

Title: Meet Mim

Author: Sandra Severgnini

Illustrator: Sandra Severgnini

Price: ANZ \$24.99 | USA \$19.99 | CA \$24.99 | UK £10.99

ISBN: 9781922539557

Publication date: August 2023

Audience age: 5-8 years

Key Curriculum Areas: English, Science / STEAM, , Health and Physical Education, Humanities and Social Sciences, Visual Arts, Drama



SYNOPSIS:

The world of the sandy seabed is brought to life in Meet Mim, the story of one of the natural world's masters of disguise - the mimic octopus. Sandra Severgnini sets up a delightful guessing game for the reader while showcasing the abilities of this little-known creature. The mimic octopus can change colour, shape and skin texture in all kinds of amazing ways. It deters predators by shape-shifting into creatures that are known to be poisonous, such as the spiked lionfish and the banded sea snake. It can even imitate jellyfish and sea stars. This book is for everyone from inquisitive little people who love nature to adults who can still be fascinated. Budding marine biologists will delight in the wealth of accurate detail presented in the illustrations. Adult and child readers alike will be left with a new appreciation for the life in our precious yet threatened marine environments.

THEMES:

•Biology/ecology •Environment/natural world/biodiversity •Survival mechanisms •Change & transformation

AUTHOR/ILLUSTRATOR BACKGROUND:

Sandra Severgnini owned an art gallery and retail store before finally deciding it was well and truly time to nurture her lifetime passion and focus on children's picture books. Her fascination with the magical natural world around her inspires her words and brings sensitivity and humour to her illustrations.

Sandra's other books include *Tree Beings*, *Grub* (also published by EK Books), *In the Shadow of an Elephant*, *Where's Lucky?*, *The Christmas Garden* and *Boogie Woogie Bird*.

AUTHOR MOTIVATION:

The Mimic Octopus is still a relatively unknown creature and I was so fascinated when I first read about it, I wanted to share its story.

SELLING POINTS:

- Teaches children about the incredible camouflage skills of the mimic octopus, with realistic illustrations showing the many strategies this octopus employs to impersonate the other creatures in its ecological niche.
- Takes young readers on a journey through the natural world of the shallow sandy ocean seabed, with illustrations conveying the beauty and diversity of that ecosystem.
- Encourages children to observe the transformations shown and guess what kind of creature can mimic other animals so well.
- By the award-winning illustrator of *Tree Beings* and *Grub*.

INTERVIEW:

What is the inspiration for this story?

The Mimic octopus itself. Fascinating!

What was the most rewarding part of this project?

Being able to introduce the wonders of nature to children.

What was the most challenging part of this project?

Nothing. I loved every minute of its creation.

What media do you use to create your illustrations? Briefly describe your process.

I sketch it out, grey lead pencil on paper, then scan it into the computer and let Photoshop work its magic.

What was the most rewarding part of this project?

Being able to be creative every day

What was the most challenging part of this project?

Waiting to see if the publisher was happy with the illustrations.

TEACHER ACTIVITIES/NOTES:

N.B. These questions and activities can be adapted to suit the experience and ability of students.

DISCUSSION:

Before Reading

- Show students pictures of different marine creatures (you can find these in the book, Meet Mim, prior to class reading). These include; flatfish, lionfish, sea snake, hermit crab, jellyfish, anemone, seahorse, feather star, stingray, mantis shrimp, seashell.
- Ask students to name each creature, and then try to turn their bodies into a position or movement that represents that animal.
- Introduce the students to the terms, 'mimicry' and 'camouflage'. What do these words mean? Explain that students were using the strategy of mimicry to change the shape of their bodies to look like something else. Why would a creature need to do this? Why would they need to use 'camouflage' in their environment? What other strategies (besides changing body shape) can some creatures use to camouflage themselves? For example, change colour and skin texture.
- Brainstorm / research and make a list of animals that use mimicry and/or camouflage.
- Look at the cover of Meet Mim. What do you see? What clues are given to the identity of Mim? What kind of marine creature might Mim be? What is your reasoning for your decision? What do you think this story might be about?
- Do you think this story is based on real facts or imagined?

During Reading

- Turn through each page and ask, 'What does Mim look like here?' and 'How do you know?' before reading the description.
- What else can you see in the pictures?
- What dangers can you notice?
- Can you notice a pattern or clues to help predict what's coming next?
- Why might the narrator be confused or undecided about what Mim is?
- What creature do you think Mim is?

After Reading

- What did you like about this story? How did it make you feel? What was your reaction to the ending?
- Were you able to guess what creature Mim would be disguised as next?
- What did you learn about Mim?
- What kind of marine animal is Mim, and what abilities does she have?
- Have you seen or heard of a Mimic Octopus before? What words can you use to describe Mim throughout her changing disguises?
- Name some of the creatures Mim impersonated. Do you think her mimic and camouflage skills were effective? Why or why not? Did she look like the creatures seen on each page?
- Why did Mim behave this way? What could be the reasons for mimicking other creatures?
- What did you notice about the habitat / ecosystem under the sea? How does the plant life, sand, shells, rocks and stones help Mim (and other creatures) survive?
- Have you seen any of these creatures in real life?
- What else does this story make you wonder about? What would you like to know?
- What did you learn about each of the different marine creatures?
- Would you say this story is factual, imagined or both? Give reasons for your answer.
- Find and make a list of some of the unfamiliar terms in the book, such as 'venomous', 'banded', 'current', 'mimic' and other related terms like 'mimicry', 'camouflage', 'predators', 'cephalopods', 'impersonate', 'ecology', etc. Write definitions or create a wordsearch.
- What do you like about the illustrations? How do the pictures help readers understand what Mim is doing, and how the creatures survive? Are the illustrations realistic? What kinds of media and colours has the illustrator used? How do you think she has created the watery / fluid / glistening effects, or shown small details and textures? Why was this technique used for this kind of story?
- Turn and talk to a friend about something this book has inspired you to learn about, create or discover.

ENGLISH

Vocabulary: Noun – Verb – Adverb – Adjective Match

(ACELA1437) (ACELA1452) (ACELA1454) (ACELA1468)

- Locate in the book, and write the nouns (marine creatures' names) to the corresponding verbs (action words), adverbs (describing the action) and adjectives (describing words), like the examples below. See **BLM 1**.

Nouns – Verbs – Adverb – Adjectives

Mim – lives, roaring, meets - / - shallow, sandy, quiet
 Flatfish – gliding – quietly – brown, spotted, soft, sandy
 Lionfish – / - / – spiked, strong, coloured, long, venomous
 Sea snake – side-winding - / – banded, twisted, tangled
 Hermit crab – creeping - carefully – sharp, slippery
 Jellyfish – floating - freely – fast, flowing
 Anemone – swishing, swaying - silently – numerous
 Seahorse – daydreaming, weaving – happily – weaving
 Feather star – waving - / - fine, fast, slow
 Stingray – trailing – gracefully – long, slender
 Mantis shrimp – looks - / - bulging, big, bright
 Seashell – rocking, rolling, moving – restlessly - /
 Mimic octopus – fool - / - favourite

- Alternatively, write your own nouns, verbs, adverbs and adjectives to describe each creature's actions and traits in the corresponding columns.

Comprehension: Text-to-Self, Text-to-Text, Text-to-World

(ACELT1575) (ACELT1783) (ACELT1582) (ACELT1584) (ACELT1589) (ACELT1590) (ACELY1650) (ACELY1660) (ACELY1665) (ACELY1670)

- Ask students to think about the text and how this connects to what they know. Answer and write about the following questions...

Text-to-Self: What are some aspects in the story, Meet Mim, that you can relate to in your own life? Have you worn a disguise or impersonated someone / something else? What are your best strategies for learning a new skill, or making friends, or coping with difficult emotions? Have you seen any of these marine creatures in real life? Where? Have you been to a rock pool, deep sea diving, snorkelling or an aquarium and observed its biodiversity? What do you know about the Mimic Octopus?

Text-to-Text: Compare aspects of the story to those in another similar text, such as a different story (fiction or non-fiction) about an octopus or other marine life, life cycles in nature, looking after our oceans, or about survival / trickery skills.

Text-to-World: What can you do to care for nature and the environment? Why is this important? What can you find out about the Mimic Octopus and other sea creatures? What special roles do they play within their habitat? What might be the effects of plastic pollution on these creatures? How can this story help children across the world?

Vocabulary: Adjectives – Labelled Sea Life Diagrams

(ACELA1437) (ACELA1452) (ACELA1454) (ACELA1468) (ACELA1469) (ACELA1470) (ACELT1578) (ACELT1591) (ACELY1650) (ACELY1660) (ACELY1670)

Science links - (ACSSU002) (ACSSU017) (ACSSU030) (ACSHE013) (ACSHE021) (ACSHE022) (ACSHE034) (ACSHE035) (ACSIS014) (ACSIS024) (ACSIS037) (ACSIS025) (ACSIS038) (ACSIS012) (ACSIS029) (ACSIS042)

- Write adjectives, or describing words, and other information that describes the features of the creatures in the book. See **BLM 2** to list words about their appearance, behaviours, character traits, changes, etc. See **BLM 3** for pictures.

Vocabulary: Synonyms and Antonyms

(ACELA1432) (ACELA1464) (ACELA1435) (ACELA1437) (ACELA1451) (ACELA1452) (ACELA1454) (ACELA1468) (ACELA1470) (ACELT1584) (ACELY1650) (ACELY1660) (ACELY1670) (ACELY1651) (ACELY1661) (ACELY1671)

- Using the terms found in the 'Noun – Verb – Adverb - Adjective Match' task, students can write their own sentences using synonyms (words with similar meanings). For example, instead of *"Mim is a brown spotted flatfish gliding quietly along the soft, sandy seabed."*, try *"Mim is a bronze speckled flatfish floating silently along the squishy, gravelly seabed."*
- Students can then re-write the sentence using antonyms (words with opposite meanings). For example, *"Mim is a pale, plain flatfish stumbling loudly along the hard, coarse seabed."* How does this change the meaning of what you know about this creature?
- Students might like to write and illustrate each of their sentences to show the change in meaning / transformations.

Comprehension: Cloze

(ACELA1435) (ACELA1434) (ACELA1447) (ACELA1451) (ACELA1463) (ACELT1578) (ACELT1584) (ACELT1580) (ACELT1586) (ACELY1650) (ACELY1660) (ACELY1670) (ACELT1785)

- Students complete the sentences to describe what Mim is mimicking. Depending on ability, students fill in the blanks as appropriate, like the sentences below. See BLM 4 for an example.
1. Mim is a _____ flatfish gliding quietly along the _____, _____ seabed.
(Mim is a brown spotted flatfish gliding quietly along the soft, sandy seabed.)
 2. Mim is a _____ lionfish with _____ bands and _____, _____ spines.
(Mim is a spiked lionfish with strong coloured bands and long, venomous spines.)
 3. Mim is a _____ sea snake. Side-winding amongst the _____, _____ tree roots.
(Mim is a banded sea snake. Side-winding amongst the twisted, tangled tree roots.)
- Students can illustrate each sentence with the relevant animal. They may wish to cut out each box to create a little book, and include a speech bubble on the back of each page with similar text, such as, 'No, wait...!', 'Um, sorry' and so on.
 - Alternatively, students could make stick puppets using the pictures from the endpapers (see **BLM 3**) to retell the story in their own words.

Creative Writing: Brainstorming / Innovation on Text

(ACELA1435) (ACELA1451) (ACELT1783) (ACELT1831) (ACELT1582) (ACELT1832) (ACELT1833)

- Ask students to brainstorm other ideas about how Mim could use disguises, mimicking or impersonations. They can make a list of possible actions that correspond to each survival / trickery skill. These could include wearing a mask, a wig, glasses, different outfits, copying a sound or behaviour to act like someone else, etc.
- Students then write some possible story titles using these ideas, and draw a picture to match their favourite one.
- Alternatively, ask students to complete the sentence, 'No, wait... Mim is a...', and illustrate.

Narrative Writing

(ACELT1580) (ACELY1651) (ACELY1652) (ACELT1832) (ACELY1661) (ACELY1672) (ACELY1648) (ACELY1658) (ACELY1674)

- Using one of the title ideas from the Brainstorming task, students can write a narrative story about Mim in disguise. The story can be imagined or include real facts. What is Mim's purpose? Who or what does she encounter? Where does she go? What are her challenges? Why does she need to disguise herself, and how? How does she resolve a problem? What happens in the end?
- Begin your narrative with a sizzling start, such as dialogue, action or scene setting. Remember to use plenty of interesting visual language like action words and adjectives to create an image in the reader's mind.

An 'Octonauts' episode about The Mimic Octopus can be seen here for inspiration:

[Octonauts - The Mimic Octopus | Cartoons for Kids | Underwater Sea Education - YouTube](#)

Information Report

(ACELA1430) (ACELA1786) (ACELA1447) (ACELA1450) (ACELA1453) (ACELA1463) (ACELY1648) (ACELY1651) (ACELY1658) (ACELY1660) (ACELY1661) (ACELY1668) (ACELY1671) | **Science Links:** (ACSSU002) (ACSSU017) (ACSSU030) (ACSIS233) (ACSIS027) (ACSIS040)

- Students can create a poster or digital presentation with the collation of facts about the Mimic Octopus, or another marine animal, including some of its typical survival / tricky behaviours and special features. Be sure to include a title, interesting facts, diagrams or pictures, and captions for the information report. See **BLM 2** or **BLM 5**.

Did You Know? – The Mimic Octopus has the ability to change colour and skin texture to blend in with its environment, as well as its body shape and movements to impersonate other marine creatures. It is known to mimic at least 15 different species. Most of the time this mimicry is used for defence purposes, however they occasionally also use aggressive mimicry in order to trick their prey.

An introduction to the Mimic Octopus can be found here: [Mimic Octopus: Master of Disguise - YouTube](#)

More fascinating facts can be seen here: [15 Interesting Facts About the Mimic Octopus - YouTube](#)

Thinking Tools / Graphic Organisers

(ACELA1429) (ACELT1575) (ACELT1783) (ACELT1583) (ACELT1589) (ACELY1650) (ACELY1660) (ACELY1670)

- KWHL Chart:** Students can complete a KWHL chart or placemat graphic organiser about the book or a particular marine creature. The headings include K (I Know), W (What I Want to Know), H (How Will I Find Out), L (What I Have Learnt). See **BLM 5** or **BLM 6**.
- Concept 'Octopus' Web:** Use the concept web diagram to flesh out up to eight facts about the Mimic Octopus (learnt from the video above or your own research). See **BLM 2**.
- Venn Diagram:** Complete a Venn Diagram to compare the similarities and differences between the Mimic Octopus and another creature. Think about their appearances, characteristics, changes, special features, etc. For a challenge, compare three different marine creatures with a three-way Venn Diagram. See **BLM 7** and **BLM 8**.
- Fishbone Organiser:** This diagram can be used to flesh out brainstorming ideas, narratives (beginning, middle, end), marine creature facts, or cause and effect relationships, etc. See **BLM 9**.

MATHEMATICS

Prepositions

Measurement – Location and transformation: (ACMMG010) (ACMMG023) (ACMMG044)

- Mim and the marine creatures can be found in different places in their habitats. Locate and underline or write down the prepositional language included in the book, Meet Mim. For example, *'Mim lives in the shallow, sandy waters...'*
'Creeping carefully over sharp shells and slippery stones.'
'She is a stingray. Her long, slender tail trailing gracefully behind.'
- Make a list of other prepositions, including above, below, in between, next to, beside, on, on top of, underneath.
- As a class or in small groups, students can create their own 3D underwater scene poster (or props) with rocks, plants, sand, shells, seaweed, etc. Using the marine creature pictures (or stick puppets), students take turns to show, and say, where their animal is located, making sure to use a range of prepositional language. For example, *'The seahorse is daydreaming happily in between the weeds.'*
- Extension: Draw an underwater scene as a bird's-eye view on a grid map, with coordinates and a key. In partners, students give coordinates (ie. A4) and the other player explains the location using prepositional language.

SCIENCE / STEAM

Mimic Octopus Studies

(ACSSU002) (ACSSU017) (ACSSU211) (ACSSU030) (ACSHE013) (ACSHE021) (ACSHE022) (ACSHE035) (ACSI014) (ACSI037) (ACSI011) (ACSI024) (ACSI039) (ACSI0233) (ACSI027) (ACSI041) (ACSI012) (ACSI029)

(See 'Information Report' Task). Other tasks can include, depending on the level of students' knowledge:

- Match the name to the body part on the octopus diagram. See **BLM 10**. These include; mantle, siphon, tentacle, sucker, head, eye.
- Create a paper 'octopus' wheel with eight arms (eight large strips of paper) held in the middle of a circle with a split pin. On each arm, write a different fact. Headings can include; *Scientific name* (*Thaumoctopus mimicus*, *Class: Cephalopoda*), *Where they live*, *When they were discovered*, *What they look like*, *How they behave*, *What they eat*, *What their habitat looks like*, *What animals they can mimic*. Include illustrations or photos.
- Create a 3D, flexible model (labelled) of the Mimic Octopus that can 'transform' into different shapes. Materials could include; pipe cleaners or bendable wire, bubble wrap, paint.
- Visit the beach or aquarium to observe and learn about a range of marine creatures. Record your understandings.
- Watch videos or research information about the Mimic Octopus. Some facts can be seen here: [Mimic octopus Facts for Kids \(kiddle.co\)](http://kiddle.co/mimic-octopus-facts-for-kids)

Disguises and Mimicry Camouflage Experiments

(ACSSU002) (ACSSU017) (ACSSU211) (ACSSU030) (ACSHE013) (ACSHE021) (ACSHE022) (ACSHE034) (ACSHE035) (ACSI014) (ACSI024) (ACSI011) (ACSI025) (ACSI038) (ACSI0233) (ACSI027) (ACSI040) (ACSI012) (ACSI0213) (ACSI042)

- Students can explore and understand the different types of camouflage by observing, interpreting and analysing information and communicating their findings through discussions to questions like, 'What is the difference between disguises and mimicry camouflage?'
- **Disguise** is when an animal uses colour to look like a non-food object or part of the environment. *Task:* Students collect a variety of natural materials, like sticks, leaves, grass, sand, and a pinecone. They use glue to stick the materials onto the pinecone, then place it outdoors for others to spot. *Questions:* Which disguises worked the best? Why? What could work better? *Variation:* Give a limited time to find the pinecones. Those not found are the ones that survived. What do those have in common? What helped them survive? Why?
- **Mimicry** is when a harmless animal uses colour or shape to look like a more dangerous, poisonous or bad tasting animal. *Task:* Provide each student with a mimic octopus template (see BLM 10) and ask them to colour and fold it into a shape of a more dangerous animal that would scare off predators. Students can be as creative as they wish.
- Questions and discussion: Students share their creations and explain why it is scary to predators.
- Discuss the importance of camouflage, as disguise and mimicry, to both a predator's and a prey's survival. Which one do they think works better? Why?

HUMANITIES AND SOCIAL SCIENCES

Geography and Marine Conservation

(ACHASSI001) (ACHASSI018) (ACHASSI034) (ACHASSI002) (ACHASSI003) (ACHASSI019) (ACHASSI036) (ACHASSI005) (ACHASSI006) (ACHASSI007) (ACHASSI022) (ACHASSI023) (ACHASSI024) (ACHASSI039) (ACHASSI040) (ACHASSI008) (ACHASSI009) (ACHASSI025) (ACHASSI041) (ACHASSI042) (ACHASSI010) (ACHASSI027) (ACHASSI043) (ACHASSK014) (ACHASSK017) (ACHASSK031) (ACHASSK047)

'The mimic octopus is native to the Indo-Pacific, ranging from the [Red Sea](#) in the west to [New Caledonia](#) in the east, and [Gulf of Thailand](#) and the [Philippines](#) in the north to the [Great Barrier Reef](#) in south. Most documented records are from [Indonesia](#).' ([Mimic octopus Facts for Kids \(kiddle.co\)](http://kiddle.co/mimic-octopus-facts-for-kids))

- Locate the areas where the Mimic Octopus is native to on a map. Mark the countries and the names of the major oceans and seas they can be found.

- Refer to the pages in Meet Mim that show pollution (plastics, waste). How might this negatively impact the marine life in the ocean? Discuss the term 'conservation'. What does this mean, and why is it important for the health of the ecosystems in and around these oceans? Pose questions about and brainstorm ideas, strategies and practices that can be done to preserve the biodiversity of these areas. Write these on marine life shapes to make an underwater scene class mural.

More information from the Australian Marine Conservation Society about pollution in the Great Barrier Reef can be found at: [Pollution & Water Quality in the Great Barrier Reef \(marineconservation.org.au\)](http://marineconservation.org.au)

HEALTH AND PHYSICAL EDUCATION

Healthy Mind / Healthy Body Ideas:

HPE: (ACPPS003) (ACPPS004) (ACPPS005) (ACPPS006) (ACPPS017) (ACPPS018) (ACPPS020) (ACPPS021) (ACPMP008) (ACPMP012) (ACPMP025) (ACPMP028)
Drama: (ACADRM027) (ACADRM028) (ACADRM029)

Mindfulness and physical activity are ideal for mental and physical health, as well as building relationships with family and friends.

- Read books about marine creatures
- Visit your local beach, rock pool or aquarium to observe different kinds of marine life
- Write down, draw, act out or make a video of yourself in a disguise or impersonating another thing / being
- Make a costume or disguise out of household or natural materials
- Role play acting like different marine creatures, like Mim, changing from one to the next – have a friend guess what you are!
- Write down or draw your best strategies for managing tricky situations. For example, when feeling scared, aggressive, lonely, hungry, etc.
- Create an item you can keep with you to remind you of the strategy or positive thinking mantra when faced with a danger or obstacle, such as a bravery rock, a piece of jewellery, a toy, etc.
- Make a sensory jar with sand, coloured water, small shells, beads or plastic / clay creatures
- Use your voice to mimic different sounds in nature or from audio tracks
- Play the tag game 'Octopus' with a group of friends.
 (read game instructions here: [Octopus | Elementary PE Games](#)).

VISUAL ARTS

Octopus Sand Art

(ACAVAM106) (ACAVAM107) (ACAVAM108)

- Using the template (**BLM 10**) or your own, design a patterned octopus by drawing different shapes and lines in the outline. In each shape, put glue and some coloured sand, separating the lines and each sand colour. Allow time to dry and shake off excess sand.

Watercolour and Line Painting

(ACAVAM106) (ACAVAM107) (ACAVAM108) (ACAVAR109)

- Observe and discuss the illustrations in the book, and what techniques, colours, textures and details the artist has used. How has she created the smooth, watery feel? The spots of bubbles? The light shining through the surface? The graininess of the sand? All the tiny details in the shells and patterns on the fish? Do the colours represent an effective visual imagery of this underwater world?
- Choose a scene to 'mimic' or your own ocean landscape to paint. Use media like watercolour paints, pencils and even sand (or sprinkle salt to create a spotted effect). Share finished pieces and display.

Nouns, Verbs, Adverbs and Adjectives

NAME _____

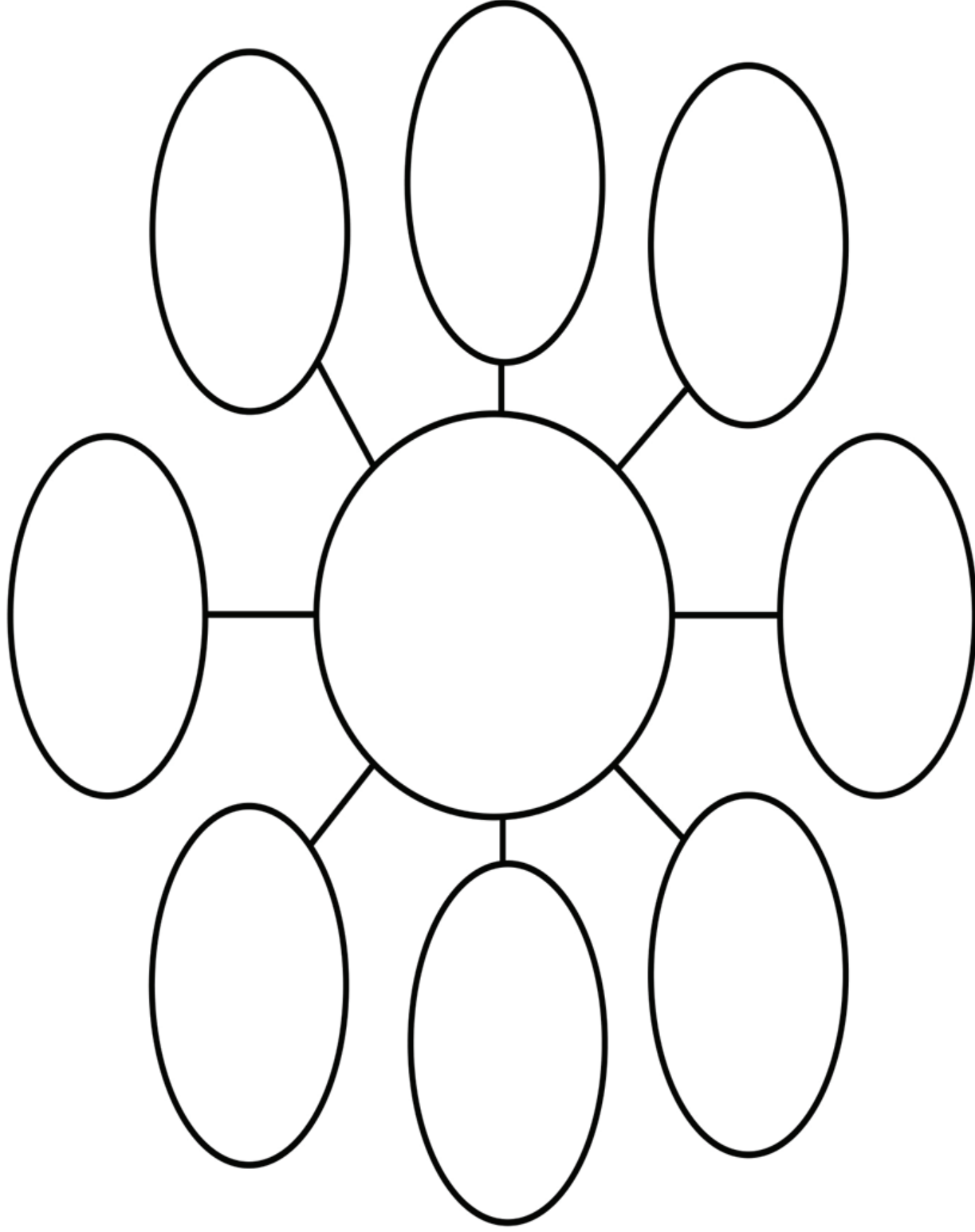
DATE _____

NOUN	VERB	ADVERB	ADJECTIVE

Octopus Web

NAME _____

DATE _____



NAME _____

DATE _____



NAME _____

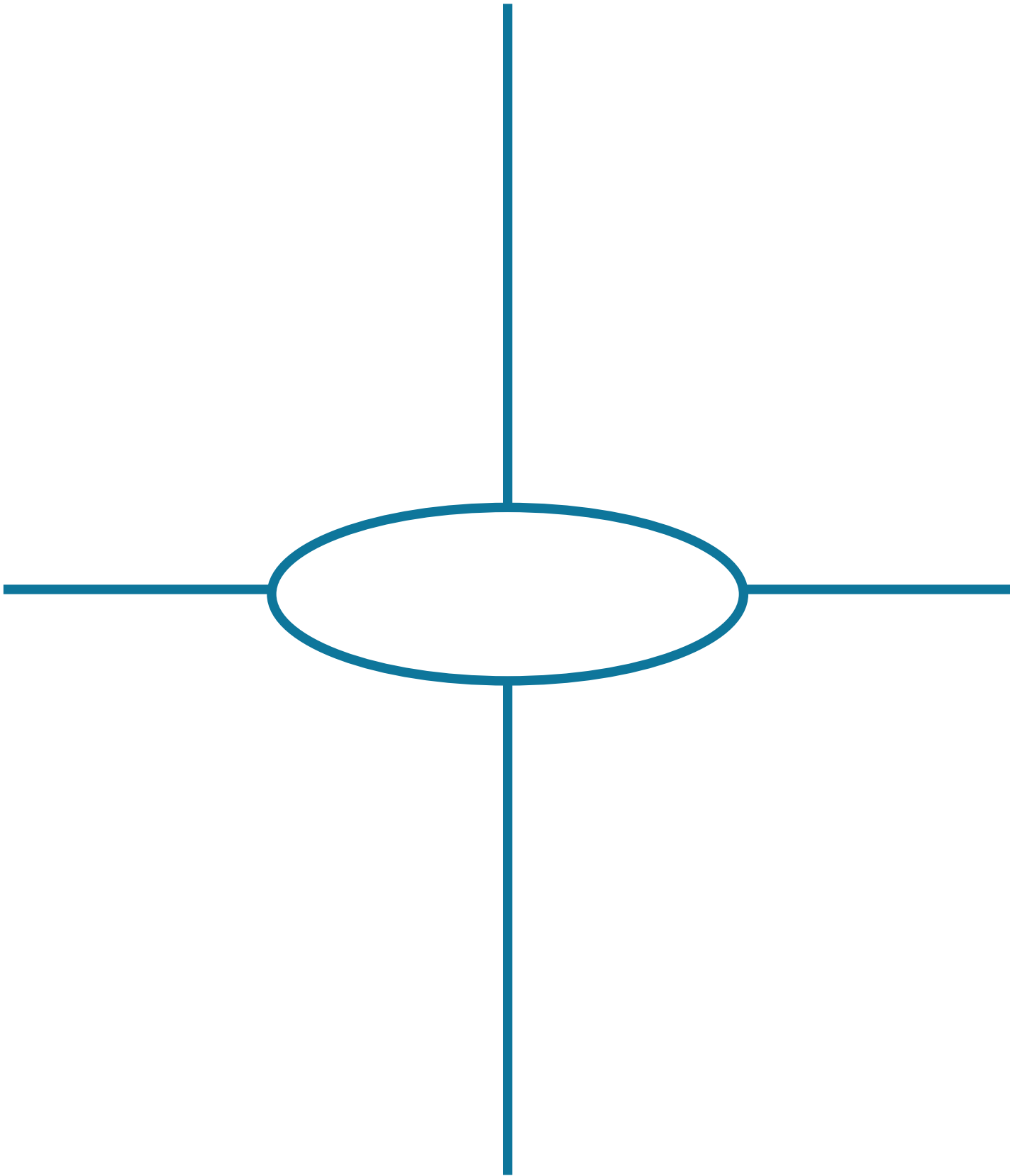
DATE _____

Mim is a ... flatfish	Mim is a ... lionfish	Mim is a ... seasnake
Mim is a ...	Mim is a ...	Mim is a ...

Placemat Chart

NAME _____

DATE _____



KWHL Chart

NAME _____

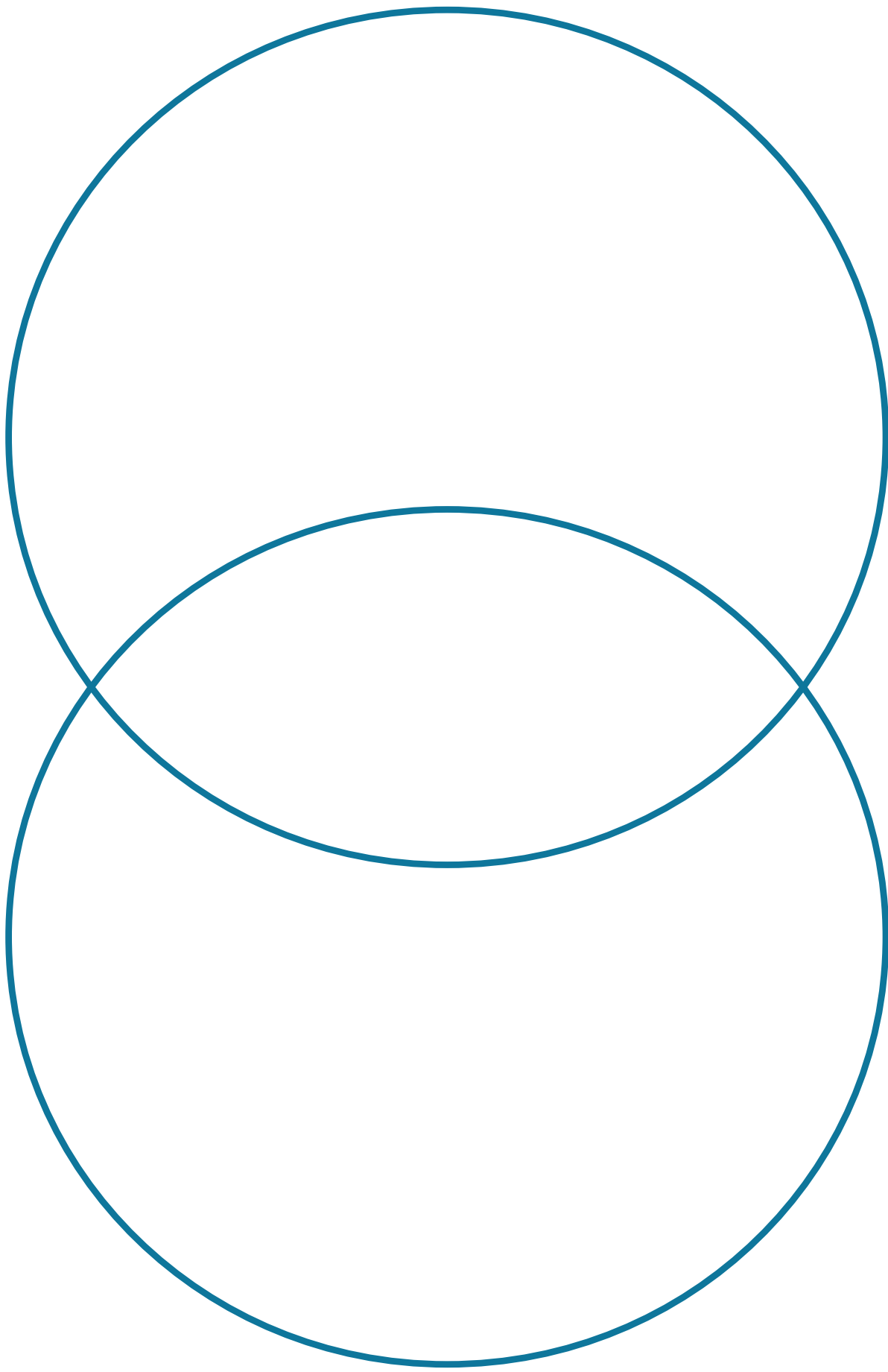
DATE _____

K (What I KNOW)	W (What I WANT to know)	H (HOW I will find out)	L (What I have LEARNT)
Facts			Reflections

Venn Diagram

NAME _____

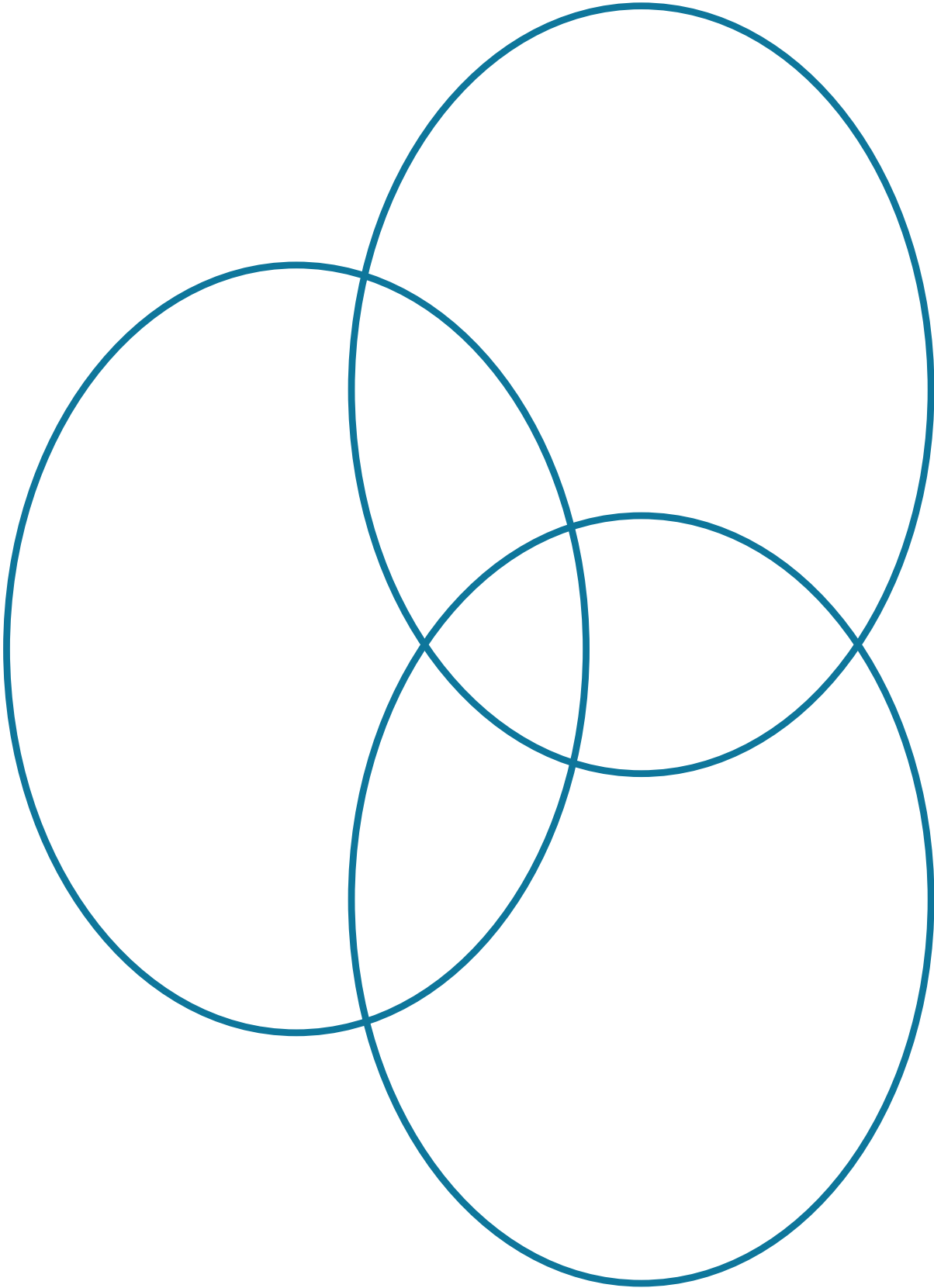
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Venn Diagram

NAME _____

DATE _____



Fishbone Chart

NAME _____

DATE _____



NAME _____

DATE _____

Mantle

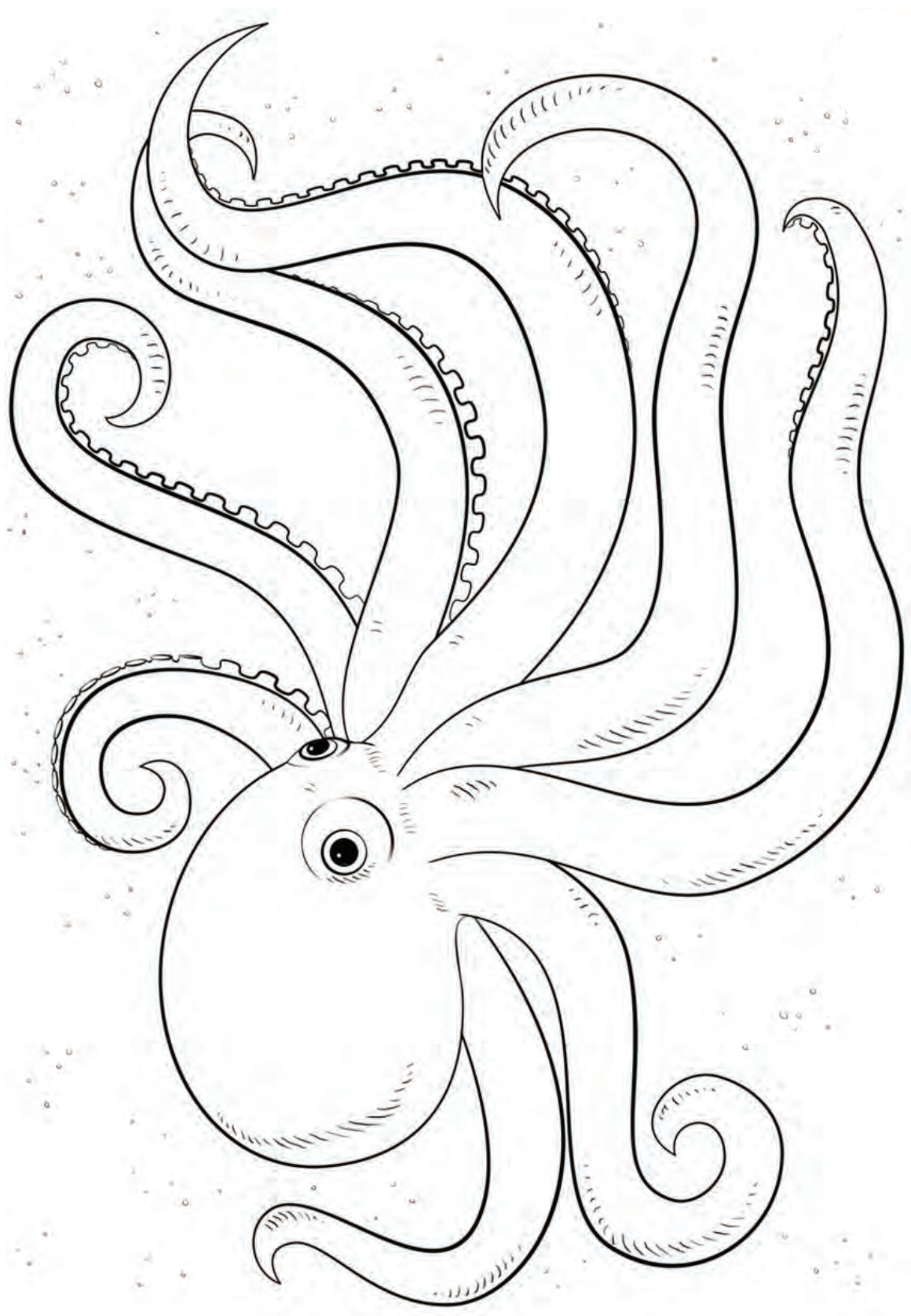
Eye

Head

Siphon

Tentacle

Sucker



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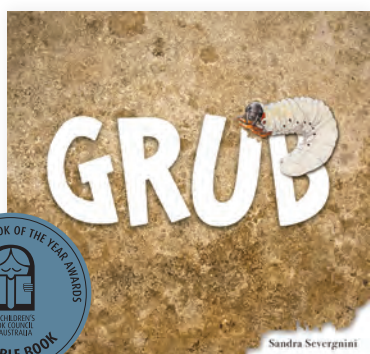
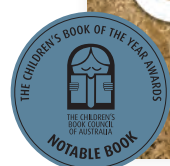
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