

The **Clever** GRIBBLES

Overview

Fred Gribble's birthday present from the other two inventors in the family is just too powerful. The three Gribble children have a difficult time convincing Sergeant Lisa that they are being looked after. Silas has a good idea, and Mrs Munch comes to the rescue.

Words to watch for

cleverness	forefinger	reckless	souped	waifs
abandoned	Antarctica	fend	disconnect	yearning
hooligans	temperamental	pretending	supervision	entitled

Learning outcomes

During this unit the students will:

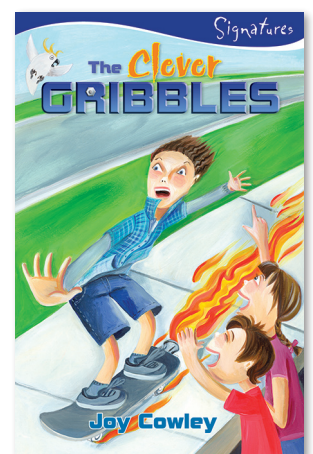
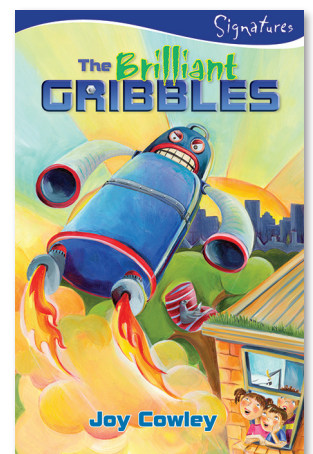
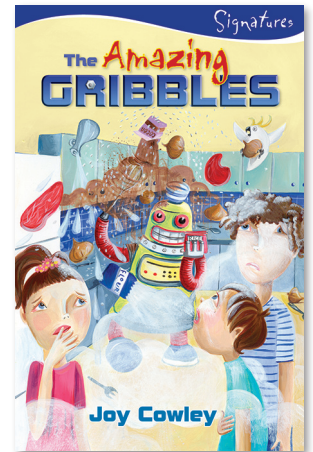
- compare three stories in a series
- learn the meaning of unusual words
- consider the difference in meaning of two similar words.

Introducing the book

- Ask the students to look at the front cover and ask, *What is Fred Gribble doing? What do you think is going to happen?*
- Read the back cover blurb. Ask, *How do you think the Gribbles will be able to do that?*

Before reading

- Have the students read the contents page. Ask, *Which chapter do you think will be the most interesting? Which will be the funniest? What is the significance of the illustration? What do you think it means for one of the Gribbles?*
- Have the students look at the illustration on page 19. Ask, *Who do you think those people are? Why are they there?*
- If the students have read other Gribble stories, ask, *What do you expect to read about in a Gribble story? What might be the main problem in this story?*



Reading the text: Comprehension

Pages 1–3

- Have the students read pages 1 to 3. Say, *Read the first chapter to find out why the illustration shows Fred with a strange skateboard.*
- Ask the students what they think the last sentence on page 3 means.

Pages 4–8

- When the students have read the chapter heading on page 4, ask, *What do you think that means for the Gribbles?*
- Have the students read to page 8. Ask, *Why does Mr Monopoli think they live on roadkill? What is the roadkill really for?*
- Ask, *What is the general opinion of the onlookers about the Gribble children?*

Pages 9–13

- Have the students read pages 9 and 10. Ask, *Why is Fred right not to want Mrs Munch involved?*
- When the students have read the chapter, ask, *What does Silas suggest that the others don't think is a good idea? What do you think the Sergeant will think of the Gribble house? What might surprise her?*

Pages 14–18

- Have the students read pages 14 to 18 to find out if their predictions were correct. Ask, *What doesn't Sergeant Lisa believe that they tell her? What does Asia hide from her? Why?*

Pages 19–21

- Have the students read the last chapter to find how the story ends. Ask, *Why does Fred say that Silas has done well? What happens about Fred's skateboard?*

Pages 22–23

- Have the students review what the author and illustrator think about the Gribbles, and the overview that the author gives of the story. Ask, *Do you think that includes all the main points? Why, or why not?*

After reading

- Discuss the predictions the students made before reading the book. Ask, *Which parts of the story did you predict? Which parts surprised you?*
- Review the *Words to watch for*. Ask, *Which words were important in the story? Which words surprised*

you in the story? What is the difference between a waif and a hooligan?

- Have the students look at the top of page 7. Ask, *What did Silas say that horrified everyone? How did Silas feel about what he said?*
- Discuss the Gribbles' attitude to junk food. Ask, *Why do you think they felt that way?*
- Ask, *What surprised Sergeant Lisa on pages 15 and 16? Why was she so surprised?*
- Ask, *How would the sentence at the end of page 17 have been finished? How would you feel if you found a python on the seat behind you?*
- Ask, *How had Mr Munch solved some of the problems before he arrived at the Gribble house?*
- Ask, *Which of the Gribble stories do you enjoy the most? Why?*

Independent activities

The students could try these activities:

- Complete the BLM at the end of these notes.
- List new information about the Gribbles that you learned in this story.
- Choose one of the Gribble children. List the important activities of that character in the book. Check if the activities were clever or silly. Which were there more of?
- List the words in this book you had not read before.
- Write a paragraph to explain why Mrs Munch is the perfect name for a cook.
- Write sentences to show the difference in meaning between the words *hooligan* and *waif*.
- Write about why you would or would not enjoy living as a Gribble child.

Series features

This story is part of the series of books about the Gribble family. If students have read the other two books (*The Amazing Gribbles*, *The Brilliant Gribbles*), ask them to identify:

- the main characters
- the similarities between the stories
- differences between the stories
- the sequence of stories (where applicable).

They could also say which one in the series they like the best, and why.

Compare the three Gribble stories.

	The Amazing Gribbles	The Brilliant Gribbles	The Clever Gribbles
Problem			
Gribble(s) who invented the problem			
How the parents were involved			
How Mrs Munch was involved			
Solution to the problem			
Other important characters			