

<b>TITLE</b>	My Amazing Animal Alphabet Alliteration Book
<b>AUTHOR</b>	Rachael Robertson
<b>PUBLISHER</b>	Redback Publishing (Also online at <a href="http://REDeBOOKS.com.au">REDeBOOKS.com.au</a> )
<b>PUBLICATION DATE</b>	March 2022
<b>ISBN</b>	978-1-922322-92-0
<b>PRICE</b>	\$26.99
<b>FORMAT</b>	Hardback, 200x287mm
<b>EXTENT</b>	32 pages, full-colour
<b>GENRE</b>	Children's Picture Book
<b>AGE SUITABILITY</b>	Interest age 4 to 8 years
<b>READING AGE</b>	7+ years
<b>BIC/CBMC</b>	YBC/B3M69

## MY AMAZING ANIMAL ALPHABET ALLITERATION BOOK

Angry ants, curious caterpillars and elegant elephants are just some of the magnificent creatures you will meet in *My Amazing Animal Alphabet Alliteration Book*. This alphabet book explores alliteration from A-Z accompanied by striking collage illustrations to ignite the imagination of the reader.

### ABOUT THE AUTHOR

Rachael Robertson is a primary school teacher and artist based in Perth, Western Australia. She is passionate about literature and loves creating bright, bold pieces of art. Combining these two passions was a lifelong dream. Rachael currently teaches art at a primary school and is constantly inspired by what her students create. She lives with her two daughters, Poppy and Daisy, and dog Coco. *My Amazing Animal Alphabet Alliteration Book* is Rachael's first book.

## PRE-READING ACTIVITIES

- List different animals for each letter of the alphabet.
- Use the front cover to see if students can identify certain animals shown and propose what an alliteration of the name may be. *Suggestions:* There is an elephant on the front cover, so it could be excitable elephants, elegant elephants or egg eating elephants.
- Determine prior knowledge of collective nouns. A collective noun is used to represent a group of people or animals.
- Ask if the students know any interesting collective nouns. *Suggestions:* A bike of bees, a family of sardines, a mess of iguanas, an army of caterpillars, a gang of elks, a huddle of walruses, a crash of rhinoceroses.



## ABOUT ALLITERATION

### DETERMINE PRIOR KNOWLEDGE OF ALLITERATION

- What is alliteration?

Answer: Alliteration is the repetition of the same letter or sound at the beginning of a word, and then put into a name, phrase or sentence

- Why do we use it?

Answer: Alliteration can make ordinary sentences sound fun. Alliteration helps children think of reading in a different way. Children pay closer attention to the sounds that certain letters make when grouped together, and this helps them sound out difficult words, and eventually become faster readers. A recent study shows that alliteration can be good for improving memory.

- How long has alliteration been around?

Answer: Alliteration dates back to the 15th Century and Shakespeare often used it in his plays.

- Can students think of any alliterative sentences they know?

Examples:

- Peter Piper picked a peck of pickled peppers
- A good cook could cook as many cookies as a good cook who could cook cookies
- Suzie sells sea shells on the sea shore
- Can students think of any alliterative brands they know?

Examples:

Dunkin Donuts, Krispy Kreme, Coca-Cola, Lulu Lemon, PayPal

- Can students think of any alliterative artists they know?

Examples: Dr. Dre, Backstreet Boys, Foo Fighters





## AFTER READING

- Allow time for questions and answers that students may have about the text

- Ask students to pick out the Australian animals in the text/ask them to list more.

Example: emu, Tasmanian devil, wallaby, numbat

- Revise what alliteration is to ensure a thorough understanding

- Revise the collective nouns from the book and discuss others not mentioned in the book

- Discuss the difference between fiction and non-fiction texts. Explore why the book is classed as fiction, despite having real life animals in it.

- Ask students to find a lady bird on each page. Why do they think Rachael choose a lady bird to put on each page? Lady birds are most commonly associated with good luck, love and protection.

What did Rachael do to the underwater scenes?

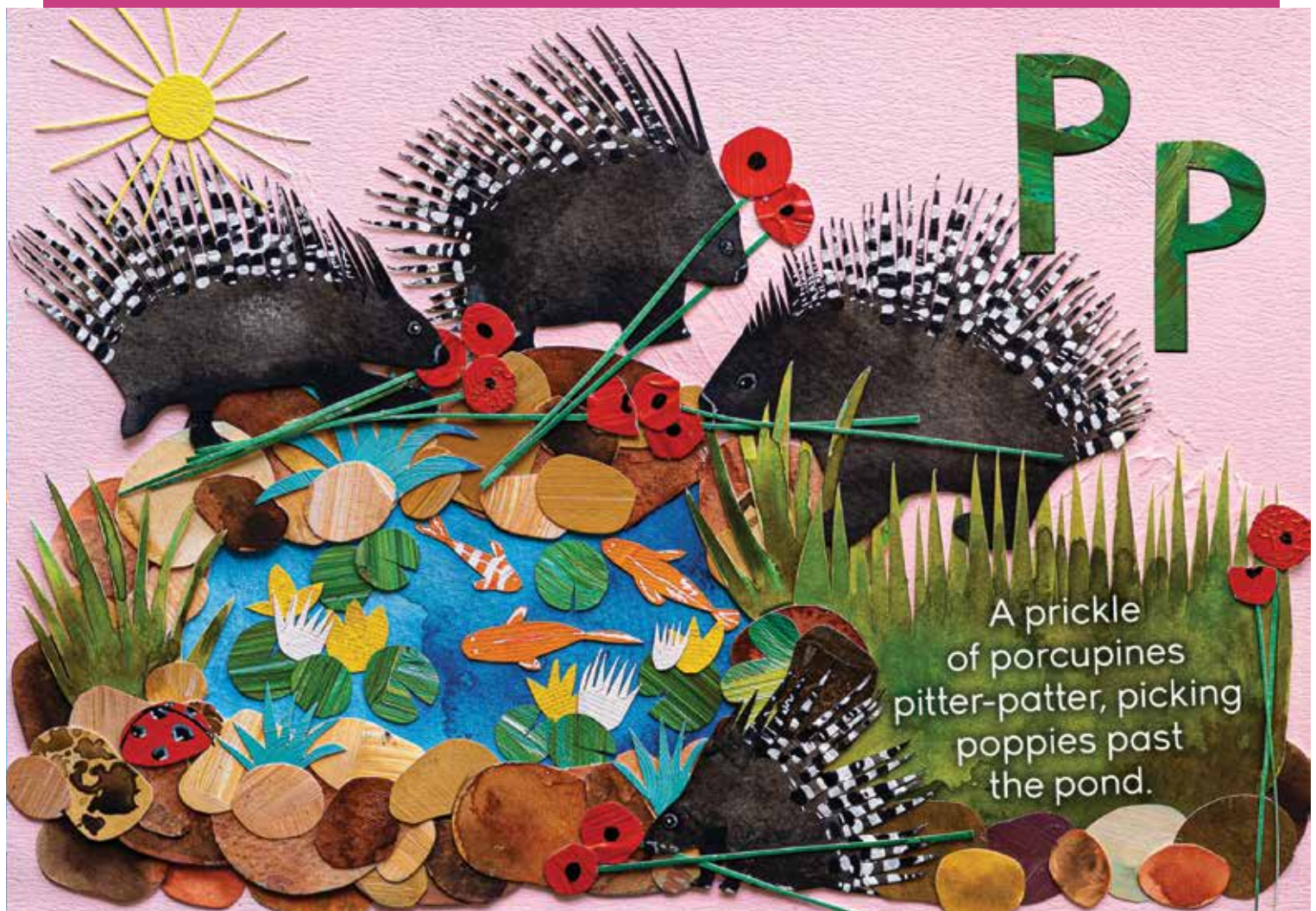
Answer: She added a snorkel

- Ask students to name all the items on the book end papers. Are all of these items featured in the book? Example: mug, music notes, poppy, daisy, flowers, butterfly etc.

- Ask the students to find the zebras on the page and ask them if they can find any hidden words.

Answer: The zebra on the first page has 'Welcome' hidden in it and the zebras on the Z page have 'Popp'y and 'Daisy' hidden in them.

Discuss how zebras stripes are like human finger prints, all unique and different.





## CLASSROOM ACTIVITIES

### ACT OUT

Students are given an animal from the book to portray. Think about how that animal might be feeling and how the student's facial expression can depict this.

Example: An angry ant ambles along afraid of adventurous antelopes. The ant is angry, so how can the student's facial expression depict this?

### TEXT INNOVATION

Change the animals in each sentence for another animal that will fit that letter of the alphabet. Experiment with changing the verb, the adjective and/or the noun.

Question students: How would this change the illustrations?

### NOUNS/VERBS/ADJECTIVES

Using the attached worksheet, highlight the nouns, verbs and adjectives in different colours.

### ALLITERATION

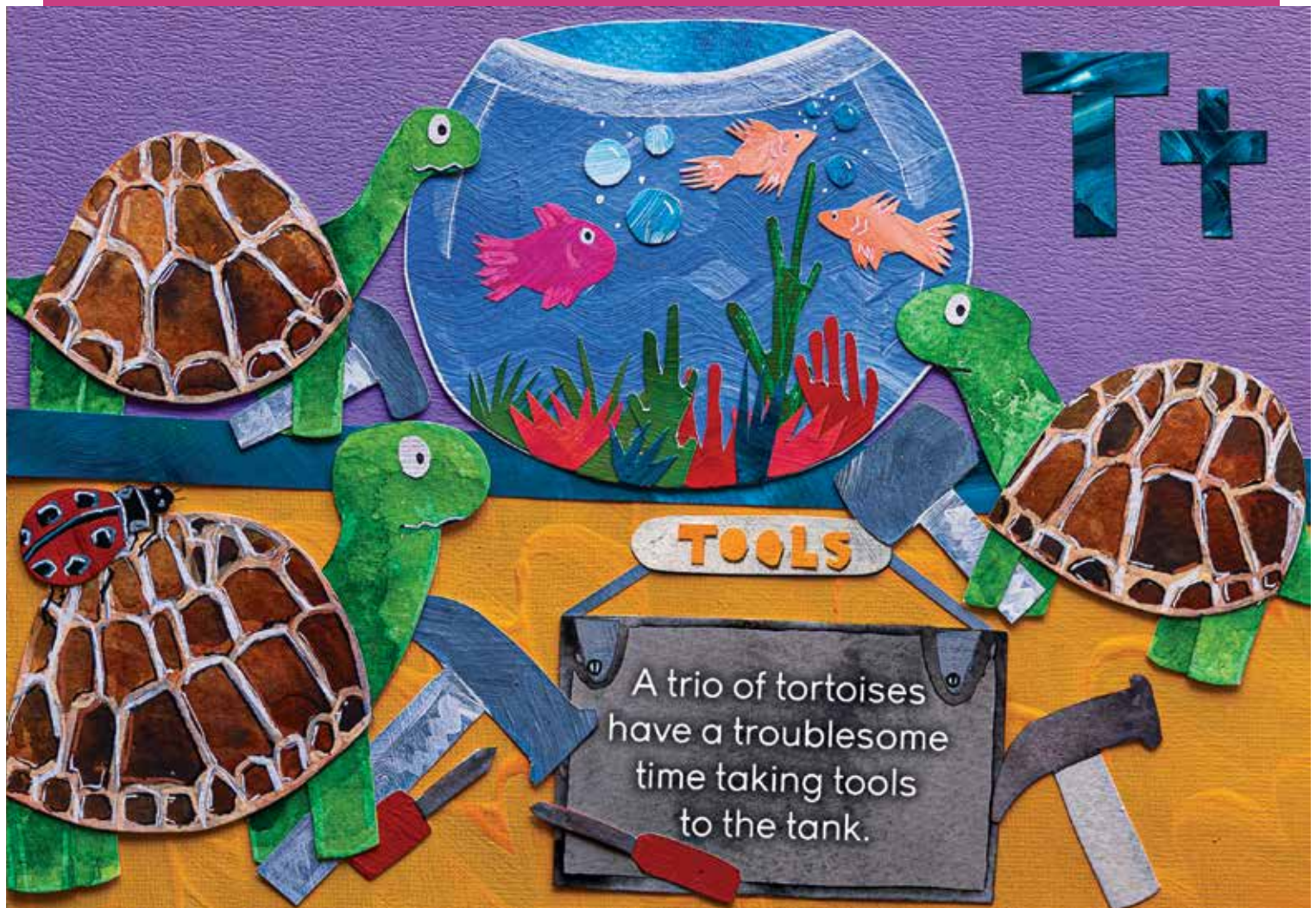
Using the attached worksheet, students create their own alliteration sentences. They can use the examples at the end of the book. Example: A shiver of sharks shine their shoes shying away from the shiny shellfish.

### NARRATIVE/PERSUASIVE/INFORMATIONAL TEXT

Using an animal from the book, create a text based on this character. Example: a story about ants. A narrative about why this particular ant was angry and what sort of day he had prior to seeing the antelopes. Or a persuasive text on why we should be more appreciative of ants and what an incredible job they do. Or an informational text about on the different types of ants.

### DICTIONARY MEANING

Using the attached worksheet, students find interesting words from the text and use a dictionary to find meanings.



## ACTIVITY 1 – FIND THE SENTENCE PARTS: NOUNS/VERBS/ADJECTIVES

Circle or highlight the verb, noun and adjective in each sentence.

Use a different colour for each grammatical concept

An angry ant ambles along afraid of adventurous antelopes.

A battery of barracudas bewilder their babies with bright bouncy balls.

Colourful crabs catch curious caterpillars while canoodling near the creek.

Defiant dogs drag daisies to the dam, dodging delicate, dazzling dewdrops.

Elegant elephants eat eggplant for entree with eight, easy-over eggs.

A flamboyance of flamingos frantically frolic in the flower-filled fountain.

Grateful, gangly grasshoppers gallop in the growing green grass.

Hairy, highland cows harmoniously hum heavenly hymns.

An intrigued iguana ignites its imagination with incredible information.

Jovial jellyfish jabber and joke in jumbo jam jars.

Kingly koalas cuddle kiwis while keeping a kite from keeling.

A lone, lethargic llama lies around, lazing on the lively layers of land.

A male mandrill monkey mangles mayhem, making marshmallow monkey-chinos.

Newly hatched nocturnal newts nibble snails in the luminous night.

An optimistic orange octopus overpowers the disobedient ocean.

A prickle of porcupines pitter-patter, picking poppies past the pond.

A quaint quokka quills questions to the Queen, feeling quite queasy.

A rhumba of rattlesnakes cause a ruckus while rendezvousing on the rocks.

A scurry of squirrels sneakily snatch six silver spoons.

A trio of tortoises have a troublesome time taking tools to the tank.

An ulcerated urchin unknowingly uncovers unique and undiscovered universes.

A venomous viper vows to vigorously vault over a violet van.

A wisdom of wombats wobble away from wild, whimsical wildflowers.

Xavier the fox plays the xylophone, xinging the keys with his axe.

Yawning yaks yadda and yelp on yielding yellow yachts.

A zeal of zippy zebras zigzag along the zesty zucchini plains.



## ACTIVITY 2 – ALLITERATION

Create your own alliteration sentences using examples from the book or create your very own.

Write your first sentence here:

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Illustrate your first sentence here:



Write your second sentence here:

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Illustrate your second sentence here:



## ACTIVITY 3 – DICTIONARY MEANING

From the book, select interesting words and find the meaning of them using a dictionary.

Word

Definition / Meaning

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3.

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4.

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5.

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## ACTIVITY 4 – MY AMAZING ANIMAL ALPHABET ALLITERATION WORDSEARCH

Colour in or circle the words from the book in the amazing word search

T	F	O	X	L	D	O	R	R	U	E	C	A	Y
X	H	A	Q	L	O	U	K	B	R	L	R	L	K
O	E	S	S	U	G	O	A	H	C	E	A	A	A
P	C	A	I	S	O	R	R	A	H	P	B	O	E
I	O	T	M	F	R	K	N	N	I	H	C	K	W
G	G	R	O	A	Y	A	K	E	N	A	A	X	O
Y	B	U	C	P	L	L	N	A	W	N	A	B	M
B	A	U	A	U	U	L	L	T	S	T	Y	E	B
L	D	Z	R	N	P	S	P	E	E	W	P	F	A
A	P	I	A	Y	A	I	L	V	J	L	E	U	T
A	A	R	L	A	A	T	N	E	I	C	O	W	E
A	R	B	E	Z	T	K	O	E	A	P	E	P	N
L	A	G	R	A	S	S	H	O	P	P	E	R	E
F	K	N	R	M	O	N	K	E	Y	P	R	R	Y

RATTLESNAKE  
 QUOKKA  
 BARRACUDA  
 VIPER  
 COW  
 URCHIN  
 ANTELOPE  
 PORCUPINE  
 JELLYFISH  
 KOALA  
 ZEBRA  
 GRASSHOPPER  
 DOG  
 MONKEY  
 NEWT  
 WOMBAT  
 OCTOPUS  
 YAK  
 LLAMA  
 FOX  
 CRAB  
 ELEPHANT  
 IGUANA





## AUTHOR INTERVIEW

**Rachael Robertson** – Mother, Wife, Teacher, Artist. Lover of rap music. Author and illustrator of *My Amazing Animal Alphabet Alliteration Book*. Daughters, Poppy and Daisy.

### Why did you write an alliteration book?

I had an idea to write an alliteration book while bouncing on the trampoline with my two daughters, Poppy and Daisy. I have always loved alliteration and the way it sounds in stories and I love reading it aloud to my girls. My single greatest dream was to write and illustrate my own children's book so I feel very fortunate that I was given the opportunity to publish this book. It did come with a lot of hard work and dedication too. Work hard and you can achieve your dreams!

### Do you have a favourite page?

I love the I page with the iguana. I was finding it difficult to figure out how to illustrate the iguana 'igniting its imagination' but had a lightbulb moment, and thought it would be perfect if the iguana had its own lightbulb moment. I also love the stars on the page and that the books all start with the letter I.

### How did you create the pages?

Each page is created using collage. I painted paper, then cut and arranged it to create the scene. It was very messy but very fun.

### Who is your favourite children's author?

My girls and I love reading and my favourite children's author has to be Julia Donaldson. I love the way she uses rhyme to create her stories. I also love Nick Bland, I think his bear books are incredible. Eric Carle was a big inspiration for me with the illustrations, I absolutely love his stories and the artwork.

### How much research did you do for the book?

I did quite a bit of research for the book. I am a teacher so I had to make it useful in the classroom as well as being a fun bedtime story for children. I incorporated little pieces of information like newts hatch from eggs and eat snails as part of their diet, and a viper is venomous. Other than that I did a lot of research on collective nouns and wanted to incorporate as many alliterative collective nouns as I could.

### Tell us about your process. Words or illustrations first?

It was definitely text first and then illustrations. I read the text to my daughter Poppy, and she really enjoyed listening to it so I knew that I was onto something good. I originally was going to use watercolour for my illustrations but I found it wasn't vibrant enough for me, so I thought that collage might look striking. I painted some paper with acrylic paint and tried to make visible brushstrokes so children knew I had painted the paper. The first animal I illustrated was the antelope and I loved him instantly so I decided to do the A page and ended up loving it done with collage.



ACTIVITY 4 – MY AMAZING ANIMAL ALPHABET ALLITERATION  
COLOURING-IN

