Using Picture Books in *Unterstufe* "Marvin Gets Mad"

Fachdidaktik PS 4: Methodology of Teaching Literature and Culture

SS 2010

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Additional Materials:

- Marvin-gets-mad-revealing-activity.pdf
- Marvin-gets-mad.pdf
- Folder containing scans of the book (basically the same as Marvin-gets-mad.pdf)

Before you make a print-out copy remove header and footer! Careful, this may cause you to adjust spacing and paragraphs.

1. PRE-READING

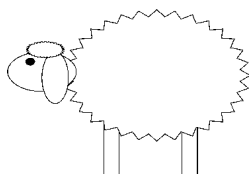**Beginnings are always difficult....**

Every teacher has, of course, his or her own methods to start a new project. Something along the lines of, "Now, there's this story I really like/ find absolutely cute/ ..." should probably work – as long as you really like the book yourself. This should not be a problem with "Marvin Gets MAD", since everybody has quite often experienced these sudden fits of inexplicable and unjustified rage that make you do stupid stuff and feel absolutely sorry afterwards. So, personally, I would really opt for the "I like the story and want to share it" introduction.

If you don't like the Marvin story yourself stop reading right here and don't waste your time!
Otherwise I hope you will be able to make use of these materials :-)

Intro 1:

REQUIRES: chalk or whiteboard pens or flipchart and pens.

Just start talking: "Now here's a story about a sheep, actually about two sheep. You know sheep? They look similar to this" – paint a sheep on the blackboard/ whiteboard. Actually it does not matter, if you are no good at painting.

Perhaps, if your sheep does not look that beautiful the students will more willingly paint something themselves in later activities – at least you always no that the teacher has less talent than you. But even if you really happen to be good at painting - I am obviously not and thus prefer to use pre-made computer graphics and pictures – you are still allowed to paint a sheep ;-)

Intro 2:

REQUIRES: an apple, cotton wool, a horn, a pear, one of those little whistles that make a duck sound, or whatever else you have got.

The idea behind this activity is, to make students curious by the mere – let's call it – absurdity of what you are doing. One after another you take the objects you got and just tell the students that all of them somehow appear in the story (the cotton wool counts as sheep wool – if a student wants to argue with you that it's still cotton that's excellent for raising interest). The only thing you have to be careful with is not revealing too much of the actual story and not choosing to extravagant objects – the birds that can be seen in the very back
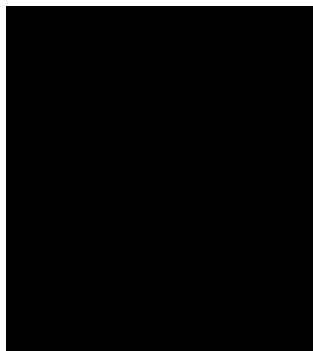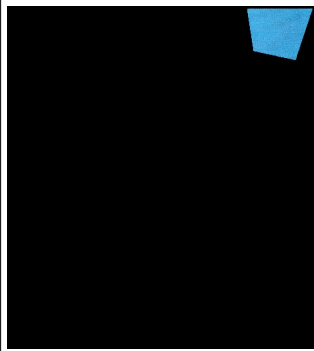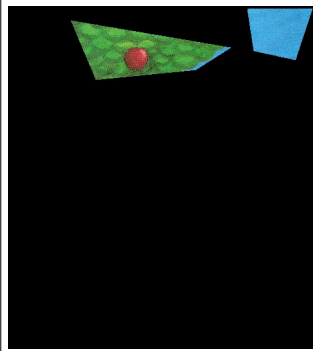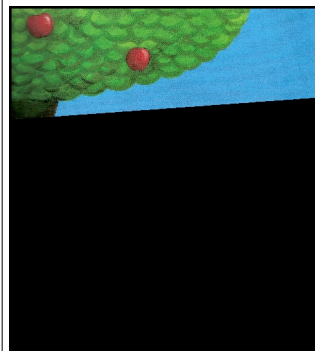
on page one are probably not the best idea.

Intro 3:

REQUIRES: computer, projector and Powerpoint (Marvin-gets-mad-revealing-activity.pdf) or as an alternative an overhead projector, an overhead transparancy and sheets to cover up parts of the picture!

This introduction is about showing the student a small section of one page in the book and asking them to guess what it is about – again all teachers will have there own ways to make this guessing an "authentic experience". If you are not at all into such guess-games choose another introduction.
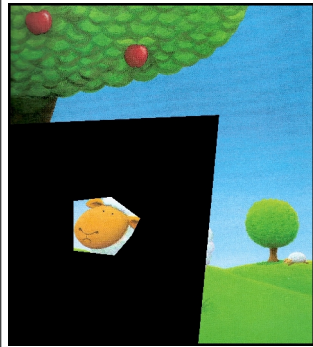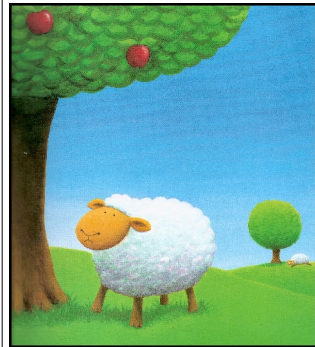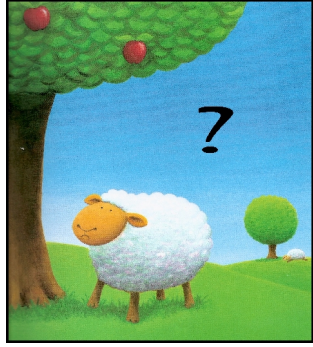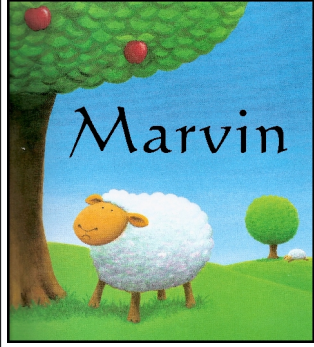
A possible selection of pictures can be seen below and has also been arranged in the right sequence in the Powerpoint file Marvin-gets-mad-revealing-activity.pdf.

1	2	3	4
5	6	7	8
9	10	The pictures are basically self-explanatory. At first there is only a blue patch that students might identify as sky, or maybe sea. The apple is obvious, in particular when the second tree appears. The parts that are most fun for the teacher who knows the story are probably pictures 7 and 9, where the students may guess who the cute face belongs to and what this persons – or rather animals – name is. How about Griselda the Cow? ;-)	

2. READING/ NARRATION

The best you can do is probably a mixture of narration and reading out certain passages. Either you just show the pages you are talking about to the class, or you scan them and use a projector (average quality photos of the whole book can be found in the Marvin-gets-mad.pdf file).

To make the actual reading of the story more entertaining some activities and "discussion topics" - I know, the term smells of awful work hidden in a innocent looking candy wrapper, but I can't think of a better word - are suggested below:

- Drawing Mad Marvin (see student handout section)
- What a fuss and mayhem! English animal sounds - this might get a little noisy ;-) . Actually, the idea is quite simple. Students are to produce the sounds of animals – and apparently English animals use a language quite diffferent form Austrian animals.
  - Can you imagine what the frightened ducks sounded like?
  - And the cow that Marvin bit in the tail?
  - And all the other sheep?
  - And finally what might mad Marvin have sounded like?
- Simple things are often the best – just ask the students what they think is going to happen next at decisive points in the story:
  - when Marvin apprehends that his juicy apple has been eaten by Molly
  - when Marvin furiously jumps around on the ground
  - when Marvin is lost in the dark cave
  - when it is stated that Marvin did not crave for apples anymore (but before it is actually said that he now has cast an eye on a juicy pear – it will be interesting to find out, if some students can foresee this ending).

3. POST-READING

Activities (see student handout section):
- Story pyramid
- Adapted SWBS-chart
- Marvin's offences – adapted creative catalogues
- Vocabulary Quilt (Words, words, words...)
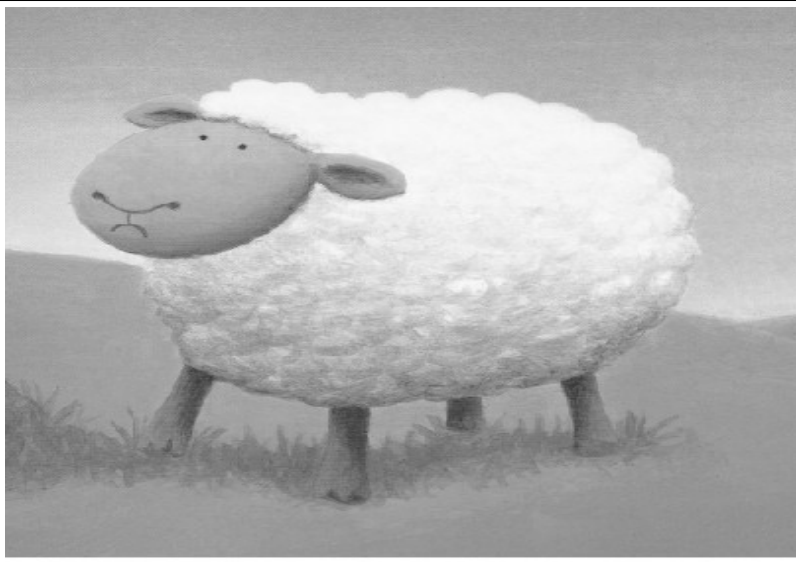- The observer – vocabulary, irregular plurals

Activities can either be done in pairs/ groups or alone. If you want to form groups you can use the cards in the student handout section. there are three different types – Marvin, Molly and Mad Marvin. The idea is that each group contains one of each. This means that group formation is partly determined by the students themselves, partly by sheer luck. For pairs simply remove one of the cards. Other ways of forming groups are of course also fine.

4. STUDENT HANDOUTS

See following pages. TO BE HANDED OUT <u>AFTER</u> THE INTRODUCTION!
(otherwise intro 3 would, for example, make much sense).
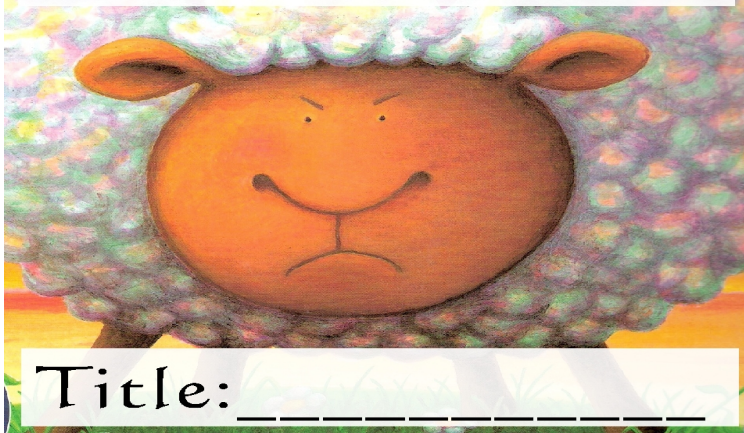
– – Marvin's Tasksheet – –

Task 1: Summoning the artists...

"Marvin was so mad... he grew MAD teeth, MAD horns, MAD feet, and a MAD tail." Let's see if you can guess how mad Marvin really was. Can you make Marvin look really mad, with all his mad teeth, mad horns, mad feet and his mad tail?

Task 2: Marvin's story in a pip, erm, a nutshell...

Somebody	
Wanted	
But	
So	
In the end	

Title:_____

Now, that's easy. Just fill in the grid. It's actually the story of all our lives. Somebody (for example, you) wants something (to learn English), but something happens (English words are somehow different from German). So we do something (study – maybe?) and in the end everything is fine (and we can read English books – Yeah!).

Task 3: Not only the acnient Egyptians could build pyradmids...

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Title: _____

1. Name of the main character
2. Describe him/her
3. Setting (Where? How?)
4. Problem in the story
5. Important event
6. Solution/ end
7. Your favourite part
8. What would you tell others about the story?

Here's a story pyramid to help you remember the most important facts about the book you have just read. What you have to do? Just fill in the name of the main character, the place where the story happened, the most important event etc. That's easy, you say? Well, you are only allowed to use a certain number of words in each case. Still easy? Prove it!

Task 4: Words, words, words...

Design your own vocabulary cards and share them with the class! Take an A5 sheet and write down your favourite new word in Marvin's story. Once you have done that, also write down the phrase in which the word appears – or come up with your own sentence. Finally, design a little drawing that will help us to remember the word. So once again, what we need on our vocab cards that we are going to put up in the classroom are:
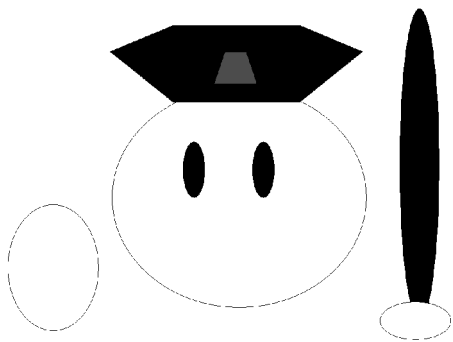- a word
- a phrase
- a drawing

It's as easy as that ;-) Who can make the loveliest or coolest card?

Task 5: How good an observer are you?

Without looking at the book again make a list of all the plants and animals that appear in the story. For example, there are some daisies (=Gänseblümchen) growing on the meadow (=Weide). What else is there? If you do not know the correct English word ask your teacher. Which group is best in nature observation?

Task 6: Marvin's Offences

While he was mad Marvin did many things you should not do, things that are really not nice. Can you remember some of his offences? Could you also provide a picture of Marvin caught red-handed (=auf frischer Tat ertappt) – or should it be red-hooved?

Offence 1:

_____

_____

_____

_____

_____ Photographic Evidence

Offence 2:

_____

_____

_____

_____

_____ Photographic Evidence

Offence 3:

_____

_____

_____

_____

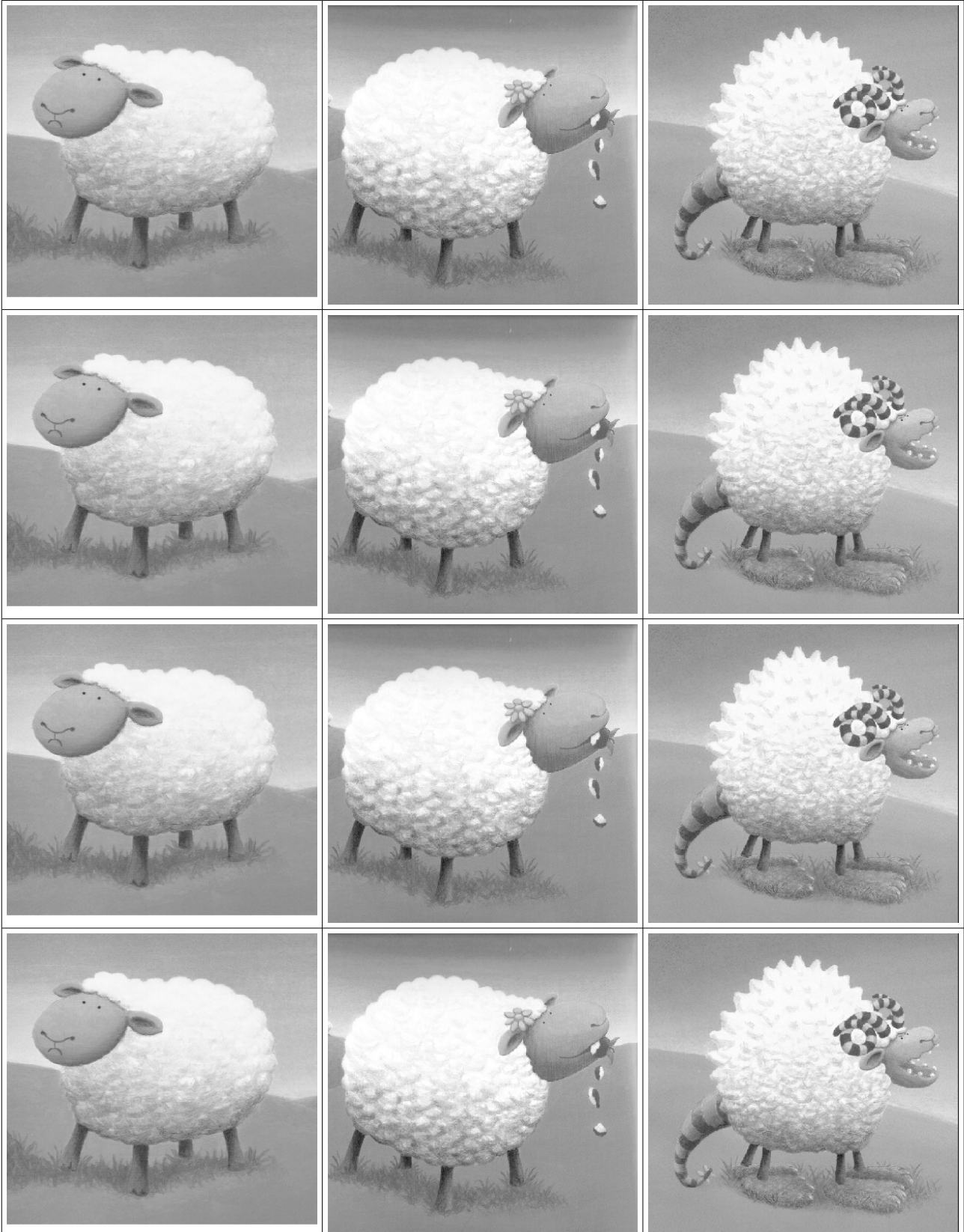_____ Photographic Evidence

END OF ACTUAL STUDENT HANDOUT! - Cards for group formation (see 3).

5. PLAIN TEXT OF 'MARVIN GETS MAD"

Marvin Gets MAD!

One perfect morning Marvin and Molly found a tree full of big, juicy apples. There was one apple that Marvin really wanted but no matter how high he jumped, he couldn't quite reach it. Maybe it will fall off, thought Marvin. He waited, and waited... and waited! But the apple did not fall. Eventually Marvin fell asleep.

When Marvin woke up, the apple was gone. Molly was eating it! "I wanted that apple!" shouted Marvin. "Sorry," said Molly. "I didn't know." Marvin was not happy. "Don't get mad with me," said Molly. "There are lots more apples in the tree." "I WANTED **THAT** APPLE!" shouted Marvin. "AND YOU'VE **EATEN** IT!!"

Marvin was so mad... he grew MAD teeth, MAD horns, MAD feet, and a MAD tail. "I WANT MY APPLE!!" "Calm down," said Molly. "NO!" shouted Marvin, and he stamped on the flowers, he knocked over the chicken shed, he frightened the ducks, and bit a cow's tail. Marvin didn't know **what** he wanted any more. He stamped his big mad feet and let out a big mad... "BAAAAA!".

As Marvin stamped harder and harder, the ground began to rumble underneath him... And suddenly...CRACK. The ground opened up and swallowed him whole. Marvin fell deeper and deeper and landed with a thud, all alone in the dark. "BAAAA!" shouted Marvin, but no one could hear him. He tried to break the wall but that only hurt his head. Marvin was all alone. He closed his eyes and remembered the perfect day in the meadow. I wish Molly was here, he thought. Gradually Marvin felt less mad.

When Marvin opened his eyes, there was Molly! "I'm sorry I was so angry," said Marvin. "That's OK," said Molly. "I came to find you. I thought you might be lost. And look, I've found another big, juicy apple. It's for you!" "Thank you!" said Marvin. And Molly showed Marvin the way back up to the meadow.

Everything was perfect again. But Marvin didn't want an apple any more... He wanted a pear! But no matter how high he jumped, he couldn't quite reach it.

6. PACKING LIST

- the picture book itself (!)
- if available, student copies of the book
- usb stick conatining:
  - Marvin-gest-mad-revealing-activity.ppt (as an alternative you can use overhead transparencies)
  - Marvin-gest-mad.pdf
  - maybe some nice and quiet music you can play in the background while narrating
- spare A5 sheets for the vocabulary quilt
- pens for whiteboard or chalk
- maybe the materials needed for intro 2 (apple, pear, wool, etc)
- pins or magnets depending on the boards used in class
- student handouts; and make sure to copy the right number – it's not as easy as we think ;-)

Is that all? Let us hope so....

7. TIME, WHAT IS TIME?

Just some very rough estimates:

The pre-reading and the actual narration/ reading will at least consume one period – if you can get a double period it's even better.

The suggested post-reading tasks can be done in one period, in particular, since you can choose quite freely which tasks you want to do. You can also easily use one of these tasks as a small homework.

So all in all that's **two to three** (and if the children enjoy it very much maybe even four) **periods** for Marvin.