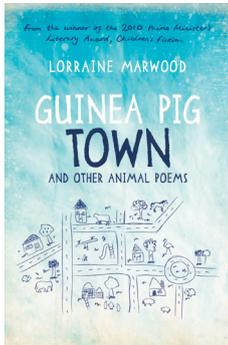


Walker Books Classroom Ideas



Guinea Pig Town and other Animal Poems

Author: Lorraine Marwood
ISBN: 9781922077424
ARRP: \$16.95
NZRRP: \$18.99
April 2013

*Notes may be downloaded and printed for regular classroom use only.

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Outline:

A beautiful collection of poems about animals.

Squawk! Snuffle! Bark! Roar!
Feathers, fins, scales, claws.
Running, hopping, crawling, soaring.

All creatures are celebrated in this new collection of poetry by Lorraine Marwood.

Author Information:

Lorraine Marwood was born and raised in rural Victoria and has lived for most of her married life on a dairy farm with her husband and their six children. Lorraine now lives in a rural town with plenty of bush around. Lorraine is an award-winning poet who has been widely published in literary magazines across Australia, as well as magazines in the UK, USA, New Zealand and Canada. She has also published several children's novels and collections of poetry. She loves to take writing workshops and encourages others to write their own poems.

Her titles with Walker Books Australia include *A Ute Picnic and Other Australian Poems*, *Ratwhiskers and Me*, *Note on the Door and Other Poems about Family Life* which received a Notable mention in the Children's Book Council of Australia Awards and *Star Jumps*, which was short-listed for the Speech Pathology Australia Book of the Year Awards 2010, Lower Primary Category; received a Notable mention in the Children's Book Council of Australia Awards, 2010; and won the Prime Minister's Literary Awards, Children's Fiction, 2010.

For more information about the author, please visit her website: www.lorrainemarwood.com.

How to use these notes:

This story works on many levels. The suggested activities are therefore for a wide age and ability range. Please select accordingly.

These notes are for:

- Primary years 2-4
- Ages 7+

Key Learning Areas:

- English

Example of:

- English
- Poetry

Themes/ Ideas:

- Australia
- Animals

National Curriculum Focus:*

English content descriptions include:

Year 2	Year 3	Year 4
ACELA1460	ACELA1477	ACELA1492
ACELA1462	ACELA1478	ACELA1494
ACELA1463	ACELT1594	ACELA1498
ACELA1466	ACELT1596	ACELT1602
ACELA1470	ACELT1598	ACELT1603
ACELT1589	ACELT1599	ACELT1606
ACELT1590	ACELT1600	ACELT1607
ACELT1591	ACELT1791	ACELT1794
ACELT1592	ACELY1675	ACELY1689
ACELY1665	ACELY1677	ACELY1690
ACELY1667	ACELY1678	
ACELY1668	ACELY1682	

*Key content descriptions have been identified from the Australian National Curriculum. However, this is not an exhaustive list of National Curriculum content able to be addressed through studying this text.

Lorraine Marwood on Guinea Pig Town

Inspiration comes in many forms. Here are some great moments that inspired some of the individual poems.

- A visit to the rooftop gardens of a restaurant in London to see the flamingos and ponds. Of course a poem resulted from observation.
- A castle in Scotland that had a narwhal tusk as the top of a long staircase, sent me off in a scurry to research the narwhal and its history.

In fact once an observation, or an idea came to mind, I researched until I knew the characteristics of that animal and could weave them poetically in a poem. Often the characteristics of the animal itself gave me the entry into the format of the poem itself.

For example, in the *Cheetah* poem on page 129, I use the animal's distinct markings and its characteristic speed to be the main focus the poem.

Some poems become the embodiment of a little observed incident and poems that fall into this category are *While on Holiday* and *An Incident*. These two poems are based on actual fact and I'm sure many children and adults could recall such an incident – this is ideal material for a poem.

See if you can find the acrostic poem in the collection or have a go at writing a two-word poem like *Penguins in 2* on page 23. Strong nouns and verbs are the best to use in this poem. Two-word poems also make great read aloud poems.

Of course many poems come from experience like *Having words with our Puppy* or *Routine*. Now there's a challenge, see if you can write a one-word to one-line poem. Following the pathway of an action like a dog's walk is a great way to do this.

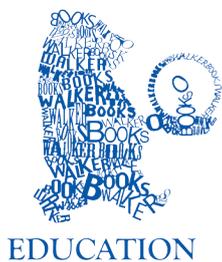
I love the diversity of ways to write poetry and the diversity of the animals we have been gifted in the world.

For me, observation, comparison and research are the forerunners to writing a poem. I am armed with material to allow the tone and emotion of the poem to work its magic.

My website is www.lorrainemarwood.com

My blog site: <http://lorrainemarwoodwordstowriting.blogspot.com.au>





Walker Books Classroom Ideas

Discussion Questions and Activities

Poetry

Ask students to visit the school library and find a short poem that they like. Have students write this poem on a piece of paper and then fold it in half (make sure that they record the title of the poem and the book that they found it in). Then ask students to put their chosen poems into a hat or box at the front of the classroom. Throughout the week select random poems from the box and read aloud. Ask students to discuss why they like/dislike this poem and what type of poem it is. Choose interesting words from the poem for further discussion.

Discuss different forms of poetry with students. What style of poetry is used in *Guinea Pig Town*? Look at Lorraine Marwood's other titles: *A Note on the Door*, *Ratwhiskers and Me* and *Star Jumps*. How does this book differ?

Reading aloud

Locate the poetry section in your school or local library. Choose a poem that you like and practise reading it aloud. Read the poem aloud to your class and then explain what interested you about the poem.

Ask students to choose a poem from *Guinea Pig Town* to recite to the class. After they have recited the poem ask them to share why they chose this particular poem.

Ask groups of students to take turns reading a line each of a particular poem. When they have practised a few times ask the group to perform their poem to the class. How does a poem change with different voices reading it?

Discussing the book

What is the purpose of a table of contents? Why would one be included in this book?

Locate the contents then read the titles of the poems in your section of the book. Choose one title which intrigues you and write your own poem using that title. (You may like to use the words and phrases you have brainstormed as inspiration.) After you have written your poem, compare it with Lorraine Marwood's version. Was hers like you expected? How were the subjects, themes and poetic style similar and different to your poem?

Look at the section titles in the contents ("Bird Screech Street", "Aussie Animal Avenue", etc.) and write a poem that would fit a section of your choice. You can either write in Lorraine Marwood's style or your own unique style.

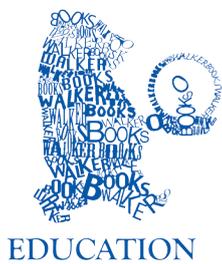
Create a collage or other visual representation of *Guinea Pig Town*. This should use pictures and found objects, font, colour and composition to reflect the main subjects and themes of the book. Display these in the classroom.

Choose one poem and rewrite as if it were prose (ordinary grammatical structure). Compare the poem and your prose adaptation and use it as a base for a class discussion on the difference between poetry and prose.

Write a poem about a pet that you own or someone else's pet that you know well. Think of interesting or funny things that this animal does to include in your poem.

Write a book review on *Guinea Pig Town*. Discuss what you liked about it, reference books that are similar and recommend who you think would like the book.

Research Lorraine Marwood and prepare a PowerPoint (or similar) presentation about her.



Walker Books Classroom Ideas

Have a class “scavenger hunt” and see who is first to locate the language techniques and types of poems listed below. (You may like to work in pairs for this activity – and make sure you remember to write down the quotes and/or page numbers!) After completing this activity, use the quotes you’ve found to create a memory card game where you match up the following techniques with examples from the book.

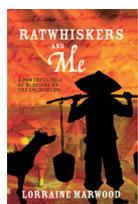
Language techniques

- rhyme
- rhetorical question (a question that doesn’t really seek an answer)
- repetition
- pun (a play on words)
- hyperbole (extreme exaggeration)
- alliteration (where the first letters of words near each other are repeated for poetic effect)
- direct speech (something someone says aloud)
- onomatopoeia (where a word imitates the sound it represents)
- simile (a comparison using “like” or “as”)
- metaphor (a comparison where one thing is said to be another)
- first person (“I”)
- aural imagery (description which appeals to sound or hearing)
- visual imagery (description which appeals to how something looks)
- olfactory imagery (description which appeals to how something smells)
- tactile imagery (description relating to the sense of touch)
- italics
- enjambment (where a sentence continues from one line to the next without punctuation)
- ellipsis (...)
- parentheses (brackets)
- sentences made of one word
- words written in CAPITAL LETTERS
- three verbs (action words) in a row

Types of poems

- a prose poem (a poem set out as if it was not a poem, with the lines stretching all the way across the page)
- a poem with stanzas
- a poem written in a child’s voice
- a poem which uses different fonts (lettering)
- a humorous poem
- a sad poem

Other books by Lorraine Marwood



Ratwhiskers and Me
9781921150395
AU\$15.95/NZ\$17.99
Classroom ideas available



Star Jumps
9781921150722
AU\$15.95/NZ\$17.99
Classroom ideas available



A Ute Picnic and Other Australian Poems
9781921529771
AU\$15.95/NZ\$17.99
Classroom ideas available



A Note on the Door and Other Poems about Family Life
9781921720611
AU\$15.95/NZ\$17.99
Classroom ideas available