

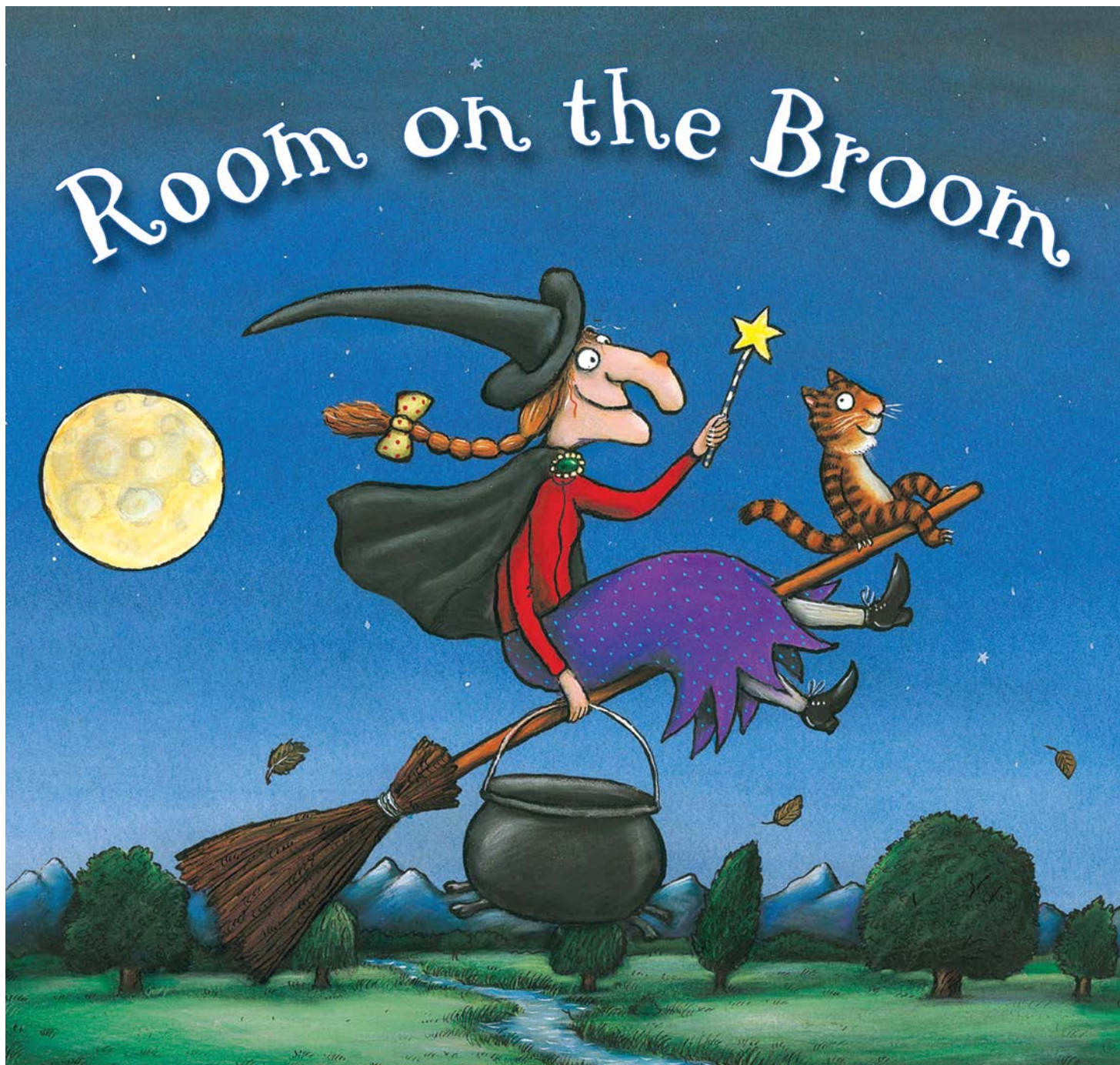


Image copyright Axel Scheffler and Macmillan Children's Books

Room on the Broom

Teacher Resource Kit

CDP Theatre Producers

A teaching resource for children 3-8 years



Room on the Broom

Room on
the Broom



Australian cast 2013. Photo: Prudence Upton

The *Room on the Broom* Teacher Resource Kit accompanies CDP and Tall Stories' production of ***Room on the Broom***, based on the award-winning picture book by Julia Donaldson and Axel Scheffler, published by Macmillan Children's Books.

Adaptation by **Tall Stories Theatre Company**

Original Director: Olivia Jacobs

Creative Producer: Toby Mitchell

Tall Stories Australian Tour Director: Samuel Conway

CDP Resident Director: Liesel Badorrek

Designer: Morgan Large

Lighting Designer: James Whiteside

Puppets: Yvonne Stone

Music and Lyrics: Jon Fiber, Andy Shaw and Robin Price

Music Production: Jon Fiber and Andy Shaw for Shock Productions

This dramatization of ROOM ON THE BROOM is based on the picture book ROOM ON THE BROOM illustrations 2002 Axel Scheffler and text 2002 Julia Donaldson published by Macmillan Children's Books

CDP Theatre Producers

CDP, the team that brought you the Australian productions of *The Gruffalo* and *The Gruffalo's Child*, is an award winning independent theatre production house specialising in boutique theatre of the highest quality. Recently described by The Age as "a reliable and prolific source of high-quality children's theatre", CDP has an unsurpassed track record for presenting high quality works which tour widely throughout Australia, New Zealand and internationally.

CDP's recent productions for children and families include world premiere adaptations of popular books *The 13-Storey Treehouse*, *The 26-Storey Treehouse*, *The 52-Storey Treehouse*, *The Incredible Book Eating Boy*, *Snugglypot* and *Cuddlepig* and *Mr Stink* along with the Australian premieres of *The Gruffalo*, *The Gruffalo's Child* and *Room on the Broom*. In 2017, CDP will premiere a new adaptation of Australian Children's Laureate Leigh Hobbs' *Horrible Harriet*, *The 78-Storey Treehouse* and a new production of *The Gruffalo*. CDP is the proud winner of a number of awards including two Sydney Theatre Awards for *Best Production for Children*.

Introducing Room on the Broom

Room on the Broom is an award-winning children's picture book by Julie Donaldson and Axel Scheffler, first published by Macmillan Children's Books in 2001.

The story begins with a friendly witch and her cat flying through the wind in search of a fierce dragon. The wild wind blows the witch's pointy hat away, and the two friends head to the ground to find it. As they hunt for the missing hat, a dog bounds out of the bushes with the hat in his jaws. He returns the hat, and asks if he can join the friends on the broomstick. The threesome take off over field and forest until the wind carries away the bow from the witch's long ginger plait. Once again they head for the ground where they are joined by a green bird who has found the witch's bow. After returning the bow the bird asks if she can come along for the ride. The witch agrees, and the now crowded broomstick heads again for the sky. The storm grows, and the witch's wand plummets into a pond. After a fruitless search the friends are relieved to meet a frog who has found the wand. The frog jumps on board the broomstick and they head skywards. But under the weight of five, the broom suddenly snaps in two. The animals fall down into a bog, and the witch heads on her half broomstick into a cloud. She is terrified to hear a huge scary roar, and finds she is being pursued by a mean red dragon. The dragon is intent on eating the witch for his dinner, and grabs her. Just as he is about to start on his feast a horrible mud monster rises from out of the bog, exclaiming "Buzz off! THAT'S MY WITCH!" The cat, dog, frog and the bird have joined forces to disguise themselves as a horrible mud monster, and have saved the witch from being eaten. Together they make a spell to create a magnificent new broom, and they take off through the sky for more adventures.

Meet the Author

Julia Donaldson (b. 1948) is one of the United Kingdom's most popular children's authors, playwrights and songwriters. Her early career as a songwriter for Children's BBC led her to the 1993 publication of her first book *A Squash and A Squeeze*, based on one of her songs, and illustrated by Axel Scheffler. This fruitful collaboration continued with the huge success of *The Gruffalo* in 1999. *Room on the Broom* was created by this award winning team and published in 2001.



Julia is a prolific writer of songs, books, and plays and has published over 140 books. She currently lives in Glasgow with her husband Malcolm and their family and two cats.

Live Performance

-The Ultimate Teaching and Learning Opportunity

Attending a live performance is a rich and engaging learning opportunity. Prepare children through explicit teaching to make the most of their theatre experience.

- Talk about and practice being an audience member. Audience members sit and listen quietly for most of the time. They join in the action when invited, and clap and cheer to show their appreciation. They allow fellow audience members to watch the show without interruptions.
- Talk about and roleplay theatre conventions. What is a theatre? What are actors? What are characters? What are costumes? What is a stage? What are props? What is a set? What is a script? Is theatre 'real'? How can song, dance and movement tell a story? How can puppets help to tell a story?
- *Room on the Broom* is performed by a team of four actors. A physical storytelling style, original music and wonderful puppetry help to bring the story to life. Discuss and explore physical storytelling. Experiment with puppets and discuss the power of puppetry. Consider how songs can tell a story.
- Familiarise children with the *Room on the Broom* picture book in the lead up to the performance. There are many suggestions for how to use *Room on the Broom* as a learning resource in the following pages.

Links to the Australian Curriculum.

A wide range of learning activities from all curriculum areas are described in this resource. The **Australian Curriculum** is currently in use for the *English, Mathematics, Science and History* Learning Areas. Links to the Australian Curriculum for activities in these learning areas appear below the activity, for example:

English / Year 1 / Literacy / Interpreting, analysing, evaluating. Read supportive texts using developing phrasing, fluency, contextual, semantic, grammatical and phonic knowledge and emerging text processing strategies, for example prediction, monitoring meaning and rereading.

ACELY1659

See *The Australian Curriculum Online* for further details: www.australiancurriculum.edu.au



Australian cast 2016. Photo: Heidrun Lohr

Teaching and Learning Activities

– Learning About and Through the Arts.

Attending a live performance can be a stimulus for a huge range of rich learning experiences.

Not only can you plan for learning **about** the arts, but for whole of curriculum learning **through** the arts.

Literacy and the Arts

Room on the Broom can be the impetus for a range of literacy and arts experiences, before, during and following the performance. Use this list below as a jumping off point for planning learning around the text in your setting.

Involve the children in Reader's Theatre by selecting a narrator and characters to read the story. Each character reads the spoken section of the text, with the rest read by the narrator, for example

Frog: I am a frog, as clean as can be. Is there room on the broom for a frog like me?

Witch: Yes!

Narrator: cried the witch, so the frog bounded on.

Explore the different sounds of the character's voices – the witch's cheerful cries, the dog's enthused panting, the green bird's shrieks, the dragon's terrifying hiss, the mud monster's roar.

English / Year 1 / Literacy / Interpreting, analysing, evaluating. Read supportive texts using developing phrasing, fluency, contextual, semantic, grammatical and phonic knowledge and emerging text processing strategies, for example prediction, monitoring meaning and rereading.

ACELY1659

Experiment with using sound to tell a story. In the production of *Room on the Broom* the characters all contribute vocal sounds to mark events such as making magic spells.

- Add percussion instruments, vocal sounds, everyday objects from your classroom and other sound makers to the story.
- Use sounds to bring the story's events to life - the whistling wind as the broom rushes through the sky, the monster emerging from the bog, the dragon flying through the sky, the different animal characters joining the party, the cool revs of the new broom.
- Add a sound to key words in the text, for example every time you read the word "wind" children play a shaking maraca, every time you read the word "cat" children give a meow.
- Make a radio play and experiment with recording sounds on a tablet device, laptop or phone, such as dropping objects into water to make a splash, or sweeping a bunch of leaves across the floor to make a rushing broomstick.

English / Year 1 / Literature / Creating literature. Recreate texts imaginatively using drawing, writing, performance and digital forms of communication. ACELT1586

Learn sections of the text as a chant and perform as a round, poem, song or dance.

- Learn "*Down*" *cried the witch and they flew to the ground. They searched for the (hat/bow/wand) but no (hat/bow/wand) could be found.*
- Break the group into two or more sections and perform as a round. Ask one group to repeat the words *Down! Cried the witch* while another group performs the chant.
- Add a beat and repeated rhythms on bodies and instruments.

English / Year 1 / Literature / Examining literature.

Listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme. **ACELT1585**

Explore the characters in depth. In the production, the animal characters are endowed with very strong characteristics to add interest, drama and humour to the story. The cat is independent and smart, the dog is faithful, affectionate, and a little bit dumb, the song bird is a show off, and the frog is a charmer from the deep South.

Develop the characters through music, movement and visual arts.

- Move like a frog or a cat to music
- use your body to make freeze frames of key scenes in the story
- take digital photos of children representing each character and key scenes of the story
- make a drawing, painting, cartoon or plasticine sculpture of the characters
- choose a musical sound to represent each character
- Make a mind map or character profile of key characters that you can add to after seeing the production.

English / Year 2 / Literature / Creating literature. Create events and characters using different media that develop key events and characters from literary texts. **ACELT1593**

Learn the song *Iggety Ziggety*. A recording is found on the CDP website and lyrics in this resource.

- Perform the chorus by singing in a witch voice, cat voice, a dragon voice.
- Explore rock songs and rock conventions such as the way rock singers hold the microphone and move around the stage.
- Watch videos of other classic rock songs.
- Ask groups of children to choreograph and share a dance.
- Add instruments.
- Use the lyrics as a text for reading activities.
- Create an album cover.

English / Year 1 / Literature / Examining literature. Listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme. **ACELT1585**

Write an innovation on the text by adding another character. Choose a creature that is included in the illustrations. For example:

Then all of a sudden from out of an oak, flew a huge hooting owl with a flapping black cloak. She dropped it politely then said with a hoot (As the witch shook the rain all over her boots). 'I am an owl, as smart as can be. Is there room on the broom for an owl like me?'

Illustrate your new animal addition.

English / Year 2 / Literature / Creating literature. Create events and characters using different media that develop key events and characters from literary texts. **ACELT1593**

Room on the Broom

In the production of *Room on the Broom* the dog, bird, frog and mud monster are represented by lively puppets that are brought to life by the actors. **Explore how people and puppets can interact to tell a story.**

- Make shadow puppets using the outlines of the creatures from the story.
- Make sock puppets with features that characterise each animal, a woolly mop for the dog, a long felt tongue for the frog, a bunch of feathers for the bird.
- Experiment with using puppets and people in the same place to tell a story.
- Examine how different each puppet looks when brought to life by a different person.

English / Year 2 / Literature / Creating literature. Create events and characters using different media that develop key events and characters from literary texts. **ACELT1593**

The witch created a new broom by chanting the spell *Iggety Ziggety Zaggety Zoom!* **Write a new spell** to create something that you really want.

English / Year 2 / Literacy / Creating texts. Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose. **ACELY1671**

Explore persuasive language and written texts following on from watching the production.

- How did each of the animals persuade the witch to let them jump on board? The dog used his cute puppy face and affection.
- Talk about how appearances and body language can be persuasive. The green bird sings a song. How can you use your talents and skills to persuade others of your point of view?
- The frog depends on his charm and outrageous compliments. Try to outdo each other by making up the most amazing compliment.

English / Year 3 / Language / Text structure and organisation. Understand how different types of texts vary in use of language choices, depending on their purpose and context (for example, tense and types of sentences). **ACELA1478**



Australian cast 2016. Photo: Heidrun Lohr

Social and Emotional Learning Through the Arts.

Room on the Broom

Room on the Broom explores and promotes social skills and values that support the development of positive relationships and healthy resilient people. The themes of helping, sharing, and sticking together with your friends in times of trouble underlie this uplifting book and production.

Examine each of these themes.

- Can you remember a time when you were helpful? How did it make you feel?
- Can you remember a time when someone helped you? Tell the story to the class.
- Why is it good to share? Is it sometimes hard to share? Have a sharing day in your classroom and ask every student to share something important to them.
- How did the witch's friends help her to get out of trouble? Have you ever helped a friend who was in trouble?
- Have your friends ever banded together to help you?
- Use improvised theatre to explore everyday situations when friends can help each other.

Room on the Broom also examines some common childhood emotions and emotional experiences. The witch is very scared when she is being chased by the dragon. She is also frustrated and sad as she continues to lose things that are precious to her. **This story is a great starting point for discussions and activities that will help children to manage these feelings.**

- Have you ever been scared?
- What makes you and other people scared?
- How does your body feel when you are scared?
- What can you do if you feel scared, or if someone else is scared? Who are some people who could help you?
- Have you ever lost something that is important to you? How did you feel when you lost it?
- What can you do to look after your things?
- What could you do to find something you had lost? What could you do if you got lost?

These discussions and activities may support progress towards the Australian Curriculum General Capabilities Achievement Standards for Year 2 students, in the area of Personal and Social Capabilities:

Self awareness

Recognising emotions: identify and name their emotions, and the impact emotions have on their lives (for example identifying specific emotions in responding to particular stories)

Self-worth: recognise and celebrate what they have done well, and acknowledge and learn from their mistakes (for example sharing a personal experience, interest or discovery with peers, and verbalising what they have learnt from this experience)

Social awareness

Empathy: interpret and anticipate the emotional states of others based on their words, facial expressions and body language (for example comparing their own and others' responses to stories, images and historical artifacts, and sharing this with peers)

Contributing to civil society, advocacy for and service to others: identify and carry out ways of contributing to their homes, classrooms and communities, and recognise how others help them (for example identifying where and how people use science in their daily lives, describing contributions made by significant individuals to their communities in the past)

Understanding relationships: value relationships and friendships, recognising how words and actions can help or hurt others, and recognise the effects of modifying their behaviour (for example discussing the effects of characters' words and actions on others in texts)

Teaching and Learning Activities Across the Curriculum

There are countless ways to incorporate *Room on the Broom* into all areas of the curriculum.

Following is a list of jumping off points. The rest is up to your imagination.

Mathematics

- How many pages does the witch appear on? **ACMNA013**
- How many other creatures appear on the witch's journey? **ACMNA013**
- How many things does the witch lose? **ACMNA013**
- How many times does she stop to pick up passengers? **ACMNA013**
- How many ingredients did the witch put in the cauldron? **ACMNA013**
- Draw a bird's eye view map of the places that the witch visits on her journey. **ACMMG065**
- Measure the witch and the animals, and work out how long the broomstick would need to be to fit everyone. **ACMMG019, ACMNA030**
- The broomstick breaks while the witch is flying. How long could each part be? **ACMMG019, ACMNA030**
- Calculate how big the mud monster would be if all the animals stood on top of each other. **ACMMG019, ACMNA030**
- Make scale drawings of the first and the second broomstick and compare them. **ACMMG019**
- Look closely at the illustrations and try to guess what time of day each animal joins the journey. **ACMMG007**
- Create a timetable that shows all the events in the witch's day. **ACMMG007**
- Give and follow directions through the countryside. **ACMMG023**
- How far does the witch travel on her broomstick? **ACMNA030, ACMMG065**
- Look closely at the illustrations and identify the different shapes that you see, the triangle hat, the star on the wand, the round circle of the moon. **ACMMG022**

Mathematics / Year 1 / Number and Algebra / Number and place value. Recognise, model, read, write and order numbers to at least 100.

Locate these numbers on a number line. **ACMNA013**

Mathematics / Year 1 / Measurement and Geometry / Using units of measurement. Measure and compare the lengths and capacities of pairs of objects using uniform informal units. **ACMMG019**

Mathematics / Foundation Year / Measurement and Geometry / Using units of measurement. Compare and order the duration of events using the everyday language of time. **ACMMG007**

Mathematics / Year 1 / Measurement and Geometry / Shape. Recognise and classify familiar two-dimensional shapes and three-dimensional objects using obvious features. **ACMMG022**

Mathematics / Year 2 / Number and Algebra / Number and place value. Solve simple addition and subtraction problems using a range of efficient mental and written strategies. **ACMNA030**

Mathematics / Year 3 / Measurement and Geometry / Location and transformation. Create and interpret simple grid maps to show position and pathways. **ACMMG065**

Mathematics / Year 1 / Measurement and Geometry / Location and transformation. Give and follow directions to familiar locations. **ACMMG023**

Health, Wellbeing and Physical Education

- Discuss the role of emotions in the story.
- How do the witch's feelings change throughout the story?
- Graph or draw a pictorial representation of the changes throughout the story.
- Mime the emotions, play them on an instrument, move like the witch when she experiences these feelings.
- Following the production explore the relationship between the witch and her cat.
- Make a trail through the countryside by creating an obstacle course.
- Explore how movement can tell a story.
- Work as a team to ride a broomstick, or to create a mud monster.

Information and Communications Technology

- Take digital photos of children's characterisations and freeze frames. Use them to make a Powerpoint or other multimedia presentation.
- Record a soundtrack for the story.
- Create a talking book.
- Create digital pictures using a drawing program.
- Access *Room on the Broom* resources on the Internet.
- Email your creations to CDP Theatre Producers or Tall Stories.

Design and Technology

- Design and create a new broomstick for the witch.
- Set design challenges for different types of passengers, terrain or weather conditions.
- Design and make a new hat for the witch that can't blow off.
- Discuss the modifications people make to cars, trucks and bikes such as 'hot rodding'.
- Have a best dressed bike/scooter competition.
- Design and make a sensory book using different materials that uses texture to tell the story.
- Design and make a bag for the witch to help her organise her equipment so she won't lose it.



Australian cast 2016. Photo: Heidrun Lohr

Science

- Explore the physics of the broom. Why did it snap? ACSIS024 , ACSSU005
- What happened every time someone else got onto the broom? ACSIS024, ACSSU005
- Experiment with weight distribution on a balance beam using teddies or weights. ACSIS024 ACSSU005
- Walk on a see saw and experiment with how it moves. ACSIS024, ACSSU005
- Complete some magical experiments with household ingredients in your cauldron. ACSSU018
- Group the creatures into reptiles, mammals, birds, and other types of animals. ACSSU044
- What type of creature is a dragon?? Which group does it fall into and why? ACSIS024, ACSSU044
- Consider the role of the weather in the story. ACSIS024
- Look at the illustrations to identify the changes in weather.
- How did the storm impact on the story? ACSIS024
- What could have happened if it had been a sunny hot day? ACSIS024
- How does the weather impact on things that fly like birds, planes, hot air balloons? ACSIS024, ACSSU005

Science / Foundation Year / Science Understanding / Physical sciences. The way objects move depends on a variety of factors, including their size and shape. ACSSU005

Science / Year 1 / Science Understanding / Chemical sciences. Everyday materials can be physically changed in a variety of ways. ACSSU018

Science / Year 3 / Science Understanding / Biological sciences. Living things can be grouped on the basis of observable features and can be distinguished from non-living things. ACSSU044

Science / Year 1 / Science Inquiry Skills / Questioning and predicting. Respond to and pose questions, and make predictions about familiar objects and events. ACSIS024

Studies of Society and Environment

- What is a witch?
- Find other stories from history about witches.
- What do witches do? Are they good or bad?
- How has the character of a witch grown out of history?
- What is a dragon??
- What are other famous stories about dragons? Are dragons good or bad??

History / Year 3 / Historical Skills / Historical questions and research. Pose a range of questions about the past. ACHHS067



Australian cast 2016. Photo: Heidrun Lohr

Including Children with Special Needs

The magic of theatre and story is a great springboard for rich learning for children with special needs. All of the activities listed above can be adapted to engage children of all abilities. Listed below are some additional ideas for including children in *Room on the Broom*.

Create a sensory version of the text.

- Find ways to feel the storm, the frog's skin, the cat's fur, the bird's shiny beak, the sticks of the broomstick, the rain on their face, the mud in the bog.
- Listen to the singing bird and the revving new broomstick
- taste the mixture from the cauldron.

Learn and use the Australian Sign Language signs for all of the animals in the story.

- Watch the British Sign Language version of *Room on the Broom* book (link below).
- Learn a signed version of the song *Iggety Ziggety*.

Use Boardmaker or other picture symbols to create a simplified pictorial version of the story.

- Use the symbols to tell the story, or to request the book, audio book or songs.

Record repeated sections of the text onto a communication or a switching device to be played during the reading of the story.

Make and use a spoken version of the story on a laptop or digital recording device.



Australian cast 2013. Photo: Prudence Upton

Resources

The Australian Curriculum Online

www.australiancurriculum.edu.au

Author Julia Donaldson has an informative website that includes recordings of her songs and information about her publications.

<http://www.juliadonaldson.co.uk>

The Overture Center in Wisconsin has published a comprehensive e-book with suggested activities.

<http://www.overturecenter.com/file/upload/Room-on-the-Broom-Resource-Guide.pdf>

Visit the Auslan Signbank for a video dictionary of Australian sign language.

www.auslan.org.au

The British Sign Language website has a signed version of *Room on the Broom*

<http://www.mybslbooks.com/>

The Pan Macmillan website includes author and illustrator information

www.panmacmillan.com

The Primary Treasure Chest website has printable early years *Room on the Broom* resources.

<http://www.primarytreasurechest.com/popular-book-resources/room-on-the-broom.html>

The Fantasy Book Review website has an extensive biography of Julia Donaldson.

<http://www.fantasybookreview.co.uk/Julia-Donaldson/biography.html>

CDP Theatre Producers' website (www.cdp.com.au) has a downloadable audio file of *Iggety Ziggety*.

Please email education@cdp.com.au for the secure code to access this track.



Australian cast 2013. Photo: Prudence Upton

The Story

Room on the Broom

The witch had a cat and a very tall hat
And long ginger hair that she wore in a plait.
How the cat purred and how the witch grinned,
As they sat on their broomstick and flew through the wind.
But how the witch wailed and how the cat spat
When the wind blew so wildly it blew off the hat.
"Down!" cried the witch and they flew to the ground.
They searched for the hat but no hat could be found.

Then out of the bushes in thundering paws
There bounded a dog with the hat in his jaws.
He dropped it politely, then eagerly said
(As the witch pulled the hat firmly down on her head),
"I am a dog, as keen as can be.
Is there room on the broom for a dog like me?"
"Yes!" cried the witch and the dog clambered on.
The witch tapped the broomstick and whoosh! They were gone.

Over the fields and forests they flew.
The dog wagged his tail and the stormy wind blew.
The witch laughed aloud and held onto her hat,
But away blew the bow from her long ginger plait!
"Down!" cried the witch and they flew to the ground.
They searched for the bow but no bow could be found.

Then out from a tree with an ear-splitting shriek,
There flapped a green bird with the bow in her beak.
She dropped it politely and bent her head low,
Then said (as the witch tied her plait in a bow),
"I am a bird, as green as can be.
Is there room on the broom for a bird like me?"
"Yes!" cried the witch, so the bird fluttered on.
The witch tapped the broomstick and whoosh! They were gone.

Over the reeds and rivers they flew.
The bird shrieked with glee and the stormy wind blew.
They shot through the sky to the back of beyond.
The witch clutched her bow but let go of her wand.
"Down!" cried the witch and they flew to the ground.
They searched for the wand but no wand could be found.

Then all of a sudden from out of a pond
Leapt a dripping wet frog with a dripping wet wand.
He dropped it politely then said with a croak
(As the witch dried her wand on a fold of her cloak),
"I am a frog, as clean as can be.
Is there room on the broom for a frog like me?"
"Yes!" cried the witch, so the frog bounded on.
The witch tapped the broomstick and whoosh! They were gone.

Over the moors and mountains they flew.
The frog jumped for joy and...THE BROOM SNAPPED IN TWO!
Down fell the cat and the dog and the frog.
Down they went tumbling into a bog.
The witch's half-broomstick flew into a cloud,
And the witch heard a roar that was scary and loud....

"I am a dragon, as mean as can be,
And I'm planning to have WITCH AND CHIPS for my tea!"
"No!" cried the witch flying higher and higher.
The dragon flew after her, breathing out fire.
"Help!" cried the witch, flying down to the ground.
She looked all around but no help could be found.
The dragon drew nearer and, licking his lips,
Said, "Maybe this once I'll have witch without chips."

But just as he planned to begin on his feast,
From out of the ditch rose a horrible beast.
It was tall, dark and sticky, and feathered and furred.
It had four frightful heads, it had wings like a bird.
And its terrible voice, when it started to speak,
Was a yowl and a growl and a croak and a shriek.
It dripped and it squelched as it strode from the ditch,
And it said to the dragon, "Buzz off!- THAT'S MY WITCH!"

The dragon drew back and he started to shake.
"I'm sorry!" he spluttered. "I made a mistake.
It's nice to have met you, but now I must fly."
And he spread out his wings and was off through the sky.
The down flew the bird and down jumped the frog.
Down climbed the cat, and "Phew!" said the dog.
And, "Thank you, oh, thank you!" the grateful witch cried.
"Without you I'd be in that dragon's inside."

Then she filled up her cauldron and said with a grin,
"Find something, everyone, throw something in!"
So the frog found a lily, the cat found a cone,
The bird found a twig and the dog found a bone.
They threw them all in and the witch stirred them well,
And while she was stirring she muttered a spell.
"Iggety, ziggety, zaggety, ZOOM!"
Then out rose...A TRULY MAGNIFICANT BROOM!

With seats for the witch and the cat and the dog,
A nest for the bird and a shower for the frog.
"Yes!" cried the witch and they all clambered on.
The witch tapped the broomstick and whoosh! They were gone.

Iggety Ziggety

You cast up a spell
Got us a broom
Look at it gleam
under the moon

In front of my eyes
It's finally here
You stirred up a cauldron
And made it appear

Iggety, ziggety, zaggety, ZOOM!
We've got a truly magnificent broom
with seats for the witch and the cat and the dog
a nest for the bird and a pool for the frog, we're gonna ride on it.

Brushes of carbon
Titanium shaft
Aerodynamic
for catching the draft

It's got safety belts It's got safety belts
There's a shower of chrome
A top notch nest
and a rack for my bones – that's just brilliant!

Iggety, ziggety, zaggety, ZOOM!
We've got a truly magnificent broom
With seats for the witch and the cat and the dog
a nest for the bird and a pool for the frog
we're gonna ride on it – we're gonna step on it – yeah

Instrumental break

Iggedy Ziggedy Zaggedy Zoom
Iggedy Ziggedy Zaggedy Zoom
Iggedy Ziggedy Zaggedy Zoom,
Iggedy Ziggedy Zaggedy Zoom.

The dragon is gone and we're all flying high
We're gonna travel in style tonight
Iggety, ziggety, zaggety, ZOOM!
We've got a truly magnificent broom
Iggety, ziggety, zaggety, ZOOM!
We've got a truly magnificent broom

Iggety, ziggety, zaggety, ZOOM!
We've got a truly magnificent broom
Iggety, ziggety, zaggety, ZOOM!
Look at our truly magnificent broom
We're gonna ride on it....

Acknowledgements

This resource was created and assembled from a variety of sources:

Room on the Broom Stage Adaptation © Tall Stories

Room on the Broom by Julia Donaldson and Axel Scheffler published by Macmillan Children's Books

Fantasy Book Review biography of Julia Donaldson

Julia Donaldson's official website

Macmillan Children's Books website

Illustration copyright Axel Scheffler

Photography copyright Simon Turtle

Room on the Broom Resource Guide – Overture Center, Wisconsin, USA.

Room on the Broom song *Iggety Ziggety* by Jon Fiber and Andy Shaw.

This resource was compiled by Catherine Threlfall (BMus, BTeach, MEd)



Australian cast 2016. Photo: Heidrun Lohr