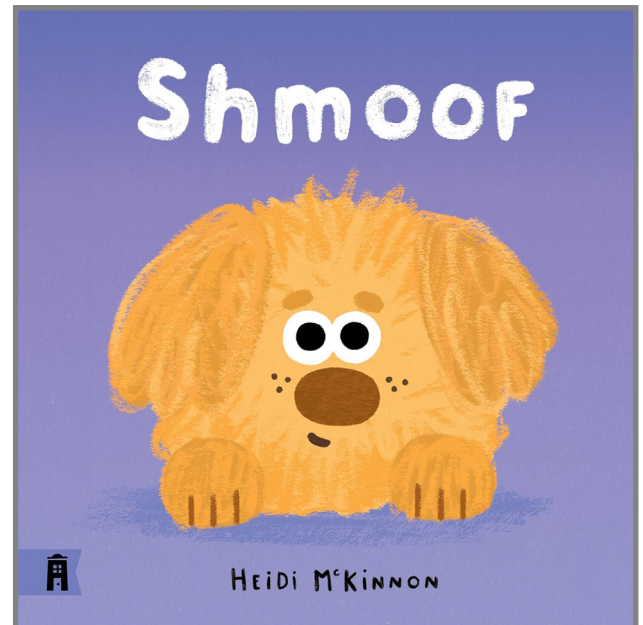


Shmoof

AUTHOR/ILLUSTRATOR
HEIDI MCKINNON

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SYNOPSIS

Shmoof is Shmoofy.

Shmoof is super shmoofy.

Shmoof is ready to be best friends.

But Floof? Floof is not so sure . . .

A story to warm the heart of anyone who has ever loved a playful furball.

From the creator of the beloved bestsellers *Floof* and *I Just Ate My Friend*.

ABOUT THE CREATOR

Heidi McKinnon is a children's book author and illustrator who lives in sunny Melbourne. With a background in art and design, Heidi creates books that are colourful, fun and filled with humour. Her books have been published around the world and have received numerous award nominations.

STUDY NOTES

- Before opening *Shmoof* look at the book's front and back covers and ask questions such as:
 - What kind of animal is Shmoof?
 - What sort of a dog do you think Shmoof is—scary, angry, friendly, loveable?
 - What kind of an animal is Floof?
 - Does Floof look happy to see Shmoof?
 - Hands up if you or someone you know owns a dog.
 - Hands up if you or someone you know owns a cat.
 - Describe how dogs behave?
 - Do cats behave the same as dogs?
 - Are cats friendly to dogs?
 - Do you think this will be a funny or sad story? Why?
- Read the story through once and then put the book down and ask students:
 - Why do you think Shmoof was happy to make friends with Floof?
 - Why wasn't Floof happy to make friends with Shmoof?
 - What sort of things did we learn Shmoof likes to do?

- Does Floof like to do the same sort of things?
- Floof and Shmoof share one thing in common. What is it?
- What is it about the vacuum cleaner they don't like?
- Did you notice what Floof did to the vacuum cleaner?
- What did Shmoof do to the vacuum cleaner?
- Why do you think Floof is happy for Shmoof to stay by the end of the story?
- Something arrived at Floof and Shmoof's house at the end of the story. Why do you think they look a bit nervous?
- Look at the page describing Shmoof as the 'shmoofiest!'. Ask students if they think Shmoof is a good name for the dog shown, and why? Come up with some words to describe Shmoof's personality. Ask how has the word 'shmoofiest' has been shown on the page to emphasise it?
 - Turn the page and look at Floof. Ask if the class thinks this is a good name for the cat shown, and why? Come up with some words to describe Floof's personality.
- Turn to the next two double-page spreads where Shmoof meets Floof. Point out how the pictures on each page tell us a lot more about what Shmoof and Floof are feeling than the words on the page. Explain that illustrators are very good at drawing feelings using simple techniques. Look closely at the images of Shmoof and talk about how we know he is excited and interested in Floof and is super keen to play.
 - Discuss how Heidi McKinnon has drawn Shmoof's eyes, tail, mouth and tilted head. Contrast Shmoof with Floof who clearly does not want anything to do with Shmoof because Floof's whole body is tense, hair is on end and eyes look very grumpy.
- Turn to the page where Floof is sitting on a shelf and knocks over the flowerpot, and ask students to describe what it is about Floof's expression that tells them the pot did not fall accidentally.
- Look at the page opposite where the pot lands in Shmoof's bowl. Point out that words can be shown in different ways to emphasise their meaning. Ask students which two words on the page are emphasised by being in bold and why they think Heidi McKinnon chose those particular words?
- Turn the page and point out the words VROOM! VROOM! VROOM! and how they make a sound when we say them out loud just like the sound a vacuum makes. Explain that these kinds of words are called onomatopoeia—words that sound like the thing they describe. Ask the class if they can come up with other words like BANG, ZOOM, CRACK. Turn to the page where the vacuum cleaner explodes with the word BOOM and have everyone in the class make the sound.
- Turn to the page to where Floof and Shmoof are hiding from the vacuum cleaner and explain that colours can be very important in telling a story, too. Explain that Floof and Shmoof are drawn with soft, gentle colours like white, cream, grey and yellow but the vacuum cleaner is bright red! Ask students why they think the illustrator chose that colour for the vacuum cleaner? Discuss how red is often associated with danger, fire and anger.
- Remind students that pictures can sometimes tell us a lot more than words and turn back to the pages featuring the words, 'Floof and Shmoof both agree . . . the vacuum must go. Ask students to study the pictures closely and to tell the story in their own words of how Floof and Shmoof made sure the vacuum cleaner wouldn't work.
- Towards the end of the story Shmoof and Floof are relaxing—until they see the robo vac! How do the illustrations show their reaction to this new surprise? Ask students what clues they can find in their faces, bodies, and the colours that tell you how Shmoof and Floof are feeling about the robo vac?

AUTHOR OF NOTES
CAROLYN WALSH