

# LUNA ROO



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## Lower primary resource

### About the book

Title	<i>Luna Roo the Kangaroo Baller</i>
Author	Adam Jackson and Adrian Lloyd
Illustrator	Jake A. Minton
Publisher	Little Book Press
Date of publication	2025
ISBN	9781923141315
Category	Picture book
Pages	32



### About this resource

Suitable for	Foundation to Year 2
Themes	<ul style="list-style-type: none"><li>• Achievement</li><li>• Australian animals</li><li>• Overcoming adversity</li><li>• Resilience</li><li>• Sport (soccer/football)</li><li>• Teamwork</li></ul>
Content descriptions	English – Year 1
General capabilities	<ul style="list-style-type: none"><li>• Literacy</li><li>• Personal and Social Capability</li></ul>
Unit writer	<p><b>Libby Baker</b> is a classroom teacher, teacher librarian, and literacy consultant. She focuses on teaching functional grammar for critical literacy using multimodal texts in the primary years. Libby has taught across all age groups in the primary years and has worked as a literacy and EAL/D specialist. She is on the executive of the ALEA ACT Local Council and is the 2025 Reading Australia Fellow. © ALEA 2026</p>

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# Literature and context

NOTE: This resource uses the term 'soccer' rather than 'football' to distinguish the sport from Australian rules, rugby league, and rugby union football.

## Connecting to prior knowledge

### Soccer pitch model

On a large sheet of paper, draw a **soccer pitch**. Give students several sticky notes and ask them to write or draw things they might find on a soccer pitch. Alternatively, you could provide cut-outs of items or people (e.g. ball, goals, boots, water bottle, player, referee) and ask students to identify them. They could then take turns sticking the cut-outs to the pitch.

Once students have shared their ideas, write the following terms on the board for further discussion:

- Coach
- Captain/skipper
- Winger
- Stands
- Midfield
- Referee/ref
- Ball
- Goals

[AC9E1LA09](#)

### Australian animal sports trading cards

In this activity, students will design sports trading cards for Australian animals. Begin by describing what a **trading card** is and show some examples (students may be familiar with **Pokémon** cards). Explain that a sports trading card profiles one player and describes some of their achievements or skills.

Next, draw a table with two columns: one labelled 'Animal' and the other 'Skills'. As a class, brainstorm different Australian animals and some of their physical skills or behaviours that might make them good at different sports. For example:



Animal	Skills
Kangaroo	Jumping, kicking, boxing
Koala	Climbing, sleeping
Wombat	Burrowing
Cockatoo	Flying, learning tricks
Emu	Running
Platypus	Swimming

After brainstorming, provide each student with a sports trading card template to complete (see **p. 5** of this resource). You can differentiate this activity by focusing on drawing the animal rather than writing the skills. To finalise the lesson, allow students to share their cards with the class.

AC9E1LA09

## Exploring the text in context of our community, school, and ‘me’

### Sports classmate bingo

As a class, brainstorm and list as many sports as possible. Then distribute copies of the bingo grid (see **p. 6** of this resource). You may wish to print this on A3 paper to allow more room to write. Ask each student to choose nine sports from the class list and write or draw one sport in each square.

Once everyone has prepared their grid, explain the activity:

- Walk around the room and find a classmate. Ask your classmate if they have played any of the sports on your grid.
- If the classmate has played one of the sports on your grid, they can write their name in that square and you can mark that square as completed.
- Continue talking to different people until you have completed all nine squares on your grid. Once you have done so, return to your seat.

Consolidate this task by asking students to name a classmate from their grid. Invite those students to explain the rules or the reasons they enjoy that sport.

AC9E1LY02



## Three-page stories

If possible, read *All The Ways To Be Smart* written by Davina Bell and illustrated by Allison Colpoys. This is a good way to introduce the next activity, but is not required. If you have access to [StoryBox Hub](#), a reading is also available there.

As a class, brainstorm a list of skills that someone can learn, drawing on ideas from the book (if you read it) as well as examples from students' own lives. These can be skills that students have already learned or that they hope to learn, such as riding a bike, sailing a boat, holding your breath underwater, or counting to ten. Record the brainstorm for future reference.

Ask students to think about one skill that they have learnt to do. Explain that learning to do something is an **achievement**. Students will be creating a three-page story based on one of their own achievements.

Provide each child with a sheet of A4 paper folded in half. Guide them through the following steps to make the three-page story:

1. The front cover is for the title of the story. Students could write a title such as 'When I learnt to ...'
2. On the first internal page (on the left), students should draw how they felt or what they thought about when they wanted to learn how to do something.
3. On the second internal page (on the right), students should draw themselves learning how to do their chosen task.
4. Finally, on the back page, students should draw themselves achieving the task and how they felt.

Invite students to share their completed story with other class members. Reflect on the range of emotions expressed as students learned a new skill. Connect this to the different emotions Luna will express when you read her story.

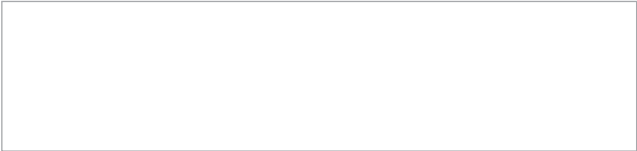
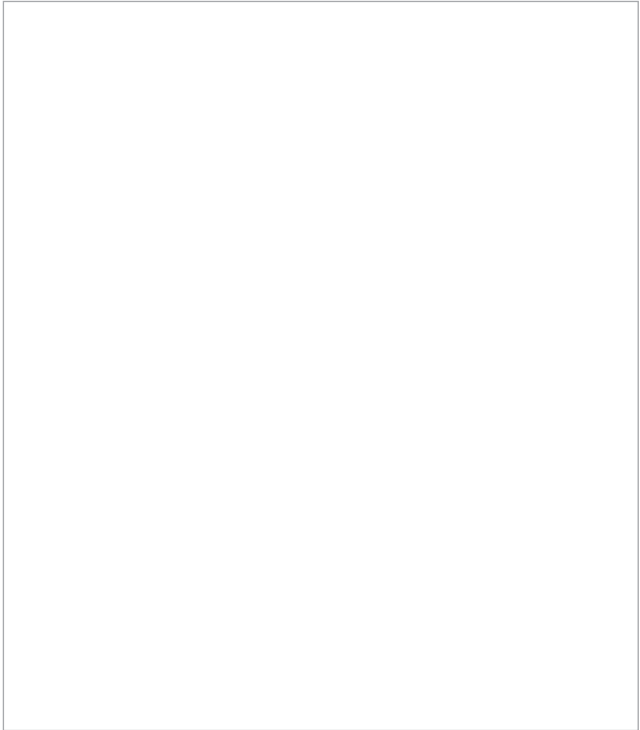

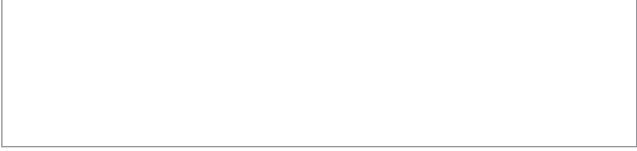
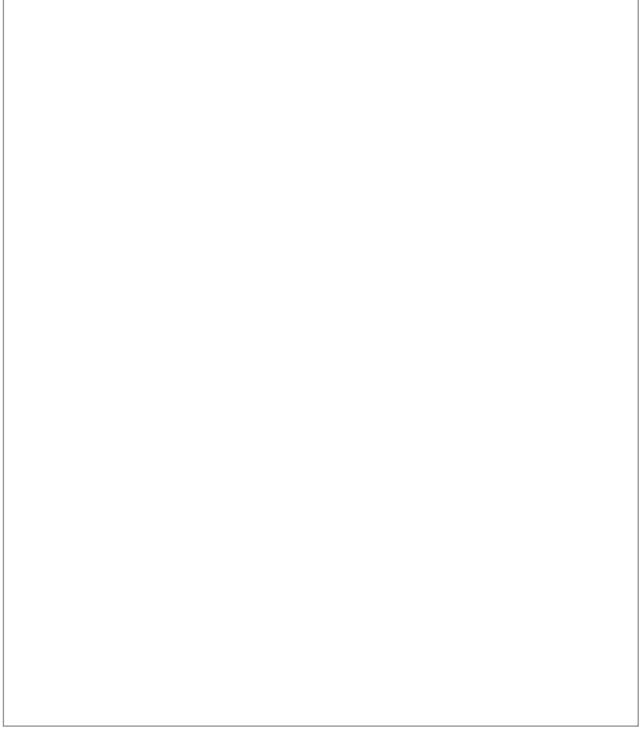
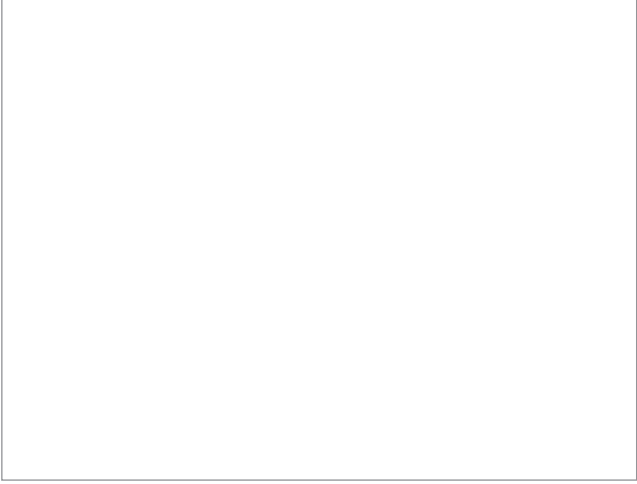
### AC9E1LE02





# Luna Roo the Kangaroo Baller

Sports trading card template

<b>Animal name:</b>	<b>Skills:</b>
	
<b>Picture:</b>	
	
<b>Animal name:</b>	<b>Skills:</b>
	
<b>Picture:</b>	
	



Written by Adam Jackson and Adrian Lloyd, illustrated by Jake A. Minton

# Luna Roo the Kangaroo Baller

Bingo grid


# Responding to literature

NOTE: For the purpose of tracking page numbers, the first double-page spread of the story is considered pp. 1–2.

## Responding to the text

### Soccer ball feelings

For this activity you will need a soccer ball.

After reading *Luna Roo the Kangaroo Baller*, ask the class to sit in a circle. Explain that, in the story, Luna expresses many different feelings. Tell students that they will be rolling the soccer ball to one another. When a student receives the ball, they will name a feeling that Luna may have experienced. When they pass the ball to someone else, that person will respond with an example of the named feeling from the story.

Make a list of some of the emotions Luna felt to prompt students. Explain that if they receive the ball but cannot recall an event or emotion, they can pass the ball to someone else.

Record the feelings and events that the students nominate. Once most children have had an opportunity to pass the ball, review both lists. You might like to explore how to work through some of the feelings, depending on time and your class context.

### AC9E1LY05

### Popsicle stick puppet retell

As a class, list the characters in the book. This should include:

- Luna Roo
- Jeff and Gary (the galahs)
- Bush United:
  - » Brown Snake
  - » Red-Bellied Black Snake
  - » Emu
  - » Huntsman
  - » Platypus (pictured on pp. 8, 18, 20)
  - » Tasmanian Devil (pictured on p. 20)



- FC Outback (Luna's team):
  - » Crocodile (pictured on pp. 6, 16, 19, 23)
  - » Cassowary (pictured on pp. 6, 16, 20)
  - » Dingo (pictured on pp. 6, 16, 18, 20)
  - » Wombat (pictured on pp. 6, 16, 19, 23)
  - » Koala (pictured on pp. 10, 12, 16, 19, 24)
  - » Echidna (pictured on pp. 15, 20, 21)
- The crowd
- The magpie ref
- Hawkeye

Place the students into groups and assign characters. Ask them to draw these characters, cut them out, and glue them to popsicle sticks to make mini puppets.

Once they have finished, ask each group to use the puppets to retell the story or develop a sequel to the story.

An alternative or optional extension could be to create new characters and come up with an original story about another match or sport.

### AC9E1LY06

## Exploring plot, character, setting and theme

### **Race around the plot**

Create a short course for students with 13 cones along a track. On each cone, write a plot point from *Luna Roo*:

1. Luna makes captain.
2. Emu takes the ball from Luna.
3. Koala stops the goal.
4. Luna takes the ball halfway.
5. Brown Snake steals the ball and scores a goal.
6. It is half-time and the crowd boos Luna.
7. Luna inspires her team to win.
8. Luna intercepts a pass.
9. Luna passes the ball to Dingo, who scores.



10. Luna's team scores another goal.
11. Brown Snake heads the ball to the goal, but Luna kicks it out.
12. Hawkeye calls no goal.
13. Full-time whistle blows and the crowd cheers for Luna.

Students need to move around the course. At each plot point, they need to stop and act out what happened.

Ask the students to reflect on Luna's development throughout the story. Encourage discussion by asking:

- What different emotions did Luna feel throughout the story?
- What was the most challenging plot point for Luna?
- When did Luna feel the happiest?
- What made Luna doubt herself?
- How did Luna change during the story?

### AC9E1LE05

#### **A Luna-shaped hero**

For this activity, you will need three different coloured markers. Draw Luna at the centre of a mind map. Read *Luna Roo* to the class again. Each time a student sees or hears a word or phrase that describes Luna, ask them to raise their hand and explain it. Then add the word or phrase to the mind map. Colour code the descriptions depending on whether they came from:

- Luna
- Jeff and Gary
- The crowd

After recording the descriptions, ask students what patterns they notice.

Explain the colour coding you have used. Indicate that Luna's descriptions of her own ability (e.g. 'the victory is well within our reach', p. 15) are examples of positive self-talk, whereas descriptions from Jeff and Gary in the first half of the book are negative (e.g. 'Luna's looking out of place', p. 10). Reflect on the fact that what we say to ourselves can impact how we behave. Reiterate that what others say about us can impact us, but only if we let it.

### AC9E1LE03



# Examining literature

## Examining text structure and organisation

### Predicting a problem

Remind students that a key part of a narrative is the complication (the main problem). Explain that good writers might hint at the complication with a technique called foreshadowing. Foreshadowing is when an author or illustrator provides clues about the complication of the story. Reread the first three double-page spreads of *Luna Roo* and ask students to raise their hand if they notice some clues/foreshadowing that might suggest the problem/complication.

Provide an example from p. 2 by explaining that the sentence 'Two teams will bring the fight' hints that there will be a battle, and not necessarily a clean win for one team. Other statements that demonstrate foreshadowing include:

- 'Two teams will bring the heat and fire' (p. 2)
- 'Ambitions are ignited' (p. 2)
- 'startling news' (p. 3)
- 'surprisingly been dropped' (p. 4)
- 'But what a risk' (p. 5)

NOTE: Additional scaffolding and explanation may be needed for younger students.

### AC9E1LA03

### Vectors and movement

In still images, illustrators suggest movement using lines or vectors. Turn to pp. 9–10 where Luna is 'oozing confidence'. Ask students to move like Luna is moving on this page. Then ask them to move like the koala goalie on the opposite page. Ask students to reflect on how they knew what the movements should look like when both of these images are still.



Now point out the vectors (the lines illustrating movement) on these pages:

- The blurring on Luna's side demonstrates that she has moved from one direction to another; the angle of her body and ears show movement to the side.
- The blurred emu with lots of straight horizontal lines shows movement. The lines to the left of the ball show where the ball has come from.

Go through the next few pages and ask students to identify the vectors and note the characters that appear stationary.

### AC9E1LA08

## Examining grammar and vocabulary

### Idioms

In *Luna Roo*, the authors use **idioms**. Idioms are expressions that are commonly used and have a meaning that isn't literally expressed.

Share the example on p. 5: 'a girl so green'. Explain that this means that Luna is new or young, like plant shoots. It doesn't mean that Luna is literally green!

Next, turn to p. 18 and ask students to identify the idiom on this page ('put it on a plate'). Challenge students to explain this idiom to a partner, then invite them to share their ideas with the rest of the class.

### AC9E1LA09

### Adverbs

Reread p. 23 where the game moves into added time. Ask the students to act out how the emu is moving, then how the brown snake is moving.



Ask students to vote for the animal whose movement was best described in the book, or whose movement was the easiest to copy. Prepare the following table on the whiteboard and fill it in as a class:

Who (noun)	Moved (verb)	How (adverbial phrase)
Emu	skipping	
Brown Snake	leaps	with a mighty spring

Explain that authors sometimes add detail to actions/happenings or verbs. This detail is called an adverb because it 'adds to the verb'. When this is presented as a group of words, it is called an **adverbial** phrase.

Challenge students to write an adverbial phrase to describe how the emu might have been skipping. Brainstorm some adverbs to assist them with this task, such as:

- carefully
- quickly
- with speed
- very fast
- with grace

Depending on your students' age and needs, you could adapt this activity to construct the adverbial phrases orally rather than in writing.

**AC9E1LA07**



# Creating literature

## Luna's backstory

In this task, students will work in groups of three to four to create a short performance that explains how Luna came to be the captain of FC Outback. This is called the **backstory**: the events that occurred before the action described in the book. Students may choose the characters they wish to portray, and can even invent new characters to suit the backstory. Options include:

- Luna
- The coach of FC Outback
- Luna's teammates (Crocodile, Cassowary, Dingo, Wombat, Koala, Echidna)
- A different friend or family member
- The previous captain of FC Outback

Discuss reasons why Luna may have been made captain. Provide students with the following quotes from *Luna Roo* to support their reasoning:

- 'Ambitions are ignited' (p. 2)
- 'Their skipper of 10 years has surprisingly been dropped' (p. 4)
- 'Luna Roo has burst onto the scene' (p. 5)
- 'She's too young to be a captain' (p. 6)
- 'Luna's oozing confidence' (p. 9)

Allow time for students to plan and rehearse their short performance, then present them to the class.

[AC9E1LE05](#) [AC9E1LY07](#)

## Trials to triumph comic strip

Tell students that they are going to create their own comic strip inspired by the themes of *Luna Roo*. [This video](#) may be useful to introduce the process; pause as needed to explain the steps. You can also consult [this guide](#) from BBC Bitesize.

Provide students with two templates (see **p. 15** of this resource) and explain that they should use one to plan their comic and one to publish the final product. You may wish to print this on A3 paper to allow more room.





Written by Adam Jackson and Adrian Lloyd, illustrated by Jake A. Minton

Remind students that *Luna Roo* is a story about overcoming adversity to achieve a goal. For this task, students must create a character who starts out confident; then faces a problem that causes them to doubt their own abilities; and finally musters inner strength to achieve their goal.

Students will need to select an animal to be the main character of their comic strip. This may be drawn from the earlier **Sports Trading Cards** activity (see **pp. 2–3** of this resource). Students will also need to give their character a task, skill, or goal to accomplish. Review the brainstorm from the **Three-Page Stories** for more ideas (see **p. 4** of this resource).

Guide students to use the comic strip template to develop their narrative. Celebrate the completed comic strips by sharing and displaying them in class.

[AC9E1LE05](#) [AC9E1LY06](#)





# Luna Roo the Kangaroo Baller

## Comic strip template

1	2	3
4		5
6	7	8

# More resources

## About the book, author, and illustrator

*Luna Roo the Kangaroo Baller:*

- [Little Book Press](#)
- [Simon & Schuster Australia](#)
- [ReadPlus](#)

Adam Jackson:

- [Little Book Press](#)
- [Simon & Schuster Australia](#)

Adrian Lloyd:

- [Little Book Press](#)
- [Simon & Schuster Australia](#)

Jake A. Minton:

- [Little Book Press](#)
- [Simon & Schuster Australia](#)
- [Booked Out Speakers Agency](#)

## Related texts

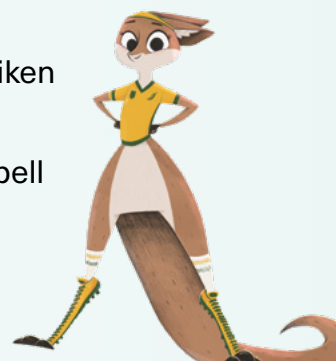
### Lower primary (F–2)

- [My Big Secret](#) by Felice Arena
- [All The Ways To Be Smart](#) by Davina Bell, illus. by Allison Colpoys
- [Mad Magpie\\*](#) by Gregg Dreise
- [Billy B Brown: The Soccer Star](#) by [Sally Rippin](#), illus. Aki Fukuoka
- [Goal!!!](#) by Lydia Williams, illus. Lucinda Gifford

### Upper primary (3–6)

- [Sporty Kids: Soccer!](#) by Felice Arena
- [Dream Goal \(Kicking It Football Academy #1\)](#) by Jess Black, illus. Mario Gushiken
- [Football Fever 1: The Kick-off](#) by Kristin Darell
- [My Deadly Boots\\*](#) by Carl Merrison and Hakea Hustler, illus. Samantha Campbell
- [We Are Matildas](#) by Shelley Ware, illus. Serena Geddes

\* Reading Australia title



# Curriculum summary

## English – Year 1

Language		
Text structure and organisation	explore how texts are organised according to their purpose, such as to recount, narrate, express opinion, inform, report and explain	<a href="#">AC9E1LA03</a>
Language for expressing and developing ideas	understand that words can represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs)	<a href="#">AC9E1LA07</a>
	compare how images in different types of texts contribute to meaning	<a href="#">AC9E1LA08</a>
	recognise the vocabulary of learning area topics	<a href="#">AC9E1LA09</a>
Literature		
Engaging with and responding to literature	discuss literary texts and share responses by making connections with students' own experiences	<a href="#">AC9E1LE02</a>
Examining literature	discuss plot, character and setting, which are features of stories	<a href="#">AC9E1LE03</a>
Creating literature	orally retell or adapt a familiar story using plot and characters, language features including vocabulary, and structure of a familiar text, through role-play, writing, drawing or digital tools	<a href="#">AC9E1LE05</a>
Literacy		
Interacting with others	use interaction skills including turn-taking, speaking clearly, using active listening behaviours and responding to the contributions of others, and contributing ideas and questions	<a href="#">AC9E1LY02</a>
Analysing, interpreting and evaluating	use comprehension strategies such as visualising, predicting, connecting, summarising and questioning when listening, viewing and reading to build literal and inferred meaning by drawing on vocabulary and growing knowledge of context and text structures	<a href="#">AC9E1LY05</a>
Creating texts	create and re-read to edit short written and/or multimodal texts to report on a topic, express an opinion or recount a real or imagined event, using grammatically correct simple sentences, some topic-specific vocabulary, sentence boundary punctuation and correct spelling of some one- and two-syllable words	<a href="#">AC9E1LY06</a>
	create and deliver short oral and/or multimodal presentations on personal and learnt topics, which include an opening, middle and concluding statement; some topic-specific vocabulary and appropriate gesture, volume and pace	<a href="#">AC9E1LY07</a>