopping and bopping' as his verbs here? What other words could he have chosen? How would they have subtly changed the meaning?
Page starts 'Then he heard them calling from next door'	When Colin's parents say 'Colin! We are under the sink, darling!', how does the word 'darling' change the sentence? Does it change the way you read this aloud? What other words could the author have chosen, and how would it change the way you read this sentence aloud?

Responding to Reading, either as Shared Writing or as an individual response

Ask students to compare Colin's house before and after they moved out. How has it changed? How does it change the feeling of the room? Why?
Have students draw a room and label how the room feels, e.g. homely, empty, scary, welcoming. Students should then draw the same room with small changes and describe how the room feels different now.

Reflecting on Author's Craft and Word Choice

Chris McKimmie makes many very small decisions about author's choice in Colin Cockroach Goes to Caloundra. Edit a piece of student writing as a group to reflect some of these author's craft decisions, and then ask students to consider their own writing in the same light.

Focus on the Message of the Book

An analogy is when something is compared to something else to make an explanatory point. There is an argument that perhaps the cockroaches in Colin Cockroach Goes to Caloundra are an analogy for something else. Ask your students to consider what the cockroaches might be analogous to. Reread the book, considering their suggestions. Possible ideas include refugees or viruses. Have students think about each of these ideas: What evidence is there which supports each idea? What author's choices help you to think about the issue?

Have students consider that if there is no analogy in the book, what do they think the message of the book is? What is the author trying to teach us about life? How might we apply this message to our own lives?

Have students write their own stories about an issue using an analogy to make their point. Have them share the stories with each other and see if they can understand what the message the author was trying to convey was.

Curriculum Links

There are many links to be made to the Australian Curriculum (AC) in the English Learning Area. The table below demonstrates some of the possible connections between the above learning activities and the curriculum from Years F-6, allowing for both extension and literacy support groups using the same text. Differentiation is achieved by level of detail and evidence which is required by the students, allowing all students to work within their zone of proximal development.

Learning Activity	Year Level	AC Links
Predicting	Level 1	Compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning (ACELA1453 - Scootle)
	Level 2	Identify visual representations of characters' actions, reactions, speech and thought processes in narratives, and consider how these images add to or contradict or multiply the meaning of accompanying words (ACELA1469 - Scootle)
	Level 3	Understand how different types of texts vary in use of language choices, depending on their purpose and context (for example, tense and types of sentences) (ACELA1478 - Scootle) Understand that verbs represent different processes, for example doing, thinking, saying, and relating and that these processes are anchored in time through tense (ACELA1482 - Scootle) Identify the effect on audiences of techniques, for example shot size, vertical camera angle and layout in picture books, advertisements and film segments (ACELA1483 - Scootle)
	Level 4	Discuss literary experiences with others, sharing responses and expressing a point of view (ACELT1603 - Scootle) Understand, interpret and experiment with a range of devices and deliberate word play in poetry and other literary texts, for example nonsense words, spoonerisms, neologisms and puns (ACELT1606 - Scootle) Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts (ACELY1692 - Scootle)
	Level 5	Use metalanguage to describe the effects of ideas, text structures and language features on particular audiences (ACELT1795 - Scootle) Understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in narratives, shape poetry, songs, anthems and odes (ACELT1611 - Scootle) Show how ideas and points of view in texts are conveyed through the use of vocabulary, including idiomatic expressions, objective and subjective language, and that these can change according to context (ACELY1698 - Scootle) Navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning (ACELY1702 - Scootle)
	Level 6	Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects (ACELA1518 - Scootle) Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion (ACELA1525 - Scootle) Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709 - Scootle)

	Level 7	Compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts (ACELT1621 - Scootle)
		Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose (ACELY1721 - Scootle)
Inferring and Visualising	Level 1	Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions (ACELA1787 - Scootle)
		Compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning (ACELA1453 - Scootle)
	Level 2	Identify visual representations of characters' actions, reactions, speech and thought processes in narratives, and consider how these images add to or contradict or multiply the meaning of accompanying words (ACELA1469 - Scootle)
	Level 3	Understand how different types of texts vary in use of language choices, depending on their purpose and context (for example, tense and types of sentences) (ACELA1478 - Scootle)
		Understand that verbs represent different processes, for example doing, thinking, saying, and relating and that these processes are anchored in time through tense (ACELA1482 - Scootle)
		Identify the effect on audiences of techniques, for example shot size, vertical camera angle and layout in picture books, advertisements and film segments (ACELA1483 - Scootle)
	Level 4	Explore the effect of choices when framing an image, placement of elements in the image, and salience on composition of still and moving images in a range of types of texts (ACELA1496 - Scootle)
		Discuss literary experiences with others, sharing responses and expressing a point of view (ACELT1603 - Scootle)
		Understand, interpret and experiment with a range of devices and deliberate word play in poetry and other literary texts, for example nonsense words, spoonerisms, neologisms and puns (ACELT1606 - Scootle)
		Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts (ACELY1692 - Scootle)
	Level 5	Use metalanguage to describe the effects of ideas, text structures and language features on particular audiences (ACELT1795 - Scootle)
		Understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in narratives, shape poetry, songs, anthems and odes (ACELT1611 - Scootle)
		Show how ideas and points of view in texts are conveyed through the use of vocabulary, including idiomatic expressions, objective and subjective language, and that these can change according to context (ACELY1698 - Scootle)
		Navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning (ACELY1702 - Scootle)
	Level 6	Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects (ACELA1518 - Scootle)
		Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion (ACELA1525 - Scootle)
		Identify the relationship between words, sounds, imagery and language patterns in narratives and poetry such as ballads, limericks and free verse (ACELT1617 - Scootle)
		Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709 - Scootle)

	Level 7	Compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts (ACELT1621 - Scootle) Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose (ACELY1721 - Scootle)
Author's Craft and Word Choice	Foundation	Explore the different contribution of words and images to meaning in stories and informative texts (ACELA1786 - Scootle) Recognise and generate rhyming words, alliteration patterns, syllables and sounds (phonemes) in spoken words (ACELA1439 - Scootle)
	Level 1	Understand that the purposes texts serve shape their structure in predictable ways (ACELA1447 - Scootle) Explore differences in words that represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs) (ACELA1452 - Scootle) Compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning (ACELA1453 - Scootle)
	Level 2	Understand that spoken, visual and written forms of language are different modes of communication with different features and their use varies according to the audience, purpose, context and cultural background (ACELA1460 - Scootle) Identify language that can be used for appreciating texts and the qualities of people and things (ACELA1462 - Scootle) Understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suit audience and purpose (ACELA1470 - Scootle)
	Level 3	Understand how different types of texts vary in use of language choices, depending on their purpose and context (for example, tense and types of sentences) (ACELA1478 - Scootle) Understand that verbs represent different processes, for example doing, thinking, saying, and relating and that these processes are anchored in time through tense (ACELA1482 - Scootle) Identify the effect on audiences of techniques, for example shot size, vertical camera angle and layout in picture books, advertisements and film segments (ACELA1483 - Scootle) Learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs (ACELA1484 - Scootle)
	Level 4	Explore the effect of choices when framing an image, placement of elements in the image, and salience on composition of still and moving images in a range of types of texts (ACELA1496 - Scootle) Discuss literary experiences with others, sharing responses and expressing a point of view (ACELT1603 - Scootle) Discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers' interest by using various techniques, for example character development and plot tension (ACELT1605 - Scootle) Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts (ACELY1692 - Scootle)
	Level 5	Use metalanguage to describe the effects of ideas, text structures and language features on particular audiences (ACELT1795 - Scootle) Understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in narratives, shape poetry, songs, anthems and odes (ACELT1611 - Scootle) Show how ideas and points of view in texts are conveyed through the use of vocabulary, including idiomatic expressions, objective and subjective language, and that these can change according to context (ACELY1698 - Scootle)
	Level 6	Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects (ACELA1518 - Scootle) Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion (ACELA1525 - Scootle)

		Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709 - Scootle)
	Level 7	Analyse how point of view is generated in visual texts by means of choices, for example gaze, angle and social distance (ACELA1764 - Scootle) Compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts (ACELT1621 - Scootle) Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose (ACELY1721 - Scootle)
Message of the Book	Level 1	Compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning (ACELA1453 - Scootle)
	Level 2	Understand that spoken, visual and written forms of language are different modes of communication with different features and their use varies according to the audience, purpose, context and cultural background (ACELA1460 - Scootle)
	Level 3	Understand how different types of texts vary in use of language choices, depending on their purpose and context (for example, tense and types of sentences) (ACELA1478 - Scootle) Identify the effect on audiences of techniques, for example shot size, vertical camera angle and layout in picture books, advertisements and film segments (ACELA1483 - Scootle)
	Level 4	Understand how texts vary in complexity and technicality depending on the approach to the topic, the purpose and the intended audience (ACELA1490 - Scootle) Discuss literary experiences with others, sharing responses and expressing a point of view (ACELT1603 - Scootle) Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts (ACELY1692 - Scootle)
	Level 5	Understand how to move beyond making bare assertions and take account of differing perspectives and points of view (ACELA1502 - Scootle) Use metalanguage to describe the effects of ideas, text structures and language features on particular audiences (ACELT1795 - Scootle) Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses (ACELT1610 - Scootle)
	Level 6	Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion (ACELA1525 - Scootle) Make connections between students' own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts (ACELT1613 - Scootle) Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709 - Scootle)
	Level 7	Analyse how point of view is generated in visual texts by means of choices, for example gaze, angle and social distance (ACELA1764 - Scootle) Compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts (ACELT1621 - Scootle) Discuss aspects of texts, for example their aesthetic and social value, using relevant and appropriate metalanguage (ACELT1803 - Scootle) Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose (ACELY1721 - Scootle)