

Little Miss Scatterbrain  
by Roger Hargreaves

Methodology of Teaching Literature and  
Culture – Dr. Elisabeth Pölzleitner

Project handed in by:

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This is a project for a 2<sup>nd</sup> or 3<sup>rd</sup> form, depending on the language level of the pupils.

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# Vocabulary sheet

1. Match the pictures and the words. You may write down some German expressions if you want to.

1. handkerchief



2. vacuum cleaner



3. electric kettle



4. luggage



5. holiday snap



6. bread bin



7. beach



8. to chuckle



**2. Use the words from the box to form meaningful sentences.**

in the bread bin	on the washing line	onto the train	the summer holiday for sb.	the carpet
the TV	the lawn	to the radio	off the train	up at the sky

She hangs the handkerchiefs \_\_\_\_\_

She mows \_\_\_\_\_

She gets \_\_\_\_\_

She puts the bread \_\_\_\_\_

She watches \_\_\_\_\_

She listens \_\_\_\_\_

He books \_\_\_\_\_

She vacuums \_\_\_\_\_

She looks \_\_\_\_\_

He carries (to carry) the luggage \_\_\_\_\_

**3. Complete this sentence after listening to the story:**

A person who is scatterbrained is someone who \_\_\_\_\_

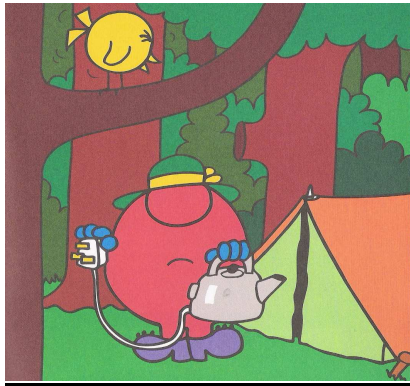
\_\_\_\_\_

#### 4. Together with a partner

- cut out the pictures and the texts,
- put them in the correct order,
- compare your answers with those of the people sitting next to you
- and glue the pictures and the texts in the correct order on this page and the next.

You will see that the story ends rather abruptly. **Imagine how the story could go on** (this means that you should find another ending to it) **and write it down.** – I have provided some free squares for you on page 8 where you can write down your individual ending of the story. If you want to, you can draw some pictures as well.

**Please do this work individually!**



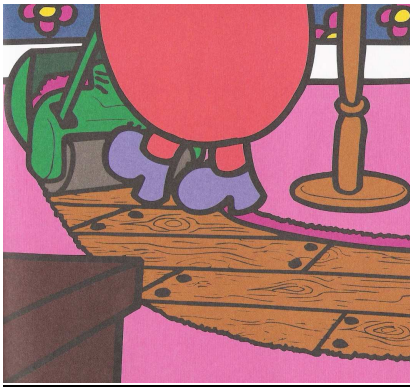
This year she was determined that nothing would go wrong:  
And to make sure that nothing did go wrong she asked her friends to help her.  
Mr. Clever helped to book her summer holiday.  
Little Miss Splendid helped her shop for her holiday.  
Little Miss Tidy helped her pack.  
Mr. Rush took her to the station.

Little Miss Scatterbrain is the sort of person who gets everything mixed up.  
Like the morning she hung slices of bread from the washing line and put her handkerchiefs in the bread bin.



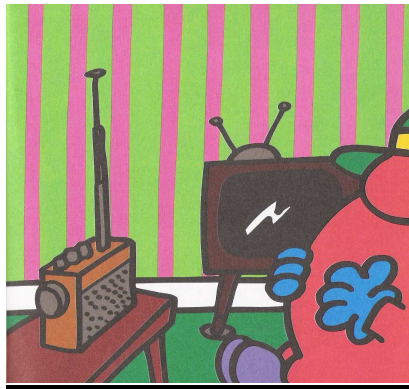
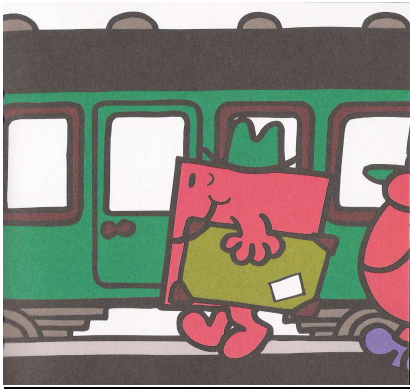
And last year she went camping and packed an electric kettle!

Like the afternoon she vacuumed the lawn and mowed the carpets.



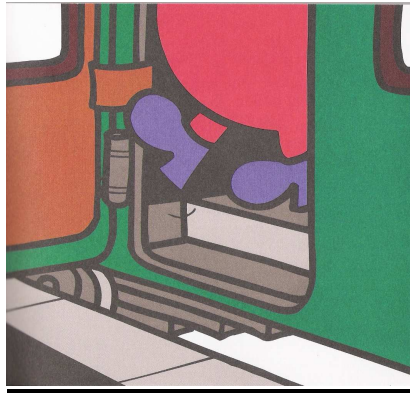
This story is about the time when she went on her summer holiday. Little Miss Scatterbrain, as you can imagine, is not very good at organizing holidays. The year before last she went skiing, but ended up on the beach!

Nothing could go wrong. Or that's what Little Miss Scatterbrain thought. However, something did go wrong.





And Mr. Strong carried her luggage onto the train.

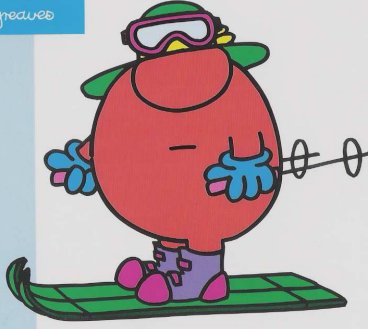


And like the evening when she wanted to watch her favorite television program, but turned on the radio instead.

# LITTLE MISS SCATTERBRAIN

sets off for the sun

Roger Hargreaves



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## Little Miss Scatterbrain sets off for the sun



## Teacher notes

This unit can be done at the end of the 2<sup>nd</sup> year or at the beginning of the 3<sup>rd</sup> year.

### **1. Pages 1 and 2 of the handout**

- hand it out before you start reading the book to the pupils
- let them do the exercises 1 and 2 in pairs and correct it with the whole class afterwards (*8-10 minutes*)
- let them do exercise 3 by themselves after having read the book to them

### **2. Page 9 of the handout (5 minutes)**

- use as OHT – in color
- question: “What can you see on this picture?”
- question: “What kind of person is Miss Scatterbrain?” – “Is she very organized? Would you want to go on holidays with her? Why/ Why not?”

### **3. Reading the book**

- read the book up to page 9 and stop at “However, something did go wrong.”
- let the pupils guess ahead – what could go wrong? (*~5 minutes of guessing- if they really have a go at it then the guessing-task can be extended*)
- go on reading to the end of the book

### **4. Pages 3 – 8 of the handout**

- hand out pages 3 to 8 and let the pupils do the tasks at their own pace – as it says in the handout, part 1 of task 4 can be done in pairs but the second part should be done individually. The task can be finished at home if needed. – Cutting out the pictures and the texts may take up to 15 minutes – so maybe it would be a good idea to hand out the pictures and the text at the end of the preceding lesson and ask the pupils to cut them out at home.

## Feedback by Gernot

### Task 1:

Numbers can be left out if you want the students to connect the words & pictures by lines

If not, make the table visible and modify it so students can fill in the numbers next to the pictures

- I want to give the pupils the choice to choose between connecting the words and pictures with lines or writing the according number in front of the picture. I myself do not like the line-method, but some students might prefer it and I don't find it necessary to tell them which method they should use. Therefore I decided to provide them with the numbers, which they can but do not have to use.

### Task 2:

Maybe you could use short names instead of "he" and "she" all the time

- The "she" and "he" refer to the people in the book, namely to Little Miss Scatterbrain and to Mr. Rush. As Little Miss Scatterbrain's name is rather long, I decided to use the short version.

### Task 3:

Any chance this task can be extended?

- I thought about asking more questions but since I didn't want to make my pupils answer questions about some specific content details and the aim of the task is to ensure that the pupils know what "to be scatterbrained" means, I want to keep the one question. I also thought about including the vocabulary item in task 1, but I didn't find a good picture which explains the word.

### Task 4:

Make the instructions either a list of steps or split the sentence

- I put it in a list.

### Teacher notes:

Add an overall time frame

- I don't want to add an overall time frame because it is difficult to do. For pages 1 and 2 I cannot really say how much time there should be spent on it because it

depends on the pupils. Sometimes I wrote down an approximate time frame but generally I think that a teacher should decide on her/ his own, according to the level of the class. – All in all, however, the unit should be done within 1 period.