

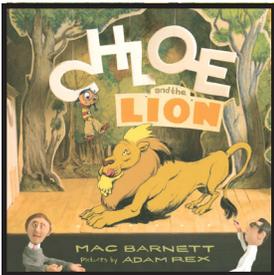


# CRUCHLEY'S COLLECTION

Diana Cruchley is an award-winning educator and author, who has taught at elementary and secondary levels. Her workshops are practical, include detailed handouts, and are always enthusiastically received.

H. Diana Cruchley©2013, [dcruchley@gmail.com](mailto:dcruchley@gmail.com).

## CHLOE AND THE LION

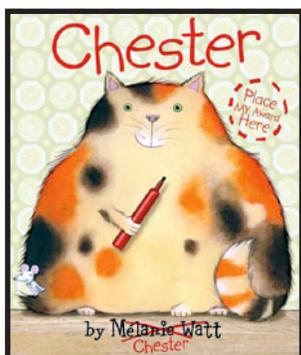


Mac, the author, fires the illustrator, Adam, over his work but the new illustrator is much worse and the story of *Chloe and the Lion* gets into increasing trouble until the author and illustrator are reunited.

Mac Barnett, Disney Hyperion Press, ©2012, 978-14231-1334-8

## CHESTER

I have created a set of lesson ideas for *Chester*, whose author uses a similar theme... a cat who interferes with the telling of the story his owner is trying to write. It might be interesting to read them together and ask students to discuss how they are similar, which is "best", and why.



## THE ART

There's an interesting combination here of backgrounds like the set in a play, combined with drawings, and then the puppet figures of the artist and illustrator. Very clever. It might be interesting for students to approximate the style by printing a background picture from the internet, and then pasting their colourful drawings, cut out, onto the background.

## PERSONAL WRITING (EXTREME WRITING)

Some possible personal writing topics might be:

- A time I "saved the situation" or "Helped solve a problem".
- The author and illustrator argue over whether it should be a lion or a dragon. Start with "I like books about...": a dragon, lion, a space monster, a mystery, a romance, a western, baseball, etc. Why and why do you like each type of writing you can think of?
- Getting into an argument with a friend – and getting out again.

## THE TRAILER

There is a great trailer that goes with this book consisting of the further argument of the author and illustrator. I can't decide which to do first with the students – they're both so great.

<http://www.youtube.com/watch?v=m-QLaSrY11o>



This is a "screen shot" where the illustrator is saying, "What is a book without the illustrator - a haiku. I've seen more writing on a t-shirt. That's why they call it a 'picture book'."

After watching, students could even discuss what is more important to a picture book.

## DUCK AMUCK

This may not be the most academic activity but there is a youtube of the Looney Toons cartoon, *Duck AMuck* in which the character Daffy Duck attempts to play a part in the cartoon only to be erased, put in the wrong scene, coloured, blown up, etc. by the artist - who turns out to be Donald Duck. Discuss similarities and differences with the students.



being re-coloured



being erased

# CHLOE AND THE LION, P. 2

## IMITATE THE STYLE

The plot of the story involves a dialogue between the author and two illustrators, plus Chloe. In the end, the Chloe “saves” the book. Students may enjoy writing a book in which there are two writers disputing the direction of the book, or a writer, and his/her character as in *Chester*.

## MAKE YOUR OWN BOOK

There are many interesting book binding strategies including one that is great for research writing and for field trips. Each student needs 3 ziploc bags, and about 8 pieces of paper just a little bigger than the bags. They also need two pieces of cardstock, just a little bigger than the pages. The pages are interspersed with the ziploc bags, zips facing out.

Students stitch together the tops of the pages and the bags (or staple them)- leaving the bags able to be opened. Then “bind” the top with coloured duct tape, just barely covering the stitching or the staples. I’ve seen it used where the ziploc bags store “artifacts” from the field trip. I have also seen a gorgeous product where the student wrote a story about Egypt and had to include three “artifacts” from the story. One artifact was a colourful feather, and another was a *shard* from a pot.

## A CELL PHONE STORY

In this book, the illustrator has been swallowed by the lion and is phoned on his cell phone while he is inside. This is the point where he demands, and gets, and apology from the author.

Students might enjoy writing a story, the plot of which evolves around a cell phone and the things that a cell phone can do. (Phone someone who has been swallowed, give GPS directions, find the nearest McDonalds, etc.)

## VOCABULARY OF BOOKS

Because this picture book is about the making of a book, it may be a good time to introduce some of the vocabulary of books;

- Cover
- Binding
- Flyleaf
- Copyright
- Publisher
- ISBN #
- Table of Contents
- Index
- Illustrator
- Editor
- Book Designer
- Proofreader
- Spine
- Dedications
- Preface
- Text
- Typeface
- Appendix
- Bibliography

## POST-MODERN BOOKS

Postmodernism has many characteristics, but two of them students may be interested in are:

- the characters speak “off the page” to the audience. Some TV sitcoms such as *Modern Family* and *The Middle* do this as well.
- the characters refer to (or make an allusion to) other pieces of writing, sometimes modern events, or even make a parody of a product that is common in the “real world” outside the book.

The post-modernism of this book includes at least three allusions. One is to knights. Another is to *Little Red Riding Hood* when the woodcutter won’t save the illustrator because “I only go after wolves dressed as old ladies.” The final one is to Frankenstein when Chloe asks the crone with the pitchfork to help but she can’t because she only goes “after monsters who’ve been emotionally wounded by their mad-genius creators.”

## OTHER BOOKS WITH A RELATED STYLE

Some related books where the characters speak out to the audience are:

- *The Monster at the End of this Book*
- *Once Upon a Cool Motorcycle Dude*
- *The Undone Fairy Tale*

(I have done lesson ideas for the latter two.)

