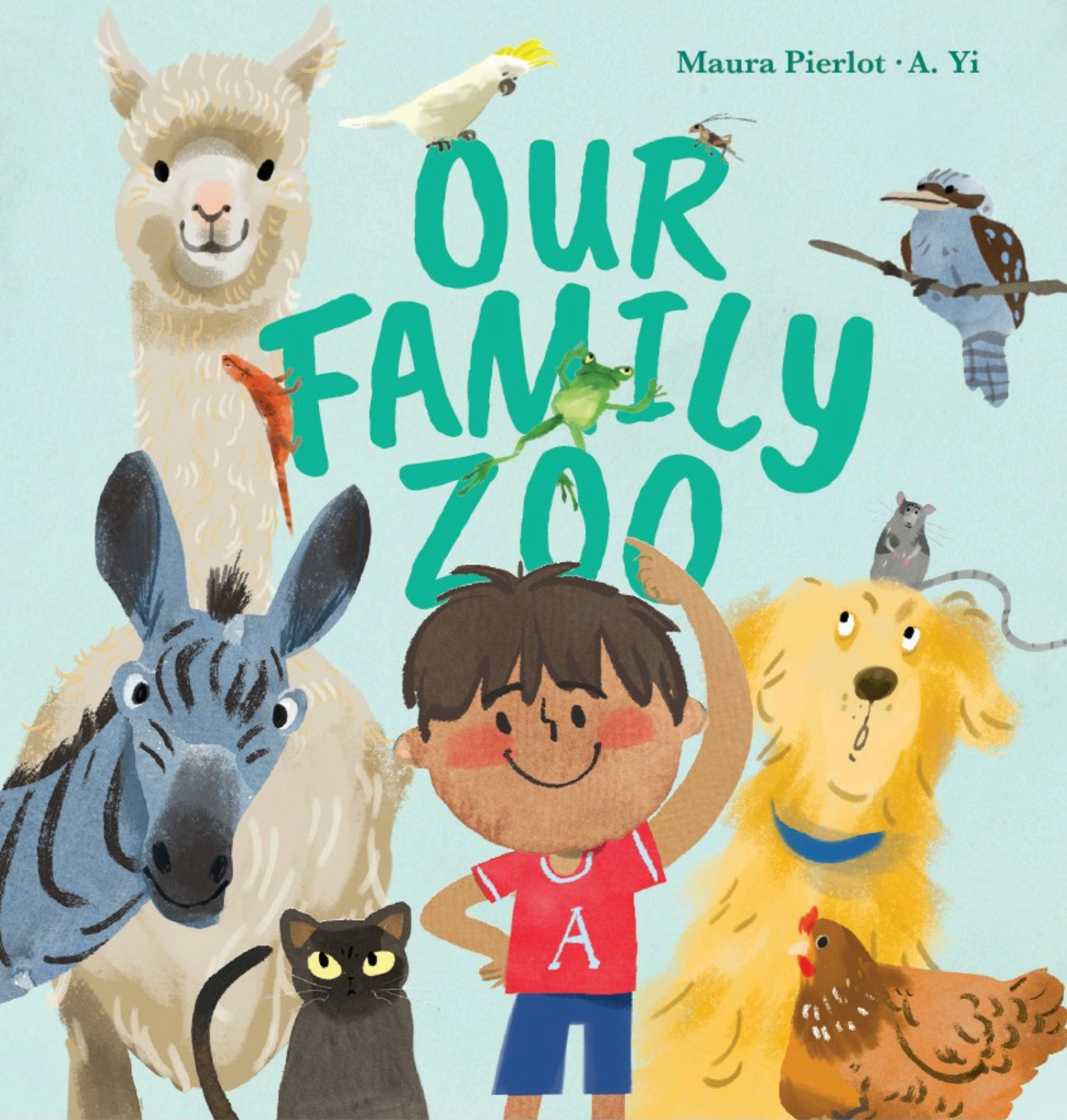


Maura Pierlot · A. Yi



# TEACHER NOTES

Teacher notes by Romi Sharp



# OUR FAMILY ZOO

Creators: Maura Pierlot & A. Yi

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Publisher: Scholastic Australia

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Website: [maurapierlot.com](http://maurapierlot.com)

## About the Book

In a home bursting with animals, there's always room  
for one more.

But who will it be?

What's the perfect pet for a home already filled with lots and  
lots of fun and energetic animals?

The biggest and best surprise is just around the corner ...

# ABOUT THE CREATORS

**Maura Pierlot** is an international award-winning author, playwright, and filmmaker. The author of five published picture books and three young adult titles, Maura is the creator of *Fragments*, a groundbreaking multi-format work (stage play, YA novella, web series) that inspired the rap song/music video, *Stay!* by Australian artist, The Profit. Maura is the founder of The Book Bench Project and a qualified art therapist with a PhD in philosophy, specialising in ethics. When she's not writing or visiting schools, Maura splits her time between Canberra and her family's avocado and walnut farm on the NSW south coast.

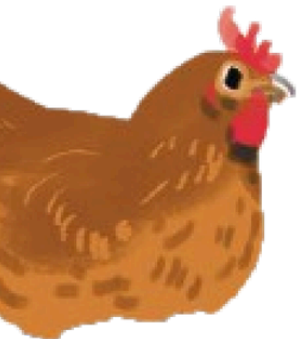
Find Maura Pierlot at her website: [www.maurapierlot.com](http://www.maurapierlot.com) and on [Instagram](#) | [Facebook](#)

**A.Yi** is an illustrator and animation artist based in Sydney. She has illustrated various children's books including the best-selling *Alice Miranda* series. She likes doodling and wishes all books were illustrated.

Find A. Yi on [LinkedIn](#).

## Themes

- Family / family dynamics
- Changing / growing families
  - Siblings
  - Animals
  - Belonging
- Responsibility
- Curiosity



## Australian Curriculum Links

English, Visual Literacy,  
Mathematics, Science / STEAM,  
Health and Physical Education,  
Visual Arts

## Early Years Learning Framework for Australia v2.0

- Children have a strong sense of identity
- Children are connected with and contribute to their world
  - Children have a strong sense of wellbeing
- Children are confident and involved learners
  - Children are effective communicators.



# TEACHER NOTES

## DISCUSSION

### BEFORE READING -

#### Tuning in:

- Ask students, what is a family?  
What do families usually have in common (Eg. they live in the same house, each member has a role, celebrate special occasions, etc).
- What makes families different?  
Some families have one, two or three parents, or live with grandparents, or have one or a few children, or own no pets or lots!
- Students can share photos or draw a family portrait with the members of their families, including pets.
- Students then turn and talk to a friend about their family pets. Do they own a pet? What kind of animals are they and what are their names? Would they like to have more or less pets? Why?
- Ask students to imagine they could own a zoo – what animals would they choose?
- Look at the cover of '**Our Family Zoo**'. Ask, what do you notice? What kinds of people and animals can you see? Why might there be lots of animals? How do you think the boy character feels? How does the cover make you feel?
- What does the title tell you about this story? Can a family be a 'zoo'?
- What do you think this story might be about? Do you think this book will be helpful? How?

### DURING READING -

- Upon opening the first page, what animals can you see? Do you think this home should have any more pets?
- Why do you think the boy wants another pet?
- Why do you think Mum doesn't want another pet at the moment?
- Do you think Mum might change her mind?
- What do you notice about animals from the 'pet rescues'? Why might they be living in this home? How are the boy and his mum helping these animals?
- On Page 9 and 10, Mum hints at a 'special gift'. What do you think this might be?
- Can you guess who will be coming to live with them soon, based on the clues?
- How did the ending make you feel? Was it expected or a surprise?



## AFTER READING -

- What is the story about? What is the main idea? How did it make you feel? Do you have a part that you relate to or enjoyed the most?
- What did you learn about the boy in the story? What kinds of things does he like, dislike, what makes him curious, excited, disappointed, persistent, etc?
- What did you learn about the boy's family? Who lives with him? What are their roles and responsibilities? Do you think there are more family members we didn't see in the book?
- What did you learn about the different animals? What animals make good pets? What kinds of things do you need to properly look after them? What did the pictures show you about the animals and their needs?
- How do you think the boy feels when Mum says 'no' to the animals he suggests? How might you respond?
- When Mum said, '*Think BIG!*', was she talking about a big animal, like an elephant? What did she mean by this?
- Do you think this story, or parts of it, are realistic, or not realistic? In other words, which parts would most likely NOT happen in real life?
- What was the boy's reaction to finding out what the 'special gift' will be? Do you think this is better than adopting a new pet? Why or why not?
- Turn and talk to a friend about a time your family gained a new family member (including babies and/or pets). What happened? How did it make you feel?
- Discuss how the language and pictures allow readers to feel a part of the story.
- What literacy and language devices has the author used to engage the reader? For example, rhyme, onomatopoeia; metaphors; similes; humour.
- What do you like about the illustrations? What kinds of art media and techniques have been used to create the pictures by the illustrator? How has the illustrator expressed fun, colour, joy and energy? What colours, shapes, textures, perspectives, facial expressions and body language have been used to express different emotions, moods, actions and focal points in the story? Look at each page and discuss the visual cues that show us how the 'unspoken' messages come through the pictures (ie. feelings, relationships).
- How can you relate to this story? What are some positive thoughts you could tell yourself if you wanted some changes or something new in your home/family? Turn and talk to a friend about it.
- What did you find most surprising / interesting / impactful / enjoyable about this story?

## ACTIVITIES

### Activity 1 – **Sorting the Family Zoo:**

On separate paper strips or sticky notes, write down a list of all the different animals seen and mentioned in the book.

With each paper strip, sort the animals into categories: **Mammal, Reptile, Bird, Insect, Amphibian, Fish/Sea Creature.**

Draw pictures or symbols to represent each animal.

Choose one of the animals and write a sentence, paragraph or poem about it, and illustrate it in a scene.

### Activity 2 – **Character Profile:**

Create a character profile with adjectives to describe the boy, his Mum, or one of the animals in the book.

Include descriptions of things like their appearance, likes, dislikes, age, personality traits, etc.



### Activity 3 – **My Own Family Zoo:**

Idea 1 - Draw a picture of your ideal 'family zoo', including all your favourite animals (and people). Complete the sentence, **'There's always room for one more...'**

Idea 2 – On paper, trace your hands with fingers spread out and write the names of family members and pets on each of the fingers. Give each finger a face and defining features like hair, ears, tail, whiskers, wings, etc. Display cut-out hands as a whole 'family zoo' class.

Idea 3 – Use toilet paper rolls to make 'family zoo' puppets, representing different family members and animals. Students could also include their 'wish list' of pets.



Image and instructions at [Welcome to Nana's](#)



# LEARNING AREAS

## ENGLISH

### Vocabulary: Spelling 'oo' as in 'zoo'

[AC9EFLY10](#) [AC9EFLY12](#) [AC9EFLY13](#) [AC9EFLY14](#)  
[AC9E1LY11](#) [AC9E1LY13](#) [AC9E1LY14](#) [AC9E2LY09](#)  
[AC9E2LY10](#) [AC9E2LY11](#)

Students can:

- Write or make the word 'zoo' with different art media, such as multi-coloured textas, pencils, crayons, paints, letter stamps, playdough, magazine cut-outs, etc.
- Make a list of other words in the book and around the room with the digraph 'oo', such as 'woof', 'too', 'room', 'woolly', 'kangaroo', 'baboon', 'choose', 'door', 'floor', 'footy', etc.
- Identify the words that have a similar spelling pattern, but a different sound. Eg. 'woof', 'woolly', 'baboon' have a long 'o' and 'door', 'floor' have a short 'o'.
- Make a list of words that have a similar phoneme, but different spelling. Eg. the 'oo' sound in 'zoo' can be heard in words like 'true' and 'clues'.
- Write the list of 'oo' words in an animal outline shape (like a 'woolly' sheep, a 'kangaroo', or a 'baboon').



### Vocabulary: Literary Devices

[AC9EFLA08](#) [AC9EFLE04](#) [AC9E1LE04](#) [AC9E2LE04](#)  
[AC9EFLY09](#) [AC9EFLY13](#) [AC9E1LY09](#) [AC9E1LY10](#)  
[AC9E1LY11](#) [AC9E1LY13](#) [AC9E2LY09](#) [AC9E2LY10](#)  
[AC9E2LY11](#)

**Our Family Zoo** includes some literary devices in the text that add to the structure of the story and the engagement of language. These include alliteration, onomatopoeia, metaphors or similes, and rhyme.

#### Alliteration:

'sit and swing and slide'  
'a bee that likes to buzz'  
'a zebra for our family zoo'  
'friends forever'

#### Onomatopoeia:

'chatter', 'woof', 'hiss', 'maaa', 'croak', 'squeak',  
'squawk', 'yowl', 'oink', 'buzz'

#### Metaphors / Similes:

'My mother says it's like a zoo'  
'But hoping Mum would change her tune'  
'Mum laughed, "Think BIG!"'  
'My dream's come true'  
'They'll fit right in with all our chatter!'

#### Rhyme:

'too / zoo', 'yet / pet', 'here / year', 'cat / rat',  
'sheep / sleep', 'tune / baboon', 'belly / smelly',  
'nice / mice', 'clues / choose', 'fuzz / buzz', 'ride / slide',  
'door / floor', 'another / brother', etc.

#### **Ideas:**

- Find and list the examples of each. Can you add your own to these?
- What do you notice about the patterns of the words or language?
- Discuss and write the meanings of various terms and phrases.
- Write the onomatopoeia words (or your own) on a long strip of paper and draw a series of animal pictures to match.
- Create a home with a collage of pets and family members and write a metaphor or phrase that illustrates the event and emotion.
- Write a rhyming message, letter or poem about your favourite pet or new family member coming into your life.

## Literacy, Concentration and Memory Games

- Write animal names A-Z
  - Family Zoo BINGO, Memory, Snap
  - Animal Mix-Ups
- Animal name puzzles (eg. Put words/pictures back together: Ele – phant, ba – boon, etc)  
(\*Refer to downloadable sheets below)

## Comprehension: Cloze the Family Zoo

[AC9E2LE02](#) [AC9EFL05](#) [AC9E1LE05](#) [AC9E2LE05](#)  
[AC9EFLY05](#) [AC9E1LY05](#) [AC9E2LY05](#)

Students fill in the gaps with the most appropriate words from the list below.

1. Our \_\_\_\_ is small. And noisy, too. My mother says it's like a \_\_\_\_.
2. We have too many \_\_\_\_\_ here. There's just no \_\_\_\_\_. Perhaps next \_\_\_\_\_.
3. It's true, I have a Burmese \_\_\_\_, a dog, a \_\_\_\_\_, a long-tailed \_\_\_\_\_.
4. 'Just wait,' Mum said, 'a change is near.' A \_\_\_\_\_ gift will soon be \_\_\_\_\_.
5. 'It will have some \_\_\_\_\_, perhaps some fuzz.' 'I know! A \_\_\_ that likes to \_\_\_\_\_!'

*Words: 1. home, zoo 2. creatures, room, year 3. cat, frog, rat 4. special, here 5. hair, bee, buzz.*

## Writing Tasks

[AC9EFL01](#) [AC9EFL02](#) [AC9E1LE02](#) [AC9E2LE02](#)  
[AC9E1LY01](#) [AC9E2LY01](#) [AC9EFLY06](#) [AC9E1LY06](#)  
[AC9E2LY06](#)

## Creative Writing:

Students can write a new innovative ending for this 'family' story after the sentence, ***'There's nothing that I wanted more than...'***

Students can be guided to include some descriptive phrases and emotive verbs or adjectives in their sentences.

Illustrate and collate the pages to make a class book.

## Narrative Writing:

Students can write a narrative story based around their family and their ideal 'family zoo'. This could be real or imagined, heartfelt or funny.

Ask students to think about who their characters are, and if there is a conflict or problem to solve (ie. Not having enough pets, a new baby, etc).

What events or situations might be experienced (real or imagined)?

What is the tone of the story?

What personal emotional or physical challenges might need to be overcome?

How will they be resolved?

Begin your narrative with a sizzling start, such as dialogue, onomatopoeia, action or scene setting. Think about using interesting figurative and emotive language.

Set it out with a beginning, middle and end.

## Alternative idea:

Write the story from the voice of an animal coming to a new home.

What creative ideas and humour can you think of to make your story interesting?

What challenges would need to be overcome?

How does your story end?



## Animal Procedural Text or Information Report

[AC9E1LA03](#) [AC9E2LA03](#) [AC9E1LA09](#) [AC9E1LE02](#)

[AC9EFLY01](#) [AC9E1LY01](#) [AC9E2LY01](#) [AC9EFLY03](#)

[AC9E1LY03](#) [AC9E2LY03](#) [AC9EFLY07](#) [AC9E1LY06](#)

[AC9E1LY07](#) [AC9E2LY06](#) [AC9E2LY07](#)

**Science links: Biological sciences -** [AC9SFU01](#) [AC9S1U01](#)

[AC9SFH01](#) [AC9S1H01](#) [AC9S2H01](#) [AC9SFI01](#) [AC9S1I01](#)

[AC9S2I01](#) [AC9SFI02](#) [AC9S1I02](#) [AC9SFI03](#) [AC9S1I04](#)

[AC9S2I04](#) [AC9SFI04](#) [AC9S1I05](#) [AC9S2I05](#) [AC9SFI05](#)

[AC9S1I06](#) [AC9S2I06](#)

The boy in the story has a household full of pets, but he wants more! Students can write and share a procedural text on how to care for a chosen pet (or how to play footy!). For example, the steps to setting up a cage for a budgie include:

- Choose a large rectangle cage for the budgie's comfort and exercise.
- Place the cage at eye-level or higher. Put it against a wall and away from bright sunlight and doorways.
- Provide perches of different sizes and textures for climbing, chewing and filing their nails and beak.
- Put in dishes for food and fresh water.
- Provide toys like mirrors, swings, ladders and chew toys.
- Line the bottom of the cage with paper towel or newspaper.

Students need to understand the structure and format of procedural texts including an introductory paragraph about the text, paragraphs or points describing each step in the process, and a summary / conclusion with additional tips.

Alternatively, students can choose an animal of their choice to write an information report about. Sub-headings can include: name, appearance, characteristics, habitat, offspring, life cycle, etc with pictures and/or diagrams.



## Thinking Tools / Graphic Organisers

[AC9EFLE01](#) [AC9EFLE02](#) [AC9E1LE02](#)

**-Venn Diagram:** Use a 2- way or 3-way Venn Diagram to compare the similarities and differences between animals and/or siblings, including if they are wild or domesticated, behaviours, appearance, size, etc.

**-Ranking Ladder:** Students use a ranking ladder to order their most to least favourite pet in the book (or their own list). Students provide reasoning for their choices.

## MATHEMATICS

### Number – One More...

**Number:** [AC9MFN01](#) [AC9MFN03](#) [AC9MFN04](#) [AC9MFN05](#)

[AC9M1N01](#) [AC9M1N03](#) [AC9M1N04](#) [AC9M1N05](#)

[AC9M2N01](#) [AC9M2N04](#) [AC9M2N05](#)

Students use concrete materials such small toy animals (or counters), tally marks, number lines or tens frames to practise addition strategies and operations.

These can include:

- Counting on
- Make to Ten
- Doubles and near doubles

Students can create their own number stories. Eg. I have 1 Burmese cat and 2 budgies (or accumulative counting, like 1 frog, 2 dogs, 3 birds, 4 mice, etc).

Students record their findings with pictures and numbers.

**Extension:** Use larger numbers for older students, and introduce repeated addition for multiplication.

## Pet Graphs

*Statistics:* [AC9MFST01](#) [AC9M1ST01](#) [AC9M1ST02](#)  
[AC9M2ST01](#) [AC9M2ST02](#)

As a class, students vote on their favourite pet from a list of animals (up to 10). Tally the votes against each animal.

On a chart, with x as animals and y as numbers, draw columns (or pictures) to represent the votes for each animal.

Ask students to analyse the chart with questions such as: Which animal is the most favourite? Which pet is the least favourite? Which animals have the same votes? How many more people liked 'b pet' than 'd pet'?

*Alternative idea:* Students can play 'Family Zoo Bingo' to individually collect and tally votes on their own chart.

## SCIENCE / STEAM

### We Built a Zoo!: STEAM Challenge

*Science - Physical sciences:* [AC9SFU02](#) [AC9S1U03](#)  
*Design and Technologies:* [AC9TDEFP01](#) [AC9TDE2K01](#)  
[AC9TDE2K02](#) [AC9TDE2K03](#) [AC9TDE2P01](#) [AC9TDE2P02](#)  
[AC9TDE2P03](#) [AC9TDE2P04](#)

Students, in groups, follow instructions to create different parts of a zoo. They will need to draw a design and construct the building. They can use household materials and craft items, including paper towel/toilet paper tubes, construction paper or cardboard, clean bottles, matchsticks, thick pop sticks, string, corks, tape, and decorative materials. Students will also need small plastic toy animals to ensure they fit in with the designs.

Students could be instructed to:

- Build a bridge for people where animals can walk under.
- Build a path and shelter for the zebras.
- Build a habitat for the lions.
- Build a tall structure with ropes for the orangutans.
- Build an underwater maze for the seals.

Evaluate its function, stability, durability, and aesthetic appeal.

Communicate the results.

Instructions and ideas can be found at:

[Zoo Themed STEM Activity](#) | [Sara J Creations](#)

Tips for children (K-2):

- Provide pre-cut materials and simpler design templates.
- Focus on basic concepts like balance and stability.
- Use lightweight objects to test the bridge or structure's strength.

### Grow Your Own Pet

*Science links: Biological sciences -* [AC9SFU01](#) [AC9S1U01](#)  
[AC9SFH01](#) [AC9S1H01](#) [AC9S2H01](#) [AC9SFI01](#) [AC9S1I01](#)  
[AC9S2I01](#) [AC9SFI02](#) [AC9S1I02](#) [AC9SFI03](#) [AC9S1I04](#)  
[AC9S2I04](#) [AC9SFI04](#) [AC9S1I05](#) [AC9S2I05](#) [AC9SFI05](#)  
[AC9S1I06](#) [AC9S2I06](#)

Both Mum and the boy in the story are growing the family (one with a baby and one with pets). Students can grow and take care of their own grass seed pet!

Students will need: Soil or compost, 2 tbsp. grass seed, old stockings or socks, plant pot or cup, elastic bands, googly eyes, felt or beads and thread or glue for decoration.

Students will place their soaked seeds into the end of a stocking leg, add soil, tie and place the knotted end into the pot. To decorate, use elastic bands to tie a nose and/or tail, and decorate to make a face with felt ears. Place in a sunny position and water regularly.

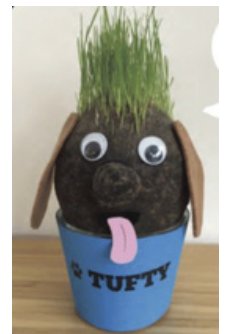
More instructions can be found at: [Grow your own pet - A FREE seed germination science activity - Whizz Pop Bang Blog](#)

Students can research and write / draw about the growth of the plant and its needs.

Some further informational videos can be found at:

Different plants' needs: [Make a Calendar of Seeds!](#) | [Squeaks Grows a Garden!](#) | [SciShow Kids \(youtube.com\)](#)

How seeds grow: [Watch a Seed Sprout!](#) | [Squeaks Grows a Garden!](#) | [SciShow Kids - YouTube](#)



### Further learning:

Students can:

- Learn about the meanings of each stage of the plant's life cycle, and complete a diagram with their findings.
- Write simple sentences about what seeds and plants need to grow.
- Write a procedural text about the process of growing your own pet.
- Measure and record the grass's growth over time using a record table / diary and photos or drawings.
- Compare the outcomes of different seeds planted in different areas and conditions.
- Discuss the similarities and differences between keeping a grass seed pet and being responsible for a live animal. What are each of their needs? (Eg. food and water, exercise, grooming, health care, etc) What about caring for a newborn baby? Students could complete a two- or three-way Venn Diagram.

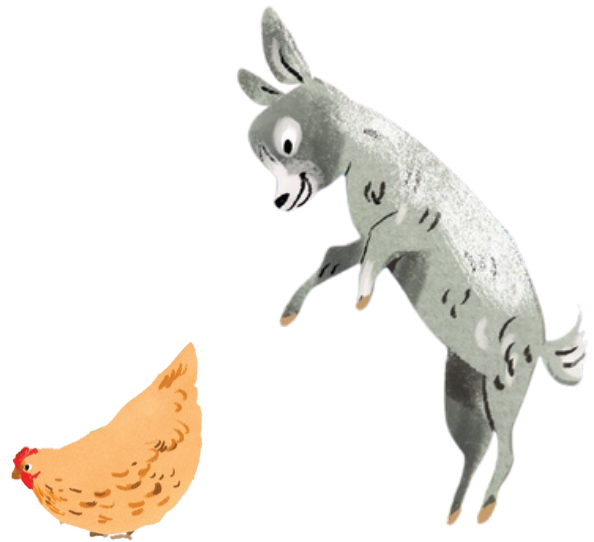
## HEALTH AND PHYSICAL EDUCATION / PERSONAL AND SOCIAL CAPABILITY

### Healthy Mind / Healthy Body / Healthy Interpersonal Ideas:

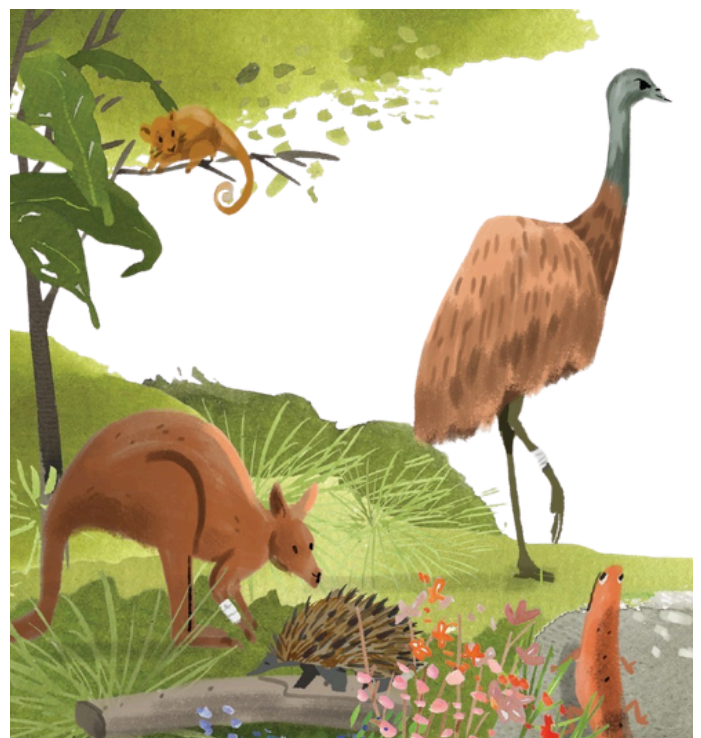
[AC9HPFP01](#) [AC9HP2P01](#) [AC9HPFP02](#) [AC9HPFP03](#)  
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[AC9HP2M01](#) [AC9HP2M02](#) [AC9HPFM03](#) [AC9HP2M03](#)  
[AC9HPFM04](#) [AC9HP2M04](#) [AC9HP2M05](#)

Mindfulness and physical activity are ideal for mental, emotional and physical health, as well as building safe and healthy relationships with family and friends. Students can practise physical and emotional health:

- Prepare food, clean, exercise and care for your pet!
- Visit the zoo (or farm) and learn about different animals, their habitats and their needs.
- Visit a pet rescue centre or wildlife centre.
- Visit a local park and observe the creatures and animals that live there.
- Draw or paint pictures of your favourite animals.



- Draw a picture of your own and your ideal family zoo, and write a sentence about it.
- Convince your parents to adopt a new pet!
- Write down or talk about your feelings about growing or changing families.
- Pretend to be different animals by acting and sounding out their behaviours.
- Dress up as your favourite animal!
- Play games that give clues about different animals (eg. Animal Celebrity Head or trivia, Memory, Bingo, Snap, Animal Alphabet, etc)
- Make a list of items needed to care for a pet or baby.
- Play a sport or outdoor activity with your sibling.
- Celebrate your family on birthdays and special occasions.



## THE ARTS: VISUAL ARTS -

### Our Family Zoo Art

[AC9AVA2E01](#) [AC9AVAFD01](#) [AC9AVA2D01](#) [AC9AVAF01](#)  
[AC9AVA2C01](#) [AC9AVAFP01](#) [AC9AVA2P01](#)

Carefully observe the illustrations in **Our Family Zoo**. What do you notice about the techniques and textures used to create the characters and animals, and the use of colour (strong primary colours)?

What methods and media do you think have been used by the illustrator?

How does it make you feel when you look at them?

Students can create their own piece of family zoo art that represents their family and pets, or their ideal zoo. They might like to re-create a scene from the book.

Students can choose to use pencil, watercolours, acrylic paint or crayon. Once dry, add extra details with fine pen or pencils. Students communicate the purpose/result of the piece.



### Animal Prints

[AC9AVA2E01](#) [AC9AVAFD01](#) [AC9AVA2D01](#) [AC9AVAF01](#)  
[AC9AVA2C01](#) [AC9AVAFP01](#) [AC9AVA2P01](#)

Students can decide on an animal print design, such as leopard spots or zebra stripes to create a colourful abstract piece of art. They can use materials such as strips of cardboard, sticks, cotton wool, etc to dip into paint and press print onto paper.

Alternatively, students could use collage materials, such as patterned paper, fabric, feathers, etc to create their piece.

Display.



# ANIMAL SORT

Write down the animals in the book and sort them into the correct categories.

Mammal

Bird

Insect

Reptile

Amphibian

Fish / Sea  
creature

Which animals have feathers? \_\_\_\_\_

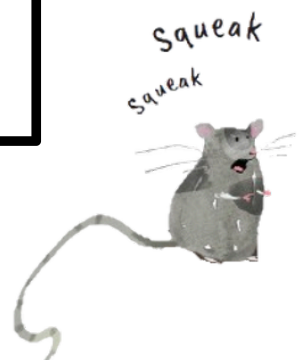
Which animals have live babies? \_\_\_\_\_

Write more interesting facts about different animals!

# ANIMALS A - Z

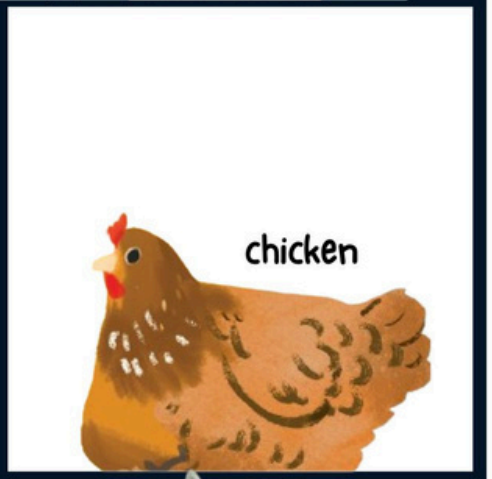
Write an animal name for each letter of the alphabet.

A	B	C	D	E
F	G	H	I	J
K	L	M	N	O
P	Q	R	S	T
U	V	W	X	
Y	Z			



# FAMILY ZOO BiNGO

Collect votes and tally your favourite pets!  
or use these as cards for your Bingo game.

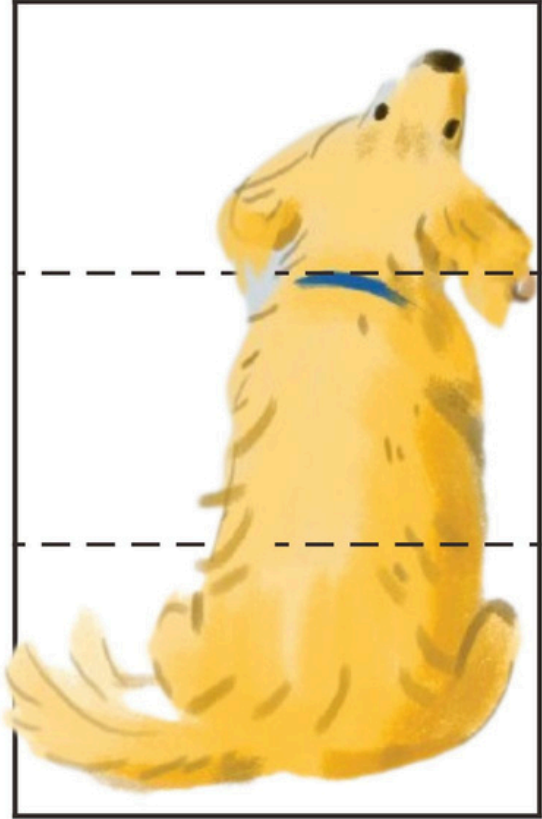
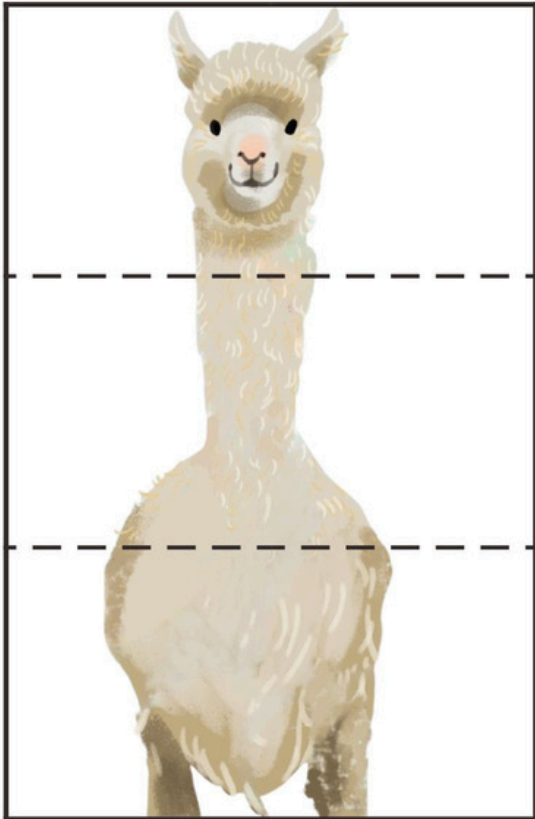


# FAMILY ZOO BiNGO

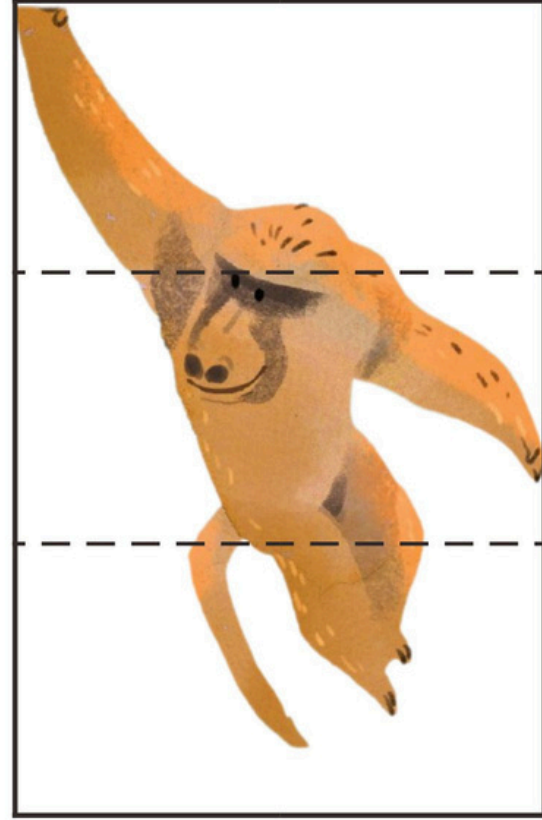
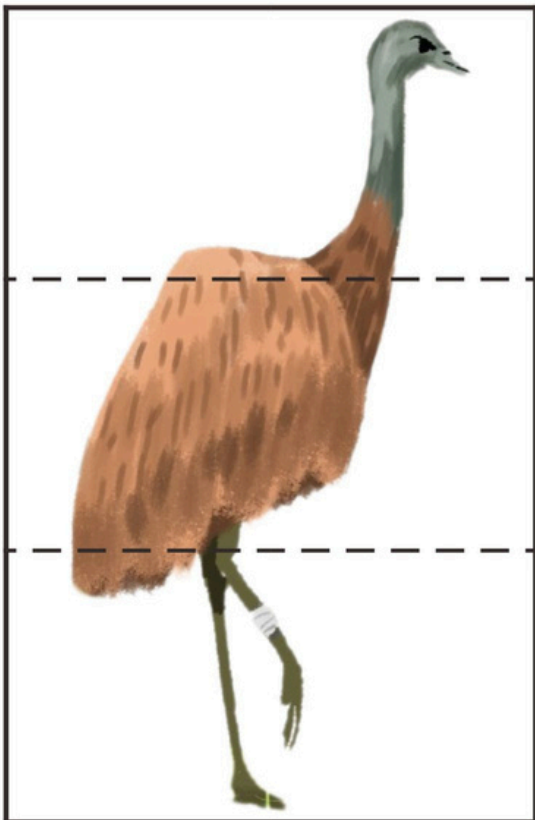
Draw the animals from the Bingo cards in the boxes in any order.  
The first to have three in a line wins!


# ANIMAL MIX-UPS

Cut along  
the lines



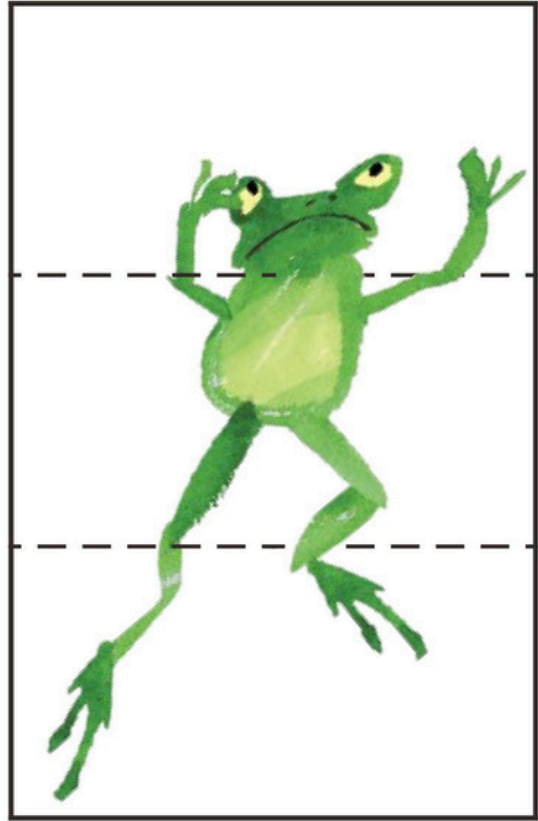
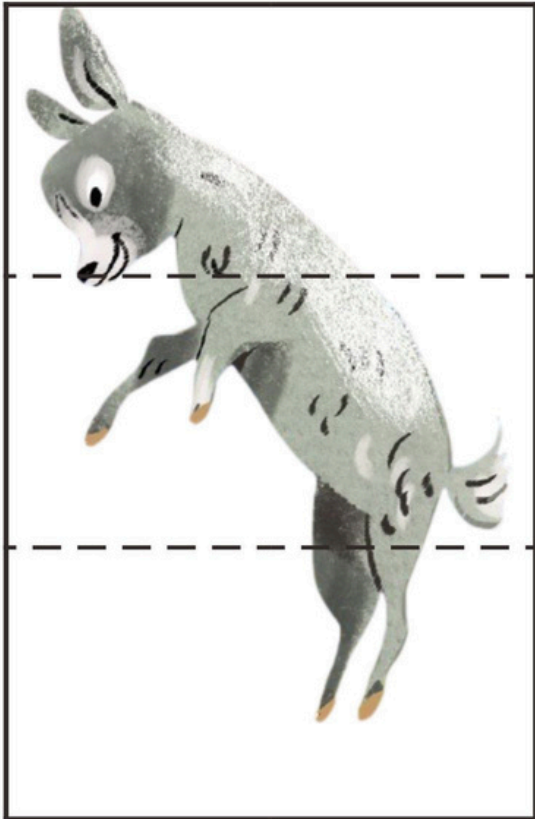
Mix &  
match!



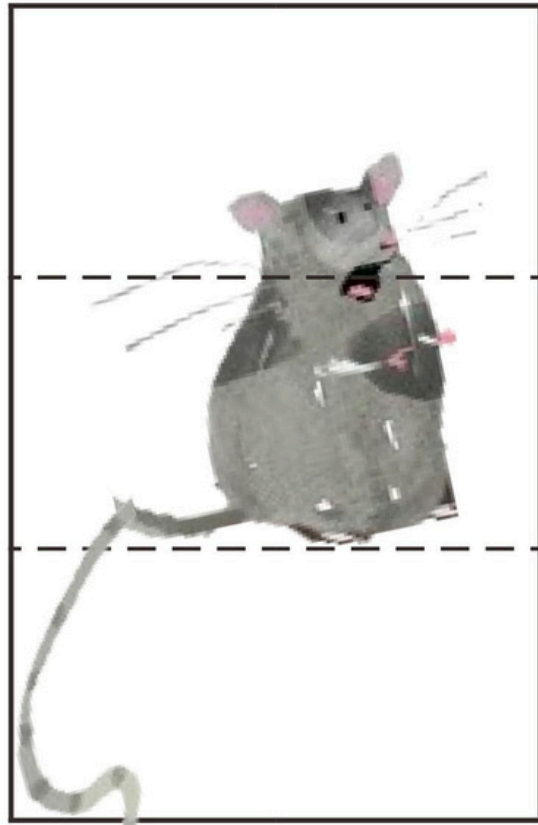
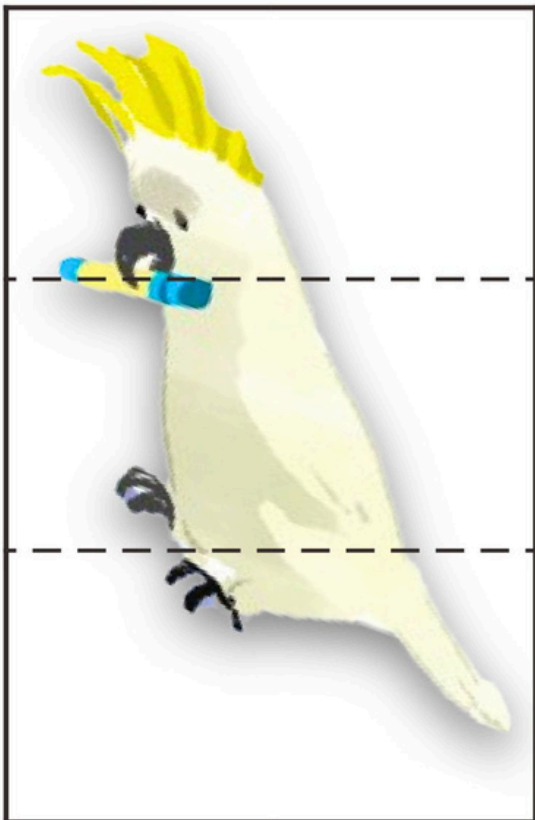
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# ANIMAL MIX-UPS

Cut along  
the lines



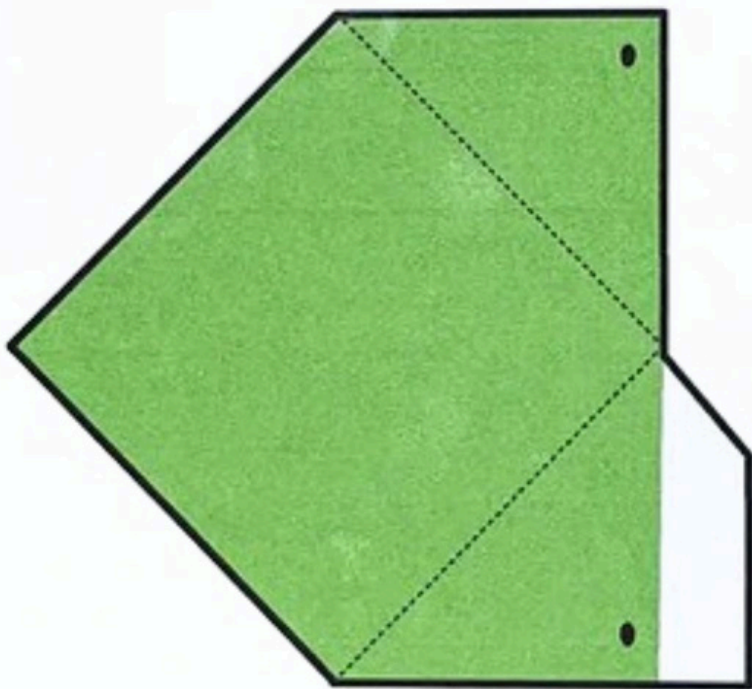
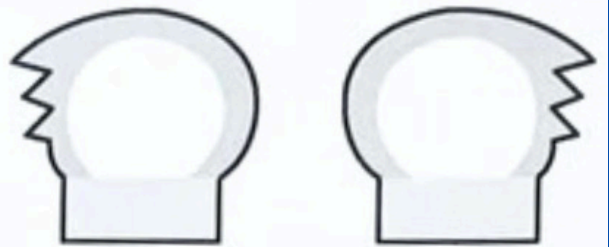
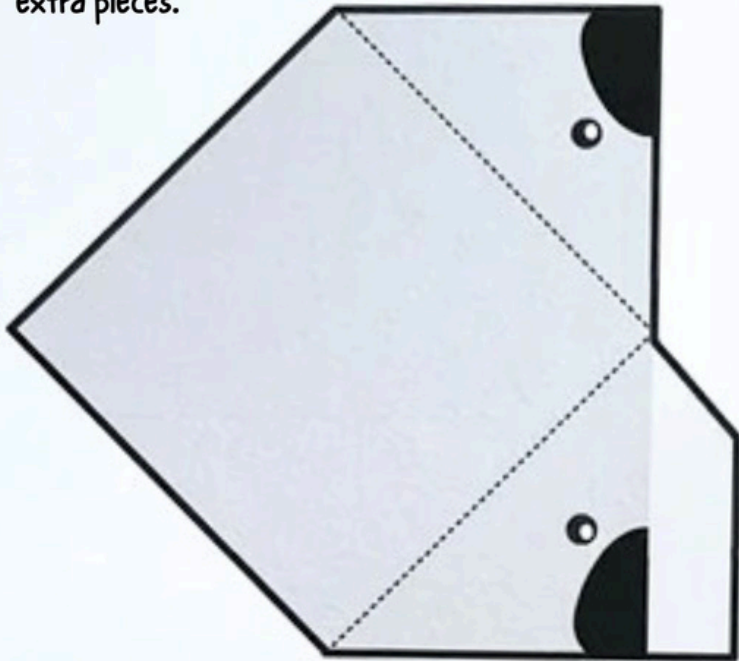
Mix &  
match!



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# DIY ZOO Bookmarks

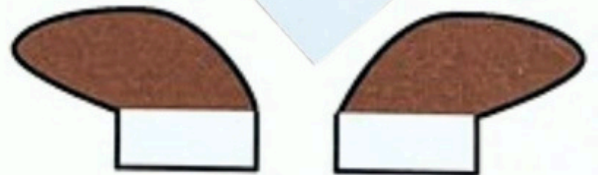
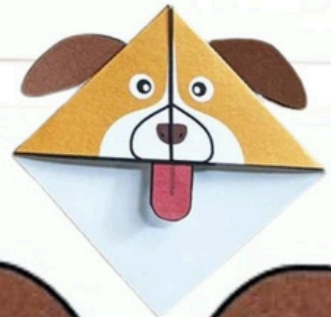
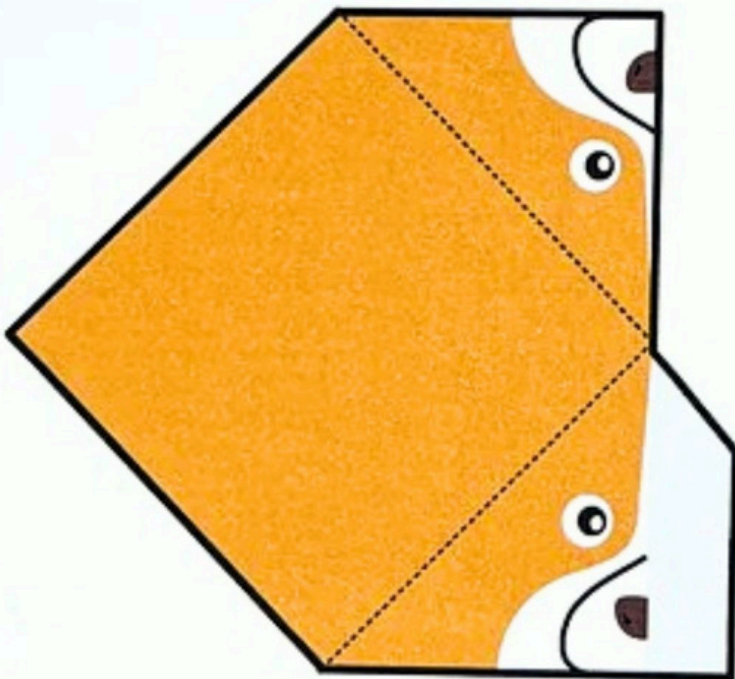
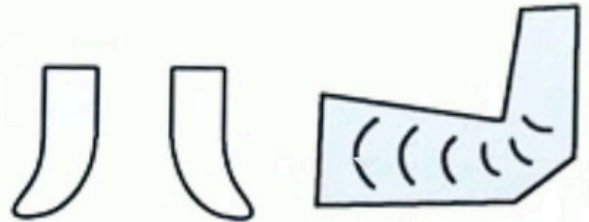
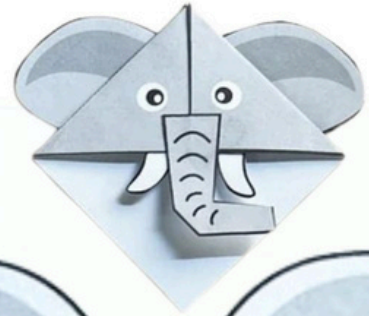
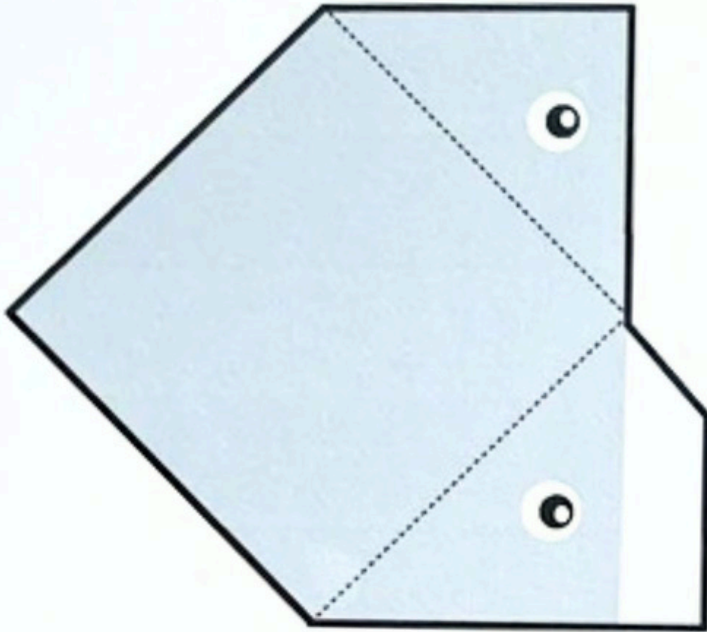
1. Cut out the whole shape.
2. Fold on the dotted lines.
3. Glue the tab behind the face.
4. Cut & paste the extra pieces.



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# DIY ZOO Bookmarks

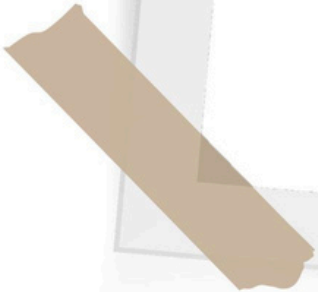
1. Cut out the whole shape.
2. Fold on the dotted lines.
3. Glue the tab behind the face.
4. Cut & paste the extra pieces.



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# MY FAMILY ZOO

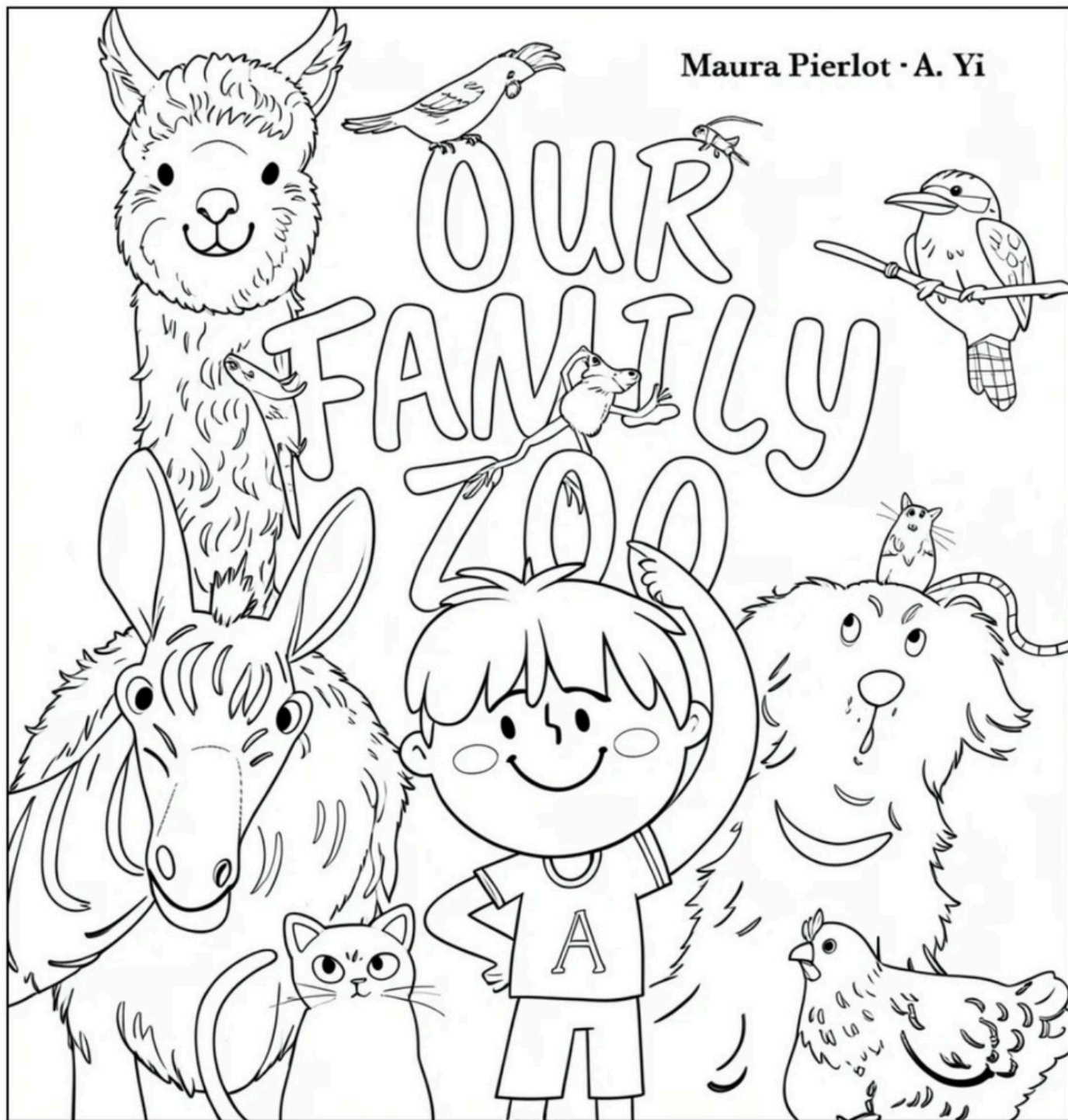
Draw your own FAMILY, then add more members to your ZOO!



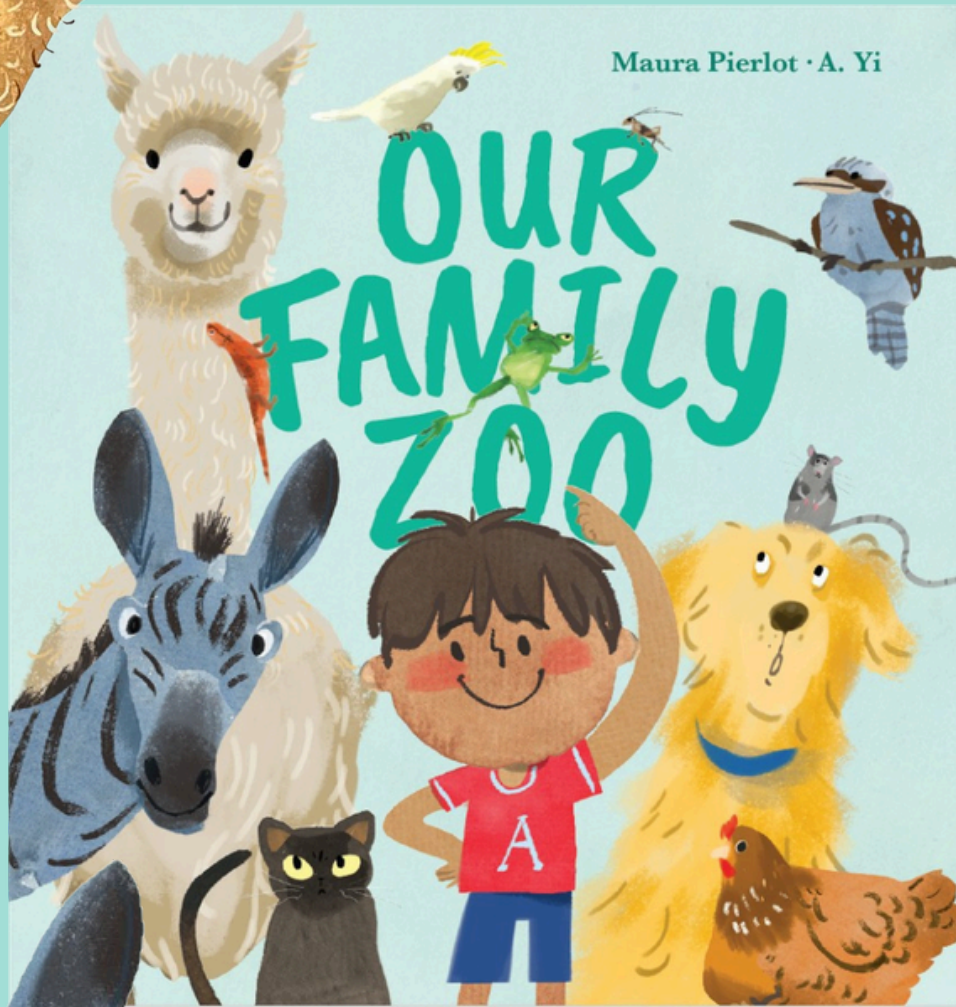
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# OUR FAMILY ZOO Colouring Page

Maura Pierlot · A. Yi



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