

# Clementine

by Sara Pennypacker  
Grades: 3-5



## About the Book

Sara Pennypacker has written an absolutely delightful chapter book about a very 'creative' third grader named Clementine. The reader's attention is captured from the very first page as the imaginative heroine waits for the principal to explain how her best friend Margaret's hair got cut off. It seems that Clementine, who is allergic to sitting still, and who always seems to pay attention to the 'wrong' things, gives her principal a LOT of headaches.

With the best of intentions, or maybe not, Clementine uses her creative and fanciful outlook on life to solve problems for herself and others. Unfortunately, there are a series of hurtful misunderstandings, as some of her fanciful solutions go awry. Clementine eventually emerges a heroine, when one of her solutions helps her father win the battle in the "Great Pigeon War."

## Set the Stage

*Use the following to engage your students:*

- Read the title and show the book's cover. Ask students to predict what the book is about.
- Refer to Clementine's picture on the books cover. Ask students to brainstorm words to describe Clementine. List the adjectives/descriptors on chart paper under the heading "Descriptive Words/Adjectives." Ask students to make story predictions based on Clementine's characterization.
- Make connections: Ask the students which of the words they used to describe Clementine could be used to describe themselves.
- Review the figurative language terms; simile and metaphor with you students. Give examples of each from the book. For example: "I made her look beautiful like a dandelion," and "go and face the music." Model using a Think Aloud. Ask the class to brainstorm other words that could replace "dandelion." Ask for other words that could replace "music."
- Start reading the story. Stop after each chapter to ask students for any examples of similes or metaphors they heard. List their examples on the board under a column labeled "figurative phrases."

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## Review

After reading the book, discuss the following:

- What new words they might now use to describe Clementine. Add words to chart under Descriptive Words/Adjectives.
- Do you they think Clementine liked her name? What does Clementine mean? Why did she call her brother vegetable names? Do you think these names described her brother? What would be the difference between the vegetable names and figurative language?
- Referring to the phrases on the chart, ask students what they think each descriptive phrase means? How did they come to that conclusion? Did they use context clues? Imagery?
- Using a simile from the book, model how you would interpret its meaning (Think Aloud). Using other similes from the chart, ask the class to interpret their meaning.
- Pick another example of a simile and ask students to brainstorm new analogies. For example: "I made her look beautiful like a dandelion." Ask the class to brainstorm other words that could replace "dandelion." Create metaphors to mirror the similes.
- Repeat this process for metaphors. Example: "You have to go and face the music." Ask for other words that could replace "music." Create similes from the metaphors.