



Chucklers

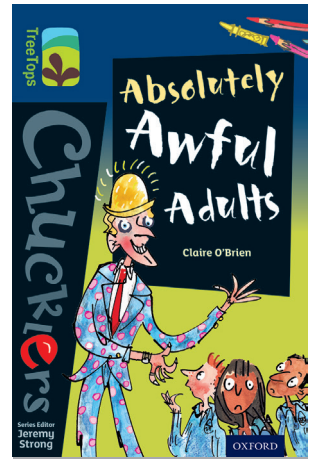
Oxford Level 14

# Absolutely Awful Adults

Author: Claire O'Brien

Illustrator: Mark Beech

Teaching Notes author: Clare Robertson



## Synopsis

These three school stories feature some very strange grown-ups.

- 'Mr McMeanie, Minister for Child Control': The children of Clink Street School find a way to outwit their fun-hating head teacher Mrs Rattle, but has the terrible Mr McMeanie found an even worse replacement?
- 'Mr Splatter's Dreadful Dinners': Mr Splatter cooks the most revolting school dinner, and even the head teacher is scared of him. It's left up to the pupils to do something about it.
- 'Mr Peacock, the Very Bright Headmaster': When flamboyant Mr Peacock announces a competition to design a new school uniform, everyone wants to impress him with their colourful designs. But who will win the prize?

## Group or guided reading

### Introducing the book

- (*Questioning, Clarifying*) Look together at the front cover. What do the children notice about the words of the title? If necessary, point out the alliteration of 'Absolutely', 'Awful' and 'Adults'.
- (*Questioning, Clarifying, Predicting*) Ask the children to turn to the Contents page. Point out that the book contains three stories on a theme and invite the children to read the different titles. What do they think the stories might have in common?
- (*Questioning, Predicting*) Invite the children to have a brief look through the book for examples of text being presented in fun or unusual ways; for example, menus, posters. Which story do they most want to read, and why?

### Strategy check

- Encourage the children to break longer words down into their root words plus suffixes, for example, 'colourful' (page 3), 'immediately' (page 7).
- Remind the children to use the context to work out the meaning of words, and then to check using a dictionary, for example, 'blancmange' (page 36), 'notorious' (page 40).
- Help the children to test out different pronunciations for the same letters, for example, the two different 'g' sounds in 'gigantic' (page 48).

### During reading

- (*Questioning, Clarifying*) Ask the children to read the first story, 'Mr McMeanie, Minister for Child Control'. As they read, ask them to think about how the author builds up a picture of the characters of Mr McMeanie, Mrs Rattle and Mr Chumkins.
- As the children read independently, listen to them in turn and prompt as necessary. Encourage them to use different strategies to decode unfamiliar words.



## Chucklers

### Independent reading

**Objective:** Identify main ideas drawn from more than one paragraph and summarise these.

*(Clarifying, Summarising)*

- As they read, ask the children to note down some fitting adjectives to describe the characters of Mr McMeanie, Mrs Rattle and Mr Chumkins; for example, 'bad-tempered', 'unfair'.
- When the children have finished the story, invite them to share their adjectives with the class. Ask them to use evidence from different paragraphs to support the words they have chosen.
- Ask the children to read the remaining stories, thinking about how the characters are built up over several paragraphs.

**Assessment:**

- Do the children select appropriate adjectives to summarise the characters?
- Do they use examples from more than one paragraph to support their choice?

### Returning and responding to the text

**Objective:** Discuss words and phrases that capture the reader's interest and imagination.

*(Questioning, Imagining)*

- Invite the children to look through the book to find funny names, for example, 'Mr McMeanie', 'Mr Splatter'. Can the children describe what makes them funny and appropriate?
- Ask the children to reread the menu on page 25. What item do they think would be the most disgusting, and why? Ask them to choose the word or phrase they find the funniest.
- Ask the children to reread page 54. Point out the variety of adjectives used, and ask the children how effective the words are in adding interest. What would the text be like without them?

**Assessment:**

- Can the children give reasons for the author's choice of language?
- Can they describe the effects this language has on them as readers?

### Speaking and listening

**Objective:** Give well-structured descriptions and explanations.

- Arrange the children into pairs and ask each pair to reread pages 32–40.
- Ask them to imagine they are Colin and Jenny, telling a policeman about the events of the week.
- Ask the children to share the retelling of the story, keeping it brief and trying to remember the key events in order.
- Once they have rehearsed, invite each pair to perform their retelling.

**Assessment:**

- Can the children describe the events accurately and clearly?

### Writing activities

**Objective:** Build a varied and rich vocabulary.

- Ask the children to work in pairs to write either a disgusting menu or a delicious one, using page 25 or 43 as a model.



## Chucklers

- The children could use a thesaurus and recipe books to help them discover new descriptive words and phrases for their menus.
- Invite pairs to read their menus to the class.

### Assessment:

- Do the children use new and interesting vocabulary to enrich their menu entries?

## Cross-curricular links

### Art and design

- Design an exciting new school uniform.

**Oxford**  
**OWL**

**For teachers**

Helping you with free eBooks, inspirational resources, advice and support

**For parents**

Helping your child's learning with free eBooks, essential tips and fun activities



**[www.oxfordowl.co.uk](http://www.oxfordowl.co.uk)**

# Absolutely Awful Adults (Oxford Level 14)

## curriculum coverage chart

### Links to Oxford Reading Criterion Scale:

- Can read aloud with intonation and expression, taking into account presentational devices (e.g. capital letters or italics for emphasis) and a more sophisticated range of punctuation, including ... () – . (READ) [ORCS Standard 5, 1]
- Can read confidently and independently using a range of strategies appropriately to establish meaning, e.g. self-correcting, widening knowledge of vocabulary. (READ) [ORCS Standard 5, 2]
- Can summarize and explain main points in a text. (R) [ORCS Standard 5, 6]
- Can refer to the text to support opinions and predictions. (R/D) [ORCS Standard 5, 7]
- Can identify the effects of different words and phrases to create different images and atmosphere, e.g. powerful verbs, descriptive adjectives and adverbs. (E) [ORCS Standard 5, 17]
- Is beginning to recognize how a character is presented in different ways and respond to this with reference to the text. (D) [ORCS Standard 5, 22]

### Comprehension strategies

- Comprehension strategies are taught throughout the Teaching Notes to enable pupils to understand what they read, in books they can read independently. In these Teaching Notes the following strategies are taught: *Predicting, Questioning, Clarifying, Imagining, Summarising*

### ENGLAND The National Curriculum in England: Years 3–4

<b>Spoken language</b>	Pupils should be taught to give well-structured descriptions, explanations and narratives for different purposes [...] (SpokLang.5) Pupils should be taught to participate in discussions, presentations, performances, role play, improvisations and debates (SpokLang.9)
<b>Reading: Comprehension</b>	Pupils should be taught to develop positive attitudes to reading and understanding of what they read by discussing words and phrases that capture the reader's interest and imagination (Y3/4 ReadComp.1vii) Pupils should be taught to understand what they read, in books they can read independently, by identifying main ideas drawn from more than one paragraph and summarising these (Y3/4 ReadComp.2v)
<b>Writing: Composition</b>	Pupils should be taught to draft and write by [...] building a varied and rich vocabulary (Y3/4 WritComp.2i)

### SCOTLAND Curriculum for Excellence: Literacy and English experiences and outcomes – Second level

<b>Listening and talking</b>	I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience (LIT 2-06a)
<b>Reading</b>	To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text and use supporting detail (LIT 2-16a) I can discuss structure, characterisation and/or setting (LIT 2-19a) I can discuss the writer's style and other features appropriate to genre (LIT 2-19a)
<b>Writing</b>	By considering the type of text I am creating, I can [...] use suitable vocabulary for my audience (LIT 2-26a) I am learning to use language and style in a way which engages and/or influences my reader (ENG 2-27a)

### WALES Programme of Study for English: Year 4

<b>Oracy</b>	Learners are able to organise talk so that different audiences can follow what is being said, e.g. [...] providing a brief summary of main points (Y4_OracSpea.2) Learners are able to explore different situations through role play (Y4_OracSpea.4)
<b>Reading</b>	Learners are able to scan for specific information using a variety of features in texts, e.g. titles, illustrations, key words (Y4_ReadStrat.6) Learners are able to select and use information and ideas from texts (Y4_ReadResp.1)
<b>Writing</b>	Learners are able to adapt what they write to the purpose and reader, choosing words appropriately, e.g. descriptive, persuasive language (Y4_WritMean.1)

**NORTHERN IRELAND** Levels of Progression in Communication across the curriculum: Primary Level 3

<b>Talking and listening</b>	Pupils can maintain a role (L3_com_talk.1ii) Pupils can sequence events and plan what to say (L3_com_talk.4)
<b>Reading</b>	Pupils can make deductions using information from the text (L3_com_read.4ii) Pupils can express opinions and give reasons (L3_com_read.5ii) Pupils can paraphrase with general accuracy (L3_com_read.1ii)
<b>Writing</b>	Pupils can provide supporting detail using an expanding vocabulary (L3_com_writ.2iii)