



Level 28

Book a

Clumsy Clinton

An Interview with
Cindy Centipede

The Frightened
Scarecrow

I'm in
the Fish Tank

The Excursion

Growing and
Changing

The Glass-
Bottomed Boat

Australia



Level 28

Word Count 900

Text Type Narrative (Realistic Fiction)

High-Frequency always

Word/s Introduced



We have designed these lesson plans so that you can have the plan in front of you as you teach, along with a copy of the book. Suggestions for teaching have been divided into questions and discussion that you may have with the students before, during, and after they read. However, you may prefer to explore the meaning and language in more detail before the students read. Your decisions will depend on the gap between the students' current knowledge and the content, vocabulary, and language of the book they are about to read. The more information the students have up front, the easier it will be for them to read the text. However, this does not mean that you should read the text to them first.

We have addressed four areas we think are important in developing good readers. As well as comprehension and decoding, we have addressed the issue of the students being able to analyse and use texts they read. The symbols below guide you to the type of question or discussion.



*This symbol relates to decoding
(code breaker)*



*This symbol relates to use
(text user)*



*This symbol relates to comprehension
(meaning maker)*



*This symbol relates to critical analysis
(text critic or analyser)*

BEFORE READING

Have the students read the title and the names of the author and illustrator on the front cover. Ask the students – *What does clumsy mean?* Write their responses on the board. *What does the illustration on the front cover suggest to you?*

DURING READING

Set the students a purpose for reading, with a focus question for each page or several pages. Explain to the students that you will be asking a question before they read the text, and that they read silently. They should be ready to answer when they have finished reading the page or pages.

Before students read each section, ask –

Pages 2–3 *What are two words to describe Uncle Clinton? What does the illustration tell you that is not in the text?*

Pages 4–5 *What does Misty think about Uncle Clinton?*

Pages 6–9 *What is the name of Misty's dog? Can you predict what might happen to the dog?*

Pages 10–13 *Why do you think Uncle Clinton smiled as he fell?*

Pages 14–17 *What does stout mean? Who is the stout man?*

Pages 18–21 *Why was Misty embarrassed? Why was Uncle Clinton not worried at all?*

Pages 22–24 *What is Uncle Clinton's job?*

AFTER READING

Ask the students to work with a partner. Have them each reread aloud half the book. Have the students focus on the illustrations as well as the text and to note down any extra information they see in the illustrations.

**Developing Specific Skills**

Adjectives – describing words – read again all the words which describe Uncle Clinton.

See the BLM.

Apostrophes – revise the use of apostrophes when used in contractions. Discuss the use of apostrophes on page 2 – *it's, we're, why's, brother's, he's*



Ask the students – *Do you know anyone who is clumsy like Uncle Clinton? Do you think the family understands Uncle Clinton and treats him well? What other jobs would be suitable for clumsy people like Uncle Clinton? How would you feel if you were as clumsy as Uncle Clinton? Explain your answer.*

MEANING MAKER



Ask the students – *Why is being clumsy useful for Uncle Clinton? Who is Uncle Clinton's brother? Do you think he may be clumsy too? Explain your answer.*

TEXT CRITIC



The author and illustrator give many clues about Uncle Clinton's job throughout the book. Ask the students – *What are some of those clues? Do you think this is a good strategy (approach or plan) for writing a story? Explain your answer.*

28a Clumsy Clinton

Name _____

Adjectives

Adjectives are describing words. There are many words used to describe Clinton throughout the story *Clumsy Clinton*. Find all the words used to describe Clinton.

clumsy

awkward

The author uses words about the weather to describe the feelings of the characters. For example: "I thought his sunny smile would turn into a grey cloud." (page 8) Find another example like this on page 22. Write it below:

Do you think these adjectives describe feelings well? Explain your answer.

28a Clumsy Clinton

Name _____

Choose one of the following activities to complete about the book *Clumsy Clinton*.

1. Compose a song about Clinton.

Use some of the adjectives from the story which describe Clinton. Try to make the lines of the song rhyme. Teach your song to the rest of the class when it is complete.

2. Write a limerick about Uncle Clinton.

Limericks are nonsense poems that are written to a set pattern, like this one below –

*There was an old man called Fred,
Who tried to sleep on his head.
He woke in the night,
With a terrible fright,
'Cause he'd fallen right out of his bed.*

Read your limerick to the class when it is completed.

3. Create a circus act for Uncle Clinton.

Include –

- The costume he would wear;
- The words he would say;
- The props (objects or furniture) he needs;
- The funny actions he would do.

Perform this act for the class.