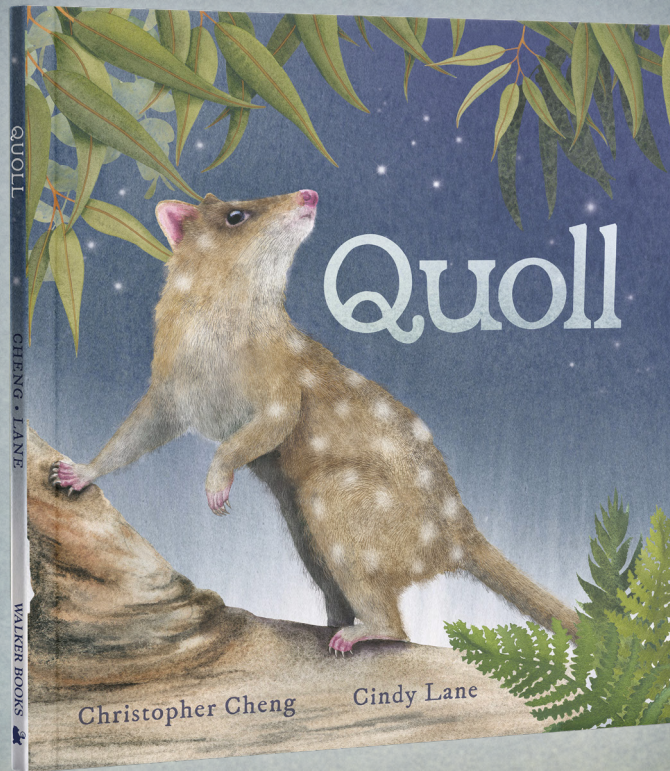


TEACHER NOTES

Teacher Notes by Belinda Bolliger

WALKER  BOOKS



QUOLL
CREATORS: CHRISTOPHER CHENG (AUTHOR)
& CINDY LANE (ILLUSTRATOR)
ISBN 9781760655679 HARDBACK
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About the Book

An exciting addition to the narrative non-fiction series
Nature Storybooks, about an Eastern Quoll.

The blue-black sky is painted with glistening stars.

Quoll has woken.

It's playtime here in the moonlit night.

Join a female Eastern Quoll and her playful pups as they venture
through the forest and fields on their nightly hunt for food.

Suitable for ages 5+

Nature Storybooks

About the Creators

Within the old (and new) walls of an inner-city Sydney terrace dwells **Christopher Cheng**. He is the author of many children's books including his previous Nature Storybook title *Python* (illustrated by Mark Jackson) which was shortlisted for the 2013 Children's Book Council of Australia Book of the Year awards. Passionate about animals, particularly those native to Australia, it's fitting that he established the Zoomobile and taught at Taronga Zoo in Sydney for many years, celebrating his background in education. He has always loved to write (he mostly always carries his notebook and pens) but he never thought he would be a full-time children's author.

Cindy Lane grew up peering into rockpools on the northern beaches of Sydney, and not much has changed, although now it's the rockpools of sunny Perth. She illustrated her first picture book in Year 3, with her best friend as author. Cindy spends most of her time in her seaside studio, creating illustrations with a variety of paints, pigments and things she finds. She feels like a new adventure is about to happen every time she walks through the studio door!



Themes

**Australian wildlife, animal behaviour, native species,
nocturnal animals, environment, predator/prey relationships**

Curriculum Links

Science (Biological Sciences)

Living things have a variety of external features and live in different places where their needs are met; Living things grow, change and have offspring similar to themselves; Observing and describing how animals move, find food and care for their young.

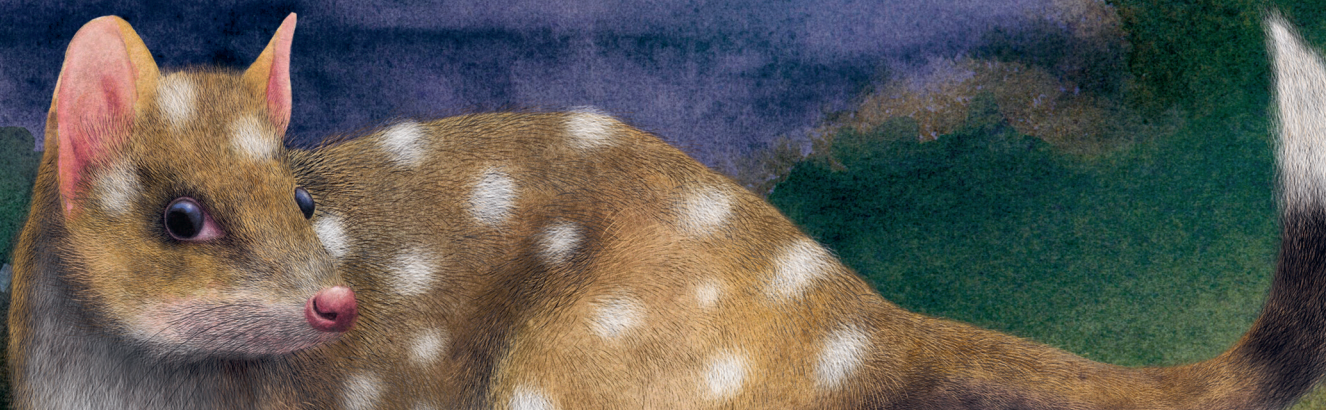
English

Listening to and responding to stories and nonfiction texts; Exploring vocabulary, descriptive language and sentence structure; Creating imaginative texts based on real-world information.

Geography (Place and Environment)

Understanding how natural environments meet the needs of living things.

Cross-curriculum priority: Sustainability



Teacher Notes & Activities

Before Reading

What is a quoll?

- As a class, have a brainstorming session and describe what you think a quoll is. Discuss its appearance, habitat and what makes it different from other animals.
- What does it mean to be nocturnal? Talk about the differences between diurnal and nocturnal animals. Why do some animals only come out at night?

During Reading

Fiction and nonfiction

- What is fiction text and what is nonfiction text? Provide definitions for both.
 - Have you noticed that there are both fiction and nonfiction texts in Quoll? Can you identify them? What else is different about the text types (different fonts)?
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Vocabulary

- Do you know the meaning of the words and phrases below? Before using a dictionary, try to work out the meaning of each one by reading it in context. Then, use a dictionary to check, refine or find definitions.

solitary
introduced predators
preyed
hind legs
fleet-footed
carnivorous
vertebrates
opportunistic feeders
darts
forages

weaned
independent
breed
alert
venture
brood
teats
marsupials
extinction

- What is a verb? Find verbs in the story that describe quoll. What do these verbs tell you about what sort of creature quoll is? How would you describe quoll's character?
 - What is an adjective? Find adjectives that describe the landscape and quoll's habitat.
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Landscapes and soundscapes

The opening line of the story text describes a night-time landscape and soundscape.

- Take a notepad out to your backyard, balcony or an open window one evening and write down what you see and what you hear. Now write it as a poem or in lyrical prose in the author's style.
- Explore the nighttime sounds in various environments by listening to some soundscapes. For example, listen to soundscapes of nighttime in the city, in the country, by the ocean, in the bush and so on. Here are some that you might find useful. There are many others on YouTube:

<https://www.youtube.com/shorts/5jxdp6-T-Ds>

<https://www.youtube.com/watch?v=P2JdlGeJc64&t=34s>

- What do you think quoll and her pups at night might sound like? Create your own soundscape for Quoll. The following video will help you create your soundscape: www.youtube.com/watch?v=JEoEBGqMMi4
- Create a landscape painting of an Australian nighttime scene. You might like to paint what you saw when you were in your backyard or you might like to imagine a scene from somewhere else in Australia.

Protecting native animals

- What do the words 'endangered' and 'extinct' mean?
- Why do you think some animals such as the quoll are endangered?
- What might be happening to their habitats?
- From your reading of the text, what have you found out about the dangers that quolls face?
- What can we do to protect animals such as the quoll?
- What do wildlife rangers and carers do?
- Brainstorm ways we can help native animals, even if we don't live near the bush. For example, keeping cats inside at night, driving carefully in areas where wildlife lives and so on.
- Create a poster about protecting quolls. Include facts about why quolls are endangered and what people can do.
- Design a wildlife-friendly backyard or area that is safe for native animals. Include native plants, somewhere to dispose of rubbish safely, hiding places, water sources and so on. You could do this as a painting, a collage, a diorama or as a class mural. If you have space at your school, you might like to create an actual wildlife-friendly area in the playground. This website will help you get started:

https://juniorlandcare.org.au/learning_activity/creating-a-wildlife-habitat-design/

- As a class, create a 'Wildlife Pledge' about helping and respecting nature.

Animal families:

- What do the quoll pups learn from their mother?
- How do animal mothers care for their young? Choose another native Australian creature and research how they are reared by their animal parent(s). Questions to consider are:

Where does your animal live?

Does the parent build a nest or make a special home for the babies? How do they build the nest?

How many babies does the mother usually have? Are they born alive or hatched from eggs?

How does the parent feed the babies?

How long do the babies stay with their parent(s)?

How do(es) the parent(s) keep their babies safe?

What do the babies learn from their parent(s)?

Is there anything unusual or special about the way this animal cares for its young?

Language

- The author has used lyrical and energetic language to tell the story of quoll and her pups. What words or phrases did you like? Why did they stand out to you? Did they sound interesting or make you feel something?
 - Can you find any words that help you imagine what the place or animals look like? How do these words help paint a picture in your mind?
 - Were there any words that made you feel excited, scared, happy or sad? Which ones? How do you think the author wanted you to feel?
 - Can you find rhyming words, alliteration or sound words (onomatopoeia)?
 - Did the author use any similes or metaphors? What do those help you imagine?
 - Do the words and pictures work together to tell the story?
 - Can you think of a page where the words and pictures are especially strong together?
 - Choose a different native Australian animal and write a text about it in a similar style to the author's text.
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Illustrations

- As a class, brainstorm the meaning of the word 'perspective' as it applies to illustrations. How is it different from a 'point of view' in writing?
- Why do you think illustrators use different perspectives? How can perspective help show how a character feels?

- Can perspective make things look big or small, near or far?
- What do you notice about how quoll, her pups and other creatures are illustrated on different pages?
- Are there times when creatures in the book look tiny or huge? Why do you think the illustrator has done this?
- How does perspective help tell the story? Does it make you feel close to quoll? Does it help you understand what quoll sees or feels?
- Are there pictures that make you feel excited, scared or sad? How does the perspective help with that?
- On the last page, we learn that the illustrator creates her artwork using 'a variety of paints, pigments and things she finds'. Choose another Australian native animal and create an artwork of it in its habitat using a variety of art materials. Don't forget to use an interesting perspective!

Further activities

Story map

- Create a visual map showing the quoll's journey.
- Include where it plays, hunts and teaches its pups.

Animal fact file

- Create a simple fact file or 'All About Quolls' poster including:
 - habitat
 - diet
 - size and features
 - predators
 - fun facts
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Nocturnal animal collage

- Create a collage of a nighttime scene featuring the Eastern quoll and other nocturnal animals.
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Movement/drama

- Act out the quoll's movements: creeping, pouncing, sniffing, leaping.
 - Explore how different animals move and why.
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Vocabulary hunt

- After reading, identify and collect interesting or new words (e.g. glisten, dart, stalk, pounce).
- Use them in sentences or create a word wall.

Diary entry

- Write a short diary entry from the point of view of one of the quoll pups learning to hunt for the first time.

Make a mini book

- Fold paper to make a mini nonfiction book titled All About Quolls where each page focuses on a different fact or question.

Sensory writing prompt

- Using the following prompt, write or draw a scene: 'Imagine you're a quoll exploring at night. What do you hear, see, smell, feel?'
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