



## Upper primary resource

### About the book

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



### About this resource

<b>Suitable for</b>	Years 3 to 6
<b>Themes</b>	<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>
<b>Content descriptions</b>	English – Year 5
<b>General capabilities</b>	<ul style="list-style-type: none"> <li>• Literacy</li> <li>• Personal and Social Capability</li> </ul>
<b>Unit writer</b>	<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>

Created in partnership with the Australian Library and Information Association for National Simultaneous Storytime 2026



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# Literature and context

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

## Connecting to prior knowledge

### Soccer vocabulary ball

Read out the following list of soccer vocabulary, but don't provide the definitions yet. Students should write down any words they know the meaning of on a soccer ball (see p. 6 of this resource). If they don't know a word, they don't write it down. You might like to display each word so that students can see the correct spelling.

Soccer vocabulary	Definition
World Cup	A famous soccer tournament that happens every four years. The best teams from all over the world compete to become the champion.
FC	The initials for 'Football Club'.
Captain	The player who leads the team and helps them listen to the coach.
Skipper	Another name for the captain.
Winger	A player who runs up the left or right side (or 'wing') of the pitch.
First touch	The first action a player takes when they receive the ball.
Scoring a goal	When a player kicks or heads the entire ball into the opposing team's goal.
Half-time	The 15-minute break in the middle of a game.
Stands	The benches where fans sit to watch the game.
Coach	The person who trains, supports, and mentors the team and gives them instructions and encouragement during a game.



Soccer vocabulary	Definition
Intercepting	When a player blocks or steals the ball while the other team is trying to pass it.
Passing	Kicking a ball to a teammate.
Midfield	The area in the middle of the football pitch.
Striker	The player whose job is to score goals.
Heading	Hitting the ball with your forehead.
Ref	The referee; the person who oversees the game and makes sure everyone follows the rules.
Full-time	The end of the match.
Baller	A way to say that someone is an amazing soccer player.

Once students have recorded the known words, ask them to move around the classroom while you play some music. When the music stops, students will pair up and share the definition of a word they know. If they are missing a word or definition, they can write it down and continue to circulate.

Repeat this process until everyone has filled their soccer balls with vocabulary that they understand. To complete this task, come together as a class and share the definitions of all the words.

### AC9E5LA08

#### **Ask a soccer expert**

Write the following headings along the top of the whiteboard:

- Places
- People
- Rules
- History
- General facts

Ask students to suggest some questions that they could ask a soccer expert. Work together to group similar questions and place them under the relevant headings. Then vote for the best five to ten questions as a class.





Make a list of potential soccer experts such as local coaches, a sports teacher, students who love soccer, or even a professional player! You can also search for your local club using [Football Australia's website](#). As a class, compose a formal letter requesting answers to your questions. Discuss how and why the invitation needs to be formal.

When the answers come in, share them with the whole class to develop their prior knowledge of soccer.

[AC9E5LA08](#)

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

### The Matildas' character strengths

For this activity, students will watch celebration videos featuring Matildas players who have reached the [100-cap milestone](#), meaning that they have played for the Australian women's soccer team at an international level 100 times. In the videos, family and friends describe the capped player and their strengths.

As students watch the videos, they will need to list some of the ways the players are described by their family and friends, such as 'hard-working', 'positive', 'humble', 'kind', etc. They might work in small groups to watch a video of their choice, or the whole class can watch one or two videos together.

Once students have written their lists, invite them to share some of the words that were used in the videos. Discuss as a class which descriptions were used most often. Ask students to infer why these might be common descriptions for elite sports people.

Connect this activity to students' lives by asking them to describe some of their own character strengths.

[AC9E5LY04](#) [AC9E5LY05](#)



## How soccer is like my sport

Introduce or revise the concept of a [Venn diagram](#). Then ask students to create their own. One circle will be for soccer and the other will be for a sport of their choosing. This could be something they play themselves or something they are generally interested in. Brainstorm a list together to provide some options. They don't all have to be ball games – there are athletics, water sports, gymnastics, and many more to choose from!

Students should write any similarities between the two sports in the middle of the diagram (where the circles overlap), and any differences in the outer circles. Prompt students to think about the attributes of their chosen sport by asking them to consider:

- Where the sport is played
- What equipment is needed
- If and how points are scored
- How many people are in a team
- What spectators do
- When it is played (in a particular season, at a special event)

To support students in this activity, you may need to allow time for research. Direct them to [Britannica Kids](#) and other age-appropriate sites for more information about soccer or their chosen sport.

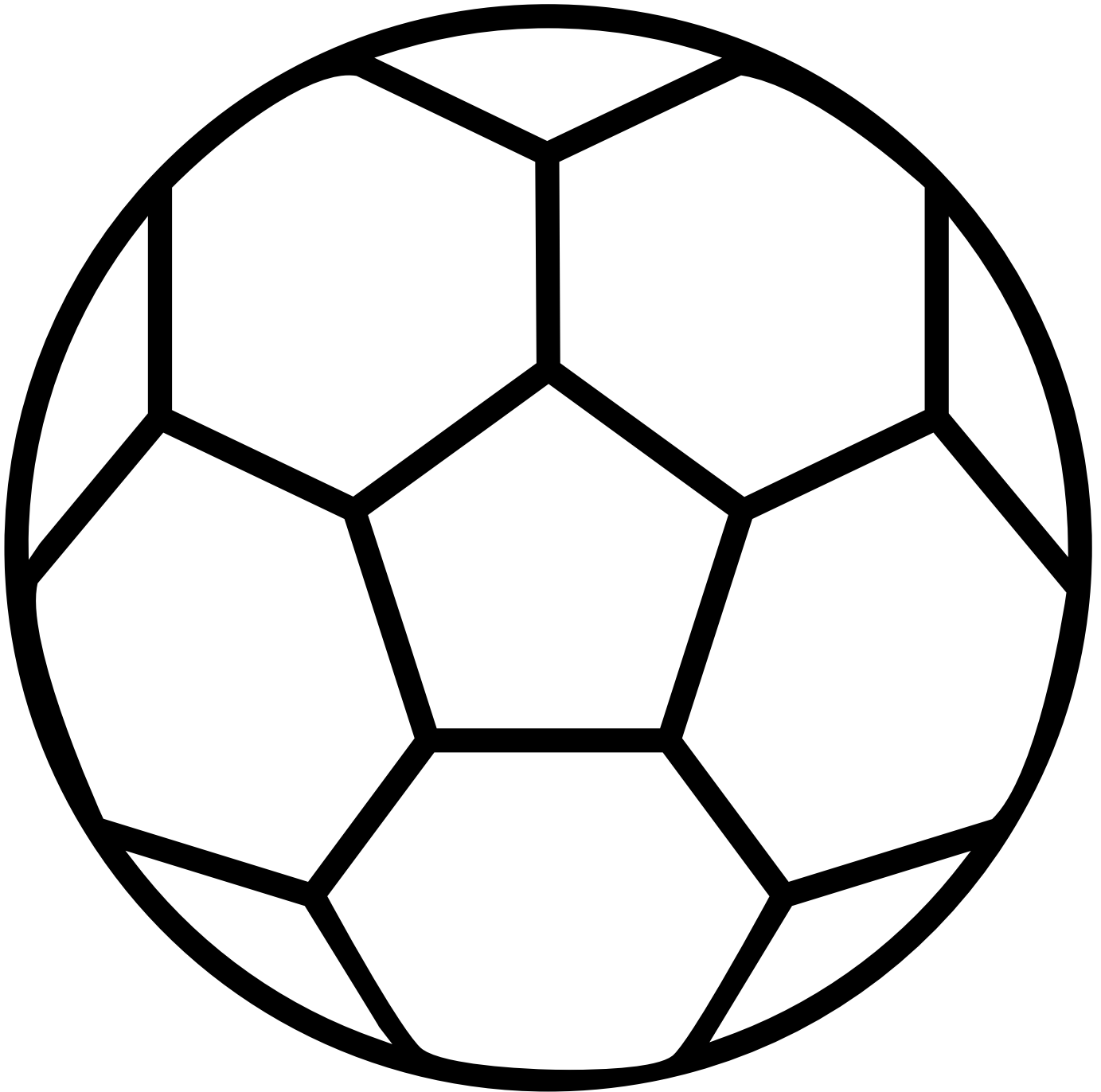
To conclude, invite students to share what they wrote on their Venn diagrams.

[AC9E5LY05](#)



# Luna Roo the Kangaroo Baller

Soccer vocabulary ball



# 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

### The sport report

After reading *Luna Roo the Kangaroo Baller*, explain to the class that they will be devising a sport report that describes the match that occurs in the book. Provide some examples of sport reporting by watching the following videos. Allow students to make note of any descriptive language and facts that are mentioned.

- [Behind the News – Find out who won the AFL, NRL and NRLW Grand Finals](#) (up to 01:40)
- [Paralympic Games – Wheelchair Rugby Highlights | Paris 2024 Paralympic Games](#)
- [10 News – Australia Socceroos Close In On World Cup Berth After Stunning Japan](#)

Discuss some of the features of the videos, including:

- Specific details (e.g. number of fans, names of players and teams, final score, any ‘firsts’)
- Descriptive language (e.g. ‘nail-biting’, ‘thrilling’, ‘unbelievable’)

Allow time for students to improvise their sport reports in small groups. They may find it useful to write a short script. Once they have developed a sport report, allow them to present these to the class or another group.

[AC9E5LY04](#) [AC9E5LY07](#)

### Luna’s story

Most of the action in *Luna Roo* is narrated by Jeff and Gary (the galahs). Place students in groups and assign each group a double-page spread from the book. Ask students to rewrite the action on these pages from Luna’s perspective. Explain that they will need to include many ‘I’ statements and describe how Luna is feeling, what she is thinking, and what questions she might be asking.



Students will then present their work to the rest of the class. To do this, ask each group to assign roles: some students will perform Luna's inner monologue and some will hold the rewritten text alongside the original. Ask the groups to stand in page order. They will present their work one at a time, displaying the pages and acting out Luna's inner thoughts, feelings, and questions.

Discuss if and how the new point of view brings the reader closer to Luna's emotions and feelings.

[AC9E5LE03](#) [AC9E5LE05](#) [AC9E5LY06](#)

## Exploring plot, character, setting and theme

### Heroes like Luna

Ask students to reflect on what makes Luna the hero of the story and not the brown snake. Discuss and list Luna's attributes. Ask students to consider whether it is significant that Luna is portrayed as young and female. Following this, watch [the BTN clip](#) about the Matildas' climb to fame during the 2023 World Cup.

Reflect on some of the similarities between Luna and the Matildas. Then have students create a character profile for Luna. They should write her name in the centre of a page and list her attributes around the outside. Prompt students to include descriptions of her character and how it changes throughout the story.

[AC9E5LY05](#)

### Plot map

Provide pairs or individual students with a diagram of a [soccer pitch](#). Read the book aloud again and have students record the key plot points on or around the pitch. Students will need to summarise the action of each plot point. At the conclusion of this task, they should have the following plot points recorded:

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.





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

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.

Ask students to reflect on which plot points were easiest to summarise and which were more difficult. Invite them to share any strategies that helped them to create their summaries.

[AC9E5LA03](#) [AC9E5LY05](#)



# Examining literature

## Examining text structure and organisation

### Character and narrative structure

Focus on the full title of the book: *Luna Roo the Kangaroo Baller*. Highlight Luna and her soccer experience as key to the structure of this narrative. Revise the **parts of a narrative** with your students, drawing on their prior knowledge of the orientation (sets the scene for the reader), complication (when a problem occurs), and resolution (when the problem is resolved).

Students will work in pairs to complete the character and structure worksheet (see **p. 13** of this resource), matching the excerpts from the book to Luna’s feelings and the correct stages of the narrative. Students can then share their responses with the rest of the class. Prompt students to consider how Luna’s responses to the events move the story along.

[AC9E5LA03](#)

### Fonts and meaning

*Luna Roo* uses a variety of fonts to emphasise ideas and express actions. Display the cover and highlight the text that reads ‘Luna Roo’. The size of the text and the use of bold and capital letters make the title salient, meaning that it stands out. Ask students to consider why ‘Luna Roo’ is larger than ‘the Kangaroo Baller’. Prompt them by reminding them that *Luna Roo* is the main character in this book.

Read through the book again. As you do so, students will record any salient words and explain why they think this word was made salient on the page. For example:

Salient word	Explanation
Dropped	Emphasising the shock that the captain has been removed
Burst	Describing the suddenness of Luna becoming captain
Skippy	Emphasising how young Luna is

[AC9E5LA03](#) [AC9E5LA08](#)



## Examining grammar and vocabulary

### Juxtaposition

Split the class into two groups. Explain that you are going to have an 'opposite battle'. One group will go first by saying a describing word. The other group will need to quickly think of the opposite word and call it out. Some ideas to prompt students' thinking are:

- Hot / cold
- Tall / short
- Fast / slow
- Straight / curly
- Good / evil

After some time, ask students to swap sides and continue the opposite battle.

Explain that when two opposites are mentioned close together, it is called **juxtaposition** and it can provide contrast in a story.

Focus on the first two sentences of *Luna Roo* (p. 2). Ask students to discuss the juxtaposition in these sentences. Ask:

- What juxtaposition can you see in these two sentences? (e.g. cold and hot)
- Why do you think the authors chose this juxtaposition to set the scene? (e.g. to build anticipation for the game)
- How does this juxtaposition build anticipation? (e.g. there is a change coming, from cold to hot)
- Do you notice any other juxtapositions in the book? (e.g. young Luna and the experienced previous captain; deadly Bush United and naïve FC Outback)

[AC9E5LA08](#) [AC9E5LE04](#)



### Precise vocabulary

Focus on the third sentence on p. 15: ‘Huddled together, her team absorbs her rousing speech.’ Explain to the class that there are several parts to this sentence. Use the following table and colour coding to explain the parts of this sentence:

Huddled together,	her team	absorbs	her rousing speech.
How/where	Who	What's happening	What
Adverbial group	Noun group	Verb	Noun group

Next, highlight the use of the precise vocabulary: ‘huddled together’, ‘absorbs’, and ‘rousing’. Explain that students will need to explore the meaning of this vocabulary and other words that could be used instead (**synonyms**). For example, ‘huddled together’ means standing close to each other. Other words (synonyms) that could be used are ‘standing close together’. Provide students with the precise vocabulary worksheet (see **p. 14** of this resource) to complete.

Ask them what has changed between the original and rewritten descriptions. Explore the use of precise vocabulary to provide a specific meaning.

[AC9E5LA08](#)





# Luna Roo the Kangaroo Baller

## Character and structure

Excerpt from the book	How Luna might be feeling	Narrative stage (orientation, complication, resolution)
'Luna Roo has burst onto the scene!' (p. 5)		
'She's too young to be a captain.' (p. 6)		
'Bush United are the favourites ...' (p. 7)		
'As half-time nears, the nerves are now starting to show.' (p. 11)		
'Luna shakes off her doubts and musters strength from within.' (p. 15)		
'A quick-fire second goal makes the score two to one.' (p. 21)		
'Young Luna's gone and proved me wrong!' (p. 28)		



# Luna Roo the Kangaroo Baller

## Precise vocabulary

<b>Luna Roo text</b>	Huddled together,	her team	absorbs	her rousing speech.
<b>Grammar part</b>	How/where Adverbial group	Who Noun group	What's happening Verb	What Noun group
<b>Meaning</b>				
<b>Other possible words / phrases</b>				

# Creating literature

## Commentating texts

Remind students that most of the action in *Luna Roo* is narrated by Jeff and Gary. As sports commentators, their job is to describe what is happening for the spectators at the game. However, the first and last pages of the story address the reader directly, as if they are also spectating the game. These pages are written in the **second person**. Point out the word 'you're' on p. 2, and the words 'you' and 'your' on p. 29, which signal this perspective.

Tell students that they are going to pretend to be commentators for some simple fairytales. Place them in small groups and assign different fairytales such as:

- 'The Three Little Pigs'
- 'Goldilocks and the Three Bears'
- 'Little Red Riding Hood'
- 'The Gingerbread Man'

Explain that students will have to imagine that they are narrating the events of the fairytale to a group of spectators. This means that they need to use words such as 'you' and 'your' to involve the spectators in the action, rather than just recounting events in the third person (using words such as 'he', 'she', and 'they').

As a class, brainstorm different types of commentators who might address an audience using second-person language. These might include:

- A sports commentator (pretending that the fairytale is a sporting event)
- A TV host (pretending that the fairytale is a reality, game, or talk show)
- A journalist (pretending that the fairytale is a news report)

Allow time for students to plan and rehearse their commentaries. Each group member should have a role, with one or two people acting as commentators and the others as spectators, fairytale characters, and so on. Students could record their commentaries as video or audio and share them with the rest of the class.

[AC9E5LY06](#) [AC9E5LY07](#)



## Main character energy

Students are to write a short narrative in a similar style to *Luna Roo*, with themselves as the main character. They will need to choose a skill, task, or goal to work towards in the narrative. Ideally this will be drawn from their own experiences; you can brainstorm ideas as a class. Explain that their character will need to have emotional responses to help move the story along, as explored in the **Character and Narrative Structure** activity (see **p. 10** of this resource).

Provide students with the following guidelines to scaffold their writing:

- Introduce the main character and the skill/task/goal they are overly confident about
- Include some doubting comments from other characters
- Allow the main character to fail when they first attempt the skill/task/goal
- Allow the failure to become motivation for the character to change their approach or get assistance
- Allow the main character to succeed in their skill/task/goal

Encourage students to plan and edit their work before writing the final copy. Celebrate the completed narratives by sharing and displaying them in class.

[AC9E5LY06](#)



# 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

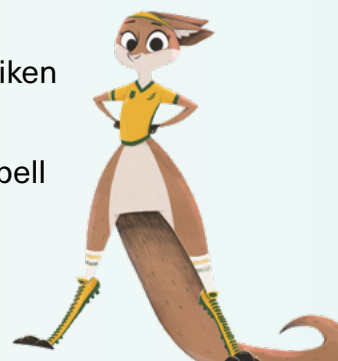
### Lower primary (F–2)

- *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 5

Language		
Text structure and organisation	describe how spoken, written and multimodal texts use language features and are typically organised into characteristic stages and phases, depending on purposes in texts	<a href="#">AC9E5LA03</a>
Language for expressing and developing ideas	understand how vocabulary is used to express greater precision of meaning, including through the use of specialist and technical terms, and explore the history of words	<a href="#">AC9E5LA08</a>
Literature		
Examining literature	recognise that the point of view in a literary text influences how readers interpret and respond to events and characters	<a href="#">AC9E5LE03</a>
	examine the effects of imagery, including simile, metaphor and personification, and sound devices in narratives, poetry and songs	<a href="#">AC9E5LE04</a>
Creating literature	create and edit literary texts, experimenting with figurative language, storylines, characters and settings from texts students have experienced	<a href="#">AC9E5LE05</a>
Literacy		
Analysing, interpreting and evaluating	navigate and read texts for specific purposes, monitoring meaning using strategies such as skimming, scanning and confirming	<a href="#">AC9E5LY04</a>
	use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning to evaluate information and ideas	<a href="#">AC9E5LY05</a>
	plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, developing ideas using visual features, text structure appropriate to the topic and purpose, text connectives, expanded noun groups, specialist and technical vocabulary, and punctuation including dialogue punctuation	<a href="#">AC9E5LY06</a>
Creating texts	plan, create, rehearse and deliver spoken and multimodal presentations that include relevant, elaborated ideas, sequencing ideas and using complex sentences, specialist and technical vocabulary, pitch, tone, pace, volume, and visual and digital features	<a href="#">AC9E5LY07</a>