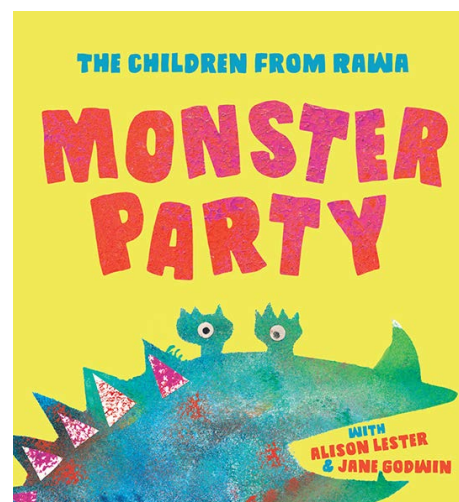


# Magabala Books • Teacher Notes

## Monster Party

Written by the children from Rawa Community School, with Alison Lester and Jane Godwin



Teacher Notes prepared by Christina Wheeler

### OVERVIEW

*Monster Party* is an explosion of fun and pure joy. Children will love the hilarious, naughty desert monsters who come out of the ground to have a party on Dora Lake.

Eating chips and monster cake, they go 'galumphing' all over the place with a drum and a bass! Of all shapes and sizes, these monsters create havoc for the children at Rawa Community School who live on the edge of the Great Sandy Desert – 'dancing and stomping', 'crashing and crunching', 'prowling and growling', 'happy and smiling'! Jeepers creepers!

The monster cut-out illustrations created by the students are delightful. *Monster Party* will capture the hearts of the very young and the young at heart.

- An engaging story for young children that brings our desert landscape to life in unpredictable ways
- Bright colourful illustrations by students from Rawa Community School with support from internationally acclaimed author and illustrator, Alison Lester
- Verbs highlighted for teacher use

### THEMES

- Imagination
- Storytelling
- Artwork
- Monsters
- Poetic devices – Rhyme, rhythm, onomatopoeia

### AUDIENCE AND WRITING STYLE

Produced after a visit by Alison Lester and Jane Godwin to the Rawa Community School on the edge of the Great Sandy Desert, *Monster Party* shares the joy of storytelling and painting in a very accessible and fun way. A simple rhyming verse complements the bright and colourful artworks of monsters partying on Dora Lake. Written in third person, present tense, *Monster Party* is suitable for an early childhood audience.

### ABOUT THE CREATORS

**Alison Lester** and **Jane Godwin**, celebrated Australian children's and YA authors, visited **Rawa Community School** as part of an AISWA (Aboriginal Independent Schools WA) initiated project in 2017. Located on the edge of the Great Sandy Desert at Punmu in the Pilbara Region of WA, Rawa is one of the most remote AISWA schools.

Jane Godwin worked with the students to create stories, real and imagined, around life in their community, and Alison Lester showed students how to produce a colourful array of illustrations using different mediums and colour palettes. Collectively they produced captivating stories that reflect the culture of the Punmu community and their shared love of storytelling.



## LINKS TO THE AUSTRALIAN CURRICULUM

This book and the classroom activities provided are primarily relevant to the following areas of the Australian Curriculum:



Learning area	Year level
English	Years F-2
The Arts	Years F-2

The appendix highlights relevant content descriptions that relate to the text and classroom ideas provided.

## CLASSROOM IDEAS

### English

- Using the title and front cover of the text, share what you think might happen in this book. How do the colours used help to predict the mood of the story?
- On the first reading of the book, read the text without showing the illustrations. Have students draw a picture of one of the monsters. Reread the text, this time sharing the illustrations. How are the students' drawings similar to or different from those in the book?
- The monsters have a party on Dora Lake. Use the links below to view images of Dora Lake and to find out more about the Punmu community. What role does the lake play in the Punmu community? Given the community's proximity to the Great Sandy Desert, why might the monsters decide to have a party on this lake?
- Punmu Community Website <http://www.punmu.com.au/new/distances.php>
- Dora Lake as seen from outer space [https://en.wikipedia.org/wiki/Lake\\_Dora\\_\(Western\\_Australia\)#/media/File:Lake\\_Dora,\\_Western\\_Australia\\_satellite\\_image.png](https://en.wikipedia.org/wiki/Lake_Dora_(Western_Australia)#/media/File:Lake_Dora,_Western_Australia_satellite_image.png)
- The text is written as a verse that incorporates rhyme, rhythm, and onomatopoeia. Discuss these poetic devices and their impact on the storytelling. How do they influence the mood and pace of the text?
- Discuss the words that are written in larger and different coloured fonts? Many of these words are verbs. How does the specific choice of verbs such as 'galumphing', 'howls' and 'growls' help add to the story? Use the sight cards below to use in your own writing and discussions of *Monster Party*.
- There are many types of monsters with differing personalities in *Monster Party*. Create a table that describes the monsters' physical appearance and their characteristics. Some of these details are literal, whilst others are inferred. An example is shown below.

Monster	Appearance	Characteristics
	<ul style="list-style-type: none"><li>Bright colours</li><li>Round</li><li>Smiling</li><li>4 eyes</li></ul>	<ul style="list-style-type: none"><li>Friendly</li><li>Calm</li><li>Relaxed</li><li>Cheerful</li></ul>
	<ul style="list-style-type: none"><li>Grumpy face</li><li>Upturned mouth</li><li>4 eyes</li><li>Harsh colours</li></ul>	<ul style="list-style-type: none"><li>He prowls</li><li>He growls</li><li>He sulks</li></ul>

- Some of the monsters are described but not included in the illustrations, such as the monster that's 'like a mouse'. Make your own drawings of these monsters.
- The monsters go to the Rawa Community School. Write a story about their visit.
- Hold your own class Monster Party. Create invitations, a menu and decorations for your party. Afterwards, write a reflection to share this experience.
- Dress up as monsters by creating your own costumes from upcycled materials. Take turns retelling this story to your classmates.



- Using the sponging technique, paint paper with a range of bright colours. Design your own monsters and cut these from the sponged paper. Take photos of your class's monsters and use to create your own digital stories about the monsters coming to visit your school. Use rhyme, rhythm and onomatopoeia to help tell your story.
- The monsters create their own band. With a group of friends, create instruments and form a band of your own. In the role of the monsters, perform for your class.
- Which is your favourite illustration in *Monster Party*? Why? Recreate this piece in the style of the children from Rawa.
- Write this story from one of the monster's points of view.
- Write a reflection of a party that you have been to, including the games, food and other activities you enjoyed.
- Which is your favourite monster in *Monster Party*? Why is this your favourite?
- If you could plan the perfect party, what would it be like? Use a simple graphic organiser like the one below to help organise your ideas.

<b>Theme</b>	<b>Food</b>
<b>Games and Activities</b>	<b>Decorations</b>



fright	dance
eating	stomp
galumphing	stamp
smiling	wriggle
hop	crunch
steals	crash
prowls	boom-bup
growls	brush
sits	creep
howls	howl
slobbering	grrr
squashed	owww



## APPENDIX - LINKS TO THE AUSTRALIAN CURRICULUM

Year	Curriculum Area
<b>F</b>	<p><b>English</b></p> <p>Literature</p> <ul style="list-style-type: none"> <li>Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences (<a href="#">ACELT1575</a>)</li> <li>Identify some features of texts including events and characters and retell events from a text (<a href="#">ACELT1578</a>)</li> <li>Recognise some different types of literary texts and identify some characteristic features of literary texts, for example beginnings and endings of traditional texts and rhyme in poetry (<a href="#">ACELT1785</a>)</li> <li>Replicate the rhythms and sound patterns in stories, rhymes, songs and poems from a range of cultures (<a href="#">ACELT1579</a>)</li> <li>Share feelings and thoughts about the events and characters in texts (<a href="#">ACELT1783</a>)</li> <li>Retell familiar literary texts through performance, use of illustrations and images (<a href="#">ACELT1580</a>)</li> <li>Innovate on familiar texts through play (<a href="#">ACELT1831</a>)</li> </ul>
<b>1</b>	<p><b>English</b></p> <p>Literature</p> <ul style="list-style-type: none"> <li>Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences (<a href="#">ACELT1582</a>)</li> <li>Listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme (<a href="#">ACELT1585</a>)</li> <li>Recreate texts imaginatively using drawing, writing, performance and digital forms of communication (<a href="#">ACELT1586</a>)</li> <li>Innovate on familiar texts by using similar characters, repetitive patterns or vocabulary (<a href="#">ACELT1832</a>)</li> <li>Discuss features of plot, character and setting in different types of literature and explore some features of characters in different texts (<a href="#">ACELT1584</a>)</li> </ul>
<b>2</b>	<p><b>English</b></p> <p>Literature</p> <ul style="list-style-type: none"> <li>Discuss how depictions of characters in print, sound and images reflect the contexts in which they were created (<a href="#">ACELT1587</a>)</li> <li>Identify aspects of different types of literary texts that entertain, and give reasons for personal preferences (<a href="#">ACELT1590</a>)</li> <li>Identify, reproduce and experiment with rhythmic, sound and word patterns in poems, chants, rhymes and songs (<a href="#">ACELT1592</a>)</li> <li>Create events and characters using different media that develop key events and characters from literary texts (<a href="#">ACELT1593</a>)</li> <li>Discuss how depictions of characters in print, sound and images reflect the contexts in which they were created (<a href="#">ACELT1587</a>)</li> <li>Innovate on familiar texts by experimenting with character, setting or plot (<a href="#">ACELT1833</a>)</li> </ul>
<b>P-2</b>	<p><b>The Arts</b></p> <p>Visual Arts</p> <ul style="list-style-type: none"> <li>Use and experiment with different materials, techniques, technologies and processes to make artworks (<a href="#">ACAVAM107</a>)</li> </ul>

