



Clarrie's Pig Day Out

By Jen Storer

Illustrated by Sue deGennaro

Book Summary:

Clarrie is a farmer who loves his chickens and his dog, Bert. Clarrie also gets his worms, no! he means his words, mixed up.

So when Clarrie and Bert head out in his jar, whoops, he means car, it turns out to be a day filled with fun and surprises.

Young children will love seeing how Clarrie mixes up his words - and will enjoy correcting them, as well!

Curriculum Areas and Key Learning Outcomes:

Foundation (Kindergarten/Prep)

English

ACELA1786 ACELT1578
ACELA1438 ACELT1579
ACELA1439 ACELT1831

Year 1

English

ACELA1457 ACELT1581 ACELY1660
ACELT1585
ACELT1832

Year 2

English

ACELA 1469 ACELT1590 ACELY1670
ACELA1474 ACELT1592
ACELT1833

Year 4

English

ACELT1606

Appropriate Ages:

3+

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Notes by Christina Wheeler

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Introduction

Clarrie's Pig Day Out is a quirky and humorous text that is thoroughly enjoyable and accessible to audiences of all ages. It uses a combination of wonderful illustrations, together with word-play, malapropisms and nonsense-words to create a story filled with literal and inferred meaning. It offers enormous scope for visual literacy and will allow for innovation of the text and reproduction of sound patterns. For older students, it also allows for a more sophisticated investigation of language as a tool for humour.

About the Author/Illustrator

Study Notes on Themes and Curriculum Areas

Pre-reading Questions

- What is unusual about the title of the text, *Clarrie's Pig Day Out*? Which word seems out of place? What other words could be exchanged in order for it to make more sense?
- Suggest what a 'pig day out' could be. What sort of things might occur on a 'pig day out'?

Reading and Viewing

- Take time to look carefully at the first page opening. Scan this page and project onto a whiteboard. Read the text aloud. Re-read the text, looking at the 'ransom-note' words – shoe, poo and do. What is the author doing by using such word-play? What effect does it have? What word should have been used instead of 'dag'? How do we know this?
- Read the text aloud without showing the illustrations. Why is it difficult to follow? Now re-read the text, showing the illustrations. Discuss how authors and illustrators combine language and images to create meaning. What is the importance of 'reading the pictures' in picture books? How do the illustrations offer inferred information? If the illustrations were literally depicting the words alone, how would they differ from the original illustrations in *Clarrie's Pig Day Out*?
- Examine the portrayal of Clarrie in the first page opening. Brainstorm words to describe his personality based on this page opening. Give reasons for your word choices. As you continue reading the text, check whether your predictions are accurate.
- After reading the text in its entirety, go back and re-read it, this time paying closer attention to the illustrations that support the text. How important are the illustrations to understanding the text?
- Why is this book funny? What is appealing about it? How has the author used language devices to create this sense of fun?

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- Why doesn't Bert accompany Clarrie on his *pig day out*?
- With older students, examine figures of speech such as malapropisms and nonsense-words in creating humorous texts. How are these at work in *Clarrie's Pig Day Out*? To extend students, examine other figures of speech such as spoonerisms that also have a humorous effect.
 - A malapropism is the use of an incorrect word that is similar in sound to the intended word (often with humorous effect).
 - A spoonerism is the exchange of letters or sounds between two words, often with comic effect, for example, *search every crook and nanny!* ('Search every nook and cranny').
 - Examine figures of speech further by incorporating books such as Ursula Dubosarsky's *The Word Spy* and *The Return of the Word Spy*.

Speaking and Listening

- In pairs, discuss your favourite page opening from *Clarrie's Pig Day Out*. Why is it your favourite?
- In small groups, either re-tell or re-enact *Clarrie's Pig Day Out*.
- Time permitting, make some simple costumes to represent the literal meaning in the written text of *Clarrie's Pig Day Out*. Retell the story to an audience.

Writing and Representing

- Add a page to *Clarrie's Pig Day Out* by writing your own silly sentences and accompanying illustrations.
- Choose one of the page openings from *Clarrie's Pig Day Out*. Illustrate this page literally, for example, Clarrie might actually be driving a jar instead of a car.
- Rewrite *Clarrie's Pig Day Out* from Bert's point of view.
- As a class, innovate on *Clarrie's Pig Day Out* by developing your own protagonist, setting and simple plot. Devise your own malapropisms and rhyming nonsense-words to suit this story. In pairs, select a page of this new story to illustrate. The end product will be a humorous class story.

Grammar, Punctuation and Vocabulary

- Use *Clarrie's Pig Day Out* to introduce or revise aspects of language as shown below: (NB - the following definitions come from the glossary of *The Australian Curriculum: English*.)
 - Rime (Separate phonemes in a syllable can normally be broken into two parts. The rime is a vowel and any subsequent consonants (for example, in the word 'cat' the rime is /at/). Word families can be constructed using common rimes such as /at/ in 'cat', 'pat'.
 - Onset (Separate phonemes in a syllable can normally be broken into two parts. An onset is the initial consonant (for example, in 'cat' the

onset is /c/); or consonant blend (for example, in 'shop' the onset is /sh/). Word families can be constructed using common onsets such as /t/ in 'top', 'town'.)

- Phoneme substitution (Involves students manipulating spoken words by substituting certain phonemes for others (for example, changing the /r/ in the word 'rat' to /b/ to make new word 'bat'.) Phoneme substitution can occur with middle and final phonemes (for example, changing the /a/ in 'cat' to /o/ to make new word 'cot'.)
- Grapheme (A letter or group of letters that spell a phoneme in a word (for example, /f/ in the word 'fog'; /ph/ in the word 'photo').)
- Vowel digraphs (Two successive vowels that represent a single phoneme (for example, /ai/ in the word 'rain'; /ea/ in the word 'beach'; /ee/ in the word 'free').)
- Digraph (Two letters that represent a single sound:
- Digraph (Two letters that represent a single sound:
 - vowel digraphs have two vowels (for example, 'oo', 'ea')
 - consonant digraphs have two consonants (for example, 'sh', 'th')
 - vowel/consonant digraphs have one vowel and one consonant (for example, 'er', 'ow').
- Create flip-chart booklets of the 'mixed up' words from *Clarrie's Pig Day Out* to explore phoneme substitution, consonant digraphs and vowel digraphs, for example:
 - 'flea, sea, tree'

Bibliography

Australian Curriculum: English 2016, ACARA, accessed 26 February 2016, <<http://www.australiancurriculum.edu.au/english/glossary>>.

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About the Author of the Teachers' Notes

Christina Wheeler is a Teacher-Librarian who works with primary and lower-secondary students. She completed an Arts Degree majoring in English and History at the University of Queensland, followed by a Post-Graduate Diploma in Education. She later received a Graduate Diploma in Teacher-Librarianship from QUT. One of her favourite aspects of her job is what she calls the 'goose bump effect' – those moments when students share their insights and experiences of texts. The joy of being able to bring non-readers to books is another of her passions.

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