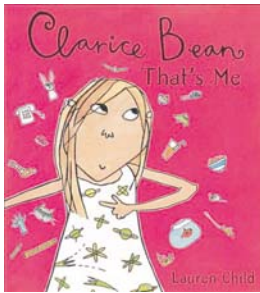


## Theme: Identity – Who am I? (Secondary)

By Carol Read

The materials for this theme are based on the following two story books:



*Clarice Bean, That's Me!*  
by Lauren Child (Orchard Books)



*Dear Diary*  
by Sara Fanelli (Walker Books)

The activities and tasks described below are designed to be used flexibly in order to create story-based lessons or longer units of work. As an introduction to the story books and to the Magic Pencil exhibition, it is suggested that you may also like to get children to do one or more of the tasks and activities in the *Introductory theme (Secondary): Engaging with Magic Pencil through the artists and samples of their work* before telling the stories.

### Clarice Bean, That's Me!

*Clarice Bean, That's me!* is a humorous and insightful story about self-identity and family relationships from the point of view of a pre-teenage girl, Clarice Bean. Clarice Bean's house is a chaotic, noisy place with Mum, Dad, Grandad, her older brother, Kurt, her older sister, Marcie and her younger brother, Minal, as well as various frequent, additional visitors, including the plumber, Clarice's cousins and Uncle Ted. All Clarice wants is a bit of 'peace and quiet', something which she ends up getting at the end of the story, although not in quite the way that might be expected.

The story is told from Clarice's point of view using the present tense and direct speech. The story contains a number of colloquial expressions and idioms which are likely to need some explanation, although meaning can often be deduced from the context. *Clarice Bean, That's me!* is an ideal "bridging" book for children moving from primary to secondary. While the topic reflects issues and interests which will appeal to this age group, extensive support for understanding is provided throughout in the attractive and amusing illustrations.



Lauren Child is an award-winning illustrator and children's story writer (see Magic Pencil website biography and links for further details). In *Clarice Bean, That's me!*, Lauren Child uses a combination of pen and ink illustrations, photos, collage and computer-generated backgrounds, as well as a variety of fonts and sizes in the text. All these add to the humorous and perceptive view of family life conveyed in the story.

**Age range:** 11/12+ (Secondary)

**Language level:** Common European Framework A2+

## Main objectives

### Language skills:

Listening: to descriptions of people; the story; other people's opinions

Speaking: describing people; talking about family relationships, acting out a role play; talking about pictures; expressing opinions; describing your family; talking about the importance (or not) of families

Reading: the story; a letter; sentences about the story

Writing: sentences about what you would do in someone else's situation; a description of a person; missing words in a letter; a description of your family

### Functions / structures

Describing a person e.g. He/She's ...; He/ She's got ...; He/She's wearing ...; He/She looks ...; He/She likes ...

Saying what you would do e.g. If I had a brother who ..., I'd ... .

Asking and talking about family relationships e.g. Who's Marcie? She's Clarice's older sister.

Describing a picture e.g. I can see ...; It's / They're ...

Expressing personal opinions e.g. I think ... I like ...

Giving reasons e.g. Because ...

Making and responding to requests e.g. Can I borrow your make-up? No you can't.

Describing someone's family: He/She's got a ... who ...

### Vocabulary

Members of the family: brother, sister, mum, dad, grandad, uncle, aunt, cousin

Adjectives of physical description: tall, short, straight, curly

Clothes: t-shirt, skirt, shirt, tie, trousers, socks

Adjectives to describe character: worried, annoying, alone, sad

Verbs to describe people: like, live, wear, share, read, listen, sing, learn, sleep, eat, play

### Pronunciation

/ i / as in Clarice; / i: / as in Bean

### Cross-curricular links:

Art: noticing different techniques used in the illustrations in the story; responding personally to the illustrations in the story; recognising the connection between the illustrations and your response to the story.

Social studies: talking about family issues.

**Citizenship:** Awareness of the diversity of families; understanding of differences within and between families; tolerance towards members of your family; respect for other people's families and points of view.

**Learning strategies:** predicting; guessing; deducing; memorising; prioritising; observing; presenting; reporting; creative thinking.



---

## Suggested activities and tasks

### 1 Introducing Clarice Bean

**Outcome:** To predict what Clarice is like; to say and write sentences about what you would do in her situation

**Classroom organisation:** whole class, pairs

**Materials:** the front and back covers of *That's me, Clarice Bean!*

**Procedure:** Do this activity before reading the story. Hold up the front cover of the book and introduce Clarice Bean. Ask questions to get the children to describe what Clarice looks like and to guess her age. Ask further questions to encourage the children to predict her character e.g. Is Clarice serious / sporty / funny, do you think? Explain that Clarice has got an older brother, an older sister and a younger brother and that, in this book, she describes her relationships with them and life in her family. Ask e.g. Do you think Clarice likes her older brother / older sister / younger brother? Why / why not? and encourage the children to predict. Then read out Clarice's question to readers on the back cover of the book, explaining and or demonstrating the meaning of any new vocabulary as necessary: 'What would you do if you had one older brother who grunts a lot, one younger brother who wriggles like a maggot and a sister who keeps telling you to go away?' Invite the children to respond with their ideas of what they would do e.g. If I had a brother who grunted a lot, I'd tell him to be quiet. If you like, you can use this as an opportunity to get the children to practise making conditional sentences. As a follow up, ask the children to work in pairs and write three sentences about what they would do. They can then report back to the rest of the class with their ideas.

### 2 Clarice's family tree

**Outcome:** To become familiar with the members of Clarice's family and to draw her family tree

**Classroom organisation:** whole class / pairs

**Materials:** the first spread of *Clarice Bean, That's me!*

**Procedure:** Do this activity before reading the story. Hold up the first spread and ask the children to find Clarice. Read the text on this page and introduce all the characters. Encourage the children to guess the meaning of 'we're always at sixes and sevens' (ie we're always confused and disorganised) from the fact that there is usually a lot of noise in Clarice's house and from the illustration. Divide the class into pairs. Ask the children to use the information about the relevant characters on this page to draw a family tree for Clarice. Demonstrate what you mean by drawing boxes to show a family tree on the board. Either the children can just draw a family tree for Grandad, Mum, Dad, Marcie, Kurt, Clarice and Minal, or you can explain that Uncle Ted is Clarice's Dad's brother, he's married to Dawn (not in the illustration) and that Noah and Yolla are their children. These characters can then be added to the family tree as well.

Once the children are ready, they can compare the family trees they have drawn with another pair. Ask a few questions based on the tree e.g. How many brothers has Clarice got? (two) / Who's Noah's aunt? (Clarice's Mum) etc..



### 3 Character guessing game

**Outcome:** To write and identify characters in Clarice's house from short descriptions

**Classroom organisation:** pairs / whole class

**Materials:** the first spread of *Clarice Bean, That's me!*

**Procedure:** Do this activity before reading the story and after activity 1 and/or 2. Divide the class into pairs. Ask the children to choose one of the characters and to write a short description of them (without using their name). Give a framework for this e.g. He / She's ... He / She's got ... / He / She's wearing ... / He / She looks ... and elicit or give an example e.g. She's tall and thin. She's got fair hair and big eyes. She's wearing a black t-shirt and an orange and black skirt. She looks worried and thoughtful. (Clarice's Mum).

Once the children are ready, they take turns to read their descriptions to the rest of the class and identify the characters.

### 4 Initial storytelling

**Outcome:** To listen and make use of textual and visual clues to develop a global understanding of the story; to predict and participate in the telling of the story

**Classroom organisation:** whole class

**Materials:** copy of *Clarice Bean, That's me!*

**Procedure:** Organise the children so that they are seated near you, if possible, and make sure that everyone can see the book. Hold up the book and explain that Clarice wants 'peace and quiet', which is very hard to find in her house. Ask two focus questions and write these on the board:

1 When does Clarice get peace and quiet? / 2 When does the family get peace and quiet? Read the whole story to the children, using mime and gesture to convey meaning, pausing to re-cap whenever necessary, and asking questions to encourage children to use the context to guess the meaning of words and expressions that may be unfamiliar. At the end, check the answers to the two focus questions (1 Clarice gets peace and quiet when she's in 'big trouble' and gets sent to her room for three hours. 2 The family get peace and quiet when they sit down to watch their favourite TV programme 'Martians in the kitchen').

### 5 Storytelling activity: describing key characteristics

**Outcome:** To be reminded of the story and to describe key characteristics of the members of Clarice's family through listening attentively for detail

**Classroom organisation:** pairs / whole class

**Materials:** copy of *Clarice Bean, That's me!*

**Procedure:** Do this activity to remind children of the story and to promote intensive listening (but not in the same lesson as the initial storytelling). Divide the class into pairs. Assign two of the characters in the story to each pair (Minal Cricket; Dad / Marcie; Grandad / Kurt; Mum). Explain that you are going to tell the story again and that after the story you want the children to be ready to tell you key characteristics of the characters that they have been assigned. Give an example to show what you mean e.g. Minal Cricket likes to hang upside down. Read the story again. At the end give the pairs a few moments to discuss what they think are the key characteristics of their characters before asking them to report back to the rest of the class. Be ready to listen to and accept their ideas, re-casting and/or expanding them as appropriate and returning to different pages in the book as necessary. Examples of the key characteristics of the characters are: Minal Cricket likes to hang upside down



until he is purple. / Marcie likes to wear make-up and read about boys. / Kurt grunts and wants to be alone in his bedroom. / Dad works in a smart office and likes listening to Frank Sinatra. / Mum likes learning foreign languages in the bath. / Grandad is often asleep in a chair with a cat on his head.

## 6 Art in the story

**Outcome:** To talk about the illustrations and the way these affect your response to the story.

**Classroom organisation:** whole class, individual

**Materials:** copy of *Clarice Bean, That's me!*

**Procedure:** Do this activity after the children have read the story once or twice. Choose one of the spreads from the story e.g. the fifth spread (Clarice standing at the door of Marcie's bedroom) and hold this up to the class. Ask questions to encourage children to notice detail and to become aware of the way the design of the illustration and text influence their understanding and personal response to the story e.g.

What can you see?

What do you notice first about the picture?

Then what do you see?

How is the picture made? (e.g. line drawings, photos, speech bubbles, different styles and sizes of text)

What do you notice about the lines?

What do you notice about the colours?

What do you notice about the text?

How does the size and position of the text influence the way you read this page?

What do you notice about Clarice and Marcie?

What's the relationship between them and how is this conveyed?

How are they feeling?

What do you notice about the mood of the picture? What makes it like this?

How does the picture make you feel?

Is there anything else the picture makes you think of?

Repeat the procedure with a few other spreads from the story e.g. spread 4 (Clarice and Minal Cricket); spread 7 (Dad in his office); spread 9 (Mum in the bath); spread 11 (Clarice in the garden). Use the children's answers to raise their awareness of different techniques used to illustrate the story and how these influence their response.

## 7 The things Clarice says

**Outcome:** To demonstrate understanding of some of the informal and/or idiomatic language Clarice Bean uses when describing her family

**Classroom organisation:** whole class; pairs

**Materials:** copy of *Clarice Bean, That's me!*; worksheet (The things Clarice says)

**Procedure:** Do this activity after children have listened to the story once or twice. Ask the children if they think the language of the story is formal or informal and why. Some possible responses are e.g. it's informal because it's about life in a family from the point of view of a young girl, rather than an adult; the conversations and dialogues are from every day family life, which is usually informal; the illustrations suggest informality in the variety of colours, techniques and design; the text suggests informality in the variety of sizes, fonts and layout on the page; the language sounds informal e.g.



'shut up' rather than 'be quiet'. Ask the children if they think it is useful to be able to recognise and understand everyday, informal language and listen to their response.

Divide the class into pairs. Give out a copy of the worksheet to both children in each pair. Explain that the pairs should work together to match the words and expressions used in the story with the meanings and then to complete the sentences using one correct word or expression in each space. Once the children are ready, check the answers with the whole class. If you like, elicit a few other additional example sentences using each word and expression to check children understand the meaning. At the end, remind the children that the language Clarice Bean uses is informal. You may like to point out that, although it may be appropriate to use Clarice's language in informal situations (such as the letters to pen pals in activities 8 & 9 or the sibling role play in activity 10), it is unlikely to be appropriate for more formal written work such as essays.

**Key:** 1G; 2J; 3F; 4H, 5I; 6A; 7C; 8B; 9D; 10E

1 flick 2 twit 3 brat 4 go bananas 5 nosey 6 on the blink 7 shut up 8 buzz off 9 it's no picnic 10 whiney

## 8 Clarice's letter to a pen pal

**Outcome:** children read and complete Clarice's letter to a pen pal about her family

**Classroom organisation:** whole class; individual

**Materials:** copy of *Clarice Bean, That's me!*; task sheet (Clarice's letter to a pen pal).

**Procedure:** Do this activity after children have listened to the story once or twice and are familiar with the characters and language. Announce to the class that Clarice Bean has got a pen pal and elicit or explain the meaning of this. Explain that Clarice has written a letter to her pen pal describing her family. Ask the children to guess what they think Clarice has said about each character and listen to their response. Hold up key pictures in the book as they do this and be ready to prompt or remind the children of key language and vocabulary as necessary.

Give out a copy of Clarice's letter to each student. Explain that they should read the letter and write the missing verb in each space. Draw their attention to the example and, if you like, elicit the missing verbs in one or two more of the sentences orally before they begin.

Once the children have finished, they can compare and check their answers in pairs. Check the answers with the whole class by asking individual children to take turns to read Clarice's letter.

**Key:** 1) shares 2) gets 3) think 4) is 5) has 6) reads 7) tells 8) smells 9) wants 10) wears 11) works 12) likes 13) sends 14) sleeps 15) play 16) see 17) learns 18) speak

## 9 A letter about your family

**Outcome:** To write an informal letter to an imaginary pen pal about the members of your family (giving real or invented information and using Clarice Bean's letter as a guide)

**Classroom organisation:** whole class; individual

**Materials:** copy of *Clarice Bean, That's me!*; copies of (completed) work sheet 'Clarice's letter to a pen pal' (activity 8).

**Procedure:** Do this activity after doing activity 8. Make sure all the children have a copy of Clarice's letter which they have previously completed. Either read the letter, or ask children to take turns to read it, and briefly ask questions to check comprehension e.g. What does Marcie like reading about? (Boys) / What does Mum do in the bath? (learn foreign languages). Explain that you want the children to write a similar informal letter to an imaginary pen pal about the members of their family, using Clarice's letter as a guide.

Either they can use real information or they can invent it. You may like to set a word limit for the letter



e.g. 150 – 200 words before the children begin.

Once the children have finished a draft of their letters, encourage them to check their work. You may also like them to exchange and correct their letters in pairs before writing a final version. As a follow-up, children can read each other's letters and decide which one they think is e.g. the best or the funniest. Either they can do this in groups or the letters can be displayed.

## 10 Sibling role play

**Outcome:** To write a dialogue and act out a role play between Clarice and *either* her younger brother, Minal Cricket *or* her older sister, Marcie.

**Classroom organisation:** whole class; pairs

**Materials:** copy of *Clarice Bean, That's me!*

**Procedure:** Hold up the page in the story with Clarice and Minal (the fourth spread) and read the dialogue between them. Be ready to explain the meaning of 'twit', 'flick' and 'whiney' (if the children haven't done activity 7). Repeat the procedure with the dialogue between Clarice and Marcie on the fifth spread. Be ready to explain 'brat' in the same way.

Invent a context for possible role plays between Clarice and Minal or Marcie e.g. Minal wants to play football in the bedroom using the space under Clarice's bed as goal. / Clarice wants to borrow Marcie's make up. Announce one of the contexts to the children.

Elicit the student's ideas for a dialogue e.g.

*Minal: Do you want to play football, Clarice?*

*Clarice: No, I don't. Go away.*

*Minal: Your bed is the goal!. Are you ready?*

*Clarice: No, I am not! Stay on your side!*

*Minal: Oh, please. Clarice: No. I haven't got time for your nonsense etc..*

Repeat the procedure eliciting the children's ideas for a dialogue between Clarice and Marcie in the same way e.g.

*Clarice: Can I borrow your make-up, Marcie?*

*Marcie: No. Go away. Clarice: Why?*

*Marcie: Because you're a little brat.*

*Clarice: But I only want to try your pink lipstick.*

*Marcie: No, you can't. It's my favourite.*

*Clarice: What about your purple lipstick then? Is purple your favourite too? etc..*

Either you can just build up the dialogues orally *or* you can also write them on the board to act as a support to the children later.

Divide the class into pairs and either assign or children choose roles (Clarice / Minal or Marcie). The children write a dialogue and prepare to act out a role play between the characters. Either they can keep the same context as the one you used with the whole class or they can invent a new one. Give a time limit for this e.g. 10-15 minutes. At the end, invite a few pairs to take turns to explain the context of their role play (if it is different from the previous one) and act it out to the class.



## 11 Clarice Bean: /i/ and /i:/' data-bbox="92 157 393 176"/>

**Outcome:** To recognise the difference between the sounds /i/ and /i:/ in words from the story; to be aware of spelling patterns in words

**Classroom organisation:** whole class, pairs/individual

**Materials:** copy of *Clarice Bean, That's me!*; two large pieces of paper with /i/ on one and /i:/ on the other

**Procedure:** Hold up the front cover of the book and ask 'Who's this?' (Clarice Bean). Draw the children's attention to the difference between the short and long vowel sounds in Clarice and Bean and hold up the two pieces of paper which show the symbols for these sounds.

Stick the two pieces of paper on opposite sides of the classroom. Explain that you are going to say words from the story and that the children should listen and point to the correct piece of paper depending on whether the vowel sound is /i/ or /i:/. Demonstrate the activity with one or two examples before you begin. Examples of words you can use from the story are: peace, live, wriggle, twit, flick, read, little, dream, teenager, picnic, office, equipment, asleep, snip, scissors, milk, (on the) blink, listen, sing, speak, thing, bee, need, nimble, flexible, important, indoors, grin, tip, big, sit, kitchen. Divide the class into pairs. Ask them to work together and write two lists of as many words as they can remember from the activity according to the vowel sounds. If you like, give a time for this e.g. 3 minutes. Once the children are ready, ask the pairs to take turns to report back words from their lists. Elicit and check the spelling as they do this. At the end, ask the children if they notice any pattern in the sound and spelling of the words in both lists (/i/ spelt 'i'; /i:/ spelt 'ee' or 'ea'). Point out that although this is a common sound/spelling pattern there are also exceptions e.g. magazine. Give some examples of minimal pairs using familiar language to establish the difference that pronouncing vowel sounds correctly may make in communicating intelligibly e.g. if you say 'grin' or 'green', 'live' or 'leave', 'sit' or 'seat', 'peace' or ... etc..

## 12 Family circle time

**Outcome:** To present someone's family to the groups and to exchange personal views about families.

**Classroom organisation:** pairs, whole class, individual

**Materials:** copy of *Clarice Bean, That's me!*; soft ball or small bean bag

**Procedure:** Organise the children so that they are sitting in a circle. Hold up the book. Ask the children to describe the members of Clarice Bean's family, using the illustrations in the book as prompts if necessary e.g. Clarice has got a younger brother called Minal Cricket who likes to hang upside down. / She's got a mother who balances on one leg in her bedroom / She's got a father who works in a smart office. etc..

Divide the children into pairs. Ask them to take turns to find out about three members of their partner's family with a view to presenting each other to the rest of the class. If you like, write a framework for this on the board e.g. X / He / She's got a ... who ... . Once the children are ready, pass a soft ball or small bean bag round the circle asking each student to introduce their partner in turn. In order to ensure that others listen, you may like to set a task before this e.g. How many of you have got younger brothers or sisters? At the end comment on the differences between the families described and how all families are special and unique.





---

As a follow-up, write the beginning of a sentence on the board: *I think / I don't think families are important because ...* Give the children a few moments to reflect individually on their views. Once the children are ready, pass the ball or bean bag round the circle again inviting individuals to express their personal views e.g. I think families are important because they give you security. If children are not ready, they can say 'Pass' and either have a turn the second time the ball or bean bag is passed round the circle if they wish, or not at all. If appropriate, you can use this activity as a springboard into a more general discussion about family issues e.g. What are the advantages and disadvantages of different generations, e.g. grandparents, parents and children, all living in the same house? / What difference does it make being the oldest, middle or youngest child in your family? etc..



## Dear Diary

*Dear Diary* is a wonderfully creative picture book which describes the events of one day from the point of view of seven different diary writers. The diaries are presented as narrative mainly using the simple past and past continuous tenses. The layout and design of the text and illustrations is detailed and sophisticated and children may well need guidance and encouragement understanding it at first. *Dear Diary* is ideal to use as a springboard into children's own imaginative narrative writing within a context which also allows them to experiment with a range of different visual forms of individual, personal expression.

Sarah Fanelli is an award-winning illustrator and children's story writer (see Magic Pencil website biography and links for further details). In *Dear Diary*, Sarah Fanelli uses a variety of textures, collage, photos and hand-writing styles which make *Dear Diary* a picture book suitable for older learners which can be returned to again and again.

**Age range:** 11/12+ (Secondary)

**Language level:** Common European Framework A2 +

## Main objectives

### Language skills:

Listening: to the story; to an account of events from other points of view; to other people's opinions; to descriptions of small creatures

Speaking: asking and talking about events in the past; talking about pictures; expressing opinions; saying poems; describing small creatures

Reading: descriptions of small creatures; other people's invented diaries

Writing: about events in the past; a diary; a description of a small creature

Functions / structures

Describing events in the past e.g. I went to school / While we were eating, I saw a plane in the sky.

Asking and answering questions about events in the past e.g. What happened in the evening? Mum and Dad gave a party

Describing a picture e.g. I can see ...; It's / They're ...

Expressing personal opinions e.g. I think ...; I like ...; It makes me feel ...

Giving reasons: Because ...

Describing small creatures e.g. It's got wings and long legs.

Asking and answering questions about small creatures e.g. Has it got long legs? / Yes, it has. / No, it hasn't.

### Vocabulary

Small creatures: ladybird, grasshopper, firefly, spider

School: teacher, chair, homework, alphabet

Home: knife, fork, glass, plate

Parts of the body: wings, legs, antennae, tail, nose, eyes, mouth

Adjectives of size and shape: oblong, pointed, round, long

Vocabulary related to small creatures: diet, habitat, useful, harmful, crop, pest



### **Pronunciation**

Word and sentence stress in rhymes

### **Cross-curricular links:**

Art: noticing different techniques used in the illustrations in the story; responding personally to the illustrations in the story; recognising the connection between the illustrations and your response to the story; experimenting in using similar techniques to those in the story.

Language: inventing and writing personal narrative in the form of a diary

Science: finding out about small creatures.

**Citizenship:** Ability to empathise and see things from other points of view; willingness to take turns; willingness to work collaboratively; respect and tolerance for other people's opinions and points of view; interest in small creatures and the world of nature

**Learning strategies:** predicting; guessing; note-taking; reconstructing a sequence of events; matching; observing; deducing; critical thinking; creative thinking.



## Suggested activities and tasks

### 1 Why keep a diary

**Outcome:** To discuss the purpose of keeping a diary and to express your personal views

**Classroom organisation:** pairs; whole class

**Materials:** the quotation by Charles Greville on the inside front cover of *Dear Diary*; enlarged, projected version of this (optional)

**Procedure:** Do this activity before reading the story. Ask the children 'What is a diary?' and listen to their response. Establish that there are two kinds of diaries – one to make a note of appointments and times and another to record personal events – and that you want them to think about the latter. Divide the class into pairs. Ask 'Why keep a diary?' Give them a few minutes to think of reasons and then ask them to report back to the class. Either read, or project and ask the children to read, the quotation by Charles Greville from the inside front cover of the book. Be ready to help with vocabulary as necessary. Ask the students to tell you the reasons Greville gives for keeping a diary and whether or not they agree. Follow this by asking the students more personalised questions e.g. Have you ever kept a diary? Would you enjoy keeping a diary, do you think? Would it make you want to have interesting things to write about? Would it help you remember things better? Would it help you understand things better? Would it make you 'better and wiser' (as Greville says)? Ask the students if they have ever read any books in the form of diaries e.g. *The Diary of Anne Frank* or *The Secret Diary of Adrian Mole* and, if so, encourage them to express their opinions about the content, style and purpose of these diaries.

### 2 Initial storytelling

**Outcome:** To listen and make use of textual and visual clues to develop a global understanding of the story; to compare the diary writers in the story with the picture on the cover

**Classroom organisation:** whole class

**Materials:** copy of *Dear Diary*

**Procedure:** Organise the students so that they are seated near you, if possible, and make sure that everyone can see the book. Hold up the front cover. Explain that the title 'Dear Diary' is an echo of traditional diary writers from earlier times who used to address their diary as if they were writing to a person. Explain that in this diary, there are seven diary writers. Point to the pictures on the cover in turn (apart from the pen) and students identify them: girl, spider, knife, fork, man, woman, chair, dog. Ask the students to listen and find out: 1 Which of these are diary writers in the story? 2 Which diary writers are missing? Read the story to the students, using mime and gesture to convey meaning and pausing to re-cap, elicit or explain vocabulary whenever necessary. Pause after each diary and ask questions to encourage prediction of the contents of the next diary. For example, after Lucy's diary ask 'What happened to the chair?' (It got thrown over) and encourage the students to use this information to predict the contents of the chair's diary; after the chair's diary ask 'What was on the ceiling?' (a spider with wings) and encourage the students to use this information to predict the contents of the spider's diary, and so on.

At the end, repeat the two questions you asked initially and check the answers (1 The diary writers on the cover are: the girl (Lucy), the spider, the knife and fork, the chair, the dog (Bubu) 2 the missing diary writers from the picture on the front cover are: the ladybird and the firefly).



### 3 Jigsaw diaries

**Outcome:** To read one or two diaries in detail and exchange information in order to build up a picture of all the events

**Classroom organisation:** individual, groups

**Materials:** copy of *Dear Diary*; multiple copies (one per group) if available (optional); work sheet 'Jigsaw diaries' cut into sections with questions for each diary (one or two sections for each student)

**Procedure:** Do this activity to develop detailed understanding of the story (but not in the same lesson as the initial story telling). Divide the class into groups. Give individual students in each group copies of sections of the worksheet with questions about one or two diaries. Give the students time to read the questions and be ready to clarify meaning, if necessary.

*Either* explain that you are going to read the story again *or*, if you have multiple copies of the book, give a copy to each group and ask them to read the relevant diary (or diaries) and note the answers to the questions on the section(s) of the worksheet you have given them. Once you or the students have finished reading the story, and the students have answered the questions for their diary or diaries, form new groups. Make sure that each group has at least one member who has read every diary.

Demonstrate that the students should take turns to give an account of the events of the day from the point of view of the writer of the diary or diaries they have read in order to reconstruct the whole story. At the end, ask the students if they like the the story and the way the contents of the diaries relate to each other and listen to their response.

**Key: Lucy's diary:** 1 a ladybird 2 a chair 3 writing the alphabet ten times  
4 There was a party 5 a grasshopper.

**Chair's diary:** 1 lovely and peaceful 2 the children ran around jumping and screaming; the chair fell over 3 a spider with wings 4 lovely and quiet.

**Spider's diary:** 1 butterfly wings 2 ladybird 3 to Mr Fox's party  
4 Miss Firefly.

**Firefly's diary:** 1 get ready for the party; polish his light 2 a 'huge bird' (an aeroplane) 3 by lighting the way 4 No.

**Knife and fork's diary:** 1 they were separated for cleaning and shining.  
2 the glasses and plates 3 She fell on the floor. 4 Bubu.

**Bubu's diary:** 1 He thought Lucy was going to take him to school

2 He played in the park with Lucy 3 Bubu picked up Mrs Fork and put her on the table. 4 They don't give him cake when he puts bones on the table.

**Ladybird's diary:** 1 To Lucy's school. 2 No, because everyone talked about her spots. 3 Make her a coat. 4 The grasshopper 5 To marry him.



#### 4 Art in the story

**Outcome:** To talk about the illustrations and text and the way these affect your response to the story.

**Classroom organisation:** whole class, individual

**Materials:** copy of *Dear Diary*

**Procedure:** Do this activity after the students have read the story once or twice. Choose one of the spreads from the story e.g. spread 6 (Chair's diary) and hold this up to the class. Ask questions to encourage the students to notice detail in the illustration and to formulate a personal response e.g. What can you see?

What do you notice first about the chair's diary?

Then what do you see?

How is the picture made? (squared notebook paper; cut out pictures, newsprint; black and white photos; hand writing in capital letters)

What is the effect of this combination?

How does it make you feel about the chair's account of the events of the day?

Would you like to invent or write a diary using this technique?

Repeat the procedure with a few other spreads from the story e.g. spread 4 (Lucy's diary); spread 12 (Bubu's diary); spread 14 (Ladybird's diary). Use the students' answers to raise their awareness of the variety of different techniques used to illustrate the story e.g. different colours and styles of note paper, collage, line drawings and to present the text, e.g. different styles and sizes of hand-writing and positions on the page, and how these influence their response.

#### 5 Party guessing game

**Outcome:** To ask questions and identify the creatures that go to Mr Fox's party; to write a description of one of the creatures

**Classroom organisation:** whole class; pairs

**Materials:** copy of *Dear Diary*

**Procedure:** Hold up the spread in the story which shows Mr Fox's party (spread 8). Elicit or remind students of words to describe different parts of the body e.g. wings, legs, antennae, and adjectives of size and shape e.g. long, oblong, pointed. Play the game with the whole class by secretly choosing one of the creatures on the page and getting the students to take turns to ask you up to six questions to identify the creature e.g. Has it got long legs? Is it wearing a hat? etc.. Repeat a few times inviting different students to take turns to choose a creature and getting the others to ask questions and guess in the same way. You can then ask the students *either* to play the game in pairs *and/or* to choose and write a short description of one of the creatures with their partner e.g. *It's got a long, oblong body and five very long legs. It's got two antennae, a pointed nose and a long, black moustache.* The pairs then take turns to read their descriptions and the rest of the class listen and identify the animal.



## 6 The missing diary

**Outcome:** To invent and write a diary entry of the day's events from the point of view of another character in the story; to experiment with illustrating the invented diary entries in the manner of the story (optional).

**Classroom organisation:** whole class; pairs

**Materials:** copy of *Dear Diary*; notepaper, pens, newspaper, scissors, glue etc to illustrate the diaries (optional)

**Procedure:** Do this activity once the students are familiar with the story. Elicit the characters in the story and establish which ones write the diaries, e.g. the ladybird, the knife and fork, and which ones do not, e.g. the grasshopper, Mr Fox, the plates, the glasses. Invite the students to choose one of the characters whose diary does not appear in the story e.g. the grasshopper. Encourage them to invent and build up an account of the events of the day from the grasshopper's point of view e.g. *When I woke up this morning, there was a big box waiting for me by the front door. In it was a beautiful, red hat with two, long, black ribbons. I was very excited about Mr Fox's party. I was sure Miss Ladybird, who I love passionately, was going to be there. At the party, I had a terrible fright. Miss Ladybird was wearing a horrible, blue, red and white coat which covered her beautiful spots! I decided to ask her to marry me, as long as she took off the coat forever! She said 'yes!' I am now the happiest grasshopper in the world!* Divide the class into pairs. Depending on the level, *either* ask the students to write a version of the diary that you have built up orally together (and, if you like, you can also write key words for this on the board to give further support) *or* ask them to choose another character e.g. Mr Fox, Lucy's mother, a dinner guest, wine glass or plate, and write a diary entry about the day from this character's point of view. If you like, students can then experiment in writing and illustrating their diaries in the style of the story. This can be done either as part of the lesson or for homework, depending on which is most appropriate. The illustrated diaries can then be displayed.

## 7 Dear Diary

**Outcome:** To invent and write a diary story of a day at school from several different points of view; to experiment with illustrating the story in the manner of the original (optional)

**Classroom organisation:** whole class; groups

**Materials:** copy of *Dear Diary*; note paper, pens, newspaper, scissors, glue etc to illustrate the diaries (optional)

**Procedure:** Divide the class into groups of four. Explain that you want each group to write the diary entries of a day at school from four different points of view. Explain that each group will then put their diary entries together in order to make a story like 'Dear Diary'. Exemplify what you mean by saying, for example, that one group may decide to write diaries from the point of view of: a boy, a notebook, a football, a potato. If further explanation is needed, you may like to develop the example in more detail e.g.

Example of the boy's diary: goes to school with notebook (torn and crumpled) in bag. / gives in his homework late and the teacher writes on it in red. / has sausages and potatoes for lunch / isn't very hungry so leaves the potato / after lunch gets a football and plays outside with his friends. / suddenly it rains. / drops the football and goes inside.

Example of the notebook's diary: terrible journey to school; dark and squashed inside bag / doesn't like being written on with red pen / feels very sad / goes back in the bag / sleeps all day until time



to go home.

Example of the football's diary: very boring morning in box in gym / boy takes out to playground at lunchtime / scores three goals / starts to rain / Children go in / leave wet and sad by dustbin.

Example of the potato's diary: arrive at school in a box / peeled and left in cold water / boiled / served on to boy's plate / left on the side / thrown in the dustbin / makes friends with football / they run away together in the rain.

Students work in their groups. They decide on four characters and the main events for their diary. They then *either* write the draft of one diary entry each *or* write two together in pairs. Once they are ready, students exchange and help each other correct and improve their drafts within their groups. The groups then prepare a final version of their 'Dear Diary' story. If you like, they can then write and illustrate their stories in the style of the original story. This can be done either as part of the lesson or for homework, depending on which is most appropriate. Students can also design a cover, write the title of their story and their names, and make their illustrated stories into books. The groups can then take turns to read each other's books and/or they can be displayed.

## 8 Send an e-card

**Outcome:** To send an e-card to a friend or someone in your family telling them about *Dear Diary*

**Classroom organisation:** whole class, pairs/individual

**Materials:** copy of *Dear Diary*; access to Magic Pencil Website (click on Sara Fanelli; send an e-card)

**Procedure:** Elicit what *Dear Diary* is about and ask the students to tell you what they like and/or dislike about the story. Explain that you want them to send an e-card to a friend, or someone in their family, telling them about *Dear Diary* and then follow this up with more detail about the story in an e-mail (as there is not space for very much text on the card).

Ask the students to write a draft of what they want to say on their e-card and provide a starter for this e.g. I recommend you read 'Dear Diary' because ... . If you like, you can also provide a framework for the follow up e-mail message e.g. Dear ... I'm writing to tell you more about the book 'Dear Diary'. 'Dear Diary' is the story of ... . There are ... diaries in the story. The diary I like best is ...'s because ... . I don't like ...'s diary because ... I think the illustrations in the story are .... Overall I think the 'Dear Diary' is .... Love ... (name)

Give instructions for finding the e-card on the web-site. Students write their e-cards and e-mails. They check them in pairs and with you before sending. If feasible, you may like to organise that the students send their e-cards and e-mails to students in another class who you are also planning to tell the story to. These students can then compare the opinions in the e-cards and e-mails with their own responses when they read the story and send a reply.

## 9 Diary rhymes

**Outcome:** To say the rhymes included in the story with special attention to word and sentence stress

**Classroom organisation:** whole class, groups

**Materials:** copy of *Dear Diary*; enlarged, projected versions or copies of the rhymes: There was a little girl (spread 3), Will you walk into the parlour (spread 8), Little lamps of the dusk (spread 10), It looked bad when the Duke of Fife (spread 12) (optional)

**Procedure:** Read the rhymes in turn, slightly exaggerating the rhythm and stress. Ask the students to identify which diary in the story they are from (There was a little girl (Lucy's diary), Will you walk into the parlour (spider's diary), Little lamps of the dusk (firefly's diary), It looked bad when the Duke of Fife (knife and fork's diary)).





Divide the class into four groups and assign one of the rhymes to each one. Either dictate or give the students a copy of their rhyme. Explain that you want them to invent actions to go with each line and to perform the rhyme in chorus to the rest of the class. Give an example using a few lines from one of the rhymes to show what you mean e.g.

There was a little girl (move from side to side and pretend to suck your thumb)

Who had a little curl (twirl hair around finger)

Right in the middle of her forehead (draw small circles on your forehead) etc..

Give a time limit for students to prepare actions and to practise saying their rhymes (in a whisper if necessary) e.g. 5 minutes. Then ask the groups to take turns to perform their rhymes to the rest of the class. At the end ask the students to tell you which rhyme and/or group's performance they like best.

## 10 A world of small creatures

**Outcome:** To read and note information about small creatures in a table; to ask questions and exchange information in pairs; to find out and write a description of another small creature

**Classroom organisation:** whole class, individual, pairs

**Materials:** copy of *Dear Diary*; work sheet (A world of small creatures) cut into A and B, plus table to complete; access to reference books about small animals or to Internet.

**Procedure:** Ask the students to name the small creatures in the story (ladybird, spider, grasshopper, firefly). Divide the class into pairs. Give a copy of work sheet A to one student and work sheet B to the other student in each pair. Give all the students a copy of the table.

Check that students understand all the categories in the table. Explain that students should read and complete the table (writing notes, not sentences) for the two creatures on their worksheet. They should then take turns to ask each other questions and complete the table for the remaining two creatures. Elicit questions they can ask before they begin e.g. What are ... like? / What's special about ...? / What do ... eat? / Where do ... live? / Are they useful or harmful? At the end, ask the students to tell you any facts they found interesting about the creatures. As a follow up to this activity, ask the students to choose a different small creature e.g beetles, snails, butterflies and to find out information, using reference books or the internet, using the same categories as in the work sheet table. The students then write a paragraph about the creature they have chosen using the texts on the worksheet as a guide.

	Spiders	Grasshoppers	Ladybirds	Fireflies
Description	Eight legs and fangs	Six legs, five eyes, long or short antennae, two pairs of wings	Six legs, three body parts, two pairs of wing; red, yellow or orange with yellow, black or white spots	Flat, oblong-shaped; brown or black with red or yellow marks
Special feature	Spin silk; many make webs	Can jump twenty times their length	Very colourful	They produce a glowing light
Diet	Insects, flies and mosquitoes	Mainly leaves and plants	Tiny insects (aphids)	As larvae – worms and snails As adults – nectar or nothing
Habitat	Countryside, forests, deserts, high mountains, buildings and homes	Fields	Gardens or meadows	Fields and meadows
Useful or harmful?	useful	harmful	useful	Neither useful nor harmful



**Magic Pencil Activity Sheets: Who am I Theme (Secondary)**  
**Clarice Bean, That's Me - The things Clarice says (Activity 7)**



Match the words and phrases from the story to the definitions. Use the correct word or phrase to complete the sentences.

- |                |    |   |                                       |
|----------------|----|---|---------------------------------------|
| twit           | 1  | A | not functioning very well             |
| whiney         | 2  | B | annoyingly interested in other people |
| flicks         | 3  | C | go away                               |
| It's no picnic | 4  | D | be quiet                              |
| go bananas     | 5  | E | badly behaved child                   |
| on the blink   | 6  | F | taps or hits lightly                  |
| buzz off       | 7  | G | silly or stupid person.               |
| nosey          | 8  | H | It isn't easy                         |
| shut up        | 9  | I | become mad                            |
| brat           | 10 | J | tearful and complaining               |

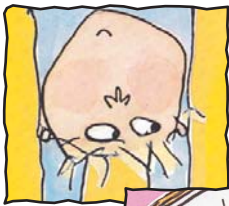
- 1 When Minal annoys Clarice, she \_\_\_\_\_ his nose with a ruler.
- 2 Clarice hasn't got time for Minal's nonsense and thinks he's a \_\_\_\_\_.
- 3 Marcie thinks her younger sister, Clarice, is an irritating little \_\_\_\_\_.
- 4 Dad goes to work so he doesn't \_\_\_\_\_.
- 5 The boy next door is very \_\_\_\_\_ and always wants to know what Clarice is doing.
- 6 Grandad's eyesight is \_\_\_\_\_, so Clarice usually wins when they play cards.
- 7 Kurt doesn't talk and wears t-shirts which say '\_\_\_\_\_ and go away.'
- 8 When Ms Eglington says 'I'm afraid your Dad is in a meeting' she really means \_\_\_\_\_.
- 9 Dad thinks \_\_\_\_\_ being the father of a teenager.
- 10 When Clarice and Minal fight, Minal always goes to Mum in a \_\_\_\_\_ way.



**Magic Pencil Activity Sheets: Who am I Theme (Secondary)**  
**Clarice Bean, That's Me - Clarice's letter to a pen pal (Activity 8)**

Read and write the correct forms of the missing verbs in Clarice's letter.

learn	<del>share</del>	think	wear	get	have
be	sleep	speak	see	read	tell
smell	want	work	like	send	play



Dear Rosie,

Here's a letter to tell you all about my family.

Minal Cricket is my younger brother. Minal (1) shares my bedroom. He often (2) \_\_\_\_\_ me into big trouble. I (3) \_\_\_\_\_ he's a twit.

Marcie (4) \_\_\_\_\_ my older sister. She (5) \_\_\_\_\_ a room of her own (lucky thing). Marcie wears make-up and (6) \_\_\_\_\_ about boys. Marcie thinks I'm a brat (she's wrong, of course) and she often (7) \_\_\_\_\_ me to go away. My older brother, Kurt, spends a lot of time in his room (which (8) \_\_\_\_\_ of socks). Kurt doesn't talk very much and he always (9) \_\_\_\_\_ to be alone. He (10) \_\_\_\_\_ t-shirts which say 'Shut up and go away'.

My Dad (11) \_\_\_\_\_ in a smart office. He (12) \_\_\_\_\_ eating tutti-frutti ice cream and listening to Frank Sinatra. When I'm in big trouble, Dad (13) \_\_\_\_\_ me to my bedroom.

My grandad (14) \_\_\_\_\_ most of the time (with the cat on his head). Sometimes Grandad and I (15) \_\_\_\_\_ cards. Grandad can't (16) \_\_\_\_\_ very well so I usually win.

My Mum (17) \_\_\_\_\_ foreign languages in the bath. It makes her feel she's on holiday. She can (18) \_\_\_\_\_ a bit of Mandarin and Danish.

Please write and tell me about your family.

Love, Clarice



Magic Pencil Activity Sheets: Who am I Theme (Secondary)
Dear Diary - Jigsaw Diaries (Activity 3)

Answer the questions for one or two diaries. Then work in groups and tell each other what happened.



1 Lucy's diary (and PS)

- 1 What did Lucy take to school?
2 What got thrown over?
3 What was for homework?
4 What happened in the evening?
PS ... 5 Who did Lucy ask to go to school the next day?



2 Chair's diary

- 1 What was the morning like?
2 What happened when the teacher left?
3 What was on the ceiling?
4 What was it like when school was over?



3 Spider's diary

- 1 What was in the delivery box?
2 Who did the spider make the coat for?
3 Where did the spider go?
4 Who escorted the spider home?



4 Firefly's diary

- 1 What did the firefly do before the party?
2 What did the firefly see on the way to the party?
3 How did the firefly help?
4 Did the firefly go to the party?



**Magic Pencil Activity Sheets: Who am I Theme (Secondary)**  
**Dear Diary - Jigsaw Diaries (Activity 3)**



**5 Knife and fork's diary**

- 1 What happened in the morning? .....
- 2 Who did they meet in the evening? .....
- 3 What happened to Mrs Fork? .....
- 4 Who came to Mrs Fork's rescue? .....



**6 Bubu's diary**

- 1 Why was Bubu sad in the morning? .....
- 2 What did Bubu do in the afternoon? .....
- 3 What happened at dinner? .....
- 4 Why does Bubu think people are strange? .....



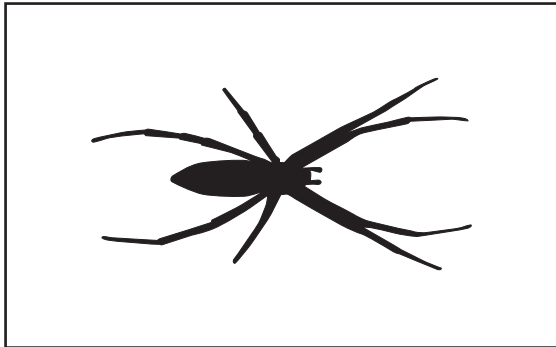
**7 Ladybird's diary**

- 1 Where did the ladybird go in the morning? .....
- 2 Did she enjoy it? Why / Why not? .....
- 3 What did the ladybird ask Mr Spider to do? .....
- 4 Who did the ladybird meet at the party? .....
- 5 What did he ask her to do? .....



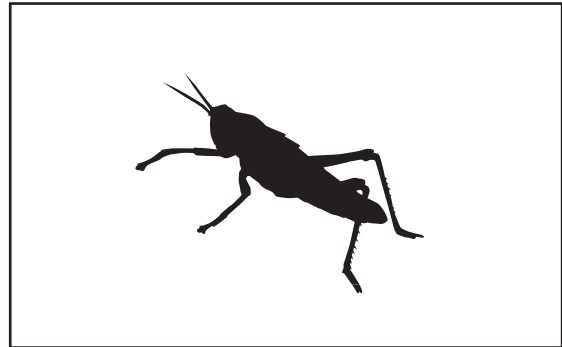
**Magic Pencil Activity Sheets: Who am I Theme (Secondary)  
Dear Diary - A World of Small Creatures (Activity 10)**

**A Read the descriptions and complete the table for two animals. Then work with a partner and ask questions to find out about the other two animals.**



**Spiders**

Spiders are small animals with eight legs and fangs. All spiders spin silk and many spiders make webs to catch their prey. Spiders live in the countryside, forests, deserts and high mountains as well as inside buildings and homes. Many spiders are useful as they eat insects which destroy crops and flies and mosquitoes which carry diseases.

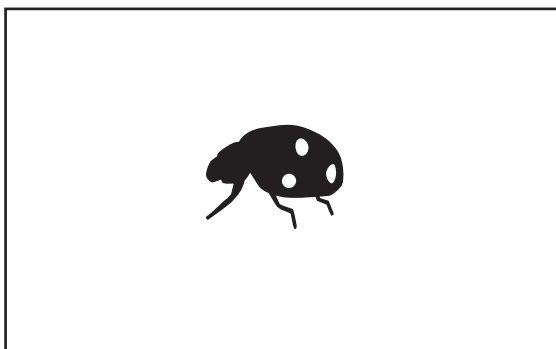


**Grasshoppers**

Grasshoppers are insects which can jump up to twenty times the length of their own bodies. Grasshoppers have six legs, five eyes and short or long antennae. Most grasshoppers also have two pairs of wings. Grasshoppers live in fields and mainly eat leaves or plants. Many grasshoppers are harmful as they destroy crops such as cotton and maize.

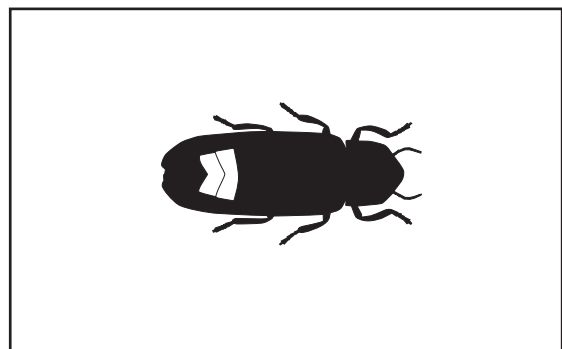


**B Read the descriptions and complete the table for two animals. Then work with a partner and ask questions to find out about the other two animals.**



**Ladybirds**

Ladybirds are small insects with six legs, three body parts and two pairs of wings. They are very colourful. Ladybirds may be bright red, bright orange or bright yellow with black, white or yellow spots. Ladybirds live in gardens or meadows and mainly eat tiny insects called aphids. Most ladybirds are useful to gardeners and farmers as they help to control pests.



**Fireflies**

Fireflies are flat, oblong-shaped insects which produce a glowing light. Most fireflies are brown or black and some also have red or yellow marks on their bodies. As larvae, fireflies feed on snails and worms. As adults, they feed on nectar or eat nothing at all. Fireflies live in fields and gardens and are often active in the early evening. They use their lights to attract a mate. They are neither useful nor harmful to human beings.



**Magic Pencil Activity Sheets: Who am I Theme (Secondary)  
A World of Small Animals (Activity 10)**

<b>Fireflies</b>					
<b>Ladybirds</b>					
<b>Grasshoppers</b>					
<b>Spiders</b>					
<b>Description</b>	<b>Special Feature</b>	<b>Diet</b>	<b>Habitat</b>	<b>Useful or Harmful?</b>	