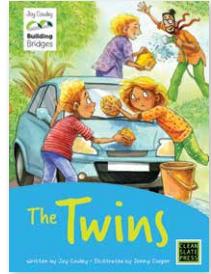


Mushy Stuff

Highlights of the Text

- Family dynamics
- Being embarrassed
- Different viewpoints
- Variation in sentence structure



Orientation

- Define the title *Mushy Stuff*. Suggested definition: excessively sentimental behaviours.
- Talk about being embarrassed by the affectionate behaviour of friends and family, and how students react.
- Talk about having rows and making up.

Making Meaning

- Talk about the parents' behaviour that was embarrassing to the twins: p. 1: holding hands; p. 2: a hug, p. 8: kissing.
- Revisit p. 3 and talk about the different interpretations of holding hands. (weird, romantic, embarrassing)
- Revisit p. 6 and talk about what the parents did that made them *normal parents*.
- Revisit the illustration on p. 4 and talk about how the illustrator uses facial expressions and body postures to show the parents are having a row.

Literacy Focus

- Talk about the simile as *slow as snails* on p. 2. Create other similes e.g. as *fast as lightning*.
- Talk about the meaning of the euphemism *you rotten little cabbage* on p. 6. Create synonyms e.g. *you nasty little toad*.
- Talk about the varying sentence structure throughout the text, e.g. longer sentences p. 1 and p. 6 (first and third paragraphs) versus short sentences pp. 4–5.

Mushy Stuff continued

Inquiry Focus/Activities

- Revisit the abbreviation TMMS on p. 2. Encourage the students to invent other phrases for TMMS.
- Encourage the students to role play an argument.
- Encourage the students to debate whether displays of affection in public are appropriate.
- Encourage the students to investigate displays of affection in other cultures, e.g. Muslim.
- Encourage the students to list ways of cooling off an argument.
- Encourage the students to investigate how to repair a dented car.

Scary Stuff

Highlights of the Text

- **Family dynamics**
- **Being embarrassed**
- **Consequences**
- **Variation in sentence structure**

Orientation

- Talk about being scared. Focus on things that scare the students and their parents.
- Talk about being brave and overcoming fears.
- Talk about family celebrations, especially celebrating birthdays.

Making Meaning

- Talk about the mother's reaction to the spider: yelled (p. 11), screamed (p. 12)
- Talk about the father's reaction to cutting his hand: went very pale (p. 12), stared at his hand (p. 13), fainted (p. 13)
- Talk about the consequences of Dad fainting: meal on the floor (p. 14), went out to dinner (p. 17)
- Revisit the illustration on pp. 14–15 and talk about how the illustrator uses facial expressions and body postures to show the family catastrophe.

Scary Stuff continued

Literacy Focus

- Revisit the words *scared* (p. 9) and *brave* (p. 17) and talk about antonyms. Create other pairs, e.g. *happy/sad*, *wet/dry*.
- Talk about the descriptive verbs on pp. 12–13: *squeezed*, *screamed*, *stared*, *fainted*. Create synonyms.
- Talk about the varying sentence structure throughout the text, e.g. longer sentences p. 9 (second paragraph), p. 14, and p. 16 versus short sentences p. 11, p. 12, and p. 15.

Inquiry Focus/Activities

- Encourage the students to plan a celebratory meal at home.
- Encourage the students to decide on a restaurant for a celebratory meal; name of the restaurant, choice of food, and cost for the family.
- Encourage the students to investigate common spiders they find around their house.
- Encourage the students to investigate facts about blood.
- Encourage the students to investigate the school first aid kit and list the items that should be included in a first aid kit.

Silly Stuff

Highlights of the Text

- **Family dynamics**
- **Being forgetful**
- **Problem solving**
- **Variation in sentence structure**

Orientation

- Define the word *silly*. Suggested definition: *foolish*.
- Talk about being forgetful and how people feel when they forget things, e.g. keys.
- Talk about family shopping expeditions and ways of travelling.

Silly Stuff continued

Making Meaning

- Talk about why the family forgot they had driven the car to town. (they were distracted by the street performer, p. 20)
- Talk about the reason for the second and third bus trips. (car keys)
- Talk about the possible reasons why Mum forgot to buy Dad's shaving cream. (so distracted by the car keys)
- Revisit the illustration on p. 25 and talk about Dad's expression and what the illustrator is trying to show.

Literacy Focus

- Revisit the expression *not a problem* on p. 20. Create synonyms, e.g. *piece of cake*.
- Talk about the meaning of the expression *Oh fiddle* on p. 24. Create synonyms, e.g. *Oh bother*.
- Talk about the varying sentence structure throughout the text, e.g. longer sentences p. 20 (second paragraph) and p. 23 (first paragraph) versus short sentences p. 22 and p. 24.

Inquiry Focus/Activities

- Encourage the students to estimate how long the shopping trip would probably have taken.
- Encourage the students to investigate local transport, timetables, and the cost of travelling from home to town. Work out how much it would cost for four trips for three people.
- Encourage the students to use a storyboard to record the sequence of the journeys in the story.
- Encourage the students to teach themselves how to juggle.
- Encourage the students to investigate unicycles and other balance toys. Make an information poster.
- Encourage the students to investigate the cost of school shoes from different outlets.