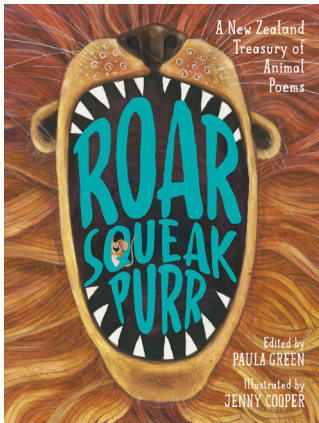


ROAR SQUEAK PURR: TEACHER NOTES

By Lara Liesbeth | October 2022



Edited by Paula Green
and Illustrated by
Jenny Cooper

BEFORE READING

Pre-reading Questions

1. This is a colourful book! Literally; take a look at the cover and the back. Think about textures, texts, colours and font (the way words are designed and drawn). Why do you think it has been designed this way?
2. We have a handy subheading to immediately understand what type of book - or genre - this is. What type of book is this? What does the word 'treasury' mean?
3. In pairs, talk about why the words for the title of the book (ROAR/SQUEAK/PURR) might be in the mouth of the lion.
4. Open the book to the first page (with the animal tails hanging down and pointing up). Read about the editor, Paula Green. What is the Prime Minister's Award for Literary Achievement? When was Green awarded this?
5. Who is the book dedicated to?
6. What clues about the book can you gather from what is written on the back cover?

DURING READING

Themes

This book is a collection of poems. It's a bit different from fiction books; the 'themes' or 'big ideas' are based around the core concept in the title (animal poems) and also what is written in the introduction.

1. Read the 'Introduction'. What does Paula Green say that poetry is to her?
2. Where does Green begin with the themes of the poems?
3. Where does she go next?
4. Where does she conclude?



5. Who has written the poems?
6. Green says 'Poems can do anything. There are no rules. Poetry is PLAY!' What do you think she means?

Writing Style and Language

If poetry has 'no rules' and if 'poetry is PLAY' then there is a freedom to this type of writing and reading that differs from other types of books. However, poets still use 'word tools' to help readers understand what they are saying

There is a lot that can be conveyed in the writing style and language used in a poem. In this treasury, there are examples of:

Metaphor

Simile

Personification

Repetition

Alliteration

Rhyme

Rhythm

Onomatopoeia

Assonance

These are all common language techniques for this type of writing.

(Poets also play with where words are on the page. Poetry is play, after all!)

Here are some definitions for the above terms:

Metaphor: a direct comparison; saying one thing IS another (for example, 'the truck was a stampede of bison, storming down the highway').

Simile: a comparison that uses like or as (for example, 'the truck was like a stampede of bison, storming down the highway', or 'the truck was as loud as a stampede of bison, storming down the highway').

Personification: human characteristics given to something non-human (for example, 'the truck snorted and spat exhaust from its pipe'). Snorting and spitting are human qualities.

Repetition: when a word or phrase is repeated for effect (for example, 'the truck snorted and spat, over and over, again and again. And once halted, over again.')

Alliteration: This is when the same letter or sound appears at the beginning of closely connected words (for example, the commonly known tongue twister ‘Peter Piper picked a peck of pickled peppers’ uses a lot of alliteration!)

Now it’s your turn.

Task: write definitions for these remaining poetic techniques

- Rhyme:

Example from a poem in the treasury:

Poem:

Example:

How you know it’s this technique:

- Rhythm:

Example from a poem in the treasury:

Poem:

Example:

How you know it's this technique:

• **Onomatopoeia**

Example from a poem in the treasury:

Poem:

Example:

How you know it's this technique:

- Assonance

Example from a poem in the treasury:

Poem:

Example:

How you know it's this technique:

Illustrations

The illustrations in Roar Squeak Purr are by Jenny Cooper. They are clever additions to the poets' words.

Turn to the back of the book and read about the illustrator, then make your way through the book again, this time focussing on the illustrations.

1. How many books has Jenny Cooper illustrated?
2. What are some of the differences between illustration styles you can spot? What effect do these differences have on the overall effect of the book?

3. Now pick a different illustrator and research their other work. What else can you find out about their illustration careers? How is their other work similar or different from their illustrations in this book?
4. Choose one illustrated poem from the treasury. How is colour used? Why? What effect does this have on you as a viewer/reader?

AFTER READING

Research and Creative Responses

- 1) If you wrote a book, who would you dedicate it to? Compose your best dedication for your book.
- 2) Choose your favourite three poems. Write them up on a poster and illustrate with your own pictures. You don't have to draw - you could use a computer or cut out images from old magazines! You can decide.
- 3) In groups of 2-4, turn one of the poems in the treasury into a short play. How can you change the format of a poem so that it is interesting for people watching? Do you need a narrator and animal characters? Practice and perform for your class.
- 4) Write a letter or email to either Paula Green or Jenny Cooper telling them what you liked about the treasury. Is it a particular poem? Or a particular illustration? Why? Make sure you write in paragraphs and use the conventions of the text type you choose (email or letter). If you are not sure about these things, ask your teacher.
- 5) Write your own animal poem! The first step is choosing your animal. The second, choosing three poetic techniques to use (choose from the list found in the activity 'Writing Style and Language'). Now start creating! Don't try to make it a perfect poem, just start by getting words down on the page. Remember what Paula Green said: poetry is PLAY and poems can do anything.
- 6) Ask your school librarian if you can help make a poetry display at the school library to celebrate the FUN of poetry. See if you can include poems from classmates, perhaps from above activity, to include in the display.
- 7) Choose one of the animals portrayed in poetry form in this book. Now put this poem to music! You can decide how the song goes. You might even choose bits from a poem instead. Perform your song for the class.

