



by Alan Dapré
Learning Resource Pack

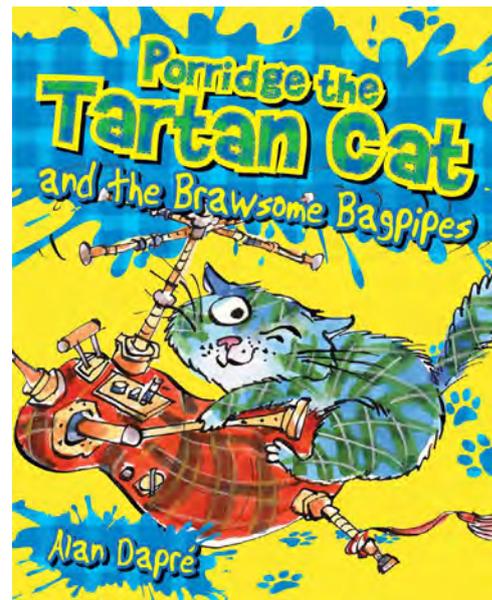
A Learning Resource Pack for use with *Porridge the Tartan Cat* and *The Brawsome Bagpipes* by Alan Dapré

The cross-curricular activities link closely to - and draw upon - the Curriculum for Excellence. They have been created by the author, who is a former Deputy Headteacher & Literacy Coordinator.

Introduction

Porridge the Tartan Cat and the Brawsome Bagpipes is the first title in the 6 book series. All the books are 'stand alone' stories.

The activities below are cross-curricular and provide children with a greater understanding of the wordplay, humour, structure and narrative in the books. They will get a sense of the fun and energy that runs through the *Porridge the Tartan Cat* series. The activities link closely to - and reference - the Curriculum for Excellence.



Contents

More about Alan Dapré and Yuliya Somina	2
General Activities about the author and his books	3
Activity Area 1: This Book Belongs To...	4
Activity Area 2: What's In A Name?	5
Activity Area 3: Homophones	6
Activity Area 4: Spy Whispers	7
Activity Area 5: Character Creation	8
Activity Area 6: Gadget Grandad's Inventions	9
Activity Area 7: Idioms	10
Activity Area 8: Design & Name A Shed For Racing	11
Activity Area 9: Homographs	12
Activity Area 10: Contents List	13
Activity Area 11: Firsts	14
Activity Area 12: Disaster Movie Poster	15
Activity Area 13: Illustrations	16
Activity Area 14: Brawsome Bagpipes	17
Enrichment Ideas	18
Contact and Helpful Websites	19



Short Biography of Alan Dapré

Alan Dapré has worked as a teacher, BBC Radio playwright, children's TV scriptwriter and author of educational fiction and non-fiction titles. He currently writes humorous books for young readers, and lives on the west coast of Scotland.

Alan grew up in Kent and went to school in Sandwich near Ham. He studied Creative Arts (BA Hons) in Nottingham. Afterwards, he moved to Gotham. He didn't see Batman but did graduate as Primary School teacher. Alan continued writing while teaching and was delighted to discover how much they complemented each other.

He loves being creative. By the time Alan became a Deputy Headteacher, he had published many plays & books. Buzzing with story ideas, he finally left school in his mid-thirties and became a full-time writer. He lived in Oxfordshire for a while and wrote TV shows such as Brum and Boohbah. Later, he moved to Scotland. His journey to work is now 10 seconds from the kitchen.

Alan Dapré has been interviewed by his publisher Floris Books. You can read his interview here:

<https://discoverkelpies.co.uk/2017/07/author-interview-alan-dapre>

Information About illustrator Yuliya Somina

Yuliya Somina is an award winning illustrator from Moscow.

She graduated from the Moscow State Art College with a degree in fine arts and began her career in animation. Yuliya has illustrated many books including Michael Rosen's *I Never Know How Poems Start* and Bill Bryson's *A Short History of Nearly Everything*.

General Activities About Alan Dapré + His Books

- Alan Dapré has written 60 books. See if you can discover some of them online. What genres has he written in?
[Fiction for children - published by Floris Books; Educational plays for schools - published by Ginn, Heinemann & Pearson; Radio plays transmitted on Radio 4, etc.]
- Think about the question you would ask if you met the author. Discuss with a partner and perhaps write them down. Share with the class. Do you have similar questions?
- Compare two of the covers of the *Porridge the Tartan Cat* books. How can you tell they are part of a series? Is it possible to guess elements of the story from the image on the front?
- Read the summary on the back cover of each book. How much of the story does each one give away? Discuss what the 'blurb' on the back is for.
The front & back cover images are available in the Free Resources section here:
<http://www.alandapre.com/free-resources-alan-dapre-childrens-author-artist.html>
- Each book stars a member of the McFun family. Can you tell who it is from the book cover? Can you guess from the picture on the back what type of person he or she is? Are there clues as to what is going to happen to that character?
- Explore the book titles. What might each book be about? Are the titles obvious or a bit mysterious?
- Each book cover is very colourful. The words are in an exciting font. Why might this be? Porridge is shown on every cover. Why? When opened, the inside of the cover features another book – why might that be?
- The books have a Scottish twist. Each one features objects associated with Scotland. Some, such as Gadget Grandad's bagpipes, are used in surprising ways. The language in the book also incorporates Scottish words, such as Tatties. Look out for them while you are reading.

Watch Alan Dapré read from his books here:

<http://www.alandapre.com/videos-alan-dapre-childrens-author-artist.html>

Note: The Activities are linked to the Curriculum for Excellence.

- 1st level: Primary 2-4 (P2, P3, P4)
- 2nd level: Primary 5-7 (P5, P6, P7)

Activity Area 1: This Book Belongs To...

- Find the 'This Book Belongs To...' page in *Brawsome Bagpipes*. Porridge wants you to tickle him. How could you do that? [hint: use the picture opposite]
- Discuss why Porridge says, 'You can even put your name here, for now?'
- Porridge says 'Me-ow' which is similar to the way a cat speaks. Go through the book and make a list of the other 'me-' words [such as 'Me-yuck!']

Work out his mood as he says each word.

- Write down some different moods and create your own 'Me-' words to describe them. Here are some to get you started:

Sad Angry Fed up Tired Sleepy

- Imagine you are Porridge. Explore the tartan cat's moods through Dance. Use your knowledge of dance styles.
Work with a partner and mirror each other's moods.
Expressively change mood. Cover your face or crouch then spring up and reveal a new mood.
Consider how you would move, your pace, direction and timing.

Curriculum for Excellence Outcomes

Listening and Talking: Lit 1-02a, LIT 2-09a

Reading: Lit 1-15a, ENG 1-19a, LIT 2-14a

Writing: LIT 1-25a, LIT 2-23a

Expressive Arts: Dance EXA 1&2-09a, 1&2-10a, 1&2-11a

Activity Area 2: What's In A Name?

- Read pages 6 to 9 of *Brawsome Bagpipes*. Note the names of the human characters.
- What does the name of each character tell us about that person? Who do you think your favourite character might be? Write down why. Can you persuade a partner to agree with you?
- Write a sentence about what you think each character does - based on their name, e.g., I think Gadget Grandad loves to build strange mechanical things. I think Dino Dad will turn into a dinosaur.
- Think of your own name. Put an adjective in front of your first name. Use a powerful one such as Incredible or Amazing. Now write a short paragraph describing what you might do. Daring Daniel likes to fly a stunt plane over a lake crammed with crocodiles.
- Share your name with the rest of the class. If there is time, act out a scene where two of you meet. Fantastic Fiona meets Incredible Iain.
- Place a chair [the Hot Seat] beside your partner or a group. Take turns in the Hot Seat to discuss your 'awesome' or 'amazing' day. Answer questions about how you got to be 'Amazing Angus' or 'Daring Danielle', etc. Answer questions on what you do as this character - and why. Being in the Hot Seat will get you thinking more about your character. Plus it gets you to answer some great questions too.

Curriculum for Excellence Outcomes

Listening and Talking: LIT 1-09a, LIT 2-02a, LIT 2-09a

Reading: LIT 1-14a, 2-19a

Writing: LIT 1-26a, LIT 1-20a, 2-20a, LIT 2-29a

Expressive Arts: Drama EXA 1&2-12a, 1&2-14a

Activity Area 3: Homophones

[Two or more words that sound alike but have different meanings + spellings.]

- Read pages 23 to 25 of *Brawsome Bagpipes*. There is a funny mix-up with Ducks and Dux. Think up some more words that sound the same but have different spellings & meanings. Write them down and discuss within a group.
- Now read page 91. Can you find a homophone? [No wonder the shed won't start. It's sprung a leak! 'Sprung a leek, more like,' chuckled GG.]
- Matching game: Write pairs of homophones on card. Place face down and pick two cards. Children take turns until they match them: flower flour / one won / son sun / write right / horse hoarse / hair hare / wood would / sum some
- Fun Fact: In *Porridge the Tartan Cat and the Kitty-cat Kidnap* there is a tongue-twisting paragraph on page 89 using 'boy / buoy':
"Ross hid by the buoy. Then Isla hid by the boy by the buoy. (By the by, I hid by the girl by the boy by the buoy. Oh boy!)"
Can you work out what was happening?

Curriculum for Excellence Outcomes

Listening and Talking: LIT 1-09a, LIT 1-10a, LIT 2-09a

Reading: LIT 1-16a, LIT 2-16a

Writing: LIT 1-21a, LIT 1-23a, LIT 2-26a

Activity Area 4: Spy Whispers

- Read or listen to pages 26 to 28 of *Brawsome Bagpipes*. The twins discover a mysterious message:
THE STINKY SCOTCH PIES ARE OFF.
What could scotch pies be?
- Wordplay Fun. Write SCOTCH PIES . The teacher shows children that if you rub out the letters COTCH you are left with the word S PIES.
- Read pages 35 to 37 of *Brawsome Bagpipes*. Gadget Grandad, the twin and Porridge are on the trail of Scotch Pies, which is a sneaky code for spies.
- The teacher chooses a line of volunteers. The longer the better. Now whisper a sentence to a child at one end:
The Scotch Pies are out of the oven.
Will the secret message come out the same at the other end of the line? [The flies are in the garden, etc.]
Create other sentences to try out.

Curriculum for Excellence Outcomes

Listening & Talking: LIT 1-02a, LIT 2-04a

Reading: LIT 1-13a, LIT 2-16a

Activity Area 5: Character Creation

- Choose a character from *Brawsome Bagpipes*

Porridge

Mum

Isla

Ross

Gadget Grandad

Mavis Muckle

Basil the elephant

Fergus McFungus

The Chief Splotter

Archie

Flora

- Get clues from the text and the illustrations. Move around the room as that character. Think about the gestures you will use, your speed and voice. Use your body to convey the character. Meet and greet other characters. How will you say hello? Say 'Who am I?' and see if they can guess who you are from your actions.
- In pairs, create a conversation where you discuss what you have been doing that day. Porridge may have been eating fishy biscuits in the kitchen, Isla might be outside in goal playing football. Flash back or forwards to an earlier or later part of the day. Talk about something that happened then.
- Create a tableaux – a still image linked to events in *Brawsome Bagpipes*. Base it on an illustration or make your own up:
 - flying on the bagpipes
 - climbing & dangling on the edge of a volcano
 - racing sheds
 - water skiing with Walter the shark
 - zooming into space in the levitating loft.

Curriculum for Excellence Outcomes

Listening and Talking: LIT 1&t2-02a, 1&t2-03a, 1&t2-06a, 1&t2-10a

Reading: LIT 1&t2-14a, ENG 1&t2-19a

Expressive Arts: Drama - EXA 1&t2-01a, 1&t2-12a, 1&t2-13a, 1&t2-14a, 1&t2-15a

Activity Area 6: Gadget Grandad's Inventions

- Explore the book to discover more of Gadget Grandad's gadgets. With a partner, discuss and make a list of the ones you find. Explain what each object is and what it does.
[Example: Page 56 - Goggles with wee wipers to wipe the salty spray away. Flippers that double in length so he can Walter-ski (water-ski) with them.]
- Invent your own awesome gadget. Take an ordinary object and make it extraordinary. Draw the gadget and label each part.
- Create a short comic strip. Incorporate your amazing gadget into a story. Write down the sounds that your awesome gadget makes. Why not recreate the actual sound of your gadget? Collect musical instruments/ found things and create the noise of your gadget. Explore loud and quiet, pitch and dynamics.

Curriculum for Excellence Outcomes

Listening and Talking: LIT 1-02a, LIT 1-06a, LIT 2-02a, LIT 2-06a

Reading: LIT 1-14a, LIT 1-15a, LIT 2-14a, LIT 2-15a

Writing: LIT 1-20a, 1-24a, 1-26a, LIT 2-20a, 2-24a, 2-26a

Expressive Arts: Art and Design - EXA 1&2-02a, 1&2-03a, 1&2-04a

Activity Area 7: Idioms

- An idiom is a phrase that doesn't exactly mean what the words say. It can be hard to guess the meaning from the words. Porridge is fond of using idioms.

- Read page 72 of *Brawsome Bagpipes*.

We wound down our windows to wave, and a tasty salmon leapt right through mine and flopped out the other window before I could catch it! 'Never mind, Porridge,' said Isla. 'Plenty more fish in the sea - er, loch!'

- "Plenty more fish in the sea" is an idiom. It means that there are lots more left. Explore these popular idioms and try to work out what they mean.

Raining cats and dogs [raining a lot]

Hold your horses [wait a moment]

Busy as a bee [very busy]

It's a piece of cake [easy]

Butterflies in my stomach [nervous]

Got a sweet tooth [likes sweet things]

Spill the beans [tell a secret]

She has green fingers [good at gardening]

- Discuss the author's use of idioms. Are they ones you've heard before or has he invented new ones? Look in other books for more.
- Can you think of your own quirky idioms to describe feeling hungry, or in trouble?

Curriculum for Excellence Outcomes

Listening and Talking: LIT 1-01a, LIT 2-01a, LIT 1-04a, LIT 2-04a

Reading: LIT 1-11a, 1-12a, 1-16a, ENG 1-19a, LIT 2-11a, 2-12a, 2-16a, ENG 2-19a

Writing: LIT 1-20a, LIT 1-24a, LIT 2-20a, LIT 2-24a, LIT 2-25a

Activity Area 8: Design + Name A Shed For Racing

- On page 91 we learn that Gadget Grandad's shed is called 'The Green Machine.' Why might that be? [Painted green and is environmentally green - runs on water from a rain barrel bolted on the back.]
- Gadget Grandad is racing his larch rival Fergus McFungus to see who will win the Scottish Shed Racing Championships. Imagine you are taking part too.

Design your shed. It needs wheels, steering, seats, brakes and fuel. Plus anything else you can think of. When you have designed it, give your creation an amazing name.

- Do some box modelling and make your own shed from recycled materials. Create a ramp and race your shed against another. Find ways to improve it and make your shed faster.

Extra Task: Design a Race Track around a garden centre.

- Read pages 101 to 110 of *Brawsome Bagpipes*
- Your track must have: Corners. Shortcut. Be wide enough for overtaking. Have a Start/Finish point. Plus seats for spectators. [See pic of shed on starting line: page 94]

Expressive Arts: Art and Design - EXA 1&t2-02a, 1&t2-03a, 1&t2-04a

Activity Area 9: Homographs

[Words that are spelled the same but have different meanings]

- Read, or listen to, the Shed Race sequence. Log and study the names of incidental characters on page 104 of *Brawsome Bagpipes*. Their names can also mean something else. Say the name to a partner and ask for the meanings, e.g.,

Rosemary, Basil	People / Herbs
Dawn	Person / Morning
Heather	Person / Plant
Fair	Okay / Attraction
Saw	Have seen / Cut
Leaves	Part of Tree / Goes

- Make a colourful, clear side by side list with images:

bat
park
bank
rose
punch
pen
spoke
seal
fan

Curriculum for Excellence Outcomes

Listening and Talking: LIT 1-01a, LIT 2-01a, LIT 1-04a, LIT 2-04a

Reading: 1-12a, 1-16a, ENG 1-19a, LIT 2-12a, 2-16a, ENG 2-19a

Writing: LIT 1-20a, LIT 1-24a, LIT 2-20a, LIT 2-24a, LIT 2-25a

Activity Area 10: Contents list

- Read page 119 of *Brawsome Bagpipes*:

Gadget Grandad opened the battered book. "The bad news is: Fergus tore out page 99, the deadliest page in the book. The good news is: we still have the contents page at the front, so we can work out what his plans might be." He ran a finger down the contents list.

- Discuss with the teacher, or a partner. Why use a contents list? Where is it usually found?

- The contents shown on page 119 are trouble-causing activities:

How to make a rotten rain machine.....97

How to make a despicable invisible cloak.....98

How to make a deadly giant cloutie dumpling that's out of this world.....99

- Design your own rotten rain machine. Create a set of questions to answer so you plan your machine effectively: Does it make clouds? Have a sprinkler? Does it fly or float – if so, how? How will it be made waterproof? How does it hold water? Will it be disguised [as a cloud]? Label it too.
- Create something that has a positive outcome. Perhaps a Gift machine for a Birthday party?

Curriculum for Excellence Outcomes

Listening and Talking: LIT 1-04a, LIT 2-04a, LIT 2-06a

Reading: 1-14a, 2-14a

Writing: LIT 1-25a, LIT 1-26a, LIT 2-25a, LIT 2-26a

Expressive Arts: Art and Design – EXA 1&2-02a, 1&2-03a, 1&2-04a

Activity Area 11: Firsts

- Read pages 120 to 121 from "Our mission today..." to "...It's going to be a bumpy ride!"

Why might Gadget Grandad say that? What does it mean? Is he being literal?

- Ross and Isla would be the first twins (and children) in orbit together. Pupils make notes / jot down a list of Firsts not done before. Here are some to get you started:

Swam 25 metres

Sent a Valentine's Day Card

Made a New Year Resolution

Wore something you've never worn before (waistcoat)

Joined an organization, e.g., Brownies

Volunteered

Liked a new type of food

Cut your own toenails

Started a new sport

Made someone a sandwich

- Place the items in your list in order. Compare your list to ones created by other children.
- Do you have similar Firsts? Has someone come up with one you would like to do? Add it to your list.
- Draw yourself doing one of the Firsts.

Curriculum for Excellence Outcomes

Listening and Talking: LIT 1-06a, LIT 2-06a

Reading: 1-14a, 1-16a, 2-14a, 2-16a

Writing: LIT 1-25a, LIT 1-26a, ENG 1-30a, LIT 2-25a, LIT 2-26a

Activity Area 12: Disaster Movie Poster.

- Read page 128 of *Brawsome Bagpipes*.
- Teacher shows examples of posters from 'disaster' movies. Discuss them. Identify similar features.
- A giant Clottie Dumpling has left the Moon and is heading towards Earth. Only the flying loft with Porridge, GG and twins on board can save the world. Create a poster:
- Remember who is going to read it. Keep your text short. Discuss and make up dramatic taglines. Simple statements that help sell the story, e.g., One Cat. One Grandad. Two Kids. Three seconds until disaster!
- Create a movie title, e.g., THE DEADLY DUMPLING OF DOOM or THE DUMPLING DISASTER! Include a dramatic picture of the scene.
- Put the date the movie is coming out. Add your name on poster as an actor for one of the characters. [Perhaps draw or add a photo of a headshot of you with character's name underneath?] Directed by [your teacher?]
- Discuss rating systems. Who is allowed to see your movie? Perhaps invent a rating system? [VG = Very Good]

Curriculum for Excellence Outcomes

Listening and Talking: LIT 1&2-02a, 1&2-03a, 1&2-04a, 1&2-05a, 1&2-10a

Reading: LIT 1&2-11a, 1&2-16a, ENG 1&2-19a

Writing: LIT 1&2-20a), 1&2-23a, 1&2-24a, 1&2-26a, ENG 1&2-28a

Expressive Arts: Art and Design - EXA 1&2-02a, 1&2-03a, 1&2-04a, 1&2-06a

Activity Area 13: Illustrations

- Study the illustrations in *Brawsome Bagpipes*. Alan Dapré asked that the illustrations have lots of energy, expression and fun. Porridge is a very colourful character. He is a reluctant hero, brave, resourceful and able to save the day in a quirky way. Yuliya has captured his various moods in her illustrations. She used bold, quick strokes to give him energy on the page.
- Match pictures of Porridge to his mood.
- Draw your own animal character. Think about the strokes you will make. Also the drawing tool you will use [ink pen, pencil, charcoal]
- Draw with different tools and compare your pictures. Which do you like the best? Why?
- Look at the other characters. How has Yuliya conveyed the hobby, interest or job of the person? What details [props/clothing] has she put in? [see page 9 of *Brawsome Bagpipes*]

Curriculum for Excellence Outcomes

Expressive Arts: Art and Design – EXA 1&2-02a, 1&2-03a, 1&2-04a, 1&2-05a, 1&2-06a, 1&2-07a

Activity Area 14: Brawsome Bagpipes.

- The book is called *Brawsome Bagpipes*. Brawsome is a made up word that combines Braw and Awesome. Consider why the author did this. What makes the bagpipes so brawsome?
- Read aloud, or listen to, pages 38 and 39 of *Brawsome Bagpipes* within a group. The bagpipes are doing something amazing. They spin into the air so Gadget Grandad can fly in the sky to find the spies. Discuss why this might be a good idea. Why is a surprising use of bagpipes so satisfying to read?
- Explore the book to see what else the bagpipes can do.
 - Page 46 - suck up the Chief Splotter [see pic on page]
 - Page 64 - bob like a boat to save Gadget Grandad
 - Page 98 - inflate so Gadget Grandad can fix the flat tyre on his shed.
 - Page 132 - fill with yeasty bubbles [SPOILER ALERT!] to bounce the deadly Clottie Dumpling away and save the Earth.
- Imagine you are the author and wish to convince the editor that Gadget Grandad should have multi-functional brawsome bagpipes. What would you write? Persuade the editor that it is a good idea. [Helps solve problems, is surprising, links books to Scottish theme, links to book title.]

Curriculum for Excellence Outcomes

Listening and Talking: LIT 1-02a, LIT 1-04a

Reading: LIT 1-12a, LIT 1-14a, LIT 1-16a, LIT 2-14a

Writing: LIT 1-28a, LIT 1-29a, LIT 2-29a

Enrichment Ideas

Come up with a new adventure for Porridge to cat-a-log.

- Discuss your story idea with a group. Exchange ideas to improve it. Then turn your idea into a short story.

Make sure that Porridge can help twins save the day.

Decide if he does it deliberately or by accident.

Invent a new character to star in the book. Is this character good or bad?

Think about the title. Make sure it will be something that attracts the attention.

Think about the style that the author uses. Incorporate lots of wordplay and surprising twists and turns in your plot.

Tricky titles

- The books in the series (so far) are:

Porridge the Tartan Cat and the Brawsome Bagpipes

Porridge the Tartan Cat and the Bash-Crash-Ding

Porridge the Tartan Cat and the Kittycat Kidnap

Porridge the Tartan Cat and the Loch Ness Mess

Porridge the Tartan Cat and the Unfair Funfair

- Discuss what you think each book might be about? Then visit these websites:

<http://www.alandapre.com/porridge-books-tartan-cat-alan-dapre-childrens-author.html>

<http://discoverkelpies.co.uk/kelpies-author/alan-dapre-2>

- Gather information on the books. Were your ideas similar to those of the author?

Tongue twisters

- Porridge 'toppled into a tin of tartan paint'. The book is full of tongue twisters. Can you spot them? These are short phrases or sentences that usually have a lot of alliteration [words beginning with the same letter].
- Chose another character and create a tongue twister based on what she or he is doing, wearing, saying, etc.

Contacting Alan Dapré

Alan does school visits around Scotland and beyond. Find ore information here:

<http://www.alandapre.com/visits-events-alan-dapre-childrens-author-artist.html>

If you wish to ask questions please message Alan Dapré using the contact page.

http://www.alandapre.com/contact_page_alan_dapre_artist_author.html

Helpful Websites

Alan Dapré's official website <http://www.alandapre.com>

Here you will find further free resources, interviews, reviews and news.

Discover Kelpies <http://www.discoverkelpies.co.uk>

Find out more about the *Porridge the Tartan Cat* books and other Features for Teachers resources

Illustrator Yuliya Somina's official website <http://www.somina.net>

Thank you for downloading this *Brawsome Bagpipes*
Learning Resources pack.