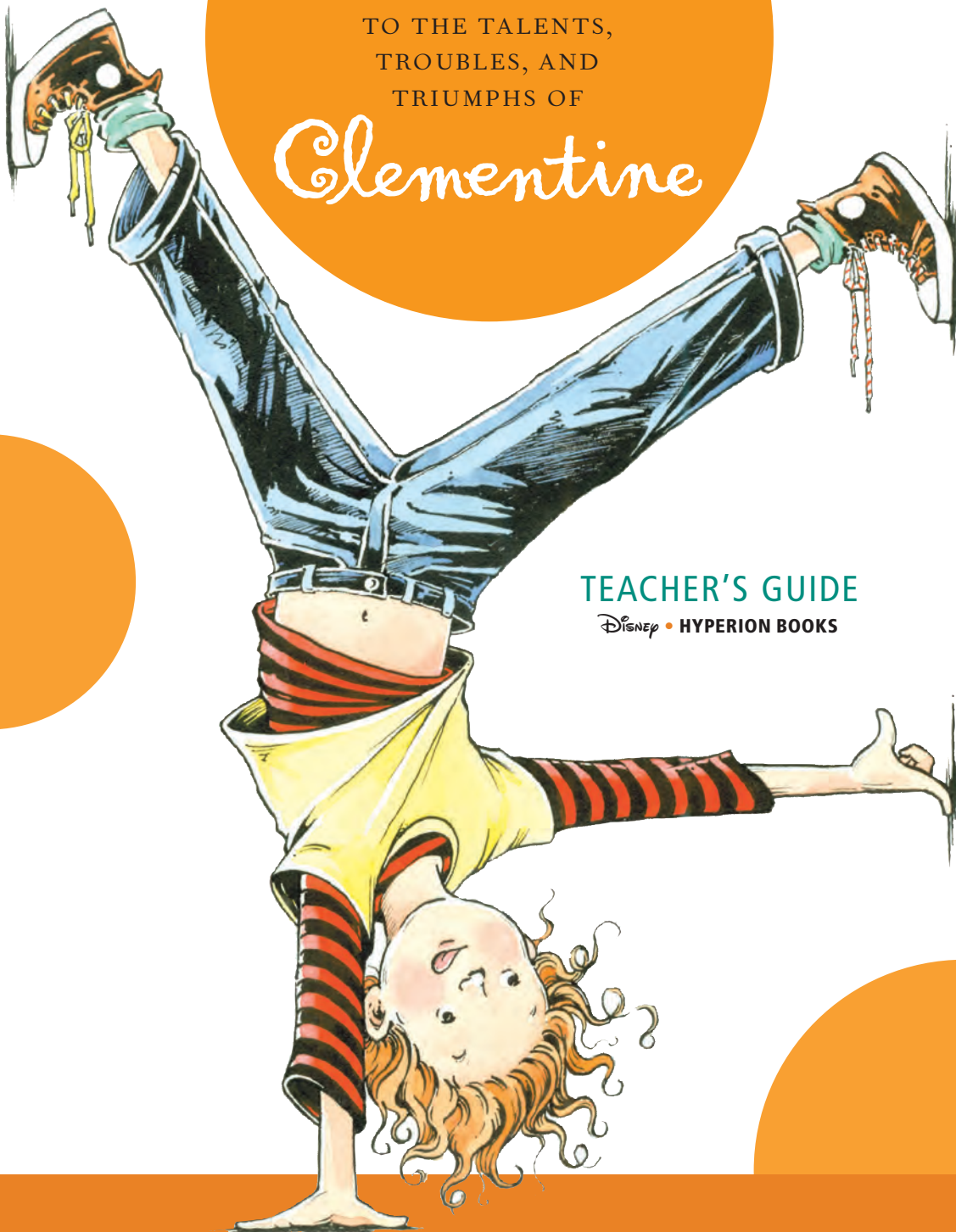


AN INTRODUCTION  
TO THE TALENTS,  
TROUBLES, AND  
TRIUMPHS OF

# Clementine

TEACHER'S GUIDE

Disney • HYPERION BOOKS



# Five Memorable Titles

WRITTEN BY SARA PENNYPACKER AND  
ILLUSTRATED BY MARLA FRAZEE



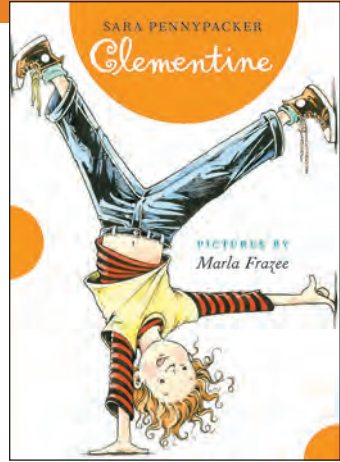
## About the Guide

In this guide, you will find an array of ideas, activities, writing and drawing prompts, discussion points, connections, and suggested projects you can use to delve deeper into the characters, plot, and themes introduced in the Clementine books. While you can't and shouldn't use all of these ideas, pick and choose the ones that best speak to your students, whether you're using the book as a read-aloud or a book for Guided Reading, Literature Circles, or Book Club discussion groups.



# Clementine

Third grader Clementine finds her fastidious friend Margaret crying in the bathroom and a big chunk of Margaret’s halfway-down-her-waist straight brown hair missing because she got glue in it while in the art room. Clementine offers to help Margaret even out the other side, but it is soon clear that the only thing to do is cut off all of it, which, as Clementine confides, “is not exactly easy with those plastic art scissors, let me tell you.”



Of course Clementine gets the blame and is sent, as usual, to the principal’s office, even though she thinks Margaret, shorn, looks beautiful, like a dandelion. Spectacular ideas are always sproinging up in Clementine’s brain. She wants to be an artist, is excellent at noticing things, is saving up to buy a gorilla, and, to make Margaret feel better, chops off all her own curly red hair. She calls her three-year-old brother by any number of vegetable names, like Cabbage, Broccoli, and Radish, and she is acutely aware that, in her family, she would not be considered “the easy one.”

Clementine’s narrative is roll-on-the-floor hilarious, and Marla Frazee’s black ink drawings perfectly capture Clementine’s insouciant personality.

## Worst Week

Clementine begins her personal narrative with, “I have had not so good of a week.” The rest of the book is certainly proof of that.

### DISCUSSION POINT

- Retell/review the sequence of events that landed Clementine in the principal’s office once again. Whose fault is it that Margaret’s hair is gone?

### WRITING PROMPT

- What was your worst week in recent memory? Do a Quick Write, describing one of the awful things that happened to you and how you dealt with it.

## The Gifted Class

Clementine says, “If they had a special class for gifted kids in art, I would definitely be in it.” (page 10) She tells her mother, who is an artist, “When I grow up, I might be an artist.” (page 38)

### DISCUSSION POINT

- If there could be a gifted class for one of your special talents or interests, what would it be?

## Clementine Versus Margaret

### DISCUSSION POINTS

- Even in the first chapter, you’ll notice many differences between the personalities of fourth grader Margaret and third grader Clementine. Compare and contrast them.
- Which one is more like you and why?

### WRITING/DRAWING PROMPT

- With a partner, draw a portrait of each girl. Underneath each picture, write what you know about each one.

## Being Afraid

When she was little, Clementine tells us, she used to be afraid of ceiling snakes “just waiting to drip on you.” Now she says she’s only afraid of pointy things and boomerangs. (page 11)

### WRITING PROMPTS

- What weird things are you afraid of and why?
- How have you dealt with, conquered, or overcome one of your former fears?



## Clementine's Names

Notice that Clementine calls her little brother by vegetable names, like Spinach. She says, “Okay, fine, my brother’s name is not really Spinach. But I got stuck with a name that is also a fruit, and it’s not fair that he didn’t. The only thing worse than a fruit name is a vegetable name, so that’s what I think he should have.” (page 17)

When Clementine’s cat, Polka Dottie, had kittens last year, she named them Mascara, Fluoride, and Laxative. She says, “. . . I have discovered that the most exquisite words in the world are on labels you will find in a bathroom.” (pages 19–20)

### DISCUSSION POINTS

- What are some of the vegetable names Clementine uses for her brother?
- What interesting names or nicknames have you given to family, friends, pets, or toys like stuffed animals?
- How did you come up with these names?

### DRAWING PROMPT

- Draw a picture of the important people, pets, and things in your life, labeled with the names you use for them.

## Fruits and Vegetables

Bring in clementines so everyone can taste a section. Then play the fruit-and-vegetable game.

### ACTIVITY

- Bring in an assortment of interesting fruits and vegetables of varying sizes and textures. Put each one in a bag. Without looking, students feel each one and try to identify it. Have them say, “I think this is a \_\_\_\_\_ because \_\_\_\_\_.”
- When you are done, make vegetable soup and/or fruit salad.

## Pay Attention

Clementine’s teachers chide her for not paying attention. Her dad says she is excellent at noticing interesting things. Clementine says, “Last year a writer came to my school and said, *Pay Attention!* But she didn’t mean to the teacher, she meant pay attention to what’s going on around you, so you can write about it. Then she looked exactly at me and said to notice the good stuff and write it down so you don’t forget it.” (page 41)

## ACTIVITY

- If you're going to be an artist or a writer, you need to pay attention to what you see. What interesting things have you noticed lately? Make an illustrated poster with a list.

## Spectacularful Ideas

Clementine says, “Thursday morning I woke up with a spectacularful idea. I am lucky that way—spectacularful ideas are always sproingling up in my brain. The secret thing I know about ideas is that once they sproing into your head you have to grab them fast, or else they get bored and bounce away.” (page 65)

## DISCUSSION POINT

- Which of Clementine's spectacularful ideas have been good ones and which have not worked out so well?

## WRITING PROMPT

- What spectacularful ideas have sproingled up in your brain lately? What did you do with them and how did they work out?

## Angry?

In one week, Clementine cuts off Margaret's hair, colors it with red Magic Marker, and tries to glue her own cut-off hair onto Margaret's head. Principal Rice asks her, “Clementine, what's going on between you and Margaret? . . . Are you angry with her?” (pages 66–67)



## DISCUSSION POINT

- What do you think is going on between Clementine and Margaret? Consider both their points of view.

## WRITING PROMPT

- When you are angry, sometimes it helps to write down exactly how you are feeling. Pretend you are Clementine or Margaret. Write a letter from one girl to the other, explaining and describing why you are mad.

## When I'm a Grown-up

Clementine says, “Here is a secret good thing: Sometimes I like journal writing at school because I can remind myself of the things I might forget when I’m a grown-up. Like that I plan to smoke cigars. And I do *not* plan to get married. . . . What if I forget those things?”  
(page 93)

## WRITING PROMPT

- Make a list of the things you don’t want to forget when you are a grown-up.

## Apologies

### DISCUSSION POINTS

- How and why do Clementine and Margaret apologize to each other?
- What kinds of apology have you offered to someone recently? Why did you need to apologize? How was your apology received?

## Design a Hat

Clementine makes Margaret a special hat, decorated with all the things Margaret likes.

### DISCUSSION POINT

- What would you put on a hat to give to Clementine? Describe each item you would put on it and why.

### ACTIVITY

- Using found materials, design a hat for someone you know, decorated with all the things that person likes. Draw up a list of the items you have included, with the reason you have added each thing, as Clementine does with Margaret’s hat. (page 114–116)



## What's Under Clementine's Bed?

Clementine cleans out everything from under her bed, which she calls “The Black Hole.”  
(pages 123)

### ACTIVITY

- What's under your bed? (Or in your closet or in your desk?) Clean it out and make a list of everything you find.

## Margaret's Side of the Story

### DISCUSSION POINT

- We see this story of Clementine's “not so good of a week” from her point of view. What about Margaret? How do you think she feels about everything that has happened with Clementine all week? Why does she allow Clementine to keep “working” on her hair?

### WRITING PROMPT

- Put yourself in Margaret's place and recount the events of the week from her point of view.



# My Darling Clementine

So that children can understand why grown-ups start humming whenever they see the Clementine books, teach them the famous folk song “My Darling Clementine.” Photocopy the words so everyone has a copy for a bit of “Singer’s Theater,” a wonderful way to promote fluency in reading.

To hear the tune for this classic song, go to [kids.niehs.nih.gov/lyrics/clementine.htm](http://kids.niehs.nih.gov/lyrics/clementine.htm)

## Clementine

1. *In a cavern, in a canyon, excavating for a mine,  
Dwelt a miner, forty-niner, and his daughter Clementine.*

REFRAIN (repeat after each numbered verse)

*Oh my darling, oh my darling, oh my darling Clementine  
Thou are lost and gone forever, dreadful sorry, Clementine.*

2. *Light she was, and like a fairy, and her shoes were number nine,  
Herring boxes without topses, sandals were for Clementine.*
3. *Walking lightly as a fairy, though her shoes were number nine,  
Sometimes tripping, lightly skipping, lovely girl, my Clementine.*
4. *Drove she ducklings to the water, ev’ry morning just at nine,  
Hit her foot against a splinter, fell into the foaming brine.*
5. *Ruby lips above the water, blowing bubbles soft and fine,  
But alas, I was no swimmer, so I lost my Clementine.*
6. *In a churchyard near the canyon, where the myrtle doth entwine,  
There grow rosies and some posies, fertilized by Clementine.*
7. *Then the miner, forty-niner, soon began to fret and pine,  
Thought he oughter join his daughter, so he’s now with Clementine.*
8. *I’m so lonely, lost without her, wish I’d had a fishing line,  
Which I might have cast about her, might have saved my Clementine.*
9. *In my dreams she still doth haunt me, robed in garments soaked with brine,  
Then she rises from the waters, and I kiss my Clementine.*
10. *Listen fellers, heed the warning of this tragic tale of mine,  
Artificial respiration could have saved my Clementine.*
11. *How I missed her, how I missed her, how I missed my Clementine,  
But I kissed her little sister, and forgot my Clementine.*

# Clementine

## A NEW VERSION

Using the same tune, Erica Patente, third grade teacher at Old York School in Branchburg, New Jersey, and her students wrote an all-new song about Clementine's first book of adventures. Here's their version:

1. *In an apartment, in a city,  
Supervising all the time,  
Lived a pigeon pooper scooper  
And his daughter, Clementine.*

REFRAIN (repeat after each numbered verse)

*Pay attention, pay attention, pay attention, Clementine,  
You are silly and get in trouble,  
Thanks for helping, Clementine.*

2. *Orange her hair was, like a pumpkin,  
And shiny like a dime,  
Kitten boxes, holes in toposes,  
Moisturizer for Clementine.*
3. *And you sit there, in the office,  
'Cause you never listen well;  
Margaret glued it, then you ruined it.  
Why'd you do it, Clementine?*
4. *She's the hard one, even harder,  
Causing trouble all the time;  
But, alas, they didn't trade her,  
So they kept their Clementine.*
5. *How we liked it! How we liked it!  
How we liked the book Clementine  
But we finished, our hopes diminished,  
Until the next book, Clementine!*

Children can write new verses to go with

*The Talented Clementine, Clementine's Letter, and Clementine, Friend of the Week.*

Lucky for us all, readers can jump into the next Clementine book, *The Talented Clementine.*



# The Talented Clementine

It's so gratifying to see our new favorite third grader back in a sequel that is just as funny as her first fabulous book, *Clementine*.

Poor kid. Unlike her fourth grade friend and neighbor, Margaret, who has a whole alphabet of talents to draw on for the upcoming school show—Talent-Palooza, Night of the Stars—Clementine can't think of even one thing she could do onstage. Sure she's great at art and math, and her dad says she is the queen of noticing things and is very empathetic to boot. Her attempts at juggling and tap dancing don't quite pan out, and Dad won't let her bring her little brother for her "Elvis and the Laughing Dog" act.

Don't worry about Clementine. Her own talents help her big-time on the night of the show when she assists her formidable but understanding principal, Mrs. Rice.

## Exciting and Boring

Clementine begins her narrative with, "I have noticed the teachers get *exciting* confused with *boring* a lot. But when my teacher said, "Class, we have an exciting project to talk about," I listened anyway." (page 1)

Think about the projects you've done in school, the ones that were exciting, and others that were boring. Also think about projects you'd like to do and those you hope never to have to do. Make a list in two columns: EXCITING PROJECTS, BORING PROJECTS.

## Talent-Palooza

To help raise money for the big spring trip, the third and fourth graders in Clementine's school are putting on a talent show. Clementine claims not to have a talent. She can't even hop. Mitchell, Margaret's older brother, says, "Maybe you have a really great talent you just haven't figured out yet." (page 11) Margaret has an entire alphabet of talents,



and is trying to figure out how to do them all at once. Classmate Willy has only one talent—he can fit his entire lunch in his mouth at once. Her teacher says, “Everyone has a talent, Clementine. . . Everyone has something they’re especially good at.” (pages 17–18)

### DISCUSSION POINTS

- What kinds of talents does Clementine have?
- What talents do you have? If you were participating in Talent-Palooza, Night of the Stars, what would be your act?

### ACTIVITY

- Teachers can have their students compile an alphabetical list of all their talents, both serious and silly. Hold an impromptu talent show to share them.

## Having Empathy

Clementine’s dad tells her, “You’re the most talented person I know!” (page 36) Top on his list of attributes for Clementine is that she is very empathetic.

### DISCUSSION POINTS

- What does it mean to be empathetic?
- How is Clementine empathetic? What are some of the things she’s done that show empathy?
- How have you been empathetic?

## Buying WOW Shoes

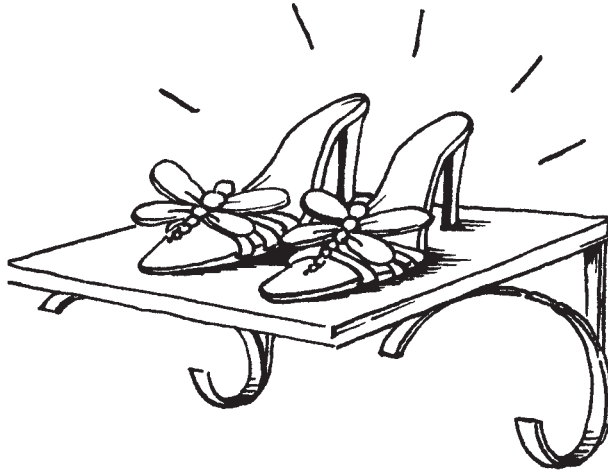
At the shoe store, Clementine tries on everything until she chooses the first shoes she saw—a pair of lime green sneakers, size 3. Her mother buys herself a pair of not very sensible purple “WOW” shoes with tall skinny high heels and sparkly green dragonflies at the toes.

### WRITING/DRAWING PROMPT

- What kind of shoes would you pick out if you went to the shoe store today? Draw and describe a pair of “WOW” shoes you have or would like to have.

## Benefits of Being a Grown-up

Clementine’s mom says buying the least sensible shoes in the store is “one of the benefits of being a grown-up.” (page 78)



### DISCUSSION POINTS

- What are some of the other benefits of being a grown-up?
- What are the benefits of being a child?
- Compare and contrast: Which one is better and why?

### *The Old Standby*

Clementine is talented at making her little brother laugh. Her best routine is her Elvis act, which her parents call “The Old Standby.” She pretends to play a guitar and sings, “Hound Dog,” and he falls over laughing, especially when she makes up a funny second line, like “Yogurt in your shoes.” She plans to put a leash on him and take him to the talent show for an act she calls “Elvis and the Laughing Dog,” but her parents nix the idea.

### DISCUSSION POINTS/WRITING PROMPTS

- What funny things have you done that made your family or friends laugh?
- What makes you laugh?

### *One of a Kind*

After Clementine helps the Talent-Palooza go off without too many hitches—thanks to her attention to every detail—her principal, Mrs. Rice, tells her, “I have the answer for you

now, Clementine. About why you can't have a substitute. It's because there is no substitute for you. You are one of a kind!" (page 120)

Clementine stops worrying. She says, "Instead, I had the proud feeling; like the sun was rising inside my chest." (page 120)

### DISCUSSION POINTS

- Why does the audience applaud for Clementine, even though she wasn't in the show?
- Why was her role important?
- Have you ever done something worthwhile and felt the proud feeling? What were the circumstances?

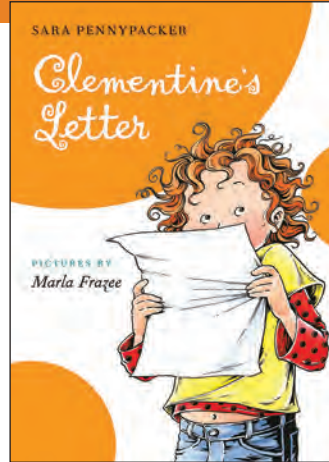
### WRITING PROMPTS

- What makes you one of a kind? Instead of writing about yourself, interview a partner and write a personal description about what makes him or her unique.
- After the show, Clementine's parents take her out to the Ritz, a fancy restaurant, for a celebration dinner. "I think this is the luckiest day of my life," she says. (page 137) What was the luckiest day of your life?



# Clementine's Letter

Clementine and her third grade teacher, Mr. D'Matz, are really in sync these days, so when he is chosen as a finalist in this year's Adventures for Teachers program, Clementine feels betrayed. If he is chosen, he will fly off to Egypt to an archaeological dig and will be gone for the rest of the school year. Maybe there's something Clementine can do to stop him.



## Important Reminders

Clementine says, "I like to write important reminders on my arm. That way, I don't lose them—I always know where my arm is, which is not true about pieces of paper. Plus, they look like tattoos. On Sunday nights, my mother scrubs all the week's notes off, and I start over." (pages 28–29)

### WRITING PROMPTS

- Where do you keep your important reminders?
- Make a list of the notes you need to remember for the week.

## Teacher Troubles

Clementine is not in sync with her substitute teacher, Mrs. Nagel. While other kids think Mrs. Nagel is nice, Clementine keeps butting heads with her and getting into trouble. Margaret says, "It was probably your own fault, Clementine . . . You were probably doing weird things. You're always doing weird things." (page 33)

**APPLE MAC PRO XEON/2.8GHZ (4 CORES)** What are some of the weird things Clementine has done?

- What can she do to get back into Mrs. Nagel's good graces?
- What do you think of Margaret's advice to copy what Lily does so she won't get into trouble?

### WRITING PROMPT

- Write Clementine a letter with your best advice of how to get along with a teacher, based on your own experiences and observations.

# Building Stories

On a sketch pad, Clementine writes the first sentence of a new story she calls *The Building Manager*—By Dad. Her first sentence is “Once there was a building manager.” (page 40) Her dad writes underneath, “He was extremely handsome and he had the strength of TEN OXEN.” (page 48) Over the course of the book, she and her dad alternately write new sentences of the story.

## INTERACTIVE WRITING ACTIVITY

- With your group, think up a simple first sentence of your own. For an interactive writing activity, have the children contribute sentences one at a time, while you write them down on chart paper. Or have your students work in pairs to write the rest of the story, alternating sentences. Or have them bring home their story starters and write a story with a parent, grandparent, or older sibling.





## Colors

Sent to the art supply store to buy a tube of permanent rose paint for her mother, Clementine starts to feel a little woozy from looking at all the beautiful colors and their beautiful names, like burnt sienna, manganese violet, and viridian green.

### ART PROMPT

- What other beautiful colors are in your paint or crayon boxes? Are the ones with the most beautiful names the most beautiful colors as well? Pick your favorite names and draw a picture with them to see which are the best colors. If you're using watercolors, mix some colors together and make up new names for them.

### LINK

- Go to [www.crayola.com/colorcensus/americas\\_favorites/](http://www.crayola.com/colorcensus/americas_favorites/) to see what America's top fifty colors are. Number one is blue, which has sixteen shades you can click on to find out the color's personality traits, cultural meanings, fun facts, history, and a reproducible page to color.

## Seman Drawkcal

In Lee's Chinese Market, Clementine sees eels in a tank and realizes that *Lee* is *eel* spelled backward. Her name spelled backward is Enitnemelc. (page 72)

### ACTIVITY

- Write your first and last name backward and pronounce them out loud.

## Color Wheel

Clementine rearranges her mother's tubes of paint in color wheel order, into a big rainbow circle. To see and manipulate the colors in a color wheel, go to [www.ficml.org/jemimap/style/color/wheel.html](http://www.ficml.org/jemimap/style/color/wheel.html). Sort large boxes of crayons into their primary and secondary colors. Use this mnemonic device: ROY G. BIV (red, orange, yellow, green, blue, indigo, violet).



## Trouble with Mrs. Nagel

The substitute teacher, Mrs. Nagel, and Clementine are still not getting along. Missing her teacher and the way he understood her, Clementine thinks Mrs. Nagel must have hypnotized everyone else into liking her. Her mother gives her some wise advice: “Sometimes you have to figure out the problem before you can figure out the solution.” (page 85)

### DISCUSSION POINTS

- Why do you think Mrs. Nagel doesn’t understand Clementine? What might she do to make things better?
- Think of a tricky personal problem you have solved lately. Describe the way you solved your problem.
- What other good advice have you received that you use in your life?

### ACTIVITY

- Make a class poster of Wise Advice.

## Being Lucky

Margaret’s parents are divorced, and when she finds out her father won’t be coming to visit her this month, it makes her cry. She thinks Clementine is lucky without even knowing it because she gets to see her father every day. Clementine thinks Margaret is lucky because when her father visits, it’s for a whole week and he doesn’t go to work all week and he stays in a hotel so it’s like a vacation for her. They decide they’re both lucky, but in different ways.

### WRITING PROMPT

- Write a description of how you are lucky in your life.

## Mrs. Nagel’s Rules

Clementine is having trouble with her substitute teacher, Mrs. Nagel, with her constant refrains of “Clementine, pay attention.” She tells her principal, “I can’t guess Mrs. Nagel’s rules. She has different ones from my teacher and she doesn’t tell them until it’s too late and I’m already in trouble.” (page 108) Mrs. Rice thinks maybe Clementine should have a talk with Mrs. Nagel to explain how her class does things.

### DRAMA PROMPT

- How can Clementine and Mrs. Nagel resolve their differences? Do some role-playing.

With children working in pairs, have one play Clementine and the other Mrs. Nagel. Have them stay in character, with Clementine telling Mrs. Nagel her concerns and Mrs. Nagel responding to them. As the facilitator, tell pairs they are not to get in a fight, but to see if there's any way they can work out their problems. You may want them to switch roles midway so they can empathize with both characters. Afterward, come back together and talk about each pair's reactions. (When you get to chapter 11, you'll see how Clementine and Mrs. Nagel work out their problems with each other.)

### WRITING PROMPT

- What are the rules of your classroom? Collaborate to make a list of the stated and unstated rules.

## Mummification

Clementine describes to her class in vivid detail the process of mummification in ancient Egypt. For children to whom this is new information, showcase some books about mummies so they can find out more.



Clementine gives her mother the Deluxe Supplies Organizer art box that she bought for her, noting, “And all the time she was making her ‘Wow! I must be dreaming!’ face, which was so pretty I’m going to make a drawing of it some day.” (page 124) And then the family, along with Margaret and Mitchell, spend an idyllic evening on the roof of their building, eating pizza, watching the sunset, and talking together.

### DRAWING PROMPT

- Draw a scene of your family and a memorable time you spent together, showing them at their best, the way you’d like to remember them always.

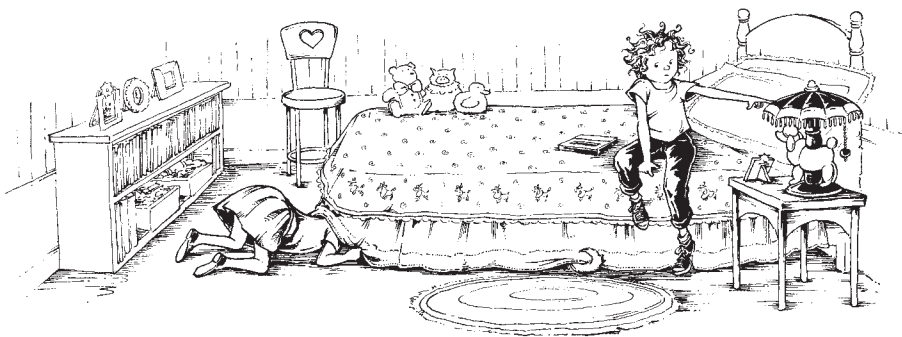
## Laser Eyes

Clementine uses her extremely effective high-power stingray eyes to persuade Mitchell and Margaret to lend her money so she can buy her mother a Deluxe Supplies Organizer art box. She uses her “amazing corner-eyes” (page 68) to spot eels swimming in a tank in Mr. Lee’s grocery store, and icicle eyes when Margaret calls her weird.

And when her teacher, Mr. D’Matz, wants her to come up and read her awful letter aloud at the Statehouse, in front of everyone, she uses arrow-eyes on him, but he looks back at her with his best trick—laser eyes. “Laser eyes are the most powerful eyes of all,” Clementine declares. (page 141)

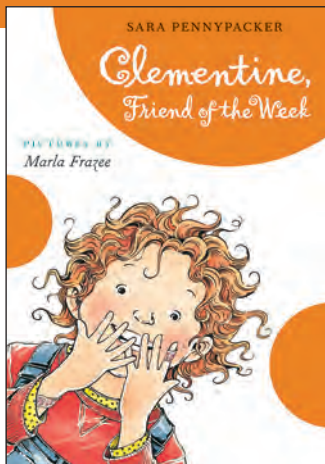
### ACTIVITY

- What are all these special eye tricks she uses?
- Come up with a description of when one might use each type of eyes. Pair off and demonstrate what they might look like to your partner.



# Clementine, Friend of the Week

Clementine was so excited—she was picked to be Friend of the Week by her teacher! She gets to tell her autobiography to the class, be line leader, collect the milk money, and feed the fish. Best of all, on Friday she will get a special “Friend of the Week” booklet, where each of the kids in her class will write what they think of her. But when Clementine’s beloved kitten, Moisturizer, disappears from the apartment and no one can find him, Clementine finds that it’s turning into the most miserable week ever.



## Best at This, Blue Ribbon for That

Clementine is excited to tell Margaret about being Friend of the Week. Margaret is unimpressed, saying, “We did that when I was in third grade.” When Clementine comes up to Margaret’s apartment to see her booklet from last year, she sees a whole bookcase filled with awards and trophies. Clementine says, “So I clasped my hands and we stood there having a moment of silence, staring at all the proof of how great Margaret was at everything. There sure was a lot of it. Three whole shelves of ‘Best at This’ and ‘Blue Ribbon for That’ lined up all neat and tight like groceries in the supermarket.” (page 4)

### DISCUSSION POINTS

- Most people, including Clementine, never win trophies for what they do best, which in her case includes drawing and math. How does Clementine feel about Margaret’s trophies?
- What if you could get a prize for the things you do best? What are your own special talents?

### ACTIVITY

- Students can design and make their own blue medals and awards plaques, making them freehand or on the computer. As an interesting art project, they could even construct handcrafted trophies. Each prize should be labeled with their names and the reason for the prize. (Encourage your kids to think of small but significant achievements, such as Tallest Snowman or Best Ear Wiggler.)

# Moron-Villain-Pest Abbreviations and Acronyms

Margaret's older brother, Mitchell, has six baseball trophies, each labeled M.V.P. Margaret tells Clementine the letters stand for "Moron-Villain-Pest." (*page 6*) As Clementine finds out later, that's not true. Do you know what the letters really stand for? An abbreviation is a shortened form of a word or phrase that makes it faster and easier to say or write (such as U.S.A. for the United States of America or MVP for Most Valuable Player). An acronym, a type of abbreviation, is a made-up word, usually written in capital letters, that is created by using the initial letter of a group of words (such as AWOL, for Absent WithOut Leave).

## DO YOU KNOW WHAT THESE LETTERS STAND FOR?

**DIRECTIONS:** Fill in each abbreviation or acronym below with its full phrase.

PB&J = \_\_\_\_\_

TV = \_\_\_\_\_

PTA = \_\_\_\_\_

NFL = \_\_\_\_\_

ESP = \_\_\_\_\_

IQ = \_\_\_\_\_

TTYL = \_\_\_\_\_

ROTFL = \_\_\_\_\_

MPH = \_\_\_\_\_

NASA = \_\_\_\_\_

SCUBA = \_\_\_\_\_

POTUS = \_\_\_\_\_

**MAKE UP YOUR OWN ACRONYM:** Write the acronym and the words it stands for below. Try it out on others to see if they can figure out what it means.

\_\_\_\_\_ = \_\_\_\_\_

## DO YOU KNOW WHAT THESE LETTERS STAND FOR?

### ANSWER KEY

**PB&J** = Peanut butter and jelly

**TV** = Television

**PTA** = Parent-Teacher Association

**NFL** = National Football League

**ESP** = Extrasensory perception

**IQ** = Intelligence Quotient

**TTYL** = Talk to You Later

**ROTFL** = Rolling on the Floor Laughing

**MPH** = Miles per Hour

**NASA** = National Aeronautics and Space Administration

**SCUBA** = Self-Contained Underwater Breathing Apparatus

**POTUS** = President of the United States



## Fiend of the Week

Margaret is furious with Mitchell for covering the “R” in her Friend of the Week booklet so it now reads “Fiend of the Week.” But when Clementine takes the booklet without Margaret seeing and peels off the tape, Margaret turns her fury on her friend. “Who said you could read that?!” she shrieks. (page 15) Then she yells, “NOBODY’S GOING TO WRITE ANYTHING GREAT IN YOUR BOOKLET NO MATTER HOW MANY PRESENTS YOU GIVE THEM AND YOU’RE NOT EVEN MY FRIEND AND I ONLY PLAY WITH YOU BECAUSE YOU LIVE IN MY BUILDING AND NOW YOU HAVE TO GO HOME!” (page 17)

### DISCUSSION POINTS

- Why is Margaret so upset when Clementine touches her booklet of compliments?
- Why does Margaret blow up at Clementine and tell her she’s not her friend?
- What does Clementine do in response?
- Have you ever had a fight with a good friend? What happened? How did you feel and what did you do?
- How did you make up or apologize or become friends again?





## Writing Your Autobiography

Part of being Friend of the Week is telling the class your life story. When Clementine is summoned to the front of the class on Tuesday to do just that, she begins, “I was born,” and then has a hard time thinking of more substantive information. Teacher Mr. D’Matz says, “I’m sure you’ve done lots of interesting things since you’ve been born. What do you think a biographer would say in a book about you?” (page 42)

### ACTIVITY

Have students make a time line of life events they would include in their autobiographies. Then have them flesh out their lists, adding details about their families, friends, and important life events, writing it as a narrative. Have them include photographs of themselves in the finished autobiographies.

## One Interesting Fact

Next, Mr. D’Matz has the class become reporters. Each person is to find out one interesting fact about Clementine. During recess, the kids ask her questions like, “If you were an animal, what would you be?” and “What is your favorite color?” (Clementine’s answers: “a gorilla” and “all of them”.) (page 44)

### ACTIVITIES

- Brainstorm a list of ten interesting questions that could be asked in such an interview. Each question should reveal something about the person being interviewed. Write them down on a large chart.
- Have students pair off and interview each other orally or in writing, using the list of ten questions. If the interview is an oral one, the interviewers can take notes or simply listen carefully and attempt to remember the answers. They can then present their findings to the rest of the group, saying, for example, “This is David. He was born in Chicago, has three older sisters, loves to play soccer, and hates lima beans. . . .” David will then introduce his partner in the same way.
- In a slightly different approach, take the ten questions the children suggested, type them up as a worksheet, with a heading like “WHO AM I?”, and run off a copy for each student. Without putting their names on the paper, children can record their answers to each question. Collect their papers and redistribute them randomly. Each person can read aloud the answers for one of the pages while the rest of the class listens carefully for

details and tries to deduce the writer’s identity. You could have children draw self-portraits and make a bulletin board of the portraits and the “WHO AM I?” papers, labeled GET TO KNOW OUR CLASS.

## What’s So Funny?

About Clementine’s idea for a professional development day for students (*pages 74–75*), Mrs. Rice thinks the school board would say, “. . . you students already have professional development days . . . They’re called Saturday and Sunday.”

“Then Mrs. Rice swiveled her chair away from me and clutched the top of her head, with her shoulders shaking. I knew she was secretly laughing, so I said I was all done visiting her, and I left. One thing they do not teach in principal school: what is funny and what is not.” (*page 76*)

### DISCUSSION POINTS

- Why does Mrs. Rice think this is funny?
- How does Clementine feel about her principal laughing like that?
- When and why do grown-ups laugh at kids?
- When and why do kids laugh at grown-ups?

### ACTIVITY

What is the difference between what grown-ups and what kids think is funny? Make a chart:

WHAT GROWN-UPS THINK IS FUNNY	WHAT KIDS THINK IS FUNNY
1	1
2	2
3	3
4	4
5	5

## Portmanteaus

Clementine makes up such colorful and fun words, such as *spectacularful* (pages 52 and 85). This word, *spectacularful*, is what we call a portmanteau (first coined by Lewis Carroll in his classic nonsense poem “Jabberwocky,” in his 1872 book *Through the Looking Glass and What Alice Found There*). In a portmanteau (pronounced port-man-toe), two or more words and their meanings are joined together to make a new word. *Spectacularful* combines *spectacular* and *wonderful*. Clementine also coins the word *astoundinging* on page 154. Ask your listeners what two words make up that one (*astounding* and *astonishing*).

### ACTIVITY

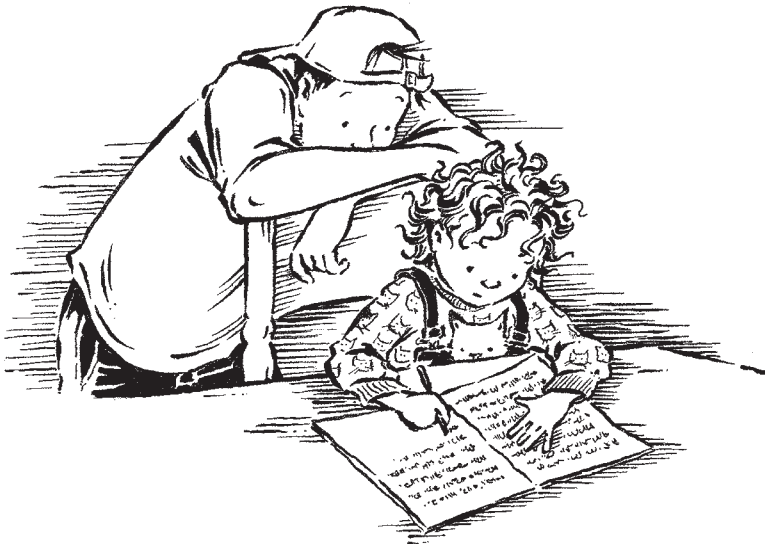
Each student can make up his or her own portmanteau, write a definition of it, and compose an interesting sentence using it. Each can then write his or her word on a chart, and then read the sentence aloud to the rest of the group. Looking at the word and listening to the sentence for content clues, listeners will need to figure out what two words were joined together and what the new word means.

### EXAMPLE

**NEW WORD:** SNOUGH or SNOUGHING.

**SENTENCE:** When I had a bad cold, I couldn’t stop snoughing.

**DEFINITION:** A sneeze and a cough, done at the same time.



# Create Your Own Portmanteau

Clementine uses many colorful and fun words, including *spectacularful*. This word is what we call a portmanteau, a combination of two or more words joined together, in this case *spectacular* and *wonderful*.

## MAKE UP YOUR OWN PORTMANTEAU, MERGING TWO WORDS

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

My new word is: \_\_\_\_\_.

Write a definition of your new word:

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Now write an interesting sentence using your new word so people can figure out what it means.

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## Friend of the Week Booklets

Here's how Friend of the Week works in Clementine's classroom: "Every Monday, our teacher pulls a name out of a Kleenex box. That person, who is me this week, gets to be the leader of everything and tell about themselves. And everybody else has to say why it's so great to have that person around. The best part is that on Friday, they write it all down in a booklet for me to bring home." (page 25)

### CULMINATING ACTIVITY

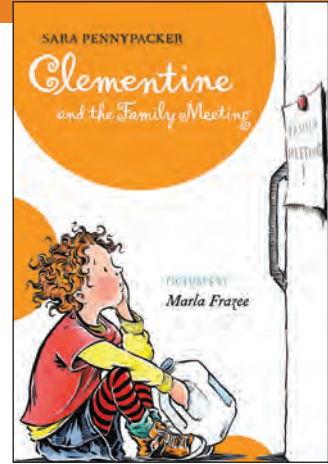
- Start your own Friend of the Week program, based on Mr. D'Matz's plan. Or do it in one fell swoop. Make a booklet for each child, and have students write a comment in each one, based on the personality and actions of each different child.



# Clementine and the Family Meeting

Clementine's having a nervous breakdown. The *FAMILY MEETING!* sign is up in her house, and she just knows she's in trouble for something. Has she been too mean to her little brother? Too sloppy? Eating too much junk food?

Try as she might to find out what's on the agenda, her parents won't reveal anything before the meeting. As far as Clementine is concerned, the agenda should be something like: "We're getting a gorilla." But no, it's something entirely different. "We're talking about a new baby," says her father. "A brother or sister for you two. What do you think about that?" NO THANKS! is what Clementine thinks. After all, *four* is the perfect number for a family. There are four sides to a table, not five. Will Clementine learn to make room for one more?



## Let's Talk About It

### DISCUSSION POINTS

- Before the family meeting, Clementine is worried that she's done something wrong. Why do you think she feels this way? Have you ever felt like that?
- Margaret has started to wear makeup, and wants Clementine to wear it too. Clementine says, "Even though Margaret isn't going anywhere, whenever she talks about makeup, I feel like I'm back at the airport again and she's getting on a plane for a long trip to somewhere without me." What do you think Clementine means? Have you ever felt this way?
- Waylon thinks he has super powers, but Clementine is pretty sure he doesn't. She doesn't want to hurt his feelings so she says, "But Superman never used his for a science project. None of the superheroes I've ever heard of did. They all saved their powers for fighting evil. That's what I think you should do." Do you think Clementine did the right thing? How would you handle that situation?
- Clementine is named after a fruit, and she always calls her brother vegetable names. Margaret suggests the new baby be named after a soup or dessert. What do you think the baby should be called?

## A Long, Juicy Story...

### WRITING PROMPT

Gram keeps starting to tell Clementine a story about her father, his brother, and a garden hose (page 43 and page 116), but Clementine's father won't ever let her finish telling it. What do you think happened? Write your own version of the story.

## Sound Smart!

### WRITING PROMPT

When she sees the Family Meeting! sign, Clementine says, “‘What’s on the agenda?’ Agenda is Latin for ‘list of stuff to talk about,’ so when you say it, you’re saving your mouth a lot of work. Plus, you sound smart” (page 16). As a class, make a list of some other words that save your mouth a lot of work. Look them up in the dictionary and see where they come from.

## What's on the Agenda?

### DISCUSSION POINTS

- Clementine tries to guess what the family meeting will be about. Some of her ideas include:  
*Help out more cheerfully. Don't be messy with your winter clothes. Be more patient with your brother.*
- If your family was having a meeting, what do you think would be on the agenda?
- If your class was having a meeting, what might be on that agenda?



## OTHER ACTIVITIES AND IDEAS TO USE WITH ALL FIVE CLEMENTINE BOOKS

### Clementine's Voice

“Okay, fine,” as Clementine would say. You can’t find a more apt example of why Voice is such an important trait in 6-Trait writing than Clementine’s narration. She is the newest soul sister to characters like Beverly Cleary’s Ramona and Barbara Parks’s Junie B. Jones, with whom students can compare and contrast personalities.

#### DISCUSSION POINTS

- What is special and unique about Clementine’s observations and point of view? What makes her different from other characters you have met in books?
- What other book characters might Clementine invite to her house for a birthday party?
- Who would be her best friend or worst enemy?
- How are you like Clementine? Would she be your friend? Why or why not?

### Asking Questions

Clementine asks questions:

- “Which are smarter? Chimpanzees or orangutans?” (*The Talented Clementine*, page 5)
- “What is the difference between *smashed* and *crashed*?” (*The Talented Clementine*, page 5)
- “If a teacher can have a substitute teacher, how come a kid can’t have a substitute kid?” (*The Talented Clementine*, page 84)

#### DISCUSSION POINT

- Make a list of questions about subjects that interest you. How might you find the answers?

### Clementine's Memorable Lines

Clementine notices everything. Look for some of her unforgettable quotes and write them down. Here’s an example:

“But this year I am in the gifted class for math. And here is the bad surprise—so far, no gifts. (*Clementine*, page 10)



## Nicknames and Real Names

Note that after five books we still don't know Clementine's little brother's real name. What do you think it is? What do you know about him?

## Clementine's Drawings

Clementine says, "When I draw things, everyone knows what they are. Even grown-ups." (*The Talented Clementine*, page 22)

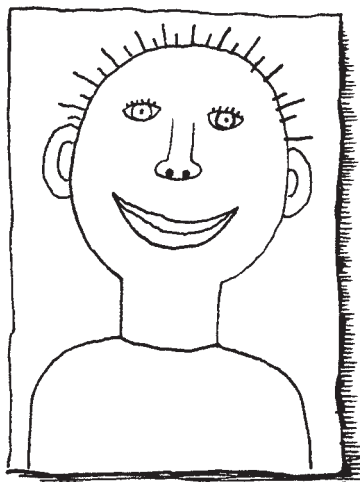
Look through the Clementine books and examine her own drawings. What kinds of things does she draw? (See her picture of Margaret with her hair chopped off, looking beautiful, like a dandelion, on page 10 of *Clementine*, for one.)

### DISCUSSION POINT

- What kinds of things do you like to draw?

### ACTIVITY

- Hand out small pocket mirrors to your students and have them make self-portraits, as Clementine does of her mad face (*Clementine*, page 94), or pair them up and have them draw each other's portraits.



# An Interview with Sara Pennypacker



© Jerry Bauer

## 1 How did you come to write *Clementine*?

Clementine is a phoenix . . . She arose from the ashes of another character. I had been writing about, a boy, Stuart, who worried about everything when he shouldn't have. The series ended and I needed a new character, so just as a starting point I wondered about the opposite: a girl who worried about nothing . . . when she should have. Right away, I knew I'd like this girl. . . . No, right away I loved her.

## 2 Readers feel they know Clementine. Her voice is so well defined, and her observations and questions so fresh and beguiling. How did you develop her character?

I looked to my own two children to form Clementine. My first child, my daughter, seemed to fit naturally into school—as if schools had been invented for her—and so she was very confident. My son . . . not so much. He is an artist, a dreamer, and had some trouble paying attention. When I combined the two of them . . . there Clementine was. Of course she's part me, too. But when I'm writing her, she seems like a real person, someone completely herself. . . . I know it sounds weird, but when I'm writing her I almost feel she's right there in the room, talking to me.

## 3 You've said you based Clementine on your two children. What do they think of the books and the character?

My kids keep reminding me I don't really write these books, I just remember things. But they're very proud. Last Mother's day I got flowers from all three of my kids . . . . They now consider Clementine their sister. I'm very grateful to them for helping me with this character, and one of the things I love best about writing the Clementine books is that I can include my favorite things that they did or said . . . . It's a way of telling them how wonderful I found them.

## 4 Is Margaret based on anyone you know? How about Clementine's forbidding-looking but understanding principal, Mrs. Rice?

Mostly Margaret is a foil for Clementine. She's the opposite in many ways, which works to point up Clementine's character—it's the same as if you were drawing someone and you wanted to show how tall the person was; you'd draw someone really short beside

him. Having someone be an opposite also produces tension (opposite comes from the same root as oppose), and in books, we like lots of tension to keep things interesting.

Mrs. Rice is a rock . . . she's dependable, she can't be shaken. Clementine tends to be a little unstable, to shake things up and to spin around, so she needs this. And Mrs. Rice listens, without trying to solve Clementine's problems . . . She is my gift to Clementine.

- 5 The Clementine books have been acclaimed by reviewers, both grown-ups and kids. Has this changed your life in any way?

Yes, it has. Absolutely. I deeply love kids like Clementine, kids who may have some trouble paying attention (or who pay attention to different things), and I am so happy and grateful to be able to speak for them. I'm so happy to be part of the larger conversation about how to value kids like this. But the best thing, I suppose, is that because the books have been successful, I get to be a writer without spending time working at other things. I love writing so much that this is a tremendous gift. Not many people get to do what they love most as a job, and I'm grateful for that.

- 6 Each book contains so many little revelations for readers and so many funny one-liners from Clementine. Do you keep a notebook of ideas, dialogue, and situations? How do you work as a writer?

I don't keep a notebook; I just try to remember things. But that's a good idea—I think I'll start. Mostly I work by getting into character—I'm always walking around pretending to be someone else, seeing how the world looks and wondering how life would be if I were this other person. Then I come home and write it down. I write a lot, by the way—nearly every day.

- 7 Do you have any advice for children as readers and/or writers?

My best advice: just write a lot and read a lot . . . I don't know any writer who doesn't read a lot. And never mind what anybody else says! Writing is one business where you have to be able to listen to yourself and believe in yourself . . . It takes courage, but you need to do that. Good luck!

Go to [www.schoollibraryjournal.com/article/CA6430169.html](http://www.schoollibraryjournal.com/article/CA6430169.html) for an interview with author Sara Pennypacker (“The Fruits of Her Labor: Author Sara Pennypacker Channels Third Grade in *The Talented Clementine*”) by Rick Margolis in the April 2007 issue of *School Library Journal*.

# An Interview with Marla Frazee



- 1 How did you come up with your depiction of Clementine, her friends and family, and especially her school principal? Are they based on people you know?

The first sketches I did of Clementine are very detailed and descriptive. I kept erasing and simplifying—the eraser is a very useful drawing tool. Principal Rice, though, just appeared in the first sketch looking exactly as she does now. I have no idea where she came from. Okay, I do . . . she’s actually based on my kindergarten teacher, Mrs. Mandel, who was a formidable woman.

- 2 Did you use a child as a model for Clementine? She has such personality. Children feel like they know her when they study each picture. As an artist, what drew you to this book?

I did base Clementine on an eight-year-old friend of mine named Kate. Clementine doesn’t look that much like Kate, but they have similar personalities. I spent a morning with Kate and checked out her closet, her bookshelves, her clutter. I took pictures of her room and some of her favorite outfits, including her worn-out high-top Converse sneakers.

Kate drew the illustrations that Clementine is supposed to have drawn in the first book. She came over to my house, and I gave her a big pad of drawing paper, a bunch of pencils, an eraser (of course), and a bowl of M&M’s. And she drew those awesome drawings in one afternoon. M&M’s are also a useful drawing tool.

When I first read the manuscript, I was captivated by Clementine’s personality. She is funny, real, honest, and good-hearted. She misbehaves, but with such good intentions. I felt as if I knew her. I also knew that she was skinny, had slouchy socks, messy hair, and could run really fast, even though Sara Pennypacker didn’t write about those specific things.

- 3 Your Clementine illustrations are reminiscent of the Louis Darling pictures in Beverly Cleary’s *Beezus and Henry* and *Ramona* books. Is there any connection?

Oh, yeah! I adore those Louis Darling illustrations. He was brilliant. I looked carefully at his work before I started illustrating the Clementine books. I wanted the design as well as the illustrations of the Clementine books to harken back to that era. The text and display type, the margins, and the generous white space around each illustration were all done with a nod to that time in publishing.

- 4 How do you decide which scenes you are going to illustrate in the Clementine books?

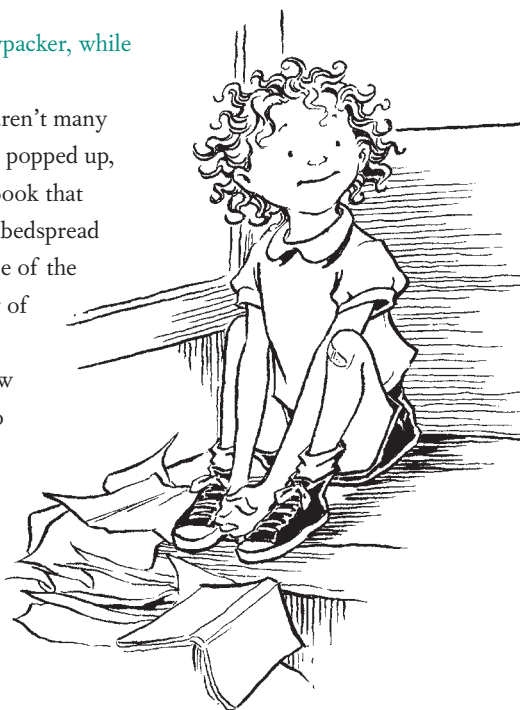
First, I read it and take it in. Then I read it again and take notes to myself and jot down the moments that I think should be illustrated. After that I start making decisions about how the illustrations should be sized. I try to extend the emotional moments in the text—to show how characters are feeling, even though it may not be stated in the words.

- 5 The Clementine covers are done in orange and white. Is there a reason for this?

Well, yeah. Because a clementine, the citrus fruit that Clementine is named after, is orange! Aw, you knew that!

- 6 Do you collaborate with the author, Sara Pennypacker, while working on your illustrations?

Not really. Sara’s writing is so vivid that there aren’t many uncertainties or questions. A few surprises have popped up, though. I didn’t realize until I read the second book that Clementine lives in Boston and that Margaret’s bedspread has a poodle pattern on it. I went back into some of the illustrations in the first book and adjusted a few of those details. Pen and ink is a very unforgiving medium. If I make a mistake, I have to get a new piece of paper and start all over again. And I do that a lot. A big stack of extra paper is the most useful drawing tool of all.



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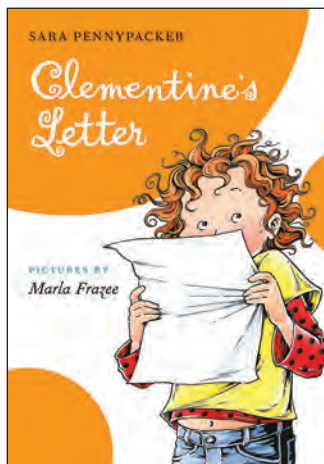
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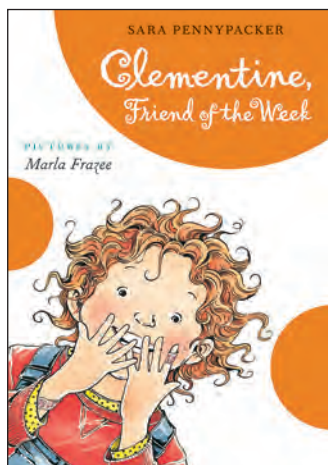
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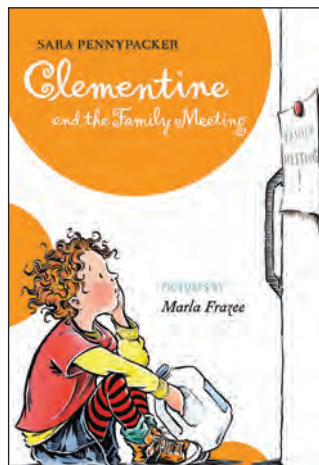
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Guides for *Clementine*, *The Talented Clementine*, *Clementine's Letter* and *Clementine, Friend of the Week* were written by Judy Freeman ([www.JudyReadsBooks.com](http://www.JudyReadsBooks.com)), a well-known consultant, writer, speaker and a visiting lecturer at the School of Information, and Library Science at Pratt Institute in New York City. Judy's book, *Once Upon a Time: Using Storytelling, Creative Drama, and Reader's Theater with Children in Grades PreK-6* (Libraries Unlimited, 2007), won the 2009 Anne Izard Storyteller's Choice Award. Her mega-books, *Books Kids Will Sit Still For 3* (2006) and its popular companions *Books Kids Will Sit Still For: The Complete Read-Aloud Guide* (1990), and *More Books Kids Will Sit Still For* (1995), are indispensable resources for literature-based classrooms and libraries. Judy's yearly edition of *The Winners! Handbook* (Libraries Unlimited), reviewing her top 100 children's books of the past year, is published each spring. You'll find hundreds of Judy's children's book reviews and related content on the award-winning Web site for parents, teachers, and librarians: [www.ReadKiddoRead.com](http://www.ReadKiddoRead.com).

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