

RECOMMENDED FOR

Children aged 7+

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KEY CURRICULUM AREAS

- English
- Critical and creative thinking

Australian Curriculum Content Descriptions for Years 5 and 6 English are detailed in the Appendix.

REASONS FOR STUDYING THIS BOOK

- Explore the use of language in a fun and engaging way
- Understand, identify and use aspects of literary texts
- Improve literacy through listening reading, viewing, speaking writing and creating oral, print, visual and digital texts

PREPARED BY

Susan Stephenson

Susan is a writer, editor, teacher and reviewer. She also is the publisher of the website www.thebookchook.com

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The Adventures of Nanny Piggins R. A. Spratt

ABOUT THE BOOK

Nanny Piggins, the world's most glamorous flying pig, runs away from the circus and goes to live with the Greens as their nanny. The Green children, Derrick, Samantha and Michael, fall in love with her instantly. Who could not fall in love with a Nanny whose only job qualifications are her astonishing ability to be fired out of a cannon and her amazing ability to make chocolate cake, sometimes both at the same time?

ABOUT THE AUTHOR

R. A. Spratt is an award-winning comedy writer with thirteen years' experience in the television industry. She lives in the Southern Highlands with her husband and two daughters. Unlike Nanny Piggins, she has never willingly been blasted out of cannon.

ANALYSE AND CREATE LITERATURE

Questions

1. Would you classify *The Adventures of Nanny Piggins* as fiction, non-fiction, or both? Ask your librarian if it's possible for a book to be classified as both fiction and non-fiction.

Activities

1. On page 15, we read that Nanny Piggins is baffled by humans. 'They always talked about how they just wanted their children to be happy. Then they seemed to devise endless systems and schedules to ensure that they were not.' Do you agree or disagree that this is what humans do? Explain your opinion and back it up with evidence.
2. When people look for work, they write about themselves so an employer will give them a job. This résumé lists their skills and qualifications. How would Nanny write her résumé? Try to 'sound' like Nanny Piggins when you write it, giving the flavour of this wonderful pig by carefully choosing vocabulary, and thinking about tone, emphasis and voice.
3. Certain people (okay, strange people) have said *The Adventures of Nanny Piggins* could be used as a manual on how to look after children. List some unusual ways Nanny takes care of the Green children. Create a manifesto on Child-Rearing the way Nanny Piggins would write it.
4. In Chapter 3, 'Leonardo da Piggins', Nanny accuses an art gallery director of pigism. Are you aware of any other examples of discrimination against pigs? Has a pig been allowed play soccer for Australia for instance, or to win a Nobel Prize? Write a formal letter to An Important Person, giving several examples of pigism and persuading them to do something about it.

5. Write a three-sentence review of *The Adventures of Nanny Piggins* from the viewpoint of the manager of the Ninglenong School for Nannies. Write a five-sentence review of *The Adventures of Nanny Piggins* from the viewpoint of a bookseller. Think hard about word choice, tone and voice.

ANALYSE CHARACTERS

Activities

1. Can you list all the characters in *The Adventures of Nanny Piggins*? Collaborate with your friends to create a Pigipedia that lists the characters and includes a brief description of each.
2. Which songs would be in Nanny's top ten? Try to think of song titles that portray some aspect of Nanny's personality. Now think of some songs Mr Green might listen to.
3. Close your eyes and listen to your teacher read a passage aloud that contains dialogue by Nanny herself. What words and expressions does she use that are special to her character? If you had to describe the way Nanny talks, what would you say?
4. Invent a voice for Nanny Piggins that you think brings her character to life. Create a short speech that Nanny Piggins herself might give, to explain why she has come on *Dancing with the Stars*. Deliver your speech, using your Sarah Piggins voice. *Costume is optional!*

LITERACY AND LANGUAGE

Questions

1. Is *The Adventures of Nanny Piggins* a good title for the book? By the title alone, would you be able to guess what the book is about?
2. If you were going to write a sequel to *The Adventures of Nanny Piggins*, what would its title be?
3. If you were going to make a movie of the book, would you want real actors or animation or both? Cast your movie!
4. Compare *The Adventures of Nanny Piggins* with the book or the movie *Mary Poppins*. How are they similar? How are they different?
5. According to Nanny Piggins herself, the book is INFOBIOPIGTAINMENT. What do you think that word means? Can you work out how the word may have been created?
6. Nanny Piggins has the letters F.P. after her name in brackets: Nanny Piggins (F.P). What does F.P. stand for? What other letters do people put after their names, and what do they stand for?

Activities

1. Plan, draft and publish a book trailer for *The Adventures of Nanny Piggins*. Your trailer should be a teaser, a combination of images and sound that will convey an impression of the novel to someone who doesn't know it. Here's an example of a trailer from the US publishers of a Nanny Piggins book, <http://www.youtube.com/watch?v=AkQJko7PIEE> and here's one made as a book report by a young person. <http://www.youtube.com/watch?v=2CBcJzWhR18>
2. What is the narrative voice of *The Adventures of Nanny Piggins*? Do readers look at the action through one character's eyes or is there a narrator looking at all the characters and describing the action?
3. Find key words that will sum up the book for someone who hasn't read it. Use a word cloud generator like Wordle to display those words.

CREATE TEXT

Activities

1. Describe Nanny Piggins to a classmate from Aunt Lydia's viewpoint. Now describe Nanny Piggins from Nanny Anne's viewpoint. Can your friend tell the difference, and recognise which character you are?
2. Re-tell the incident in chapter 4 where Billy McPhearson gets arrested, pages 67-68, from the policeman's viewpoint.
3. In chapter 8, Nanny Piggins captures a home intruder. Explain what happens in this adventure as if you were talking to a five-year-old.
4. Choose another main character from a novel you have read. In a battle between Nanny Piggins and that character, who do you think would win? Design a competition with 10 events that Nanny Piggins (F.P.) would definitely win.
5. You have been employed by The Ministry of Health to investigate the diet Nanny and the children live on. Describe this diet, giving examples from the book, and investigate whether it will lead to healthy outcomes for the children.
6. You and your friends have been requested to create an advertisement for *The Adventures of Nanny Piggins*, telling people about the book and encouraging them to buy it. You can choose to create a magazine ad (with a word processing program), a radio ad (audio recording) or a TV ad (video recording.) Plan, rehearse and deliver your advertisement to an audience of your choice.
 - a. Before you start, brainstorm ideas with your friends, thinking about what message you want to transmit and how to do that.
 - b. Things to think about: Who will your audience for the ad be? Who buys children's books? How will you persuade people to buy the book? What format will your ad take? Don't forget to practise and rehearse your script! Get feedback on your ad and refine your presentation so it's the best you can make it.

ANALYSE HUMOUR

Activities

1. R. A. Spratt makes us laugh in this book. How exactly does she do that? Let's look for examples, and, at the same time, think if we could use the techniques in our own writing.
2. What sort of person would we generally expect a Nanny to be? How is Nanny Piggins different from what we expect? A huge part of the humour in the book comes from the character of Nanny herself. She is unusual, to say the least. Tell a friend some of the things Nanny did and said that made you laugh.
3. In the author's statement before the book starts, R. A. Spratt tells us that '...Nanny Piggins is an elite athlete so she has a freakishly fast metabolism. . .' Do you think that statement is true? Look at the book's cover and re-read any snippets you find about Nanny Piggins. Does she LOOK like an elite athlete? What sort of sports do we see Nanny Piggins involved in? Or is this humour? Why is it funny?
4. On page 81, Nanny tells us: 'Beauty has been a lifelong burden of mine. Even butchers sigh when I pass. . .' Why do you think butchers might sigh when Nanny goes by? The author is having her character say something that Nanny Piggins believes, but we know differently and that's why we grin. Can you find some other examples of this kind of humour in the book?
5. On page 64, R. A. Spratt tells us '... Nanny Piggins let the children eat their own body weight in chocolate in the street . . .' Do you think the children could really eat their own body weight in chocolate in one sitting? How many 200g blocks of chocolate does that mean you would need to eat? The author is using exaggeration to add to the humour of the story. Find some other examples where exaggeration makes us laugh.

CREATE AND COMMUNICATE

Activities

1. Invent a way to make a pig fly. Draw a plan for your invention and label it so that other people will understand how it works.
2. Create a menu that you think would appeal to Nanny Piggins.
3. Design a logo for Nanny Piggins (F.P.).
4. Choose your favourite scenes from the novel and draw them from the perspective of different characters. Assemble your pictures as if they were in a photo album, adding creative captions, word art or speech bubbles.
5. The Queen is not the only one to deliver a Christmas Message. Nanny Piggins does too. Here is an example of a message from the Queen. <http://www.youtube.com/watch?v=-lelUFNw1TI> Here's an example of one from Nanny Piggins <http://www.youtube.com/watch?v=Po-ac4fUldo> In what ways are the messages similar / different? Which one do you prefer? For fun, draw your own picture of Nanny Piggins, scan it into the computer, upload it to Blabberize <http://blabberize.com> and make your picture talk with your own Nanny Piggins voice. Or make a Nanny Piggins puppet. Consider what message your Nanny Piggins would like to give the world. If there is one important message the world should hear, what is it?
6. What if Boris came to your classroom, needing to be hidden? How would you hide him? Draw up a plan of action involving a talking teapot, 2 kilos of sausages and a fortune teller.

FUN FAST ACTIVITIES

1. Choose three of your favourite chapters from *The Adventures of Nanny Piggins*. Invent newspaper headlines for those chapters.
2. Make 3 lists: *10 Things Not to Do with a Pig*, *Nanny Piggins' Top 10 Favourite Foods*, *10 Adjectives that Describe Nanny Piggins*.
3. Good news! You've been chosen to retell *The Adventures of Nanny Piggins*. Bad news is, you must do it in 90 seconds!
4. Nanny Piggins and the children have decided to make a time capsule that will represent the adventures they've had in this novel. What artefacts would you recommend they include?
5. Using all your dramatic skills, improvise an advertisement of *The Adventures of Nanny Piggins* that persuades your audience to buy and read the book.
6. If Nanny Piggins went head to head against Mary Poppins, who do you think would win? Why? Nanny Piggins vs Big Bad Wolf? Spiderman? Pigzilla? Create a cartoon based on one of your ideas.
7. R.A. Spratt invented Leonardo da Piggins. Can you think of any other famous people or celebrities you could give a Piggins slant to? It might be fun to try to sketch them. Perhaps you could start with an opera singer called Pigarotti.



THE NEXT ADVENTURES:



Nanny Piggins and the Wicked Plan
by R. A. Spratt

When Mr Green announces his diabolical plan - he has decided to get married - his children (Derrick, Samantha and Michael) are horrified. Especially when they discover his real motive - he wants to get married so he can sack their beloved nanny, Nanny Piggins. Obviously their father has to be stopped, and Nanny Piggins is just the pig to do it. Because you should never ever cross a flying pig. And so, in the process of ruining Mr Green's matrimonial prospects, Nanny Piggins and the children have many exciting adventures - including being blasted across Dead Man's Gorge with an armadillo, breaking into a maximum-security prison in search of Chinese food and fighting a Gypsy Queen over a pit of fire.



Nanny Piggins and the Runaway Lion
by R. A. Spratt

With a runaway lion loose in the neighbourhood, Derrick, Samantha and Michael feel scared. Nanny Piggins feels like a slice of cake. And Boris feels like that lion looks strangely familiar. In this third action-packed book of adventures, Nanny Piggins tames a lion and a lion tamer. She revolutionises the sport of ski jumping, introduces hot-pink leotards to the local Neighbourhood Watch, demonstrates trapeze skills on a moving bus, plays badminton with a wok and teaches Shakespeare a thing or two about how to write a play. All while thwarting Mr Green's attempt to send her favourite children to Nicaragua (she does find it wearisome having to put him in his place constantly). And yet, somehow, she still finds time to bake lots and lots of cake.

WORKSHEET: TEXT SNIPPET



Derrick Green is NOT a great speller. Here is his account of the problems they had with Nanny Alison.

Can you help him write it correctly?

We decided to catch nanny aliosn read handed. so we put supper glue on the doornobs. It turned out that nanny aliosn was suffaring from a mentall diseese that made her steel from rich people's houses she was arested and we got to eat choclite witch made us very very very very very happy.



WORKSHEET: TABLE

Find these words in *The Adventures of Nanny Piggins*, write what you think the word means.

Choose another word that would make sense instead, and write the dictionary definition of the first word.

WORD	MEANING	SIMILAR WORD	DEFINITION
Initiative (page 132)			
Concocted (page 161)			
Notoriously (page 176)			
Clone (page 183)			
Fiasco (page 188)			
Coincidentally (page 213)			
Quavering (page 223)			
Sheepish (page 231)			



WORKSHEET: POSTCARD

Step into the role of Nanny Piggins and write a postcard to Mr Green.

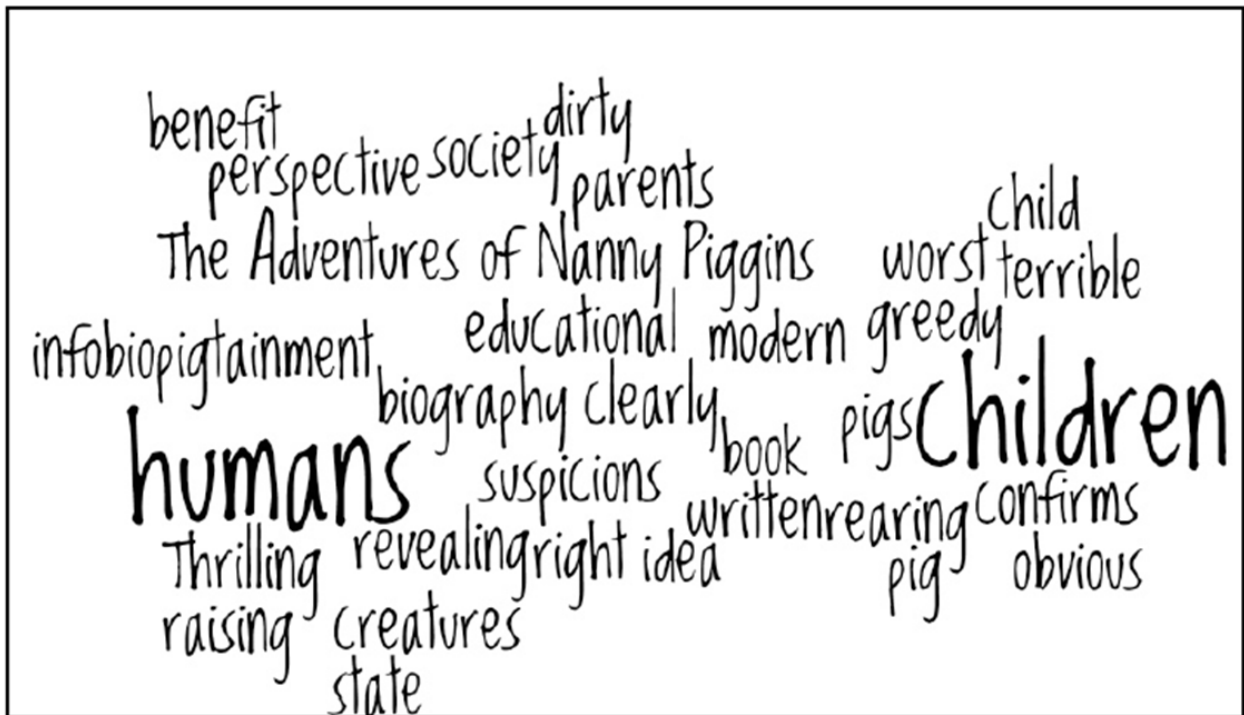
	<div style="border: 1px dashed gray; width: 150px; height: 100px; margin: 20px auto;"></div> <hr style="width: 80%; margin: 20px auto;"/> <hr style="width: 80%; margin: 20px auto;"/> <hr style="width: 80%; margin: 20px auto;"/>
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WORKSHEET: WORD CLOUD

Here is a word cloud containing some words by R. A. Spratt from the author's website www.raspratt.com. Can you identify where in the website the text is from?





ACTIVITY: DRAW NANNY PIGGINS

Draw a sketch of Nanny Piggins.

APPENDIX

Australian Curriculum Content Descriptions for Years 5 and 6 English

Source: Australian Curriculum, Assessment and Reporting Authority (ACARA)

YR5:

- Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts ([ACELT1608](#))
- Present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others ([ACELT1609](#))
- Use metalanguage to describe the effects of ideas, text structures and language features on particular audiences ([ACELT1795](#))
- Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses ([ACELT1610](#))
- Understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in narratives, shape poetry, songs, anthems and odes ([ACELT1611](#))
- Create literary texts using realistic and fantasy settings and characters that draw on the worlds represented in texts students have experienced ([ACELT1612](#))
- Create literary texts that experiment with structures, ideas and stylistic features of selected authors ([ACELT1798](#))
- Understand how to move beyond making bare assertions and take account of differing perspectives and points of view ([ACELA1502](#))
- Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts ([ACELA1512](#))
- Understand how to use banks of known words, as well as word origins, prefixes and suffixes, to learn and spell new words ([ACELA1513](#))
- Show how ideas and points of view in texts are conveyed through the use of vocabulary, including idiomatic expressions, objective and subjective language, and that these can change according to context ([ACELY1698](#))
- Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences and present and justify a point of view ([ACELY1699](#))
- Use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes ([ACELY1796](#))
- Plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements ([ACELY1700](#))
- Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text ([ACELY1701](#))
- Navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning ([ACELY1702](#))
- Use a range of software including word processing programs with fluency to construct, edit and publish written text, and select, edit and place visual, print and audio elements ([ACELY1707](#))
- Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources ([ACELY1703](#))
- Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience ([ACELY1704](#))

APPENDIX

Australian Curriculum Content Descriptions for Years 5 and 6 English

Source: Australian Curriculum, Assessment and Reporting Authority (ACARA)

YR6:

- Make connections between students' own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts ([ACELT1613](#))
- Analyse and evaluate similarities and differences in texts on similar topics, themes or plots ([ACELT1614](#))
- Identify and explain how choices in language, for example modality, emphasis, repetition and metaphor, influence personal response to different texts ([ACELT1615](#))
- Identify, describe, and discuss similarities and differences between texts, including those by the same author or illustrator, and evaluate characteristics that define an author's individual style ([ACELT1616](#))
- Create literary texts that adapt or combine aspects of texts students have experienced in innovative ways ([ACELT1618](#))
- Understand the uses of objective and subjective language and bias ([ACELA1517](#))
- Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects ([ACELA1518](#))
- Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion ([ACELA1525](#))
- Understand how to use banks of known words, word origins, base words, suffixes and prefixes, morphemes, spelling patterns and generalisations to learn and spell new words, for example technical words and words adopted from other languages ([ACELA1526](#))
- Compare texts including media texts that represent ideas and events in different ways, explaining the effects of the different approaches ([ACELY1708](#))
- Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions ([ACELY1709](#))
- Use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience ([ACELY1816](#))
- Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis ([ACELY1710](#))
- Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience ([ACELY1714](#))

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