

Sam Stop-Your-Frowning: Something Terrible

AUTHOR

SALLY BARTON

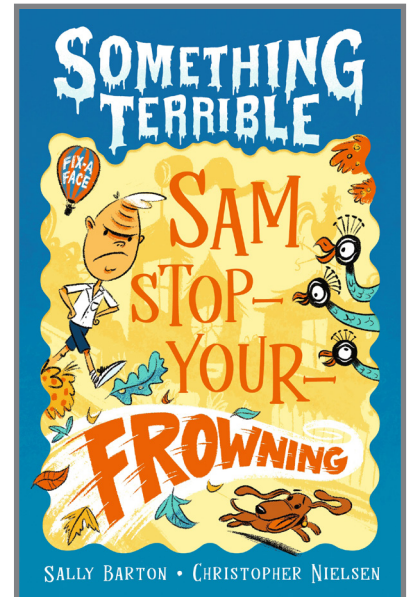
Illustrator

CHRISTOPHER NIELSEN

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RECOMMENDED FOR: Lower Primary



SYNOPSIS

Sam Crisp lives at 6 Rufus Street. You might be surprised to know that is his name, because most people think his name is Sam Stop-your-frowning. But no matter how many people tell him, or how often, Sam never stops his frowning. One morning, just as Sam was leaving for school, his mum called, 'Sam! Stop your frowning. Something terrible could happen!'

This is the story of the something terrible that did.

ABOUT THE AUTHOR

From the age of six when Sally Barton took her first book from the library, words and stories became an important part of her life. She not only spends her days creating fictional worlds for both adults and children, but she also passes this love and knowledge on to her students as a tutor for children with learning differences. Sally previously worked for the police but was happiest at her job in a public library while she finished her degree in Legal Studies. Sally enjoys teaching and travelling but writing is her first love.

ABOUT THE ILLUSTRATOR

Christopher Nielsen's illustrations flow forth from a love of vintage design. Tin toys, Mexican wrestlers, Matchboxes, Medical Charts and Indian Goddesses all jostle for attention amongst the flotsam and jetsam of his flip-top head. His images have been adopted by wineries, zoos, department stores, radio stations and fish mongers around the globe as well as many books. When he's not making images or raising a young family he can be found on stage playing guitar with his band The Ramalamas.

STUDY NOTES

DISCUSSION QUESTIONS AND ACTIVITIES

Before reading

- Before reading, view the cover and title of the book. Identify the following:
 - The title of the book
 - The author/illustrator
 - The publisher
 - The blurb
- What do you think the story might be about from looking at the title only? Do your ideas change after seeing the

cover?

- Activity: Write your own story using the title of the book.
- Based on the cover, what do you think this story is about? How do you think it will begin/ end? Revisit your answer after reading the story to see if your predictions were correct.
- Discuss the title of the book. Do you think this is a good title? Why or why not? If you were asked to choose an alternative title for the book, what would it be? Remember, a good title should capture the audience's attentions and give them some idea of what the book is about.

Exploring the text

- Discussion:
 - Who do you think the audience for this book is? Why?
 - Is the book an imaginative, informative or persuasive text? How can you tell?
- Literary techniques allow a writer to convey a deeper meaning in their text.
 - What techniques can you find in this text? e.g. metaphor, imagery, alliteration, personification
 - What deeper meaning can you draw from the text?

EXPLORING THE TEXT IN DEPTH

- As a class, look at the front cover, read the blurb on the back to gather clues and use any prior knowledge you may have to predict some events that might happen in this story. (In particular, have you read any other SOMETHING TERRIBLE books before? What happened in those books? What do you think might happen in this book?)
- Having your face 'stuck' in a frown by the changing wind is what's known as an "Old Wives' Tale". What are some other Old Wives' Tales that your students know? Are any of them true? How did they learn them? Discuss how stories, tales and histories can be passed down or learnt through different mediums(e.g. in a book, or orally via storytelling).
- Ask your students to share the things their families are always asking them to do - like tie their shoelaces, brush their teeth, eat their breakfast, etc. Then, have your students pick one thing and write a short story about the 'something terrible' that could happen if they don't do it!
- As a class, write a list of some of the words in the story that have special fonts or styles (e.g. sulk-grumbles, very tight, shrieked). Discuss how the words look how they sound/feel. Write another list of new words for your students to "illustrate" in the same way – drawing the word in a way that looks how it sounds/feels!
- In the story, Sam and his family travel to South America. Have your students choose one of the countries that Sam visits and research it. This research could include history, geography, population, culture, food and more. Then, students can share their research in the form of a travel brochure enticing people to visit that country!